

Most important factor

The Greeks used a phalanx formation with their strongest soldiers on the outside

The Greek hoplites had stronger armour than the Persian soldiers

The Greeks had blocked the road to Athens, so the Persians had nowhere else to run to except back to the sea

The Greeks took the Persian soldiers by surprise by charging past their archers

The Persians were not prepared to have to put up much of a fight because they expected an easy win

The Persians panicked and failed to stay in their phalanx formation

The Athenian soldiers asked the Spartans for help

The Persians were unable to use their horses and chariots

Least important factor

The Greeks had prayed to their gods for help

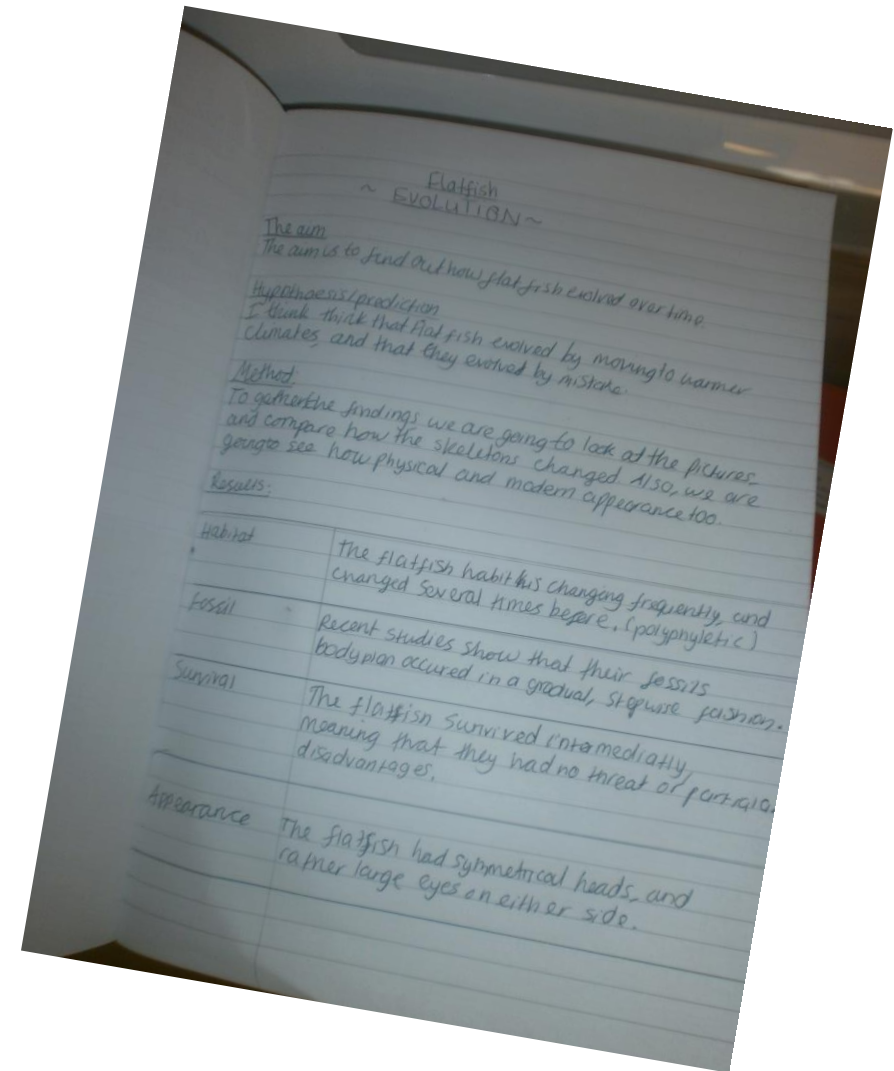
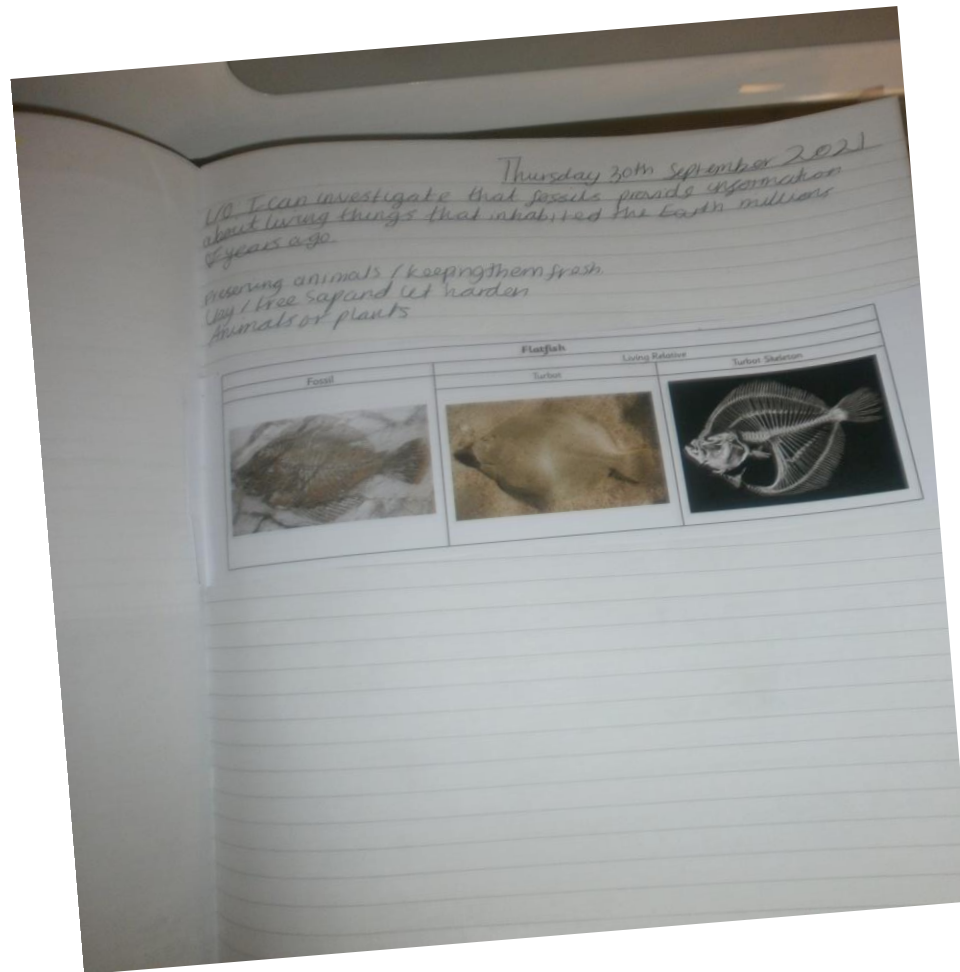


I think that the one I picked as the most important is because it shows how they are

I think the last one is the least because they didn't do anything.

During History we were learning about how a small Greek army won the Battle of Marathon. Peter did an excellent job as he was able to depict what the most important factor was and the least.

During Science this week children investigated the evolution of Fern leaves and flat fish. Tia Did a superb job!



**Giselle** has now mastered long division and **Abigail** has mastered short division. Super job!

Formal Division of 3 Digit Numbers by 2 digit numbers.

1. 
$$\begin{array}{r} 11 \\ 12 \overline{) 132} \\ \underline{-12} \phantom{0} \\ 012 \\ \underline{-012} \\ 0 \end{array}$$

2. 
$$\begin{array}{r} 11 \\ 14 \overline{) 154} \\ \underline{-14} \phantom{0} \\ 014 \\ \underline{-014} \\ 0 \end{array}$$

3. 
$$\begin{array}{r} 17 \\ 16 \overline{) 140} \\ \underline{-16} \phantom{0} \\ 080 \\ \underline{-80} \\ 0 \end{array}$$

4. 
$$\begin{array}{r} 15 \\ 18 \overline{) 104} \\ \underline{-18} \phantom{0} \\ 074 \\ \underline{-074} \\ 0 \end{array}$$

5. 
$$\begin{array}{r} 14 \\ 26 \overline{) 64} \\ \underline{-26} \\ 38 \\ \underline{-38} \\ 0 \end{array}$$

LP Roly 3, 4. (LB) (I)

3. 
$$\begin{array}{r} 15 \\ 16 \overline{) 140} \\ \underline{-16} \phantom{0} \\ 080 \\ \underline{-080} \\ 0 \end{array}$$

4. 
$$\begin{array}{r} 13 \\ 18 \overline{) 34} \\ \underline{-18} \\ 054 \\ \underline{-054} \\ 0 \end{array}$$

Much better Giselle. (LB) (I)

(WS) Long division with remainders.

up to 4 digits by a two digit number

according to the computer

(S) (W)

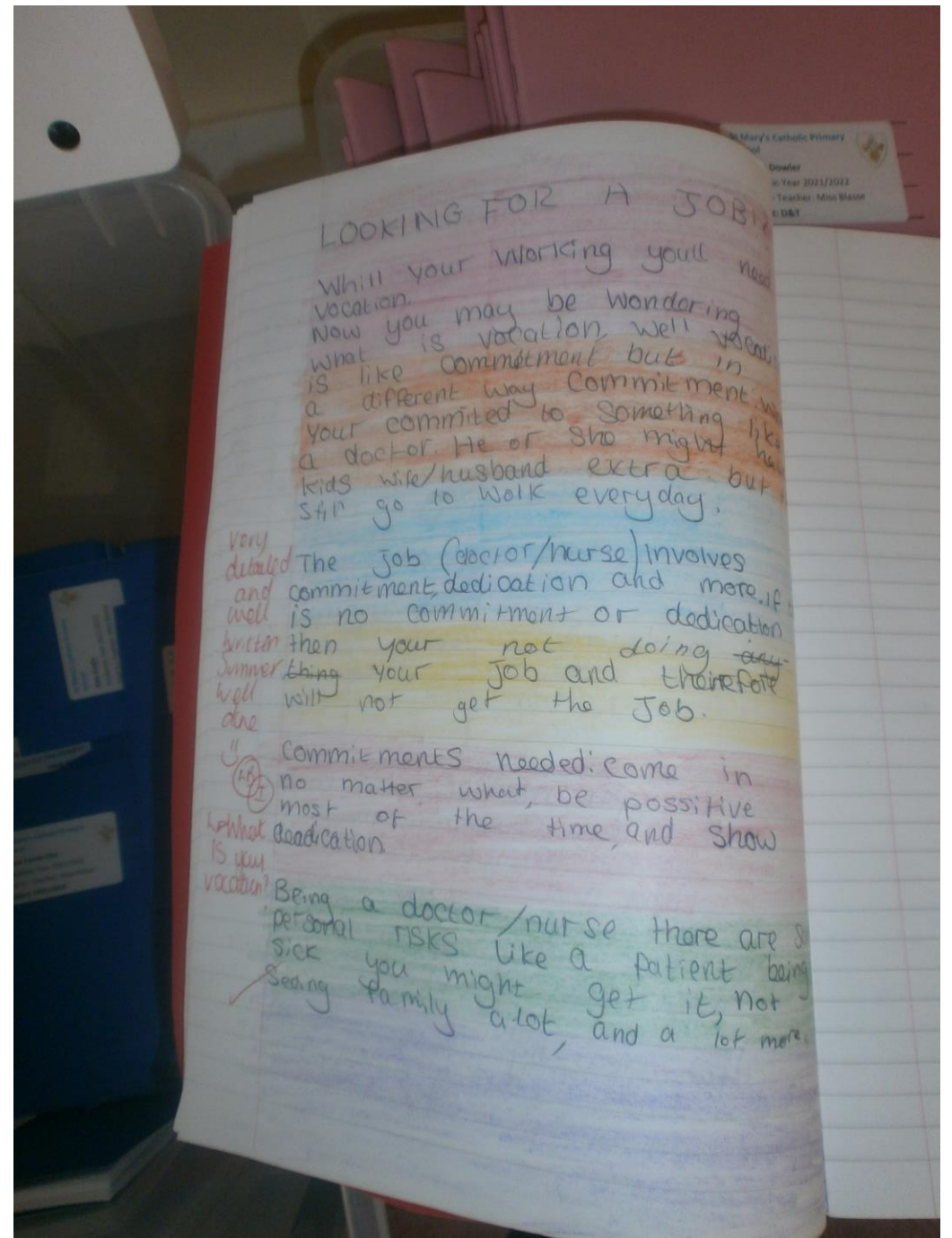
$$\begin{array}{r} 15 \\ 5 \overline{) 75} \\ \underline{-50} \\ 25 \end{array}$$

$$\begin{array}{r} 22 \\ 3 \overline{) 66} \\ \underline{-66} \\ 0 \end{array}$$

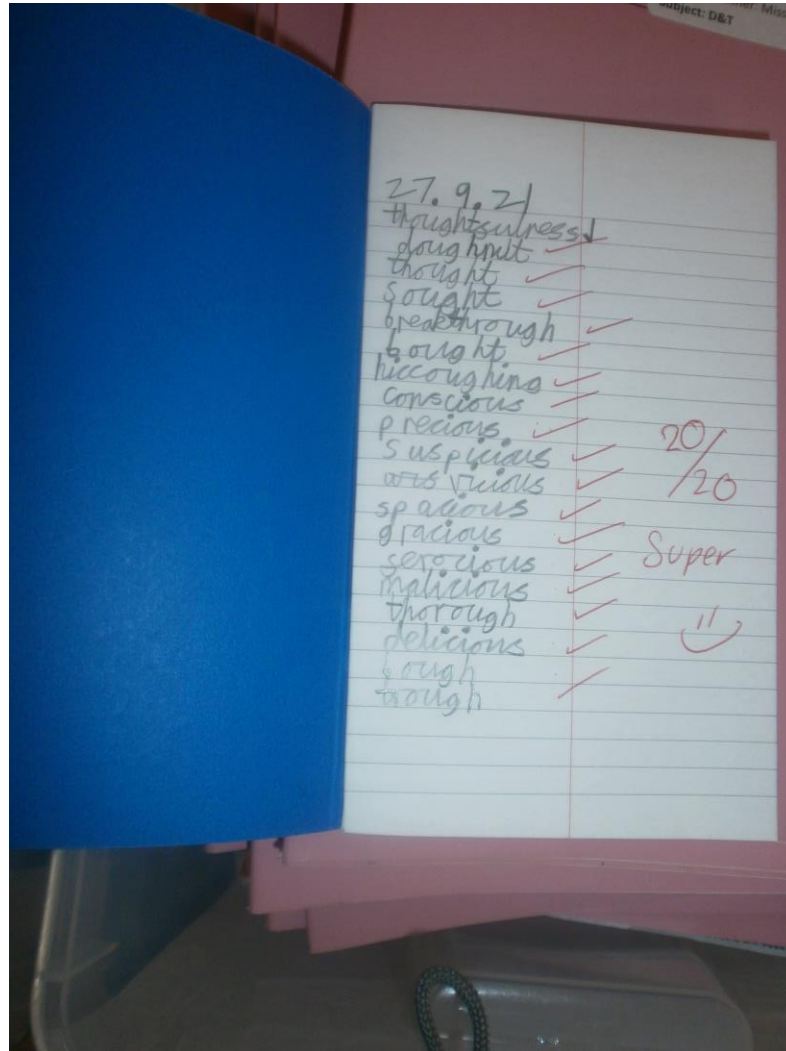
$$\begin{array}{r} 239 \\ 3 \overline{) 717} \\ \underline{-69} \\ 27 \\ \underline{-27} \\ 0 \end{array}$$

Good work Abigail (LB)

Summer created a delightful job advertisement during RE this week. As we have started our new topic : Vocation and commitment.



Harry is our super speller (What grammatical feature have I used? 10 house points).



Well done to **Ife** for creating a brilliant sketch of his Labyrinth. He is going to make it today!

