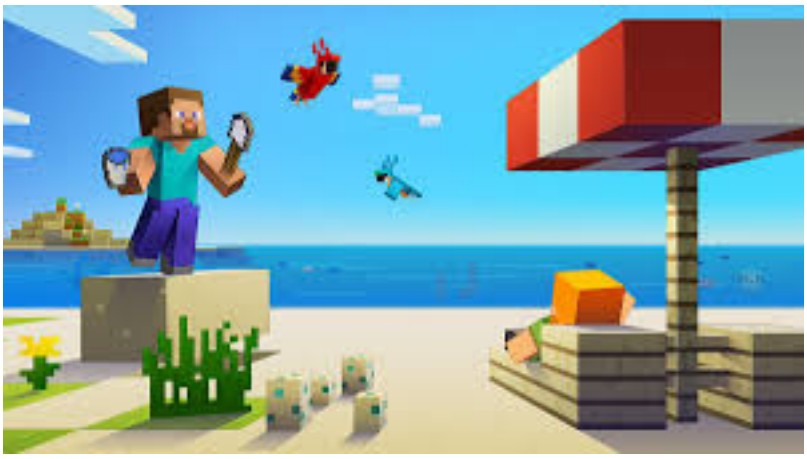


Remember to post some of your work on our blog! We'd love to see it!
Year 3 SeeSaw

Aim to complete *at least* one Maths and English activity per day as well as an activity from another subject- and lots of reading!

All of the activities on BBC Bitesize will really help you with your learning.

https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-lessons/1

Remember to use Bug Club, RM EasiMaths and TT Rockstars!

You can complete any written work in your red exercise book. We can't wait to see it all!

Maths

This week you can choose to complete a mild **or** a hot task each day.

Monday

Learning Reminders

Count in 4s.

Your challenge is to count in steps of 4 from 4 to at least 100!

4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52, 56, 60, 64, 68, 72, 76, 80, 84, 88, 92, 96 100!

What did you notice about all the numbers you said?

They were all **even**!

Learning Reminders

Count in 8s.

Join in with the counting song ***Counting By Eights.***

Write the numbers in the count to 96, one underneath each other.

What did you notice about all of these numbers?

They are even too!

8
16
24
32
40
48
56
64
72
80
88
96

The *Counting By Eights Song* is at http://www.youtube.com/watch?v=3SwaOvWD-PY (starting at 1:27).

Practice Sheet Mild

Missing numbers

Copy these sequences and fill in the missing numbers.

4, 8, ☐, 16, ☐, ☐, 28, 32, ☐, 40, ☐, ☐, 52, ☐, ☐, 64, 68, ☐, ☐, ☐, 84, 88, ☐, 96, ☐

8, 16, ☐, 32, ☐, ☐, ☐, 64, 72, ☐, ☐, 96, ☐

Circle the numbers that appear in both sequences.
What do you notice?
How can you explain this?

Challenge

Complete this sequence:

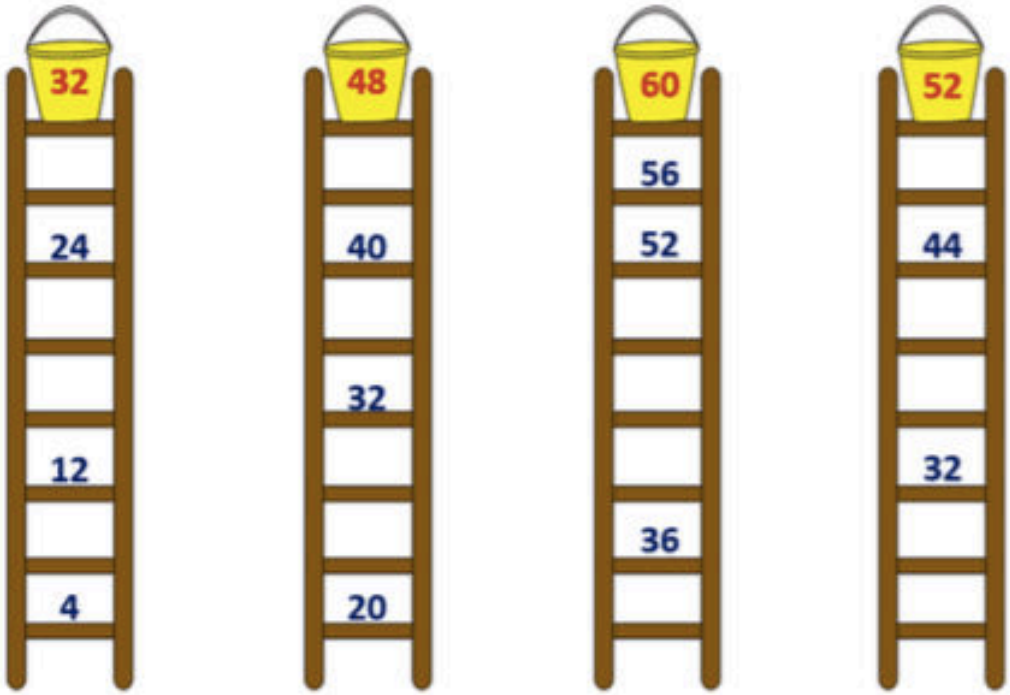
6, 12, 18, ☐, 30, 36, ☐, 48, ☐, ☐, 66, 72, ☐, ☐, ☐, ☐, ☐.

Can you find any numbers that are in all three sequences?

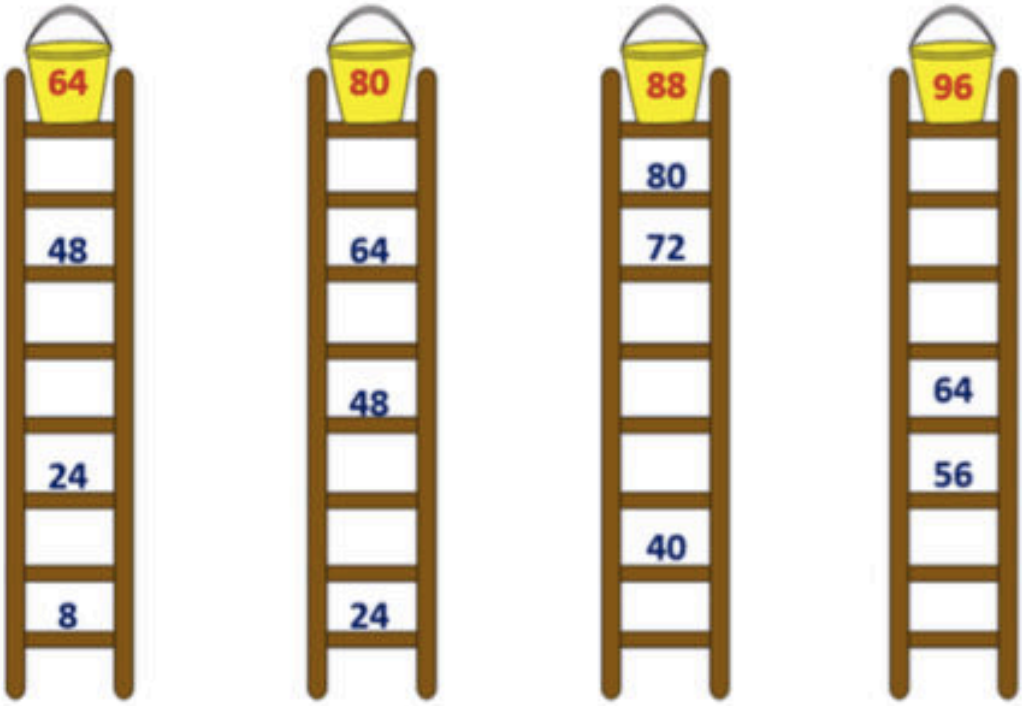
Practice Sheet Hot

Count in 4s and 8s

Someone has counted in 4s from the bottom rung.
Fill in the missing numbers on these lladders.

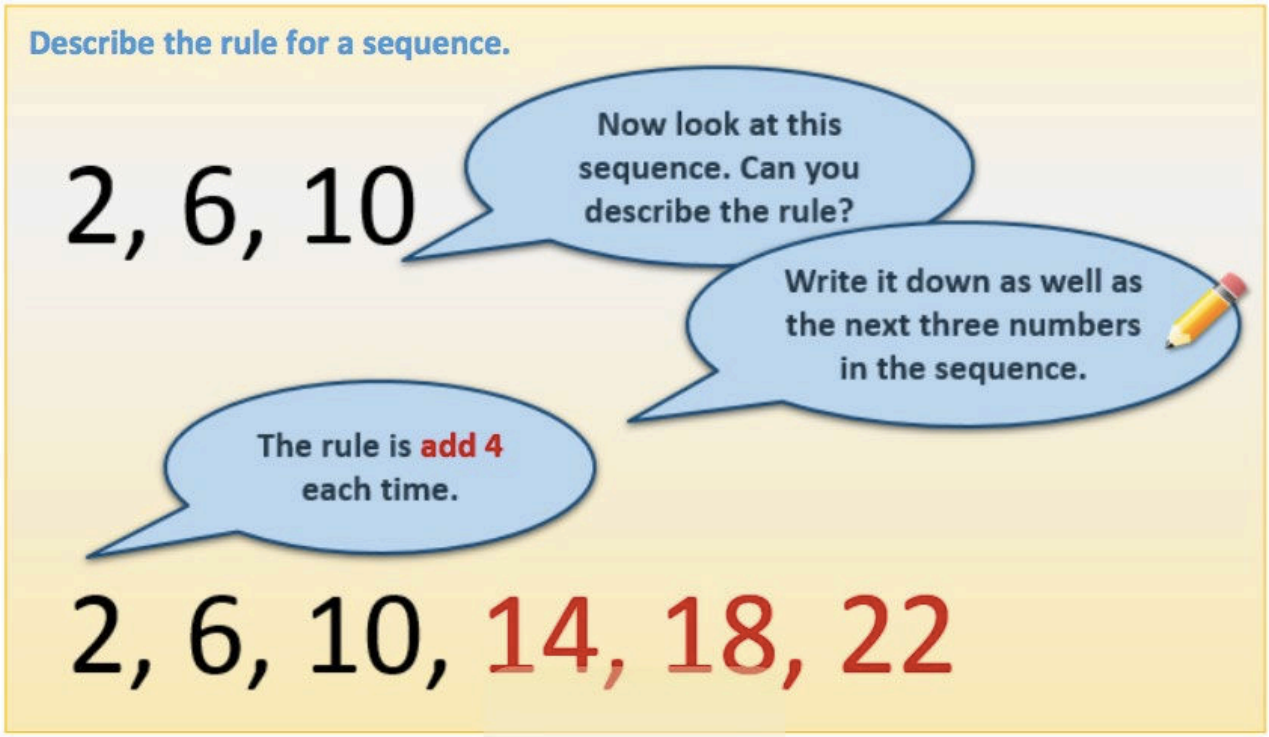


Someone has counted in 8s from the bottom rung.
Fill in the missing numbers on these ladders.

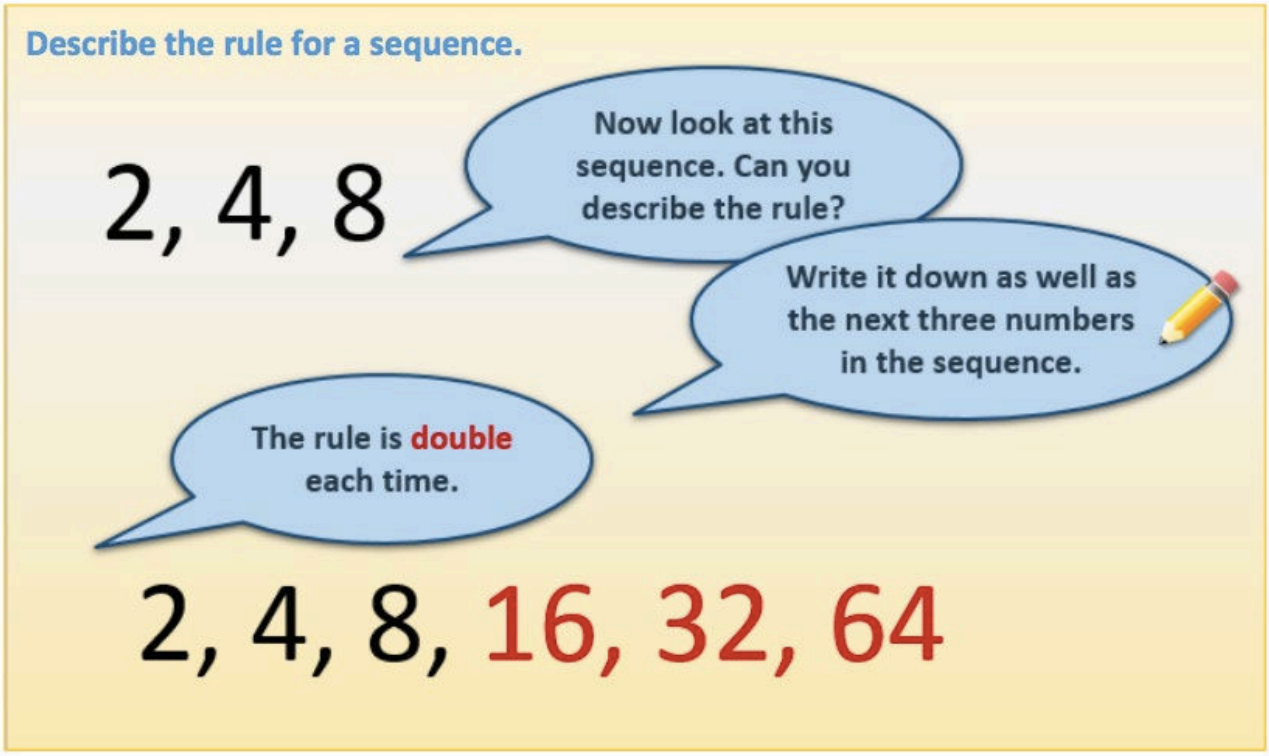


Tuesday

Learning Reminders



Learning Reminders



Practice Sheet Mild

What's the pattern?

Write the next three numbers as well as the rule for each sequence.

1. 2, 6, 10, ☐, ☐, ☐.

   Rule: _____

2. 12, 22, 32, ☐, ☐, ☐.

   Rule: _____

3. 48, 40, 32, ☐, ☐, ☐.

   Rule: _____

4. 90, 80, 70, ☐, ☐, ☐.

   Rule: _____

5. 22, 30, 38, ☐, ☐, ☐.

   Rule: _____

6. 45, 40, 35, ☐, ☐, ☐.

   Rule: _____

Challenge

Make up a new sequence of 6 numbers that counts in equal steps. Show your partner the first 3 in the sequence. Can they work out what the next 3 are?

Practice Sheet Hot

What's the pattern?

Write the next three numbers as well as the rule for each sequence.

1. 2, 6, 10, ☐, ☐, ☐. Rule: _____

2. 6, 12, 18, ☐, ☐, ☐. Rule: _____

3. 12, 22, 32, ☐, ☐, ☐. Rule: _____

4. 48, 40, 32, ☐, ☐, ☐. Rule: _____

5. 90, 80, 70, ☐, ☐, ☐. Rule: _____

6. 22, 31, 40, ☐, ☐, ☐. Rule: _____

7. 98, 86, 74, ☐, ☐, ☐. Rule: _____

8. 5, 10, 20, ☐, ☐, ☐. Rule: _____

Challenge

Make up three new sequences of 6 numbers. Show your partner the first 3 in the sequence. Can they work out what the next 3 are?

A Bit Stuck?
Secret sequences

Work in pairs

Things you will need:
- A pencil

What to do:

The rules for these sequences are:

- add 3 each time
- subtract 2 each time
- add 10 each time
- subtract 5 each time.

a) Can you be a SEQUENCE SLEUTH to work out which is which?!

b) Now write the next 5 numbers in each sequence...

4	14	24	34	44					

50	48	46	44	42					

15	18	21	24	27					

57	52	47	42	37	32				

S-t-r-e-t-c-h:

1. **Choose one of the rules. Write your own sequence using that rule but starting at a different number.**
2. **Now you're a SEQUENCING SUPERSTAR, can you create your own, brand-new sequence for a partner to try to describe and continue...?**

Check your understanding

Questions

Write the next four numbers in each of these sequences:

- 4, 8, 12, …
- 13, 63, 113, …
- 8, 16, 24, …
- 100, 96, 92, …
- 341, 441, 541, …
- 601, 551, 501, …

Create a sequence of ten numbers where you count on in 8s from an **odd** number.

Harry says, 'If I count in 4s, starting at 3, I won't say 30, but I will say 303.' Do you agree? Explain your ideas.

Wednesday

Learning Reminders

Revise times tables and division facts (1×, 2×, 3×, 4×, 5×, 8×, 10×).

Partially completed multiplication grid

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3			6	7	8		10	11	
2	2	4	6	8			14	16	18		22	
3	3	6		12		18	21	24	27		33	36
4	4	8				24	28	32	36	40	44	48
5	5		15			30		40	45		55	60
6		12			30	36	42	48	54		66	72
7	7			28		42	49	56	63	70	77	84
8			24			48	56	64	72		88	96
9	9	18		36		54	63	72	81		99	108
10	10		30				70		90	100	110	120
11		22		44		66	77	88	99	110	121	132
12	12	24	36		60	72	84	96	108		132	144

This multiplication grid shows different times tables.

There are lots of missing tables facts!

We can use facts we know to find other facts...

For example: we can easily fill in **7 x 5** and that helps us to fill in **5 x 7**.

Learning Reminders

Revise times tables and division facts (1×, 2×, 3×, 4×, 5×, 8×, 10×).

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	
2	2	4	6	8	10	12	14	16	18	20		
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54		66	72
7	7	14	21	28	35	42	49	56	63	70		
8	8	16	24	32	40	48	56	64				
9	9	18	27	36	45	54	63					
10	10	20	30	40	50	60	70	80				
11	11	22	33	44	55	66	77	88	99		121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

How many 3s are there in 21?

7

Write a number sentence to describe the relationship between the numbers 3, 7, and 21.

Revise times tables and division facts (1×, 2×, 3×, 4×, 5×, 8×, 10×).

7 x 3 = 21	21 ÷ 3 = 7
3 x 7 = 21	21 ÷ 7 = 3

Just knowing one multiplication fact gives us three more facts for free!

Learning Reminders

Revise times tables and division facts (1×, 2×, 3×, 4×, 5×, 8×, 10×).

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	
2	2	4	6	8	10	12	14	16	18	20		
3	3	6	9	12	15	18	21	24	27	30		36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54		66	72
7	7	14	21	28	35	42	49	56	63	70		
8	8	16	24	32	40	48	56	64				
9	9	18	27	36	45	54	63					
10	10	20	30	40	50	60	70	80				
11	11	22	33	44	55	66	77	88	99		121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

How many 4s are there in 32?

8

Write a number sentence to describe the relationship between the numbers 4, 8, and 32.

Revise times tables and division facts (1×, 2×, 3×, 4×, 5×, 8×, 10×).

8 x 4 = 32	32 ÷ 4 = 8
4 x 8 = 32	32 ÷ 8 = 4

Practice Sheet Mild
Multiplication grid

Complete the multiplication grid.

x	1	2	3	4	5	6	7	8	9	10
1						6	7		9	
2						12	14		18	
3						18	21		27	
4						24	28		36	
5						30	35		45	
6						36	42		54	
7						42	49		63	
8						48	56		72	
9						54	63		81	
10						60	70		90	

Practice Sheet Hot
Multiplication grid

Fill in the multiplication grid, timing how long it takes. Don't rush! Aim for accuracy...
Once complete, check your answers and try to learn any that were incorrect.

x	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Challenge

After a quick break, have a go at completing a second copy of the grid (provided on next page), again timing how long it takes.

Did you improve your time and/or have more correct answers?

Check your understanding

Questions

Write the missing numbers:

□ x 8 = 32

6 x □ = 48

9 = 36 ÷ □

□ x 4 = 48

5 = □ ÷ 8

Write 8 x 6 = 48 in the middle of a space and circle it.

Draw 8 spider legs out from it.

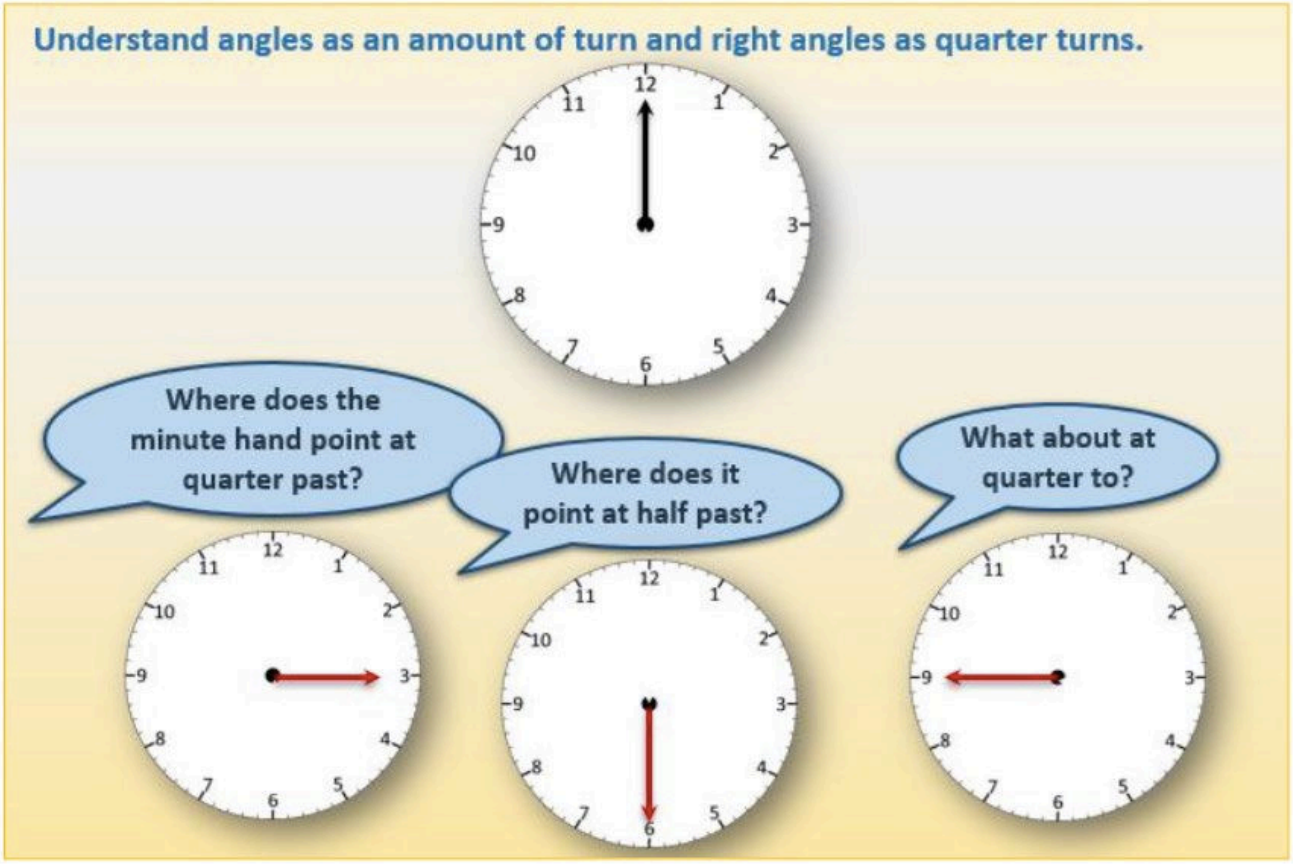
Write 8 related number sentences using this central fact.

Always true, sometimes true or never true?

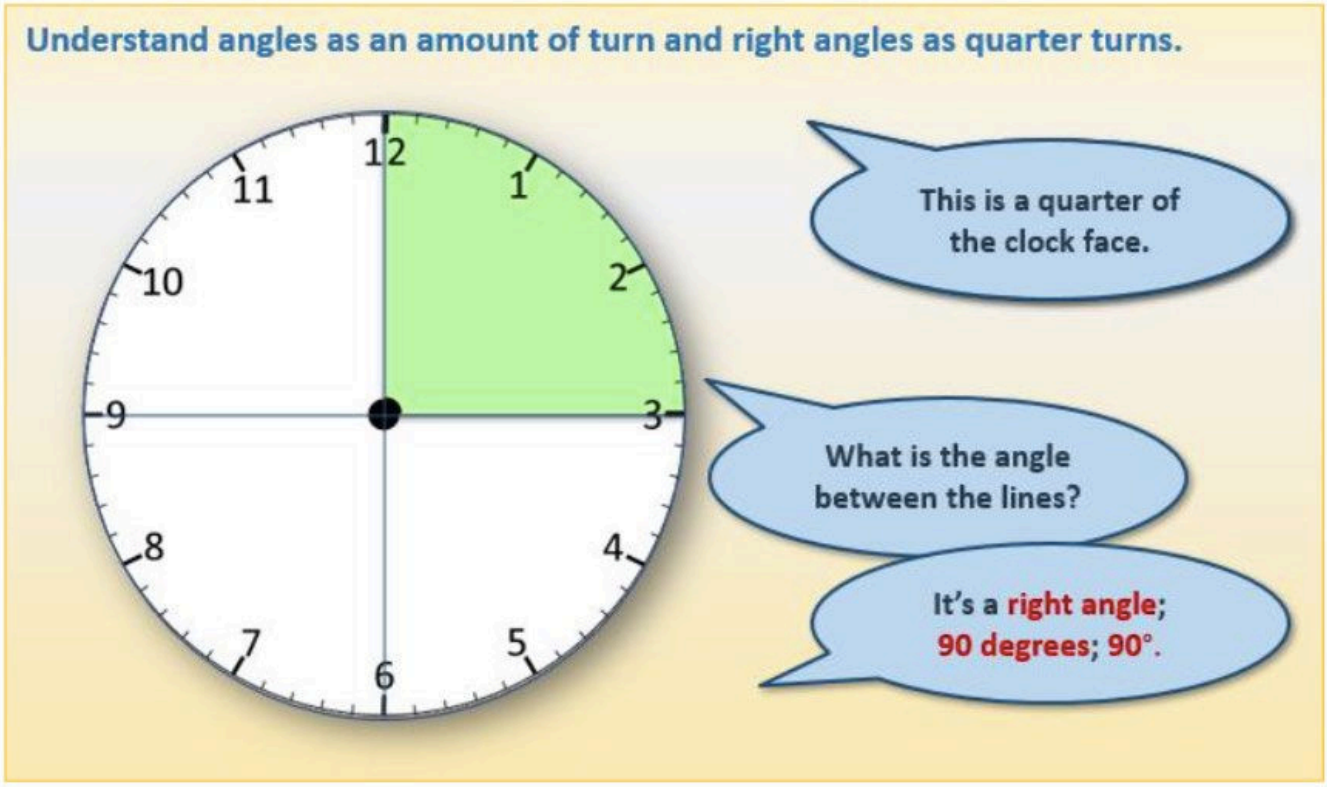
- 6 x 8 is the same as 4 x 12.
- Dividing a number by 3 gives an odd answer.
- Even numbers divide by 8 to leave no remainder.

Thursday

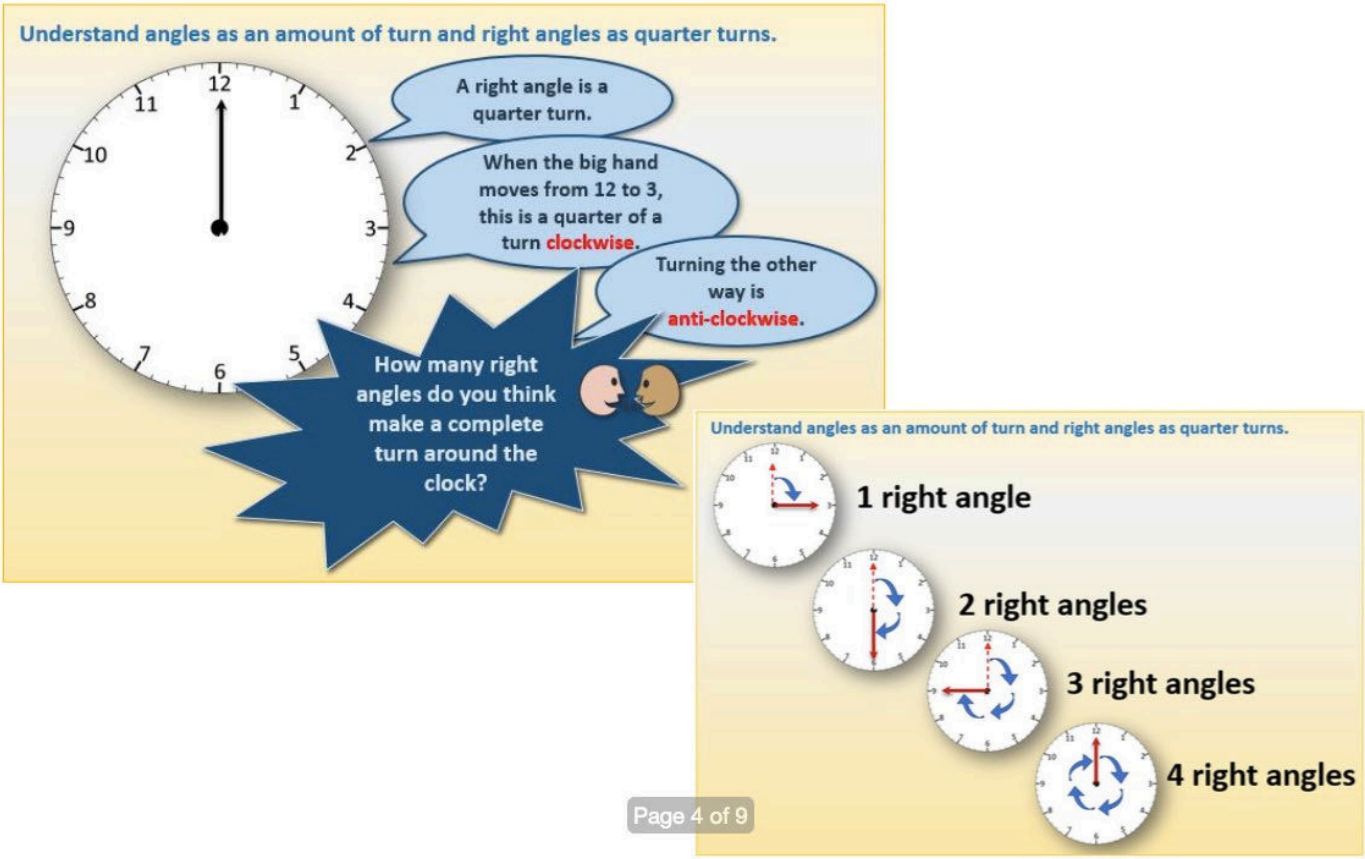
Learning Reminders



Learning Reminders



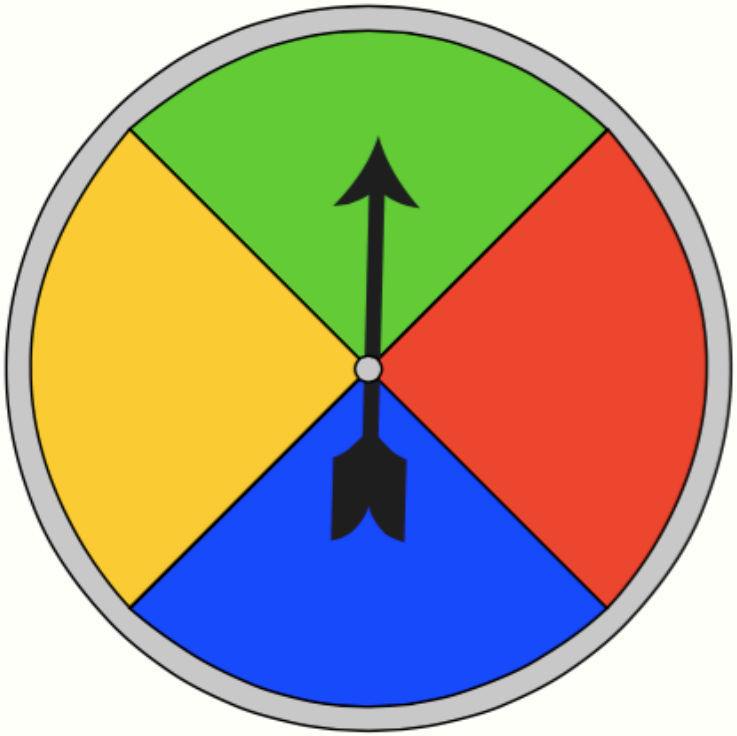
Learning Reminders



Practice Sheet Mild

Angles and turns

To begin with, the arrow points to the top.
Write what colour the arrow will be on after each spin.

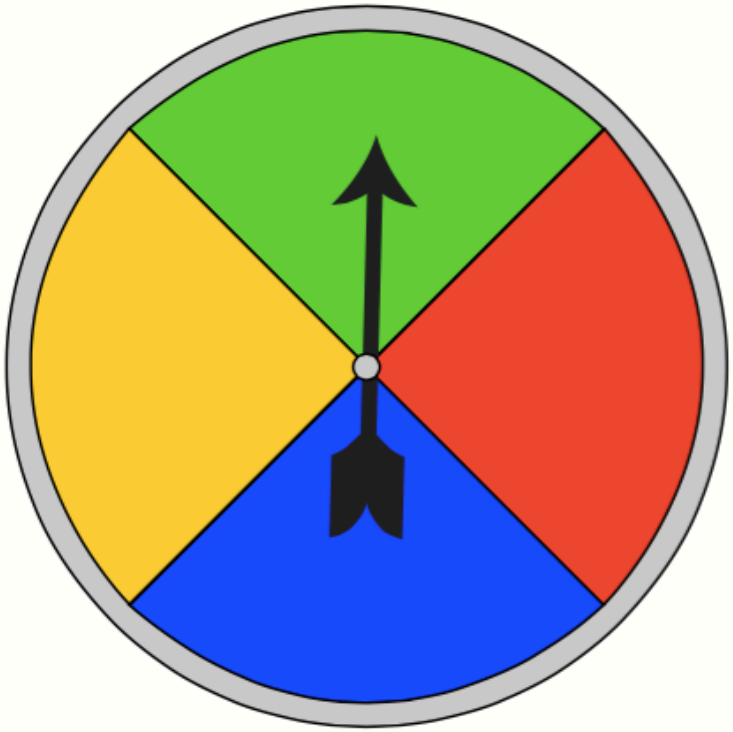


1. $\frac{1}{4}$ spin clockwise.
2. $\frac{1}{4}$ spin anticlockwise.
3. $\frac{1}{2}$ spin clockwise.
4. Two quarter turns clockwise.
5. Three quarter turns clockwise.
6. Three quarter turns anticlockwise.
7. One right angle turn anticlockwise.
8. Four right angle turns clockwise.
9. A 90 degree turn clockwise.
10. A 180 degree turn clockwise.

Practice Sheet Hot

Angles and turns

To begin with, the arrow points to the top.
Write what colour the arrow will be on after each spin.



1. 90 degrees clockwise
2. 90 degrees anticlockwise
3. 180 degrees clockwise
4. 180 degrees anticlockwise
5. 270 degrees clockwise
6. 270 degrees anticlockwise
7. 360 degrees clockwise

The arrow starts in yellow.

a. What spin would make it point to green?

b. What spin would make it point to blue?

[How to Follow Directions BBC]

A Bit Stuck?
Directions for Kay

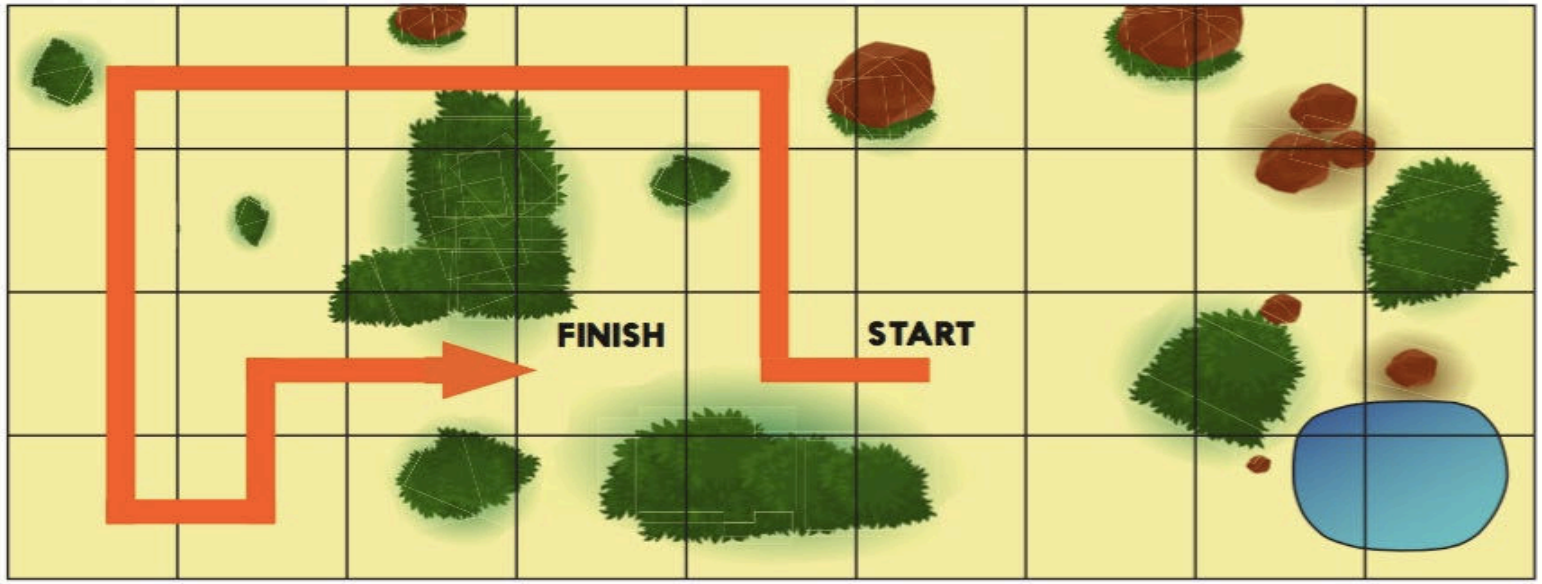
First, watch this video about Young Kay the bison at https://www.bbc.co.uk/bitesize/clips/z7kwmp3

Now write your own instructions for Kay's journey from the START to the FINISH.

Kay understands phrases like

- walk forward 3 squares
- take a quarter turn left
- take a quarter turn right.

But these are not correct!
So, write the correct instructions to get Kay from START to FINISH...



Check your understanding

Questions

Imagine a clock showing to 3 o'clock.

The minute hand moves clockwise through 3 right angles.

What is the time?

What is the angle between the hands of a clock at 6 o'clock?

Write true or false for each statement.

a. A right angle is 100 degrees.
b. If you turn clockwise you turn to the right.
c. A quarter turn is 90 degrees.
d. A $^3/_4$ turn is 180 degrees
e. Two quarter turns clockwise will mean you face the same direction as two quarter turns anticlockwise.

Friday

Learning Reminders

Recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.

What has happened to the picture?

How far has it turned?

The tree has turned through a right angle... a quarter of a full turn.

Learning Reminders

Recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.

2 right angles is half a complete turn.

Which direction did the tree move?

Clockwise!

4 right angle turns make a complete turn.

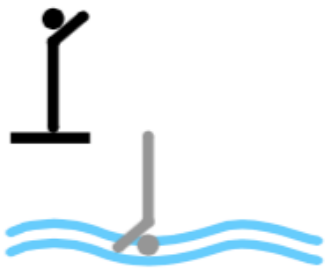
Practice Sheet for All

Right angle turns

Tick true or false by the side of each statement.

	True	False
1. A right angle is 100 degrees.	☐	☐
2. There are four right angle turns in a complete turn.	☐	☐
3. There are three right angle turns in half a turn.	☐	☐
4. There are two right angle turns in a half turn.	☐	☐
5. There are 180 degrees in half a turn.	☐	☐

Hot challenge: have a go at these three questions

		True	False
6. This diver has turned through quarter of a turn.		☐	☐
7. This diver has turned through two right angle turns.		☐	☐
8. This diver has turned through three right angle turns.		☐	☐

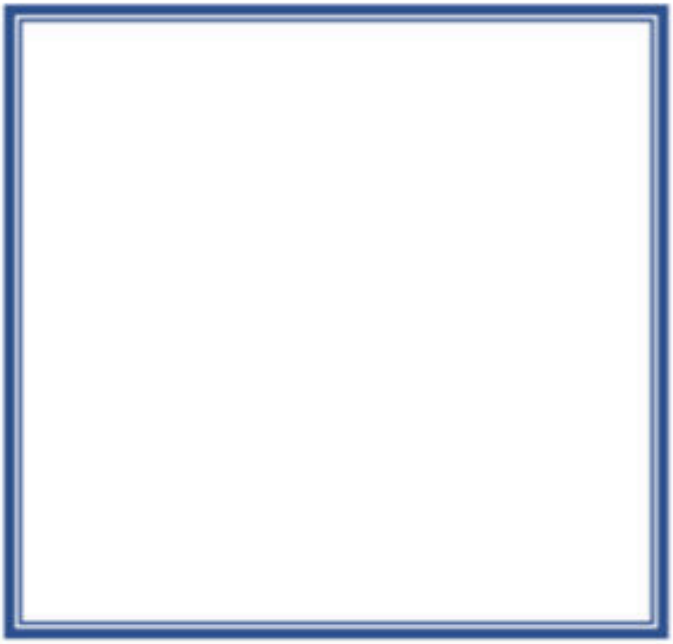
A Bit Stuck?
Turning patterns

Things you will need:
- Card, e.g. from a cereal box
- Scissor
- Pencils

What to do:

- Draw a 10cm by 10cm square on a piece of card and cut it out.
- Draw a line drawn from its centre to the midpoint of one side.
- Now cut a pattern round the edge of the square to make a new shape, e.g.

- Place your square in the middle of the square below with the drawn line facing upwards (as if towards 12 on a clock). Draw round it using a coloured pencil.



- Now rotate the shape through a quarter of a turn (using the drawn line to help). Carefully draw around it *using a different colour.*
- Repeat, until the shape is back in its original position.
- *How many right angle turns were needed to get back to the beginning?*
- Remove the card shape to reveal a turning pattern.
- Repeat with a new shape.

Check your understanding

Questions

True or false

- 2 minutes = 100 seconds
- $1^1/_2$ hours = 90 seconds
- 300 minutes is 5 hours
- 2 days is 50 hours less 2 hours
- August is the longest month
- September and June have the same number of days

English
Monday

Story time

Read the Hamilton Story *Icarus*, by Ruth Merttens and Anne Holm Petersen. If you have read this before, enjoy reading it again.

Read and think carefully about the discussion points on *Exploring Icarus*.

When you have done this, check what you thought against the Answers below. These answers are not necessarily right – they are just to make you think. Yours might well be better!

Read each of the *Key Plot Points*.

- Sequence the points, checking with the *Answers* sheet to confirm you have ordered them correctly.
- Using the plot points to help you, practise retelling the tale orally.
- Recount the story to your family using your best storytelling voice.

Describe the Minnotaur

Draw your version of the monster and write a paragraph describing him.

Now try these Fun-Time Extras

- Go to https://www.allkidsnetwork.com/mazes/. Try solving the maze puzzles. Draw your own labyrinth or maze on squared paper!

Exploring *Icarus*

1. This is an ancient myth. The characters often represent or stand for qualities in people or particular types of person. They say that Daedalus represents 'cleverness' or 'genius'. What do you think Icarus represents? What does Minos

Answers to Exploring Icarus Questions

1. This is an ancient myth. The characters often represent or stand for qualities in people or particular types of person. They say that Daedalus represents 'cleverness' or 'genius'. What do you think Icarus represents? What does Minos represent?

Icarus seems to be a victim – it is not really his fault that he falls into the sea. He is a child and he doesn't really listen to what his father tells him. So perhaps he stands for innocent children, or perhaps he stands for children who don't listen to what the grown-ups are saying. Minos is a cruel and evil man. He stands for rulers who are arrogant, proud and cruel.

2. How might the story have been different? How else might Daedalus and Icarus have tried to escape. Can you think of another way?

The story could have ended more happily if Icarus had maybe had a bad shock but not died. Perhaps he could have fallen into the sea and been rescued by a ship? They could have escaped by making parachutes that could have carried them down from the tower, and then they could have disguised themselves and run away? Or perhaps they could have disguised themselves as the guards who brought in the food?

Myths explore things that are really difficult for people to deal with. They highlight issues that human beings find hard. What difficult issues do you think are being explored in this story?

The story might be making us think about how it is possible for a person to be arrogant and to think they can do anything they want to. Daedalus was asking the impossible of Icarus who was only a child. Also, it might be warning us that it is dangerous to go too close to the sun – we should treat the sun and the stars with respect. Maybe it is telling us that there should be some limits to what we do and ask other people to do. We should not over-reach ourselves.

Key Plot Points

King Minos refuses to let Daedalus and Icarus leave, and locks them up.
Daedalus and Icarus make wings to try and escape.
Daedalus and Icarus fix their wings and prepare to leave – Daedalus warns Icarus about flying too close to the sun.
Daedalus builds a maze for the Minotaur at King Minos's request.
Icarus flies too close to the sun, his wings melt and he falls into the sea.
Daedalus and Icarus are stuck in a tower for years.
Daedalus and Icarus fly away but Icarus doesn't stick to the plan.

Tuesday

Re-read the Hamilton Story *Icarus*, by Ruth Merttens and Anne Holm Petersen.

Comparing two versions of the same story

Go to https://www.youtube.com/watch?v=RVkwWo_LNZs&t=184s.

- Watch the animated version of the story.
- Read *Different Versions of Greek Myths* and then compare the two versions of *Icarus* that you have read and listened to (in a paragraph or a table).

Different Versions of Greek Myths

Greek myths have been told and retold many times over the centuries. With each telling, some of the details of the story change so that, over time, you end up with lots of slightly different versions of the same story.

What differences did you notice between the Icarus story you read and the animation you watched?

On **Differences**, write full sentences about all the things you spotted that are different.

Call the book you read 'the story' and the version you watched online 'the animation'.

but	*yet*	*while*	*whereas*

Try using these conjunctions to help you write your comparing sentences

In the story Daedalus and Icarus are locked in a tower <u>but</u> in the animation, they have to go into the labyrinth.

Reading and writing diaries

Look at *Daedalus's Diary*.

- Read the diary entry and the instructions that go with it.
- Now write Icarus's diary entry, detailing the boy's experiences and saying how much he regrets not listening to his Dad.

Now try this Fun-Time Extra

- Write about a time you didn't listen to your Mum or Dad and there was nearly a disaster and you wished you had. Ask Mum and Dad to help you remember a time if you can't think of one! They'll certainly be able to help...

Daedalus's Diary

Dear Diary,

It has been an awful day! Although I am so glad to be free of that dreadful King Minos and to finally be away from the island of Crete, the labyrinth and the Minotaur, I just can't bear to think about what might have happened to my dear, dear son, Icarus.

It all started so well, with the wings that I had designed working perfectly and letting us flap our way gently to freedom. I had spoken very seriously to Icarus about not letting himself get too close to either the sea or the sun. For a while at least, he did just as I had asked him. But then his adventurous spirit got the better of him and he started flying higher and higher, circling up towards the fiery rays of the midday sun. The wax on his wings melted and the feathers fell away, leaving him to tumble headlong into the sea.

If only I had been firmer with him. I should have made him fly right next to me so that I could keep an eye on him. He always was a headstrong and impetuous child – and now I have lost him. What shall I do?

But wait – Icarus is safe! He was picked up from the sea by a fishing boat and taken home to Athens.

Write Icarus's diary entry, explaining what happened from his point of view and how he feels about having not listened to his father's advice.

What does Icarus decide he will do the next morning?

Wednesday

Referring to the *Discussion Points* as you go, read the first half of the longer version of the story of *Icarus* below.

- Pause at the indicated places and think about the discussion points.
- Stop at 'That's how we'll escape – we'll fly!'

Discussion Points

Start to read the story of *Icarus*.

When you get to the line, '...pedalling toys like a common salesman,' **pause**.

Q. We learn that Daedalus and Icarus have had to leave their home city of Athens and have been 'on the run' ever since, moving from place to place. What does 'on the run' mean? How do you think Icarus would feel about having to do this? How would <u>you</u> feel if you had to leave your home behind and hide in all sorts of different places?

Continue but pause again at '...keeping the Minotaur in its labyrinthine gaol.'

Q. We learn about King Minos in the opening part of the story – what he does and what he is like. Circle all of the words and phrases in the list below that you think describe King Minos well. Can you think of any other words or phrases that would be good to describe him?

inventive humorous fearful resourceful
dull arrogant cruel disorganised

Carry on reading but finish at, 'That's how we'll escape – we'll fly.'

Q. Look at the last paragraph you have read, that starts, 'The gulls flew screeching...'. Look at all the powerful verbs used in this paragraph, such as *screeching*. Which is your favourite? Why do you think it is such an effective verb?

The Story of Icarus

Once upon a time there was a boy who tried to fly. He flew with his father, soaring over the shining, sun-dappled sea. His father, who had created the wings which enabled them to fly, was the most brilliant, the most cunning, the most inventive designer who ever lived. But in his past was a dark secret, and a labyrinth and a monster so terrible it could not be spoken of.
The boy's name was Icarus. His father, Daedalus, had escaped from Athens after his nephew, Talos, had died under very peculiar and suspicious circumstances. Daedalus never spoke to Icarus about what had happened – about how it was that Talos had fallen, spiralling down from the roof of the highest tower in Athens. But he knew that he and his father had been on the run ever since, moving from city to city. Daedalus designed and made moving toys of intricate detail and extraordinary complexity, and sold them in the markets as they travelled. The greatest designer and inventor in Greece was reduced to pedalling toys like a common salesman!

Finally they found themselves in Crete, in the city of Knossos, where Minos the king had his palace. Soon the rumour spread around the capital that Daedalus was making amazing toys, and that these could be bought in the market. The richest and most important families in Knossos flocked to ensure that their children became the proud owners of a set of toy soldiers that marched up a hill, or a wooden bird that flapped its brightly feathered wings and opened its beak to catch a fish. In due course, the fame of these wonderful toys spread to the palace, and Daedalus was summoned by the king himself.

Minos was not a nice man. He had tried to cheat Poseidon, the god of the sea, and had ended up with a terrible and dark secret.

His wife had given birth to a monster – half gigantic bull and half man – named the Minotaur. This was a beast so huge and so horrible that no one could look on it without fainting. It devoured human flesh, and the king was terribly afraid that, if the Minotaur escaped, his country would live in fear forever, and his kingship would be destroyed. Minos wanted Daedalus to design and build a huge cage for the Minotaur – one that would keep it safe forever, a cage from which it could never, ever escape.

Daedalus took up the king's challenge. He built a labyrinth beneath the palace; a labyrinth so complicated that anyone entering the maze would be caught in its web of passages, and would never be able to find their way out again. The Minotaur was released into the labyrinth and, every year, each of the countries ruled by Minos was forced to send seven young men

and seven maidens to the labyrinth to feed the monster's foul appetites. But, despite the fact that his terrible secret was at last safely imprisoned in the labyrinth, Minos was not a happy
man. For Daedalus now knew of his secret. And Daedalus, alone amongst men, also knew the secret ways and paths of the labyrinth itself. Minos could not stand the thought of Daedalus having this knowledge and so, one night, as Daedalus and his son slept, he had them rounded up and thrown, without any warning, into the labyrinth itself. Icarus was terrified, but Daedalus calmed him. "Fear not," he reminded him, "for I built this prison, and by that knowledge we shall escape."

As the Minotaur's roars got nearer and nearer, Daedalus and Icarus ran through the maze of passages, Daedalus counting the twists and turns. Just as the Minotaur was about to turn the last corner and devour them, Daedalus touched a rock and opened a secret doorway which led to the cliff wall at the edge of the sea. Pushing Icarus through first, he hurled himself out just as the door slammed shut, keeping the Minotaur in its labyrinth goal.

But now, Icarus and Daedalus were really scared. Wherever they went on the island, they would be captured and killed by the king's soldiers. They spent

the day miserably crouching in a small cave at the foot of the cliff on the edge of the shore. The sea gulls flew screeching in and out of their cave, bringing fish to the baby birds, who leant screaming over the sides of their nests, balanced precariously on ledges along the cliff face. Daedalus watched the swooping of the gulls as they skimmed the water's surface before flying gracefully round and back to their young. He watched as feathers fell from their nests and fluttered gently downwards, and, as he watched, Daedalus, ever inventive, had an idea.

"We'll fly!" he exclaimed suddenly to his startled son. "We'll fly away. That's how we'll escape. We'll fly!"

Luring the Minotaur into the Labyrinth

These instructions will enable you to capture the Minotaur and safely install him in his new labyrinth home.

1. Open the entrance door to the labyrinth wide but tie a fine, strong cord to the handle so that the door can be pulled shut as soon as it is needed.
2. Now bury this cord in the sand so that it is invisible to the Minotaur's keen sight.
3. Just within the labyrinth, place a deep dish of tasty food that

   will draw the wary Minotaur into the maze with its delicious, tempting smells. As the Minotaur is a carnivore, a huge mixed grill of sausages, chops, burgers and steaks would do the job well.
4. Make sure your soldiers are well hidden and ready to pull the door shut just as soon as the Minotaur is properly within the maze.
5. Next, force one of your servants to run in front of the Minotaur to catch his attention and lead the ravening beast towards the labyrinth.
6. When the servant reaches the building, get him to duck quickly out of sight.
7. Let the smells from the meat now pull the Minotaur into the trap.
8. Finally, slam the door shut with the ravening beast inside and bolt the door firmly.

Instructions usually begin with a sentence or two explaining what the instructions are **for**. Where is this section in the instructions above?

Thereafter, a set of instructions is written as a series of **commands**. Highlight a command sentence in Daedalus's instructions.

In a command, verbs are in the **imperative or 'bossy'** form (*Move, Make, Do not stop*, etc.) Highlight three verbs in the imperative form in the text.

Some verbs are in the **present tense** rather than in the past tense (*I reach the door*). Highlight some verbs in the present tense.

Instructions follow a sequence or set order, and use **sequencing words and phrases** to indicate this (*Then, Following this, Once you have…, Lastly,* etc.). Highlight these.

Look at *Getting out of the labyrinth*.

- Read what you have to do.
- Write out Daedalus's instructions.

Getting out of the labyrinth

You are going to write Daedalus's instructions for how to find and operate the hidden door in the labyrinth.

Use all the key features of instruction writing that you found in his instructions for capturing the Minotaur.

Think about the kinds of things Daedalus would say when telling someone how to find the door. Perhaps you would need to count a certain number of right turns and then a certain number of left turns? Maybe there are things that a person has to look for with their eyes, feel for with their hands or even listen for to tell them they are on the right path (special crystals in the walls, markings cut into the stone, the sound of the sea on the other side of the wall, coming through a cleverly-cut hole, almost like a loudspeaker.)

In the book it just says that Daedalus touched a special rock to open the door, but can you go into more detail in your instructions? Maybe you must turn something or fit a special key into the rock? Maybe you have to tap a kind of code into the rock before it will open.

Think up really imaginative instructions for how to find and open the door!

Record these on the special line paper and then follow the instructions for making them look like an Ancient Greek manuscript.

Art/DT- Making an Ancient Greek Manuscript

Use tea bags and wax to create an Ancient Greek manuscript to write your instructions out on. Ask an adult to help you with this activity.

1. Heat the oven to approximately 160^0.
2. Put two tea bags in a large (bigger than A4) baking tray and add warm water so that you have a couple of centimetres depth.
3. Allow the tea mixture to infuse, darken and cool down.
4. Lay a sheet of white A4 paper in the tea and leave to soak for a few minutes.
5. Transfer the wet sheet to another baking tray and place in the oven to dry out.

6. Check the paper occasionally, turning if need be to keep the sheet flat as it dries.
7. When dry, tear at the paper's edge to make it look older. You can also ask a grown up to singe the edges with a flame to create a similar, aged effect.
8. Write out Daedalus's instructions in your neatest handwriting. Watch out – pencil is not easy to read on tea paper. A black pen is much better.
9. Roll or fold up your instructions and get help from an adult to seal them with dripping wax from a lit candle. Who knows – you might even be able to use beeswax, like Daedalus did on his and Icarus's wings!

Thursday

The story of Icarus is provided below. You read the first half yesterday, Read the second half of the story, pausing to reflect at the points you are asked to on the *Discussion Points* page.

Maybe, watch a film of the story from the live-action *Daedalus & Icarus*. *Warning to parent or carer: watch this first to check that it is suitable for **your** child. It was a children's programme, but is quite challenging emotionally. **So WATCH IT FIRST**.* Go to https://www.youtube.com/watch?v=FPKSGAnN7_E This goes up to where Icarus is flying. The end of the story is here: https://www.youtube.com/watch?v=7yp_igX-sDs&t=79s

Do the characters and settings look as you imagined they would when you were reading the stories?

3. Giving your opinion

Consider all the versions of the story of Daedalus and Icarus you have watched or read.

- Read the instructions on *My thoughts about the stories*.
- Complete the chart giving your opinions.

Now try this Fun-Time Extra

- If you could fly, where would you go and what would you do?
- Watch further animations of Greek myths: https://www.youtube.com/results?sp=mAEB&search_query=geethanjali+kids
- Read Greek myths at https://greece.mrdonn.org/myths.html
  Please be aware that some myths are quite grown-up in content.

Discussion Points

Carry on reading the story of *Icarus* from 'That's how we'll escape – we'll fly!'

When you get to the line, '...as the sun rose, looking out over the sea,' pause.

Q. How do you think Daedalus and Icarus would have been feeling as they prepared to take off? Try to think of a variety of emotions they might have had. Do you think they would both have felt the same as each other or might each one have had different feelings of their own?

Continue but pause again at, 'He was at one with the sky.'

Q. When it says that Icarus was glad to break free from the earth with all its troubles and weights, what does it mean by 'weights'? List some of the things you think Icarus might be describing as 'weights'.

Carry on reading to the end of the story.

Q. Read this statement: 'Icarus was a fool and got all he deserved.' How much do you agree with this statement? How much do you disagree with this statement? Overall do you feel what happened to Icarus was his own fault or Daedalus's fault?

The Story of Icarus

At dawn the next morning, Daedalus tracked down a bees' nest and robbed it of its wax. He sent Icarus to gather driftwood from along the seashore, and he cut down long, straight, pliable branches from the willows growing along the edge of the river which cascaded into the sea. Gently he worked, designing the wings, sticking on the feathers with the wax, and adapting the beating mechanism, which he created out of meticulously carved pieces of wood, levers fashioned from driftwood, and notches carved in the swathes of willow. Finally they were ready – two pairs of strong, sturdy wings, covered in the broad, long feathers of flight. Daedalus and Icarus dragged themselves to the top of the cliff, and stood, as the sun rose, looking out over the sea.

"We shall fly," Daedalus told his son. "We shall fly to freedom. Follow me. Fly neither too low, where the sea spray will dampen your wings and they will become heavy with water, nor too high, for the wax will be melted by the hot sun. Follow me."

And so saying, Daedalus broke into a clumsy run toward the edge of the cliff and then, wings creaking as they beat, flapped slowly out over the glistening sea. Icarus followed, making his own terrified run, and then out, out, out over the water, shining in the sunlight below. As he

flapped his large, unwieldy wings, and felt the air rush beneath him and the wind in his hair and face, he dared to look down. He was flying, he was gliding, he was swooping on the

currents and floating on the breeze! He understood the power and the fearlessness of flight. He was a bird on the wing. He had left his feet behind and was no longer attached to the earth, with its troubles and weights, its heaviness and its depressions. He was at one with the sky!

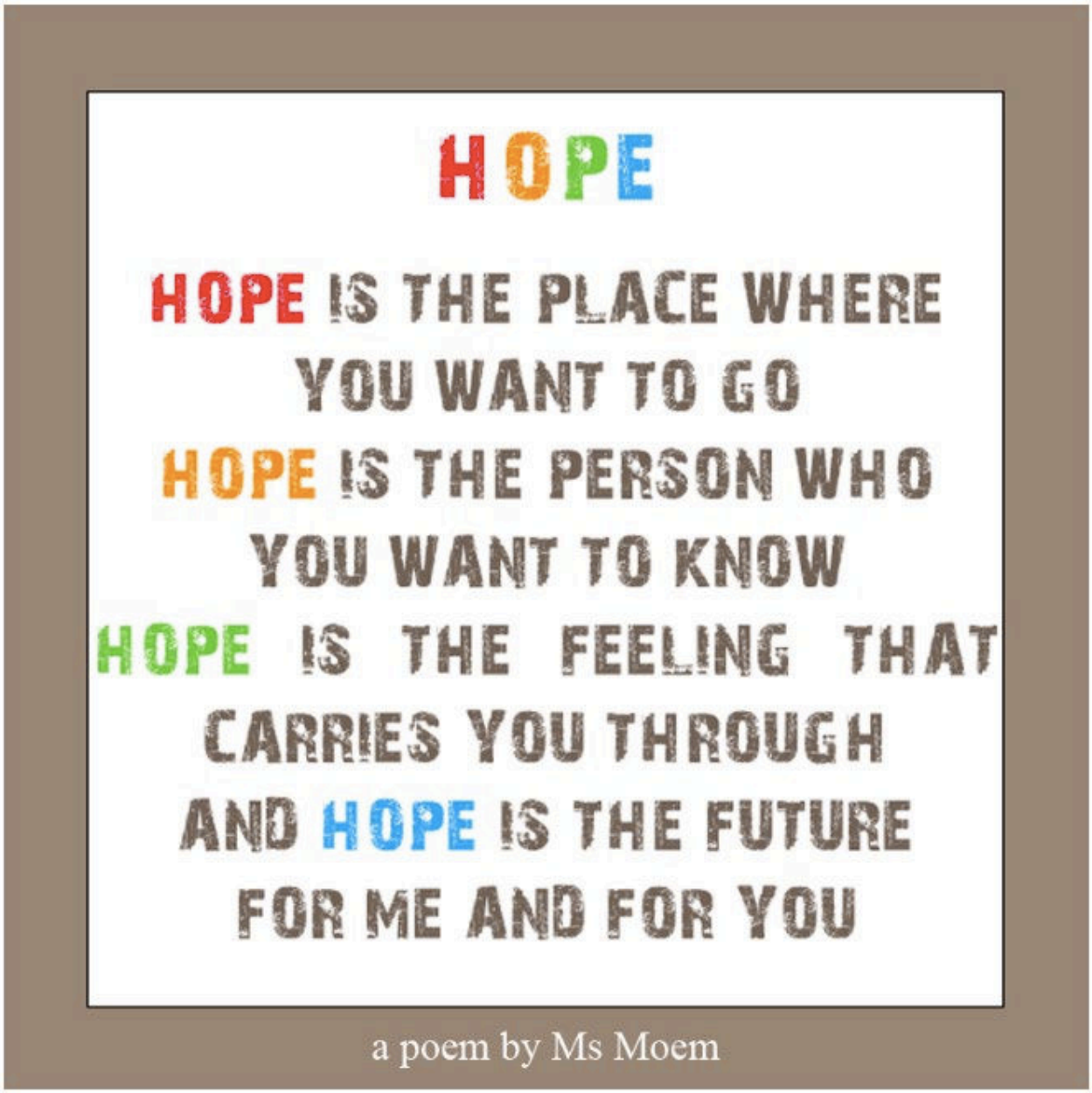
He gazed up. Above him was only a blue, a deep, drowning blue. He tipped his wings and soared down and then up, a long slow incline, reaching new heights. And now the tiny, fluffy clouds were beneath him, and the sea was but a glistening haze in the distance below. He soared again, down and then up, up, up. Now he was surrounded by blue. Far below he could hear the cries of the gulls as they swooped and quarreled over the water. Mingled with them he could hear his father's warning shouts. But he cared not. Again, he soared, and again, and again, climbing higher and higher into the deep blueness above.

Daedalus saw feathers floating past him, in ones and twos, then in dozens and scores, floating down on the sea breeze. Then, as he gazed in horror, almost forgetting to beat his own wings, he saw Icarus, plummeting downwards, falling out of the blue sky and into the mirror of the sea below. Daedalus watched helplessly as his son's body sank beneath the waves, then flapped his own weary way to safety.

Re-told by Ruth Merttens

Friday

What did Daedalus hope for in the story?
What did Icarus hope for?
Think about **hope** and how important it is.



Read the poem **below** *'Hope' is the thing with feathers* by Emily Dickinson.

Hope is the thing with feathers

'Hope' is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all.

And sweetest in the Gale is heard;
And sore must be the storm
That could abash* the little Bird
That kept so many warm.

I've heard it in the chillest land
And on the strangest Sea:
Yet, never, in Extremity**,
It asked a crumb of me.

Emily Dickinson,
1830-1886

**abash – challenge, knock down*
*** Extremity – real difficulty*

Questions about the poem

1. In the poem, Emily Dickinson describes 'hope' as if it were a bird. Find **three** things in the first verse that show her doing this.

2. Find and copy the lines in the poem that suggest that, in her own life, Emily found hope even in the unlikely and toughest places and situations.

3. In the first verse, Emily Dickinson creates a **half rhyme** with the words *soul* and *all*. We call it 'half rhyme' because the words *nearly* rhyme.

Suggest other words that fully rhyme with *soul*.

Locate an example of full rhyme in the poem.

4. Emily Dickinson says it would have to be a <u>really</u> bad storm that knocked down hope, meaning by *storm* a very difficult situation or experience. What examples could you suggest of tricky situations that a person would need to have hope in?

5. The last lines of the poem say that hope 'never asked a crumb' of Emily Dickinson. Does the word *crumb* suggest a lot or a little of something?

6. What do you think the expression 'never asked a crumb' means?

7. Do you think it is a good expression to use, given that in the poem Emily Dickinson compares hope to a bird? Explain your answer.

In the poem, Emily Dickinson says hope never stops and that we should never give up hoping for things. What do you hope for? Instead of wishing for things you'd like to have, such as toys or games, think about what really good things you could hope for -e.g. that might happen for your family and your friends.

Science

One just for fun this week; try the *Cartesian Diver*. When you've perfected it, ask someone to record you doing it and either post it to *SeeSaw* or send it to the class email. Good luck!

P.S. You can use BlueTac or PlayDoh instead of modelling clay

Cartesian Diver

Topic

To finish off our Greek topic, we're going to look at one of its most famous foods – Greek Yoghurt. It is an excellent source of calcium, which can help improve bone health. It also contains probiotics, which support a healthy bacterial balance in the gut – meaning that it's a great food to eat. It is also really versatile, meaning it can be used in many different ways; It can be eaten with granola for breakfast, used as a base for dips and spreads, mixed with fruit to make smoothies and deserts or frozen to make lolly ices. Try out some of these easy recipes below and share your results with the class. If you're feeling creative and adventurous, why not share some of your own recipes?

Flavoured Yoghurt
Frozen Yoghurt Bark
Yoghurt and Berry Crunch

Art

Over the last few weeks, we've been using *Art for Kids Hub* a lot to provide you with tutorials of how to draw and create different things at home. This week we'd like you to surprise us. Choose anything you would like to draw or make – any theme, any topic, any method – and share your finished work on either *SeeSaw* or class email. We know that there are so many of you who are bursting with creativity; this week we want that to shine! We're looking forward to seeing some of the finished masterpieces. However, please try not to get too messy; especially if you're painting.....

[Art for Kids Hub](#)

PE

September seems like it's a long way into the future, but it's really important for you to stay active and healthy over the summer. For lots of you the summer is a great opportunity to get out into the fresh air and be energetic in either a garden or a park. Hopefully swimming pools and activity centres will start to open up soon as well. Try to get into a good routine by starting your summer with this exercise and diet plan. As the summer progresses you could increase the amount of exercise you do and record how you used the time to get fitter, stronger and healthier.

SUN	MON	TUE	WED	THUR	FRI	SAT
☐ 15 minutes of exercise	☐ 15 minutes of exercise	☐ 15 minutes of exercise	☐ 15 minutes of exercise	☐ 15 minutes of exercise	☐ 15 minutes of exercise	☐ 15 minutes of exercise
☐ 2 servings of fruit	☐ 2 servings of fruit	☐ 2 servings of fruit	☐ 2 servings of fruit	☐ 2 servings of fruit	☐ 2 servings of fruit	☐ 2 servings of fruit
☐ 3 servings of vegetables	☐ 3 servings of vegetables	☐ 3 servings of vegetables	☐ 3 servings of vegetables	☐ 3 servings of vegetables	☐ 3 servings of vegetables	☐ 3 servings of vegetables
☐ 8 sit-ups	☐ 8 sit-ups	☐ 8 sit-ups	☐ 8 sit-ups	☐ 8 sit-ups	☐ 8 sit-ups	☐ 8 sit-ups
☐ 8 push-ups	☐ 8 push-ups	☐ 8 push-ups	☐ 8 push-ups	☐ 8 push-ups	☐ 8 push-ups	☐ 8 push-ups
☐ 4 glasses of water	☐ 4 glasses of water	☐ 4 glasses of water	☐ 4 glasses of water	☐ 4 glasses of water	☐ 4 glasses of water	☐ 4 glasses of water