

Home Learning: Year 4 Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

| Year 4 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|--|--|--|--|
| Factual Fluency | https://www.topmarks.co.uk/maths-games/hit-the-button Level 4 Mixed Multiplication. | https://www.topmarks.co.uk/maths-games/hit-the-button Level 4 Mixed Multiplication. | https://www.topmarks.co.uk/maths-games/hit-the-button Level 4 Mixed Multiplication. | https://www.topmarks.co.uk/maths-games/hit-the-button Level 4 Mixed Multiplication. | https://www.topmarks.co.uk/maths-games/hit-the-button Level 4 Mixed Multiplication. |
| Four Days of Reasoning (Monday - Thursday) | https://whiterosemaths.com/homelearning/year-4/ Summer 1 Week 5 (w/c 18 th May) Worksheets (and answers) for each lesson can be found below. | Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas. <i>If you feel your child needs greater challenge click onto this link, they could work on the learning set for Y5.</i> <i>If your child struggles with maths, they could work on the learning set for year groups lower down the school.</i> | | | |
| Friday | Revise any aspects of this week's learning that you have been unsure of. You can simply repeat the lesson(s). You can also use the visual tool by clicking on the link above. Please practise your times table and division facts. You could also spend some time on https://www.bbc.co.uk/bitesize/subjects/z826n39 Guardians: Defenders of Mathematica (start with the Addition and Subtraction section). | | | | |

Home Learning: Year 4 English

| Y4 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|----------------|--|--|---|--|-------|
| Reading | <p>Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/ for some on-line stories and some good book recommendations.</p> | | | | |
| Writing | <p>LO: Order and retell a traditional fable Read <i>King Midas and the Donkey Ears</i>. Have you ever heard the story before? Does it remind you of anything or anyone? Order the events of the story Look at the events on <i>Story Order</i>. They're in the wrong order. Put them in the right order by cutting them out or numbering them. Illustrate each of the events. Share your Story Order with a grown-up. Use it to tell them the story of King Midas and the Donkey Ears. Read <i>King Midas and the Donkey's Ears Questions</i>. Think about your answers and then write them as clear sentences. Try these Fun-Time Extras Can you design a hat or disguise that King Midas could have worn to have kept his ears secret https://www.bbc.co.uk/cbeebies/makes/a-midsummer-nights-dream-donky-ears</p> | <p>LO: Plan and rewrite a traditional fable Click on the link below to watch another story about King Midas https://www.youtube.com/watch?v=sWcJNvS0J8Q. As you watch the video, take notes about what is happening. You will have to watch it more than once and will probably need to use the pause button. Task 1 Make a story board of the main events in the story. You could make a comic strip, or use labelled pictures. There is a story board you can use below, If you don't have a printer, you can make your own. Task 2 Plan your own retelling of the story of the story of Midas and the Golden Touch. Try to make it as exciting as you can. Who do you want to tell it to when you are finished? How do you want your readers to feel about King Midas?</p> | <p>LO: Write a traditional fable Write the Final Version of the story you have been planning over the last two days. Remember that traditional fables such as these were mostly kept alive by the traditional of oral story telling (ie by being read aloud). When your story is finished, make sure you read it to someone at home (or maybe on the phone!). Your teachers look forward to reading your stories too – don't forget to edit before uploading to ClassDojo!</p> | <p>LO: Learn spellings See below for the spellings set by Ms Ross last week. Your task was to LEARN the spellings using a method that suits you. Today, you can ask an adult to test you in these spellings. Once marked, send into your teacher on ClassDojo. Good luck!</p> | |

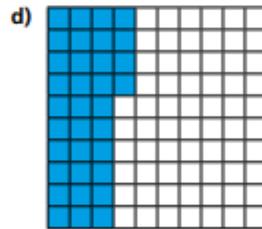
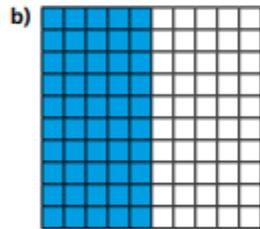
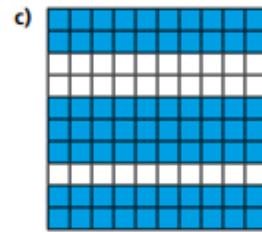
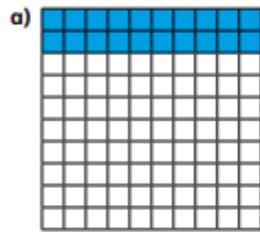
Home Learning: Year 4 Curriculum

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|---|---|--|
| <p>Geography</p> <p>LO: consider origin of the food we eat Where does food come from?</p> <p>Make a fruit salad with any fruits you have in the house Investigate the ingredients by looking at their packaging/labelling and find out where each item came from Make a table or use the world map below to show where each fruit comes from.</p> <p>If you don't have any fruit at home, you could design the fruit salad or smoothie of your dreams – write the recipe or draw a picture before you trace the origins of the fruit. Think back to Fruity Friday!</p> | <p>Science</p> <p>LO Understand classification keys Classification keys help scientists to group living things in particular ways. Watch the video https://www.bbc.co.uk/bitesize/topics/zxjj6sg/articles/z9cbcwx and look at the example classification key (sweets) below.</p> <ul style="list-style-type: none"> ● Look at the pictures of the living things(see below). Do you notice any similarities or differences? ● Use the classification key below to group the animals. Maybe when you are next outside, you can name some of the animals you see. | <p>Art</p> <p>Jasper Johns Printing You will need: paper, pencils, paint or colouring pencils or felt tips, scissors, glue. Have a look at the Jasper Johns images below – see how he makes repeated patterns in his printing.</p> <ul style="list-style-type: none"> ● Using a found object (support below) print and cover two pieces of paper each with a different pattern. Use the same colour of paint for each one. ● On one piece of paper, you will draw and cut out a number – see sheet below for template ideas. On the second piece of paper, you will trace around your number and then lift it from the paper and colour the traced image using coloured pencils/chalk/oil pastels. ● Smudge the edges of the coloured in traced image and then stick your number back onto the second piece of paper. | <p>RE</p> <p>Ascension Day in the Christian calendar is on Thursday 21st May this year. https://request.org.uk/rest-art/2017/07/21/bible-quest-the-ascension/ How do you think you would have felt if you had watched Jesus returning to heaven? What questions do you think you would have had? Do not forget to blow some bubbles to symbolise Jesus' ascent into heaven, as we do every year at school. You could also use bright colours to colour in the attached stained glass window or draw your own.</p> | <p>History</p> <p>LO: Understand the role of invaders in British history The Vikings come to Britain</p> <ul style="list-style-type: none"> ● Tell someone in your family where the Anglo-Saxons came from and how they changed Britain (watch this video to help you). https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg ● Find out who the Vikings were and where they came from using this video to help you. https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty ● Draw and label a map of the journey the Vikings made to Britain using the picture in resources below to help. |
| Everything is Interesting – Are You Ready for a Challenge? | | | | |

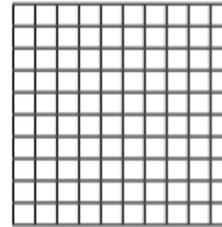
Recognise tenths and hundredths

1 The hundred square represents 1 whole.

What fraction of each hundred square is shaded?



2 Here is a hundred square.



What fraction of the whole does each represent?

a) 4 full rows =

b) 6 full columns =

c) 13 squares =

d) 2 full rows and 5 squares =

e) 3 full columns and 8 squares =

3 Complete the sentences.

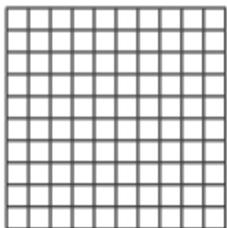
a) 4 tenths is equivalent to hundredths.

b) 70 hundredths is equivalent to tenths.

c) 5 tenths is equivalent to hundredths or 1 _____

4

One row is one tenth and one column is one tenth, so if I colour one row and one column on my hundred square I will have shown 2 tenths.



Is Dexter correct? _____

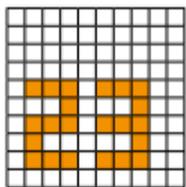
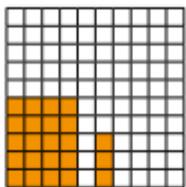
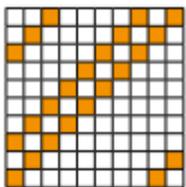
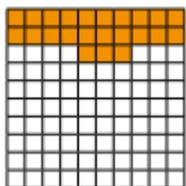
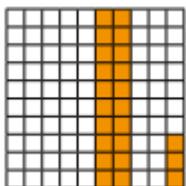
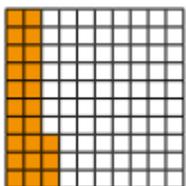
Explain your answer.

You may use the hundred square to help you.



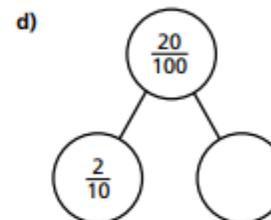
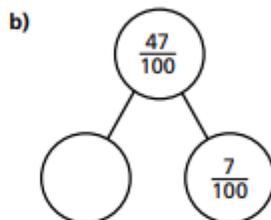
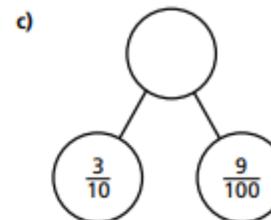
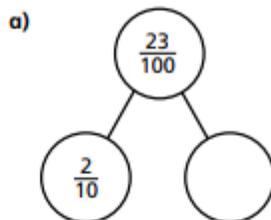
5

Tick the hundred squares with $\frac{23}{100}$ shaded.



6

Complete the part-whole models.



7



$$\frac{73}{100} = \frac{7}{10} + \frac{3}{100}$$

Annie



$$\frac{73}{100} = \frac{6}{10} + \frac{13}{100}$$

Ron

Who is correct? _____

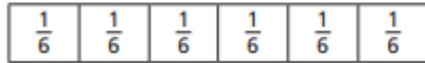
How many ways can you partition $\frac{73}{100}$?



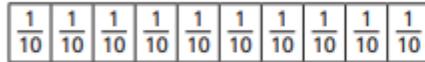
Equivalent fractions (1)



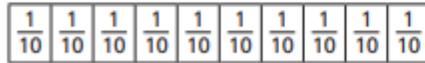
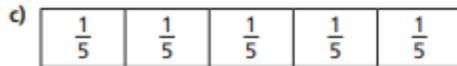
1 Shade the bar models to represent the equivalent fractions.



$\frac{1}{2} = \frac{3}{6}$



$\frac{1}{2} = \frac{5}{10}$

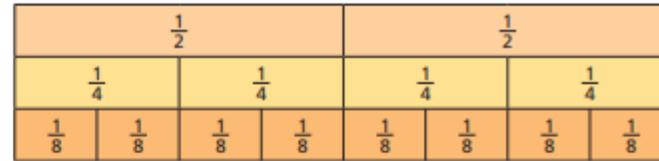


$\frac{4}{5} = \frac{8}{10}$



$\frac{6}{8} = \frac{3}{4}$

2 Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{2} = \frac{\square}{4}$

c) $\frac{2}{4} = \frac{4}{\square}$

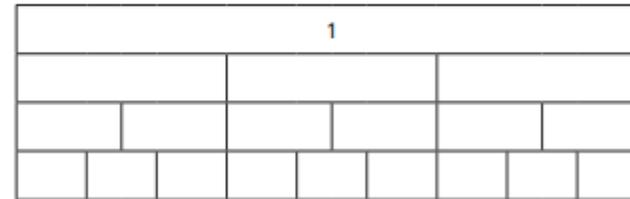
e) $\frac{\square}{8} = \frac{3}{4}$

b) $\frac{1}{2} = \frac{\square}{8}$

d) $\frac{2}{8} = \frac{\square}{4}$

f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.



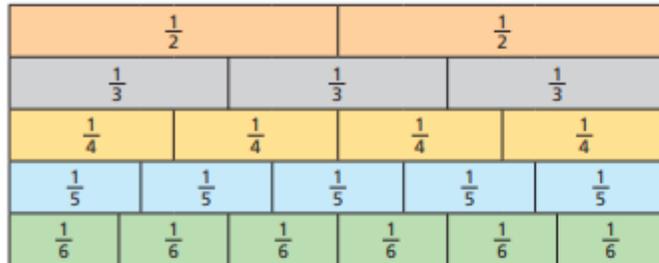
b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$

$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$

$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$

4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

- | | True | False |
|---|--------------------------|--------------------------|
| a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.



5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

a) The greater the numerator, the greater the fraction.

always sometimes never

b) Fractions equivalent to one half have even numerators.

always sometimes never

c) If a fraction is equivalent to one half, the denominator will be double the numerator.

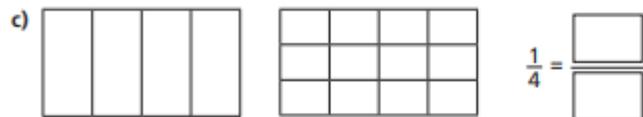
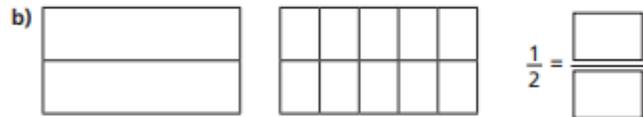
always sometimes never



Equivalent fractions (2)

- 1 Shade the diagrams to help you complete the equivalent fractions.

The first one has been done for you.



- 2 Draw a diagram to show that $\frac{3}{4} = \frac{6}{8}$



- 3 Match the equivalent fractions.

$\frac{1}{4}$

$\frac{4}{10}$

$\frac{10}{15}$

$\frac{1}{7}$

$\frac{3}{21}$

$\frac{2}{3}$

$\frac{2}{5}$

$\frac{3}{12}$



- 4 Complete the equivalent fractions.

a) $\frac{1}{5} = \frac{\square}{10}$

d) $\frac{3}{10} = \frac{9}{\square}$

g) $\frac{8}{12} = \frac{2}{\square}$

b) $\frac{4}{5} = \frac{\square}{10}$

e) $\frac{6}{8} = \frac{3}{\square}$

h) $\frac{2}{\square} = \frac{10}{25}$

c) $\frac{3}{10} = \frac{6}{\square}$

f) $\frac{8}{12} = \frac{\square}{3}$

i) $\frac{1}{\square} = \frac{4}{28}$

- 5 a) Write the fractions in the correct place on the sorting diagram.

| | | | | | | | |
|----------------|----------------|----------------|----------------|----------------|----------------|---------------|----------------|
| $\frac{8}{24}$ | $\frac{3}{12}$ | $\frac{5}{15}$ | $\frac{6}{24}$ | $\frac{4}{12}$ | $\frac{9}{36}$ | $\frac{3}{9}$ | $\frac{4}{16}$ |
|----------------|----------------|----------------|----------------|----------------|----------------|---------------|----------------|

| | equivalent to $\frac{1}{3}$ | equivalent to $\frac{1}{4}$ |
|------------------|-----------------------------|-----------------------------|
| odd denominator | | |
| even denominator | | |

- b) Are any of the boxes empty?

Why do you think this is?

Talk about your answer with a partner.



- 6 Find three ways to make the fractions equivalent.

a) $\frac{2}{\square} = \frac{4}{\square}$ $\frac{2}{\square} = \frac{4}{\square}$ $\frac{2}{\square} = \frac{4}{\square}$

b) $\frac{1}{\square} = \frac{4}{\square}$ $\frac{1}{\square} = \frac{4}{\square}$ $\frac{1}{\square} = \frac{4}{\square}$

c) $\frac{\square}{3} = \frac{\square}{9}$ $\frac{\square}{3} = \frac{\square}{9}$ $\frac{\square}{3} = \frac{\square}{9}$

- 7 Eva and Ron have a baguette each.

The baguettes are the same size.

Eva cuts her baguette into 8 equal pieces.



3 of my equal pieces are equal to 6 of Eva's.



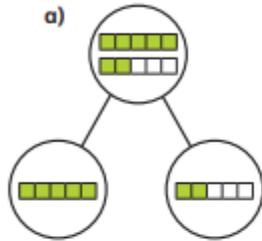
How many equal pieces has Ron cut his baguette into?

Ron has cut his baguette into equal pieces.

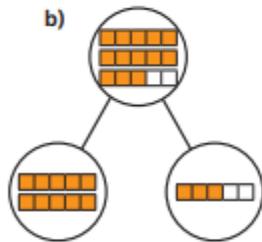


Fractions greater than 1

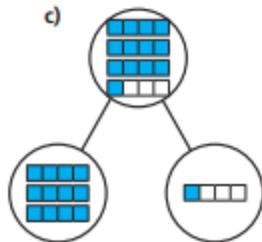
1 Complete the sentences.



There are 7 fifths altogether.
 7 fifths = whole + fifths



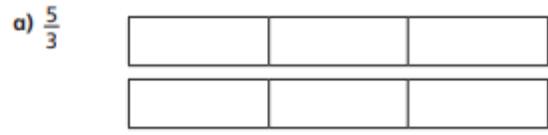
There are fifths altogether.
 fifths = wholes +
 fifths



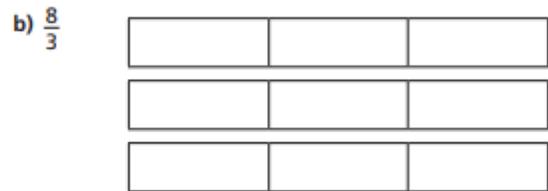
There are quarters altogether.
 quarters = wholes +
 quarter

2 Shade the bar models to represent the fractions.

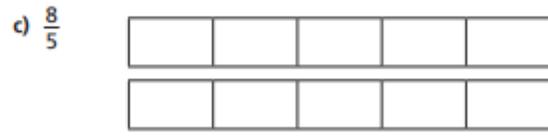
Complete the number sentences.



$\frac{5}{3} = \square$ whole + \square thirds = \square



$\frac{8}{3} = \square$ wholes + \square thirds = \square



$\frac{8}{5} = \square$ whole + \square fifths = \square

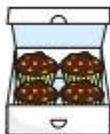


3 Complete the statements.

- a) $\frac{12}{2} = \square$ wholes e) $\frac{15}{3} = \square$ wholes
b) $\frac{12}{4} = \square$ wholes f) $\frac{15}{5} = \square$ wholes
c) $\frac{12}{6} = \square$ wholes g) $\frac{15}{4} = \square$ wholes + \square quarters
d) $\frac{12}{3} = \square$ wholes h) $\frac{15}{2} = \square$ wholes + \square half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4



a) How many boxes can Whitney fill?

Whitney can fill \square boxes.

b) How many more muffins does Whitney need to fill another box?

Whitney needs \square muffins to fill another box.

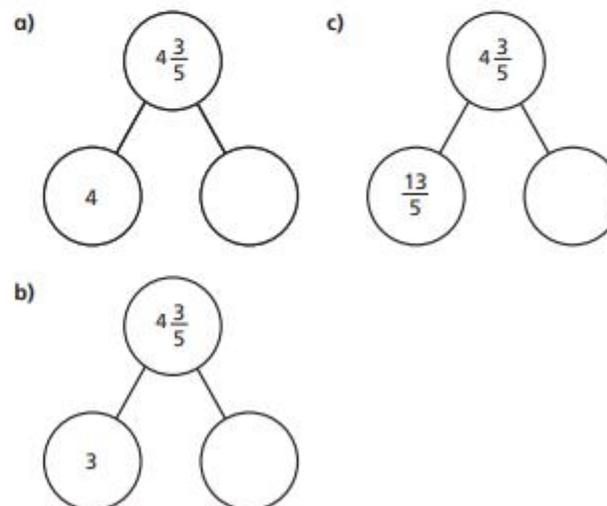
Explain how you know.

How does writing $\frac{26}{4}$ help you to answer this?

5 Write $<$, $>$ or $=$ to complete the statements.

- a) 2 wholes and 3 quarters \bigcirc 5 quarters
b) 2 wholes and 3 quarters \bigcirc 15 quarters
c) 2 wholes and 3 sixths \bigcirc 15 sixths
d) 2 wholes and 3 eighths \bigcirc 15 eighths
e) $\frac{15}{3} \bigcirc \frac{15}{5}$
f) $\frac{15}{3} \bigcirc \frac{20}{4}$

6 Complete the part-whole models.



King Midas and the Donkey's Ears

Once upon a time, a long time ago, Pan, the god of shepherds, challenged Apollo to a musical duel. Pan insisted his flute of reeds could produce a more beautiful melody than Apollo's silly harp. The two agreed on a contest with judges. One of the judges was King Midas.

After hearing the two melodies, all but one of the judges chose Apollo as the winner. But one judge, King Midas, preferred Pan's tune.

Furious that anyone could prefer a reedy pipe to his musical lyre, Apollo cooed, "I see the problem. It's your ears. They are too small to hear properly. Let me fix that for you."

King Midas felt his ears quiver. His ears sprang out, and out, and turned into the large furry ears of a donkey. King Midas was horrified. He grabbed his ears. "Pan, help me!" he cried. But Pan, with a quick nervous glance at Apollo, turned his back.

King Midas tried to hide his ears from his subjects by wearing a variety of huge hats, heavy helmets, and bulky scarves.



The only person who saw his ears was his barber. King Midas made his barber promise he would never tell a soul.

His barber kept his word. But keeping such a huge secret to himself was driving him crazy. Finally, the barber went up a mountain and almost to the edge of a cliff. He dug a hole in the midst of some reeds. He looked about, to make sure no one was near. Then, he whispered into the hole, "King Midas has the ears of a donkey. The King has donkey ears! The King has donkey ears!" Having got his secret off his chest, he felt much better. He returned home, sure that he had kept his word.

Unfortunately for King Midas, the barber had dug right into a piece of Echo. Echo was a wood nymph who could only repeat the last few sounds she heard. When she died, pieces of Echo were scattered all over the mountainous kingdom. In fact, pieces of Echo were scattered all over the world, repeating the sounds around her.

Although I suppose some people might think it was only the sound of the wind in the reeds, it was really a piece of Echo, whispering over and over, "The King has donkey ears, the King has donkey ears."

Sound travels well in the mountains, even whispers. It was not long before the entire kingdom knew King Midas' secret.

King Midas and the Donkey's Ears

Questions

1. How did Midas anger Apollo?
2. Do you think Apollo was fair? Why or why not?
3. How do you think King Midas felt when he noticed the change?
4. Why do you think King Midas tried to hide his ears?
5. Why was it hard for the barber to keep the secret?
6. How will King Midas have felt when his secret was made public?
7. What do you think might happen next?
8. Who do you feel most sorry for in this story?
9. Who do you like least in this story?
10. What would you have done if you were the barber? Why?

Donkey Ear - Possible Answers

1. How did Midas anger Apollo?

He said that he preferred the music of Pan to the music of Apollo.

2. Do you think Apollo was fair? Why or why not?

No, Apollo was not fair because it was a competition and Midas had a right to say who he preferred.

3. How do you think King Midas felt when he noticed the change?

He felt terrible because he was embarrassed.

4. Why do you think King Midas tried to hide his ears?

He was afraid people would laugh at him, especially as he was the king.

5. Why was it hard for the barber to keep the secret?

He was the only one who knew and he was desperate to share his secret knowledge.

6. How will King Midas have felt when his secret was made public?

He will have been so sad, ashamed and embarrassed. He will also be scared of how people will laugh at him.

7. What do you think might happen next?

Maybe King Midas would try to find out who told his secret and punish that person.

8. Who do you feel most sorry for in this story?

I feel a bit sorry for King Midas because I think Apollo was really mean. I feel a little sorry for the barber.

9. Who do you like least in this story?

I think Apollo behaves very badly. He should not have been so spiteful just because Midas didn't choose his music. He is a bad loser.

10. What would you have done if you were the barber? Why?

Various answers acceptable.

King Midas and the Donkey's Ears

Story order

Order and then illustrate these scenes.

| | | |
|--------------------------------------|------------------------------------|------------------------------------|
| | | |
| The barber whispers the secret | King Midas angers Apollo. | Everyone hears the king's secret. |
| | | |
| The king's barber learns his secret. | Pan and Apollo have a competition. | King Midas tries to hide the ears. |

English Day 3 Story Summary

| | | |
|--|--|--|
| | | |
| | | |

Y4: Friday 15th May - Spellings to Learn

-ation

<https://www.bbc.co.uk/bitesize/topics/zqgsw6f/articles/zcb8k7h>

Watch the short film and try some of the activities. Then read through the list of words to learn.

TRY TO LEARN THE WORDS BY NEXT WEEK!

| | Main focus: -ation (+ National Curriculum word list words in bold) | 1st Attempt | 2nd Attempt | 3rd Attempt |
|----|--|-------------|-------------|-------------|
| 1 | information | | | |
| 2 | vacation | | | |
| 3 | continue | | | |
| 4 | consider | | | |
| 5 | population | | | |
| 6 | popular | | | |
| 7 | particular | | | |
| 8 | calendar | | | |
| 9 | admiration | | | |
| 10 | starvation | | | |
| 11 | peculiar | | | |
| 12 | separation | | | |
| 13 | celebration | | | |
| 14 | illustration | | | |
| 15 | magnification | | | |

Extra Info:

The word **popular** usually means 'liked by many people'. (If a boy is popular, lots of people like him. If a book is popular, lots of people like that book.)

The **population** of a country refers to all the people who live there. (eg 'The population of the UK is currently under lockdown' means 'All the people who live in the UK are all under lockdown'.)

Extension:

Research the size of the population of at least 3 different countries. You could record the information as a table:

| Country | Population Size |
|---------|-----------------|
| | |
| | |
| | |

Which of the countries you have researched has the largest population? _____

Which one has the smallest? _____

What is the population of London? _____

Can you find out any other interesting information about the populations of different places?

Green words - everyone must learn to spell these words
 Blue words - most people will learn to spell these words too
 Red words - some people will also learn these words

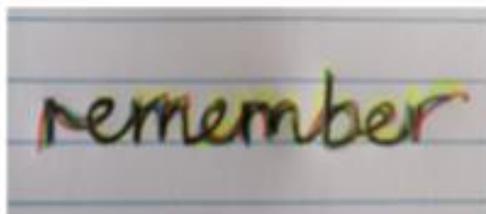
Spelling Strategies

Pyramid Writing

A pyramid-shaped word-building exercise for the word 'because'. The letters are written in pink on a white background. The first row is 'b', the second is 'be', the third is 'bec', the fourth is 'beca', the fifth is 'becau', the sixth is 'becaus', and the seventh is 'because'.

Rainbow writing

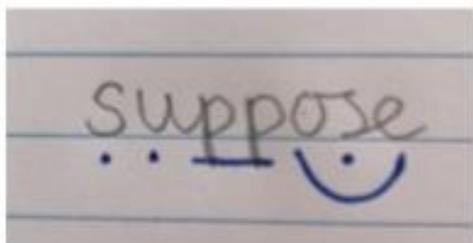
Write the word over and over again using different colours.



Create a mnemonic



Sound Buttons



**Note, this may not work for words you cannot 'sound out'

Underline the tricky part

separate

library

naughty

Look, Say, Cover, Write, Check

Look at the word

Say it out loud

Cover it up

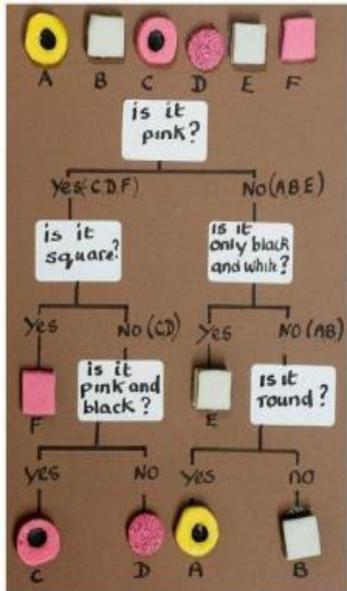
Write it

Check whether it is spelt correctly

Science

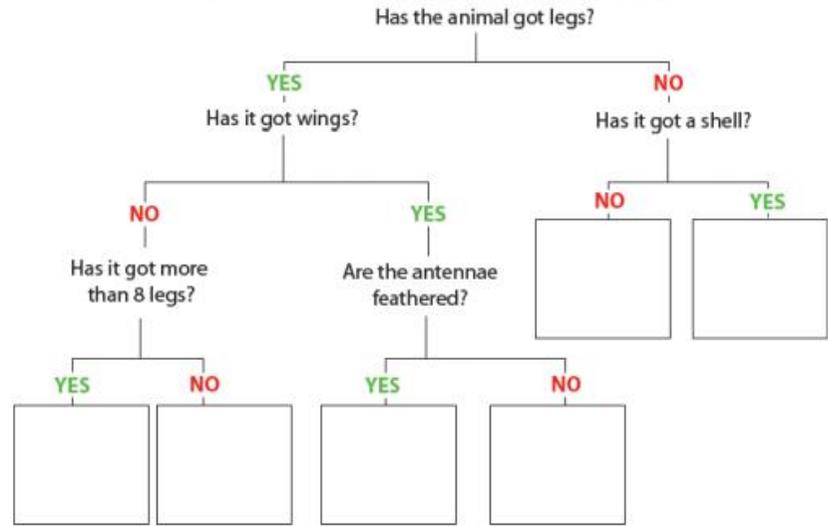
Resources

Science



Invertebrates are animals that do not have a backbone. Some have soft bodies like worms, slugs and jellyfish. Other invertebrates like insects, spiders and crustaceans, have a hard outer casing called an exoskeleton.

Vertebrates are animals that do have backbone inside their body. The major groups include fish, amphibians, reptiles, birds and mammals.



History

Where did the Vikings settle in Britain?

Vikings travelled from Scandinavia to Britain. They mostly settled in the **Danelaw**, to the north and east of England. Some Norwegian Vikings or 'Norse' sailed to Scotland. They made settlements in the north, and on the Shetland and Orkney Islands. Vikings also settled on the Isle of Man and often raided Wales, but few made homes there. In Ireland, the Vikings founded the city of Dublin.



Art - Jasper Johns Printing



Jasper Johns - Crosshatch



Jasper Johns - Map



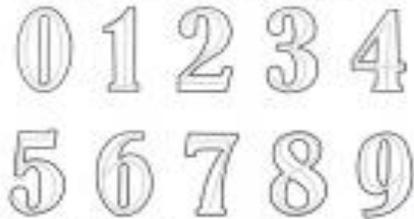
Jasper Johns - Alphabet



Use found objects to print with – this might be a fork, a cotton reel, the edge of a ruler, a paperclip, a lego brick – anything that creates a pattern. If using ready mixed paint, dip your item into the paint. If using watercolour paint, paint the raised edge of your item. If you don't have paint, you can use felt tips and again colour the edge of your item.

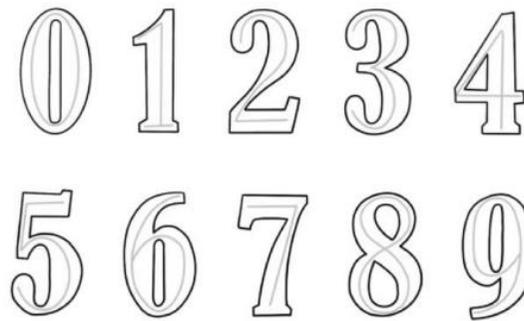
Using the same colour pick two objects and use each one to cover the surface of a piece of paper so that you have two printed papers. When they are dry, on one of the pieces of paper, draw a number – make it big and bold! Look at the template ideas here to help

you.



second piece of paper. Draw around it then lift it off the page. Using crayon or chalk, colour in the image of your number that you have just drawn on the second piece of paper, smudging the image around the edge.

When you have finished, glue the cut out number back down onto the second piece of paper over the image that you drew and coloured. You should be able to see the smudged edges.



you.

Cut it out and lay it on your second piece of paper. Draw around it then lift it off the page. Using crayon or chalk, colour in the image of your number that you have just drawn on the second piece of paper, smudging the image around the edge.

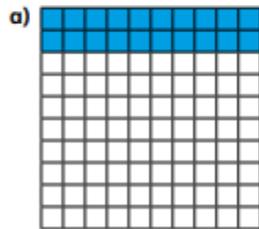
When you have finished, glue the cut out number back down onto the second piece of paper over the image that you drew and coloured. You should be able to see the smudged edges.



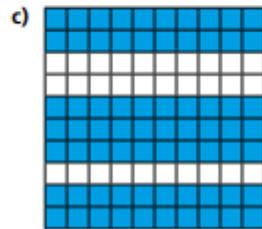
Recognise tenths and hundredths

- 1 The hundred square represents 1 whole.

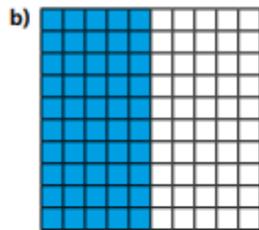
What fraction of each hundred square is shaded?



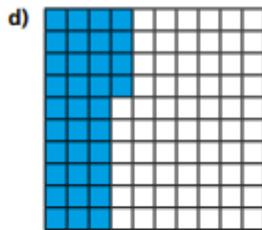
$$\frac{1}{5}$$



$$\frac{7}{10}$$

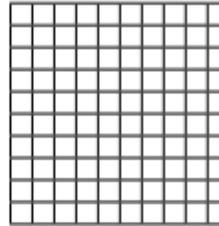


$$\frac{1}{2}$$



$$\frac{17}{50}$$

- 2 Here is a hundred square.



What fraction of the whole does each represent?

a) 4 full rows = $\frac{4}{10}$

b) 6 full columns = $\frac{6}{10}$

c) 13 squares = $\frac{13}{100}$

d) 2 full rows and 5 squares = $\frac{25}{100}$

e) 3 full columns and 8 squares = $\frac{38}{100}$

- 3 Complete the sentences.

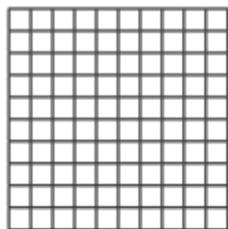
a) 4 tenths is equivalent to $\frac{40}{100}$ hundredths.

b) 70 hundredths is equivalent to $\frac{7}{10}$ tenths.

c) 5 tenths is equivalent to $\frac{50}{100}$ hundredths or 1 half.

4

One row is one tenth and one column is one tenth, so if I colour one row and one column on my hundred square I will have shown 2 tenths.



Is Dexter correct? No

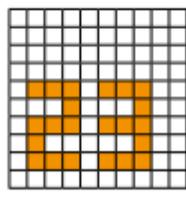
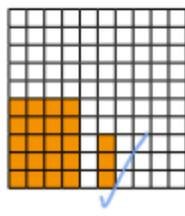
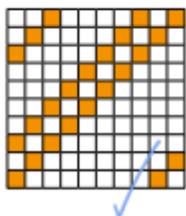
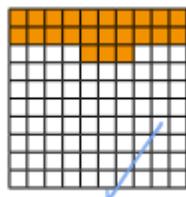
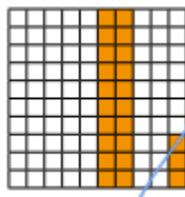
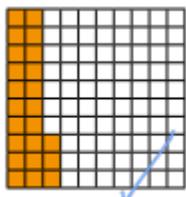
Explain your answer.

You may use the hundred square to help you.

There would only be 19 squares shaded.

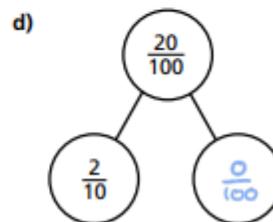
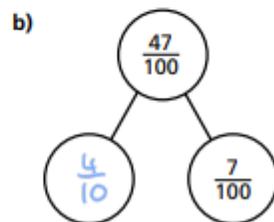
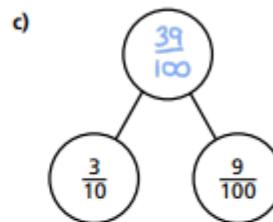
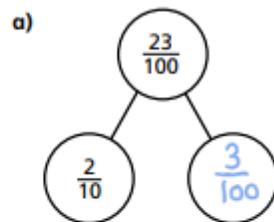
5

Tick the hundred squares with $\frac{23}{100}$ shaded.



6

Complete the part-whole models.



7



$$\frac{73}{100} = \frac{7}{10} + \frac{3}{100}$$

Annie



$$\frac{73}{100} = \frac{6}{10} + \frac{13}{100}$$

Ron

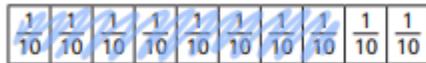
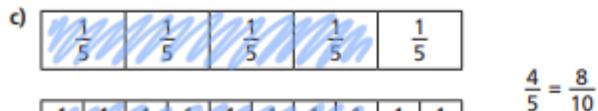
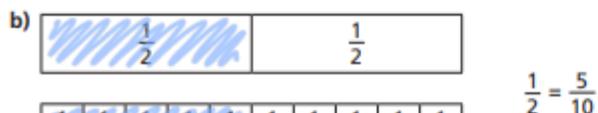
Who is correct? Both

How many ways can you partition $\frac{73}{100}$?

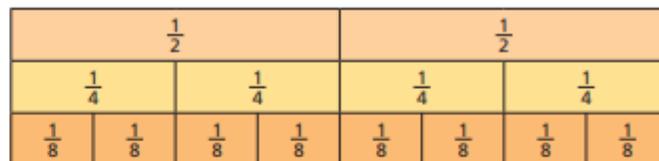


Equivalent fractions (1)

1 Shade the bar models to represent the equivalent fractions.



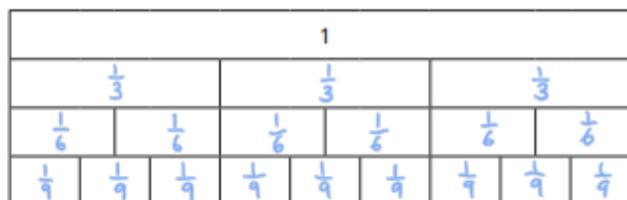
2 Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{2} = \frac{2}{4}$ c) $\frac{2}{4} = \frac{4}{8}$ e) $\frac{6}{8} = \frac{3}{4}$

b) $\frac{1}{2} = \frac{4}{8}$ d) $\frac{2}{8} = \frac{1}{4}$ f) $\frac{2}{2} = \frac{4}{4} = \frac{8}{8}$

3 a) Label the fractions on the fraction wall.

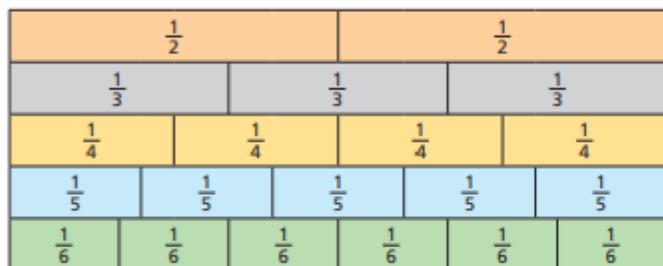


b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$ $\frac{2}{3} = \frac{4}{6} = \frac{6}{9}$

$\frac{3}{3} = \frac{6}{6} = \frac{9}{9} = 1$

- 4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

- | | True | False |
|---|-------------------------------------|-------------------------------------|
| a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$ | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.



- 5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

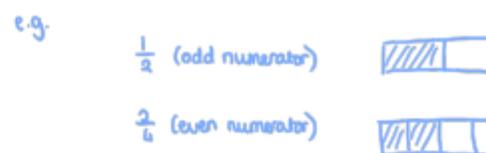
- a) The greater the numerator, the greater the fraction.

always sometimes never



- b) Fractions equivalent to one half have even numerators.

always sometimes never



- c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always sometimes never



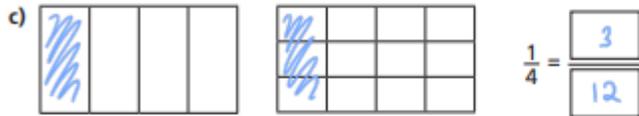
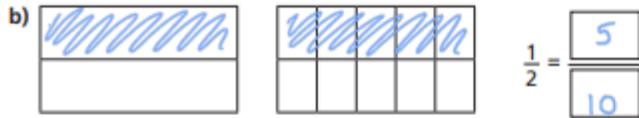
No matter how many parts it's split into, the number shaded (numerator) will be half the total parts (denominator).



Equivalent fractions (2)

- 1 Shade the diagrams to help you complete the equivalent fractions.

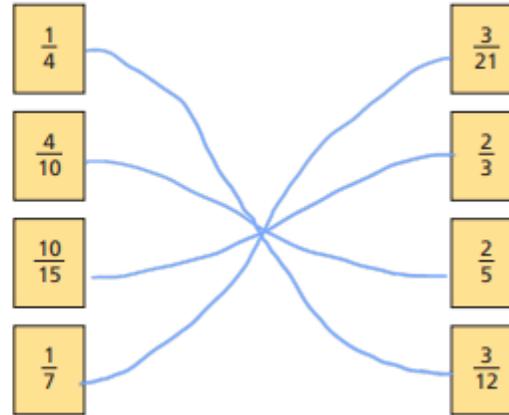
The first one has been done for you.



- 2 Draw a diagram to show that $\frac{3}{4} = \frac{6}{8}$



- 3 Match the equivalent fractions.



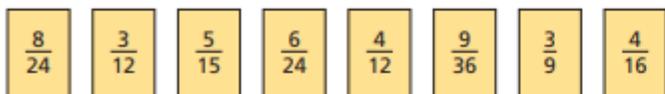
- 4 Complete the equivalent fractions.

a) $\frac{1}{5} = \frac{2}{10}$ d) $\frac{3}{10} = \frac{9}{30}$ g) $\frac{8}{12} = \frac{2}{3}$

b) $\frac{4}{5} = \frac{8}{10}$ e) $\frac{6}{8} = \frac{3}{4}$ h) $\frac{2}{5} = \frac{10}{25}$

c) $\frac{3}{10} = \frac{6}{20}$ f) $\frac{8}{12} = \frac{2}{3}$ i) $\frac{1}{7} = \frac{4}{28}$

- 5 a) Write the fractions in the correct place on the sorting diagram.



| | equivalent to $\frac{1}{3}$ | equivalent to $\frac{1}{4}$ |
|------------------|-------------------------------|--|
| odd denominator | $\frac{5}{15}$ $\frac{9}{27}$ | |
| even denominator | $\frac{8}{24}$ $\frac{4}{12}$ | $\frac{3}{12}$ $\frac{6}{24}$ $\frac{9}{36}$ $\frac{4}{16}$ |

- b) Are any of the boxes empty?

Why do you think this is?

Talk about your answer with a partner.



- 6 Find three ways to make the fractions equivalent.
Various answers e.g.

a) $\frac{2}{2} = \frac{4}{4}$ $\frac{2}{5} = \frac{4}{10}$ $\frac{2}{7} = \frac{4}{14}$

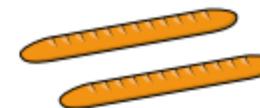
b) $\frac{1}{5} = \frac{4}{20}$ $\frac{1}{2} = \frac{4}{8}$ $\frac{1}{10} = \frac{4}{40}$

c) $\frac{2}{3} = \frac{6}{9}$ $\frac{1}{3} = \frac{3}{9}$ $\frac{3}{3} = \frac{9}{9}$

- 7 Eva and Ron have a baguette each.

The baguettes are the same size.

Eva cuts her baguette into 8 equal pieces.



3 of my equal pieces are equal to 6 of Eva's.



How many equal pieces has Ron cut his baguette into?

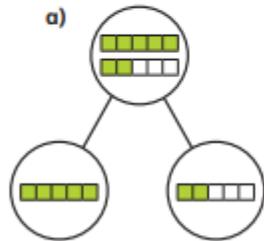
Eva

Ron

Ron has cut his baguette into 4 equal pieces.

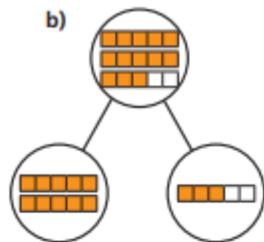


1 Complete the sentences.



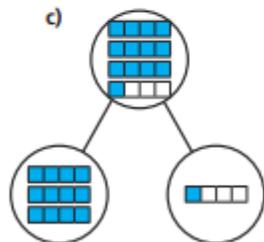
There are 7 fifths altogether.

7 fifths = whole + fifths



There are fifths altogether.

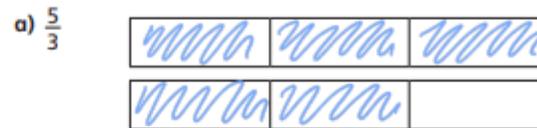
fifths = wholes +
 fifths



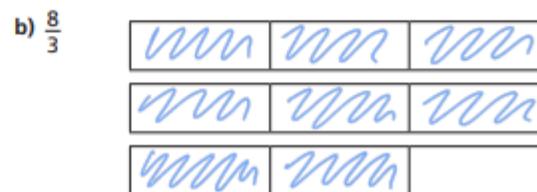
There are quarters altogether.

quarters = wholes +
 quarter

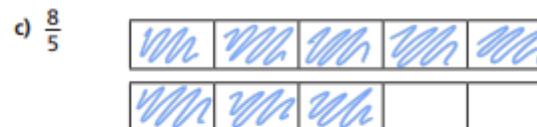
2 Shade the bar models to represent the fractions.



$$\frac{5}{3} = \boxed{1} \text{ whole} + \boxed{2} \text{ thirds} = \boxed{1\frac{2}{3}}$$



$$\frac{8}{3} = \boxed{2} \text{ wholes} + \boxed{2} \text{ thirds} = \boxed{2\frac{2}{3}}$$



$$\frac{8}{5} = \boxed{1} \text{ whole} + \boxed{3} \text{ fifths} = \boxed{1\frac{3}{5}}$$

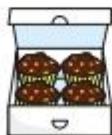
3 Complete the statements.

- a) $\frac{12}{2} = \boxed{6}$ wholes e) $\frac{15}{3} = \boxed{5}$ wholes
b) $\frac{12}{4} = \boxed{3}$ wholes f) $\frac{15}{5} = \boxed{3}$ wholes
c) $\frac{12}{6} = \boxed{2}$ wholes g) $\frac{15}{4} = \boxed{3}$ wholes + $\boxed{3}$ quarters
d) $\frac{12}{3} = \boxed{4}$ wholes h) $\frac{15}{2} = \boxed{7}$ wholes + $\boxed{1}$ half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?



Whitney can fill $\boxed{6}$ boxes.

b) How many more muffins does Whitney need to fill another box?

Whitney needs $\boxed{2}$ muffins to fill another box.

Explain how you know.

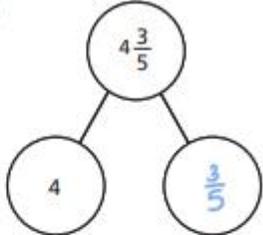
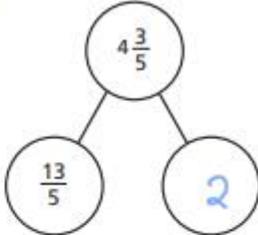
*She will fill 6 boxes with 2 left over so another
2 are needed to fill the seventh box*

How does writing $\frac{26}{4}$ help you to answer this?

5 Write $<$, $>$ or $=$ to complete the statements.

- a) 2 wholes and 3 quarters $\boxed{>}$ 5 quarters
b) 2 wholes and 3 quarters $\boxed{<}$ 15 quarters
c) 2 wholes and 3 sixths $\boxed{=}$ 15 sixths
d) 2 wholes and 3 eighths $\boxed{>}$ 15 eighths
e) $\frac{15}{3} \boxed{>} \frac{15}{5}$
f) $\frac{15}{3} \boxed{=} \frac{20}{4}$

6 Complete the part-whole models.

- a)  c) 
- b) 