YEAR 5

HOME LEARNING

Oldbury Park PRIMARY RSA ACADEMY

Hi Year 5! How are you all? We hope that you have had a good half term and look forward to hearing about it as we speak to you over the next couple of weeks. Thank you for the lovely video and messages – we really miss you all and it was lovely to see so many of your faces. You all looked so grown up! We also hope that you like the journal and time capsule sheets you received – you could use them to record your thoughts or draw pictures. Who knows, you could be producing something like Anne Frank did during WW2. This week we are continuing our learning about the Ancient Greeks. We did realise that some of you may have run out of spellings to learn, so we will include a set in the resources below each week in case you need any.

Let us know what you get up to and as always you can send any photos to Twitter @OldburyPark. Have fun!

Mr Williams Mrs Tudge Miss Wilkinson Mr Burnage Ms Carter

EVERY DAY

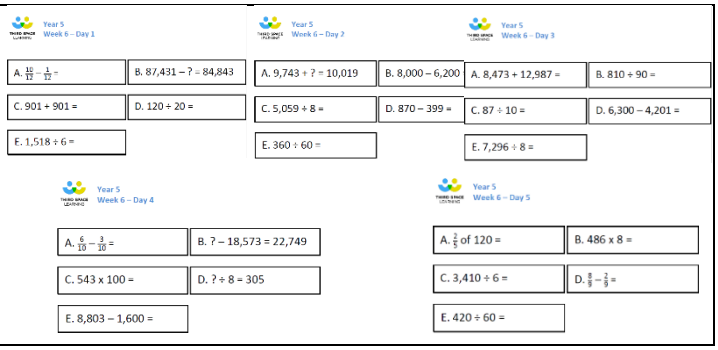
Daily Maths lessons - https://whiterosemaths.com/homelearning/
Watch the video and then complete the written task (these could be printed out or you could just write the answers in the book we sent home). This is 30-40 minutes work.

This week is Area and Fractions (Week 4 of the summer term videos and activities)

Mathletics – 15-20 minutes (more if you wish).

We have also included the Fluency in 5 resources for arithmetic practice.

Read for at least 15 minutes



Additional tasks for this week (1/6/20)

English

Monday – Have a read of How Zeus became King of the Gods and answer the questions. (Use the version with 2 stars at the bottom.)
https://www.twinkl.co.uk/resource/uks2-mythical-stories-from-different-cultures-how-zeus-became-king-of-the-gods-t-e-2550127

Tuesday - Friday

This week you are going to use your learning over the past couple of weeks to write your own myth based on Theseus and the Minotaur. We have included another version of this myth below to help you. There are often lots of different versions of the same story so think about bits that you would like to keep and bits that you would change, for example, the setting (a cave rather than a labyrinth), the monster (the creature you designed), the hero, the ending. Think about the work we have done so far that will help: fronted adverbials, story map for key events, a description of your own creature, dialogue. Try to do a bit each day, reading and editing what you have written the day before, just like we would in school. Feel free to just go for it in your own way, but if you'd like a bit of help with structure, here is a suggested paragraph by paragraph plan.

Paragraph 1 – Describe the setting. Introduce the story.
Paragraph 2 – Describe the beast that everyone fears. Where is he? What does he look like? Why is he feared?
Paragraph 3 – Introduce the hero and write the dialogue between the hero and the King.
Paragraph 4 – Hero arrives in Crete, meets Ariadne. Set scene and build tension for the big showdown!
Paragraph 5 – The battle scene! Use description and suspense to string this out rather than being over in a flash!
Paragraph 6 – What happens next? How does it end? Is it happy ever after or does your story have a final twist?

Just like any writing we do in school, think about accurate and varied punctuation, ambitious and precise vocabulary, linking ideas in different ways and using a variety of sentence structures.
Good luck – we look forward to reading them.

Topic

This week we want you to complete at least one of the following –

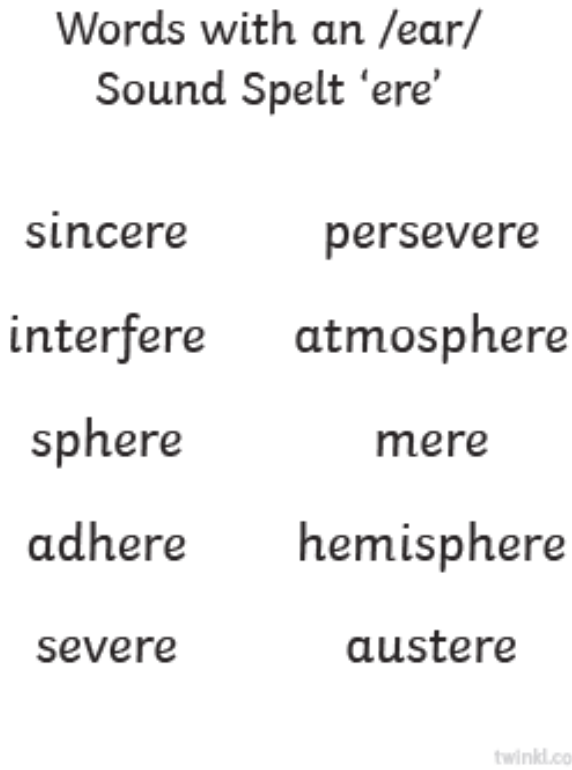
History- Use this website to find out about the Ancient Greek's alphabet. Have attached the activities below. https://www.yac-uk.org/userfiles/file/1429014688_Ancient_Greek_writing.pdf
The Ancient Greeks worshipped lots of different Gods and Goddesses. Use the two links below, or others that you find, to research each of the Gods. You could present your findings as a fact file about each God/Goddess, an information report, an illustration, a quiz or anything else you choose.
https://www.twinkl.co.uk/resource/t2-h-070-greek-gods-powerpoint
https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-greece/greek-religion-and-the-gods/

Art – Before half term, you found out about the Ancient Olympics. Can you work out the events in this image? Can you create your own silhouette art showing some of the Ancient Greek Olympic events? Or you could do a similar activity for the Gods/Goddesses. Could we guess who it is just by looking at their silhouette?

Science – Design a parachute challenge. Investigate air resistance with the design challenge below. Show us your parachutes on Twitter @OldburyPark and see how far you can get it to fall. Would it save an egg from cracking? Ask an adult before trying!

French – Test your quick French recall by using the flash cards below and name the animals and their colour. Can you make a few more to add to the collection? See how fast you can say them. Maybe test a friend on video call and see who is faster.

Spellings



Can you think of any other words that could be on this list?

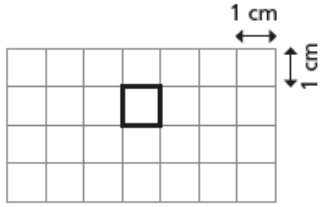
For an extra challenge, choose 3-5 words from your reading book that are new to you, are words that you know you often get wrong, or are words that you just fancy learning!

Area of rectangles

1 On the grid, the area of each square is 1 cm²

Calculate the area of each rectangle.

a)



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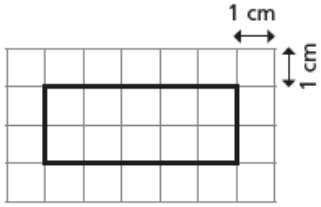
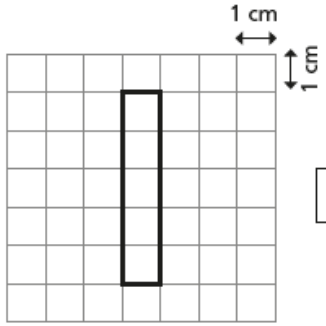


b)



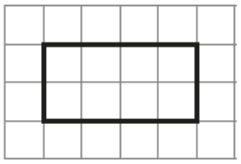
2 Complete the sentences to describe the rectangle.

There are ☐ rows.

Each row has ☐ squares.

There are ☐ squares altogether.

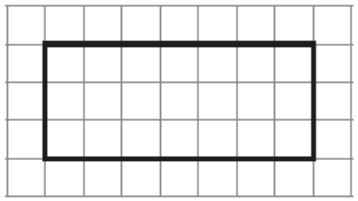
☐ × ☐ = ☐



3 The area of each square is 1 cm²

Work out the area of each rectangle.

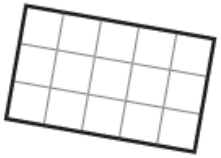
a)



☐ × ☐ = ☐

area = ☐

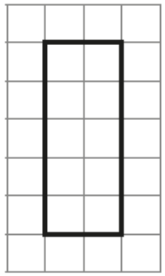
c)



☐ × ☐ = ☐

area = ☐

b)



☐ × ☐ = ☐

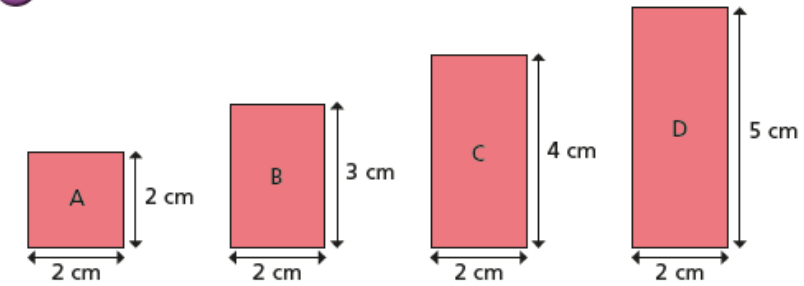
area = ☐

d)

☐ × ☐ = ☐

area = ☐

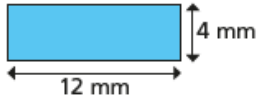
4 Calculate the area of the rectangles.



A = ☐ cm² B = ☐ cm² C = ☐ cm² D = ☐ cm²

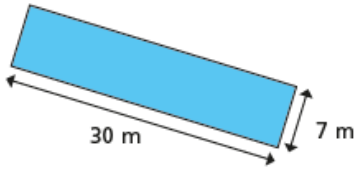
5 Work out the area of these rectangles.

a)



☐

b)

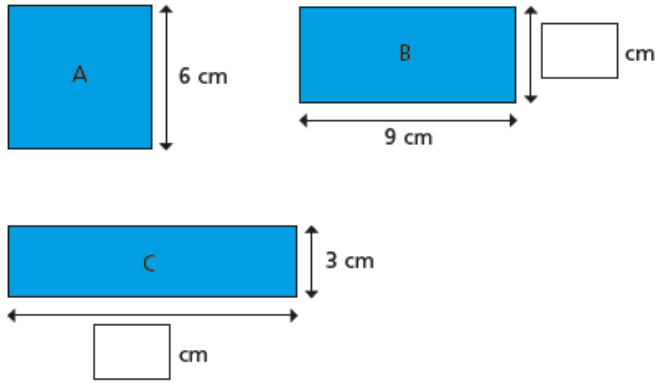


☐

6 How many rectangles can you draw that have an area of 24 cm²?
Label the lengths. Your drawings do not have to be exact.

Compare your answers with a partner.

7 These shapes all have the same area. Shape A is a square.
Work out the missing lengths.

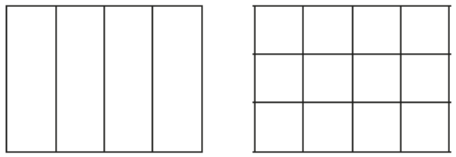


8 A rectangle has an area of 96 cm²
The length of the rectangle is 4 cm longer than the width.
Work out the length and width of the rectangle.

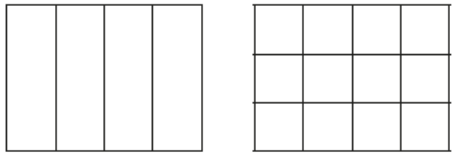
length = ☐ width = ☐

Equivalent fractions

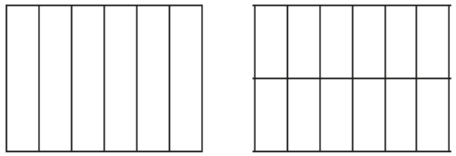
1 Shade the shapes to show the equivalent fractions.

a) 

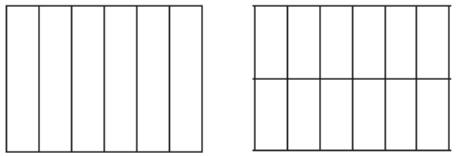
$\frac{1}{4} = \frac{\square}{12}$

b) 

$\frac{3}{4} = \frac{\square}{12}$

c) 

$\frac{1}{6} = \frac{\square}{\square}$

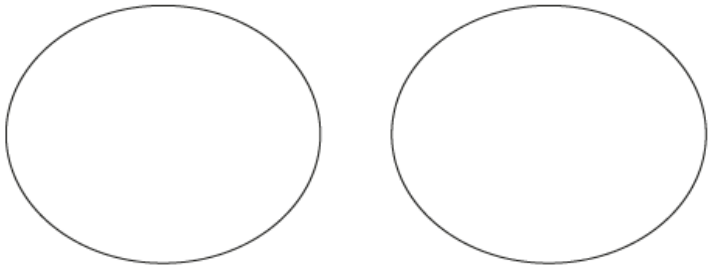
d) 

$\frac{5}{6} = \frac{\square}{\square}$

2 Draw two rectangles to show that $\frac{1}{3} = \frac{4}{12}$

3 a) Sort the fractions into the groups.

Equivalent to $\frac{1}{4}$ | Equivalent to $\frac{1}{3}$



$\frac{5}{15}$ $\frac{2}{6}$ $\frac{3}{12}$ $\frac{6}{24}$ $\frac{8}{24}$ $\frac{5}{20}$ $\frac{4}{12}$ $\frac{2}{8}$

b) Write one more fraction in each group.

4 Complete the equivalent fractions.

a) $\frac{1}{7} = \frac{\square}{14}$

b) $\frac{5}{7} = \frac{\square}{14}$

c) $\frac{7}{8} = \frac{14}{\square}$

d) $\frac{3}{4} = \frac{6}{\square}$

e) $\frac{3}{4} = \frac{12}{\square}$

f) $\frac{3}{4} = \frac{\square}{12}$

g) $\frac{2}{\square} = \frac{10}{15}$

h) $\frac{2}{\square} = \frac{10}{25}$

i) $\frac{2}{7} = \frac{10}{\square}$

j) Describe the pattern in part g), h) and i) to a partner.

5 Find three ways to make the fractions equivalent.

a) $\frac{1}{\square} = \frac{7}{\square}$

$\frac{1}{\square} = \frac{7}{\square}$

$\frac{1}{\square} = \frac{7}{\square}$

b) $\frac{7}{\square} = \frac{14}{\square}$

$\frac{7}{\square} = \frac{14}{\square}$

$\frac{7}{\square} = \frac{14}{\square}$

c) $\frac{\square}{7} = \frac{\square}{14}$

$\frac{\square}{7} = \frac{\square}{14}$

$\frac{\square}{7} = \frac{\square}{14}$

6 Ron is finding equivalent fractions to $\frac{1}{4}$

$\frac{1}{4}$ is equivalent to $\frac{5}{8}$ and $\frac{9}{12}$

Do you agree with Ron? _____

Draw a diagram to support your answer.

Compare answers with a partner.

7 Here are some equivalent fractions.

Find the values of A, B and C.

$\frac{A}{9}$	$\frac{3}{B}$	$\frac{2}{18}$	$\frac{C}{90}$

A = ☐ B = ☐ C = ☐

8 Here are three fraction cards.

All the fractions are equivalent.

$\frac{3}{A}$	$\frac{B}{14}$	$\frac{12}{C}$

A + B = 13

Work out the value of C.

C = ☐

9 $\frac{1}{5} = \frac{3}{1 + ●}$

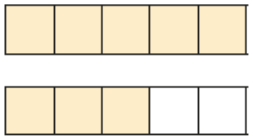
Find the value of ●

● = ☐

Improper to mixed numbers

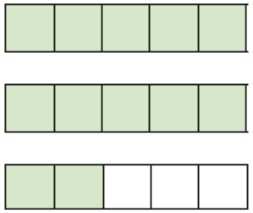
1 Convert the improper fractions to mixed numbers.

a)



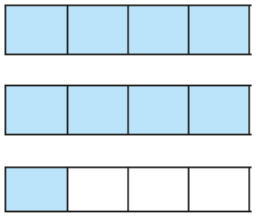
$\frac{8}{5} = \square$

b)



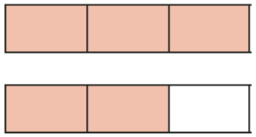
$\frac{\square}{5} = \square$

c)



$\frac{\square}{\square} = \square$

d)

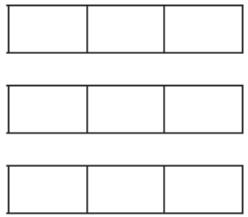


$\frac{\square}{\square} = \square$

2 Shade the bar models to represent each improper fraction.

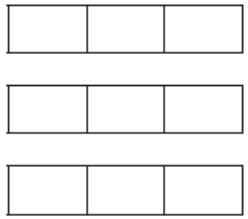
Convert the improper fractions to mixed numbers.

a)



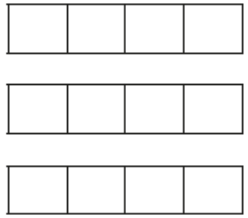
$\frac{7}{3} = \square$

b)



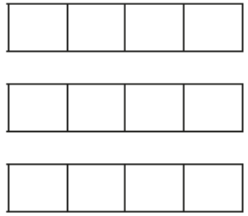
$\frac{8}{3} = \square$

c)



$\frac{9}{4} = \square$

d)



$\frac{11}{4} = \square$

3 Convert the improper fractions to mixed numbers.

a) $\frac{10}{2} =$ ☐

b) $\frac{10}{3} =$ ☐

c) $\frac{10}{4} =$ ☐

d) $\frac{10}{5} =$ ☐

e) $\frac{12}{5} =$ ☐

f) $\frac{13}{6} =$ ☐

g) $\frac{13}{7} =$ ☐

h) $\frac{31}{8} =$ ☐

4 Eva has 7 bottles of juice.

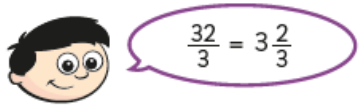
Each bottle contains half a litre of juice.

How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

☐

5 Dexter is converting improper fractions.



Explain why Dexter is incorrect.

6 Find the value of ●

$\frac{27}{●} = ● \frac{2}{●}$

● = ☐

7 Find two possible values for ★ and ▲

$\frac{30}{★} = ▲ \frac{2}{★}$

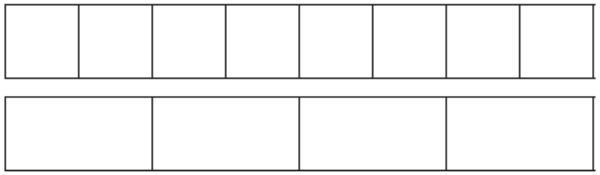
★ = ☐ ▲ = ☐

★ = ☐ ▲ = ☐

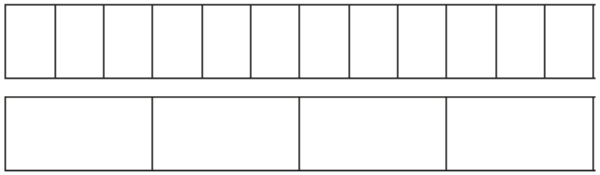
Compare and order fractions less than 1

1 Write <, > or = to compare the fractions.

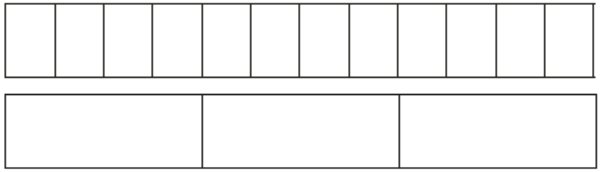
Use the bar models to help you.



$\frac{7}{8}$ ◯ $\frac{3}{4}$



$\frac{9}{12}$ ◯ $\frac{3}{4}$



$\frac{7}{12}$ ◯ $\frac{2}{3}$

2 Write <, > or = to compare the fractions.

a) $\frac{1}{5}$ ◯ $\frac{4}{15}$

b) $\frac{2}{5}$ ◯ $\frac{4}{15}$

c) $\frac{2}{5}$ ◯ $\frac{6}{15}$

d) $\frac{2}{3}$ ◯ $\frac{6}{15}$

e) $\frac{2}{3}$ ◯ $\frac{6}{12}$

f) $\frac{2}{3}$ ◯ $\frac{6}{9}$

g) $\frac{2}{9}$ ◯ $\frac{1}{3}$

h) $\frac{4}{9}$ ◯ $\frac{1}{3}$

i) $\frac{4}{12}$ ◯ $\frac{1}{3}$

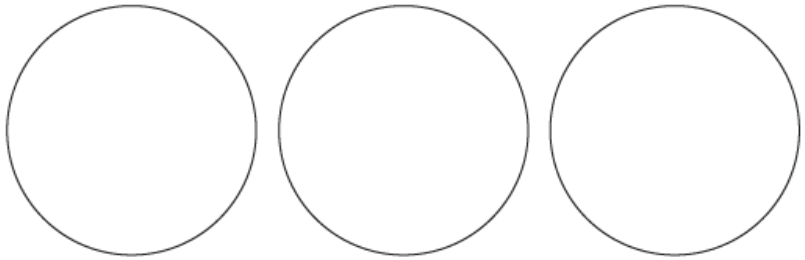
j) $\frac{8}{12}$ ◯ $\frac{2}{3}$

k) $\frac{8}{12}$ ◯ $\frac{3}{3}$

l) $\frac{8}{12}$ ◯ $\frac{3}{4}$

3 Sort the fractions into the circles.

greater than $\frac{1}{3}$ | equal to $\frac{1}{3}$ | less than $\frac{1}{3}$



$\frac{2}{3}$	$\frac{1}{6}$	$\frac{1}{2}$	$\frac{2}{6}$	$\frac{2}{9}$	$\frac{5}{12}$	$\frac{4}{12}$	$\frac{4}{15}$	$\frac{5}{15}$

4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

a) $\frac{\square}{5} < \frac{5}{15}$

b) $\frac{\square}{6} < \frac{5}{12}$

c) $\frac{\square}{12} < \frac{5}{6}$

d) $\frac{\square}{3} < \frac{5}{6}$

e) $\frac{3}{5} < \frac{5}{\square}$

f) $\frac{5}{6} < \frac{5}{\square}$

g) $\frac{6}{9} < \frac{5}{\square}$

h) $\frac{10}{12} < \frac{5}{\square}$

i) $\frac{23}{24} < \frac{5}{\square}$

Compare answers with a partner.

5 Tommy and Eva are comparing fractions.

$\frac{2}{3}$ $\frac{8}{12}$ $\frac{4}{9}$

I found a common denominator of 36 to compare the fractions.

Tommy

I found a common numerator of 4 to compare the fractions.

Eva

Whose method is more efficient? _____

Talk about your answer with a partner.

6 Write the fractions in ascending order.

a) $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$

b) $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$

c) $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$

d) $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

7 What could the missing numerator be?

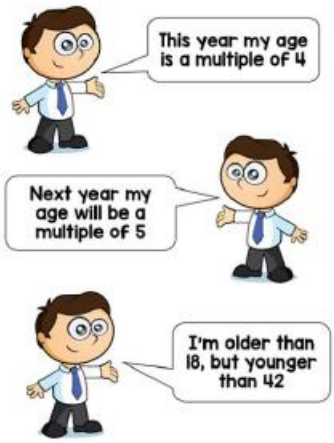
$\frac{3}{5} < \frac{\square}{15} < \frac{9}{10}$

Write all four possibilities.

$\frac{\square}{15}$ $\frac{\square}{15}$ $\frac{\square}{15}$ $\frac{\square}{15}$

FRIDAY CHALLENGES

Challenge 3



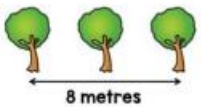
How old is the teacher?

Challenge 4

Ten trees are planted in a row.

The trees are spaced out equally.

The distance between the fourth and sixth tree is 8 metres.



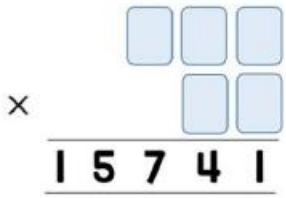
What is the distance between the first and last tree?

Challenge 5

Filip has these five digit cards.

He uses all of the cards to make a three-digit number and a two-digit number.

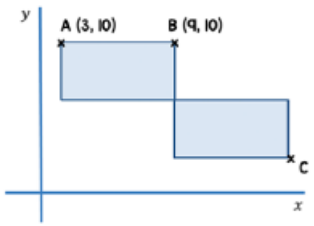
He multiplies the two numbers together and the answer is **15,741** .



What are the two numbers Filip makes?

Challenge 6

Here are two identical rectangles.



The length of each rectangle is double its width.

Work out the coordinates of point C.

How Zeus Became King of the Gods

Doubt followed Cronus like an unwelcome shadow. He had achieved a lot in his lifetime – it was true – but how long could his power truly last for? He had already defeated his own father to take the title of king of the Titans but now his leadership felt threatened. In the same way that he had betrayed his own father, it seemed possible that his own children would try to do the same when they grew older. It was an unpleasant thought that needed to be dealt with.

Seeing no other way to protect himself, Cronus immediately imprisoned his five young children. Scared that the same would happen to her, his wife, Rhea fled 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 his brothers and sisters who had been imprisoned. Now, he was a man who had taken his anger and moulded it into a plan for revenge. She knew that if anyone could free her children from Cronus, it would be Zeus. Although she was sad to watch him leave, she made no attempt to stop him.

When he reached his father's home, 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 with his siblings. Together, they vowed to overthrow Cronus.

Zeus knew that Cronus would defeat them as easily as a spider defeats a struggling fly in its web. They would need help. He looked at his brothers and sisters and inspiration struck. Surely, there were others who wanted payback for Cronus' mistreatment of them. Recalling the route from 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 location. Before long, Zeus had broken through the sealed entrance.

Just as his mother had described, 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 he thought that they might try to overthrow him. Zeus explained his plan to defeat his father and the cyclopes agreed to help. Zeus had not known that the three cyclopes were master blacksmiths and had spent years perfecting the art. Together, they were able to create items beyond the understanding 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' skill with the lightning bolt had grown each day; it was as if he could now control the skies themselves. Eventually, the battle of the Olympians against the Titans began. The Olympians were powerful and intelligent but the Titans were strong and towered high over the earth. With both sides 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 the title 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.

Questions

1. How many children did Rhea and Cronus have together? Tick one.

   - ○ five
   - ○ six
   - ○ seven
   - ○ eight

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

   - ☐ Zeus defeated the giant, winged beast.
   - ☐ Rhea watched Zeus leave.
   - ☐ Hades became ruler of the underworld.
   - ☐ Zeus freed the cyclopes.

3. Where did Zeus get his lightning bolt from?

   _____

4. Look at the paragraph beginning **Zeus knew that Cronus...**
   Find and copy one word which means the same as 'revenge'.

   _____

5. Why was the winged beast so easy to defeat?

   _____

6. **Zeus knew that Cronus would defeat them as easily as a spider defeats a struggling fly in its web.**
   Why do you think the author has chosen to include this line?

   _____

   _____

   _____

7. Imagine that you are Zeus.
   What would you say to the cyclopes to convince them to fight with you?

8. Do you think that the way the three brothers split the earth was fair? Explain your answer.

9. Would you like to meet Zeus? Tick one.

   ☐ yes
   ☐ no

   Explain your answer.

Theseus and the Minotaur.

Part 1

King Minos of Crete was a powerful man, feared by the rulers of the lands around him. When he demanded goods or men for his great armies, they felt they had to agree. When he demanded they send tributes to honour him, they sent them without question. It was the only way they could stop him going to war with them. But his demands on Athens became too much for them to bear.

King Minos had a great palace built for himself. Inside this palace, Minos had built a giant maze, a Labyrinth, and, at the centre of the maze, he kept a terrifying creature, - the Minotaur. Now this was no ordinary animal; it was a monster, half man and half bull.

It was powerful, and savage and it loved to eat the flesh of the humans who had been shut into the labyrinth by King Minos. They would wander through the maze, completely lost, until at last they came face to face with the Minotaur. Not a great way to die really.

As for Athens, Minos demanded that every year the King send him seven young men and seven young women.

"Why do we send these young people to Crete every year?" Theseus asked his father, the King of Athens. "And why is it that none of them ever return?"

"Because if we did not send them, Minos would wage war on us and it is a war that we would not win," said King Aegeus. "And they do not return because they do not go to Crete as slaves. They go as food for the Minotaur."

"Father, this is terrible," shouted Theseus, "we cannot let this go on. We cannot sacrifice any more of our young citizens to this tyrant. When it is time to send the next tribute, I will go as one of them and I vow that it is the last time the Minotaur will be fed with the flesh of any of our people."

Try as he might, his father could not persuade him to change his mind. Aegeus reminded him that every year, other young men had sworn to slay this terrible beast and they had never been seen again.

Theseus insisted that he understood the dangers but would succeed. "I will return to you, father," cried Theseus, as the ship left the harbour wall, "and you will be proud of your son."

"Then I wish you good luck, my son," cried his father, "I shall keep watch for you every day. If you are successful, take down these black sails and replace them with white ones. That way I will know you are coming home safe to me."

As the ship docked in Crete, King Minos himself came down to inspect the prisoners from Athens. He enjoyed the chance to taunt the Athenians and to humiliate them even further.

"Is this all your king has to offer this year?" he jeered. "Such puny creatures. Hardly even a snack for the mighty creature within the labyrinth. Anyway, let's get on with it. I am not a hard-hearted man, so I will let you choose which one goes first into the Minotaur's den. Who is it to be?"

Theseus stepped forward.

Part 2

"I will go first. I am Theseus, Prince of Athens and I do not fear what is within the walls of your maze."

"Those are brave words for one so young and so feeble. But the Minotaur will soon have you between its horns. Guards, open the labyrinth and send him in."

Standing behind the king, listening, was his daughter, Ariadne. From the moment she set eyes on Theseus, Ariadne fell in love with him. As she listened to her father goading and taunting the young prince, she decided that she would help him. As he entered the labyrinth and the guards walked away, she called softly to him.
"Theseus, take this," she whispered. "Even if you kill the Minotaur, you will never find your way out again."

She threw him a great ball of string and he tied one end of it to the entrance. He smiled at her, turned and began to make his way into the maze, the string playing out behind him as he went.

Theseus walked carefully through the dark, foul-smelling passages of the labyrinth, expecting at any moment to come face-to-face with the creature. He did not have long to wait. Turning a corner, with his hands held out in front of him feeling his way, he suddenly touched what felt like a huge bony horn.

In an instant his world turned upside-down, quite literally. He was picked up between the Minotaur's horns and tossed high into the air. When he landed on the hard cold stone, he felt the animal's huge hooves come down on his chest. Every last breath seemed to be knocked out of him and he struggled to stay alive in the darkness.

But Theseus was no ordinary man. He was the son of the King, he was brave and he was stubborn. As the Minotaur bellowed in his ear and grabbed at him with its hairy arms, Theseus found a strength which he did not know he possessed.

He grabbed the animal's huge horns, and kept on twisting the great head from side to side. As the animal grew weak, Theseus gave one almighty tug on the head, turning it almost right around. The creature's neck snapped, it gurgled its last breath and fell to the floor with an enormous thud.

It was over, he had done it. The Minotaur was dead. All he had to do was make his way out of...and then he realised the awful truth. In the struggle, he had let go of the string, his lifeline. Theseus felt all over the floor in the pitch darkness and kept thinking he had found it, only to realise that he all he had was a long wiry hair from the Minotaur.

Despair set in and Theseus wondered if this was where his life would end, down in the dark, all alone, next to the stinking body. Then, his hand brushed a piece of string and, with a whoop of delight, he knew he had found the thread which would lead him back out. As he neared the entrance of the labyrinth, the darkness began to fade and he made out the figure of Ariadne, waiting for his return.

"You must take me back to Athens with you," she cried, "My father will kill me when he finds out that I have helped you."

"But of course you must come with us," said Theseus, "it would be cruel to leave you here." Quickly and quietly, they unfurled the great black sails of their ship and headed for home.

"I cannot believe how my life as changed," said Ariadne, as they sailed across the calm seas towards Athens. "To think that I am free of my cruel father and that I will soon be married to a great prince."

"Married?" said Theseus, "Oh, yes, that will be...er... wonderful." But in truth, Theseus did not really find her attractive.

So, when their ship docked at an island on their way home, to collect fresh water, Theseus sent Ariadne off to find bread and fruit. The moment she was gone, he set sail and left her on the island. Now, you might think that this was a bad way to reward someone who had helped him and had saved him from certain death.

The Gods clearly thought the same thing, for they had a further horror in store for him, as a punishment for his ungrateful treatment of the young girl.

In his haste to get away, Theseus forgot to change his sails to white. King Aegeus, waiting on the headland, saw the ship approaching with its black sails flying in the wind.

"My son has failed and he is dead," he cried. And in despair, he flung himself from the cliff into the raging waters below. From that day on, the sea was named in memory of Theseus' father, and to this day, it is known as the Aegean Sea.

Greek writing - worksheet 1

This is the Greek alphabet (the first letters are the capital letters, the second are lower case):

Α α	Β β	Γ γ	Δ δ
alpha	beta	gamma	delta
A a	B b	G g	D d

Ε ε	Ζ ζ	Η η	Θ θ
epsilon	zeta	eta	theta
E e	Z z	E e	TH th

Ι ι	Κ κ	Λ λ	Μ μ
iota	kappa	lambda	mu
I i	K k	L l	M m

Ν ν	Ξ ξ	Ο ο	Π π
nu	xi	omicron	pi
N n	X x / ks	O o	P p

Ρ ρ	Σ σ / ς	Τ τ	Υ υ
rho	sigma	tau	upsilon
R r	S s	T t	Y / U y / u

Φ ϕ	Χ χ	Ψ ψ	Ω ω
phi	chi	psi	omega
F / PH f / ph	CH ch	PS ps	O o

Note about sigma: σ is used in the middle of a word, ς is used at the end of a word *both* represent the letter 's'.

Greek writing - worksheet 2

The word 'alphabet' comes from the names of the first two letters of the Greek alphabet. Write them down here:

_____ _____

How many letters are there in the Greek alphabet? _____

How many letters are there in our alphabet? _____

Try and write your name in Greek here:

_____ _____

Lots of words have survived from ancient Greek in the English we speak now. Here are some of those words written in Greek. Write the letters of our alphabet underneath to work them out. Watch out for Greek letters that are two letters in our alphabet.

ε χ ο δ ρ α μ α κ ο σ μ ο ς

_____ _____ _____

ο λ υ μ π ο ς ο ρ κ ε σ τ ρ α σ κ ε ν ε

_____ _____ _____

Demokratia _____

– in English this translates as ‘democracy’.

Demos means ‘people’
Kratia means ‘power’

So the word ‘democracy’ literally means ‘people power’.

Philosophia _____

– in English this translates as ‘philosophy’.

Philos means ‘love’
Sophia means ‘wisdom

So the word ‘philosophy’ literally means ‘love of wisdom’.

Strategos _____

– in English this translates as ‘strategy’.

Strategos was the name given to a general in the army
So our word ‘strategy’ comes from the Greek word for general.

Archaeologia _____

– in English this translates as ‘archaeology’.

Arche means beginning
Ologia means knowledge

So the word ‘archaeology’ means ‘knowledge about the beginning [long ago]’.

Hippopotamos _____

– in English this translates as ‘hippopotamus’.

Hippo means ‘horse’
Potamos means ‘river’

So the word ‘hippopotamus’ means ‘river horse’.

Design a Parachute Challenge

You will need:

- small figure
- plastic bag
- string
- paper
- masking tape
- scissors

Challenge

Can your group design a parachute using only the materials listed above?

The parachute needs to be attached to the figure. It must act as a parachute when the figure is dropped from a height.

Design a parachute. Test the parachute. If it is unsuccessful, try again and refine your design.

le chien

le poisson rouge

le chat

le lapin