St Margaret's-at-Cliffe CP School

Weekly Timetable Class 5

Week 7th Dec	Monday	Tuesday	Wednesday	Thursday	Friday
	7th December	8th December	9th December	10th December	11th December
Vocab Ninja	Ninja Word of the day starting with Shinobi words for year 5 can be found here. Children first Look, Say, Cover and finally write the word five times. After writing the definition and example sentence they must underline the featured word. Now use the word to create your own super descriptive compound sentence. You can also look at synonyms, antonyms, prefixes and suffixes associated with the word and could challenge themselves by creating a complex sentence using one of these.				
English	WALT:begin to be able to to understand how the passive affects the presentation of information. Children will need to have read chapter 5 and 6 of Malamander in preparation for today's lesson. You can listen to the chapter here Malamander3 Task We are looking at how to recognise a passive voice sentence.	WALT:be able to use relative clauses beginning with who, which, where, when, whose and that Children will need to have read chapter 5 and 6 of Malamander in preparation for today's lesson. You can listen to the chapter here Malamander3 Look at pages 20-23 in Malamander. Locate the speech between Violet and Herbert included in the pages below	WALT:be able to identify colons and begin to use them Children will need to have read chapter 5 and 6 of Malamander in preparation for today's lesson. You can listen to the chapter here Malamander3 TASK Now complete the colon questions below. Challenge Can you write three of your own sentences that use a colon each time.	WALT: be able to draft a composition Children will need to have read chapter 5 and 6 of Malamander in preparation for today's lesson. You can listen to the chapter here Malamander3 Task Now using your plans from yesterday you will be writing a description of Lady Kraken's room including the discovery	WALT: be able to self edit for improvement. WALT:be able to describe the atmosphere of a scene Children will need to have read chapter 5 and 6 of Malamander in preparation for today's lesson. You can listen to the chapter here Malamander3 Task

	On the plain, the lioness chased an antelope. (Here the lion is the active one!) On the plain, an antelope was chased by the lioness Read the example below and complete the sentences given.	Look carefully through the text below and find these two sentences that contain a relative clause: He leans out over the water, which swirls dark and silver. I reach the table, which is bathed in a strange light. Now write five of your own sentences that contain a relative clause that could be included in, Malamander, our class story.	WALT:be able to describe a setting 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?	of that strange spying machine: the Cameraluna. Use the picture below to inspire your description.	Edit your work from yesterday describing Lady Kraken's room and add extra clauses to improve it further
Maths	5 in 10 These are 5 mixed calculations that revisit previous learning. 84 x 9 13 squared 9203 subtract 2729 278 divide by 5 Sum of 17480 and 2849 WALT: Be able to identify and use mathematical language to describe properties of 3D shapes. Use this website to help you manipulate different solid shapes and discover their properties. 3D shapes	5 in 10 These are 5 mixed calculations that revisit previous learning. 76 x 8 10 squared subtract 4 cubed 10762 subtract 9729 586 divide by 9 Sum of 81912 and 2848 WALT: be able to measure angles using a protractor to the nearest 5° WALT: be able to understand an angle on a point on a straight line is 180° Follow the video with White Rose to solve the questions	5 in 10 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 WALT: Be able to describe properties of regular and irregular polygons using precise vocabulary. Follow the video with White Rose to solve the questions	5 in 10 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 WALT: be able to find the perimeter of a rectangle given the length and width. As a reminder, you can watch the video and	5 in 10 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 WALT: Be able to convert between units of length (mm, cm, m, km). WALT:be able to know and understand all metric units for measure

	Now complete the table below that shows different 3D solids and their properties. Cross curricular link to nets in DT 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 Angles Barvember Follow the problems here: BARVEMBER	As a reminder, you can watch the video and take the quizzes by Oaks National Academy Angles Although it is now December you can still try these problems Barvember Follow the problems here: BARVEMBER	As a reminder, you can watch the video and take the quizzes by Oaks National Academy Questions below Angles Barvember Follow the problems here: BARVEMBER	take the quizzes by Oaks National Academy perimeter Questions below Barvember Follow the problems here: BARVEMBER	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 Lengths Barvember Follow the problems here: BARVEMBER
Topic	**PE** Netball skills <u>WALT: be able to pass ball and move into space</u> Explain technique of passing and moving into space. The different types of passing i.e short, chest,long, fast and high pass. **<u>Science</u>**	**DT** <u>WALT: be able to • draw and label products to show an understanding of how they work.</u> <u>WALT:be able to develop more than one design.</u> We will be designing our tray for the airline meal and thinking which foods are suitable for which products. Do they need to be waterproof to hold the	**Geography** <u>WALT: Be able to understand what is meant by a healthy diet and apply it to product design</u> <u>WALT :be able to list the ways in which the finished product meets the design criteria</u> Using design for an airline meal create paper and card model. Begin to create a 'mock up' of the airline tray. First	**Computing** <u>WALT: be able to code.</u> Using Purple Mash progress to the next level of coding. What tips would you recommend to your friends when completing this latest task.	**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

WALT: be able to plan an enquiry that will answer a scientific question.
What is the height of children of different ages?
The children must decide what type of enquiry this is (i.e. a survey).
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.
Use the data below to draw a graph for boys or girls growth.

soup? Do they need to be thermal insulators?
Draw and label dish, bowl, cup and tray designs.
Advertising the Korean menu written on paper or part of design?

Use the information below to help your designs.

History
WALT: be able to compare Anglo Saxon settlements to those of the Vikings.
Anglo-saxons - Bing video

Task
Use this information below and the video clip to explain the differences between Anglo Saxons and the Vikings.
You may choose how to present your work.

create the plates and bowls from nets of shapes.

Evaluation of the product. Three things that went well and one thing they would change to improve their overall product. What recyclable materials could we use?

play the recorder music for the Christmas Carol: We three Kings.

 Follow the lesson here;
We Three Kings Recorder

English

Task

Look carefully at these passive sentences. What do you notice?

Now turn these sentences into active voice. The first one is completed for you:

Identifying Parts of the Sentence

To be able to recognise and use active and passive voice, you must be able to identify the parts of the sentence. In the following sentences, identify the **subject**, **action** (the verb) and **object**:

The **plane is boarded** by the **family**.

The **damage was caused** by the **storm**.

Issac threw a **ball** at the window.

The **magician pulled** a **rabbit** from the hat.

Helen practised her **recorder** every day.

The **flowers were grown** by my **nan**.

Did you notice the preposition 'by' in some of these sentences?

The year 6 children run a tuck shop on Wednesday mornings.

The tuck shop on Wednesday is run by the children in year 6.

Your cat took the last biscuit off the plate.

Mrs Tellman organised a theatre trip to watch Macbeth.

The handsome tiger gnawed aggressively at the bone.

John gave his old toys to the charity shop.

Freddie saw the latest Harry Potter film at the cinema.

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.

MAP of EERIE-on-SEA

The Wreck of the LEVIATHAN

MAW ROCKS

THE PIER
Theatre at the
End of the Pier

EERIE BEACH

SEA MIST

Seegol's Diner

Castle

Museum of Eerie

Dr Thalassi's Surgery?

Shingle Beach

Fishermen's Sheds

PROMENADE

GRAND NAUTILUS HOTEL

Crowzer Crawl

Hastings Haar

Gaggleton Alley

Little Book Dispenser

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 too –

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.

-

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.

$$\frac{1}{10} \qquad \frac{1}{5}$$

$$\frac{3}{10} \qquad \frac{1}{2}$$

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.

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.

Maths

Task: Compete these for 3D shapes.

acute angles < 90°   90° < obtuse angles < 180°   180° < reflex angles < 360°

A

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

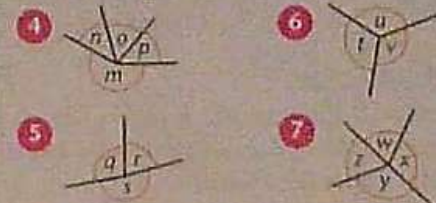Place the angles in each shape in order, smallest first.
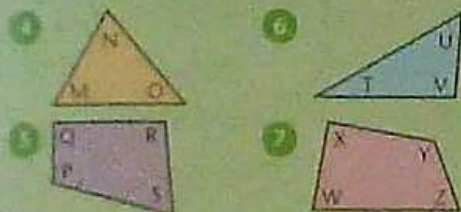
Decide if each of the above angles A–Z is:
a) acute b) right angle c) obtuse.

B

Write each group of angles in order of size, smallest first.
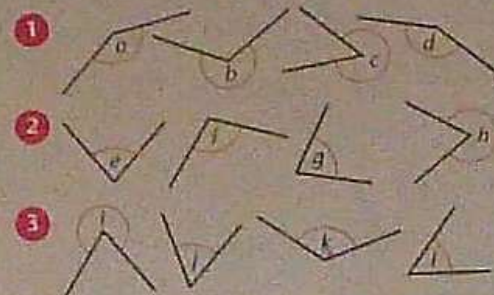
Place the angles meeting at each point in order of size, smallest first.
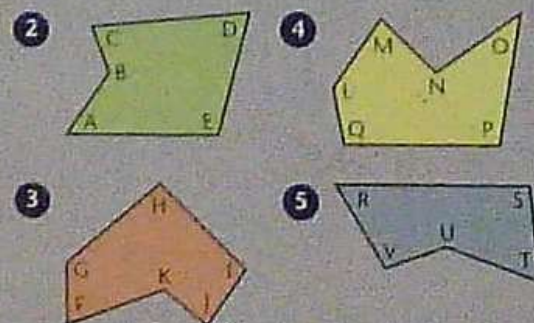

Decide if each of the above angles a–z is:
a) acute   b) obtuse   c) reflex.

C

Arrange these angles in order of size, smallest first.

Arrange the angles in each shape in order of size, smallest first.

3-D Shapes

Fill in the table below:

| Name of Shape	Number of edges	Number of vertices	Number of faces	Special features

Answer the following questions using the table:

Which shape has four vertices and four faces?

Which shapes have no vertices?

Which shapes have twelve edges?

Which shape has only one surface?

How is the cuboid different to the cube?

Which two shapes have the same number of edges, vertices and faces?

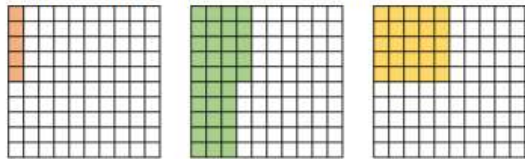Which shape has five vertices and five faces?

Cuboid Net
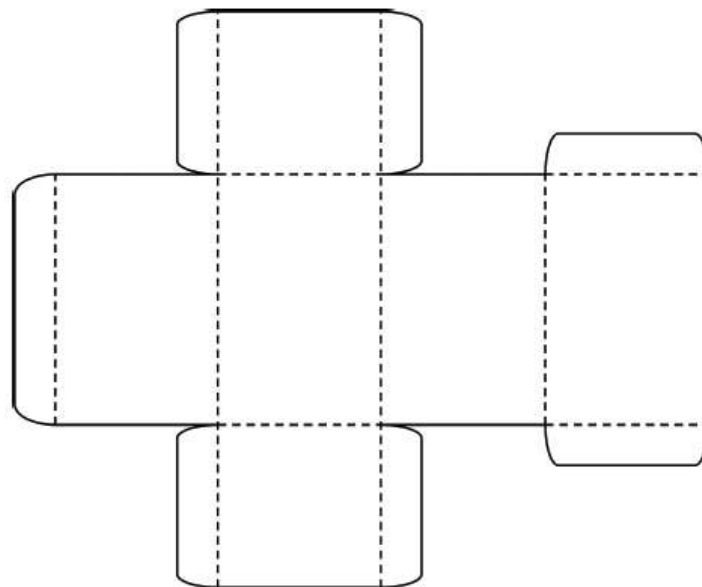
Net of a cube
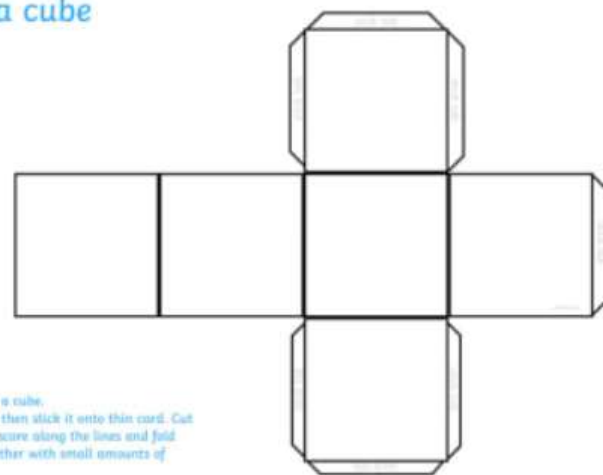
This is a net for a cube.
Print it out and then stick it onto thin card. Cut it out and then score along the lines and fold them. Stick together with small amounts of glue.
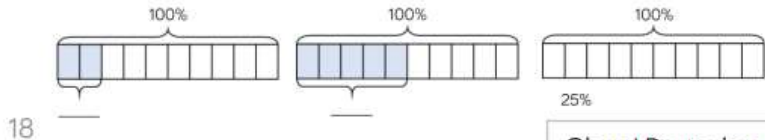
Complete the sentence stem for each diagram.

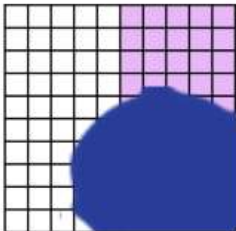There are ____ parts per hundred shaded. This is ____%

Complete the table.

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

Complete the bar models.

18

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%?

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

Mo needs 44
Annie needs 35
Tommy needs 50

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

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 $\frac{4}{8}$

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

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

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.

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

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

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

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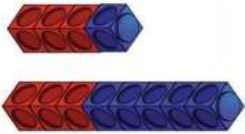Calculate the value of C.

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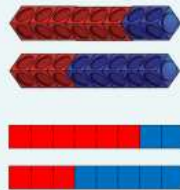$B = 6$
$C = 15$

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

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).

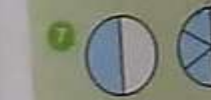$$\frac{1\,(\times3)}{4\,(\times3)} = \frac{3}{12}$$

$$\frac{8\,(\div2)}{10\,(\div2)} = \frac{4}{5}$$

A

Write the equivalent fractions shown in each pair of diagrams.

1

2

3

4

5

6

7

8

B

Copy and complete.

1 $\frac{1}{2} = \frac{\square}{6}$ 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 add and subtract fractions with the same denominator.

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

SUBTRACTING
Subtract the numerators.
Denominator stays the same.

Example
5 eighths add 2 eighths

$$\frac{5}{8} + \frac{2}{8} = \frac{7}{8}$$

Example
9 tenths take 4 tenths

$$\frac{9}{10} - \frac{4}{10} = \frac{3}{10}$$

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. $\frac{3}{8} + \frac{\square}{\square} = \frac{7}{8}$
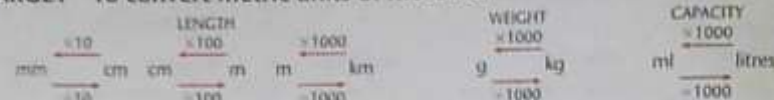18. $\frac{11}{12} - \frac{\square}{\square} = \frac{4}{12}$

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. $\frac{7}{10} + \frac{1}{5} - \frac{7}{10} + \frac{\square}{\square} = \frac{\square}{\square}$
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. $\frac{7}{8} - \frac{1}{2} = \frac{7}{8} - \frac{\square}{\square} = \frac{\square}{\square}$

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. $\frac{7}{9} - \frac{2}{3}$

TARGET To convert metric units of measure.

LENGTH						WEIGHT		CAPACITY	
×10	×100		×1000			×1000		×1000	
mm	cm	cm	m	m	km	g	kg	ml	litres
÷10	÷100		÷1000			÷1000		÷1000	

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 $= \square$ cm
2. 13 mm $= \square$ cm
3. $7·5$ cm $= \square$ mm
4. $0·2$ cm $= \square$ mm
5. 30 cm $= \square$ m
6. 200 cm $= \square$ m
7. $0·6$ m $= \square$ cm
8. $1·2$ m $= \square$ cm
9. 400 m $= \square$ km
10. 5900 m $= \square$ km
11. $0·8$ km $= \square$ m
12. $6·3$ km $= \square$ m
13. 9000 g $= \square$ kg
14. 4100 g $= \square$ kg
15. $0·7$ kg $= \square$ g
16. $8·2$ kg $= \square$ g
17. 1300 ml $= \square$ litres
18. 600 ml $= \square$ litres
19. 3 litre $= \square$ ml
20. $7·6$ litres $= \square$ ml

B
Copy and complete.

1. 24 mm $= \square$ cm
2. 601 mm $= \square$ cm
3. $5·9$ cm $= \square$ mm
4. $18·6$ cm $= \square$ mm
5. 472 cm $= \square$ m
6. 95 cm $= \square$ m
7. $3·13$ m $= \square$ cm
8. $0·08$ m $= \square$ cm
9. 1160 m $= \square$ km
10. 30 m $= \square$ km
11. $0·84$ km $= \square$ m
12. $3·02$ km $= \square$ m
13. 650 g $= \square$ kg
14. 9280 g $= \square$ kg
15. $0·01$ kg $= \square$ g
16. $0·96$ kg $= \square$ g
17. 70 ml $= \square$ litres
18. 4130 ml $= \square$ litres
19. $0·79$ litres $= \square$ ml
20. $8·54$ litres $= \square$ ml

C
Copy and complete.

1. 983 mm $= \square$ m
2. 5841 mm $= \square$ m
3. $0·027$ m $= \square$ mm
4. $0·306$ m $= \square$ mm
5. 1 cm $= \square$ m
6. 3420 cm $= \square$ m
7. 70 m $= \square$ cm
8. $65·18$ m $= \square$ cm
9. 54 m $= \square$ km
10. 2106 m $= \square$ km
11. $0·673$ km $= \square$ m
12. $0·009$ km $= \square$ m
13. 1297 g $= \square$ kg
14. 32 g $= \square$ kg
15. $0·005$ kg $= \square$ g
16. $4·068$ kg $= \square$ g
17. 983 ml $= \square$ litres
18. 5841 ml $= \square$ litres
19. $0·027$ litres $= \square$ ml
20. $0·306$ litres $= \square$ ml

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

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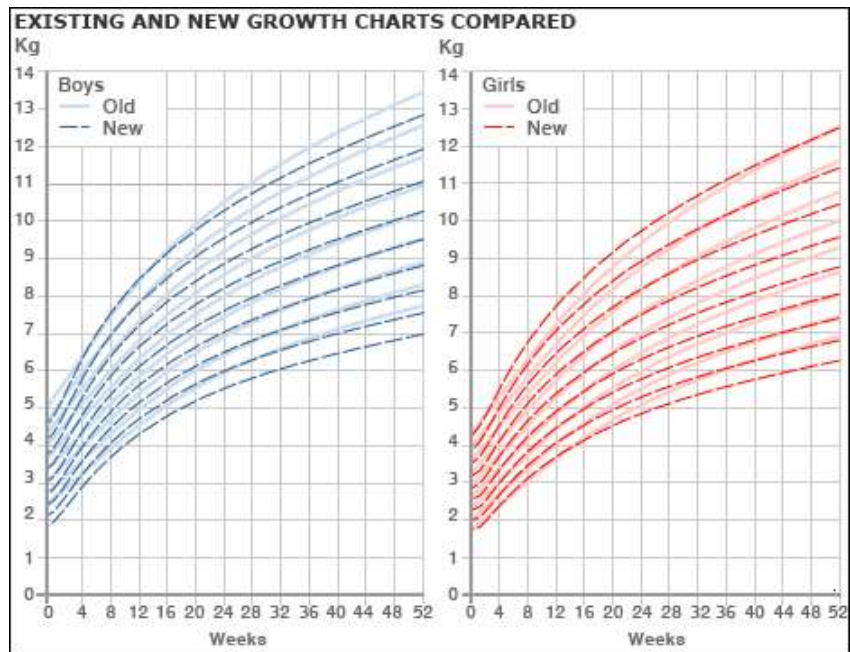
The scientific data shows that breast-fed babies are known to gain weight more slowly during that period and the charts reflect this as by the age of one there is a 1kg difference with the old charts.

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.
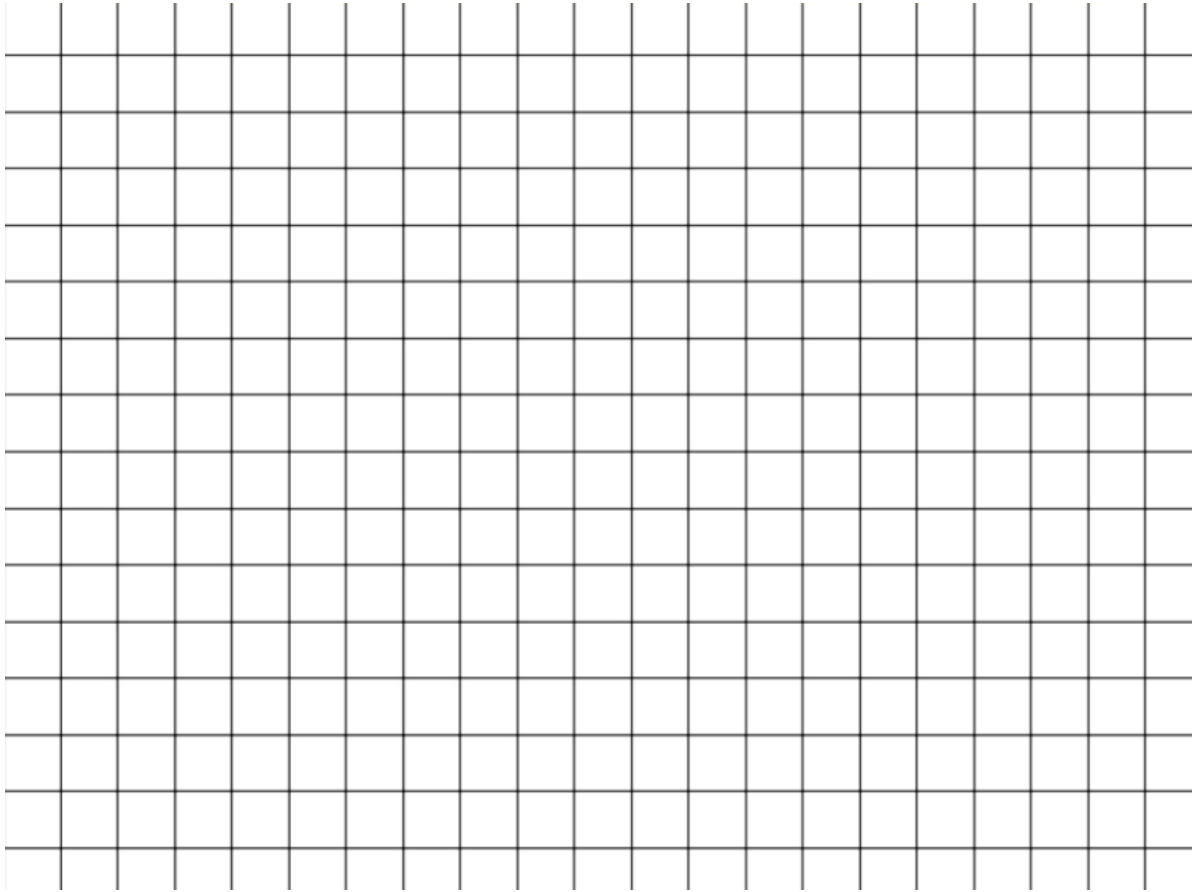
Design and Technology

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 11the 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.
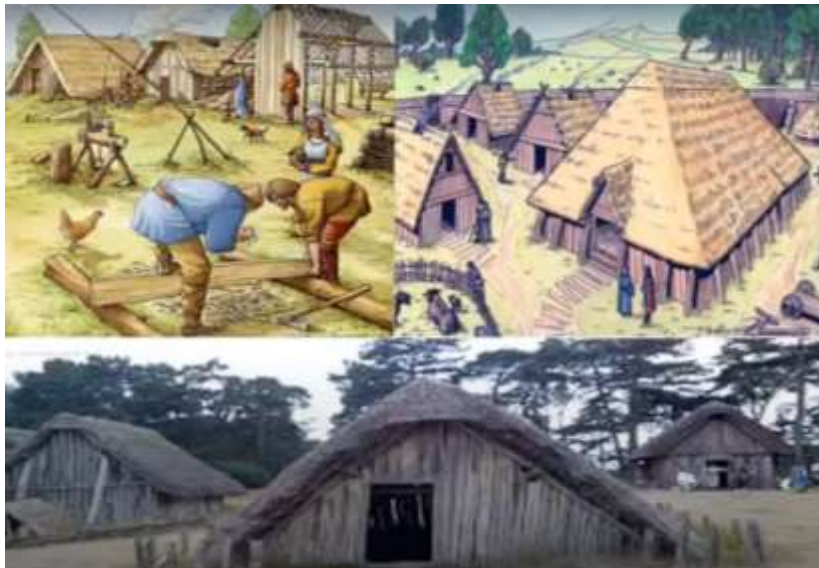
Anglo-Saxon Villages

Viking settlements