Monday

Maths Monday - Bronze

Fill in the numerator to make the fractions equivalent.

1. $\frac{1}{2} = \frac{\square}{4}$	2. $\frac{1}{4} = \frac{\square}{8}$	3. $\frac{3}{4} = \frac{\square}{8}$
4. $\frac{1}{2} = \frac{\square}{16}$	5. $\frac{3}{4} = \frac{\square}{16}$	6. $\frac{3}{8} = \frac{\square}{16}$
7. $\frac{1}{8} = \frac{\square}{16}$	8. $\frac{5}{8} = \frac{\square}{16}$	9. $\frac{1}{4} = \frac{\square}{16}$
10. $\frac{7}{8} = \frac{\square}{16}$	11. $\frac{1}{2} = \frac{\square}{8}$	12. $1 = \frac{\square}{8}$

Fill in the numerator to make the fractions equivalent.

1. $\frac{1}{3} = \frac{\square}{6}$	2. $\frac{2}{3} = \frac{\square}{6}$	3. $\frac{1}{3} = \frac{\square}{12}$
4. $\frac{1}{6} = \frac{\square}{12}$	5. $\frac{5}{6} = \frac{\square}{12}$	6. $\frac{2}{3} = \frac{\square}{24}$
7. $\frac{1}{6} = \frac{\square}{24}$	8. $\frac{1}{3} = \frac{\square}{24}$	9. $\frac{5}{6} = \frac{\square}{24}$
10. $\frac{1}{12} = \frac{\square}{24}$	11. $\frac{5}{12} = \frac{\square}{24}$	12. $\frac{11}{12} = \frac{\square}{24}$

Maths Monday - Silver

Complete the following fractions to make the fractions equivalent.

1. $\frac{1}{2} = \frac{\square}{8}$	2. $\frac{3}{\square} = \frac{6}{10}$	3. $\frac{3}{4} = \frac{12}{\square}$	4. $\frac{\square}{10} = \frac{1}{2}$
5. $\frac{7}{\square} = \frac{14}{16}$	6. $\frac{2}{3} = \frac{\square}{12}$	7. $\frac{\square}{6} = \frac{4}{24}$	8. $\frac{1}{8} = \frac{2}{\square}$
9. $\frac{2}{10} = \frac{\square}{5}$	10. $\frac{2}{\square} = \frac{1}{3}$	11. $\frac{4}{5} = \frac{16}{\square}$	12. $\frac{\square}{16} = \frac{1}{4}$
13. $\frac{2}{\square} = \frac{8}{20}$	14. $\frac{2}{24} = \frac{\square}{12}$	15. $\frac{\square}{8} = \frac{3}{4}$	16. $\frac{8}{16} = \frac{1}{\square}$
17. $\frac{16}{20} = \frac{\square}{5}$	18. $\frac{7}{\square} = \frac{14}{20}$	19. $\frac{2}{12} = \frac{1}{\square}$	20. $\frac{\square}{16} = \frac{5}{8}$
21. $\frac{1}{\square} = \frac{8}{40}$	22. $\frac{4}{40} = \frac{\square}{20}$	23. $\frac{\square}{3} = \frac{8}{24}$	24. $\frac{10}{12} = \frac{5}{\square}$

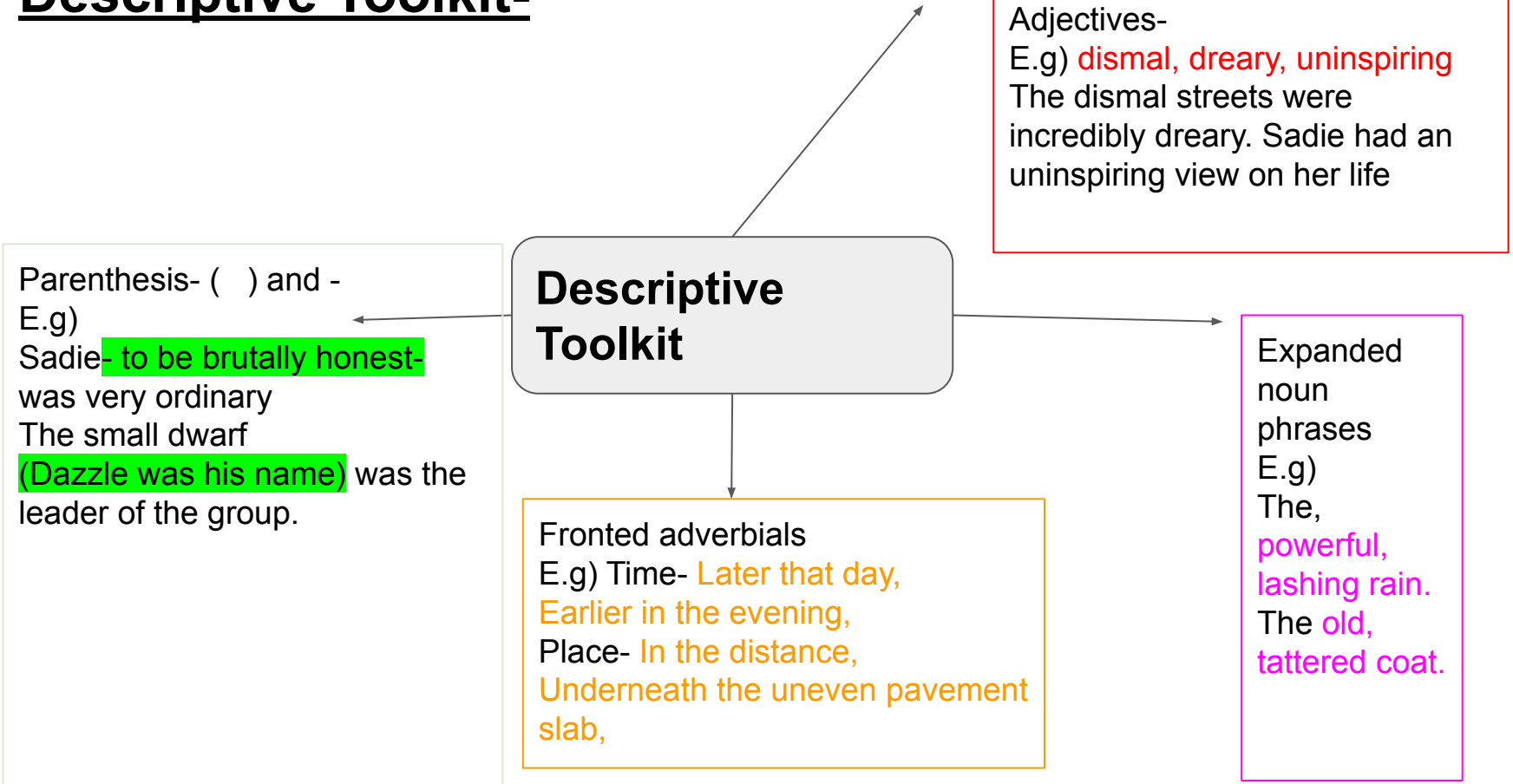
Maths Monday - Gold

Write 3 equivalent fractions to each of these fractions.

1. $\frac{1}{2} =$	9. $\frac{1}{6} =$
2. $\frac{1}{3} =$	10. $\frac{11}{12} =$
3. $\frac{3}{4} =$	11. $\frac{1}{5} =$
4. $\frac{4}{5} =$	12. $\frac{1}{4} =$
5. $\frac{2}{3} =$	13. $\frac{5}{12} =$
6. $\frac{5}{6} =$	14. $\frac{1}{10} =$
7. $\frac{3}{10} =$	15. $\frac{2}{5} =$
8. $\frac{7}{8} =$	16. $\frac{1}{8} =$

Monday English

Descriptive Toolkit-



Task 1- Read through this short setting description and highlight the features from the toolkit using the key.

The wet, desolate streets of Normsville rested in silence as the stormy, bleak sky wept over it. Beneath the dreary sky, puddles on the uneven pavement slabs shimmered by the glow of the bright, yellow street lamps. The small, green trees on the roadside swayed as the strong breeze hit them. Above a faded zebra crossing, a traffic light frantically changed colours seeming rather like a disco light. In the distance, a few run-down shops (closed since 2010) stood trembling in the depressing weather. Normville-the town that time forgot- was a sad, uninspiring place for anyone to live. There had to be more to life.....

Key

Adjectives

Expanded noun phrases

Fronted adverbials

Parenthesis

Task 2-

Task- Use your descriptive toolkit on slide 3 to describe the setting below.

Success Criteria;

Bronze- Adjectives

Silver-All elements of the descriptive toolkit

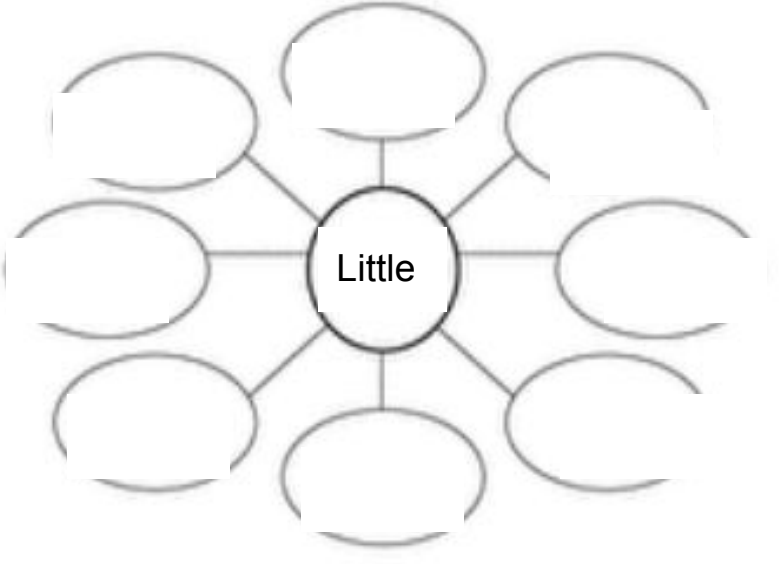
Gold- Well chosen vocabulary

Setting description- ‘Blackpool in the rain’
Dark, mysterious skies sweep over the town as the rain can be heard hitting against the wet, uneven pavement slabs.

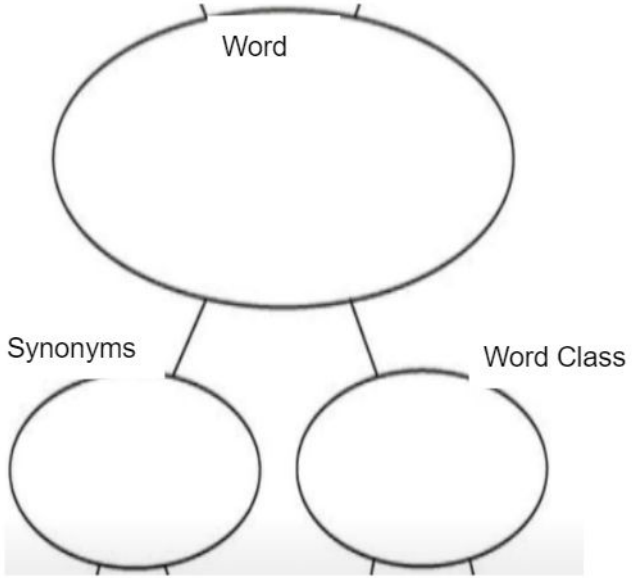
Monday Vipers-

Bronze-

Find all of the synonyms for
-Little
Then, create your own word web for strange
https://www.thesaurus.com/browse/online



Silver- Create your own word web like this for two words from the text



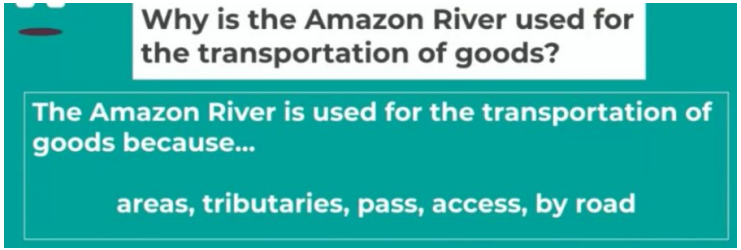
Gold- Write 2-3 sentences using new words from the text

Monday-Rivers- Geography

Task 1- Answer your starter question

1)

2)



My answers:

1)

2)

3) Locate the source of the Amazon river

4)

Pause the video to complete your task

Apart from agricultural (farming) goods, what else is transported along the Amazon River?

Apart from agricultural goods, larger goods such as _____ and _____ visiting the Amazon River are also transported along the river.

5)

Monday
French

English	French	Visual
Blue	Bleu	
White	Blanc	
Red	Rouge	
Yellow	Jaune	
Green	Vert	
Orange	Orange	
Brown	Marron	
Pink	Rose	
Black	Noir	
Grey	Gris	
Purple	Violet	

If you can't log into Classroom Secrets Kids then try to memorise these colours and ask someone at home to test you on them. Can you remember them all?

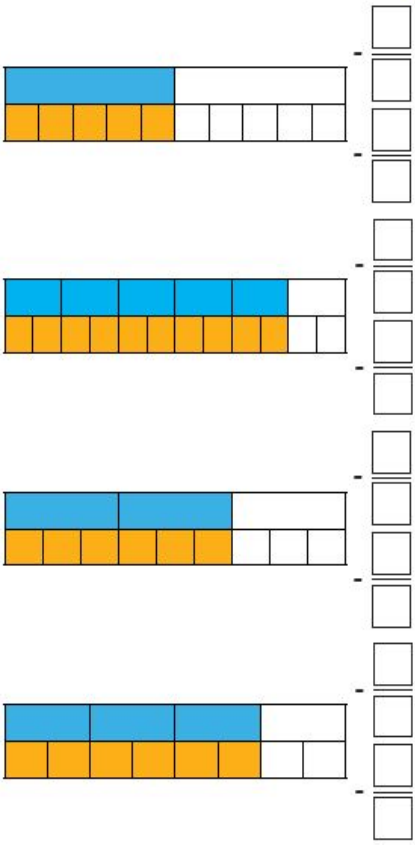
Log into Classroom Secrets Kids
https://kids.classroomsecrets.co.uk/
and look at your assignments. Watch the tutorial videos before attempting the quiz slides.

Video Links:
https://kids.classroomsecrets.co.uk/resource/french-colours-and-shades-video-tutorial/

https://kids.classroomsecrets.co.uk/resource/french-describing-colours-video-tutorial/

Tuesday

1) Write the fraction that each bar represents to show that the fractions are equivalent.



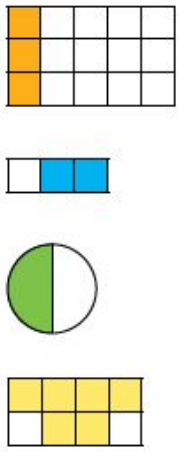
2) Complete these equivalent fraction statements. What method could you use to find the missing numerator or denominator for each one?

a) $\frac{4}{5} = \frac{\square}{10}$

b) $\frac{6}{18} = \frac{\square}{6}$

c) $\frac{2}{3} = \frac{10}{\square}$

1) Match the equivalent fractions.



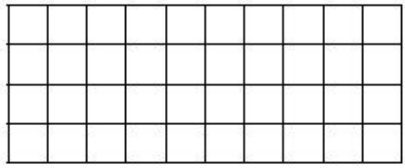
$\frac{3}{4}$

$\frac{5}{10}$

$\frac{1}{5}$

$\frac{6}{9}$

2) Use the shape below to calculate and complete the equivalent fractions.



$\frac{1}{5} = \frac{\square}{10}$ $\quad \frac{1}{\square} = \frac{4}{20}$ $\quad \frac{1}{5} = \frac{8}{\square}$

$\frac{\square}{5} = \frac{4}{10}$ $\quad \frac{4}{10} = \frac{\square}{20}$ $\quad \frac{\square}{40} = \frac{4}{10}$

3) Find a path through the maze using your knowledge of equivalent fractions.

Start	$\frac{1}{3}$	$\frac{8}{15}$	$\frac{3}{57}$	$\frac{3}{7}$	$\frac{12}{16}$	$\frac{5}{9}$
$\frac{10}{20}$	$\frac{2}{4}$	$\frac{2}{6}$	$\frac{6}{18}$	$\frac{12}{36}$	$\frac{24}{72}$	$\frac{4}{5}$
$\frac{7}{8}$	$\frac{11}{28}$	$\frac{1}{9}$	$\frac{3}{10}$	$\frac{10}{100}$	$\frac{46}{126}$	$\frac{48}{144}$
$\frac{50}{100}$	$\frac{13}{20}$	$\frac{6}{12}$	$\frac{1}{8}$	$\frac{3}{5}$	$\frac{96}{157}$	Finish

Maths
Tuesday
Bronze

1) Which one is the odd one out and why?

A $\frac{1}{4}$ B $\frac{4}{8}$ C $\frac{5}{20}$ D $\frac{3}{12}$

2) The children have been using multiplication to calculate equivalent fractions for $\frac{1}{6}$. Check their work. Correct and explain their mistakes.

Child	Equivalent Fraction	✓ or X	Explanation
 Selma $\frac{1}{12} = \frac{1}{6}$	$\frac{1}{12}$		
 Logan $\frac{3}{12} = \frac{1}{6}$	$\frac{3}{12}$		
 Beth $\frac{4}{24} = \frac{1}{6}$	$\frac{4}{24}$		

Maths
Tuesday - Silver

Find a path through the maze using your knowledge of equivalent fractions.

Start	$\frac{1}{2}$	$\frac{2}{4}$	$\frac{5}{6}$	$\frac{3}{7}$	$\frac{12}{16}$	$\frac{5}{9}$
$\frac{15}{20}$	$\frac{6}{8}$	$\frac{3}{57}$	$\frac{4}{8}$	$\frac{12}{32}$	$\frac{24}{64}$	$\frac{4}{5}$
$\frac{7}{8}$	$\frac{11}{28}$	$\frac{6}{11}$	$\frac{5}{10}$	$\frac{6}{13}$	$\frac{46}{126}$	$\frac{48}{128}$
$\frac{50}{100}$	$\frac{13}{20}$	$\frac{6}{12}$	$\frac{1}{8}$	$\frac{7}{14}$	$\frac{8}{16}$	Finish

Maths - Tuesday Gold

Peter has been using multiplication to calculate equivalent fractions for $\frac{2}{3}$. Check his work. Correct and explain his mistake.

Child	Equivalent Fraction	✓ or X	Explanation
Peter	$\frac{2}{12}$		

1) Explore these equivalent fraction number sequences. Predict what comes next and explain the pattern.

a) $\frac{1}{4} = \frac{2}{8} = \frac{4}{16} = \frac{\square}{\square}$ _____

b) $\frac{1}{5} = \frac{10}{50} = \frac{100}{500} = \frac{\square}{\square}$ _____

c) $\frac{1}{2} = \frac{2}{4} = \frac{6}{12} = \frac{24}{48} = \frac{\square}{\square}$ _____

d) Create your own equivalent fraction number sequence. Can your friend explain the pattern?

_____

_____

2) Use your knowledge of equivalent fractions to solve this problem.
3 girls share 2 cakes equally. 6 boys share 4 cakes equally. Who gets to eat more cake?
Draw a model or image to support your written explanation.

Tuesday Vipers-

Task

Bronze

Order the following time adverbials according to where they appear in the text

Silver-

Create your own time adverbials to replace the ones used in the text

Gold-

Answer the question:

- Why is it important to use time adverbials throughout a narrative?

Time adverbial	Paragraph (1-6)
A little bit before the door	
Once upon a time,	
Before they were lost,	
Even earlier than that,	
A little bit earlier,	

Tuesday English Spag- expanded noun phrases

A note to parents: An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the **dark, mysterious** forest.

1. The shark swam below the waves.
   The shark swam below the crashing waves.
2. The shark swam below the crashing waves.

   _____
3. In the distance, an octopus meandered through the reef looking for prey.

   _____
4. The colours on the octopus's body undulated in the shimmering water.

   _____
5. On the bottom of the ocean, the seaweed gently drifted in the warm currents.

   _____

Include an expanded noun phrase to describe each of the underlined nouns in these sentences

English- Writing your story opening

Task- Write 1-2 paragraphs for the opening to your story

Sadie, a quiet, caring girl, lived in Normsville with her Mum. Despite the dreary weather, Sadie and her Mum were needing supplies from the only fully functional shop in town- The Superstore- a small, old-fashioned supermarket close to Normsville Park. After a frantic search for the umbrella, Sadie and her Mum began their trip into town, dodging cracked pavement slabs and puddles circling them both. After around ten minutes of walking, Sadie could spot the Superstore, an unimpressive, run-down shop that just about kept Normsville afloat!

Starter:
Before you write your first couple of paragraphs, underline the adjectives and expanded noun phrases in my story opening.

Success criteria for your opening
Bronze- Adjectives
Silver- Expanded noun phrases
Gold- Expanded noun phrases in different places in your sentences

RE-

Tuesday 2nd February 2021
LO: I am learning to describe how different practices enable Sikhs to show their commitment to God.

Sikhs show their commitment to God in different ways. Using the internet, research the following ideas and how they are important to Sikhs:

- Equality- Search- What does Sikhism say about equality?
- Sewa- Search- Why is sewa important in Sikhism?
- Vaisakhi- Search- What is Vaisakhi and why is it celebrated?

Task- complete the table on the next slide

Key Question: how different practices enable Sikhs to show their commitment to God?

• Equality	• Sewa	• Vaisakhi

Gold- Research ‘why is it important for Sikhs to show their commitment to God?’
My answer

_____

_____

Wednesday

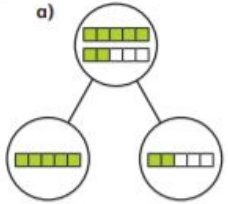
Maths
Wednesday
Bronze

Fractions greater than 1

White Rose Maths

1 Complete the sentences.

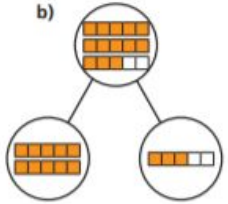
a)



There are 7 fifths altogether.

7 fifths = ☐ whole + ☐ fifths

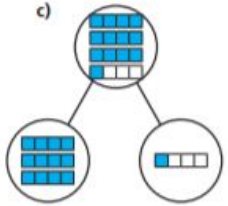
b)



There are ☐ fifths altogether.

☐ fifths = ☐ wholes + ☐ fifths

c)



There are ☐ quarters altogether.

☐ quarters = ☐ wholes + ☐ quarter

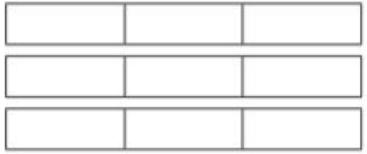
2 Shade the bar models to represent the fractions.

Complete the number sentences.

a) $\frac{5}{3}$

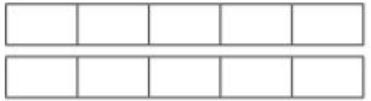
$\frac{5}{3}$ = ☐ whole + ☐ thirds = ☐

b) $\frac{8}{3}$



$\frac{8}{3}$ = ☐ wholes + ☐ thirds = ☐

c) $\frac{8}{5}$



$\frac{8}{5}$ = ☐ whole + ☐ fifths = ☐

Maths
Wednesday
Silver
And Gold

3 Complete the statements.

a) $\frac{12}{2} = \square$ wholes

b) $\frac{12}{4} = \square$ wholes

c) $\frac{12}{6} = \square$ wholes

d) $\frac{12}{3} = \square$ wholes

e) $\frac{15}{3} = \square$ wholes

f) $\frac{15}{5} = \square$ wholes

g) $\frac{15}{4} = \square$ wholes + $\square$ quarters

h) $\frac{15}{2} = \square$ wholes + $\square$ half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?

Whitney can fill $\square$ boxes.

b) How many more muffins does Whitney need to fill another box?

Whitney needs $\square$ muffins to fill another box.

Explain how you know.

How does writing $\frac{26}{4}$ help you to answer this?

5 Write <, > or = to complete the statements.

a) 2 wholes and 3 quarters ◯ 5 quarters

b) 2 wholes and 3 quarters ◯ 15 quarters

c) 2 wholes and 3 sixths ◯ 15 sixths

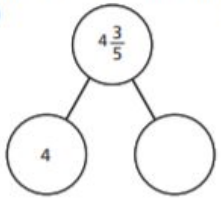
d) 2 wholes and 3 eighths ◯ 15 eighths

e) $\frac{15}{3}$ ◯ $\frac{15}{5}$

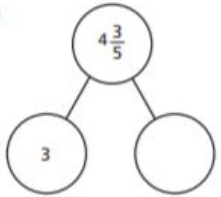
f) $\frac{15}{3}$ ◯ $\frac{20}{4}$

6 Complete the part-whole models.

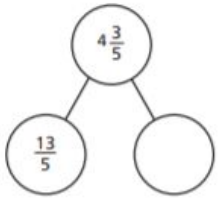
a)



b)



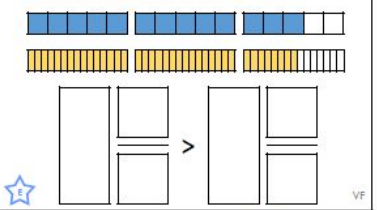
c)



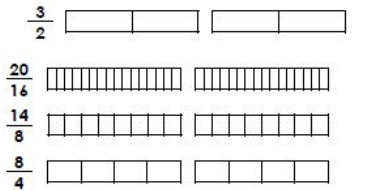
Maths
Wednesday
Gold

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

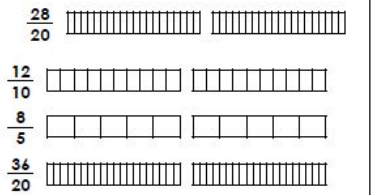
4b. Using the representations below, complete the statement.



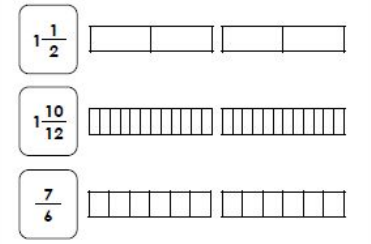
5a. Rewrite the sequence $\frac{20}{16}, \frac{14}{8}, \frac{8}{4}$ to include the fraction $\frac{3}{2}$.



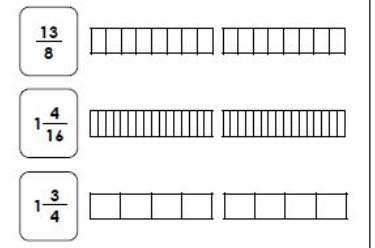
5b. Rewrite the sequence $\frac{12}{10}, \frac{8}{5}, \frac{36}{20}$ to include the fraction $\frac{28}{20}$.



6a. Order the fractions from greatest to smallest.



6b. Order the fractions from smallest to greatest.



Wednesday Vipers

Task- Answer the following vocabulary questions from the text
Bronze- With support
Silver- Use evidence from the text in your answers
Gold- Create 3 of your own questions about vocabulary used in the text

1) Locate and define the word ornate
Explain why the word ornate has been used to describe the sugar paste

2) List all of the adjectives used in the 3rd paragraph. Which two are the most effective and why?

3) Find and copy the phrase used to describe sweat in the 3rd paragraph. Why do you think that the writer has described the sweat in this way?

4) What does the phrase, ‘uncaring nose of the sleeping fox’ suggest about the fox?

English Wednesday- SPAG- Using Brackets

Sometimes we want to add a bit of extra information to a sentence as an afterthought. If we left out this extra word or phrase, the main sentence would still make sense. This is called parenthesis. There's an example of parenthesis in the title of this worksheet!

For each of these sentences, can you add a parenthesis in the space? There's a hint word to help you think what to write. Have a look at these examples.

e.g. My brother _____ never brushes his hair! **[hint: cool]**
*My brother **(who thinks he's really cool)** never brushes his hair!*

e.g. My brother _____ never brushes his hair! **[hint: name?]**
My brother (who's called Jason) never brushes his hair!

1. I watched a horror film _____
   and it really scared me! **[hint: title?]**
2. Dinosaurs _____
   were a type of reptile. **[hint: extinct]**
3. We're not allowed peanut butter _____
   in school because there's a girl who's allergic to nuts. **[hint: packed lunch]**
4. The bats _____
   sleep in our attic during the day. **[hint: nocturnal]**

English Wednesday- Writing your Build up

Out of the corner of her eye, Sadie spotted something. A small, brightly coloured building- lilac with fairy lights lit in the shop window- could be seen at the end of the cobbled, damp streets. Leaving her Mum shopping in The Superstore, Sadie began to walk towards the lilac frontage of the shop. As Sadie approached the shop, she noticed intricately painted, wooden butterflies (around 20cm in size), draping ivy and the most spectacular windchimes that seemed to glisten in the daylight. At that moment, Sadie bounded into the shop, unable to contain her excitement and wonder any longer!

This is an example of the build up paragraph to 'Normsville no more…'
Highlight any examples of - and ( ) within this paragraph.

Task- Write the build up to your story.
Remember to:

- Explore where your character goes,
- Explain what they find
- Describe the scene

Success Criteria

- Use parentheses - and ( )

Wednesday - Science

The Perfect Parachute

The Super Skydiving Company are redesigning the parachute they use to allow people to perform skydives from aeroplanes. They want to make sure that the parachute they use allows their customers to fall from the aeroplane as **slowly** and **safely** as possible.

You are going to investigate a helpful effect of **air resistance** by finding the best design for their new parachute.

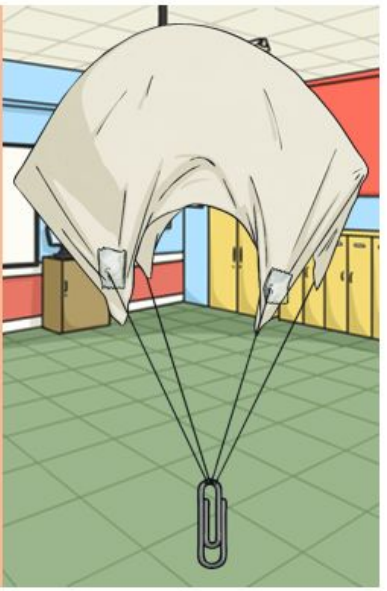
The perfect parachute will be the one that makes a person fall the **slowest**. It will cause **air resistance** to push it up with the **biggest force**.

The Perfect Parachute

You will make three parachutes and drop them from a height. Each of the three parachutes should be slightly different.

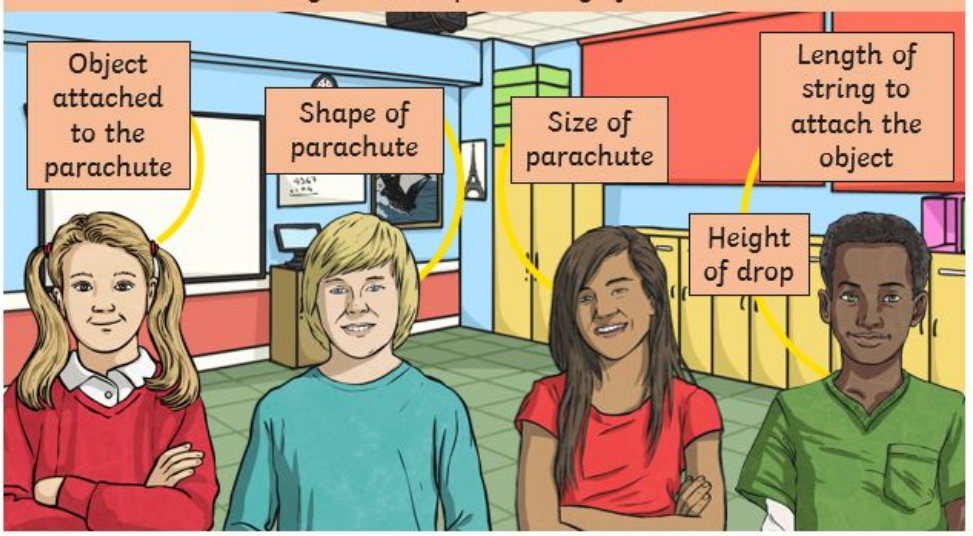
You will observe which of your parachutes falls the **most slowly**. This parachute will have the most **air resistance** pushing it up.

Construct your parachutes using a sheet of plastic or card. Tie or tape string to the corners, and tie or tape the four pieces of string to an object such as a toy figure, paper clip or piece of modelling clay.



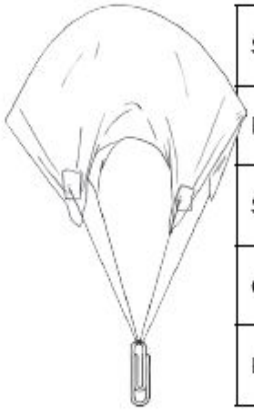
The Perfect Parachute

How many variables did you think of?
Did you come up with any of these?



You have been asked to redesign a parachute for the Super Skydiving Company. You will make three parachutes and see which type of parachute falls the slowest. Which variable will you change about your parachute each time? Which variable will you measure?

Variable that I will change about my parachute each time:



Size of parachute	
Height of drop	
Shape of parachute	
Object attached to parachute	
Length of string to attach object to parachute	

Variable that I will measure: _____

Why is it important to keep the other variables the same?

_____

_____

My prediction: (explain what you think will happen, which parachute will have most air resistance and which will fall the slowest):

_____

_____

Complete your results in the table below:

Parachute 1		
Parachute 2		
Parachute 3		

Now take repeat readings.

Parachute 1		
Parachute 2		
Parachute 3		

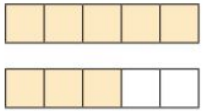
Thursday

Improper to mixed numbers

Maths
Thursday
Bronze

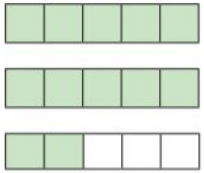
1 Convert the improper fractions to mixed numbers.

a)



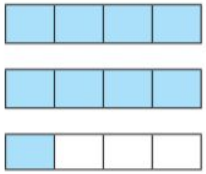
$\frac{8}{5} = \square$

b)



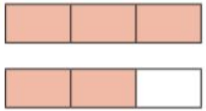
$\frac{\square}{5} = \square$

c)



$\frac{\square}{\square} = \square$

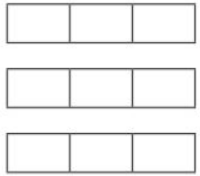
d)



$\frac{\square}{\square} = \square$

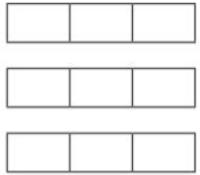
2 Shade the bar models to represent each improper fraction.
Convert the improper fractions to mixed numbers.

a)



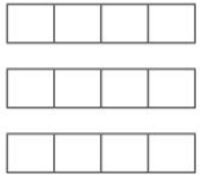
$\frac{7}{3} = \square$

b)



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

c)



$\frac{9}{4} = \square$

d)

$\frac{11}{4} = \square$

Maths
Thursday
Silver

3 Convert the improper fractions to mixed numbers.

a) $\frac{10}{2} =$ ☐

b) $\frac{10}{3} =$ ☐

c) $\frac{10}{4} =$ ☐

d) $\frac{10}{5} =$ ☐

e) $\frac{12}{5} =$ ☐

f) $\frac{13}{6} =$ ☐

g) $\frac{13}{7} =$ ☐

h) $\frac{31}{8} =$ ☐

4 Eva has 7 bottles of juice.

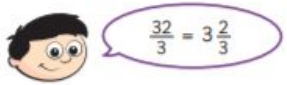
Each bottle contains half a litre of juice.

How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

☐

5 Dexter is converting improper fractions.



Explain why Dexter is incorrect.

6 Find the value of ●

$\frac{27}{●} = ● \frac{2}{●}$

● = ☐

7 Find two possible values for ★ and ▲

$\frac{30}{★} = ▲ \frac{2}{★}$

★ = ☐ ▲ = ☐

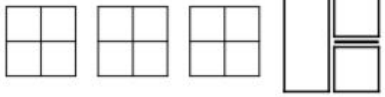
★ = ☐ ▲ = ☐

Maths
Thursday
Gold

1. Show these improper fractions as a diagram and a mixed number.

A. $\frac{17}{12}$

B. $\frac{9}{4}$



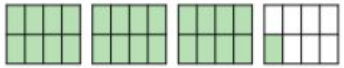
C. $\frac{16}{7}$

VF

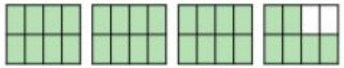
2. Which diagram matches the improper fraction?

$\frac{27}{8}$

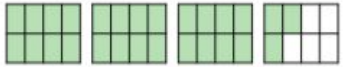
A.



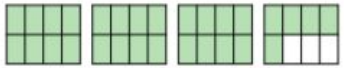
B.



C.



D.



VF

4. Lenny has converted the improper fraction below into a mixed number.

$$\frac{31}{10} = 30\frac{1}{10}$$

What mistake has Lenny made? Explain your answer.

R

5. Mr Hill has bought 7 large cookies for the children to share. Each cookie has been cut into 12 pieces.

He says,

There are $\frac{19}{12}$ of the cookies left. This means the children ate $5\frac{3}{12}$ in total.

Is Mr Hill correct? Prove it.

R

Firstly, write down an explanation of how to convert improper fractions to mixed numbers.

Then have a go at these extra questions.

Thursday Vipers

Task 1- Read through your text ‘Hansel and Gretel’.
Make notes in the table below to help you compare this story to the video https://www.youtube.com/watch?v=RLcQ6x8ftoA

Hansel and Gretel text	Hansel and Gretel Video
Characters	Characters-
Beginning	Beginning
Middle	Middle
Ending	Ending

Task 2- Now, make notes on the similarities and differences between the text and the video

Similarities	Differences
E.g) Both the text and the video has a young boy and a girl as the main characters	The text begins with the two children putting Granny in the oven but the video version introduces the two young children and where they live
1-	1-
2-	2-
3-	3-
4-	4-

Gold- Which version of the story do you find the most effective and why?

English Spag- Fronted adverbials

When Did It Happen?

Fronted Adverbials for Time

Add a fronted adverbial for time to each of the sentences below. You can use the suggested time adverbials in the box below or you can think of one of your own. Remember, you must add a comma after the fronted adverbial.

After lunch	During the film	Last summer	After getting out of bed
At night	Before running the race	When she fell over	Whilst cooking dinner

1. _____ Sheila ate her breakfast.
2. _____ Jack cleaned his teeth and got ready for bed.
3. _____ we went to Spain for a holiday.
4. _____ we ate a delicious dessert.

English Task- Writing the problem part of your story

In the blink of an eye, Sadie found herself inside the trunk of a large tree. Emerging from the hidden depths of the old, towering tree, Sadie was overwhelmed by the sights before her eyes! Towering above the oak trees, Sadie read a huge sign, 'Dumpletown Awards Ceremony'. At that moment, Sadie couldn't believe the sights before her eyes; dwarves, wearing stripy blue dungarees and bright-green hats could be seen performing on stage in front of the creatures of the forest. Instantly, dwarves tried to impress their audience by turning plants different colours and others shocked their audience by creating invisibility potions. After watching many of the dwarves perform, Sadie noticed a big problem! Boastfully, Dazzle-head of dwarves- exclaimed, "I am the most magical dwarf because I can clone myself'. Within minutes, a huge fight broke out between the dwarves, all boasting about their talents.

Mini task- Highlight any examples of fronted adverbials in this paragraph. E.g) In the blink of an eye

Main task-
Write your problem paragraph of your story.
Remember to explore

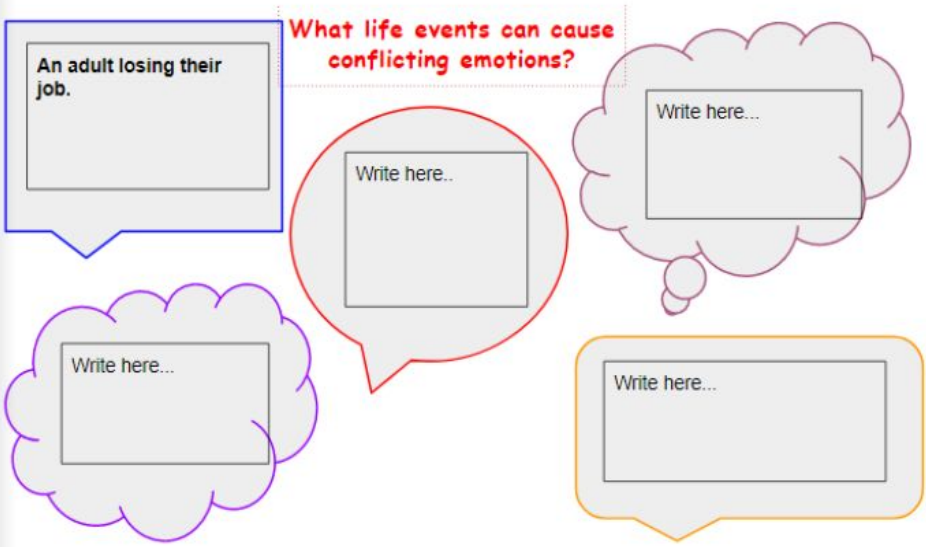
- Where your character goes
- Who do they meet?
- What is the problem.

Success criteria- Fronted adverbials

What can affect our ...

A few weeks ago Sasha's mum explained there were going to be some changes coming...
Sasha's family moved house to a completely new area. Sasha had to leave the local street-dance club and start a new school as well. Sasha feels terribly lonely and doesn't know anyone in the new area – everyone seems to have their friendship groups already and Sasha's mum is always busy. Sasha is spending more and more time alone and feels like things will never change.

How does a change like this affect a person's mental health? Add your ideas...



Suggest how a person may feel overtime to one of the life changing situations you listed.

	At the time	A few weeks later	A few months later	A year later	A few years later
E.g. Moving house to a new area	Upset and concerned about making new friends	Write here..	Making new friends; started Football at the local club.	Write here..	Write here..

What could a person to do to help themselves? Add your ideas.
E.g. introduce themselves to new people or join a new club.

Art- Henri Rousseau
Task 1-
Follow the step by step video to support you when drawing a toucan- stop at 19 minutes

https://www.youtube.com/watch?v=eKW-Mp5Tp-o

Task 2- Continue watching the video from 19 minutes to see how she paints and uses felt tips to colour the toucan.
Enjoy!

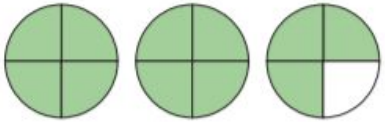
Friday

Maths Friday
Bronze

Mixed numbers to improper fractions

1 Convert the mixed numbers to improper fractions.

a)

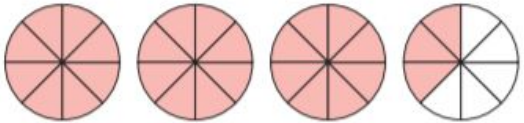


$2\frac{3}{4} = \frac{\square}{4}$

b)

$2\frac{3}{8} = \frac{\square}{8}$

c)

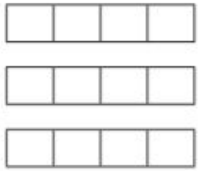


$3\frac{3}{8} = \frac{\square}{8}$

2 Convert the mixed numbers to improper fractions.

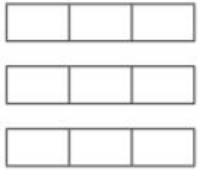
Colour the bar models to help you.

a)



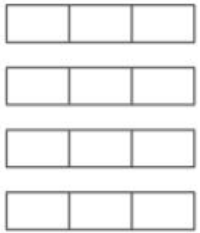
$2\frac{1}{4} = \square$

b)



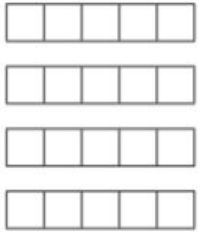
$2\frac{1}{3} = \square$

c)



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

d)



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

Maths Friday
Silver

3 Convert the mixed numbers to improper fractions.

Write the next conversion in each part.

a) $2\frac{1}{7} = \square$

$2\frac{2}{7} = \square$

$2\frac{3}{7} = \square$

$\square = \square$

c) $5\frac{1}{2} = \square$

$5\frac{1}{4} = \square$

$5\frac{1}{8} = \square$

$\square = \square$

b) $3\frac{1}{5} = \square$

$4\frac{1}{5} = \square$

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

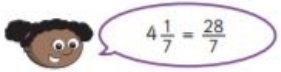
$\square = \square$

Talk to a partner about any patterns you spot.

4 Here are 4 whole pizzas and $\frac{3}{5}$ of a pizza.

How many children can have $\frac{1}{5}$ of a pizza? $\square$

5 Whitney is converting mixed numbers to improper fractions.



Do you agree with Whitney? _____

Explain your answer.

_____

_____

6

$\bigcirc \frac{3}{5} = \triangle \frac{}{5}$

The table shows some possible values of the circle.

Use this to find the corresponding value of the triangle.

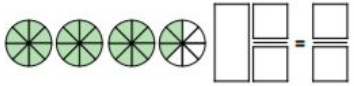
○	△
1	
2	
4	
8	
16	
	88
	803

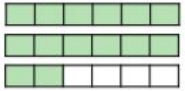
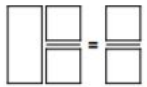
Maths Friday
Gold

Firstly, write down an explanation of how to convert improper fractions to mixed numbers.

Then have a go at these extra questions.

1. Convert the images below into mixed numbers and improper fractions.

A.  =

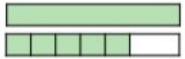
B.  = 

VF

2. Find and correct the mistakes.

A.  $= 1\frac{3}{5} = \frac{8}{5}$

B.  $= 2\frac{4}{9} = \frac{24}{9}$

C.  $= 1\frac{5}{7} = \frac{11}{7}$

VF

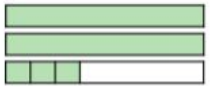
3. Karl and Tamara are converting mixed numbers to improper fractions.


Karl

I think $2\frac{3}{8}$ is the same as $\frac{14}{8}$.


Tamara

I think $2\frac{3}{8}$ is the same as $\frac{19}{8}$.



Who is correct? Show your working out.

VF

4. Use the clues to find the missing digits.

This is an odd number.

These two digits have a digit sum of more than 5.

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

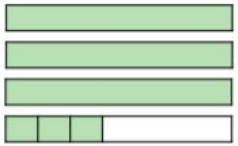
Show your working out.

Find two possibilities.

PS

5. Pip says,

$3\frac{3}{7}$ as an improper fraction is $\frac{42}{7}$. I calculated 3 + 3 x 7 = 42.



Explain Pip's mistake.

R

6. Craig has a mixed number.

It is made up of 4 wholes.

The denominator is a single digit prime number.

The numerator is a factor of 12.

What could Craig's fraction be when it is converted to an improper fraction?

Find two possibilities.

PS

Friday- SPAG- Adverb sentence openers.

Write four sentences using an adverb opener.

E.g)

1) Angrily, the first dwarf bounded onto the stage and glared at the other dwarves

2)

3)

4)

5)

English Friday- Writing your Resolution paragraph

Instantly, Sadie felt immensely sad about this situation as she thought about how uninteresting her hometown is and how talented all of the dwarves were. Suddenly, Sadie had a brilliant idea. She gathered the dwarves together at the Awards Ceremony and demanded that they stopped squabbling. After more squabbling and arguments, the dwarves finally stopped. One by one, Sadie sat each dwarf down and asked them to think about the reasons that each dwarf should win the awards; without mentioning magic at all! After some time, the dwarves finally realised that magic isn't what matters. The most important thing is their personalities and that they care for eachother. Miraculously, Sadie made Dumpletown a much happier place. As a thank you, Dazzle- head of the dwarves- gave Sadie a beautiful, golden bracelet.

Task 1- Highlight examples of adverb openers in this paragraph- e.g) Instantly

Task 2-
Write your Resolution paragraph of your story.
Include;

- How your character feels about the problem
- How the problem is resolved
- The gift given to your character

Success criteria:

- Adverb openers and fronted adverbials