



W.C. 13th July 2020

English

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Use these worksheets to work from and not on. All you need is a piece of paper, pen or pencil and maybe a ruler.

After watching the videos and having a go at the practise activities, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy.



Spellings

As this is the final week of Year 5, I would like you to have a go at revising our Year Common Exception Words. See how far you have come this year ☺ To revise these words break them down in to chunks of 12 spellings each day. Then, ask a member of your family to test you on Friday.

1.achieve	11.amateur	21.ancient	31.apparent	41.available	51.average
2.awkward	12.bargain	22.bruise	32.category	42.cemetery	52.competition
3.conscience	13.conscious	23.convenience	33.desperate	43.determined	53.develop
4.dictionary	14.disastrous	24.environment	34.equipped	44.equipment	54.especially
5.excellent	15.explanation	25.familiar	35.foreign	45.forty	55.frequently
6.government	16.hindrance	26.interfere	36.interrupt	46.language	56.marvellous
7.mischievous	17.muscle	27.necessary	37.neighbour	47.nuisance	57.opportunity
8.physical	18.privilege	28.profession	38.pronunciation	48.recognise	58.relevant
9.restaurant	19.rhyme	29.rhythm	39.shoulder	49.signature	59.sincere
10.sincerely	20.soldier	30.sufficient	40.temperature	50.variety	60.vegetable

Monday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Reading and using a text

REVISION from last week → <https://www.bbc.co.uk/bitesize/articles/zs7tjsg> → Watch the video clips to understand why we need to comprehend a text.

When you read a text and show you understand it by answering questions, this is called **comprehension**.

You use **comprehension** skills all the time in everyday life. For example, when you work out what a sign means, watch a film or listen to a podcast.

You often need to link together facts and clues to properly **comprehend** (understand) what's happening in a text.

In this final week, we are focusing on Myths and legends!

Myths & Legends



What are Myths?

Myths are usually stories with a deep, symbolic meaning. Certain myths have survived for thousands of years and they are often used to explain how the world began or how a certain culture was started.

Key Words

mortal underworld
immortal beginning of time
heroine nymphs
creatures hero

Settings

heavens
Earth
underworld
ancient cities



What are Legends?

Legends are stories that can be part-truth. The stories usually involve a hero fighting monsters and being helped by magical creatures. They often involve the beliefs of the culture they are spawned from.

Key Words

heaven demon
old world deity
angel dragon
gods kingdom

Settings

kingdom
a land far, far away
clouds
hell



Complete the Practise Tasks on Bitesize and then have a go at your chosen activity.

The Story of Theseus and the Minotaur



King Minos was the king of Crete. He was angry and enjoyed attacking the city of Athens when they weren't expecting it. King Aegeus, who was the king of Athens, wanted to stop the attacks so he struck a deal with Minos. In return for peace, Aegeus would send over seven girls and seven boys to be offered to King Minos's terrifying beast – the Minotaur.

Theseus was fed up. Minos had been telling Athens what to do for nine years now and, tomorrow, 14 more children would be shipped off to meet the Minotaur. He went over the plan in his head and knocked on the door of his father's study.

Before Aegeus could even stand up to meet his son, Theseus had started talking. "This deal with Minos has gone on for too long. Families are terrified that their children will be picked next. We should be protecting our people – not feeding them to the Minotaur! Tomorrow, when the boat comes, I am going to take the place of one of the boys. Then, I will defeat the Minotaur and we can live in peace."

Aegeus was shocked. He knew that his son was strong and brave but the Minotaur was huge and fierce. In fact, it was so fierce that it had to be locked inside a complex maze. Aegeus begged Theseus to find another way but he had already made up his mind. Eventually, Aegeus had to agree.



"I will not be happy until I know that you are safe," he told Theseus. "The moment that I can see your ship, I want to know that you have won. If you have defeated the beast, replace your ship's black sails with white ones. Then, I will know that you are coming home safely." Theseus nodded and promised his father that his sails would be white.

Later that day, Theseus climbed into the ship alongside 13 shivering children. When the boat arrived in Crete, they were met by Minos and his daughter, Ariadne. As Minos led the children to the palace, Ariadne pulled Theseus to one side. She explained that she wanted to escape from her father and his unfair laws. As a result, she told Theseus that she would help him if he promised to take her away from Crete.

Agreeing to help, Theseus and Ariadne went to see Daedalus. He had invented the labyrinth that the Minotaur was being kept in. Wanting to be a hero, Daedalus agreed to help. Later that night, the three met at the entrance to the labyrinth.

Holding out a ball of string, Daedalus explained his plan. "This labyrinth has been designed to be so complicated that I can't even escape it. However, if you unravel this string behind you, you will be able to use it to find the entrance again. Ariadne and I will stay here to make sure that nobody else comes in. Good luck."

With that, the doors to the labyrinth closed and Theseus set off to find the Minotaur. Leaving the string behind him, he searched through the narrow passages until, at last, he was face to face with the beast. The Minotaur was stronger but Theseus was quicker and smarter. After a long battle, Theseus emerged victorious. The Minotaur had been defeated.

Theseus immediately made his way to the ship with Ariadne. He had done it! No more children would ever have to meet the Minotaur. Feeling tired but happy, Theseus hoisted the black sails of his ship and headed for home, forgetting all about the promise that he had made to his father.



1. Each year, how many girls were offered to the Minotaur? Tick one.

- ☐ three
- ☐ seven
- ☐ five
- ☐ one

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

- ☐ Theseus and Ariadne asked Daedalus for help.
- ☐ Theseus defeated the Minotaur.
- ☐ Theseus and the children set sail for Crete.
- ☐ Aegeus begged Theseus not to go.

3. Look at the paragraph beginning **Before Aegeus could even...**
Find and copy one word which means the same as **beat**.

4. Who gave Theseus the ball of string?

5. Add in the missing words to complete the sentence.

On the way back from Crete, Theseus forgot to change his _____-coloured sails to _____-coloured sails.

6. Imagine that you are Theseus about to fight the Minotaur.
Describe how you feel.

7. What do you think happened when Theseus arrived home? Explain your answer.

8. Describe King Minos's character using the text to help you.

The Story of Theseus and the Minotaur

King Minos of Crete, who believed that Athens was responsible for the loss of his son, would periodically attack the city. Wanting to prevent the attacks, the King of Athens, Aegeus, struck a deal with King Minos. Each year, he would send over seven Athenian boys and seven Athenian girls as an offering to King Minos's bloodthirsty beast – the Minotaur. In return, Minos would leave Athens alone.



Hands shaking, Theseus walked towards the door and went over the speech in his head. The days of Minos telling Athens what to do had gone on for long enough; it was time to take a stand. Hesitantly, he knocked. Aegeus called him inside and looked up proudly at the tall, muscular warrior his son had become.

Before Aegeus could greet him, Theseus began his speech. "This pact with Minos has gone on for long enough. Families are terrified that their children will be picked next. It's no way to live! We should be protecting our people – not offering them to a beast! Tomorrow, when the boat comes, I am going to take the place of one of the boys. Then, I will slay the Minotaur and put an end to this nightmare."



Aegeus was shocked. He knew that his son was strong but the Minotaur was so fierce that it had to be guarded deep within a complex maze. Aegeus pleaded with Theseus to find another way but he had already made up his mind. Eventually, Aegeus had to admit defeat.

"I will not rest until I know that you are safe," he told Theseus. "The moment that your ship crosses the horizon, I want to know that you have won. If you are successful, replace your ship's black sails with white ones. Then, I will know that you are coming home safely. I shall watch the sea from now until the moment I see those sails heading home." Theseus nodded and promised that his sails would be white.

Later that day, Theseus climbed into the ship alongside 13 panic-stricken children. The journey to Crete was smooth and, before long, they had arrived. When the boat pulled up to the shore, they were greeted by Minos and his

daughter, Ariadne. As Minos led the children to the palace to be prepared for the Minotaur, Ariadne pulled Theseus to one side. Desperate to escape from her father's anger, she told Theseus that she would help him if he promised to take her away from Crete.

Agreeing to help, Theseus and Ariadne approached Daedalus - the inventor of the labyrinth that the Minotaur was being kept in. Seeking a chance to be a hero, Daedalus agreed to help. Later that night, the three met at the entrance to the labyrinth.

Revealing a ball of string, Daedalus explained his plan. "This labyrinth has been designed to be so complicated that I can't even escape it. However, if you trail this string behind you, you will be able to use it to retrace your steps. Ariadne and I will stay here to secure it and ensure that nobody else enters. Good luck."



With that, the doors to the labyrinth closed and Theseus set off to find the Minotaur. Trailing the string behind him, he searched through the narrow, dim passages until, at last, he was face to face with the beast. The Minotaur was stronger but Theseus was quicker and smarter. After a mighty battle, Theseus emerged victorious: the Minotaur had been defeated.

Theseus immediately made his way to the shore with Ariadne. He had done it! No more children would ever have to meet the Minotaur. At last, Athens had been freed from Minos's deal. Feeling tired but content, Theseus hoisted the black sails of his ship and headed for home, forgetting all about the promise that he had made to his father.

1. Which word best describes Theseus's journey to Crete? Tick one.

- ☐ rough
- ☐ gentle
- ☐ unsettled
- ☐ rocky

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

- ☐ Minos began attacking the city of Athens.
- ☐ Theseus promised to take Ariadne away from Crete.
- ☐ Theseus set sail for Athens.
- ☐ Aegeus struck a deal with Minos.

3. Look at the paragraph beginning **Aegeus was shocked**.

Find and copy one word or phrase which shows that Aegeus had given up.

4. Why did Ariadne help Theseus?

5. Name one way in which Theseus was better than the Minotaur.

6. Summarise Theseus's plan using 20 words or fewer.

7. Compare the characters of Theseus and Aegeus.
How are the two different?

8. **...forgetting all about the promise that he had made to his father.**
Why do you think that the author has chosen to end the story like this? Explain your answer.

9. Do you think that Theseus was right to go and slay the Minotaur? Explain your answer fully.

Answers - on "Year 5 English answers document".

Tuesday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Investigating legends

Legends are stories that are handed down through generations.

They are partly true. Robin Hood features real people from history.

Unlike myths, legends don't have magic or monsters, because they're based on reality.

Watch the videos on bitesize and then complete the Practise Tasks.

In today's work we are going to look at the legend of Robin Hood!

Watch the video clip → <https://www.bbc.co.uk/bitesize/topics/zx339j6/articles/zcxmb82>

First, let's read the background of the legend of Robin Hood

Who Was Robin Hood?



There are lots of stories about Robin Hood that have been passed down through the generations. He is thought to have lived in Sherwood Forest in medieval times.

The stories state that Robin Hood was an outlaw. An outlaw was someone who had broken the law. It is said that he lived in the forest with other outlaws, who were known as his merry men.



The sheriff of Nottingham was in charge of looking after Nottingham for the King of England, King Richard I, while he was away fighting in another country. The sheriff was thought to be an unkind and greedy man. He made people pay taxes, which he said he would spend on looking after Nottingham and making it a nice place to live. However, the sheriff increased the taxes more and more, making it impossible for some people to afford them. When they couldn't pay he made them homeless.



Robin and his merry men did not think this was fair at all and many stories say that they robbed money and treasures from the rich people and gave them to the poor people who had nothing. This is why Robin Hood was known as an outlaw.

Who Were Robin Hood's Merry Men?

Many of Robin Hood's merry men are mentioned throughout the stories. They were his friends and companions. It is not known exactly how many merry men are included in all of the stories, but here are a few of them:



Friar Tuck

A kind hearted priest, he would give the money that Robin took to the poor people.



Little John

He is said to be Robin's second-in-command of the merry men. Although his name is 'Little John' he is often described as being very tall and large in the stories.



Maid Marion

Maid Marion was Robin Hood's true love. According to stories they were married in St. Mary's church in Edwinstowe and remained together for the rest of their lives. She was also Richard I's cousin.

Where Did Robin Hood Live?

In some tales it is thought Robin used the Major Oak tree (pictured below), which can be found in Sherwood Forest Country Park, as a hideout.



*Finally, read the one of the short stories around the legend of Robin Hood and answer the **Vocabulary questions***

Mild, Medium and Spicy

Robin Hood and Little John

They had passed the graveyard on the edge of the village by the light of a full moon, and the hoot of an owl signalled their passage. They spent the next few hours **trudging** through the gloom of the forest on their way back to Nottingham. Mist hung about the ground at knee height, giving the forest an **ethereal** feel. Robin's friend, Will, turned to him and confessed quietly he was not happy about the uncomfortable silence, which **enveloped** the woods. Usually, even at such an early hour, the woods were filled with noises, but tonight all was deathly silent.



They reached the river crossing just after dawn had broken and found a sun-dappled space to sit, eat and rest a while before crossing the water into the part of the forest inhabited by **outlaws**. Robin stood and stretched before retrieving his pack, his quiver and his bow. "Come on!" he said to Will, who lay napping on the heather and he nudged him with the toe of his boot. "How much longer is it?" said Will screwing up his face and shielding his eyes from the low hanging sun, "we've been walking all night!"

"Not much further," said Robin, "but keep your wits about you now...you never know who is lurking in the woods on the Wester' side."



Vocabulary Focus

1. Use a dictionary to find the word 'ethereal'. Can you write a definition for it in your own words?
2. What do you think the word 'enveloped' means?
3. Which word in the text tells you that outlaws lived in the forest?
4. Outlaw is a compound word made of two smaller words. What do you think it means?
5. What does the word trudging tell us about the way the two of them move through the forest?
6. Which word in the second paragraph means someone is 'lying in wait'?

Extension → Write another paragraph to extend the legend above.

Answers- Can be found on the answers document. Also please send in any extension paragraphs!

Wednesday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Analysing legends

What are Legends?

Legends are stories that can be part-truth. The stories usually involve a hero fighting monsters and being helped by magical creatures. They often involve the beliefs of the culture they are spawned from.

Key Words		Settings
heaven	demon	kingdom
old world	deity	a land far, far away
angel	dragon	clouds
gods	kingdom	hell

Complete the Practise Tasks on Bitesize then have a go at completing your chosen activity.

Today, we are going to unpick two different legends...

In addition to **Robin Hood**, from yesterday's work we are going to look at the legend of King Arthur.

First, let's have a look at the background to **King Arthur**.

The Legend of King Arthur

Many hundreds of years ago, King Uther of the Britons had a son called Arthur. Because of the many wars with the Saxons, Uther gave his son to Merlin so that he could be raised in safety.

When King Uther died, nobody knew that he had a son. Therefore, there was much arguing about who should be the next High King of the Britons.

At this time, a mysterious stone appeared in London. A sword was sticking out of the stone with a message on it. The message said that whoever pulled the sword out of the stone was the rightful High King of the Britons. No one, however, could pull the sword from the stone.



Aged fifteen, Arthur came to visit London. When he saw the stone, he approached it and pulled the sword out easily! Soon after, Arthur was crowned High King of Britain. Merlin, his father's old wizard, helped him rule.

Merlin took Arthur to see the Lady of the Lake who gave Arthur a sword named 'Excalibur'. With the help of Excalibur, and his loyal knights, Arthur was able to defeat his enemies and Britain became a peaceful land.



Arthur married a beautiful princess called Guinevere. Arthur and Guinevere were given a large round table, which Arthur used to meet with his bravest and best knights. These knights were known as 'Knights of the Round Table' and were adventurous and brave. The bravest knight of all was Sir Lancelot.

Sir Lancelot and Guinevere fell in love and would meet secretly, away from the palace. When Arthur discovered this, Sir Lancelot and Guinevere escaped to Brittany. Arthur chased them, leaving Mordred (one of his knights) in charge of his kingdom while he was gone. Arthur found and killed Sir Lancelot and imprisoned Guinevere.

While Arthur was away, Mordred declared himself High King and built his own army. Arthur returned and his army battled with Mordred's. Arthur finally killed Mordred with his sword, Excalibur.

Unfortunately, Arthur himself was badly wounded. He knew he would die very soon, so he gave Excalibur to his knight, Sir Bedivere, and told him to return it to the Lady in the Lake.

Sir Bedivere did not throw Excalibur into the lake and hid it instead. When he returned to Arthur, he told him that he had thrown it into the lake. Arthur did not believe him and told him again to return Excalibur to the lake. As Sir Bedivere threw Excalibur, he was amazed to see a hand emerge from the water to catch the sword. It was the hand of the Lady of the Lake.

When he returned to Arthur, he told him what he had seen. Arthur knew then that Excalibur had been returned to the Lady of the Lake.

Arthur was laid in a boat and he drifted off on the lake and died. His body was never recovered. According to legend, he is awaiting the call of the Britons, ready to return in their time of greatest need.



Mild

Complete the analysis grid for ONE of the legends. You can draw this out onto your own piece of paper, or simply write the headings.

Name of the legend	Who is the hero? Describe them.	Who is the villain? Describe them.	Are there any magical creatures?	What is the problem or dilemma that the hero faces?	What is the resolution? How does the legend end?

Medium

Name of the legend	Who is the hero? Describe them	Who is the villain? Describe them.	Are there any magical creatures?	What is the problem or dilemma that the hero faces?	What is the resolution? How does the legend end?
Robin Hood					
King Arthur					

Spicy

I would like you two write two paragraphs comparing the two legends (Robin Hood and King Arthur). Write a paragraph about their similarities and another about how they differ.

Thursday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Writing a myth

Watch the video → <https://www.bbc.co.uk/bitesize/topics/zx339j6/articles/ztxwsrd>

Myths were created by early civilisations to make sense of things happening in the natural world around them.

What are Myths?

Myths are usually stories with a deep, symbolic meaning. Certain myths have survived for thousands of years and they are often used to explain how the world began or how a certain culture was started.

Key Words	Settings
mortal	heavens
immortal	Earth
heroine	underworld
creatures	ancient cities
underworld	
beginning of time	
nymphs	
hero	

The infographic includes illustrations of a knight, a fairy, and a goblin.

Complete the Practise Tasks on Bitesize

Have some fun today! Write your own myth, you may wish to write in 1st person (YOU ARE THE HERO!)

Here are a few examples of the Gods and Goddesses you may wish to write about, or make up your own Greek or Norse Gods.

Greek Gods/Goddesses



Norse Gods/Goddesses



Then have a go at our **Grammar Hammer** practise paper. Again choose the paper you would like to have a go at. You will need a dictionary or use this link instead <https://kids.britannica.com/kids/browse/dictionary>

Mild

1. Underline the <u>prefix</u> which means 'before'.			2. Underline the <u>suffix</u> which, when added, forms the present tense of the verb.		
sub	anti	pre	train	ing	er
3. Underline the correct homophone to use in this sentence. They played on the sea (<u>sure</u> / shore).			4. Underline the correct homophone to use in this sentence. He slipped off the bottom (<u>stare</u> / stair).		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
<u>scool</u>	<u>skool</u>	school	<u>ecko</u>	echo	<u>eko</u>
7-8. Number these words to show their alphabetical order.					
frame		fright		flinch	
				face	
9. Underline the words which have a similar meaning to the word in bold (synonyms).					
angry	displeased	annoyed	tired	cross	
10. Underline the determiners in the sentence below.			11. Circle the prepositions in the sentence below.		
A <u>beautiful</u> butterfly landed on the green leaf.					
12-13. Underline two connectives that can be used to show cause and effect.					
including	furthermore	therefore	so that	out of nowhere	
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition.					
(<u>Molly</u> / She) climbed into bed, (she / Molly) picked up (Molly's / her) book and started reading.					
16-17. Underline two fronted adverbials that might help signal conclusion and summary.					
Finally,	All of a sudden,	After all,	Fortunately,		
18. Underline the correct word to complete the sentence.			19. Underline the correct word to complete the sentence.		
It had (<u>began</u> / begun) to rain.			His trousers (<u>tore</u> / torn) at the seam.		
20-21. Underline the fronted adverbial. Punctuate this sentence using commas.					
Panting for breath the tired dog lay down in the shade.					
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession.					
<u>The dog's</u> tails were wagging.			<u>The dog's</u> tail was wagging.		
24-25. Punctuate these sentences using inverted commas (" "), commas (,) and any other punctuation needed.					
Look at that exclaimed Tim			What is it asked Rory		

Medium and Spicy

1. Underline the <u>suffix</u> that turns the noun into a verb.			2. Underline the <u>suffix</u> that turns the noun into a verb.		
symbol	ize	ate	solid	ify	en
3-4. Underline any <u>silent letters</u> in these words.					
knot	tie	gnash	teeth		
5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to.					
Would you like a (<u>peace</u> / piece) of cake?			You are sitting in Sarah's (<u>place</u> / plaice).		
7. Use a dictionary to find the meaning of this word.					
freight					
8-9. Number these words to show their <u>alphabetical order</u> .					
group		grow		great	
10-11. Underline two <u>connectives</u> that can be used to signal conclusion.					
overall	before long	on the whole	although	plus	
12-13. Underline two <u>sentence openers</u> that might help show <u>possibility</u> or <u>opinion</u> in a piece of writing.					
As a result,	Probably,	Afterwards,	It is likely,		
14-15. Underline the correct <u>verb tenses</u> to complete the sentences.					
I have (spent / <u>spend</u>) lots of money.			I usually try not to (<u>spent</u> / spend) much.		
16. Underline the correct verb to <u>agree</u> with the subject.			17. Underline the correct verb to <u>agree</u> with the subject.		
My class (<u>has</u> / have) a lot of homework.			We (<u>has</u> / have) to hand it in tomorrow.		
18-19. Underline the correct verb to make these sentences correct.					
I (<u>knew</u> / known) the answer all along.			I had always (<u>know</u> / known) the answer.		
20-21. Circle the <u>adjective</u> in this sentence and underline the <u>expanded noun phrase</u> .					
<u>The excited</u> child cut into his delicious looking birthday cake.					
22. Underline the correct <u>modal verb</u> to complete the sentence.					
When the cake is ready, it (<u>will</u> / can / would) be delicious.					
23. Underline the <u>relative clause</u> in this sentence.					
My sister, who I live with, is training to be a mechanic.					
24. Use a comma to punctuate this sentence and make the meaning clear.					
<u>When she is eating</u> my cat always purrs.					
25. Punctuate this sentence with brackets () to show <u>parenthesis</u> .					
The Royal Society for the Protection of Birds RSPB is a nature charity.					

Friday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Reading lesson

Watch the videos on BBC Bitesize and read the extracts carefully (read it at least twice), then have a go at the activities.

For today's additional activity I would like you to complete an **All About Me** poster or **write a letter** to let your new Year 6 teacher know all about you!

Spellings - have a go at the **CEW spellings** you have looked at throughout this year. Ask a member of your family to test you 12 spellings at a time 😊.