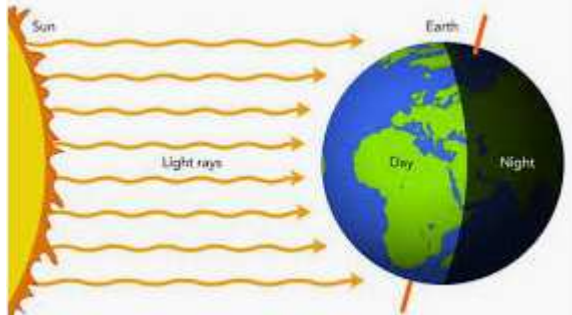
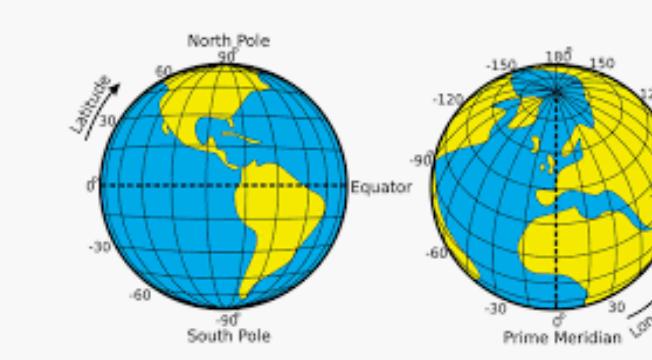

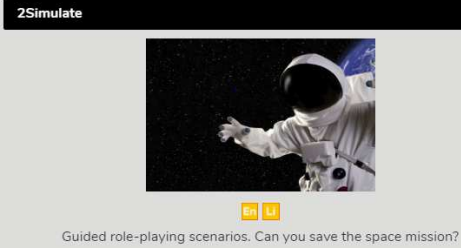


Daily activities:

<p>English worksheet and tasks</p> <p>Read 'Endangered Species: The African 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>Science: Day and Night</p>  <p>Watch the time lapse video of the sky changing from Day to Night. What do you notice? What is happening? How can you explain it?</p> <p>During the course of 24 hours the Earth spins on its own axis (turns around) as it completes its orbit around The Sun. This can sound really complicated but when you can watch a model of it the idea becomes much clearer. Take a look here on BBC Bitesize and here Can you act it out with family members? The Sun needs to stand in the centre and you (Planet Earth) need to spin around whilst also going (orbiting) around The Sun. Dizzy yet? Where would the moon be in all of this? Can you add a third person to your day and night drama?</p> <p>Now that you've watched an explanation and acted it out could you try to explain this idea to someone else?</p> <p>Label the diagram (full size underneath) and write an explanation for why we experience day and night. There is a word bank included so remember to use accurate scientific vocabulary.</p>	<p>Geography: Latitude and Longitude</p>  <p>Latitude and longitude are part of the geographic coordinate system. They help us to map every point on the Globe. Latitude represents the imaginary lines which go vertically around the globe and Longitude represent the lines which go horizontally around the globe.</p> <p>Watch the BBC Bitesize video here</p> <p>Then complete the lines of latitude and longitude activity underneath.</p>	<p>History: Copernicus</p>  <p>Last week we looked at the famous scientist Galileo and how his work was inspired by Copernicus' heliocentric model of the solar system. This week we would like you to find out more about Copernicus the famous astronomer.</p> <p>Recap on what you know about Copernicus here And research further information here and here</p> <p>When you have made notes from your research complete a biography for Copernicus. You can find a template underneath.</p> <p><u>Discussion:</u> Watch this BBC video clip 'Who was the greatest scientist?' It's a funny video exploring differences between Galileo and Copernicus. What do you think? Explain to somebody at home who you think the greatest scientist was and why.</p>	<p>Computing: 2 Simulate</p>  <p>Can you work through this simulation on Purple mash to save the Space mission? You need to read each step carefully and make the correct decisions when faced with different choices.</p> <p>This has been set as a 2Do for you on Purple Mash.</p>
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Science: Why do we have seasons?



In the UK we experience 4 seasons each year but why is it hotter in summer and colder in winter? Some people think it's because The Earth is closer to The Sun in summer but this is not the reason. As our planet orbits around The Sun it is tilted on it's axis and this is what causes our planet to have seasons.

You can read more about why we have seasons [here](#) and watch a video from Terrific Scientific [here](#)

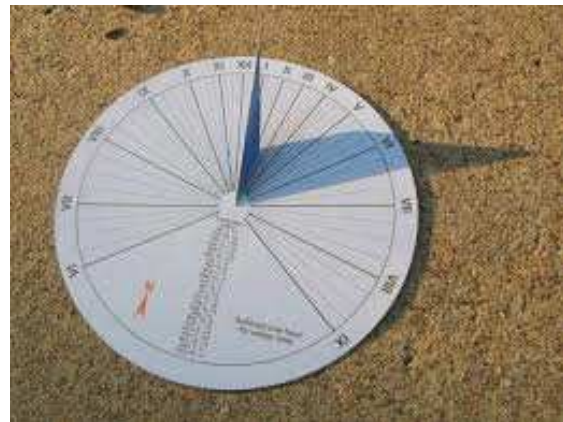
When you have finished your research complete the seasons sheet to explain what happens (full size underneath).

DT/ Outdoor Learning

Create your own sun dial.

Sundials are the oldest known instruments for telling time. The surface of a sundial has markings for each hour of daylight. As the Sun moves across the sky, another part of the sundial casts a shadow on these markings. The position of the shadow shows what time it is.

Use the sundial activity sheet below to create your own sundial. Take pictures of your findings and upload them to teams!



English: Vocabulary

Choose 5 spelling words from [the Y5/6 Statutory Spelling List](#).

- Write 3 synonyms for each word
- Write the word in a sentence.
- Write a definition for the word.

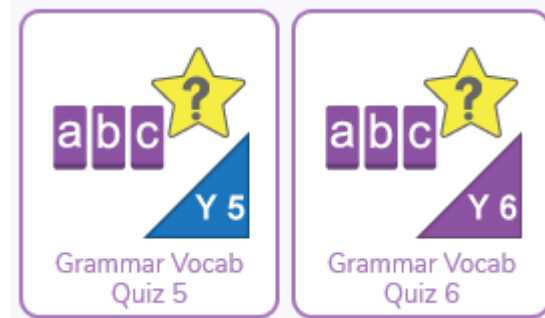
E.g. Mischievous

Synonyms - naughty, disobedient, misbehaving

Adam was up to his mischievous tricks again.

Mischievous - Behaving in a way, or describing behaviour, that is slightly bad but is not intended to cause serious harm or damage.

Complete the Grammar Vocabulary Quiz on Purple Mash



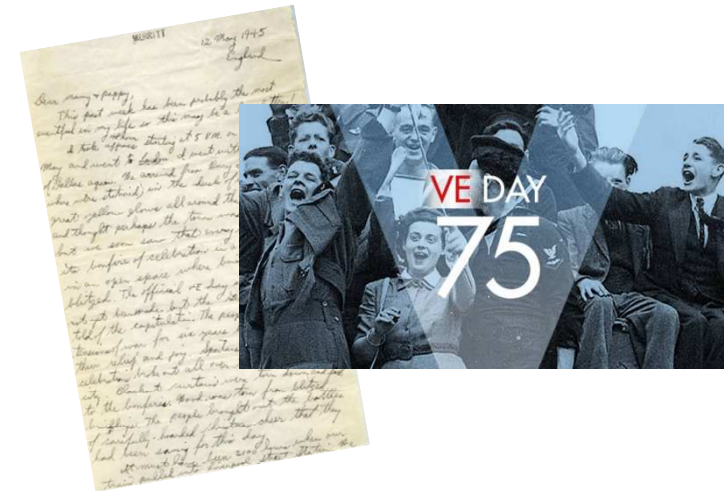
English: Writing

Recap your understanding of VE day and what makes it so important. Use [BBC bitesize](#) to explore the history behind it.

Imagine you are a British citizen during WW2 and you hear the news that the war is ended. How would you feel during VE day? What would you want to do to celebrate?

Write a diary entry for VE day considering the thoughts and feelings for your character. Include the features of a diary entry:

- Past tense (Write if you have already celebrated and VE day has taken place)
- First person pronouns (I, we, my)
- Describe the writer's point of view through description (alliteration, simile, metaphor, personification)
- Include opinions as well as facts
- Organise events into paragraphs



British Values/Global Learning

Discuss - Should one country own planets in our solar system?

As a result of the Space race in the 60's between America and Russia the USA was the first country to reach The Moon and plant it's flag there.

However, The 1967 Outer Space Treaty states that no nation can 'own' the moon.

What do you think? Should America have a greater share of The Moon because it got there first? Or should The Moon be shared by all countries of the world?

What about future discoveries in Space?

For example: If precious minerals and metals were discovered on Mars in the future should these be shared equally amongst all countries on Earth or only between the countries that invested money to make the mission there possible?

Write a paragraph arguing for or against ownership of planets in our solar system.

Sticky Knowledge (remembering our previous learning):

History/Art

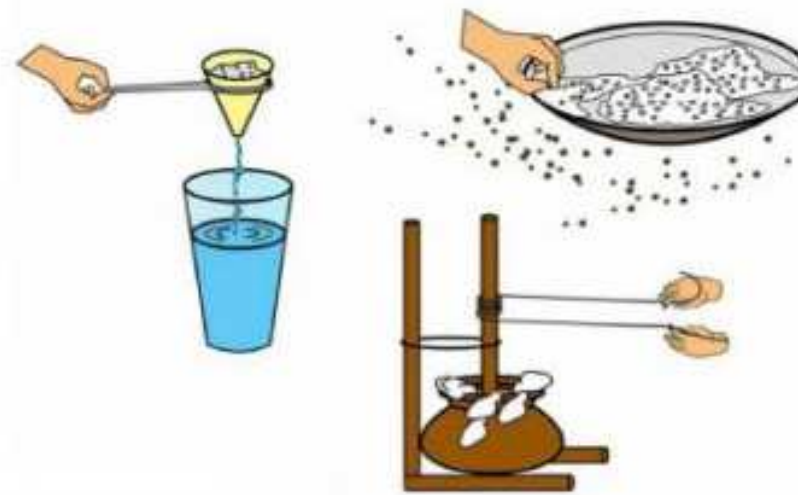
Think back to our WW2 topic and how propaganda was used to influence people. Watch the following video [here](#). This short film explains how people were persuaded to join the war effort, and the importance of motivational campaigns.

Create your own motivational posters to galvanize others to join the NHS volunteers to support vulnerable people during the current pandemic. Remember to consider the colours you use, the message you want to portray and the poster must be able to be seen from a safe 2metre distance.



Science

Different separation methods



In your previous science topic you experimented with mixing and separating different materials. Recap on the different methods [here](#) and [here](#). When you have remembered the different methods complete the separating mixtures sheet underneath.

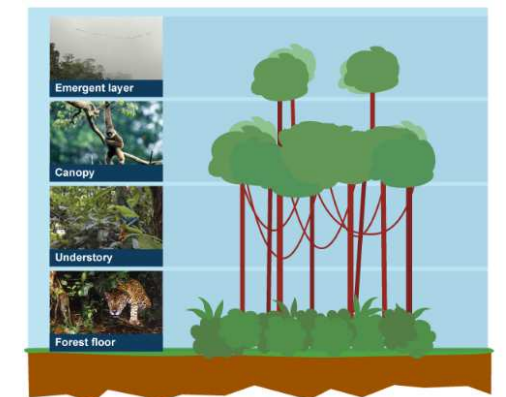
When you are finished you could try some of the methods at home e.g. dissolve salt in water and leave it for a few days in a warm place. What happened? Can you explain the scientific process to someone else?

Geography

Recap on our previous learning of the rainforests by checking out the following information [here](#).

Once you have read all the information (makes notes if you wish in your workbook) then complete the online quiz by clicking [here](#).

How many did you get out of 10? Send your teacher your scores so we can see how well you do.



Website links mentioned above:

[https://commons.wikimedia.org/wiki/File:Sonne_Zeitraffer_-_Sun_Time_Lapse_3840x2160p_24FPS_CC_\(Royalty_Free\)_ \(Kostenlos\)_10bit.webm](https://commons.wikimedia.org/wiki/File:Sonne_Zeitraffer_-_Sun_Time_Lapse_3840x2160p_24FPS_CC_(Royalty_Free)_ (Kostenlos)_10bit.webm) - Science Day and Night time lapse video

<https://www.bbc.co.uk/bitesize/clips/zrd9wmn> - Science Day and Night BBC video

<https://www.youtube.com/watch?v=hPa7bu1q7D4> - Science Day and Night video

<https://www.bbc.co.uk/teach/class-clips-video/science-ks2-the-work-of-nicolaus-copernicus/z64skmn> - Copernicus video

<https://www.sciencekids.co.nz/sciencefacts/scientists/nicolauscopernicus.html> - Copernicus research

<https://www.famousscintists.org/nicolaus-copernicus/> - Copernicus research

<https://www.bbc.co.uk/bitesize/clips/z6shfq8> - Greatest scientist debate

<https://spaceplace.nasa.gov/seasons/en/> - science - why do we have seasons information

<https://www.bbc.co.uk/programmes/p04wf449> - science video to explain why we have seasons

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr> - Geography latitude and longitude video

<https://www.bbc.co.uk/bitesize/clips/zb9c87h> - separating materials science sticky knowledge

<https://www.bbc.co.uk/bitesize/topics/zcvv4wx/articles/zw7tv9q> - separating materials science sticky knowledge BBC Bitesize

https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf - Y5/6 Spelling List

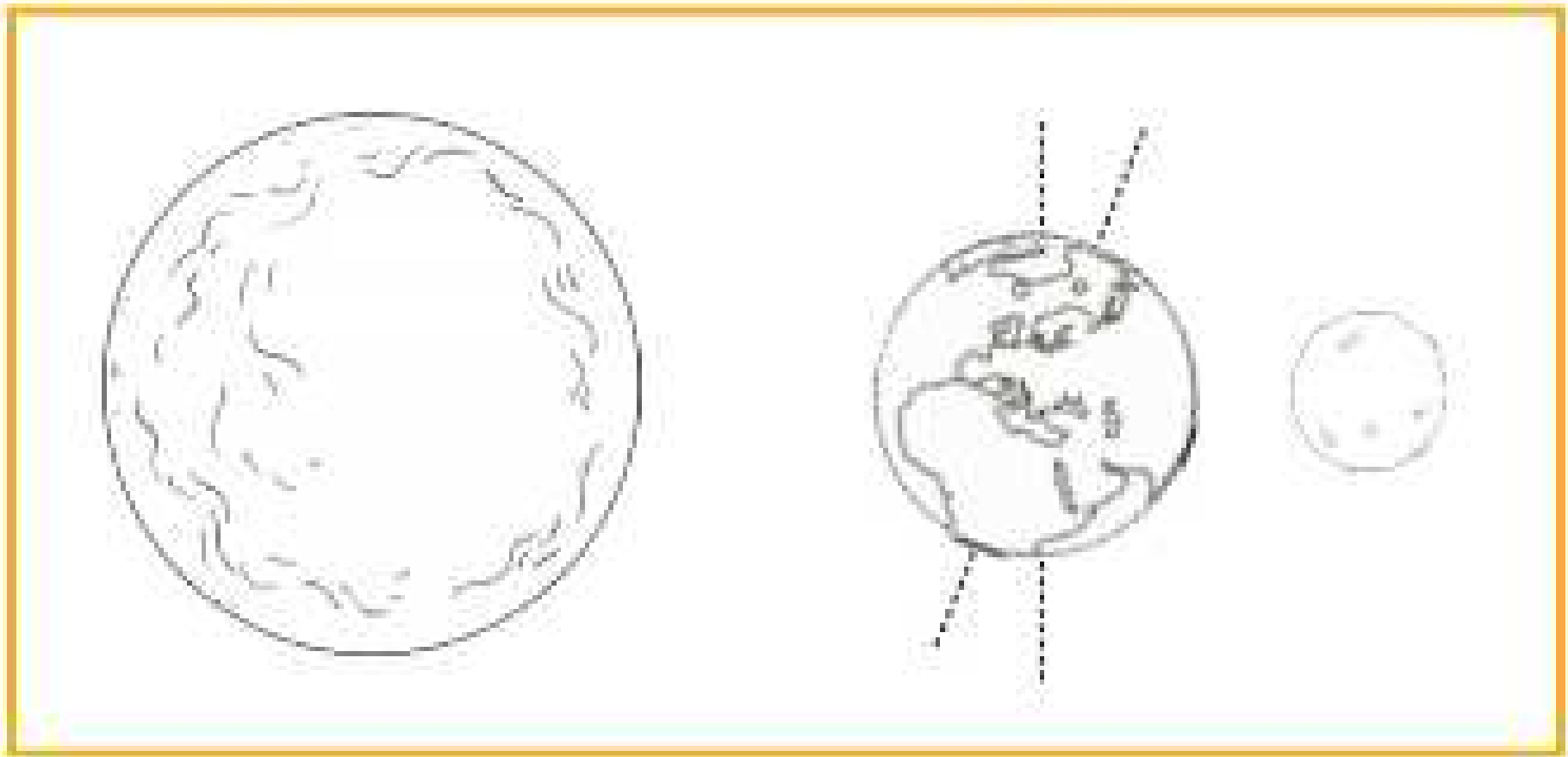
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr> - BBC Bitesize VE Day History

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-how-propaganda-was-used-during-world-war-two/zr77wty> Propaganda posters

<https://www.bbc.co.uk/bitesize/guides/zpmb9q/revision/1> Rainforest revision and quiz

Label the diagram accurately and then write your own explanation for why we experience day and night on Earth.

Why Do We Have Day and Night?



1. Label the Earth, Sun and Moon on the picture.
2. Can you explain why we have daytime and night-time?

Word Bank

Earth Sun light daytime night-time spins axis Moon reflects

3. Colour in the picture to show which part of the Earth is in daytime and which part is in night-time.

Mapping lines of latitude and longitude

This line of latitude is called the _____
It is _____ degrees _____ of the _____.

This line of longitude is called the _____.

This line of latitude is called the Tropic of _____.
It is _____ degrees _____ of the _____.

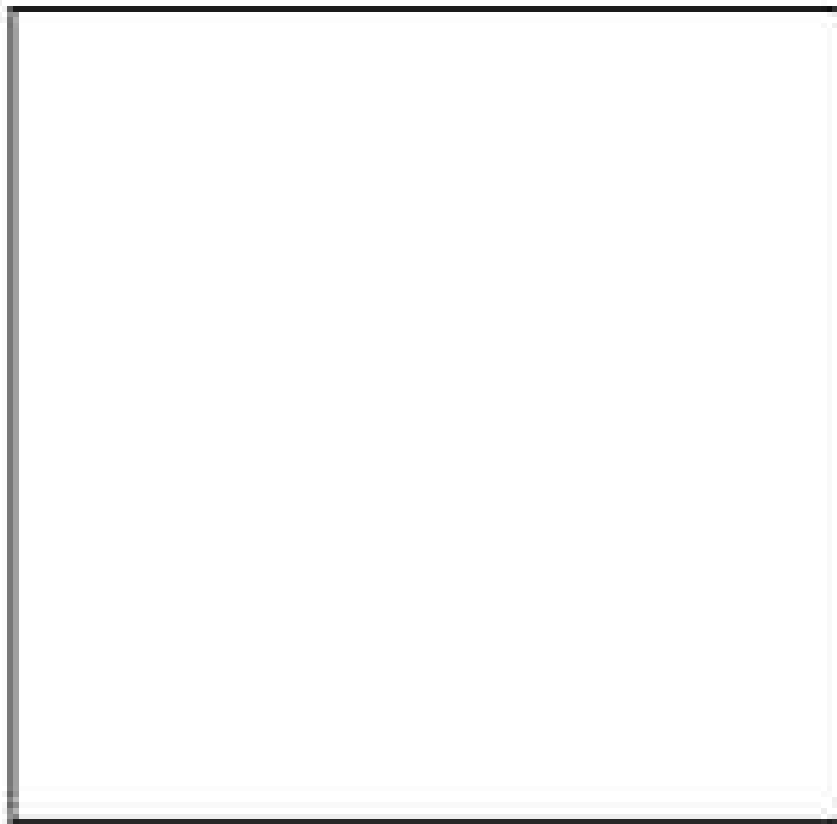
This line of latitude is called the _____.
It is _____ degrees _____ of the _____.

This line of latitude is called the _____.
It is _____ degrees _____ of the _____.

Extension questions to research

- 1) Can you explain what the International Date Line is? Where would you find it on the map?
- 2) In as much detail as you can explain why the Prime Meridian is in Greenwich, England.

Nicolaus Copernicus Fact File



Full name: _____

Date of Birth: _____

Place of Birth: _____

Famous for: _____

Who was Nicolaus Copernicus?

Key events during Nicolaus Copernicus' life:

Interesting facts about Nicolaus Copernicus:

Separating Mixtures

Draw a line from the process to its correct description.

Evaporating and Condensing

Separates insoluble solids from liquids

Decanting

Separates two liquids which have different 'weights'

Magnetism

Separates different sized solids

Filtering

Separates soluble solids from liquids

Sieving

Separates iron and steel from non-magnetic materials

Write in the process used to separate each mixture.

Mixture	Process
salt + water	
sugar + water	
rice + pasta shapes	
sand + water	
flour + rice	
paperclips + sawdust	

The Seasons

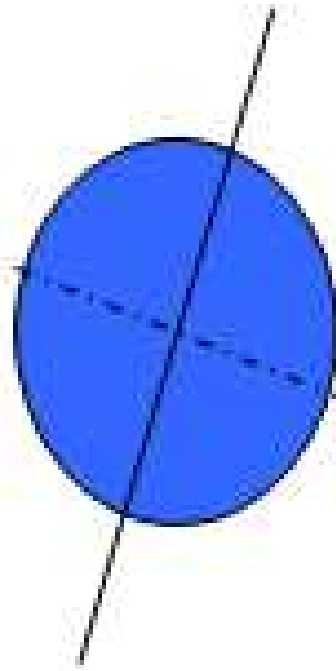
1. The change in seasons is caused by the _____ in the Earth's _____.

2. The two halves of the Earth are called the North and South _____.

Britain is in the _____ hemisphere.

3. Because of the tilt, one _____ points towards the sun and one points away. It is summer in the hemisphere that points _____ the sun. It is winter in the hemisphere that points _____ from the sun.

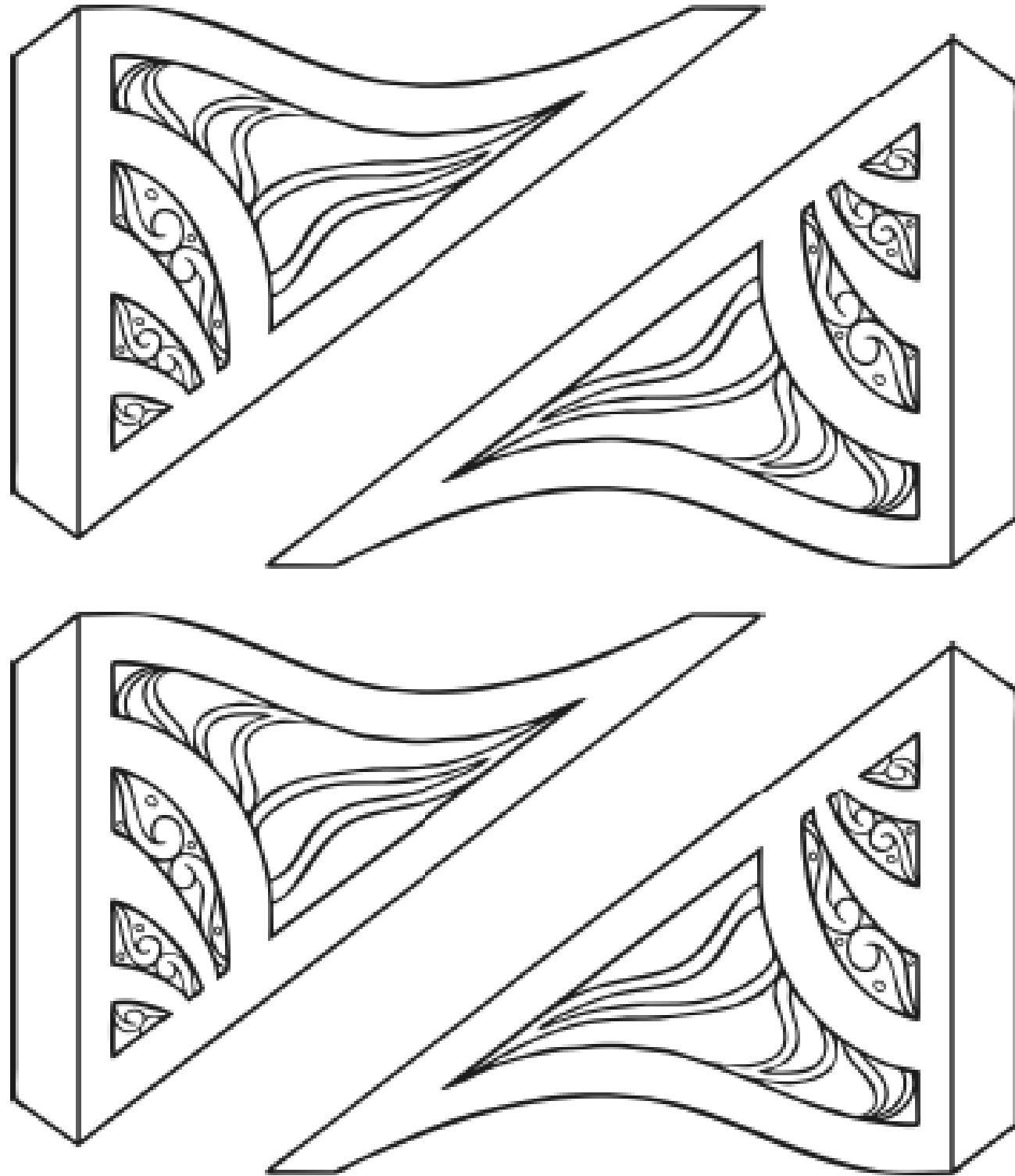
4.



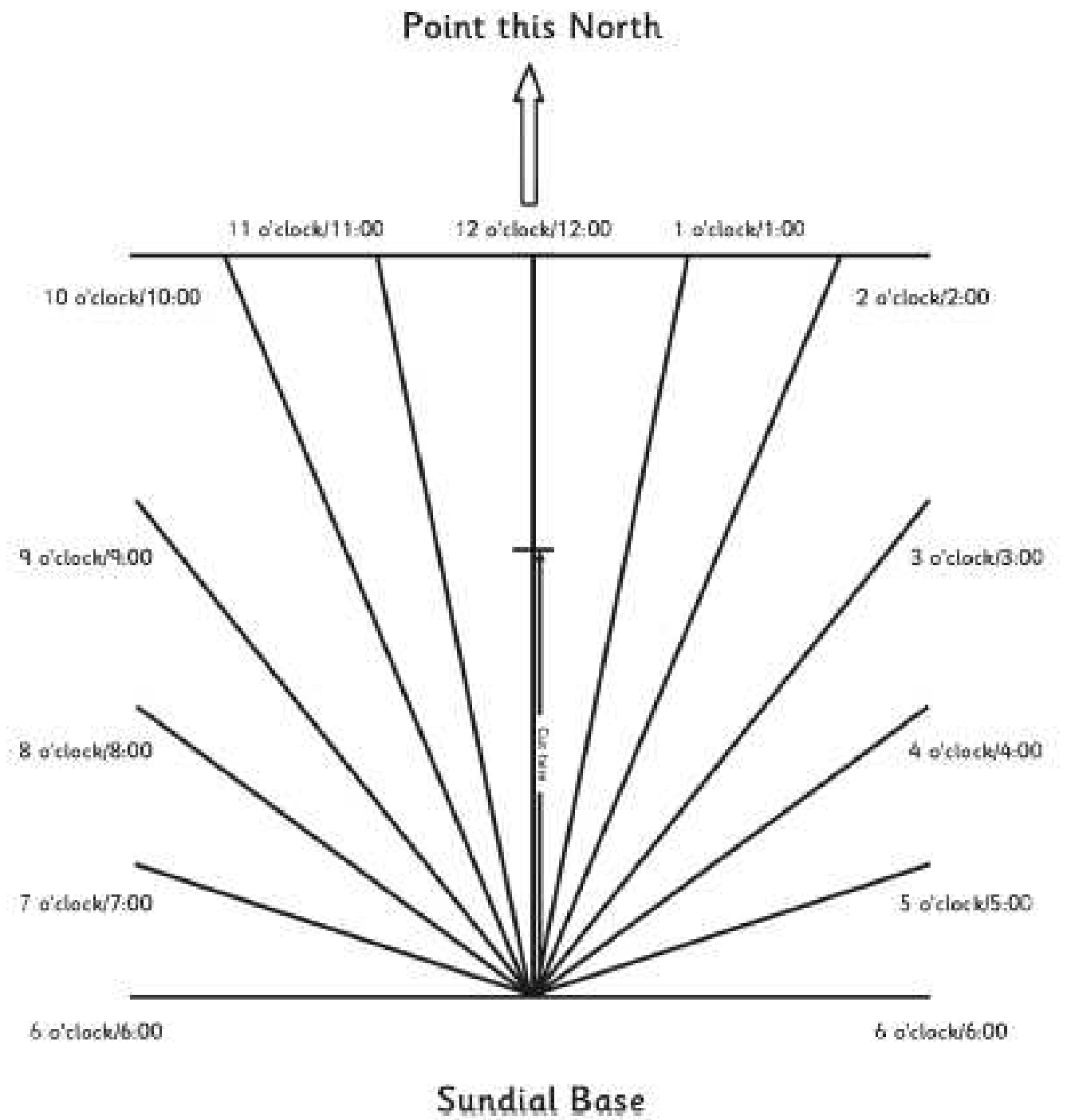
- On the diagram above, label the North Hemisphere, the South Hemisphere and the Equator.
- In which hemisphere is it Summer?
- In which hemisphere is it winter?

Creating a Sundial

Print this out onto card and cut carefully. (There are 4 gnomon on this page so you only need to print this page once for every 4 pages of sundial bases).



Print this out onto card and cut carefully.





Endangered Species: The African elephant

By Gale, Cengage Learning, adapted by Newsela staff on 01.16.18

Word Count 551

Level 530L



Image 1. An African elephant in South Africa's Kruger National Park. The African elephant is the world's largest land animal. Photo by: Frédéric Soltan/Corbis via Getty Images.

The African elephant is the world's largest living land animal. An average male stands more than 10 feet tall. It weighs between 11,000 and 14,000 pounds. That is as much as several cars! A female African elephant is a little shorter. It weighs between 8,000 and 10,000 pounds.

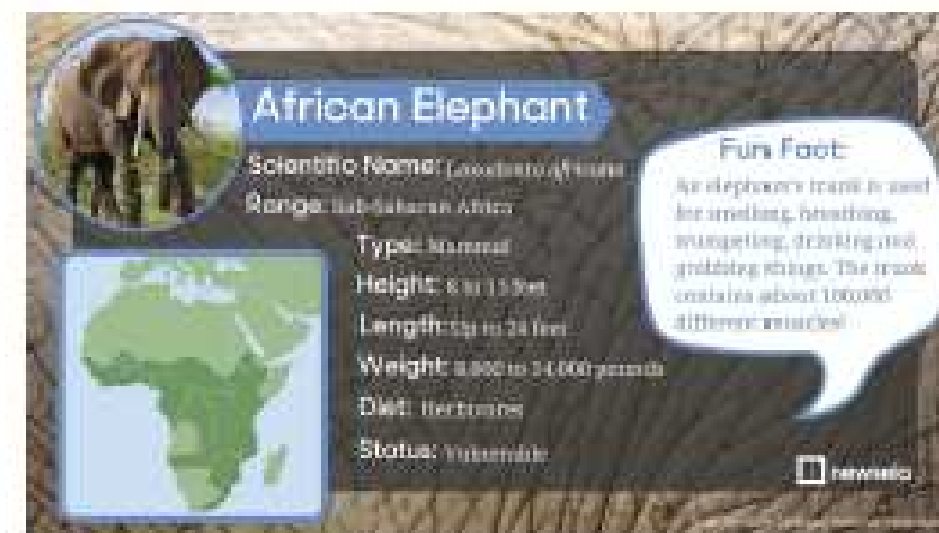
The animal's thick, loose skin is dark gray. It has long white tusks. These are actually teeth. The African elephant has a long lifespan. It can live up to 70 years.

Apart from its tusks, the African elephant has another special feature: its trunk. The elephant's trunk grows out of its nose and upper lip. The animal uses it for many things. It uses it to drink, smell, breathe and feel. The elephant also uses its trunk to communicate. It can use the trunk to greet and signal to other elephants.

African elephants are herbivores. That means they mainly eat plants. They munch on tree bark, leaves, fruits and grasses. The elephants eat about 300 to 400 pounds of food a day! They drink about 50 gallons of water. African elephants are never far from a source of water. They use it for drinking, bathing and cooling.

Elephants are social animals. They like to be around each other. Family units are made up of females and their young. These groups are known as herds. The entire herd is led by an older female. She is called the matriarch. All of the other members of the herd are related to her.

Older male elephants may live by themselves. Or, they may live with other males in small groups. They meet up with females only to mate. A female gives birth to a single calf at a time. The baby lives closely with its mother for several years.



Habitat

African elephants cover a huge territory. They are found in most areas of Africa south of the Sahara Desert. Some live in forest areas. Others live in grasslands.

There are about 500,000 elephants in Africa today. This may sound like a big number. But the elephant population is much smaller than it used to be. There were once as many as 3 to 5 million elephants in Africa.

History And Conservation

African elephants face several dangers today. One is loss of land. People are building on the land where elephants like to live. This pushes the animals out.

Another threat is poaching, or illegal hunting. For many years people have hunted African elephants for their tusks. Tusks are made of ivory. This material has been used to make many things, from jewelry to piano keys. Today, it is against the law to sell ivory. That is because of an agreement between many countries.

They knew the sale of ivory was putting elephants at risk. So they came together to stop it.

Several African countries have taken steps to protect elephants. They have set aside land for the animals. These protected areas are called reserves. Tourists like to visit these places. They can see elephants in their natural setting.

Many efforts to protect elephants have been successful. However, poaching is still a problem. The African elephant is still at risk today.



Reading

Read the article carefully.

Answer the multiple-choice questions at the end of the reading.

Use this space to write a multiple-choice question of your own.

Writing

Write a persuasive paragraph about protecting elephants.

It will be printed in a Wildlife magazine aimed at 9-14 year olds .

- Around 15-20 lines
- Use language that persuades the reader to protect elephants
- Give 3-4 different ideas on the problem

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**)

Grammar

Circle the three determiners in this sentence.

William didn't have any cereal in the house, so he went out to buy some cornflakes.

Insert a comma in the correct place in this sentence.

Although he was the youngest Tom was one of the tallest.

Complete the sentence with a noun formed from the verb *invent*.

The engineer thought her latest _____ would solve the problem.

Circle the co-ordinating conjunction in the sentence below.

If you want to enter the competition, you can send your idea by email or by post.

Rewrite the sentence as direct speech: *I asked her if she needed any help.*

I asked, _____

Spelling

Practise each word. Choose two and write their definitions.

Choose two to write in sentences.

dictionary

embarrass

equip (-ped, -ment)

exaggerate

existence

disastrous

environment

especially

excellent

explanation



Quiz

1 The article states that elephants are social animals.
How does being a social animal help elephants survive?

- (A) The family units can help protect the young.
- (B) More food will be needed to feed the herd.
- (C) Elephants living alone can outrun predators.
- (D) A female gives birth to one baby at a time.

2 Finish the sentence below.

One MAIN idea of the article is that:

- (A) There are fewer African elephants today than in the past.
- (B) African elephants can weigh as much as several cars.
- (C) There are African elephants that live to be 70 years old.
- (D) African elephants eat 300 to 400 pounds of food a day.

3 Elephants in a herd will be different from each other.

Based on information in the article, what is an example of how the elephants would be different?

- (A) Some elephants will have a trunk and some will not.
- (B) Some elephants will be larger than other elephants.
- (C) Some elephants will eat plants and others will eat animals.
- (D) Some elephants will be dark gray and others will be brown.

4

Read the list of sentences from the article.

1. *People are building on the land where elephants like to live.*
2. *For many years people have hunted African elephants for their tusks.*
3. *However, poaching is still a problem.*

What MAIN idea do these details support?

- (A) Tusks are used to make piano keys.
- (B) African elephants face many dangers.
- (C) The preserves help African elephants.
- (D) People like to see African elephants.

5

Which of these animals has the most in common with elephants?

- (A) Sea turtles lay more than 100 eggs in the sand. The mother does not stay with the babies.
- (B) Gray wolves give birth to 5 to 7 puppies at a time. The babies stay with the mother for 1 or 2 years.
- (C) Mallard ducks lay around 12 eggs in a nest. After they hatch, the babies stay with the mother for 2 months.
- (D) Blue whales give birth to one whale at a time. The baby stays with the mother over a year.

6 Look at Image 3.
Based on the image, what do elephants use to get their food?

- (A) tusks
- (B) lips
- (C) trunks
- (D) ears

7 Some African elephants never grow tusks. They now live longer than elephants with tusks.
Why would tuskless elephants live longer?

- (A) Tuskless elephants are the matriarch females.
- (B) Hunters would not kill elephants without tusks.
- (C) It is easier for tuskless elephants to eat grasses.
- (D) Elephants with tusks cannot communicate.

8 Read the introduction [paragraphs 1-6].
What does Image 2 in that section show about African elephants?

- (A) how fast they are
- (B) what they do for fun
- (C) how many are left
- (D) how big they are

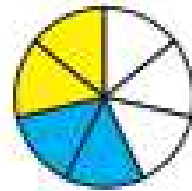
Multiply fractions by integers



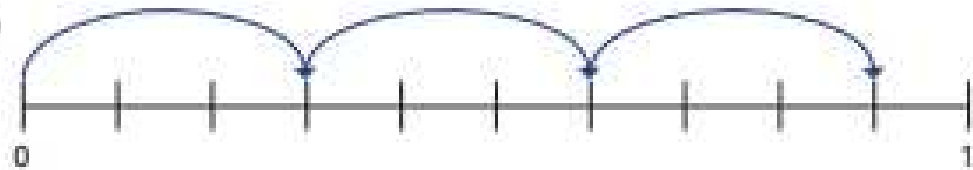
1 Complete the calculations.

a)

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

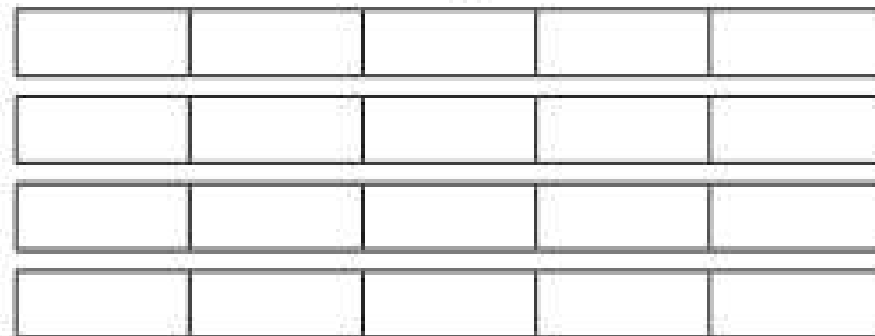


b)



$$3 \times \frac{3}{10} = \square$$

2 a) Shade the bar models to show $\frac{2}{5} \times 4$



b) Complete the multiplication.

$$\frac{2}{5} \times 4 = \square$$

3 Complete the calculations.

a) $\frac{1}{5} \times 1 = \square$

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

$$\frac{1}{5} \times 3 = \square$$

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

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

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

b) $\frac{3}{4} \times 1 = \square$

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

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

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

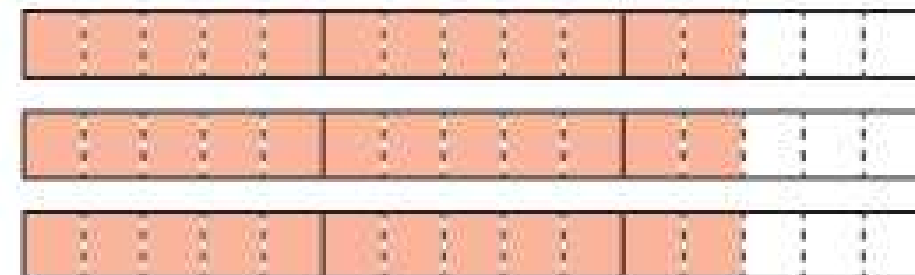
$$\frac{3}{4} \times 5 = \square$$

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

What patterns do you notice?

4 Complete the multiplication.

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



What method did you use? Is there a different method you could have used?



5 Match the calculations.

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

$$\frac{1}{4} \times 24$$

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

$$\frac{5}{12} \times 4$$

$$1\frac{1}{2} \times 3$$

$$\frac{1}{2} \times 6$$

$$18 \times \frac{1}{4}$$

$$\frac{1}{6} \times 10$$

$$12 \times \frac{1}{2}$$

$$\frac{1}{3} \times 4$$

6 Write each answer as a mixed number in its simplest form.

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

d) $2\frac{2}{5} \times 5 =$

b) $2\frac{1}{6} \times 3 =$

e) $7 \times 3\frac{1}{2} =$

c) $2\frac{2}{5} \times 4 =$

f) $\frac{11}{15} \times 7 =$

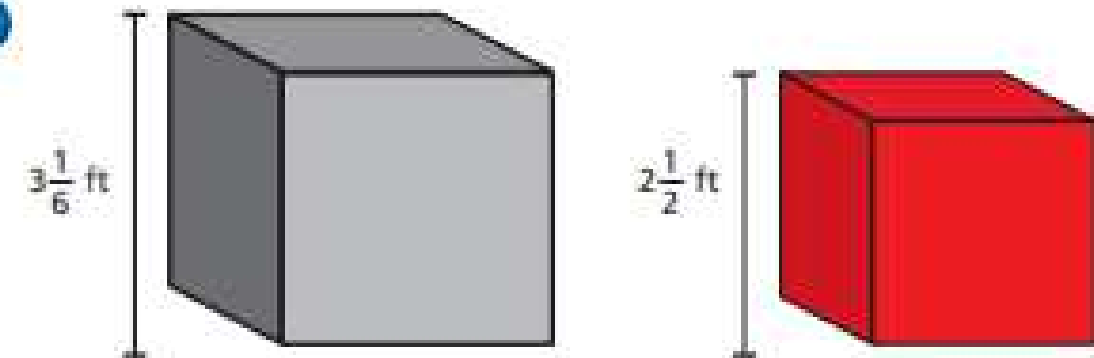
7 Fill in the missing numbers.

a) $2\frac{\square}{7} \times 3 = 6\frac{6}{7}$

b) $2\frac{\square}{8} \times 3 = 7\frac{1}{2}$

8 Tommy's dog eats $3\frac{1}{2}$ tins of food a week.
How many tins does she eat in a year?

9



Jack builds a tower using grey blocks.

Alex builds a tower using red blocks.

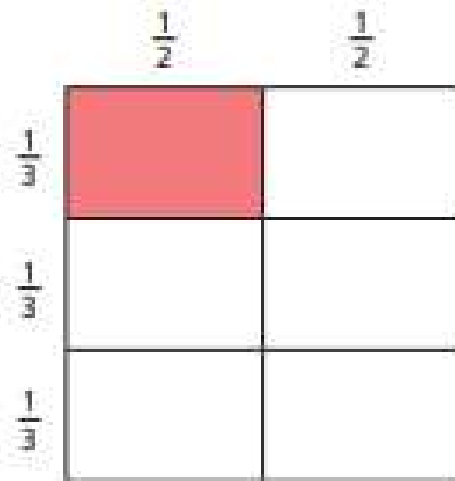
The towers are exactly the same height.

How many blocks could they each have used?

Multiply fractions by fractions



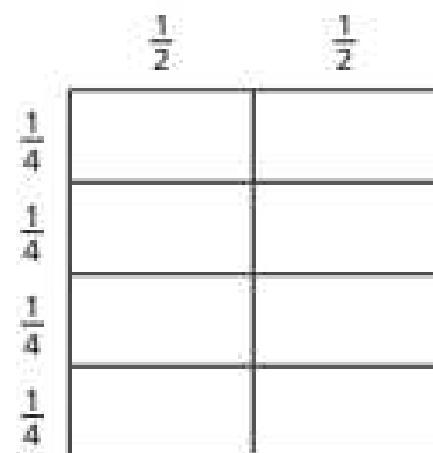
- 1 Dexter works out $\frac{1}{2} \times \frac{1}{3}$ using a grid method.



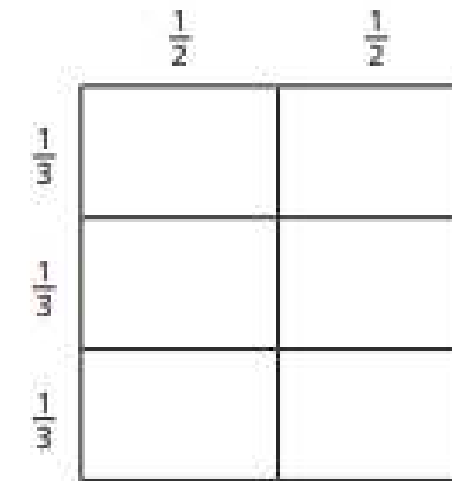
Explain how this shows $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

- 2 Shade the diagrams to show the fraction multiplications.
Complete the multiplications.

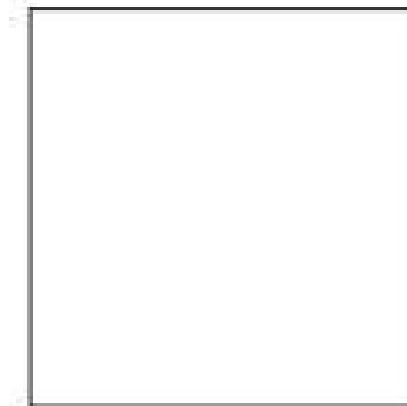
a) $\frac{1}{2} \times \frac{1}{4} = \square$



b) $\frac{1}{2} \times \frac{2}{3} = \square$



- 3 a) Divide the square to show that $\frac{1}{2} \times \frac{3}{4}$ is equal to $\frac{6}{12}$



b) Ma says $\frac{2}{3} \times \frac{3}{4}$ is equal to $\frac{1}{2}$

Is Ma correct? _____

Explain your answer.

4 Complete the calculations.

a) $\frac{1}{4} \times \frac{1}{5} =$

e) $\frac{3}{4} \times \frac{1}{5} =$

b) $\frac{1}{5} \times \frac{1}{6} =$

f) $\frac{2}{5} \times \frac{5}{6} =$

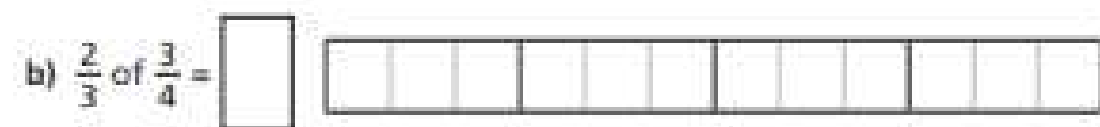
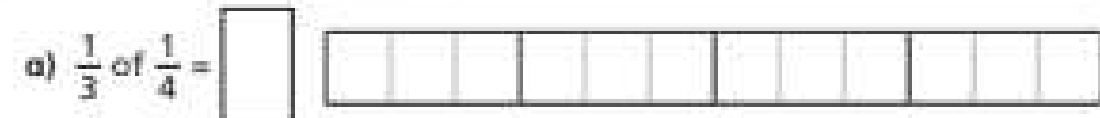
c) $= \frac{1}{7} \times \frac{1}{8}$

g) $\frac{5}{7} \times \frac{5}{8} =$

d) $\frac{1}{8} \times \frac{1}{9} \times \frac{1}{10} =$

h) $\frac{3}{8} \times \frac{2}{9} \times \frac{3}{10} =$

5 Use the diagram to complete the calculations.



c) What do you notice about your answers?
Talk to your partner.

6 Fill in the missing numbers.

a) $\frac{1}{10} = \frac{1}{2} \times \frac{1}{\text{input}}$

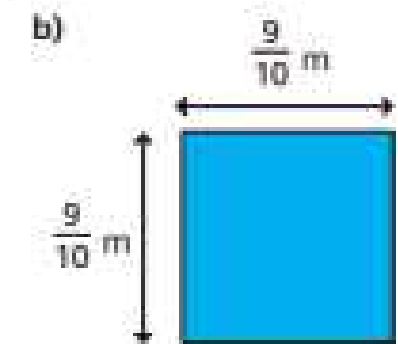
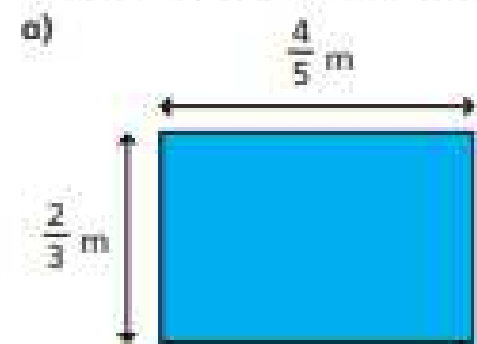
b) $\frac{1}{5} \times \frac{\text{input}}{3} = \frac{2}{15}$

7 Fill in the missing numbers.

a) $\frac{1}{10} = \frac{\text{input}}{4} \times \frac{\text{input}}{5}$

b) $\frac{1}{4} = \frac{\text{input}}{4} \times \frac{\text{input}}{5}$

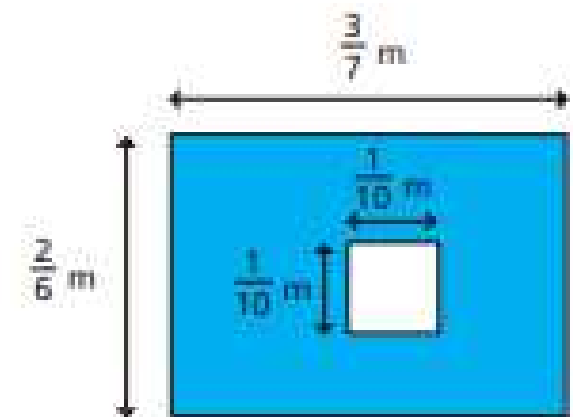
8 Calculate the area of the shapes.



Area = m²

Area = m²

9 Work out the area of the shaded part.



Divide fractions by integers (2)

1

$$\frac{4}{5} \div 2 \quad \frac{4}{5} \div 3$$

a) Write two things that are the same about the calculations.

b) Write one thing that is different about the calculations.

c) Draw a diagram to help you work out the answer to $\frac{4}{5} \div 2$



d) Draw a diagram to help you work out the answer to $\frac{4}{5} \div 3$

2 Complete the divisions using the diagrams to help you.

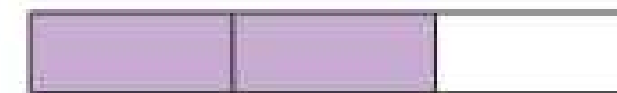
a) $\frac{1}{3} \div 2 =$



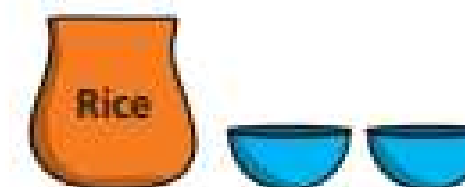
b) $\frac{1}{3} \div 3 =$



c) $\frac{2}{3} \div 3 =$



3 $\frac{3}{4}$ of a kilogram of rice is divided equally between two bowls.



How much rice is in each bowl?

4 Work out the divisions.

a) $\frac{1}{5} \div 7 = \square$

f) $\square = \frac{5}{6} \div 12$

b) $\square = \frac{1}{6} \div 3$

g) $\frac{8}{3} \div 7 = \square$

c) $\frac{1}{4} \div 9 = \square$

h) $\square = \frac{19}{20} \div 5$

d) $\square = \frac{1}{7} \div 6$

i) $\frac{1}{100} \div 25 = \square$

e) $\frac{4}{9} \div 7 = \square$

j) $\square = \frac{45}{50} \div 20$

5 Write <, > or = to complete each statement.

a) $\frac{1}{3} \div 5 \bigcirc \frac{1}{5} \div 3$

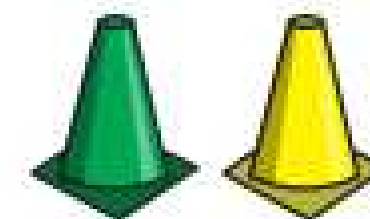
b) $\frac{1}{3} \div 3 \bigcirc \frac{1}{5} \div 5$

c) $\frac{3}{5} \div 5 \bigcirc \frac{3}{5} \div 3$

6 There are some cones in the PE shed.

Classes 1, 2 and 3 share them equally.

- Class 1 put theirs into 4 equal piles.
- Class 2 put theirs into 5 equal piles.
- Class 3 put theirs into 11 equal piles.



What fraction of the whole number of cones is in each pile?

	Fraction in each pile
Class 1	
Class 2	
Class 3	

7 a) Which of these statements are true? Tick your answers.

$\frac{1}{2} \div 2$ is equal to $\frac{1}{2} \times \frac{1}{2}$

$\frac{1}{2} \div 4 = \frac{1}{2} \times \frac{1}{4}$

$\frac{1}{2} \div 3 = \frac{1}{2} \times \frac{1}{3}$

$\frac{1}{2} \div 5 = \frac{1}{2} \times \frac{1}{5}$

b) What do you notice?

Is it only true for halves?

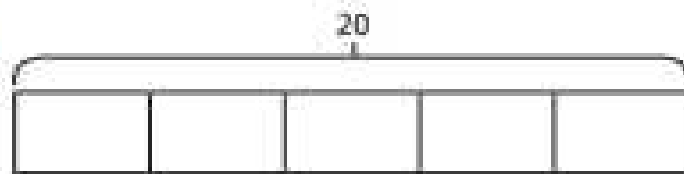
Does it work for non-unit fractions?

Talk to a partner.

Fractions of an amount

White
Rose
Maths

1



a) Shade $\frac{1}{5}$ of the bar model.

b) What is $\frac{1}{5}$ of 20?

2

Use your times tables knowledge to solve the calculations.

a) $\frac{1}{3}$ of 12 =

d) $\frac{1}{10}$ of 80 cm =

b) $\frac{1}{4}$ of £20 =

e) $\frac{1}{12}$ of 60 =

c) $\frac{1}{5}$ of 35 m =

f) $\frac{1}{7}$ of 84 kg =

Now use your answers to solve these calculations.

a) $\frac{2}{3}$ of 12 =

d) $\frac{7}{10}$ of 80 cm =

b) $\frac{3}{4}$ of £20 =

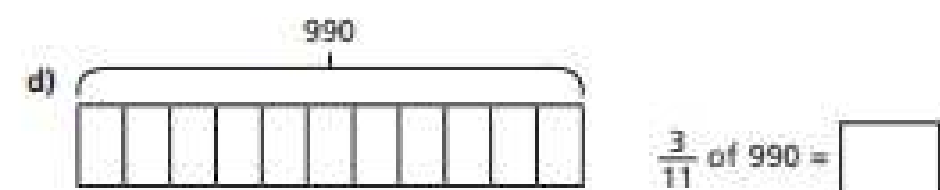
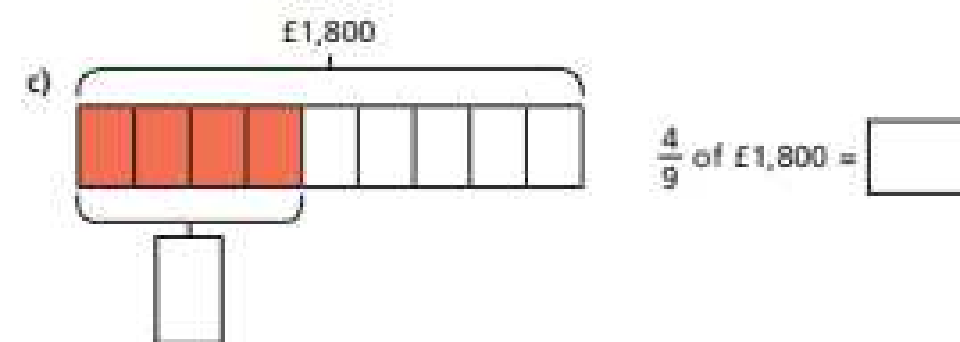
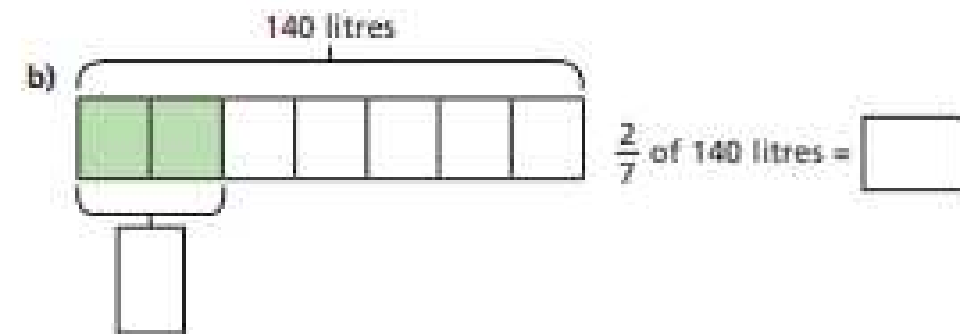
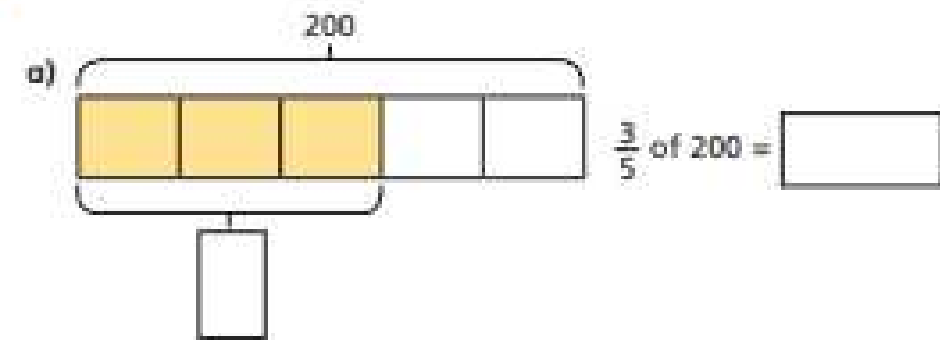
e) $\frac{11}{12}$ of 60 =

c) $\frac{3}{5}$ of 35 m =

f) $\frac{6}{7}$ of 84 kg =

3

Calculate the missing values.



- 4 a) In a school of 480 pupils, $\frac{2}{3}$ are juniors.
How many juniors are in the school?

- b) A factory makes 256 cars.
 $\frac{3}{8}$ are electric cars.
How many electric cars does the factory make?

- c) Brett uses $\frac{2}{5}$ of his £180 savings to buy a train ticket.
How much of his savings does he have left?

5



- Alex has 288 m of fence to paint.
She paints $\frac{3}{12}$ of the whole fence on Monday. She then paints $\frac{1}{2}$ of what is left on Tuesday.
How much fence does she have left to paint?



- 6 Fill in the missing numbers.

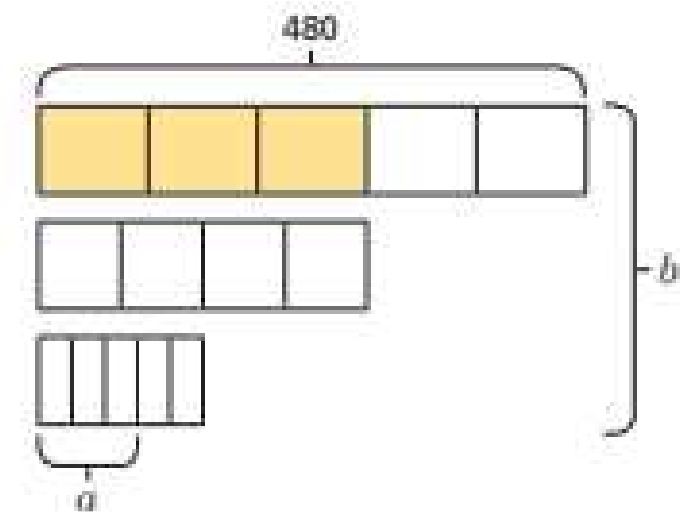
a) $\frac{\square}{10}$ of \$500 = \$150

c) $42 = \frac{\square}{100}$ of 700

b) $\frac{\square}{4}$ of 100 kg = 75 kg

d) $450 = \frac{\square}{20}$ of 3,000

- 7 Find the values of a and b .

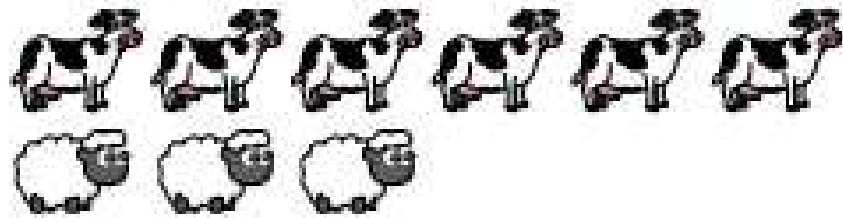


$a =$

$b =$

Using ratio language

1 Complete the sentences.

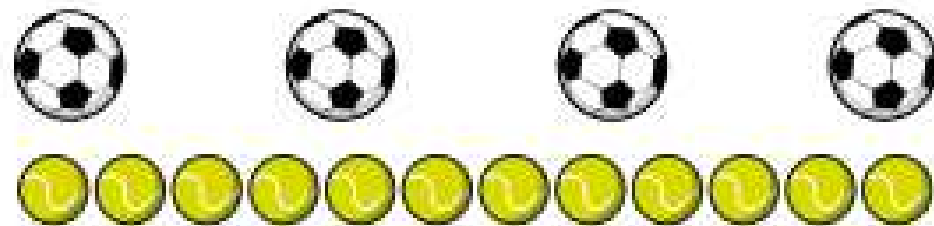


For every 3 sheep there are cows.

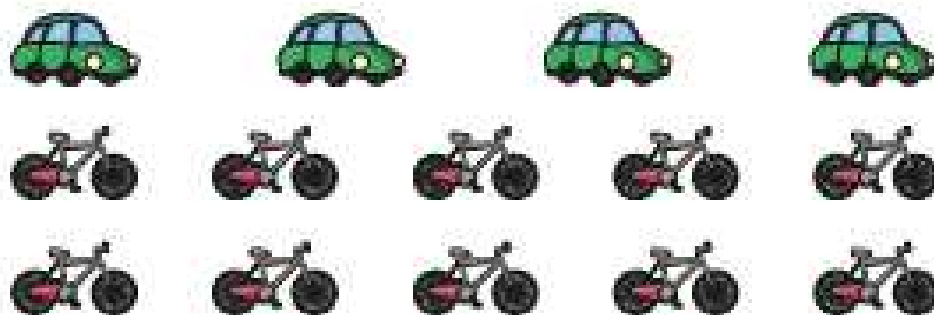
For every 2 cows there is sheep.

2 Circle groups to match the statements.

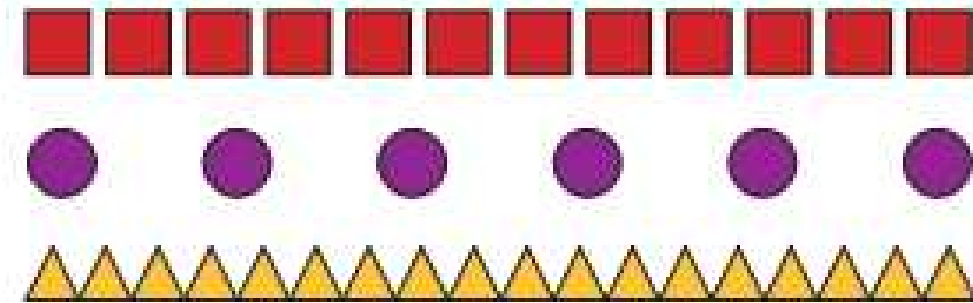
a) For every 1 football there are 3 tennis balls.



b) For every 2 cars there are 5 bicycles.



3 Here are some shapes.



Complete the sentences.

For every 6 squares there are circles.

For every 6 squares there are triangles.

For every 1 square there is a circle.

4 a) Make a tower of cubes that has 3 green cubes for every 1 red cube.

b) Compare your tower to a partner's tower.

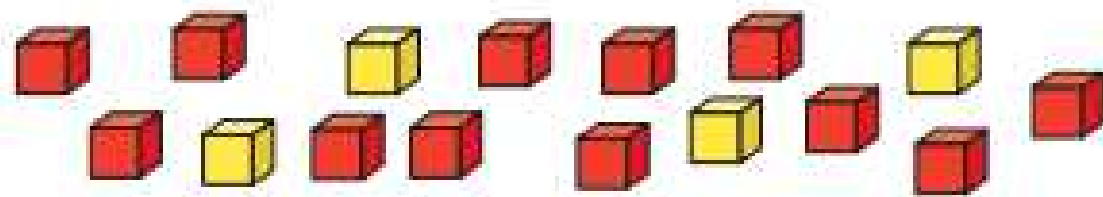
What is the same and what is different about your tower?

5 For every 2 pencils there are 3 rulers.

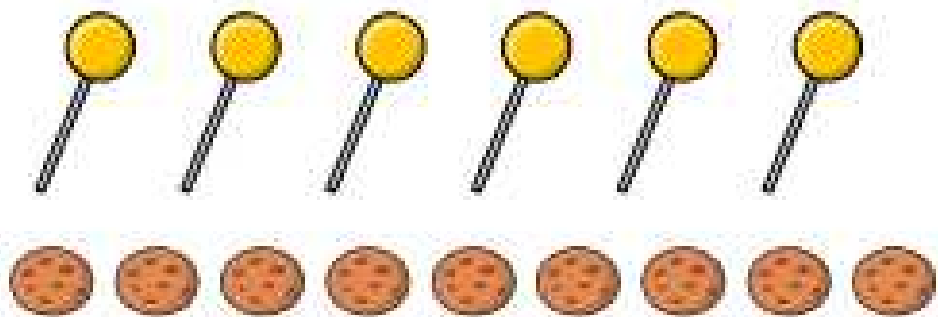
Draw a picture to show this.



6 Write three different 'For every ...' sentences for the cubes.



7 Teddy has 6 lollipops and 9 cookies.



Annie

For every 3 lollipops there are 2 cookies.

I don't agree.



Teddy

a) What mistake has Annie made?

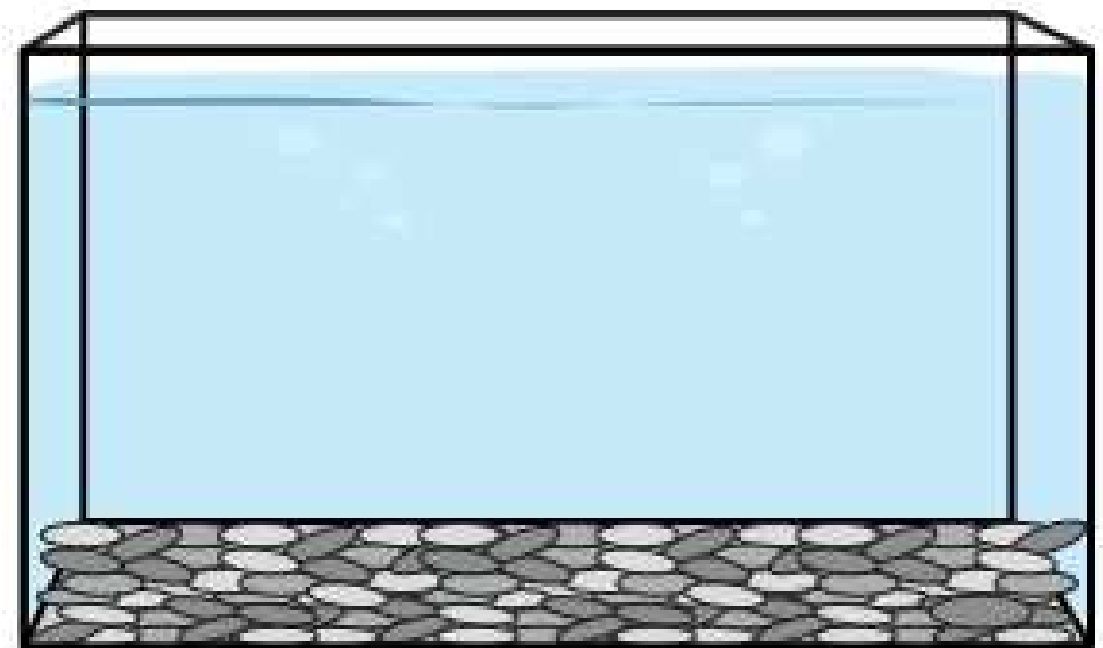
b) Write a sentence to match the picture.

8 Filip has some fish.

For every 3 red fish he has 1 goldfish.

Tommy counts at least 20 fish in the tank.

Draw the fish in the tank.



9 In Class 6, for every 2 girls there is 1 boy.

There are 12 girls in the class.

How many boys are in the class?

You can draw the children to help you.

