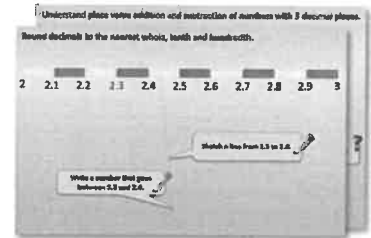


Year 3: Week 1, Day 2

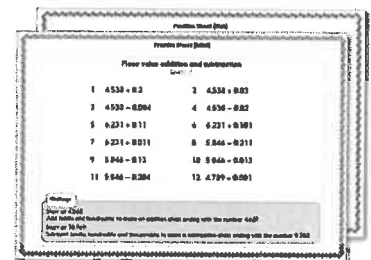
3-digit numbers

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the Learning Reminders. They come from our *PowerPoint* slides.



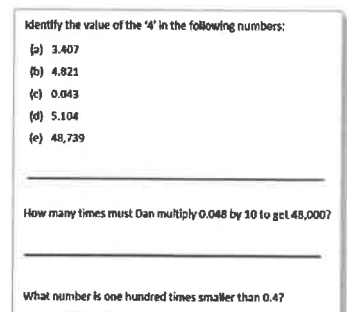
2. Tackle the questions on the Practice Sheet. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



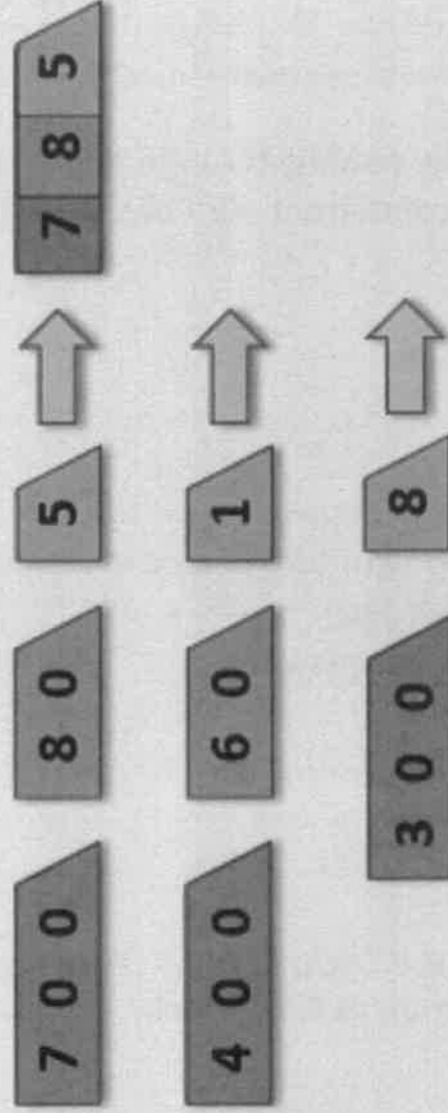
4. Have I mastered the topic? A few questions to Check your understanding. Fold the page to hide the answers!



Learning Reminders

Partition and represent 3-digit numbers using place value cards.

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9



Learning Reminders

Partition and represent 3-digit numbers using place value cards.

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

What numbers can you use to make 639?

744?

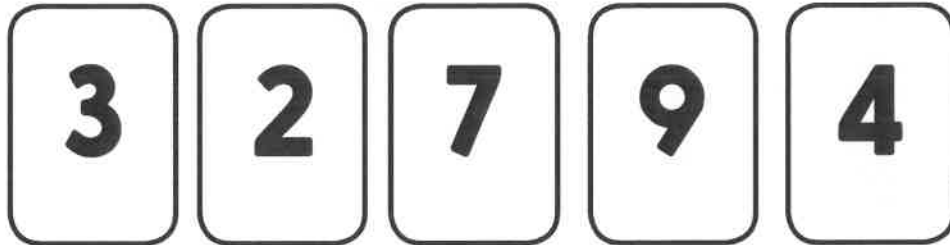
460?



Practice Sheet Mild

Place value practice

Use the following digits to make 3-digit numbers as instructed:



1. A number with seven 100s.

2. A number where the 10s digit is four.

3. A number with a 1s digit < 3 .

4. A number with more than six 10s.

5. An even number between 200 and 300.

6. An odd number > 800 .

Now order these numbers from smallest to largest:

Challenge

How many numbers are there between (but not including) 100 and 200 that have a seven in them?

Practice Sheet Hot

Place value practice

Use the following digits to make as many 3-digit numbers as you can.
Now order them all from smallest to largest.

Start using these digits: 1, 5, 7, 0, 9, 3

157, 150, 159...

Challenge

How many numbers are there between (but not including) 100 and 200 that do not have a seven in them?

Practice Sheet Answers

Place value practice (Mild)

1. e.g. 739
2. e.g. 243
3. e.g. 492
4. e.g. 374 or 294
5. e.g. 274
6. e.g. 927

Challenge

There are 19 numbers:

1s digit is 7: 107, 117, 127, ... 197 (10 numbers).

10s digit is 7: 170, 171, 172, ... 179 (not counting 177 because it was in the list above, 9 numbers).

Place value practice (Hot)

e.g. 103, 197, 359, 301, 571, 509, etc.

Challenge

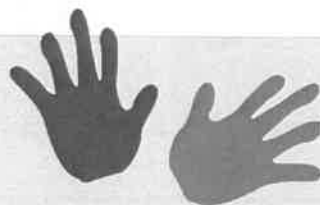
There are 80 numbers between 100 and 200 without a seven in them.

A Bit Stuck? Make the number

Work in pairs

Things you will need:

- 100s, 10s and 1s place value cards



What to do:

- Take it in turns to choose a number.
- One person makes that number using place value cards.
- They then show the three cards in any order to their partner.
- They must write the number and say it aloud.
- Do you agree?
- Repeat this, taking turns to make the number.

326 831 555 473 154
617 282 736 962

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

Make the numbers 520 and 603 using place value cards.

Learning outcomes:

- I can make 3-digit numbers using place value equipment (no zeros).
- I am beginning to make 3-digit numbers with a 0 in the 10s or 1s place using place value equipment.

1 0 0

6 0 0

2 0 0

7 0 0

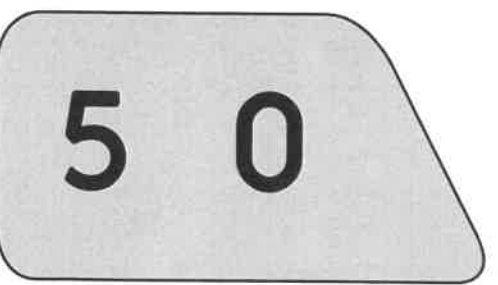
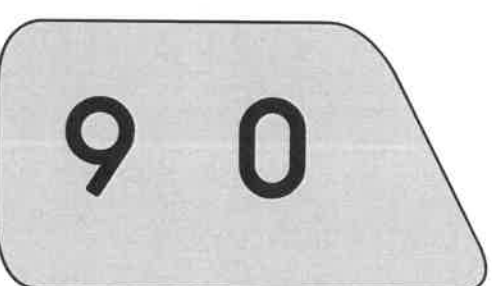
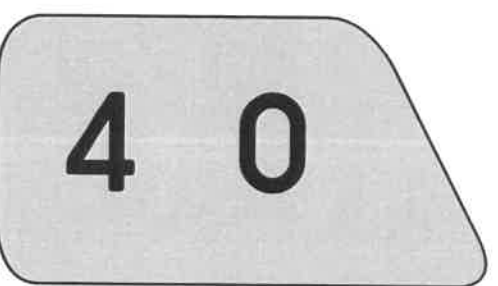
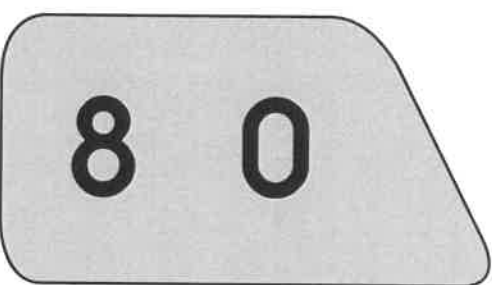
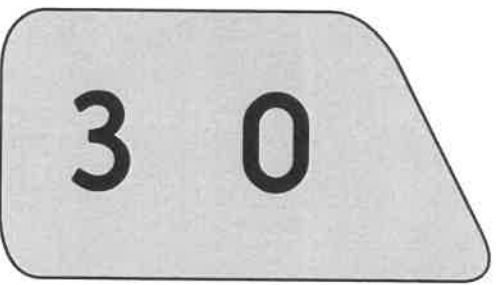
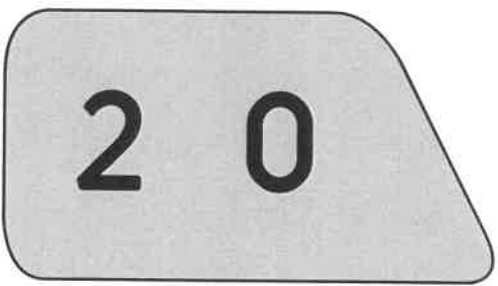
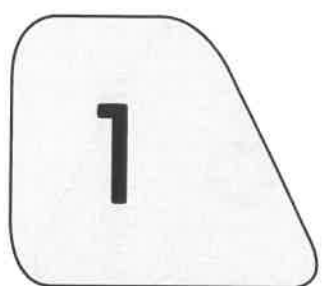
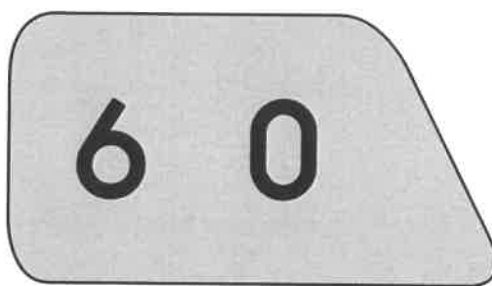
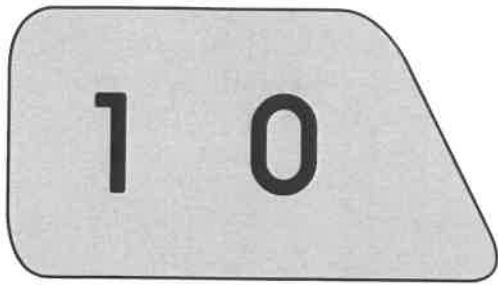
3 0 0

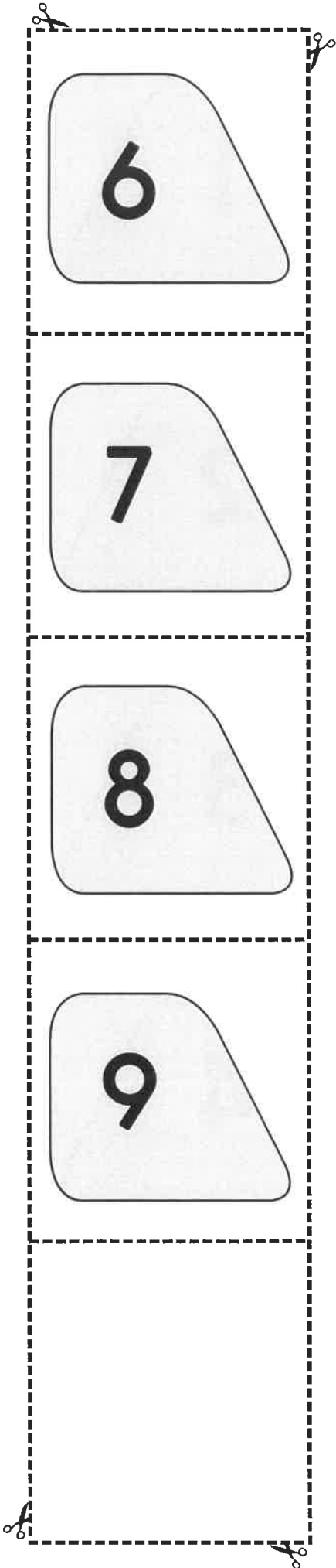
8 0 0

4 0 0

9 0 0

5 0 0





Check your understanding: *Questions*

Write numbers to make the sentences true:

a) $100 < \square < 110$

b) $304 > \square > 302$

c) $999 > \square > 888$

d) $0 < 101 < \square$

e) $459 < \square < 461$

Write the value of the 5 digit in these numbers:

(i) 652

(ii) 591

(iii) 905

Fold here to hide answers:

Check your understanding: *Answers*

Write numbers to make the sentences true:

f) $100 < \square < 110$ Any number from 101 to 109.

g) $304 > \square > 302$ 303.

h) $999 > \square > 888$ Any number from 889 to 998.

i) $0 < 101 < \square$ Any number 102 or greater.

j) $459 < \square < 461$ 460.

Write the value of the 5 digit in these numbers:

(i) 652 50 (or 5 tens).

(ii) 591 500 (or 5 hundreds).

(iii) 905 5 (or 5 ones).

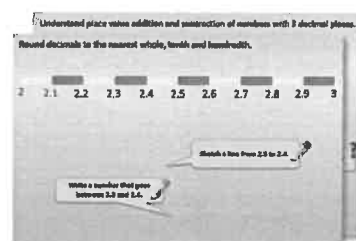
- The digit 0 is used 18 times between 600 and 700. True, in the numbers 601 – 609 (9 times) and 610, 620 ... 690 (9 times).

Year 3: Week 1, Day 3

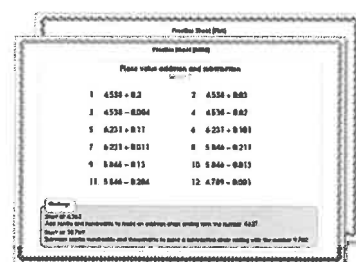
Adding mentally – in our heads!

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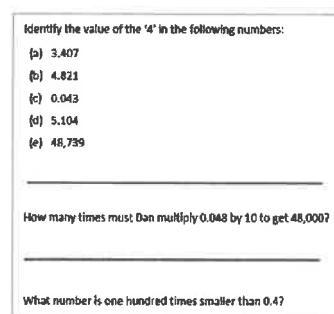
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4. Have I mastered the topic? A few questions to Check your understanding. Fold the page to hide the answers!



Learning Reminders

Adding three 2-digit numbers using different strategies.

43cm

18cm

25cm

How could we find the total length of these 3 ribbons?

Let's try partitioning into 10s and 1s and putting the larger numbers first.

$$40 + 20 + 10 = ?$$

$$8 + 5 + 3 = ?$$

$$70 + 16 = ?$$

Learning Reminders

Adding three 2-digit numbers using different strategies.

57cm



23cm



48cm



What about these
three ribbons?

Let's try partitioning into
10s and 1s. Did you spot the
pair of 1s that make 10?

$$50 + 40 + 20 = ?$$

$$8 + 7 + 3 = ?$$

$$110 + 18 = ?$$

Learning Reminders

Adding three 2-digit numbers using different strategies.

65 27 35 31 48

Are there three of these numbers that would be straightforward to add?
Which group of three could be trickiest?

65, 35 and 21.
 $5 + 5 = 10$ to help us add the 1s.

$$60 + 40 + 20 = ?$$

$$8 + 7 + 5 = ?$$

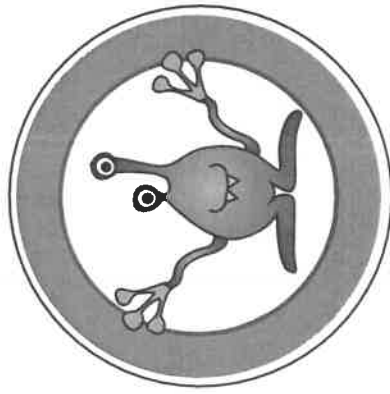
$$120 + 20 = ?$$

48, 65 and 27 could be trickier...
Let's try partitioning.

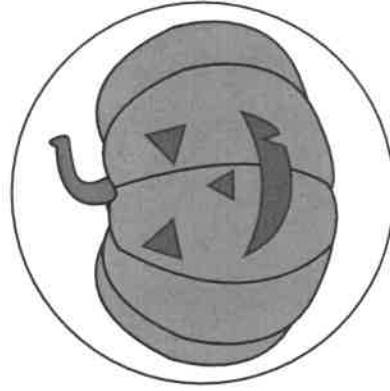
Practice Sheet Mild

Addition and subtraction practice

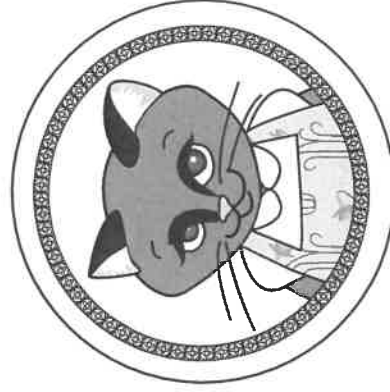
You have £1 pocket money to spend. Which two stickers can you buy? Find as many pairs as you can.



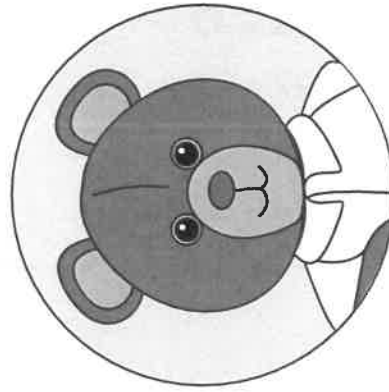
70p



27p



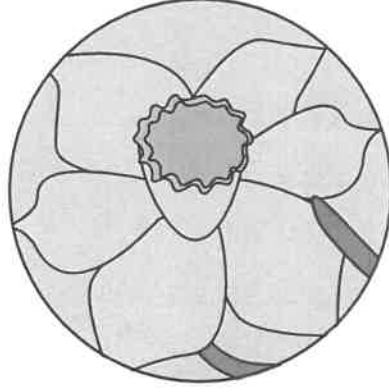
73p



23p



41p



59p

Practice Sheet Hot

Addition and subtraction practice

1. $36 + 23 =$
2. $54 + 24 =$
3. $67 + 21 =$
4. $65 + 25 =$

5. $36 + 47 + 54 =$
6. $42 + 28 + 38 =$
7. $53 + 27 + 41 =$
8. $52 + 62 + 38 =$
9. $42 + 37 + 48 =$
10. $55 + 32 + 25 =$

11. Ellie bought a skateboard for £45, a helmet for £24 and knee pads for £19.
How much did she spend altogether?

12. Daniel bought roller skates for £56, a helmet for £24 and arm pads for £21.
How much did he spend altogether?

13. $146 + 58 + 47 =$
14. $241 + 27 + 18 =$
15. $135 + 28 + 36 =$
16. $127 + 54 + 31 =$

Challenge

Can you find three two-digit numbers that add up to a total of 200?

Practice Sheet Answers

Addition and subtraction practice (Mild)

Possible combinations:

$$73\text{p} + 27\text{p} = \text{£}1$$

$$73\text{p} + 23\text{p} = 96\text{p}$$

$$70\text{p} + 27\text{p} = 97\text{p}$$

$$70\text{p} + 23\text{p} = 93\text{p}$$

$$59\text{p} + 41\text{p} = \text{£}1$$

$$59\text{p} + 27\text{p} = 86\text{p}$$

$$59\text{p} + 23\text{p} = 82\text{p}$$

$$41\text{p} + 27\text{p} = 68\text{p}$$

$$41\text{p} + 23\text{p} = 64\text{p}$$

$$27\text{p} + 23\text{p} = 50\text{p}$$

Addition and subtraction practice (Hot)

1. $36 + 23 = 59$

2. $54 + 24 = 78$

3. $67 + 21 = 88$

4. $65 + 25 = 90$

5. $36 + 47 + 54 = 137$

6. $42 + 28 + 38 = 108$

7. $53 + 27 + 41 = 121$

8. $52 + 62 + 38 = 152$

9. $42 + 37 + 48 = 127$

10. $55 + 32 + 25 = 112$

11. $\text{£}45 + \text{£}24 + \text{£}19 = \text{£}88$

12. $\text{£}56 + \text{£}24 + \text{£}21 = \text{£}101$

13. $146 + 58 + 47 = 251$

14. $241 + 27 + 18 = 286$

15. $135 + 28 + 36 = 199$

16. $127 + 54 + 31 = 212$

A Bit Stuck? Do the splits

Work in pairs

Things you will need:

- A set of 10s and 1s place value cards
- A pencil



What to do:

- Shuffle the 10 to 50 cards and place face down in a pile. Shuffle the 1 to 5 cards and place face down.
- Take the top card from each pile and put them together to make a 2-digit number.
- Take the next card from each pile to make another 2-digit number.
- One person collects the 10s. The other person collects the 1s. How much do you have each? Now add your totals.
- Record the addition.
- How many split sums can you do before the time is up?

$53 + 24$
$= 50 + 20 + 3 + 4$
$= 70 + 7$
$= 77$

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

Include the 6 to 9 cards so that sometimes the 1s will come to more than 10.

Learning outcomes:

- I can add pairs of 2-digit numbers using partitioning ($1s < 10$, $10s < 100$)
- I am beginning to add pairs of 2-digit numbers where the 1s come to more than 10.

1 0 0

6 0 0

2 0 0

7 0 0

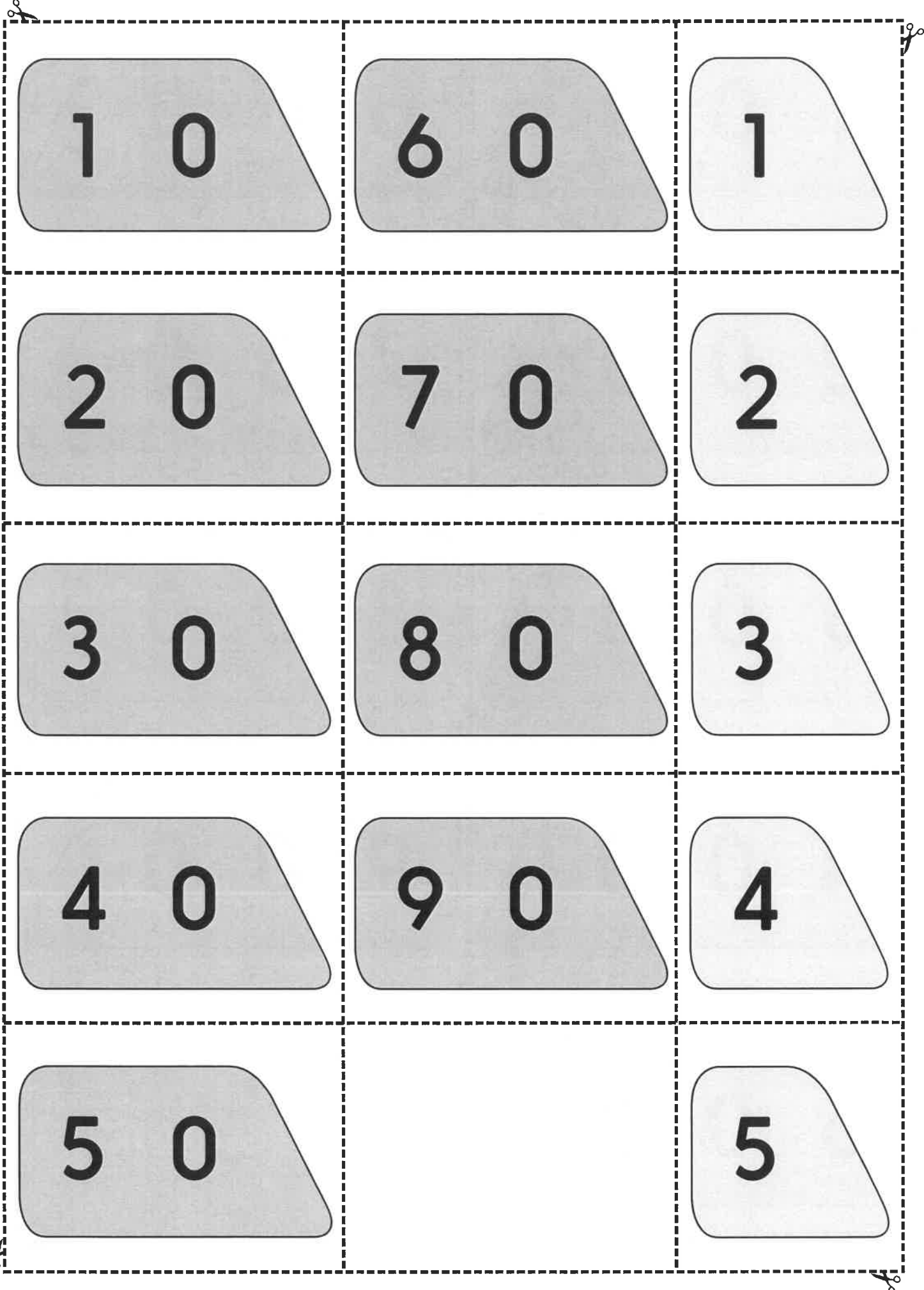
3 0 0

8 0 0

4 0 0

9 0 0

5 0 0



A 5x3 grid of number cards. Each card is a trapezoid with a dashed line for a fold. The cards are arranged in a grid with dashed lines separating them. Scissors icons are at the corners of the grid.

1 0	6 0	1
2 0	7 0	2
3 0	8 0	3
4 0	9 0	4
5 0		5

6

7

8

9

Check your understanding: *Questions*

Use a different strategy for each of these additions:

- (a) $45 + 29$
- (b) $45 + 34$
- (c) $65 + 35$
- (d) $78 + 28$

Explain why you chose a particular strategy for (a) and (c)

Complete the bar model diagrams:

?	
36	37

?	
57	39

?	
48	24

Fold here to hide answers:

Check your understanding: *Answers*

Use a different strategy for each of these additions:

- | | |
|---------------------|---|
| (a) $45 + 29 = 74$ | Add 30 and subtract 1 |
| (b) $45 + 34 = 79$ | Add 30 then 4 or add $40 + 30$, then $5 + 4$, then $70 + 9$ |
| (c) $65 + 35 = 100$ | Numbers which add to 10 or 100 |
| (d) $78 + 28 = 106$ | Easiest to do as $70 + 20$, then $8 + 8$, then $90 + 16$ |

Explain why you chose a particular strategy for (a) and (c)

Children may use other strategies but are they the most efficient? Encourage ways of doing each one to avoid making errors.

Complete the bar model diagrams:

73	
36	37

96	
57	39

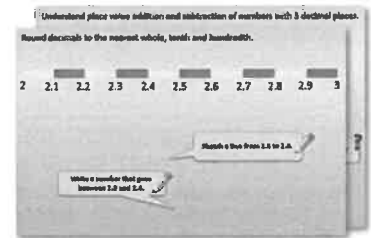
72	
48	24

Year 3: Week 1, Day 4

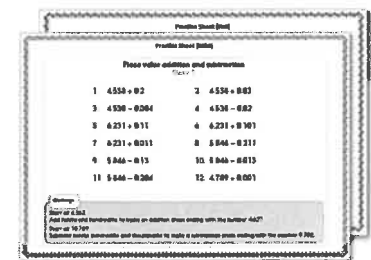
Written addition

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1. Start by reading through the Learning Reminders. They come from our *PowerPoint* slides.



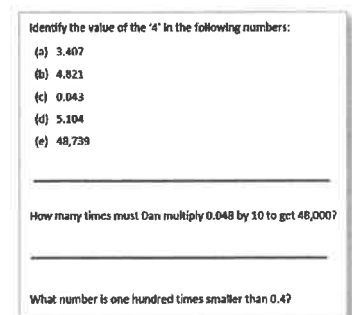
2. Tackle the questions on the Practice Sheet. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



4. Have I mastered the topic? A few questions to Check your understanding. Fold the page to hide the answers!



Learning Reminders

Add 3-digit numbers using expanded addition.

$$\begin{array}{r} 500 \ 20 \ 8 \\ + \ 300 \ 30 \ 3 \\ \hline 800 \ 60 \ 1 \end{array}$$

$$800 + 60 + 1 = 861$$

Let's try $528 + 333$.

The numbers are partitioned,
lined up in 100s, 10s and 1s and
a blank space left under the
second number.

Add the 1s. $8 + 3 = 11$.

The 1s come to more than 10
so we write 10 in the waiting
line under the 10s and 1
under the 1s in the answer
line.

Next add the 10s...
 $20 + 30 + 10 = ?$

Lastly the 100s...
 $500 + 300 = ?$

Finally recombine 800,
60 and 1....

Learning Reminders

Add 3-digit numbers using expanded addition.

$$\begin{array}{r} 300 \ 60 \ 2 \\ + \ 400 \ 80 \ 3 \\ \hline 800 \ 40 \ 5 \end{array}$$

$$800 + 40 + 5 = 845$$

Now let's try $362 + 483$.

Partition and line up the numbers. Remember to leave a blank space left under the second number.

Add the 1s. $2 + 3 = ?$

Next add the 10s...

$$60 + 80 = ?$$

The 10s come to more than 100 so we write 100 in the waiting line under the 100s and 40 under the 10s in the answer line.

Lastly the 100s...
 $300 + 400 + 100 = ?$

Finally recombine 800, 40 and 5....

Practice Sheet Mild

Addition and subtraction practice

$$437 + 231$$

$$\begin{array}{r} 400 \\ 200 \end{array} \quad \begin{array}{r} 30 \\ 30 \end{array} \quad \begin{array}{r} 7 \\ 1 \end{array}$$

$$523 + 415$$

$$\begin{array}{r} 500 \\ 400 \end{array} \quad \begin{array}{r} 20 \\ 10 \end{array} \quad \begin{array}{r} 3 \\ 5 \end{array}$$

$$743 + 126$$

$$\begin{array}{r} 700 \\ 100 \end{array} \quad \begin{array}{r} 40 \\ 20 \end{array} \quad \begin{array}{r} 3 \\ 6 \end{array}$$

$$545 + 427$$

$$\begin{array}{r} 500 \\ 400 \end{array} \quad \begin{array}{r} 40 \\ 20 \end{array} \quad \begin{array}{r} 5 \\ 7 \end{array}$$

$$614 + 352$$

$$353 + 216$$

$$572 + 325$$

$$436 + 265$$

Challenge

Write two additions with an answer of 888.

Practice Sheet Hot
Addition and subtraction practice

1. $438 + 214$

2. $549 + 235$

3. $116 + 236$

4. $239 + 344$

5. $625 + 147$

6. $378 + 414$

7. $380 + 257$

8. $472 + 384$

9. $582 + 284$

10. $693 + 242$

11. $461 + 256$

12. $543 + 261$

Challenge

Write two additions with the answer 321. You can't use a zero in either number!

Practice Sheet Answers

Addition and subtraction practice (Mild)

$$437 + 231 = 668$$

$$523 + 415 = 938$$

$$743 + 126 = 869$$

$$545 + 427 = 972$$

$$614 + 352 = 966$$

$$353 + 216 = 569$$

$$572 + 325 = 897$$

$$436 + 265 = 701$$

Challenge

Accept correctly laid out answers where total is 888, e.g.

444 + 444, 350 + 538, 480 + 408,

738 + 150, etc.

Addition and subtraction practice (Hot)

1. $438 + 214 = 652$

2. $549 + 235 = 784$

3. $116 + 236 = 352$

4. $239 + 344 = 583$

5. $625 + 147 = 772$

6. $378 + 414 = 792$

7. $380 + 257 = 637$

8. $472 + 384 = 856$

9. $582 + 284 = 866$

10. $693 + 242 = 935$

11. $461 + 256 = 717$

12. $543 + 261 = 804$

Challenge

Accept answers where the total is 321, e.g.

198 + 123, 167 + 154, 272 + 49, etc.

A Bit Stuck?

More split sums

Work in pairs

Things you will need:

- A set of 100s, 10s and 1s place value cards
- A pencil



What to do:

- Shuffle the 10 to 50 cards and place face down in a pile. Shuffle the 1 to 9 cards and place face down.
- Take the top card from each pile and put them together to make a 2-digit number.
- Take the next card from each pile to make another 2-digit number.
- One person collects the 10s. The other person collects the 1s. How much do you have each? Now add your totals.
- Record the addition.
- Repeat at least two more times.
- Play again, but this time shuffle the 10 to 90 cards, and the 1 to 5 cards.
- Repeat at least two more times.

○	
○	
○	
○	$47 + 26$
○	$= 40 + 20 + 7 + 6$
○	$= 60 + 13$
○	$= 73$
○	
○	
○	
○	
○	
○	
○	
○	

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

Use 10 to 90 and 1 to 9 cards so that sometimes the 1s will come to more than 10 and the 10s will come to more than 100.

Learning outcomes:

- I can add pairs of 2-digit numbers using partitioning ($1s > 10$ or $10s > 100$).
- I am beginning to add pairs of 2-digit numbers where the 1s come to more than 10 the 10s come to more than 100.

1 0 0

6 0 0

2 0 0

7 0 0

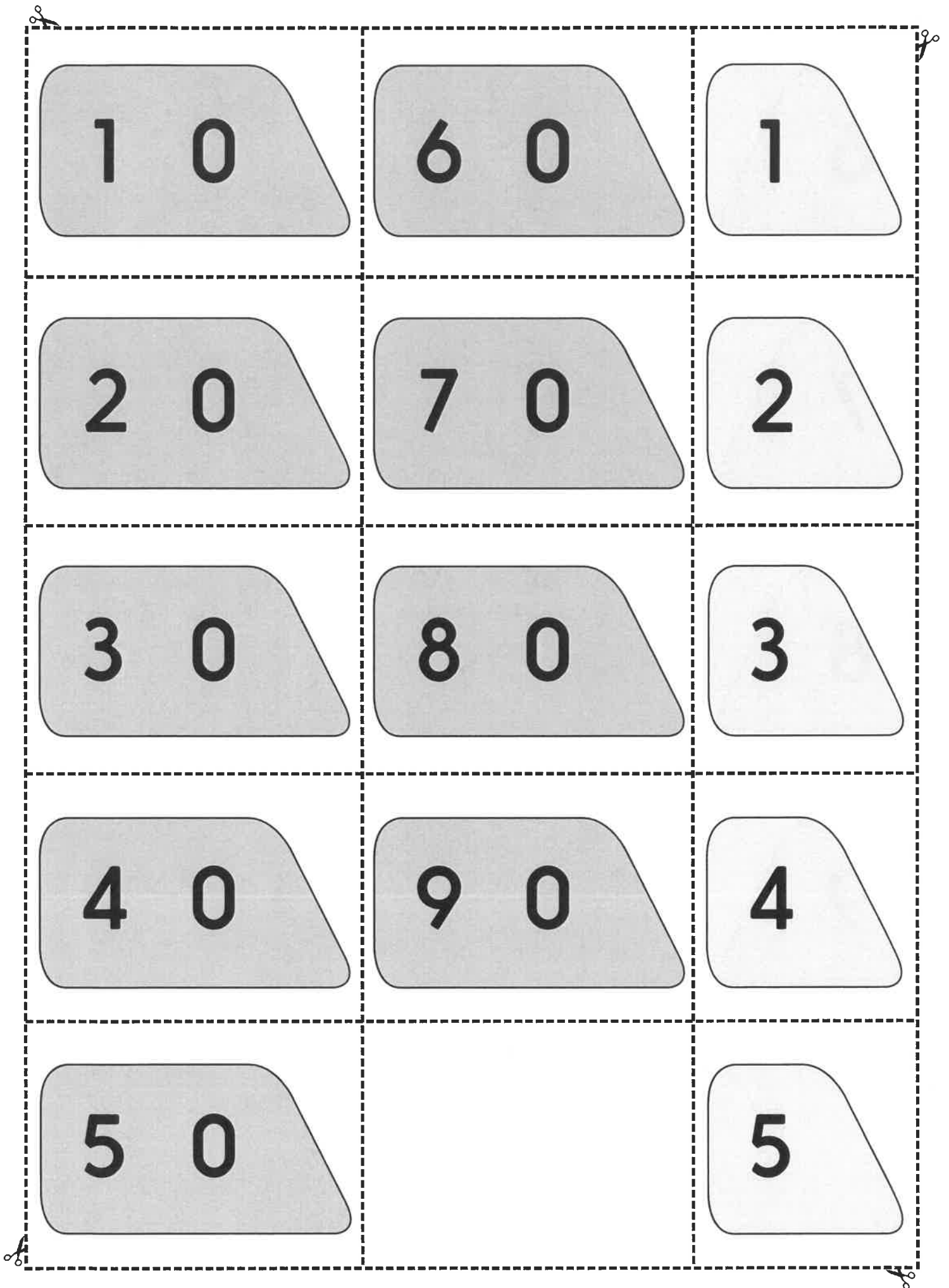
3 0 0

8 0 0

4 0 0

9 0 0

5 0 0





6



7



8



9



Check your understanding:

Questions

What is the total of two hundred and sixty-eight and two hundred and eighty-six?

Write the missing numbers

$$643 + 174 = \square$$

$$\square - 356 = 238$$

$$327 + 258 = \square$$

$$\square - 426 = 247$$

Amit uses 346 Lego pieces in building his model X-wing, and his sister uses 287 in building her Millennium Falcon.

How many Lego pieces have they used altogether?

Fold here to hide answers:

Check your understanding:

Answers

For this, children should be using the expanded column method. Errors may be due to splitting numbers wrongly, lining them up incorrectly or to making mistakes in the procedure. Talk through how they did each calculation that they got wrong.

What is the total of two hundred and sixty-eight and two hundred and eighty-six? 554

Write the missing numbers

$$643 + 174 = 817$$

$$594 - 356 = 238$$

$$327 + 258 = 585$$

$$673 - 426 = 247$$

Some may not recognise the second and fourth question as one to do using addition.

Amit uses 346 Lego pieces in building his model X-wing, and his sister uses 287 in building her Millennium Falcon.

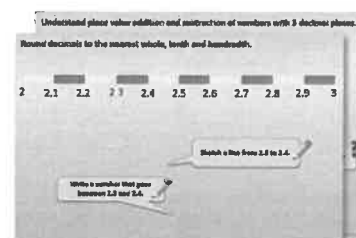
How many Lego pieces have they used altogether? 633 pieces.

Year 3: Week 1, Day 5

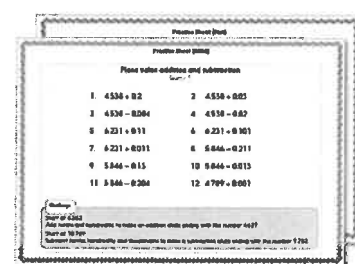
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1. Start by reading through the Learning Reminders. They come from our *PowerPoint* slides.



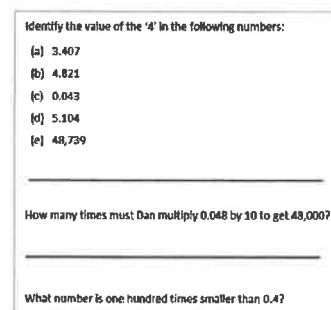
2. Tackle the questions on the Practice Sheet. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



4. Have I mastered the topic? A few questions to Check your understanding. Fold the page to hide the answers!



Learning Reminders

Use expanded addition to add two 3-digit numbers.

$$\begin{array}{r} 500 \ 60 \ 7 \\ + 100 \ 50 \ 8 \\ \hline 700 \ 20 \ 5 \end{array}$$

$$700 + 20 + 5 = 725$$

Now let's try $567 + 158$.

Set it out neatly!

Add the 1s, 10s and 100s and recombine.

This time the 1s add to more than 10 AND the 10s add to more than 100.

Learning Reminders

Use expanded addition to add two 3-digit numbers.

What would be a good estimate for $654 + 218$?

Let's go through that using expanded addition.

$$\begin{array}{r} 600 \ 50 \ 4 \\ + \ 200 \ 10 \ 8 \\ \hline 800 \ 70 \ 2 \end{array}$$

$$800 + 70 + 2 = 872$$

When we are confident we can try this compact method.

$$\begin{array}{r} 654 \\ + 218 \\ \hline 872 \end{array}$$

Learning Reminders

Use written addition to add two 3-digit numbers.

What would be a good estimate for $631 + 296$?

Let's check using expanded addition.

$$\begin{array}{r} 600 \ 30 \ 1 \\ + \ 200 \ 90 \ 6 \\ \hline 100 \\ 900 \ 20 \ 7 \end{array}$$

$$900 + 20 + 7 = 927$$

Try it using either expanded or compact addition.

And with compact addition...

$$\begin{array}{r} 631 \\ + 296 \\ \hline 1 \\ 927 \end{array}$$

Practice Sheet Mild

Addition and subtraction practice

Partition each number then use expanded addition to find the answer.

1. $435 + 234$

2. $534 + 361$

3. $427 + 128$

4. $746 + 234$

5. $573 + 261$

6. $482 + 345$

7. $653 + 255$

8. $474 + 350$

Practice Sheet Hot

Addition and subtraction practice

Use expanded and compact column addition to work out the answers to the first two additions.
Did you get the same answer?

Now choose which layout you prefer to work out the answers to the other questions.

1. $456 + 237$

2. $653 + 281$

3. $367 + 218$

4. $584 + 223$

5. $448 + 265$

5. $539 + 273$

6. $478 + 256$

7. $359 + 261$

8. $754 + 158$

9. $645 + 528$

Challenge

Write an addition of two 3-digit numbers with a total of 1000. No zeroes allowed!

Practice Sheet Answers

Addition and subtraction practice (Mild)

1. $435 + 234 = 669$
2. $534 + 361 = 895$
3. $427 + 128 = 555$
4. $746 + 234 = 980$
5. $573 + 261 = 834$
6. $482 + 345 = 827$
7. $653 + 255 = 908$
8. $474 + 350 = 824$

Addition and subtraction practice (Hot)

- | | |
|----------------------|-----------------------|
| 1. $456 + 237 = 693$ | 5. $478 + 256 = 734$ |
| 2. $653 + 281 = 934$ | 6. $359 + 261 = 620$ |
| 3. $367 + 218 = 585$ | 7. $754 + 158 = 912$ |
| 4. $584 + 223 = 807$ | 8. $645 + 528 = 1173$ |
| 5. $448 + 265 = 713$ | 9. $539 + 273 = 812$ |

Challenge

Accept sums which add to a total of 1000 and without zeros, e.g.
 $647 + 353$, $182 + 818$

A Bit Stuck? Awesome adders

Work in pairs

Things you will need:

- A set of 10s and 1s place value cards
- A pencil



What to do:

- Spread the 10 to 90 cards out face up on the table.
Spread the 1 to 9 cards out face up on the table.
- Choose a card from each group and put them together to make a 2-digit number.
- Choose another card from each group to make another 2-digit number.
- One person collects the 10s.
The other person collects the 1s.
How much do you have each?
Now add your totals.
- Record the addition.
- Repeat at least four more times.
- You score 10 points for correct answer less than 100 and 20 points for each correct answer more than 100.

52 + 74
120 + 6 = 126

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

Think of two sums with an answer of 100. Both numbers must be made using both a 10s card and 1s card.

Learning outcomes:

- I can add pairs of 2-digit numbers using partitioning (1s > 10 or 10s > 100).
- I am beginning to add pairs of 2-digit numbers where the 1s come to more than 10 and 10s come to more than 100.

1 0 0

6 0 0

2 0 0

7 0 0

3 0 0

8 0 0

4 0 0

9 0 0

5 0 0

1 0

6 0

1

2 0

7 0

2

3 0

8 0

3

4 0

9 0

4

5 0

5

6

7

8

9

Check your understanding:

Questions

Choose two numbers from the cards below and estimate the total.

Write this.

Then calculate and compare the actual answer with your estimate.

Repeat, choosing two different numbers.

475

386

248

349

Choose to use expanded or compact addition to add 484 to 368. Explain your choice.

Add two numbers both ending in 5 to make 810.

One digit must be '6'.

Fold here to hide answers

Check your understanding:

Answers

Choose two numbers from the cards below and estimate the total.

Write this.

Then calculate and compare the actual answer with your estimate.

Repeat, choosing two different numbers.

The 6 possible pairs and totals are:

$$475 + 386 = 861$$

$$475 + 349 = 824$$

$$475 + 248 = 723$$

$$386 + 349 = 735$$

$$386 + 248 = 634$$

$$349 + 248 = 597$$

Children should be estimating before doing the sum. They estimate by rounding to the nearest 100 or nearest 10. So estimate the first by doing $500 + 400 = 900$ (answer is 861).

Choose to use expanded or compact addition to add 484 to 368. Explain your choice.

The total is 852. If children are making errors with compact addition, then look at both methods side by side.

Add two numbers both ending in 5 to make 810.

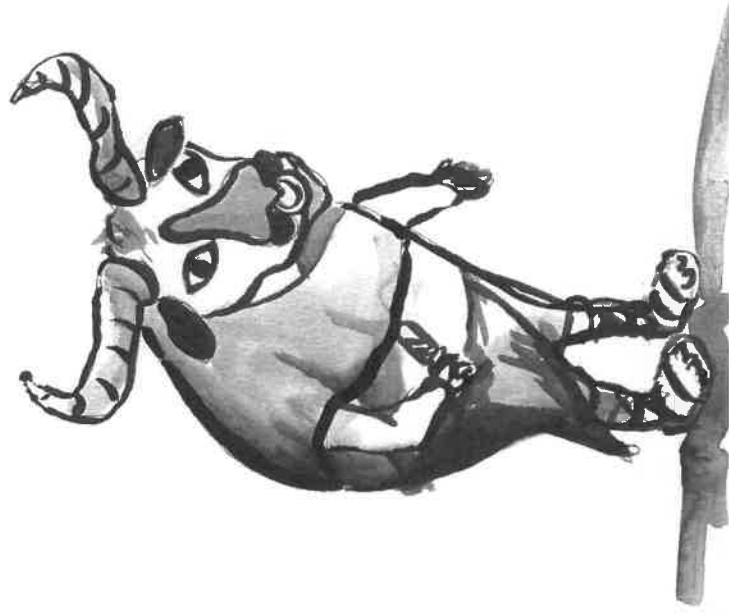
One digit must be '6'. Many possible answers, e.g. $605 + 205$. Check that the addition is correct and that a 6 is included!

ICARUS



by Ruth Merttens
Illustrated by Anne Holm Petersen

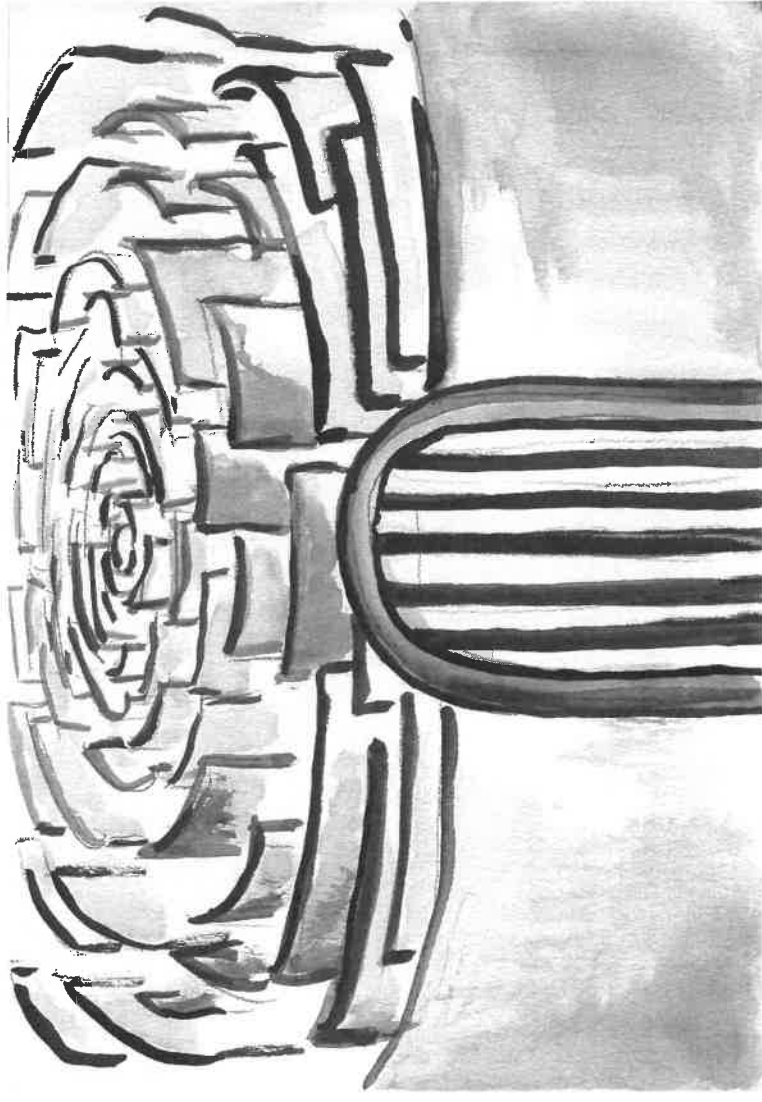
Once there was a monster. He was half man
and half bull, and was called the Minotaur.
This strange and terrible beast lived in a deep,
dark Labyrinth on the island of Crete.



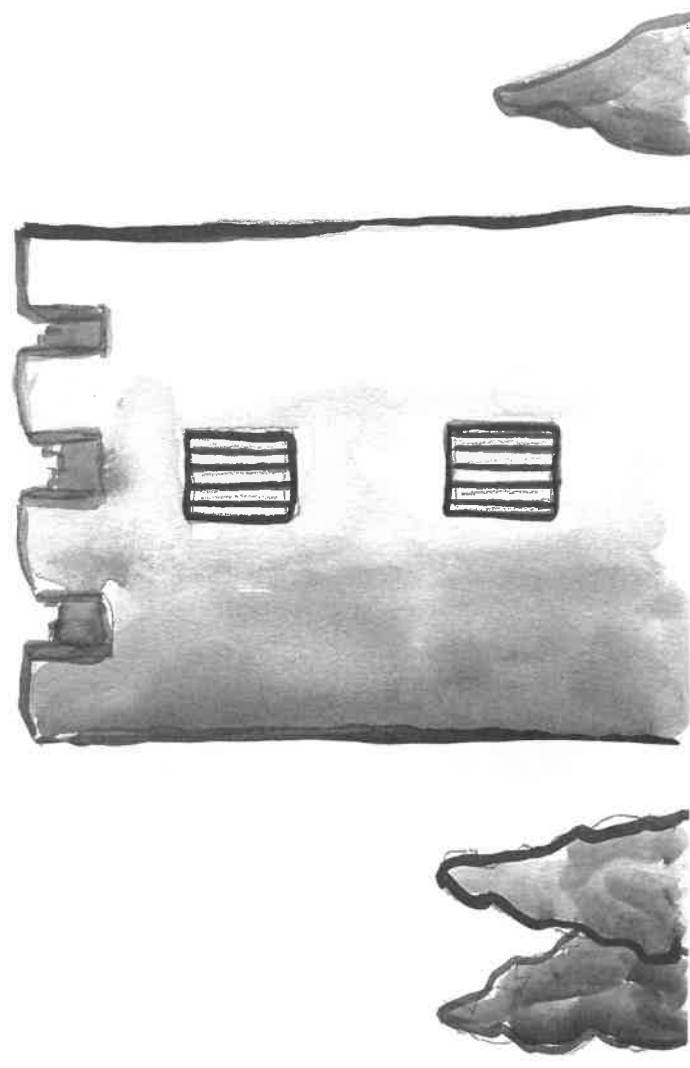
Daedalus was an amazing and clever inventor.
He had created the Labyrinth to keep the
Minotaur in.



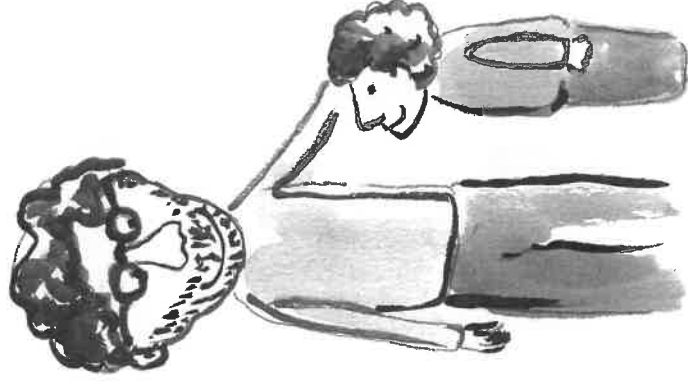
King Minos of Crete was afraid that Daedalus might tell people about the Minotaur. So he did not want to let Daedalus go back to his home in Athens. Instead, he kept him as a prisoner.



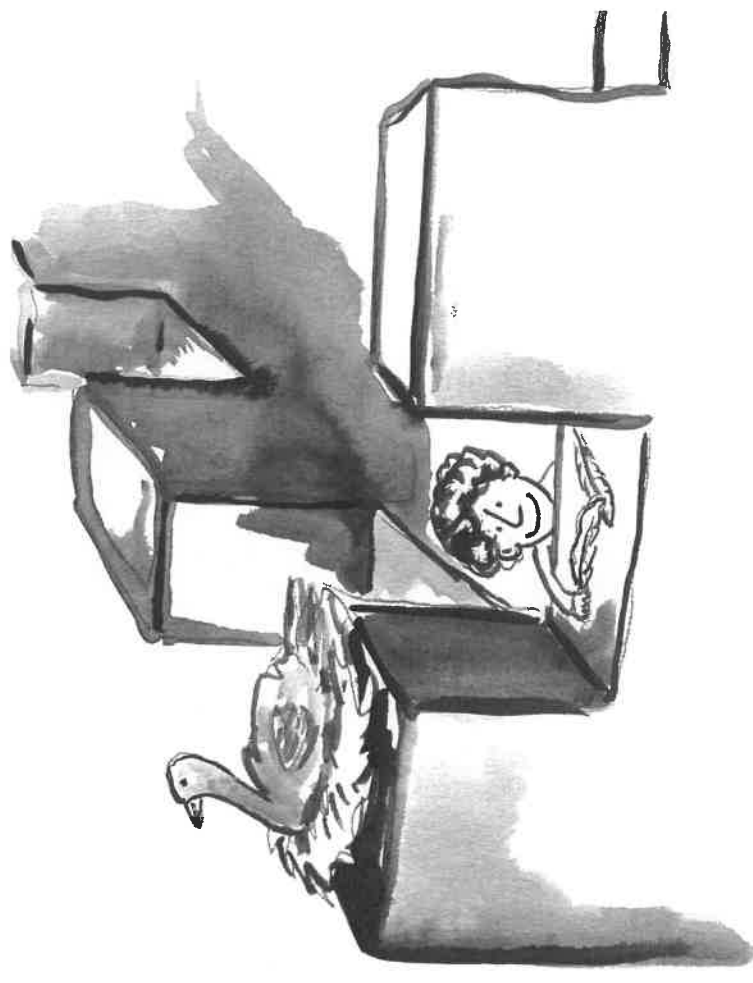
Daedalus lived with his son Icarus in a tower of the palace. They were never allowed to leave the tower.



Daedalus longed to return home to Athens.
His son Icarus also wanted to leave, because
he wanted to run and play in the open,
rather than be in a tower all day.



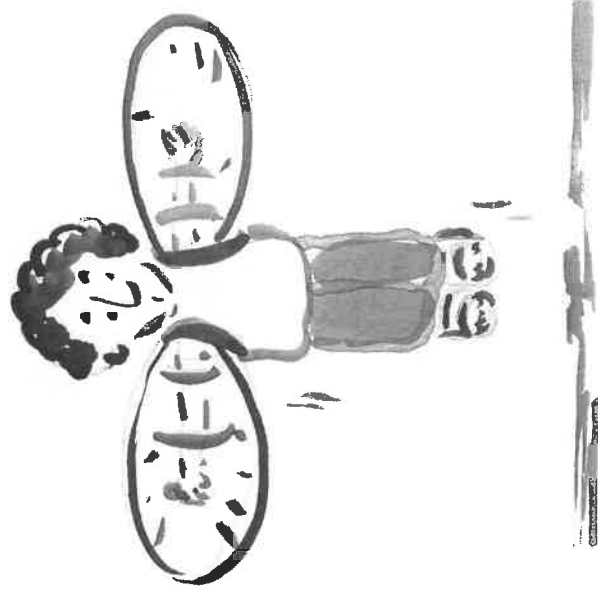
Daedalus watched the birds that nested on the roof of the tower. He and Icarus gathered the feathers, the long wing feathers and the even longer tail feathers.



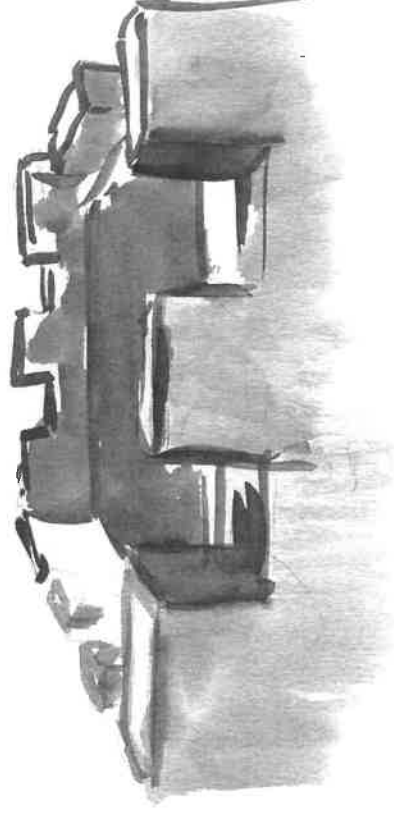
Daedalus used long light pieces of wood that he stripped from their beds, and wax, which he gathered from the bees who nested in a corner of the tower. He created two amazing pairs of wings.



Daedalus fastened the larger wings to his arms, and began to flap them until his feet took off from the floor and he began to hover in mid-air. Icarus laughed with delight. He then tried the smaller pair of wings.



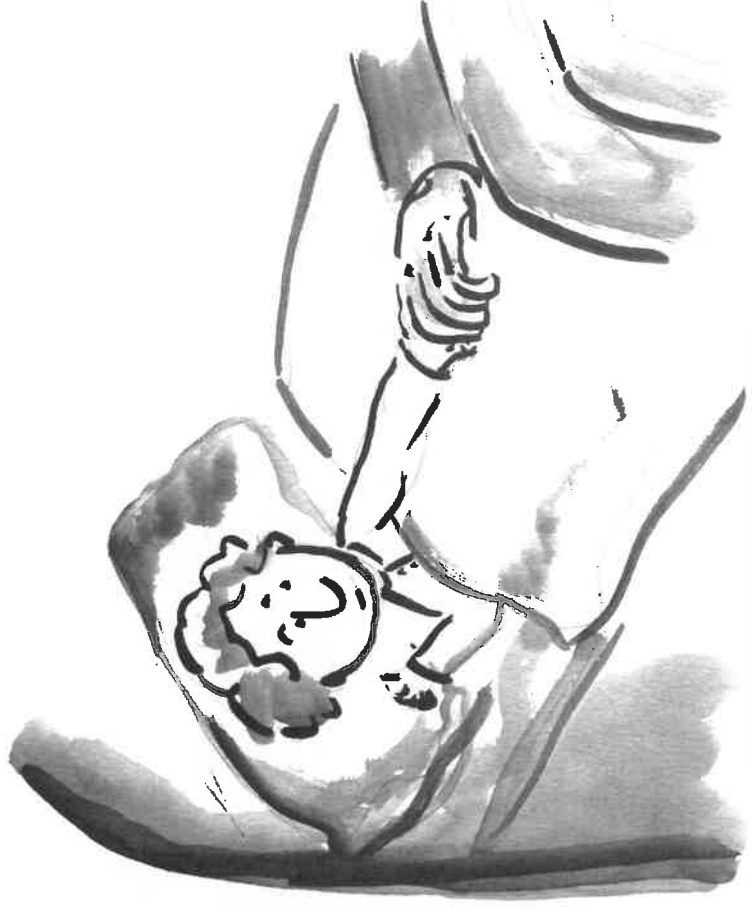
Over the next few days, father and son both practised in every moment that they were alone. Little Icarus became as good at flying as his father.



One morning Deedalus spoke to Icarus.
“Now, we are ready to leave. We shall fly home to Athens.” Icarus nodded and jumped with excitement.

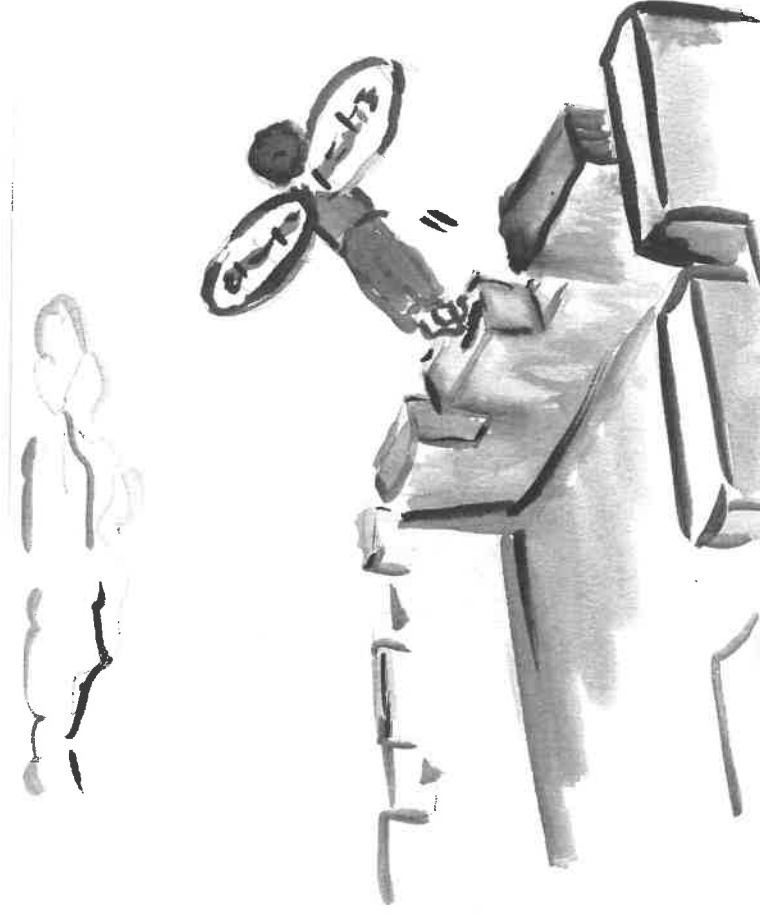


Daedalus then spoke again, very seriously.
“You are now quite good at flying, but you must not forget that it is very dangerous. So listen carefully. Do not fly too high, or the sun will heat the wax and your wings will fall apart.” Little Icarus nodded to show his father that he had understood.



Then Daedalus led his son up onto the battlements of the tower, and he jumped into the air and flapped his wings.

He was flying!



Icarus stood at the top of the tower and shut his eyes! He jumped into the air, and began to flap his wings, slowly at first, and then faster and faster...

He was flying!



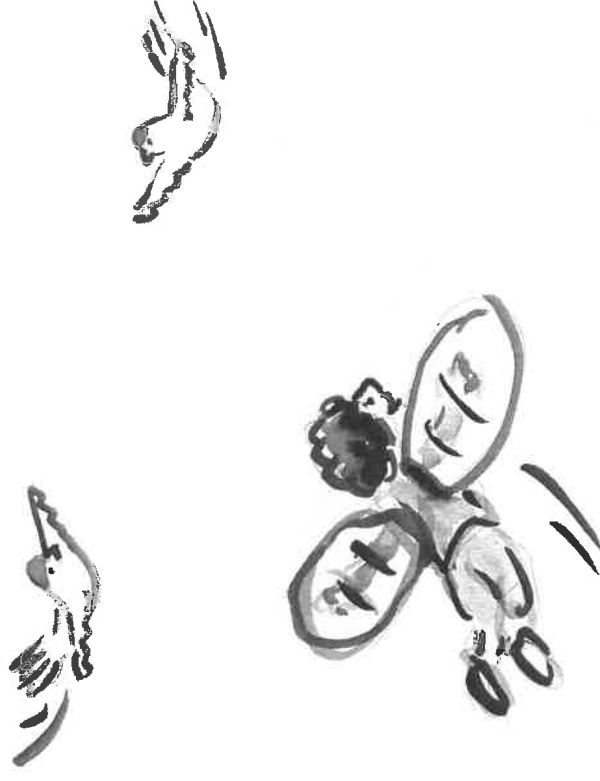
Over the seas they flew. At first, Icarus felt frightened because he had never gone very far when he was practising. But soon he found that he was really good at flying. In fact, it was the most wonderful fun!



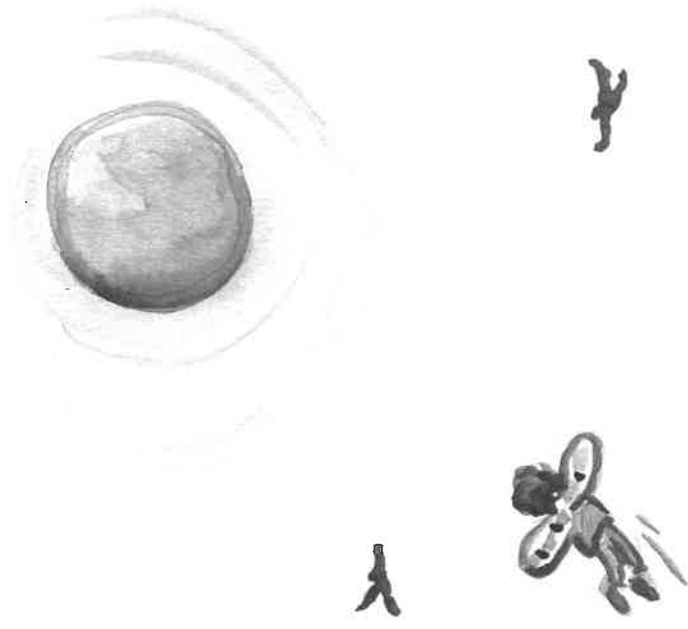
Icarus began to swoop up and down with
the sea gulls. Wow! It was amazing!

His father saw him and called,

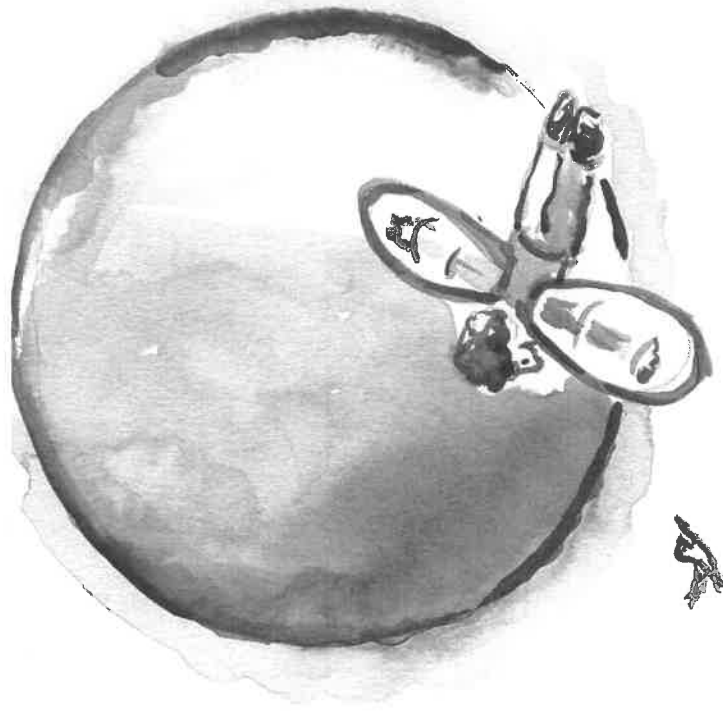
“Icarus! Take Care!”



For a while after that, Icarus obeyed his father and flapped along behind him. But then his wings caught a warm air current, and he found that he could soar along and upwards.



Icarus was so happy. He soared higher
and higher. He did not pause to listen
to his father shouting from below.
“Icarus, remember what I told you.
Come down right now!”



Icarus was far too close to the sun.
Soon the wax that held the feathers
together began to melt.



Gradually his wings began to lose their shape. Then some of the feathers began to fall off. Icarus flapped his arms frantically, but it was too late. He had lost the power of flight.



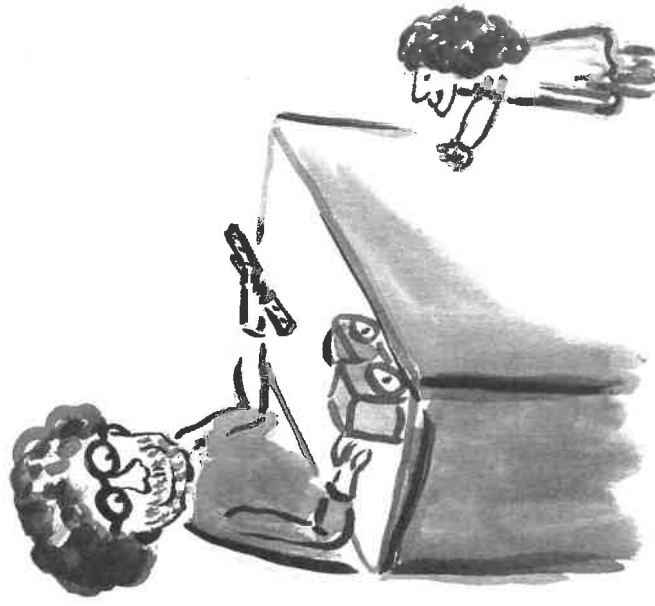
Icarus flapped his arms, but nothing could help him now. He fell, down, down, down, plunging into the shimmering sea below.



Daedalus gazed in horror at the rippling sea
below. Then he flapped his wings sadly and
flew on to Athens.



Daedalus went on inventing amazing things –
mostly toys and playthings for children. But he
never forgave himself for losing his son.



PGCs	PGCs
/c/ as <u>c</u> , /t/ as <u>t</u> , /a/ as <u>a</u>	/cw/ as <u>qu</u> , /cs/ as <u>x</u> , /y/ as <u>y</u>
/d/ as <u>d</u> , /g/ as <u>g</u> , /o/ as <u>o</u>	/oa/ as <u>ow</u> , <u>o</u> , <u>oa</u> , <u>oe</u> , <u>o-e</u>
/m/ as <u>m</u> , /n/ as <u>n</u>	/ooh/ as <u>oo</u> , <u>ew</u> , <u>o</u>
/i/ as <u>i</u> , /s/ as <u>s</u> and <u>ss</u>	/z/ as <u>z</u> , <u>zz</u> and <u>s</u> , /g/ as <u>gu</u> and <u>gh</u>
/u/ as <u>u</u> , /r/ as <u>r</u>	/er/ as <u>er</u> , <u>ur</u> , <u>ir</u> , <u>ear</u> , <u>or</u>
/h/ as <u>h</u> , /l/ as <u>l</u> and <u>ll</u>	/s/ as <u>s</u> , <u>se</u> and <u>ce</u>
/e/ as <u>e</u> , /b/ as <u>b</u>	/j/ as <u>g</u> , <u>ge</u> and <u>dge</u>
/f/ as <u>f</u> and <u>ff</u> , /sh/ as <u>sh</u>	/l/ as <u>le</u> + <u>tt</u> , <u>gg</u> , <u>bb</u>
/p/ as <u>p</u> , /c/ as <u>k</u> and <u>ck</u>	/ue/ as <u>ew</u> , <u>u-e</u> and <u>u</u>
/ee/ as <u>y</u> , /p/ as <u>pp</u> (+ <u>mm</u> , <u>dd</u> , <u>rr</u> , <u>nn</u>)	/ch/ as <u>tch</u> , /oy/ as <u>oi</u> , <u>oy</u>
/ee/ as <u>ee</u> , <u>ea</u> , <u>e</u>	/ooh/ as <u>ue</u> , <u>u-e</u> , <u>ui</u>
	/c/ as <u>ch</u> , (/ooh/ as <u>ou</u>)
/w/ as <u>w</u> and <u>wh</u> *, /ch/ as <u>ch</u>	/air/ as <u>ear</u> , <u>air</u> , <u>are</u> , (<u>ere</u> , <u>eir</u>)
/th/ as <u>th</u> , /ng/ as <u>ng</u>	/u/ as <u>o</u> , <u>ou</u> , (<u>o-e</u>)
	/f/ as <u>ph</u> and <u>gh</u>
/tthh/ as <u>th</u> , /v/ as <u>v</u> , <u>ve</u>	/e/ as <u>ea</u> , (<u>a</u>), /o/ as <u>a</u>
/oo/ as <u>oo</u> , <u>u</u> and <u>oul</u>	/ay/ as <u>a</u> , <u>igh</u> , <u>ea</u> , <u>ey</u>
/j/ as <u>j</u> , /ar/ as <u>ar</u> and <u>a</u> *	/ee/ as <u>ie</u> , <u>ey</u> ; /or/ as <u>ar</u>
/ou/ as <u>ou</u> , <u>ow</u> and <u>ough</u>	/or/ as <u>oor</u> , <u>oar</u> and <u>au</u>
/or/ as <u>or</u> , <u>ore</u> , <u>aw</u> and <u>a</u>	/or/ as <u>ough</u> , <u>our</u> , <u>ough</u>
/ay/ as <u>ay</u> , <u>a-e</u> , <u>ai</u>	/or/ as <u>ai</u> ; /t/ as <u>ed</u>
/ie/ as <u>y</u> , <u>ie</u> , <u>i-e</u> , <u>i</u> and <u>igh</u>	/d/ as <u>ed</u> ; /ng/ as <u>n</u>
	/sh/ as <u>ti</u> , <u>si</u> , <u>ci</u> , <u>ch</u>
	/zh/ as <u>si</u> , <u>as</u> and <u>s</u>

Code-Breakers

Extended Texts ~ Book 4

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What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

If you have any children's books of Greek Myths it would be great to read some more stories alongside this work.

You can also access Greek Myths online:

<https://www.natgeokids.com/uk/discover/history/greece/greek-myths/>;

<https://www.greekmyths4kids.com/> among others but please be aware them some myths are quite grown-up in content.

1. Read story 'Icarus' retold by Ruth Merttens

- Read the story aloud, using good expression to read what is said.
- Now read it through again, answering the '*Exploring Icarus*' questions as you go.

2. Punctuating speech

- Read through the *Punctuating Speech Cards*.
- Use the *Speech Bubbles* sheet to record what Daedalus and Icarus say to each other about their escape.
- Use your speech bubble notes to write *Punctuated Dialogue*.

Try the Fun-Time Extras

- Daedalus was a great inventor. If you could invent something what would it be? Draw and label it and write a description of what it does.
- Design your own maze for the Minotaur. You could try making it out of Lego.

Remember!

Powerful verbs are verbs that are exciting and descriptive, e.g. instead of using 'said' use 'shouted' or 'screamed'.

Exploring 'Icarus'

1. Can you find some **powerful verbs** in the text? Make a list of your favourite ones.
2. How would you describe the main characters? Are they kind or cruel? How do you feel about them?

Daedalus



Icarus



3. How do you think it must feel to be able to fly? What did you think about the story? How does it make you **feel**?

A large rectangular area with a decorative border. The border consists of a repeating zigzag pattern with small dots at the peaks and valleys. Inside the border, there are 20 horizontal lines, creating a space for writing.

Punctuating Direct Speech

Spotting Direct Speech

The words *said* in a text are called **direct speech**.

How do we know which words are **direct speech**? What clues are there?

- The language is written as it would be said.
- There are **speech marks** 'hugging' the spoken words.
- *He said* (or an equivalent) is written before or after the spoken words – this is the **reporting clause**.

Punctuating Speech

Speech bubbles can show us what a character is saying.



The words *said* are called **direct speech**.

➤ *"Icarus! Take care!"* called Daedalus.

Bubbles take up too much room so we use **speech marks**.
Speech marks work in pairs to hug the direct speech.

We report who is speaking using a **reporting clause**.

Speech marks are also called **inverted commas**.

Punctuating Speech – capital letters open direct speech

Direct speech begins with a capital letter, even if it is in the middle of a sentence.



Daedalus said, "We shall fly home to Athens."

Icarus replied, "Let's go now!"

It is the beginning of the speaker's sentence so a capital letter is used.

Punctuating Speech – commas separate clauses

Direct speech and reporting clauses are usually separated by a comma.

"I am so excited about flying away from this tower," he said.

Daedalus replied, "Remember not to fly too close to the sun!"



The comma is placed at the end of the first clause.

The speech marks follow the comma.

Punctuating Direct Speech

Punctuating Speech – exclamations and questions

If the speech ends in a ! or ? we do not need a comma after the speech.

"You're flying too high!" shouted Daedalus.

"What did you say?" Icarus replied.

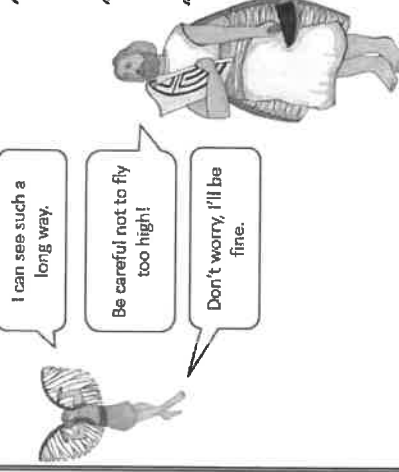
The punctuation is placed inside the speech marks.
The punctuation belongs to the spoken words – they tell you how to say them.

Punctuating Speech – a new line shows a change of speaker

I can see such a long way.

Be careful not to fly too high!

Don't worry, I'll be fine.



"I can see such a long way," said Icarus.

"Be careful not to fly too high!" cried Daedalus.

"Don't worry, I'll be fine," smiled Icarus.

We show each change of speaker by starting a new line.

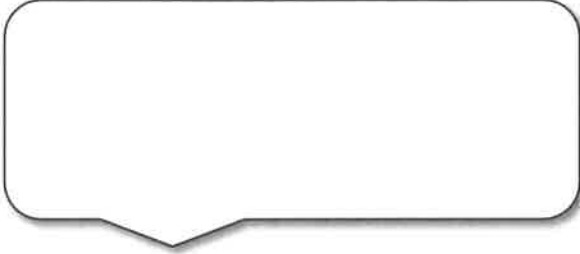
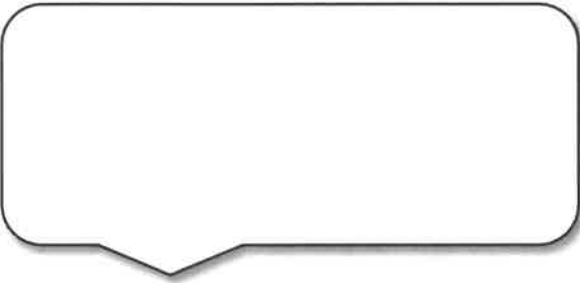
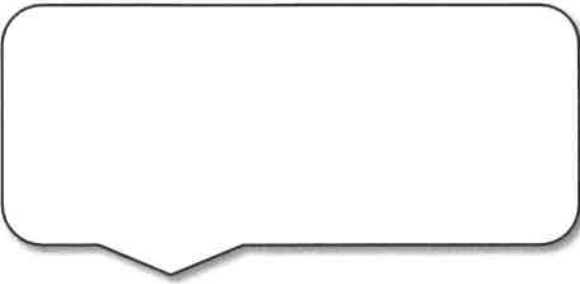
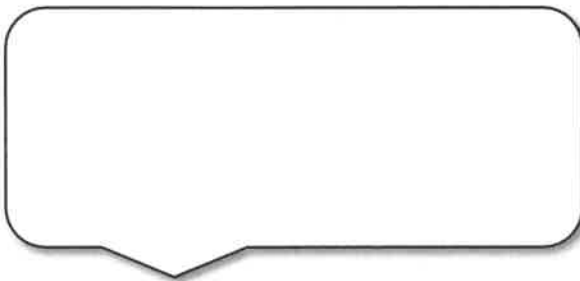
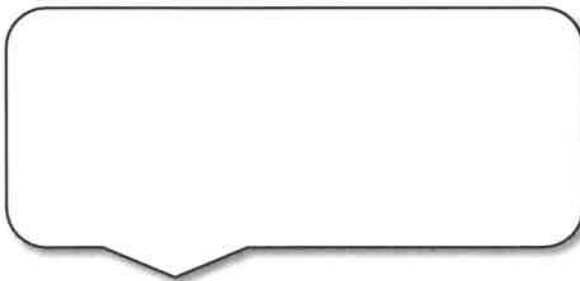
This makes it clear when the speaker changes.

- Hug the words spoken with speech marks
- Start the speakers' words with a capital letter
- Separate the speech and reporting clause with a comma
- Start a new line to show the speaker has changed

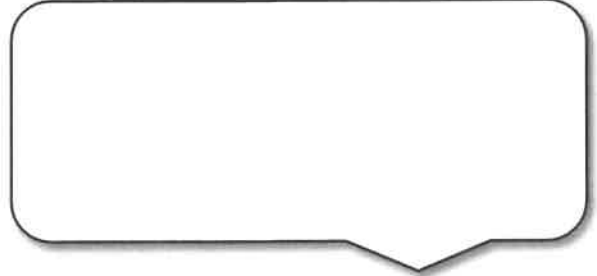
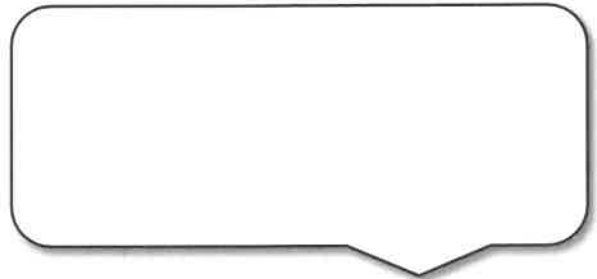
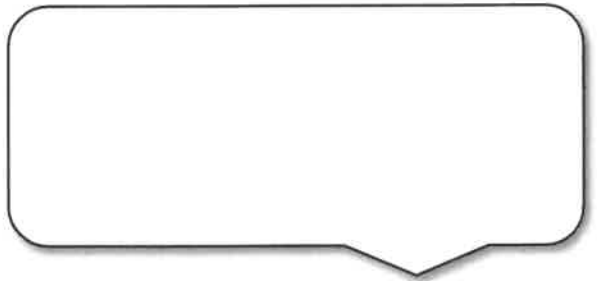
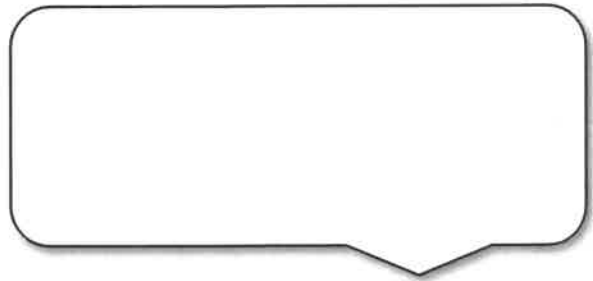
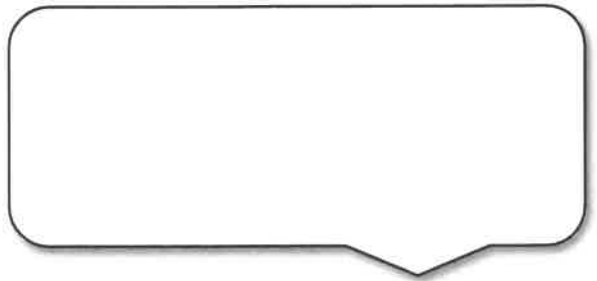
Speech Bubbles

Use the speech bubbles to write down a conversation between Icarus and Daedalus before they set off.

Daedalus

A large, empty speech bubble with a pointed bottom, intended for Daedalus to write his first line of dialogue.A large, empty speech bubble with a pointed bottom, intended for Daedalus to write his second line of dialogue.A large, empty speech bubble with a pointed bottom, intended for Daedalus to write his third line of dialogue.A large, empty speech bubble with a pointed bottom, intended for Daedalus to write his fourth line of dialogue.A large, empty speech bubble with a pointed bottom, intended for Daedalus to write his fifth line of dialogue.

Icarus

A large, empty speech bubble with a pointed bottom, intended for Icarus to write his first line of dialogue.A large, empty speech bubble with a pointed bottom, intended for Icarus to write his second line of dialogue.A large, empty speech bubble with a pointed bottom, intended for Icarus to write his third line of dialogue.A large, empty speech bubble with a pointed bottom, intended for Icarus to write his fourth line of dialogue.A large, empty speech bubble with a pointed bottom, intended for Icarus to write his fifth line of dialogue.

Writing Dialogue

Using your speech bubbles and what you have learnt about punctuating direct speech to write out your conversation between Daedalus and Icarus. Think carefully about how they might *say* each sentence.

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1. Conjunctions

- Read through the extract from the story of Perseus.
- Look at the information about conjunctions and read the example sentences.
- Complete the conjunctions activities.

2. Now for some writing

- Describe your magic object and how it would help you.

Try the Fun-Time Extras

- Draw a picture of your magic object.
- Read the end of the myth of Perseus in a book or ask an adult to help you find a suitable version to read online.

Perseus

Long ago, when fortune-tellers told the truth, there lived a very frightened man. Like any father, King Acrisius of Argos loved his daughter, Danae, and her baby, who was called Perseus. But one day he made the mistake of visiting a fortune-teller.

"You will be killed by Danae's son," said the fortune-teller to the king. At once Acrisius gave orders for a wooden chest to be carried to the beach and set down by the water's edge.

"A chest, sire?" said his servants.

"Yes, a chest – with a lid and a big padlock. And hurry!"

Down on the beach, rough soldiers squeezed Danae into the chest, and tossed her baby in on top of her before slamming shut the lid. As the chest floated out to sea, King Acrisius stood and waved it goodbye. "They're bound to drown," he was thinking. "But I didn't kill them did I? Nobody can say I killed them."

Instead of sinking, the chest floated. For days it floated across the sea until it was caught in the nets of a young fisherman near the shore of a faraway kingdom.

The fisherman, whose name was Dictys, took Danae to the little wooden shack where he lived, and showed her and baby Perseus great kindness. Unfortunately, the king of that country was not as good a man as Dictys. King Polydectes liked to collect wives, as other people collect pictures. And as soon as he heard about Danae, he wanted to add her to his collection. Danae politely said 'no' when King Polydectes proposed to her. And she went on saying 'no' for seventeen years.

By this time the king was furious.

"Enough of asking nicely! Guards, go and seize Danae and fetch her here to be married right away!"

He had forgotten that after seventeen years her son, Perseus, had grown into a fine, strong young man. Perseus beat the guards soundly and sent them back to Polydectes all battered and bruised.

"That Perseus is an amazing young man, sire!" they panted.

"He swears his mother shan't marry anyone unless she wants to. He says he'll protect her day and night."

King Polydectes ground his teeth. "I see I must get rid of this wretched boy." So Polydectes challenged Perseus to a dare – the hardest he could imagine.



"I dare you to fetch me the head of the Gorgon Medusa," he said.

Medusa was once a beautiful but vain girl, who had made the mistake of boasting – in the gods' hearing – that no one, not even a goddess, was more beautiful than she. For her punishment, she was changed into a gorgon – a monster with glaring eyes and snakes for hair. Whoever looked at her was turned into stone.

Perseus fell right into the king's trap. "I leave at once!" he cried.

"Bravo!" cheered the courtiers. "Well said, Perseus!"

"Bravo!" thought King Polydectes. "He'll die of course."

"Bravo!" cried the gods, looking down from Mount Olympus. "What a brave boy that Perseus is. He deserves our help."

"I'll lend him my feathered shoes," said Hermes.

"I'll lend him my bright shield," said the goddess Athene.

"I'll lend him my helmet of invisibility," said Pluto, "and a thick bag to put Medusa's head in."

"I shall watch, but not help," said Zeus. "Perseus must match his brave words with brave deeds."



A few days later, having kissed his mother, Danae, goodbye, Perseus set off. He was carrying nothing more than a sword, but soon he came across a helmet lying in the road. He put it on, thinking it might be useful if he had to fight a monster. He stared down at his feet. But they had disappeared. He had no feet! Nor hands! Nor clothes, nor body! Even the helmet itself was invisible when Perseus had it on his head.

Perseus went a little further and found a shield lying in the road. Its metal was polished mirror-bright. He slung the shield over his back, thinking it might be useful if he had to fight a monster, and continued on his way.

A little further on, he found a pair of winged sandals. He buckled them on and – "Wo-wo-woah!" – found himself walking on air! Up, up, up and over the treetops the flying shoes carried him. Such sandals could not fail to be useful if he had to fight a monster. He looked up to heaven and thanked the gods for their presents, before continuing on his way to look for Medusa.

From The Orchard Book of Greek Myths retold by Geraldine McCaughrean

Learning Reminder: Conjunctions



Conjunctions

Conjunctions are **joining words**. They help add more detail by joining new clauses explaining **when** or **why** something happened.

Perseus stood silently.
Perseus stood silently because he was thinking.
Perseus stood silently as he was watching the ocean.

Why?
because
as
so

He stood up tall.
He stood up tall while he was thinking.
He stood up tall when he watched the king.

When?
before
after
when
while
as
until

More detail is given by adding another clause.


Answering questions using extended sentences

We can use conjunctions to extend sentences when we are giving answers to questions.

The question can help us build the first clause.

When did Acrisius put Danae and Perseus in a wooden chest?
Acrisius put Danae and Perseus in a wooden chest when the fortune-teller told him that Perseus would kill him.

Why was Perseus happy to find the magic helmet?
Perseus was happy to find the magic helmet because it made him invisible.



These example sentences show you how conjunctions add detail by adding another clause.

When would you wear the magic helmet?

I would wear a magic helmet while I sneaked past a dragon.

Why would you wear the magic helmet?

I would wear the helmet so I could steal King Midas's gold.

When would you put on the winged shoes?

I would put on the winged shoes before I went on a long journey.

Conjunctions activities

Now you try joining these sentences using conjunctions

I would wear the magic helmet _____ it would make me invisible.

I might wear the magic helmet _____ I need to hide.

I would use the bright shield _____ I needed to see my reflection.

I might only lift the bright shield in an emergency _____ it looks quite heavy.

I might wear the winged shoes _____ I was escaping from the Minotaur.

I would wear the winged shoes _____ I could win any race.

Why?

because

as

so

When?

before

after

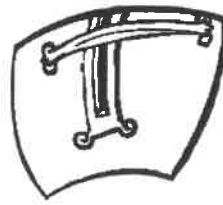
when

while

as

until

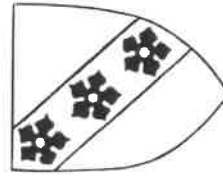
Write five sentences of your own using conjunctions.



Magic helmet



Winged shoes



Bright shield

When would you use the magic items?

Why would you use them?

Perseus questions

Extend these sentences by using a conjunction to add another clause.

Why?

because

as

so

King Polydectes asked Perseus to fetch Medusa's head _____

The gods want to help Perseus _____

Perseus picked up the magic objects _____

When?

before

after

when

while

as

until

Acrisius decided to put his daughter and Perseus in the chest _____

Medusa had been a beautiful girl _____

Perseus realised the helmet made him invisible _____

Magic object

If you could have a magic object to help you fight a monster what would it be?

Describe it carefully and try to use conjunctions to add more detail about when and why it would be useful.

A large rectangular writing area with a decorative border. The border consists of a repeating pattern of small dots and zig-zags. Inside the border, there are 20 horizontal lines for writing, starting from the top and ending at the bottom. The lines are evenly spaced and cover most of the height of the rectangle.

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

If you have any children's books of Greek Myths it would be great to read some more stories alongside this work. You can also access Greek Myths online:

<https://www.natgeokids.com/uk/discover/history/greece/greek-myths/>;

<https://www.greekmyths4kids.com/> among others but please be aware them some myths are quite grown-up in content.

1. **Before** you start your work today watch Hamilton Trust's Perseus Story Telling Video

2. **Perseus and Medusa**

- Watch the short clip: Perseus and the Gorgon's Head or read the transcript.
- Look at the example opening sentences, whose point of view is each one told from? Look up any words you don't know in a dictionary.

3. **Now for some writing**

- Write your own version of the myth in the first person (using 'I, me, my, mine') from Perseus' point of view - or if you want a challenge try doing it from the point of view of one of the snakes in Medusa's hair.

Try the Fun-Time Extras

- Draw your own picture of Medusa, the snake-haired monster.
- If you are able to, research and read other Greek myths.
- The ancient Greeks decorated their vases with scenes from mythology. Draw or paint a scene from the Perseus myth for your own vase. You could even make your own papier mâché vase to paint it onto <https://www.wikihow.com/Make-a-Papier-M%C3%A2ch%C3%A9-Vase> .

Transcript of video clip: Perseus and 'The Gorgon's Head'

Athene had not only told Perseus how to kill the gorgon, she had given him the means. He now carried her brightly polished shield in one hand and his sword in the other. He knew that he must be getting close to Medusa's cave. The valley in which he stood was filled with stone people. Some trapped as they'd turned to run, others frozen in horror, their mouths open, the scream still on their lips. It was as if they had been photographed in that last second of their life. Their reaction in that second had been caught for eternity.

One young soldier had covered his face but then he had tried to peek through his fingers. A local government official stood rigid, his stone fingers stood clutching a scrap of yellowing paper. There were stone women and stone children.

Now, Perseus saw the mouth of a large cave yawning darkly at him. Holding the shield more tightly than ever he climbed down the gentle slope and, taking a deep breath, entered the gloom. "Medusa!" His voice sounded lost in the shadows. Something moved at the back of the cave. "Medusa!" Now he could hear breathing and the sounds of hissing. "I am Perseus."

"Perseus," came a deep throaty voice from the back of the cave. It was followed by a horrible giggling. "Have you come to see me?"

The gorgon stepped forward into the light. For a dreadful moment, Perseus was tempted to look up at her, to meet her eyes. But with all his strength he kept his head turned away as Athene had instructed him. And instead of looking at Medusa he looked at her reflection in the shield.



Now he could see her green skin, her poisonous red eyes and her yellow teeth, all reflected in the polished bronze. His lifted his sword.

"Look at me. Look at me!" the gorgon cried. Still he kept his eyes on the shield. He took another step into the cave. Now the reflection was huge, the teeth snarling at him out of the shield.

"Look at me. Look at me!"

How could he find her when all he could see was the reflection? Surely it would be easier to kill her if he just took one quick look, just to make sure he didn't miss.

"Yes, that's right. Look at me."

With a despairing cry, Perseus swung wildly with his sword. He felt the sharp steel bite into flesh and bone. A fountain of blood spouted out of her neck as her body crumpled. Then at last it was over. Still not looking at it, Perseus picked up the grim trophy of his victory and dropped it into a heavy sack.

Example Opening Sentences

These opening sentences are from stories told from Perseus's point of view and from the point of view of one of the snakes in Medusa's hair. Can you work out which one is which?

If there are any words you don't know the meaning of, look them up in a dictionary and write down what they mean. <https://kids.wordsmyth.net/we/>

As I lay resting, I could hear carefully laid footsteps, quietly shifting closer to the cave entrance. Medusa stirred and a wide grin stretched across her face. I felt excited by the anticipation of petrifying another gullible, foolish human.

Up ahead, I could see the gnarled entrance to her cavernous cave. As I approached, I trod softly and gently so as not to draw attention to myself. My heart was pounding like a muffled drum.

Perseus and the Gorgon

Write your own version of the myth in the first person (I, me, my, mine), imagining you are Perseus (or if you want a challenge – one of the snakes on Medusa's head). Remember what you have learnt this week about powerful verbs, writing dialogue and using conjunctions.

A large rectangular writing area with a decorative border. The border is a thick, grey, zig-zag line with small black dots at the peaks and valleys. Inside the border, there are 20 horizontal lines, creating 21 rows of space for writing. The lines are evenly spaced and extend across the width of the writing area.

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Listen to the Emotional Songs clips

- Write down words to describe how each song makes you feel.

2. Onomatopoeia – sounds like what it means!

- Cut out the emotions and onomatopoeia cards.
- Sort the onomatopoeia cards into groups using the different emotions as headings.
- Talk about your groups with someone else, do they agree with your groups? Would they have sorted them differently?

3. Poetry writing

- Read the example poem 'Beach Emotions'.
- Look at the pictures of settings as inspiration, or choose your own setting – perhaps somewhere you love to be, perhaps a family photo.
- Use the writing frame to write your own poem for a place which provokes emotions, try to use onomatopoeia where you can.

Try the Fun-Time Extras

- Paint an image to go with your poem.
- Look in your reading book or a poetry collection for other onomatopoeic words to add to your lists.

Emotional Songs

Music and other sounds can make us feel strong emotions: studies suggest music and sound light up different parts of the brain linked to emotions.

Minor keys and slower rhythms tend to make us feel sadder or calmer while louder or more upbeat rhythms often make us feel happy or angry, depending on the music.

Listen to each of these songs and write down a few words under each to describe how they make you feel.

Albatross by Fleetwood Mac (calm):

<https://www.youtube.com/watch?v=QooCN5JbOkU>

Happy by Pharrell Williams (happy):

<https://www.youtube.com/watch?v=y6Sxv-sUYtM>

Hallelujah by Leonard Cohen (sad):

<https://www.youtube.com/watch?v=ttEMYvpOR-k>

OR

Someone you loved Lewis Capaldi (sad):

<https://www.youtube.com/watch?v=bCuhuePIP8o>

Ride of the Valkyries by Wagner (anger):

<https://www.youtube.com/watch?v=V92OBNsQgxU>

Onomatopoeia

Poetry can also provoke emotions in a similar way to music. The sound quality is created through word choice, including **onomatopoeia**. This means that the word is formed from the associated sound. For example, the word 'clap' - which features heavily in the song 'Happy' - encourages listeners to clap along and also sounds like clapping.

Cut out these emotions word cards and the onomatopoeia cards on the sheet below:

happiness	anger	excitement	surprise
sadness	calmness	fear	disgust

Onomatopoeia

rustle	clink	cry	snap	creak	yelp
trickle	click	rattle	sizzle	groan	boom
rumble	tap	clap	squirt	mutter	crunch
gurgle	bang	cackle	howl	mumble	thud
shimmer	scratch	chortle	creep	giggle	crackle

Now group the onomatopoeic words under the emotion cards and stick them onto separate sheets of paper. If possible, talk about how you sorted your cards with someone else in your family. Do they agree with you? Would they have sorted the words differently?

Beach Emotions
(onomatopoeia)

The waves crash on the beach

I feel excited.

The seagulls screech

I feel irritated.



The kites flutter in the breeze

I feel calm.

The wind whooshes gently through the trees

I feel relaxed.

The sand crumbles and trickles through my fingers

I feel annoyed.

The sun sizzles on the sand

I feel content.

Settings



Poetry Frame

Emotions

The _____

I feel _____

The _____

I feel _____

The _____

I feel _____

The _____

I feel _____

The _____

I feel _____

The _____

I feel _____

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read 'The Noise' by Michael Rosen.

- Note down some of the things that your family do that annoy you (and things you do that annoy them!)

2. Revise past and present verbs

- Use the *Learning Reminder Cards* to revise the spelling rules for turning present tense verbs into past tense verbs.

3. Poetry writing

- Read the example poem 'Yesterday'.
- Using the *Verb Mat* and your notes write your own poem about your family.

Try the Fun-Time Extras

- Draw a picture of your family doing all the annoying things you've mentioned in your poem!
- Look at the verb mat, try and write a sentence in the past tense about someone in your family for each of the *Irregular Verbs*.



The Noise *By Michael Rosen*

If my father wanted to you to be quiet
he didn't say, shhh,
he didn't say, be quiet
he didn't say, shuttup

All he did was put his hand up
to the side of his face
and say in a quiet voice
that sounded as if
there was some kind of terrible pain
in the middle of his brain
"The noi-i-i-i-se!"
it was as if the palm of his hand
was trying to reach inside
his head to get some awful thing in there.

So, we would be going on a car tip.
Dad driving, Mum next to him.
Me and my brother in the back.
My brother says
"There's an imaginary line
down the middle of the back seat.
I'm this side.
You're that side.
You can't cross the line.
I'm this side of the line.
You're that side of the line.
So –"
"Yeah I get the point," I say,
"there's a line."
"...and you can't cross the line," he says.
So I say,

"Yeah, yeah, I get the point
I won't cross the line."
And I stick my hand over the line.
"Hey," he says, "you crossed the line."
"I didn't," I say, and I stick my hand
across the line again.
"YOU CROSSED THE LINE!" he says.
"I DIDN'T," I say, and I stick my hand
across the line again.
"MUM! HE CROSSED THE LINE!"
"I DIDN'T," I say.

And my dad's hand goes up
To the side of his face and:
"The noi-i-i-i-se!"

My brother used to imitate it.

If I was making a racket
my brother would walk round the house
saying
"The NOISE! The NOISE!"

So it's breakfast.
My dad couldn't stand any noise
At breakfast.
One sniff
and it was the GLARE.

He comes downstairs
sits down in the chair

and opens up the newspaper.

You can't see him.

He's disappeared.

One moment you've got a dad
and the next you've got a newspaper.

All you see is his hand.

It comes out from behind the newspaper
moves across the table all on its own
finds the cup of coffee
and disappears behind the newspaper.

He didn't even drop the newspaper
to see where the cup was.

He just knew where it was.

We used to stare at the hand
coming out, grabbing the cup
disappearing behind the paper.

Once, my brother moved the coffee cup.

The hand came out,
couldn't find the cup.

The newspaper came down,

"What's going on?" says my dad.

He grabs the cup

and disappears again behind the paper.

Once, I sat there and a little voice inside
me said,

"Hey, why don't you practise playing drums
on the side of the table?"

And I said, "No, that would be crazy.

Dad can't stand any noise at breakfast."

And the voice said,

"Yeah, but you know you want to.

Go on. Pick up knife and fork

and blam blam blam, away you go."

"No, no, no, I couldn't."

But I did.

Knife, fork, side of table and
blam blam blam!

The newspaper came down
and my dad's hand went up to the side of
his face,

he started to say, "The no-i-"

But my brother was in there quick
with

"THE NOISE!!!"

And my dad was left there with his
Hand in mid-air still trying to say

"The no-i-i-i-i-ise!"

Taken from

Michael Rosen's A to Z page 212

Learning Reminders Past Tense Verbs

Verb Tense

When we talk about doing or feeling something, verbs can tell us **when** it happened.

Then (past)

The children *played*.
Dad *pointed*.
Mum *danced*.
I *felt excited*.

Now (present)

The children *play*.
Dad *points*.
Mum *dances*.
I *feel excited*.



For most verbs we can ed to show that an action is in the **past** and **complete**.

push pushed
walk walked
gasp gasped
rush rushed
jump jumped

My sister *walked* mud into the kitchen.

Dad *gasped* when he saw the cat.

We all *rushed* in when we heard a crash.



If a verb ends in **e** we drop one **e** (otherwise it would sound different!)

stare stared
glare glared
argue argued
share shared

If a verb ends in **y** we usually change **y** to **i**.

cry cried
copy copied
carry carried
empty emptied

Who emptied the cereal box?



Play does not follow this rule.

Some verbs do not follow these rules to express **past tense**.

We call them **irregular verbs**.

We learn them through *hearing* them used.

We *are* in trouble.

We *were* in trouble.

They *slide* down the bannister.

They *slid* down the bannister.

We *throw* the ball.

We *threw* the ball.

You *see* Grandpa.

You *saw* Grandpa.



Example poem

Yesterday

My family was so annoying yesterday...

My brother banged on the table

My sister shouted when I was asleep

My dog chewed my trainers

My mum sang in the supermarket

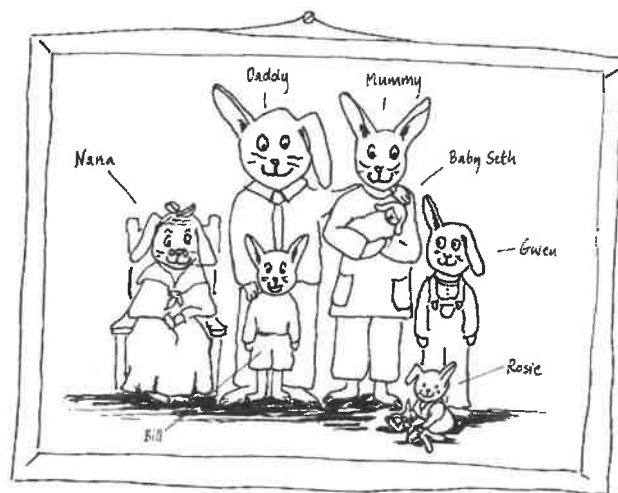
My dad sat on my cake

My grandma danced in the playground

My cat clawed my best jumper

And my grandpa wore a ridiculous hat

... But today I would not swap them for anything



Verbs Mat

allow
announce
annoy
arrive
attack

ban
bang
battle
boast
bolt
borrow
bruise
burn
buzz

cause
charge
chase
cheat
chew
close
complain
copy
cough
crack
crash
crush
cry

damage
dance
destroy
drag
drop
drum

embarrass
explode

fill
flood
force
frighten

glue
grab
groan



hammer
harass
hum

ignore
interrupt
itch

joke
jump

kick
knock

laugh
lick
lie
look

march
meddle
melt
moan
muddle

offend

paint
pat
pinch
point
poke
pop
pretend
prevent
pull
punch
puncture
push

refuse
remove
roll
ruin

scare
scatter
scrape
scratch
scream
scribble
sigh
smell
snatch
sneeze
sniff
snore

soak
spoil
spray
squeal
squeeze
stain
stamp
stare
start
step
stretch
switch

talk
tease
terrify
tickle
trap
trick
trip
tug
twist

unpack
use

wail
walk
whisper
whistle
wink
wrap
wreck
wiggle
yell
zoom



Irregular verbs

bend
break

drink
eat

feed
hang

make
ring

shake
sit

stick
tear

throw
write



Yesterday

Now write your own poem using your notes about what your family do that annoy you. Use the verb mat to help you, remember what you have learnt about changing verbs from present to past tense.

You can use this writing frame or start again using just the first and last lines as the beginning and end.

My family was so annoying yesterday...

My brother

My sister

My dog

My mum

My dad

My grandma

My cat

And my grandpa

... But today I would not swap them for anything

