



# Home Learning – Week commencing 11.05.2020

Year 3

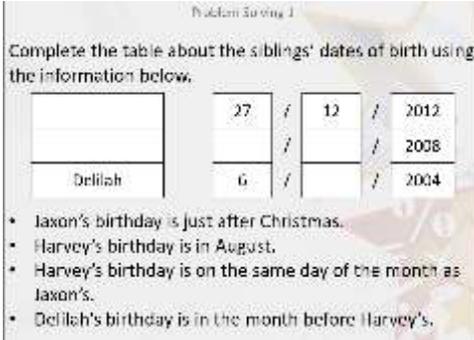
Dear Parents. Tapestry is now live: <https://tapestryjournal.com/> Please login and view the teachers' videos on the Memos tab and share any learning or activities on the Observations tab. We seek to provide daily, meaningful learning activities that parents can provide some level of support with. We hope children will be encouraged to maintain their learning through the activities below as much as possible. Please can all recorded work be completed in the blank exercise book that has been sent home, apart from where the task dictates otherwise. Please use this area of our website for useful information: <http://bathwickstmary.org/home-learning-resources-2/> Please feel free to adapt or change the activity for your child if appropriate. Thank you for your on-going support. Mr. Purkiss

*Dear Year 3,*

We are very excited that our new Topic for Term 5 is the Ancient Greeks as we both know how much you all love learning about the past. The Greeks is a very exciting period of history and has lots of things to learn and research. We will also be looking at the country of Greece itself so you may want to find out some maps or atlases if you have any at home or on-line. We hope you are all being good at home and are keeping safe indoors. We wish we could see you all in person. Keep smiling and keep shining in all you do.

*From Mrs Herron & Mrs Elliott*

	English	Maths	Topic									
Monday	<p><b>MYTHICAL BEASTS- information writing</b> Attached to the home learning page are the sheets you will need for this week's English. They are labelled Monday, Tuesday and Wednesday.</p> <p>Please complete Monday's learning, which is focused on <b>reading and vocabulary</b>.</p> <p><b>Challenge</b> – find as many different words that mean the same as these adjectives</p> <ul style="list-style-type: none"> <li>a) Big</li> <li>b) Small</li> <li>c) Friendly</li> <li>d) dangerous</li> </ul>	<p><b>TIME</b> Look at 2020 calendar attached to the home-learning. <b>Answer these questions.</b></p> <ul style="list-style-type: none"> <li>a) Which months have exactly 30 days? 31 days?</li> <li>b) Which month is the shortest? Why does February have 29 days this year?</li> <li>c) Find your birthday on the calendar. What day of the week is it on? What day will it be on next year?</li> <li>d) Which months have 5 Sundays in them this year?</li> <li>e) How many weeks are there between April 1<sup>st</sup> and July 1<sup>st</sup>?</li> <li>f) What does each bit in this date mean? 17/6/2020. Write it in words.</li> <li>g) Write some of your own questions using the calendar.</li> </ul> <p><b>Challenge-</b> find or research the rhyme that starts <b>30 days has September</b>. How does this help you with months of the year? Write it and try to memorise the rhyme.</p>	<p><b>Ancient Greeks</b> Read the information sheet on daily life in Ancient Greece.</p>  <p>This is a picture of some Ancient Greek children playing. What is the same and what is different compared to today? Draw a table like this the with all of the sections and add in information to compare. There is also an information sheet attached to help you.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 25%;">Life in Ancient Greece</td> <td style="width: 25%;">Life today</td> </tr> <tr> <td>clothes</td> <td></td> <td></td> </tr> <tr> <td>food</td> <td></td> <td></td> </tr> </table>		Life in Ancient Greece	Life today	clothes			food		
				Life in Ancient Greece	Life today							
clothes												
food												
Tuesday	<p><i>You will need your picture of your mythical beast that you drew in Art last week.</i></p>	<p><b>TIME</b> Try this problem - solving question based on calendars.</p>	<p><b>Ancient Greek ART</b></p>									

	<p>Look at Tuesday's learning sheets. They all have a <b>grammar</b> focus today. <b>Complete the adjective game and try the 2 challenges.</b></p> <p>Complete the sentences of 3. There are examples in each section to help you.</p>	<p><b>Challenge-</b> Make up your own problem-solving question in the same format. Make sure you give enough clues to be able to work out the answers.</p>  <p>Problem Solving 1 Complete the table about the siblings' dates of birth using the information below.</p> <table border="1" data-bbox="699 421 1125 526"> <tr> <td></td> <td>27</td> <td>/</td> <td>12</td> <td>/</td> <td>2012</td> </tr> <tr> <td></td> <td></td> <td>/</td> <td></td> <td>/</td> <td>2008</td> </tr> <tr> <td>Delilah</td> <td>6</td> <td>/</td> <td></td> <td>/</td> <td>2004</td> </tr> </table> <ul style="list-style-type: none"> <li>Jaxon's birthday is just after Christmas.</li> <li>Harvey's birthday is in August.</li> <li>Harvey's birthday is on the same day of the month as Jaxon's.</li> <li>Delilah's birthday is in the month before Harvey's.</li> </ul>		27	/	12	/	2012			/		/	2008	Delilah	6	/		/	2004	<p>Design a mythical world for your mythical beast. Where does it live? If it lives in a cave- draw what it looks like inside (Remember cheddar).</p> <p>If it has a nest – where is the nest?</p> <p>If it is on a mountain like the Greek Gods lived (Mount Olympus) what was it like?</p> <p>You could draw a map like my atlas of imagination.</p>
	27	/	12	/	2012																
		/		/	2008																
Delilah	6	/		/	2004																
<p><b>Wednes day</b></p>	<p>Look at Wednesday's learning below. The activities have a <b>grammar</b> focus today all linked to adverbs.</p> <p>You will need your mythical beast as inspiration again today.</p> <p>What does your mythical beast like to eat?</p> <p>Try the challenge as well if you can!</p>	<p><b>TIME</b></p> <p>This clock shows the time Mrs. Elliott arrives at the station to catch a train.</p>  <p>This is the train timetable.</p> <table border="1" data-bbox="671 1104 1050 1346"> <thead> <tr> <th></th> <th>Departs</th> </tr> </thead> <tbody> <tr> <td>Edinburgh</td> <td>9:00AM</td> </tr> <tr> <td>London</td> <td>10:15AM</td> </tr> <tr> <td>Cardiff</td> <td>8:40PM</td> </tr> <tr> <td>Dublin</td> <td>8:55PM</td> </tr> </tbody> </table> <p>What train could she be catching?</p> <p><b>Challenge-</b> You be the teacher! Make up an imaginary timetable and write your own questions. Check that you can work out the answers and ask a family member to answer them.</p>		Departs	Edinburgh	9:00AM	London	10:15AM	Cardiff	8:40PM	Dublin	8:55PM	<p><b>ICT – coding</b></p> <p>Go to this web page. <a href="https://code.org/minecraft">https://code.org/minecraft</a></p> <p>Try the coding challenge <b>Minecraft hero's journey.</b> Watch the video and then follow the instructions to complete the challenges. Good luck! You will need to think very carefully and have very good problem-solving skills!</p> <p>Be resilient and do not give up. If you do not get it try lots of different ways as there is often more than 1 way to solve the problems.</p>								
	Departs																				
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<p><b>Thursday</b></p>	<p><u>Spellings –</u></p> <p>RULE 6 on spelling frame website.</p> <p><b>Prefixes 3.</b></p> <p>Activity: Cut a piece of card or paper into 20 equal pieces. Copy out the words from the table below – one prefix or root word onto each piece of card. Shuffle the cards</p>	<p><u>Times tables-</u></p> <p>Practice times tables on times tables rock stars.</p> <p>Try learning your 9x tables again. Can you remember the trick we showed you using your fingers? What do numbers in the 9x table always add up to? What is the quickest speed you can go on times tables rockstars?</p>	<p><u>Modern Greece: Food</u></p> <p>Greek legend tells how the Greek Gods Athena and Poseidon both wanted to be guardian over the city of Athens. To decide the matter, whoever gave the city the best gift would become guardian. Athena's gift of an olive tree was thought to be more valuable than Poseidon's gift of water. Olives and</p>																		

and place upside down on the table. Take turns with a partner to turn over 2 cards. You can keep the pair if they make a word. You get a bonus point if you can explain what the word means! The winner collects the most words.

re	spell
un	do
mis	behave
re	sub
turn	marine
re	dis
fresh	appear
sub	merge
place	re
happy	un

Challenge:  
Make up your own version of the game using all of the prefixes we have learnt so far (un, dis, un, re, anti, super, auto etc.)

olive oil remain a key part of Greek food and cooking.

I wonder if you have tried any traditionally Greek foods? Take a look at the Greek cafe menu below. What would you choose to eat? How much would your meal cost you? Do you recognise some of the foods? Have you tried them before? Can you find out what the dishes that you don't recognise contain?

Use the links below to find a recipe for a Greek Salad. Make a shopping list of the ingredients you would need. If you and your parents are feeling more adventurous you could plan a Greek feast to shop for and cook this week! Take a look through some of the traditional Greek recipes here or find your own:

<https://www.bbcgoodfood.com/search/recipes?query=greek>

<https://www.bbcgoodfood.com/howto/guide/top-10-dishes-try-greece>

**Friday**

Cyclops Comprehension.

Please see below for the Cyclops play script and questions to answer.

Extensions:

- Cast some members of your family and perform the scene together!
- Illustrate the scene, including the cyclops and its cave.
- Write your own play script for a scene containing your

Maths: Horizontal, vertical, parallel and perpendicular lines.

Watch this video:

<https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zp327hv>

Go on a line hunt around your house. Can you identify horizontal, vertical, parallel and perpendicular lines around you?

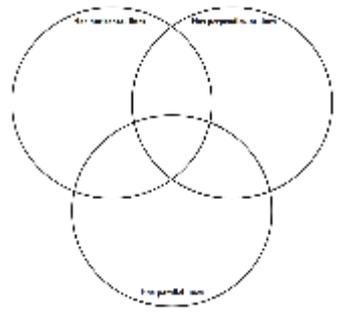
In your book, draw a Venn diagram like this:

RE: Pentecost

Last term we learned how Christians believe that Jesus died and was raised to life to bring in a new 'Kingdom of God' where God rules in people's lives.

What do you think...? You might like to chat through your ideas with a grown up.  
Is the Kingdom of God a place?  
Who would be its leader?  
Who is part of the Kingdom of God?  
How can someone become part of it?

mythical beast from last week. Look carefully at how to layout a play script and how it is punctuated.



Label the three circles:

- Has horizontal lines
- Has vertical lines
- Has parallel lines

Complete the Venn diagram using capital letters of the alphabet

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Or

**Challenge:**

Label the three circles:

- Has horizontal lines
- Has parallel lines
- Has perpendicular lines

Continuing with our big story of the Bible, once Jesus had gone back to heaven the disciples were left on Earth and wanted to teach everyone about God's rules — but how? They were left without their friend Jesus, and after everything that had happened they must have been feeling pretty anxious, alone and confused. However, Jesus had promised them that he would send them a 'helper' so they could continue to grow the Kingdom of God...

Watch this video to find out what happened next:

<https://request.org.uk/rest-art/2017/07/12/pentecost-2/>

Alternatively, you can read the story in Acts 2 in a Bible, or see a simplified picture story here:

<https://www.twinkl.co.uk/resource/t-re-221-pentecost-story>

Look at the examples of artwork based on the day of Pentecost at the bottom of this document. Can you see the holy spirit represented? Can you see evidence of the wind, fire, or different languages being spoken?

**Create your own piece of Pentecost art to summarise this part of the story.**

Answer these questions in your book:

Who was the helper Jesus sent?

Why would speaking lots of languages been helpful for the disciples to grow the Kingdom of God?

List five big emotions you think the disciples would have felt on this day.

**Daily activities and practice:**

**Daily reading:**  
- Read for 20 minutes daily.  
- When you have finished write some questions about the book- answer them as well.  
- Complete a book review. Would you recommend the book to someone? Why? Who was your favourite character? What was your favourite part and why?

**Daily spelling / phonics practice:**  
<https://spellingframe.co.uk>  
- Look at the website  
- You can do them on the computer or write them in your book to practice.

**Daily Times tables / mental maths:**  
Practice 2, 5,10, 3,4, 8, 9, 11 times tables using any of the sites below.  
Aim for 20 minutes a day.  
Year 3-6:  
<https://play.trockstars.com/auth/school/student/32670>  
Year 1-2:  
<https://www.topmarks.co.uk/maths-games/hit-the-button>  
**extra times tables activities**  
<https://timestables.co.uk/>

What can you do to be active and get **fresh air and exercise**?  
Daily at 11.30  
Oti Mabuse is doing live dance sessions. Try these for a change!  
[https://www.youtube.com/channel/UC58aowNEXHHnflR\\_5YtP4g](https://www.youtube.com/channel/UC58aowNEXHHnflR_5YtP4g)

**Weekly Extension Project / Challenge Activity**

**Don't forget the 'Share a million stories readathon'!**

**Project** – This year the Olympic Games were supposed to be held in Japan. You can look at the Olympic website here- there are loads of links to facts and features of the Olympic games. <https://www.olympic.org/the-ioc>  
The Modern Olympic games originate from the Ancient Greek times and were first held in 776BC. Over the next 6 weeks your project is going to be to create something linked to the Olympic games. You are going to design your very own HOME OLYMPICS!

**Week 1- Design a poster for your home Olympics. Think about using the Olympic and Paralympic values in your designs—Olympic values – Friendship, Respect and Excellence – along with the four Paralympic values – Determination, Inspiration, Courage and Equality. You can use the Olympic rings in your Poster design if you wish.**

**Week 2 – Design a Mascot and a flag for your home/family for the Olympics. What is special to you that you want to include in your own personal mascot and flag? Draw them both in your book. Give your mascot a name. Explain what you have included in your flag design.**

**Week 3 – Investigate some of the sports that appear in the Olympics. Think of 3 'home sports' that could become part of your home Olympics that are linked to the Olympic sports. E.g. Running around your garden in the quickest time (100metres running), throwing socks into a washing basket (boccia), target practice with a stick and a hoop (archery). Make them as funny or silly as you like – Play them to make sure they work and have a competition with members of your family.**

**Week 4- Design and make some special home Olympic medals to present to winners of your home Olympics-bronze, silver and gold. Incorporate features of your home or family to show that it is the 'home Olympics'.**

**Week 5 – Design and make an Olympic board game that could feature some of your home Olympic sports. Think about how you will play and the equipment and instructions you need.**

**Week 6- Play your home Olympics game. Before you play- have an opening ceremony (you could use your flag and your mascot); during play give out your medals for each place. After you finish have a closing ceremony. Have fun and remember the Olympic values!**

# The Truth about Trolls

Adapted from talk for writing unit for Year 3.



## MONDAY - reading and vocabulary



There are many stories that have trolls in them. Trolls, like dragons, giants and unicorns, have been talked and written about for hundreds of years. One very well-known story, I am sure you will know, is about a very angry troll that tried to stop goats going over a bridge to feed on the rich, green grass.

But is this what all trolls are really like?

The information that follows has been written by Professor Folklore, an expert on Trolls from the University of Myth and Legend.

He provides some basic information on these strange, often misunderstood mythical creatures in his information report.

## The Truth about Trolls

Many people believe trolls are angry, **mean** beasts that **terrify** goats and people. However, this is not true. Here is the truth about trolls.

### What do trolls look like?

Like the **ogre**, trolls are huge. They look **fierce** and ugly but to another troll they are kind and beautiful. The adult troll has small, beady eyes, a **bulbous, warty** nose and sharp, yellow teeth. Most trolls have long, curly horns on their heads similar to a goat. Interestingly, a few trolls do not have any horns at all. No one knows why.



### Where do trolls live?

Trolls are usually found in very cold countries like Iceland. They make their homes in caves near volcanoes which provide both warmth and **shelter**. They live **peacefully** in small family groups, hidden away from people. One troll, who was very grumpy, lived alone under a wooden bridge. Because he **bullied** the local goats, he gave all trolls a very bad name.



Photo by Michael Behrens on Unsplash

### What do trolls eat?

Trolls enjoy eating all types of seafood. Trolls fish in total darkness so that they are not seen by anyone. They mostly eat their food **raw**. Sometimes, when the volcanoes have erupted, they cook their food on the

hot rocks. In addition, they **gather** large mushrooms and dig up juicy roots that grow in the forest. Surprisingly, goats are not on the menu!

### Did you know?

Amazingly, trolls like to have fun. They love singing and dancing. When they sing, it sounds like a rumble of thunder. When they dance, it feels like an earthquake. Sadly, because of the troll that upset the goats, all trolls now hide away from view.

They can still be seen, though, if you look really hard and believe. The rocks here are actually just sleeping trolls!



Professor Folklore  
'Friend of the Troll'

© Dean Thompson 2020

## What do the words mean?

- ★ Read the information on trolls again. All of the words below are in bold. See if you can work out what they mean and jot down your ideas here.
- ★ If you are stuck, there is a list of similar words below to help you. If you are still stuck, you could ask someone else in your home to tell you, use a dictionary or the internet.

Target Word	Definition that fits with the information text
mean	
terrify	
ogre	
fierce	
bulbous	
warty	
shelter	
peacefully	
bullied	
raw	
gather	

### Similar Words Help Box

scare uncooked collect quietly (not at war) nasty home

big and swollen lumpy angry giant frightened



## TUESDAY - Grammar Games

★ Let's investigate some of the words and phrases that help you to write interesting information texts.

### Part 1- The Adjective Game:

**Adjectives** are used describe a noun. For example:

The **tired, old** man wandered over the **busy** road.

To make information writing interesting for the reader you can add adjectives to describe different nouns. In 'The Truth about Trolls', the writer, Professor Folklore, has decided to describe the eyes, nose and teeth of the trolls using two adjectives.

These have been separated using a **comma** as this is a list. Describe the eyes, nose and teeth of your mythical beast in the same way in your book.

**small, beady** eyes      \_\_\_\_\_ , \_\_\_\_\_ eyes

**bulbous, warty** nose      \_\_\_\_\_ , \_\_\_\_\_ nose

**sharp, yellow** teeth      \_\_\_\_\_ , \_\_\_\_\_ teeth

#### **Writing Tip – "Has every word earned its place?"**

Make sure both adjectives you have used to describe your mythical beast are telling the reader something different. For example, **large, big** nose doesn't work because **large** and **big** are really saying the same thing.

*e.g. My Mythical creature has:*

\_\_\_\_\_ , \_\_\_\_\_ *feet*

\_\_\_\_\_ , \_\_\_\_\_ *hair*

\_\_\_\_\_ , \_\_\_\_\_ *ears*

\_\_\_\_\_ , \_\_\_\_\_ *legs*

**Challenge:** Choose some other parts of your creature to describe using two adjectives. Could you use two adjectives that start with the same sound – this repetition is called alliteration? E.g., **b**right, **b**ulbous eyes      **h**uge, **h**airy ears

## Part 2- Sentence of 3 game

You can see that 3 features have been used to help describe the troll:

The troll has beady eyes, a bulbous nose and yellow teeth.

Now use your nouns and adjectives from above to write new sentences of three to describe your mythical creature.

My \_\_\_\_\_ has \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_ .

You need a **comma** after the first of the three things. Then use **and** after the second of the three things you are describing.

*Write a paragraph in your book to describe your mythical beast using some of the techniques you have practised.*

- a) ADJECTIVES
- b) SENTENCE OF 3
- c) ALLITERATION

## WEDNESDAY- grammar focus

★ Adverbs are 'roving' words because they can move around sentences, describing action or whole clauses. They tell you more about the how, where, when and why of everything. Let's see some of the things that they can do.

### Part 1- Add-On Adverbs Game

Information texts have lots of 'facts' about a topic. It is helpful to have words that 'add on' facts for the reader and not just use and ... and ... and ...

For example, in the 'Truth about Trolls', '**In addition**' has been used as a sentence starter to 'add on' other things that trolls like to eat:

**In addition**, they gather large mushrooms and dig up juicy roots that grow in the forest.

You need to use a **comma** after **In addition** when it is at the start of the sentence.

Read the sentence above again out loud and change **In addition** to **Additionally**, **Also** or **Furthermore**. These are other adverbs that help you add on information.

What else do you think your mythical creature might like to eat?

**Challenge:** Now write about a range of food that your mythical creature likes to eat. Remember, you can be creative and make things up as you are now the expert on your mythical beast! Use a range of sentences and try adding some fronted adverbials at the start of sentences.

*e.g.*

*In addition,* they enjoy eating large mushrooms and juicy roots.

*Also,* they enjoy eating poisonous mushrooms and rotting roots.

In addition,

Also,

Additionally,

Furthermore,

*Remember to use a capital letter to start, a comma after the fronted adverbial and a full stop at the end of your sentence.*

## Part 2- Fronted Adverbials

Adverbs can also be used at the start of a sentence to make the information engage the reader. In 'The Truth about Trolls', Professor Folklore has used *Interestingly*, *Surprisingly* and *Amazingly* to start some of his sentences:

*Interestingly,* a few trolls do not have any horns at all.

*Surprisingly,* goats are not on the menu!

*Amazingly,* trolls like to have lots of fun.

Try and think of something interesting, something surprising and something amazing about your mythical creature and use adverbs based on these emotions to introduce this information when you write your own engaging sentences.

*Remember to use a **comma** after the adverb at the start of the sentence.*

*Interestingly, ...*

*Surprisingly, ...*

*Amazingly, ...*

**Challenge-** What other adverbs can you think of that could start a sentence and engage a reader. Try changing them into your sentences above. Are they better or worse?

### CLOTHES

GREECE IS A HOT COUNTRY SO PEOPLE WORE LIGHT CLOTHES. MEN WORE TUNICS MADE FROM WOOL OR LINEN CALLED CHITONS. THESE WERE BIG SQUARES OF CLOTH THAT WERE WRAPPED AROUND THE BODY AND WENT DOWN TO THE KNEE. THE WOMEN ALSO WORE TUNICS FASTENED TOGETHER WITH PINS BUT THEIR TUNICS WENT DOWN TO THEIR ANKLES.



### SCHOOL

ONLY BOYS WENT TO SCHOOL IN ANCIENT GREECE AND SCHOOL WAS NOT FREE SO ONLY RICH PARENTS COULD AFFORD TO SEND THEIR CHILDREN TO SCHOOL. MOST SCHOOLS WERE SMALL AND HAD ONE TEACHER AND AROUND 20 STUDENTS.



### MEN AND WOMEN

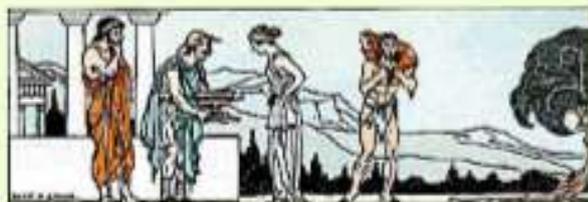
THERE WAS A BIG DIFFERENCE BETWEEN BEING A MAN AND A WOMAN IN ANCIENT GREECE. ONLY MEN COULD BECOME FULL CITIZENS AND VOTE IN THE ASSEMBLY. WOMEN WERE EXPECTED TO TAKE CARE OF THE DOMESTIC CHORES LIKE COOKING AND CLEANING AND RAISING THE CHILDREN.

### LEISURE

ANCIENT GREEKS HAD LOTS OF WAYS OF ENTERTAINING THEMSELVES. MOST CITY STATES HAD GYMNASIUMS WHERE MEN WOULD PREPARE FOR BATTLE AND TRAIN TO BECOME FIT. THEATRES WERE ALSO POPULAR. THEY WERE USED AS PART OF RELIGIOUS FESTIVALS WHERE PEOPLE WOULD SING AND DANCE. LATER ON, ACTORS PUT ON PLAYS. THE ANCIENT GREEKS FOUNDED THE COMEDY AND TRAGEDY GENRES AND MANY GREEK PLAYS ARE STILL PERFORMED TODAY.

### HOMES

HOMES WERE MADE TO KEEP PEOPLE COOL IN THE LONG, HOT SUMMER. THEY WERE PAINTED WHITE TO REFLECT THE LIGHT AND HAD TILES ON THE FLOOR TO KEEP THEM COOL. MEN AND WOMEN GENERALLY LIVED IN DIFFERENT PARTS OF THE HOUSE.



### FOOD

ANCIENT GREEKS HAD A VERY HEALTHY DIET. THEY ATE LOTS OF GRAINS AND FRESH FRUIT AND VEGETABLES. THEY ALSO HAD A LOT OF SEA FOOD LIKE FISH AND SQUID. THEY GREW OLIVES, DATES, AND FIGS, AND GREW GRAPES TO MAKE WINE. THEY DIDN'T EAT A LOT OF MEAT BUT THEY KEPT ANIMALS SUCH AS GOATS TO MAKE MILK AND CHEESE.

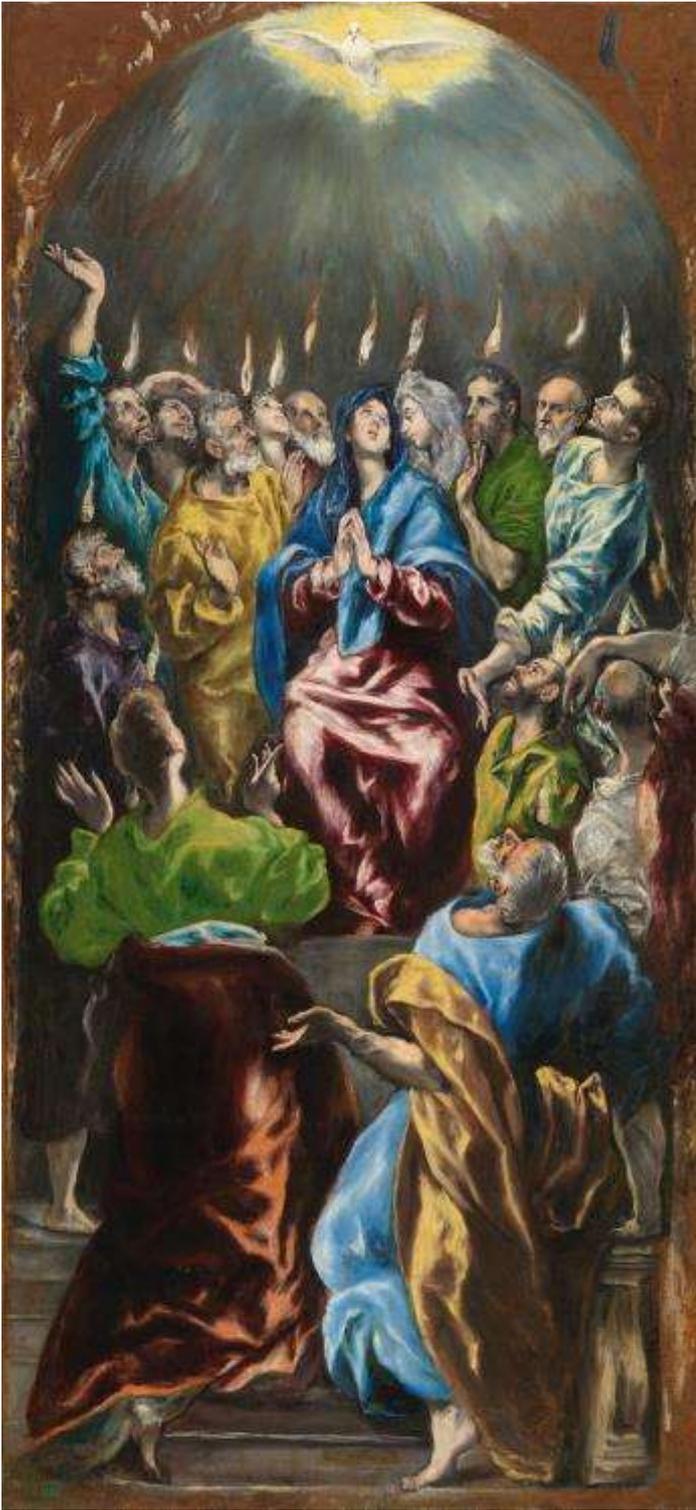
# 2020 Calendar



January 2020							April 2020							July 2020							October 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
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26	27	28	29	30	31		26	27	28	29	30			26	27	28	29	30	31		25	26	27	28	29	30	31
February 2020							May 2020							August 2020							November 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
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9	10	11	12	13	14	15	10	11	12	13	14	15	16	9	10	11	12	13	14	15	15	16	17	18	19	20	21
16	17	18	19	20	21	22	17	18	19	20	21	22	23	16	17	18	19	20	21	22	22	23	24	25	26	27	28
23	24	25	26	27	28	29	24	25	26	27	28	29	30	23	24	25	26	27	28	29	29	30					
							31							30	31												
March 2020							June 2020							September 2020							December 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7		1	2	3	4	5	6			1	2	3	4	5			1	2	3	4	5
8	9	10	11	12	13	14	7	8	9	10	11	12	13	6	7	8	9	10	11	12	6	7	8	9	10	11	12
15	16	17	18	19	20	21	14	15	16	17	18	19	20	13	14	15	16	17	18	19	13	14	15	16	17	18	19
22	23	24	25	26	27	28	21	22	23	24	25	26	27	20	21	22	23	24	25	26	20	21	22	23	24	25	26
29	30	31					28	29	30					27	28	29	30				27	28	29	30	31		



Pentecost Art



# Greek Restaurant

## Starters



Olives

£1.00



Hummus with pitta

£1.50



Tzatsiki with pitta

£1.50

## Mains



Stuffed vine leaves

£3.00



Greek salad

£2.70



Souvlaki

£3.40



Moussaka

£4.00

## Desserts



Baklava

£2.00



Greek yoghurt and fruit

£1.60

# One-eyed monster



As Odysseus and his men are sailing from Ithaca, their ship runs aground on an island. When they explore the island, they find that it is inhabited by the one-eyed monster, Cyclops. The scene below takes place in Cyclops's cave, where the men have found something to eat.

**Cyclops:** *(in a clumsy attempt at cunning)*  
So, er, where did Ithaca men land their ship?

**Polites:** *(whispering)*  
Don't tell him. He'll find it and crush it.

**Eurylochys:** Odysseus, throw him off the scent.

**Odysseus:** Our ship was wrecked.  
We entered the bay.  
We swam for our lives.  
Myself and the men that you see are all that's left.

*Cyclops mumbles and muses to himself, then giggles, then mumbles and giggles some more.*

**Cyclops:** Cyclops lonely. Cyclops on his own.

**Elpenos:** Aw, look at him, he's just a big kid.

**Eurybates:** He's grinning. You're right. He's a big soft lump really.

*Cyclops giggles and laughs. The men begin to laugh.*

**Antiphus:** He likes us. He thinks we are his friends – big dumb animal. Come on, let's help ourselves to this fodder.

**Odysseus:** Wait a second, let me talk to him some more.

**Antiphus:** It's fine. Hey, one-eye, how about me and you get our teeth stuck into that slab of cheese over there? I'll have the first bite . . .

*Cyclops grabs the man and devours him. The other men scream and shout as Antiphus is crushed and eaten. Cyclops slabbers and drools and burps as he gobbles his victim, crunching his bones between his teeth.*

**Odysseus:** Everyone, get right back into the crag where he can't reach us.

**Polites:** He's closing the door – we're trapped.

From *Homer's Odyssey*  
Simon Armitage

## Part 1

- 1 Complete this sentence.

When a ship has drifted into water too shallow for sailing, it has 'run \_\_\_\_\_'.

- 2 What does 'throw him off the scent' mean? (ring one)

don't let him sniff you      do something to mislead him  
throw him to the ground

- 3 Why don't Odysseus's men want to tell Cyclops where their ship is?

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- 4 What do the men think about Cyclops when he starts mumbling and grinning to himself?

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- 5 In this playscript, some sentences are written in *italics*. What is the purpose of these words?

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## Part 2

- 6 What does Antiphus mean when he says, 'let's help ourselves to this fodder'?

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- 7 Why doesn't Antiphus listen to Odysseus when he tells him to wait? Give **two** reasons.

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- 8 What name does Antiphus call Cyclops? \_\_\_\_\_

- 9 How do we know that Odysseus was right not to trust Cyclops?

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