

<p>MATHS</p>	<p><u>LO: Comparing and ordering unit fractions (with different denominators)</u></p> <p>Unit fraction = a fraction with 1 as the <i>numerator</i> (1/4, 1/9, 1/13)</p> <p>Earlier this week you compared fractions with the <u>same denominator but a different numerator</u>. Today you will be comparing fractions with a <u>different denominator but the same numerator</u>.</p> <p>Task 1: Look at the document ‘Comparing fractions lesson’. Go through the examples.</p> <p>Task 2: Have a go at answering the question and working out what the rule is for working out which fraction is the biggest when they have different denominators. Then go through the questions.</p> <p>Task 3: Combining your knowledge of comparing fractions with the same numerator and fractions with the same denominator, have a go at the document ‘Would you rather have...’ It might be an idea to have the ‘rule’ visible when attempting this!</p> <p>Task 4: Have a go at some online games! See ‘Comparing fractions games’ document.</p>
<p>ENGLISH</p>	<p><u>LO: to write an action sequence (story) <i>continued</i></u></p> <p>Try to complete the story you started writing– look at my guidance from yesterday.</p>
<p>HISTORY</p>	<p><u>LO: How and why was Stonehenge built?</u></p> <p>Lots of tasks below! Please complete the first 3 tasks. The final 3 tasks you can complete if you are still wanting to find out more! They can be done during the holidays perhaps.</p> <p>Task 1: Go through the powerpoint ‘Stonehenge p’point’ – you will be completing a quiz later so read carefully!</p> <p>Task 2: Read the Stonehenge factsheets, visit https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zg8q2hv for more information and a good video, then have a go at filling in the missing words activity.</p> <p>Task 3: You are now ready to take the powerpoint quiz! Complete it as a slideshow.</p> <p>Task 4: Stonehenge Stand or Fall – this is an online game where you have to build Stonehenge based on your knowledge of it. Lots of fun! Will it stand or will it fall?! https://www.english-heritage.org.uk/visit/places/stonehenge/schools/education-game/</p> <p>Task 5: Build your own Stonehenge! See document ‘Building your own Stonehenge’</p> <p>Task 6: There are many excellent websites to look at for more information which I’ve listed on the document ‘Stonehenge websites’.</p>
<p>Reading</p>	<p><u>Danny Champion of the World</u></p> <p>Think about the last chapter you’ve read.</p> <p>Questions to discuss:</p> <ul style="list-style-type: none"> ➤ Do you think the Dad should be encouraging Danny to be taking part in the poaching? Keeping him off school? Is it responsible? ➤ Look at all the preparations they made for their plan – what do you think the author (R.D) thinks about the plan? Is the way he describes it positive or do you think he disapproves? <p>Ext:</p> <ul style="list-style-type: none"> ➤ Can you see any signs of how the author uses description, conversation and language to build expectation / excitement?

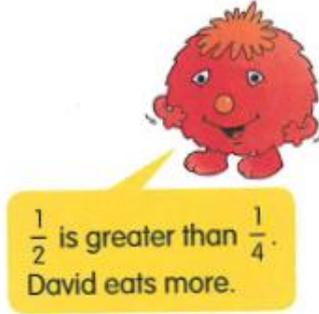
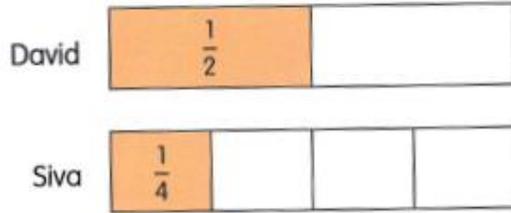
COMPARING FRACTIONS LESSON

Look at the problem below. You can see that $\frac{1}{2}$ is bigger than $\frac{1}{4}$

David eats $\frac{1}{2}$ of a cake.

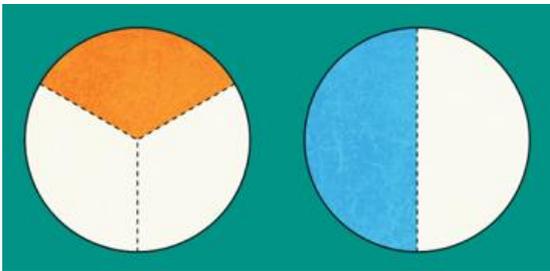
Siva eats $\frac{1}{4}$ of the **same** cake.

Who eats more?



They have different denominators but are drawn from the same whole.

Look at the fractions below. You can see that $\frac{1}{3}$ is smaller than $\frac{1}{2}$



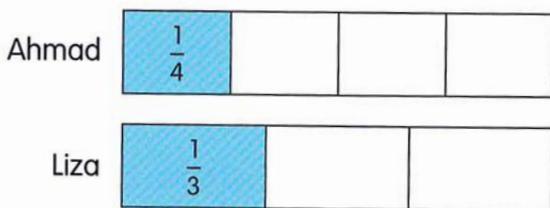
They have different denominators but are drawn from the same whole.

Look at the problem below. You can see that $\frac{1}{4}$ is smaller than $\frac{1}{3}$

Ahmad eats $\frac{1}{4}$ of a chocolate bar.

Liza eats $\frac{1}{3}$ of the **same** chocolate bar.

Who eats less?



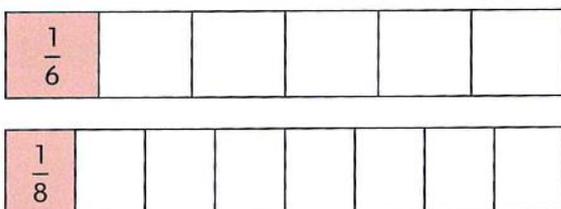
$\frac{1}{4}$ is smaller than $\frac{1}{3}$.
Ahmad eats less.

Look at the problem below. Have a go at answering it on the right:

Below are two rectangles of the same size.

Which fraction is greater?

Which fraction is smaller?



is greater than

is smaller than

COMPARING AND ORDERING FRACTION WORK

What fraction of each bar is shaded?





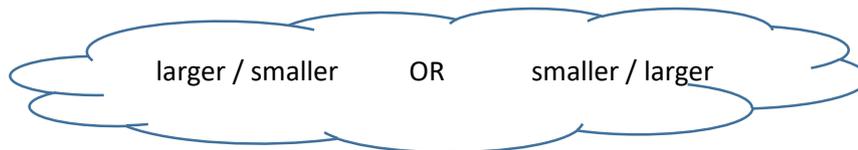






Have you worked out what the rule is for comparing fractions with the same numerator but different denominators? If not, have a think.....

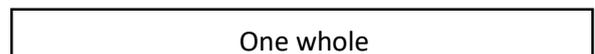
With the same numerator, the _____ the denominator, the _____ the fraction.



Task:

Cut out 6 strips of paper of equal length and width.

On one of them write 1 whole.



Fold the next one in half and shade the 1st ½. Write ½ on it.



Fold the next one in quarters and shade the first ¼. Write ¼ on it.



Do the same for eighths.

Try folding the next one in third. You may need to ask an adult to help you do this one! Then fold the last one in sixths.

Now stick them in your book in order from the largest fraction to the smallest.

Write 'is greater than' or 'is less than'
(or use the signs > or <)

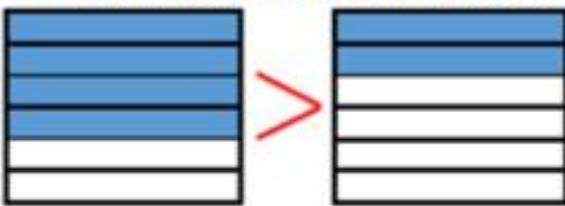
1. $\frac{1}{3}$ $\frac{1}{5}$
2. $\frac{1}{2}$ $\frac{1}{4}$
3. $\frac{1}{8}$ $\frac{1}{7}$
4. $\frac{1}{12}$ $\frac{1}{9}$
5. $\frac{1}{5}$ $\frac{1}{10}$

Order these fractions from smallest to largest

6. $\frac{1}{5}$ $\frac{1}{9}$ $\frac{1}{3}$ $\frac{1}{4}$
7. $\frac{1}{10}$ $\frac{1}{20}$ $\frac{1}{2}$ $\frac{1}{5}$
8. $\frac{1}{6}$ $\frac{1}{3}$ $\frac{1}{2}$ $\frac{1}{4}$
9. $\frac{1}{19}$ $\frac{1}{9}$ $\frac{1}{91}$ $\frac{1}{1}$
10. $\frac{1}{8}$ $\frac{1}{3}$ $\frac{1}{5}$ $\frac{1}{13}$

Rules for comparing fractions

1. When the denominators are the same

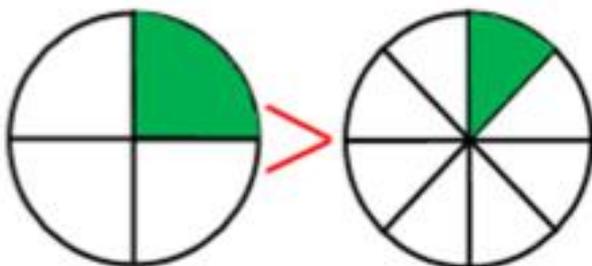


$$\frac{4}{6} > \frac{2}{6}$$

When the fractions have the same denominator, look at the numerator.

The larger the numerator, the larger the fraction.

2. When the numerators are the same



$$\frac{1}{4} > \frac{1}{8}$$

When the fractions have the same numerator, look at the denominator.

The larger the denominator, the smaller the fraction.

WOULD YOU RATHER HAVE...

Now for the tricky part! I have mixed together fractions with the same numerator and fractions with the same denominator so you'll have to really get that thinking cap on!



Would you rather have.....?
Circle the biggest fraction

$$\frac{1}{2} \text{ or } \frac{1}{3} \quad \frac{1}{3} \text{ or } \frac{2}{3} \quad \frac{1}{4} \text{ or } \frac{1}{2}$$

$$\frac{1}{8} \text{ or } \frac{1}{4} \quad \frac{1}{3} \text{ or } \frac{1}{4} \quad \frac{1}{4} \text{ or } \frac{2}{4}$$

$$\frac{3}{4} \text{ or } \frac{2}{4} \quad \frac{1}{8} \text{ or } \frac{3}{4}$$



Would you rather have.....?
Circle the smallest fraction

$$\frac{1}{2} \text{ or } \frac{1}{3} \quad \frac{1}{3} \text{ or } \frac{2}{3} \quad \frac{1}{4} \text{ or } \frac{1}{2}$$

$$\frac{1}{8} \text{ or } \frac{1}{4} \quad \frac{1}{3} \text{ or } \frac{1}{4} \quad \frac{1}{4} \text{ or } \frac{2}{4}$$

COMPARING FRACTIONS GAMES

<https://www.splashlearn.com/fraction-games> (only try compare fractions with the same denominator game and compare fractions with the same numerator game)

<https://eng.mathgames.com/skill/3.87-compare-fractions> Be aware that this doesn't only use unit fractions (where the numerator is 1) but the same rule applies – if the numerator is the same, you need to look at the denominator to decide which fraction is bigger

<https://www.geogebra.org/m/MSFCTyph>

https://www.mathplayground.com/Fraction_bars.html

These two are quite good ones for you to play around with so you can see what happened when the numerator / denominator change

<http://flash.topmarks.co.uk/4764> Quite a tricky one so only have a go if you are really confident!

<https://www.topmarks.co.uk/Flash.aspx?f=EggFractions> Choose 'order unit fractions'

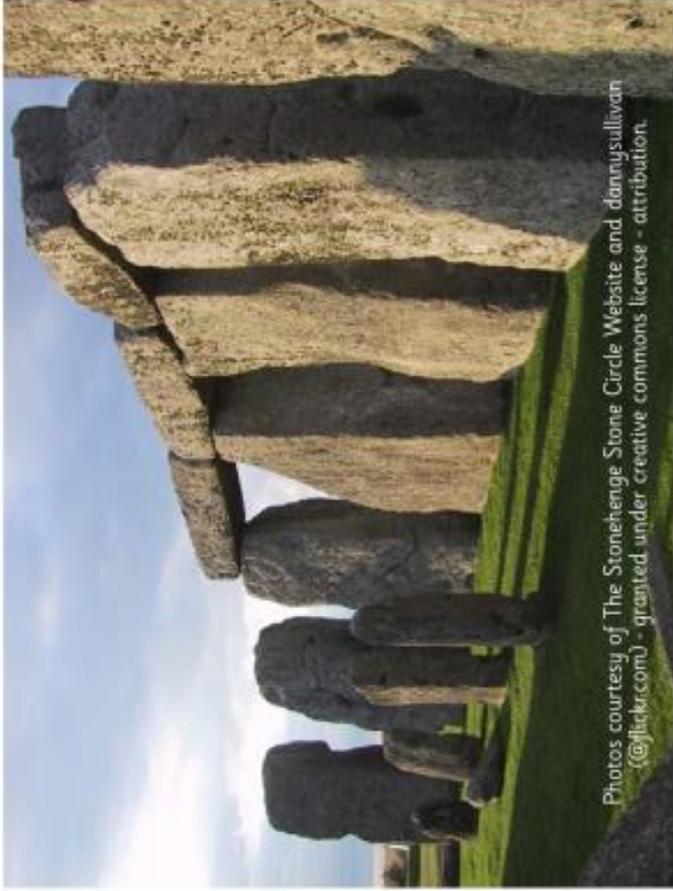


STONEHENGE FACT SHEET C



Stonehenge is a very famous stone circle in the South of England that was started in the Stone Age and continued in the Bronze Age. They started by digging a circular ditch that was 100 metres across using picks made from antlers. There were two entrances to the circle. There were 56 pits dug around it, 1 metre deep, with flat bottoms.

They could have held timber posts, or stones, or might have been part of a religious ceremony.



Photos courtesy of The Stonehenge Stone Circle Website and dannysullivan (@jlickr.com) - granted under creative commons license - attribution.

About 500 years later more stones were added. The Sarsen stones were enormous, over 4 metres high, 2 metres wide and weighing up to 30 tonnes. An outer circle was created, with stones laid horizontally across the top.

In the middle, more stones were arranged in a horseshoe shape. At the centre was a stone called the Altar Stone.

During the final changes the original bluestones were rearranged in the horseshoe and circle shape that can be seen today.

The second stage saw 82 stones added in a double circle pattern. These stones came all the way from South Wales, 240 miles away! They were called bluestones because they looked blue if they were broken or wet. The stones were around 2 metres tall and over 1 m wide.

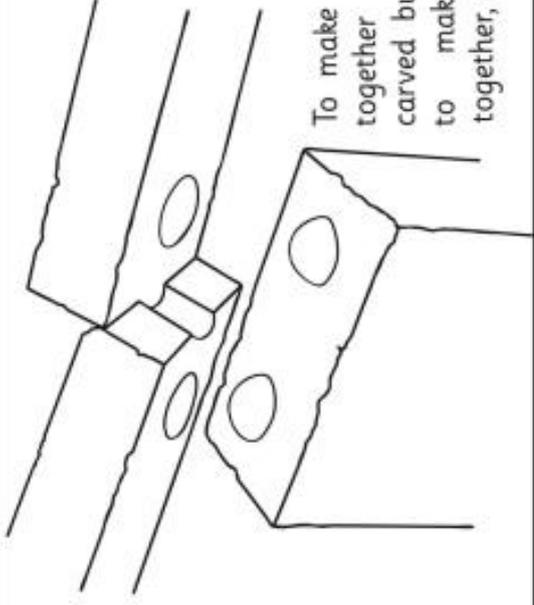




STONEHENGE FACT SHEET C



There is one stone that looks red when it gets wet because there is iron in the rock. The Victorians called this the Slaughter Stone.



To make the stones fit together well, they carved bumps and holes to make them fit together, a bit like Lego!

The stones are very carefully lined up so you can see the sunrise at midsummer and sunset at midwinter at opposite ends of the circle.

It could have taken 600 men to move each massive stone by pulling on ropes over a line of logs.

They lifted the stones by sliding them into holes and using large wooden frames and ropes to pull them up in the right direction.

They carved pictures of axe-heads and daggers on some of the Sarsen stones.



Photos courtesy of The Stonehenge Stone Circle Website and dannysullivan (@ajickr.com) - granted under creative commons license - attribution.

Stonehenge Cloze

Fill in the missing words using the words in the box below.

Stonehenge is a famous _____ monument just north of the city of Salisbury in Wiltshire, Southern _____.

Stonehenge began life as a series of _____ built around 3000BC. The discovery of cremated human remains suggests the first use of Stonehenge was as a _____ ground.

Around 2500BC a series of _____ circles were built. The stones placed on _____ of others are known as lintels. The larger, outer stones are called Sarsen stones. They are a type of _____ and come from Southern England. The largest stone is called the Heel Stone and weighs about 35 _____. The smaller, inner stones are _____ and they came from the Preseli _____ in Pembrokeshire, Wales. Nobody knows how they were transported from Wales.

Word Bank

earthworks	bluestones
burial	England
Hills	stone
prehistoric	sandstone
top	tons



BUILDING YOUR OWN STONEHENGE!

Your challenge is to build your own Stonehenge using items around the house! In class last year, we used Jenga so you may have this? Otherwise it can be made using biscuits, lego, clay or anything – be creative!

See below for photos for inspiration. If you make one, send me a photo!

Building Stonehenge...



...using Jenga!



STONEHENGE WEBSITES

The English Heritage website has lots of interesting information. They also have a 360 virtual tour of Stonehenge which is a must!

<https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/stonehenge360/>

The BBC website mentioned in my plan: <https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zg8q2hv>

There have always been questions about how on earth Stone Age people were able to build something with such immense and heavy stones. These 2 websites give an insight:

<https://www.youtube.com/watch?v=-K7q20VzwVs&feature=youtu.be> re-enactment of building Stonehenge (poor quality)

<https://www.youtube.com/watch?v=oNF2PFmsaWk&feature=youtu.be> How the huge stones were moved and planted (only watch to 2mins 20seconds as it gets very technical after that)

Others:

<https://www.natgeokids.com/uk/discover/history/general-history/stonehenge-facts/>

<https://www.youtube.com/watch?v=APaIPKFM-U>

<https://www.youtube.com/watch?v=iyOCfYd1hWg>

<https://www.youtube.com/watch?v=Mrv8ip-NAus> – how to draw Stonehenge

And there are many, many more!

Answers for maths

1. $\frac{1}{3} > \frac{1}{5}$

2. $\frac{1}{2} > \frac{1}{4}$

3. $\frac{1}{8} > \frac{1}{7}$

4. $\frac{1}{12} > \frac{1}{9}$

5. $\frac{1}{5} > \frac{1}{10}$

6. $\frac{1}{3} > \frac{1}{4} > \frac{1}{5} > \frac{1}{9}$

7. $\frac{1}{2} > \frac{1}{5} > \frac{1}{10} > \frac{1}{20}$

8. $\frac{1}{2} > \frac{1}{3} > \frac{1}{4} > \frac{1}{6}$

9. $\frac{1}{1} > \frac{1}{9} > \frac{1}{19} > \frac{1}{91}$

10. $\frac{1}{3} > \frac{1}{5} > \frac{1}{8} > \frac{1}{13}$



Would you rather have.....?
Circle the biggest fraction

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



Would you rather have.....?
Circle the smallest fraction

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