

Proposed Timetable for Chestnut class:18.1.2021

	Day 1	Day 2	Day 3	Day 4	Day 5
English: Oak Academy School Website Purple Mash www.spellzone.com	ENGLISH <u>To appreciate Greek Myths</u> https://www.bbc.co.uk/teach/school-radio/ks2-ancient-greece/zk73nrd Have a listen to some of these myths. And make a list of the different Myths, the main character (hero), a quest, a challenge set by a god, a mythical beast. Use the sheet to help make your notes. There are plenty of videos on line to see the Myths too.	ENGLISH <u>To find features of a Greek Myth</u> Read the myth and have a go at finding all the key features noted on the pink sheet. Mark on in a highlighter or make notes about the key features.	ENGLISH <u>To plan a greek Myth</u> Now time to think of your own Myth. Use the myth starter kit and pick out your different parts. The characters the powers and so on. Then start to plan with a spider diagram what might happen and how and where it could happen on a sheet of paper.	ENGLISH <u>To Plan a greek Myth</u> Now use your story board frame and the characters and parts from yesterday and put together a rough idea of how your story will flow. Use the story board frame to map out your Myth you can always just type some notes up on a word document if that is easier.	ENGLISH <u>Spelling rule lesson</u> <u>Soft G sounds</u> https://www.youtube.com/watch?v=c9c9osovrUU Here is this weeks spellings please have a look at the clip to help you understand the rule. There is a worksheet to complete at the bottom of the page. You can print it or just do the answers on a sheet of paper. I will do the test in the afternoon of the spellings in the 2.00pm session.
Maths: BBC Bitesize White Rose School Website work Oak Academy Purple Mash Mathletics	MATHS <u>Adding and subtracting fractions with the same denominator</u> Using the worksheet in your work pack (Adding and subtracting fractions with the same denominator) find and colour the fractions to match the calculations.	MATHS <u>Adding fractions that are multiples of the same denominator.</u> https://www.youtube.com/watch?v=tDQipFjAoT8 Watch the clip on how to add fractions. Then have a go at the worksheet included underneath.	MATHS <u>Subtracting fractions that are multiples of the same denominator.</u> https://www.youtube.com/watch?v=c5dNa2TVHiQ Watch the clip on how to subtract fractions. Then have a go at the worksheet included underneath.	MATHS <u>Adding and subtracting fractions with denominators that are multiples of the same number.</u> Using the <u>Adding and Subtracting Fractions Sheet in your work pack</u> , practise adding and subtracting fractions. Find two fractions with like denominators and add or subtract them showing your working out each time.	MATHS Arithmetic skills Practise and rehearse all four operations, fractions etc. 20 minute test and marking session.

Reading: Books from home Serial Mash	<u>Cogheart reading session</u> 2-2.30 live lesson Read together and answer the guided reading questions. Chapter 13-14 Vocab and inference	<u>Cogheart reading session</u> 2-2.30 live lesson Read together and answer the guided reading questions. Chapter 13-14 Prediction and explanation	<u>Cogheart reading session</u> 2-2.30 live lesson Read together and answer the guided reading questions. Chapter 13-14 Retrieve questions	<u>Cogheart reading session</u> 2-2.30 live lesson .Read together and answer the guided reading questions. Chapter 13-14 Summarise questions	<u>Catch up</u> Next weeks' time table certificates Question time
Topic & Other Activities School Website Resources & Videos	<u>In school PE session</u> Please try a Joe Wicks or one of the yoga sessions.	<u>History and Geography</u> <u>To understand what school was like in Ancient Greece</u> Read the fact file on what school life was like and answer the questions on the worksheet	<u>In school PE session</u> Please try a Joe Wicks or one of the yoga sessions.	<u>History and Geography</u> To compare democracy now and in Ancient Greece. https://www.youtube.com/watch?v=52ncAgGnB5s Watch the YouTube clip on democracy in Ancient Greece. Fill in the table comparing democracy now and democracy in Ancient Greece.	<u>History and Geography</u> Exploring the Ancient Olympic Games. https://www.youtube.com/watch?v=z9LFwCDuj38 Watch the Horrible Histories clip about the Ancient Games. then research different events from Ancient and Modern games
PE Sport Physical Exercise ART	<u>ART</u> Try making a Greek Mythical Face mask.  Use a paper plate or other materials and have a go at making a Medusa or a Hades or some of the other mythical creatures.	<u>PE with Joe</u> Yay !!! He is back on 3 times a week now because of lock down three see how fit you can get. Give it a go <u>Cosmic Kids Yoga</u> Lots of different yoga sessions linked to children's stories https://www.youtube.com/user/CosmicKidsYoga	<u>ART</u> Try making a Greek Mythical Face mask.  Use a paper plate or other materials and have a go at making a Medusa or a Hades or some of the other mythical creatures. EMAIL PICTURES OF YOUR CREATIONS	<u>PE with Joe</u> Yay !!! He is back on 3 times a week now because of lock down three see how fit you can get. Give it a go <u>Go Noodle</u> Active videos to chart songs - take your pick and have a go at a few different videos. https://www.gonoodle.com or https://www.youtube.com/user/GoNoodleGame	<u>PE with Joe</u> Yay !!! He is back on 3 times a week now because of lock down three see how fit you can get. Give it a go

Hello Chestnut Class!

Here we are week three; it seems as if we have all settled into a nice routine with the online lessons. It is great to see all the work you are doing and anything you have sent we have printed off ready for you to stick in your books when we are back. Again below there are some of the work sheets to help with the work please scroll to the end to find them.

Have a great week and stay safe!

Mrs Bick , Mrs Davies & Mrs Beasley.

[illegible]

***Usually told in Ancient
times: approx. 1500 -
3000 years ago***

***Past down by
word of mouth***

***Contain good and
evil characters***

***Have some element of
truth but mostly fictional***

***Supernatural or
fantastical creatures***

***Set in far off,
distant and
isolated lands***

***What Makes Good...
Myth Writing?***

***Usually end in some
form of tragedy***

***Usually contains a classic
opening, 'a long time ago...'***

***Were used to help the
people understand the
world around them***

***Usually have a message
or meaning but not
a moral***

***Often contain
heroes or heroines
on journeys***

***Contain Gods and
Goddesses***

Checklist of ingredients for a myth

1. An interesting setting

- When does it take place?
- Where does it take place?
- Does it provide details that catch your interest and set the mood for your story?

2. A fantastical beast

- What does it look like?
- How does it behave?
- Give a detailed description of it

3. A detailed description of the struggle to solve the problem

- How does the hero find the beast?
- Is there a journey involved?
- What does the beast do?
- Is there a conflict?
- Does the hero have any help in solving the problem? e.g. friends, special powers.

4. A good ending

- How is the problem solved?
- Who wins the struggle?
- Does the hero receive a reward?

Once upon a time, a long time ago, there lived a king named Minos. King Minos lived on a lovely island called Crete. King Minos had a powerful navy, a beautiful daughter, and a really big palace. Still, now and then, King Minos grew bored. Whenever King Minos was bored, he took his navy and attacked Athens, a town on the other side of the sea.

The people of Athens soon grew tired of the bully, King Minos. All the people of Athens agreed that something had to be done. Athens tried to make friends with King Minos, but nothing seemed to work. In desperation, the king of Athens offered King Minos a deal. If Minos would leave Athens alone, Athens would send seven Athenian boys and seven Athenian girls to Crete every nine years to be eaten by the Minotaur.

The Minotaur was a horrible monster that lived in the center of a huge maze on the island of Crete. King Minos loved that old monster. He did like to give his monster a treat to eat now and then. King Minos knew his people would prefer he fed his monster Athenian children as a treat rather than the children of Crete. King Minos took the deal.

Nine years passed swiftly. It was just about time for Athens to send seven boys and seven girls to Crete to be eaten by the Minotaur. Everyone in Athens was crying. Prince Theseus of Athens was very young. He knew that a deal was a deal. Still, he was sure it was wrong to send small children to be eaten by a monster just to avoid a battle with King Minos. Prince Theseus told his father (the king) that he was going to Crete as the seventh son of Athens. He was going to kill the Minotaur and end this terror.

"The Minotaur is a terrible monster! What makes you think you can kill it?" cried his father.

"I'll find a way," Theseus replied gently. "The gods will help me."

His father begged him not to go. He was afraid his son would be eaten. But the prince was determined. Theseus took his place as the seventh Athenian boy. Along with six other Athenian boys and seven Athenian girls, Prince Theseus sailed towards Crete.

When the prince and the children arrived, King Minos and his daughter, the Princess Ariadne, came out to greet them. The king told them that they would not be eaten until the next day and to feel free to enjoy themselves in the palace in the meantime. The Princess Ariadne did not say anything. Her eyes narrowed thoughtfully. Late that night, she wrote Prince Theseus a note and slipped it under his bedroom door.

Dear Theseus (Ariadne wrote)

I am a beautiful princess as you probably noticed the minute you saw me. I am also a very bored princess. Without my help, the Minotaur will surely gobble you up. I know a trick or two that will save your life. If I help you kill the monster, you must promise to take me away from this tiny island so that others can admire my beauty. If interested in this deal, meet me by the gate to the Labyrinth in one hour.

*Yours very truly,
Princess Ariadne*

Prince Theseus slipped out of the palace and waited patiently by the gate. Princess Ariadne finally showed up. In her hands, she carried a sword and a ball of string.

Ariadne gave the sword and the ball of string to Prince Theseus. "Hide these inside the entrance to the maze. Tomorrow, when you and children from Athens enter the Labyrinth, wait until the gate is closed, then tie the string to the door. Unroll it as you move through the maze. That way, you can find your way back again. The sword, well, you know what to do with the sword," she laughed.

Theseus thanked the princess for her kindness.

"Don't forget, now," she cautioned Theseus. "You must take me with you so that all the people can marvel at my beauty. A deal is a deal."

The next morning, all the Athenian children, including Prince Theseus, were shoved into the maze. The door was locked firmly behind them. Following Ariadne's directions, Theseus tied one end of the string to the door. He told the children to stay by the door. Their job was to make sure the string stayed tied so that Theseus could find his way back to save them. Theseus entered the maze alone.

It took him a while, but he finally found his way to the center. Using the sword Ariadne had given him, Theseus killed the monstrous beast. He followed the string back and knocked on the door.

Princess Ariadne was waiting. She opened the door. Without anyone noticing, Prince Theseus and the children of Athens ran to their ship and sailed quietly away. Princess Ariadne sailed away with them.

On the way home, they stopped for supplies on the tiny island of Naxos. Princess Ariadne insisted on coming ashore. There was nothing much to do on the island, and soon, she fell asleep. Many people gathered to watch the sleeping princess. She was a lovely sight indeed. All the people agreed. Theseus sailed away with the children of Athens and left her there, sleeping.

After all, a deal is a deal.



Make Your Own Greek Myth

Instructions

1. Each set of cards relates to a different aspect of a Greek Myth;
 1. The 'make up' of the beast which the hero fights.
 2. Hero's special power
 3. Who helps the hero.
 4. The challenge the hero is set
 5. The special weapon the hero has
 6. Who tries to defeat/kill the hero.
2. Cut up the cards but keep each set separate (I keep them in little envelopes)
3. Get the students to take one set at a time, lay them face down and mix them up.
4. Students then choose one card and that becomes one aspect they must include in their Greek Myth. *N.B. With set 1 (the 'make up' of the beast) you could get the students to choose more than one card to make their beats more interesting!*

I find that this way makes the students stories more interesting and less clichéd. They really have to think hard about how they are going to get all the aspects into their myth.

1	Snake	Lion
	Horse	Eagle
	Bull	Goat
	Lizard	Crocodile

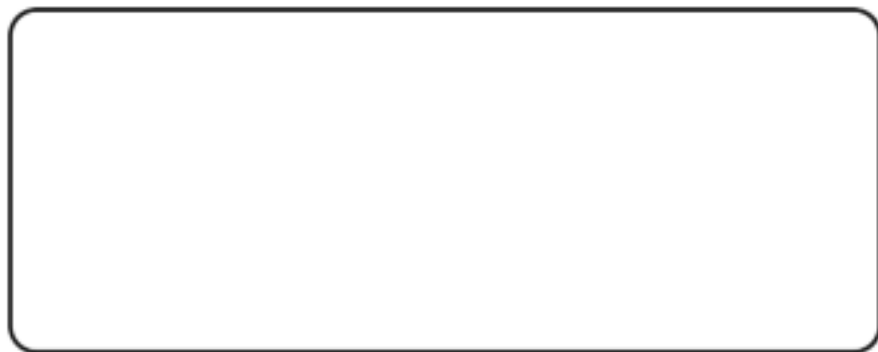
2	Strength	Speed
	Flight	Intelligence
	Bravery	Musical

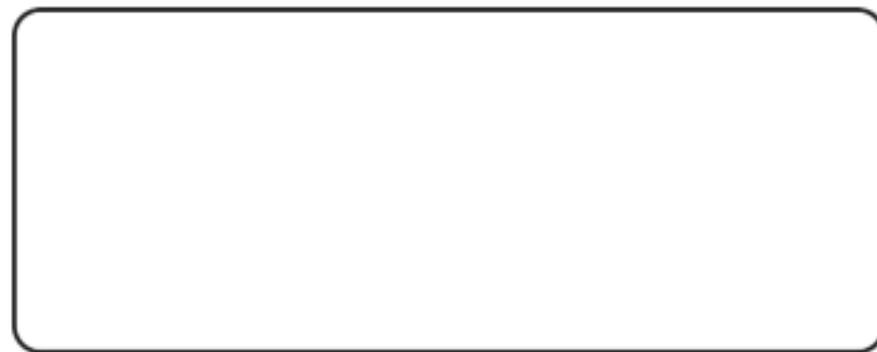
3	God	Goddess
	Wise man	King

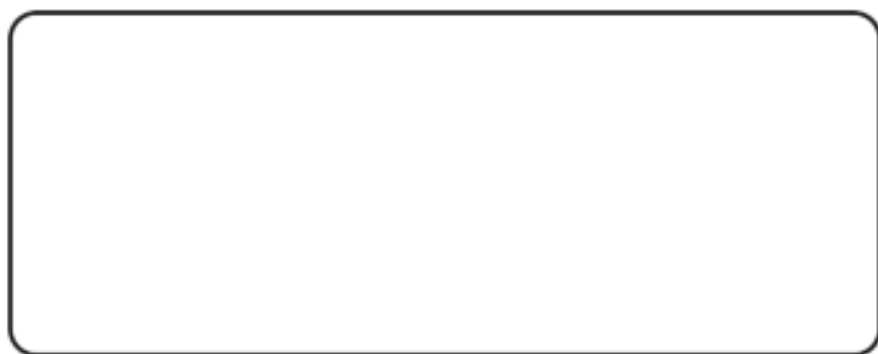
4	Complete a challenge	Slay a beast
	Get a prize	Win a woman's heart

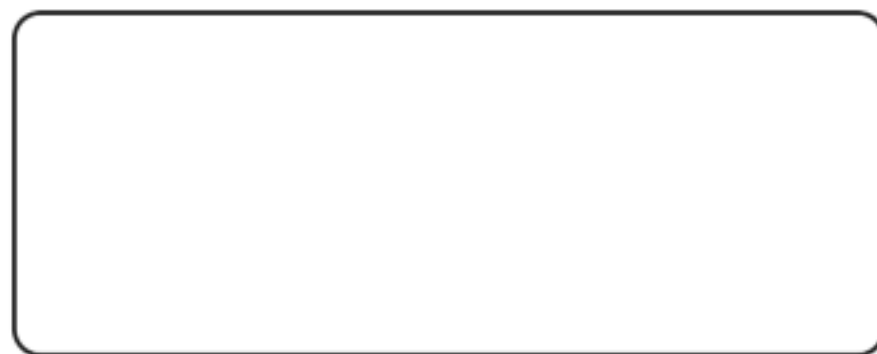
5	Sword	Shield
	Bow	Arrows
	Dagger	Spear

6	Wicked father	Prisoner of beast
	Orphaned	Lost
	Sorceress	Princess









Genuine
Generous
Emergency
Apology
Legend
Judgement
Suggestion
Gorgeous
Exaggerate
Tragic
Gigantic
Gymnast
Origin
Privilege

Words with soft g

Remember

A 'j' sound is often spelt g before the letters e, i and y.

digest strange giant imagine gym

Try it

1 These words all start with a soft g. Read the clue and write the word.

- | | |
|------------------------------|---|
| a) g _____ (huge) | f) g _____ (not mean) |
| b) g _____ (a mastermind) | g) g _____ (magical person in a bottle) |
| c) g _____ (real, not fake) | h) g _____ (bugs, bacteria) |
| d) g _____ (softly, lightly) | i) g _____ (make a signal) |
| e) g _____ (acrobat) | j) g _____ (turn, spin) |

2 These words should all have a 'j' sound spelt g in the middle. Write the word correctly.

- | | | |
|--------------------|--------------------|--------------------|
| a) rijid _____ | g) orijin _____ | m) trajic _____ |
| b) emerjency _____ | h) lejend _____ | n) sujestion _____ |
| c) dunjeon _____ | i) enjineer _____ | o) ajent _____ |
| d) gadjet _____ | j) dijit _____ | p) exajerate _____ |
| e) ajile _____ | k) judjement _____ | q) lojic _____ |
| f) apolojy _____ | l) privileje _____ | r) gorjeous _____ |

Read-cover-write

Read this sentence and remember it. Then cover it and write it underneath.

In general, a genuine agile gymnast will land gently.

L.O: Adding fractions with denominators that are

$$\frac{2}{3} + \frac{1}{6} = \boxed{}$$

$$\frac{1}{2} + \frac{1}{4} = \boxed{}$$

$$\frac{1}{4} + \frac{3}{8} = \boxed{}$$

$$\frac{1}{3} + \frac{1}{6} = \boxed{}$$

$$\frac{1}{8} + \frac{1}{2} = \boxed{}$$

$$\frac{1}{4} + \frac{5}{8} = \boxed{}$$

$$\frac{1}{2} + \frac{3}{8} = \boxed{}$$

$$\frac{5}{6} + \frac{1}{12} = \boxed{}$$

$$\frac{5}{12} + \frac{1}{6} = \boxed{}$$

$$\frac{1}{10} + \frac{4}{5} = \boxed{}$$

$$\frac{1}{5} + \frac{7}{10} = \boxed{}$$

$$\frac{5}{7} + \frac{3}{14} = \boxed{}$$

$$\frac{1}{14} + \frac{6}{7} = \boxed{}$$

$$\frac{2}{7} + \frac{5}{14} = \boxed{}$$

$$\frac{3}{8} + \frac{1}{16} = \boxed{}$$

$$\frac{5}{16} + \frac{5}{8} = \boxed{}$$

$$\frac{2}{9} + \frac{5}{18} = \boxed{}$$

$$\frac{3}{10} + \frac{7}{20} = \boxed{}$$

multiples of the same number

Aim: I can subtract fractions with denominators that are multiples.

Maths
less
on 3.

$$\frac{1}{2} - \frac{1}{4} = \boxed{}$$

$$\frac{1}{2} - \frac{3}{8} = \boxed{}$$

$$\frac{1}{3} - \frac{1}{6} = \boxed{}$$

$$\frac{7}{10} - \frac{3}{5} = \boxed{}$$

$$\frac{2}{3} - \frac{1}{6} = \boxed{}$$

$$\frac{9}{10} - \frac{1}{5} = \boxed{}$$

$$\frac{3}{4} - \frac{1}{2} = \boxed{}$$

$$\frac{4}{5} - \frac{3}{10} = \boxed{}$$

$$\frac{5}{6} - \frac{1}{3} = \boxed{}$$

$$\frac{5}{12} - \frac{1}{6} = \boxed{}$$

$$\frac{5}{6} - \frac{2}{3} = \boxed{}$$

$$\frac{5}{6} - \frac{7}{12} = \boxed{}$$

$$\frac{1}{4} - \frac{1}{8} = \boxed{}$$

$$\frac{11}{12} - \frac{1}{6} = \boxed{}$$

