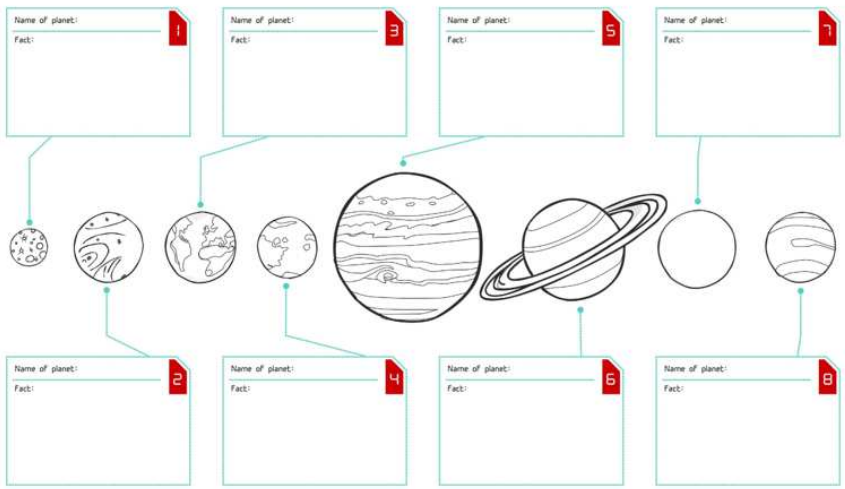





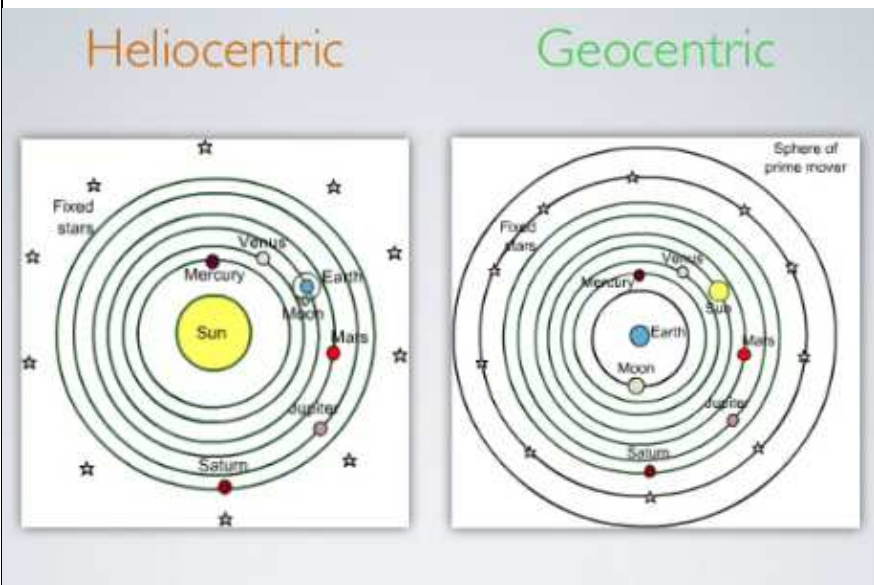
Daily activities:

<p>English worksheet and tasks</p> <p>Re-read 'The Girl Who Stole an Elephant' and complete the tasks below.</p>	<p>Maths:</p> <p>Complete the White Rose Maths tasks at the end of this document - 1 per day. Ensure you watch the video before you complete the task.</p>	<p>Reading Plus:</p> <p>Log into Reading Plus and complete your weekly reading comprehension tasks and vocabulary tasks. Site code: rpendea2</p>	<p>TTRS and Numbots</p> <p>Working on Times Table Rockstars - Can you complete all the set games and challenge somebody in our school? Are you winning in the current Battle of the Bands?</p>	<p>PE session</p> <p>Join Joe Wickes live every morning @ 9:00am or access it any time throughout the day.</p>	<p>A Topic activity from the choices below.</p> <p>Try to complete all of the tasks and send your work to your teacher.</p>
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This week's themed learning is based around our new topic of **Space - Infinity and Beyond**

<p style="text-align: center;"><u>Science: Our Solar System</u></p> <p>Research the different planets in our Solar System on NASAs website and then complete the task on the planets (full size underneath)</p>  <p>Additional research: https://www.bbc.co.uk/bitesize/topics/zdrrd2p</p> <p>Can you name the rocky planets?</p> <p>Can you name the gas giants?</p> <p>What two planets would you find the asteroid belt between?</p>	<p style="text-align: center;"><u>Geography: Postcards from Space</u></p>  <p>Satellites provide a unique viewpoint, allowing us to monitor our planet and photograph its beauty and power.</p> <p>You have received 4 Postcards from space with satellite images (aerial photographs) can you match them to the corresponding maps?</p> <p>Look carefully at the photos and maps; what physical landmarks can you spot? They might be natural such as coasts and rivers or man-made structures.</p> <p>Underneath is a matching activity where you will need to explain how you made your choices.</p> <p>When you have finished the matching activity.</p> <ol style="list-style-type: none"> 1) Find out what country and continent each place is located in. 2) Mark it on the world map below. 	<p style="text-align: center;"><u>History</u></p>  <p style="text-align: center;">Sc Write a fact profile about Galileo</p> <p>Galileo Galilei is one of the most famous scientists in history and is known for his groundbreaking work on mathematics and astronomy.</p> <p>Research the famed scientist and complete a fact profile on Purple Mash.</p> <p>Watch Galileo's famous Tower of Pisa experiment here on the BBC video You can find out more information about him here Cool Kid facts and Ducksters</p>	<p style="text-align: center;"><u>Computing</u></p> <p>Using your research for your science task create a True/False quiz on Purple Mash. Create at least 5 questions about the planets in our Solar System with one true answer and one false answer.</p>  <p>Share your quizzes on Teams for your peers to have a go at and so you can have a go at theirs.</p>
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Science: Where is Earth's place in the Solar System?



Overtime our ideas about Earth and Space have changed dramatically. Scientists didn't always think the Sun was at the centre of our Solar System. They believed that Earth was at the centre and The Sun and the other planets orbited around us. This was known as the Heliocentric model. When Astronomers began to look more closely they realised that The Sun was at the centre. This became known as the geocentric model.

Find out more about these two theories by watching a video on [Copernicus](#) and reading more [on the Ogden trust](#). You only need to read the first page but there are lots more if you're interested.

When you have finished your research. Draw a diagram to show the geocentric model (The Earth in the centre of the solar system) and a diagram to show the heliocentric model (The Sun at the centre of the Solar System). Write a brief description to explain each.

DT: Dinner Party in Space

First, watch this video on the STEM website:
<https://www.stem.org.uk/elibrary/resource/34999>

As part of the 'The Great British Space Dinner competition', celebrity chef, Heston Blumenthal, asks us the question,

"Can you have a dinner party in space?"

Heston explains that, in the weightless environment on the International Space Station, you cannot have foods that can float around and get into people eyes and instruments, and you need to drink out of plastic bags, rather than cups. However, he tells us, that water is so limited in space you never do the washing up.

Heston finishes by challenging you to make an exciting meal for Tim, despite the limitations caused by the environment of space.

You must consider the texture of the foods. Find out more information by watching the following video:
<https://www.stem.org.uk/resources/elibrary/resource/34997/food-texture>

Consider experimenting and mixing textures together to give the best experience for Tim when he eats his meal.

Present your meal as a written piece of work or an annotated image.

English: Vocabulary

Using [Collins online dictionary](#), can you define the following words?

- Missile
- Mission
- Astronaut
- Cosmonaut
- Atmosphere
- Martian
- Data
- Geocentric
- Heliocentric

Once you have defined and got an understanding of the vocabulary have a go at the Word Wheel game! Place all the words into a hat. Spin the Word Wheel (attached below) and pull out a word. Once you have your word, let the fun begin!

You can act, draw, rhyme or even define your word. You may also be asked to put it in a sentence or give a synonym or antonym for it. It's a game of chance and a way to extend your vocabulary!

English: Writing

Imagine you are interviewing the famous scientist **Margaret Hamilton**.

What questions would you ask them?

Write your interview questions and find out the answers through researching.

Questions you could consider:

- What are your biggest achievements?
- What was your first job?
- How have your achievements affected the lives of others?
- How do you think you'll be remembered?

Websites to support research:

- <https://www.kidscodecs.com/margaret-hamilton/>
- <https://www.youtube.com/watch?v=XPmk0dK31Y0>

British Values/Global Learning

Discuss - Why is Pluto no longer a planet?

Consider the reasons why Pluto is no longer recognised as a planet.

Do you agree?

Or should Pluto be reconsidered as planet again?

Conclude your thoughts and findings in a written paragraph.



Sticky Knowledge (remembering our previous learning):

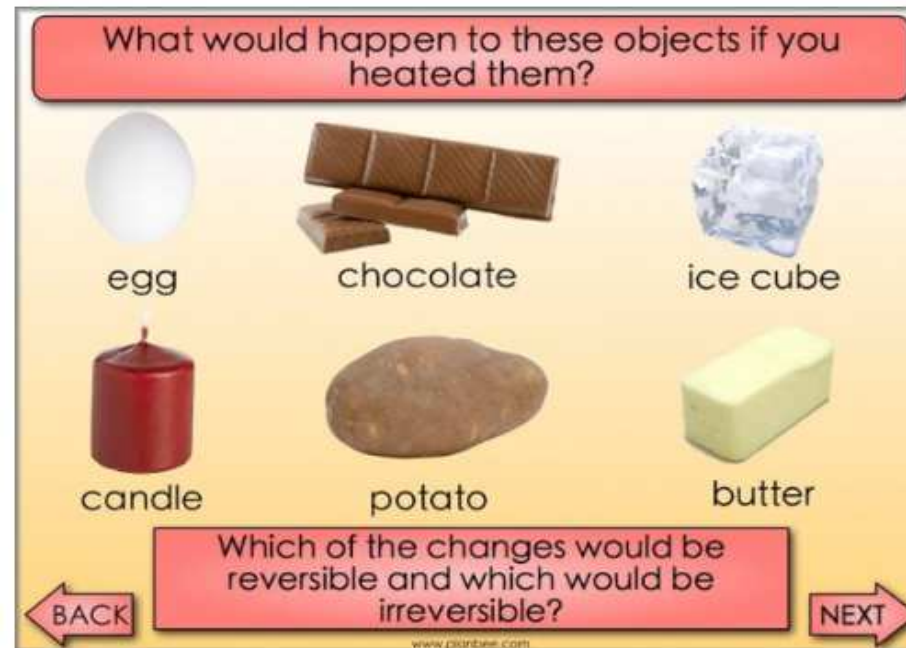
History

'Many people are comparing the Covid-19 pandemic to fighting a war' Do you agree with this or do you think this is an inaccurate description?

Think back to your learning from our WW2 topic. Think about how the people behaved, what the health care system was like then compared to now, food rationing, the amount of lives lost then compared to now and how the economy was rebuilt after WW2.

Create a comparison table which shows the similarities and differences between the two. Use this table to create a written response to the original question.

Science



Have a look at the information on the BBC bite size web link below to revise reversible and irreversible changes.

Then look around the house or while you are out on your daily exercise walk to find other examples.

For example, rust on a gate.

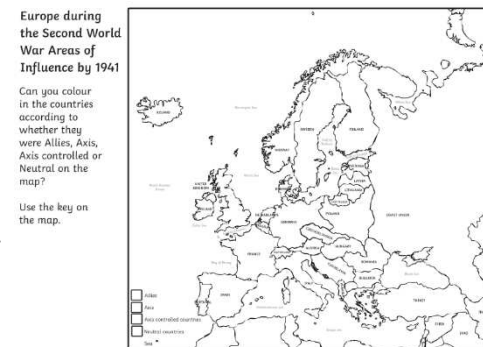
<https://www.bbc.co.uk/bitesize/topics/zcvv4wx/articles/z9brcwx>

Geography

Think back to our WW2 topic.

Can you remember who the axis and allied powers were?

Can you colour in the countries according to whether they were Allies, Axis, Axis controlled or Neutral on the map (full size underneath)?



History

This week marks the 75th anniversary for VE Day.

Recap what VE Day marks the anniversary using the following links:
<https://www.bbc.co.uk/newsround/48201749>
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr>

In your house, create a poster or bunting to celebrate VE Day.

As part of the celebration of VE Day you can be as creative as you like. You can find example activities [here](#) and [here](#). Please take photos of what you do to mark this important day so we can see it.



Website links mentioned above:

- <https://spaceplace.nasa.gov/menu/solar-system/> NASA's website to find out information about the different planets in our Solar System
- <https://www.bbc.co.uk/bitesize/topics/zdrrd2p> BBC Bitesize videos and information about our Solar System
- <https://www.youtube.com/watch?v=oeR8Iz7Qnhg> BBC video showing you Galileo's famous Tower of Pisa experiment
- <https://www.coolkidfacts.com/galileo-facts-for-kids/> information about Galileo
- https://www.ducksters.com/biography/scientists/galileo_galilei.php information about Galileo
- <https://www.youtube.com/watch?v=s6efb-Lz1N4> Video link to Copernicus' ideas about our Solar system
- <https://www.ogdentrust.com/assets/general/Earth-and-Space-Research-Cards.pdf> - Further information on the different models of the Solar System
- <https://www.collinsdictionary.com/> Online dictionary and thesaurus
- <https://www.bbc.co.uk/bitesize/topics/zcvv4wx/articles/z9brcwx> BBC reversible and irreversible changes
- <https://www.stem.org.uk/elibrary/resource/34999> The Great British Space Dinner competition link
- <https://www.stem.org.uk/resources/elibrary/resource/34997/food-texture> Mixing textures
- <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr> BBC VE Day History
- <https://www.bbc.co.uk/newsround/48201749> Newsround VE Day

Colour in and label the planets. Write an interesting fact you have learnt about each planet. Make sure that your facts are varied e.g. number of moons, length of time to orbit The Sun etc.

The worksheet consists of eight numbered boxes for labeling and fact-writing, arranged in two rows of four. Each box is connected to a corresponding planet drawing below it. The planets are numbered 1 through 8 from left to right in each row.

Row 1 (Top):

- Box 1: Name of planet: _____, Fact: _____
- Box 2: Name of planet: _____, Fact: _____
- Box 3: Name of planet: _____, Fact: _____
- Box 4: Name of planet: _____, Fact: _____

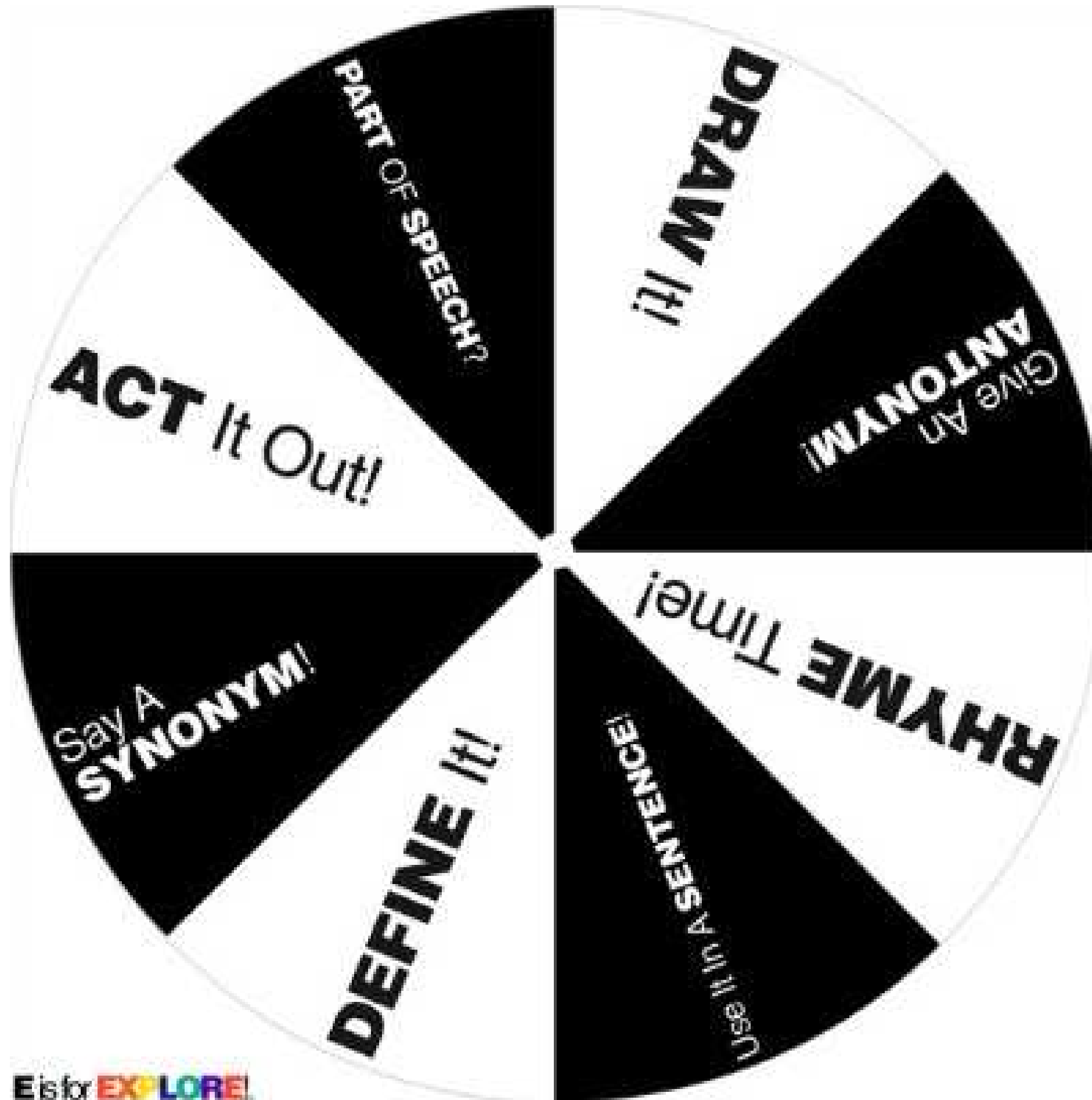
Row 2 (Bottom):

- Box 5: Name of planet: _____, Fact: _____
- Box 6: Name of planet: _____, Fact: _____
- Box 7: Name of planet: _____, Fact: _____
- Box 8: Name of planet: _____, Fact: _____

Planet Drawings:

- 1. Mercury: Small planet with many dark spots.
- 2. Venus: Planet with a thick, swirling atmosphere.
- 3. Earth: Planet showing continents and oceans.
- 4. Mars: Small planet with polar ice caps and a reddish tint.
- 5. Jupiter: Large planet with prominent horizontal bands and a Great Red Spot.
- 6. Saturn: Planet with a prominent ring system.
- 7. Uranus: Medium-sized planet with a pale, uniform color.
- 8. Neptune: Medium-sized planet with a blue and white banded appearance.

Word Wheel



E is for **EXPLORE!**

Geography: Postcards from space

Postcard 1



The water looks so cold!

Postcard 2

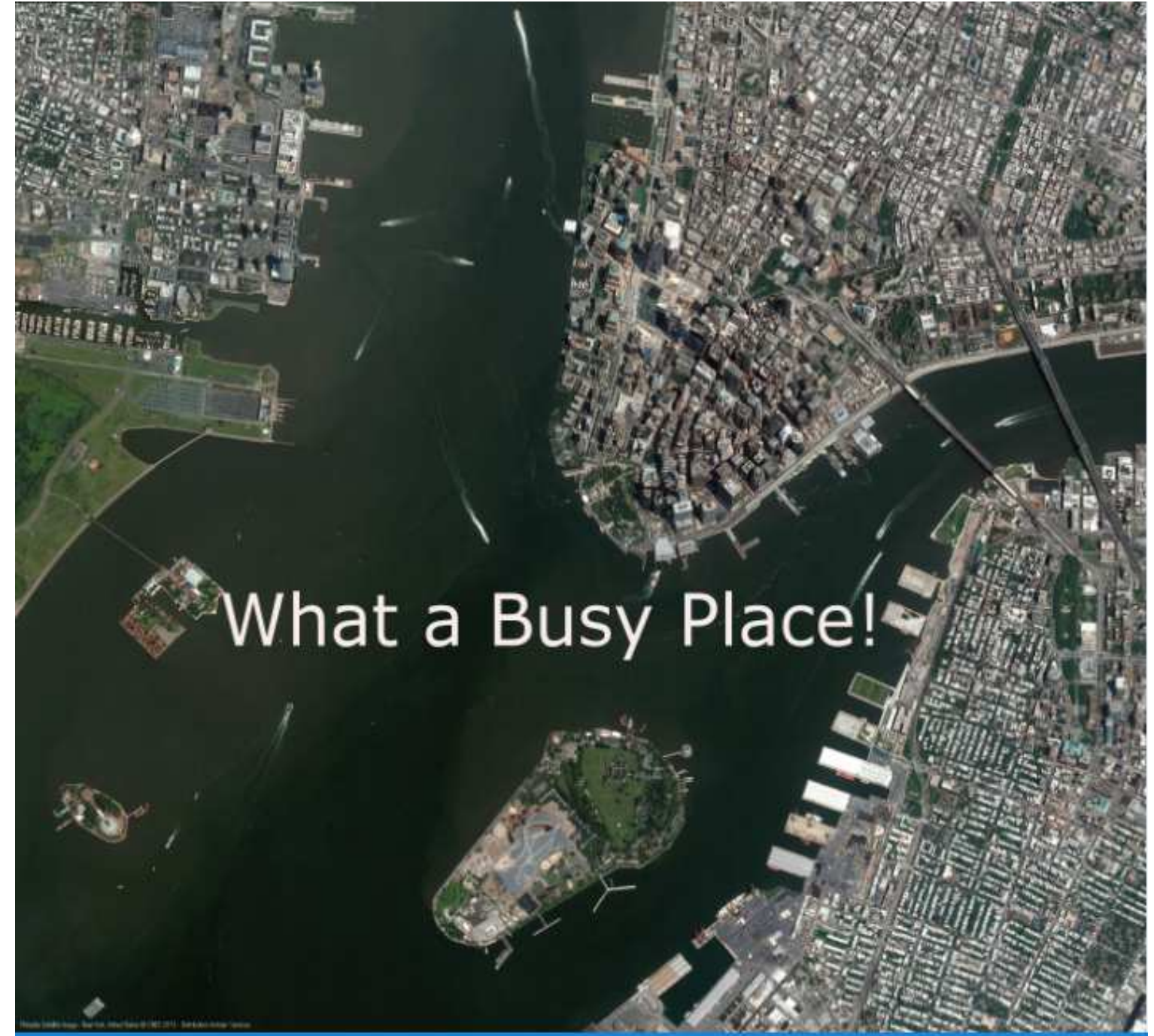


Amazing
Shapes!

Postcard 3



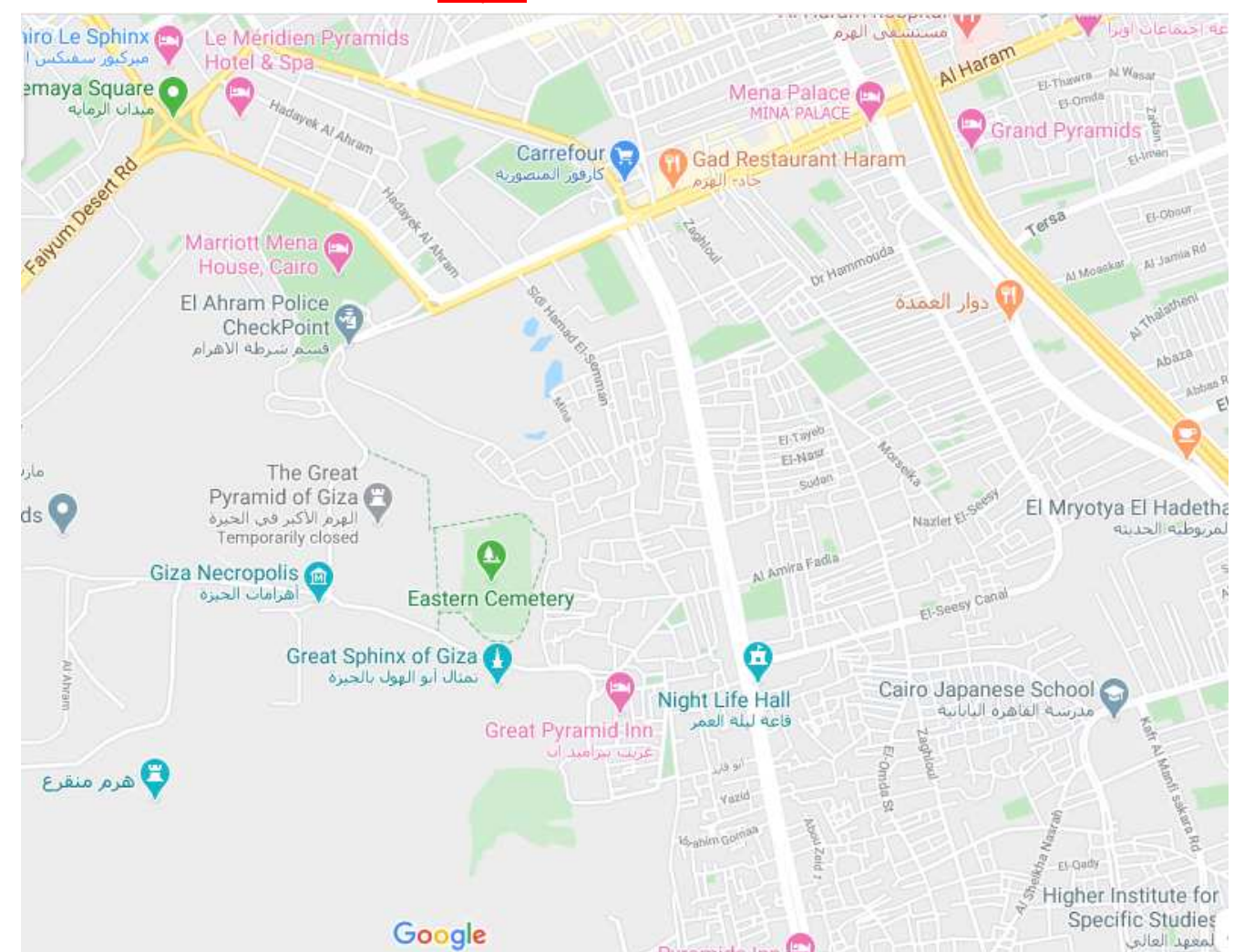
Postcard 4



Map A



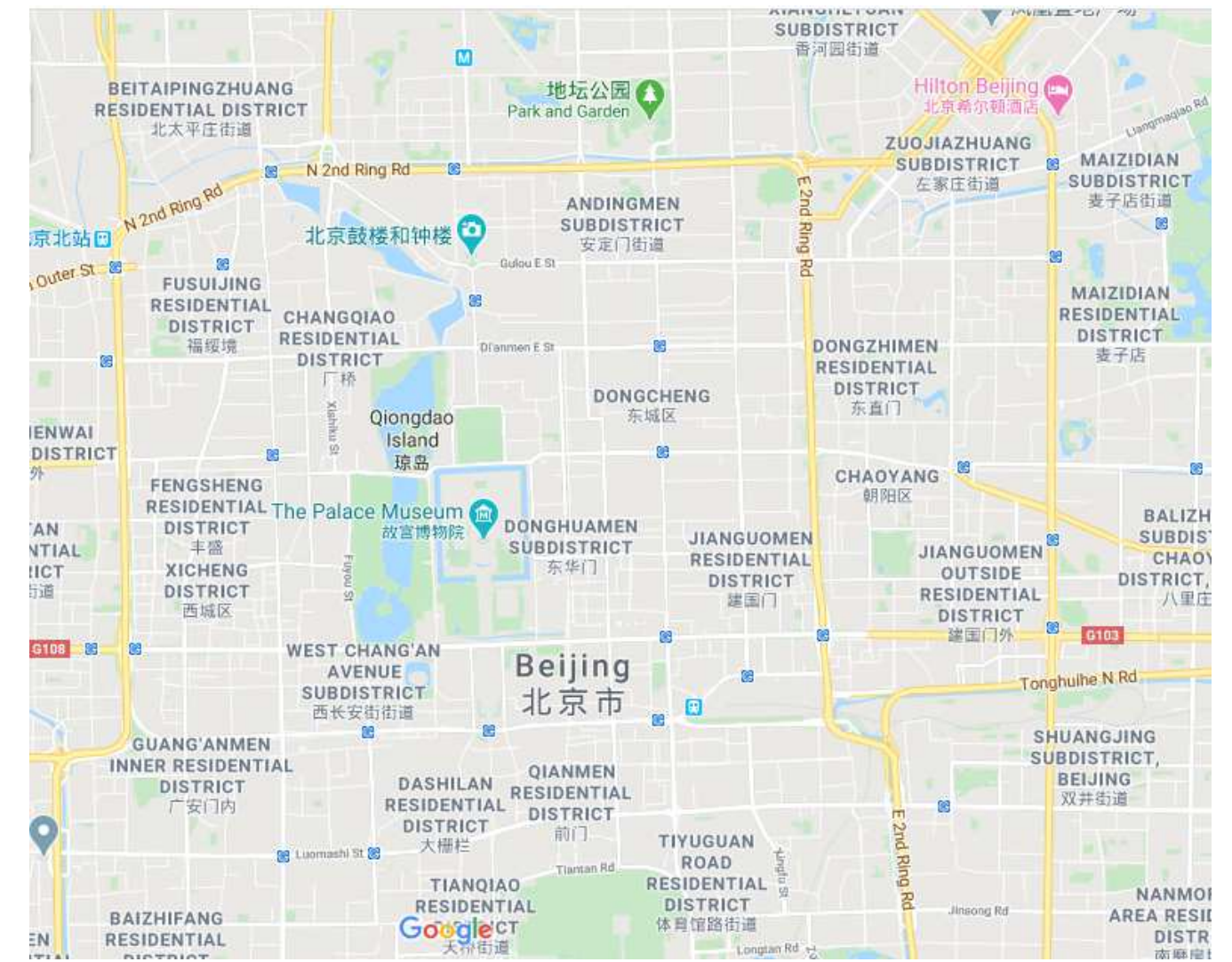
Map B



Map C



Map D



Draw a line to match correctly

Postcard 1

Map C

Postcard 2

Map D

Postcard 3

Map A

Postcard 4

Map B

Explain your reasons for matching the satellite view in the postcards to each map.

Postcard 1:

Postcard 2:

Postcard 3:

Postcard 4:



Date: _____

Geocentric and Heliocentric Models

Name: _____

Draw Ptolemy's Geocentric model

Draw a Heliocentric model



Use the space below to describe what the difference is between 'Heliocentric' and 'Geocentric.' Who were some of the famous people that thought up the Geocentric model? Who were the famous people that helped to prove the Geocentric model was wrong which gave rise to the Heliocentric model?

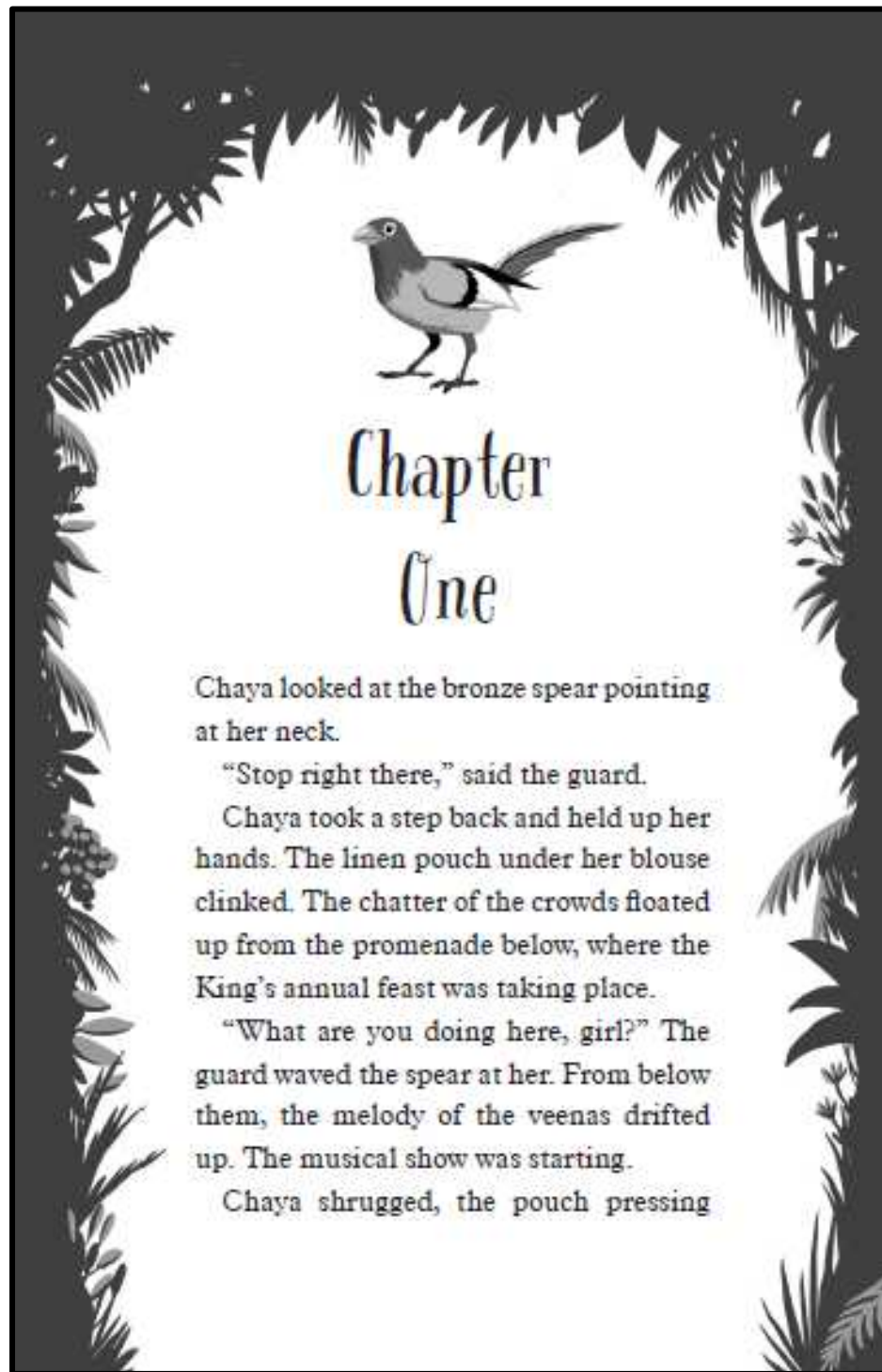
Europe during the Second World War Areas of Influence by 1941

Can you colour in the countries according to whether they were Allies, Axis, Axis controlled or Neutral on the map?

Use the key on the map.



Re-read the chapter below then complete the tasks. Remember to send your work to Miss Harris on Teams so she can give you feedback.



Chaya looked at the bronze spear pointing at her neck.

"Stop right there," said the guard.

Chaya took a step back and held up her hands. The linen pouch under her blouse clinked. The chatter of the crowds floated up from the promenade below, where the King's annual feast was taking place.

"What are you doing here, girl?" The guard waved the spear at her. From below them, the melody of the veenas drifted up. The musical show was starting.

Chaya shrugged, the pouch pressing

against her chest. She rubbed her palms down her skirt and tried to keep her voice level. "I'm just looking around."

Her voice brought two more guards to the top of the stone steps cut into the hill. This was how the royal palace was built – a network of buildings at the top of the mountain, every rock and ledge forming courtyards and pools for the royal household while they ruled from above.

"You're not allowed here," the guard said to Chaya. "You should be down below, enjoying the food and the festivities."

Not Chaya. She much preferred breaking into the Queen's rooms and stealing her jewels. There was a particularly nice blue sapphire in her pouch at that moment.

"Well?" The man jabbed his spear towards her. "What have you got to say for yourself?"

"I wanted to get a little closer to the palace. See what it's like. It looks so pretty from down there." She pointed in the direction of her village and made her face go all wistful.

The guard sighed. "Fine. Just make sure you don't do it again." He put his spear down. "Anything past the lion's entrance is strictly out of bounds

to the public."

Chaya looked back and nodded meekly, as if noticing the giant lion statue for the first time, even though it could be seen from villages miles away. The stone stairway carved between the crouching lion's paws led into the complex of buildings that made up the inner palace.

"Come on now." The guard gripped her arm, making her wince. He pulled her to the cobbled walkway sloping downwards towards the celebrations below. "I don't want to see you here again."

The Queen's jewels jangled in her pouch. There were sapphires, tourmalines and star rubies, set in heavy, shiny gold. How many jewels did one person need anyway? And these were just the ones from the drawer in the rosewood table by the bed. Pity she'd had to leave so quickly when she heard voices outside the door. And then to be seen when she was halfway down to the promenade was just bad luck.

She shrugged herself free of the guard and set off, her arm stinging from where his fingers had pinched her.

In spite of everything Chaya found herself gasping at the view from up there. The kingdom of Serendib spread out around her as far as the eye could see, thick

green forests and strips of silver rivers, with the King's City below and clusters of little villages beyond.

But she wasn't ready to leave yet. Chaya paused near a tamarind tree and pretended to look up at the monkeys on it. Dappled sunshine prickled her face as she looked at the guard out of the corner of her eye.

He had stopped walking but was still watching her. She heard him swear loudly. "What are you doing now? Get out, girl, before I come and give you a thrashing."

The sensible thing to do was to get out of there as fast as she could. But the Queen's rooms were calling out to her. It was as if she could hear their whisper, right there in the warm sun. The softness of the velvet rugs, the gauzy bed curtains dancing in the breeze, and the promise of more riches within the ebony and teak cabinets.

Suddenly a commotion came from above her, near the Queen's quarters. She heard shouting and the sound of people running.

Chaya thought back quickly. Had she forgotten to close the drawer in her rush?

She sneaked a quick look over her shoulder to see a figure running down the cobbled path behind her.

It really was time to get out.

Chaya carried on walking as casually as she could. Her heart hammered at the sounds behind her.

She was just passing under the stone lion when she heard a yell.

"Hey, you!"

Chaya sped up, her bare feet scorched by the cobbles.

"Hey! I need to talk to you, girl."

She had to get away fast or everything would be over. Her feet slapped harder on the path and her breath came out in puffs.

There was a scuffle of hurrying feet behind her.

Chaya hitched up her skirt and raced down the path. The sound of thundering feet chased her; heavy sandals pounding on cobbles.

She pulled up with a jolt when she saw a row of guards racing towards her from below. She turned and ran blindly sideways, springing up some steps into the Queen's prayer hall and threading through its granite columns. Spears clattered against columns as the guards tramped after her. She got to the far side of the hall and plunged down into the foliage, thrashing through it and down the steps into the formal gardens.

She found herself close to the promenade where the

feast was taking place. The smell of frying sweetmeats meant the food tables were just round the corner.

Chaya skidded to a halt in front of two boys stuffing rice cakes down their shirts. They looked up in alarm at her sudden arrival, and took off in different directions.

Leaping away from them she pitched into a crowd of dancers and musicians. The revellers were oblivious to the unfolding drama, and cymbals clashed and bare-torsoed dancers jumped and twirled to the beat of drums. She ran through the band, clapping her hands over her ears to escape the shrill sounds of the swaying flutes.

"Stop her!" came a shout. "*Stop her!*" The dancers paused, one by one, and some of the music petered out. People gawped, looking behind Chaya towards the guards chasing her. "*The girl! Stop the girl!*"

A man in the crowd lunged at Chaya but she slipped out of his grasp and ran towards the gates of the royal complex. Coconut-flower decorations tied along strings came crashing down as she ran through them, wrapping themselves around her like a trap. She tore them off and kept running.

Elephants from the temple stood on the lawn ahead of her, draped in their mirror-studded regalia, ready

She'd lost them.

Chaya shimmied up the tree, hands scratching against the rough bark. She settled herself in one of the high branches and picked out the coconut blossoms stuck in her hair. Lifting her linen pouch over her neck, she dropped the jewels into her lap. They sparkled in shards of bright blue, green and pink against the grey of her skirt.

It had been a huge risk. Her boldest robbery to date. And yet she'd pulled it off.

She picked a *jambu* fruit from a branch nearby and crunched into its juicy pink flesh, peering through the leaves at the royal compound in the distance.

It was pandemonium down there. The crowds were scattered and panicked, clusters of people moving in different directions. The King, standing out in his gold-encrusted waistcoat, had come down from the dais and was roaring at his staff. The Queen and her procession of ladies were being guided out of the promenade up to the palace. The mahouts on the green were trying desperately to calm their confused charges and stop them running amok. In the middle of it all, Ananda lifted up his majestic head and trumpeted loudly into the blue, blue sky.

Reading

On page 4:

1. Thrashing is closest in meaning to:
a) beating b) stroking c) moving d) running
2. Why was it 'really time to get out '? (1-2 full sentences)

On page 6:

1. Why did the guards try to stop her? (1-2 full sentences)

On page 8:

1. Where did she end up at the end of the chapter?
2. How do Chaya's emotions change throughout the chapter? (Include when she took the jewels, when she was being chased, when she was settled in the tree.) **Write 1-2 paragraphs.**

Writing

You are the Queen, write a letter to the public asking them to find the thief.

- Give a description of the thief (2-4 details)
- Give details of a generous reward
- Around 15-20 lines
- Write words and phrases that sound like a Queen (formal language)

Grammar

Insert a colon in the correct place in this sentence.

Joshua had mastered two new skateboarding skills he could do a perfect aerial jump and execute a complete 180 degree turn.

Circle the three prepositions in this sentence.

After the game, Omar and Alisha walked home with their grandparents, who lived across the road.

Circle the three nouns in this sentence.

The fire gave the room a cosy feeling.

Underline the adverbial in this sentence.

Last week, Ruby went swimming and played football.

Rewrite the sentence in the passive.

The wind damaged the fence.

Spelling

Practise each word. Choose two and write their definitions.

Choose two to write in sentences.

conscious

controversy

convenience

correspond

criticise

curiosity

definite

desperate

determined

develop

Below are some suggested timings for each lesson:

Reading: 30 minutes (this includes time to re-read, look up unknown words and ask questions)

Writing - 45 minutes

Grammar - 5 minutes

Spelling - 10 minutes

How parents, carers or siblings can help:

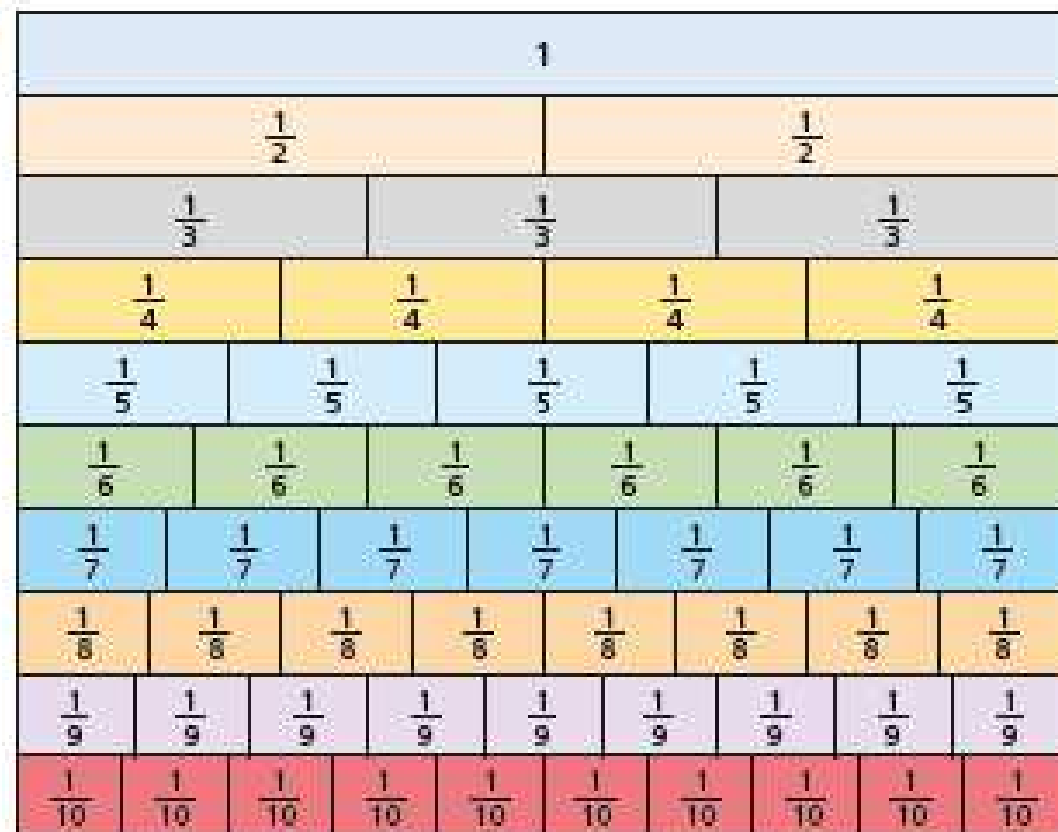
- Read the extract aloud with you.
- Gather all the exciting and difficult words you want to find out about or use in your writing and put them on display to support your amazing writing.
- Help with ideas for planning your writing.
- Write a story at the same time as you. You could then compare your stories and give each other feedback.

Remember: Be Kind, Be Specific, Be Helpful

Simplify fractions



1



Use the fraction wall to write each fraction in its simplest form.

a) $\frac{4}{6} =$

c) $\frac{6}{8} =$

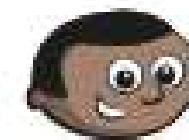
b) $\frac{8}{10} =$

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

- 2 a) Use a fraction wall to explain why $\frac{7}{10}$ does not simplify.

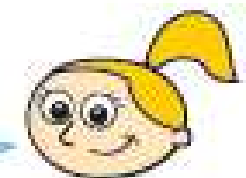
- b) Find three more fractions on the fraction wall that cannot be simplified.

- 3 Mo, Eva and Ron are trying to simplify $\frac{5}{20}$



Mo

I can't simplify this because one number is odd and the other is even.



Eva

I can't simplify this because only one number can be halved.



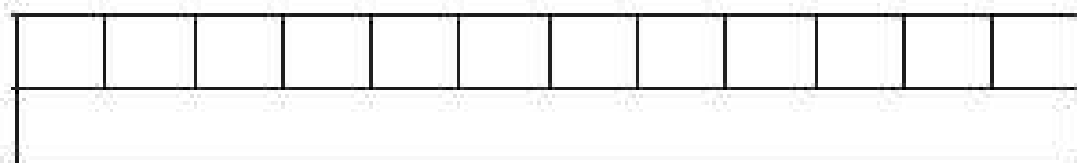
Ron

I can simplify any fraction.

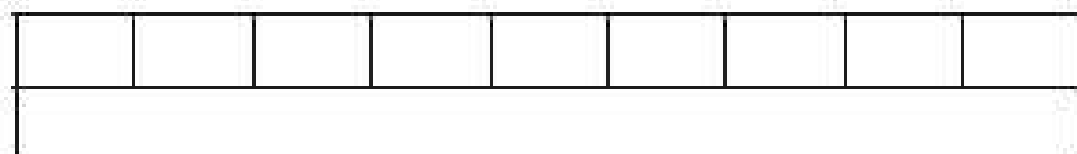
Do you fully agree, partly agree or completely disagree with each person?

Talk to a partner.

- 4 a) Draw lines on the bar model to show that $\frac{9}{12}$ is equal to $\frac{3}{4}$



- b) Complete each bar model and calculation.



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



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

- 5 Simplify the fractions.

a) $\frac{4}{12} = \square$	b) $\frac{8}{12} = \square$	c) $\frac{40}{120} = \square$	d) $\frac{12}{4} = \square$
$\frac{4}{16} = \square$	$\frac{8}{16} = \square$	$\frac{40}{160} = \square$	$\frac{120}{4} = \square$
$\frac{4}{20} = \square$	$\frac{8}{20} = \square$	$\frac{40}{200} = \square$	$\frac{12}{400} = \square$

Describe and explain any patterns that you noticed.



- 6 Write 3 fractions that simplify to $\frac{3}{5}$

- 7 Teddy and Dora are both simplifying $\frac{30}{42}$

Teddy

$$\frac{30}{42} = \frac{15}{21} = \frac{5}{7}$$

Dora

$$\frac{30}{42} = \frac{5}{7}$$

- a) How do you think Dora was able to simplify the fraction in one step?
- b) Simplify these fractions in one step.

$$\frac{24}{30} = \square \qquad \frac{16}{20} = \square$$

$$\frac{56}{64} = \square \qquad \frac{99}{121} = \square$$

8



is a prime number.



is a multiple of 10

The fraction can be simplified.

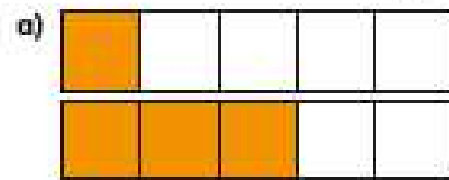
What could each number be? Explain your reasoning.

Compare and order (denominator)

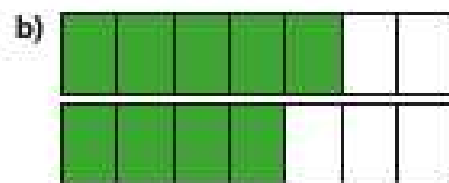


1 Write <, > or = to compare the fractions.

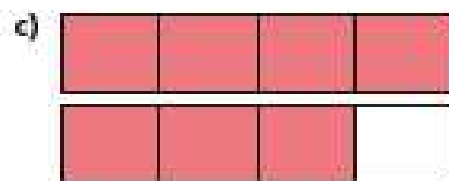
Use the bar models to help you.



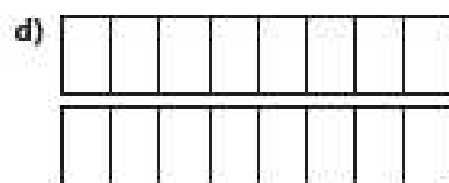
$$\frac{1}{5} \bigcirc \frac{3}{5}$$



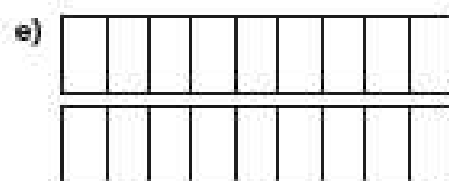
$$\frac{5}{7} \bigcirc \frac{4}{7}$$



$$\frac{4}{4} \bigcirc \frac{3}{4}$$



$$\frac{3}{8} \bigcirc \frac{7}{8}$$



$$\frac{4}{9} \bigcirc \frac{6}{9}$$

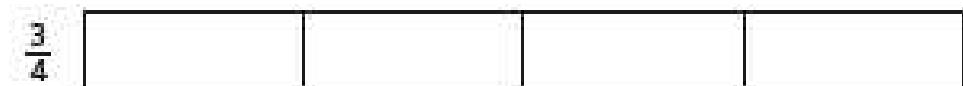
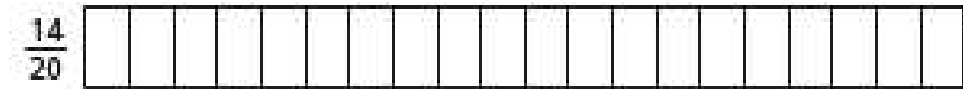
f) What do you notice about your answers?

g) Complete the sentence.

When the denominators are the same, the _____

the numerator, the _____ the fraction.

2 a) Colour the bar models to show the fractions.



b) Use the bar models to sort these fractions in order from greatest to smallest.

$$\frac{14}{20}$$

$$\frac{9}{10}$$

$$\frac{4}{5}$$

$$\frac{3}{4}$$



greatest

smallest

c) Order the fractions from smallest to greatest.

$$\frac{7}{10}$$

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

$$\frac{2}{5}$$

$$\frac{3}{10}$$



smallest

greatest

- 3 Amir is comparing the fractions $\frac{4}{15}$ and $\frac{3}{10}$

$$\frac{4}{15} = \frac{8}{30} \quad \frac{3}{10} = \frac{9}{30}$$

$\frac{9}{30}$ is greater than $\frac{8}{30}$

$\frac{3}{10}$ is greater than $\frac{4}{15}$

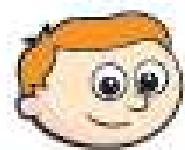
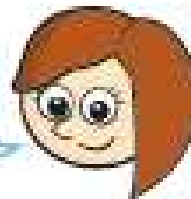
Explain Amir's method.

- 4 Ron and Rosie are practising penalties.

Ron scored 7 out of 10.

Rosie scored 23 out of 30

I scored more than you, so I should take penalties for the school team.



I did not miss as many as you, so I should take the penalties.

Compare fractions to explain who should take penalties for the school team.

- 5 Write $<$, $>$ or $=$ to compare the fractions.

a) $\frac{3}{4}$ ○ $\frac{5}{6}$

d) $\frac{3}{5}$ ○ $\frac{5}{7}$

b) $\frac{2}{3}$ ○ $\frac{5}{9}$

e) $\frac{9}{10}$ ○ $\frac{3}{4}$

c) $\frac{2}{3}$ ○ $\frac{7}{8}$

f) $\frac{9}{10}$ ○ $\frac{19}{20}$

- 6 Annie, Tommy and Kim are making flags for the school fair.

Annie has completed $3\frac{3}{4}$ flags, Tommy has completed $3\frac{2}{3}$ flags and Kim has completed $\frac{18}{5}$ flags.

Who has completed the most flags?



Compare and order (numerator)

- 1 Use strips of paper to represent the fractions and complete the sentences.

a) $\frac{1}{3}$, $\frac{1}{5}$ and $\frac{1}{6}$

The smallest fraction is The greatest fraction is

b) $\frac{2}{3}$, $\frac{2}{5}$ and $\frac{2}{6}$

The smallest fraction is The greatest fraction is

c) $\frac{3}{3}$, $\frac{3}{5}$ and $\frac{3}{6}$

The smallest fraction is The greatest fraction is

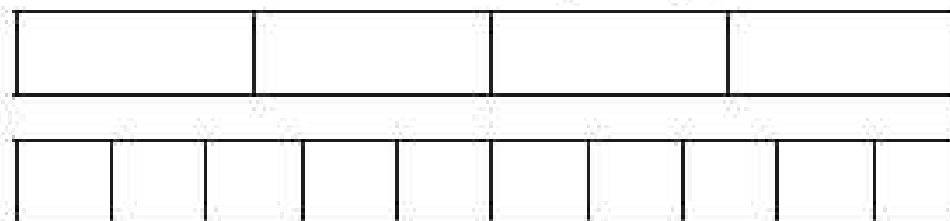
- d) What do you notice about your answers?

- e) Complete the sentence.

When the _____ are the same, the _____
the denominator, the _____ the fraction.



- 2 a) Colour the bar models to compare $\frac{3}{4}$ and $\frac{6}{10}$



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

- 3 Which is the greatest fraction? Circle your answer.

$\frac{3}{100}$

$\frac{3}{1000}$

$\frac{3}{500}$

How do you know?

- 4 Write < or > to compare the fractions.

a) $\frac{1}{7}$ $\frac{1}{9}$

d) $\frac{11}{12}$ $\frac{11}{11}$

b) $\frac{4}{5}$ $\frac{4}{7}$

e) $\frac{19}{5}$ $\frac{19}{6}$

c) $\frac{3}{13}$ $\frac{3}{8}$

f) $\frac{107}{53}$ $\frac{107}{40}$

- 5 Explain how can you compare $\frac{2}{3}$ and $\frac{4}{5}$ using the same numerator rule.

Complete the sentence to compare $\frac{2}{3}$ and $\frac{4}{5}$

is greater than

- 6 Scott scored 20 out of 24 in a game.

Dani scored 5 out of 7

Compare their scores.

Explain who you think did best and why.



- 7 Write $<$, $>$ or $=$ to complete each statement.

a) $\frac{2}{5} \bigcirc 1\frac{1}{3}$ b) $\frac{2}{5} \bigcirc \frac{6}{11}$ c) $3\frac{2}{3} \bigcirc \frac{11}{4}$

$1\frac{2}{5} \bigcirc \frac{1}{3}$ $1\frac{2}{5} \bigcirc 3\frac{6}{11}$ $11\frac{2}{9} \bigcirc \frac{101}{3}$

$1\frac{2}{5} \bigcirc 1\frac{1}{3}$ $3\frac{2}{5} \bigcirc 3\frac{6}{11}$ $11\frac{1}{9} \bigcirc \frac{100}{8}$

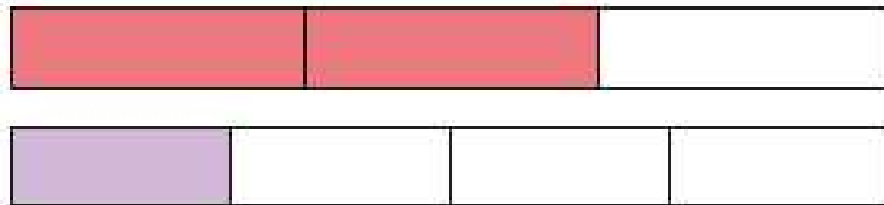
$\frac{12}{5} \bigcirc \frac{12}{3}$ $\frac{12}{5} \bigcirc \frac{36}{11}$ $27\frac{3}{4} \bigcirc \frac{111}{3}$

- 8 Explain how you know when it is best to compare the numerators or denominators of two fractions.

Add and subtract fractions (2)

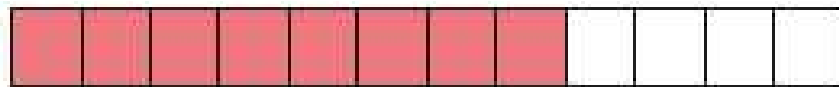


- 1 Amir is using fraction strips to work out $\frac{2}{3} + \frac{1}{4}$



Amir says he needs to find a common denominator.

- a) Complete Amir's method.



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



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

$$\frac{2}{3} + \frac{1}{4} = \frac{\square}{12} + \frac{\square}{12} = \frac{\square}{12}$$

- b) Show the addition on the fraction strip.



- c) Could you have used a different denominator?



- 2 What common denominator can you use to add the fractions?

a) $\frac{2}{5} + \frac{1}{2}$ Common denominator =

b) $\frac{2}{3} + \frac{4}{5}$ Common denominator =

c) $\frac{7}{8} - \frac{1}{4}$ Common denominator =

d) $\frac{7}{9} - \frac{1}{6}$ Common denominator =

e) $\frac{11}{15} + \frac{3}{10}$ Common denominator =

- 3 Ron and Eva are working out $\frac{1}{4} + \frac{5}{6}$

Ron's method

$$\frac{1}{4} + \frac{5}{6} = \frac{3}{12} + \frac{10}{12} = \frac{13}{12}$$

Eva's method

$$\frac{1}{4} + \frac{5}{6} = \frac{6}{24} + \frac{20}{24} = \frac{26}{24}$$

- a) What is the same about Ron's and Eva's methods?

- b) What is different about their methods?

- c) Which method do you prefer? Why?



4 Complete the calculations.

a) $\frac{1}{5} + \frac{3}{4} =$

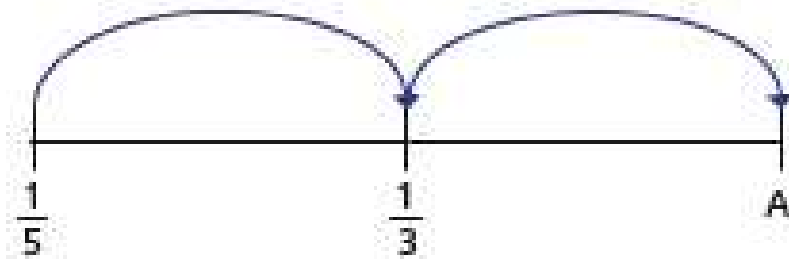
c) $\frac{1}{2} - \frac{1}{7} =$

b) $\frac{7}{8} - \frac{1}{3} =$

d) $\frac{11}{18} + \frac{7}{12} =$

5 Mo is drawing jumps on a number line.

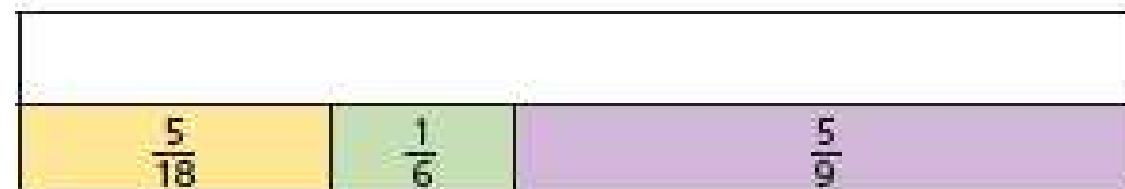
The jumps are the same size.



a) What is the size of the jump?

b) What is the value of A?

6 Complete the bar model.



7 Complete the additions.

Give your answers as mixed numbers and as improper fractions.

a) $\frac{4}{5} + \frac{5}{4} =$ = c) $\frac{9}{8} + \frac{8}{9} =$ =

b) $\frac{2}{3} + \frac{3}{2} =$ = d) = = $\frac{5}{3} + \frac{3}{5}$

What patterns do you notice?

8 Look at these additions.

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

$\frac{1}{2} + \frac{1}{3} + \frac{1}{4} =$

$\frac{1}{2} + \frac{1}{3} + \frac{1}{4} + \frac{1}{5} =$

a) When does this pattern first give an answer greater than 2?

b) Do you think the pattern will ever give an answer greater than 100?

Mixed addition and subtraction



1 Work out the calculations.

a) $\frac{2}{5} + \frac{3}{4} =$

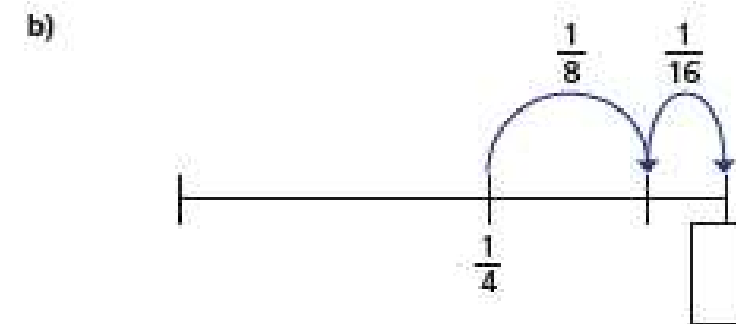
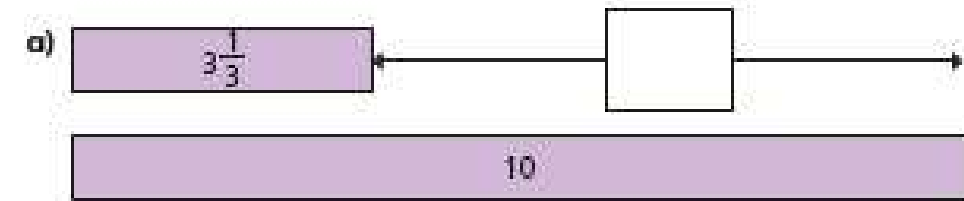
b) $2\frac{1}{4} - \frac{2}{3} =$

c) $3\frac{7}{10} - 2\frac{1}{4} =$

2 Complete the calculation.

$$\frac{5}{6} + 1\frac{2}{9} - \frac{1}{2} =$$

3 Work out the missing fractions.



4 Complete the calculations.

a) $\frac{2}{5} + \frac{1}{5} +$ $= 1$

b) $\frac{2}{5} + \frac{1}{5} +$ $= 1\frac{1}{2}$

c) $\frac{2}{5} + \frac{1}{5} +$ $= \frac{4}{3}$

d) $\frac{4}{5} =$ $- \frac{4}{5}$

5 Which of these are true and which are false?

Can you decide without having to do the additions or the subtractions?

Talk about your reasons with a partner.

	True or false?
$2\frac{1}{3} + 3\frac{3}{4}$ is equal to $3\frac{1}{3} + 2\frac{3}{4}$	
$3\frac{3}{4} - \frac{1}{3}$ is less than $4\frac{3}{4} - 1\frac{1}{3}$	
$3\frac{3}{4} - 2\frac{1}{3}$ is equal to $3\frac{1}{3} - 2\frac{3}{4}$	

6 Complete the addition grid.

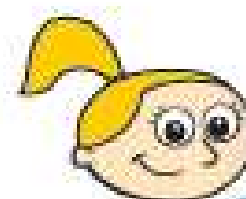
$1\frac{1}{4}$		$\frac{1}{4}$	$= 3\frac{3}{5}$
$\frac{1}{25}$	$1\frac{3}{20}$		$= 3\frac{39}{100}$
	$1\frac{1}{50}$	$1\frac{3}{100}$	$= 5\frac{9}{20}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	

7 A painter uses the following mixtures.
How much more green paint does she have than purple paint?



8 Eva and Amir are working out this calculation.

$$\frac{1}{4} + \frac{25}{100} - \frac{2}{8} - \frac{9}{36}$$



This is going to be very difficult, because I can't find a common denominator.



I have found an easier way.

Find Amir's solution. Explain how this calculation can be solved.

Year 6 Maths Mastery Challenge Cards

Spot the errors and correctly calculate.

$$\frac{5}{6} + \frac{7}{8} = \frac{30}{26} + \frac{28}{36} = \frac{58}{36} = 1 \frac{22}{36} = 1 \frac{11}{18}$$

$$\frac{7}{10} + \frac{5}{12} = \frac{45}{60} + \frac{24}{60} = \frac{69}{60} = 1 \frac{9}{60} = 1 \frac{1}{10}$$

$$1 \frac{3}{8} + 2 \frac{2}{3} = 1 \frac{9}{24} + 2 \frac{16}{24} = \frac{25}{24}$$

Year 6 Maths Mastery Challenge Cards

Three friends order some pizzas. One eats $\frac{7}{8}$ of a pizza, another $\frac{5}{6}$ and the last $\frac{1}{3}$ of a pizza. They have less than a whole pizza left. How many pizzas did they order, and what fraction is left?



Year 6 Maths Mastery Challenge Cards

Sami adds two fractions together and got $\frac{3}{4}$ as the answer.

Write down what the fractions could be. How many pairs of fractions can you come up with?



Year 6 Maths Mastery Challenge Cards

Give as many reasons as you can to explain why

$$\frac{9}{10} - \frac{1}{4} \neq \frac{8}{6}$$

Share your ideas in a group. How many different reasons can you come up with?

