

Maths

- Have a look at [White Rose Maths](#) this week – watch some the daily teaching videos and follow the activities. This week's theme on White Rose Maths is angles.
- If you want to extend your learning even further, check out [BBC Bitesize](#) daily maths activities!
- Have a look at [NRICH](#) maths games – these games will help test your understanding and improve your skill across many of the maths topics!
- Finally, don't forget your **Spring Term KIRFs: I can recognise decimal equivalents of fractions.**

1. History (Explore)

Can you explore the story of Daedalus and Icarus?

Read the story of [Daedalus and Icarus](#).

Now why not create a [storyboard/cartoon strip](#), telling the story!

Think about: which are the key events in the story to include on your storyboard?

Which detail will you add in the captions underneath each event?



Art (Create)

Can you draw Icarus in the style of Henry Matisse?

[Matisse](#) is known for his bold use of colours and simple lines. You could either do a [striking picture](#) with chalks and pastels or a [cardboard relief sculpture](#) (scroll down to project 6 on the website)!

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Year 4

Home Learning Project

Week Beginning: 06.07.2020

Theme: Fairy tales, Myths and Legends
(Ancient Greece)



If you have any work that you are really proud of, email it to helen.clarke@danebank.tameside.sch.uk to show one of the teachers!

2. PE (Be Active)

Can you hold your own Olympic games like the Ancient Greeks?

Have a look at [these suggestions](#) for inspiration! You can do as much or a little as you want, but whilst the weather is nice, perhaps you could select some of your favourite events (modern or ancient) to compete in outside. I think I would have a go at some discus (frisbee) throwing and maybe challenge Mr Bridge to a running race! Go wild guys and have some fun with this one!



English

This week why not try the daily English lessons on [BBC Bitesize](#)! There is an English lesson everyday, which often have a lovely video to watch and several follow up activities, they do not need to be printed!

Have a look at the free library of eBooks on the [Oxford Owl](#) website. Have a read and answer some of the questions at the end. (You parent may need to register – it's free)

Red Challenge!

Explore new vocabulary you find when reading – investigate the meaning of the word if you don't know it. Note down interesting and exciting new words, like we do at school. Perhaps create your own WOW Word area in your bedroom! Can you find any synonyms or antonyms for your new word?

PSHE (Think)

Starting a new academic year is a time for your child to say farewell to current teachers and classmates and hello to many new faces. It is important for your child to cherish their favourite memories. Ask your child to create a drawing or art piece of their special memory and frame it in a hand-made photo frame. They may choose to draw a favourite lesson, a funny moment with friends, a school trip, their favourite teacher or a job role they were proud of. They may choose to decorate the photo frame provided or to craft their own using card.



Monday	Tuesday	Wednesday	Thursday	Friday																					
<p>Ten friends empty a money box. They share the money equally between them. How much would they each have if the box contained:</p> <ul style="list-style-type: none"> • 20 £1 coins? • £120? • £24? <p>After emptying the box and sharing the money equally, each friend had 90p. How much was in the box.</p>	<p>Use <, > or = to make each statement correct.</p> <p>3,600 ÷ 10 ○ 3,600 ÷ 100</p> <p>2,700 ÷ 100 ○ 270 ÷ 10</p> <p>4,200 ÷ 100 ○ 430 ÷ 10</p>	<p>Look at how Jack and Rosie have calculated their divisions on the next page. Complete the following:</p> <p>69 ÷ 3 =</p> <p>88 ÷ 4 =</p> <p>96 ÷ 3 =</p> <p>65 ÷ 5 =</p> <p>75 ÷ 5 =</p> <p>84 ÷ 6 =</p>	<p>Look at how Teddy and Whitney have calculated their divisions on the next page. Complete the following:</p> <p>86 ÷ 4 =</p> <p>87 ÷ 4 =</p> <p>97 ÷ 3 =</p> <p>98 ÷ 3 =</p> <p>57 ÷ 4 =</p> <p>58 ÷ 3 =</p>	<p>Look at how Teddy and Whitney have calculated their divisions on the next page. Complete the following:</p> <p>906 ÷ 3 =</p> <p>884 ÷ 4 =</p> <p>884 ÷ 8 =</p> <p>489 ÷ 2 =</p> <p>726 ÷ 6 =</p> <p>846 ÷ 7 =</p>																					
<p>While in Wonderland, Alice drank a potion and everything shrank. All the items around her became ten times smaller! Are these measurements correct?</p> <table border="1" data-bbox="135 922 524 1119"> <thead> <tr> <th>Item</th> <th>Original measurement</th> <th>After shrinking</th> </tr> </thead> <tbody> <tr> <td>Height of a door</td> <td>220 cm</td> <td>2,200 cm</td> </tr> <tr> <td>Her height</td> <td>160 cm</td> <td>16 cm</td> </tr> <tr> <td>Length of a book</td> <td>340 mm</td> <td>43 mm</td> </tr> <tr> <td>Height of a mug</td> <td>220 mm</td> <td>?</td> </tr> </tbody> </table> <p>Can you fill in the missing measurement?</p> <p>Can you explain what Alice did wrong?</p> <p>Write a calculation to help you explain each item.</p>	Item	Original measurement	After shrinking	Height of a door	220 cm	2,200 cm	Her height	160 cm	16 cm	Length of a book	340 mm	43 mm	Height of a mug	220 mm	?	<p>Use the digit cards to fill in the missing digits.</p> <p>1 2 3 4 5 6 7 8 9</p> <p>170 ÷ 10 = __</p> <p>_20 × 10 = 3,__00</p> <p>1,8__0 ÷ 10 = 1__6</p> <p>_9 × 100 = 5,__00</p> <p>6__ = 6,400 ÷ 100</p>	<p>Use <, > or = to complete the statements.</p> <p>69 ÷ 3 ○ 96 ÷ 3</p> <p>96 ÷ 4 ○ 96 ÷ 3</p> <p>91 ÷ 7 ○ 84 ÷ 6</p> <p>Eva has 96 sweets. She shares them into equal groups. She has no sweets left over. How many groups could Eva have shared her sweets into? Investigate all possible answers.</p>	<p>Whitney is thinking of a 2-digit number that is less than 50</p> <p>When it is divided by 2, there is no remainder.</p> <p>When it is divided by 3, there is a remainder of 1</p> <p>When it is divided by 5, there is a remainder of 3</p> <p>What number is Whitney thinking of?</p>	<p>You have 12 counters and the place value grid. You must use all 12 counters to complete the following.</p> <table border="1" data-bbox="1888 936 2201 1090"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Create a 3-digit number divisible by 2</p> <p>Create a 3-digit number divisible by 3</p> <p>Create a 3-digit number divisible by 4</p> <p>Create a 3-digit number divisible by 5</p> <p>Can you find a 3-digit number divisible by 6, 7, 8 or 9?</p>	Hundreds	Tens	Ones			
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Year 4
Home Learning Project – English
 Week Beginning: 06.07.2020

Monday	Tuesday	Wednesday	Thursday	Friday
Spelling, Punctuation and Grammar Activities				Extended write
Proofread and edit your work from last Friday – check for spellings, punctuation, grammar.	Practise spelling these words: information, adoration, sensation, preparation, admiration. Your child can list other words ending in ‘tion’.	<i>Answer each of the questions on the SPaG mat on page 6.</i>	Practise spelling some of the Y3/4 Tricky words using the Look, Cover, Write, Check game.	Write a persuasive leaflet, advertising your Olympic Games at home! Think about: A subject for each page of your leaflet – events, how to organise. Information you can include in each section. How you can be persuasive/encourage other people to have their own Olympic Games. How you will organise each page – heading, text, picture, caption? Will you reference the Ancient Olympic Games?
Reading and Comprehension				
Read: Romulus and Remus https://www.poemhunter.com/poem/romulus-and-remus/	Read: The Adventures of Isabel https://www.poemhunter.com/poem/adventures-of-isabel/	Read: Theseus and the Minotaur on page 5.		
Who were the ‘wolf children’ in the poem? What did one brother do to the other to get Rome? What did the triumphant brother build? Red Challenge: Find and copy a phrase in this poem where the writer shows that Romulus believes he will lose his control over Rome.	Name the four people that Isabel met. Who did Isabel eat? Tell me the adjective used to describe the goose. What did Isabel do to the giant? What did the doctor ask Isabel to do? Find and copy two adjectives that describe the witch. Red Challenge: <i>‘Isabel didn’t scream or scurry. She washed her hands and she straightened her hair up’</i> What does these two lines tell us about how Isabel reacted to meeting the bear? Consider her emotions or personality traits.	What does the word resided mean? “King Minos held a grudge against the people of Athens.” What does this mean and why did King Minos hold this grudge? Why do you think the Athenians would send fourteen young people to King Minos every nine years? Why do you think King Aegeus is upset at the beginning of the text?	What does Aegeus mean when he says the Minotaur is notorious ? How would you describe Theseus’ response to Aegeus when the king begs his son not to go on the ship? “The crew suffered terribly as they knew that this suffering was only leading to a more miserable fate.” What do you think the author means as the Athenians travel to Crete on the boat?	

Theseus and the Minotaur

A long time ago, the island of Crete was ruled by a king called Minos. On this island too lived a terrifying monster, which was half-man and half-bull, called the Minotaur. This beast resided in the centre of a complicated maze called a labyrinth.

King Minos held a grudge against the people of Athens, a city in Greece. Many years before, the Athenians had killed Minos' son out of jealousy because the prince had won lots of prizes at the Athenian Games. This made Minos furious. He demanded that every nine years, fourteen young Athenians would enter the maze as a sacrifice and be killed by the Minotaur. If the Athenians failed or refused to send these young people, Minos would wage a war against them.

Another nine years had passed and it was time for the Athenians to send another fourteen boys and girls. This time the King of Athens' own son Theseus wanted to be one of the chosen ones. Theseus was a gallant and confident young man who thrived on adventure. He really wanted to be one of the fourteen young people sent to Crete because he wanted to destroy the Minotaur in revenge for what King Minos had been doing to the young Athenians.

The King of Athens, Aegeus, on hearing of his son's desires, was very distressed and begged his son not to go. "Theseus! Do not do this. It is not a wise thing to do and you will almost certainly be killed. The Minotaur is notorious – no-one ever escapes his lair alive. Do not make the journey to Crete!"

But Theseus ignored his father's pleas and told Aegeus with great determination in his voice, "I know I can slay this monster. Do not worry father. I shall be triumphant! When I return, I shall make sure the sail of the boat is white to show I have won and have returned home victorious."

Finally, the day arrived and Theseus set sail with the thirteen other young Athenians. They raised a black sail in remembrance of the previous young Athenians who had died at the hands of the Minotaur.

The journey was hazardous and dramatic and added to the tension on board the boat. The crew suffered terribly as they knew that this suffering was only leading to a more miserable fate.

Eventually they arrived in Crete where they were met by the king himself, Minos. With him was his daughter Ariadne. As the Athenians disembarked off their ship, Minos immediately recognised Theseus and was greatly angered by his presence.

"What are you doing here? The son of the King of Athens, a man I despise," Minos demanded.

"Your words do not frighten me. I have come to kill the Minotaur. I am here for my people who have suffered for many years because of what you demand!" declared Theseus boldly.

"HOW DARE YOU SAY THIS AFTER WHAT YOUR PEOPLE DID TO MY SON!" roared King Minos.

Ariadne, on hearing the courageous words of Theseus, fell head over heels in love with the young Athenian. She was impressed with his fearlessness both towards her own father and his mission. Thinking to herself, she promised she would help Theseus to kill the monster.

That night, Ariadne went to Theseus who was locked up in her father's prison in the palace. "Theseus. Theseus!" she whispered. "My name is Ariadne. I am the daughter of King Minos. Hearing your brave and courageous words today, I can see you are loyal to your people and I want to help you."

She proceeded to give Theseus a sword and a ball of golden thread. "Attach the thread to the labyrinth's entrance and unwind the string as you traverse through the maze. Be careful though. The labyrinth has many twists and turns and is it dark and eerie. When you eventually encounter the Minotaur, slay him with this sword and then follow the thread to guide you back out!"

Theseus, although initially suspicious of Ariadne's motives, could see she was kind and genuine and was thankful for her support. As a token of his thanks, he promised that he would marry her if he was victorious in his quest.

The very next day, Theseus, having listened to Ariadne's advice, took the precious sword and thread and journeyed to the labyrinth with thirteen petrified and anxious Athenians. He entered the maze and told his companions not to move from the entrance. Keeping as calm as he could, he followed Ariadne's instructions and tied the thread to the main door and took the first steps into the unknown.

Theseus proceeded to travel through the dark, complicated maze in his quest to find the Minotaur, trailing the thread along as he went. The maze was as Ariadne had described: dark, bewildering and frightening. As he progressed he could hear the roars and growls of the fearsome beast. This was the toughest of challenges but Theseus remained determined and ventured on.

Suddenly he came face to face with the terrifying monster. It was strong and fearsome; a mighty beast. He roared with anger and charged at Theseus. It was a difficult battle, the Minotaur was vicious and fought hard but Theseus would not relent and with a mighty swish of his sword successfully slayed the monster.

Success!

Exhausted but delighted, Theseus dashed through the maze, using the thread to guide him back to his friends. As he came into view, the Athenians initially gasped in horror at their blood-soaked friend but then ran to him, giving him hugs of celebration.

"We must leave at once," commanded Theseus, "before King Minos finds out what I have done."

So without a moment's hesitation, Theseus grabbed proud Ariadne's hand and with the other Athenians running behind them, ran to the island's shore and boarded their boat, leaving Crete forever.

After a few days of travel, Theseus decided that rest was required so the boat docked at an island. The crew relaxed and Ariadne was delighted to be with her love. She had never been happier. However, her dreams were soon crushed. Theseus realised that he did not truly love her and decided to abandon her on the island and return home to Athens. On seeing Theseus' ship sailing away towards the horizon, Ariadne was heartbroken by his betrayal.

The final journey home was full of excitement, happiness and renewed hope. The Athenians had defeated the Minotaur.

However, in the excitement of the victory Theseus forgot one very important thing as the ship made its final voyage towards Athens – to change the sail to white! As the ship came into view, King Aegeus, who was waiting impatiently, eventually saw the black sail and immediately thought his son had been killed by the Minotaur.

"Theseus!" cried Aegeus. So distraught was the king on seeing the doomed black sail, that he cast himself off the rocks into the sea and to his death.

On landing, Theseus was told of this terrible tragedy. He wailed with unhappiness, realising the huge error he had made.

And so as the city of Athens celebrated the return of their people and the death of the Minotaur, it was with sadness in his heart, that Theseus became the next King of Athens.

Section 1

Place the correct punctuation mark after the fronted adverbial in the sentence.

During the spelling lesson the teacher held the forgetful boy up by his ears.

Section 4

Can you fill the spaces using the correct word?

(teach/ learn)

a) You must _____ to swim before you are allowed to be a member of the canoeing club.

b) Mr Heard and Miss Lycett _____ us to swim at the local leisure centre.

Section 2

Think of two different adverbs that could describe this verb:

The magician smiled _____
_____.

The magician smiled _____
_____.

Add a conjunction to one of the sentences and add more detail.

Section 5

Can you spell these words? They all have a 'ch' that sounds like a 'k'.



Section 3

Clumsy Mr Whoops has lost all the words from this word family - can you help him to find three of them?

_____ cent _____



Section 6

Turn these adjectives into adverbs by adding the suffix 'ly'.

cheery = _____

heavy = _____