





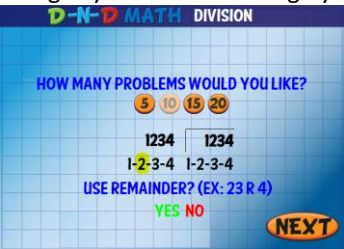
# Hanging Heaton C of E (VC) J & I School – Working at home work

Class/Year Group: Year 5/6


Week commencing: 15<sup>th</sup> 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
<b>Reading</b>	At least 15 minutes	At least 15 minutes	At least 15 minutes	At least 15 minutes	At least 15 minutes
<b>English</b> 	Complete the reading comprehension below for the Greek myth 'Theseus and the Minotaur'.	Handwriting and spelling practise. Have a go at look, cover, write and check all your spelling words. Practise them with your best writing – joined. Can you create a puzzle for your spellings? This could be a word search, crossword or even a code breaker.	Create an acrostic poem based on Theseus and the Minotaur, where each letter of a word is the start of a new line in your poem. You could choose any key words from the story e.g. Theseus, Minotaur, labyrinth, Ariadne etc.	Write in the role of Theseus as he descended into the labyrinth to defeat the Minotaur. Remember to include key actions, thoughts and feelings; the five senses (smell, see, hear, touch, taste); thoughts when he first saw the Minotaur; what the Minotaur looked like; how he killed it; how he felt about killing it.	Last week we invented a mythical creature. This week I want us to think about heroes/heroines. Will your hero have special skills or powers? How are they perceived by others? Write a description of your hero using a range of sentence structures. Use DADWAVERS or ISPACED to help. See explanations below.
<b>Maths</b> 	Practise dividing 4 digits by 1 digit using this game: <a href="https://kids.classroomsecrets.co.uk/resource/year-5-divide-with-remainders/">Divide 4 digits by 1 digit</a> Year 6 can practise long division using this game that allows you to drag and drop numbers: <a href="https://mnrussbaum.com/drag-n-drop-math-online">https://mnrussbaum.com/drag-n-drop-math-online</a> Choose the division option and when you see this screen, make sure you click 2 in the first column (or 3 if you're feeling like a challenge). This is the number of digits you will be dividing by! 	Practise these problems involving remainders <a href="https://kids.classroomsecrets.co.uk/resource/year-5-divide-with-remainders/">https://kids.classroomsecrets.co.uk/resource/year-5-divide-with-remainders/</a> <a href="https://kids.classroomsecrets.co.uk/resource/year-5-divide-with-remainders-2-reasoning-practice/">https://kids.classroomsecrets.co.uk/resource/year-5-divide-with-remainders-2-reasoning-practice/</a> <a href="https://kids.classroomsecrets.co.uk/resource/year-6-division-to-solve-problems/">https://kids.classroomsecrets.co.uk/resource/year-6-division-to-solve-problems/</a>	Here are some multiplication and division word problems to tackle. Year 5: <a href="https://kids.classroomsecrets.co.uk/resource/year-5-word-problems-multiplication-and-division-1/">https://kids.classroomsecrets.co.uk/resource/year-5-word-problems-multiplication-and-division-1/</a> Year 6: <a href="https://kids.classroomsecrets.co.uk/resource/year-6-word-problems-multiplication-and-division-1/">https://kids.classroomsecrets.co.uk/resource/year-6-word-problems-multiplication-and-division-1/</a>	Estimations are sensible guesses about what your answer could be. Practise rounding to estimate here: <a href="https://kids.classroomsecrets.co.uk/resource/year-5-round-to-estimate-and-approximate-reasoning-practice/">https://kids.classroomsecrets.co.uk/resource/year-5-round-to-estimate-and-approximate-reasoning-practice/</a> Choose your level in this game and make sensible estimations of the answer before dragging the arrow on the number line – look at the scale carefully! <a href="https://mathsframe.co.uk/en/resources/playgame/36">https://mathsframe.co.uk/en/resources/playgame/36</a>	Complete some reasoning test practice questions on Classroom Secrets. There are lots to choose from.

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<p><b>Foundation subjects</b></p> 	<p>Read the information below about democracy in Ancient Greece. Then, decide whether the following people would be included or not:</p> <ul style="list-style-type: none"> <li>• 8 year old male Athenian</li> <li>• 36 year old male Athenian</li> <li>• 40 year old female Athenian</li> <li>• 53 year old male metic</li> <li>• 15 year old female Athenian</li> <li>• 23 year old Athenian slave</li> <li>• 28 year old male Athenian</li> <li>• 20 year old female metic</li> </ul> <p>Finally, create a table listing the main differences between democracy in Ancient Greece and democracy in the UK now. There are some statements to start you off below.</p>	<p>Although this school year hasn't gone as planned, what have your highlights been in Year 5/6? Perhaps it was a funny moment or something you found difficult but eventually managed to tackle successfully. It might be more about people and the friendships and relationships that you've built. It could be something small or something big. I'd love to read about your happy memories on Seesaw!</p>	<p>Look at The Apostles' Creed below. Write 10+ questions about the words. What do the words tell us about Christian beliefs about Jesus? Then go to this website to find out more about the creed and answer the questions:  <a href="https://request.org.uk/restart/2016/08/01/the-apostles-creed/">https://request.org.uk/restart/2016/08/01/the-apostles-creed/</a></p>	<p>Do you look similar to any other members of your family? Genes from our parents carry information about certain features we might inherit e.g. blue eyes or a long nose. All breeds of dog developed from original ancestors which were grey wolves. They were domesticated by humans and over thousands of generations different characteristics have been developed to produce the wide range of dogs that we have today. Imagine you are going to create a new type of dog. Which two sorts of dogs will you cross? What will the offspring look like? Draw and describe the offspring of your choice of cross, either using labels or a short paragraph. This website might help you choose:  <a href="http://www.justdogbreeds.com/dog-breeds.html">http://www.justdogbreeds.com/dog-breeds.html</a>          If you prefer, you could instead choose cats, horses, birds, etc.</p>	<p>Follow the instructions carefully below to design your own mazes! Can you make some tricky ones for your family? You will need:</p> <ul style="list-style-type: none"> <li>• some squared paper (if you have a printer you could print off a square grid from the internet)</li> <li>• a pencil</li> <li>• a good eraser</li> <li>• and a ruler</li> </ul>
<p><b>This week's spellings are:</b> Year 5 – overthrow, overturn, overslept, overcook, overreact, overestimate, overuse, overpaid, overlook, overbalance          Year 6 – ecstatic, jovial, exultant, elated, delighted, despondent, forlorn, dejected, woeful, dismal  <b>This week's mental maths challenge is:</b> Find halves, quarters and thirds of numbers.</p>					

**DADWAVERS** = description, action, dialogue, where, adverbial, verb, estimation of time, rhetorical question, simile/metaphor

**ISPACED** = -ing, simile, preposition, adverb, conjunction, -ed, dialogue

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

### **The Story of Theseus and the Minotaur**

After the loss of his son, King Minos of Crete waged war against Athens. Periodically, he would use his large army to storm the city and wreak havoc. Wanting to prevent the attacks, King Aegeus of Athens eventually struck a deal with King Minos. Each year, he would send over seven Athenian boys and seven Athenian girls as an offering to King Minos's bloodthirsty beast – the Minotaur. In return, Minos would cease the attacks.

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Theseus was ready: he had rehearsed the lines in his head a thousand times. He could almost feel the fate of Athens and the fate of defenceless children in his hands. The tyranny of Minos had gone on for long enough; it was time to take a stand. Gingerly, he knocked on the door of his father's study. Aegeus called him inside and looked up at the tall, muscular warrior his son had become. To say that he was proud of Theseus would have been an understatement.

Before Aegeus could greet him, Theseus began his speech. "This pact with Minos has gone on for long enough. Families are terrified that their children will be picked next. It's no way to live! We should be protecting our people – not sending them off like lambs to the slaughter! Tomorrow, when the boat comes, I will take the place of one of the boys. Then, I will slay the Minotaur and put an end to this living nightmare."

Aegeus was aghast. He knew that his son was a fierce protector but to fight the Minotaur – a beast so fierce that it had to be guarded deep within a complex labyrinth – this was something else. Aegeus pleaded with Theseus to find another way; he couldn't bear to think of his son willingly throwing himself at such danger. Eventually, when his arguments had run dry, Aegeus relented.

"I will await the news of your success with bated breath," he told Theseus. "The moment that your ship materialises on the horizon, I want to know that you have won. Should you have been successful, replace your ship's black sails with white ones. I shall watch the sea from now until the moment I see those sails heading home." Theseus nodded and vowed that his sails would be white.

Later that day, the two embraced before Theseus climbed into the ship alongside 13 panic-stricken children. The journey to Crete was a smooth one and, before long, they had arrived. When the boat pulled up to the shore, they were met by Minos and his daughter, Ariadne. As Minos led the children to the palace to be cleaned and prepared, Ariadne pulled Theseus to one side. Desperate to escape from the world that her father had built, she offered to aid him in his quest in exchange for safe passage to Athens.

After promising her safe passage away from Crete, Theseus and Ariadne approached Daedalus – the inventor of the complex labyrinth which contained the Minotaur. Desperate to be a part of the heroic feat, Daedalus agreed to help. Later that night, the three met at the entrance to the labyrinth.

Revealing a ball of tightly-wound string, Daedalus explained his plan. "This labyrinth has been designed to be so complex that not even I can escape it. However, should you trail this string behind you, you will be able to retrace your steps. Ariadne and I will stay here to ensure that it stays secure and that nobody else enters. Good luck."

With that, the doors to the labyrinth slammed shut and Theseus set off to find the Minotaur. String trailing behind him, he searched the many lamp-lit passages until, at last, he was face to face with the beast. The Minotaur was stronger but Theseus was quicker and, in the low light of the maze, this proved to be more beneficial. After a mighty battle, Theseus emerged victorious: the Minotaur had been defeated.

Wanting to put as much distance between himself and King Minos as possible, Theseus made his way to shore with Ariadne. He had done it! No more children would have to cower in fear at the idea of meeting the Minotaur. At last, Athens had been freed from Minos's grasp. Tired from the fight and feeling the contentment of a job well done, Theseus hoisted the black sails of his ship and headed for home, forgetting all about the promise that he had made to his father.

# Questions

1. Who did Theseus promise to take away from Crete? Tick one.

- King Minos
- King Aegeus
- Ariadne
- Daedalus

2. Draw **four** lines and complete each sentence.

King Minos...	was worried about what their father might say.
Ariadne...	wanted to be a hero.
Daedalus...	was angry at the loss of their son.
Theseus...	was desperate to escape from their father.

3. Why did Aegeus eventually give in to Theseus?

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4. **...forgetting all about the promise that he had made to his father.**

What promise had Theseus made?

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5. Look at the paragraph beginning "**I will await the news...**"

Find and copy one word which means the same as appears.

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6. Argue that Theseus was foolish to defeat the Minotaur.

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7. Imagine that you are Aegeus watching Theseus's ship appear over the horizon.

Describe how you feel, using the text to support your answer.

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8. Using 25 words or fewer, write a suitable next sentence for the text.

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9. Do you think that Aegeus was right to strike a deal with Minos? Tick one.

- yes
- no

Fully explain your answer.

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10. Which of the following words do you think best describes King Minos? Tick one.

- furious
- cruel
- relentless
- cowardly

Fully explain your answer.

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

## Democracy?

**What is democracy?**  
**What does it mean in the UK today?**

Democracy is a fair political system where all adults vote for an elected government. This government then make decisions on how to run the country.

Adults in the UK vote in elections to choose a political party, MPs and the Prime Minister.



## Where did democracy begin?

Democracy began in Ancient Greece. In fact, the Ancient Greek system is very famous and has helped to shape many systems of democracy around the world today.

### Democracy in Ancient Greece

There were three main systems of democracy in Ancient Greece:



The Ekklesia

The Boule

The Dikasteria

## The Ekklesia

- The ekklesia was the main assembly of citizens who met 40 times a year to make laws and decisions.
- Any male Athenian citizen could attend.
- Out of 40,000 men, about 5,000 attended regularly.
- They made decisions by a simple majority vote.



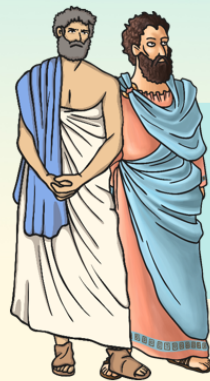
## The Boule

The boule were a group of 500 men who served for one year. They met daily and made lots of decisions. They decided what issues to take to the ekklesia. They were chosen randomly.



## The Dikasteria

The dikasteria, or popular courts, was a group of 500 jurors who dealt with crimes. There were no rules or police so the dikasteria decided what would be tried and what the sentences would be. The jurors were chosen daily at random from a group of male citizens over 30 years old.



## Who were a part of the democracy?

Men Athenian Citizens Adults

## Who was left out of the democracy?



Statements to sort:

The group of men who make daily decisions are chosen randomly.	Voters can choose from a few different political parties. Each party has a different set of ideas.	There is no police; a group of 500 jurors decide the punishments.	Any male citizen can join the assembly who meet regularly to make decisions about how the state is run.
MPs are voted for and join together to make a parliament.	All citizens (men and women) over the age of 18 can vote.	The elected party will stay in power for four years.	Only men are allowed to vote.

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

### **The Apostles' Creed**

I believe in God the Father Almighty, who created heaven and earth.

And in Jesus Christ, His only Son, our Lord.

He was conceived by the Holy Spirit and born of the Virgin Mary;

He suffered under Pontius Pilate, was crucified, died and was buried.

He descended into Hell and on the third day He rose again from the dead;

He ascended into heaven and sits on the right hand of God the Father. He will come again to judge the living and the dead.

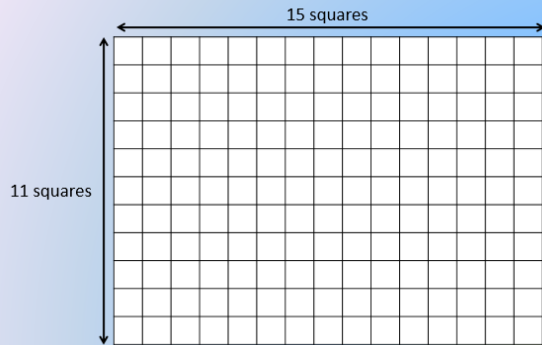
I believe in the Holy Spirit, the Holy Christian Church, the Communion of Saints, the forgiveness of sins, the resurrection of the body and the life everlasting. Amen.

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

## Design your own maze

### Drawing a branching maze

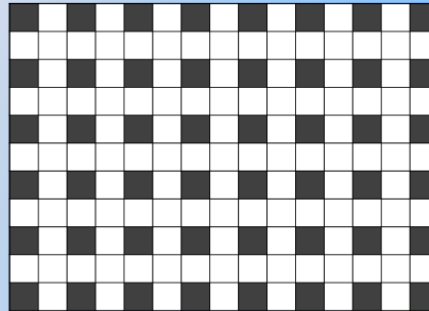
Using squared paper and a pencil, draw out a rectangle with an **odd** number of squares on each side, e.g:



### Drawing a branching maze

Then, using your pencil, **heavily** shade in alternate squares on every other row..

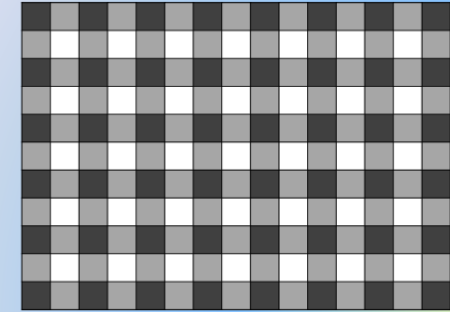
These squares will become part of the walls of your maze.



### Drawing a branching maze

Next, **very lightly** shade in the next set of alternate squares, but on every row this time.

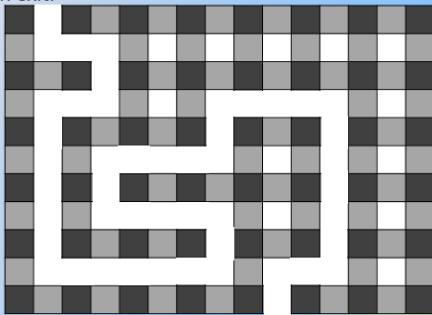
These squares will either be part of the paths, or part of the walls. The white squares will be part of the paths.



### Drawing a branching maze

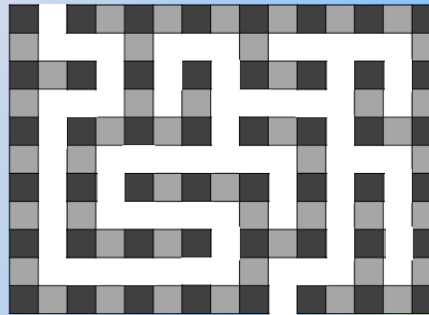
Time to create the path! Make an entrance by erasing one of the lightly shaded squares on the edge.

Then continue erasing lightly shaded squares to make a winding path to an exit.



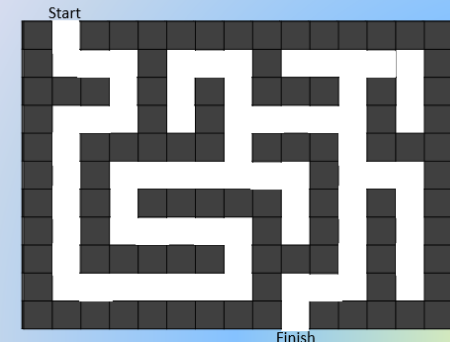
### Drawing a branching maze

Now to fool people. Start creating new paths coming off this first path, but make them lead to dead ends.



### Drawing a branching maze

Next heavily shade in the remaining lightly shaded wall squares. Finally label the entrance and exit.



Your branching maze is complete! Now to test it on unsuspecting victims 😊  
The larger your maze is, the more difficult you can make it...