


**Year 5 - Home Learning Project - Week 4: Infinity and Beyond (2)**

**Daily activities:**

English worksheet and tasks	Maths:	Reading Plus:	TTRS and Numbots	PE session	A Topic activity from the choices below.
Re-read 'The Pog' and complete the tasks below.	Complete the <a href="#">White Rose Maths</a> tasks at the end of this document - 1 per day. Ensure you watch the video before you complete the task.	Log into <a href="#">Reading Plus</a> and complete your weekly reading comprehension tasks and vocabulary tasks. <b>Site code: rpendea2</b>	Working on <a href="#">Times Table Rockstars</a> - Can you complete all the set games and challenge somebody in our school? Are you winning in the current Battle of the Bands?	Join Joe Wickes live every morning @ 9:00am or access it any time throughout the day.	Try to complete all of the tasks and send your work to your teacher.

This week's themed learning is based around our new topic of **Space - Infinity and Beyond**

<u>Music</u>	<u>Geography</u>	<u>History</u>	<u>Computing</u>
<p>Gustav Holst was a British composer best known for his orchestral suite 'The Planets'.</p> <p>A suite is a group of individual pieces. There are seven pieces in 'The Planets' and 'Mars, the bringer of war' is the first one.</p> <p>Listen to the music and make a creative response based on what you hear.</p> <p>You can find more about the music here: <a href="https://www.bbc.co.uk/programmes/articles/14ZjT5yjnKQRdKVsqRLzk1x/mars-from-the-planets-by-gustav-holst">https://www.bbc.co.uk/programmes/articles/14ZjT5yjnKQRdKVsqRLzk1x/mars-from-the-planets-by-gustav-holst</a></p> <p>Your creative response could be:</p> <ul style="list-style-type: none"> <li>• A piece of art work.</li> <li>• A dance routine.</li> <li>• Lyrics to accompany the music.</li> <li>• A body percussion routine.</li> <li>• A piece of poetry.</li> </ul>	<p>Using <a href="#">Digimap</a> or <a href="#">Google Maps</a> identify the countries where the Spaceports of the World can be found.</p> <p>Use Nasa's website to find the location of the international space station live <a href="#">here</a></p> <p>Can you describe the position using longitude and latitude?</p> <p>Write a brief explanation of what longitude and latitude mean.</p>	<p>Look at the chronological timeline of space exploration and answer the following questions:</p> <ol style="list-style-type: none"> <li>1) Which event do you consider to be the most significant and why?</li> <li>2) Can you add two other dates to the timeline, which were significant to space exploration. Explain why you have chosen them.</li> <li>3) Research the future plans for space exploration. How do they compare to historical space exploration?</li> </ol>	<p>Log on to Purple Mash and use your coding and maths skills to launch a rocket successfully. Rockets has been set as a 2Do</p> <div align="center">  <p>Rockets</p> </div>

**Science Investigation: Big Question (Who should own space?)**


Consider the following questions:

- Should one country own all of space?
- What is valuable in space?
- Should it be finders, keepers?
- If humans lived on Mars, should it be split up into countries?

**Debate the question and record your findings as a written debate. Use evidence from your research to support your debate and conclude your investigation.**

**Who should own space?**



<p><b><u>DT: Problem Solvers</u></b></p> <p>Sometimes you have to solve a problem on the spot. Can you design a space suit which is suitable for a future space mission?</p> <p>As you follow the design process, consider these prompts...</p> <ul style="list-style-type: none"> <li>• What do humans need to survive?</li> <li>• What difficulties might there be in space?</li> <li>• What materials would you use and why?</li> </ul>  <p>Research current space suits to support your design ideas but remember to be innovative and create a unique design.</p> <p>Present your design as an annotated diagram and explain reasons for chosen materials underneath your design.</p>	<p><b><u>English: Vocabulary</u></b></p> <p>Using <a href="#">Collins online dictionary</a>, can you define the following words?</p> <ul style="list-style-type: none"> <li>• Galaxy</li> <li>• Universe</li> <li>• Meteor</li> <li>• Comet</li> <li>• Asteroid</li> <li>• Vacuum</li> <li>• Orbit</li> <li>• Satellite</li> </ul> <p>Access BBC Bitesize and watch the videos on The Solar System.  <a href="https://www.bbc.co.uk/bitesize/articles/zk7fy9q">https://www.bbc.co.uk/bitesize/articles/zk7fy9q</a>  Then complete the solar system vocabulary task below.</p>	<p><b><u>English: Writing</u></b></p> <p>Create a non-fiction biography on the famous scientist Professor Brian Cox to understand his influence to science.</p> <p>You could use the following headings:</p> <ul style="list-style-type: none"> <li>• Introduction (including full name, date of birth and profession)</li> <li>• Early life</li> <li>• Career</li> <li>• Achievements</li> <li>• Conclusion (including how they have influenced science over the years)</li> </ul>	<p><b><u>British Values/Global Learning</u></b></p> <p><b>Debate - Should we keep spending money towards Space Travel?</b></p> <p>Why?</p> <p>Discuss with your family and write a list of reasons for and against.</p> <p>Can you come to a conclusion and justify your response?</p>
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**Website links mentioned above:**

<https://digimapforschools.edina.ac.uk/login> Digimap to identify countries      **Login - Username: SK145PL Password: jarves84**

<https://www.google.co.uk/maps/> Google maps to identify countries

<https://aerospace.csis.org/data/spaceports-of-the-world/> Interactive map of the Spaceports of the world.

<https://www.collinsdictionary.com/> Online dictionary and thesaurus

## Topical Knowledge:

### Timeline:

**1942** – Nazi Germany launched long-distance rockets as weapons.

**1957** - Soviets launched the first artificial satellite – Sputnik 1 into space.

**1961** – Russian Yuri Gagarin became the first human to orbit Earth

**1961** – Alan Shepard became the first American to fly into space.

**1969** – Neil Armstrong became the first astronaut to walk on the moon.

**1971** – Russia launched the first space station called Salyut 1.

**1973** – USA launched its first space station called Skylab.

**1975** – The first multinational manned space mission. Ending the Space Race between Russia and USA.

**1976** – Viking 1 successfully landed on Mars.

**1981** - USA launched the first Space Shuttle, Columbia.

**1983** – Sally Ride became the first American woman in space.

**1986** – The Mir became the first consistently inhabited space station. It remained in orbit until 2001.

**1998** – The International Space Station was launched into space.

**2001** – The NEAR Shoemaker made the first landing on an asteroid.

World Map - Spaceports of the World - Identify the countries where you can find Spaceports



# The Solar System Vocabulary

Mercury	Mars	Uranus	Planet
Venus	Earth	Jupiter	Neptune
Sun	Saturn	Kuiper belt	Star

Use the words above to complete the sentences.

\_\_\_\_\_ is red and is the fourth planet from the Sun.

\_\_\_\_\_ is blue and is the eighth planet from the Sun.

The \_\_\_\_\_ is a ring-shaped disc made up of asteroids and dwarf planets.

\_\_\_\_\_ is the largest planet in the Solar System.

\_\_\_\_\_ is the second planet from the Sun.

\_\_\_\_\_ has 27 moons and is the seventh planet from the Sun.

\_\_\_\_\_ has many rings is the sixth planet from the Sun.

\_\_\_\_\_ is covered by land and water. It is our home planet.

\_\_\_\_\_ is very hot and is the planet that is closest to the Sun.





**PADRAIG  
KENNY**

**Chicken  
House**

2 Palmer Street, Frome, Somerset BA11 1DS  
[www.chickenhousebooks.com](http://www.chickenhousebooks.com)

## PROLOGUE

It was night when Pog heard weeping in the forest.

He'd been patrolling for an hour, and the only sounds had been the occasional cries of foxes, or the low hooting of owls.

Pog sniffed the air. There was a scent.

Human scent.

Pog followed the smell. He skipped over tree roots, his eyes finely attuned to the night, his furry ears twitching as he got closer to the sound. It was coming from the trees encircling the dark forbidden heart of the forest. Pog's hackles immediately stood on end. He paced back and forth fretfully, listening to the weeping before plunging into the undergrowth.

Pog peeked out from behind a bush and into the circular clearing which was dotted with stunted tree trunks. There was a human child sitting on one of the old stumps. A girl with dark curly hair. She was sobbing inconsolably into her hands. Pog knew her instantly and nodded in understanding. He'd already seen tall ones that very morning. They'd arrived at the house in their metal box on wheels.

This was something entirely new for Pog. He was used to protecting and patrolling, not coming across the children of tall ones crying in the forest. He didn't know what to do. He didn't want to reveal himself, but the girl was clearly lost. *What to do? What to do?* he thought, chewing on his thumb.

The decision was made for him as he saw the girl suddenly look up towards the ancient twisted tree that lay at the centre of the clearing. It was as if she'd heard something. She stood up, frowning curiously at the tree, and then started to walk carefully towards it.

'Pssst! No!' Pog hissed, drawing his sword and staff without thinking.

The girl wheeled round. 'Who's that? Who's there?'

Pog hid behind the bush, his chest tight, muscles tensed.

'A friend,' he said. 'Is you lost?'

The girl wiped her eyes and nodded. 'Yes,' she whimpered.

'Come then, and Pog will show you the way home.'

The girl hunched her shoulders and didn't move. Behind her, a sliver of moonlight shone on the tree, and the black bark rippled for a moment, as if a serpent were twisting beneath it. Pog smelt something fetid and rotten. He licked his lips. He needed to get the girl away from the tree, but he couldn't reveal himself. It was forbidden.

'Come now,' he said, trying to keep his tone light and friendly.

The girl clutched her hands to her chest and retreated a couple of steps closer to the tree. Pog saw that supple insidious movement again beneath the skin of the tree, and he fancied he heard a hissing whisper. The girl was frightened, and hiding from her was only making things worse. There was only one thing for it.

Pog stepped into the clearing.

The girl blinked in disbelief. 'Who are you?' she asked, her lower lip trembling.

'Pog Lumpkin. A friend.' Pog smiled at the girl to show her he meant no harm. The warmth he felt when she smiled in response was a surprise to him.

'You're all furry,' said the girl.

'Pog is of the First Folk. We's all furry. Not like you tall folk.' He beckoned the girl forward, smiling at her while keeping one eye on the tree. 'Pog will show you the way home. Come, follow Pog.'

As the girl came towards him, Pog sighed inwardly with relief. He cast one eye over his shoulder as they left the clearing behind. Pog thought he heard that whisper again, but perhaps it was his imagination. The tree was still, but its bark had a reptilian sheen.

Clouds cleared and the moon came out and lit their way. Pog bounded through the forest, the girl keeping pace with him. Pog started to speed up and the girl laughed as she chased after him. Pog laughed too, but he took care not to go too fast in case he lost her.

It didn't take them long to reach the large house that lay at the edge of the forest. Pog and the girl went up the driveway and stopped outside the door. There was a light on in one of the windows.

'There now,' he said.

The girl smiled up at him. 'Thank you, Pog.'

Pog felt strange. There was a fluttering in his chest. No one had spoken his name in years.

'Pog must go now.'

'Will I see you again?' asked the girl.

'Maybe,' said Pog.

'Are you alone?'

The question took Pog by surprise. He felt an ache in his throat. He shook his head. 'Not now,' he smiled.

The girl waved goodbye and Pog slipped around the corner of the house, and watched as she knocked on the door. A tall man with grey hair opened the door. He and the girl embraced, and the sight of it made Pog feel sad and happy at the same time.

They both went inside and Pog felt almost disappointed as the door closed.

He shimmed up the drainpipe and squeezed in through the hole that led into the attic. Pog landed deftly on the attic floor and started to remove his sword and staff.

*Are you alone?* Pog thought about the question. Yes, he had been. He had been alone in the dark for a very long time, but he wasn't alone now.

But what Pog didn't know was that in two weeks' time the girl would be gone. Her grandparents would soon follow, and the house would be empty. And there Pog would stay in the attic, patrolling at night, keeping to a long-held promise. And spring would come, summers would pass, many autumns, many winters. It would just be Pog then, alone in the dark, for what seemed like for ever.

Until they came.



## English Home Learning Y5

### Week 2 - 27<sup>th</sup> April

#### Introduction

You should aim to complete one each day. Spending about 30 minutes on reading, 45 minutes on writing and at least 20 minutes on grammar and spelling.

It is fine for you to ask for help from parents, siblings or your teacher through teams.

During the second week you will:

Colour the stars when you think you have achieved this.

If you love reading and writing and want more of a challenge you can keep writing stories based on your own ideas or other books you have read.

Or explore

[www.lovereadings4kids.co.uk](http://www.lovereadings4kids.co.uk) or [www.newsela.com](http://www.newsela.com) to find more extracts to read and write about.

#### **Week 2**

I have answered the questions using information from the text.

I have written a letter using a letter layout.

I have read and answered the grammar questions carefully.

I have practised the spellings and used some in my own sentences.



Monday 27<sup>th</sup> April 2020

Year 5 -Week 2 - POG Prologue - Day 1

Reading

#### **Reading**

##### **On page 1:**

1. What could Pog smell?
2. Describe what Pog saw sitting on the old stump.

##### **On page 3:**

1. The word 'forbidden' is the closest in meaning to:  
a) legal      b) illegal      c) silent      d) ashamed
2. Find and copy one word that describes Pog.

Tuesday 28<sup>th</sup> April 2020

Year 5 -Week 2 - POG Prologue - Day 2

**Writing**

**Imagine you are the girl in the Prologue. Write a letter thanking Pog for helping you.**

Use this space to jot down your ideas.

Why are you thanking Pog?  
How did you feel when he helped you?

Wednesday 29<sup>th</sup> April 2020

Year 5 -Week 2 - POG Prologue - Day 3

**Grammar**

**Expand this noun phrase with an adjective.**

The shark swam below the reef.

**Complete this sentence with an appropriate coordinating conjunction.**

You can bring juice on the trip, \_\_\_\_\_ glass bottles are not allowed.

**Insert the comma in the correct place to show the fronted adverbial.**

Before the sun came up she stood and waited.

**Underline the subordinate clause in this sentence.**

Even though it was raining, the children still played outside.

**Underline the subject in this sentence.**

The dolphin jumped out of the water.

Thursday 30<sup>th</sup> April 2020

Year 5 -Week 2 - POG prologue - Day 4

**Spelling**

**Practise each word. Choose two and write their definitions. Choose two to write in sentences.**

neighbour

nuisance

occupy

occur

opportunity

parliament

persuade

physical

prejudice

privilege

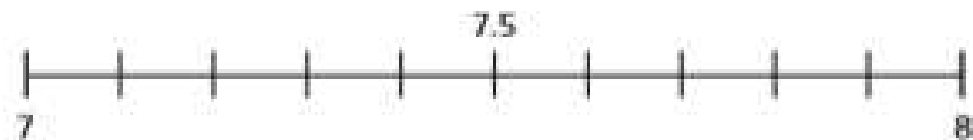
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## Rounding decimals



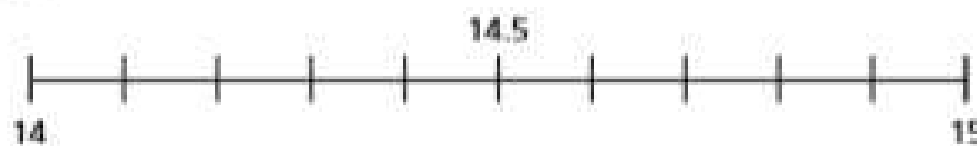
- 1** Show the position of each number on the number line.  
Use the number line to round these decimals to the nearest whole number.

a) 7.2



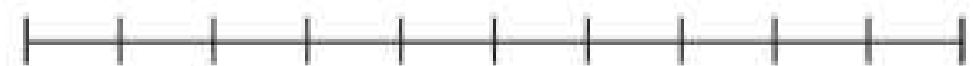
The nearest whole number is

b) 14.8



The nearest whole number is

c) 6.5



The nearest whole number is

Explain to a partner how to round decimal numbers to the nearest whole number.



- 2** Use the number line to round these decimal numbers to the nearest tenth and the nearest whole number.

a) 7.23



The nearest tenth is

The nearest whole number is

b) 14.56



The nearest tenth is

The nearest whole number is

c) 6.45



The nearest tenth is

The nearest whole number is

Explain to a partner how to round decimal numbers to one decimal place.



3 a) When rounding to the nearest tenth, how many digits will there be after the decimal point?

b) Round each number to one decimal place.

1.33	<input type="text"/>	4.03	<input type="text"/>
1.34	<input type="text"/>	4.04	<input type="text"/>
1.35	<input type="text"/>	4.05	<input type="text"/>
1.36	<input type="text"/>	4.06	<input type="text"/>
1.37	<input type="text"/>	4.07	<input type="text"/>

4 Round each number to the nearest tenth.

a) 4.21	<input type="text"/>	d) 11.86	<input type="text"/>	g) 12.92	<input type="text"/>
b) 8.09	<input type="text"/>	e) 5.67	<input type="text"/>	h) 10.65	<input type="text"/>
c) 4.84	<input type="text"/>	f) 0.15	<input type="text"/>		

5 Circle each decimal that rounds to 6.2

6.32    6.23    6.27    6.17    6.12    6.25

Explain your reasoning.

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6 Here are the weights in kilograms of some parcels.



3.48 kg



1.42 kg



10.65 kg



1.03 kg

a) Round the weight of each parcel to 1 decimal place.

kg    kg    kg    kg

b) The weight of each parcel has been rounded to the nearest 100g.

Is this true or false? \_\_\_\_\_

Talk about it with a partner.

7 Amir is thinking of a number.

Rounded to the nearest whole his number is 5

Rounded to the nearest tenth his number is 4.8

Write at least four different numbers that Amir could be thinking of.

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8 A farmer is building a new fence for her sheep field.

Here are the measurements.



She wants to build a fence around the whole field.

Estimate how much fencing you think she will need.

Talk about your estimate with a partner.

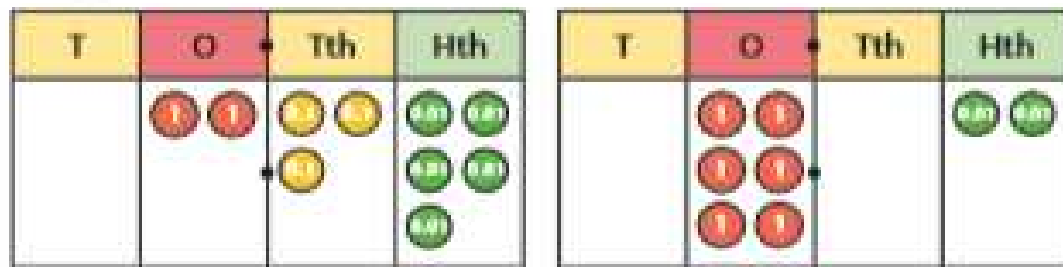
Please watch the video first: <https://whiterosemaths.com/homelearning/year-5/>

## Order and compare decimals

Rose Maths

1 Which number is greater?

Tick your answer.



Explain your answer.

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2 Which is the smaller number?

Tick your answer.



Explain your answer.

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3 Use place value counters to make each of the numbers.



a) Which is the greatest number?

b) Which is the smallest number?

How do you know?

4 Here are some numbers in a place value chart.

Ones	Tenths	Hundredths	Thousandths
3	2	3	4
3	1	6	
3	2	0	8
3	1	4	5

Write the numbers in order, starting with the greatest.





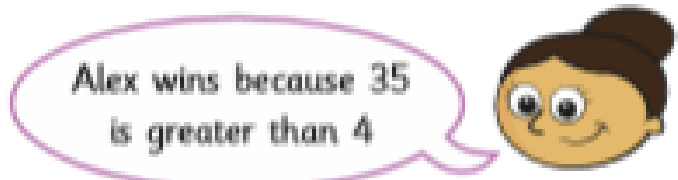
5 Mo, Amir, Ron, Teddy and Jack are measuring their heights with a metre rule.



Write the names and heights of the children in order from shortest to tallest.

Name	Height

- 6 Alex and Dora are competing in the long jump.  
Alex jumps 1.35 metres and Dora jumps 1.4 metres.



- a) Is Dora correct? \_\_\_\_\_  
Talk about it with a partner.
- b) Kim joins in the competition.  
What is the shortest distance she can jump to go into the lead?  
\_\_\_\_\_

- 7 Write the numbers in ascending order.

a)      0.45            0.654            0.546            0.405

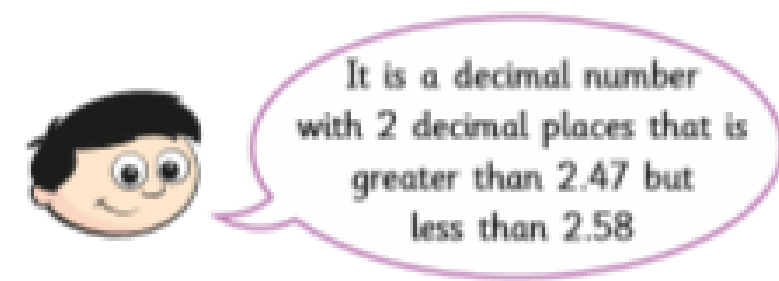
b)      7.2 kg            7.212 kg            7.21 kg

c)      25.391            25.309            25.093            25.193

- 8 Dexter is thinking of a number.



What possible numbers could Dexter be thinking of?

\_\_\_\_\_

\_\_\_\_\_

- 9 Tick the numbers that are equal to 2.5  
Circle the numbers that are greater than 2.5

You will need to convert the mixed numbers to decimal numbers first.

<input type="checkbox"/> 2.05	<input type="checkbox"/> $2\frac{5}{10}$	<input type="checkbox"/> $2\frac{1}{2}$
<input type="checkbox"/> $2\frac{5}{100}$	<input type="checkbox"/> 2.53	<input type="checkbox"/> $2\frac{3}{5}$
<input type="checkbox"/> 2.501	<input type="checkbox"/> $2\frac{80}{100}$	<input type="checkbox"/> $2\frac{3}{10}$

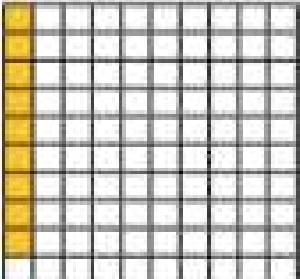


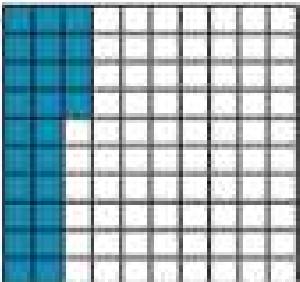
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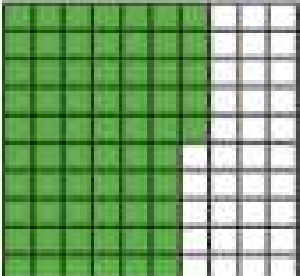
## Understand percentages

Rose Maths

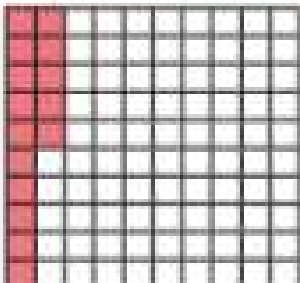
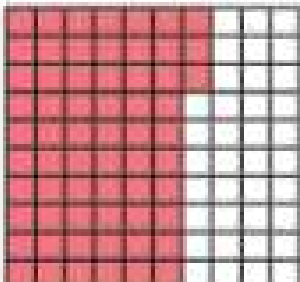
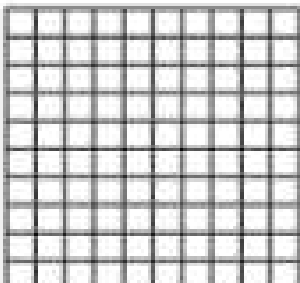
1 Complete the sentence for each diagram.

a)  There are  parts out of a hundred shaded.  
This is  %.

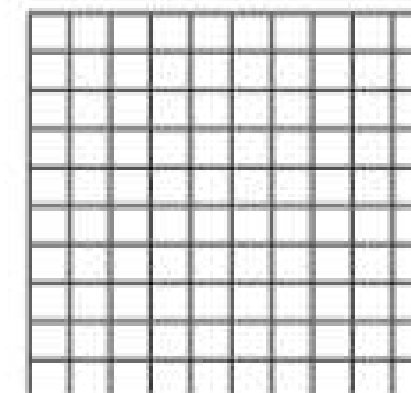
b)  There are  parts out of a hundred shaded.  
This is  %.

c)  There are  parts out of a hundred shaded.  
This is  %.

2 Complete the table.

Hundred square	Percentage
	
	
	82%

3 Shade 15% of the hundred square red.  
Shade 32% of the hundred square blue.



What percentage of the hundred square is not shaded?  %

- 4 a) Is 1% of this bar model shaded? \_\_\_\_\_



Explain your reasoning.

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- b) What percentage of each bar model is shaded?



%



%

- 5 Passengers are boarding a plane.

The plane has 100 seats.

- a) 10% of the seats are already full.

How many passengers are already on the plane?

- b) 15% of the seats have not been booked.

How many seats have been booked?

- c) How many passengers still need to board the plane?

- 6 Dexter has £1 to spend.  
He buys some stickers.



I got 35p change.



What percentage of his money did Dexter spend?

%

- 7 Aisha and Brett have been selling tickets for the school play.

There are 100 seats available.

- On Monday they sold 34% of the tickets.
- On Tuesday they sold 42 tickets.
- By the end of Wednesday, 95% of the tickets had been sold.

How many tickets did they sell on Wednesday?

On Wednesday they sold  tickets.

- 8 Shade 85% of this bar model.



Compare answers with a partner.

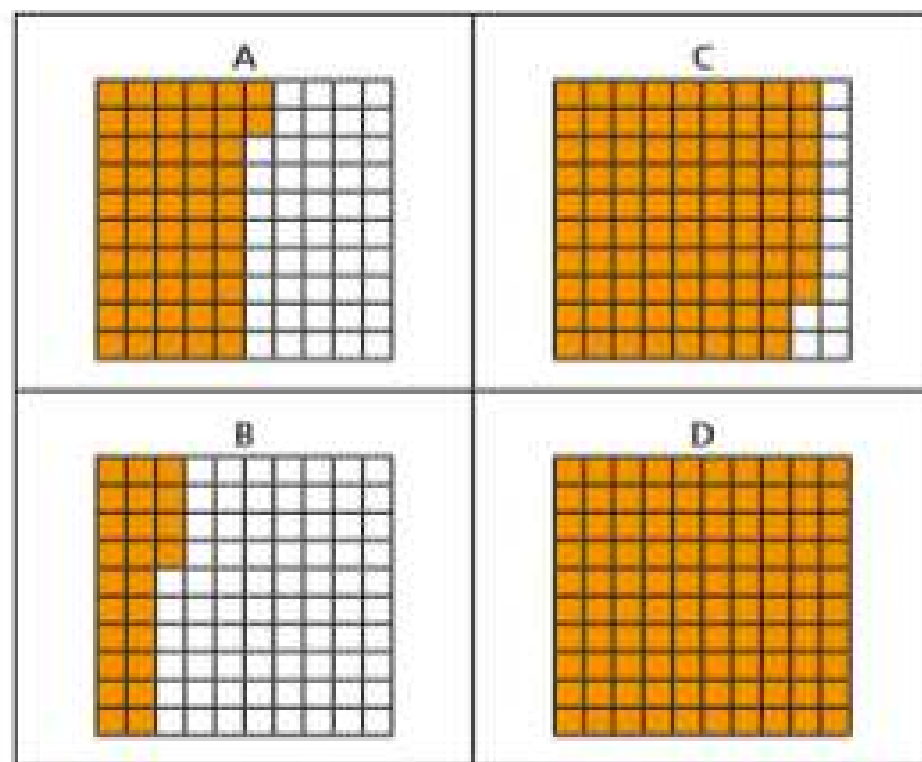


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## Percentages as fractions and decimals



1 Here are four hundred squares.

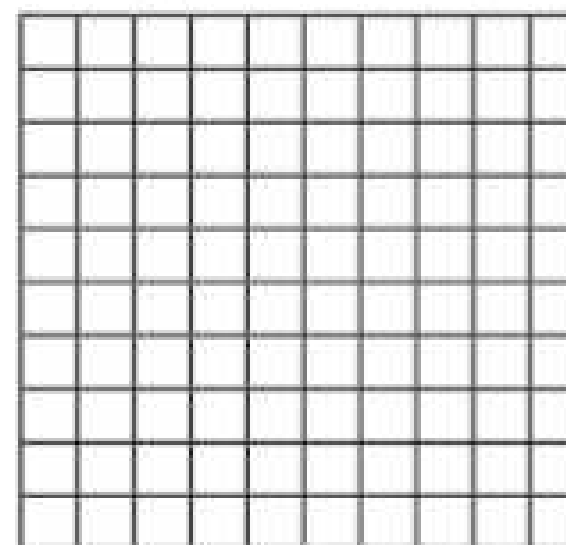


Complete the table.

Hundred square	Percentage	Fraction	Decimal
A		$\frac{52}{100}$	
B			
C			
D			

2 Prove that 0.2 is equal to 20%.

You may use the hundred square to help you.




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Why do you think some people think that 0.2 is equal to 2%?

3 Complete the fraction, decimal and percentage equivalents.

a)  $32\% = \frac{\quad}{100} = \quad$

$35\% = \frac{\quad}{100} = \quad$

$48\% = \frac{\quad}{100} = \quad$

d)  $0.29 = \quad\% = \frac{\quad}{100}$

$0.71 = \quad\% = \frac{\quad}{100}$

$0.03 = \quad\% = \frac{\quad}{100}$

b)  $\frac{17}{100} = \quad\% = \quad$

$\frac{9}{100} = \quad\% = \quad$

$\frac{90}{100} = \quad\% = \quad$

4 Write  $<$ ,  $>$  or  $=$  to complete the statements.

a)  $50\%$    $\frac{5}{100}$

d)  $\frac{40}{100}$    $40\%$

b)  $25\%$    $\frac{50}{100}$

e)  $\frac{70}{100}$    $7\%$

c)  $14\%$    $\frac{41}{100}$

f)  $82\%$    $\frac{82}{100}$

5 Write the values in order from smallest to greatest.

a)  $33\%$     $\frac{30}{100}$     $3\%$     $\frac{13}{100}$

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b)  $299\%$     $\frac{91}{100}$     $9\%$     $\frac{9}{10}$

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c)  $2.5$     $\frac{25}{100}$     $250$     $25\%$  of  $100$     $\frac{25}{1000}$

---

6 Convert the fractions to hundredths.

Complete the decimal and percentage equivalents.

a)  $\frac{150}{300} = \frac{\square}{100} = \square = \square\%$

b)  $\frac{25}{500} = \frac{\square}{100} = \square = \square\%$

c)  $\frac{48}{300} = \frac{\square}{100} = \square = \square\%$

d)  $\frac{18}{50} = \frac{\square}{100} = \square = \square\%$

e)  $\frac{13}{25} = \frac{\square}{100} = \square = \square\%$

7 Circle all the fractions that are greater than or equal to 50%.

$\frac{10}{50}$

$\frac{4}{5}$

$\frac{50}{100}$

$\frac{30}{80}$

$\frac{1}{50}$

$\frac{70}{140}$

8 Jack and Dora go shopping with the same amount of money.

Jack spends  $\frac{1}{3}$  of his money.

Dora spends 30% of her money.

a) Who spends more money? \_\_\_\_\_

Use fraction and percentage equivalence to explain your answer.

b) Jack and Dora each started with £300

How much money do they each have left?

Jack

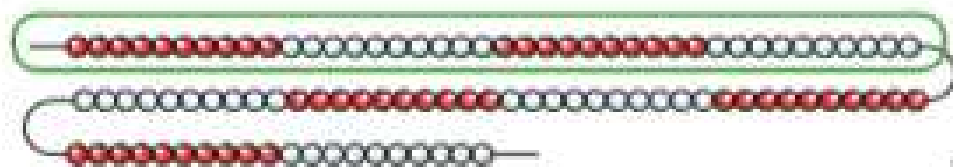
Dora

Please watch the video first: <https://whiterosemaths.com/homelearning/year-5/>

## Equivalent F.D.P

Rose Maths

- 1 Rosie makes a number on a 100 bead string.



- a) What fraction of the bead string is circled?

- b) Write the fraction as a decimal.

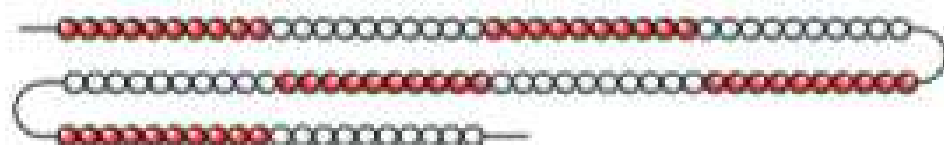
- c) Write the decimal as a percentage.  %

- 2 Circle the value on each 100 bead string.

- a) 70%



- b) 0.08



- c)  $\frac{45}{100}$



- d) 95%



- 3 a) What fraction, decimal and percentage of the hundred square is shaded?

Hundred square	Fraction	Decimal	Percentage

Compare answers with a partner.

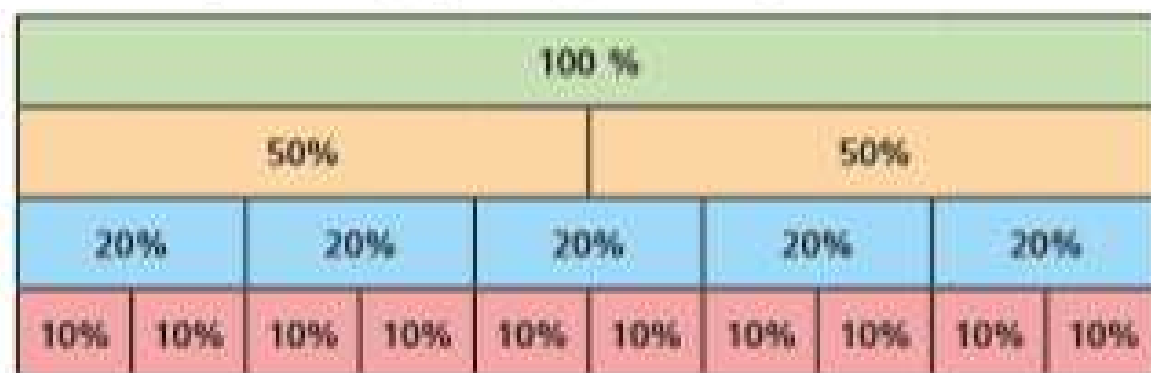
Did you get the same answers?

Did you simplify any of your answers?

- b) Complete the table.

Quarters	Hundredths	Decimal
$\frac{1}{4}$	$\frac{\square}{100}$	
$\frac{\square}{4}$	$\frac{50}{100}$	
		0.75

- 4 Use the diagram to help you complete the equivalence statements.



- a) 1 whole =  %
- $\frac{1}{2}$  =  %
- $\frac{1}{5}$  =  %
- $\frac{1}{10}$  =  %
- d)  $\frac{1}{10}$  =  =  %
- $\frac{3}{10}$  =  =  %
- $\frac{7}{10}$  =  =  %
- $\frac{9}{10}$  =  =  %
- b)  $\frac{1}{10}$  =  =  %
- $\frac{2}{10}$  =  =  %
- $\frac{3}{10}$  =  =  %
- $\frac{4}{10}$  =  =  %
- $\frac{5}{10}$  =  =  %

- 5 Filip gets some money for his birthday. He spends  $\frac{2}{5}$  of his money and saves the rest. What percentage does he save?  %

- 6 Dora is doing a school survey. She compares how many children wear glasses in Class 4 and Class 5

- $\frac{1}{5}$  of the children in Class 4 wear glasses.
- 25% of the children in Class 5 wear glasses.
- Both classes have the same number of children.

Which class has more children who wear glasses? \_\_\_\_\_

Explain your reasoning.

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- 7 There are 30 children in Class 5

- $\frac{2}{5}$  have brown hair.
- 50% have blonde hair.

a) What percentage of children do not have brown or blonde hair?

 %

b) What information did you not need to know to work out the answer?

---

8  $\frac{1}{4} = 25\% = \frac{25}{100} = \frac{250}{1000}$

Use this fact to convert  $\frac{1}{8}$  and  $\frac{3}{8}$  to decimals.

$\frac{1}{8} =$

$\frac{3}{8} =$