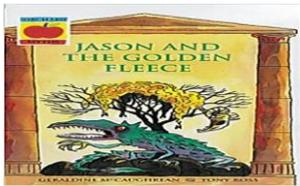


## Class five home learning Reading and writing Week com. 4<sup>th</sup> May-18<sup>th</sup> May 2020

### Learning Challenge Question-How far did the Gods influence Ancient Greece?

For the rest of this half term we are going to be looking at Ancient Greek myths. I will provide extracts from the texts. There may also be online animated versions available online which you may wish to share with your child. Each day, there is a reading and writing activity. Try to get the children to collect words and phrases that they can use in their own writing.

### Week com. 4<sup>th</sup> May the first myth we are going to be reading is-



'Jason and the Golden Fleece' - by Geraldine McCaughrean

It's sad, but sometimes brothers hate each other. Pelias hated his older brother, Aeson, because Aeson was the King of Thebes. "I want to be king," said Pelias, and took the throne from his brother and put him in prison.

But Aeson had a son, and after many years that son came back to fight for his father's rights. His name was Jason. When Pelias heard that Jason arrived, he did not send assassins to kill him. He challenged him to a dare. "I'll give up the crown without a fight, if you can prove you are worthy to take it from me. I dare you to go and find the famous Golden Fleece. If you can bring it to me, the crown goes back to your father."

"I accept! I'll do it!" said Jason. Then Pelias smiled a wicked smile. For he knew that many had tried to take the fiercely-guarded Golden Fleece belonging to King Aetes – but none had lived to tell the tale.

Jason's first task was to search out the finest shipbuilder in the land. "Build me a ship finer than any that ever sailed the seas. I'm going in search of the Golden Fleece!"

"But they say the Fleece is guarded by a dragon that never sleeps!" whispered the shipbuilder.

"Then I must put that dragon to sleep for ever!" cried Jason.

He called his ship Argo, which means swift, and he mustered a crew from all the heroes of the world and called them his Argonauts. But when he climbed aboard, he did not even know where to start looking for the Golden Fleece.

Resting his hand on the wooden figurehead – carved from a magical oak tree – he could feel a throb, like a heartbeat. Suddenly, the figurehead turned, and the carved eyes opened, and the carved mouth spoke: “King Phineas will tell you where. Ask poor, poor Phineas!”

Phineas was old and blind. He had chests full of robes and larders full of food. But when Jason and the Argonauts visited him he was as thin as a twig and his clothes hung in rags.

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**Please read the rest of the myth on day two. (Please note this is my version of the myth which I wrote as a model for writing so it is not the author’s version).**

Servants brought delicious food to the Argonauts but as soon as it was placed on the table a flock of birds with claws as sharp as knives swooped down and stole it! They had the body of a bird but the head of a woman with long, knotted hair.

“The Harpies are here. Quick! Hide under the table. It’s safer down there,” shouted King Phineas.

Drawing his sword, Jason shouted “Up, men and fight!”

They fought the Harpies until their feathers fell like snow. Jason cut them out of the air and jumped on them. Shrieking, the Harpies fled across the roof-tops, never to return again.

Sitting down at the table, Jason filled his plate and said “please tell us how to find the Golden Fleece”

“Don’t do it! It’s too dangerous” the King begged.

Jason gathered his men together and set sail towards the Fleece...

The next day, Jason presented himself to the king of the island and told him about his quest.

The king’s lip curled, “I will let you have the fleece...but the soldiers who guard it might try to stop you. Ha!”

Out of his pockets he pulled handfuls of sharp white teeth. Dragon's teeth! He threw them at the Argonauts. As each tooth touched the ground a warrior appeared!

"Come on men! We can defeat this bunch of teeth!" shouted Jason. Quickly and quietly, the Argonauts wiped out the army! It was time for Jason to face the dragon...

The fleece hung in a beautiful, peaceful garden with a calming, blue fountain in the distance. Next to the gate of the garden stood a woman, she was the King's daughter.

"I watched you fight the dragon warriors. You are a hero but you'll need my magic to win the Fleece. Marry me and I'll help you," she said.

"You are a goddess. I will gladly marry you but I must do this by myself or I would be cheating," he replied.

Silently, he walked past a blue, babbling brook and pretty, pink blossom trees towards the Fleece. On his way he saw the bones of other heroes who had tried to take the Fleece...

At last he found the Fleece! It rested on the branch of a tree and it was as thick as a carpet and glistened with golden curls. The dragon coiled around the tree. It looked at Jason with eyes scorched red by sunshine and moonlight. And it pounced...

Jason drew his sword but the dragon's teeth tore his clothes, and fiery breath scorched his hair. When the dragon opened its mouth, Jason plunged in his sword! The beast gave an almighty roar and smoke billowed around Jason...

On the beach, the Argonauts started to worry.

"There's lots of smoke, where is Jason?" they cried.

Suddenly, the sun glinted on a splash of gold. It was Jason! Alongside him was a beautiful woman.

"Climb aboard men! I've stolen the Fleece and the king's daughter!" Jason cried.

A few days later, Jason returned to Thebes with Medea. Pelia was furious. Jason's father was freed from prison, but he refused the crown.

"You must be king, I'm too old" he said to Jason.

Gently, Medea said "I have magic to make you strong again..."

The potion made Aeson sleep for three days! When he awoke he was young again! When Pelias saw the transformation he offered Medea all his money to make him the same potion. So, Medea gave him a potion...

He never woke up again! Jason and Medea lived together as man and wife and although Jason dressed in simple clothes, his cloak was lined with a golden fleece!

**Week com. 11<sup>th</sup> May the myth we are going to be reading is-**

**King Midas – Geraldine McCaughrean and Emma Chichester Clark pages 40-45**

There was once a king called Midas who was almost as stupid as he was greedy...

Meanwhile, Midas (wearing his tall hat of course) was walking in his garden when he met a satyr – half man, half horse. The satyr was lost. Midas gave him breakfast and directed him on his way.

“I’m so grateful,” said the Satyr. “Permit me to reward you. I shall grant you one wish.”

He could have wished to be rid of his ass’s ears, but no. at once Midas’ head filled with pictures of money, wealth, treasure...gold! His eyes glistened. “Oh please, please! Grant that everything I touch turns to gold!”

“Oof. Not a good idea” said the satyr. “Think again.”

But Midas insisted. That was his wish. The satyr shrugged and went on his way.

“Huh. I knew it was too good to be true,” said King Midas and he was so disappointed that he picked up a pebble to throw after the satyr. The stone turned to gold in his hand.

“My wish! The satyr granted it after all!” cried Midas and he did a little dance on the spot.

He ran to a tree and touched it. Sure enough, the twigs and branches turned to gold. He ran back to his palace and stroked every wall, chair, table and lamp. They all turned to gold. When he brushed against the curtains, even they turned solid with a sudden clang.

“Prepare me a feast!” Midas commanded. “Being rich makes me hungry!”

The servants ran to fetch meat and bread, fruit and wine, while Midas touched each dish and plate (because it pleased him to eat off gold). When the food arrived, he clutched up a wing of chicken and bit into it.

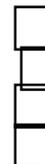
Clang. It was hard and cold between his lips.

<p>4<sup>th</sup> May Week One Day One</p>	<p><b>Reading</b> Listen and read the first part of 'Jason and the Golden Fleece'. As you read, try to think what will happen next. Make a list of all the words you are unsure of, guess their meaning and then use a dictionary to find out their meaning. E.g. throb, fiercely guarded, worthy. What does this story remind you of?</p> <p><b>Writing</b> An important part of a Greek myth was that a hero was sent to fight/defeat a mythical creature. Discuss mythical creatures that your child might know (e.g. minotaur, unicorn, pixie, and mermaid). Use the website <a href="https://www.ducksters.com/history/ancient_greece/monsters_and_creatures_of_greek_mythology.php">https://www.ducksters.com/history/ancient_greece/monsters_and_creatures_of_greek_mythology.php</a> to research mythical creatures. Pick a mythical creature from the list, find out what it looks like and draw the mythical creature. Around the image label it with an adjective noun phrase (two describing words and an object e.g. sharp, dirty teeth, wild, tangled hair, scaly, dry skin)</p>
<p>Day Two</p>	<p><b>Reading</b> Read the next part of the myth (please note this is my version of the myth as I used it for a model for writing – unfortunately I don't have the author's version) Discuss yesterday's predictions – were they right? Were they wrong? Do they like the myth? Can they explain the 'gist' of the story? (we have done this lots of time in class so children know how to do it, they may not remember what it is though, it is explaining the main parts of the story in a short way) Ask your child these questions: Who are the characters? Where is the myth set? How does it start? What is the problem? How does it end?</p> <p><b>Writing</b> We are going to be writing our own Greek myth where a hero is going to go on a mission to save somebody/collect something/kill a mythical creature. We have already thought about the mythical creature but who is going to be our hero? This could be a Greek god or goddess (please use <a href="https://www.ducksters.com/history/ancient_greek_mythology.php">https://www.ducksters.com/history/ancient_greek_mythology.php</a> for information) or a son or daughter of a King or Queen. Once they have decided who their hero is going to be they can draw a picture of their hero and around the image label the hero with adjective noun phrase e.g. long, golden hair, brave, handsome prince, sharp, glittering sword, beautiful, smiling face.</p>
<p>Day three</p>	<p><b>Reading-</b> Answer questions about the text. Why does Jason go to see Pelias?</p>

	<p>What does <b>'heavily guarded'</b> mean? (choose one)</p> <p>Guards are wearing the fleece  There are many things to protect the fleece  There are guards surrounding the fleece  The fleece is heavy</p> <p><b>"But none had lived to tell the tale"</b> What does this phrase mean?  Why do you think Jason called the crew his Argonauts?</p> <p><b>Writing</b></p> <p>Today we will be writing sentences which use two pairs of adjectives. Please remind your child that when using two adjectives to describe a noun the describing words are separated by using a comma. For e.g. The Harpies were <b>terrible, evil creatures</b> with <b>long, pointed claws</b>. Another example is Jason was a <b>brave, handsome prince</b> with an <b>evil, cunning uncle</b>.</p> <p>Use the example below to create sentences using two pairs of adjectives (the adjectives should be inserted where the dots are)</p> <p>Jason was a ... and he used his...sword to kill the Harpies.  Medea was a .... She was wearing a...  Adriane was a...princess with a...</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Day Four	<p><b>Reading-</b></p> <p>Answer questions about the text.</p> <p>Why does Pelias smile a <b>'wicked smile'</b>?</p> <p>Number the sentences below from 1 to 4 to show the order they are described in the book.</p> <p>Jason sets sail on the boat  Pelias challenges Jason  Pelias takes the throne from his brother  Jason meets Phineas</p> <p>Does Pelias think that Jason will succeed? Provide evidence from the text to support your answer.  What does Jason think his father's right is?</p>	

	<p><i>He <b>mustered</b> a crew from all the heroes of the world.</i> This means that: (choose one)</p> <p>Jason was strong <input type="checkbox"/></p> <p>He brought a group of soldiers together <input type="checkbox"/></p> <p>He wanted strong people <input type="checkbox"/></p> <p><b>Writing</b></p> <p>Today's focus will be looking at adding extra information by using a relative clause. For e.g. Theseus lived in Athens, <b>which is the capital city of Greece.</b> Another example is Theseus didn't like the Minotaur <b>that lived in the labyrinth.</b> A further example is Pelias was the king <b>who lived in Hades.</b></p> <p>Complete these sentences by adding extra information in – please use the who, which, that prompt provided.</p> <p>'Jason glared at the harpies...(that/which)</p> <p>'Jason picked up the Golden Fleece...(that/which)</p> <p>Jason was the prince who...</p>
<p>Day Five</p>	<p><b>Reading-</b></p> <p>How is this myth the same and how is it different to the myth 'Theseus and the Minotaur'?</p> <p>We have none this activity lots in school where we compare and contrast characters/stories using a Venn diagram (where two circles overlap)</p> <p><b>Writing</b></p> <p>Use a boxed up planning format to plan a Greek myth where a hero goes on a quest. (please see below)</p> <p>Please use the prompts on the planning sheet to support ideas.</p>
<p>Week Two Day One</p>	<p><b>Reading</b></p> <p>Listen and read the first part of 'King Midas'. As you read, try to think what will happen next. Make a prediction about what you think will happen.</p> <p>Try to use evidence and clues in the text to make your prediction, also use your world knowledge when making a prediction.</p> <p><b>Writing</b></p> <p>Write the first paragraph of the myth where the hero and villain is introduced and their quest is explained. Remember to say why they're going on the quest and what they have to do when they're there e.g. kill a minotaur, take the golden fleece.</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>• Use two pairs of adjectives</li> </ul>

	<ul style="list-style-type: none"> <li>• Use inverted commas for speech</li> <li>• Use adjective noun phrases</li> <li>• Use relative clauses to add extra information</li> </ul>
Day two	<p><b>Reading</b>  Read the text again and answer questions about the text.  Are the following statements true or false?  The satyr doesn't grant Midas' wish  Midas ate all the food at the feast  Midas listens to the satyr  Midas turned every chair into gold  What does '<b>glistened</b>' mean? (choose one)  His eyes had glitter in them  He was crying  He looked sad  His eyes were shiny and sparkled  King Midas '<b>was almost as stupid as he was greedy...</b>' What evidence is there in the text that Midas is stupid?</p> <p><b>Writing</b>  Write the second paragraph of the myth. How do they travel on their quest? Do they meet anyone who helps them? Do they have to battle with anything unexpected e.g. Harpies?</p>
Day three	<p><b>Reading</b>  Read the text again and answer questions about the text.  What does the phrase 'the servants ran to fetch meat and bread, fruit and wine' imply about the servants?  Name 2 things that Midas turned to gold. Number the sentences below from 1 to 4 to show the order they are described in the book.  The satyr offers a wish to Midas  The satyr is lost in the garden.  The satyr tells Midas to change his wish  Everything Midas touches turns to gold  Which option below best describes King Midas?  He likes gold</p>



	<p>He is hardworking, kind and helpful  He lives in a palace full of gold  He is greedy, stupid and doesn't listen to others</p> <p><b>Writing</b>  Write the third paragraph. Remember this is where the battle happens, where does it happen? In a labyrinth or a beautiful island? Remember to describe the mythical creature, where is it? How does the hero kill it? How do they escape? Does anyone leave with them e.g. a princess?</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Four	<p><b>Reading</b>  Read aloud with expression to an adult. Remember to stop and take pauses at different points and make your voice sound really interesting. Can you think of other stories with mythical creatures in them? Are they always bad?</p> <p><b>Writing</b>  Continue writing myth – writing ending. How does the hero escape? Who do they go with? What happens when they arrive home? Do they marry someone? What happens to the villain? Remind children that the villain isn't the creature but a person – are they punished? Does the hero become king? Remember to use all the features listed.</p>	
Five	<p><b>Reading</b>  Look at all three myths again (Theseus and the Minotaur, King Midas and Jason and the Golden Fleece. Which myth do you like the best? Why do you prefer this myth? Look at all the myths, can you find evidence that they set in a different historical time period and that they are set in a different country? Try to remember these key phrases as you can use them in writing.</p> <p><b>Writing</b>  Share your myth with an adult or with a brother or sister. Remember to use lots of expression. Do they like it? How could you make it better? You could ask an adult to video you reading it aloud and send it to me. I would love to hear them!</p>	
Week three Day one	<p><b>Reading</b>  Please use this week to focus on daily reading with your child. Encourage them to read with expression and to take note of punctuation e.g. to stop at a full stop and to take a breath at a comma. Each day please focus on one of the KS2 VIPERS – more information on these on our school website <a href="https://db94065b-1047-4261-8bba-ba3cbe984f3a.filesusr.com/ugd/7e83f5_7bf370df1ddf43feb79778fd2be7efdd.pdf">https://db94065b-1047-4261-8bba-ba3cbe984f3a.filesusr.com/ugd/7e83f5_7bf370df1ddf43feb79778fd2be7efdd.pdf</a></p> <p>You will also find examples of questions you can ask relating to the book your child is reading. They can use one of the texts on the Oxford Owl website (more information below) or a book they are reading from home. I would suggest working on <b>'Vocabulary'</b> today.</p> <p><b>Writing</b></p>	

	<p>The next unit of work is going to be covered in BBC bitesize lessons. These are standalone lessons which focus on key elements of vocabulary, spelling, punctuation and grammar covered in Year 3. These will be useful as revision sessions. After each video clip which introduces the concept there are a variety of activities to do.</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></li> <li>2. Click on year three and follow the English lesson on 20<sup>th</sup> April – identifying nouns</li> </ol>
Day two	<p><b>Reading</b> Please use this week to focus on daily reading with your child. Encourage them to read with expression and to take note of punctuation e.g. to stop at a full stop and to take a breath at a comma. Each day please focus on one of the KS2 VIPERS – I would suggest working on <b>I ‘infer’</b> today.</p> <p><b>Writing</b> Please go to:</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></li> <li>2. Click on year three and follow the English lesson on 21<sup>st</sup> April – identifying pronouns</li> </ol>
Day three	<p><b>Reading</b> Please use this week to focus on daily reading with your child. Encourage them to read with expression and to take note of punctuation e.g. to stop at a full stop and to take a breath at a comma. Each day please focus on one of the KS2 VIPERS – I would suggest working on <b>P ‘predict’</b> today.</p> <p><b>Writing</b> Please go to:</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></li> <li>2. Click on year three and follow the English lesson on 22<sup>nd</sup> April – identifying adjectives</li> </ol>
Day four	<p><b>Reading</b> Please use this week to focus on daily reading with your child. Encourage them to read with expression and to take note of punctuation e.g. to stop at a full stop and to take a breath at a comma. Each day please focus on one of the KS2 VIPERS – I would suggest working on the remaining VIPERS today</p> <p><b>R - retrieve</b> <b>S - summarise</b></p> <p><b>Writing</b> Please go to:</p>

	<ol style="list-style-type: none"><li>1. <a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></li><li>2. Click on year three and follow the English lesson on 23<sup>rd</sup> April – identifying verbs</li></ol>
Day five	<p><b>Reading</b></p> <p>Please go to:</p> <ol style="list-style-type: none"><li>1. <a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></li><li>2. Click on year three and follow the reading lesson on 24<sup>th</sup> April – Please Mrs Butler</li></ol> <p><b>Writing</b></p> <p>Please use this session to write a poem based on Please Mrs Butler. Encourage your child to change elements of the poem but still following the rhyming pattern. They can change names, excuses etc.</p> <p>Once this is completed you could video your child reading it aloud and send it to me. I would love to hear them!</p>

**Resources for this unit of English**

Star words are words we are trying to use in our writing. They need to be words that are new to us and words we wouldn't normally use. A good resource for this is a thesaurus-you can find on line ones.

Star word	Break it into syllables	Write it into a sentence	Draw a picture to remind myself	What does it mean?
E.g. Sinister	Sin/i/ster	Grandma had a sinister look on her face.		When something is quite scary.

**Box it up story planner**

<p>The story starts a long time ago in Ancient Greece. Who is the hero? Who is the villain? What is the quest the hero must go on? What do they have to do? Why are they going on the quest?</p>	
<p>Where does the hero travel to? How do they get there? Who do they travel with? Do they meet any dangerous creatures on the way? Do they meet anyone on the way who offers them help?</p>	
<p>Where does the battle take place? Which mythical creature do they face? How does the hero win? How do they escape? Do they leave with anyone?</p>	
<p>The hero journeys home. The hero arrives home. Do they marry a prince/princess? Do they become King/Queen of the kingdom? Is the villain punished? How are they punished?</p>	

## **Grammar and punctuation activities to support this unit of learning**

<https://superbrainybeans.com/english/punctuation/year-3-4/> -variety of punctuation activities

<https://www.bbc.co.uk/bitesize/topics/zhrrd2p> -a lot of grammar activities for the children to practise

## **Spelling-**

Better to spend 10-15 minutes each day on these spellings. Please use the link below to support your child's spelling.

<https://www.bbc.co.uk/bitesize/topics/zhrrd2p>

I would suggest working on:

**When is the 'i' sound spelt with a 'y'**

**Suffix - ous**

**When is the 'sh' sound spelt with 'ch'**

**Homophones**

Further spelling on

Phonics play Username-march20 Password-home

<https://www.phonicsplay.co.uk/#>

I would also recommend practicing spelling the Year 1 and Year 2 common exception words with your child. I would recommend spending about 10-15 minutes each day on these. I have uploaded the list of these words. If your child is confident with these spellings I would then move on to spelling the Year 3/4 common exception words which I have also uploaded.

I would suggest playing spelling games such as pairs – write the words on a card and try to match.

Kim's game – write a selection of words out on individual cards. Have them facing upwards. Ask your child to look carefully at them, after a minute ask your child to close their eyes whilst you take a card away. Ask them to open their eyes, they need to guess which word is missing and spell it correctly. If your child spells it correctly they win a point.

Spelling tennis – pick a word and each person says a letter from the word until the word has been spelt – e.g. a-c-c-i-d-e-n-t

I have also included a link which gives you more ideas to use when spelling with your child.

<https://www.ravensthorpeprimary.org.uk/Sparrowhawks-Year-2/leaflet-spelling.pdf>

### **Further reading-**

#### **Banded readers**

I have registered the class with Oxford Owl. <https://www.oxfordowl.co.uk/>

If your child logs on to this site they can use our class log in- newpasturesclass5

Password- Tuffy1

They can find 'e' readers on different books bands.

#### **Further reading sites**

<https://www.booktrust.org.uk/books-and-reading/bookfinder/>

<https://authorfy.com/>