





Hanging Heaton C of E (VC) J & I School – Working at home work

Class/Year Group: Year 3/4


Week commencing: 15th June 2020

Dear Parents/Carers,

Please find below activities to support your child's continued learning at home. It is important during this time that we try to build on the learning that has taken place in school although we do realise that it is impossible to replicate school whilst home learning. The more children can keep up with their learning, the easier the transition back into school will be. We appreciate your support in this.

Area	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	At least 15 minutes	At least 15 minutes	At least 15 minutes	At least 15 minutes	At least 15 minutes
English 	Complete the Icarus reading comprehension below.	Watch this video version of the story of Icarus. https://youtu.be/7W1TZ16W-3k Compare and contrast the text version of the story and the video – what are the similarities and differences? You could create a Venn diagram. Which version of the story do you prefer and why?	Use ISPACED sentence starters (-ing, simile, preposition, adverb, conjunction, -ed, dialogue) to re-write the scene in the story where Daedalus is lost in the maze OR when Daedalus and Icarus are flying. Remember your wow vocabulary to engage the reader.	What other possible ways could Icarus and Daedalus have tried to escape from the labyrinth? Would they also result in a tragic ending or would they allow them both to survive and escape? Write instructions for your new invented means of escape or re write the ending of the story using your chosen escape route.	Practise all your spellings and write a number of sentences using each word. Year 3 – you will have to be careful and ensure that you check the meaning of your homophones to make sure you use them in the right way. Please ensure you use your neatest handwriting when completing your sentences.
Maths 	Practise your times tables and division facts using some of the games here: https://mathsframe.co.uk/en/resources/category/22/most-popular There are also some games on Classroom Secret or you can also use TT Rockstars.	Practise the grid method for multiplication by using a dice or a number generator for your numbers. You could use some of these games too to think about the steps needed: https://kids.classroomsecrets.co.uk/resource/year-4-efficient-multiplication/ Don't forget your activities on Mathletics too.	Practise the bus stop method for division using a dice or number generator for your numbers. Here are some games to help: https://kids.classroomsecrets.co.uk/resource/year-4-divide-3-digits-by-1-digit/ https://kids.classroomsecrets.co.uk/resource/year-4-divide-2-digits-by-1-digit-2-reasoning-practice/ Don't forget your activities on Mathletics too.	Use the inverse to answer these problems: https://mathsframe.co.uk/en/resources/resource/262/Thinking-of-a-Number Here you can practise more of your written methods: https://kids.classroomsecrets.co.uk/resource/year-4-written-methods/	Have a go at solving some multiplication and division word problems. Year 3 - https://kids.classroomsecrets.co.uk/resource/year-3-word-problems-multiplication-and-division-1/ Year 4 – https://kids.classroomsecrets.co.uk/resource/year-4-word-problems-multiplication-and-division-1/ Can you create some problems of your own? Perhaps some two-step?
Foundation subjects	Visit this website to find out more about daily life in Ancient Greece:	Some faiths use pictures to represent beliefs. Look at the two pictures below. <ul style="list-style-type: none"> Write 10 things you notice about each picture 	Watch this video about mini-beasts: https://www.bbc.co.uk/bitesize/clips/zkkc87h	Draw and label a pencil case with these items inside. Complete your labelling in French. You can use an online translator e.g. Google translate.	Ancient Greek pots had intricate, repeated patterns as borders. Look at the patterns below and have a go at copying some of them. Can you create

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	<p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zc8yb9</p> <p>q</p> <p>Click through the family interactive too.</p> <p>Then, either write a diary in the role of one of the family members or write a short non-chronological report about an aspect of Ancient Greek daily life.</p>	<ul style="list-style-type: none"> • Write 5 questions to ask a character in the picture or the artist. 	<p>Can you think of how we could classify them? How would we group them together?</p> <p>Create a fact file for a mini-beast of your choice. You could have a look for mini-beasts in your garden or the next time you are on a walk. Let us know what you discover!</p>	<p>You could create a game with your new vocabulary.</p> <ul style="list-style-type: none"> • pencil • pen • crayon • pencil sharpener • pencil case • rubber/eraser • ruler 	<p>your own pattern in a similar style?</p>
<p>This week's spellings are: Year 3 – fare, fair, great, grate, groan, grown, main, mane, meat, meet Year 4 – information, adoration, sensation, preparation, admiration, permission, admission, expansion, extension, tension</p> <p>This week's mental maths challenge is: Practise finding doubles, halves and quarters of numbers.</p>					

The Story of Icarus



King Minos looked out of the window and spotted the boat that his messenger had just mentioned. Ordinarily, he was not interested in those entering or leaving Crete but one of the passengers had been banished from Athens. All reports described him as a genius. He had even fooled Hercules with his inventions. The King smiled; this man was going to be very useful.

A short while after Daedalus had arrived on the island of Crete, he was taken to the palace and asked to become the King's master craftsman. "I have a way to use your skills," explained the King. "There is a Minotaur who terrorises Crete and we have been unable to contain it. I need you to build a maze that it will not be able to escape from."



Pleased that his reputation had followed him, Daedalus set to work. Helped by his son, Icarus, the pair designed and built an incredible labyrinth. When it was finally finished, the Minotaur was captured and locked away. The people of Crete celebrated and thought that Daedalus and Icarus were heroes.

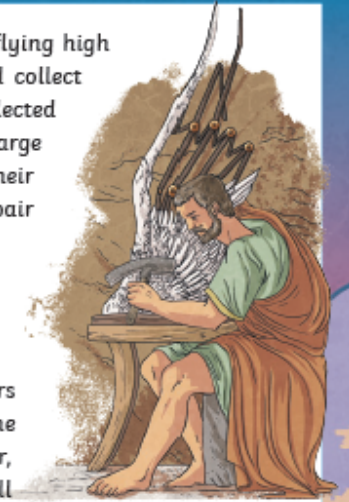


Weeks later, Daedalus was approached by a man named Theseus. He explained to Daedalus that he planned to slay the Minotaur but that he needed Daedalus's help to navigate the labyrinth. Unable to ignore the idea that this was a truly heroic act, Daedalus agreed. King Minos's daughter joined them and

the three completed their mission before escaping the labyrinth. Immediately, Theseus fled back to Athens with King Minos's daughter beside him. Daedalus was surprised by the hero's sudden departure and began to worry that he had made a terrible mistake.

Less than an hour had passed before the furious King had locked Daedalus and Icarus within the labyrinth. He was outraged that Daedalus would dare to put his daughter in danger. Without having planned his route this time, Daedalus was lost in the labyrinth. Days went past and he couldn't think of how to escape.

One day, Daedalus was distracted by a flock of birds flying high in the sky. "That's it!" he shouted to Icarus, "Go and collect every feather that you can find." When Icarus had collected enough feathers, Daedalus carefully attached them to large wooden frames using wax from the candles which lit their prison. By sunrise, both Icarus and Daedalus had a pair of wings.



"Before we go," warned Daedalus, "I need you to listen carefully. While I'm sure that these wings will work, there are two rules which you must follow. The first is that you must not fly too close to the sea for the feathers will absorb the water and become too heavy to fly. The second is that you must not fly too close to the sun for, if you do, the wax which holds the feathers together will melt. Do you understand?"

Icarus nodded and the two began to beat their wings. Higher and higher they rose until the labyrinth was just a speck below them. Daedalus looked at his son, who was soaring like an eagle, and felt proud. They were free.

Icarus looked around and realised that he was closer to the gods than any human had ever been. Amazed by this thought, he forgot his father's warning; he began to soar higher until the heat from the sun became too much for the wax that held the feathers in place. With no feathers, Icarus began to spiral down towards the sea. He hit the surface with a crash and was never seen again.



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Questions

1. Number the events from 1-4 to show the order that they happened in.

- Icarus helps his father to create a giant labyrinth.
- King Minos's daughter heads to Athens.
- King Minos receives a message about a genius inventor.
- Icarus forgets his father's warnings.

2. Why does Theseus ask Daedalus for help? Tick one.

- He is scared of the Minotaur.
- He needs Daedalus to guide him through the labyrinth.
- The Minotaur is strong and needs two people to slay it.
- He wants to trap Daedalus inside the labyrinth.

3. Draw four lines to show how Daedalus is feeling at each point in the story.

Daedalus is asked to be the King's master craftsman.	inspired
Daedalus sees Icarus flying.	pleased
Daedalus sees a flock of birds.	worried
Daedalus sees Theseus flee back to Athens.	proud

4. Why did King Minos lock Daedalus and Icarus away in the labyrinth? Tick one.

- Daedalus had broken a promise to him.
- Daedalus had put the King's daughter in danger.
- Icarus had helped to slay the Minotaur without the King's knowledge.
- Icarus had taken the King's daughter to a dangerous place.

5. Look at the paragraph beginning **Less than an hour...** Find and copy **two** words which show that the King is unhappy.

6. What two warnings does Daedalus give to Icarus?

1. _____

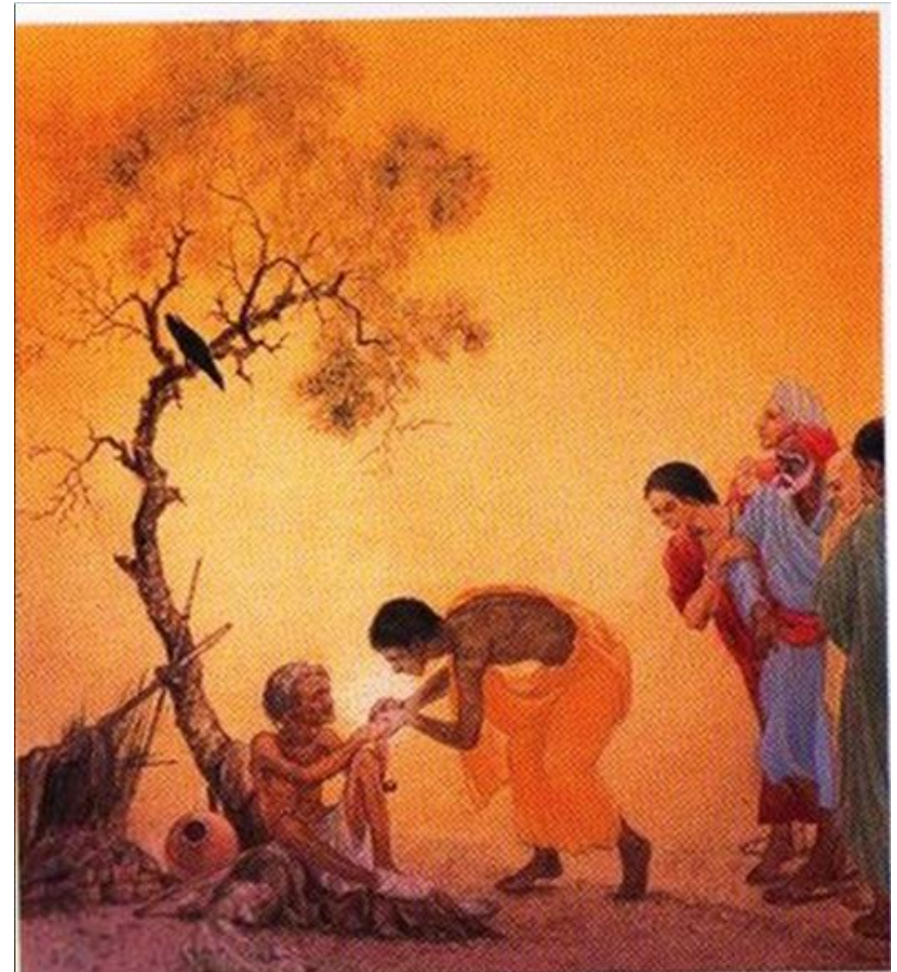
2. _____

7. Describe Daedalus's character. Explain your answer.

8. Most Greek myths have a message or moral in them. What do you think the message or moral is in this story? Explain your answer.

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RE picturing Jesus:



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Greek Patterns:

