

MATHS	<p><u>LO: Adding and subtracting fractions (with the same denominator)</u></p> <p><u>I can:</u></p> <ul style="list-style-type: none"> • Add 2 or 3 fractions with the same denominator taken from a whole • Subtract a fraction from another fraction with the same denominator taken from a whole <p>Task 1: Look at the ‘Adding fraction lesson’ document to understand how you add fractions with the same denominator (when the wholes are split into the same number of equal pieces). Have a go at the ones at the bottom with bar models to help you. Next, have a go at adding the fractions on the document ‘Adding like fractions’. Either do it on the sheet or write them out in your book.</p> <p>Task 2: Look at the ‘Subtracting fraction lesson’ document to understand how you subtract fractions with the same denominator. Have a go at the ones at the bottom with bar models to help you. Next, have a go at subtracting the fractions on the document ‘Subtracting proper fractions’. Either do it on the sheet or write them out in your book.</p> <p>Task 3: What is the rule when adding or subtracting fractions with the same denominator? How would you explain how to do it?</p> <p>Ext: If you add or subtract a fraction from 1 whole, what do you have to do 1st before you can do it? http://www.sheppardsoftware.com/mathgames/fractions/FruitShootFractionsAddition.htm (only do Level 1a and 2a)</p>
ENGLISH	<p><u>LO: to write an action sequence (story)</u></p> <p><u>I can:</u></p> <ul style="list-style-type: none"> • use prepositional phrases • use adjectives • add in extra detail (you might need to use a conjunction) • start my sentences in a different way • Use fronted adverbials <p>Using the planning you did yesterday, write the rest of your imaginary creature story. Use the document ‘Writing your story’ to help you. You will have tomorrow’s lesson to complete the story so don’t rush to get it finished.</p>
HISTORY	<p><u>LO: To consider the role of monuments in the Stone Age</u></p> <p>Task 1: Look at the photos of Stone Age remains in the document ‘Stone Age monuments’. Why do you think some of the photos are taken from the air? Make a note of 1. Their main features (what they look like, similarities) and 2. What you think their purposes were (what were they used for?) These will be your own thoughts, there is no ‘wrong’ answer!</p> <p>Task 2: Using the websites (you don’t need to use all of them!) on the document ‘Stone Age websites’ do some research into what Stone Age monuments / buildings <u>looked like</u> and what <u>uses</u> they had. Maybe do a spider diagram to show what you’ve learnt. Feel free to find other sources of information too. https://christchurchprimschool.sharepoint.com/:u:/s/MultimediaSharedDrive/EfiBsSBSSOxAlvX0pYvQYZwBPMvpO7TfybLMTexN1r0paQ?e=Cr9E5d</p> <p>Don’t look at Stonehenge as you will be learning about that tomorrow!</p>
Reading	<p><u>Danny Champion of the World</u> Read from ‘It will be a landmark in the history of poaching!’ to the end of the chapter. Questions to discuss:</p> <ul style="list-style-type: none"> ➤ Why were shivers of electricity running all over Danny’s skin? ➤ How does the father know that Danny will have a very nasty cold on Friday?

ADDING FRACTIONS LESSON

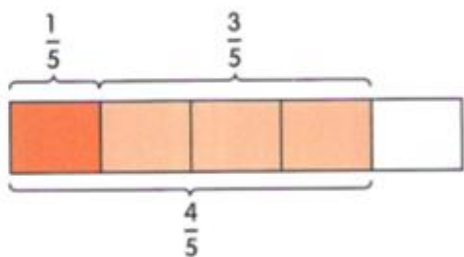
1 Jieming ate $\frac{1}{5}$ of a pizza.

Rani ate $\frac{3}{5}$ of it.

What fraction of the pizza did they eat altogether?

$\frac{1}{5}$ and $\frac{3}{5}$ are like fractions.
This number is the same.

The same—they have the same denominator



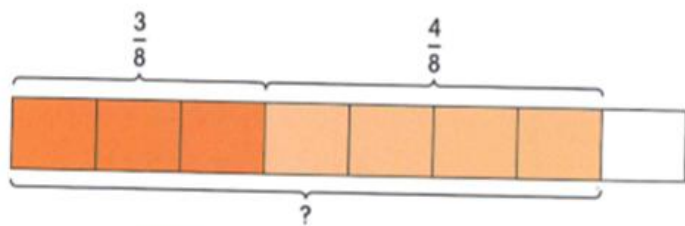
$\frac{1}{5} + \frac{3}{5}$
= 1 fifth + 3 fifths
= 4 fifths



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

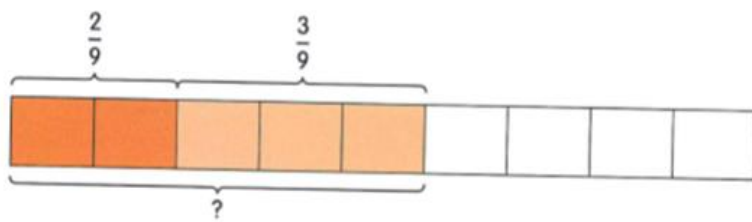
They ate $\frac{4}{5}$ of the pizza altogether.

Add $\frac{3}{8}$ and $\frac{4}{8}$.



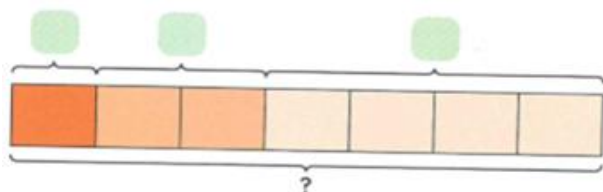
$$\frac{3}{8} + \frac{4}{8} = \text{[green box]}$$

What is $\frac{2}{9} + \frac{3}{9}$?



$$\frac{2}{9} + \frac{3}{9} = \text{[green box]}$$

What is $\frac{1}{7} + \frac{2}{7} + \frac{4}{7}$?



$$\frac{1}{7} + \frac{2}{7} + \frac{4}{7} = \text{[green box]}$$

Adding Like Fractions

1) $\frac{1}{3} + \frac{1}{3} =$

2) $\frac{8}{5} + \frac{9}{5} =$

3) $\frac{4}{26} + \frac{7}{26} =$

4) $\frac{5}{12} + \frac{7}{12} =$

5) $\frac{13}{30} + \frac{17}{30} =$

6) $\frac{5}{2} + \frac{3}{2} =$

7) $\frac{13}{15} + \frac{4}{15} =$

8) $\frac{10}{36} + \frac{17}{36} =$

9) $\frac{3}{4} + \frac{9}{4} =$

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

11) $\frac{12}{20} + \frac{11}{20} =$

12) $\frac{15}{14} + \frac{17}{14} =$

13) $\frac{3}{8} + \frac{7}{8} =$

14) $\frac{19}{18} + \frac{12}{18} =$

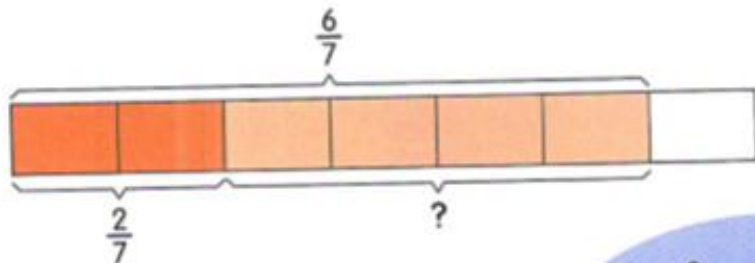
SUBTRACTING FRACTIONS LESSON

Yati read $\frac{2}{7}$ of a book before dinner.

She continued reading after dinner.

She managed to read $\frac{6}{7}$ of the book altogether.

What fraction of the book did Yati read after dinner?



$$\frac{6}{7} - \frac{2}{7} = \frac{4}{7}$$

$$\frac{6}{7} - \frac{2}{7}$$

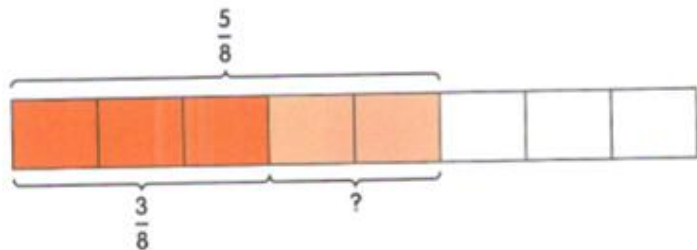
$$= 6 \text{ sevenths} - 2 \text{ sevenths}$$

$$= 4 \text{ sevenths}$$

Yati read $\frac{4}{7}$ of the book after dinner.

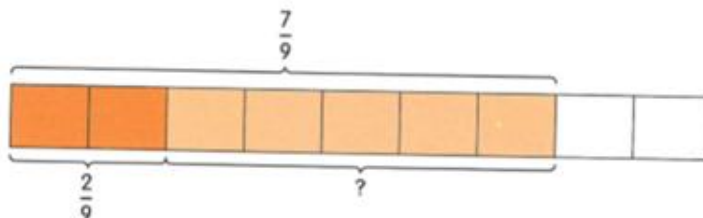


Subtract $\frac{3}{8}$ from $\frac{5}{8}$.



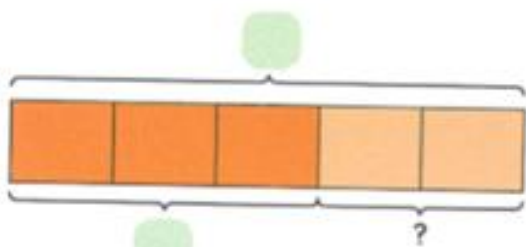
$$\frac{5}{8} - \frac{3}{8} = \text{[green box]}$$

What is $\frac{7}{9} - \frac{2}{9}$?



$$\frac{7}{9} - \frac{2}{9} = \text{[green box]}$$

What is $1 - \frac{3}{5}$?



$$1 - \frac{3}{5} = \text{[green box]}$$

1 whole = $\frac{5}{5}$



Subtracting Proper Fractions

1) $\frac{10}{12} - \frac{3}{12} =$

2) $\frac{5}{7} - \frac{3}{7} =$

3) $\frac{2}{3} - \frac{1}{3} =$

4) $\frac{3}{4} - \frac{2}{4} =$

5) $\frac{4}{5} - \frac{2}{5} =$

6) $\frac{9}{10} - \frac{3}{10} =$

7) $\frac{7}{8} - \frac{4}{8} =$

8) $\frac{5}{6} - \frac{4}{6} =$

9) $\frac{8}{10} - \frac{1}{10} =$

10) $\frac{11}{12} - \frac{10}{12} =$

11) $\frac{6}{7} - \frac{2}{7} =$

12) $\frac{10}{11} - \frac{4}{11} =$

13) $\frac{7}{9} - \frac{4}{9} =$

14) $\frac{3}{5} - \frac{2}{5} =$

WRITING YOUR STORY

I have included:	Tick if I've achieved it
Adjectives and adverbs	
Different sentence starts	
Prepositional phrases (see previous work)	
Fronted adverbials (followed by a comma)	
Things you can see and hear (sensory language)	
Connectives to extend my sentences	
Extension - similes	

Remember to describe:

- The creature (appearance, movement, sounds)
- The other character, and what they are doing
- What the creature does and how the other character reacts
- Emotions

Try to enjoy the writing process and take pride in it – I'm really looking forward to reading them!

When you have finished writing it:

- 1. Read it out loud to yourself to spot mistakes.**
- 2. Go through it and tick the success criteria if you have achieved it**
- 3. If you haven't included one of the S.C, add it**
- 4. Improve your work by adding extra description if you think it needs it**
- 5. Read it to your parents / siblings for them to enjoy 😊**

STONE AGE WEBSITES

<http://www.orkneyjar.com/history/skarabrae/>

<https://dismanibus156.wordpress.com/tag/ring-of-brodgar/>

<https://www.historyextra.com/period/prehistoric/prehistoric-village-people/>

<http://whc.unesco.org/en/list/373>

<http://www.simplystonecottages.com/pentreifan.html>

<https://www.english-heritage.org.uk/visit/places/avebury/>

<https://www.english-heritage.org.uk/visit/places/windmill-hill/history/>

http://www.avebury-web.co.uk/windmill_hill.html

<http://www.stonehenge-tours.com/durrington-walls.html>

<https://www.english-heritage.org.uk/visit/places/maiden-castle/>