

**English – Myths and Legends**

**Reading**

Listen to and enjoy the penultimate story from the BBC website, **8. Odysseus and Penelope**. Enjoy the story!



**Writing**

Evaluate your work against the Unit Targets. What about asking an adult or sibling in your household to take the role of Teacher and evaluate your work too. You could even phone a friend/relative or use Zoom etc to read your story to them.

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.		

Use a red pen to edit your work for punctuation, spellings and other changes that you think would make your story even better.

**Spelling – Apostrophes for possession**

Earlier this week you learnt about using an apostrophe show possession. Design a poster to explain this spelling rule. Make it clear about the difference between singular and plural nouns and highlight any exceptions to the rules, eg: child/children, mouse/mice.



**Challenge** – What about combining this week and last week’s learning and create a poster to teach both spelling rules.

**Theme – Ancient Greece**

**Art: Make and decorate a Grecian urn**

To finish our Greeks topic, we would like you to create a piece of 2D or 3D artwork in the style of Ancient Greek pottery.

**Must:** Use the colours and patterns typical of Ancient Greek pottery

**Should also:** Be decorated with a picture that shows an aspect of Greek life that you have learnt about – perhaps an athlete at the Olympics, a warrior in battle, a god or goddess.

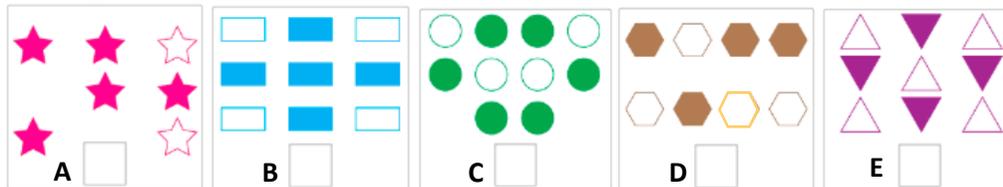
**Could also:** be drawn on an actual paper plate or bowl or even on a jug or pot you have made yourself from papier mache, salt dough or air-drying clay.

**Maths - Fractions**

For an outline of what we’re learning, look at the knowledge organiser referenced in the links section.

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.

1) Identify the fractions shaded below:



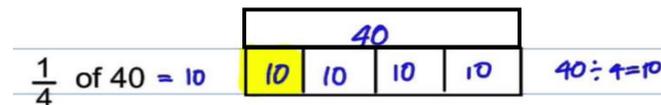
- Can you put the fractions in question 1 in order from smallest to largest?
- Look at fractions **B** and **E** above – *what’s the same? What’s different?*
- Another way we could describe the fraction of the objects in **D** shaded is  $\frac{1}{2}$  (half). Explain why.

Next, we’re going to be looking at fractions of numbers. To start off with, we’ll look at **unit fractions**. To find a fraction of a number, we have to divide it by the denominator, then multiply it by the numerator. For example: **Find one third of twelve**. In  $\frac{1}{3}$ , the denominator is 3, so  $12 \div 3 = 4$ . Then, we multiply our answer by the numerator, so  $4 \times 1 = 4$ .  $\frac{1}{3}$  of 12 = 4. More examples: [https://www.youtube.com/watch?v=9jbTfvJV\\_8s](https://www.youtube.com/watch?v=9jbTfvJV_8s)

5) Use this method (and your knowledge of division) to work out the unit fractions of amounts below:

- $\frac{1}{4}$  of 16
- $\frac{1}{6}$  of 42
- $\frac{1}{7}$  of 280
- $\frac{1}{10}$  of 90
- $\frac{1}{5}$  of 40
- $\frac{1}{9}$  of 81
- $\frac{1}{12}$  of 120
- $\frac{1}{20}$  of 640
- $\frac{1}{3}$  of 999

We can use a bar model to show unit fractions of amounts:



6) Create bar models for the fractions above in question 5.



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**Links to support this learning**

**English**

**Reading**

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

**Spelling**

<https://www.twinkl.co.uk/resource/t-e-4410-ks1-use-of-apostrophes-flow-chart-poster>

<https://www.twinkl.co.uk/resource/t2-e-4337-ks2-use-of-apostrophes-flow-chart-poster>

**Maths**

**Fraction Knowledge Organiser**

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

**Theme**

<https://www.dkfindout.com/uk/history/ancient-greece/ancient-greek-art/>

<https://www.theunlikelyhomeschool.com/2013/04/greece-unit-how-to-make-grecian-urn.html>

<https://www.youtube.com/watch?v=5wlc6Y4cSr4>

[https://www.youtube.com/watch?v=934zoQkE\\_hE](https://www.youtube.com/watch?v=934zoQkE_hE)

<https://www.twinkl.co.uk/resource/t2-h-067-greek-vase-photo-powerpoint>

Here is a design template if that will help you:

<https://www.twinkl.co.uk/resource/t2-h-059-greek-vase-template>

**Supporting Information for parents**

**English**

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

**Apostrophes to show possession**

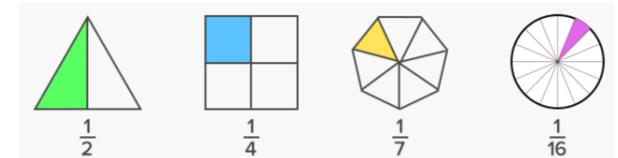
Apostrophes are used to tell us that something belongs to someone, eg: if you were talking about a football belonging to Ben, you would say 'Ben's football'. There is only one Ben, so this is called singular possession.

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).

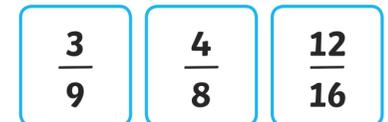
If there are two or more people owning something, an apostrophe is needed to show plural possession. In this case the apostrophe goes after the plural owners, so if a group of girls each own a hat it would be - the girls' hats. If a word, when made into a plural doesn't end in a 's' then we add 's, eg: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

**Maths**

**Unit fractions:** these are all fractions where the numerator is 1.

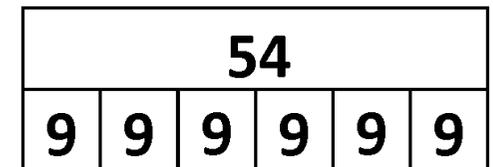


**Non-unit fractions:** these are fractions where the numerator is not 1.



**Bar models**

Bar models are a method of representing different calculations. They can be used with fractions by having the 'whole' or total number as a bar at the top, and the number of equal 'parts' at the bottom.



For example:  $1/6 \text{ of } 54 = 9$

We can see this from the bar model because the 'whole' is 54 and is at the top. The bottom box is split into 6 equal sections to show it is in sixths and in each box is the number 9.