

Year 5: Week Five

W/B: 18/05/20

Literacy

This terms book will be based on Skellig. If you look online you will find free online services:

<https://freeonlineread.net/book-reader/skellig>

This is designed to be one task a day.

Literacy Day One: SPaG WALT: Use ____	Literacy Day Two: WALT: Identify events	Literacy Day Three: WALT: Identify features	Literacy Day Four: WALT: Plan a recount	Literacy Day Five: WALT: Write a recount
<p>1. Watch the following video to recap what parenthesis is: https://www.youtube.com/watch?time_continue=81&v=YZJbRaA3LUI&feature=emb_logo</p> <p>2. Look through each slide of the Parenthesis warm up (I have put screen shots below as well) and complete the activities on each slide in your workbook.</p>	<p>Read chapters 7 and 8 of Skellig either using the link above or I have copied the text below.</p> <p>You are now going to focus on chapter 8 where Michael and Skellig meet again.</p> <p>Complete a story map of the events in order including some of the conversation. You can illustrate (draw) draw the story map as well.</p> <p>For example:</p> <ol style="list-style-type: none">1. Entered garage.2. Leant over chest to see him.3. He opened his eyes and closed them asking why Michael was back.	<p>This week you are going to write a recount of Michael entering the garage. You can do this in one of several ways:</p> <ol style="list-style-type: none">1. Diary2. Witness statement (maybe to the police)3. Letter4. Newspaper <p>The structure of a recount includes:</p> <ol style="list-style-type: none">a. An introduction that helps the reader to understand the recount (who, what, where, when)b. A count of events as they occurred. Start from the beginning, think of it as a timeline.c. Some reflection or personal comments about the event can be added.	<p>Today you are going to be planning your recount describing Michael and Skellig meeting.</p> <p>Use your story map from day two and plan what you would like to write and the order on the planning sheet below.</p> <p>The success criteria is the same as yesterdays.</p>	<ol style="list-style-type: none">1. You are now going to use yesterdays plan to write the recount of Michael and Skellig meeting.2. Make sure you use yesterday's plan.3. Refer to the success criteria4. Use best handwriting

d. A closing statement that sums up the main points.

Features of a recount include:

- Past tense, e.g. I went...
- Names of people, places, things,
- Written in first or third person.
- Has time connectives, e.g. then, next
- Action verbs e.g. planted, sorted
- Quotations – direct or reported speech

Below you will find an example of a recount and next to it a success criteria.

Read through the text and highlight where each feature of the success criteria has been used.

OR you can do the lesson on Bitesize:

<https://www.bbc.co.uk/bitesize/articles/zk3tpg8>

Numeracy

This is designed to be one task a day.

<p>Numeracy Day 1: Use roman numerals</p> <ol style="list-style-type: none">1. Watch the video on roman numerals2. Complete the questions either on the website using this link and the answers are here. <p>OR Complete tasks on Numeracy worksheet 1: A is easier, and c is hardest.</p>	<p>Numeracy Day 2: Rounding with remainders</p> <ol style="list-style-type: none">1. Watch the video to remind yourself how to round2. Complete tasks on Numeracy worksheet 1: A is easier, and c is hardest.3. Remember to look at the example at the top of worksheet to help you answer the remaining questions.	<p>Numeracy Day 3: Equivalent fractions</p> <ol style="list-style-type: none">1. Watch the video on finding equivalent fractions.2. Either do the questions on the website using this link. <p>OR Complete tasks on Numeracy worksheet 1: A is easier, and c is hardest.</p>	<p>Numeracy Day 4: Compare and order fractions</p> <ol style="list-style-type: none">3. Watch the video on comparing and ordering fractions.4. Either do the questions on the website using this link. <p>OR Complete tasks on Numeracy worksheet 1: A is easier, and c is hardest.</p>	<p>Numeracy Day 5: Problem solving and reasoning</p> <p>Complete the challenge questions on bitesize it will be called week 3 challenges: https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1</p>
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Spellings

WALT: Words with /ear/ sound spelt with 'ere'

sincere
interfere
sphere
adhere
severe
persevere
atmosphere
mere
hemisphere
austere

Practice these spellings by writing them into sentences.

Reading

Read the text on Stormzy and answer the questions.

Humanities

WALT: Create a news report

What can be done to stop the amount of waste?

Use your own ideas and if you would like the ideas below in the poster.

Create your own news report (you can film this) to tell the rest of your class:

1. What the problem is with the worlds waste
2. What they can do to stop this happening.

An idea of a [news report](#)

Science

WALT: Identify and explain irreversible chemical changes

1. Did you know that your kitchen is home to many scientific reactions? Watch this [video](#)
2. In the clip, you saw the eggs being cooked. How did the eggs change?

Irreversible change

3. The heat causes an irreversible chemical change to occur. The cooked egg cannot be cooled and turned back into a raw egg. It is a chemical change because a new product has been made, and irreversible because it cannot be changed back.
4. Chemical changes involve reactants (materials you start off with) and products (the materials that are formed in the chemical change). The reactant in the fried egg is the heat.

Reversible change

5. Melting, freezing, evaporating, condensing and dissolving are examples of reversible physical changes. They are physical changes because no new materials are created. They are reversible changes because they can be changed back or reversed.

Investigation:

See if you can make irreversible changes for yourself by completing one or two of the experiments on the worksheet. Don't worry if you cannot do either. Instead you could experiment in the kitchen

Literacy Day 1

What Is Parenthesis?

Parenthesis is the addition of extra information or an afterthought in our writing.

It can be a word, phrase or clause marked with brackets, dashes or commas.

When a parenthesis is removed, the sentence still makes grammatical sense.

e.g. I moved to Sheffield in 2011 (when I was six years old).

still makes sense as:

I moved to Sheffield in 2011.

Parenthesis Punctuation

There are three possible ways to punctuate parenthesis.

Can you tell your partner the three possible ways to punctuate parenthesis?

• Commas

,

• Brackets

()

• dashes

—



Spot the Parenthesis

Can you identify the parenthesis in the following sentences?

The narcissus, daffodil, is a spring plant with yellow petals.

My brother - the one who lives in Australia- is coming over for Christmas.

Ramchester won the league today (for the fifth season running).

Remember to only put brackets, dashes or commas around the parenthesis itself.

Check that your sentence still makes sense if you didn't read the part you have added the extra punctuation to.

Adding Parenthesis

Write sentences about these pictures where you add a parenthesis:



Ready for action, Superman -----
called his friends to join him in the fight
against evil.



Supergirl
showed the way
----- to find
the villains.

Adding Parenthesis

Make this story setting more exciting and interesting with the addition of **parenthesis**. There are a few hints but you might want to add your own excellent ideas...

The Adventures of Beetle Boy

By day, Beetle Boy is a normal boy [hint: **what is his name?**] who attends a normal primary school. But by night, he becomes the toughest superhero the world has ever seen [hint: **compare him to another superhero**] and spends his time fighting villains. His shell is so strong [hint: **what is his shell made out of?**] that he is able to withstand anything hitting him [hint: **give an example**] without even the slightest bruising.

If his friends ever realised the amazing powers he has [hint: **describe some of his powers**], Beetle Boy would be asked to show them off every day at school. He knows that, as a superhero, he has sworn to keep his super powers a secret [hint: **explain how this makes him feel**] and use them only to protect the world from evil.

Persuasive Parenthesis

Could you add parentheses to these advertising slogans to make them even more persuasive?

The Clean-o-Matic 3000 is the answer to all your cleaning needs!



Try Twinkl Pops today!



Tasteroids are a delicious, healthy snack!



Literacy Day Two

Chapter 6

AT HOME, THERE WAS A HOLE IN the floor where Ernie's toilet had been. It was filled with new cement. The plywood screen had gone. Ernie's old gas fire had been taken away and there was just a square black gap behind the hearth. The floor was soaking wet and it stank of disinfectant. Dad was filthy and wet and grinning. He took me into the backyard. The toilet was standing there in the middle of the thistles and weeds.

"Thought it'd make a nice garden seat for us," he said.

The gas fire and the plywood were down by the garage door, but they hadn't been taken inside.

He looked at me and winked. "Come and see what I found."

He led me down to the garage door.

"Hold your nose," he said. He bent down and started to open a newspaper parcel. "Ready?"

It was a parcel of birds. Four of them.

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He looked at me and winked. "Come and see what I found."

He led me down to the garage door.

"Hold your nose," he said. He bent down and started to open a newspaper parcel. "Ready?"

It was a parcel of birds. Four of them.

"Found them behind the fire," he said. "Must have got stuck in the chimney and couldn't get out again."

You could make out that three of them were pigeons because of their gray and white feathers. The last one was pigeon-shaped, but it was all black.

"This was the last one I found," he said. "It was under a heap of soot and dust that had fallen down the chimney."

"Is it a pigeon as well?"

"Yes. Been there a long, long time, that's all."

He took my hand.

"Touch it," he said. "Feel it. Go on, it's okay."

I let him hold my fingers against the bird. It was hard as stone. Even the feathers were hard as stone.

"Been there so long it's nearly a fossil," he said.

"It's hard as stone," I said.

"That's right. Hard as stone."

I went and washed my hands in the kitchen.

"Today was okay?" he said.

"Yes. Leakey and Coot said they might come over on Sunday."

"That's good. You managed the buses okay, then?"

I nodded.

"Might be able to drive you there next week," he said. "Once we're sorted out a bit."

"It's okay," I said. "Mrs. Dando asked about the baby."

"You told her she was fine?"

"Yes," I said.

"Good. Get some Coke and a sandwich or something. I'll make tea when the others come home."

Then he went upstairs to have a bath.

I looked down through the backyard. I waited for ages, listening to Dad's bathwater banging its way through the pipes. I got my flashlight off the kitchen shelf. My hands were trembling. I went out, past Ernie's toilet, the fire, and the dead pigeons. I stood at the garage door and switched the flashlight on. I took a deep breath and tiptoed inside. I felt the cobwebs and the dust and I imagined that the whole thing would collapse. I heard things scuttling and scratching. I edged past the rubbish and the ancient furniture and my heart was thudding and thundering. I told myself I was stupid. I told myself I'd been dreaming. I told myself I wouldn't see him again.

But I did.

Chapter 7

I LEANED OVER THE TEA CHESTS and shined the flashlight and there he was. He hadn't moved. He opened his eyes and closed them again.

"You again," he said, in his cracked, squeaky voice.

"What you doing there?" I whispered.

He sighed, like he was sick to death of everything.

"Nothing," he squeaked. "Nothing, nothing, and nothing."

I watched a spider scrambling across his face. He caught it in his fingers and popped it in his mouth.

"They're coming to clear the rubbish out," I said. "And the whole place could collapse."

He sighed again.

"Got an aspirin?"

"An aspirin?"

"Never mind."

His face was pale as dry plaster. His black suit hung like a sack on his thin bones.

My heart pounded. The dust was clogging my nostrils and throat. I chewed my lips and watched him.

"You're not Ernie Myers, are you?" I said.

"That old coot? Coughing his guts and spewing everywhere?"

"Sorry," I whispered.

"What do you want?" he said.

"Nothing."

"You got an aspirin?"

"No."

"Thanks very much."

"What will you do?" I said. "They'll clear the place out. It'll all collapse. What'll—"

"Nothing. Go away."

I listened for noises from outside, for them calling me.

"You could come inside," I said.

He laughed, but he didn't smile.

"Go away," he whispered.

He picked a bluebottle from the front of his suit and popped it in his mouth.

"Is there something I could bring you?" I said.

"An aspirin," he squeaked.

"Something you'd like to eat?" I said.

"27 and 53."

"What?"

"Nothing. Go away. Go away."

I backed away, out into the light. I brushed the dust and bluebottles and cobwebs off. I looked up and saw Dad through the frosted

calling me.

"You could come inside," I said.

He laughed, but he didn't smile.

"Go away," he whispered.

He picked a bluebottle from the front of his suit and popped it in his mouth.

"Is there something I could bring you?" I said.

"An aspirin," he squeaked.

"Something you'd like to eat?" I said.

"27 and 53."

"What?"

"Nothing. Go away. Go away."

I backed away, out into the light. I brushed the dust and bluebottles and cobwebs off. I looked up and saw Dad through the frosted glass of the bathroom window. I could just hear him singing "The Black Hills of Dakota."

"Are you the new boy here?" said somebody.

I turned round. There was a girl's head sticking up over the top of the wall into the back lane.

"Are you the new boy?" she repeated.

"Yes."

"I'm Mina."

I stared at her.

"Well?" she said.

"What?"

She clicked her tongue and shook her head and said in a bored-sounding singsong voice, "I'm Mina. You're ..."

"Michael," I said.

"Good."

Then she jumped back and I heard her land in the lane.

"Nice to meet you, Michael," she said through the wall; then she ran away.

Literacy Day Three

Success criteria:

- Relative clauses beginning with a relative pronoun (and using a mixture of parenthesis)
- Adverbs and modal verbs to indicate possibility (e.g. surely, perhaps)
- Use brackets, dashes or commas to indicate parenthesis
- Uses commas to clarify meaning and avoid ambiguity
- Spells nouns or adjectives converted into verbs using suffixes e.g. designate, classify
- Uses adverbials to link paragraphs
- Use the correct tense

STRUCTURE:

WAGOLL – What A Good One Looks Like

Dear Diary,

Yesterday, my very first lesson at Hobworth Primary School was literacy. We were learning about biographies and focusing on famous authors. I'd worked on this genre at my old school so I felt confident with what I'd been asked to do. Mr Mills, my new teacher, seemed pleased with what I'd produced at the end of the lesson.

Next it was assembly and Mrs Clements, the head teacher, was telling everyone about the school fayre and how we could buy raffle tickets to win a gigantic Easter egg. At the end of the assembly, Mrs Clements asked how I was getting on, so I told her that I'd had a funny feeling in my stomach all morning. She reassured me by explaining that she remembered having that same feeling on her first day, too.

After assembly, it was break time. Mr Mills asked Louis and Peter to show me around the absolutely huge playground. The boys told me about the activities on offer and what I should do if I was ever upset about something during break or lunch.

Next, it was the class spelling test and as it was my first day, Mr Mills just told me to have a go. I didn't do too badly when you think I'd not even practised the words! Suddenly the bell rang, signalling that it was lunch time.

I chatted outside in the school garden with Louis, Isma, Peter and Mike during the lunch break. They asked me loads of questions about my old school and I explained that the hardest part was leaving my old friends behind. I told them that my family had moved because my Dad had got a promotion and had to work in a different office. Then we heard the whistle blow and it was our turn for lunch. The canteen was huge with long tables spread out around the room. I chose a cheese and pickle salad sandwich, followed by a peach yoghurt. I sat down on one of the little blue seats with my new friends and ate my lunch. It was quite noisy in there and as I scanned the other tables, it felt strange not to recognise any faces. At this very moment, I missed what was familiar to me.

After lunch, it was science. We were learning about irreversible and reversible changes and conducting experiments with different types of food, it was really cool. Lastly, it was music and we were composing in small groups using a range of percussion instruments. My group worked really hard and we performed our piece at the end of the lesson. Mr Mills was impressed and gave some constructive feedback to help us improve.

Finally, it was home time and I've never been so pleased to see my Dad. Overall, the day had gone well, I'd made new friends and I liked my new teacher. Dad told me that he was really proud of me.

Recount Writing Planner

Title: Movie Horror

Date: _____

To: _____

From: _____

Subject: _____

Opening Paragraph - Setting:

Who? _____

What? _____

When? _____

Where? _____

Why? _____

Body of Paragraphs:

Event 1: _____

Event 2: _____

Event 3: _____

Event 4: _____

Event 5: _____

Conclusion

<p>Descriptive Language Ideas</p>
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<p>Time Sequence Words and Phrases</p>



ROMAN NUMERALS

TARGET To read Roman numerals to 1000.

The Ancient Romans used letters to stand for numbers. Roman numerals were used in Europe until they were replaced by the Arabic numbers we use today. However, Roman numerals are still used for some things, such as the names of kings and queens or on some clock faces.

Letter	Values
I	1
V	5
X	10
L	50
C	100
D	500
M	1000



Rules For Forming Numbers

- 1 Repeated numbers are added. V, L and D are never repeated.
Only repeat a number three times.
Example CCC = 100 + 100 + 100 = 300
- 2 Larger value first means add.
Example CXXVI = 100 + 10 + 10 + 5 + 1 = 126
- 3 Smaller value first means subtract.
 - a) Only subtract one number from another.
Example 80 is LXXX not XXC (50 + 30 not 100 - 20)
 - b) Only subtract I, X and C, not V, L or D.
Example 450 is CDL not LD (400 + 50 not 500 - 50)
 - c) Only subtract the nearest value out of I, X and C.
Example 490 is CDXC not XD (400 + 90 not 500 - 10)

A

Write as Arabic numbers.

- | | |
|----------|-----------|
| 1 VII | 9 LXVIII |
| 2 XXVIII | 10 XCIV |
| 3 XLIV | 11 XIX |
| 4 XC | 12 LXXXI |
| 5 XXXV | 13 XLIII |
| 6 LXXII | 14 XXIV |
| 7 LIX | 15 LXXVII |
| 8 XLVI | 16 XCVI |

Write as Roman numerals.

- | | | |
|-------|-------|-------|
| 17 39 | 22 91 | 27 26 |
| 18 40 | 23 85 | 28 45 |
| 19 93 | 24 48 | 29 63 |
| 20 54 | 25 76 | 30 12 |
| 21 69 | 26 37 | 31 99 |

Roman numerals are sometimes used on gravestones and memorials. Copy the name and age at which each of these famous people died, changing the age to Roman numerals.

- | | |
|----------------------------|----|
| 32 Abraham Lincoln | 56 |
| 33 Elvis Presley | 42 |
| 34 Lewis Carroll | 65 |
| 35 Isaac Newton | 84 |
| 36 Joan of Arc | 19 |
| 37 Winston Churchill | 90 |
| 38 Leonardo da Vinci | 67 |
| 39 Wolfgang Amadeus Mozart | 35 |
| 40 Charlie Chaplin | 88 |
| 41 William Shakespeare | 52 |



B

Write in Arabic numbers.

- | | |
|------------|-------------|
| 1 CXLVII | 9 DCXXIX |
| 2 CDIX | 10 CXCVII |
| 3 DCCCLX | 11 DCCCXVI |
| 4 CCXXVIII | 12 CDLV |
| 5 CCCXCII | 13 DCCLXXX |
| 6 CMLXXIV | 14 CCCXIV |
| 7 DCCLII | 15 CMXXXIII |
| 8 DXLI | 16 CCLXXXIX |

Write in Roman numerals.

- | | | |
|--------|--------|--------|
| 17 322 | 22 117 | 27 525 |
| 18 995 | 23 471 | 28 198 |
| 19 503 | 24 756 | 29 942 |
| 20 264 | 25 808 | 30 434 |
| 21 649 | 26 384 | 31 879 |

Write these dates as they would have been written by Anglo-Saxon historians, in Roman numerals.

- | | |
|------------|---|
| 32 AD 43 | Romans invade Britain. |
| 33 AD 126 | Hadrian's Wall completed. |
| 34 AD 180 | Romans defeated in Scotland. |
| 35 AD 410 | Romans leave Britain. |
| 36 AD 597 | St. Augustine brings Christianity to Britain. |
| 37 AD 604 | St. Paul's Cathedral built in London. |
| 38 AD 793 | First Viking raids. |
| 39 AD 878 | Alfred the Great burns the cakes and defeats the Danes. |
| 40 AD 1066 | Battle of Hastings |

C

Roman numerals are often used on gravestones and memorials. Change the dates of the following monarchs' reigns to Arabic numbers.

- | | |
|---------------|----------------------|
| 1 William I | MLXVI to MLXXXVII |
| 2 Richard I | MCLXXXIX to MCXCIX |
| 3 Edward I | MCCLXXII to MCCCVII |
| 4 Henry V | MCDXIII to MCDXXII |
| 5 Henry VIII | MDIX to MDXLVII |
| 6 Elizabeth I | MDLVIII to MDCIII |
| 7 Charles I | MDCXXV to MDCXLIX |
| 8 George III | MDCCLX to MDCCCXX |
| 9 Victoria I | MDCCCXXXVII to MCMII |
| 10 George VI | MCMXXXVI to MCMLII |

At the end of a film, the year it was made is shown in Roman numerals.

Write the year these films were made in Roman numerals.

- | | |
|------------------------------------|--|
| 11 Up | 2009 |
| 12 ET | 1982 |
| 13 Mary Poppins | 1964 |
| 14 Snow White and the Seven Dwarfs | 1937 |
| 15 Winnie the Pooh | 2011 |
| 16 Sleeping Beauty | 1959 |
| 17 Toy Story | 1995 |
| 18 Bedknobs and Broomsticks | 1971 |
| 19 Finding Nemo | 2003 |
| 20 Bambi | 1942 |
| 21 | Write the date of the year in which you were born. |

ROUNDING REMAINDERS 1

TARGET To interpret remainders appropriately for the context.

Examples

How many complete years are there in 150 months?
 $150 \div 12 = 12 \text{ r } 6$ (Round down.)

Answer 12 complete years

One nurse is needed for every 5 patients. How many nurses are needed for 48 patients?
 $48 \div 5 = 9 \text{ r } 3$ (Round up.)

Answer 10 nurses are needed.

A

Copy and complete.

- 1 $17 \div 3 = 5 \text{ r } \square$
- 2 $15 \div 2 = 7 \text{ r } \square$
- 3 $87 \div 10 = \square \text{ r } \square$
- 4 $29 \div 5 = \square \text{ r } \square$
- 5 What is the biggest remainder you can have when you divide a number by:
 - a) 2
 - b) 5?
- 6 Darts are sold in packets of three. How many packets can be made from 20 darts?
- 7 A class of 27 children are reading the same book. One book is shared by two children. How many books are needed?
- 8 Adam saves 10p coins. How many will he need to buy a toy for 75p?
- 9 How many complete weeks are there in 20 days?

B

Work out

- 1 $61 \div 4$
- 2 $58 \div 6$
- 3 $31 \div 7$
- 4 $80 \div 11$
- 5 $72 \div 5$
- 6 $61 \div 9$
- 7 $39 \div 12$
- 8 $100 \div 8$
- 9 What is the biggest remainder you can have when you divide a number by:
 - a) 4
 - b) 7
 - c) 12
 - d) 10?
- 10 Nine children can sit on each bench. There are 40 children. How many benches are needed?
- 11 A blacksmith has 50 horseshoes. How many horses can be given four new shoes?
- 12 A netball team has seven players. How many teams can be made from 24 players?
- 13 Six mushrooms fit into one bag. How many bags are needed for 32 mushrooms?

C

Work out

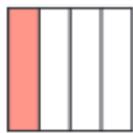
- 1 $136 \div 6$
- 2 $143 \div 5$
- 3 $100 \div 7$
- 4 $130 \div 3$
- 5 $650 \div 90$
- 6 $430 \div 40$
- 7 $400 \div 60$
- 8 $700 \div 80$
- 9 What is the biggest remainder you can have when you divide a number by 8? Give a reason for your answer.
- 10 Balloons are sold in packets of eight. How many packets can be made from 150 balloons?
- 11 Six people can sit at each table. How many tables are needed for 175 people?
- 12 Sweets cost 15p each. How many can be bought for one pound?
- 13 A ferry can carry 25 cars in one crossing of a river. There are 186 cars queuing to use the ferry. How many crossings will it take to clear the queue?
- 14 How many £20 notes are needed to pay £325?

EQUIVALENT FRACTIONS

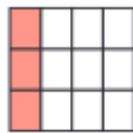
TARGET To identify, name and write equivalent fractions of a given fraction.

Examples

You can change a fraction into an equivalent fraction by multiplying or dividing (cancelling).



$$\frac{1}{4} (\times 3) = \frac{3}{12} (\times 3)$$



$$\frac{8}{10} (\div 2) = \frac{4}{5} (\div 2)$$



A

Write the equivalent fractions shown in each pair of diagrams.

1

2

3

4

5

6

7

8

B

Copy and complete.

- 1 $\frac{1}{2} = \frac{\square}{6}$ 9 $\frac{2}{6} = \frac{4}{\square}$
- 2 $\frac{3}{4} = \frac{\square}{12}$ 10 $\frac{1}{3} = \frac{2}{\square}$
- 3 $\frac{1}{3} = \frac{\square}{9}$ 11 $\frac{1}{2} = \frac{50}{\square}$
- 4 $\frac{3}{10} = \frac{\square}{100}$ 12 $\frac{3}{4} = \frac{6}{\square}$
- 5 $\frac{3}{6} = \frac{\square}{12}$ 13 $\frac{4}{5} = \frac{8}{\square}$
- 6 $\frac{1}{4} = \frac{\square}{8}$ 14 $\frac{2}{3} = \frac{6}{\square}$
- 7 $\frac{1}{5} = \frac{\square}{10}$ 15 $\frac{1}{4} = \frac{3}{\square}$
- 8 $\frac{2}{3} = \frac{\square}{12}$ 16 $\frac{5}{6} = \frac{10}{\square}$

Write the odd one out in each set of fractions.

- 17 $\frac{4}{12}$ $\frac{3}{8}$ $\frac{2}{6}$ $\frac{3}{9}$
- 18 $\frac{5}{10}$ $\frac{6}{12}$ $\frac{2}{5}$ $\frac{3}{6}$
- 19 $\frac{8}{12}$ $\frac{75}{100}$ $\frac{9}{12}$ $\frac{6}{8}$
- 20 $\frac{9}{12}$ $\frac{8}{12}$ $\frac{4}{6}$ $\frac{6}{9}$

C

Copy and complete.

- 1 $\frac{5}{8} = \frac{\square}{16}$ 9 $\frac{25}{100} = \frac{\square}{4}$
- 2 $\frac{3}{4} = \frac{\square}{20}$ 10 $\frac{10}{15} = \frac{\square}{3}$
- 3 $\frac{2}{7} = \frac{\square}{14}$ 11 $\frac{12}{20} = \frac{\square}{5}$
- 4 $\frac{7}{10} = \frac{\square}{100}$ 12 $\frac{8}{16} = \frac{\square}{2}$
- 5 $\frac{4}{9} = \frac{8}{\square}$ 13 $\frac{55}{100} = \frac{11}{\square}$
- 6 $\frac{3}{5} = \frac{30}{\square}$ 14 $\frac{5}{25} = \frac{1}{\square}$
- 7 $\frac{5}{8} = \frac{10}{\square}$ 15 $\frac{14}{18} = \frac{7}{\square}$
- 8 $\frac{4}{5} = \frac{80}{\square}$ 16 $\frac{45}{50} = \frac{9}{\square}$

Write the odd one out in each set of fractions.

- 17 $\frac{5}{20}$ $\frac{4}{10}$ $\frac{2}{8}$ $\frac{25}{100}$
- 18 $\frac{80}{100}$ $\frac{20}{24}$ $\frac{12}{15}$ $\frac{16}{20}$
- 19 $\frac{6}{60}$ $\frac{3}{18}$ $\frac{2}{12}$ $\frac{5}{30}$
- 20 $\frac{12}{16}$ $\frac{15}{20}$ $\frac{8}{12}$ $\frac{75}{100}$

COMPARING FRACTIONS 1

TARGET To compare fractions with different denominators.

To compare two fractions with different denominators convert one or both so that they have the same denominator.

Examples Which is larger, $\frac{1}{2}$ or $\frac{3}{8}$?
 $\frac{1}{2} = \frac{4}{8}$
 $\frac{1}{2}$ is larger than $\frac{3}{8}$.

Which is larger, $\frac{1}{2}$ or $\frac{3}{5}$?
 $\frac{1}{2} = \frac{5}{10}$ $\frac{3}{5} = \frac{6}{10}$
 $\frac{3}{5}$ is larger than $\frac{1}{2}$.

A

- 1

$\frac{1}{3}$	$\frac{5}{8}$	$\frac{3}{6}$	$\frac{2}{5}$	$\frac{7}{10}$
$\frac{2}{4}$	$\frac{2}{6}$	$\frac{3}{5}$	$\frac{3}{10}$	$\frac{4}{8}$

Which of the fractions in the box are:

- a) equal to one half
- b) less than one half
- c) greater than one half?

Which fraction is larger?

- 2 $\frac{1}{3}$ or $\frac{1}{4}$
- 3 $\frac{1}{8}$ or $\frac{1}{2}$
- 4 $\frac{3}{10}$ or $\frac{4}{10}$
- 5 $\frac{1}{6}$ or $\frac{1}{7}$
- 6 $\frac{6}{11}$ or $\frac{4}{11}$
- 7 $\frac{2}{9}$ or $\frac{2}{3}$
- 8 $\frac{3}{4}$ or $\frac{3}{5}$

Write each group of fractions in order of size, smallest first.

- 9 $\frac{1}{5}$ $\frac{1}{8}$ $\frac{1}{3}$
- 10 $\frac{4}{5}$ $\frac{4}{11}$ $\frac{4}{7}$
- 11 $\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{10}$
- 12 $\frac{7}{10}$ $\frac{7}{12}$ $\frac{7}{8}$

B

For each of the following pairs of numbers:

- a) list the first 12 multiples of each number
- b) write down the common multiples
- c) write down the lowest common multiple.

- 1 2 and 5
- 2 3 and 4
- 3 5 and 3
- 4 4 and 7

Copy and complete to find the larger fraction.

- 5 $\frac{1}{2}$ or $\frac{3}{8} \rightarrow \frac{\square}{8}$ or $\frac{3}{8}$
 is larger.
- 6 $\frac{3}{5}$ or $\frac{7}{10} \rightarrow \frac{\square}{10}$ or $\frac{7}{10}$
 is larger.
- 7 $\frac{5}{6}$ or $\frac{2}{3} \rightarrow \frac{5}{6}$ or $\frac{\square}{6}$
 is larger.
- 8 $\frac{7}{12}$ or $\frac{3}{4} \rightarrow \frac{7}{12}$ or $\frac{\square}{12}$
 is larger.
- 9 $\frac{2}{3}$ or $\frac{3}{4} \rightarrow \frac{\square}{12}$ or $\frac{\square}{12}$
 is larger.

C

Copy and complete to find the larger fraction.

- 1 $\frac{9}{10}$ or $\frac{89}{100} \rightarrow \frac{\square}{100}$ or $\frac{89}{100}$
 is larger.
- 2 $\frac{3}{4}$ or $\frac{5}{6} \rightarrow \frac{\square}{12}$ or $\frac{\square}{12}$
 is larger.
- 3 $\frac{4}{10}$ or $\frac{5}{12} \rightarrow \frac{\square}{60}$ or $\frac{\square}{60}$
 is larger.
- 4 $\frac{5}{8}$ or $\frac{7}{12} \rightarrow \frac{\square}{48}$ or $\frac{\square}{48}$
 is larger.
- 5 $\frac{3}{5}$ or $\frac{4}{6} \rightarrow \frac{\square}{\square}$ or $\frac{\square}{\square}$
- 6 $\frac{1}{4}$ or $\frac{2}{7} \rightarrow \frac{\square}{\square}$ or $\frac{\square}{\square}$
- 7 $\frac{1}{3}$ or $\frac{2}{5} \rightarrow \frac{\square}{\square}$ or $\frac{\square}{\square}$
- 8 $\frac{2}{6}$ or $\frac{3}{8} \rightarrow \frac{\square}{\square}$ or $\frac{\square}{\square}$
- 9 $\frac{2}{3}$ or $\frac{7}{10} \rightarrow \frac{\square}{\square}$ or $\frac{\square}{\square}$
- 10 $\frac{2}{5}$ or $\frac{3}{8} \rightarrow \frac{\square}{\square}$ or $\frac{\square}{\square}$

Stormzy

Stormzy is a British grime and hip-hop artist who shot to fame with a series of freestyle raps on YouTube. He was born on the 26th July, 1993, in Thornton Heath and started rapping at the age of eleven.

Stormzy (real name Michael Ebenazer Kwadjo Omari Owuo, Jr) is proud of his Ghanaian roots but was brought up in south London, often battling MCs much older than himself for fun. He admits to being a "bit of a boffin" at school and left with six A's, three As and five Bs in his GCSEs! His teachers wanted him to go to a top university and he had his heart set on a career in engineering but, despite spending two years working on an oil refinery in Southampton, things didn't quite work out that way!

From 2011 onwards, Stormzy started freestyling online and soon had a large following. He performed more hip-hop to begin with but soon he started experimenting in grime. In July 2014, the six-foot-five-inch rapper released his debut EP and soon, record companies wanted to sign him up. The song was so successful that by October that year, Stormzy had won 'Best Grime Act' at the MOBO awards (an achievement he repeated the following year in 2015)! Later that month, he became the first unsigned rapper to appear on the BBC's 'Later... with Jools Holland' - and he even found time to work alongside fellow rappers Chip and Shalo, which gave him an invaluable insight into the professional world of rapping.

2015 saw Stormzy go from strength to strength. He came third in the BBC's 'Introducing Top 5' on Radio 1, released two new singles and



Did You Know...?

Stormzy is an actor! He starred in a film in 2016.

He is the cousin of BBC 'Sound of 2017' nominee and fellow rapper, Nadia Rose.

Stormzy isn't all about the music! In 2017, he held an intense Q&A session with 300 students at Oxford University, where he talked about life, grime... and his mum!

Stormzy has lots of nicknames, such as 'Big Mike'!

He once donated £9000 to British-born Ghanaian, Fiona Asiedu, as she couldn't afford to study for a Master's Degree at Harvard University in America.

uploaded more freestyles. One of his tracks was the first ever freestyle tune to reach the top 40 in the UK. After Stormzy performed the song live at Anthony Joshua's British heavyweight title fight against Dillian Whyte on 12th December 2015 (he freestyled the lyrics as Joshua came on into the ring), he decided to release it as an official track. It hit 17 million views online. Stormzy then took on 'The X Factor' in a monumental battle for a Christmas Number 1. After a huge social media campaign, it eventually reached number 8, making it the rapper's most successful track to date.

Stormzy is a self-confessed lover of social networking and often posts photos and messages on various sites but in 2016, he took a complete social media hiatus. After a year of silence, he returned in early 2017 when he released his highly anticipated new album on 24th February. It reached number one on the UK Albums Chart.

In his relatively short career, Stormzy has racked up an impressive number of awards and personal achievements. Along with the two MOBO awards, he has also won 'Breakthrough Artist of the Year', 'Best Artist of the Year', 'Best Solo Artist of the Year', and 'Best International Act' from a number of different award events. He also won 'British Male Solo Artist' and 'British Album of the Year' at the 2018 BRIT Awards.

Following Stormzy's huge rise to stardom and the success of his freestyling tunes, the grime MC finally joined a major record company in January 2018 when he signed for Atlantic Records. Expect lots more 'grimes' to come!

Glossary

Grime – A type of music that started out in England in the early 2000s. A mix of UK garage, drum 'n' bass, and dancehall.

Freestyle rap – A type of rapping in which rap lyrics are made-up on the spot.

MOBO – Music of Black Origin.

Questions

1. Where was Stormzy born? Tick one.

- Southampton
- Ghana
- South London
- USA

2. Why do you think things didn't quite work out for Stormzy with his career in engineering?

3. Write three things that show Stormzy's debut EP was successful.

4. Why do you think one of Stormzy's nicknames is 'Big Mike'?

5. Reread the sentence below and explain what you think unsigned means?

Later that month, he became the first unsigned rapper to appear on the BBC's 'Later... with Jools Holland'...

6. Why do you think Stormzy helped Fiona Asiedu?

7. Link the dates to events in Stormzy's life.

26th July, 1993	Stormzy releases his debut EP.
early 2000s	Stormzy was born.
2011 onwards	Stormzy signs for Atlantic Records.
July 2014	Stormzy's song reaches number 8.
December 2015	Stormzy begins performing grime music.
2016	Stormzy starts freestyling online.
2017	Stormzy's cousin is nominated for BBC 'Sound of 2017'.
January 2018	Stormzy appears in a film.

8. Why do you think Stormzy is known as the 'frontman of grime'?

9. Reread the sentence below and explain what you think hiatus means.

...in 2016, he took a complete social media hiatus.

10. Would you like to freestyle? Give reasons for your answer.

Week Five

TOP TIPS FOR PLASTIC WASTE REDUCTION



1. Bring your own bag for life



2. Avoid excessive food packaging



3. Pack your lunch in a reusable container



4. Say no to plastic straws (if possible)



5. Don't use disposable cutlery



6. Carry a reusable bottle or cup



7. Use glass jars for storage



8. Have a homecooked meal



REDUCE

Use less... buy less... avoid waste... turn off lights...
take shorter showers... carpool!

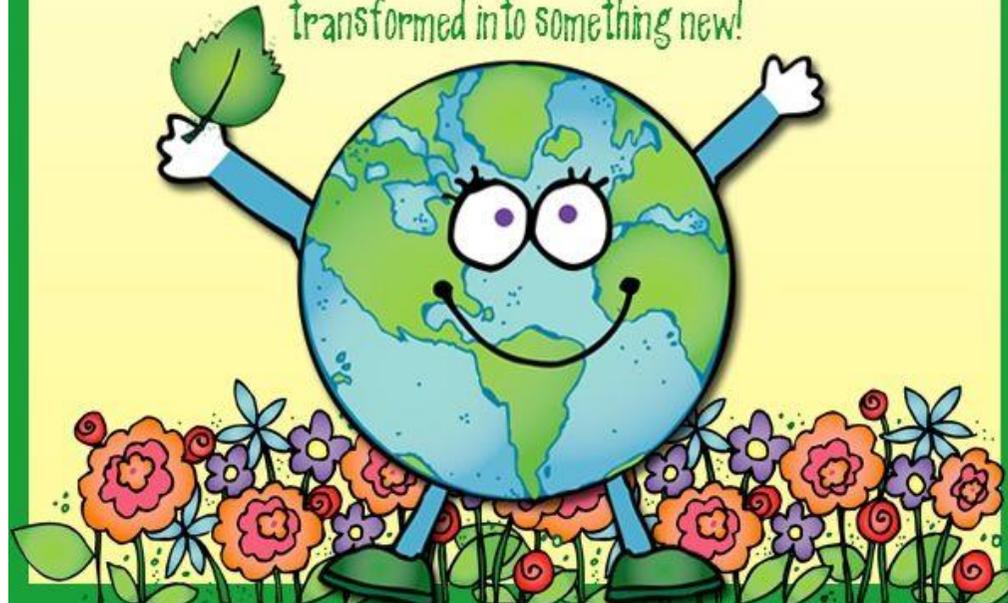
REUSE



Use things more than once... use cloth shopping bags... repair...
regift... try travel mugs... compost!

RECYCLE

Separate waste materials so that the recyclable products can be
transformed into something new!



TOGETHER, WE CAN MAKE A DIFFERENCE

SMALL CHANGES IN BEHAVIOR CAN HAVE A BIG IMPACT ON OUR PLANET!

WHEN YOU *THROW* SOMETHING AWAY, WHERE DOES IT GO?



BUT IT DOESN'T HAVE TO

YOU CAN DRAMATICALLY REDUCE THE AMOUNT OF TRASH THAT IS THROWN AWAY BY **TAKING A FEW EASY STEPS:**

REDUCE
THE AMOUNT OF MATERIALS YOU USE, WHICH



REDUCES
THE AMOUNT OF WASTE YOU CREATE.

REUSE
MATERIALS WHEN POSSIBLE



RECYCLE
WHENEVER POSSIBLE



RETHINK
THE MATERIALS

YOU USE

AND THOSE

YOU THROW AWAY

BY THINKING ABOUT WHAT WE'RE USING AND HOW TO REDUCE THE WASTE WE PRODUCE, WE CAN HELP CREATE A CLEANER, HEALTHIER ENVIRONMENT.

Science

Experiment One

Seeing Changes – Mixing Milk and Vinegar



Mix 250ml of warm milk with a tablespoon of white vinegar.

What do you observe?



As you mix the vinegar with the milk, it begins to curdle. It separates into clumps of solids floating in thin watery liquid. Strain the mixture to separate the solids from the liquid. The solids you are left with are a new material. This chemical reaction has created a form of plastic called casein plastic. The casein plastic can be moulded into shapes and left to dry.



Irreversible Changes

Mixing Milk and Vinegar.

What do you observe? Describe what you see with words and diagrams.

What are the new materials that have been created? How are they useful? Use the key words below to write your explanation.

This _____ reaction has created a form of plastic called _____ plastic. Casein plastic was quite common from the early 1900s until about _____. It was used to make _____, buckles, beads and other jewellery, fountain pens, _____ and brushes.

casein	combs	chemical	buttons	1945
--------	-------	----------	---------	------

Casein plastic was quite common from the early 1900s until about 1945. It was used to make buttons, decorative buckles, beads and other jewellery, fountain pens, the backings for hand-held mirrors, and fancy comb and brush sets.



Experiment Two

Seeing Changes – Mixing Bicarbonate of Soda and Vinegar



Use a cardboard cone to put 50g of bicarbonate of soda into a balloon.

Pour 50ml of white vinegar into a plastic bottle.

Stretch the balloon over the top of the bottle without letting the bicarbonate of soda fall in.

Lift up the balloon to let the bicarbonate of soda fall into the vinegar.



Mixing Bicarbonate of Soda and Vinegar.

What do you observe? Describe what you see with words and diagrams.

What are the new materials that have been created? How are they useful?

This chemical change creates a new _____ carbon dioxide. It is this _____ that causes the bubbles in the froth that you can see, and it _____ out to blow up the balloon.

Carbon dioxide is a _____ gas. It is dissolved in liquid to create _____ drinks, it is used to _____ food on aeroplanes and trains, and it is used in fire extinguishers to put out _____.

carbon dioxide	spreads	gas	material	fires	useful	cool	fizzy
----------------	---------	-----	----------	-------	--------	------	-------

Seeing Changes – Mixing Bicarbonate of Soda and Vinegar

What did you observe?

Carbon dioxide is a useful gas. It is dissolved in liquid to create fizzy drinks, it is used to cool food on aeroplanes and trains, and it is used in fire extinguishers to put out fires.



Answer – Numeracy Day 1

Page 10

A

1 7	15 77	29 LXIII
2 28	16 96	30 XII
3 44	17 XXXIX	31 XCIX
4 90	18 XL	32 LVI
5 35	19 XCIII	33 XLII
6 72	20 LIV	34 LXV
7 59	21 LXIX	35 LXXXIV
8 46	22 XCI	36 XIX
9 68	23 LXXXV	37 XC
10 94	24 XLVIII	38 LXVII
11 19	25 LXXVI	39 XXXV
12 81	26 XXXVII	40 LXXXVIII
13 43	27 XXVI	41 LII
14 24	28 XLV	

Page 11

B

1 147	15 933	29 CMXLII
2 409	16 289	30 CDXXXIV
3 860	17 CCCXXII	31 DCCCLXXIX
4 228	18 CMXCV	32 XLIII
5 392	19 DIII	33 CXXVI
6 974	20 CCLXIV	34 CLXXX
7 752	21 DCXLIX	35 CDX
8 541	22 CXVII	36 DXCVII
9 629	23 CDLXXI	37 DCIV
10 197	24 DCCLVI	38 DCCXCIII
11 816	25 DCCCVIII	39 DCCCLXXVIII
12 455	26 CCCLXXXIV	40 MLXVI
13 780	27 DXXV	
14 314	28 CXCVIII	

C

Numeracy Day Two and three

Page 44

A

1 5 r 2

2 7 r 1

3 8 r 7

4 5 r 4

5 a) 1

b) 4

6 6

7 14

8 8

9 2

B

1 15 r 1

2 9 r 4

3 4 r 3

4 7 r 3

5 14 r 2

6 6 r 7

7 3 r 3

8 12 r 4

9 a) 3

b) 6

c) 11

d) 9

10 5

11 12

12 3

13 6

C

1 22 r 4

2 28 r 3

3 14 r 2

4 43 r 1

5 7 r 20

6 10 r 30

7 6 r 40

8 8 r 60

9 7

10 18

11 30

12 6

13 8

14 17

Numeracy 3 and 4

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A

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

3 $\frac{1}{4}, \frac{2}{8}$

5 $\frac{5}{6}, \frac{10}{12}$

7 $\frac{1}{2}, \frac{3}{6}$

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

4 $\frac{1}{3}, \frac{3}{9}$

6 $\frac{7}{10}, \frac{70}{100}$

8 $\frac{3}{4}, \frac{9}{12}$

B

1 $\frac{3}{6}$

5 $\frac{6}{12}$

9 $\frac{4}{12}$

13 $\frac{8}{10}$

17 $\frac{3}{8}$

2 $\frac{9}{12}$

6 $\frac{2}{8}$

10 $\frac{2}{6}$

14 $\frac{6}{9}$

18 $\frac{2}{5}$

3 $\frac{3}{9}$

7 $\frac{2}{10}$

11 $\frac{50}{100}$

15 $\frac{3}{12}$

19 $\frac{8}{12}$

4 $\frac{30}{100}$

8 $\frac{8}{12}$

12 $\frac{6}{8}$

16 $\frac{10}{12}$

20 $\frac{9}{12}$

C

1 $\frac{10}{16}$

5 $\frac{8}{18}$

9 $\frac{1}{4}$

13 $\frac{11}{20}$

17 $\frac{4}{10}$

2 $\frac{15}{20}$

6 $\frac{30}{50}$

10 $\frac{2}{3}$

14 $\frac{1}{5}$

18 $\frac{20}{24}$

3 $\frac{4}{14}$

7 $\frac{10}{16}$

11 $\frac{3}{5}$

15 $\frac{7}{9}$

19 $\frac{6}{60}$

4 $\frac{70}{100}$

8 $\frac{80}{100}$

12 $\frac{1}{2}$

16 $\frac{9}{10}$

20 $\frac{8}{12}$

Page 54

A

1 a) $\frac{3}{6}, \frac{2}{4}, \frac{4}{8}$

4 $\frac{4}{10}$

9 $\frac{1}{8}, \frac{1}{5}, \frac{1}{3}$

b) $\frac{1}{3}, \frac{2}{5}, \frac{2}{6}, \frac{3}{10}$

5 $\frac{1}{6}$

10 $\frac{4}{11}, \frac{4}{7}, \frac{4}{5}$

c) $\frac{5}{8}, \frac{7}{10}, \frac{3}{5}$

6 $\frac{6}{11}$

11 $\frac{1}{10}, \frac{1}{6}, \frac{1}{4}$

2 $\frac{1}{3}$

7 $\frac{2}{3}$

12 $\frac{7}{12}, \frac{7}{10}, \frac{7}{8}$

3 $\frac{1}{2}$

8 $\frac{3}{4}$

B

1 b) 10, 20

3 b) 15, 30

5 $\frac{1}{2}$

c) 10

c) 15

6 $\frac{7}{10}$

2 b) 12, 24, 36

4 b) 28

7 $\frac{5}{6}$

c) 12

c) 28

8 $\frac{3}{4}$



9 $\frac{3}{4}$

125%

Answers

1. Where was Stormzy born? Tick one.

- Southampton
- Ghana
- South London**
- USA

2. Why do you think things didn't quite work out for Stormzy with his career in engineering?

Pupils' own responses, such as: I think Stormzy's career in engineering didn't work out because, although he achieved good qualifications and spent two years working on an oil refinery, Stormzy had been freestyling online since 2011 and his music career took off instead.

3. Write three things that show Stormzy's debut EP was successful.

Accept any three of the following: Record companies wanted to sign him up; Stormzy won Best Grime Act at the MOBO awards; He was the first unsigned rapper to appear on 'Later... with Jools Holland'; He worked with fellow rappers, Chip and Shalo.

4. Why do you think one of Stormzy's nicknames is 'Big Mike'?

I think one of Stormzy's nicknames is 'Big Mike' because he is really tall as it says he is 6 foot 5 inches and his real name is Michael (Mike). Plus he sings/raps using a microphone, which sounds like Mike.

5. Reread the sentence below and explain what you think unsigned means?

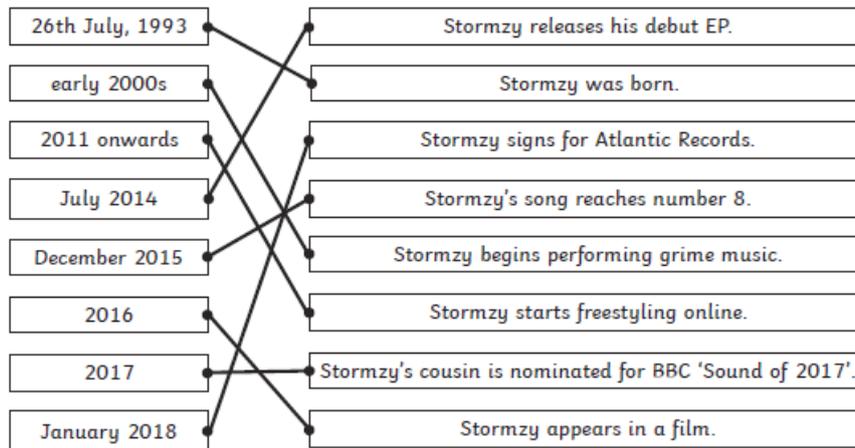
Later that month, he became the first unsigned rapper to appear on the BBC's 'Later... with Jools Holland'...

Accept any suitable answer, such as: I think unsigned means a record label have not signed him up, or he performs independently/without an agent.

6. Why do you think Stormzy helped Fiona Asiedu?

Pupils' own responses, such as: I think Stormzy helped Fiona because he is kind and generous and wanted to use his money for good causes.

7. Link the dates to events in Stormzy's life.



8. Why do you think Stormzy is known as the 'frontman of grime'?

Accept any suitable responses, such as: I think Stormzy is known as the frontman of grime because 'frontman' means 'leader' or 'best man' and Stormzy is one of the best rappers in grime.

9. Reread the sentence below and explain what you think hiatus means.

...in 2016, he took a complete social media hiatus.

Accept any suitable definition, such as: I think hiatus means a pause, or break.

10. Would you like to freestyle? Give reasons for your answer.

Pupils' own responses, such as: I think I wouldn't like to freestyle because I wouldn't be able to think of the words quickly enough.
