Week 2 Timetable

|	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 9.30	PE – up to 30 minutes	PE – up to 30 minutes	PE – up to 30 minutes	PE – up to 30 minutes	PE – up to 30 minutes
9.30 – 10.30	English film unit - Day 6 Titanium (Click here)	English film unit - Day 7 Titanium (Click here)	English film unit - Day 8 Titanium (Click here)	English film unit - Day 9 Titanium (Click here)	English film unit - Day 10 Titanium (Click here)
10.30 - 11	Break	Break	Break	Break	Break
11 – 12	Maths Day 6 - cube numbers (Click here)	Maths Day 7 - Multiplying by 10. (Click here)	Maths Day 8 - Multiplying by 100. (Click here)	Maths Day 9 - Multiply by 10, 100 and 1000 (Click here)	Maths Day 10 - Multiples of 10, 100 and 1000. (Click here)
12 – 1.00	Dinnertime				
1.00 – 1.30	Reading activity	Reading activity	Reading activity	Reading activity	Reading activity
1.30 - 3	Topic booklet - Task 5	Topic booklet - Task 6	Look at the photos - Choose one photo - Complete a pencil sketch and find out information linked to the photo that you have chosen.	Topic booklet - Task 7	Look at the photos - Choose one photo - Complete a pencil sketch and find out information linked to the photo that you have chosen.

Cube numbers

1 **a)** Fit 8 multilink cubes together to make a larger cube.
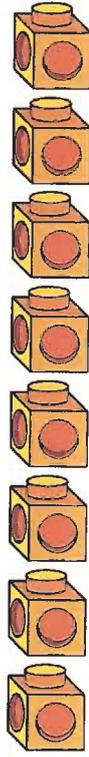
b) Is it possible to fit 9 multilink cubes together to make a larger cube?

Explain your answer.

2 Filip makes a cube using some smaller cubes.
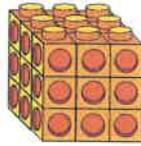
a) How many cubes make up this cube?

b) How did you work out the number of cubes?

c) This number is an example of a cube number.
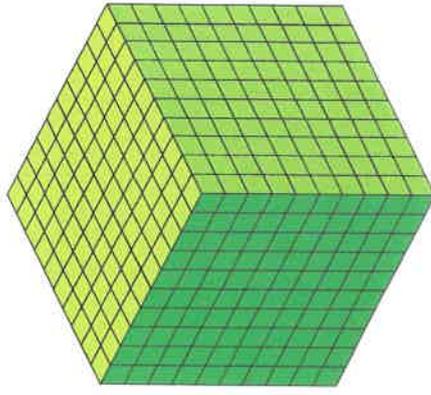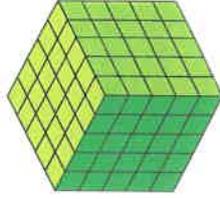
Why do you think it is a cube number?

3 **a)** Complete the table of cube numbers.

2^3	$2 \times 2 \times 2$	8
3^3	$3 \times 3 \times 3$	
4^3	$4 \times 4 \times 4$	

b) What would the next cube number in the table be?

4 Complete the statements.

Use the cubes to help you.

a)
$5^3 =$

5 cubed =

$5 \times 5 \times 5 =$

b)
$10^3 =$

10 cubed =

$10 \times 10 \times 10 =$

5 **a)** Which calculation is the same as 6^3?

6×3 $\qquad$ $6 + 6 + 6$ $\qquad$ $6 \times 6 \times 6$

b) Kim has worked out 6^3 using this method.

$6^3 = (6 \times 6) \times 6$

$= 36 \times 6$

$= 216$

	30	6
6	$30 \times 6 = 180$	$6 \times 6 = 36$

$180 + 36 = 216$

Is Kim's method correct?

How do you know?

4 Complete the statements.

Use the cubes to help you.

a)

5^3 = ☐

5 cubed = ☐

$5 \times 5 \times 5$ = ☐

b)

10^3 = ☐

10 cubed = ☐

$10 \times 10 \times 10$ = ☐

c) Match the cube numbers to the calculations.

One has been done for you.

4^3

5^3 ——— 4×2

2^3 9×3

3^3 16×4

25×5

5 a) Which calculation is the same as 6^3?

6×3 $6 + 6 + 6$ $6 \times 6 \times 6$
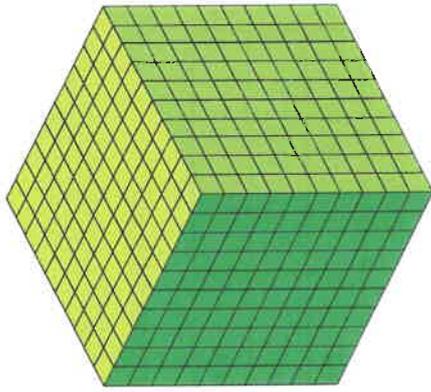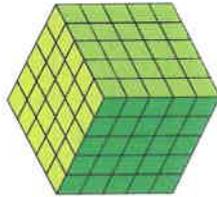
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Is Kim's method correct?

How do you know?
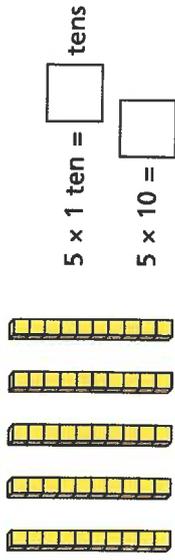
6 Calculate 7^3

7 1^3 is 1, and 3^3 is 9

What mistake has Dora made?

Why might she have made this mistake?

8 Scott's age is a cube number.

His sister is 2 years younger than him.

Her age is a square number.

In 3 years, Scott's age will be a multiple of 10
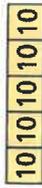
How old is Scott?

Multiply by 10

1 Complete the calculation shown in base 10

5×1 ten = ☐ tens

5×10 = ☐

2 Work out the multiplications.

a) 2×10　　c) 10×8　　e) 10×6

b) 4×10　　d) 7×10　　f) 3×10

3 Match the bar models to the multiplications.

| 10 | 10 | 10 | 10 | 10 |

| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |

| 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |

5×10

10×9

6×10

4 Tom has 10 boxes of eggs.

There are 12 eggs in each box.

How many eggs does he have altogether?

5 Complete the sentences.

| H | T | O |

Each row has ☐ ten

and ☐ ones.

There are ☐ rows.

The calculation is

☐ × ☐ = ☐

6 Use counters on a place value chart to work out 23×10

7 Which of these is the odd one out?

There are 10 teams with 7 players on each team.

There are 10 red flowers and 7 yellow flowers.

There are 7 ten frames with 10 counters in each.

Talk about it with a partner.
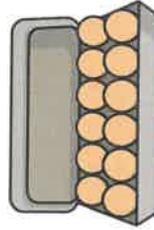
5 Complete the sentences.

Each row has ☐ ten

and ☐ ones.

There are ☐ rows.

The calculation is

☐ × ☐ = ☐

6 Use counters on a place value chart to work out 23 × 10

7 Which of these is the odd one out?

| There are 10 teams with 7 players on each team. | There are 10 red flowers and 7 yellow flowers. | There are 7 ten frames with 10 counters in each. |

Talk about it with a partner.

---

8 Complete the calculations.

a) 45 × 10 = ☐

b) 36 × 10 = ☐

c) ☐ = 10 × 78

d) 31 × ☐ = 310

e) 10 × ☐ = 140

f) ☐ = 40 × 10

g) 32 × 10 = 10 × ☐

h) 670 = 2 × 5 × ☐

9 Eva walks 60 m to school.

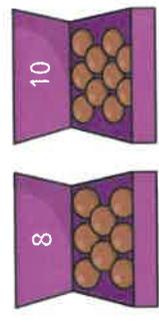Teddy walks 10 times as far as Eva to school.

How far does Teddy walk to school?

10 Amir thinks of a 2-digit number.

He multiplies it by 10.

My answer is between 755 and 795

Write all the numbers Amir could be thinking of.

11 Chocolates come in boxes of 8 and 10

Rosie needs to buy 80 chocolates.

a) What boxes could Rosie buy?

b) What is the fewest number of boxes Rosie needs to buy?

Multiply by 100

1 Complete the calculation shown in base 10

3×1 hundred = ☐ hundreds $3 \times 100 = $ ☐

2 Work out the calculations.

a) 2×100

b) 4×100

c) 100×8

d) 5×100

e) 100×10

f) 20×100

3 There are 7 boxes of 100 crayons.

Which calculations work out the total number of crayons?

$100 + 7$ 100×7 $7 + 100$ 7×100

4 Match the images to the calculations. Work out the calculations.

$9 \times 100 = $ ☐

$6 \times 100 = $ ☐

$12 \times 100 = $ ☐

5 Complete the calculations.

a) $32 \times 100 = $ ☐

b) $29 \times 100 = $ ☐

c) $100 \times 72 = $ ☐

d) $5 \times 7 \times 100 = $ ☐

e) ☐ $\times 100 = 6{,}500$

f) $100 \times $ ☐ $= 3{,}000$

6 Calculate the perimeter of the rectangle.

5 m

3 m
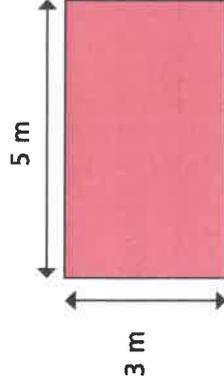
Give your answer in centimetres.

7 Write <, > or = to compare the statements.

a) 45×100 ◯ 45×10

b) 36×100 ◯ 100×36

c) 100×27 ◯ 26×100

d) 31×100 ◯ $31 \times 10 \times 10$

e) 30×10 ◯ 3×100

5 Complete the calculations.

a) $32 \times 100 = \boxed{}$

b) $29 \times 100 = \boxed{}$

c) $100 \times 72 = \boxed{}$

d) $5 \times 7 \times 100 = \boxed{}$

e) $\boxed{} \times 100 = 6,500$

f) $100 \times \boxed{} = 3,000$

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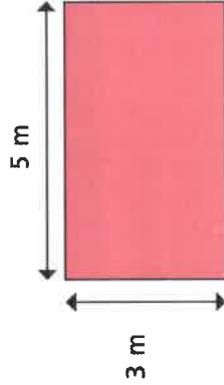
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a) 45×100 ◯ 45×10

b) 36×100 ◯ 100×36

c) 100×27 ◯ 26×100

d) 31×100 ◯ $31 \times 10 \times 10$

e) 30×10 ◯ 3×100

8 Amir thinks of a 2-digit even number.

He multiplies it by 100

His answer is greater than 3,450 but less than 3,750

Write the number that Amir is thinking of.

9 Four children are making numbers using base 10

The table shows how many of each piece they use.

	Number of 100s	Number of 10s
Eva	17	0
Ron	15	8
Dexter	16	15
Whitney		

a) What number has Eva made?

b) Who has made the biggest number?

c) Whitney has made the same number as Eva.

She used 100s and 10s.

What pieces could Whitney have used?

Write your answer in the table.

Are there any other answers? Talk about it with a partner.

Multiply by 10, 100 and 1,000

1 Complete the multiplications.

a)

Th	H	T	O
			7

7 × 10

b)

Th	H	T	O
		3	9

39 × 10

c)

Th	H	T	O
	2	0	5

205 × 10

d) What happens to the digits when you multiply by 10?

2 Complete the multiplication sentences.

a) 9 × 10 = ☐

b) 54 × 10 = ☐

c) 10 × 13 = ☐

d) 126 × 10 = ☐

e) ☐ × 10 = 320

f) 10 × ☐ = 1,350

g) 20 × 10 = ☐

h) ☐ × 10 = 5,000

3 Multiply each number by 100 and then by 1,000

a)

HTh	TTh	Th	H	T	O
					9

9 × 100

9 × 1,000

b)

HTh	TTh	Th	H	T	O
				1	6

16 × 100

16 × 1,000

c)

HTh	TTh	Th	H	T	O
			2	4	5

245 × 100

245 × 1,000

d) Explain to a partner how you multiply a number by 100

Ask them to explain how to multiply by 1,000

4 Work out the multiplications.

a) 45 × 100

52 × 100

70 × 100

b) 612 × 100

715 × 100

720 × 100

c) 41 × 10

41 × 100

41 × 1,000

d) 10 × 952

100 × 952

1,000 × 952

5 Write >, < or = to make the statements true.

a) 78 × 10 ◯ 78 × 100

b) 100 × 56 ◯ 65 × 100

c) 930 × 10 ◯ 100 × 93

d) 1,000 × 482 ◯ 482 × 100

6

54 × 1,000 is the same as 54 × 10 × 10 × 10

Is Rosie correct?

Explain how you know.

Multiply by 10, 100 and 1,000

c)

HTh	TTh	Th	H	T	O
			2	4	5

245×100

$245 \times 1,000$

d) Explain to a partner how you multiply a number by 100

Ask them to explain how to multiply by 1,000

4 Work out the multiplications.

a) 45×100

52×100

70×100

b) 612×100

715×100

720×100

c) 41×10

41×100

$41 \times 1,000$

d) 10×952

100×952

$1,000 \times 952$

5 Write >, < or = to make the statements true.

a) 78×10 ◯ 78×100

b) 100×56 ◯ 65×100

c) 930×10 ◯ 100×93

d) $1,000 \times 482$ ◯ 482×100

6

> $54 \times 1,000$ is the same as $54 \times 10 \times 10 \times 10$

Is Rosie correct?

Explain how you know.

7 Complete the multiplication sentences.

a) $52 \times \boxed{} = 5,200$

b) $95 \times \boxed{} = 950$

c) $136 \times \boxed{} = 1,360$

d) $272 \times \boxed{} = 272,000$

e) $6,200 = \boxed{} \times 62$

f) $\boxed{} \times 370 = 3,700$

g) $\boxed{} \times 100 = 8,200$

h) $\boxed{} \times 100 = 82,000$

i) $\boxed{} \times 10 = 39,000$

j) $1,000 \times \boxed{} = 80,000$

8 Ron and Dani have paper rounds.

Ron delivers 75 papers a month.

Dani delivers 10 times as many papers a month as Ron.

How many papers do they deliver altogether?

9 Mrs Hall owns a bookshop.

- In January, she sold 145 books.
- In February she sold 10 times as many books.
- In March she sold 10 times as many books as in February.

How many books did Mrs Hall sell in March?

Show your workings.

Compare answers with a partner.

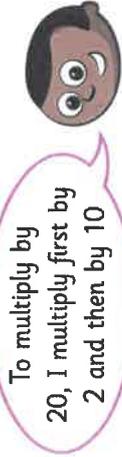**10** Amir thinks of a number.

He multiplies it by 100

The answer has the same digit in the thousands and hundreds columns.

The total of all the digits is 8

What could the number be?

Multiples of 10, 100 and 1,000

1 Mo is multiplying numbers by 20

> To multiply by 20, I multiply first by 2 and then by 10

a) Use Mo's method to work out the multiplications.

   7 × 20   12 × 20   20 × 134

b) Would you get the same answer if you multiplied by 10 first and then by 2?

   Write an example.

2 Complete the sentences.

a) To multiply by 50, you multiply by 5 first and then by ☐

b) To multiply by 200, you multiply by ☐ first and then by ☐

c) To multiply by 7,000 you multiply by ☐ first and then by ☐

3 Work out the multiplications.

Show all the steps in your thinking.

a) 7 × 500   b) 6,000 × 8   c) 300 × 90   d) 500 × 300

4 Complete the calculations.

a) 300 × ☐ = 9,000

b) 6,000 × ☐ = 18,000

c) 700 × ☐ = 28,000

d) ☐ × 90 = 27,000

e) 500 × 60 = ☐

f) 8,000 × ☐ = 720,000

5 Use this fact to solve the calculations.

   42 × 3 = 126

a) 42 × 30   c) 300 × 42

b) 420 × 3   d) 42 × 3,000

6 Here are two methods to solve 16 × 50

   Method 1
   16 × 10 × 5
   = 160 × 5
   = 800

   Method 2
   16 × 5 × 10
   = 80 × 10
   = 800

a) What is the same about the methods?

   What is different?

b) What other method could you use to multiply by 50?

   Show your method.

c) Share your method with a partner.

7 Jack and Mo are calculating 3,500 ÷ 70

   Jack's workings
   3,500 ÷ 10 = 350
   350 × 7 = 2,450

   Mo's workings
   3,500 ÷ 10 = 350
   350 ÷ 7 = 50

Multiples of 10, 100 and 1,000

4 Complete the calculations.

a) $300 \times \square = 9{,}000$

b) $6{,}000 \times \square = 18{,}000$

c) $700 \times \square = 28{,}000$

d) $\square \times 90 = 27{,}000$

e) $500 \times 60 = \square$

f) $8{,}000 \times \square = 720{,}000$

5 Use this fact to solve the calculations.

$$42 \times 3 = 126$$

a) 42×30

b) 420×3

c) 300×42

d) $42 \times 3{,}000$

6 Here are two methods to solve 16×50

Method 1
$16 \times 10 \times 5$
$= 160 \times 5$
$= 800$

Method 2
$16 \times 5 \times 10$
$= 80 \times 10$
$= 800$

a) What is the same about the methods?
What is different?

b) What other method could you use to multiply by 50?
Show your method.

c) Share your method with a partner.

7 Jack and Mo are calculating $3{,}500 \div 70$

Jack's workings
$3{,}500 \div 10 = 350$
$350 \times 7 = 2{,}450$

Mo's workings
$3{,}500 \div 10 = 350$
$350 \div 7 = 50$

a) Whose workings are correct?

b) What mistake has the other person made?

8 Complete the division diagrams.

a) $4{,}200 \div 200$

4,200 [÷ 100] [÷ 2]
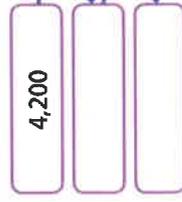
b) $36{,}000 \div 6{,}000$

36,000
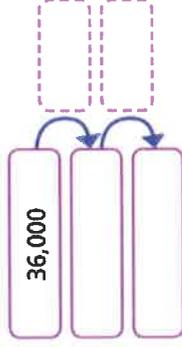
Complete the division sentences.

c) $3{,}200 \div 80$
$3{,}200 \div 800$

d) $72{,}000 \div 9{,}000$
$72{,}000 \div 900$
$72{,}000 \div 90$

9 Match the calculations to the answers.
One has been done for you.

Calculation	Answer
8×40	3,200
$3{,}200 \div 80$	320
4×800	40
$32{,}000 \div 40$	800

10 The answer is 400

What could the question be?

Write 4 division and 4 multiplication questions.

Ask a partner to check your questions.

Quick Questions

1. What jobs do robots do?

2. What does 'holographic-restaurant' and 'virtual-school' tell you about life in 2053?

3. Give two phrases which tell you that the robots have had enough of their position?

4. How do you think the robots will teach the humans a lesson?

Robot Revenge

11 The year is 2053. Robots are a part of everyday life –
17 they drive hover-trains, serve in holographic-restaurants
26 and even teach in virtual-schools. They are so realistic
38 that it can be hard to know whether you are talking to
50 a fellow human or a robot (in some cases the only clue
61 is the small light that can be seen faintly glowing from
65 behind the left ear).

73 In fact, robots are becoming increasingly infuriated with
83 their place in society. A group are plotting their revenge
94 on humans. They want to teach humans a lesson – it is
105 about time that humans started to be grateful for all the
114 wonderful opportunities they have in life. The robots will
117 make them realise...

Answers

1. What jobs do robots do?

   Accept: 'drive hover-trains, serve in restaurants and teach'.

2. What does 'holographic-restaurant' and 'virtual-school' tell you about life in 2053?

   Accept an explanation that many things are now computer-generated rather than real.

3. Give two phrases which tell you that the robots have had enough of their position?

   Accept any of "increasingly infuriated', 'plotting their revenge', teach humans a lesson', 'make them realise'.

4. How do you think the robots will teach the humans a lesson?

   Accept any reasonable explanation that links to the text – they will stop doing all the jobs for humans, making humans realise how lucky they are.

Robot Revenge

11 The year is 2053. Robots are a part of everyday life –
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26 and even teach in virtual-schools. They are so realistic
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105 about time that humans started to be grateful for all the
114 wonderful opportunities they have in life. The robots will
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Quick Questions

1. When were superheroes first created?

_____

2. Find and copy two verbs which mean the same as 'fighting'

_____

3. Why do you think that Anaconda is 'not immortal'?

_____

4. Who do you think is more powerful: Lightning Girl or Anaconda? Explain your reasons why.

_____
_____
_____

Superhero Facts

9   Superheroes are fantasy characters who are dedicated to tackling
19 crime and battling villains. They were originally created as part
30 of comic book stories in the late 1930s. Superheroes have special
37 (superhuman) powers such as those described here:

Lightning Girl

39 Lightning Girl is one of the daughters of a native American tribal
51 princess, all of whom have auburn hair and the potential to
62 wield magic.

71 **Flight speed:** Subsonic (when propelled by winds)

77 **Fighting skills:** Excellent hand-to-hand combatant, trained
79 by Anaconda.

Anaconda

80 Anaconda was born with superhuman strength, the
87 ability to heal his own wounds (unless they
95 are severe) and the power of flight. He
103 was later given an invisible, strong
109 exoskeleton to protect him further.

114 **Age:** Over one-hundred years old
119 (but not immortal).

Answers

1. When were superheroes first created?

   Accept: late 1930s

2. Find and copy two verbs which mean the same as 'fighting'

   Accept 'tackling' and 'battling'

3. Why do you think that Anaconda is 'not immortal'?

   Accept an explanation that despite being able to heal his own wounds, if they are severe he is unable to, which would mean that he could die in this situation.

4. Who do you think is more powerful: Lightning Girl or Anaconda? Explain your reasons why.

   Accept any reasonable explanation that links to the text – Lightning Girl because she was trained by Anaconda and can use magic / Anaconda because he can heal his own wounds and has an invisible, strong exoskeleton.

Superhero Facts

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19 crime and battling villains. They were originally created as part
30 of comic book stories in the late 1930s. Superheroes have special
37 (superhuman) powers such as those described here:

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109 exoskeleton to protect him further.
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119 **Age:** Over one-hundred years old
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Unicorn Valley

10   Without warning, Zaina woke to find herself floating up from
21   her bed towards a dazzling star which had appeared on her
27   ceiling; she was pulled through it.

36   Within seconds, Zaina found herself landing in a dazzling
45   land. She was standing in a supernatural meadow surrounded
54   by mystical wild flowers and towering willow trees. Zania
63   was awestruck by this enchanting setting, but was most
72   astonished by the majestic unicorns trotting towards her. She
81   gazed around in astonishment. She had always believed that
89   unicorns were real - her brother was clearly wrong.

101   Zaina could hear a voice in her head telling her that she
110   had been chosen to save the enchanted valley. Overhead,
117   ferocious dragons menacingly circled the dreamy wonderland
127   desperately trying to get close enough to attack. How would
132   she be able to help?

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Quick Questions

1. What unusual event occurred at the beginning of the story?

_____

2. Find and copy two adjectives which describe the setting.

_____

3. What does the word 'astonishment' tell us about the way Zaina is feeling?

_____

4. Will Zaina be able to help the unicorns? Why do you think this?

_____
_____
_____
_____

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Answers

1. What unusual event occurred at the beginning of the story?
   Accept: Zaina woke to find herself floating towards a dazzling star on her ceiling and being pulled through it.

2. Find and copy two adjectives which describe the setting.
   Accept: dazzling, supernatural, mystical, enchanting and dreamy.

3. What does the word 'astonishment' tell us about the way Zaina is feeling?
   Accept a response that shows Zaina couldn't believe what she was seeing, that she was shocked and impressed.

4. Will Zaina be able to help the unicorns? Why do you think this?
   Accept any reasonable explanation that links to the text – yes because she had been chosen so must be able to help / no because the dragons were ferocious and ready to attack and she was just a girl.

Unicorn Valley

10 Without warning, Zaina woke to find herself floating up from
21 her bed towards a dazzling star which had appeared on her
27 ceiling; she was pulled through it.

36 Within seconds, Zaina found herself landing in a dazzling
45 land. She was standing in a supernatural meadow surrounded
54 by mystical wild flowers and towering willow trees. Zania
63 was awestruck by this enchanting setting, but was most
72 astonished by the majestic unicorns trotting towards her. She
81 gazed around in astonishment. She had always believed that
89 unicorns were real – her brother was clearly wrong.

101 Zaina could hear a voice in her head telling her that she
110 had been chosen to save the enchanted valley. Overhead,
117 ferocious dragons menacingly circled the dreamy wonderland
127 desperately trying to get close enough to attack. How would
132 she be able to help?

How Zeus Became King of the Gods

Cronus was worried. He had achieved a lot in his lifetime but how long could his power truly last for? Years earlier, he had defeated his own father to become king of the Titans but now that title felt threatened. Just like he had betrayed his own father, it seemed possible that his own children could do the same to him one day.

Seeing no other way to protect himself, Cronus immediately trapped his five young children in a prison. Scared for her own life, his wife Rhea fled to the Greek island of Crete. It was here that she secretly gave birth to a sixth child in a hidden cave. As the child grew, Rhea kept him hidden from the world. It wasn't until years later that Cronus would finally come face to face with his son, Zeus.

***

Many years passed and Zeus had grown taller and stronger each day. Rhea looked at her son and was filled with pride. She knew that if anyone could free her children from Cronus, it would be Zeus. When he told her that he was leaving, she was not surprised. Although she was sad to watch him go, she made no attempt to stop him.

When he reached his father's home, Zeus disguised himself as a servant and slipped a drop of poison into Cronus's drink. When Cronus took a sip, the poison flowed through his body and left him feeling confused. Before Cronus had time to recover, Zeus had freed his siblings. Together, they left and started plotting to overthrow their father.

Zeus knew that Cronus was powerful and was likely to defeat them. They would need help. He looked at his brothers and sisters and inspiration struck. Surely, there were others who wanted revenge for the way that Cronus had treated them. Remembering one of his mother's stories, Zeus travelled to a distant cave. There, he was met by a giant, winged beast who roared angrily at him. However, after years of guarding the same place, the beast had grown tired and slow so it was easily defeated. Before long, Zeus had broken through the sealed entrance.
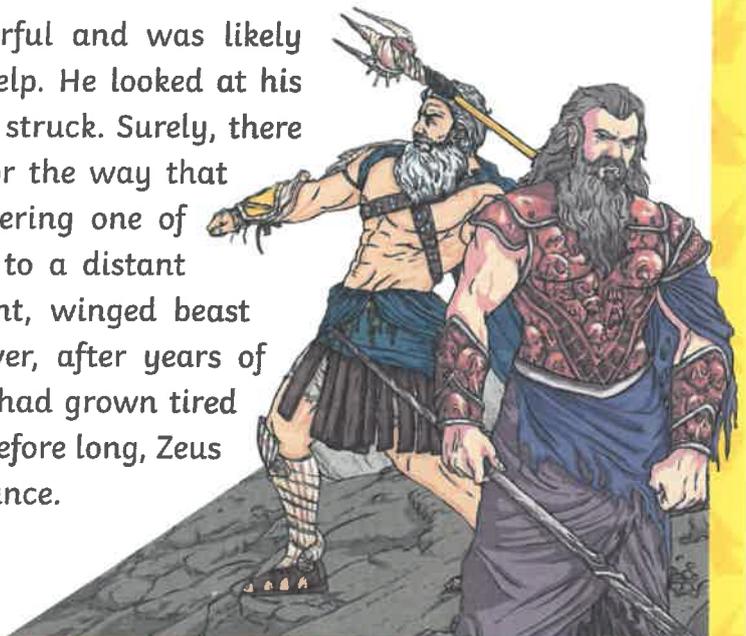
Suddenly, Zeus found himself face to face with the one-eyed cyclopes. These creatures were siblings of Cronus. He had locked them away when he became worried that they would try to overtake him. Zeus explained the plan to defeat his father and the cyclopes agreed to help. They told Zeus that they were master blacksmiths. Together, they were able to create amazing, powerful items. After he had promised them that they would be free forever, the three creatures presented Zeus with a powerful lightning bolt.

Zeus practised with the lightning bolt for several months. When he was using it, it looked as though he could control the storms themselves. Eventually, the battle of the Olympians against the Titans began. The Olympians were powerful and intelligent, but the Titans were strong and towered high over the earth.

The battle lasted for ten long years before Zeus and the Olympians finally emerged as the champions.

At the end of the battle, Zeus and his two brothers – Poseidon and Hades – chose to split their rule over the earth. Poseidon would rule over the rivers and seas, Hades would become ruler of the underworld and Zeus would rule over the skies. As his new position took him higher than his brothers and the other gods, Zeus took the title of king of the gods and stepped into his new home on Mount Olympus.

Questions

1. What was the name of Zeus's father? Tick one.

   ○ Cronus

   ○ Rhea

   ○ Hades

   ○ Poseidon

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

   ☐ Zeus freed his brothers and sisters from Cronus.

   ☐ Zeus became king of the gods.

   ☐ The cyclopes gave Zeus a lightning bolt.

   ☐ Rhea gave birth to Zeus in a cave.

3. What did Zeus disguise himself as when he went to his father's home?

   _____

4. Look at the paragraph beginning **Zeus knew that Cronus...**
   Find and copy one word which means the same as 'a bright idea'.

   _____

5. Fill in the missing words.

   The battle lasted for _____ years before _____ and the
   Olympians won.

6. What type of animal do you think was guarding the cyclopes? Explain your answer.

   _____

   _____

   _____

7. How do you think Zeus felt when the battle was over? Explain your answer.

_____

_____

_____

8. Read from **Zeus practised with the lightning bolt...** until the end of the story. Summarise the events from these two paragraphs using 20 words or fewer.

_____

_____

_____

Answers

1. What was the name of Zeus's father? Tick one.

   ⊘ **Cronus**
   ○ Rhea
   ○ Hades
   ○ Poseidon

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

   [2] Zeus freed his brothers and sisters from Cronus.
   [4] Zeus became king of the gods.
   [3] The cyclopes gave Zeus a lightning bolt.
   [1] Rhea gave birth to Zeus in a cave.

3. What did Zeus disguise himself as when he went to his father's home?

   Zeus disguised himself as a servant.

4. Look at the paragraph beginning **Zeus knew that Cronus...**
   Find and copy one word which means the same as 'a bright idea'.

   inspiration

5. Fill in the missing words.

   The battle lasted for **ten** years before **Zeus** and the Olympians won.

6. What type of animal do you think was guarding the cyclopes? Explain your answer.

   Accept any sensible answer provided it references the text, such as: I think that the animal guarding the cyclopes was a dragon because it says that it was giant and had wings. Also, dragons are often used to guard places in stories.

7. How do you think Zeus felt when the battle was over? Explain your answer.

   Pupils' own responses, such as: I think that Zeus felt exhausted because he had been fighting for ten years. I also think that he would feel relieved that the battle was over.

8. Read from **Zeus practised with the lightning bolt...** until the end of the story. Summarise the events from these two paragraphs using 20 words or fewer.

   Pupils' own responses, such as: Zeus practised with the lightning bolt and used it to defeat the Titans and become king of the gods.

How Zeus Became King of the Gods

Doubt followed Cronus like an unwelcome shadow. He had achieved a lot in his lifetime – it was true – but how long could his power truly last for? He had already defeated his own father to take the title of king of the Titans but now his leadership felt threatened. In the same way that he had betrayed his own father, it seemed possible that his own children would try to do the same when they grew older. It was an unpleasant thought that needed to be dealt with.

Seeing no other way to protect himself, Cronus immediately imprisoned his five young children. Scared that the same would happen to her, his wife Rhea fled to the Greek island of Crete. It was here that she secretly gave birth to a sixth child in a cave far beneath the earth. As the child grew, Rhea kept him hidden from the world. It wasn't until years later that Cronus would finally come face to face with his son, Zeus.

***

Rhea looked at her son and was filled with pride. He was no longer the small boy who had clenched his fists in anger when she would tell him stories of his brothers and sisters who had been imprisoned. Now, he was a man who had taken his anger and moulded it into a plan for revenge. She knew that if anyone could free her children from Cronus, it would be Zeus. Although she was sad to watch him leave, she made no attempt to stop him.

When he reached his father's home, Zeus disguised himself as a servant and slipped a drop of poison into Cronus's drink. The moment that Cronus took a sip, the poison flowed through his body and left him confused and groggy. Before he had time to recover, Zeus had left with his siblings. Together, they vowed to overthrow Cronus.

Zeus knew that Cronus would defeat them as easily as a spider defeats a struggling fly in its web. They would need help. He looked at his brothers and sisters and inspiration struck. Surely, there were others who wanted payback for Cronus' mistreatment of them. Recalling the route from his mother's stories, Zeus travelled to a distant cave. He was met by a giant, winged beast who roared angrily at the man who dared to disturb its peace. It took little effort to defeat the beast who had grown slow after years of guarding the same location. Before long, Zeus had broken through the sealed entrance.

Just as his mother had described, Zeus found himself face to face with the one-eyed cyclopes. These creatures were siblings of Cronus and, like Zeus' brothers and sisters, had been imprisoned when he thought that they might try to overthrow him. Zeus explained his plan to defeat his father and the cyclopes agreed to help. Zeus had not known that the three cyclopes were master blacksmiths and had spent years perfecting the art. Together, they were able to create items beyond the understanding of ordinary mortals. After he promised that they would be free forever, the three creatures presented Zeus with a powerful lightning bolt.

***

Many months had passed and Zeus's skill with the lightning bolt had grown each day; it was as if he could now control the skies themselves. Eventually, the battle of the Olympians against the Titans began. The Olympians were powerful and intelligent but the Titans were strong and towered high over the earth. With both sides equally matched, the battle lasted for ten long years before Zeus and the Olympians finally emerged victorious.

At the end of the battle, Zeus and his two brothers – Poseidon and Hades – chose to split their rule over the earth. Poseidon would rule over the rivers and seas, Hades would become ruler of the underworld and Zeus would rule over the skies. As his new position took him higher than his brothers and higher than the gods themselves, Zeus took the title of king of the gods and stepped into his new home on Mount Olympus. A smile spread across his battle-scarred face; it was time for a new era to begin.

Questions

1. How many children did Rhea and Cronus have together? Tick one.

   ○ five

   ○ six

   ○ seven

   ○ eight

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

   ☐ Zeus defeated the giant, winged beast.

   ☐ Rhea watched Zeus leave.

   ☐ Hades became ruler of the underworld.

   ☐ Zeus freed the cyclopes.

3. Where did Zeus get his lightning bolt from?

   _____

4. Look at the paragraph beginning **Zeus knew that Cronus...**
   Find and copy one word which means the same as 'revenge'.

   _____

5. Why was the winged beast so easy to defeat?

   _____

6. **Zeus knew that Cronus would defeat them as easily as a spider defeats a struggling fly in its web.**
   Why do you think the author has chosen to include this line?

   _____

   _____

   _____

7. Imagine that you are Zeus.
   What would you say to the cyclopes to convince them to fight with you?

   _____

   _____

   _____

8. Do you think that the way the three brothers split the earth was fair? Explain your answer.

   _____

   _____

   _____

9. Would you like to meet Zeus? Tick one.

   ☐ yes
   ☐ no

   Explain your answer.

   _____

   _____

   _____

Answers

1. How many children did Rhea and Cronus have together? Tick one.

   ○ five

   ⊘ **six**

   ○ seven

   ○ eight

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

   | 2 | Zeus defeated the giant, winged beast. |

   | 1 | Rhea watched Zeus leave. |

   | 4 | Hades became ruler of the underworld. |

   | 3 | Zeus freed the cyclopes. |

3. Where did Zeus get his lightning bolt from?

   The cyclopes gave the lightning bolt to Zeus.

4. Look at the paragraph beginning **Zeus knew that Cronus...**
   Find and copy one word which means the same as 'revenge'.

   payback

5. Why was the winged beast so easy to defeat?

   The winged beast was so easy to defeat because it had grown slow after years of guarding the same location.

6. **Zeus knew that Cronus would defeat them as easily as a spider defeats a struggling fly in its web.**
   Why do you think the author has chosen to include this line?

   Pupils' own responses, such as: I think that the author has chosen to include this line to make it clear about how powerful Cronus and the Titans were. The reader might become worried about whether Zeus will be successful.

7. Imagine that you are Zeus.
   What would you say to the cyclopes to convince them to fight with you?

   Pupils' own responses, such as: I would say that, if they helped me, I would be a much better ruler than Cronus because I wouldn't keep them locked up inside a cave. Instead, they would be free to make their amazing weapons in the open so that everyone could see them and be impressed.

8. Do you think that the way the three brothers split the earth was fair? Explain your answer.

   Pupils' own responses, such as: I don't think that the earth was split fairly because Zeus became the king of all of the gods when they had all worked hard to win the fight. Hades and Poseidon just become a god of a part of the earth but Zeus became the god of everything.

9. Would you like to meet Zeus? Tick one.

   Accept either a yes or a no response provided that a full explanation is given below.

   Explain your answer.
   Pupils' own responses, such as: Yes, I would like to meet Zeus because he sounds like a very interesting person. I would like to see his lightning bolt and I would also like to ask him more about how he was able to defeat the Titans.

Titanium
English - Monday

Create a dialogue between the teacher and the police officer.

Punctuating Speech

'Get here as quickly as you can!' the teacher said.
There is always a piece of punctuation inside the quotation marks.

'Get here as quickly as you can!' said the teacher.
Try inverting the subject and the reporting verb.

'Get here as quickly as you can!' the teacher said nervously.
Maybe use an adverb to explain the way in which something is spoken.

'Get here as quickly as you can!' the teacher said nervously, closing the classroom door behind her.
You can extend the reporting clause with additional information.

The teacher said, 'Get here as quickly as you can!'
When speech comes after the person talking, you need to remember your comma.

'Get here as quickly as you can,' the teacher said, 'you won't believe what has just happened!'
Speech may continue after the reporting clause. You need to remember that the person hasn't actually finished speaking and so no capital letter is needed.

Be very careful with the reporting clause used in speech. Using words like said, explained and replied are perfectly acceptable. At times, you may also choose not to use a reporting clause. You need to ensure it is very clear who is speaking.

Titanium
English - Monday

Watch the video from 1:00 – 1:18. Create dialogue between the teacher and police officer.

What dialogue did the teacher and the first policeman on scene have?

Titanium
English - Monday

Here is my example:

Darting out of the main entrance door, the startled teacher bolted towards the police car which had abruptly pulled up outside. A stern looking officer stepped out of the vehicle. 'Thank goodness you're here, Officer! There was an explosion! We...we...were just starting the lesson and...we heard...a bang!' she stuttered. Unsure how to read the apparently confused woman, the police officer replied, "Calm down please and start at the beginning."
"There's no time!" she responded frantically, "he's getting away!"
"Who is getting away, Ma'am?" The officer turned to see a teenage boy speeding away from the school on a bicycle. A shiver tingled up the teacher's spine as she extended a trembling finger and pointed in the direction of the boy. "It's him. He's not like us. He did it. Get him!"

Now it is your turn:

Titanium
English - Tuesday

Over the next few lessons, we are going to write an incident report.

Features of an incident report.

- 5Ws

- Past tense

- Third person recount

- Facts and information only- no personal opinion

- Chronological order & conjunctions of time

- Paragraphs

- Formal tone and vocabulary

- Technical language depending on context

- May contain quotes from witnesses

Titanium
English - Tuesday

Who?

Who is the News Report about?

Who was involved?

Who was affected?

Who witnessed the event?

What?

What happened?

What events happened?

What did people think?

What happened first?

Where?

Where did it happen?

Where were the people involved?

Where did they go?

Where were the others involved?

When?

When did the events take place?

When were the police informed?

When will the news report come out?

When will the next event happen?

Why?

Why did the events happen?

Why did people get involved?

Why is it news worthy?

Why would people enjoy reading about it?

Titanium
English - Tuesday

Example:

Date of incident: 14/03/16

Incident: Supernatural activity inside local school.

Date of report: 15/03/16

Reporting officer: Albert Smith

On the morning of Tuesday 14th March 2016, I was called to Shield High School following reports of an explosion inside. Upon my arrival at the scene, I was met by one of the teaching staff, Mrs. Mezarelli, who was visibly shaken and somewhat agitated. She was the only adult present at the scene at that time. Mrs. Mezaralli proceeded to explain that she had witnessed a fight in the corridor between two adolescent males, in which one had been seemingly backed into a corner. The second male displayed threatening behaviour, though the witness was unable to identify what exactly was said. She identified one of the children as Tom Ingham. She then informed me that she witnessed Tom apparently summon a flash of light and an explosion from his hands, before she sought sanctuary in an empty classroom in order to avoid any injury. Mrs. Mezarelli then called emergency response before leaving the classroom to find extensive damage to the school corridor and all other persons missing. As I began my initial line of inquiries, she pointed out a young man leaving the school premises on a red bicycle and identified that male as Tom Ingham.

Titanium
English - Wednesday

Your task today is to create a witness statement in the view of the boy from the video.

What kinds of questions will the police officer ask in order to collect relevant information about what happened?

Facts only

Open questions

5Ws

Formal language

Sensitivity and discretion

Non-judgemental

What is a leading question and why should they be avoided?

Titanium
English - Wednesday
Witness Statement

Date of incident: 15/03/16

Name of witness: Mrs Magdalena Mezarelli

Name of interviewing officer: Officer Smith

Place of interview: Shield Town Police HQ

Type of incident: Supernatural destruction/ public disorder

On the morning of Tuesday 14th March 2016, at 10:30, I was working at Shield High School, teaching English to my seventh grade pupils. I was called out of the classroom to attend a brief meeting whilst my class was covered by another member of staff.

Upon the return to my classroom, I was walking down the corridor, near to the sports hall, when I saw two male pupils at the end, having an argument. One of the boys was crouched in a corner whilst the other leant over him in a threatening manner. I could not tell what was being said, but I could see that the boy was scared, and I began to rush towards them to intervene. As I approached the pair, I recognised the crouching boy as Tom Ingham. Suddenly, there was a blinding flash of light and I heard the sound of crushing metal. It was ear-splittingly loud and along the corridors the lockers spontaneously flew open – their contents spilled onto the floors. Boards fell from the walls, glass windows shattered and all around me things smashed, crumbled and exploded. I ducked quickly into my classroom door on the left because I was terrified. I hid under the desk and waited for the noise to stop. All of the children and support staff had disappeared. Once I was certain that the noise had ceased, I peered through the window into the corridor and saw that it was destroyed: furniture and equipment was everywhere. I picked up the phone and rang emergency services immediately. Then, I saw Tom leaving the corridor walking towards the main school entrance.

I declare that the information I have provided is true and correct to my knowledge and understanding.
SIGNED: _____

Titanium
English - Thursday

Using information from your incident report and witness statement – try writing a Newspaper report. You can use the Newspaper templates on purple mash.

Who?

Who is the News Report about?

Who was involved?

Who was affected?

Who witnessed the event?

What?

What happened?

What events happened?

What did people think?

What happened first?

Where?

Where did it happen?

Where were the people involved?

Where did they go?

Where were the others involved?

When?

When did the events take place?

When were the police informed?

When will the news report come out?

When will the next event happen?

Why?

Why did the events happen?

Why did people get involved?

Why is it news worthy?

Why would people enjoy reading about it?

Roman Coin Surprise for Mrs Ship

Nine Roman coins have been discovered in the Somerset garden of School Teacher Mrs Ship and are now to be put on public display

> First paragraph is in bold. It briefly introduces the article by stating: What? Who? When? Where? How? The first word of this paragraph is in capital letters.

The nation was gripped last week as a local teacher became a millionaire thanks to a lucrative Roman find beneath her very feet.

> Second paragraph which provides slightly more detail as to what has happened.

Last year, Sally Ship, a 46-year-old secondary school art teacher from Somerset, decided to have an extension built on her home. 'We'd outgrown our house but couldn't find another one as nice,' she explained. 'Instead of moving, we decided to extend.' The builders began work in March 2014 and a few days later, Sally made a truly incredible find. 'I remember watching the builders dig up my lawn. As I was giving out their cups of coffee, I noticed something in the hole they were digging; I had a feeling it was something special.'

'Sally asked me to stop working because I was about to disturb whatever she'd seen. I hadn't even spotted them,' commented builder Karl Webb. 'Finding treasure is a first for me!' Mrs Ship told reporters how Karl had helped her climb into the hole to have a closer look. 'I noticed another one and then another one,' she added. 'I was shaking. I knew this was something important so I immediately reported the find and told the builders they could go home until I'd found out what it was. I slept in the garden all night,

> Quotes from different sources with inverted commas

guarding what I believed to be something very precious. My daughter thought I was crazy!'

'I have to be honest, I thought they were some old, worthless bits of metal. When Mum said she was camping outside to guard her find, I thought she was totally overreacting,' commented 18-year-old Jenny Ship. 'Mum and I love watching archaeology programmes. To think we had a little piece of history in our garden, well, it's unbelievable really.' Sally and Jenny have recently discovered that the nine coins are Roman and a mixture of bronze and silver. 'Mum and I were excited to find out that the coins were really old. It gets you thinking about why they were there. Had they been dropped by accident? What had they bought?'

> Write in the 3rd person

Mrs Ship explained that since her fantastic find, she has joined a local metal detectors group. 'It's great fun! After all, you never know what you're going to find.'

Last week, Mrs Ship's collection of Roman coins was auctioned to eager collectors in London, where they sold for a staggering £2,000,000. 'I couldn't believe it!' Mrs Ship reported with delight from the front seat of her new sports car. 'The coins were worth more than I ever imagined.'

> Final paragraph concludes the article

Report by Owen Butcher, Media Correspondent, Glastonbury

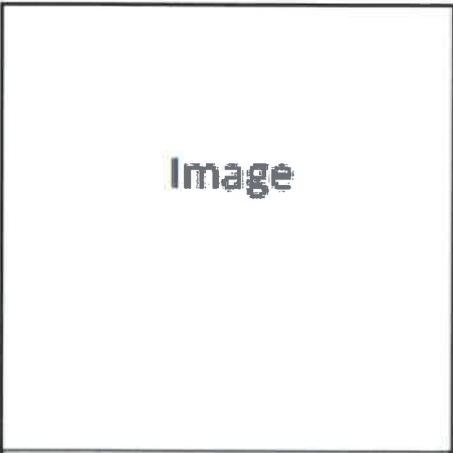> Include the reporter's name and job title

Titanium
English - Thursday

STRANGE HAPPENINGS IN LOCAL HIGH SCHOOL!

Corridors and classrooms damaged in mystery explosion

Opening paragraph/ Orientation

Main article written in columns

Main article written in columns

Image

Caption

Main article written in columns

Police say that they are continuing their investigation into the incident and anybody with any information should contact their local station.

Titanium
English - Friday

Planning sheet for Titanium

Descriptive language/ WOW words/ similes etc

Emotive language/ hearts & minds/ Show, don't tell

Person, tense, pronouns, formality

Characters in story & important facts

Events in chronological order/ 5Ws/ what happened?

Any other notes

Titanium
English - Friday

This image shows the boy after the events at school.

How do you think the boy might feel about his apparent superpowers?

Where is he?

How did he get there?

How is he feeling?

What is he thinking?

Titanium
English - Friday

Wednesday 19th April 2018

Dear Diary,

It's happened again. I feel numb. This time it came from nowhere and it all happened so quickly that I'm not even sure where it came from. I just know I'm in trouble, real trouble.

So, it went like this. I was in school and Bailey Jones came up to me and slammed me into the corner- again. Aghhh! I HATE that kid. I've told everyone who will listen what he is like, but he always plays the sympathy card and tells them that he is really struggling after their house fire and he seems to just keep getting away with it. This time he had his arms above my shoulders, pressing down on me, and I felt so trapped and helpless. I seriously couldn't stand it anymore. He was threatening me- something about getting me at lunchtime- then he brought up my Mum. He said he saw me getting out of her car earlier in the week and that it looked like something that belonged in the junk yard... and that so did she. That was it. I saw red. Mum works two jobs to keep a roof over our heads and to put fuel in that heap of junk.

I don't remember much, but I remember that awful feeling like my palms were burning again, really burning, and my heart felt like it was going to explode out of my chest. I closed my eyes and tried to control it, but before I realised what had happened, Bailey had disappeared and the corridor was blown to bits. It was chaos. The other kids were screaming and running out of the doors, locker doors were hanging off, the notice boards were blown clean off the walls, the ceiling tiles caved in and wires dangled from the gaps and there was dust everywhere. It hurt my chest to breathe it in. Poor Mrs. Mezarelli got caught up in it; I saw her hiding in the classroom when I ran out. Man, I feel so bad about that. She's my favourite teacher. She just...gets me.

So here I am now, on the run. They caught up with me yesterday just after it happened but I managed to escape using that power again. It just bubbled up and before I knew it, I had done it again. They think I'm some kind of monster or alien freak; I think I'm some kind of monster or alien freak. I need to try to get hold of Mum. I need help. It's serious this time. She'll know what to do. Why does this keep happening to me? How can I make it stop? I just want my old life back!
Better go, can't stop long in case they're following me.
Speak soon.
T