Monday

English Monday

Please read this persuasive advert about the School of Wizardry

Let's go to wizard school!

So now you are a wizard, there's a place just for you! Take a look at this advert for The School of Wizardry. It is written to persuade you to join the school and learn to be a great wizard. Read it through and see if this is the school for you!

Welcome to the School of Wizardry

Are you a budding wizard, full of spells and magic? Do you long to be the finest wizard in all the land? If so, come along to our School of Wizardry and learn to be a Master Wizard! Don't miss out on this once-in-a-millennium opportunity.

The School of Wizardry offers remarkable education for wizards of all calibres. Learn new skills from highly qualified professors of wizardry and enjoy our stunning curriculum, which boasts a multitude of outstanding classes. The choice of lessons here is unrivalled and includes:

- preparing magic spells and inventing potions;
- broomstick manoeuvres and expert flying skills;
- specialist invisibility and advanced disguise;
- perfection in wand-handling skills.

Our exceptional school is renowned around the globe and places are highly sought after. Study here and we can guarantee you'll pass every wizard exam with flying colours. It is certain you'll be the envy of all your wizard friends.

Study with the best! We have been rated 'Super-Terrific' in a recent inspection by the W.S.B (Wizard School Board) and you won't find tutelage like this anywhere else in the universe. We also have up-to-the-minute equipment, beautifully decorated classrooms and the most divine, freshly cooked school dinners. What are you waiting for? Apply now!

Come, join us. Leave other wizards far behind! Win in the world of wizards!

English Monday

Spag- Persuasive phrases

Weasel phrases

As well as weasel words, there are also persuasive weasel phrases in the school advert. These draw you in by speaking to you personally and try to make you believe everything the writer is telling you. They make you feel like you must do what the writer says or have what they are offering. Look at the ones below.

Places are highly sought after.
We can guarantee …
You won't find … like this anywhere else!
You'll be the envy of …

Try using some of them to write some sentences about our Wizard Hotel. I've done one for you. Remember to speak directly to your reader by using the word *you*.

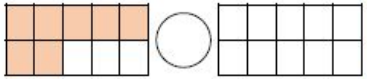
*We can guarantee **you** the best holiday ever!*

Task 2
Invent your own potion and write a paragraph which persuades the reader to buy your potion.
Look at my example.
Feel free to use the red persuasive phrases that I have used in my paragraph

Look no further! This happiness potion is guaranteed to bring harmony, happiness and joy to your life! You won't find any other potion on the market to be as effective as this one! I know for a fact that this bundle of joy will rock your world and leave you feeling the best version of yourself! I urge you to secure the purchase of your potion today as they are flying off the shelves!

Maths - Monday
Bronze

1a. Finish the model to show $\frac{7}{10}$ and $\frac{3}{5}$.



Compare using <, > or =.

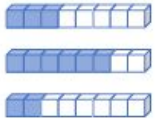
1b. Finish the model to show $\frac{5}{6}$ and $\frac{1}{3}$.

Compare using <, > or =.

2a. Match the fraction to the correct model and then put them in ascending order.

1. $\frac{1}{4}$
2. $\frac{3}{8}$
3. $\frac{3}{4}$

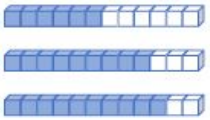
A. B. C.



2b. Match the fraction to the correct model and then put them in ascending order.

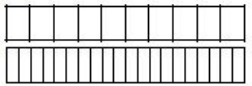
1. $\frac{5}{6}$
2. $\frac{9}{12}$
3. $\frac{3}{6}$

A. B. C.



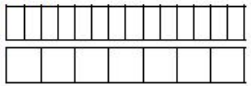
3a. True or false?

$\frac{7}{10} < \frac{7}{20}$



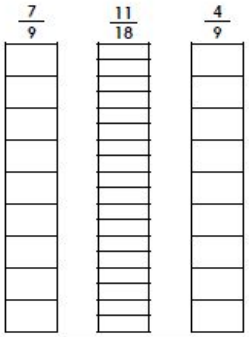
3b. True or false?

$\frac{4}{14} < \frac{4}{7}$



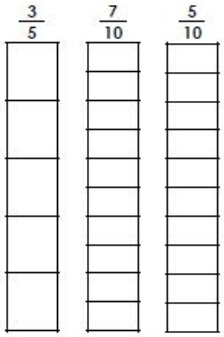
4a. Circle the largest fraction. Use the models to help you.

$\frac{7}{9}$ $\frac{11}{18}$ $\frac{4}{9}$

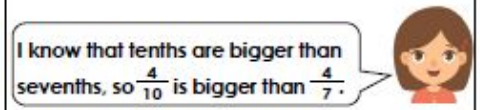


4b. Circle the largest fraction. Use the models to help you.

$\frac{3}{5}$ $\frac{7}{10}$ $\frac{5}{10}$

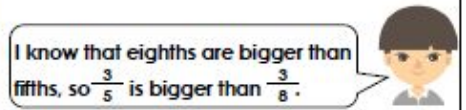


1a. Wynter is comparing the fractions $\frac{4}{10}$ and $\frac{4}{7}$.



Is she correct? Show how she could use a diagram to check her answer.

1b. Xin is comparing the fractions $\frac{3}{8}$ and $\frac{3}{5}$.



Is he correct? Show how he could use a diagram to check his answer.

2a. Use two number cards to complete the equation.

$\frac{1}{6} < \square < \frac{3}{6}$

2 5 6 12

Find two possibilities.

2b. Use two number cards to complete the equation.

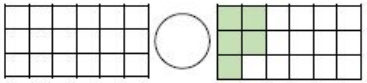
$\frac{4}{9} > \square > \frac{2}{9}$

3 7 9 18

Find two possibilities.

Maths - Monday
Silver

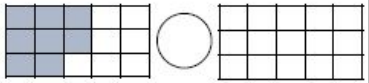
5a. Finish the model to show $\frac{2}{6}$ and $\frac{5}{18}$.



Compare using <, > or =.

VF

5b. Finish the model to show $\frac{8}{15}$ and $\frac{3}{5}$.



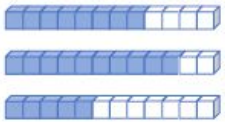
Compare using <, > or =.

VF

6a. Match the fraction to the correct model and then put them in ascending order.

1. $\frac{2}{3}$
2. $\frac{5}{6}$
3. $\frac{5}{12}$

A. B. C.



VF

6b. Match the fraction to the correct model and then put them in descending order.

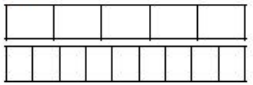
1. $\frac{8}{10}$
2. $\frac{1}{2}$
3. $\frac{11}{20}$

A. B. C.

VF

7a. True or false?

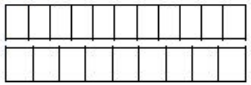
$\frac{4}{5} < \frac{4}{9}$



VF

7b. True or false?

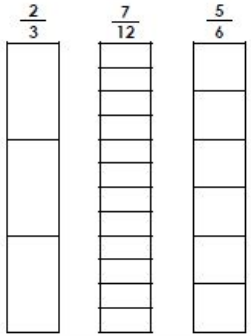
$\frac{6}{11} < \frac{6}{9}$



VF

8a. Circle the largest fraction. Use the models to help you.

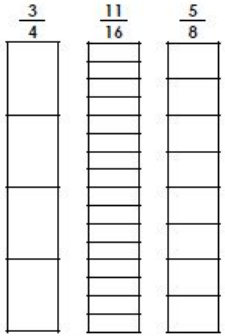
$\frac{2}{3}$ $\frac{7}{12}$ $\frac{5}{6}$



VF

8b. Circle the largest fraction. Use the models to help you.

$\frac{3}{4}$ $\frac{11}{16}$ $\frac{5}{8}$



VF

4a. Luna is comparing the fractions $\frac{2}{9}$ and $\frac{2}{3}$.

I know that $\frac{2}{9}$ is larger than $\frac{2}{3}$ because a ninth is three times bigger than a third.

Is she correct? Show how she could use a diagram to check her answer.

R

4b. Yussuf is comparing the fractions $\frac{6}{7}$ and $\frac{3}{4}$.

I know that $\frac{3}{4}$ equals $\frac{6}{8}$. $\frac{6}{7}$ is larger than $\frac{6}{8}$ because sevenths have bigger pieces than eighths.

Is he correct? Show how he could use a diagram to check his answer.

R

5a. Use two number cards to complete the equation.

$\frac{3}{5} > \frac{\square}{\square} > \frac{2}{5}$

5 8 9 10 15

Find two possibilities.

PS

5b. Use two number cards to complete the equation.

$\frac{7}{11} < \frac{\square}{\square} < \frac{8}{11}$

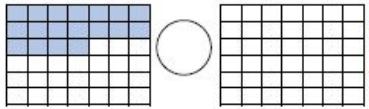
11 15 22 25 33

Find two possibilities.

PS

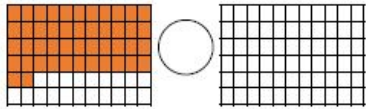
Maths - Monday
Gold

9a. Finish the model to show $\frac{9}{21}$ and $\frac{5}{14}$.



Compare using <, > or =.

9b. Finish the model to show $\frac{23}{33}$ and $\frac{19}{22}$.

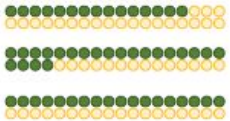


Compare using <, > or =.

10a. Match the fraction to the correct model and then put them in ascending order.

1. $\frac{3}{6}$
2. $\frac{11}{18}$
3. $\frac{5}{12}$

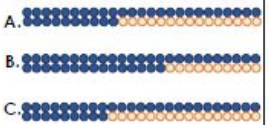
A. B. C.



10b. Match the fraction to the correct model and then put them in descending order.

1. $\frac{4}{5}$
2. $\frac{17}{25}$
3. $\frac{7}{10}$

A. B. C.



11a. True or false?

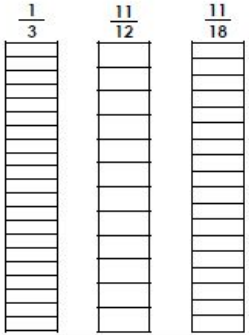
$\frac{16}{48} > \frac{4}{16}$ Show your working.

11b. True or false?

$\frac{3}{11} < \frac{9}{33}$ Show your working.

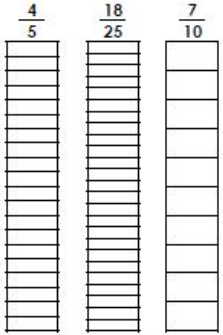
12a. Circle the largest fraction. Use the models to help you.

$\frac{1}{3}$ $\frac{11}{12}$ $\frac{11}{18}$



12b. Circle the largest fraction. Use the models to help you.

$\frac{4}{5}$ $\frac{18}{25}$ $\frac{7}{10}$



7a. Fran is comparing the fractions $\frac{4}{9}$ and $\frac{12}{30}$.

> I could make the numerators the same by dividing them by 3.

Is she correct? Show how she could use a diagram to check her answer.

7b. Mallory is comparing the fractions $\frac{7}{18}$ and $\frac{21}{32}$.

> I could find a common factor of the denominators to help me compare the fractions.

Is he correct? Show how he could use a diagram to check his answer.

8a. Use two number cards to complete the equation.

$$\frac{24}{72} < \frac{\square}{\square} < \frac{60}{72}$$

12	25	18	8	36

Find two possibilities.

8b. Use two number cards to complete the equation.

$$\frac{14}{32} > \frac{\square}{\square} > \frac{10}{32}$$

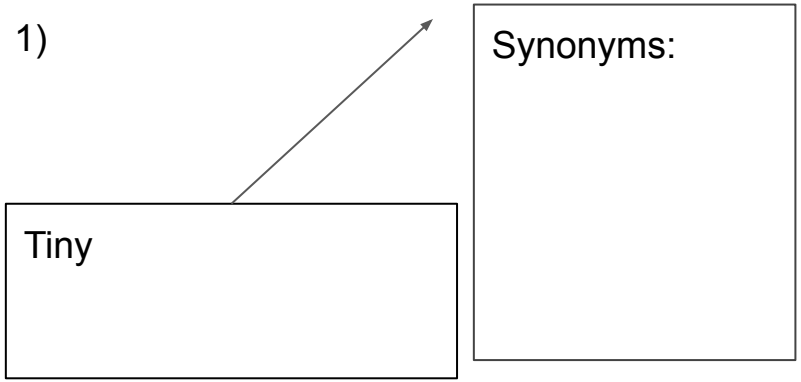
8	3	31	37	96

Find two possibilities.

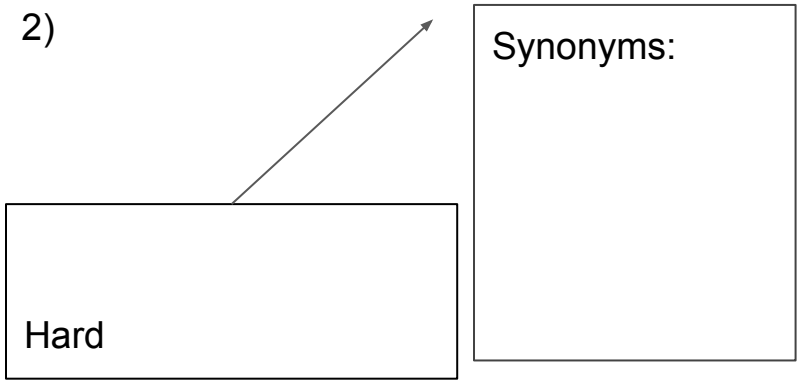
Monday Vipers

LO-I am learning to record effective words and language from reading to use in my own writing

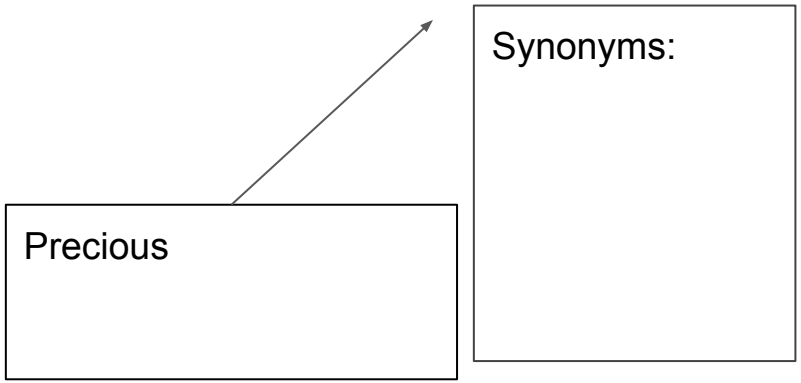
1)



2)



3)



Task- find the synonyms for these words in the text

Challenge-Select 3 of the adjectives you have looked at in today's lesson. Use each one in a sentence, describing a different object.

Use this link to find synonyms
https://www.thesaurus.com/browse/application

La carte des boissons

Boissons chaudes

le thé.....2,50 €

le café.....2,00 €

le café au lait.....3,50 €

le chocolat chaud.....4,00 €

Boissons froides

le coca.....4,50 €

la limonade.....3,00 €

le jus d'orange.....5,00 €

l'eau.....2,50 €

Role play with someone at home. One of you be the waiter and the other be the customer.

French - Monday

Qu'est-ce que vous désirez boire ?

What Would You Like to Drink?

Je voudrais...

une bouteille | une tasse | un verre

thé | café | café au lait | chocolat chaud

coca | limonade | eau

jus d'orange

Monday History

LO- I am learning to find out the importance of using artefacts when finding out about the past

Today, we will be exploring a variety of artefacts in order to find out information about the past

What can we learn from this artefact?

What is it?

It is a stature of a cat.

Where do you think it might have been found?

It might have been found in a pyramid.

What do you think it was used for?

It might have been made to look like a real cat that they had as a pet.

"Figure of a Cat" by Lego technique is licensed under CC BY 2.0

What is it made from?

It is made from wood.

Who might it have belonged to?

It probably belonged to someone rich because it is no something you would need in your daily life so it was a luxury.

What does it tell us about?

I think it tells us that cats were important to the Ancient Egyptians because they wouldn't have made statues of them otherwise.

Here is an example of an artefact and the different questions we could explore

Artefact 1:

Artefact 1

1) What is it?
2) Where do you think it might have been found?
3) What do you think it was used for
4) What is it made from?
5) Who might it have belonged to?

Silver:
My questions to ask a historian in order to deepen my understanding of this artefact
1)
2)
3)

Artefact 2:

The Nefertiti Bust is a painted limestone bust of Nefertiti

Artefact 2:

1) What is it?
2) Where do you think it might have been found?
3) What is the importance of this artefact?
4) What is it made from?
5) Where do you think it is kept today?

Silver:
My questions to ask a historian in order to deepen my understanding of this artefact
1)
2)
3)

Artefact 3:

Artefact 3:

1) What are these?
2) Where do you think they might have been found?
3) What would they have been used for?
4) What are they made from?
5) Who might have used them?

Silver:
My questions to ask a historian in order to deepen my understanding of this artefact
1)
2)
3)

Gold Task

Below is some information about one of these artefacts. Please read through the information and write a small summary of what you now know about this artefact.

Canopic jars were created to contain all of the organs, so that upon entering the afterlife, the person would be complete.

The ancient Egyptian religions were very specific about the way someone needed to be prepared so that they could enter the afterlife.

Each of the Canopic jars had a specific purpose and were designed to honor the four sons of Horus.

Horus was the Egyptian god of the sky and the contents of the Canopic jars would go along with the person as they passed through and entered the afterlife and protect the remains.

Tuesday

Tuesday English

Starter- Wizards words game- Casting Spells

Wizard words

★ Let's have some fun with words. To cast a spell, you need wizard words. Take a look at these:

'Explode-ium' 'Farm-ius' 'Shade-iorum' 'Pen-iosa' 'Sprint-lorus'

Your challenge is:

★ Choose an everyday word from group 1.

★ Match your word with any ending from group 2.

★ Write it in the table below and say your new words aloud.

Group 1			Group2
explore	read		-ium
match	care		-lorus
pat	exceed		-iosa
lamp	coat		-iorum
board	zip		-ius

Main Task

Today we are learning about how to use superlatives in order to persuade the reader to do something.

https://www.youtube.com/watch?v=orLwiZBVoyA

This video will help you to understand superlatives

Complete these sentences about the wizard school using superlatives from the word bank.

1) This wizard school has _____ wands in the world.

2) Beyond your wildest desires, this school has _____ wise oak trees which are perfect for transforming during transformation class.

3) When exploring the many rooms in this wizard school, there is the _____ portraits of wizards in the celebration room

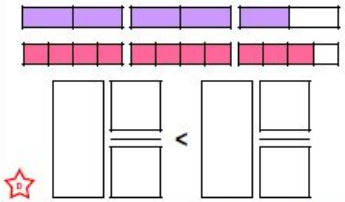
4) This wizard school has the _____ ratings in all of England.

Superlatives: The finest, most beautiful, tallest, highest, most sucessful

Challenge- Create your own persuasive sentences about the wizard school

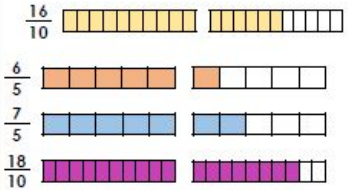
Maths -
Tuesday
Bronze

1a. Using the representations below, complete the statement.

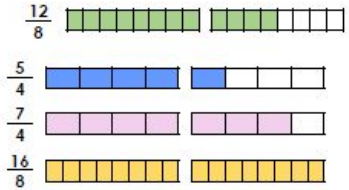


1b. Using the representations below, complete the statement.

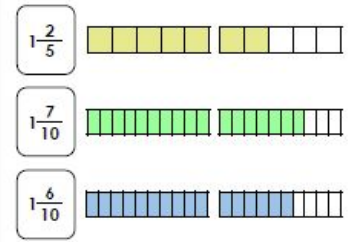
2a. Rewrite the sequence $\frac{6}{5}, \frac{7}{5}, \frac{18}{10}$ to include the fraction $\frac{16}{10}$.



2b. Rewrite the sequence $\frac{5}{4}, \frac{7}{4}, \frac{16}{8}$ to include the fraction $\frac{12}{8}$.

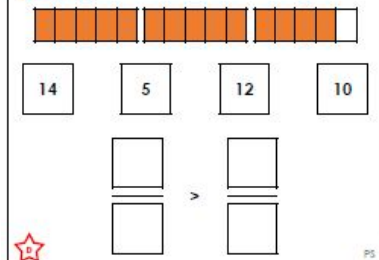


3a. Order the fractions from smallest to greatest.

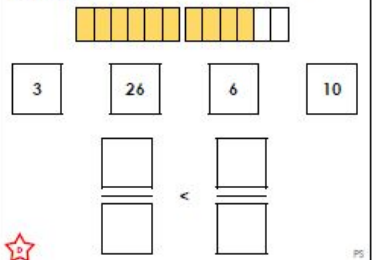


3b. Order the fractions from smallest to greatest.

1a. Using the clue and digit cards below, complete the statement with improper fractions.



1b. Using the clue and digit cards below, complete the statement with improper fractions.



2a. Circle the mistake in the table below.

Less than $2\frac{1}{2}$	More than $2\frac{1}{2}$
$\frac{3}{2}$	$\frac{11}{4}$
$\frac{7}{4}$	$\frac{7}{2}$
$\frac{7}{2}$	$\frac{13}{4}$

Explain why this is incorrect.

2b. Circle the mistake in the table below.

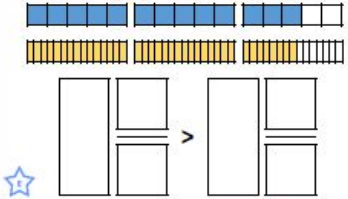
Less than $1\frac{4}{6}$	More than $1\frac{4}{6}$
$\frac{7}{6}$	$\frac{8}{6}$
$\frac{4}{3}$	$\frac{6}{3}$
$\frac{9}{6}$	$\frac{14}{6}$

Explain why this is incorrect.

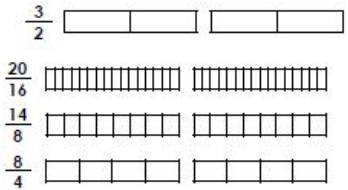
Maths -
Tuesday
Silver

4a. Using the representations below, complete the statement.

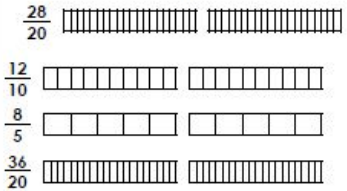
4b. Using the representations below, complete the statement.



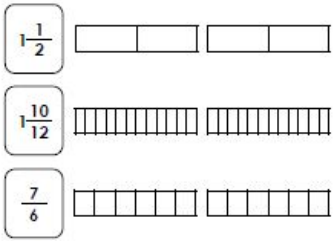
5a. Rewrite the sequence $\frac{20}{16}, \frac{14}{8}, \frac{8}{4}$ to include the fraction $\frac{3}{2}$.



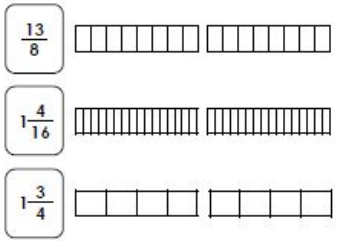
5b. Rewrite the sequence $\frac{12}{10}, \frac{8}{5}, \frac{36}{20}$ to include the fraction $\frac{28}{20}$.



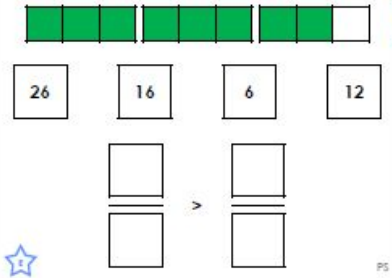
6a. Order the fractions from greatest to smallest.



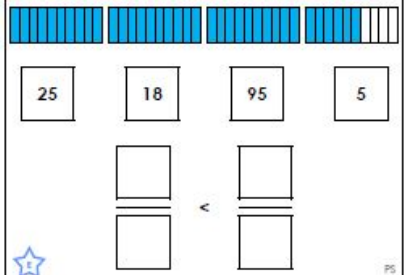
6b. Order the fractions from smallest to greatest.



4a. Using the clue and digit cards below, complete the statement with improper fractions.



4b. Using the clue and digit cards below, complete the statement with improper fractions.



5a. Circle the mistake in the table below.

Less than $4\frac{1}{7}$	More than $4\frac{1}{7}$
$\frac{22}{7}$	$\frac{51}{7}$
$\frac{42}{14}$	$\frac{30}{7}$
$\frac{28}{7}$	$\frac{84}{21}$

Explain why this is incorrect.

5b. Circle the mistake in the table below.

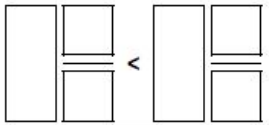
Less than $5\frac{5}{6}$	More than $5\frac{5}{6}$
$\frac{58}{12}$	$\frac{39}{6}$
$5\frac{16}{24}$	$6\frac{4}{12}$
$\frac{35}{6}$	$\frac{80}{12}$

Explain why this is incorrect.

Maths - Tuesday Gold

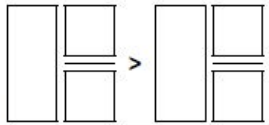
7a. Using the mixed numbers below, complete the statement.

$2\frac{3}{6}$ $2\frac{6}{9}$



7b. Using the mixed numbers below, complete the statement.

$2\frac{2}{8}$ $2\frac{4}{12}$



8a. Put the fractions in ascending order, and include the fraction $4\frac{8}{12}$.

$\frac{24}{6}$, $4\frac{4}{12}$, $4\frac{15}{18}$

8b. Put the fractions in ascending order, and include the fraction $\frac{60}{25}$.

$\frac{26}{10}$, $1\frac{10}{25}$, $1\frac{1}{5}$

9a. Order the fractions from smallest to greatest.

$\frac{66}{21}$	$3\frac{18}{21}$	3
$4\frac{6}{14}$	$3\frac{8}{14}$	$\frac{87}{21}$

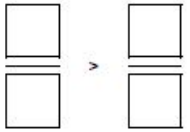
9b. Order the fractions from greatest to smallest.

$\frac{92}{16}$	$4\frac{8}{16}$	6
$5\frac{6}{24}$	$3\frac{18}{24}$	$\frac{68}{16}$

7a. Using the clue and digit cards below, complete the statement with improper fractions.

$\frac{8}{3}$

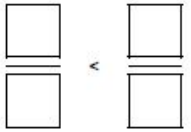
6 9 28 24



7b. Using the clue and digit cards below, complete the statement with improper fractions.

$\frac{25}{8}$

16 50 24 51



8a. Circle the mistake in the table below.

Less than $3\frac{6}{15}$	More than $3\frac{6}{15}$
$\frac{36}{10}$	$\frac{63}{15}$
$3\frac{6}{30}$	$3\frac{6}{10}$
$\frac{48}{20}$	$\frac{62}{15}$

Explain why this is incorrect.

8b. Circle the mistake in the table below.

Less than $2\frac{12}{18}$	More than $2\frac{12}{18}$
$\frac{48}{36}$	$2\frac{28}{36}$
$2\frac{1}{3}$	$3\frac{8}{12}$
$\frac{14}{6}$	$\frac{15}{6}$

Explain why this is incorrect.

Tuesday Vipers

LO: I am learning how to explain how the structure of a text guides the reader to specific information

Bronze: Answer questions 1 and 2 **Silver:** Answer questions 1- 4 **Gold:** Answer questions 1-5

1) What is the purpose of using paragraphs in the text?
2) Do you think that longer or shorter paragraphs would be more effective in a persuasive advert. Provide **two** reasons for your view
3) What is the reason for using images in a persuasive advert?. Provide at least **two** reasons for pictures being used.
4) Why do you think that there are smaller sections of text around the main image in this advert?
5) The warnings for this product are written in small font, at the end of this advert. Explain why the writer has done this.

Answers:
1)
2)
3)
4)
5)

RE Tuesday

LO: I am learning to explore my own goals and purposes and how this links with a religious viewpoint

Starter Task:
What do you have the most control over in your Life.
Number these events 1- most control
5- Least control.

Friend choices	
Going to school	
What you wear	
Bedtime	
How you behave	

Task 2-
Answer:
When do you think you will have a complete control over your life and a purpose?

_____

Teaching point-
Some people believe there is already a plan for their life, which they have little control over. This is called destiny.
Other people have a strong sense of purpose in their lives but still believe they have choice or free will- making your own choices

Task 3- Use this sheet to help you make a plan for you life

What are your dreams for the future?
E.g) A dream could be becoming a talented musician

What is your purpose in life?
E.g) A life purpose could be caring for others and always making time for your friends

Primary school life- Year 5 and Year 6
What do you want to achieve?

Secondary school- Age 11-16
What is your goal?

16 +
What do you want to do at this age? College? Apprenticeship

Adult
What would you like to do for a job?

Silver- Research Mother Teresa
Answer the following questions:
What was her purpose in life?
-
What were her goals?
-
What are your opinions on the work she had done?
-

Gold- Research the terms ‘purpose’ and ‘destiny’
Link back to the work you have done today and your own knowledge.
What is the difference between purpose and destiny?

Wednesday

Wednesday English Starter- Highlight examples of alliteration and rhetorical questions in this advert

Five Palms Hotel

Are you overdue some family fun in the sun? If the answer is yes, choose the exclusive Five Palms Hotel for your all-inclusive family holiday.

The award-winning Five Palms Hotel is one of the most modern hotels in the area with something to suit all ages. We are proud to offer three outdoor swimming pools, one indoor pool, a fully equipped gym, aquarium, tennis court, luxury, spacious spa and a fabulous outdoor theatre with family shows taking place every night. The hotel offers a range of adult activities including aqua aerobics, salsa dancing and tai chi.

The Five Palms Hotel has 3 large, air-conditioned restaurants serving fantastic food to suit even the fussiest of eaters!

Kids will enjoy the huge, indoor play gym or spending time at one of our fantastic clubs: High Fivers (ages 4-7) and Five Alivers (ages 8-12), both of which run from 9am until 5pm every day, giving adults time to switch off! High Fivers activities include stories, arts and crafts, team games and drama whilst Five Alivers offers a wide range of sports, music, dancing, obstacle courses and more! What else could you possibly ask for?!

Overlooking the beach, sea views and balconies come as a standard with every bespoke, beautifully appointed room, as does air-conditioning, satellite TV and an en-suite bathroom.

Are you ready for a once in a life-time holiday experience? Well, look no further and book your stay at the Five-Palms Hotel!

Alliteration- words that start with the same sound (not just the same letter) are used repeatedly in a phrase or sentence.
Eg) Family fun

Rhetorical question- a question you ask where you do not expect the answer, and you are rather asking to make a point.
E.g) Are you ordue some family fun in the sun?

Wednesday English

Task
Write a persuasive paragraph using alliteration and rhetorical questions, persuading the reader to spend a weekend at the wizard school.
Try to write 4-5 sentences

You can use my example to help you.

Are you looking to experience the wonders of the wacky, wild wizard school? Have you got a passion for magic and casting stupendous spells? Well, why not spend the weekend at the wizard school? This taster weekend will help you to uncover the excellent education provided from our professors and you will have the chance to make your own potent,powerful potions! Does this sound like a wondrous weekend? Well, book your stay today!

Add and subtract fractions

Maths - Wednesday Bronze

1 Complete the calculations.

Use the bar models to help you.

a)

$\frac{4}{5} + \frac{3}{5} = \square = \square$

b)

$\frac{6}{5} + \frac{3}{5} = \square = \square$

c)

$\frac{8}{5} - \frac{6}{5} = \square$

d)

$\frac{9}{5} - \frac{3}{5} = \square = \square$

1a. Mel is finding the missing numerator in the following calculation:

$\frac{\square}{7} + \frac{4}{7} = \frac{6}{7}$

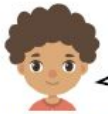
I think the missing numerator must be 10.

Is she correct? Explain why.

D R

1b. Ian is finding the missing numerator in the following calculation:

$\frac{2}{8} + \frac{\square}{8} = \frac{8}{8}$



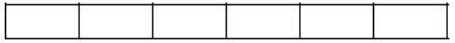
I think the missing numerator must be 6.

Is he correct? Explain why.

D R

2a. Complete the fractions to make the calculation correct.

$\frac{\square}{\square} + \frac{\square}{\square} = \frac{5}{6}$

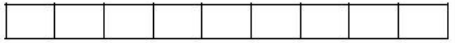


Find two possibilities.
Use the bar model to help you.

D PS

2b. Complete the fractions to make the calculation correct.

$\frac{\square}{\square} - \frac{\square}{\square} = \frac{2}{9}$



Find two possibilities.
Use the bar model to help you.

D PS

Maths - Wednesday Silver

2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \square$

b) $\frac{4}{7} + \frac{3}{7} = \square = \square$

c) $\frac{4}{7} + \frac{4}{7} = \square = \square$

d) $\frac{8}{7} - \frac{3}{7} = \square$

e) $\frac{7}{9} + \frac{8}{9} = \square = \square$

f) $\frac{17}{9} - \frac{8}{9} = \square = \square$

g) $\frac{16}{9} - \frac{8}{9} = \square$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \square = \square$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \square = \square$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \square$

3 $\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

What could the missing numerators be?

Give six different possibilities.

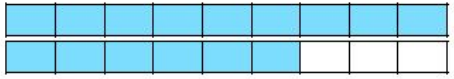
$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$ $\quad$ $\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$ $\quad$ $\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$ $\quad$ $\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

4a. Sara is finding the missing numerator in the following calculation:

$\frac{15}{9} - \frac{\square}{9} = \frac{5}{9}$



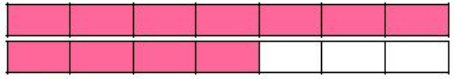
I think the missing numerator must be 4.

Is she correct? Explain why.

R

4b. Ted is finding the missing numerator in the following calculation:

$\frac{\square}{7} + \frac{6}{7} = 1\frac{4}{7}$



I think the missing numerator must be 8.

Is he correct? Explain why.

R

5a. Complete the fractions to make the calculation correct.

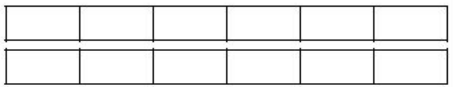
$\frac{\square}{\square} - \frac{\square}{\square} = 1\frac{2}{5}$

Find two possibilities.
Use the bar model to help you.

PS

5b. Complete the fractions to make the calculation correct.

$\frac{\square}{\square} + \frac{\square}{\square} = 1\frac{5}{6}$



Find two possibilities.
Use the bar model to help you.

PS

Maths - Wednesday Gold

4 Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has ☐ litres left.

5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\square}{8} = \frac{13}{8}$

b) $\frac{13}{8} - \frac{\square}{8} = \frac{7}{8}$

c) $\frac{13}{8} - \frac{\square}{8} = 1$

d) $\frac{11}{9} + \frac{\square}{9} = \frac{22}{9} = 2\frac{\square}{9}$

e) $\frac{11}{9} + \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

f) $\frac{22}{9} - \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

g) $\frac{4}{7} + \frac{\square}{7} + \frac{4}{7} = 2$

h) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 2$

i) $\frac{6}{7} + \frac{\square}{7} + \frac{6}{7} = 2$

j) $\frac{14}{7} + \frac{\square}{7} + \frac{4}{7} = 3$

k) $\frac{15}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

i) $\frac{16}{7} + \frac{\square}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?

7a. Asha is finding the missing numerator in the following calculation:

$$\frac{18}{12} - \frac{\square}{12} = 1\frac{1}{4}$$

I think the missing numerator must be 17.

Is she correct? Explain why.

R

7b. Ivor is finding the missing numerator in the following calculation:

$$\frac{\square}{8} + \frac{7}{8} = 1\frac{1}{2}$$

I think the missing numerator must be 5.

Is he correct? Explain why.

R

8a. Complete the fractions to make the calculation correct.

$$\frac{\square}{9} + \frac{\square}{\square} = 1\frac{1}{3}$$

Find two possibilities.

PS

8b. Complete the fractions to make the calculation correct.

$$\frac{\square}{\square} + \frac{\square}{12} = 1\frac{1}{2}$$

Find two possibilities.

PS

Wednesday Vipers

LO- I am learning to record effective words and language from reading to use in my own writing

Bronze

Task- The table below includes a range of imperative verbs.
Highlight in green the imperative verbs that appear in the text

Give	Sit	Act
Listen	Forget	Pick
Ignore	Explain	Use

Silver

Task- Complete this table with 3 examples of exaggeration and imperative verbs used in the text.

Imperative verbs- E.g) Get, sit, listen- Instructs the reader to do something	**Exaggeration-** E.g) This is the best device that you will ever see!- Makes the object sound much better than it actually is

Gold- What is the reason for using imperative verbs in a persuasive advert?

Imperative verbs are used in a persuasive advert in order to….

Upthrust

Upthrust is a type of contact force.

Science - Wednesday

An object that is partly, or completely, submerged experiences a **greater pressure** on its **bottom** surface **than** on its **top** surface. This causes a resultant force upwards. This force is called **upthrust** (this is also known as buoyancy).

Think task:

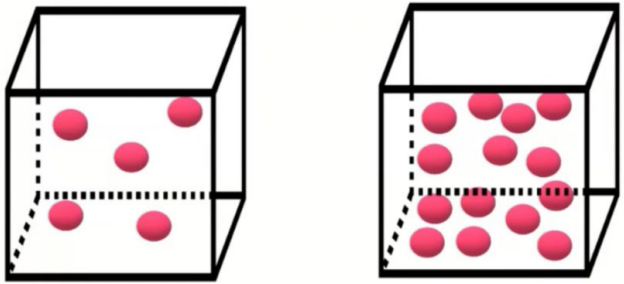
Can you think of items which you know float?

How about some items which you know sink?

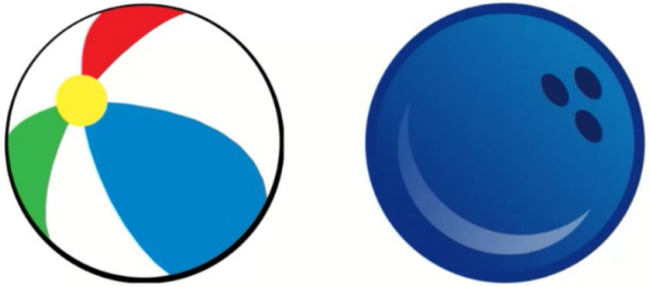
Density

Science - Wednesday

Density is defined as how much 'stuff' is packed into a particular area.



A denser object weighs more than the same amount of a less dense object. Which of these balls has a higher density?



Think task:

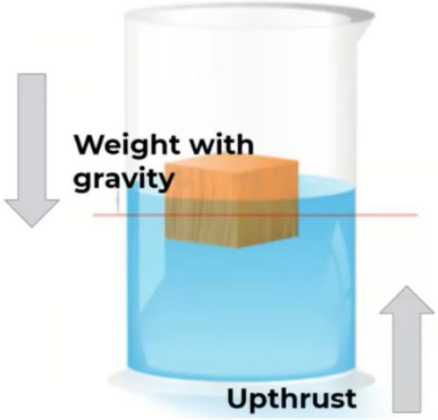
Can you think of items which are very dense?
(These are items that may look small but are heavy!)

Can you think of some items which are not very dense?
(These are items that look large but are actually light!)

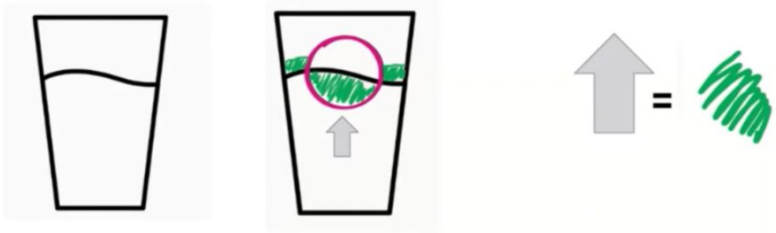
Why do some items float?

Science - Wednesday

If the **upthrust** is **equal** to the **weight** of the object, the object will **float**.

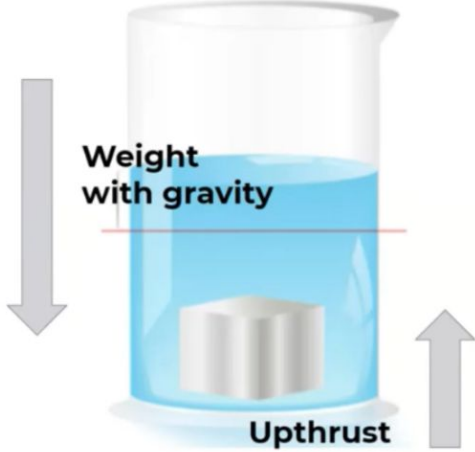


An object in a liquid is displacing (moving) some of the liquid.



The upthrust force is equal in size to the weight of the liquid displaced (moved) by the object.

If the **upthrust** is **less** than the **weight** of the object, the object will **sink**.



Science -
Wednesday

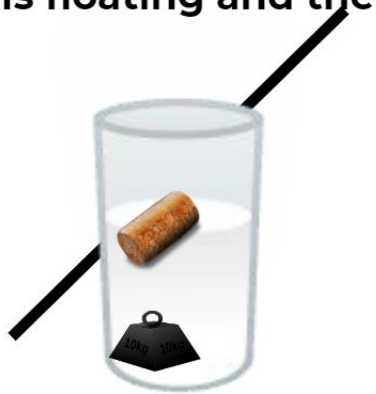
Think task:

Can you think of items which you know float?

How about some items which you know sink?

Activity:

Explain why the cork is floating and the metal is sinking.



Think task:

Can you think of items which are very dense?
(These are items that may look small but are heavy!)

Can you think of some items which are not very dense?
(These are items that look large but are actually light!)

This is this link to the lesson:
https://classroom.thenational.academy/lessons/which-factors-affect-an-objects-ability-to-float-ccv3ac

Science - Wednesday

Activity:

Explain why the cork is floating and the metal is sinking.

Activity:

Object	Prediction – will it float or sink?	Explanation – say why you think this.	Were you correct?
Coin		I think this is because...	
Paperclip			
Small piece of paper			
Blue tack			
Pencil			

Thursday

The Marvellous, Mighty, Monster Truck!

Are you looking for a new fantastic unbreakable monster truck?

Well look no further, help is here with the indestructible, **Marvellous, Mighty, Monster Truck** here just for YOU!

The Mighty Monster truck is like no other truck that has ever been seen before!

It has an all-new exceptional and electrifying design! This toy for YOU; it will be a superb, special and sensational addition to YOUR toy collection!

The Mighty Monster truck has many breakthrough and breathtaking features including:

- It's mind-bogglingly huge wheels (monster truck will be able to go everywhere YOU go),
- Remarkably responsive, smooth suspension, (so your monster truck will not be damaged by any bumps),
- An everlasting body kit made out of robust rubber, (so your monster truck can survive any collision that may occur),
- Remarkable voice recognition technology, (which allows you to control your monster truck by telling it were you want it to go as it responds to 25 programmable commands),
- Incredibly interesting and entertaining, (your monster truck will certainly keep you entertained for hours and hours and will make you popular with your friends!)

Let the Marvellous, Mighty, Monster Truck join your toy box today and you'll have the privilege of owning the most amazingly mind-blowing Monster Truck there ever will be!

Thursday English

Starter- Read through this advert for the Mighty, Monster Truck

We are going to find examples of modal verbs in this advert.

Modal Verbs- These verbs are used to show the level of **possibility** and indicate **ability**

-Find and highlight these modal verbs in the text
- will be
- will not
- can
- will certainly

Now, write two sentences about the mighty truck using a couple of these modal verbs.

Thursday English Main task

Task- Invent your own magical toy. It could be similar to the monster truck but with some magical powers.

Use exaggeration and modal verbs in order to persuade someone to buy your toy!

Think of a name for your toy before writing your persuasive paragraph.
Try to write 5-6 sentences
Use some of my ideas below to help you
My magical rocketing rope!

This rocketing rope is quite frankly the most impressive, magical toy on sale at the moment! It's mind boggling, flashing lights and will send you into a spin! After a few jumps, you will need to be rescued from the clouds as the rocketing rope will certainly fling you higher than any other skipping rope on the market.

Exaggeration-
A statement that makes something sound much better or worse than it really is
Ideas for your writing

- It's mind boggling huge…..
- It's remarkably responsive…..
- The incredibly exciting and interesting...

Modal verbs

Ideas for your writing

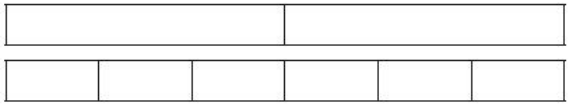
- Will be
- Will not be
- Certainly
- Must
- Will need

Maths -
Thursday
Bronze

1 Complete the additions.

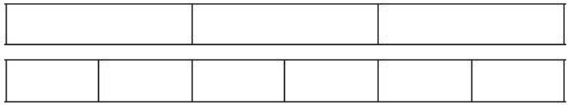
Use the bar models to help you.

a)



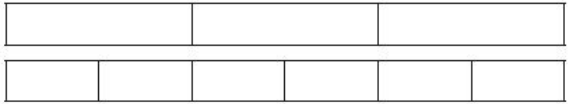
$\frac{1}{2} + \frac{1}{6} = \square$

b)



$\frac{1}{3} + \frac{1}{6} = \square$

c)



$\frac{2}{3} + \frac{1}{6} = \square$

1a. Lee has added two fractions. Is he correct?

$\frac{2}{3} + \frac{5}{6} = 1\frac{8}{12}$

Explain your answer.

R

1b. Yasin has added two fractions. Is she correct?

$\frac{4}{5} + \frac{9}{10} = 2\frac{5}{10}$

Explain your answer.

R

2a. Select 2 fractions which add up to more than or equal to $1\frac{1}{8}$.

$\frac{4}{8}$ $\frac{7}{8}$ $\frac{1}{4}$ $\frac{3}{4}$

Find two possibilities.

PS

2b. Select 2 fractions which add up to less than $1\frac{1}{2}$.

$\frac{4}{6}$ $\frac{2}{3}$ $\frac{5}{6}$ $\frac{1}{3}$

Find two possibilities.

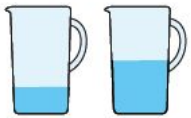
PS

Maths -
Thursday
Silver

2 Match the additions that have the same answer.

$\frac{3}{4}+\frac{1}{12}$	$\frac{10}{12}+\frac{1}{12}$
$\frac{2}{3}+\frac{1}{12}$	$\frac{6}{12}+\frac{1}{12}$
$\frac{5}{6}+\frac{1}{12}$	$\frac{9}{12}+\frac{1}{12}$
$\frac{1}{2}+\frac{1}{12}$	$\frac{8}{12}+\frac{1}{12}$

3 Here are two jugs.



One jug contains $\frac{5}{18}$ litres of water.

The other jug contains $\frac{4}{9}$ litres of water.

How many litres of water are there altogether?

There are ☐ litres of water altogether.

4a. Jack has added three fractions. Is he correct?

$$\frac{3}{4}+\frac{11}{12}+\frac{7}{24}=1\frac{21}{24}$$

Explain your answer.

4b. Lara has added three fractions. Is she correct?

$$\frac{3}{9}+\frac{2}{3}+\frac{12}{18}=\frac{25}{18}$$

Explain your answer.

5a. Select 3 fractions which add up to less than or equal to $1\frac{1}{2}$.

$\frac{2}{6}$ $\frac{2}{3}$ $\frac{13}{24}$ $\frac{5}{12}$

Find two possibilities.

5b. Select 3 fractions which add up to less than $1\frac{9}{10}$.

$\frac{2}{5}$ $\frac{7}{10}$ $\frac{9}{20}$ $\frac{7}{40}$

Find two possibilities.

Maths -
Thursday
Gold

6 $\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$

What could the missing numerators be?

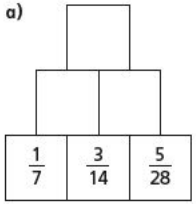
Give six different possibilities.

$\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$ $\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$ $\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$

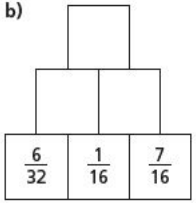
$\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$ $\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$ $\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$

7 Complete the addition pyramids.

a)



b)



c) What fraction is equivalent to both of the fractions at the top of the pyramids?

7a. Anaina has added three fractions. Is she correct?

$\frac{2}{5} + \frac{2}{3} + \frac{5}{6} = 1\frac{3}{10}$

Explain your answer.

7b. Corey has added three fractions. Is he correct?

$\frac{3}{12} + \frac{7}{9} + \frac{1}{4} = 1\frac{6}{18}$

Explain your answer.

8a. Select 3 fractions to make a total between $1\frac{3}{4}$ and $1\frac{11}{12}$.

$\frac{5}{8}$ $\frac{2}{3}$ $\frac{3}{6}$ $\frac{7}{12}$

Find two possibilities.

8b. Select 3 fractions to make a total between $1\frac{1}{2}$ and 2.

$\frac{7}{10}$ $\frac{1}{5}$ $\frac{5}{8}$ $\frac{3}{4}$

Find two possibilities.

Thursday Vipers

LO-I am learning to use skimming and scanning to find the information that I need

1) Find an example of a rhetorical question in the first paragraph
2) What is the phrase used to describe the hooks?
3) What is the purpose of the swivelling base?
4) Explain how the eye- moisturizer works
5) Find two examples of exaggeration in the text
   What is the reason for using exaggeration in a persuasive advert?

Answers:

1)

2)

3)

4)

5)

PSHE Thursday

LO- I am learning to understand the need for confidentiality in certain situations

SECRET- not known or seen or not meant to be known or seen by others.

CONFIDENTIAL- intended to be kept secret.

Learning point-
Confidential information is that which is known to our friends or people who need to know the information, like an address or phone number and a secret is personal, usually emotional information that is shared discreetly with someone we trust

Task- Decide whether the information in each scenario should be kept secret or it is confidential.

1. A class teacher announcing test results in front of the whole class.
2. A friend telling their sister information you have trusted them with
3. You putting personal information online and a 'Facebook friend' sharing it
4. A doctor's receptionist giving your address and phone number to a patient

Challenge- Explain why sharing confidential information could be dangerous

Thursday DT

Food:Pinto Beans 
When are Pinto Beans in season? Pinto Beans are harvested June through August, but enjoyed all year long
How and where is this food/crop grown?: Pinto beans are Mainly grown in Texas. They take about 90-150 days to grow as a dry bean. Pintos need long, warm summers with full sun exposure of at least 6 hours per day

Today, you are going to research some Mexican foods.
You will be exploring

- When they are in season
- How are where they are grown.

Look at my example to help you

Bronze

Food:Cactus

When are Cacti in season?

How and where is this food/crop grown?:

Cacti grow extensively throughout Mexico in tropical climates and in dry deserts. The plant soaks up as much water as it can in order to grow

Food: Avocado

When are Avocados in season?

How and where is this food/crop grown?:

Avocados originated in Mexico Avocados are grown on trees in Mexico and harvested each year.

Silver/ Gold- complete the other information section

Food: Peppers Complete your own research and add an image here	Food: Corn Complete your own research and add an image here
When are Peppers in season?	When is corn in season?
How and where is this food/crop grown?:	How and where is this food/crop grown?:
Other information:	**Other information:**

Friday

Friday English
Modal Verbs- Spag

1)

a) You _____ win this competition
b) This shampoo _____ make your hair more shiny.
c) You _____ try this yoghurt.
d) You _____ grow your own vegetables with these super seeds!
e) The new technology in these sport shoes _____ make you run faster.
f) This hamburger _____ the best you have ever tasted.

Use the modal verbs in this word bank to complete the sentences:
Some of the words can be used more than once
-Will
-Could
-Must
-Will be able to
-Will be

Challenge-
Create two of your own sentences about your magical toy from yesterday using modal verbs

Friday English-

Scenario- Unfortunately, the local council is planning to close down your wizard school.
Your task is to write a letter to the council persuading them to keep the Wizard school open.
Try to use emotive words and modal verbs in your sentences. You can use some of my sentences and the emotive language word bank to help you.

Emotive language
Modal Verbs

1) I beg you to keep the wizard school open because this school is home to the most magnificent, budding magicians who deserve the best education.

2) If you were to close the school then it would most definitely cause outrage as these magicians have already paid their fees for the entire year.

3) I plead with you to keep the wizardry school open because the wizard school provides a safe place for young boys and girls who feel different from their peers. Throwing them back into a normal life would be incredibly damaging for them.

Write your own below:

4)

5)

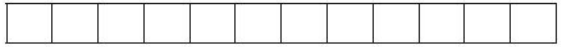
6)

Maths - Friday
Bronze

1 Complete the additions.

Use the bar models to help you.

a)

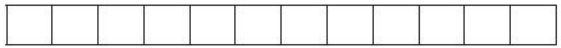


$\frac{1}{2} + \frac{1}{4} + \frac{1}{12} = \square$

b)

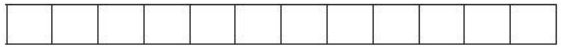
$\frac{1}{2} + \frac{1}{3} + \frac{1}{12} = \square$

c)



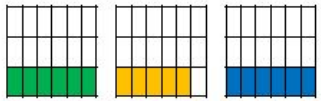
$\frac{2}{3} + \frac{1}{6} + \frac{1}{12} = \square$

d)



$\frac{1}{3} + \frac{1}{4} + \frac{1}{6} = \square$

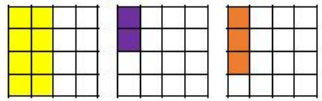
1a. Martha has added three fractions based on the models below.



$\frac{3}{9} + \frac{5}{18} + \frac{6}{18} = \frac{14}{18}$

Is she correct? Prove it.

1b. Rick has added three fractions based on the models below.



$\frac{4}{8} + \frac{2}{16} + \frac{3}{16} = \frac{9}{40}$

Is he correct? Prove it.

2a. Use the clues below to work out which 3 fractions add together to total $\frac{8}{10}$.

- One of the fractions is $\frac{2}{5}$.
- The other two denominators have the same value as each other.
- The other two numerators are odd.

2b. Use the clues below to work out which 3 fractions add together to total $\frac{10}{16}$.

- One of the fractions is $\frac{2}{8}$.
- The other two denominators have the same value as each other.
- The other two numerators are even.

Maths - Friday
Silver

2 Complete the additions.

a) $\frac{1}{5} + \frac{3}{10} + \frac{7}{20} =$ ☐

b) $\frac{1}{16} + \frac{5}{32} + \frac{3}{8} =$ ☐

c) $\frac{1}{4} + \frac{5}{24} + \frac{5}{12} =$ ☐

d) $\frac{3}{16} + \frac{1}{2} + \frac{1}{4} =$ ☐

e) $\frac{1}{2} + \frac{5}{18} + \frac{1}{9} =$ ☐

f) $\frac{1}{5} + \frac{8}{35} + \frac{2}{7} =$ ☐

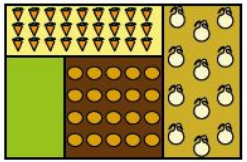
Explain how common multiples help when adding the fractions.

3 Rosie has a vegetable patch.

$\frac{2}{9}$ of the patch contains carrots.

$\frac{5}{18}$ of the patch contains potatoes.

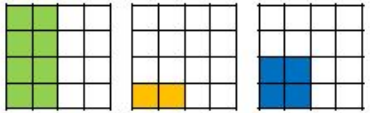
$\frac{1}{3}$ of the patch contains onions.



What fraction of the patch contains carrots, potatoes or onions?

☐ of the patch contains carrots, potatoes or onions.

4a. Priya has added three fractions based on the models below.

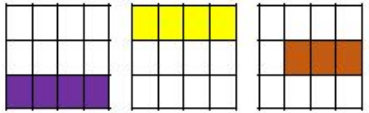


$$\frac{1}{2} + \frac{2}{16} + \frac{1}{4} = \frac{14}{22}$$

Is she correct? Prove it.

R

4b. Tony has added three fractions based on the models below.



$$\frac{1}{3} + \frac{2}{6} + \frac{2}{12} = \frac{10}{12}$$

Is he correct? Prove it.

R

5a. Use the clues below to work out which 3 fractions add together to total $\frac{14}{18}$.

- One of the denominators is 18. Another is half of this.
- One of the denominators is a third of 9.
- No numerator is greater than 4.
- Two of the numerators are even and one is half the size of the other.

PS

5b. Use the clues below to work out which 3 fractions add together to total $\frac{11}{12}$.

- One of the denominators is 12. All of the denominators are even.
- One denominator is half of the other.
- One fraction is a half.
- No numerator is greater than 2.

PS

Maths - Friday
Gold

5 Fill in the missing numerators.

a) $\frac{1}{8} + \frac{\square}{16} + \frac{3}{8} = \frac{5}{8}$

b) $\frac{1}{8} + \frac{\square}{16} + \frac{3}{8} = \frac{7}{8}$

c) $\frac{1}{4} + \frac{\square}{16} + \frac{3}{8} = \frac{3}{4}$

d) $\frac{1}{8} + \frac{\square}{16} + \frac{1}{4} = \frac{3}{4}$

e) $\frac{1}{8} + \frac{1}{16} + \frac{\square}{16} = \frac{3}{4}$

f) $\frac{1}{4} + \frac{1}{16} + \frac{\square}{16} = \frac{3}{4}$

6 Complete the number square.

The total of each column is $\frac{4}{5}$

The total of each row is $\frac{4}{5}$

$\frac{3}{10}$	$\frac{2}{5}$	
	$\frac{1}{10}$	
$\frac{7}{20}$		

Create your own problem like this for a partner.

7a. Rita solved the calculation below.

$$\frac{1}{6} + \frac{1}{3} + \frac{1}{4} + \frac{1}{9} = \frac{32}{36}$$

Is she correct? Prove it.

R

7b. Noel has solved the calculation below.

$$\frac{1}{14} + \frac{2}{6} + \frac{1}{2} + \frac{1}{21} = \frac{40}{42}$$

Is he correct? Prove it.

R

8a. Use the clues below to work out which 3 fractions add together to total $\frac{25}{36}$.

- One denominator is 36. Two of the denominators are less than 10 but greater than 5.
- The denominators are all different and are factors of 36.
- One of the numerators is 2.
- The other two numerators are odd.

PS

8b. Use the clues below to work out which 3 fractions add together to total $\frac{26}{30}$.

- One denominator is 30. The others are different multiples of 5.
- One denominator can go into 30 three times.
- All of the numerators are even.
- No numerator is greater than 4.

PS

PE Friday

Remote PE Resources

Blackpool Gateway Academy

Youth Sport Trust Activities Download the activity cards by selecting the title and access the video by selecting the video link next to each activity.	 Joe Wicks YouTube Fitness Joe Wicks delivers fun, high energy fitness videos for all abilities.	BBC Super Movers These videos can be linked to lessons or completed just for fun!	AfPE Activities Each of these videos focuses on a different aspect of PE! View the videos and find items around the home to use.
NHS Change 4 Life Here are some Disney inspired indoor games and 10 minute shake up activities.	 Active Kids Do Better Fun, family-friendly activities which can be completed in your living room!	Get Set for Tokyo Some activities inspired by the Olympic and Paralympic Games.	 Cosmic Yoga Stretch off with some of these themed Yoga sessions.

Picture News at Home

22nd February 2021

What's going on this week?

Egyptian authorities have recently completed a 22-mile (36km) wall around the tourist resort of Sharm El-Sheikh. Anyone entering the city by road will now have to pass through one of four gates equipped with cameras and scanners. The government believe it will help protect tourism at the Red Sea resort, which has faced many challenges over the past 10 years meaning fewer holiday-makers have been visiting the resort.

Things to talk about at home...

- Can you make a list of as many different types of walls as you can? Where can you find them and what are they used for? For each of the examples, what do you think might happen if there wasn't a wall in place?
- Can you think of any famous walls throughout history? What were their purposes?

Please note any interesting thoughts or comments here...

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-

Share your thoughts and read the opinions of others on our discussion board: ***www.picture-news.co.uk/discuss***