



# St Margaret's-at-Cliffe CP School

## Weekly Timetable Class 5

Week 23 <sup>rd</sup> Nov	Monday 23 <sup>rd</sup> November	Tuesday 24 <sup>th</sup> November	Wednesday 25 <sup>th</sup> November	Thursday 26 <sup>th</sup> November	Friday 27 <sup>th</sup> November
Vocab Ninja	<p>Ninja Word of the day starting with Shinobi words for year 5 can be found <a href="#">here</a>.</p> <p>Children first Look, Say, Cover and finally write the word five times, they then write the definition and example sentence, underlining the featured word. They then use the word to create their own descriptive sentence. They can also look at synonyms, antonyms, prefixes and suffixes associated with the word and could create a sentence using one of these.</p>				
English	<p><u>WALT:be able to recognise which characters the author wants the reader to like/dislike.</u></p> <p>Children will need to have read chapters of Malamander in preparation for today's lesson. You can listen to the chapter here <a href="#">Malamander Chapter1&amp;2</a></p> <p>Task Read the pages below that describe Mr Mollusc. What does the author want you to think about this</p>	<p><u>WALT:be able to identify informal speech structures.</u></p> <p>Children will need to have read chapter 3 Malamander in preparation for today's lesson. You can listen to the chapter here <a href="#">Malamander Chapter1&amp;2</a></p> <p>Look at pages 20-23 in Malamander. Locate the speech between Violet and Herbert included in the pages below First copy these and then add your own speech between them that is more</p>	<p><u>WALT:be able to I identify colons within a text and explain how they are used.</u></p> <p>Children will need to have read chapter 3 of Malamander in preparation for today's lesson. You can listen to the chapter here <a href="#">Malamander Chapter1&amp;2</a></p> <p>Herbert Lemon and Violet Parma, a young girl searching for her parents who disappeared twelve years earlier are trying to solve the mystery of a legendary sea-monster. Now</p>	<p><u>WALT: be able to describe a character</u></p> <p>Children will need to have read chapter 3 of Malamander in preparation for today's lesson. You can listen to the chapter here <a href="#">Malamander Chapter1&amp;2</a></p> <p>Task Describe Violet in your own words using information from the text included below.</p>	<p><u>WALT:be able to make simple predictions about a story.</u></p> <p>Children will need to have read chapter 3 of Malamander in preparation for today's lesson. You can listen to the chapter here <a href="#">Malamander Chapter1&amp;2</a></p> <p>Task Read the page below that describes Violet when she explains to Herbert why she has searched for him.</p>

	<p>character? How does the author do this? What words has he used? Could you add three of your own sentences in the same style to continue the description.</p>	<p>informal. Remember the ideas from the informal speech work we did last week.</p>	<p>A <b>colon</b> can be used to separate two independent clauses where the second clause expands on or explains or balances the information on the first to introduce a list.</p> <p><u>TASK</u> Now complete the colon questions below.</p> <p><b>Challenge</b> Can you write three of your own sentences that use a colon each time.</p>		<p><u>Predicting</u> From the small amount that you already have read about this adventure what do you think will happen next ?</p>
Maths	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 56 x 9 5 squared 5384 subtract 2729 562 divide by 4 Sum of 4920 and 2849</p> <p><u>WALT: Be able to order fractions whose denominators are the same using concrete materials and visual representations.</u></p> <p>Follow the video with White Rose to solve the questions</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 73 x 8 8 squared 8362 subtract 2729 936 divide by 4 Sum of 8920 and 2849 <u>WALT: Be able to find equivalent fractions</u></p> <p>Follow the video with White Rose to solve the questions As a reminder, you can watch the video and take the quizzes by Oaks National Academy <a href="#">Fractions</a></p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 302 x 9 12 squared 21384 subtract 8935 582 divide by 3 Sum of 45690 and 6749 <u>WALT: be able to begin to add fractions with the same denominator</u></p> <p>Follow the video with White Rose to solve the questions</p> <p>As a reminder, you can watch the video and take</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 87 x 9 5 cubed 8309 subtract 2729 3109 divide by 4 Sum of 7520 and 2849 <u>WALT: Be able to begin to subtract fractions with the same denominator</u></p> <p>Follow the video with White Rose to solve the questions</p> <p>As a reminder, you can watch the video and</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 847 x 9 4 cubed 2909 subtract 2729 3569 divide by 4 Sum of 9020 and 2879 <u>WALT: Be able to multiply up to 4 digit numbers by one digit numbers</u></p> <p>Follow the video with White Rose to solve the questions <a href="#">Multiply</a></p>

	<p>As a reminder, you can watch the video and take the quizzes by Oaks National Academy <a href="#">Fractions</a> Questions below</p> <p><b>Barvember</b> starts today Follow the problems here: <a href="#">BARVEMBER</a></p>	<p>Questions below</p> <p><b>Barvember</b> Follow the problems here: <a href="#">BARVEMBER</a></p>	<p>the quizzes by Oaks National Academy <a href="#">Fractions</a> Questions below</p> <p><b>Barvember</b> Follow the problems here: <a href="#">BARVEMBER</a></p>	<p>take the quizzes by Oaks National Academy <a href="#">Fractions</a> Questions below</p> <p><b>Barvember</b> Follow the problems here: <a href="#">BARVEMBER</a></p>	<p>As a reminder, you can watch the video and take the quizzes by Oaks National Academy <a href="#">Multiplication</a> <b>Barvember</b> Follow the problems here: <a href="#">BARVEMBER</a></p>
Topic	<p><b>PE</b> Tag Rugby skills <u>WALT: be able to pass a rugby ball</u></p> <p>Explain technique of passing and moving into space. The different types of passing i.e short, long, fast and high lofted pass.</p> <p><b>Science</b> <u>WALT: be able to present conclusions.</u> <u>WALT: be able to use evidence to support an idea.</u> Pattern-seeking - Is there a relationship between the mass of adult animal and the length of the gestation period?</p>	<p><b>Music</b> Playing Recorders <u>WALT: be able to play recorders</u></p> <p>We will begin by reminding ourselves of 'Feather Breath' and correct positioning of hands and fingers. Listening and playing as a small group and then progressing to playing as whole class. We are learning to play the recorder music for the Christmas Carol: We three Kings.</p> <p>Follow the lesson here: <a href="#">We Three Kings Recorder</a></p>	<p><b>RE</b> <u>Can we live by the values of Jesus in the twenty-first century?</u> <u>WALT: Be able to consider profound questions about forgiveness.</u></p> <p><b>TASK</b> In the Parable of the Unforgiving Servant, Matthew 18:21-35, Jesus teaches that a thankful response to God's generous forgiveness is to forgive others who do wrong to us. Draw out this tale using a cartoon frame. Perhaps use two pictures to show before and after.</p>	<p><b>Geography</b> <u>WALT: be able to draw accurate maps</u></p> <p>Dover is one of the main ports of this country. Look at the maps of Dover below. What main roads lead to the port of Dover? Why do you think there are so many main roads? Which directions do the roads come from? North, South East or West? Perhaps you could use your Compass work from last week to help you.</p> <p><b>TASK</b> Answer these questions and draw Dover port add a key and clearly</p>	<p><b>French</b> <u>WALT: be able to ask and then describe what someone is doing in French</u></p> <p>Can you ask what someone is doing in French? <b>Qu'est-ce que tu fais?</b></p> <p>Use the French descriptive phrases below to create 5 sentences to describe what someone is doing in French.</p>

	Use the information below to draw a scatter graph; plotting the gestation period of an animal against its mass.			label the areas of the port.	
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### Picture Perfect

Look at the illustrations, including those on the front cover. They may give away details about characters you are about to meet.

### Travel Back in Time

What has happened in the text so far? Has a character or prop been mentioned and then seemingly forgotten about? They could reappear...



### It's All about You

How would you react if you were in that situation? Has a similar thing happened to you in the past? What did you do?

## Making Predictions When Reading

### The Clue's in the Name

What is the story called? Do you know why it is called that yet? If not, it might be a clue to what is coming next...



### Blabbering Blurbs

Read the blurb on the back cover. Does it mention anything that hasn't happened yet in the book? Does it imply that something is about to happen?



### Copcats

Think about other stories you have read in the past. Could something similar happen in this one?

### Read Between the Lines

Sometimes, it isn't what is being said, it's what isn't being said that counts. Are the characters hinting at something? Have they done something that might lead to something else happening?

Predicting

Answer the following questions about Malamander.

1.What do you know about Herbert Lemmon already?

2 When Violet Parma first crashes into Herbie Lemon's room, she's being followed by a man in a long black sailor's coat sodden with water. What words in the text describe this man as not being a friendly likeable character?

"That hook of yours is very intimidating. They must be worried about what an angry man like you could do with such a fearsome weapon."





# MAP of FERRIE-on-SEA

MAW  
ROCKS

THE PIER

FERRIE BEACH

Castle

Museum

Dr. Thalassia's  
Surgery

Crozier's Crawl

Hastings' Hoar

Mr. Poulton's  
Furniture Emporium

Barrow's  
Bakery

Gazdalsen's  
Alley

Dobbin's  
Bakery

Ferris Book Dispensary

Lady Keston's  
Confectionery

GRAND  
HOTEL

Seagull's  
Diner

Marlow's  
Pub

The Wreck of the  
LEVIATHAN



Read these pages to be introduced to Mr Mollusc.



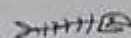
## THE GRAND NAUTILUS HOTEL

MY NAME'S HERBERT LEMON, by the way. But most people call me Herbie. I'm the Lost-and-Founder at the Grand Nautilus Hotel, as you can see from my cap. Someone once told me that most hotels don't have a Lost-and-Founder, but that can't be right. What do they do with all the lost stuff then? And how do the people who've lost it get it back?

I'm a bit young for such an important job, I suppose, but Lady Kraken herself – the owner of the hotel – gave it to me. Even Mr Mollusc, the hotel manager, can't argue with that. He'd like to, of course – he hates anything in the hotel that doesn't make money. If he'd had his way, the Lost-and-Foundery would have been shut down as

soon as he became manager, and my little cubbyhole in the reception lobby boarded up for good. And if that had happened, I'd never have met the girl.

The girl I found scrambling through my window.  
The girl who said, "Hide me!"



"Hide me!"

I look her up and down. Well, mostly up, because she's got herself stuck on the window latch, and the cellar windows are near the ceiling. If she's a burglar, she's not a very good one.

"Please!"

I get her unstuck, although that means nearly being squashed as she tumbles inside. It's snowing, so a whole lot of winter comes in through the window too.

We get to our feet and now I'm face to face with her: a girl in a ratty pullover with a woolly bobble hat over a mass of curly hair. She looks like she's about to speak, but stops at the sound of raised voices up above. Raised voices that are getting closer. The girl opens her eyes wide with panic.

"In here!" I whisper, and pull her over to a large travel trunk that's been in the Lost-and-Foundery, unclaimed,



"Are you going to sleep there all night?" says a voice, and I start awake.

The girl is sitting on the other side of the wood burner, the woolly hat in her hands. She raises an eyebrow. I probably look ridiculous as I try to straighten my cap – the elastic has caught round my ear.

"How long have you been there?" I say, noticing that the cellar window is now tight shut.

The girl shrugs, and I get my first proper look at her. She has dark brown eyes in a light brown face, and a mass of curly hair, which is barely under control. She's probably about the same age as me, so twelve-ish, though since my own age is pretty iffy, it's hard to be sure. Her bright eyes are quick and amused as she watches me try to suss her out.

She's wearing a too-big coat, and I recognize it as one of my lost things. Her shoes are her own, but they clearly aren't any good for winter, and are wet through. I see that the fire has burned low, so I shove another log in.

"Are you a ...?" I begin, but she shakes her head, so I try again. "What about a ...?" But she just laughs.

"No, none of those," she says. "I'm not a thief, and I'm certainly not a guest at this hotel."

I probably look a bit confused, because she smiles.

"But I know who you are," she says. "You're Herbert Lemon, the famous Lost-and-Founder\*at the Grand Nautilus Hotel."

"Famous?"

"Well, famous to me. I've come hundreds of miles just to see you, Herbert ..."

"Herbie," I say, finally giving up with the cap and taking it off altogether.

"... because I think you are the only person in the world who can help me."

"Really?" I say, scratching my head. "How come?"

"Because I'm lost," she says. "And I'd like to be found."

## English

Read this page to discover more about Violet.

**Colons** are used to expand a sentence.

A colon is used to introduce an idea that is an explanation or continuation of the one that comes before the colon.

### For example:

There was only one thing the wolf wanted to do now: eat that juicy Little Red Riding Hood.

The flaw in the wolf's plan was clear to see: he looked nothing like Grandma.



## Violet Parma

Violet Parma is determined to find her parents. Unfortunately, since they vanished twelve years ago, no one has seen any trace of them. But Violet is sure that if anyone can find them, it's Herbie Lemon, the famous Lost-and-Founder of The Grand Nautilus Hotel.

"I think you're the only person in the world who can help me. Because I'm lost, and I'd like to be found."

### Using Colons Questions below:

Insert the colons in the correct place in these sentences.

- a) At the seaside the waves crashed noisily against the shore the storm had whipped up frenzy of sea-foam.
- b) Don't forget to do your chores the washing, ironing and dusting.
- c) Sadie's project was doomed to fail she had run out of time to finish.
- d) Describe when you would use a colon in your writing.

### Answers to Colons questions below:



- a) At the seaside the waves crashed noisily against the shore: the storm had whipped up a frenzy of sea-foam.
- b) Don't forget to do your chores: the washing, ironing and dusting.
- c) Sadie's project was doomed to fail: she had run out of time to finish.
- d) *To separate two independent clauses where the second clause explains, expands on or balances the information in the first. To introduce a list.*

### What is Standard English?

Standard English is the variety of English which is used, with minor regional and national variations, as a world language.

The aim of the national curriculum is that everyone should be able to use Standard English as needed in writing and in relatively formal speaking.

Standard English may also be referred to as 'correct' English. It follows grammatical rules like subject-verb agreement and the correct use of **verb tenses** or **pronouns**, for example:

**Non-Standard English:** They ain't got nothing.

**Standard English:** They haven't got anything.

**Non-Standard English:** I love the player what scored.

**Standard English:** I love the player who scored.

**Non-Standard English:** We was there yesterday.

**Standard English:** We were there yesterday.

**Non-Standard English:** Pass me them books!

**Standard English:** Pass me those books!

**Non-Standard English:** I played good.


**Standard English:** I played well.

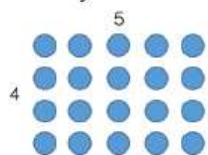
Hi Mum,

Today has been great, I done so many new things. We went on safari and we done loads of sightseeing. My favourite bit was when we was on the Jeep and we went to see the lions. One of them done a big yawn right at me!


Harry hasn't did his postcards yet. He were doing them last night be he were yawning and fell asleep!

## Varied Fluency

-  If you have twenty counters, how many different ways of arranging them can you find?



How many factors of twenty have you found by arranging your counters in different arrays?

-  Circle the factors of 60

9, 6, 8, 4, 12, 5, 60, 15, 45

Which factors of 60 are not shown?

-  Fill in the missing factors of 24

$1 \times \underline{\quad}$        $\underline{\quad} \times 12$

$3 \times \underline{\quad}$        $\underline{\quad} \times \underline{\quad}$

What do you notice about the order of the factors?

Use this method to find the factors of 42

81

Here is Annie's method for finding factor pairs of 36

1	36
2	18
3	12
4	9
5	X
6	6

When do you put a cross next to a number?

How many factors does 36 have?

Use Annie's method to find all the factors of 64

## Always, Sometimes, Never

- An even number has an even amount of factors.
- An odd number has an odd amount of factors.

## True or False?

The bigger the number, the more factors it has.

Answers below:



## Factors

### Reasoning and Problem Solving

Here is Annie's method for finding factor pairs of 36

1	36
2	18
3	12
4	9
5	X
6	6

When do you put a cross next to a number?

How many factors does 36 have?

Use Annie's method to find all the factors of 64

If it is not a factor, put a cross.

36 has 9 factors.

Factors of 64:

1	64
2	32
3	X
4	16
5	X
6	X
7	X
8	8

#### Always, Sometimes, Never

- An even number has an even amount of factors.
- An odd number has an odd amount of factors.

Sometimes, e.g. 6 has four factors but 36 has nine.

Sometimes, e.g. 21 has four factors but 25 has three.

#### True or False?

The bigger the number, the more factors it has.

False. For example, 12 has 6 factors but 13 only has 2

Try these Maths problems

When you have finished, you can scroll down to find the answers to mark your own.

# Cube Numbers

## Reasoning and Problem Solving

Lisa says.



$5^3$  is equal to 15

Is she correct?

Here are 3 number cards:



Each number card is a cubed number.  
Use the following information to find each number.

$$A \times A = B$$

$$B + B - 3 = C$$

$$\text{Digit total of } C = A$$

Jenny is thinking of a two-digit number that is both a square and a cubed number.

What number is she thinking of?

Caroline's daughter has an age that is a cubed number.

Next year her age will be a squared number.

How old is she now?

The sum of a cubed number and a square number is 150  
What are the two numbers?

# Cube Numbers

## Reasoning and Problem Solving

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$$A \times A = B$$

$$B + B - 3 = C$$

$$\text{Digit total of } C = A$$

No- She has multiplied 5 times 3 rather than 5 times 5 times 5

$$A = 8 \quad B = 64 \quad C = 125$$

Jenny is thinking of a two-digit number that is both a square and a cubed number.

What number is she thinking of?

Caroline's daughter has an age that is a cubed number.

Next year her age will be a squared number.

How old is she now?

The sum of a cubed number and a square number is 150  
What are the two numbers?

64

8

125 & 25

## Square Numbers

### Reasoning and Problem Solving

Chris says



Factors come in pairs so all whole numbers must have an even number of factors.

Do you agree?

Explain your reasoning.

How many square numbers can you make by adding prime numbers together?

Here's one to get you started:

$$2 + 2 = 4$$

Julian thinks that  $4^2$  is equal to 16

Do you agree?

Convince me.

He also thinks that  $6^2$  is equal to 12

Do you agree?

Explain what you have noticed.

**Always, Sometimes, Never:**

A square number has an even number of factors.

## Square Numbers

### Reasoning and Problem Solving

Chris says



Factors come in pairs so all whole numbers must have an even number of factors.

Do you agree?

Explain your reasoning.

How many square numbers can you make by adding prime numbers together?

Here's one to get you started:

$$2 + 2 = 4$$

Children will find that some numbers don't have an even number of factors e.g. 25  
Square numbers have an odd number of factors.

Solutions include:

$$2 + 2 = 4$$

$$2 + 7 = 9$$

$$11 + 5 = 16$$

$$23 + 2 = 25$$

$$29 + 7 = 36$$

Julian thinks that  $4^2$  is equal to 16

Do you agree?

Convince me.

He also thinks that  $6^2$  is equal to 12

Do you agree?

Explain what you have noticed.

Children may use concrete materials or draw pictures of to prove it.

Children should spot that 6 has been multiplied by 2

They may create the array to prove that  $6^2 = 36$  and  $6 \times 2 = 12$

**Always, Sometimes, Never:**

A square number has an even number of factors.

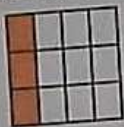
Never. Square numbers have an odd number of factors.

### Examples

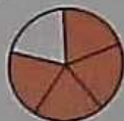
You can change a fraction into an equivalent fraction by multiplying or dividing (cancelling).



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



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



### A

Write the equivalent fractions shown in each pair of diagrams.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

### B

Copy and complete.

- 1  $\frac{1}{2} = \frac{\square}{6}$
- 2  $\frac{3}{4} = \frac{\square}{12}$
- 3  $\frac{1}{3} = \frac{\square}{9}$
- 4  $\frac{3}{10} = \frac{\square}{100}$
- 5  $\frac{3}{6} = \frac{\square}{12}$
- 6  $\frac{1}{4} = \frac{\square}{8}$
- 7  $\frac{1}{5} = \frac{\square}{10}$
- 8  $\frac{2}{3} = \frac{\square}{12}$
- 9  $\frac{2}{6} = \frac{4}{\square}$
- 10  $\frac{1}{3} = \frac{2}{\square}$
- 11  $\frac{1}{2} = \frac{50}{\square}$
- 12  $\frac{3}{4} = \frac{6}{\square}$
- 13  $\frac{4}{5} = \frac{8}{\square}$
- 14  $\frac{2}{3} = \frac{6}{\square}$
- 15  $\frac{1}{4} = \frac{3}{\square}$
- 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  $\frac{5}{8} = \frac{\square}{16}$
- 2  $\frac{3}{4} = \frac{\square}{20}$
- 3  $\frac{2}{7} = \frac{\square}{14}$
- 4  $\frac{7}{10} = \frac{\square}{100}$
- 5  $\frac{4}{9} = \frac{8}{\square}$
- 6  $\frac{3}{5} = \frac{30}{\square}$
- 7  $\frac{5}{8} = \frac{10}{\square}$
- 8  $\frac{4}{5} = \frac{80}{\square}$
- 9  $\frac{25}{100} = \frac{\square}{4}$
- 10  $\frac{10}{15} = \frac{\square}{3}$
- 11  $\frac{12}{20} = \frac{\square}{5}$
- 12  $\frac{8}{16} = \frac{\square}{2}$
- 13  $\frac{55}{100} = \frac{11}{\square}$
- 14  $\frac{5}{25} = \frac{1}{\square}$
- 15  $\frac{14}{18} = \frac{7}{\square}$
- 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  $\frac{12}{16}, \frac{15}{20}, \frac{8}{12}, \frac{75}{100}$



# 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:

- equal to one half
- less than one half
- greater than one half?

Which fraction is larger?

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

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

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

## B

For each of the following pairs of numbers:

- list the first 12 multiples of each number
- write down the common multiples
- write down the lowest common multiple.

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

Copy and complete to find the larger fraction.

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

## C

Copy and complete to find the larger fraction.

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

**TARGET** To add and subtract fractions with the same denominator.

#### ADDING

Add the numerators (top numbers).  
Denominator (bottom number) stays the same.

#### Example

5 eighths add 2 eighths



#### SUBTRACTING

Subtract the numerators.  
Denominator stays the same.

#### Example

9 tenths take 4 tenths



### A

Copy and complete.

- 1  $\frac{1}{4} + \frac{2}{4} = \frac{\square}{4}$
- 2  $1 - \frac{5}{10} = \frac{\square}{10}$
- 3  $\frac{3}{6} + \frac{2}{6} = \frac{\square}{6}$
- 4  $\frac{7}{9} - \frac{4}{9} = \frac{\square}{9}$
- 5  $\frac{5}{12} + \frac{3}{12} = \frac{\square}{12}$
- 6  $\frac{8}{11} - \frac{2}{11} = \frac{\square}{11}$
- 7  $\frac{4}{8} + \frac{3}{8} = \frac{\square}{8}$
- 8  $\frac{6}{7} - \frac{2}{7} = \frac{\square}{7}$
- 9  $\frac{5}{9} + \frac{1}{9} = \frac{\square}{9}$
- 10  $\frac{4}{5} - \frac{1}{5} = \frac{\square}{5}$
- 11  $\frac{4}{10} + \frac{4}{10} = \frac{\square}{10}$
- 12  $\frac{10}{12} - \frac{6}{12} = \frac{\square}{12}$

### B

Work out

- 1  $\frac{1}{3} + \frac{1}{3}$
- 2  $\frac{3}{4} - \frac{1}{4}$
- 3  $\frac{2}{7} + \frac{3}{7}$
- 4  $1 - \frac{5}{12}$
- 5  $\frac{2}{11} + \frac{7}{11}$
- 6  $\frac{7}{10} - \frac{2}{10}$
- 7  $\frac{8}{12} + \frac{3}{12}$
- 8  $\frac{6}{8} - \frac{3}{8}$
- 9  $\frac{2}{5} + \frac{2}{5}$
- 10  $1 - \frac{3}{11}$
- 11  $\frac{5}{9} + \frac{3}{9}$
- 12  $\frac{9}{12} - \frac{2}{12}$

Copy and complete.

- 13  $\frac{3}{10} + \frac{\square}{\square} = \frac{9}{10}$
- 14  $\frac{8}{9} - \frac{\square}{\square} = \frac{6}{9}$
- 15  $\frac{5}{11} + \frac{\square}{\square} = \frac{10}{11}$
- 16  $1 - \frac{\square}{\square} = \frac{3}{10}$
- 17  $\frac{3}{8} + \frac{\square}{\square} = \frac{7}{8}$
- 18  $\frac{11}{12} - \frac{\square}{\square} = \frac{4}{12}$

### C

Copy and complete.

- 1  $\frac{5}{8} + \frac{1}{4} = \frac{5}{8} + \frac{\square}{8} = \frac{\square}{8}$
- 2  $\frac{1}{3} + \frac{4}{9} = \frac{\square}{9} + \frac{4}{9} = \frac{\square}{9}$
- 3  $\frac{1}{2} + \frac{3}{10} = \frac{\square}{10} + \frac{3}{10} = \frac{\square}{10}$
- 4  $\frac{7}{10} + \frac{1}{5} = \frac{7}{10} + \frac{\square}{10} = \frac{\square}{10}$
- 5  $\frac{9}{12} - \frac{1}{6} = \frac{9}{12} - \frac{\square}{12} = \frac{\square}{12}$
- 6  $\frac{2}{3} - \frac{5}{12} = \frac{\square}{12} - \frac{5}{12} = \frac{\square}{12}$
- 7  $\frac{4}{5} - \frac{7}{10} = \frac{\square}{10} - \frac{7}{10} = \frac{\square}{10}$
- 8  $\frac{7}{8} - \frac{1}{2} = \frac{7}{8} - \frac{\square}{8} = \frac{\square}{8}$

Work out

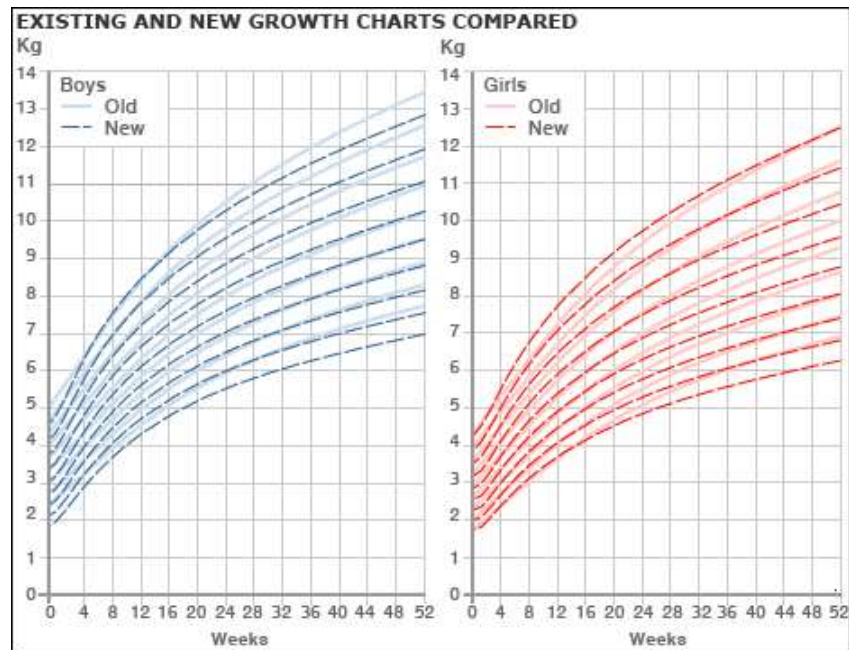
- 9  $\frac{1}{4} + \frac{7}{12}$
- 10  $\frac{2}{5} + \frac{3}{10}$
- 11  $\frac{1}{6} + \frac{2}{3}$
- 12  $\frac{4}{12} + \frac{1}{2}$
- 13  $\frac{5}{6} - \frac{1}{12}$
- 14  $\frac{1}{2} - \frac{1}{6}$
- 15  $\frac{3}{4} - \frac{3}{8}$
- 16  $\frac{7}{9} - \frac{2}{3}$

## Science

Use this information to draw graph and answer question;

Is there a relationship between the mass of adult animal and the length of the gestation period?

Animal	Mass (Kg)	Animal	Mass (Kg)
Human	70	Cow	753
Hamster	0.2	Sheep	100
Cat	4	Pig	250
Grey squirrel	0.6	Mouse	0.1
Rabbit	1	Horse	450



Use the information on these graphs to complete the table below. [Read this information report here:](#)

Boy	Mass at birth (Kg)	Age now (weeks)	Expected mass using old chart (Kg)	Expected mass using new chart (Kg)	
A	4.5	8			
B	3	20			
C	2	40			
D					
E					

## RE

### TASK

Read this parable about the '**Unforgiving Servant**' and then draw a cartoon to explain the story.

What does it mean?

#### The parable from Matthew 18:21-35

Then Peter came to Jesus and asked, 'Lord, how many times shall I forgive my brother or sister who sins against me? Up to seven times?'

Jesus answered, 'I tell you, not seven times, but seventy-seven times.'

'Therefore, the kingdom of heaven is like a king who wanted to settle accounts with his servants. As he began the settlement, a man who owed him ten thousand bags of gold was brought to him. Since he was not able to pay, the master ordered that he and his wife and his children and all that he had be sold to repay the debt.'

'At this the servant fell on his knees before him. "Be patient with me," he begged, "and I will pay back everything." The servant's master took pity on him, cancelled the debt and let him go.'



'But when that servant went out, he found one of his fellow servants who owed him a hundred silver coins. He grabbed him and began to choke him. "Pay back what you owe me!" he demanded.

'His fellow servant fell to his knees and begged him, "Be patient with me, and I will pay it back."

'But he refused. Instead, he went off and had the man thrown into prison until he could pay the debt. When the other servants saw what had happened, they were outraged and went and told their master everything that had happened.

'Then the master called the servant in. "You wicked servant," he said, "I cancelled all that debt of yours because you begged me to. Shouldn't you have had mercy on your fellow servant just as I had on you?" In anger his master handed him over to the jailers to be tortured, until he should pay back all he owed.

'This is how my heavenly Father will treat each of you unless you **forgive your brother or sister from your heart.**'

This parable is like a double edged sword. On one hand it teaches of **God's forgiving nature** - God is like the king who offers **forgiveness** to all. But there is also another side to the teaching - if we are not like God in the way that we treat others and we do not learn to **forgive**, then we will be judged. Christians believe that we need to show grace to all people just as God has shown grace to us. This teaching is echoed in the Lord's Prayer

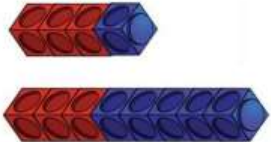
'**Forgive** us our sins

### Maths

Fraction Reasoning Problems below'

## Reasoning and Problem Solving

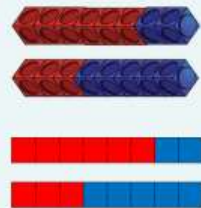
Ron makes  $\frac{3}{4}$  and  $\frac{3}{8}$  out of cubes.



He thinks that  $\frac{3}{8}$  is equal to  $\frac{3}{4}$

Do you agree?  
Explain your answer.

Possible answer:  
I disagree with Ron because the two wholes are not equal. He could have compared using numerators or converted  $\frac{3}{4}$  to  $\frac{6}{8}$ . If he does this he will see that  $\frac{3}{4}$  is greater. Children may use bar models or cubes to show this.



### Always, sometimes, never?

If one denominator is a multiple of the other you can simplify the fraction with the larger denominator to make the denominators the same.

Example:

Could  $\frac{7}{4}$  and  $\frac{7}{12}$  be simplified to  $\frac{7}{4}$  and  $\frac{7}{4}$ ?

Prove it.

Sometimes

It does not work for some fractions

e.g.  $\frac{8}{15}$  and  $\frac{3}{5}$

But does work for others e.g.  $\frac{1}{4}$  and  $\frac{9}{12}$

## Reasoning and Problem Solving

Rosie says,



To find equivalent fractions, whatever you do to the numerator, you do to the denominator.

Using her method, here are the equivalent fractions Rosie has found for  $\frac{4}{8}$

$$\frac{4}{8} = \frac{8}{16} \quad \frac{4}{8} = \frac{6}{10}$$

$$\frac{4}{8} = \frac{2}{4} \quad \frac{4}{8} = \frac{1}{5}$$

Are all Rosie's fractions equivalent?  
Does Rosie's method work?  
Explain your reasons.

$\frac{4}{8} = \frac{1}{5}$  and  $\frac{4}{8} = \frac{6}{10}$   
are incorrect.

Rosie's method doesn't always work. It works when multiplying or dividing both the numerator or denominator but not when adding or subtracting the same thing to both.

Ron thinks you can only simplify even numbered fractions because you keep on halving the numerator and denominator until you get an odd number.

Do you agree?  
Explain your answer.

Here are some fraction cards.  
All of the fractions are equivalent.

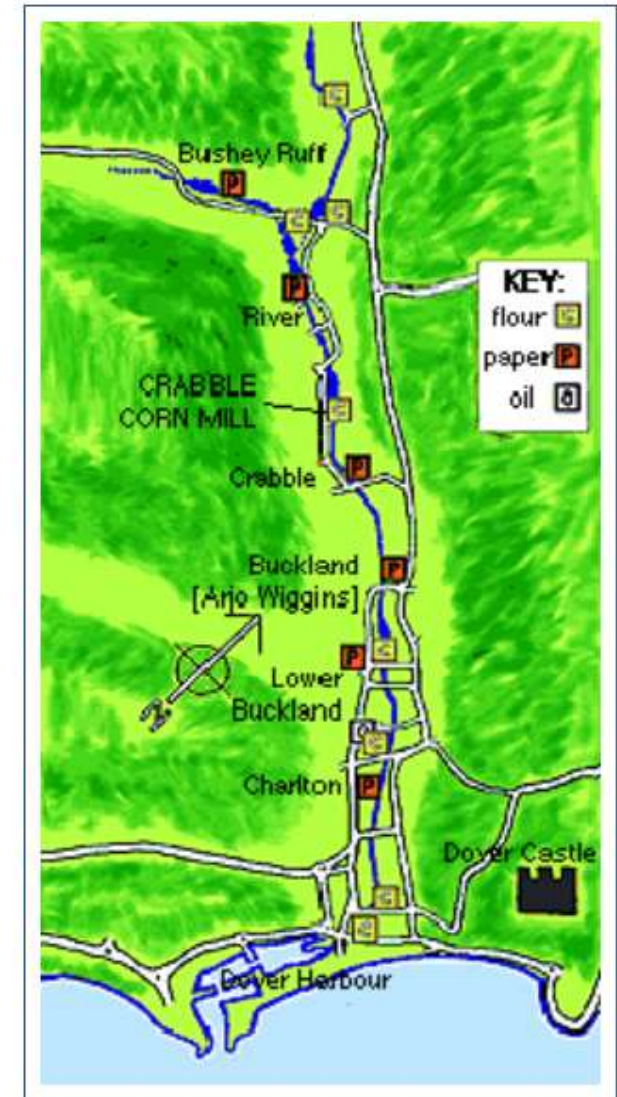
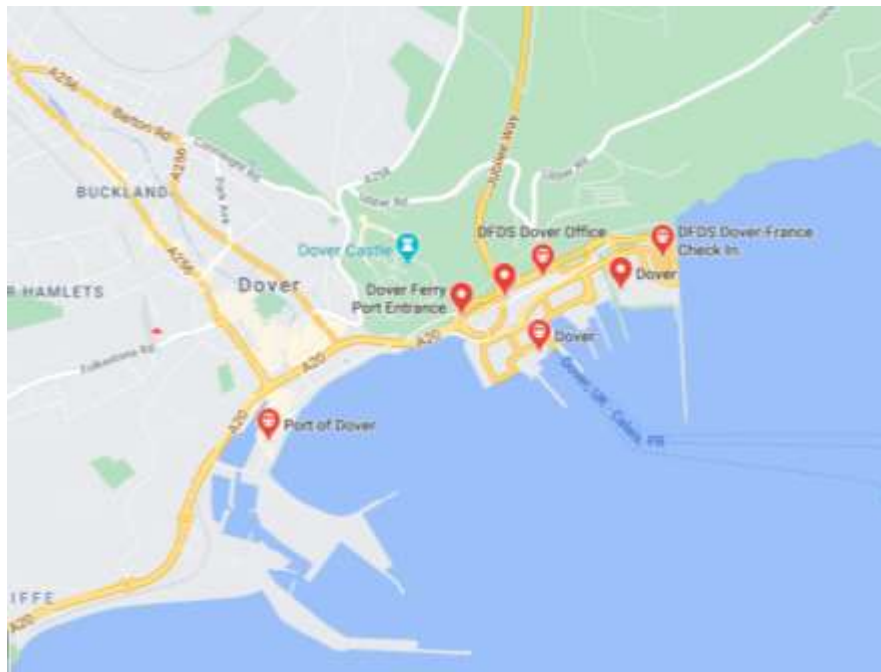
$$\frac{4}{A} \quad \frac{B}{C} \quad \frac{20}{50}$$

$A + B = 16$   
Calculate the value of C.

Ron is wrong. For example  $\frac{3}{9}$  can be simplified to  $\frac{1}{3}$  and these are all odd numbers.

$A = 10$   
 $B = 6$   
 $C = 15$

## GEOGRAPHY RESEARCH





## French

What are you doing? Write the French question ('The puppet is saying 'what am I doing?') and then write the answer in French. Use the question sheet below to help you write some different answers to the question. Qu' est-ce que tu fais ?

Je prends un stylo.	Je prends un crayon de couleur.
Je pose le taille-crayon.	Je pose la gomme.
J'ouvre le cahier.	Je ferme la porte.
Je range la table.	Je range le tiroir.
Je tends le bras.	Je ramasse les affaires.
Je cherche un mot dans le dictionnaire.	J'aide un ami.
Je lis un livre.	J'écris une phrase.
Je lève la main.	Je croise les jambes.



J'aide un ami.

J'aide...



Je croise les jambes.

Je croise...



J'ouvre le cahier.

J'ouvre...