



St Margaret's-at-Cliffe CP School

Weekly Timetable Class 5

Week 30 th Nov	Monday 30 th November	Tuesday 1 st December	Wednesday 2 nd December	Thursday 3 rd December	Friday 4 th December
Vocab Ninja	<p>Ninja Word of the day starting with Shinobi words for year 5 can be found here.</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 formal speech.</u></p> <p>Children will need to have read chapter 3 and 4 of Malamander in preparation for today's lesson. You can listen to the chapter here Malamander3</p> <p>Task Read the pages below that describe how Herbie meets Lady Kraken for the first time. What does the author want you to think about this character? How</p>	<p><u>WALT:be able to use relative clauses beginning with who, which, where, when, whose and that</u></p> <p>Children will need to have read chapter 3 and 4 of Malamander in preparation for today's lesson. You can listen to the chapter here Malamander3</p> <p>Look at pages 20-23 in Malamander. Locate the speech between Violet and Herbert included in the pages below Look carefully through the text below and find these</p>	<p><u>WALT:be able to identify colons and begin to use them</u></p> <p>Children will need to have read chapter 3 and 4 of Malamander in preparation for today's lesson. You can listen to the chapter here Malamander3</p> <p><u>TASK</u> Now complete the colon questions below. Challenge Can you write three of your own sentences that use a colon each time. <u>WALT:be able to describe a setting</u></p>	<p><u>WALT: be able to draft a composition</u></p> <p>Children will need to have read chapter 3 and 4 of Malamander in preparation for today's lesson. You can listen to the chapter here Malamander3</p> <p>Task Now using your plans from yesterday you will be writing a description of Lady Kraken's room including the discovery of that strange spying</p>	<p><u>WALT: be able to self edit for improvement.</u></p> <p><u>WALT:be able to describe the atmosphere of a scene</u></p> <p>Children will need to have read chapter 3 and 4 of Malamander in preparation for today's lesson. You can listen to the chapter here Malamander3</p> <p>Task Edit your work from yesterday describing</p>

	<p>does the author do this? What words has he used? First complete the formal /informal questions below and then use the same ideas to write three sentences of dialogue between Lady Kraken and Herbie.</p>	<p>two sentences that contain a relative clause: <u>He leans out over the water, which swirls dark and silver.</u> <u>I reach the table, which is bathed in a strange light.</u> Now write five of your own sentences that contain a relative clause that could be included in, Malamander, our class story.</p>	<p>Listen to the description of Lady Kraken's room. Think of all the detail used. Note these descriptions. Now plan your own description of her room remembering to add extra details of your own. How could you create that magical, mysterious atmosphere?</p>	<p>machine: the Cameraluna. Use the picture below to inspire your description.</p>	<p>Lady Kraken's room and add extra clauses to improve it further</p>
Maths	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 74 x 9 12 squared 9803 subtract 2729 278 divide by 4 Sum of 74820 and 2849 <u>WALT: Be able to position mixed numbers on a number line</u> 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</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 76 x 8 11 squared 1762 subtract 2729 586 divide by 4 Sum of 89120 and 2849 <u>WALT: be able to simplify fractions < 1 by dividing the numerator and denominator by the highest common factor.</u> 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</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 472 x 9 4 squared add 3 squared 21384 subtract 8935 892 divide by 3 Sum of 45690 and 6749 <u>WALT: Be able to recognise the percent symbol (%) and understand percent means number of parts per hundred</u> Follow the video with White Rose to solve the questions 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. 857 x 5 5 cubed 8309 subtract 2729 3109 divide by 4 Sum of 3520 and 2849 Follow the video with White Rose to solve the questions <u>WALT: be able to find the perimeter of a rectangle given the length and width.</u> As a reminder, you can watch the video and take the quizzes by Oaks National Academy perimeter</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 57 x 8 4 cubed 7409 subtract 2729 4769 divide by 3 Sum of 6920 and 279 <u>WALT: Be able to convert between units of length (mm, cm, m, km).</u> <u>WALT: be able to know and understand all metric units for measure</u> Follow the video with White Rose to solve the questions</p>

	Fractions - Oak National Academy (thenational.academy) Barvember Follow the problems here: BARVEMBER	Fractions - Oak National Academy (thenational.academy) Although it is now December you can still try these problems Barvember Follow the problems here: BARVEMBER	the quizzes by Oaks National Academy Fractions Questions below Barvember Follow the problems here: BARVEMBER	Questions below Barvember Follow the problems here: BARVEMBER	As a reminder, you can watch the video and take the quizzes by Oaks National Academy Lengths Barvember Follow the problems here: BARVEMBER
Topic	PE Tag Rugby skills <u>WALT: be able to pass a rugby ball</u> Explain technique of passing and moving into space. The different types of passing i.e short, long, fast and high lofted pass. Science <u>WALT: be able to plan an enquiry that will answer a scientific question.</u> What is the height of children of different ages? The children must decide what type of enquiry this is (i.e. a survey).	Music Playing Recorders <u>WALT: be able to play recorders</u> 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. Follow the lesson here; We Three Kings Recorder History	Geography <u>WALT: Be able to describe local area as tourist fact file</u> English <u>WALT: be able to write a letter</u> TASK Collect together facts about our local area. Use this hyperlink to gather information on Dover and Deal. Dover in White Cliffs Country Now you need to use these facts to write an information letter to persuade someone to visit our area as a tourist.	Computing <u>WALT: be able to research</u> English <u>WALT: be able to write and send an email.</u> Task We are going to explain what our Christmas activities are this term and send the information via email to our school Class 5 email address.	DT <u>WALT: be able to investigate and research airline meals.</u> We will look at some different products to get ideas and to use as a starting point for our design. Research what the typical dishes of South Korea What is our 'national dish'? What is their 'national dish'? Draw and label typical airline meal designs. Use the information below to help your designs.

	<p>The children could decide how to do this scientific enquiry. They could make decisions as to the ages of children that they want to include in their survey, the number of children from each age that they will measure, and the method by which they will display their findings.</p> <p>Use the data below to draw a graph for boys or girls growth.</p>	<p><u>WALT: be able to compare Anglo Saxon settlements to those of the Vikings.</u></p> <p><u>Anglo-saxons - Bing video</u></p> <p><u>Task</u></p> <p>Use this information below and the video clip to explain the differences between Anglo Saxons and the Vikings.</p> <p>You may choose how to present your work.</p>	<p>OR</p> <p>If you are writing to our pen pals in South Korea. We are going to describe our area and explain to them the wonderful attractions around our local area.(Dover and St Margaret's at Cliffe and Deal)</p>		
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English

Task

Look carefully at this text below.

Circle the formal language in red to show you understand.

I am writing to let you know/inform you that a pizza I was unlucky enough/had the misfortune to order at your restaurant was despicable/rubbish.

The cheese was flavourless/gross, the tomatoes gone off/rotten, and the base chewy as rubber/impossibly tough.

Never will I eat at your establishment/joint again. Not only was the food pants/terrible, but the waiting staff were snooty/aloof, and I had to wait two hours for my grub/dinner!

I demand/want a refund, to be paid now/immediately.

Yours faithfully/Cheers,

Complete these colon questions.

1. I think I have remembered everything, string, nails, plywood, hammer and pliers.
2. Remember the saying "A stitch in time saves nine."
3. All my tools were stolen a hammer, saw, screwdriver and wire cutters.
4. I enjoy all subjects French, Spanish, English and Maths.
5. Roald Dahl wrote many books James and the Giant Peach, Esio Trot and The Twits.
6. I shall never forget his advice "If you can't say something nice, don't say anything at all."

A **colon** 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.

Using relative clauses.

Creating Relative Clause Sentences

We can add extra additional detail about a noun by adding a relative clause to a sentence.

Instead of using two single-clause (simple sentences) to describe something,

e.g. Sarah is eating roast chicken. It is her favourite meal.



We can combine the two sentences to make one multi-clause (complex) sentence using subordination with a relative clause.

e.g. Sarah is eating spaghetti, which is her favourite meal.



A **relative clause** is connected to the main clause by a **relative pronoun**. We've replaced the pronoun 'It' in the second sentence with the **relative pronoun** 'which'.

Creating Relative Clauses

Write sentences about the following pictures and include an embedded relative clause:



The children, **who all wore helmets**, were excited about their cycling trip.



My cat, **which was black and white**, got stuck up a tree.

English



Use this picture to inspire you to describe Lady Kraken's room which contains that strange Cameraluna.



English.....Read these pages to discover more about Lady Kraken.

COME IN

And the door swings slowly open.

The immense room beyond is shrouded in dusty curtains that cover the windows and tumble across the floor like waves. A conical beam of cold light, swirling with dust motes, descends from the ceiling to a circular table in the middle of the room. Sitting beside the table, in a gleaming bronze and wicker wheelchair, is an old lady wearing a turban. The way her wrinkly head emerges from her sumptuous silky gown reminds me of

Can you spot the
descriptive
phrases?

a turtle. She beckons me in with a motion of her claw-like hand, and the doors swing shut behind me.

"Ah, Mr Lemon," Lady Kraken says, as I hesitate by the door. "Don't just stand there like a question mark, boy. Come closer!"

As I approach, I pull my Lost-and-Founder's cap from my head. The elastic pings and nearly takes my eye out.

"Mrs, er, Lady Madam," I say, rubbing my eye and trying a bow.

She lets out a hoot of laughter. "No need for all that! Come to the table, Mr Lemon. Tell me what you see here."

I reach the table, which is bathed in the strange shaft of light. It reminds me of a cinema projector, only the light is coming straight down from above. I'm about to ask what it all means when I gasp.

"That's the pier!"

And sure enough, projected on the table in front of me is a moving image of the pier at Eerie-on-Sea, seen from above. But it's not merely a flat picture – the image is three-dimensional, raised up off the tabletop in a structure of sparkling dust motes. It's a perfect model of the pier, with the black sea heaving beneath it.

"Of course it's the pier," Lady Kraken cackles. "And

there, look – Mr Seegol is just closing up

And it's true. As I watch, I see a tiny model of round Mr Seegol emerge from his fish and chip shop in the middle of the pier, carrying a bucket. He leans out over the water, which swirls dark and silver. He stands there a while, braced against the wind as if listening for something. Then he places the bucket down in the shadows, before going back inside. In a moment, the cheery light from Seegol's Diner snaps out.

"Poor man," says Lady Kraken. "Still waiting, I see."

"But what is this?" I say, marvelling at the magical diorama. "How can we see this here, on the table?"

Lady Kraken raises one bony finger and points upwards.

"It's my cameraluna," she explains. "In the tower. It lets me keep up with the doings of our strange little town."

I blink and don't know what to say. *What's a cameraluna?*

"Let us pay close attention for a moment," says Lady Kraken, turning a brass wheel on a black control box attached to the arm of her chair. The model of Seegol's Diner grows larger as we zoom in, almost filling the tabletop. But with that it grows fainter, too, and it's hard to see anything clearly now. Lady Kraken leans in closer.

Maths

Complete the questions carefully. You may choose to draw any fractions of shapes if you wish.

CONVERTING METRIC UNITS 1

TARGET To convert metric units of measure.

LENGTH

$$\begin{array}{c} \xrightarrow{\times 10} \\ \text{mm} \rightarrow \text{cm} \\ \xleftarrow{\div 10} \end{array}$$

$$\begin{array}{c} \xrightarrow{\times 100} \\ \text{cm} \rightarrow \text{m} \\ \xleftarrow{\div 100} \end{array}$$

$$\begin{array}{c} \xrightarrow{\times 1000} \\ \text{m} \rightarrow \text{km} \\ \xleftarrow{\div 1000} \end{array}$$

WEIGHT

$$\begin{array}{c} \xrightarrow{\times 1000} \\ \text{g} \rightarrow \text{kg} \\ \xleftarrow{\div 1000} \end{array}$$

CAPACITY

$$\begin{array}{c} \xrightarrow{\times 1000} \\ \text{ml} \rightarrow \text{litres} \\ \xleftarrow{\div 1000} \end{array}$$

Examples
 47 mm = 4.7 cm 138 cm = 1.38 m 790 m = 0.79 km 80 g = 0.08 kg 2650 ml = 2.65 l

A
Copy and complete.

- 1 8 mm = cm
- 2 13 mm = cm
- 3 7.5 cm = mm
- 4 0.2 cm = mm
- 5 30 cm = m
- 6 300 cm = m
- 7 0.6 m = cm
- 8 1.7 m = cm
- 9 400 m = km
- 10 5900 m = km
- 11 0.8 km = m
- 12 6.5 km = m
- 13 9000 g = kg
- 14 4700 g = kg
- 15 0.7 kg = g
- 16 8.2 kg = g
- 17 1800 ml = litres
- 18 600 ml = litres
- 19 5 litres = ml
- 20 7.6 litres = ml

B
Copy and complete.

- 1 24 mm = cm
- 2 601 mm = cm
- 3 5.9 cm = mm
- 4 18.6 cm = mm
- 5 472 cm = m
- 6 95 cm = m
- 7 3.13 m = cm
- 8 0.08 m = cm
- 9 1160 m = km
- 10 30 m = km
- 11 0.84 km = m
- 12 3.02 km = m
- 13 650 g = kg
- 14 9280 g = kg
- 15 0.01 kg = g
- 16 0.96 kg = g
- 17 20 ml = litres
- 18 4130 ml = litres
- 19 0.79 litres = ml
- 20 8.54 litres = ml

C
Copy and complete.

- 1 983 mm = m
- 2 5841 mm = m
- 3 0.027 m = mm
- 4 0.306 m = mm
- 5 1 cm = m
- 6 3420 cm = m
- 7 70 m = cm
- 8 65.18 m = cm
- 9 54 m = km
- 10 2106 m = km
- 11 0.673 km = m
- 12 0.009 km = m
- 13 1297 g = kg
- 14 12 g = kg
- 15 0.005 kg = g
- 16 4.068 kg = g
- 17 983 ml = litres
- 18 5841 ml = litres
- 19 0.027 litres = ml
- 20 0.306 litres = ml

PERCENTAGES

TARGET To write fractions and decimals as percentages.

Per cent means out of 100.
Percentages are fractions with a denominator of 100.
The symbol for per cent is %.

Example



$$\frac{37}{100} = 0.37 = 37\%$$

To express fractions as percentages, change them to equivalent fractions with denominators of 100.

Examples



$$\frac{8}{10} = \frac{80}{100} = 80\%$$



$$\frac{1}{4} = \frac{25}{100} = 25\%$$

To express decimals as percentages, multiply by 100.

Examples

$$0.6 = (0.6 \times 100)\% = 60\%$$

$$0.42 = (0.42 \times 100)\% = 42\%$$

It is useful to know that:

$$\frac{1}{100} = 0.01 = 1\%, \frac{1}{50} = 0.02 = 2\%, \text{ etc.}$$

$$\frac{1}{10} = 0.1 = 10\%, \frac{1}{5} = 0.2 = 20\%, \text{ etc.}$$

$$\frac{1}{4} = 25\%, \frac{1}{2} = 50\%, \frac{3}{4} = 75\%.$$

A

Use 10 × 10 grids of small squares.

Shade in:

1 10 squares

1 40 squares

2 3 squares

1 8 squares

Express each shaded area as:

a) a fraction

b) a decimal

c) a percentage.

3 Copy and complete the table.

Fraction	Decimal	Percentage
$\frac{1}{10}$		
$\frac{1}{5}$		
$\frac{1}{4}$		
$\frac{1}{2}$		
$\frac{1}{10}$		
$\frac{1}{20}$		
$\frac{1}{4}$	0.25	
	0.6	
	0.17	
	0.9	
	0.75	

Copy the sentences changing each fraction to a percentage.

- 1 Vicki and Jay each had half of the sweets.
- 2 When the bus stopped one quarter of the passengers got off.
- 3 Seven hundredths of the apples were rotten.
- 4 The postman had completed three quarters of his round.
- 5 Seven tenths of the children at the party were 10 years old.



B

Express each shaded area as:

- a fraction
- a decimal
- a percentage.

1



9



2



10



3



11



4



12



5



13



6



14



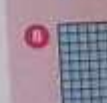
7



15



8



16



Problems that compare fractions:

Three children are counting in quarters.

Whitney



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

Teddy



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

Eva

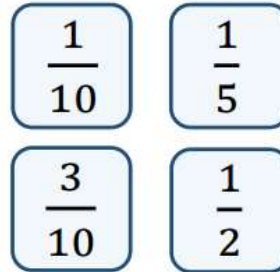


$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, 1, 1\frac{1}{4}, 1\frac{2}{4}, 1\frac{3}{4}$

Who is counting correctly?
Explain your reasons.

They are all correct, they are all counting in quarter. Teddy has simplified all answers and Eva has converted improper fractions to mixed numbers.

Play the fraction game for four players. Place the four fraction cards on the floor. Each player stands in front of a fraction. We are going to count up in tenths starting at 0. When you say a fraction, place your foot on your fraction.



How can we make 4 tenths?
What is the highest fraction we can count to?
How about if we used two feet?

Children can make four tenths by stepping on one tenth and three tenths at the same time. With one foot, they can count up to 11 tenths or one and one tenth. With two feet they can count up to 22 tenths.

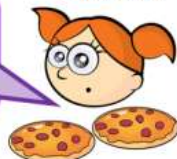
Eva and Alex each have two identical pizzas.

Eva says,



I have cut each pizza into 6 equal pieces and eaten 8

Alex says,



I have cut each pizza into 9 equal pieces and eaten 15

Who ate the most pizza?

Use a drawing to support your answer.

Alex ate the most pizza because $\frac{15}{9}$ is greater than $\frac{8}{6}$

Dora looks at the fractions $1\frac{7}{12}$ and $1\frac{3}{4}$

She says,



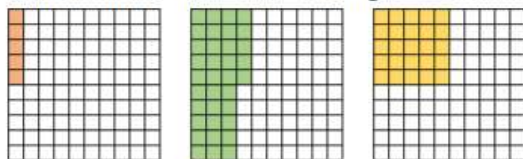
$1\frac{7}{12}$ is greater than $1\frac{3}{4}$ because the numerator is larger

Do you agree?

Explain why using a model.

Possible answer: I do not agree because $1\frac{3}{4}$ is equivalent to $1\frac{9}{12}$ and this is greater than $1\frac{7}{12}$

Complete the sentence stem for each diagram.

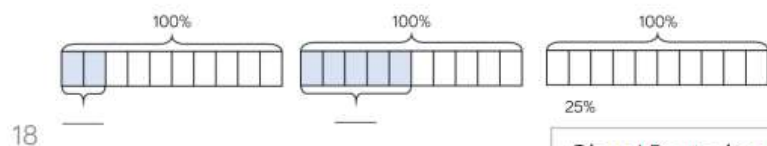


There are ____ parts per hundred shaded. This is ____%

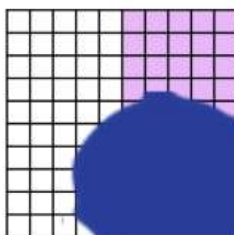
Complete the table.

Pictorial	Parts per hundred	Percentage
	There are 51 parts per hundred.	
		75%

Complete the bar models.



Oh no! Dexter has spilt ink on his hundred square.



Complete the sentence stems to describe what percentage is shaded.

It could be...

It must be...

It can't be...

Some possible answers:

It could be 25%

It must be less than 70%

It can't be 100%

Mo, Annie and Tommy all did a test with 100 questions. Tommy got 6 fewer questions correct than Mo.

Name	Score	Percentage
Mo	56 out of 100	
Annie		65%
Tommy		

Complete the table.

How many more marks did each child need to score 100%?

Dora and Amir each have 100 sweets. Dora eats 65% of hers. Amir has 35 sweets left. Who has more sweets left?

56%
65 out of 100
50 out of 100
50%

Mo needs 44
Annie needs 35
Tommy needs 50

Neither. They both have an equal number of sweets remaining.

Improper to Mixed Numbers

Reasoning and Problem Solving

Amir says,

$\frac{28}{3}$ is less than $\frac{37}{5}$
because 28 is less than 37



Do you agree?
Explain why.

Possible answer

I disagree because
 $\frac{28}{3}$ is equal to $9\frac{1}{3}$
and $\frac{37}{5}$ is equal to
 $7\frac{2}{5}$

$$\frac{37}{5} < \frac{28}{3}$$

Spot the mistake

- $\frac{27}{5} = 5\frac{1}{5}$
- $\frac{27}{3} = 8$
- $\frac{27}{4} = 5\frac{7}{4}$
- $\frac{27}{10} = 20\frac{7}{10}$

What mistakes have been made?

Can you find the correct answers?

Correct answers

- $5\frac{2}{5}$ (incorrect number of fifths)
- 9 (incorrect whole)
- $6\frac{3}{4}$ (still have an improper fraction)
- $2\frac{7}{10}$ (incorrect number of wholes)

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.

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

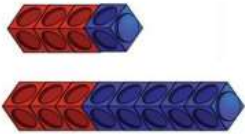
$A + B = 16$
Calculate the value of C.

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

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

Reasoning and Problem Solving

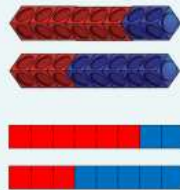
Ron makes $\frac{3}{4}$ and $\frac{3}{8}$ out of cubes.



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

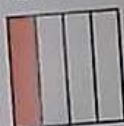
It does not work for some fractions

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

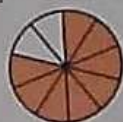
But does work for others e.g. $\frac{1}{4}$ and $\frac{9}{12}$

Examples

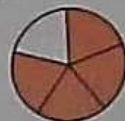
You can change a fraction into an equivalent fraction by multiplying or dividing (cancelling).



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

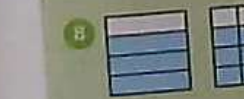


$$\frac{8}{10} (\div 2) = \frac{4}{5}$$



A

Write the equivalent fractions shown in each pair of diagrams.



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 $\frac{12}{16}, \frac{15}{20}, \frac{8}{12}, \frac{75}{100}$

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

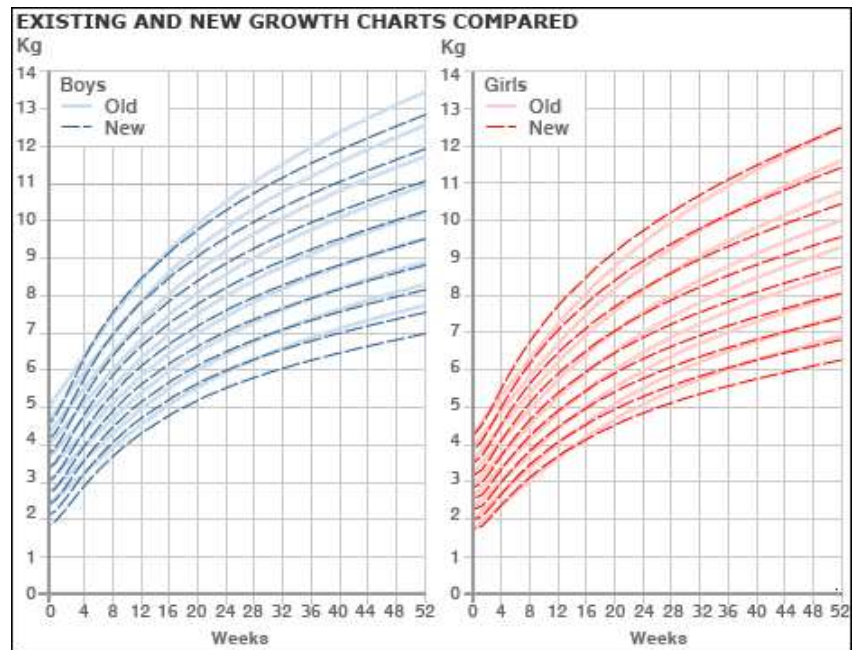
- 9 $\frac{1}{4} + \frac{7}{12}$
- 10 $\frac{2}{5} + \frac{3}{10}$
- 11 $\frac{1}{6} + \frac{2}{3}$
- 12 $\frac{4}{12} + \frac{1}{2}$
- 13 $\frac{5}{6} - \frac{1}{12}$
- 14 $\frac{1}{2} - \frac{1}{6}$
- 15 $\frac{3}{4} - \frac{3}{8}$
- 16 $\frac{7}{9} - \frac{2}{3}$

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



The scientific data shows that breast-fed babies are known to gain weight more slowly during that period and the charts reflect this as by the age of one there is a 1kg difference with the old charts.

Use the information on these graphs to complete the table below. Read this information report here:

<http://news.bbc.co.uk/1/hi/health/8035784.stm>

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					

Maths

Fraction Reasoning Problems below'

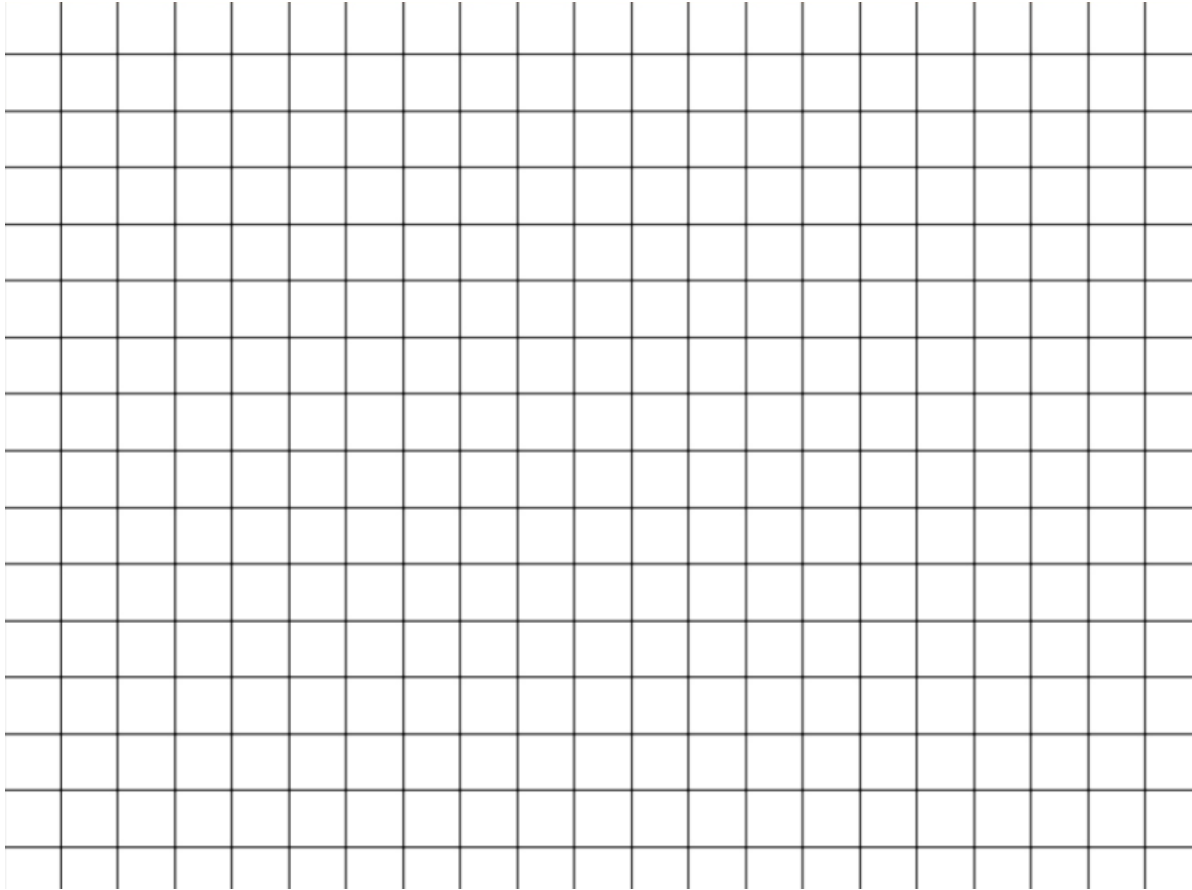
Science

Use this data to help with your survey work.

Age:	BOY average height	Average height of boys to the nearest cm	GIRL average height	Average height of girls to the nearest cm
1 month	(54.8 cm)	55cm	(53.8 cm)	54cm
2 months	(58.4 cm)	58cm	(56.1 cm)	56cm
3 months	(61.4 cm)		(59.9 cm)	
4 months	(64 cm)		(62.2 cm)	
5 months	(66 cm)		(64.2 cm)	
6 months	(67.5 cm)		(66.4 cm)	
7 months	(69 cm)		(67.3 cm)	
8 months	(70.6 cm)		(68.8 cm)	
9 months	(71.8 cm)		(70.1 cm)	
10 months	(73.1 cm)		(71.6 cm)	
11 months	(74.4 cm)		(72.8 cm)	
12 months	(75.7 cm)		(74.1 cm)	
13 months	(76.9 cm)		(75.1 cm)	
14 months	(77.9 cm)		(76.4 cm)	
15 months	(79.2 cm)	79cm	(77.7 cm)	78cm
1.5 years	(82.2 cm)		(80.7 cm)	
2 years	(86.8 cm)		(85.5 cm)	
2.5 years	(91.1 cm)		(90 cm)	
3 years	(95.2 cm)		(94 cm)	
3.5 years	(98.8 cm)		(97.2 cm)	
4 years	(102.3 cm)		(100.3 cm)	
5 years	(109.2 cm)		(107.9 cm)	
6 years	(115.5 cm)		(115.5 cm)	
7 years	(121.9 cm)		(121.1 cm)	

8 years	(128 cm)		(128.2 cm)	
9 years	(133.3 cm)		(133.3 cm)	
10 years	(138.4 cm)	138cm	(138.4 cm)	138cm
11 years	(143.5 cm)		(144 cm)	
12 years	(149.1 cm)		(149.8 cm)	
13 years	(156.2 cm)		(156.7 cm)	
14 years	(163.8 cm)		(158.7 cm)	
15 years	(170.1 cm)		(159.7 cm)	
16 years	(173.4 cm)		(162.5 cm)	
17 years	(175.2 cm)	175cm	(162.5 cm)	163cm
18 years	(175.7 cm)		(163 cm)	
19 years	(176.5 cm)		(163 cm)	
20 years	(177 cm)		(163.3 cm)	
21 years	(177.4 cm)		(163.4 cm)	

You could use the squared paper below to draw your graph.



Design and Technology

TASK: Designing a South Korean airline meal.

Look at the pictures to help you plan your designs.

Design an in-flight meal

My Menu

Starter:

Main:

Pudding:



HISTORY

TASK: Use this information and the video clip to explain the differences between Anglo Saxons and the Vikings.

Saxons vs Vikings

- Saxons were a Germanic tribe to arrive in England from Denmark, and they invaded and settled in East Anglia, in the year 410 AD as the Romans left the area.
- Vikings were also Germanic tribe that invaded England in the 9th century, in the year 840 AD, in East Anglia.
- Vikings were pirates and warriors who invaded England and ruled many parts of England during 9th and 11th centuries.
- Saxons led by Alfred the Great successfully repulsed the raids of Vikings.
- Saxons were more civilized and peace loving than the Vikings.
- Saxons were Christians while Vikings were Pagans.
- Vikings were seafaring people while the Saxons were farmers.
- Vikings had tribal chiefs while Saxons had lords.

What early beliefs did they have?

Like the Vikings and the Greeks, the Anglo-Saxons believed in many gods and had many superstitions.

The king of the Anglo-Saxon gods was Woden, a German version of the Scandinavian god Odin, who had two pet wolves and a horse with eight legs.

Other gods were Thunor, god of thunder; Frige, goddess of love; and Tiw, god of war. These four Anglo-Saxon gods gave their names to the days of the week. **Tiw became Tuesday, Woden - Wednesday, Thunor - Thursday and Frige - Friday. As you already know we discovered Moon day and Sun day .**

However Saturday is actually named after the Roman god and planet Saturn and is the only day of the week that retained its Roman origin in English.

Anglo-Saxons were superstitious and believed in lucky charms. They thought that rhymes, potions, stones and jewels would protect them from evil spirits or sickness.

Fascinating fact: Our word cake gets its name from the Old Norse "kaka," which is what the Vikings used to describe a little cake.

Look at these pictures of Anglo-Saxon Villages and compare them to a typical Viking settlement.



Anglo-Saxon Villages



Viking settlements

