Year 4

Home Learning Pack

2

Theseus and the Minotaur

In a time long ago, the island of Crete was ruled by a king called Minos. On this island too lived a terrifying monster which was half-man and half-bull called the Minotaur. This beast resided in the centre of a complicated maze called a labyrinth.

King Minos had long held a grudge against the people of Athens, a city in Greece. Many years ago the Athenians had killed Minos' son out of jealousy because the prince had won lots of prizes at the Athenian Games. This made Minos furious and determined to seek revenge. So to avenge his son, he demanded that every nine years, fourteen young Athenians would enter the maze as a sacrifice and be killed by the Minotaur. If the Athenians failed or refused to send these young people, Minos would wage a war against them.

Another nine years had passed and it was time for the Athenians to send another fourteen boys and girls. This time the King of Athens' own son Theseus wanted to be one of the chosen ones. Theseus was a gallant and confident young man who thrived on adventure. He really wanted to be one of the fourteen young people sent to Crete because he wanted to destroy the Minotaur in revenge for what King Minos had been doing to the young Athenians.

The King of Athens, Aegeus, on hearing of his son's desires, was very distressed and begged his son not to go. "Theseus! Do not do this. It is not a wise thing to do and you will almost certainly be killed. The Minotaur is notorious – no-one ever escapes his lair alive. Do not make the journey to Crete!"

But Theseus ignored his father's pleas and told Aegeus with great conviction, "I know I can slay this monster. Do not worry father. I shall be triumphant! When I return, I shall make sure the sail of the boat is white to show I have won and have returned home victorious."

Finally, the day arrived and Theseus set sail with the thirteen other young Athenians. They raised a black sail in remembrance of the previous young Athenians who had died at the hands of the Minotaur.

The journey was not easy. It was perilous and dramatic and added to the tension on board the boat. The crew suffered terribly as they knew that this suffering was only leading to a more miserable fate.

Eventually, and with a slight sense of relief, they arrived in Crete where they were met by the king himself, Minos. With him was his daughter Ariadne. As the Athenians disembarked their ship, Minos immediately recognised Theseus and was greatly angered by his presence.

"What are you doing here? The son of the King of Athens, a man I despise," Minos demanded.

"Your words do not intimidate me. I have come to kill the Minotaur. I am here for my people who have suffered for many years because of what you demand!" declared Theseus boldly.

"HOW DARE YOU SAY THIS AFTER WHAT YOUR PEOPLE DID TO MY SON!" roared King Minos.

Ariadne, on hearing the courageous words of Theseus, was immediately besotted with the young Athenian. She was impressed with his fearlessness both towards her own father and his mission. Thinking to herself, she promised she would help Theseus to kill the monster.

That night, Ariadne, in disguise, went to Theseus who was locked up in her father's prison in the palace. "Theseus. Theseus!" she whispered. "My name is Ariadne. I am the daughter of King Minos. Hearing your brave and courageous words today, I can see that you are loyal to your people and I want to help you."

She proceeded to give Theseus a sword and a ball of golden thread. "Secure the thread to the labyrinth's entrance and unwind the string as you traverse through the maze. Be careful though. The labyrinth has many twists and turns and is it dark and eerie. When you eventually encounter the Minotaur, slay him with this sword and then follow the thread to guide you back out. Without the thread you will be forever trapped."

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Theseus, although initially suspicious of Ariadne's motives, could see she was kind and genuine and was thankful for her support. As a token of his thanks, he promised that he would marry her if he was victorious in his quest.

The very next day, Theseus, having listened to Ariadne's advice, took the precious sword and thread and journeyed to the labyrinth with thirteen petrified and anxious Athenians. He entered the maze and told his companions not to move from the entrance and to support each other. Keeping as calm as he could, he followed Ariadne's instructions and tied the thread to the main door and took the first steps into the unknown. Theseus was apprehensive and beads of sweat trickled down his face as he began his journey.

Theseus proceeded to travel through the dark, complicated maze in his quest to find the Minotaur, trailing the thread along as he went. The maze was as Ariadne had described: dark, bewildering and frightening. As he progressed he could hear the roars and growls of the fearsome beast. This was the toughest of challenges but Theseus remained determined and ventured on.

Suddenly he came face to face with the terrifying monster. It was strong and fearsome; a mighty beast. He roared with anger and charged at Theseus. It was a difficult battle, the Minotaur was vicious and fought hard but Theseus would not relent and with a mighty swish of his sword he successfully slayed the monster.

The Minotaur fell to the ground, defeated and dead.

Exhausted but delighted, Theseus dashed through the maze, using the thread to guide him back to his friends. As he came into view, the Athenians initially gasped in horror at their blood-soaked friend but then ran to him, giving him hugs of celebration.

"We must leave at once," commanded Theseus, "before King Minos finds out what I have done."

So without a moment's hesitation, Theseus grabbed proud Ariadne's hand and with the other Athenians running behind them, ran to the island's shore and boarded their boat, leaving Crete forever. It was with a great sense of relief as the crew watched the island of the Minotaur fade into the distance.

After a few days of travel, Theseus decided that rest was required so the boat docked at an island. The crew relaxed and Ariadne was delighted to be with her love. She had never been happier. However, her dreams were soon crushed. Theseus realised he did not truly love her and decided to abandon her on the island and return home to Athens. On seeing Theseus' ship sailing away towards the horizon, Ariadne was heartbroken by his betrayal.

The final journey home was full of excitement, happiness and renewed hope. The Athenians had defeated the Minotaur.

However, in the excitement of the victory, Theseus made a fatal error as the ship made its final voyage towards Athens – he forgot to change the sail to white! As the ship came into view, King Aegeus, who was waiting impatiently, eventually saw the black sail and immediately thought his son had been killed by the Minotaur.

"Theseus!" cried Aegeus. So distraught was the king on seeing the doomed black sail, he cast himself off the rocks into the sea and to his death.

On landing, Theseus was told of this terrible tragedy. He wailed with unhappiness, realising the huge error he had made.

And so as the city of Athens celebrated the return of their people and the death of the Minotaur, it was with sadness in his heart, that Theseus became the next King of Athens.

Jenny Turner

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Theseus and the Minotaur

1. What does the word resided mean? (AF4)

2. "King Minos held a grudge against the people of Athens." What does this mean and why did King Minos hold this grudge? (AF4/AF2)

3. Why do you think the Athenians would send fourteen young people to King Minos every nine years? (AF3)

4. Why do you think King Aegeus is upset at the beginning of the text? (AF3)

5. What does Aegeus mean when he says the Minotaur is notorious? (AF4)

6. Why do you think Aegeus describes the Minotaur's home as a lair? (AF5)

7. How would you describe Theseus' response to Aegeus when the king begs his son not to go on the ship? (AF6)

8. Why is a black sail raised as they set sail? (AF2)

9. "The crew suffered terribly as they knew that this suffering was only leading to a more miserable fate." What do you think the author means as the Athenians travel to Crete on the boat? (AF5)

10. What does "disembarked" mean? (AF4)

11. Why are some of King Minos' words in capital letters? (AF5)

12. In your own words, what does Ariadne think of Theseus? (AF3)

13. Ariadne tells Theseus that she thinks he is loyal to his people. What do you think she means here? (AF4)

14. How might Theseus be feeling as he travels through the maze? (AF3)

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15. Describe what you think the maze was like in your own words. (AF3)

16. Theseus, "with a mighty swish of his sword successfully slayed the monster." What literary device does the author use here? (AF4)

17. Why would Ariadne be proud of Theseus as they escape from the island? (AF3)

18. Why would the journey home be one of "renewed hope"? What do you think the author means here? (AF5)

19. How do you think Theseus feels at the end of the story? (AF6)

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TARGET **To use addition and subtraction facts to find other related facts.**

A

Write the answers only.

1. 5 + 9
2. 8 + 5
3. 6 + 7
4. 4 + 8
5. 7 + 7
6. 9 + 6
7. 6 + 8
8. 8 + 9
9. 14 − 8
10. 16 − 9
11. 12 − 7
12. 15 − 6
13. 13 − 7
14. 17 − 8
15. 15 − 7
16. 18 − 9
17. Use the given fact to work out the other facts.

    12 − ☐ = 9
    13 − ☐ = 9
    14 − ☐ = 9
    15 − 6 = 9
    16 − ☐ = 9
    17 − ☐ = 9
    18 − ☐ = 9
    19 − ☐ = 9

B

Write the answers only.

1. 40 + 70
2. 90 + 50
3. 70 + 60
4. 30 + 90
5. 60 + 90
6. 80 + 60
7. 50 + 70
8. 90 + 80
9. 120 − 60
10. 140 − 70
11. 170 − 90
12. 150 − 80
13. 130 − 40
14. 160 − 80
15. 180 − 70
16. 140 − 50
17. 700 + 900
18. 800 + 400
19. 500 + 800
20. 600 + 500
21. 800 + 700
22. 900 + 900
23. 700 + 500
24. 600 + 700
25. 1500 − 900
26. 1200 − 800
27. 1800 − 900
28. 1400 − 600
29. 1300 − 800
30. 1700 − 800
31. 1500 − 600
32. 1600 − 900

14 − 8 = 6

Use the above fact to make other related facts with an answer of:

33. 8
34. 60
35. 1400
36. 6000
37. 140
38. 800
39. Find five pairs of 3-digit numbers that total 1000. You cannot use multiples of 100.

C

Copy and complete.

1. 0·5 + ☐ = 1·3
2. 0·7 + ☐ = 1·5
3. 0·8 + ☐ = 1·7
4. 0·4 + ☐ = 1·2
5. ☐ + 0·9 = 1·4
6. ☐ + 0·6 = 1·3
7. ☐ + 0·7 = 1·6
8. ☐ + 0·9 = 1·5
9. 1·7 − ☐ = 0·9
10. 1·4 − ☐ = 0·7
11. 1·5 − ☐ = 0·6
12. 1·6 − ☐ = 0·8
13. ☐ − 0·7 = 0·6
14. ☐ − 0·9 = 0·7
15. ☐ − 0·6 = 0·8
16. ☐ − 0·8 = 0·9

9 − 5 = 4

Use the above fact to make other related facts with an answer of:

17. 0·4
18. 1·4
19. 0·04
20. 0·5
21. 0·9
22. 0·15
23. Find five pairs of 3-digit decimals that total 5. You cannot use 0.

MENTAL +/− OF MULTIPLES OF 10, 100, 1000 16

TARGET **To use an understanding of place value to +/− large numbers mentally.**

Examples

$\underline{27}54 + \underline{9}00 = 3654$
(27 + 9 = 36)

$\underline{53}25 - \underline{14}00 = 3925$
(53 − 14 = 39)

A

Work out.

1. 163 + 5
2. 328 + 30
3. 179 + 600
4. 245 + 20
5. 530 − 300
6. 426 − 8
7. 871 − 40
8. 904 − 700
9. 353 + 40
10. 115 + 800
11. 764 + 6
12. 429 + 50
13. 622 − 20
14. 140 − 7
15. 898 − 400
16. 133 − 50
17. 637 + 200
18. 208 + 3
19. 561 + 70
20. 356 + 500
21. 182 − 30
22. 449 − 200
23. 925 − 60
24. 600 − 510

B

Work out.

1. 4580 + 700
2. 2197 + 40
3. 1713 + 6000
4. 5438 + 900
5. 1970 − 500
6. 6340 − 80
7. 2126 − 120
8. 3652 − 3050
9. 160 + 2400
10. 5843 + 150
11. 2034 + 3800
12. 1500 + 267
13. 12 329 − 9000
14. 4015 − 600
15. 14 271 − 4200
16. 55 657 − 5007
17. 4916 + 7000
18. 78 + 6002
19. 2060 + 380
20. 703 + 1009
21. 2925 − 1400
22. 10 037 − 8000
23. 3549 − 503
24. 17 256 − 3006

C

Work out.

1. 19 999 + 8000
2. 3864 + 200 000
3. 270 510 + 36 000
4. 102 000 + 5700
5. 65 372 − 400
6. 124 088 − 90 000
7. 721 136 − 20 100
8. 283 560 − 3500
9. 65 004 + 407 000
10. 19 063 + 160
11. 333 500 + 82 000
12. 97 000 + 7030
13. 102 391 − 5000
14. 38 429 − 32 000
15. 43 644 − 640
16. 569 218 − 109 000
17. 13 765 + 407 000
18. 614 416 + 1800
19. 50 050 + 50 050
20. 17 396 + 300 600
21. 295 200 − 1900
22. 10 000 − 720
23. 444 715 − 206 000
24. 208 028 − 58 000

Double or halve

- **Use this sheet to help you double or halve two-digit numbers.**

1. 48 → 40 + 8 → 80 + 16 → 96

2. 72 → 70 + 2 → 35 + 1 → 36

3. ◯ → ◯ + ◯ → ◯ + ◯ → ◯

4. ◯ → ◯ + ◯ → ◯ + ◯ → ◯

5. ◯ → ◯ + ◯ → ◯ + ◯ → ◯

6. ◯ → ◯ + ◯ → ◯ + ◯ → ◯

7. ◯ → ◯ + ◯ → ◯ + ◯ → ◯

8. ◯ → ◯ + ◯ → ◯ + ◯ → ◯

9. ◯ → ◯ + ◯ → ◯ + ◯ → ◯

10. ◯ → ◯ + ◯ → ◯ + ◯ → ◯

11. ◯ → ◯ + ◯ → ◯ + ◯ → ◯

12. ◯ → ◯ + ◯ → ◯ + ◯ → ◯

Teachers' note This sheet can be used to introduce the children to partitioning before doubling and halving each part separately. It can be given to children in conjunction with any of the following doubling or halving sheets.

© A & C BLACK

TARGET To practise using a written method to add.

Examples

$$\begin{array}{r} 1\,9\,3\,4 \\ +\quad 6\,8\,7 \\ \hline 2\,6\,2\,1 \\ 1\;1\;1 \end{array} \qquad \begin{array}{r} 7\,2\,4\,5 \\ +\,1\,7\,9\,3 \\ \hline 9\,0\,3\,8 \\ 1\;1 \end{array} \qquad \begin{array}{r} 6\,5\,0\,7\,8 \\ +\,1\,5\,4\,3\,9 \\ \hline 8\,0\,5\,1\,7 \\ 1\quad 1\;1 \end{array}$$

A

Copy and complete.

1. $148 + 128$
2. $357 + 235$
3. $272 + 166$
4. $659 + 117$
5. $491 + 238$
6. $385 + 167$
7. $568 + 353$
8. $454 + 247$
9. $797 + 148$
10. $576 + 234$

11. A newsagent sells 272 papers in the morning and 155 in the afternoon. How many papers are sold altogether?
12. There are 196 cars in a car park. 146 more come in. How many cars are in the car park now?
13. A cinema audience is made up of 256 children and 149 adults. How many people are watching the film?

B

Copy and complete.

1. $4652 + 3837$
2. $2389 + 1543$
3. $4925 + 2635$
4. $3270 + 1456$
5. $2517 + 1869$
6. $5494 + 3645$
7. $4736 + 1786$
8. $7163 + 1457$
9. $6841 + 2975$
10. $3678 + 2786$

11. A dairy produces 2685 litres of full fat milk and 1347 litres of skimmed milk. How many litres of milk is produced altogether?
12. The mileage of a car is 7479 miles. In the next month it is driven a further 1962 miles. What is the mileage now?
13. In April a plumber earns £3165. In May he earns £2798. How much has he earned in the two months combined?

C

Set out as in the examples.

1. $14\,873 + 17\,548$
2. $43\,249 + 15\,965$
3. $32\,768 + 27\,857$
4. $71\,956 + 8478$
5. $22\,475 + 25\,895$
6. $56\,837 + 12\,393$
7. $48\,394 + 6769$
8. $31\,592 + 18\,838$
9. $63\,868 + 16\,746$
10. $52\,978 + 38\,872$

11. A clothes shop makes a profit in one year of £81 537. In the following year its profit increases by £14 925. What is the profit in the second year?
12. The winning candidate in an election polls 46 915 votes. The other three candidates poll 37 396 votes altogether. How many people voted in the election?
13. The first edition of a magazine sells 38 429 copies. The second edition sells 17 648 more copies than the first. How many copies of the second edition are sold?

TARGET To add and subtract 2-digit numbers mentally.

Examples

PARTITIONING (+)

88 + 64 = 88 + 60 + 4
= 148 + 4
= 152

or

88 + 64 = (80 + 60) + (8 + 4)
= 140 + 12
= 152

PARTITIONING (−)

93 − 56 = 93 − 50 − 6
= 43 − 6
= 37

or

COUNTING UP

93 − 56 56 → 60 = 4
60 → 90 = 30
90 → 93 = 3
Answer *37*

A

Copy and complete.

1. 34 + 23 = ☐
2. 28 + 44 = ☐
3. 46 + 35 = ☐
4. 52 + 29 = ☐
5. 54 − 22 = ☐
6. 93 − 53 = ☐
7. 81 − 37 = ☐
8. 62 − 28 = ☐
9. 35 + ☐ = 97
10. 47 + ☐ = 88
11. ☐ + 23 = 74
12. ☐ + 52 = 86
13. 79 − ☐ = 35
14. 43 − ☐ = 27
15. ☐ − 34 = 56
16. ☐ − 45 = 48

B

Copy and complete.

1. 78 + 53 = ☐
2. 57 + 47 = ☐
3. 85 + 48 = ☐
4. 66 + 76 = ☐
5. 104 − 58 = ☐
6. 111 − 29 = ☐
7. 153 − 77 = ☐
8. 125 − 66 = ☐
9. 59 + ☐ = 83
10. 35 + ☐ = 72
11. ☐ + 25 = 91
12. ☐ + 38 = 66
13. 82 − ☐ = 35
14. 97 − ☐ = 72
15. ☐ − 27 = 43
16. ☐ − 48 = 92

C

Copy and complete.

1. 67 + ☐ = 111
2. 94 + ☐ = 153
3. ☐ + 78 = 145
4. ☐ + 45 = 131
5. 105 − ☐ = 39
6. 113 − ☐ = 54
7. ☐ − 73 = 78
8. ☐ − 64 = 66
9. 55 + ☐ = 102
10. 89 + ☐ = 124
11. ☐ + 76 = 133
12. ☐ + 64 = 161
13. 122 − ☐ = 56
14. 174 − ☐ = 98
15. ☐ − 59 = 87
16. ☐ − 98 = 105

TARGET **To practise using a written method to subtract.**

Examples

$$\begin{array}{r} {\scriptstyle 7\ 11\ \ 1} \\ 8\ \not{2}\ 5 \\ -\ 2\ 3\ 8 \\ \hline 5\ 8\ 7 \end{array} \qquad \begin{array}{r} {\scriptstyle 6\ \ 1\ \ 4\ \ 1} \\ \not{7}\ 2\ \not{5}\ 6 \\ -\ 4\ 9\ 3\ 8 \\ \hline 2\ 3\ 1\ 8 \end{array} \qquad \begin{array}{r} {\scriptstyle 3\ 12\ \ 1\ \ 6\ \ 1} \\ \not{4}\ \not{3}\ 1\ \not{7}\ 4 \\ -\ \ \ 6\ 8\ 2\ 5 \\ \hline 3\ 6\ 3\ 4\ 9 \end{array}$$

A

Copy and complete.

1. $229 - 153$
2. $363 - 148$
3. $647 - 361$
4. $452 - 139$
5. $716 - 572$
6. $548 - 129$
7. $336 - 259$
8. $813 - 327$
9. $524 - 268$
10. $941 - 495$
11. $440 - 274$
12. $752 - 364$

13. A school buys 248 exercise books. 175 are used. How many are left?

14. There are 472 passengers on a ferry to France. 219 fewer people make the return journey. How many passengers are on the ferry to England?

B

Copy and complete.

1. $2386 - 1571$
2. $4528 - 1964$
3. $5142 - 3650$
4. $6623 - 5296$
5. $7419 - 4835$
6. $3274 - 1459$
7. $9365 - 8285$
8. $8270 - 3497$
9. $5341 - 2868$
10. $7612 - 2647$
11. $6430 - 4978$
12. $9281 - 4346$

13. A plane is flying 4191 miles from London to Delhi. It has flown 2738 miles. How much further is the flight?

C

Copy and complete.

1. $23749 - 1357$
2. $15273 - 2468$
3. $31485 - 12514$
4. $56358 - 31773$
5. $85861 - 28557$
6. $47632 - 41980$
7. $22974 - 15556$
8. $73463 - 36973$
9. $62752 - 46808$
10. $41306 - 18592$
11. $96931 - 57484$
12. $30418 - 15754$

13. A car has a price of £12 960. In a sale Una buys it for £8799. How much has she saved?

14. A crowd of 51 429 watch City's football match on Saturday. 14 653 fewer spectators see their game on Tuesday. What is the Tuesday game's attendance?

TARGET To subtract numbers using a written method.

Examples

$$\begin{array}{r} {\scriptstyle 4\ \ 1} \\ 5\!\!\not\ \ 3\ \ 7 \\ -\ 3\ \ 5\ \ 4 \\ \hline 1\ \ 8\ \ 3 \end{array} \qquad \begin{array}{r} {\scriptstyle 0\ 1\ 8\ 16\ 1} \\ 4\!\!\not\ \ 9\!\!\not\ \ 7\!\!\not\ \ 1 \\ -\ \ 7\ \ 2\ \ 9\ \ 5 \\ \hline 7\ \ 6\ \ 7\ \ 6 \end{array} \qquad \begin{array}{r} {\scriptstyle 8\ 1\ 7\ 11\ 1} \\ 9\!\!\not\ \ 3\ \ 8\!\!\not\ \ 2\!\!\not\ \ 0 \\ -\ 2\ \ 4\ \ 6\ \ 7\ \ 5 \\ \hline 6\ \ 9\ \ 1\ \ 4\ \ 5 \end{array}$$

A

Copy and complete.

1. $583 - 256$
2. $329 - 172$
3. $764 - 146$
4. $815 - 385$
5. $493 - 259$
6. $757 - 482$
7. $246 - 127$
8. $825 - 684$
9. $593 - 137$
10. $610 - 268$

11. There are 240 tea bags in a packet. 107 are used. How many tea bags are left?
12. There are 345 caravans at a site. 183 are empty. How many have people staying in them?

B

Copy and complete.

1. $1736 - 1473$
2. $3194 - 2520$
3. $4859 - 1665$
4. $2483 - 1939$
5. $8567 - 3387$
6. $7427 - 4945$
7. $5940 - 1787$
8. $9065 - 2829$
9. $7628 - 1772$
10. $4055 - 3627$

11. Of the 2736 people who use a swimming pool in one month, 1258 are children. How many are adults?
12. 5218 people live in Westdean. 3935 people live in Eastdean. How many more people live in Westdean than in Eastdean?
13. In November a shop sells 4371 cards. In December 2648 are sold. How many more cards are sold in November than December?

C

Copy and complete.

1. $15927 - 3645$
2. $18163 - 5723$
3. $23742 - 9619$
4. $22958 - 16370$
5. $45645 - 24792$
6. $73286 - 14523$
7. $34714 - 16356$
8. $54329 - 42685$
9. $81560 - 33843$
10. $62071 - 27156$
11. $48145 - 16479$
12. $93690 - 57848$

13. At the start of the year Ishaan has £17 585 in his savings account. By the end of the year he has £21 349. By how much have his savings increased?
14. A dairy produces 52 460 kg of butter and 29 503 kg of cheese. How much more butter is produced than cheese?

TARGET To practise a written method for addition and subtraction.

Examples

$$\begin{array}{r} 4\ 9\ 3\ 6 \\ +\ 2\ 1\ 8\ 9 \\ \hline 7\ 1\ 2\ 5 \\ 1\ 1\ 1 \end{array} \qquad \begin{array}{r} {\scriptstyle 5\ 11\ 16\ 1} \\ 6\ \not{2}\ \not{7}\ 4 \\ -\ 1\ 6\ 7\ 7 \\ \hline 4\ 5\ 9\ 7 \end{array}$$

A

Copy and complete.

1	563 + 287	7	582 − 276
2	457 + 146	8	219 − 155
3	629 + 273	9	673 − 348
4	585 + 317	10	420 − 152
5	248 + 242	11	754 − 586
6	396 + 262	12	947 − 492

13 A Primary School has 415 pupils. 236 of the children are in the Upper School. How many are in the Lower School?

14 A lorry driver travels 436 miles. He still has 279 miles to drive. How long is his journey?

15 Norman's book has 308 pages. He has read 242 pages. How many more does he still have to read?

B

Copy and complete.

1	4795 + 4294	7	3271 − 976
2	5876 + 2384	8	8453 − 4467
3	2264 + 1799	9	5630 − 3057
4	3548 + 1475	10	7142 − 2283
5	6687 + 2729	11	4315 − 3495
6	4749 + 3555	12	6524 − 4775

13 The Nile is 4160 miles long. The Yangtze is 3915 miles long. What is the difference in the lengths of the rivers?

14 In July 5639 people visit a zoo. In August the number of visitors goes up by 2485. How many people visit the zoo in August?

C

Copy and complete.

1	41 636 + 27 689	7	23 126 − 3479
2	29 578 + 28 376	8	61 532 − 21 598
3	57 785 + 13 295	9	95 344 − 79 768
4	76 947 + 13 486	10	82 063 − 64 866
5	33 869 + 27 587	11	36 410 − 20 785
6	65 394 + 19 669	12	74 205 − 15 237

13 In one day a road is used by 69 284 cars and 25 796 other vehicles. How many vehicles use the road altogether?

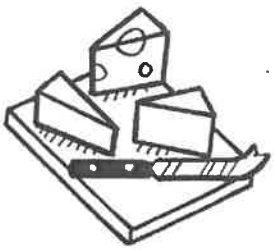
14 There are 31 276 runners in a marathon. 5718 are wearing fancy dress. How many are not wearing fancy dress?

15 The population of Downton is 81 425. Upton's population is 68 569. How many more people live in Downton than Upton?

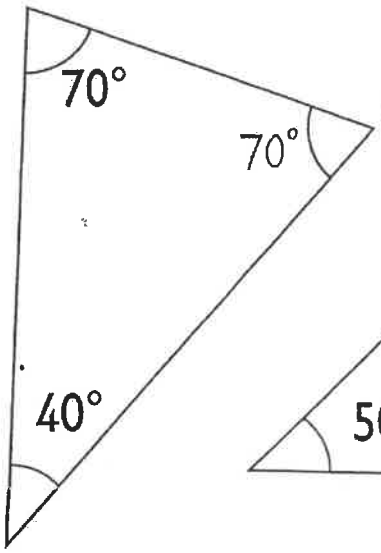
Cheese triangles

The three angles in each triangle total 180°.

- **Add the two given angles and subtract your answer from 180° to find the missing angle.**



1.



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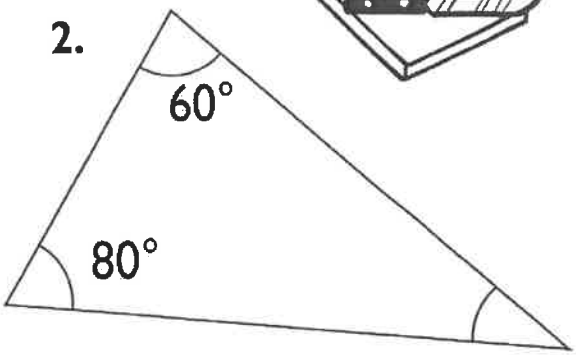

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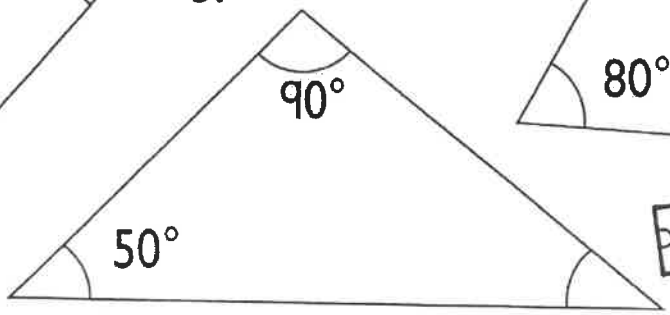

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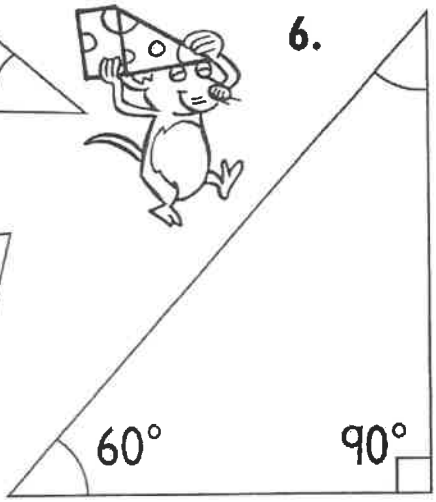

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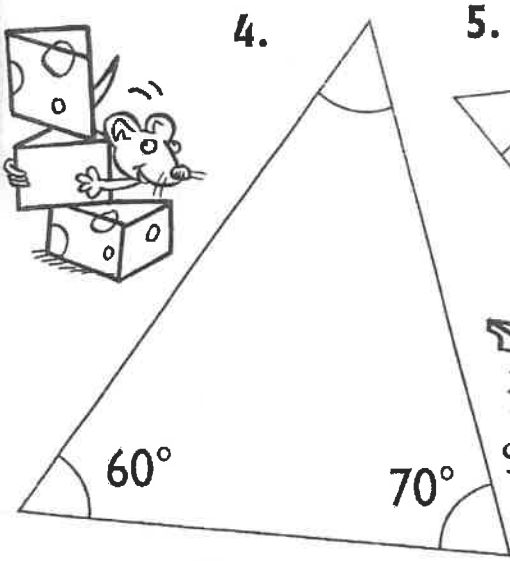

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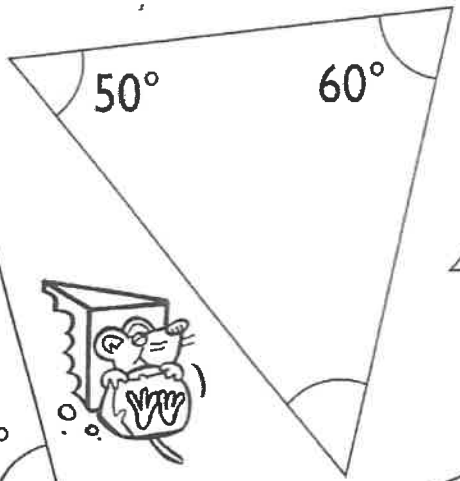

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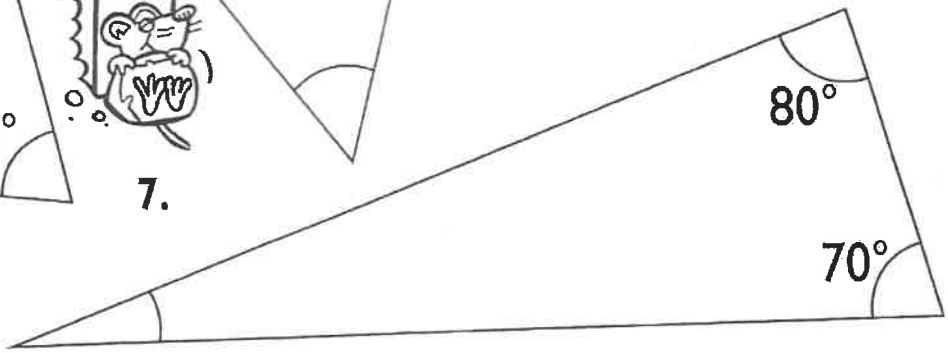

NOW TRY THIS!

This set of four angles adds to make 360°.

- **Fill in the missing angle.**

70° 90° 80° ☐°

Teachers' note This activity involves children adding two multiples of 10 and then subtracting the answer from 180. Encourage them to use their knowledge of number facts for single-digit numbers and to see the relationships between those and multiples of 10, e.g. 8 + 7 = 15 so 80 + 70 = 150. Children who complete the extension activity could make up two more puzzles of their own.

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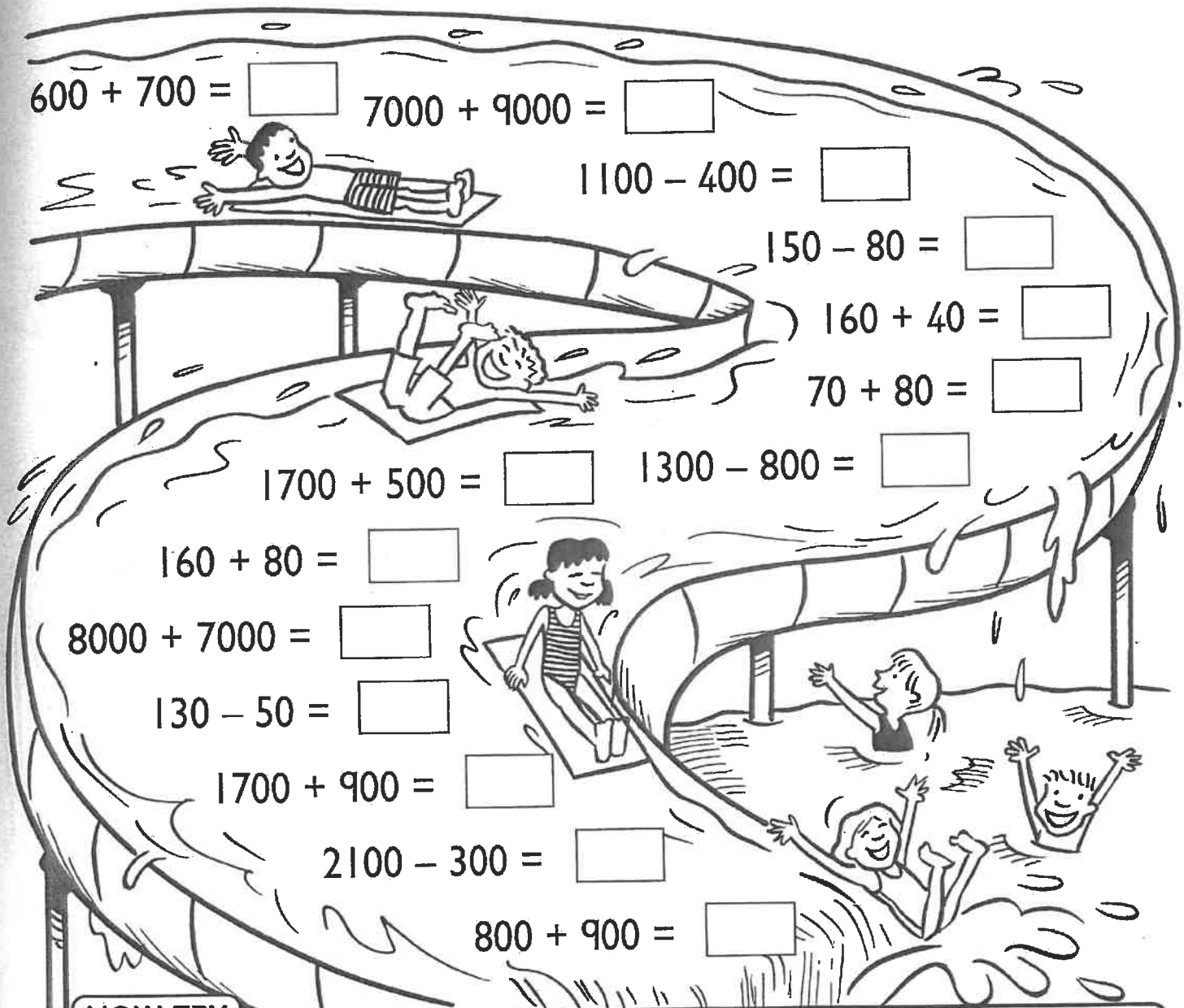
Water slide

- **Start at the top and write the answers as you go.**
- **Try to reach the finish as quickly as you can.**



600 + 700 = ☐

7000 + 9000 = ☐

1100 – 400 = ☐

150 – 80 = ☐

160 + 40 = ☐

70 + 80 = ☐

1300 – 800 = ☐

1700 + 500 = ☐

160 + 80 = ☐

8000 + 7000 = ☐

130 – 50 = ☐

1700 + 900 = ☐

2100 – 300 = ☐

800 + 900 = ☐

NOW TRY THIS!

- **Answer these questions in the same way.**

(a) 600 + 1500 = ☐ (b) 2600 – 700 = ☐

(c) 170 + 50 = ☐ (d) 7000 + 6000 = ☐

(e) 15 000 – 8000 = ☐ (f) 2100 – 400 = ☐

Teachers' note Encourage the children to see the link between the addition and subtraction facts for totals to 20 and the facts of multiples of 10, 100 and 1000, for example 6 + 7 = 13 so 600 + 700 = 1300. Discuss that subtraction and addition are inverses and encourage the children to use addition facts they know to help them quickly derive subtraction facts and vice versa.

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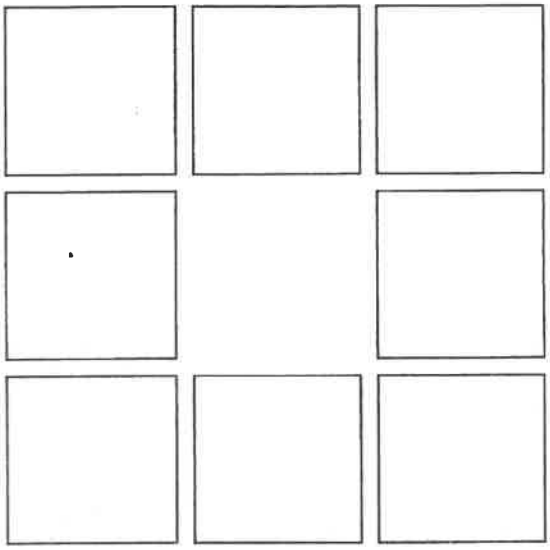
Square dance

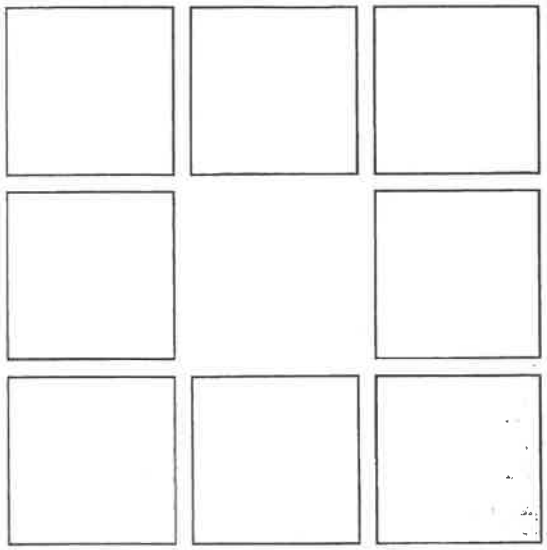
☆ Cut out the cards at the bottom of the page. Arrange them in a square so that each side has the total shown.

☆ Write in the boxes to record your answers.

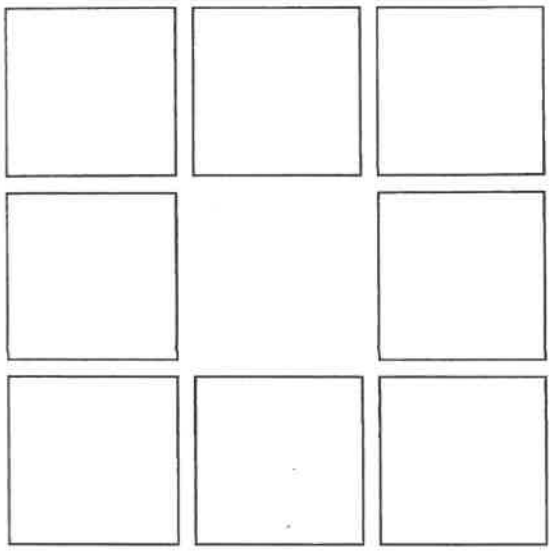
Each side adds up to 1200



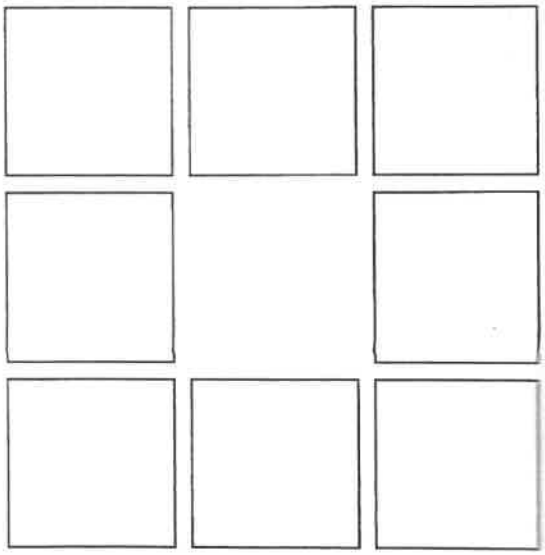
Each side adds up to 1300



Each side adds up to 1400



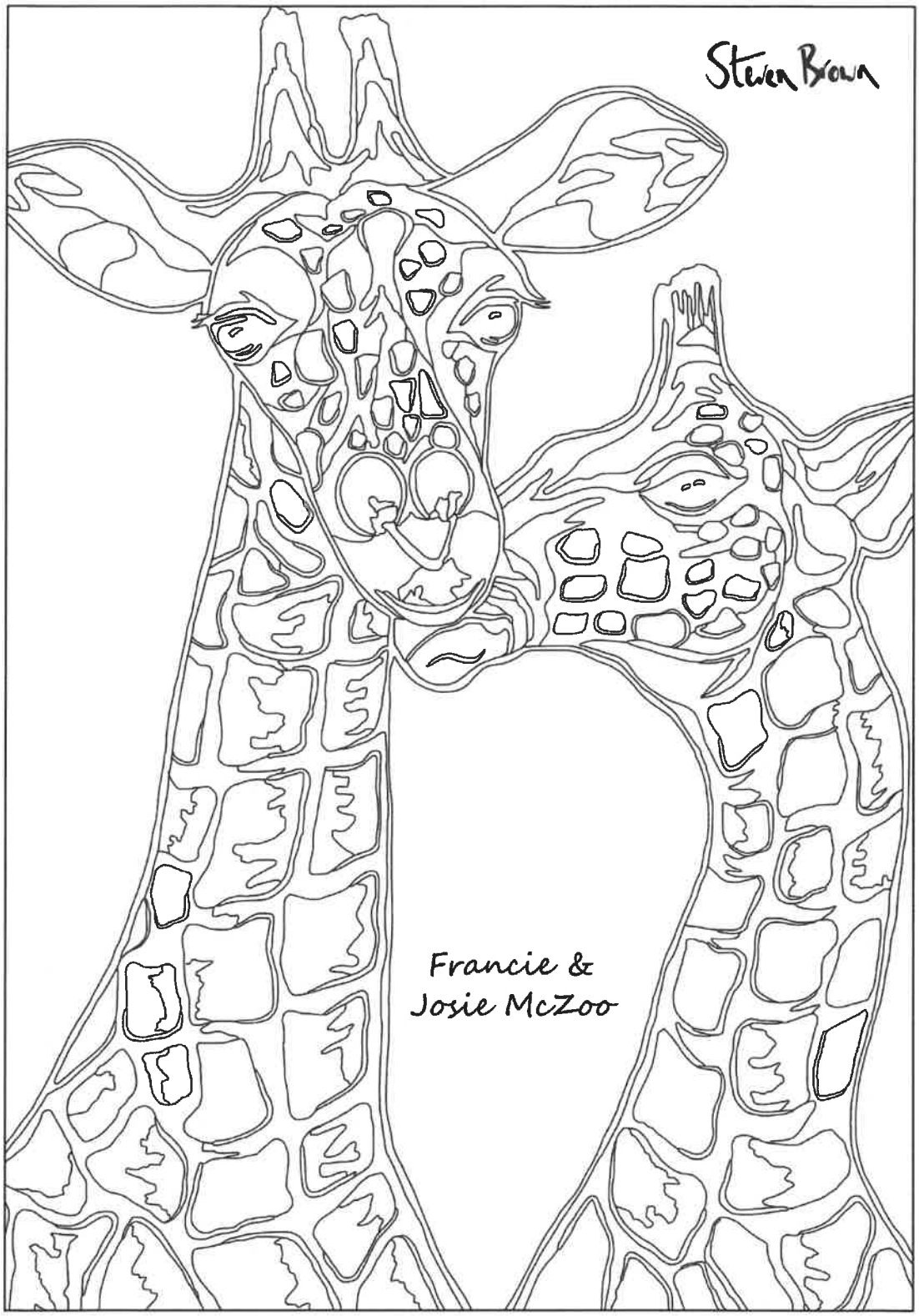
Each side adds up to 1500



100	200	300	400	500	600	700	800

Teachers' note As an extension activity, ask the children to arrange the cards in a line where the differences between adjacent numbers are always 300 or 400. As a further extension activity, invite children to see which of the following are possible: to arrange the cards in a line where the differences between adjacent numbers are always: a) 100 or 200, b) 200 or 300, c) 400 or 500 etc.

100% New Developing Mathematics
Number Facts and Calculations: Ages 8–9
© A & C BLACK



stevenbrownart.co.uk

- Year 4 Home Learning Pack 2

- Science-Manchester University Kids website

This is a fantastic resource. When you have completed a learning topic it even allows you to print off a certificate to say you have done so.

A good starting point for year 4 would be Teeth and eating.

Followed by the body and medicines and energy and the environment.

https://www.childrensuniversity.manchester.ac.uk/learning-activities/science/

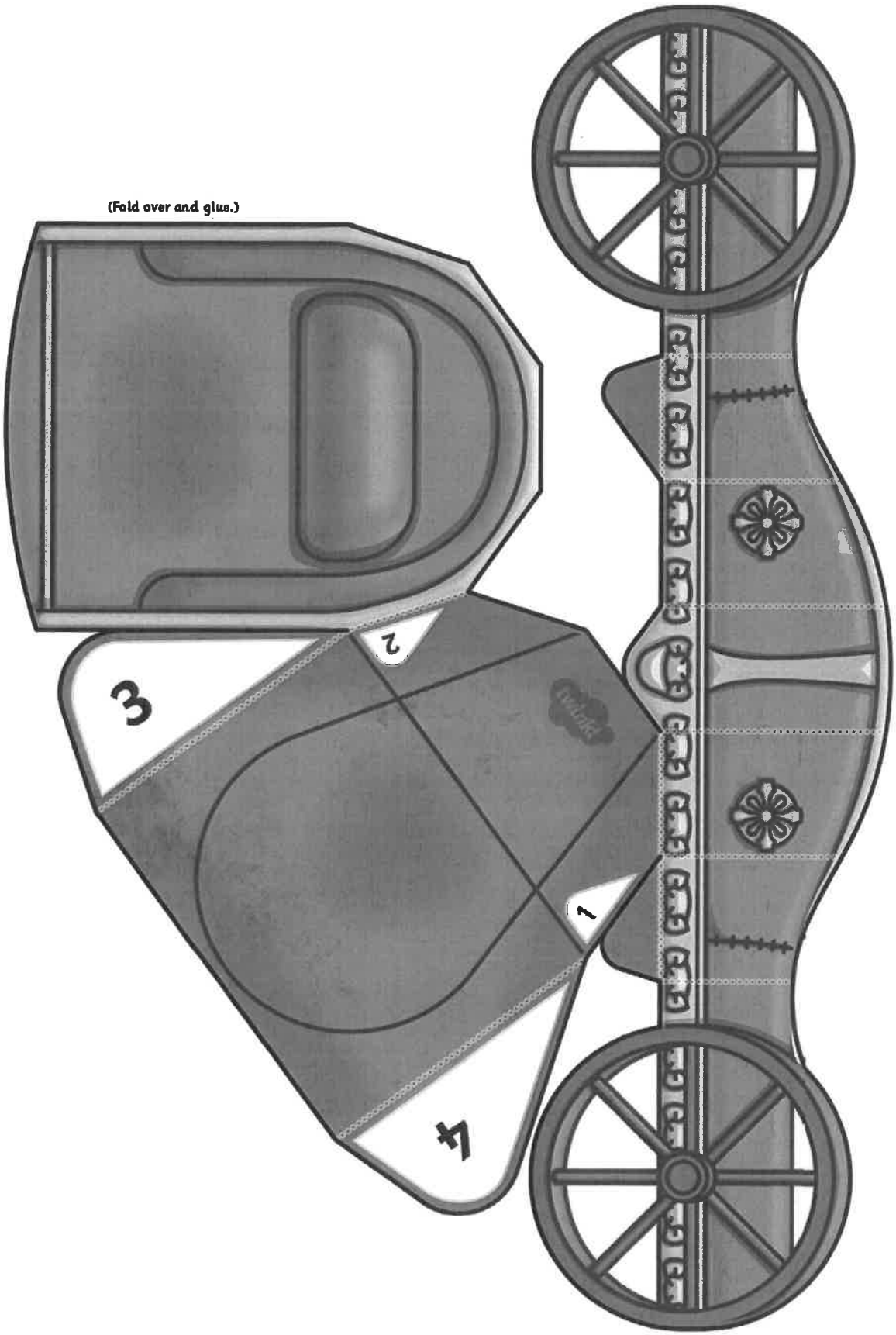
History

- Draw and label a picture of a Roman soldier and Celtic warrior.
- Research the gods that the Romans worshipped. Create a poster or PowerPoint with pictures and text to describe each.
- Make a wanted poster about Boudicca.

DT

- Build a model of a Celtic roundhouse or create a Roman gladiators helmet or shield

Roman Chariot Paper Model



Roman Chariot Paper Model **Instructions**

Please note: The model will be sturdier if photocopied on to card.

1. Carefully cut out around the black outline of the chariot.
2. Lay the model out flat so that the wheels are at the top.
3. Fold the large red section back and over and glue it to the back of the brown section of the same shape.
4. Fold up along all of the dotted lines.
5. Curve the chariot round so that the wheels lay flat against flap 3 and 4.
6. Glue the two smaller flaps onto sections 1 and 2 underneath the carriage.
7. Glue flaps 3 and 4 halfway on the inside of the wheels making sure that the wheels stick out at the bottom.

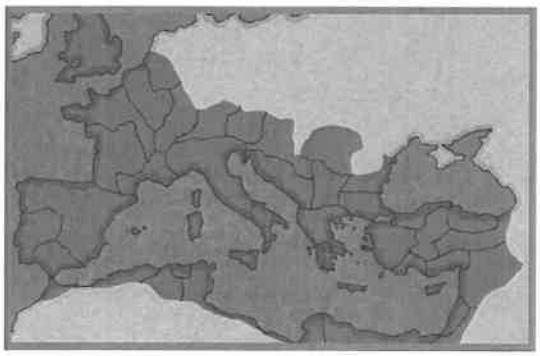
The Romans

From the size of their empire to their strange beliefs, read on to find out more about the mighty group of people known as the Romans.

Who Were the Romans?

Rome is the capital city of modern-day Italy. It was the city at the centre of the Roman Empire. The Roman Empire is the name used for the land that was controlled by the Romans. This includes parts of Europe, North Africa and the Middle East.

The Romans were a group of people who were named after the important city of Rome. However, many soldiers fighting in the Roman army did not come from Rome itself. Instead, they came from one of the many countries which were part of the Roman Empire.

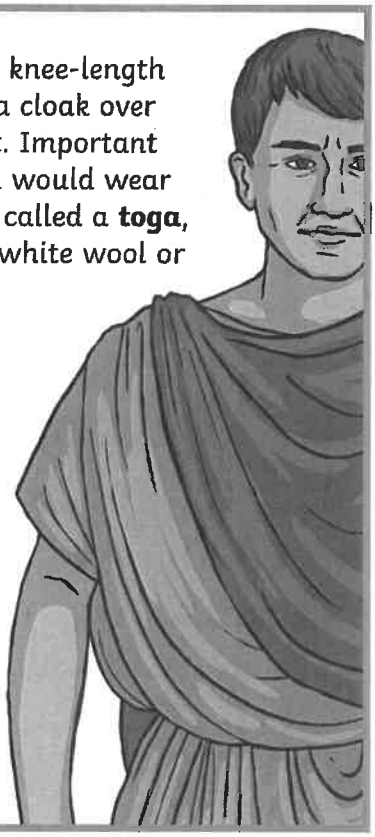


The Roman Empire in AD 117

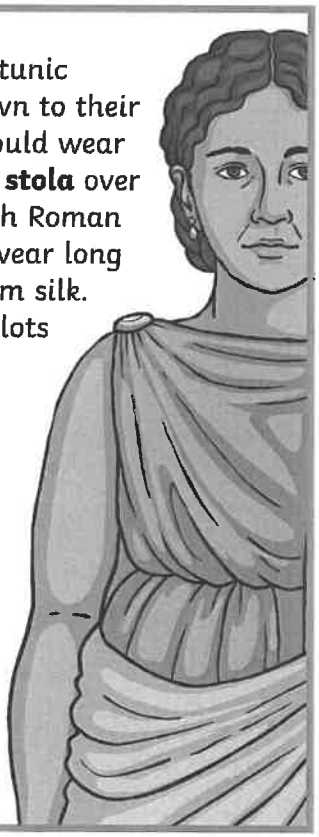
What Did the Romans Wear?

Roman clothing was different for men and women:

Men wore a knee-length **tunic** with a cloak over the top of it. Important Roman men would wear a long robe called a **toga**, made from white wool or linen.

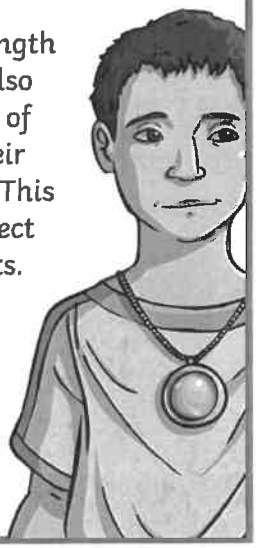


Women wore a tunic which went down to their ankles. They would wear a dress called a **stola** over their tunics. Rich Roman women would wear long tunics made from silk. They also wore lots of jewellery.



The Romans also had different clothing for boys and girls:

Boys wore a knee-length tunic. They would also wear a special piece of jewellery around their neck called a **bulla**. This was thought to protect them from evil spirits. It would be given to them when they were a few days old and they would wear it until they were 16.



Girls wore an ankle-length tunic with a belt made from wool. They also wore a necklace called a **lunula**. It was thought to protect them against the evil eye and would be worn until the day before their marriage.

On their feet, most Romans would have worn sandals or boots made from leather.

What Did the Romans Eat?

The Romans would usually eat three meals per day:

ientaculum

The Romans would eat a breakfast of bread or pancakes with dates and honey.

prandium

For lunch, the Romans would eat a light meal of fish, cold meat, bread and vegetables.

cena

In the evening, poorer Romans would eat vegetables and porridge whereas richer Romans would enjoy a feast, including wine.

What Did the Romans Enjoy?

The Romans did not have much free time. However, when they did, some Romans enjoyed hunting whilst others would watch chariot races. Many enjoyed watching gladiators fighting and wealthy Romans would throw expensive dinner parties to entertain their friends.

Questions

1. Which of these did a Roman woman wear? **Tick all that apply.**

   - ○ a knee-length tunic
   - ○ an ankle-length tunic
   - ○ a cloak over their tunic
   - ○ a dress over their tunic

2. Number these Roman items to show the order they appear in the text. The first one has been done for you.

   - ☐ toga
   - ☐ **1** tunic
   - ☐ bulla
   - ☐ lunula
   - ☐ stola

3. Which of these was the Roman word for breakfast? **Tick one.**

   - ○ ientaculum
   - ○ prandium
   - ○ cena
   - ○ lunula

4. Join the boxes to show during which meal these foods would have been eaten.

prandium	pancakes
ientaculum	porridge
cena	cold meat

5. Find and copy **two** things that poorer Romans would have eaten for their evening meal.

_____

_____

6. Find and copy the material that Roman sandals would have been made from.

_____

7. Give one reason why you would have liked to have been a Roman and one reason why you would not have liked to have been a Roman.

_____

_____

_____

8. **The Romans did not have much free time.**
   Why do you think that this was the case?

_____

_____

_____

Year 4 School Closure
Interactive Learning Links

Reading

Monday

LKS2 Read My Picture Activity PowerPoint

Let the Totally Pawsome Reading Gang show you how to read a picture with this fun Activity PowerPoint.

Curriculum Aim: Year 4 Reading Comprehension

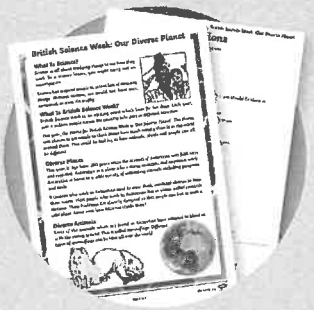
Tuesday

Inference Question Challenge Cards

Each card features a different challenge with visual representations to help your children relate literacy problems to real-life scenarios.

Curriculum Aim: Year 4 Reading: Making Inferences

Wednesday



LKS2 British Science Week: Our Diverse Planet Differentiated Reading Comprehension Activity

With three levels of differentiated texts, questions and answers, this resource is perfect for an independent activity.

Curriculum Aim: Year 4 Reading Comprehension

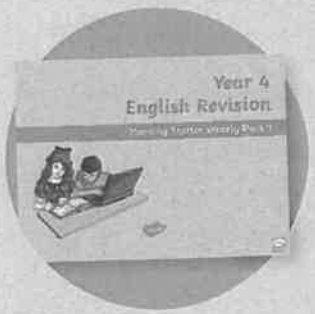
Thursday

LKS2 Mythical Stories from Different Cultures: Anansi and the Pot of Beans (Ghana) Differentiated Reading Comprehension Activity

Use this fantastic resource to teach your class about the tale of Anansi (the trickster spider) and the pot of beans.

Curriculum Aim: Year 4 Reading Comprehension

Friday



Year 4 English Revision Morning Starter Weekly PowerPoint Pack 1

Use this handy weekly pack of morning starter activities as the perfect revision tool for year 4 reading, grammar and spelling objectives.

Curriculum Aim: Year 4 Word Reading & Comprehension

Year 4 School Closure
Interactive Learning Links

Writing/ SPaG

Monday

LKS2 Easter Fix the Sentence Activity Mat Pack

Support your children with securing the skills of independent checking, editing, improving and redrafting using these tricky sentences which contain a range of spelling, punctuation and grammar mistakes made by Mr Whoops.

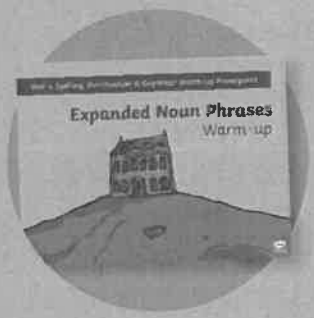
Curriculum Aim: Year 4 Writing Transcription: Proofreading and Editing

Tuesday

Year 4 Expanded Noun Phrases Warm-Up PowerPoint

This PowerPoint focuses on improving writing by incorporating expanded noun phrases, which contain adjectives, prepositional phrases and adverbs.

Curriculum Aim: Year 4 SPaG: Expanded Noun Phrases



Wednesday

BBC 500 Words 2020: LKS2 Busy Box Challenge Cards

If pupils finish their work earlier than expected, keep them busy and extend their learning using these great busy box challenge cards.

Curriculum Aim: Year 4 Writing Composition

Thursday

LKS2 The Mystery of the Crushed Chocolate Eggs: Easter SPaG Mystery Problem-Solving Game

Play this fantastic educational Easter themed game to challenge your pupils understanding of: word families; prepositions, adverbs or conjunctions to express time, cause or place; statutory spelling words; plural and possessive -s and fronted adverbials.

Curriculum Aim: Year 4 Writing Transcription: Spelling

Friday

LKS2 Fix the Sentence Activity PowerPoint

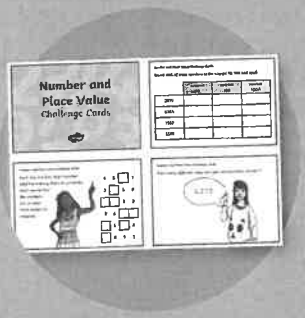
This resource is ideal for developing the writing, proofreading and editing skills of KS2 children in an interactive format.

Curriculum Aim: Year 4 Writing Transcription: Proofreading and Editing

Year 4 School Closure
Interactive Learning Links

Maths

Monday



PlanIt Maths Y4 Number and Place Value Challenge Cards

A set of different challenge activities for children to use to build up their understanding.

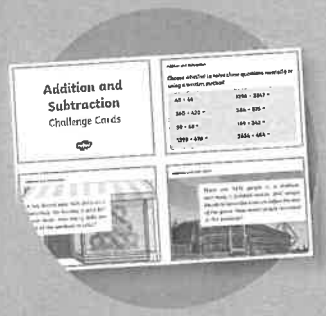
Curriculum Aim: Year 4 Number and Place Value

Tuesday

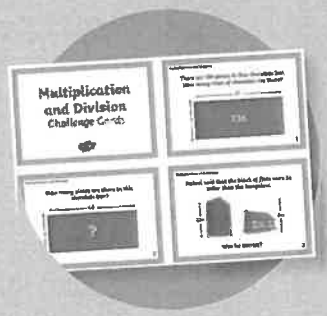
PlanIt Maths Y4 Addition and Subtraction Challenge Cards

A set of different challenge activities for children to use to build up their understanding.

Curriculum Aim: Year 4 Addition and Subtraction



Wednesday



PlanIt Maths Y4 Multiplication and Division Challenge Cards

A set of different challenge activities for children to use to build up their understanding.

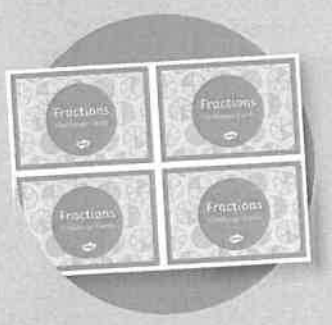
Curriculum Aim: Year 4 Multiplication and Division

Thursday

PlanIt Maths Y4 Fractions Challenge Cards

A set of different challenge activities for children to use to build up their understanding.

Curriculum Aim: Year 4 Fractions



Friday

Year 4 Maths Summer Morning Starter PowerPoint 1

This Year 4 Fluency, Reasoning and Problem-Solving Summer Morning Starter PowerPoint 1 provides a range of mathematical questions covering the national curriculum, with five slides of questions.

Curriculum Aim: General Y4 Maths Practice

Year 4 School Closure
Interactive Learning Links

Science

Monday

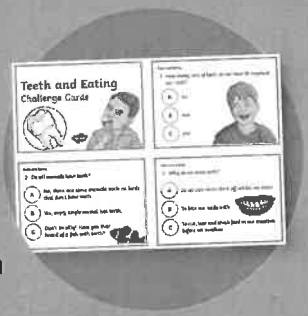
All About Teeth and Their Functions PowerPoint

Use this lovely PowerPoint to cover the Year 4 objective for the unit Animals Including Humans: Identify the different types of teeth in humans and their simple functions.

Curriculum Aim: Identify the different types of teeth in humans and their simple functions

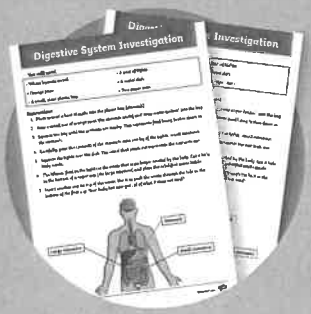
Tuesday

Teeth and Eating Challenge Cards



Use this set of ten challenge cards to reinforce your teaching on teeth and eating and test your students' knowledge. Great as an opening or finishing activity.

Curriculum Aim: Identify the different types of teeth in humans and their simple function



Wednesday

KS2 Digestive System Investigation

Teach children about the human digestive system with this fun and informative worksheet!

Curriculum Aim: Describe the simple functions of the basic parts of the digestive system in humans.

Thursday

Science Food Chains PowerPoint Quiz

This fantastic science food chains powerpoint features a different question on each slide with three answers for you to pick from.

Curriculum Aim: Construct and interpret a variety of food chains, identifying producers, predators and prey.

Friday

Science Knowledge Organiser: Animals Including Humans Year 4

The labelled diagram of the digestive system will help children to learn the organs and body parts which help us to digest food.

Curriculum Aim:
This covers all of the National Curriculum aims for Y4 Animals Including Humans.

Year 4 School Closure
Interactive Learning Links

Topic Fun

Monday

Ancient Egypt Interactive Word Mat Activity

Pupils simply drag and drop the correct word to identify the Ancient Egyptian images shown. A great way to develop literacy through your history topic.

Tuesday

Easter Egg Nests Recipe Sheets

A handy set of recipe sheets showing the key stages and instructions on how to make some lovely Easter egg nests!

Wednesday

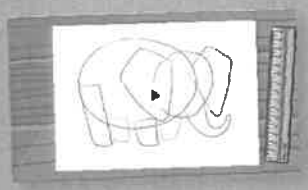
The Skeleton Labelling Activity

This simple labelling activity from Twinkl Go! provides an interactive resource to help children learn the names and positions of the bones.

Thursday

How to Draw an Elephant Animation

Drawing an elephant has never been easier! This beautifully paced online animation takes you through the steps of drawing an elephant. Just follow the step-by-step instructions, pausing the video whenever you like. It's a great way to develop observation and drawing skills.



Friday

Hand Washing Soap Experiment KS2

Educate children about the importance of handwashing with soap, using this brilliant experiment. Children will learn about the microbes that are on our hands and how effective soap is at breaking these down and keeping us healthy.

Year 4 School Closure
Interactive Learning Links

Useful Interactive Go! Games

Arithmagic Maths Practice Game

Arithmetic practice can be fun, interactive and engaging with this Arithmagic Maths Practice Game. Arithmagic is an exciting and engaging online primary maths game that promotes the regular practice of key fact fluency and mental arithmetic skills covered in the maths national curriculum.

Curriculum Aim: Arithmetic

Multiplication Tables Check Practice

This practice resource is configurable for all abilities, so you can adjust the time allowed per question, the number of questions and which times tables you'd like children to recap, revise or test.

Curriculum Aim: Times Tables Fluency

Arithmagic Interactive Colouring Activity

This Arithmagic-Themed 2, 5 and 10 Times Table Interactive Array Matching Activity can be played on laptops, computers and tablets and is a quick and easy way to assess how well children know their 2, 5 and 10 times tables.

Curriculum Aim: Online Colouring

To support teachers and parents whose schools have closed because of the Coronavirus, we have made Twinkl free for one month. Go to www.twinkl.co.uk/offer and enter the code UKTWINKLHELPS For a collection of interactive Go! resources, organised by age and subject, visit: https://www.twinkl.co.uk/go/teach-lesson-packs-twinkl-go

Year 4 Maths

Roman Numerals

Learning From Home Activity Booklet

twinkl visit twinkl.com

Statutory Requirements	Activity Sheet	Page Number	Notes
Pupils should be taught to: • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	Nero's Numbers	2	
	Nero's Sundial	3-4	
	Roman Numerals Match	5	
	Agrippa's Vases	6	
	Be the Teacher	7	
	Parent Guide to Roman Numerals		

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Nero's Numbers

Nero is a mathematician from Ancient Rome. He has written some numbers below, but they are written in Roman numerals. Roman numerals use a series of letters which represent numbers and rely on additions and subtractions to create other numbers, where we rely on the place value of our 0-9 digits. Use Nero's advice to change the Roman numerals below to numbers.

Here are three letters used to indicate numbers:

I = 1 **V** = 5 **X** = 10

Follow these rules to help you read Roman numbers:

1. If a larger Roman Numeral is followed by a smaller one, you add the two together. You also need to add if the Roman numeral are the same, e.g:
   XI = 10 + 1 = 11
   XX = 10 + 10 = 20
2. If a smaller Roman Numeral is followed by a larger number symbol, you must subtract the smaller Roman Numeral from the larger one.
   IX = 10 – 1 = 9
   IV = 5 – 1 = 4

What are the values of these Roman Numerals?

II = ☐	VII = ☐	XXI = ☐	VIII = ☐
XI = ☐	XV = ☐	XIX = ☐	XXIII = ☐
XXIX = ☐	XXV = ☐	XXIV = ☐	XIV = ☐

Write these numbers in Roman numerals:

6 = ☐ 17 = ☐ 26 = ☐

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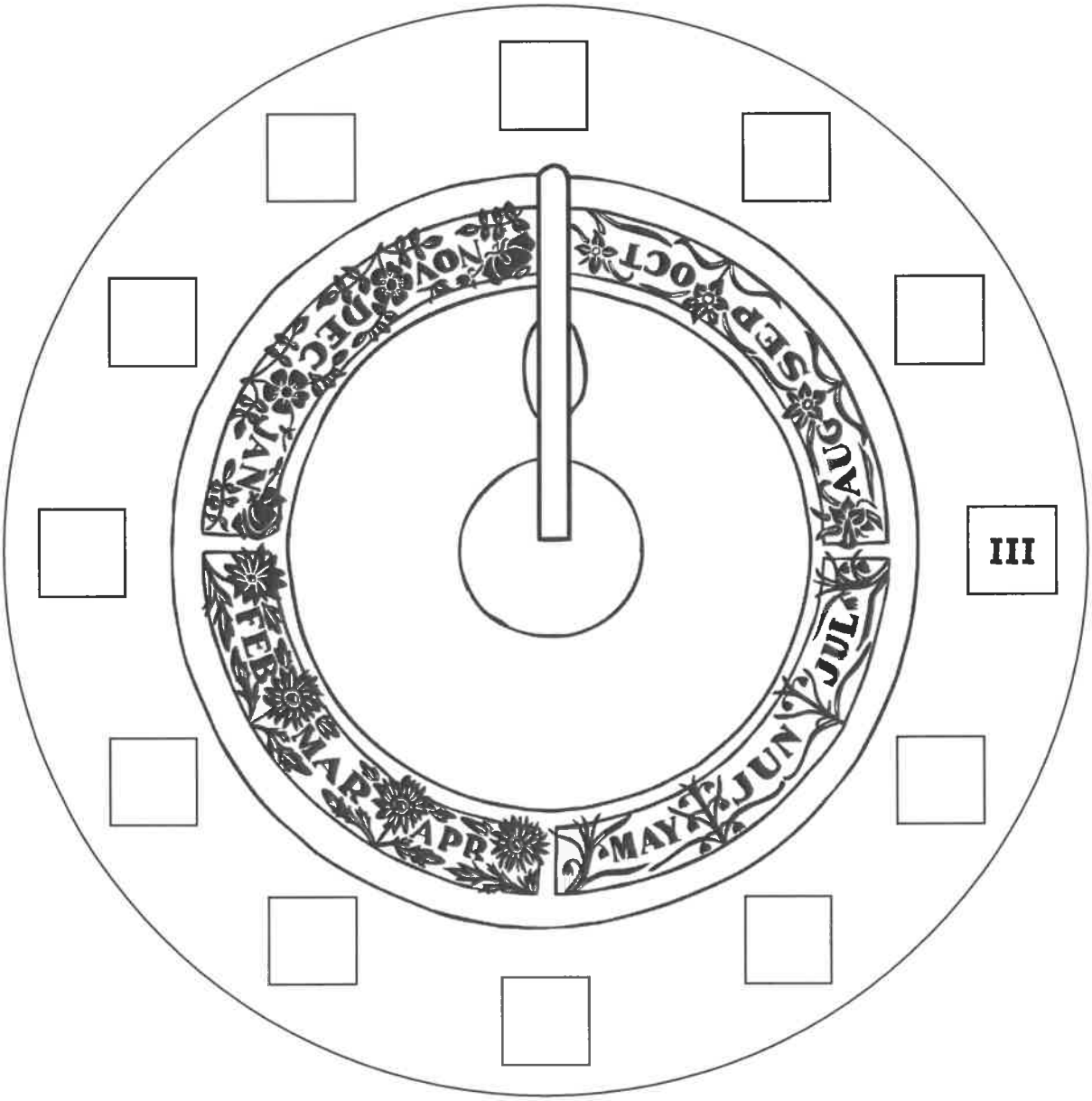
Nero's Sundial

A local stone smith has created Nero a sundial for his garden. A sundial was a tool used to help measure time by using the shadow cast by the position of the sun. However, the stone smith has forgotten to place the Roman numerals on the sundial. **Add the equivalent Roman numerals for 1 to 12 using the information from the previous page.**



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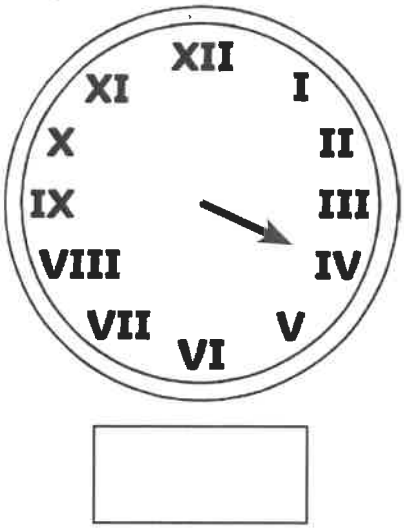
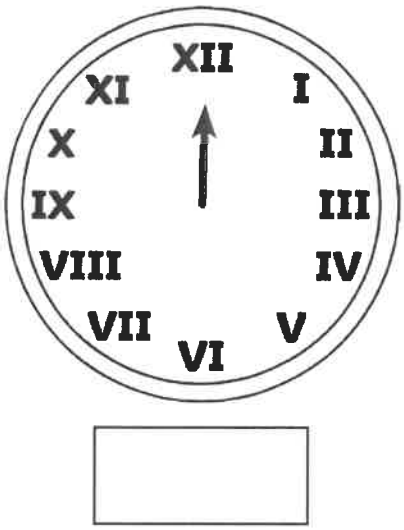
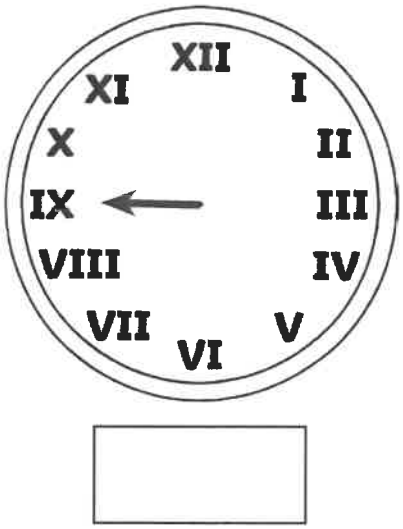
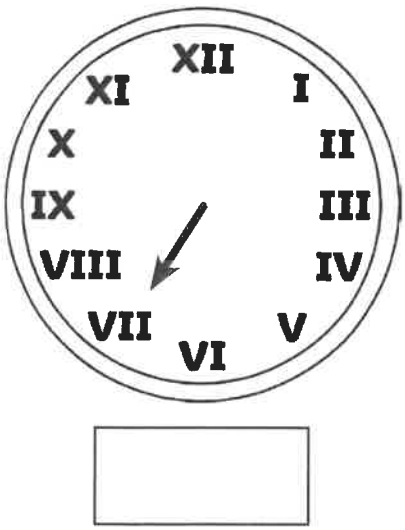
Although Roman numerals began about 2500 years ago, they are often used on modern day clocks and watches.

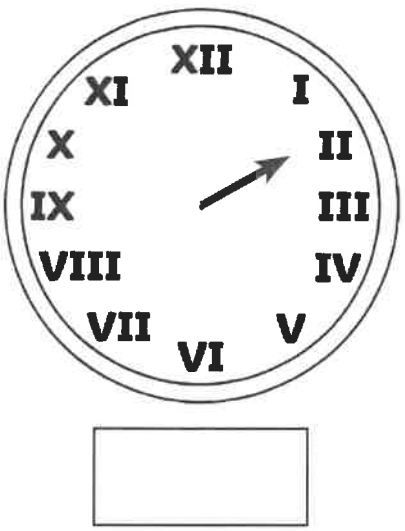
Write the number that the hour hand is pointing on each of the clocks below.

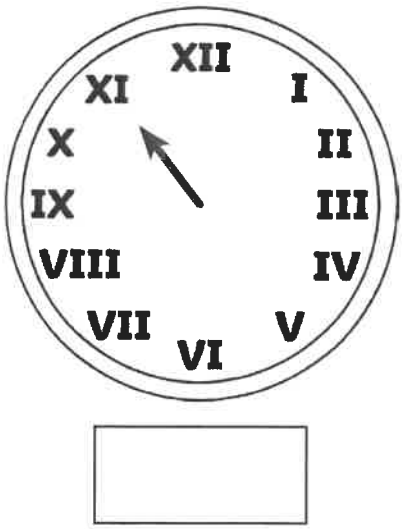












Roman Numerals Match

Sergio has been asked to match the Roman numeral to correct number for his homework.
Use the Roman numeral key to help him complete the homework.

Roman numerals:

I = 1 **V** = 5 **X** = 10 **L** = 50 **C** = 100

100	LI
29	XCIX
33	C
94	XXVI
75	LXVIII
26	XLVIII
51	XXIX
48	XXXIII
68	XCIV
99	LXXV

Agrippa's Vases

Agrippa is packing olives ready to be exported to different parts of the Roman Empire. She needs to write the number of olives on each vase, but doesn't know how to write them. **Help Agrippa by writing the number of olives in Roman numerals on each vase.** Use Nero's rules to help you.

16

38

40

87

54

26

74

95

19

99

42

48

Be the Teacher

Mr Morris is marking this piece of homework on Roman Numerals. Can you help him to check if each answer is correct? **Place a tick by the answers that are correct and a cross by the answers that are incorrect. If an answer is incorrect, write the correct answer.**

Change Roman numerals to numbers:

XXIV = **24**	XCII = **97**	XLII = **62**
XVI = **16**	XIX = **21**	XXXVIII = **38**
LXXXII = **73**	XLV = **45**	LIX = **58**

Change numbers to Roman numerals:

85 = **LXXXV**	26 = **XXIV**	42 = **XXXXII**
96 = **LXXXXVI**	54 = **LIV**	39 = **XXXVIIII**
28 = **XXVIII**	79 = **LXXIX**	67 = **LXIIV**

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Parent Guide to Roman Numerals

There are seven letters used to create Roman numerals. These are:

I = 1 **V** = 5 **X** = 10 **L** = 50

C = 100 **D** = 500 **M** = 1000

The Roman numerals are used in a variety of combinations to create different numbers. When the same Roman symbols are placed together, you add the value of each symbol together. For example:

III = 1 + 1 + 1 = 3

XX = 10 + 10 = 20

Also, if a larger Roman numeral is followed by smaller Roman numeral, you add the numbers together. For example:

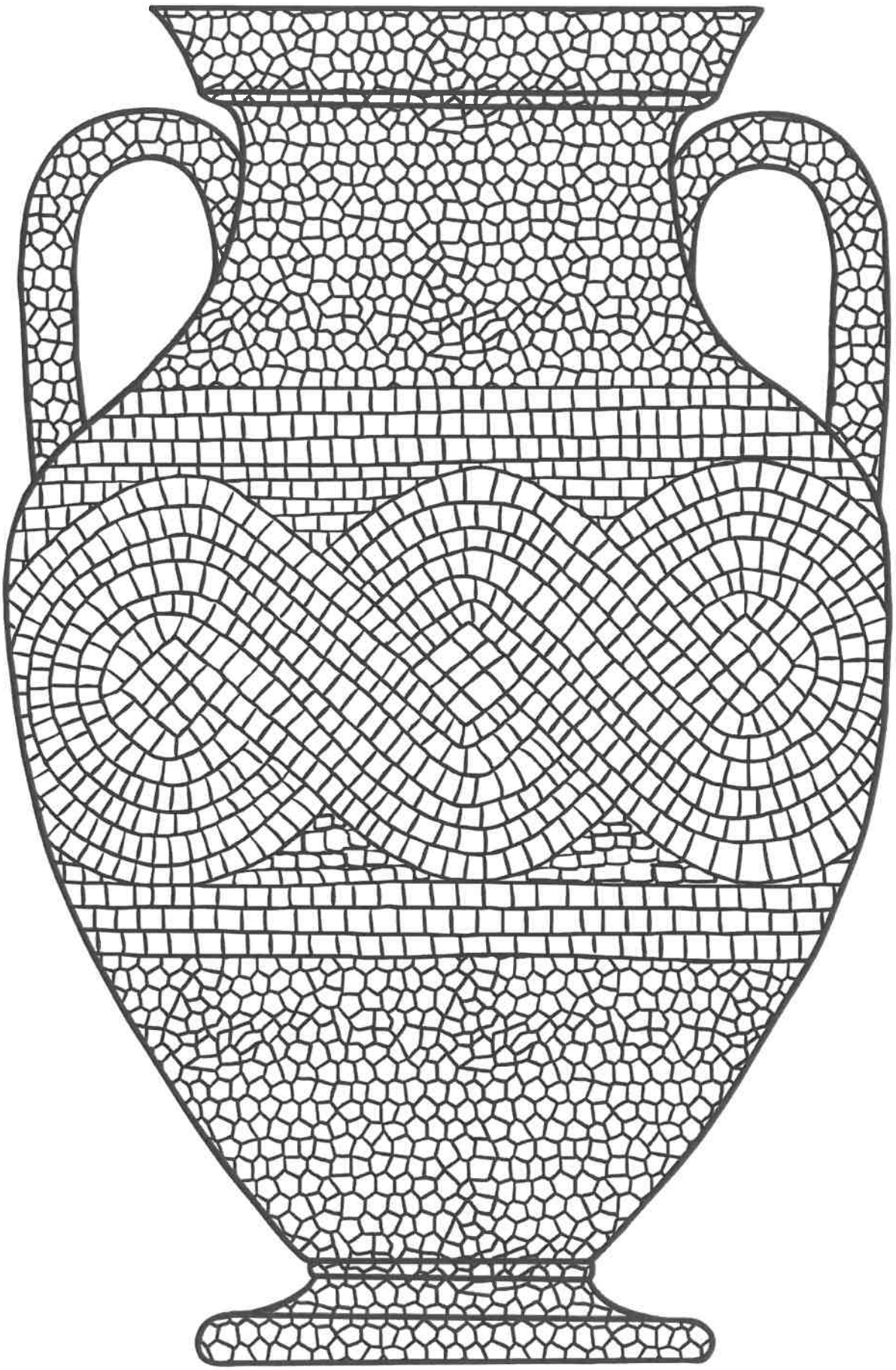
XVI = 10 + 5 + 1 = 16

MDL = 1000 + 500 + 50 = 1550

If a smaller Roman numeral comes before a larger Roman numeral you subtract the smaller Roman numeral from the larger. For example:

IV = 5 - 1 = 4

XIX = 10 + (10 - 1) = 19



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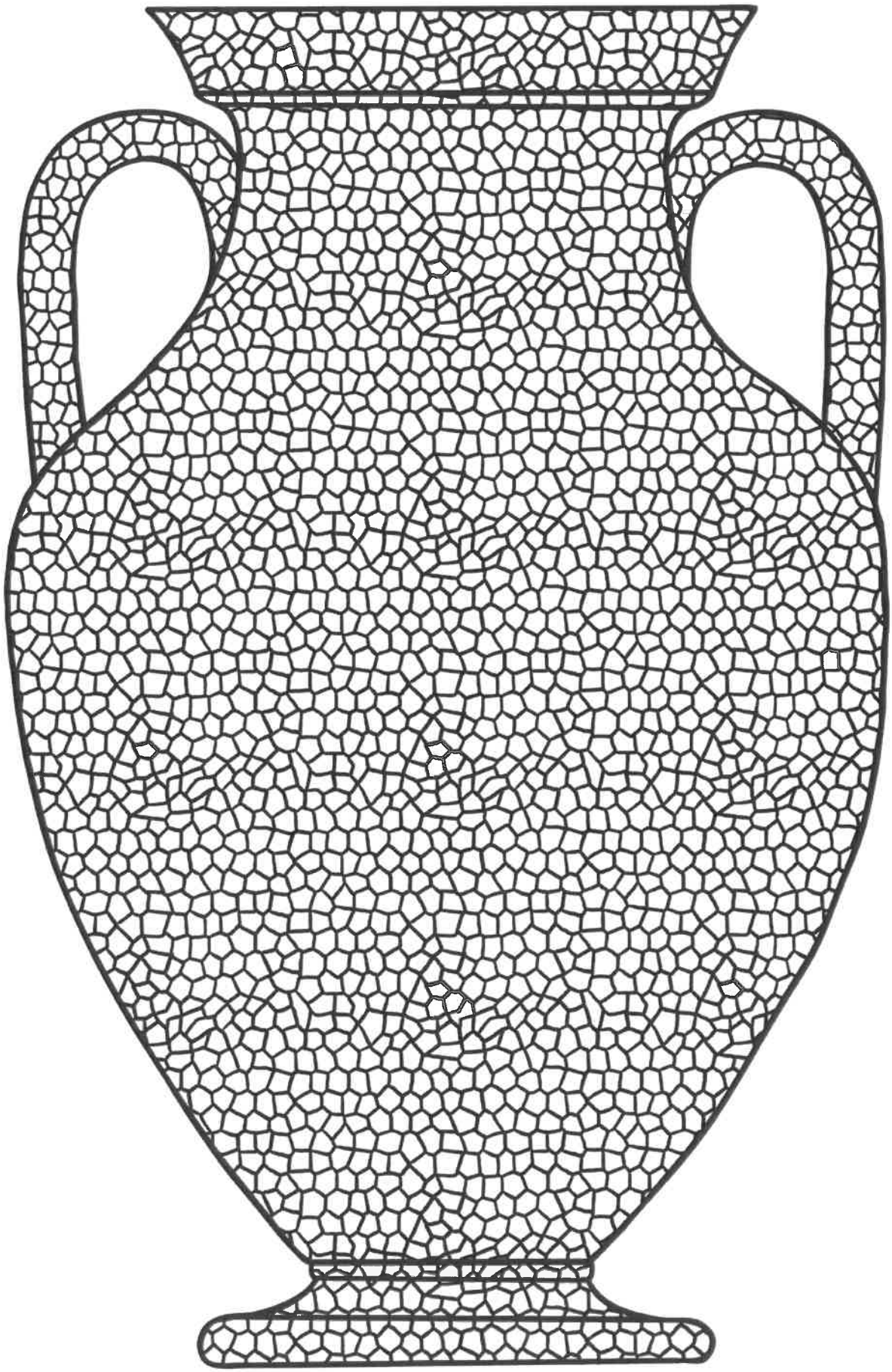

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Roman Soldier Paper Model

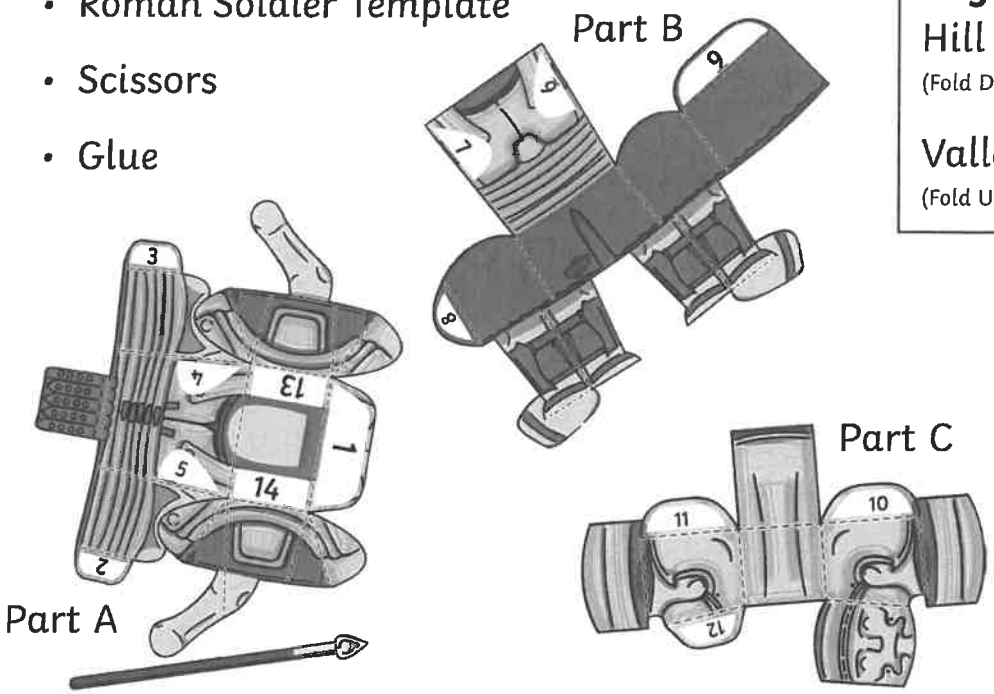
You will need:

- Roman Soldier Template
- Scissors
- Glue

Key:

Hill Fold (Fold Down) ----------

Valley Fold (Fold Up) ----------

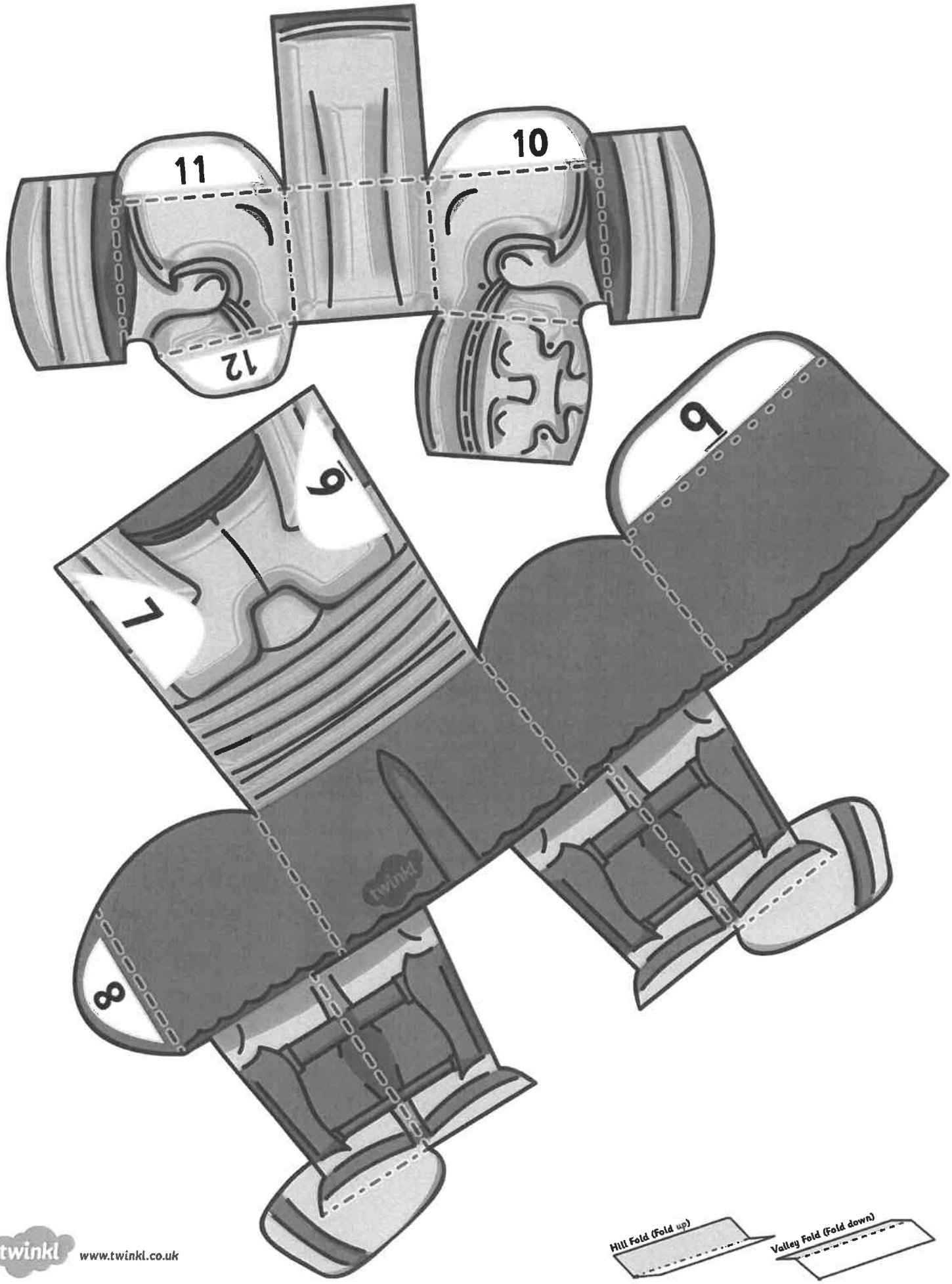


1. Carefully cut out Part A, making sure to cut along all thick black lines, including those that go into the design near tabs 3 and 5.
2. Fold each dotted line in a hill fold or valley fold according to the key.
3. Next, carefully cut out Part B and fold according to the key. Make sure to cut along all thick black lines, including the lines into the feet and at the top of half of each leg.
4. Add some glue to tab 1 and glue to the top of the large section on Part B, between tabs 6 and 7.
5. Next, glue tabs 2 and 3 to the inside of the body piece near tabs 6 and 7.
6. Add some glue to tabs 4 and 5 and glue to the curved flaps on the arm pieces.
7. Add some glue to tab 8 and stick to the underside of the section with tab 9.
8. Next, glue tabs 6 and 7 to the curved sections on the arms.
9. Add some glue to tab 9 and stick to the underside of the front body of the soldier to connect Parts A and B together.

10. Add some glue on the undecorated side of the legs and stick the two sides together to create each leg.
11. Carefully cut out Part C. Make sure to cut around all solid lines, including the small curved line around tabs 10 and 11.
12. Glue tabs 10 and 11 to the back of the soldier's helmet.
13. Glue tab 12 to the underside of the soldier's face.
14. Next, glue the sides of the soldier's helmet to tabs 13 and 14 on the body's shoulders. Make sure the face is facing towards the front (where the decorative flap is).
15. Finally, cut out the spear and add some glue about halfway down, sticking it to the soldier's right hand.

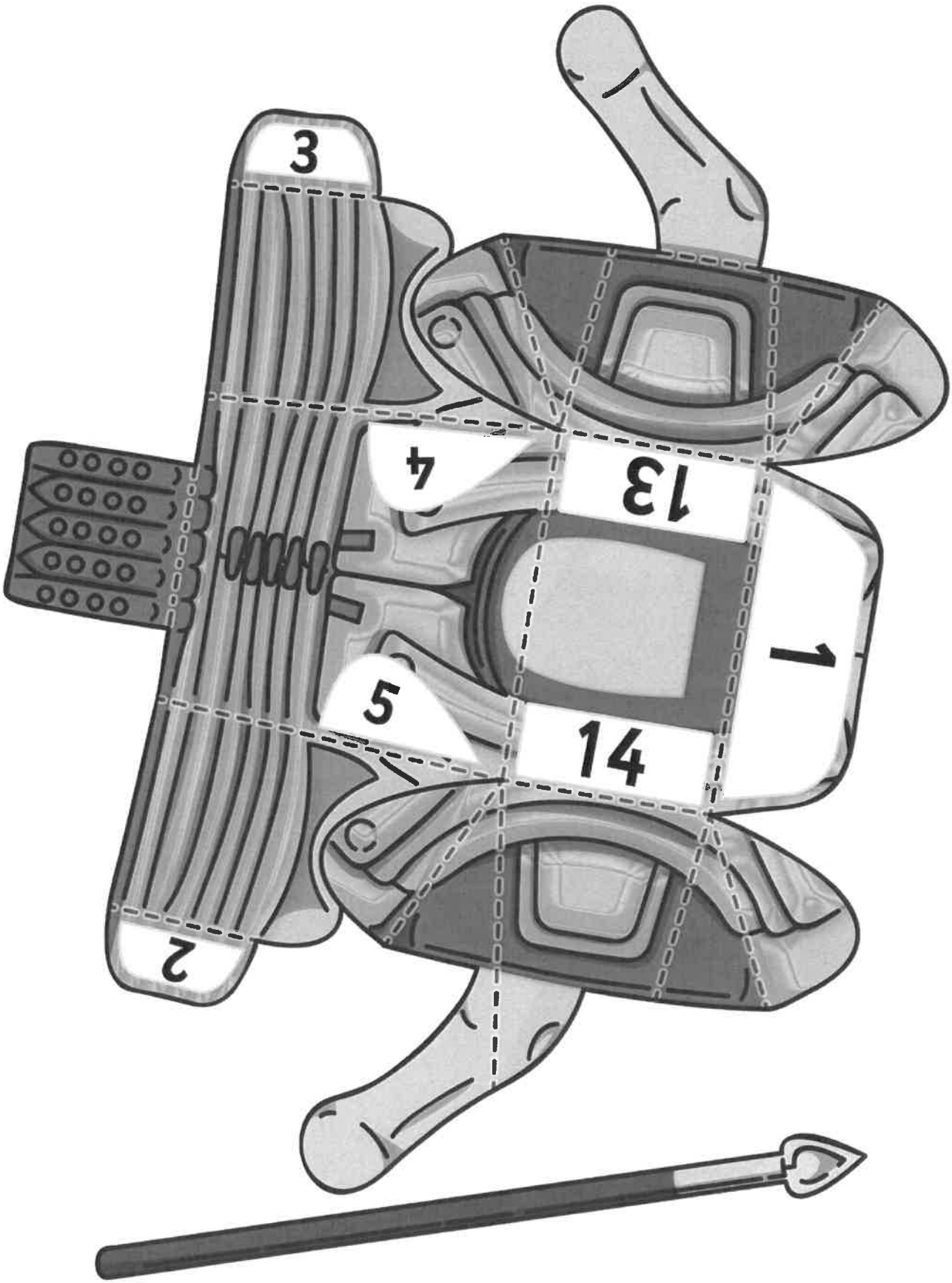
You soldier is now finished and ready to fight for the glory of Rome!

Roman Paper Model : Soldier



Hill Fold (Fold up)

Valley Fold (Fold down)

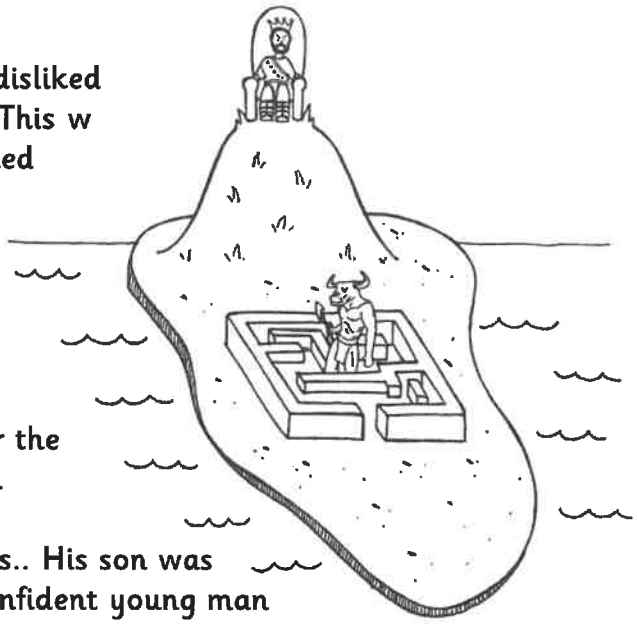


Hill Fold (Fold up)

Valley Fold (Fold down)

Theseus and the Minotaur

Many years ago, on the island of Crete was a terrifying monster who lived in a maze. He was called the Minotaur.



The island was ruled by a king called Minos. He disliked the people of Athens which was a city in Greece. This w as because many years ago the Athenians had killed inos' son. The prince had won lots of prizes at the Athenian Games. This made Minos furious. He ordered that every nine years, fourteen young Athenians would enter the maze and be killed by the Minotaur.

Another nine years had passed and it was time for the Athenians to send another fourteen boys and girls.

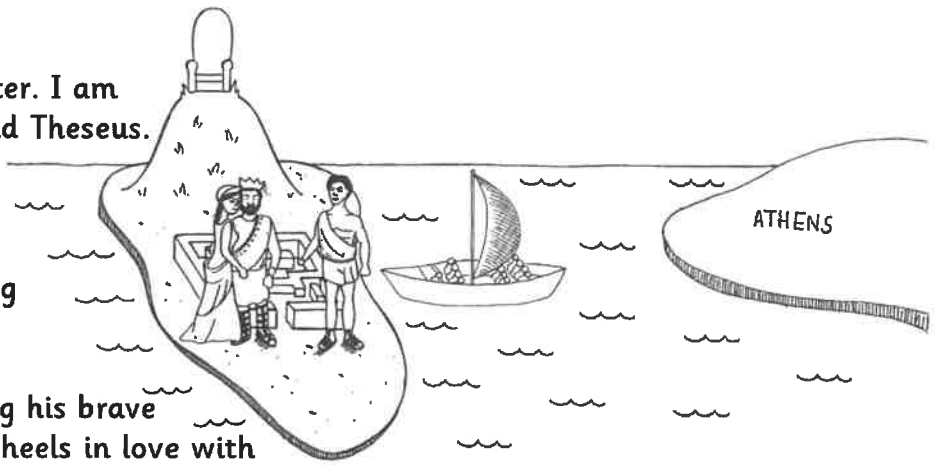
Now in Athens, they also had a king called Aegeus.. His son was called called Theseus. Theseus was a brave and confident young man who loved adventure. He really wanted to kill the Minotaur because he was angry with what King Minos was doing to the young Athenians.

"No son! I do not want you to go. You will be killed. Do not set foot on that boat to Crete!"

"But father, I know I can kill this monster," Theseus said firmly. "Do not worry. I shall be victorious! When I return, I shall make sure the sail of the boat is white. This will show I have won and have returned home."

So, the next day, Theseus set sail with thirteen other young Athenians. The journey was difficult.

Eventually they arrived in Crete where the crew were met by both King Minos as well as his beautiful daughter Ariadne.



"I have come to kill the monster. I am not frightened of it at all!" said Theseus.

"HOW DARE YOU SAY THIS AFTER WHAT YOUR PEOPLE DID TO MY SON!" roared King Minos.

On seeing Theseus and hearing his brave words, Ariadne fell head over heels in love with the young Athenian. She promised she would help him to kill the monster. In return for her help Theseus said he would marry her.

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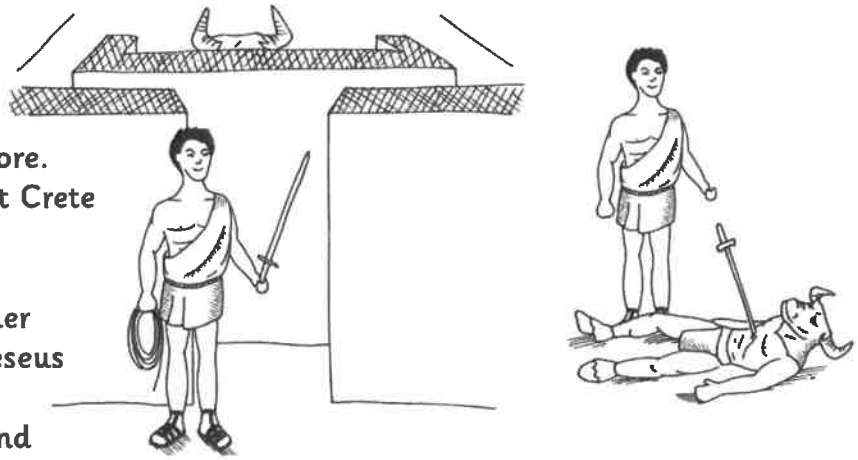
Ariadne gave Theseus a sword and a ball of golden thread. "Tie the thread to the maze's entrance. Unwind the string as you travel through the maze. Kill the Minotaur with this sword and then follow the thread to get back out!"

The very next day, Theseus, took the sword and thread and went to the maze. He entered it with the other young Athenians who were very frightened.

Theseus travelled through the dark, complicated maze. Eventually he came face to face with the terrifying monster. The monster was strong and frightening. He roared and charged at Theseus. It was a difficult battle but Theseus finally managed to kill the Minotaur!



Theseus ran quickly through the maze, using the thread to escape. With the other Athenians and Ariadne, he went to the island's shore. They all boarded their boat and left Crete for another island.

Ariadne was delighted to be with her love but this did not last long. Theseus thought he did not truly love her. He decided to leave her on the island and return home to Athens.

The final journey was full of excitement and happiness. The Athenians had defeated the Minotaur.

However, Theseus forgot one thing as the ship made its way towards Athens – to change the sail to white! As the ship came into view, King Aegeus saw the black sail. He thought his son had been killed by the Minotaur.

"Theseus! My son!" cried Aegeus. So upset was Aegeus, he threw himself off the rocks into the sea and to his death.

On landing, Theseus was told of the tragedy. He cried with grief, realising the huge mistake he had made.

And so, with sadness in his heart, Theseus became the next King of Athens.

Jenny Turner

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Theseus and the Minotaur

1. What is the monster called and where does he live? (AF2)

2. Why does King Minos not like the people of Athens? (AF2)

3. Describe what you think Theseus is like from what you have read. (AF3)

4. Who do you think says, "No son! I do not want you to go. You will be killed. Do not set foot on that boat to Crete!"? (AF3)

5. What do you think the weather was like when Theseus and the other Athenians sailed to Crete? (AF3)

6. Why has the author put some words in capital letters? (AF5)

7. Ariadne falls "head over heels" in love with Theseus. What do you think this means? (AF4)

8. How is the monster described when Theseus finally meets him? (AF2)

9. Why is the final journey "full of excitement and happiness"? (AF3)

10. What huge mistake does Theseus make? How do you think he feels at the end of the story? (AF2/AF6)

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