

English – Myths and Legends

Reading

Listen to and enjoy the penultimate story from the BBC website, **7. Odysseus and the Cyclops**.

Write a review of the book. You could use the Book Review format in the 'Links to support this learning' section to help you.



Writing

You've planned your writing and have thought carefully about your characters and the setting. Now it is time to write your story. You might find it useful to think about the Unit Targets before you begin your writing.

Unit targets	Pupil	Teacher
My story has a beginning, build up, problem, resolution and ending.		
I have created a setting in the distant past, eg: an ancient city.		
I have included mortal and immortal figures, eg: nymphs, mythical beasts or monsters.		
I have included a hero or heroine.		
I have featured the heavens or underworld.		
I have written an explanation for how something started.		
I have written a long story with many different parts to the plot.		

Spelling - Possessive Apostrophes

Last week, we revised the use of apostrophes to combine words. Watch the video clips and complete the activities in the following website:

- <https://www.bbc.co.uk/bitesize/articles/zmq9kmm>

Remember that you must not use joined up writing below the apostrophe – leave a gap underneath it to make sure that it is clear that you understand how to use it.



Maths - Fractions

Our next topic in maths is fractions. For an outline of what we're learning, see the knowledge organiser in the links section on the next page.

Fractions are made up of a **numerator** and **denominator**.

The top number is the numerator, which represents the parts we are counting or working with. The bottom number is the denominator, which is the total number of **equal** parts.

$$\frac{3}{5}$$

← numerator (3)
← denominator (5)

- 1) First, label these fractions with which part is the numerator and denominator. Then, represent the fraction. (There is guidance on different ways of representing fractions below)

- a) 3/4 b) 1/2 c) 4/8 d) 3/10 e) 6/10 f) 1/4

Earlier in the year, we explored fractions of shapes. Now, we're going to be learning about fractions of amounts. One handy way to remember for making a fraction is to think of the line between the numerator as the phrase 'out of', here's an example:

2 'out of' 5 scissors are pink.

- 5 What are the fraction of the scissors are not pink?



- 2) Collect your own groups of items from around your home. Write fractions to describe them – it could be what fractions of the items are a specific colour, how many are pens/pencils or even their measurements. There are more examples below to help you get started.



4/10 of the pens are blue.
2/10 of the pens are red.
10/10 of the objects are pens.



4/6 of the buttons are round.
2/6 of the buttons are square.
2/6 of the buttons are white.
1/6 of the buttons are red.

Theme – Ancient Greece

Key Question 6: What is the chronology of the Ancient Greek empire?

We would like you to create a timeline of the Ancient Greek people and events that you have learnt about this term. Try to come up with a fun and artistic way to do this – perhaps an illustrated fold-out timeline in your blue book, a paper chain, or a big washing line of key events and dates with illustrations.

Some events to get you started:

- The first Olympic games **776 BC**.
- The Romans conquer Greece and the Greek Empire ends **146 BC**.
- The building of the Parthenon is completed **432 BC**.
- Alexander The Great takes control **336 BC**.
- Homer wrote The Iliad and The Odyssey poems **700 BC**.



Challenge: extend your timeline into the time of the Roman Empire!

Links to support this learning

English

Reading

<https://www.bbc.co.uk/teach/school-radio/ks2-ancient-greece/zk73nrd>

<https://www.twinkl.co.uk/resource/book-review-template-ks2-t2-e-283>

Maths

Knowledge Organiser

<https://www.twinkl.co.uk/resource/year-4-fractions-knowledge-organiser-t-m-31089>

Practise building fractions with this online game:

https://phet.colorado.edu/sims/html/build-a-fraction/latest/build-a-fraction_en.html

Theme

<https://theowlteacher.com/10-different-timelines/>

Supporting Information for parents

English

<https://www.theschoolrun.com/what-is-an-apostrophe>

Apostrophes for possession

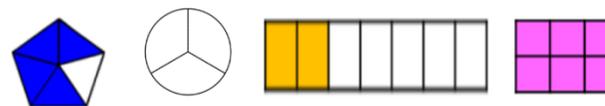
Apostrophes are used to tell us that something belongs to someone, eg: if you were talking about a football belonging to Ben, you would say 'Ben's football'. There is only one Ben, so this is called singular possession. When a singular proper noun ends in s, the National Curriculum states that the suffix is used to indicate possession, ie: James's coat, the princess's toy, the girl's hat or the girl's hats (if she owns more than one).

If there are two or more people owning something, an apostrophe is needed to show plural possession. In this case the apostrophe goes after the plural owners, so if a group of girls each own a hat it would be - the girls' hats. If a word, when made into a plural doesn't end in a 's' then we add 's, eg: the child's toy, the children's toy.

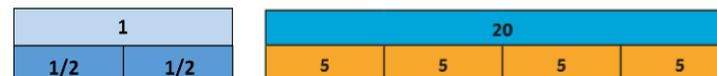
Maths

'Representing' is another word for showing something mathematical with objects or pictures. When we represent fractions, we are showing the fraction visually. This helps children to understand the concept more clearly. Below are the common ways to represent fractions.

Fractions of shapes: the amount of equal parts shows the denominator. The amount shaded generally shows the numerator. (The fractions represented below are $\frac{4}{5}$, $\frac{0}{3}$, $\frac{2}{7}$ and $\frac{6}{6}$) Shapes must be split equally.



Bar Models: bar models show us parts of a whole. If the whole is 1, we can see how many pieces it can be split into equally. This also works for other numbers; we can see a fraction of the number by the amount of parts the bottom section is split into. Example: $\frac{1}{4}$ of 20 = 5.



Fractions of quantities: we can use images of objects to show fractions of amounts. The total number of objects in an image acts as the denominator (number of parts).



Number lines: We can use number lines to show fractions too. The total number of lines shows the denominator; the point marked on the line shows the numerator.

