Monday

Monday Vipers- Vocabulary. Use the images to help you match the key words to their definitions. Then, use a dictionary to check your answers

1) Submersible	To come or go down from a higher place or level to a lower one
2) Descended	Able to be used underwater.
3) Entranced	To alarm, frighten,
4)Vast	To put into a trance.
5) Startled	Very great in size or amount

Silver-

Uncover the meaning of your new words by trying to fill in the blanks with your word list. Then, use a dictionary to find the meaning of your new words

A Submarine is _____ in water. As the submarine _____ into the water, spectators were _____ by how much of a splash the submarine made! The sea was _____ as it seems to go on for miles. Everyone was _____ by the ripples in the water as they made pretty patterns.

Monday English- SPAG focus

Highlight any examples of expanded noun phrases.
An expanded noun phrase is made up of a noun and at least one adjective
E.g) shiny, new bicycles
Gold- Change three of the expanded noun phrases to make the writing more effective

Out of the corner of his eye, Sammy spotted the most unusual of shops. It was a bookshop. Now you may be thinking that there isn't anything unusual about a bookshop but this bookshop was not like one he had ever seen before – it was tiny and sandwiched between a large restaurant and a shop selling shiny, new bicycles. No-one seemed to notice the bookshop. Everyone just walked past it like it was invisible.

Gripped by curiosity, Sammy began to walk towards the tiny door of the tiny bookshop. As Sammy approached the shop, he noticed small intricate lanterns hanging around the edge of the roof, puffs of peculiar smoke drifting out of the tall, thin chimney stack and thick, aggressive ivy covering the stone walls and windows.

Gold-
Up-leveled expanded noun phrases

English Monday- Comic strip and story map

Task 2- Create a story map using the key events from your comic strip

What happened when?

Can you make a comic strip of key parts of the story? Put the sentences below into the correct boxes and draw a picture above to match. The first sentence has been done for you but it still needs its picture.

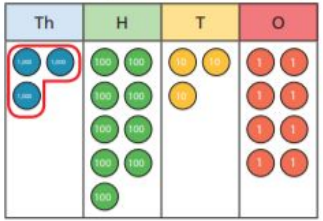
	Sammy and his Grandmama go into the nearby town.

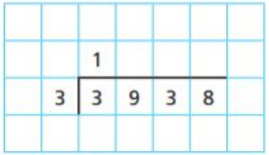
Sammy is given a gift and returns home.
Sammy says thankyou to the man in the bookshop.
Sammy joins in with the Tree Goblin birthday celebrations.
✓ Sammy and his Grandmama go into the nearby town.
Sammy meets Treerumple the goblin.
Sammy enters a tiny bookshop.

Maths Monday Bronze

1 **a)** Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.





There is [1] group of 3 thousands.

There are [ ] groups of 3 hundreds.

There is [ ] group of 3 tens.

There are [ ] groups of 3 ones.

There are [ ] ones left over.

3,938 ÷ 3 = [ ] remainder [ ]

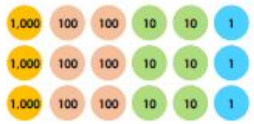
b) Use place value counters to work out 8,407 ÷ 4

8,407 ÷ 4 = [ ] remainder [ ]

Divide 4 Digits by 1 Digit

1a. Isabel has written a comparison statement.

3,663 ÷ 3 > 1,202

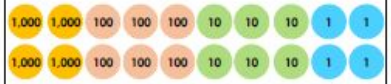


Is she correct? Explain how you know.

Divide 4 Digits by 1 Digit

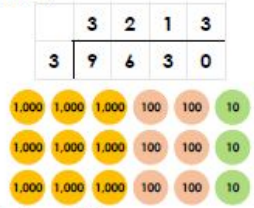
1b. Kelly has written a comparison statement.

4,664 ÷ 2 < 1,120



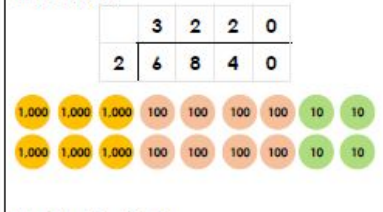
Is she correct? Explain how you know.

2a. Kate completes the following calculation.



Explain her mistake.
Calculate the correct answer.

2b. Johnny completes the following calculation.



Explain his mistake.
Calculate the correct answer.

3a. Shazaib dropped a counter from his place value grid but can't remember where it fell from! What calculation could Shazaib have completed if he was dividing by 2 and had no remainders?

Thousands	Hundreds	Tens	Ones
1,000 1,000	100	10	1 1
1,000 1,000	100	10	1 1
1,000 1,000		10	1 1
1,000 1,000			

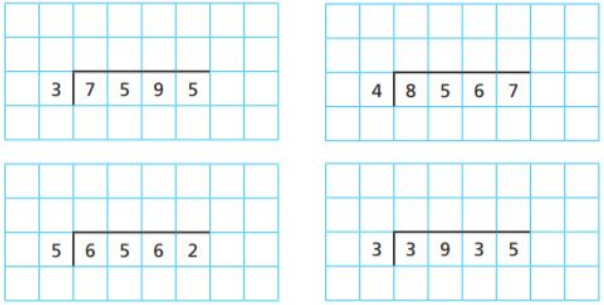
3b. Martha dropped a counter from her place value grid but can't remember where it fell from! What calculation could Martha have completed if she was dividing by 3 and had no remainders?

Thousands	Hundreds	Tens	Ones
1,000 1,000	100	10	1 1
1,000 1,000	100	10	1 1
1,000 1,000	100	10	1

Maths Monday Silver

2 **a)** Complete the divisions.

Use place value counters to help you.



b) Write <, > or = to complete the statements.

7,595 ÷ 3 ◯ 8,567 ÷ 4

6,562 ÷ 5 ◯ 3,935 ÷ 3

3 Write the calculations in the correct column of the table.

5,066 ÷ 4	9,513 ÷ 4	1,234 ÷ 4
6,562 ÷ 4	6,563 ÷ 4	9,515 ÷ 4

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Are any columns empty? Talk to a partner about why this has happened.

Divide 4 Digits by 1 Digit

4a. Belle has written a comparison statement.

2,160 ÷ 8 > 2,526 ÷ 6

Is she correct? Explain how you know.

5a. Ben completes the following calculation.

	2	0	1	1
4	8	2	4	4

Explain his mistake.
Calculate the correct answer.

6a. Moa dropped a counter from his place value grid but can't remember where it fell from! What calculation could Moa have completed if he was dividing by 6 and had no remainders?

Thousands	Hundreds	Tens	Ones
1,000 1,000	100 100	10 10	1 1
	100 100	10 10	1
		10 10	
		10 10	

Divide 4 Digits by 1 Digit

4b. Alice has written a comparison statement.

2,405 ÷ 5 > 2,979 ÷ 9

Is she correct? Explain how you know.

5b. Josh completes the following calculation.

	1	9	1	0
5	9	4 5	8	0

Explain his mistake.
Calculate the correct answer.

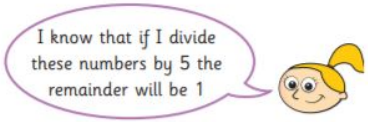
6b. Taia dropped a counter from her place value grid but can't remember where it fell from! What calculation could Taia have completed if she was dividing by 7 and had no remainders?

Thousands	Hundreds	Tens	Ones
1,000 1,000	100	10	1 1
1,000 1,000	100		1 1
1,000 1,000	100		1 1
1,000 1,000	100		1 1

Maths Monday Gold

4

7,816	7,861	6,781	1,786



Is Eva correct?

How do you know?

5 There are 459 children in a school.

They are sitting at tables in groups of 7

Do you agree with Mo?

Explain your answer.

6 Bags of crisps are put into multipacks of 6

The multipacks are then packed into boxes of 8

Yesterday, 6,500 bags of crisps were packed.

How many boxes of crisps were packed?

7

2	3	4	5				÷	

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

b) What do you notice?

8 Dora is thinking of a number between 500 and 600

When she divides it by a 1-digit number it has a remainder of 4

What could Dora's number be?

Divide 4 Digits by 1 Digit

7a. Lucy has written a comparison statement.

2,214 ÷ 9 > 2,247 ÷ 7 < 2,496 ÷ 8

Is she correct? Explain how you know.

8a. Freddie completes the following calculation.

9,468 ÷ 9 = 1,011

Find and explain any mistakes.
Calculate the correct answer.

9a. Casey has got 12 counters to place in the place value grid to create a calculation.
The ones column has half the counters.
What calculation can Casey complete if she is dividing by 8 and has no remainders?

Thousands	Hundreds	Tens	Ones

Divide 4 Digits by 1 Digit

7b. Sinead has written a comparison statement.

3,435 ÷ 5 > 6,795 ÷ 3 < 5,848 ÷ 8

Is she correct? Explain how you know.

8b. Theo completes the following calculation.

8,547 ÷ 7 = 1,001

Find and explain any mistakes.
Calculate the correct answer.

9b. Shahab has got 6 counters to place in the place value grid to create a calculation.
The ones column has no counters.
What calculation can Shahab complete if he is dividing by 6 and has no remainders?

Thousands	Hundreds	Tens	Ones

LO: I am learning to describe myself in French

Describe yourself in French.

Make sure that you include:

- How to say your name.
- How to say how old you are.
- How to tell us when your birthday is.
- How to say where you live.

Use this box to write your description.

How to say your name in French

If you want to say something about yourself in French, you use the word for 'I' – **Je**.

So if you want to say 'I am called', you say **Je m'appelle**:

- **Je m'appelle Aimée** - I am called Aimée
- **Je m'appelle Anil** - I am called Anil

Here **appelle** means 'call' so it's like saying 'I myself call'.

How to say how old you are in French

In English, you use the verb 'to be' to say how old you are but in French, you use the verb 'to have' - **avoir**:

- **J'ai __ ans**
- **J'ai sept ans** - I am seven years old

So it is like saying 'I have seven years' rather than 'I am seven years old' as we do in English.

Did you notice that the word for 'I' has changed from **Je** to **J'**? This is because it appears in front of a vowel.

'How old are you?' in French

To ask someone how old they are, you first need a question phrase **quel âge** (what age).

Then use the word for 'you' – **tu** with 'have' – **as**.

- **Quel âge as-tu ?** – How old are you?

So it is like saying 'What age do you have?'.

How to say where you live

To tell someone where you live, you use the verb **habiter** (to live).

As **habiter** starts with a silent **h**, when you put **je** (I) in front of it, it changes to **j'** to make it easier to say:

- **Je + habite = J'habite** - I live

Then you add **à** which means 'in' when you are talking about a town or city.

- **J'habite à**

Try using the phrases below to say where you live or add your own town at the end.

Geography- Match the reasons for cities being built next to rivers with the correct picture. Create a factual poster with your new information

1)Food is essential to enable humans to live and nature to thrive.
In Manaus city, the government installed a fishing terminal. The city receives beef from the savannas of the upper Branco River, which also supply hides for export.

2) Humans need to drink water to survive. Pretty much everything we do to survive involves water.It seems common sense that water access is an essential resource for building a city

3)In many countries around the world rivers are still used to transport goods from place to place. Fruits are transported up and down the Amazon and tugboats pull logs in Colombia.

4)Energy is also a necessity for life. Hydroelectric power is energy created by water. The force of the water is so powerful it can turn rotor blades like those on a wind turbine (the modern day windmill) with water instead of wind! This movement can produce enough energy to heat houses or power factories.

5)Rivers provide many cities with the ability to offer excursions and trips along the river. These increases the popularity of certain cities and allows the city to make lots of money throughout the year.

Challenge- Create a sketch of your own city and label the important features on your drawing

Survival

Food

Energy

Transport

Leisure

Tuesday

Tuesday Vipers.
Use the text below of ‘Heading down’ and highlight examples of:

- Adjectives- pink E.g) cramped
- Sentence openers- blue E.g) Not wanting to miss her chance
- Expanded noun phrases- yellow E.g) small, round windows

The beacon indicator was blinking furiously on the dashboard. Whatever large creature it had detected, was close-by. There were small, round,windows on each side of the vessel. Layla spun in the cramped cabin to look out of all of them. Mostly, she saw the inky, black water. If she strained her eyes and looked through the rear window, she could just about make out something moving in the darkness.

Not wanting to miss her chance, Layla grabbed the control lever and slowly spun the submarine round. The light skimmed over colourful anemones and dark, mysterious fish. Eventually, the ship stopped. The light landed on something that took Layla’s breath away. The part of her brain that was still concentrating flicked the cameras on to record what she’d found.

Gold challenge- What is the effect of using lots of descriptive language in a story?

Tuesday- Spag

Eg) Sammy and his Grandmama were walking through the damp, dismal streets.

Task- Please add some expanded noun phrases to each of these sentences from the story. I have highlighted the nouns to describe in yellow.

1) Sammy and his Grandmama were walking through the streets.

2) Sammy spotted a bookshop.

3) Sammy approached the shop.

4) In the distance, smoke drifted out of the chimney.

5) Suddenly, a voice emerged out of nowhere.

Tuesday- Boxing up the original story

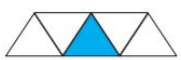
Plot	Bare Bones	Impossibly Possible Bookshop
1) Opening	The Main Character (MC) visits a setting	*E.g) Sammy and Grandmama go into the nearby town*
2) Build Up	The MC finds something (a portal) that takes them to another world	
3) Problem	MC explores another world and strange things happen	
4) Resolution	MC returns home	
5) Ending	MC wants to return to the new world	

Tuesday Bronze

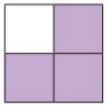
What is a fraction?

White Rose Maths

1 What fraction of each shape is shaded?

a) 

b) 

c) 

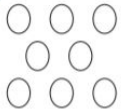
d) 

2 Shade each diagram to represent the fractions.

a)  $\frac{1}{6}$

b)  $\frac{5}{6}$

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

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

3 Which are unit fractions?

$\frac{1}{3}$ $\frac{1}{5}$ $\frac{3}{5}$ $\frac{1}{8}$ $\frac{2}{3}$ $\frac{10}{11}$

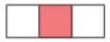
How do you know?

4 a) Which shapes have one third shaded?

A 

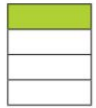
B 

C 

D 

E 

F 

G 

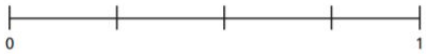
b) Complete the sentences to describe the shapes with one third shaded.

There are ☐ equal parts altogether.

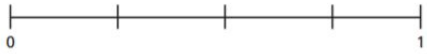
☐ out of ☐ equal parts is shaded.

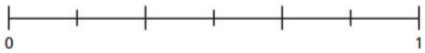
☐ of the shape is shaded.

5 Draw an arrow to show the position of the fraction on the number line.

a) $\frac{1}{4}$ 

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

c) $\frac{1}{2}$ 

d) $\frac{1}{3}$ 

Tuesday Silver

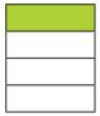
What is a fraction?

4 **a)** Which shapes have one third shaded?

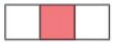
A 

C 

E 

G 

B 

D 

F 

b) Complete the sentences to describe the shapes with one third shaded.

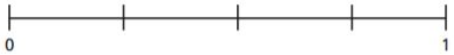
There are ☐ equal parts altogether.

☐ out of ☐ equal parts is shaded.

☐ of the shape is shaded.

5 Draw an arrow to show the position of the fraction on the number line.

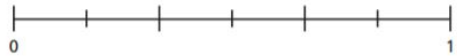
a) $\frac{1}{4}$



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

c) $\frac{1}{2}$

d) $\frac{1}{3}$

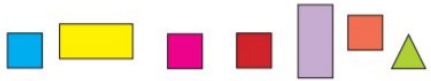


6 Draw an arrow to show the position of $\frac{5}{5}$ on the number line.

What do you notice?

7 Draw four different representations of $\frac{3}{4}$

8 Amir has drawn some 2D shapes.



a) What fraction of the shapes are triangles?

b) What fraction of the shapes are squares?

c) What fraction of the shapes have four sides?

d) Draw 2D shapes to match the description.

$\frac{1}{5}$ are squares, $\frac{2}{5}$ are triangles, $\frac{3}{5}$ have more than 3 sides.

Compare shapes with a partner.

What is the same about your shapes? Is anything different?

Gold

Answer the questions and come up with three of your own questions involving fractions.

RE- Sihk Stories

Task 1
Watch this Sikh story- The birth of Khalsa

https://www.sikhnet.com/stories/audio/vaisakhi-birth-khalsa

What is the main message in this story?

Task 2
Watch this Sikh story- Nanak and the Cobra
https://www.sikhnet.com/stories/audio/nanak-and-cobra
What is the main message in this story?

Challenge- Explain how both of these stories could be valuable to Non-Sikhs

My notes on- The Birth of Khalsa

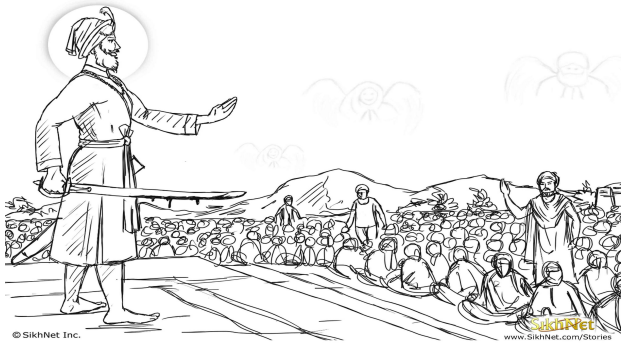
My notes on Nanak and the Cobra

RE Task 3- Act it-

Use these images in order to retell the story of The Birth of Khalsa

1

2



3

4

Wednesday

Wednesday Vipers- Identifying the point of view in a narrative

Point of view pronouns

I, ME, MY	SHE/HE, HER/HIS	YOU, YOUR
First Person	Third Person	Second Person

Task 1-

1) Read the sentences below from the text and decide which point of view they are written in.

1)The dial in front of her told her she was 150 metres deep.

2) Suddenly, she heard a strange, wailing sound.

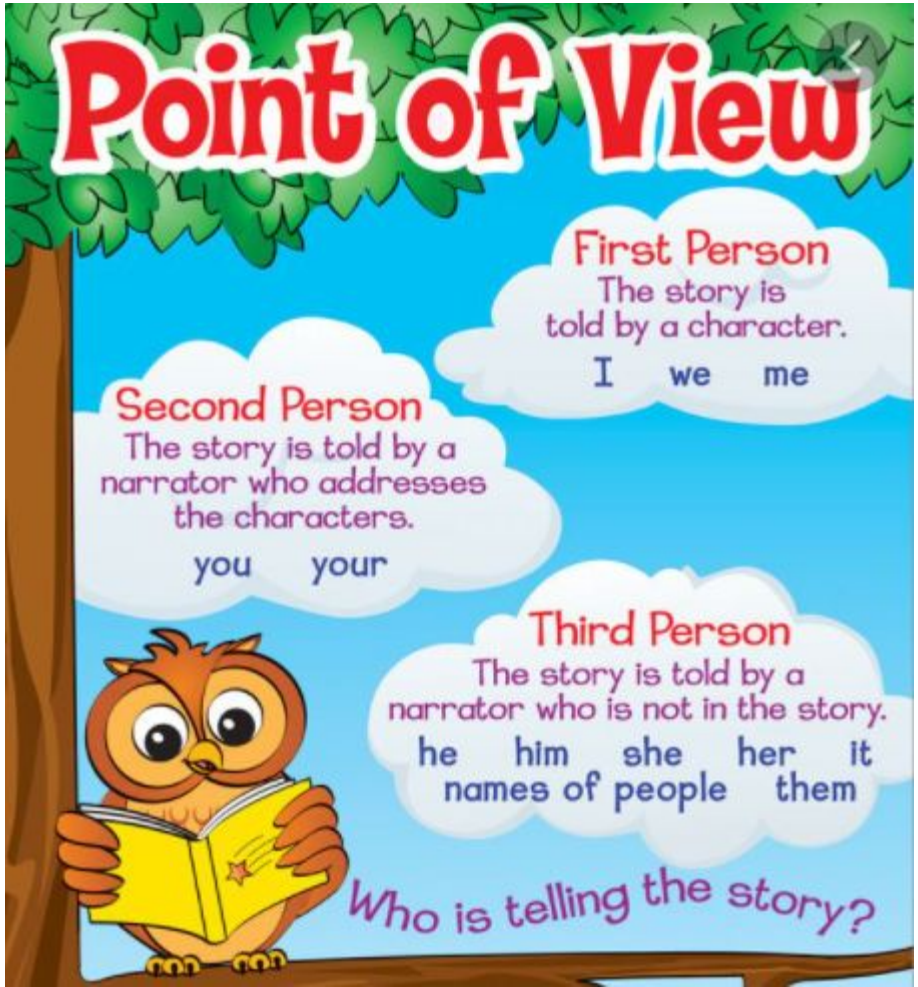
3) Mostly, she saw the inky black water.

4) If she strained her eyes and looked through the rear window, she could just about make out something moving in the darkness.

5) The part of her brain that was still concentrating flicked the cameras on to record what she'd found.

Gold challenge- Rewrite these sentences, pretending that you are telling the story. Which person are you writing in now?

Point of view poster



Wednesday SPAG-

Task- Use an online thesaurus to up-level these adjectives. You could possibly use them in your story next week!

Adjective	Up-leveled
Tall	
Big	
Small	
Scary	
Large	
Fantastic	
Sad	

Wednesday English- planning opening and build-up

Plot point	Bare Bones of the story	The Impossibly Possible Bookshop	Your ideas
1) Opening	Main character (s) (MCs) visit a setting	Sammy and Grandmama go to the nearly town	*Who will your main character be? Who do they visit? Setting?*
2) Build up	MC finds something (a portal) that takes them to another world	While Grandmama is in the Post Office, Sammy enters a bookshop and the Tree Goblins world when he opens a book	*Where does your main character find the portal? What object is keeping the portal hidden?Are you using the same bookshop or a different setting?*

Wednesday Bronze

Equivalent fractions (1)

1 Shade the bar models to represent the equivalent fractions.

a)

$\frac{1}{2}$	$\frac{1}{2}$

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

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

b)

$\frac{1}{2}$	$\frac{1}{2}$

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

$\frac{1}{2} = \frac{5}{10}$

c)

$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

$\frac{4}{5} = \frac{8}{10}$

d)

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

$\frac{6}{8} = \frac{3}{4}$

2 Use the fraction wall to complete the equivalent fractions.

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

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

b) $\frac{1}{2} = \frac{\square}{8}$

c) $\frac{2}{4} = \frac{4}{\square}$

d) $\frac{2}{8} = \frac{\square}{4}$

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

f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.

1		

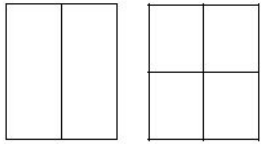
b) Use the fraction wall to complete the equivalent fractions.

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

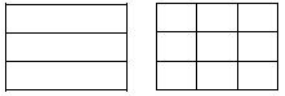
$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$

$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$

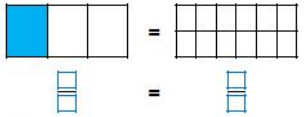
1a. Colour $\frac{1}{2}$ of each shape.



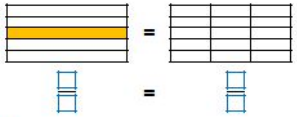
1b. Colour $\frac{1}{3}$ of each shape.



2a. Colour the second image to show an equivalent fraction. Write the fractions underneath.



2b. Colour the second image to show an equivalent fraction. Write the fractions underneath.



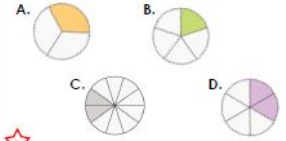
3a. Fill in the missing multiplier.

$\frac{1}{4} = \frac{3}{12}$ (x ? above, x ? below)

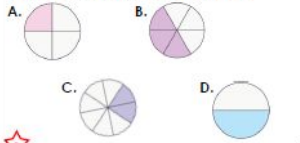
3b. Filling the missing divisor.

$\frac{1}{5} = \frac{5}{25}$ (÷ ? above, ÷ ? below)

4a. Match the equivalent fractions.



4b. Match the equivalent fractions.



Wednesday Silver

4 Here is a fraction wall.

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

Is each statement true or false? Tick your answers.

	True	False
a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$	☐	☐
b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$	☐	☐
c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$	☐	☐
d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$	☐	☐
e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$	☐	☐
f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$	☐	☐

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.

5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

a) The greater the numerator, the greater the fraction.

always sometimes never

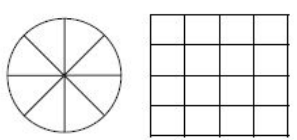
b) Fractions equivalent to one half have even numerators.

always sometimes never

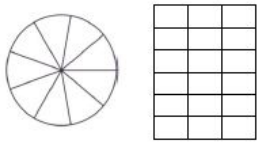
c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always sometimes never

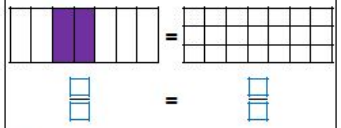
5a. Colour $\frac{2}{8}$ of each shape.



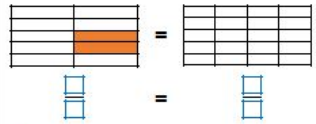
5b. Colour $\frac{2}{9}$ of each shape.



6a. Colour the second image to show an equivalent fraction. Write the fractions underneath.



6b. Colour the second image to show an equivalent fraction. Write the fractions underneath.



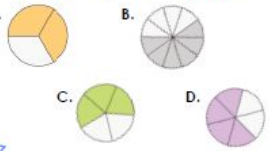
7a. Fill in the missing divisor.

$\frac{2}{5} = \frac{4}{10}$ (÷ ? above and ÷ ? below)

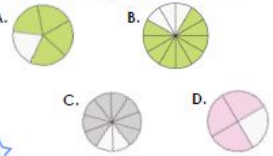
7b. Fill in the missing multiplier.

$\frac{2}{3} = \frac{12}{18}$ (x ? above and x ? below)

8a. Match the equivalent fractions.

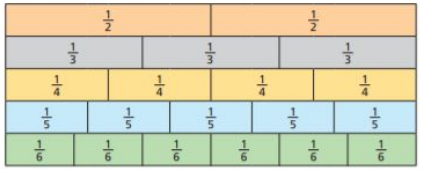


8b. Match the equivalent fractions.



Wednesday Gold

4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

	True	False
a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$	☐	☐
b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$	☐	☐
c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$	☐	☐
d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$	☐	☐
e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$	☐	☐
f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$	☐	☐

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.

5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

a) The greater the numerator, the greater the fraction.

always sometimes never

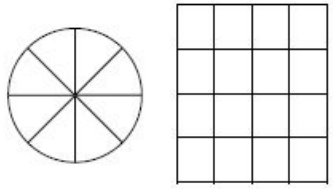
b) Fractions equivalent to one half have even numerators.

always sometimes never

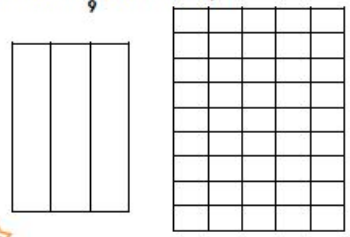
c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always sometimes never

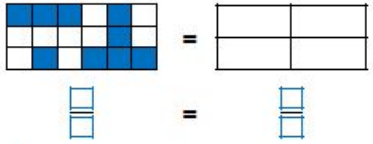
9a. Colour $\frac{3}{4}$ of each shape.



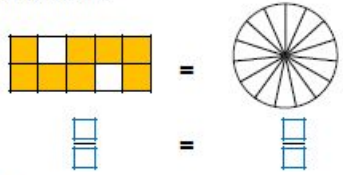
9b. Colour $\frac{6}{9}$ of each shape.



10a. Colour the second image to show an equivalent fraction. Write the fractions underneath.



10b. Colour the second image to show an equivalent fraction. Write the fractions underneath.



11a. Fill in the missing multiplier and numerator.

$\frac{?}{18} = \frac{35}{90}$ (x ?)

11b. Fill in the missing divisor and denominator.

$\frac{9}{15} = \frac{27}{?}$ (÷ ?)

12a. Match the equivalent fractions.

A	$\frac{6}{11}$	D.	$\frac{49}{63}$
B	$\frac{5}{8}$	E.	$\frac{75}{120}$
C	$\frac{7}{9}$	F.	$\frac{42}{77}$

12b. Match the equivalent fractions.

A	$\frac{4}{15}$	D.	$\frac{8}{96}$
B	$\frac{4}{48}$	E.	$\frac{36}{64}$
C	$\frac{9}{16}$	F.	$\frac{20}{75}$

Activity:

1. What is a non-contact force?
2. Write down the names of the forces we have learnt into this table:

Contact forces	Non-contact forces
◆ ◆ ◆	◆ ◆

Wednesday Science

Think task:

What was the difference between mass and weight?

What are they each measured in?

Which one was related to gravity and how?

Wednesday Science

Optional Investigation:

2 Plastic Water Bottles

X2

Water

Optional Investigation:

Instructions:

1. Fill one bottle to the top with water and put the lid on.
2. Only fill about a third of the other bottle and put the lid on.
3. Try to drop both bottles from the same height at the same time. If they both land without falling on their side, they should land at the same time!

Answer:

1) What would it feel like if two of the same side of a magnet are brought together?

2) What would it feel like if two different sides of a magnet are brought together?

3) Paper Clips were attracted to _____ sides of the magnet.

Thursday

Thursday Vipers- Prediction

Task 1- re-read the text

Task 2- Answer these questions in full sentences.

1) What do you think Layla's father will say when she returns?
2) Based on what you know about Layla, do you think that she will make another trip under the sea?

Gold Challenge-

Create three of your own prediction questions

- Role-play the conversation between Layla and her Father when she returns.

Thursday- Spag

Task 1) Label the nouns in this image.
2) Now create expanded noun phrases for each noun.

Eg) The miniature, white-spotted toadstool

Thursday English-Planning the problem and resolution

3) Problem	MC explores other world and strange things happen	Sammy joins the Tree Goblin birthday celebrations and meets Treerumple the goblin	*Where does your main character end up? Is there a party? Who do they meet?*
4) Resolution	MC returns home	Sammy is Given a gift and returns home	*What gift/ object does your main character bring back? How do they feel now? What are they going to do with the object?*

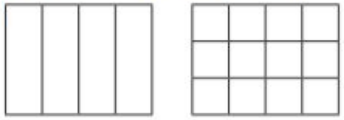
Thursday
Bronze

Equivalent fractions

White Rose Maths

1 Shade the shapes to show the equivalent fractions.

a)

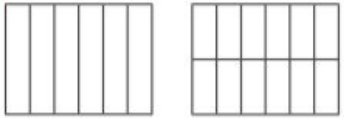


$\frac{1}{4} = \frac{\square}{12}$

b)

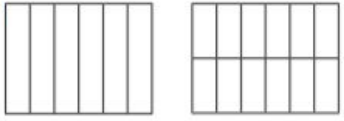
$\frac{3}{4} = \frac{\square}{12}$

c)



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

d)

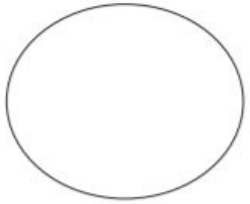


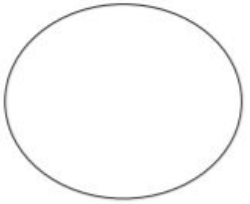
$\frac{5}{6} = \frac{\square}{\square}$

2 Draw two rectangles to show that $\frac{1}{3} = \frac{4}{12}$

3 a) Sort the fractions into the groups.

Equivalent to $\frac{1}{4}$ | Equivalent to $\frac{1}{3}$





$\frac{5}{15}$ $\frac{2}{6}$ $\frac{3}{12}$ $\frac{6}{24}$ $\frac{8}{24}$ $\frac{5}{20}$ $\frac{4}{12}$ $\frac{2}{8}$

b) Write one more fraction in each group.

4 Complete the equivalent fractions.

a) $\frac{1}{7} = \frac{\square}{14}$

b) $\frac{5}{7} = \frac{\square}{14}$

c) $\frac{7}{8} = \frac{14}{\square}$

d) $\frac{3}{4} = \frac{6}{\square}$

e) $\frac{3}{4} = \frac{12}{\square}$

f) $\frac{3}{4} = \frac{\square}{12}$

g) $\frac{2}{\square} = \frac{10}{15}$

h) $\frac{2}{\square} = \frac{10}{25}$

i) $\frac{2}{7} = \frac{10}{\square}$

j) Describe the pattern in part g), h) and i) to a partner.

Thursday Silver

Gold to complete these questions and the challenge on the following page

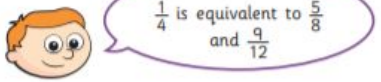
5 Find three ways to make the fractions equivalent.

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

b) $\frac{7}{\square} = \frac{14}{\square}$ $\frac{7}{\square} = \frac{14}{\square}$ $\frac{7}{\square} = \frac{14}{\square}$

c) $\frac{\square}{7} = \frac{\square}{14}$ $\frac{\square}{7} = \frac{\square}{14}$ $\frac{\square}{7} = \frac{\square}{14}$

6 Ron is finding equivalent fractions to $\frac{1}{4}$



Do you agree with Ron? _____

Draw a diagram to support your answer.

Compare answers with a partner.

7 Here are some equivalent fractions.

Find the values of A, B and C.

$\frac{A}{9}$ $\frac{3}{B}$ $\frac{2}{18}$ $\frac{C}{90}$

A = ☐ B = ☐ C = ☐

8 Here are three fraction cards.

All the fractions are equivalent.

$\frac{3}{A}$ $\frac{B}{14}$ $\frac{12}{C}$

A + B = 13

Work out the value of C.

C = ☐

9 $\frac{1}{5} = \frac{3}{1 + ●}$

Find the value of ●

● = ☐

2. Clare and Barney need to find an exit route for the maze below. They can travel up, down, left, right and diagonally to equivalent fractions. Barney must start and end on a shaded square. Clare must start and end on a white square.

Barney

Barney start?

$\frac{36}{54}$	$\frac{5}{9}$	$\frac{4}{6}$	$\frac{16}{24}$	$\frac{24}{36}$
$\frac{20}{30}$	$\frac{32}{48}$	$\frac{12}{18}$	$\frac{28}{42}$	$\frac{24}{56}$
$\frac{5}{8}$	$\frac{9}{21}$	$\frac{18}{42}$	$\frac{20}{28}$	$\frac{12}{28}$
$\frac{3}{7}$	$\frac{6}{15}$	$\frac{6}{14}$	$\frac{15}{35}$	$\frac{27}{63}$

Exit?

Exit?

Barney start?

Exit?

Clare

Clare start?

Exit?

Art- Henri Rousseau

Task- Here is a piece of artwork created by Henri Rousseau.

Task 1- Create the background by following a tutorial
https://www.youtube.com/watch?v=8Ht4txje86U

Task 2
Create the middleground, adding the animals into the drawing
https://www.youtube.com/watch?v=3n_kNfLFty0

Task 3
Add colour and shading to your drawings.

Enjoy :)

PSHE- Picture News- What makes a good leader?

Picture News

What is happening in the news this week?

On 20th January, Joe Biden became the 46th President of the United States, taking over from his predecessor, Donald Trump. The inauguration ceremony took place last week, marking the start of the new president's time in charge.

Can you name any other US Presidents?

Learn more about this week's story here.
Watch this week's useful video here.
This week's Virtual Assembly here.

Read through the information below, which explains the inauguration ceremony in the USA. Why do you think the ceremony is watched by so many people? Do you think it is important to have a ceremony like that when a new leader starts their role?

What is Inauguration Day?

In the United States, Inauguration Day is the day the person elected to be the president officially becomes president.

It takes place every four years on 20th January.

The day begins with a worship service attended by the president -elect and is followed by the swearing in ceremony for the president and vice president. The new president then gives a speech known as the Inaugural Address. After a special lunch in the Capitol, there is a parade which is led by the president and vice president as they are driven to the White House.

Different leaders...

Read up about different leaders and create a poster on the next page, exploring 4 leaders and why they are important

Prime Minister

The head of the government, who is in charge of leading the country. Our Prime Minister is Boris Johnson.

Chief constable

The person who has overall responsibility for leading their area's police force.

School council

Children who represent their class when putting forward their views and help to make improvements to school.

Football manager

The person in charge of selecting players, planning their formation and strategy and motivating them to win matches! Frank Lampard is the manager of Chelsea Football Club.

Swimming school owner

The person who owns and is in charge of their own swimming school. They may employ other swimming teachers, who they will train and lead.

Different leaders in my world

..

Write here...

Write here...

Year 5

Friday

Friday- Spag

Describe the Goblin Tea Party by using all of the expanded noun phrases you gathered yesterday. Try to write 5-6 sentences

E.g)
At the Goblin Tea Party, there were small, mischievous goblins who loved jumping on the delicate, painted jugs.

Friday English- Planning the ending

5) Ending	MC wants to return to the new world	Sammy says thank you to the man in the bookshop and Sammy asks his Grandmama if he can return tomorrow	*What happens when your main character returns to where they started? Will there be a twist in the plot?*

Friday English- Gold

Gold Task-

1) Come up with 3 different endings to your story?
2) Ask somebody at home to rate your ending. See the 2 stars and a wish sheet below.

Now, include a plot twist

Act it! -Sales Pitch- Now, you have planned your story, pretend you are an author wanting to get their book ideas published. Follow the steps below and try and sell your story idea.

Feedback on ending

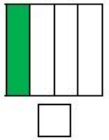
Act it questions to prepare:

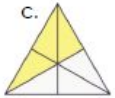
1) Who are the main characters in your story?
2) How have you changed the settings in the story?
3) How does your plot develop?
4) What is the portal in the story and why have you chosen this?
5) What makes your story ending memorable?
6)

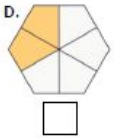
Friday
Bronze

1. Tick the shapes that have $\frac{1}{3}$ shaded.

A. 

B. 

C. 

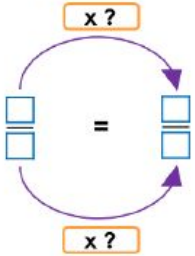
D. 

E. 

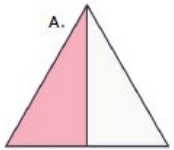
2. Complete the sequence of equivalent fractions. Use the diagram to help you.

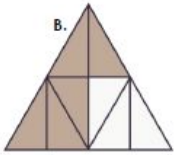
A. $\frac{1}{4} = \frac{2}{\square} = \frac{\square}{12} = \frac{4}{\square}$

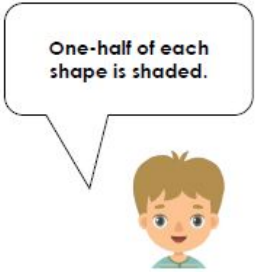
B. $\frac{1}{5} = \frac{\square}{10} = \frac{3}{\square} = \frac{\square}{20}$



3. Ben shades these shapes. He says,

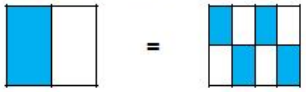
A. 

B. 



Explain his mistake.

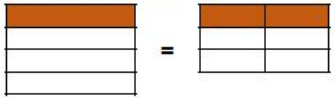
1a. Cole has coloured two grids to create an equivalent fraction.



The parts do not need to be together to create a fraction.

Is Cole correct? Explain your answer.

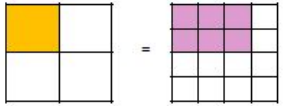
1b. Jennie has coloured two grids to create an equivalent fraction.

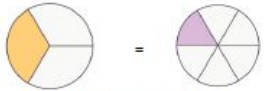


They are shaded in the same shape so they are equal.

Is Jennie correct? Explain your answer.

2a. Sylvia has drawn some equivalent fractions.

A. 

B. 

Find and explain any mistakes.

2b. Mark has drawn some equivalent fractions.

A. 

B. 

Find and explain any mistakes.

3a. Give 2 possible values for A and B. Use the images to help you.

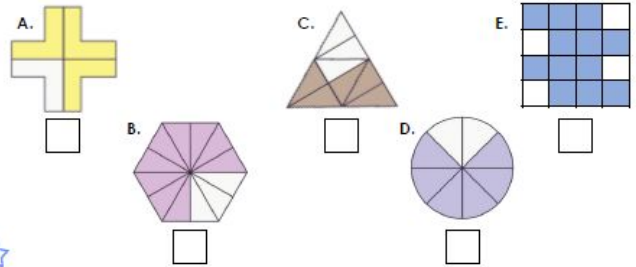
$\frac{1}{A} = \frac{B}{8}$

3b. Give 2 possible values for A and B.

$\frac{1}{A} = \frac{B}{10}$

Friday Silver

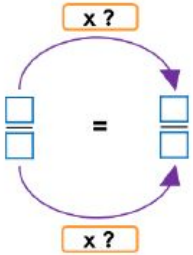
4. Tick the shapes that have $\frac{3}{4}$ shaded.



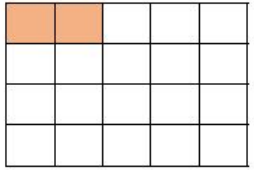
5. Complete the sequence of equivalent fractions. Use the diagram to help you.

A. $\frac{4}{6} = \frac{8}{\square} = \frac{\square}{18} = \frac{16}{\square}$

B. $\frac{3}{8} = \frac{\square}{16} = \frac{9}{\square} = \frac{\square}{32}$



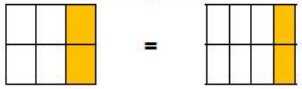
6. Jasmin shades this shape. She says,



Two-fifths of my shape is shaded.

Explain her mistake.

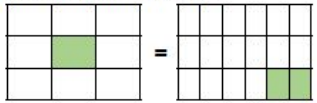
4a. Amelia has coloured two grids to create an equivalent fraction.



Two parts are shaded in each grid so they show equivalent fractions.

Is Amelia correct? Explain your answer.

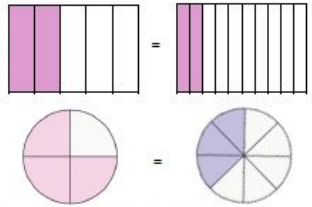
4b. Conrad has coloured two grids to create an equivalent fraction.



The shaded parts are equal.

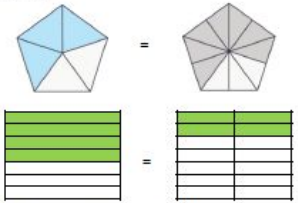
Is Conrad correct? Explain your answer.

5a. Dwayne has drawn some equivalent fractions.



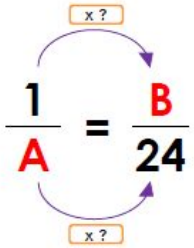
Find and explain any mistakes.

5b. Shelly has drawn some equivalent fractions.

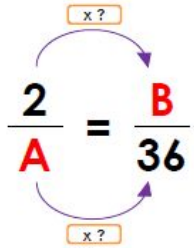


Find and explain any mistakes.

6a. Give 2 possible values for A and B.

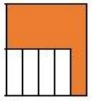


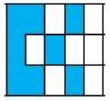
6b. Give 2 possible values for A and B.

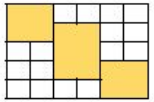


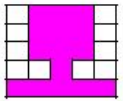
Friday Gold

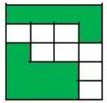
7. Tick the shapes that have $\frac{3}{5}$ shaded.

A. 

C. 

E. 

B. 

D. 

VF HW/Ext

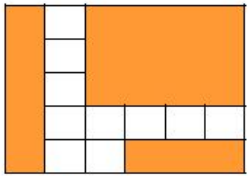
8. Complete the sets of equivalent fractions.

A. $\frac{\square}{\square} = \frac{\square}{16} = \frac{21}{24} = \frac{\square}{40} = \frac{63}{\square}$

B. $\frac{\square}{\square} = \frac{8}{\square} = \frac{12}{27} = \frac{28}{\square} = \frac{\square}{81}$

VF HW/Ext

9. Carl shades this shape. He says,



Five-sixths of my shape is shaded.

Explain his mistake.

RPS HW/Ext

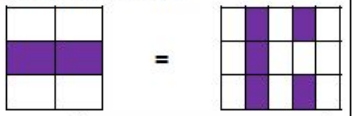
7a. Danyaal has coloured two grids to create an equivalent fraction.

My fractions are equivalent to $\frac{9}{12}$.

Is Danyaal correct? Explain your answer.

R

7b. Lucie has coloured two grids to create an equivalent fraction.



I have shown fractions equivalent to $\frac{1}{3}$.

Is Lucie correct? Explain your answer.

R

8a. Carlisle has written some equivalent fractions.

A $\frac{5}{6} = \frac{25}{30}$ B $\frac{7}{9} = \frac{21}{27}$

C $\frac{8}{9} = \frac{56}{72}$ D $\frac{49}{63} = \frac{7}{7}$

Find and explain any mistakes.

R

8b. Davina has written some equivalent fractions.

A $\frac{4}{7} = \frac{28}{42}$ B $\frac{5}{9} = \frac{30}{54}$

C $\frac{21}{28} = \frac{15}{20}$ D $\frac{18}{28} = \frac{36}{54}$

Find and explain any mistakes.

R

9a. Give 2 possible values for A and B.

$$\frac{7}{A} = \frac{B}{32} = \frac{84}{C}$$

PS

9b. Give 2 possible values for A and B.

$$\frac{2}{A} = \frac{B}{48} = \frac{24}{C}$$

PS

Friday PE

YOGA

YOU WILL NEED

- Family or friends

HOW TO PLAY

- Each person chooses a balance to practise until they can perform it with control, without wobbling.
- Each person then teaches their move to the others. Remember to help each other to be the best you can.
- Try performing the moves in a sequence, moving fluently from one to the next.
- When someone has held a balance for as long as they can, give them a high five!

REMEMBER...

- If you need to lean on a chair or against a wall for a bit of support, that's fine too.

BALLOONBALL

YOU WILL NEED

- Family or friends
- A scarf or a skipping rope
- A balloon

HOW TO PLAY

- Divide the group into two teams – A and B.
- Create a net between the teams using a rolled-up scarf or a skipping rope. If playing inside, players must remain seated at all times. If playing outside then players could stand or sit.
- Team A starts with the balloon and 'serves' (throws) it across the net to try to get it to bounce on the floor on the other side. Team B must try to stop it from touching the floor and pass it back across the net.
- If the balloon bounces on the floor on the other side, the serving team scores a point and serves again. If the balloon bounces on the servers' side of the net they lose the serve. A team can only score when serving.
- The aim is to get the balloon to bounce on the floor on the other side of the net.

REMEMBER...

- Make sure you have enough space around you and don't climb on to your knees!