



# Year 3



Summer 2/Week 2: 8<sup>th</sup>-17<sup>th</sup> June

## This week's topic: Ancient Greece & Beyond



### Dear Parents & Carers

We hope you had a lovely weekend and enjoyed the Victorians topic last week. We have really enjoyed receiving photos of your fantastic work. This week our topic is Ancient Greece & Beyond. The majority of the resources needed can be accessed online or in the home so please do not feel you have to get anything additional. We hope you have fun and find inspiration in this vastly important topic.

The structure will be similar to last week and will include activities where you can work with an adult or work independently. You might find that some of the suggested activities are great, and others not so helpful. We suggest you find the right mix for your child. Sumdog contains daily maths and SPAG learning so please continue to use the Sumdog account and follow the White Rose scheme of work. If you have any issues with your Sumdog log-ins, please contact the school [office@dalmain.lewisham.sch.uk](mailto:office@dalmain.lewisham.sch.uk) and we can easily provide these for you.

We have included a wide range of options so please encourage your child to be independent and try to let them choose some of the activities they complete. As a guideline, we suggest no more than 45 minutes of maths and English each day and please take lots of brain breaks. Reading would be an additional activity. These are only suggested times. As a parent, you know what is best for your child.

Wellbeing Wednesday's activities will be emailed to parents and carers through Parentmail. We hope that these activities may give you ideas to stay positive during this challenging time.

If you would like to share any of your fantastic work with us, then please do forward them to the school email address which is [office@dalmain.lewisham.sch.uk](mailto:office@dalmain.lewisham.sch.uk) - (mark your email 'FAO Miss Sousa/ Mr Gwinnett) we would love to see the work you have produced.

Take care and stay safe,

Miss Sousa and Mr Gwinnett

In your pack each week we will try to include:

- Open ended project ideas and research topics
- Activities to explore independently or together
- Daily Maths lesson
- Games to play
- Ideas for science experiments
- Art and craft ideas
- Links to other learning resources



Day	Tasks	Completed ?
Monday	<p><b>Maths:</b>  <a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a>  <b>Summer Term - Week 6 (w/c 1st June) - lesson 1</b>            Watch the video clip for Week 6 lesson 1, then please either print and complete the worksheet or write in your exercise book:  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Tenths-as-decimals-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Tenths-as-decimals-2019.pdf</a>            (with answers – for parents/carers only! <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Answers-Tenths-as-decimals-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Answers-Tenths-as-decimals-2019.pdf</a>)</p> <p><b>English:</b>            This week we want you to do some research and writing around Ancient Greece. The Ancient Greeks were very religious. They believed that their gods and goddesses controlled everything in the world and that they must be revered and appeased. The Ancient Greek people built huge, beautiful temples and shrines where they could go to worship the gods.</p> <p>They also held festivals in honour of the gods and people would pray and make offerings to them in hope of being granted good fortune in return.</p> <div data-bbox="365 943 1214 1892" data-label="Image"> </div> <p>Please pick one or more god/goddesses:</p> <ol style="list-style-type: none"> <li>1. Do some research about them</li> <li>2. Draw a picture of them</li> <li>3. write their key features around them like a spider-gram (what they are god of, what they look like, what stories they are involved in, who they are related to, etc.</li> </ol>	

You can find information here:

<https://www.twinkl.co.uk/resource/t2-h-066-greek-god-fact-file>

But feel free to ask your parents; use any relevant books you may have at home; or of course do research on other websites.

As an extension, you could create your own Greek-style god/dess!

### **Let's get creative:**

#### **The Trojan Horse**

Once upon a time, there was an ancient city on the coast of Turkey named Troy. It was located across the Aegean Sea from the Greek city-state of Sparta. When the king of Sparta heard that his wife, the beautiful Helen, had been kidnapped by a prince of Troy, he called on the other Greek city-states to help him get her back. His call was answered. A thousand Greek ships set sail for Troy.

The city of Troy was protected by a high wall built around the city. Some parts of the wall were 20 feet high! There were gates in the wall to let people in and out but it provided great defence for the people of Troy. It gave the Trojan warriors a relatively safe place to stand, while they rained arrows down on the people below, who were trying to break into the city.

At the time of this story, Greek warriors had been trying to breach the wall around Troy for about ten years. The Greeks could not find a way in, and the Trojans did not seem able to drive the Greeks away.

Things looked pretty hopeless until Odysseus, a famous ancient Greek general, thought of a trick. It was the custom back then to leave a peace offering behind to admit defeat. Odysseus suggested the Greeks build a huge, heavy, beautiful wooden horse, and leave it outside the gates of Troy. Then, the entire Greek army would pretend to leave, as if they were headed for home. But it was a trick. The horse would be hollow. Thirty men would be hiding inside. The very best Greek artists got busy carving the giant wooden horse, adding great detail, because everything in the Greek world had to be as beautiful as possible.



When it was done, the Greek warriors pretended to sail away, leaving the horse behind. The people of Troy rushed outside, cheering their victory! They dragged the heavy horse inside the city gates and put it on display, which is just what the Greek general thought they would do - gloat.

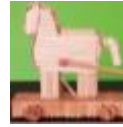
That night, while the Trojan people were sleeping, the men hiding inside the wooden horse climbed out and opened the gates. The waiting Greek army entered Troy. That was the end of Troy



We would like you to build your very own Trojan Horse!

These are the only rules:

- It must be able to stand up
- It must have a central area where you can hide things (not 30 soldiers though – don't you worry!)
- It must be created using products you can bring from home
- Ideally it can roll along



Get creative and do send pictures of your finished projects!

**Tuesday**

### **Maths:**

<https://whiterosemaths.com/homelearning/year-3/>

**Summer Term - Week 6 (w/c 1st June) - lesson 2**

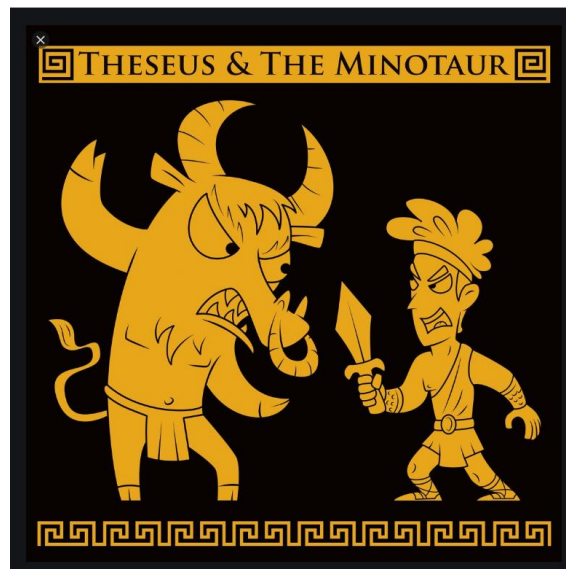
Watch the video clip for Week 6 lesson 2, then please either print and complete the worksheet or write in your exercise book:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Fractions-on-a-number-line-2019.pdf>

(with answers – for parents/carers only! <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Answers-Fractions-on-a-number-line-2019.pdf>)

### **English:**

You are going to write your own myth this week. There are many very famous myths from Ancient Greece. One of many people's favourite myths is:





# 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.



Today, we want you to plan your own myth. We would like you to include a god or goddess, monsters and of course a hero.

Below is a suggested structure.

Look through it then start thinking of what your story could be about.

### **The Opening**

- Start your story by explaining how long ago it happened
- Introduce your hero
- Describe their heroic looks

### **Introducing the Villain**

- Villains are usually royal, powerful and jealous. What is your villain jealous of?
- Where is the villain sending your hero?
- Why do they want to get rid of the hero?
- What has the villain told the hero to do – make it very hard, if not impossible!
- How does the villain behave after the hero leaves – do they say something nasty?

### **Help Arrives**

- A god or goddess will help your hero – but which one?
- How and where do they tell the hero that they will help?
- What do they give the hero – how does it work? How much can the hero use it?
- Any other helpful advice for the hero?

### **The First Brave Action**

- On the journey the hero has to find something to help him on their way.
- What is it?
- Who has it?
- Do they want to give it to the hero?
- How does the hero get it?
- What problems does the hero have getting it?

### **The Main Action**

- Our Hero arrives at the destination...
- What do they see around them?
- What do they hear coming towards them?
- Can they smell or feel anything unpleasant?
- How do they come face to face with the MONSTER?
- Describe the monster in all its foulness!
- The monster attacks first – describe what it does?
- Our hero falls but... what happens next?
- Our hero is fighting back... How do their special gifts from the gods help?
- The monster attacks for a final time... how does our hero defeat it?
- What amazing thing happens as the monster dies?

### **The Return – the Resolution**

- Don't waste time describing HOW the hero gets home – keep it short and sweet.
- Describe what is waiting for them when they gets home... what is the villain doing?
- What does the hero do to the villain?
- Are there any romantic reunions?
- Does the hero settle down to a quiet life... or are they off on another adventure?

Now make a basic plan - if you choose to, you could plan using a storyboard like this:


Do not write in sentences – just get a basic outline and enjoy drawing pictures in the storyboard to make your myth clearer in your mind.

**Let's get creative:**

On the hill of the Acropolis at Athens, Greece, sits a rectangular white marble temple of the Greek goddess Athena called the Parthenon.

We would like you to try to make your own model of it. It could be made out of toilet rolls and scrap paper. It could be made out of marshmallows and biscuits. Ask your carers and parents to help you come up with your own original version of it.

Please take photos to show us! Here are some examples to give you some ideas:



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y

*Remember that it is Wellbeing Wednesday – check the school's website for this week's updates! Look under News & Dates / Coronavirus Updates and you will find loads of resources and activities.*

**Maths:**

<https://whiterosemaths.com/homelearning/year-3/>

**Summer Term - Week 6 (w/c 1st June) - lesson 3**

Watch the video clip for Week 6 lesson 3, then please either print and complete the worksheet or write in your exercise book:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Fractions-of-a-set-of-objects-1-2019.pdf>

(with answers – for parents/carers only! <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Answers-Fractions-of-a-set-of-objects-1-2019.pdf>)

**English:**

As you know from the news, there have been many demonstrations in the USA recently against racism. We all have a duty to prevent racism and to investigate any incidents of discrimination. How can we do this? Please talk to your carers, parents, older siblings about this.

Then, we would like you to create a poem for an anti-racism campaign. We live in a multi-ethnic world but there are still far too many problems with racism. Your aim is to convince people not to engage in racist behaviour and be tolerant of others. Here are some examples of poems written by children against racism.

### ANTI-RACISM

It shouldn't matter how I speak,  
Or the colour of my skin,  
It shouldn't matter how I pray,  
Or what God I believe in

It shouldn't matter what food I like,  
Or what clothes I like to wear.  
It shouldn't be about my style  
Like the bangles in my hair,

You shouldn't care if I'm rich or poor,  
Or if I'm young or old,  
I see the same sun as you,  
I can feel the cold.

You should come and sit with me,  
You could be my guide.  
There's no need to pass me by,  
There's no need to hide.  
Come talk with me, you'll understand,  
That both our homes are here.

By Rachael

### OUR HEARTS ARE ALL THE SAME

I go to school in London  
And Anna is my name  
My classmates come in different colours,  
But our hearts are all the same.

When I'm in the yard and hear  
The bullies call children names,  
Just because they've different skin,  
It shows they have no brains.

Black, yellow white and brown,  
We all should take a stand,  
Say 'NO' to racism everywhere,  
And the world will be just grand.

### ANTI-RACISM

In the world today there are many skin types,  
If it were up to me there would be no hype,  
Black or white, yellow or brown,  
You should not look at people with a frown.  
We are all the same, the colour of our blood,  
You should not throw other races in

You can write with rhyme and rhythm if you want to. Or you may choose to write an acrostic poem. The most important thing is that your poem has a strong message.

### Let's get creative:

We would also like you to create a poster or piece of artwork on paper or the computer for the anti-racism campaign.

You may want to include a slogan like these examples below:





Thursday

**Maths:**

<https://whiterosemaths.com/homelearning/year-3/>

**Summer Term - Week 6 (w/c 1st June) - lesson 4**

Watch the video clip for Week 6 lesson 4, then please either print and complete the worksheet or write in your exercise book:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Fractions-of-a-set-of-objects-2-2019.pdf>

(with answers – for parents/carers only! <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Answers-Fractions-of-a-set-of-objects-2-2019.pdf>)

**English:**

Now it's time to write up your myths. Remember to use your plans from Tuesday. Also, have these questions accessible to help move on your writing:

**The Opening**

- Start your story by explaining how long ago it happened
- Introduce your hero
- Describe their heroic looks

**Introducing the Villain**

- Villains are usually royal, powerful and jealous. What is your villain jealous of?
- Where is the villain sending your hero?
- Why do they want to get rid of the hero?
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**Help Arrives**

- A god or goddess will help your hero – but which one?
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- Any other helpful advice for the hero?

**The First Brave Action**

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- What is it?
- Who has it?
- Do they want to give it to the hero?
- How does the hero get it?
- What problems does the hero have getting it?

**The Main Action**

- Our Hero arrives at the destination...
- What do they see around them?
- What do they hear coming towards them?
- Can they smell or feel anything unpleasant?
- How do they come face to face with the MONSTER?
- Describe the monster in all its foulness!
- The monster attacks first – describe what it does?
- Our hero falls but... What happens next?
- Our hero is fighting back... How do their special gifts from the gods help?
- The monster attacks for a final time... How does our hero defeat it?

- What amazing thing happens as the monster dies?

**The Return – the Resolution**

- Don't spend time describing HOW the hero gets home – keep it short and sweet.
- Describe what is waiting for them when they get home...what is the villain doing?
- What does the hero do to the villain?
- Are there any romantic reunions?
- Does the hero settle down to a quiet life... or are they off on another adventure?

Please remember to:

- Write (at least) six paragraphs.
- Use description, especially for the hero, villain, monster, god, etc.
- Use openers to make your work more interesting (commas after them).

**Let's get creative:**

Both the Ancient Greek and Roman civilisations produced a lot of colourful mosaics.



Can you make your own one by cutting out old magazines and newspapers, then sticking them on black card or paper? It is easier if you have lots of squares divided into similar colour tones. You could create something typical of Ancient Greece like a ship or a building. Or you could create something more modern...

Friday

**Maths:**

<https://whiterosemaths.com/homelearning/year-3/>

**Summer Term - Week 6 (w/c 1st June) - lesson 5**

Watch the video clip for Week 6 lesson 5, then have a go at the activity suggested!

**English:**

You have been doing a lot of work around Ancient Greek mythology this week. Today we would like you to work on the Olympic Games.

The Olympics actually started in Ancient Greece. At the time, Greece was made up of different city states which often fought. However, during the Olympics, peace was declared and everyone came together to enjoy the games.

The games began in 776BC in Olympia. It is believed that the games were a religious event to honour Zeus who was the king of the Gods.

Some of the evidence about the games comes from paintings, most commonly found on vases!

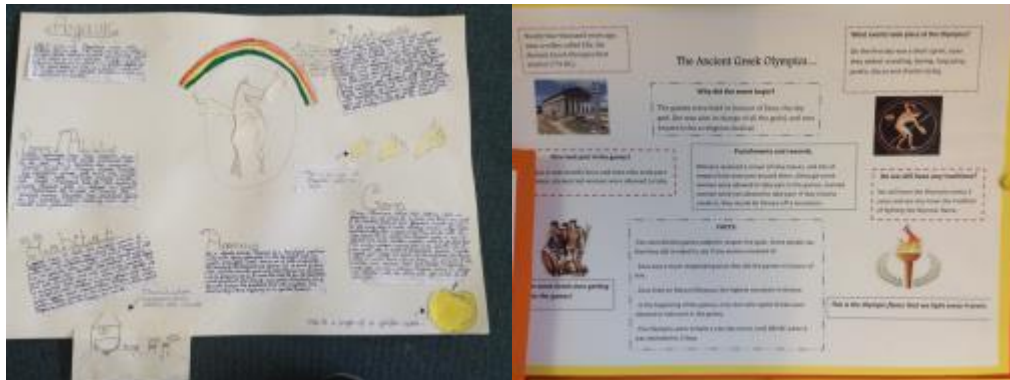


Can you tell what sports are being depicted on these vases?

We would like you to create an information booklet or fact sheet about the Ancient Olympic Games. You will need to do some research first. Here are some questions to get you started. You could use them as subheadings for your work!

- Where did the Olympic Games come from?
- Who competed?
- What sporting events took place?
- How did athletes train?
- How were competitors rewarded?

Make your piece of work as attractive as possible. You could have each section in a box. You could add illustrations and did you know facts. Here are two examples of what your work could look like.



### **Let's get creative:**

#### **Make your own olive wreath**

Olive wreaths were given to the winners of Olympic games in ancient Greece and are associated with Hercules in Greek mythology. They were originally made from a branch of the olive trees growing in Olympia (the place in Greece where the Olympics were held). In Greek mythology, the wild olive trees in Olympia were planted by Hercules near the temple of his father Zeus.



#### **Materials:**

- paper or ideally green construction paper (preferably two different shades)
- scissors,
- tape,
- glue.

#### **Instructions:**

- Cut 2 or 3 strips of card as long as you can make them.
- Tape the pieces end to end to make a really long piece.
- Wrap around your head to measure how long you need and trim off the excess, leaving a bit of overlap (don't tape into a circle yet).
- Cut leaves out of green-coloured paper or construction paper: you will need a lot of leaves.





- Glue leaves (preferably two different shades of green) all along the strip of construction paper.
- Let dry completely .
- Tape the construction paper ends together to form a crown!

### **Make your own Olympic Torch**

This Olympic torch activity is a project that you'll be able to modify according to what you have on-hand. You can use a cardboard tube that you have in your craft supply, but you can also use an empty paper towel or toilet paper roll. Be creative and have fun.

Materials:

- Cardboard tube
- Tissue paper in flame colours (red, orange, yellow, etc.)
- Scissors
- Tape
- Glue dots



### **Cut Paper Strips**

Start by layering your tissue paper and cutting it into strips. You'll need two strips of each colour to make the flames look nice and full. Cut carefully so that the rectangles are roughly the same size.

### **Shape into flames**

Using your scissors, cut flame shapes into one long side of the tissue paper. They should essentially look like a tall zigzag pattern cut into the top of the papers. You can choose to cut the papers individually for a more randomized look or to stack the papers and cut them all together to save time (and cutting).



### **Layer and tape**

Neatly stack all of the tissue paper in a single stack, so that the sheets are slightly overlapping. Create the overlap at the bottom.

### **Prepare to roll**

Use a few lengths of clear tape to affix the sheets of paper in this position. Spread a line of glue along the bottom border of the tissue paper, over the area where you layered and taped.

**Roll the flame**

Start rolling the tissue paper in on itself, so that the colour on the bottom of the stack becomes the outside of the roll. The roll should be loose and gentle so that you're able to see all of the colours as they roll together. Don't make it too tight or you won't be able to fluff the tissue paper without it tearing.

**Insert the flame**

Add glue around the base of the flame and insert it into the top of the tube, pressing the glue into the inner sides of the tube as you insert. Be sure to leave ample drying time before moving on to the next steps.

**Fluff the paper**

Use your hands to gently ruffle and fluff the tissue paper into a flame shape. Be careful not to rip as you separate the layers.

You now have an Olympic Torch! Enjoy!

## Additional Activities

### Science



Have fun finding things out about the seven continents on this website...

<https://www.dkfindout.com/uk/earth/continents/>

and explore this and other virtual biomes on the seven continents:

<https://askabiologist.asu.edu/explore/Virtual-360-Biomes>

<https://thewildclassroom.com/virtual-reality-biomes/>

What can you find out about Vesuvius?

What happened to the Minoan civilisation?



### Art/DT

#### **Paint or Draw your own Lowry**

Laurence Stephen Lowry was an English artist. Lowry is famous for painting scenes of life in the industrial districts of North West England that characterised the Human landscape in the mid-20th century. His paintings are renowned for his simplistic representations of people and human landscapes in muted colours. Have a look out of your window and draw in pencil or chalk or paint your own picture in the style of Lowry!

[https://www.youtube.com/watch?v=yc6mN1d\\_Nc8](https://www.youtube.com/watch?v=yc6mN1d_Nc8)



#### **Scribble Skyline!**

Using scribble technique, sketch the London skyline, capturing the incredible examples of architecture across the Thames. This example has been painted by artist Angela Harding. Below is an example of scribble technique used to draw Tower Bridge with a biro.

<https://www.youtube.com/watch?v=mp4quZIMANo>



#### **Jurassic Coastline:**

There are some stunning examples of physical geography in the UK, one of which is Durdle Door in Dorset. It has been captured here by using lines to define the shapes in the sky, sea, rock, grass and sand. Choose pencil, pen, felt tip or paint to capture an example of physical geography from the UK

#### **Build your own Eden!**

The Eden Project is a popular visitor attraction in Cornwall, England, UK. Inside the two enormous biomes are plants that are collected from many diverse climates and environments from around the world. It is home to the largest indoor rainforest in the world. Using junk modelling materials build a model of the Eden Project. You can recycle empty plastic bottles to create the biomes and bits of painted sponge or tissue paper to create the surrounding countryside!

<https://www.youtube.com/watch?v=cNhGh5hJYAA>



We now have a Dalmain Twitter Art page [@dalmain\\_art](#) for you to share your work with the rest of the school community! We would love to see what you have created to celebrate the gifted artists we have in the school. We will also be sharing ideas and inspirational arts and crafts so don't forget to take a look.



**Music**

**Italy/Europe/Vesuvius**

- **Music in the shadow of Vesuvius:** <https://www.youtube.com/watch?v=8zsXuLIB-Ro>  
Watch this clip about a folk festival that takes place near Vesuvius. You will hear the music of local folk groups.  
[What is the meaning of 'folk music'?](#)  
[What do you think that folk music is important to people?](#)

- **Romans – Schools radio:** <https://www.bbc.co.uk/teach/school-radio/primary-school-songs-romans/zr6vscw>

Listen to these songs about Roman customs, beliefs, buildings, roads, Boudicca and the Britons, Roman invasion, Roman pastimes, etc.

- **Italy has produced may wonderful composers**

**Vivaldi's – 'Four seasons':** <https://www.bbc.co.uk/teach/ten-pieces/classical-music-ks2-antonio-vivaldi-winter-from-the-four-seasons/zfvscw>

[Watch the clips to hear and learn about the music 'Winter' from Vivaldi's 'Four Seasons'](#)

**The Finale of Rossini's William Tell Overture** <https://www.youtube.com/watch?v=IhF3yUQ1Gk>

[What does the word 'Finale' mean?](#)

[How does this music make you feel?](#)

[Can you clap along to the steady beat of this music?](#)

[Can you name any of the instruments that are playing this piece?](#)

- **Johann Strauss 'Radetzky March':** <https://www.youtube.com/watch?v=IrgXAiAWplg>

Look at the symbols at the beginning of the clip. Choose one of the symbols such as the clap or stamp. Perform the action when the symbol appears during the performance of the music.

Use a percussion instrument that or anything that you can tap, bang or shake.

Decide which symbol will be for your instrument and try playing along with the music.

- **The continent of Europe has many different countries all with their own styles of folk music.**

Composers such as Bartok and Vaughan Williams collected folk music and it is thanks to them that this music was not lost forever.

What can you find out about these composers?

- **Zorba the Greek**

Watch this fun clip from a film: <https://www.youtube.com/watch?v=2AzpHvLWFUM> – can you create your own dance routine to the tune?

Here is the tune without the clip: <https://www.youtube.com/watch?v=dzlcxN0IxSo>

**PE**

- **PE with Joe Wicks** (Monday – Friday at 9am)

- **Laban**

Shapes and Angles <https://vimeo.com/418389731>



Environmental Changes <https://vimeo.com/423600763>

Music used if you want to check the songs out before the sessions:

Warm Up - 'Salt' by Poppy Ackroyd

Routines - 'Sanzhi Pod City' by Hauschka & 'Transportation' by Julia Kent

- Here are some additional website that have some relaxing and energetic resources to either relax you, or let off some steam!

<https://www.gonoodle.com>

<https://www.youtube.com/user/CosmicKidsYoga>

<https://www.youthsporttrust.org/pe-home-learning>

- Alternatively, go on a daily walk, or cycle with a family member, while always making sure that you social distance.

### Extra Fun

**Ancient Greek Gods**

f	a	p	h	r	o	d	i	t	e	s	g
d	y	g	o	d	h	n	p	f	g	d	h
i	h	t	h	e	r	a	o	g	o	d	e
o	e	i	h	f	r	p	s	t	d	e	p
n	s	o	e	e	g	o	e	r	d	m	h
y	t	f	s	r	h	l	i	w	e	e	a
s	i	c	a	t	i	l	d	u	s	t	e
u	a	a	i	t	p	o	o	i	s	e	s
s	e	m	r	e	h	f	n	l	o	r	t
i	z	f	a	r	t	e	m	i	s	t	u
o	e	g	y	u	i	p	n	e	s	s	s
l	z	e	u	s	k	d	h	a	d	e	s

god	Dionysus
goddess	Hades
Aphrodite	Hephaestus
Apollo	Hera
Ares	Hermes
Artemis	Hestia
Athena	Poseidon
Demeter	Zeus

# Olympic Games

o	l	y	m	p	i	c	s	d	f	r	p
t	o	r	s	v	b	p	t	n	f	o	e
p	n	t	r	d	r	r	a	j	t	l	n
a	g	i	u	i	c	j	d	a	r	y	t
n	j	a	n	s	h	l	i	v	a	m	a
k	u	t	n	c	a	o	u	e	c	p	t
r	m	t	i	u	r	p	m	l	i	i	h
a	p	h	n	s	i	a	y	i	n	a	l
t	j	r	g	b	o	x	i	n	g	l	o
i	g	o	u	i	t	s	t	a	d	k	n
o	n	w	r	e	s	t	l	i	n	g	y
n	h	e	r	v	a	s	e	s	d	f	t

olympics	javelin
stadium	wrestling
sprint	pentathlon
boxing	pankration
long jump	running
chariot	throw
racing	vases
discus	Olympia




## JOYFUL JUNE (EVEN IN DIFFICULT TIMES) 2020




MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
<b>1</b> Decide to look for what's good, even on the difficult days	<b>2</b> Re-frame a worry and try to find a positive way to respond	<b>3</b> Think of 3 things you're grateful for and write them down	<b>4</b> Show your appreciation to those who are helping others	<b>5</b> Smile and be friendly, even while you're social distancing	<b>6</b> Notice the upsides during the lockdown, however small	<b>7</b> Find a joyful way of being physically active (indoors or out)
<b>8</b> Write a letter to thank someone for what they did	<b>9</b> Find the joy in music today; sing, play, dance or listen	<b>10</b> Take a photo of something that brings you joy and share it	<b>11</b> Say positive things in your conversations with others today	<b>12</b> Make a plan with friends to do something fun together	<b>13</b> Appreciate the joy of nature and the beauty in the world around	<b>14</b> Do three things to bring joy to other people today
<b>15</b> Rediscover a fun childhood activity that you can enjoy today	<b>16</b> Ask a loved one what they feel grateful for at the moment	<b>17</b> Be kind to you. Treat yourself the way you would treat a friend	<b>18</b> Send a positive note to a friend who needs encouragement	<b>19</b> Create a list of favourite memories you feel grateful for	<b>20</b> Make time to do something playful today, just for the fun of it	<b>21</b> Enjoy trying a new recipe or cooking your favourite food
<b>22</b> Share a happy memory with someone who means a lot to you	<b>23</b> Look for something to be thankful for where you least expect it	<b>24</b> Thank a friend for the joy they bring into your life	<b>25</b> Eat food that makes you feel good and really savour it	<b>26</b> See the upside in a difficult situation you learnt from	<b>27</b> Watch something funny and enjoy how it feels to laugh	<b>28</b> Create a playlist of your favourite songs and enjoy them
<b>29</b> Take time to do something that makes you happy today	<b>30</b> Make a list of the joys in your life (and keep adding to them)	 <p><b>"Every day may not be good, but there is something good in every day" ~ Alice Morse Earle</b></p> 				