




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



Class/Year Group: Year 5/6

Week commencing: 29th 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 Zeus comprehension below.	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.	You are going to invent your own Greek god/goddess. First we will plan and make notes on the following points. You will write up properly tomorrow. <ul style="list-style-type: none"> • Powers – what is your god/goddess in charge of and what can they do? E.g. Athena is the goddess of wisdom; Aphrodite is the goddess of love and Zeus, king of the gods and god of the sky) • Appearance - what does your god/goddess look like? The appearance should match the god's personality. If you have a god of fire, you can give him spiky orange hair, (even flaming!). • Personality - what is your god/goddess like as a person? Let's say for example we have Aperkses, and he is the god of storms. You can give him the power to be mean, trouble-causing and shoot lightning bolts. • Weapons – what weaponry does your god/goddess have and why? What do they do? When might they be used? 	Using the notes that you made yesterday about your invented god/goddess, you are going to produce a piece of non-fiction writing about them. Remember to use subheadings to organise your paragraphs and write in full, factual sentences. Use some of the vocabulary you have learned during your Greek topic. Include some pictures too.	Imagine that Zeus – king of all the gods – is retiring. Many of the gods/goddesses want his job but they need to apply. Take the role of one of the Greek gods/goddesses – it could be one you researched on Monday, another god/goddess you have found out about or even the god/goddess you invented yourself. Write a letter OR a speech to apply for the job – you need to be persuasive and convincing. Why would you make the best leader of the gods and goddesses? What attributes can you bring to the job?

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			<ul style="list-style-type: none"> • Companions – who does your god/goddess spend their time with? What do they do? • Tales – are there any famous stories about your god/goddess? Mention them briefly. 		
<p>Maths</p> 	<p>Practise your co-ordinates skills with these games:</p> <p>www.teacherled.com/iresources/coordinates/showthecoordinate</p> <p>http://flash.topmarks.co.uk/4770</p> <p>www.topmarks.co.uk/Flash.aspx?f=coordinates</p>	<p>Go to www.nrich.maths.org/treasurehunt and enter co-ordinates to try and find the treasure.</p>	<p>Go to https://mathsframe.co.uk/en/resources/resource/153/coordinates--reasoning-about-position-and-shapes to find the missing co-ordinates.</p> <p>Hints: remember the properties of rectangles (opposite sides same length) and how the co-ordinates you have been given can help you.</p>	<p>The Wimbledon tennis tournament should have started this week. Answer the tennis court questions below.</p>	<p>American Independence Day is on 4th July. Have a go at this problem:</p> <p>Firework displays and parties are the most popular activities that take place to celebrate Independence Day. On Independence Day, Joel bought some fireworks to celebrate. Some of the fireworks made 9 bangs, some of them made 7 bangs.</p> <p>When the fireworks were set off they made 87 bangs together.</p> <p>How many of them made 7 bangs?</p>
<p>Foundation subjects</p> 	<p>Visit www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3 to find out about Greek gods and goddesses. You may want to do some further research too.</p> <p>Create a fact file for each of the gods and goddesses on the BBC website above, containing key information about them. Can you design a business card for one of the gods or goddesses so they're easily remembered? Why might they be</p>	<p>The Greeks loved building temples to worship their gods. Lots of temples have been destroyed over time but some buildings still have similar designs. The different parts of the temple has different names. Look at the picture and read the descriptions below. Can you design your own Greek temple? You could dedicate it to one of the gods. Use a ruler to make sure you get the right shapes.</p>	<p>Go to www.stalbanscathedral.org/digital-guide on a phone or tablet and explore St Alban's Cathedral on a virtual tour. What did the people who made this building believe in (and I don't mean 'God' or 'Jesus'!)? What mattered to them? Make a list. Rank your list, plus these explanations of the meaning of the cathedral, first from the point of view of the people who</p>	<p>Watch the video clip at http://www.bbc.co.uk/programmes/p00xcr7m that describes how plants are adapted to live in very cold conditions. Make a list of adaptations that help the plants in this environment. Research and produce a labelled diagram of a plant showing its adaptations to its environment e.g. cactus, rainforest plants, ivy, hawthorn, holly.</p>	<p>Watch these video clips that show how animals have adapted to live in their habitats: www.bbc.co.uk/bitesize/clips/zbp6n39 www.bbc.co.uk/bitesize/clips/z9y7tfr</p> <p>Research and produce a labelled diagram of an animal showing its adaptations to its habitat.</p>

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	<p>needed/what services might they provide? How might you contact them? Be creative!</p>	<p>For an extra task, go to the website below. Temple builders in Athens need your help to design a new temple http://www.ancientgreece.co.uk/acropolis/challenge</p>	<p>worship there, then from your own point of view.</p> <ul style="list-style-type: none"> • God is there when people meet together • Humans need holy places to help them think about God and life • The history of Christianity helps makes sense of Christianity today • Silence and music can help us listen to our own hearts. 		
<p>This week's spellings are: Year 5 – attractive, creative, addictive, assertive, abusive, co-operative, exhaustive, appreciative, offensive, expressive Year 6 – scorching, searing, sizzling, blistering, sweltering, chilly, frozen, arctic, bitter, wintry This week's mental maths challenge is: Finding 1%, 5%, 10%, 25%, 50% and 75% 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

How Zeus Became King of the Gods

Doubt plagued Cronus. Wherever he was on Mount Othrys, it followed him like an unwelcome shadow. He had achieved much in his lifetime – it was true – but for how long would his power last? Defeating his father to take the throne as king of the Titans was a heroic feat but now his leadership felt threatened. In the same way that he had betrayed his own father, it seemed plausible that his own children would try to do the same when they came of age. It was an unpleasant thought that needed to be quashed.

Seeing no other way to protect his title, Cronus immediately imprisoned his five young children. Hearing the devastating news, his wife, Rhea decided to flee to the Greek island of Crete. It was here that she secretly gave birth to a sixth child in a cave far beneath the earth. As the child grew, Rhea kept him hidden from the world. It wasn't until years later that Cronus would finally come face to face with his son, Zeus.

Rhea looked at her son and was filled with pride. He was no longer the small boy who had clenched his fists in anger when she would tell him stories of Mount Othrys and of his brothers and sisters who remained imprisoned there. Now, he was a man who had taken his anger and forged it into a plan for revenge. She knew that if anyone could liberate her children from Cronus, it would be Zeus. A tear rolled down her cheek as she watched his figure heading towards Mount Othrys but she didn't stop him.

Upon reaching his father's domain, Zeus disguised himself as a servant and slipped a drop of poison into Cronus' drink. The moment that Cronus took a sip, the poison flowed through his body and left him confused and groggy. Before he had time to recover, Zeus had left Mount Othrys with his siblings. Together, they discussed the tyranny of Cronus and vowed to overthrow him.

Zeus knew that with the backing of the Titans, Cronus would defeat them as easily as a spider defeats a struggling fly in its web. He looked at his brothers and sisters who were hungry for revenge after a lifetime of imprisonment and inspiration struck. Surely, there were others who sought payback for Cronus' mistreatment of them. Following the path set out by his mother's stories, Zeus travelled to a distant cave. He was met by a giant, winged beast who roared angrily at the man who dared to disturb its peace. It took little effort to defeat the beast who had grown slow after years of guarding the same entrance. Emboldened by his latest heroic feat, Zeus broke through the sealed entrance.

How Zeus Became King of the Gods

Just as his mother had speculated, Zeus found himself face to face with the one-eyed cyclopes. These creatures were siblings of Cronus and, like Zeus' brothers and sisters, had been imprisoned when Cronus' paranoia that he would be dethroned had overtaken rational thought. Zeus explained his plan to defeat his father and the cyclopes agreed to help. Unbeknownst to Zeus, the three cyclopes were master blacksmiths and had spent years perfecting the art. Together, they were able to create items beyond the comprehension of ordinary mortals. After he promised that they would be free forever, the three creatures presented Zeus with a powerful lightning bolt.

Many months had passed and Zeus' proficiency with the lightning bolt had grown each day; it was as if he was now able to bend the stormy skies to his will. Eventually, the battle of the Olympians against the Titans began. The Olympians were powerful and quick-witted but the Titans were strong and towered over the earth. With both sides being equally matched, the battle lasted for ten long years before Zeus and the Olympians finally emerged victorious.

At the end of the battle, Zeus and his two brothers – Poseidon and Hades – chose to split their rule over the earth. Poseidon would rule over the rivers and seas, Hades would become ruler of the underworld and Zeus would rule over the skies. As his new position took him higher than his brothers and higher than the gods themselves, Zeus took up the mantle of king of the gods and stepped into his new home on Mount Olympus. A smile spread across his battle-scarred face; it was time for a new era to begin.



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Questions

1. How long did the battle between the Titans and the Olympians last for? Tick one.

- a few months
- a few years
- ten years
- seven years

2. Number the events from 1-4 to show the order that they occurred.

- Zeus disguised himself as a servant.
- Rhea fled to Crete.
- The cyclopes gave Zeus his lightning bolt.
- Cronus chose to imprison his children.

3. Look at the paragraph beginning **Rhea looked at her son...**

Find and copy one word that means the same as 'free'.

4. Why did Cronus feel as though he needed to imprison his children?

5. Why did Zeus become king of the gods instead of Poseidon or Hades?

6. Argue that Zeus was right to start a war against the Titans.

7. Explain how the story might have changed had Rhea chosen to stay with Cronus.

8. Compare the characters of Zeus and Cronus.

How are they similar?

9. Who would you most like to meet? Tick one.

- Zeus
- Cronus
- Poseidon

Explain your choice.

10. Summarise the tale of **How Zeus Became King of the Gods** using 30 words or fewer.

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The pediment– this is always triangular, it is above the columns and below the roof. There were pictures of gods and goddesses, warriors and important people carved onto the pediment.

The metope– this is a rectangle between the pediment and the columns. There were often patterns on this part of the temple. E.g.



The columns– are cylinders there were three types of column . Have a look at the picture below.
Which type is on this building?

Answer _____



Doric

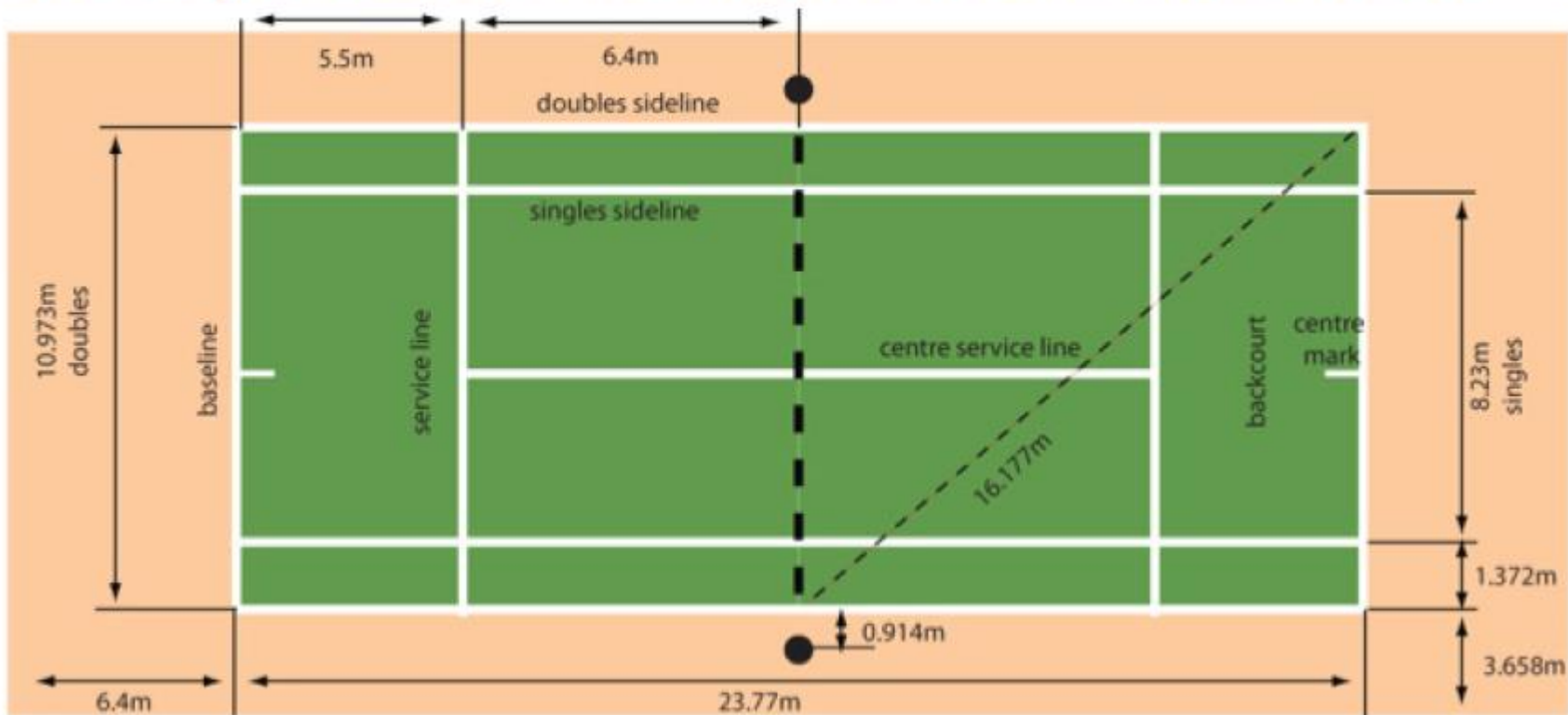


Ionic



Corinthian

This diagram shows the dimensions of a tennis court:



1. How much wider is the doubles court than the single court?
2. What is the perimeter of the doubles court?
3. What is the area of the doubles tennis court? (Round each length measurement to the nearest whole number before you do the calculation)
4. How much larger is the area of the doubles court than the area of the singles court? (Round each length measurement to the nearest whole number before you do the calculation)
5. How many rectangles can you count within the large green rectangle?