

Year 5 TIMETABLE (Week 10)
 Week Beginning Monday 1st June, 2020
 Dear Class 5,

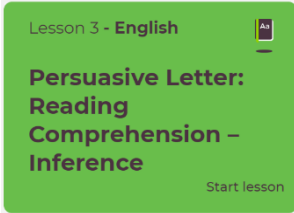
I hope you all had a safe and enjoyable half term. Today, is the first day back for some children and I will have a teaching commitment with the Year 6 pupils until the Government ask us to welcome back more classes. I will reply to your emails as soon as I can. Keep up the good work and I hope to see you very soon.

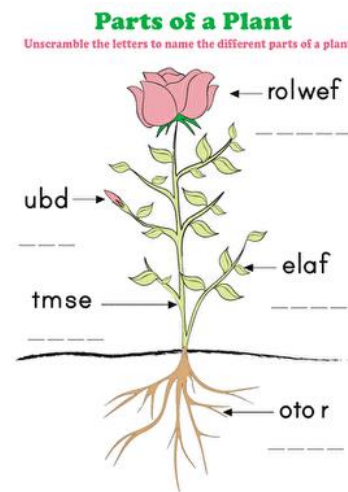
0900-0935 PE with Joe Wicks @ <https://www.youtube.com/channel/UCaXW1XT0iEJo0TYIRfn6rYQ>

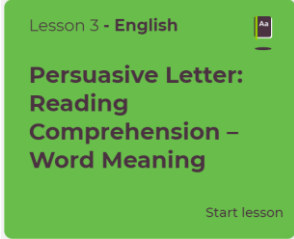
STAYING ACTIVE AS A FAMILY AT HOME!

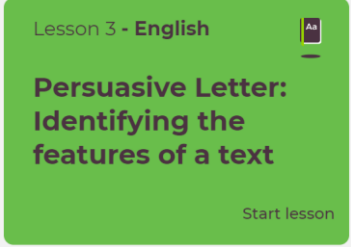
Please see the SASP website below to find out more. There are PE links to other subjects too.

Have a go! <https://www.sasp.co.uk/home-family-activities>

	Maths	English and MFL (French)	Other	On-going
	Focus: FRACTIONS REVISION AND CONSOLIDATION (60 MINS)	Focus: Persuasive letters (reading) and Defeating a monster story (60 MINS)	Focus: Plants	
Day 1	<p>White Rose Maths Activity 1 Challenge</p> <ol style="list-style-type: none"> 46 x 23 2784 divided by 3 1,034,234 + 234,739 2,738,772 – 1,593,993 Which is larger 2/5 or 14/20 (look at the denominators) <p>Warm-up https://www.educationquizzes.com/ks2/maths/fractions-year-5/ FRACTIONS REVISION AND CONSOLIDATION https://whiterosemaths.com/homelearning/year-5/</p> <p style="text-align: center;">WEEK 5 (w/c 18TH MAY)</p> <p>Lesson 1 Focus: addition and subtraction of fractions</p> <p><u>Please watch the online lesson and then when ready scroll down to the questions that can be found in the resources section at the end of this timetable.</u></p> <p><u>The answers are also available there too, so only scroll to those when ready to do so.</u></p>	<p>English Part 1 Reading: Oak National Academy https://www.thenational.academy/online-classroom/year-5/ WEEK 3 (w/c 4TH MAY)</p> <p>Monday Focus: INFERENCE</p>  <p>English Part 2 Writing Focus: Defeating a monster a tale: paragraph 1 Text : 'The Cobbler of Krakow' Innovation week Re-read the Cobbler of Krakow. Scroll down to the resources section and find the colourful page for Day 1. Read my innovation carefully and study the toolkit. Write your own opening using your plan created the week before last (day 4).</p> <p>MFL: French (Listen and Repeat with Alexa) Focus: Numbers from 10-100 https://www.youtube.com/watch?v=Q4MNUo_WPeE</p>	<p>Activity 1 Quiz – test your knowledge of plants using the quiz found @ https://www.educationquizzes.com/ks2/science/the-parts-of-a-plant/</p> <p>Activity 2 Focus: Parts of a Plant Watch this film from the BBC: https://www.youtube.com/watch?v=bLhTgTwbYMl&index=1&list=PLcvEcrcF_9zLl1enZ2h4kF396AtH90d9F</p> <p>Activity 3 Draw a diagram of a plant, you could use the diagram below to help. Label the parts that have been introduced to you in the video and explain what the parts do.</p>	<p>Reading from your own book aloud to an adult or older sibling (everyday 15mins)</p> <p>Practice your times tables (10 minutes)</p> <p>Practice your new skill (20 minutes)</p> <p>Practice your spellings for the week (5 minutes)</p> <p>Contact a friend or relative and have a good chat!</p>



<p>Day 2</p>	<p>Maths White Rose Maths Activity 1 Challenge</p> <ol style="list-style-type: none"> 1. 53×19 2. $5,678$ divided by 4 3. $2,135,264 + 732,934$ 4. $5,336,772 - 2,538,739$ 5. Which is larger $\frac{2}{3}$ or $\frac{7}{12}$ (look at the denominators) <p>FRACTIONS REVISION AND CONSOLIDATION https://whiterosemaths.com/homelearning/year-5/</p> <p style="text-align: center;">WEEK 5 (w/c 18TH MAY)</p> <p>Lesson 2 Focus: add fractions</p> <p><u>Please watch the online lesson and then when ready scroll down to the questions that can be found in the resources section at the end of this timetable.</u></p> <p><u>The answers are also available there too, so only scroll to those when ready to do so.</u></p>	<p>English Part 1 Reading Oak National Academy https://www.thenational.academy/online-classroom/year-5/ WEEK 3 (w/c 4TH MAY)</p> <p>Tuesday Focus: Word Meaning</p>  <p>English Part 2 Writing Focus: Defeating a monster a tale Text : 'The Cobbler of Krakow': Innovation of paragraphs 2 and 3.</p> <p>Look again at your plan. Study the resource below for paragraphs 2 and 3. Look at the original, my innovation and the toolkit. Now write your paragraph 2 and paragraph 3 , making sure you try and include the items from the toolkit please.</p>	<p>Activity 1 Focus: What do plants need to survive?</p> <ol style="list-style-type: none"> 1. Write down what you think plants need to survive. 2. Watch the video using the link below https://www.youtube.com/watch?v=RXVhiUnTA8&index=2&list=PLcvEcrcF9zLI1enZ2h4kF396AtH90d9F 3. Compare what you wrote and what you learnt from the video. <p>Activity 2 Focus: The stages of a plant lifecycle.</p> <p>Please go to the BBC webpage using the link below, then, read, watch and take part in the activities on the page to learn about the stages of a plant lifecycle.</p> <p>https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zyv3jty</p>	<p>Reading (everyday 15mins)</p> <p>Practice your times tables (10 minutes)</p> <p>Practice your spellings for the week (5 minutes)</p> <p>Practice your new skill (20 minutes)</p> <p>Contact a different friend or relative and have a good chat!</p>
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<p>Day 3</p>	<p>Maths</p> <p>White Rose Maths Activity 1 Challenge</p> <ol style="list-style-type: none"> 1. The area of a rectangle is 40cm². Its length is 8cm. Calculate its width. 2. Prove that $5/25 = 100/500$ 3. $5^2 + 3^2 =$ 4. How long did I walk for if I left home at 1345 hrs and returned at 1820 hrs? 5. $5.47 \times 1,000$ <p>FRACTIONS REVISION AND CONSOLIDATION https://whiterosemaths.com/homelearning/year-5/</p> <p>WEEK 5 (w/c 18TH MAY)</p> <p>Lesson 3 Focus: add mixed numbers</p> <p><u>Please watch the online lesson and then when ready scroll down to the questions that can be found in the resources section at the end of this timetable.</u></p> <p><u>The answers are also available there too, so only scroll to those when ready to do so.</u></p>	<p>English Part 1 Go to the Oak National Academy @ https://www.thenational.academy/online-classroom/year-5/ WEEK 3 (w/c 4TH MAY)</p> <p>Wednesday: Focus: identifying features of a text</p>  <p>English Part 2 Writing Focus: <u>Defeating a monster a tale</u> Text : <u>'The Cobbler of Krakow': Innovation of paragraphs 4, 5 and 6.</u></p> <p>Look again at your plan. Study the resource below for paragraphs 4, 5 and 6. Look at the original, my innovation and the toolkit. Now write your paragraph 4 , paragraph 5 and paragraph 6 , making sure you try and include the items from the toolkit please.</p>	<p>Activity 1 Focus: <u>The anatomy of a flower</u></p> <p>Watch, <u>learn</u> and rap along if you want to!</p> <p>https://www.youtube.com/watch?v=A5Pf4_LXyC4&index=3&t=4s&list=PLcvEcrcF_9zLI1enZ2h4kF396AtH90d9F</p> <p>Activity 2</p> <p>Label the parts of a flower.</p> <p>Go to the resources section at the end of this timetable and print, copy or draw the diagram of a flower, then label the parts from your learning today.</p> <p>Challenge – explain what each part does.</p> <p>Activity 3 Focus: <u>Art- still life observational drawing (without a meltdown please)</u></p> <p>Find a flowering plant either in your house or in your garden. Spend some time looking at the plant. Look at the colours and the textures. Look at the light and the shadow. Try and sketch in pencil, or colours if you have them, what you see. You can try the whole plant or just a section – it is up to you completely.</p> <p>https://www.youtube.com/watch?v=DfCDkYSSAhc</p>	<p>Reading (everyday 15mins)</p> <p>Practice your times tables (10 minutes)</p> <p>Practice your spellings for the week (5 minutes)</p> <p>Practice your new skill (20 minutes)</p> <p>Contact a friend or relative and have a good chat!</p>
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Day 4

Maths:

White Rose Maths

Activity 1

Warm-up

<https://www.educationquizzes.com/ks2/times-tables/7-times-table/>

Challenge

1. Make sure you know the 7 times table off by heart. Use games from the website below to help you:

<https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

FRACTIONS REVISION AND CONSOLIDATION

<https://whiterosemaths.com/homelearning/year-5/>

WEEK 5 (w/c 18TH MAY)

Lesson 4

Focus: subtract mixed numbers

Please watch the online lesson and then when ready scroll down to the questions that can be found in the resources section at the end of this timetable.

The answers are also available there too, so only scroll to those when ready to do so.

English Part 1

SPaG Focus: Relative Clause

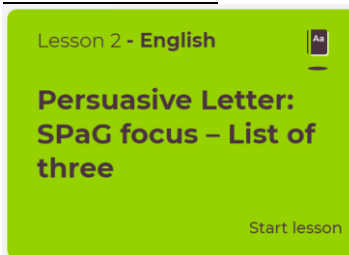
Go to the Oak National Academy website by clicking the link below.

<https://www.thenational.academy/online-classroom/year-5/>

WEEK 3 (w/c 4TH MAY)

Thursday

Focus: list of three



English Part 2

Writing

Focus: Defeating a monster a tale

Text : 'The Cobbler of Krakow': Innovation of paragraphs 7 and 8.

Look again at your plan.

Study the resource below for paragraphs 7 and 8. Look at the original, my innovation and the toolkit.

Now write your paragraph 7 and paragraph 8, making sure you try and include the items from the toolkit please.

Activity 1

Focus: Parts of a flower

Ask an adult if you can go and pick a flower.

If the answer is 'yes' then pop out and find a flower that has it's stamen and carpel visible (don't go for a daisy or a dandelion).

Using your fingers or a pair of tweezers, carefully dissect (cut/pull apart) the flower and place the parts into groups according to what you labelled yesterday.

If you have tape, stick the parts to a piece of paper and label them.



Activity 2

Focus: What is pollination and how does it work?

Watch, learn and sing if you want to:

https://www.youtube.com/watch?v=j-S5ui9Us7U&list=PLcvEcrcF_9zLI1enZ2h4kF396AtH90d9F&index=4

Now write a short paragraph answering the question focus from today.

Activity 3

Go to the resources section of this timetable.

Find the statements titled:

SEQUENCING ACTIVITY: PLANT LIFE CYCLE

Try and correctly order the statements.

Reading

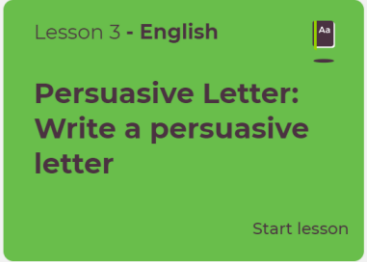
(everyday 15mins)

Practice your times tables (10 minutes)

Practice your spellings for the week (5 minutes)

Practice your new skill (20 minutes)

Contact a friend or relative and have a good chat!

<p>Day 5</p>	<p>Maths: MyMaths</p> <p>I have set a task all about mixed numbers on MyMaths for you.</p> <p>Try and complete the lesson first, as usual, and then answer the questions. Don't forget to check out at the end.</p>	<p>English Part 1 Spelling Test</p> <p>English Part 2 Go to the Oak National Academy website by clicking the link below. https://www.thenational.academy/online-classroom/year-5/</p> <p>WEEK 3 (w/c 4TH MAY)</p> <p>Focus: Writing a persuasive letter</p> <p>Now, click on the green box that says:</p>  <p>Work your way through the lesson carefully.</p> <p>English Part 3 Look again at your plan. Study the resource below for the final paragraph. Look at the original, my innovation and the toolkit. Now write your final paragraph , making sure you try and include the items from the toolkit please.</p> <p>OPTIONAL: MFL: French (Listen and repeat with Alexa) Focus: Larger numbers (Please note – you do not need to know all of the numbers at this stage, however, a lot of you will be interested in the mathematics behind this – it is strange yet interesting,) https://www.youtube.com/watch?v=0Ou0aQJ0xDg</p>	<p style="text-align: center;">CATCH UP TIME</p> <p style="text-align: center;">Use this time to catch up with anything you need to complete.</p>	<p>Reading (15 minutes)</p> <p>Practice your times tables (10 minutes)</p> <p>Spelling test (5 minutes)</p> <p>Contact a friend or relative and have a good chat!</p>
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SPELLING: Year 5 Spellings Week Beginning 1st June, 2020

L.O. hyphenated words

Words in green are for children who usually have less spellings to learn.

	Monday	Tuesday	Wednesday	Thursday	Friday
co-star					
co-ordinate					
re-examine					
off-line					
ill-tempered					
double-jointed					
deep-fry					
non-event					

RESOURCES

Add and subtract fractions

1 Complete the calculations.

Use the bar models to help you.



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



$$\frac{6}{5} + \frac{3}{5} = \square = \square$$



$$\frac{8}{5} - \frac{6}{5} = \square$$



$$\frac{9}{5} - \frac{3}{5} = \square = \square$$



2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \square$

b) $\frac{4}{7} + \frac{3}{7} = \square = \square$

c) $\frac{4}{7} + \frac{4}{7} = \square = \square$

d) $\frac{8}{7} - \frac{3}{7} = \square$

e) $\frac{7}{9} + \frac{8}{9} = \square = \square$

f) $\frac{17}{9} - \frac{8}{9} = \square = \square$

g) $\frac{16}{9} - \frac{8}{9} = \square$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \square = \square$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \square = \square$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \square$

3

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

What could the missing numerators be?

Give six different possibilities.

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$



4 Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has litres left.

5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\square}{8} = \frac{13}{8}$

b) $\frac{13}{8} - \frac{\square}{8} = \frac{7}{8}$

c) $\frac{13}{8} - \frac{\square}{8} = 1$

d) $\frac{11}{9} + \frac{\square}{9} = \frac{22}{9} = 2\frac{\square}{9}$

e) $\frac{11}{9} + \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

f) $\frac{22}{9} - \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

g) $\frac{4}{7} + \frac{\square}{7} + \frac{4}{7} = 2$

h) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 2$

i) $\frac{6}{7} + \frac{\square}{7} + \frac{6}{7} = 2$

j) $\frac{14}{7} + \frac{\square}{7} + \frac{4}{7} = 3$

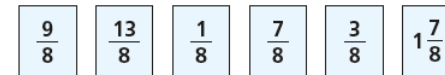
k) $\frac{15}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

l) $\frac{16}{7} + \frac{\square}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?



6 Here are some fraction cards.



Use the cards to write pairs of fractions with a total of 2

+ = 2

+ = 2

+ = 2

7 Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?

Annie's rope is m long.

Dexter's rope is m long.



Innovation Week

Paragraph 1

Original Story:

In the days when trees could cry and cats could fly there lived in Poland, underneath Wawel Hill, beside the Vistula River, a terrible dragon called Smok Wawelski. His blood curdling cry and acrid smoke struck terror into the hearts of all the villagers.

Innovation:

In the days when castles could walk and horses could sing there lived in England, upon Glastonbury Tor, opposite The Springland Waterfall, a disgusting minotaur called Fias. He was a gigantic, raging beast with dark, lifeless eyes. Staring menacingly, he would watch for terrified victims in the town below.

Toolkit:

'Could could' sentence

Prepositions

'2-Ad sentences' (2 adjectives before the first noun and 2 adjectives before the second noun)

Fronted adverbial

Carefully chosen adjectives

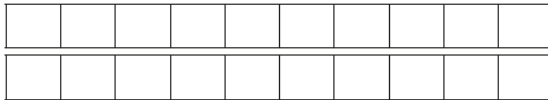
Add fractions



1 Complete the calculations.

Use the bar models to help you.

a)



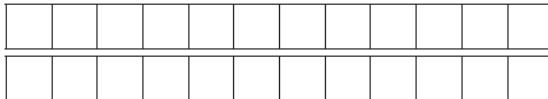
$$\frac{1}{2} + \frac{7}{10} = \square = \square$$

b)



$$\frac{1}{2} + \frac{3}{10} + \frac{1}{5} = \square = \square$$

c)



$$\frac{2}{3} + \frac{5}{6} + \frac{1}{12} = \square = \square$$

2 Complete the additions.

a) $\frac{4}{5} + \frac{7}{20} = \square = \square$

d) $\frac{4}{3} + \frac{5}{12} = \square = \square$

b) $\frac{5}{4} + \frac{7}{20} = \square = \square$

e) $\frac{3}{5} + \frac{11}{15} = \square = \square$

c) $\frac{3}{4} + \frac{5}{12} = \square = \square$

f) $\frac{5}{3} + \frac{11}{15} = \square = \square$

3 Match the additions that have the same answer.

$$\frac{3}{5} + \frac{9}{20}$$

$$\frac{16}{20} + \frac{9}{20}$$

$$\frac{3}{4} + \frac{9}{20}$$

$$\frac{12}{20} + \frac{9}{20}$$

$$\frac{4}{5} + \frac{9}{20}$$

$$\frac{14}{20} + \frac{9}{20}$$

$$\frac{7}{10} + \frac{9}{20}$$

$$\frac{15}{20} + \frac{9}{20}$$

- 4 Dexter has some tins of food. There are four types of food: beans, sweetcorn, soup and tomatoes.

- The total weight of all the tins is 2 kg.
- The tins of beans weigh $\frac{2}{3}$ kg.
- The tins of sweetcorn weigh $\frac{5}{12}$ kg.
- The tins of soup weigh $\frac{1}{4}$ kg.



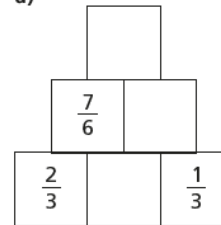
- a) Work out the total weight of the tins of beans, sweetcorn and soup.

- b) How much do the tins of tomatoes weigh?

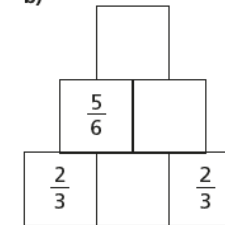


- 5 Complete the addition pyramids.

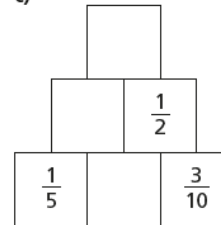
a)



b)



c)



- 6 What could the three missing numerators be?

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

Give three different possibilities.

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$



Innovation Week

Paragraph 2 and 3

Original Story:

First, Smok stole just cats and dogs. Next, he ate sheep and cows. In the end, Smok turned his attention to grabbing young maidens!

Soon, it was the turn of King's daughter to be fed to the dragon. Not wanting to face the dragon himself, he spent days searching for a solution. In desperation, he offered his daughter's hand in marriage to anyone who could rid the city of this terrible beast!

Innovation:

First, Fias ate all the horses of the land and there was no more singing to be heard. Next, he ate all of the unicorns and there was no more magic. After that, he decimated The Fairy Forest and there were no more wishes for anyone. In the end, Fias turned his attention to the humans in the town!

Eventually, it was the turn of the nasty Chief Knight's girlfriend to be fed to the fierce Minotaur. Exhausted, confused, petrified, he offered a barrel of gold sovereigns to anyone who could rid the city of the terrible beast!

Toolkit:

Sequencers

3-ed sentence

Carefully selected adjectives

Add mixed numbers

- 1 Teddy and Mo are adding mixed numbers.



$$3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$$

Teddy

$$3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$$

Mo



Whose method do you prefer? _____

Talk about it with a partner.

- 2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} = \square$

b) $2\frac{2}{5} + 2\frac{3}{10} = \square$

c) $1\frac{3}{4} + 3\frac{3}{20} = \square$

e) $4\frac{1}{4} + 2\frac{11}{16} = \square$

d) $1\frac{3}{16} + 4\frac{3}{4} = \square$

f) $1\frac{4}{15} + 3\frac{2}{3} = \square$

3



$$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$$

How can Ron improve his answer?

4

Complete the additions.

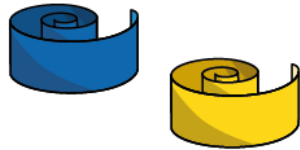
a) $2\frac{3}{4} + 3\frac{5}{12} = \square$

b) $3\frac{2}{3} + 2\frac{7}{12} = \square$

c) $5\frac{1}{6} + 3\frac{11}{12} = \square$

d) $6\frac{7}{15} + 3\frac{3}{5} = \square$

5 A blue ribbon is $2\frac{4}{9}$ metres long.



A yellow ribbon is $3\frac{2}{3}$ metres long.

a) What is the total length of the blue and yellow ribbon?

m

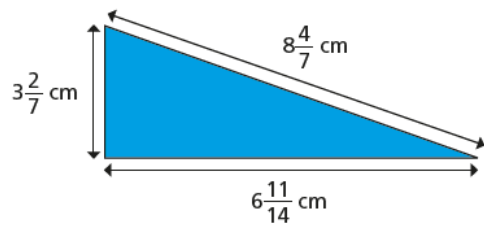
b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?



m

6 Calculate the perimeter of the triangle.



cm

7 Complete the calculation in three different ways.

$\frac{\square}{5}$ + $\frac{\square}{15}$ = $6 + \frac{11}{15}$ =

$\frac{\square}{5}$ + $\frac{\square}{15}$ = $6 + \frac{11}{15}$ =

$\frac{\square}{5}$ + $\frac{\square}{15}$ = $6 + \frac{11}{15}$ =

Compare answers with a partner.

8 Here are some number cards.

a) What is the greatest total you can make with two cards?

b) What is the smallest total you can make with two cards?

Innovation week

Paragraphs 4, 5 and 6

Original story:

Princes came. Princes went. Some ran as soon as they clapped sight of Smok. Others ventured under the city and were never seen again. In the end a humble, cobbler called Krak came to the city. With a determined step, he headed straight for the palace.

"You'll never defeat the dragon," sneered the king, noticing that the cobbler had no sword.

"Do not worry," replied Krak confidently, "I will give him a meal that he will not forget in a hurry!"

Innovation:

Heroes came and heroes went. Some ran as soon as they clapped sight of Fias but others attempted to fight. Some attempted to climb the Tor, yet were never seen again. In the end, a handsome, penniless and brave blacksmith called Ting came to the town.

"You'll never defeat the minotaur," sniggered the knight, noticing that the blacksmith was as thin as a stick. "Huh!" scoffed the knight rudely, "You don't look like you've had a decent meal in your life".

"Do not worry" boasted Ting, puffing out his chest, "I will give him a meal that he will not forget in a hurry!" With that, Ting swaggered off.

Toolkit:

BOYS sentence

Power of three

Accurately punctuated direct speech to develop characters with carefully chosen synonyms for 'said' e.g. 'sniggered'

Simile

Carefully chosen verbs

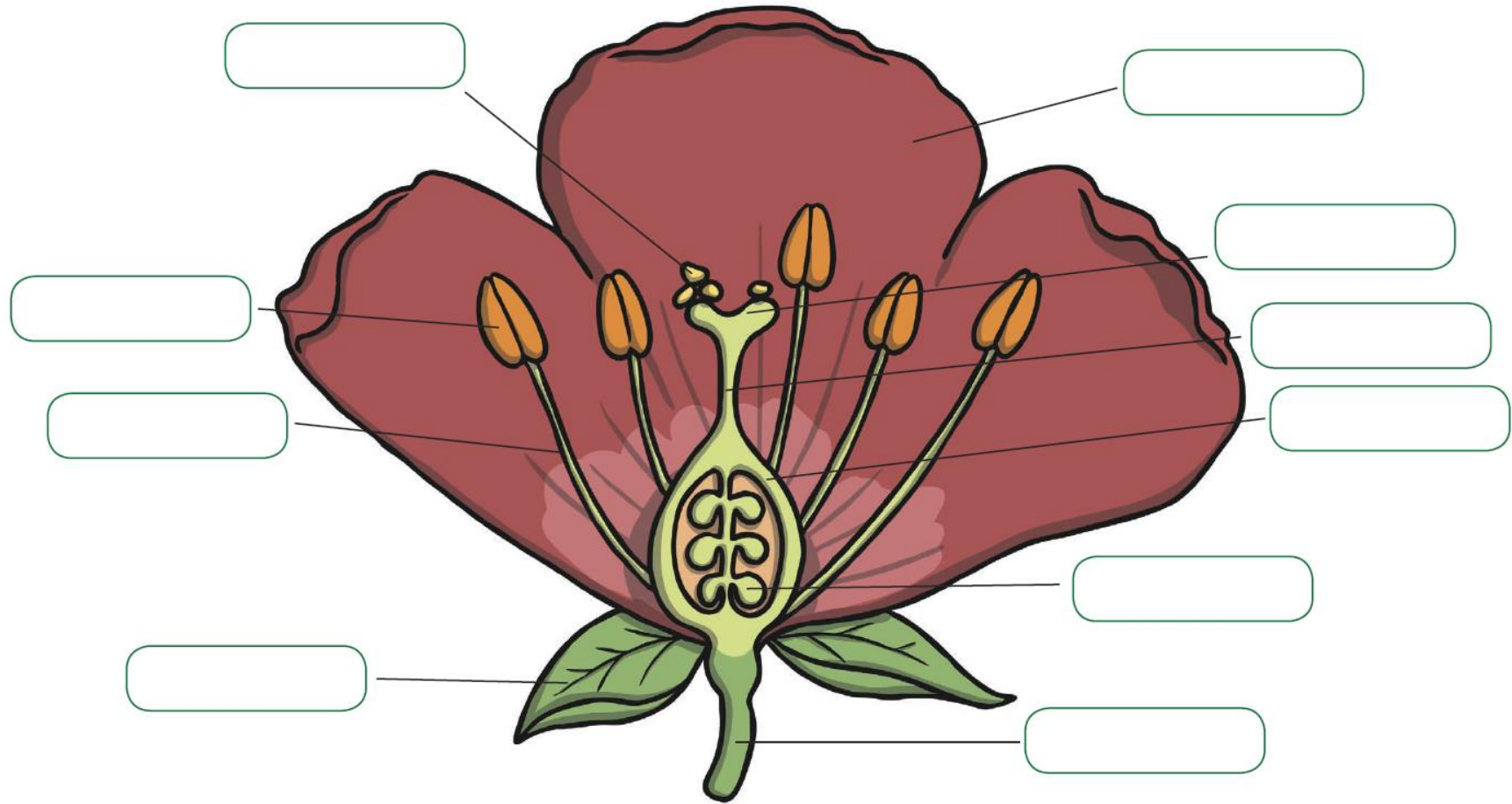
B.O.Y.S.

Examples:

- a) She was happily playing a game, but got upset when she lost.
- b) The cookies could be double chocolate chip, or oat and raisin.
- c) It was a warm day, yet storm clouds gathered over the distant horizon.
- d) Mr File was hungry, so he ate all the chocolate biscuits.

Rule: A B.O.Y.S sentence is a two-part sentence. The first part of the sentence always ends with a comma [,] and the last part always begins with a connective.

Parts of a Flower



Subtract mixed numbers



1 Complete the subtractions.

Use the bar models to help you.

a)

$$1\frac{5}{8} - \frac{1}{2} = \square$$

b)

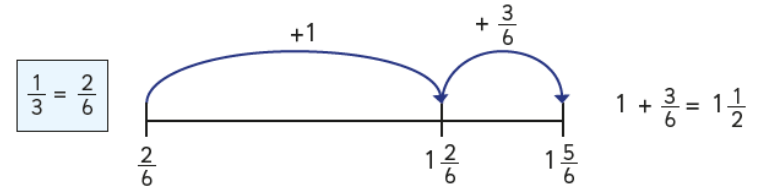
$$1\frac{7}{8} - \frac{3}{4} = \square$$

c)

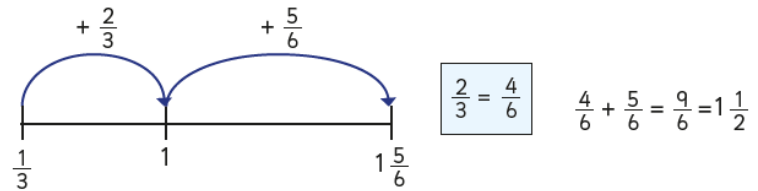
$$1\frac{1}{2} - \frac{3}{8} = \square$$

2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$

Dexter's method

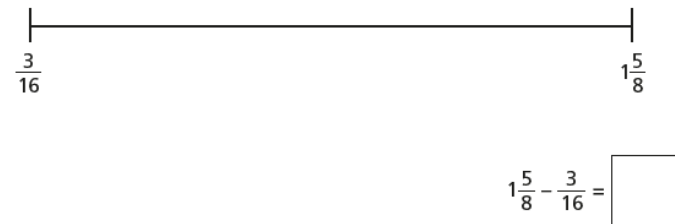


Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$



3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} = \square$

d) $7\frac{5}{6} - \frac{13}{24} = \square$

b) $3\frac{3}{16} - \frac{1}{8} = \square$

e) $4\frac{4}{9} - \frac{4}{27} = \square$

c) $2\frac{5}{6} - \frac{2}{3} = \square$

f) $6\frac{11}{12} - \frac{3}{4} = \square$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Eva pours $\frac{4}{15}$ litres into a glass.

How much orange juice is left in the jug?



There are \square litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	
Amir	$13\frac{3}{8}$ m		$12\frac{7}{8}$ m
Annie		9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's.



Innovation week

Paragraphs 7, 8 and 9

Original story:

First, Krak took a leathery cow's skin. Next, he stuffed it full of the hottest herbs and spices with a bag full of sulphur! After that, he sewed the skin together to make it look like a dead cow.

Finally, Krak threw the mighty meal into Smok's lair calling, "Dinner time, my beauty!"

The dragon ate it up in one gulp. Immediately, he felt a burning pain, clutching his stomach he writhed and roared in agony. Panic-stricken, the dragon flew to the Vistula River where he drank and he drank and he drank until the river was almost dry. The more he drank, the more his stomach swelled. It swelled and it swelled and it swelled until in the end it burst with a huge bang.

Innovation:

First, Ting took an old, brown, leather football. Next, he stuffed it full of the hottest chicken vindaloo in the world. After that, he sewed the football together to look like someone's severed head.

Finally, Ting catapulted the extremely spicy meal onto Glastonbury Tor calling enticingly, "Time for the best meal you have ever had!"

Would he fall for it? Eat it? Spit it out? Roar with anger? Luckily, the minotaur ate it up in one gulp. First, he felt a burning pain, then his stomach churned like car wheels on a gravel path. Finally, Fias galloped to the Springland Waterfall where he gulped and he gulped and he gulped until he could gulp no more. The more he gulped, the more his mouth burned. It burned and it burned and it burned until in the end Fias had no choice but to run to the snow covered peaks of The Blackdown Hills and was never seen again.

Toolkit:

Sequencers

Many questions

The more, the more sentences

Repetition for effect

Fronted adverbials

SEQUENCING ACTIVITY: PLANT LIFE CYCLE

Cut out the boxes below and see if you can organise the statements into the correct order.

<p>The plant starts to grow - the stem grows up and leaves unfold.</p>	<p>Seeds are scattered away from the parent plant by animals, wind, water or by self-dispersal.</p>
<p>Insects carry pollen with them to the next flower they visit.</p>	<p>As insects collect nectar from the flower, pollen brushes onto their legs and bodies.</p>
<p>Some of the seeds that have been dispersed start to germinate.....and so the cycle begins again.</p>	<p>Pollen travels to the female part of the flower where seeds are made.</p>
<p>The male part of the flower produces pollen.</p>	<p>A seed is planted or falls in the soil.</p>
<p>A flower bud forms and the flower opens up.</p>	<p>Brightly coloured petals and the scent of the flower attract insects.</p>
<p>With water and a suitable temperature the seed swells and begins to make a new plant.</p>	<p>Seeds form in the female part of the flower.</p>

Day 5

Innovation week

Final paragraph

Original story:

And so it was that the brave, humble cobbler married the princess and became King Krak. He was so popular that they even named the city after him - Krakow.

Innovation:

And so it was that the handsome, penniless and brave blacksmith defeated the minotaur and received his barrel of sovereigns. He became the richest blacksmith in the land. **If the blacksmith had not turned up that day, if he had not been so brave, if he had not had such a clever idea then this wonderful town would still be living in fear.** As it is, the horses continue to sing alongside the walking castles of the land!

Toolkit:

If, if, if and then sentence

Answers

Day 1

Challenge Day 1: Answers

$$\begin{array}{r} (1) \quad 46 \\ \times 23 \\ \hline 138 \\ 920 \\ \hline 1,058 \end{array}$$

$$(2) \quad \begin{array}{r} 928 \\ \hline 3 \overline{) 2,784} \end{array}$$

$$(3) \quad \begin{array}{r} 1,034,234 \\ + 234,739 \\ \hline 1,268,973 \end{array}$$

$$(4) \quad \begin{array}{r} 2,738,772 \\ - 1,593,993 \\ \hline 1,144,779 \end{array}$$

$$(5) \quad \frac{2}{5} < \frac{14}{20}$$
$$\frac{2 \times 4}{5} = \frac{8}{20}$$
$$\frac{8}{20} < \frac{14}{20}$$

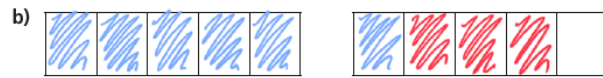
Add and subtract fractions

1 Complete the calculations.

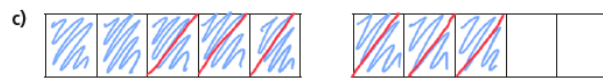
Use the bar models to help you.



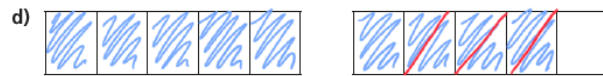
$$\frac{4}{5} + \frac{3}{5} = \frac{7}{5} = 1\frac{2}{5}$$



$$\frac{6}{5} + \frac{3}{5} = \frac{9}{5} = 1\frac{4}{5}$$



$$\frac{8}{5} - \frac{6}{5} = \frac{2}{5}$$



$$\frac{9}{5} - \frac{3}{5} = \frac{6}{5} = 1\frac{1}{5}$$



2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$

f) $\frac{17}{9} - \frac{8}{9} = \frac{9}{9} = 1$

b) $\frac{4}{7} + \frac{3}{7} = \frac{7}{7} = 1$

g) $\frac{16}{9} - \frac{8}{9} = \frac{8}{9}$

c) $\frac{4}{7} + \frac{4}{7} = \frac{8}{7} = 1\frac{1}{7}$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \frac{17}{9} = 1\frac{8}{9}$

d) $\frac{8}{7} - \frac{3}{7} = \frac{5}{7}$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \frac{17}{15} = 1\frac{2}{15}$

e) $\frac{7}{9} + \frac{8}{9} = \frac{15}{9} = 1\frac{2}{3}$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \frac{13}{15}$

3

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

What could the missing numerators be?

Give six different possibilities.

e.g.

$$\frac{1}{8} + \frac{12}{8} = \frac{13}{8}$$

$$\frac{4}{8} + \frac{9}{8} = \frac{13}{8}$$

$$\frac{2}{8} + \frac{11}{8} = \frac{13}{8}$$

$$\frac{5}{8} + \frac{8}{8} = \frac{13}{8}$$

$$\frac{3}{8} + \frac{10}{8} = \frac{13}{8}$$

$$\frac{7}{8} + \frac{6}{8} = \frac{13}{8}$$



- 4 Dora has $2\frac{3}{8}$ litres of juice.
She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has $1\frac{1}{4}$ litres left.

- 5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\boxed{10}}{8} = \frac{13}{8}$

g) $\frac{4}{7} + \frac{\boxed{6}}{7} + \frac{4}{7} = 2$

b) $\frac{13}{8} - \frac{\boxed{6}}{8} = \frac{7}{8}$

h) $\frac{5}{7} + \frac{\boxed{4}}{7} + \frac{5}{7} = 2$

c) $\frac{13}{8} - \frac{\boxed{5}}{8} = 1$

i) $\frac{6}{7} + \frac{\boxed{2}}{7} + \frac{6}{7} = 2$

d) $\frac{11}{9} + \frac{\boxed{11}}{9} = \frac{22}{9} = 2\frac{\boxed{4}}{9}$

j) $\frac{14}{7} + \frac{\boxed{3}}{7} + \frac{4}{7} = 3$

e) $\frac{11}{9} + \frac{\boxed{9}}{9} = \frac{20}{9} = 2\frac{2}{9}$

k) $\frac{15}{7} + \frac{\boxed{1}}{7} + \frac{5}{7} = 3$

f) $\frac{22}{9} - \frac{\boxed{2}}{9} = \frac{20}{9} = 2\frac{2}{9}$

l) $\frac{16}{7} + \frac{\boxed{6}}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?



- 6 Here are some fraction cards.

$\frac{9}{8}$ $\frac{13}{8}$ $\frac{1}{8}$ $\frac{7}{8}$ $\frac{3}{8}$ $1\frac{7}{8}$

Use the cards to write pairs of fractions with a total of 2

$\frac{1}{8} + \frac{1}{8} = 2$

$\frac{13}{8} + \frac{3}{8} = 2$

$\frac{9}{8} + \frac{7}{8} = 2$

- 7 Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?

Annie's rope is $1\frac{1}{4}$ m long. Dexter's rope is 2 m long.



Day 2

Challenge Day 2: Answers

$$\begin{array}{r} (1) \quad 53 \\ \times 19 \\ \hline 477 \\ 530 \\ \hline 1,007 \\ \end{array}$$

$$(2) \quad \begin{array}{r} 1,419 \text{ r } 2 \\ 4 \overline{) 5,678} \end{array} \quad \begin{array}{l} \text{OR } 1,419\frac{2}{4} \\ \text{OR } 1,419\frac{1}{2} \end{array}$$

$$\begin{array}{r} 1,419.5 \\ 4 \overline{) 5,678.20} \end{array} \quad \text{OR}$$

$$(3) \quad \begin{array}{r} 2,135,264 \\ + 739,934 \\ \hline 2,875,198 \\ \end{array}$$

$$(4) \quad \begin{array}{r} 4 \quad 12 \quad 12 \quad 6 \\ 5,886,772 \\ - 2,538,739 \\ \hline 2,798,033 \end{array}$$

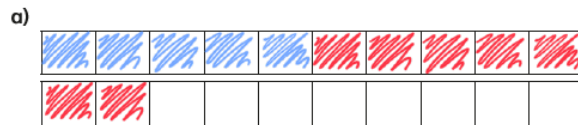
$$(5) \quad \frac{2}{3} > \frac{7}{12}$$

$$\frac{2}{3} \overset{\times 4}{=} \frac{8}{12} \quad \text{OR} \quad \frac{7}{12} \overset{\times 4}{=} \frac{28}{48}$$

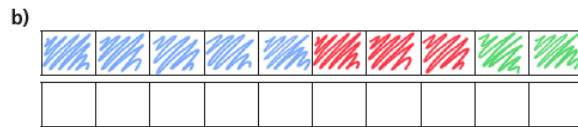
Add fractions

1 Complete the calculations.

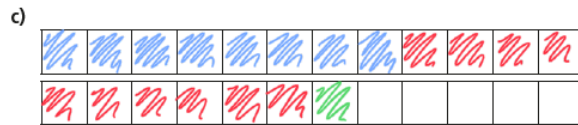
Use the bar models to help you.



$$\frac{1}{2} + \frac{7}{10} = \frac{12}{10} = 1\frac{1}{5}$$



$$\frac{1}{2} + \frac{3}{10} + \frac{1}{5} = \frac{10}{10} = 1$$



$$\frac{2}{3} + \frac{5}{6} + \frac{1}{12} = \frac{19}{12} = 1\frac{7}{12}$$



2 Complete the additions.

a) $\frac{4}{5} + \frac{7}{20} = \frac{23}{20} = 1\frac{3}{20}$

d) $\frac{4}{3} + \frac{5}{12} = \frac{21}{12} = 1\frac{3}{4}$

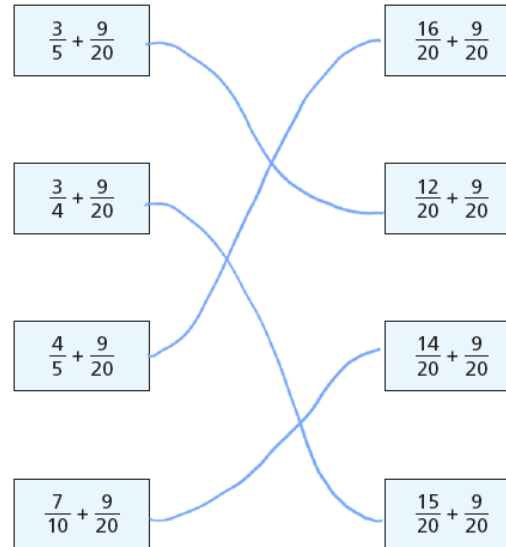
b) $\frac{5}{4} + \frac{7}{20} = \frac{32}{20} = 1\frac{3}{5}$

e) $\frac{3}{5} + \frac{11}{15} = \frac{20}{15} = 1\frac{1}{3}$

c) $\frac{3}{4} + \frac{5}{12} = \frac{14}{12} = 1\frac{1}{6}$

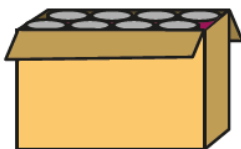
f) $\frac{5}{3} + \frac{11}{15} = \frac{36}{15} = 2\frac{2}{5}$

3 Match the additions that have the same answer.



- 4 Dexter has some tins of food. There are four types of food: beans, sweetcorn, soup and tomatoes.

- The total weight of all the tins is 2 kg.
- The tins of beans weigh $\frac{2}{3}$ kg.
- The tins of sweetcorn weigh $\frac{5}{12}$ kg.
- The tins of soup weigh $\frac{1}{4}$ kg.



- a) Work out the total weight of the tins of beans, sweetcorn and soup.

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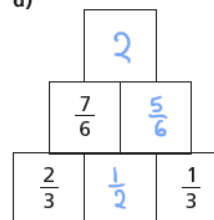
- b) How much do the tins of tomatoes weigh?

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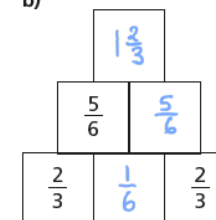


- 5 Complete the addition pyramids.

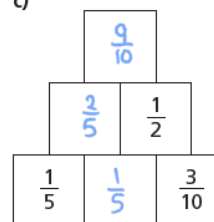
a)



b)



c)



- 6 What could the three missing numerators be?

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

Give three different possibilities.

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

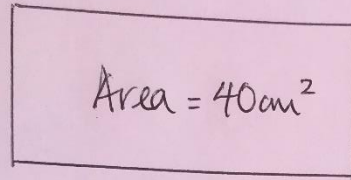
$$\frac{2}{4} + \frac{3}{12} + \frac{1}{3} = \frac{13}{12}$$

$$\frac{1}{4} + \frac{2}{12} + \frac{2}{3} = \frac{13}{12}$$



Challenge Day 3: Answers

(1)



8cm

$$\text{Area} = L \times W$$

$$40\text{cm}^2 = 8\text{cm} \times W$$

$$40\text{cm}^2 = 8\text{cm} \times \underline{\underline{5\text{cm}}}$$

(2)

$$\begin{array}{r} 5 \\ \times 20 \\ \hline 100 \\ 25 \\ \hline 500 \end{array}$$

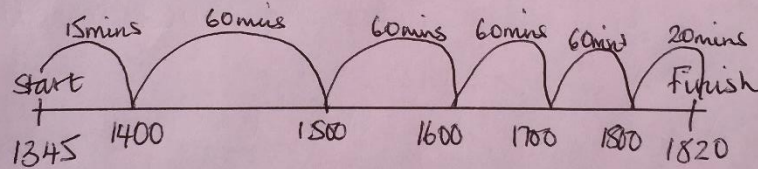
(3) $5^2 + 3^2$

$$= (5 \times 5) + (3 \times 3)$$

$$= 25 + 9$$

$$= 34$$

(4)

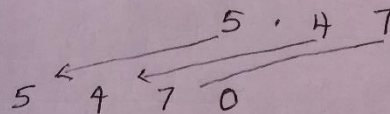


So, $15\text{mins} + 4\text{hours} + 20\text{mins} = \underline{\underline{4\text{hours and } 35\text{mins}}}$

(5)

$$5.47 \times 1,000 = 5,470$$

Th H T O . t h tn



Add mixed numbers

- 1 Teddy and Mo are adding mixed numbers.



$$3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$$

Teddy

$$3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$$

Mo



Whose method do you prefer? various

Talk about it with a partner.

- 2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} = 3\frac{7}{10}$

b) $2\frac{2}{5} + 2\frac{3}{10} = 4\frac{7}{10}$

c) $1\frac{3}{4} + 3\frac{3}{20} = 4\frac{9}{10}$

e) $4\frac{1}{4} + 2\frac{11}{16} = 6\frac{15}{16}$

d) $1\frac{3}{16} + 4\frac{3}{4} = 5\frac{15}{16}$

f) $1\frac{4}{15} + 3\frac{2}{3} = 4\frac{14}{15}$

3



$$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$$

How can Ron improve his answer?

$$\frac{13}{10} = 1\frac{3}{10} \quad \text{so} \quad 3\frac{13}{10} = 4\frac{3}{10}$$

4

Complete the additions.

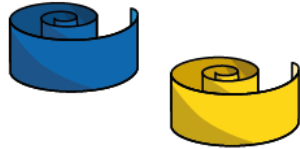
a) $2\frac{3}{4} + 3\frac{5}{12} = 6\frac{1}{6}$

b) $3\frac{2}{3} + 2\frac{7}{12} = 6\frac{1}{6}$

c) $5\frac{1}{6} + 3\frac{11}{12} = 9\frac{1}{2}$

d) $6\frac{7}{15} + 3\frac{3}{5} = 10\frac{13}{15}$

- 5 A blue ribbon is $2\frac{4}{9}$ metres long.



A yellow ribbon is $3\frac{2}{3}$ metres long.

- a) What is the total length of the blue and yellow ribbon?

$6\frac{1}{9}$ m

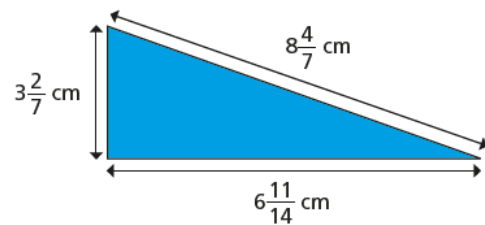
- b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?



$4\frac{17}{18}$ m

- 6 Calculate the perimeter of the triangle.



$18\frac{9}{14}$ cm

- 7 Complete the calculation in three different ways.

e.g. $1\frac{1}{5} + 5\frac{8}{15} = 6 + \frac{11}{15} = 6\frac{11}{15}$

$3\frac{2}{5} + 3\frac{5}{15} = 6 + \frac{11}{15} = 6\frac{11}{15}$

$1\frac{4}{5} + 4\frac{14}{15} = 6 + \frac{11}{15} = 6\frac{11}{15}$

Compare answers with a partner.

- 8 Here are some number cards.



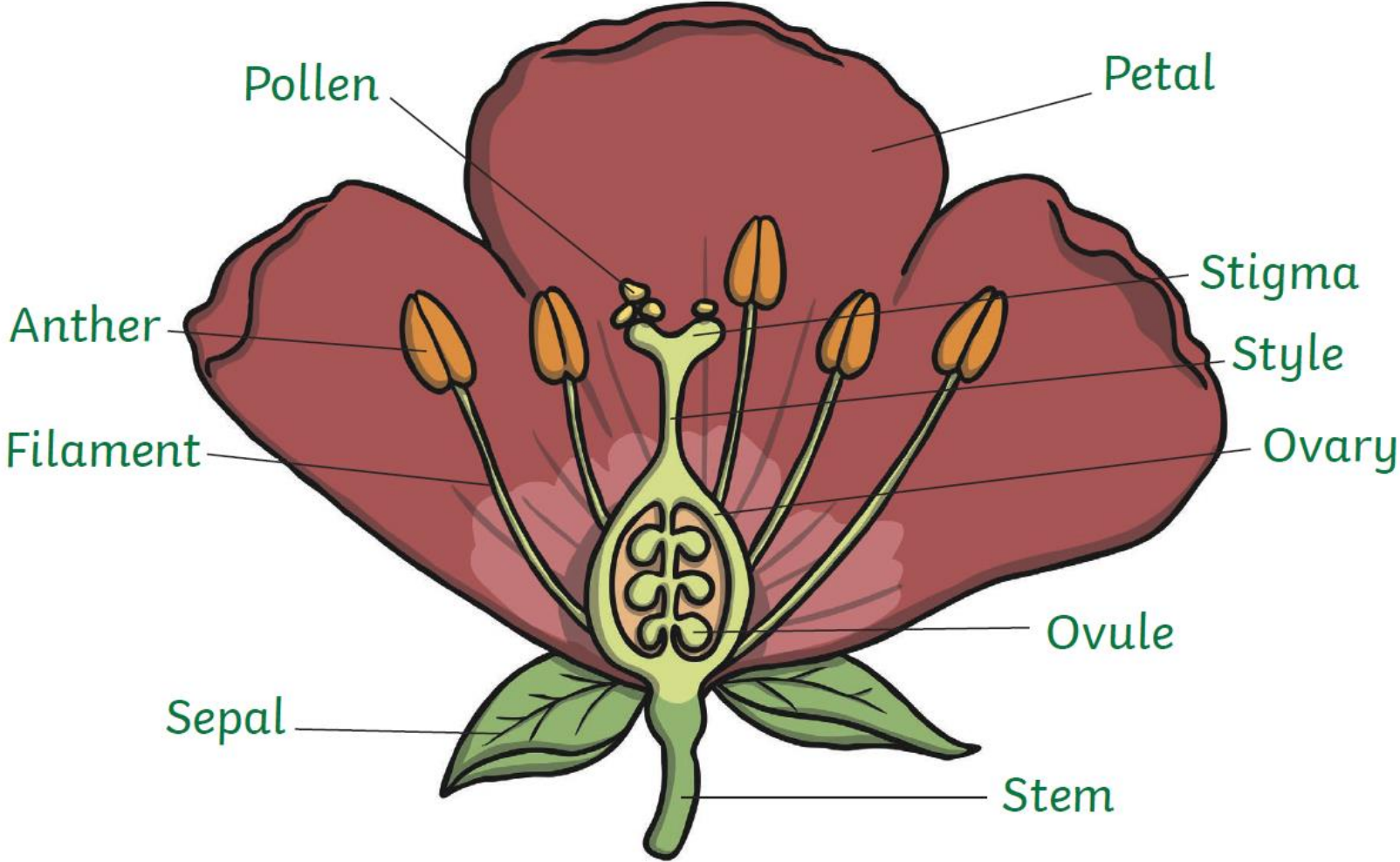
- a) What is the greatest total you can make with two cards?

$8\frac{5}{12}$

- b) What is the smallest total you can make with two cards?

$5\frac{3}{4}$

Parts of a Flower



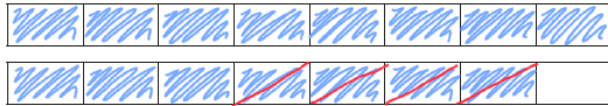
Subtract mixed numbers



1 Complete the subtractions.

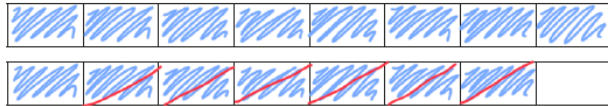
Use the bar models to help you.

a)



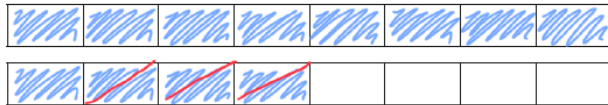
$$\frac{15}{8} - \frac{1}{2} = \boxed{1\frac{3}{8}}$$

b)



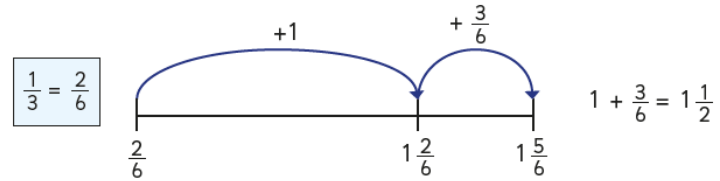
$$1\frac{7}{8} - \frac{3}{4} = \boxed{1\frac{1}{8}}$$

c)

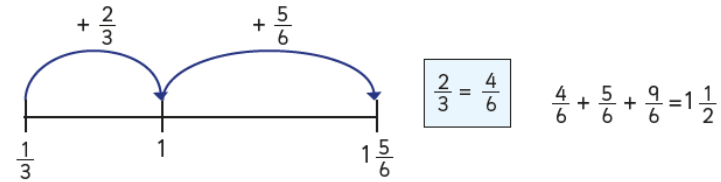


$$1\frac{1}{2} - \frac{3}{8} = \boxed{1\frac{1}{8}}$$

2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$
Dexter's method

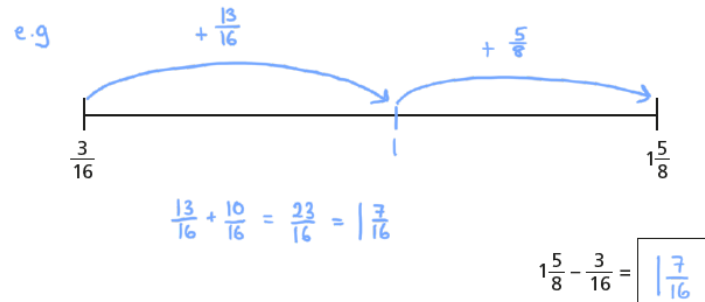


Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$



3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} = 3\frac{1}{24}$

d) $7\frac{5}{6} - \frac{13}{24} = 7\frac{7}{24}$

b) $3\frac{3}{16} - \frac{1}{8} = 3\frac{1}{16}$

e) $4\frac{4}{9} - \frac{4}{27} = 4\frac{8}{27}$

c) $2\frac{5}{6} - \frac{2}{3} = 2\frac{1}{6}$

f) $6\frac{11}{12} - \frac{3}{4} = 6\frac{1}{6}$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Eva pours $\frac{4}{15}$ litres into a glass.

How much orange juice is left in the jug?



There are $1\frac{1}{3}$ litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

e.g.

$3\frac{1}{5} - \frac{3}{20} = 3\frac{1}{20}$

$3\frac{3}{5} - \frac{11}{20} = 3\frac{1}{20}$

$3\frac{2}{5} - \frac{7}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	$12\frac{3}{8}$ m
Amir	$13\frac{3}{8}$ m	$8\frac{1}{4}$ m	$12\frac{7}{8}$ m
Annie	$14\frac{1}{3}$ m	9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's.