



# Year 1



**Term 6 Week 4: 22<sup>nd</sup> – 26<sup>th</sup> June**

## **This week's topic: Myths and Legends**

**Dear Parents & Carers,**

We hope that the children had a lovely weekend! Well done for your hard work and creativity on last week's topic of Food – we hope that you enjoyed these activities and were able to learn more about different world cuisines and the incredible journeys that many foods take to reach our supermarkets! For this week's learning, we delve into the topic of Myths and Legends! At the end of the week there is an opportunity to write your own myth; we'd love to read them! Please do keep on sending in work, particularly things the children are most proud of – it really puts a smile on our faces to receive these emails. You can email us via the school office (mark your email 'FAO Miss Bissell / Miss Biggs / Miss Joyce / Mr O'Donovan').

As always, we would emphasise the importance of establishing a routine that works for you and your child. A reminder of one excellent routine (but not the only one) we heard of, which went like this:

- |  |
|--|
| <ul style="list-style-type: none"><li>(1) Quiet reading time</li><li>(2) Trinity Laban (<i>if you would like a change from the Joe Wicks routines</i>)</li><li>(3) Maths (White Rose)</li><li>Break time</li><li>(4) English / Topic of the week (writing task)</li><li>Lunch time</li><li>(5) Art, DT, ICT – something creative, ideally linked to theme of the week.</li></ul> |
|--|

**The pack starts each day with a separate Year 5 and Year 6 Maths task. Please make sure you select the correct year group link to ensure you are working on the work set for your age group!** After each Maths activity is a writing task, which are followed by a host of ideas for science, art, music and other lessons to keep your children busy! As we stress each week, we realise you might find some of these ideas great, and others not so helpful. You might find other resources online, which is all to the good.


Thanks again for all the wonderful letters and emails we have already received. We are really looking forward to seeing some of you at the end of term, if it is possible for you to do so (please see the recent ParentMail that was sent for details on your child's end-of-year visit to school). In the meantime, keep up all the hard work and perseverance at home – we are so proud of you. Our best wishes to you all,

**From the Year 5 & 6 team**

In your pack each week we try to include:

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



Day	Tasks	
Monday	<div>Maths</div> <div>Year 5</div> <div>Summer Term Week 10, Lesson 1- Measuring angles</div> <div>Remember to use the protractors your lovely teachers gave you!</div> <div>Videos for the week: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Year-5-Summer-Week-10.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Year-5-Summer-Week-10.pdf</a></div> <div>Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Measuring-with-a-protractor-2.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Measuring-with-a-protractor-2.pdf</a></div> <div>Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Answers-Measuring-with-a-protractor-2.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Answers-Measuring-with-a-protractor-2.pdf</a></div> <div>Year 6</div> <div>Summer Term Week 10, Lesson 1- Introducing ratio</div> <div>Videos for the week: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Year-6-Summer-Week-10.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Year-6-Summer-Week-10.pdf</a></div> <div>Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Introducing-the-ratio-symbol.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Introducing-the-ratio-symbol.pdf</a></div> <div>Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Answers-Introducing-the-ratio-symbol.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Answers-Introducing-the-ratio-symbol.pdf</a></div> <div>Topic: What is the difference between a myth and a legend?</div> <div><div><p>You may not think so, but there is a distinct difference between a myth and a legend. Here are some mixed up statements about myths and legends. Read or listen to these two stories to help you decide which statement refers to which genre and then fill in the table below. Can you match the paired statements?</p></div><div></div></div> <div><a href="http://myths.e2bn.org/mythsandlegends/story2490-kaangs-people.html">http://myths.e2bn.org/mythsandlegends/story2490-kaangs-people.html</a></div>	

<http://myths.e2bn.org/mythsandlegends/story16006-robin-hood-and-the-silver-arrow.html>

- Are considered to be true by the society where they originated
- Usually have historical figures in them: kings, queens, warriors, heroes
- Take place in very early times
- Are sacred: they are closely related to religious beliefs
- Are considered to be truth based on actual historical events
- Are explanations of natural phenomena, eg. rainbows, clouds, fire, the creation of the earth. They helped ancient peoples make sense of the world.
- Usually have deities (gods and goddesses) and humans
- Take place in closer to home and in specific time periods
- Are secular: they usually have no religious significance
- Are exaggerated and embroidered versions of historical events

MYTHS	LEGENDS

### Writing Task

Now read or listen to these stories, and decide whether you think they are myths or legends. Write a brief paragraph explaining your decision. Use the table you have just making sure you give evidence from the text to support your point of view.

<http://myths.e2bn.org/mythsandlegends/story19837-demeter-and-her-daughter-persephone.html>



<http://myths.e2bn.org/mythsandlegends/playstory15621-the-sword-in-the-stone.html>



Tuesday

### Maths



#### Summer Term Week 10, Lesson 2- Drawing lines and angles

**Worksheet:** <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Drawing-lines-and-angles-accurately.pdf>

**Answers:** <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Answers-Drawing-lines-and-angles-accurately.pdf>



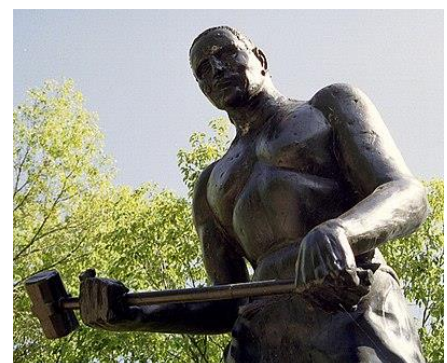
#### Summer Term Week 10, Lesson 2- Calculating ratio

**Worksheet:** <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Calculating-ratio.pdf>

**Answers:** <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Answers-Calculating-ratio.pdf>

#### Topic: Who is John Henry?

John Henry is an African American folk hero, a 'steel drivin' man' who worked on the construction of the American railroad system in the nineteenth century. He is a genuine historical figure, but his legend has given rise to songs, novels, poems, films and even a postage stamp!



This video is a depiction of the legend itself (scroll to the bottom of the page below):

<https://www.literacyshed.com/the-myths-and-legends-shed.html>

This video is an examination of the legend:

<https://www.youtube.com/watch?v=-Y55gSYyam8>

And this video features Harry Belafonte singing the song 'John Henry'. Dozens of artists have performed and recorded versions of this song, but this is one of my favourite versions.

<https://www.youtube.com/watch?v=DKB90Xe-vnc>

**Writing Task:**

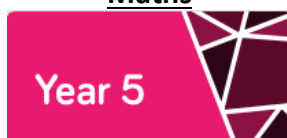
It's poetry time! Write a poem, or perhaps the lyrics to a song, about the legend of John Henry or another legend of your choice.

Use figurative language such as simile and metaphor, but onomatopoeia, rhyme and rhythm might also be important and effective. Why do you think that is?

**Wednesday**

**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**



**Summer Term Week 10, Lesson 3- Calculating angles on a straight line**

**Worksheet:** <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Calculating-angles-on-a-straight-line.pdf>

**Answers:** <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Answers-Calculating-angles-on-a-straight-line.pdf> (



**Summer Term Week 10, Lesson 3- Using scale factors**

**Worksheet:** <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Using-scale-factors.pdf>

**Answers:** <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Answers-Using-scale-factors-1.pdf>

**Topic: Reading and comprehension task:**

This week's comprehension is based on the legend of Beowulf. The text and questions are at the end of the pack.



Thursday

**Maths**



**Summer Term Week 10, Lesson 4- Calculating angles around a point**

**Worksheet:** <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Calculating-angles-around-a-point.pdf>

**Answers:** <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Answers-Calculating-angles-around-a-point.pdf>



**Summer Term Week 10, Lesson 4- Ratio and proportion problems**

**Worksheet:** <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Ratio-and-proportion-problems.pdf>

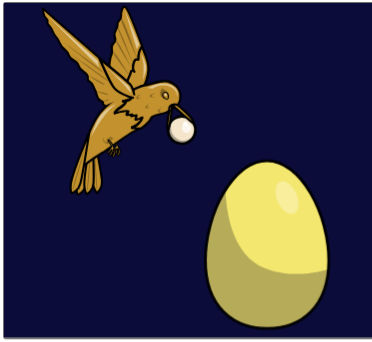
**Answers:** <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Answers-Ratio-and-proportion-problems.pdf>

**Topic: A mythical plan.**

**WRITING TASK:** Tomorrow you will be writing your own myth, so today you will be planning it. Remember, the better your plan is, the better your writing will be. A good plan means you can concentrate on the quality of your writing, rather than worrying about what happens next. For the same reason, keep your plot simple. A good way of planning is to use a story-board- six pictures with notes will give you six paragraphs. You can write more if you like! Paragraph one should set the scene (*'In the beginning of days the world was dark'*, for example and the final paragraph should describe what your myth is trying to explain (*'...and that is how the sun and the stars came into being'*).

First, you will need to think of a natural phenomenon that your myth will explain: Why does the moon appear to change shape? Maybe a giant lizard is eating it! Where does lightning come from? When the gods are angry, perhaps? Why can stars only be seen at night? Maybe the Sun was jealous of them shining during the day and threatened to stop rising unless they moved to the night sky?

What is an earthquake? Perhaps the Gods of the underworld are fighting?  
 You can use one of these ideas if you want to, or come up with your own.  
 Here are two story-board examples; the text is really just notes- what will happen in each paragraph.



It all started out with pure darkness, until the Nyx laid a golden egg and when it hatched Kronos the god of love, one shell also became the earth and one became the sky.



Kronos was then made a wife to make many children, but, he was threatened by his kids power so he ate them. Except his wife hid one of them and that son would grow to be Zeus.



Zeus then gathered all his siblings from his fathers gut and they all fought together. The younger generation won the battle and as Zeus as their leader the earth was furnished.



Zeus told his sons, for one to create man and one to create animals. As each son worked Epimetheus gave each animal a gift leaving none for man. Therefore Prometheus was forced to give man fire even though gods were the only ones to have access to it.



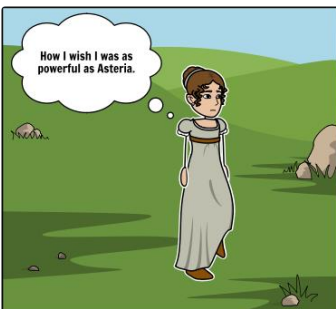
Because of this deed Zeus was furious. He then created a woman of great beauty, filled with curiosity called Pandora and gave her a box she was to never open. Thinking it had to be good, against orders she opened the box.



This box contained all that's bad in the world today pain, sickness, envy, and greed. This, however was not the last thing she let out from the box she also set free hope.

[https://www.cs.williams.edu/~findsey/myths/myths\\_16.html](https://www.cs.williams.edu/~findsey/myths/myths_16.html)

Create your own at Storyboard That



Celeste, daughter of Asteria, has always longed to be as powerful as her mother. So one day she set out to find her.



Once there, Celeste begged Asteria to allow her to learn her mother's ways. Asteria decided to teach her if one condition was agreed upon.



In attempts to prove her mother wrong, Celeste decides to disobey her and shoot a star into the East.



Celeste did not believe there would be consequences when she disobeyed Asteria.



This angered Asteria, so she created a hole to get ride of Asteria and her star forever.



Black holes were formed, causing anyone or anything who angered Asteria to be sucked into darkness forever.

Create your own at Storyboard That

Friday

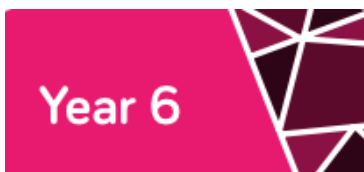
**Maths Friday challenge!**



<https://nrich.maths.org/14092>- a variety of geometry games

<https://nrich.maths.org/5647>- a safe problem!

<https://nrich.maths.org/2721>- Pythagoras!



These begin gently, but they get harder!

<https://nrich.maths.org/4824>

<https://nrich.maths.org/5639>

<https://nrich.maths.org/2419>

---

**Topic: Write a myth.**

Today you will be using yesterday's plan to write your own myth. Try to make your writing powerful by using:

- expanded noun phrases: '...a little old lady with grey hair...'
- adverbials: '...with a sly grin on his face...'
- simile: '...let out a bellow like an angry elephant...'

Re-read the myths from Monday to give you an idea of the style of language you should be using- you could call it fairy-story language, I suppose! Please send us some of your finished stories, as we love reading your work. Good luck!



## Additional Activities

### Art/DT

#### Minotaur

The Minotaur is probably one of the fiercest of all mythical creatures. He had the body of a man and the head of a bull. It was the offspring of Pasiphae, the wife of Minos, and a snow-white bull sent to Minos by the god Poseidon for sacrifice.



#### How to Draw a Minotaur

How2DrawAnimals.com

<https://www.how2drawanimals.com/8-animals/307-draw-minotaur.html>



How2DrawAnimals.com

#### Unicorn

Unicorns were mythical creatures represented as horses. They had horns on the top of their head and possessed magical powers! Follow the link below to learn how to draw your own unicorn!

<https://www.how2drawanimals.com/8-animals/198-draw-unicorn.html>

#### Learn how to draw Medusa!

Follow the link below to learn how to draw medusa!

The most fearsome of the Gorgon sisters

<https://www.youtube.com/watch?v=pXPG7D0U4Yg>



#### My Precious!

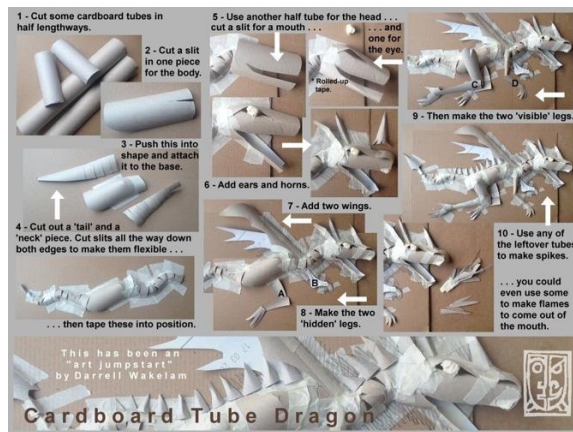
Follow the tutorial to learn how to draw one of the most famous characters from 'The Lord of the Rings'.

<https://www.youtube.com/watch?v=ANfLF0Lheps>



### Build your own Dragon:

Dragons are well known in Myths told across the globe. They are one of the most formidable creatures born from stories, famous for having magical powers and the ability to breath fire. Follow these instructions created by artist Darrell Wakelam and build your own Dragon out of an Kitchen and Toilet roll tubes!



### Make your own Gremlin out of an egg box!

Follow these instructions created by artist Darrell Wakelam and build your own Gremlin out of an old egg box!



### Redesign the Dalmain Logo for our Art Twitter Page



Calling all Dalmain Artists! We would like you to redesign The Dalmain Logo for our @dalmain\_art Twitter page. Here are some different art movements from history that you could use to base your design on.

Surrealist



Cubism



Abstract



Pop Art



We still want to be able to see the acorn and leaf in the centre of a circle so it can be easily identified but depending on what art movement you choose it might influence their shape! For example, if you choose cubism that would change their shape, because there would be no curves. If you chose abstract art as a theme the shape might be distorted! Or you might want to use the leaf shape as a window, viewing art on the inside.

Part 1: Read the legend of Icarus below, and try to think of any scientific concepts or ideas that the story uses. The candles involved might be a good place to start. Then have a look at the checklist below the story and see how many you found. No cheating, now!

## ICARUS THE STORY

A long, long, time ago in the ancient island kingdom of Crete there lived the world's greatest scientist. His name was Daedalus, and he lived on the island with his young son, Icarus. Because he was such a great scientist, powerful leaders from across the world tried to persuade Daedalus to come and work for them. But king Minos, ruler of Crete, didn't want to lose Daedalus to a rival ruler. So he had Daedalus design an ingenious prison tower from which escape was impossible. And then he locked up both Daedalus and Icarus inside. But Daedalus, determined to escape, hatched a plan ...

Minos allowed him to have a good supply of candles so that he could keep working on his scientific inventions even when it was dark. Minos also allowed him a good supply of food, which Icarus liked to share with the birds – who were now his only friends and playmates.

Taking inspiration from the birds, who could freely come and go from the tower as they pleased, Daedalus built human-sized bird wings for himself and for his son, using the candle wax to stick the feathers together.

As they were about to test the wings for the very first time, Daedalus gave this warning to Icarus: 'Keep your wings dry, my boy, and don't fly too low or too close to the sea. But make sure you don't fly too high, or too close to the sun. The heat will melt the wax holding your feathers in place and your wings will be useless.'

Daedalus and Icarus flapped their arms and soared up into the sky. They were flying like birds!

In his joy and excitement, Icarus flew higher and higher. And ever closer to the sun. The wax on his wings began to melt and one by one the feathers peeled away. With no feathers to support his weight, Icarus fell. Down, down, down into the sea, where he was swallowed up by the waves.

**Adapted from Ovid, *Metamorphoses* 8**  
(c.1st century CE = 2,000 years ago)

### Biology



- The structure and functions of the human skeleton, to include support, protection, movement
- Biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles
- Differences between species (mammals and birds)
- Natural selection and adaptation

### Chemistry

- The properties of the different states of matter (solid, liquid and gas)
- The properties of materials

### Physics

- Motion and forces (non-contact forces – gravity)
- Forces as pushes or pulls (using force arrows in diagrams)
- Physical changes of matter (wax)
- Conservation of material and of mass, and reversibility, in melting
- Similarities and differences, including density differences, between solids, liquids and gases (wax)

	<p>Choose one of these and write a brief paragraph explaining the relevant part of the story in scientific terms. Use diagrams to help your explanation.</p>  <p>Part 2: Which month were you born in? Perhaps you already know that each month has its own birthstone, but did you know that the stones often have a history and mythology of their own? Find out more on <a href="https://www.burkemuseum.org/collections-and-research/geology-and-paleontology/minerals/science-and-legends-birthstones">https://www.burkemuseum.org/collections-and-research/geology-and-paleontology/minerals/science-and-legends-birthstones</a></p>
<p><b>History</b></p>	<p>As you have learned through your English work, legends are based on (or contain) real people from history. Who was Robin Hood, for example? Did he actually exist? Richard the Lionheart certainly did, as did King John and a Sherriff of Nottingham, but Robin and Little John? What do we actually know about them? What can you find out about the true historical background of the characters in a legend? You could choose Robin Hood, or any other legend you like. Here are some ideas: King Arthur; Humpty Dumpty (yes, Humpty Dumpty!); Dick Whittington; Pocahontas Joan of Arc.</p> <p>Write a brief paragraph, illustrated if you like, explaining what you have found out about the truth behind the legend.</p> <p>You might like to investigate other nursery rhymes. Do they have any basis in fact?</p> 
<p><b>Music</b></p>	<p><b><u>'What a wonderful world'</u></b> - <a href="https://www.youtube.com/watch?v=ddLd0QRf7Vg">https://www.youtube.com/watch?v=ddLd0QRf7Vg</a></p> <p>Children and adults from all over the world sing this inspiring song. Why not join in too with the singing?</p> <p><b><u>The Ride of the Valkyries</u></b> <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-richard-wagner-ride-of-the-valkyries/zdyfmfr">https://www.bbc.co.uk/teach/ten-pieces/classical-music-richard-wagner-ride-of-the-valkyries/zdyfmfr</a></p> <p>This exciting piece of music was written by Wagner. It is from the opera called 'The Valkyrie' which lasts 5 hours and 50 minutes and is part of his 'Ring Cycle'. <b><u>The operas in the 'Ring cycle' contain many legends from Germany.</u></b></p> <p>There are 3 other operas in the 'Ring Cycle' and they are also long. You see each opera on a different evening. People sometimes take their dinner with them to eat in the intervals as they are in the theatre for such a long time.</p> <p>Special horns were invented to play in Wagner's music. They are called Wagner tubas. Wagner wanted a sound that was in between a french horn and a trombone and this is the wonderful sound</p>

that these instruments make. They are played by french horn players.

### **Legendary classical composers**

**Vivaldi 'Winter' from The four seasons** <https://www.bbc.co.uk/teach/ten-pieces/classical-music-antonio-vivaldi-winter-from-the-four-seasons/zf98bdm>

Vivaldi was a pretty cool and legendary customer. His pieces are full of passion, excitement and have superb tunes. His four seasons are legendary as they were some of the first pieces composed to remind people of places and things around them.

**Mozart** - <https://www.bbc.co.uk/programmes/articles/3H1v7vC6mqInq715SS7s52Q/horn-concerto-no-4-3rd-movement-by-mozart>

A real superstar legend in his own right. Wolfgang Amadeus Mozart was an Austrian composer and performer who could play and write music from the age of four!

Listen out for the times when the orchestra 'answer' the horn by repeating the same tune.

**Beethoven** - <https://www.bbc.co.uk/programmes/articles/2TQ7jtflNVsy1c1DTCT0pBw/symphony-no-5-1st-movement-by-ludwig-van-beethoven>

Another legendary musician who wrote one of the most famous classical tunes.

### **Stravinsky 'The Firebird' Suite**

<https://www.bbc.co.uk/programmes/articles/4JMLr6V55sQKzMPgv401my0/the-firebird-suite-1911-finale-by-igor-stravinsky>

Stravinsky's unique sound changed music forever. On the opening night of one of his ballets there was nearly a riot as the music was like nothing that had been heard before.

'The Firebird' is a ballet and 'The Firebird Suite' is music for orchestra, taken from the ballet.

Watch the video to find out all about Stravinsky and the **folk tale** about a magical glowing bird.

### **Four great musicians**

**Jacqueline du Pre (Cellist)** <https://www.youtube.com/watch?v=OH0jUQTCCQI>

**Buddy Rich (Drummer)** [https://www.youtube.com/watch?v=\\_ug\\_fes1fEI](https://www.youtube.com/watch?v=_ug_fes1fEI)

Watch from 2.14

**Freddie Hubbard (Jazz trumpeter)**

<https://www.youtube.com/watch?v=h3FsJ8ZU414>

**Sheku Kaneh -Masen** <https://www.youtube.com/watch?v=ZnU5XMI7Cts>

The first black musician to win the 'Young Musician of the Year' competition.

These are just a few great musicians. There are of course many, many, many more. Do you have a favourite?

**National Pioneers** - <https://www.bbc.co.uk/teach/bring-the-noise/national-pioneers-england/zhpsscw>

	<p>Listen to Nadia from Croydon. She is a girl from Croydon who loves to rhyme.</p> <p>Can you join in with the chorus? Think of some rhyming words and make up your own rap.</p> <p><b><u>Legendary Voices and Bands</u></b></p> <p><b><u>'Queen' – 'Radio Ga Ga'</u></b> <a href="https://www.youtube.com/watch?v=o-0ygW-B_gI">https://www.youtube.com/watch?v=o-0ygW-B_gI</a></p> <p><b><u>Lois Armstrong – 'What a wonderful world'</u></b> <a href="https://www.youtube.com/watch?v=7gBj-mMEQPc">https://www.youtube.com/watch?v=7gBj-mMEQPc</a></p> <p><b><u>Aretha Franklin - 'Say a little prayer'</u></b> <a href="https://www.youtube.com/watch?v=KtBbyglq37E">https://www.youtube.com/watch?v=KtBbyglq37E</a></p> <p><b><u>The Beatles – 'Yellow Submarine'</u></b> <a href="https://www.youtube.com/watch?v=m2uTFF_3MaA">https://www.youtube.com/watch?v=m2uTFF_3MaA</a></p> <p><b><u>Bob Marley and the Wailers – 'Three little birds'</u></b>  <a href="https://www.youtube.com/watch?v=HNBCVM4KbUM">https://www.youtube.com/watch?v=HNBCVM4KbUM</a></p> <p>There are of course many, many more vocalists and bands who were hugely important to the development of pop music, jazz, soul, hip hop etc</p> <p>Who are your favourites and why do you like them?</p> <p><b><u>'Heroes of Troy'</u></b> <a href="https://www.bbc.co.uk/programmes/articles/g71t6rD97rMCqZf7qMRxqp/ks2-music-heroes-of-troy-info">https://www.bbc.co.uk/programmes/articles/g71t6rD97rMCqZf7qMRxqp/ks2-music-heroes-of-troy-info</a></p>
P.E.	<p><b>Activities from Wendy at Laban</b></p> <p>Negative Space <a href="https://vimeo.com/432427448">https://vimeo.com/432427448</a></p> <p>Trinity Laban dance teacher Wendy Steatham uses the concept of negative space as a starting point for choreographing a short sequence of movement. <b>Yoga with Adriene</b></p> <p><a href="https://yogawithadriene.com/yoga-for-kids/">https://yogawithadriene.com/yoga-for-kids/</a></p> <p><b>PE with Joe Wicks (Monday, Wednesday and Saturday at 9am)</b></p> <p><i>Although the live videos are now on 3 days a week, you can still access the other videos from previous weeks on Youtube.</i></p> <p><a href="https://www.youtube.com/channel/UCA1XT0iJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCA1XT0iJo0TYIRfn6rYQ</a></p>

# Beowulf: An Epic Poem

## Introduction

The story of the hero Beowulf is the only surviving complete poem from Anglo-Saxon times. It is over 3000 lines long and was written by an Anglo-Saxon poet (minstrel) in the language of Old English. The tale tells of the life and adventures of the Swedish hero Beowulf who spends his time fighting monsters (Grendel and his mother in particular) across Denmark, Norway and Sweden (Scandinavia).



## The Poem

The poem is set in three parts and opens with Grendel terrorising the people of Denmark. In the nearby country of Sweden, the prince of the Geats (in southern Sweden), Beowulf, hears of the monster and takes his soldiers with him setting sail to help the King (Hrothgar) and his people.

Unarmed, Beowulf fights the monster and after a long battle, he eventually wins by ripping off its arm. The Danish people are overjoyed and celebrate in the King's hall with Beowulf, but Grendel's mother has plans of her own.

She takes revenge on Hrothgar by attacking the King's hall, killing the King's best friend and taking his body away, along with the arm of her dead son. Beowulf follows her to her underwater lair (home) and fights another long and exhausting battle. At last, he grabs a magical sword from her and kills her too. Beowulf and his soldiers set sail for home in Sweden.



50 years later, Beowulf is now king of the Geats and his own kingdom is being threatened by a fierce dragon. Once more, Beowulf takes his soldiers and sets off to fight. The battle is fierce and all of the soldiers except one run for their lives. Beowulf is wounded, but still manages to cut the beast in half with his sword.

## A translation of part of the poem

### Grendel the Murderer

{Grendel attacks the sleeping heroes}

When the sun was sunken, he set out to visit  
The lofty hall-building, how the Ring-Danes had used it  
For beds and benches when the banquet was over.  
Then he found there reposing many a noble  
Asleep after supper; sorrow the heroes,  
Misery knew not. The monster of evil  
Greedy and cruel tarried but little.



{Grendel drags off thirty of them, and devours them}

Fell and frantic, and forced from their slumbers  
Thirty of thanemen; thence he departed  
Leaping and laughing, his lair to return to,  
With surfeit of slaughter sallying homeward.  
In the dusk of the dawning, as the day was just breaking,  
Was Grendel's prowess revealed to the warriors.

### When was the poem composed and written down?

In Anglo-Saxon times, poems and stories were told by a travelling minstrel as most people could not read or write. The poem must have been passed down through the generations, being changed by each storyteller, until the existing copy was written down by two scribes somewhere in Anglo-Saxon England over 1000 years ago.

# Questions

1. Who is the text about and what nationality was he?

---

2. Which group of people was he prince of?

---

---

3. In the text, what are the sub-headings for?

---

---

4. Look at the poem in the text box; what are the unusual shaped brackets { } for? Where might you have seen them before?

---

---

5. Look at the poem in the text box. Can you find and record words which tell you when the monster arrived at the King's hall and when he returned to his lair?

---

---

6. Using clues from the text, what do you think the word 'banquet' and 'slumber' mean?

---

7. If the poem was not written down for many years, how did minstrels remember it? How much can you remember of the verse in the text box? Get a friend to test you.

---

8. How can historians tell us how old something is by looking at the writing?

**Hint:** think about the vocabulary that is written down?

---

---

9. From the poem in the text box, find and record examples of words that tell you the order of some of the events.

---

10. How do you think that historians knew that two people wrote the poem down?

---

11. Find and copy part of the text that interests you. Explain why you chose that part.

---

---

---

---

# Answers

1. Who is the text about and what nationality was he?  
**The text is about the hero Beowulf. He was Swedish.**
2. Name the region in which he lived.  
**Beowulf was prince of the Geats.**
3. In the text, what are the sub-headings for?  
**The sub-headings tell you what the next section of the text is about.**
4. Look at the poem in the text box; what are the unusual shaped brackets {} for? Where might you have seen them before?  
**The brackets give more information about what is happening in the poem. They are also used for directions and to give more information in plays.**
5. Look at the poem in the text box. Can you find and record words which tell you when the monster arrived at the King's hall and when he returned to his lair?  
**The monster arrived at the King's hall, 'when the sun was sunken' and returned to his lair, 'In the dusk of the dawning, as the day was just breaking'.**
6. Using clues from the text, what do you think the word 'banquet' and 'slumber' mean?  
**A banquet is a grand meal and slumber means to sleep.**
7. If the poem wasn't written down for many years, how did minstrels remember it? How much can you remember of the verse in the text box?  
**Minstrels repeated the poem so many times that they memorised it. Various answers.**
8. How can historians tell us how old something is by looking at the words? Hint –think about the vocabulary that is written down?  
**The words that people use change over time, so historians can tell when they were first used. Just like today, some words come in and out of fashion.**
9. From the poem in the text box, find and record examples of words that tell you the order of some of the events.  
**Words that order events are: eventually, at last and 50 years later.**
10. How do you think historians knew that two people wrote the poem down?  
**Historians recognised the handwriting of the two scribes that wrote the poem down.**
11. Find and copy part of the text that interests you. Explain why you chose that part.  
**Various answers that could include:  
Thirty of thanemen; thence he departed Leaping and laughing, his lair to return to, I like the thought that the monster could drag 30 warriors off to his lair at one time. He must have been big and strong and fierce to kill and take away that number of soldiers without being challenged himself.**