

## Home Learning: Year Five 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 5	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Factual Fluency</b>	<a href="https://uk.ixl.com/math/year-5/divide-numbers-ending-in-zeroes">https://uk.ixl.com/math/year-5/divide-numbers-ending-in-zeroes</a> Recap your division skills	<a href="https://uk.ixl.com/math/year-4/division-patterns-over-increasing-place-values">https://uk.ixl.com/math/year-4/division-patterns-over-increasing-place-values</a> Recap your division skills	<a href="https://uk.ixl.com/math/year-5/divide-numbers-ending-in-zeroes-multi-digit-divisors">https://uk.ixl.com/math/year-5/divide-numbers-ending-in-zeroes-multi-digit-divisors</a> Recap your division skills	<a href="https://uk.ixl.com/math/year-5/divide-numbers-ending-in-zeroes">https://uk.ixl.com/math/year-5/divide-numbers-ending-in-zeroes</a> Recap your division skills	<a href="https://uk.ixl.com/math/year-5/convert-time-units">https://uk.ixl.com/math/year-5/convert-time-units</a> Recap your knowledge of units of time
<b>Four Days of Reasoning (Monday-Thursday)</b>	<p>Summer Term Week 6(w/c June 1st)</p> <p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p> <p><b>Scroll down to find resources for pupils who normally work with Ms T or for those who have finished the daily task and would like a challenge.</b></p>	<p>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.</p> <p><i>If you feel your child needs greater challenge click onto this link, they could work on the learning set for Y6.</i></p> <p><i>If your child struggles with maths, they could work on the learning set for year groups lower down the school.</i></p> <p><b>SEE BELOW FOR MATHS WORK SHEETS (answers included at the bottom of this week's learning resources)</b></p>			
<b>Friday</b>	<p>Revise any aspects of this week's learning that you have been unsure of. You can simply repeat the lesson. If you want to challenge yourself further, you could click on some of the Y6 lessons. Remember to practise your multiplication and division facts. You could also spend some time on <a href="https://www.bbc.co.uk/bitesize/subjects/z826n39">https://www.bbc.co.uk/bitesize/subjects/z826n39</a> Guardians: Defenders of Mathematica (start with the Addition and Subtraction section).</p>				

## Home Learning: Year 5 English

Year Five	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b>	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 <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/">https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/</a> for some on-line stories and some good book recommendations.				
<b>Writing</b>	<p><b>LO: To infer meaning from a text</b></p> <p>This week we are going to be focusing upon the the book <i>Wonder</i> by RJ Palacio.</p> <p>The questions below are based on short extracts.</p> <p>Answer the questions giving as much detail as possible.</p>	<p><b>LO: Write character profiles</b></p> <p><a href="https://www.google.com/search?q=wonder+scene+the+tour&amp;rlz=1C1CHBF_en-GBGB865GB869&amp;og=wonder+scene+the+tour&amp;ags=chrome..69i57j0.6845j0j7&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=wonder+scene+the+tour&amp;rlz=1C1CHBF_en-GBGB865GB869&amp;og=wonder+scene+the+tour&amp;ags=chrome..69i57j0.6845j0j7&amp;sourceid=chrome&amp;ie=UTF-8</a></p> <p>Watch the video clip which shows August’s first visit to school. He is taken on a tour by three pupils – Charlotte, Jack, Will and Julian.</p> <p>What do you learn about the personalities of all four characters?</p> <p>Use the character log to help you make notes whilst you watch.</p> <p>HANDY HINT: watch once and then watch again, using the pause button so that you can make detailed notes. Remember to make use of quotes to back up your ideas. If you have a copy of the book, you could also use this.</p>	<p><b>LO: Write from a different viewpoint.</b></p> <p>Read the extract <i>Lunch</i> (see below).</p> <p>Clearly, the recount is written in from the viewpoint of August. Answer the question prompts; these will help give you an insight into how August thinks and feels during his ordeal.</p> <p><b>Writing Task.</b></p> <p>Plan and write a recount of lunch time through the eyes of SUMMER as she writes her diary that evening. See below for a reminder of the FEATURES of a diary entry and for an example of a diary entry</p> <p>Remember:</p> <ul style="list-style-type: none"> <li>that you don’t ONLY have to focus on lunchtime – you could write a little bit of extra info about August (the new boy) and also about the way other classmates are treating him (think about your character profiles from yesterday).</li> <li>take time to plan your ideas before you start writing your final draft</li> <li>re-read and edit before uploading to ClassDojo.</li> </ul>	<p><b>Y5 SPAG:</b> There are no set spelling words this week. Choose 5-10 words to learn from either of the lists below.</p> <p>Write the words you choose in your book.</p> <p><b>Be very careful to copy them correctly!</b></p> <p>Learn them in whichever way works best for YOU!</p> <p>Next week, you can ask and adult to test you.</p>	

## Home Learning: Year 5 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Art
<p><b>LO: Understand the water cycle</b>            What are the threats to water stress and what can we do to reduce consumption?            • Research threats to water supplies in different countries, using Website 1 <a href="https://www.ducksters.com/science/environment/water_pollution.php">https://www.ducksters.com/science/environment/water_pollution.php</a> and Website 2 <a href="http://www.eschooltoday.com/global-water-scarcity/threats-to-water-supply.html">http://www.eschooltoday.com/global-water-scarcity/threats-to-water-supply.html</a>            Create a poster to inform people about how they can conserve water.</p>	<p><b>LO: To compare different life cycles</b>            Do animals have to wait for their babies to be born as well?            • Gestation period means how long someone is pregnant for. Do you think all animals have the same gestation periods?            • Use the table provided to explain which animals have to wait longest for their babies to be born. Can you find any which are longer?  <a href="https://en.wikipedia.org/wiki/List_of_mammalian_gestation_durations">https://en.wikipedia.org/wiki/List_of_mammalian_gestation_durations</a>            • Using the table, explain whether you think there is a link between the gestation periods for animals and their mass (weight)</p>	<p><b>LO: Research people from the Stone Age</b>            People in the Stone Age            • Read this link and take notes about Otzi the Iceman. <a href="https://kids.kiddle.co/%C3%96tzi_the_Iceman">https://kids.kiddle.co/%C3%96tzi_the_Iceman</a>            • Draw a labelled picture based on Otzi the Iceman to explain to someone in your house what people in the Stone Age looked like.</p>	<p>The Christian festival of <b>Pentecost</b> was celebrated on Sunday 31<sup>st</sup> May. Watch the video to find out what the Bible tells us happened at Pentecost. <a href="http://request.org.uk/restart/2017/07/12/pentecost-2/">http://request.org.uk/restart/2017/07/12/pentecost-2/</a>            Can you imagine what it was like when the Holy Spirit landed on the followers of Jesus? Christians also celebrate Pentecost as the birthday of the Church. Learn more about how the Church began here: <a href="https://request.org.uk/restart/2014/06/10/pentecost/">https://request.org.uk/restart/2014/06/10/pentecost/</a>  <i>See below for some activities linked to Pentecost.</i></p>	<p><b>Abstract portraits inspired by Hannah Hoch.</b>  <i>You will need: • Old magazines or newspapers. • Paper, scissors, glue, pencil</i>            • Create a Photo montage portrait            • Use old magazines or newspapers to cut out face features. Draw features if you don't have magazines or newspapers.            • Use your collage portrait to make an abstract drawing (see resources below).</p>
<b>Everything is Interesting – Are you ready for a challenge?</b>				

## Multiply unit fractions by an integer



1 Complete the calculations.

Use the bar models to help you.



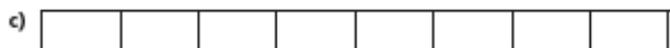
$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \square$$

$$3 \times \frac{1}{5} = \square$$



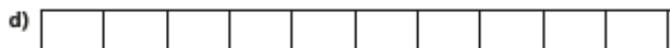
$$\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} = \square$$

$$4 \times \frac{1}{7} = \square$$



$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \square$$

$$5 \times \frac{1}{8} = \square$$



$$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \square$$

$$7 \times \frac{1}{10} = \square$$



2 Complete the multiplications.

a)  $3 \times \frac{1}{8} = \square$

e)  $\frac{1}{5} \times 4 = \square$

b)  $3 \times \frac{1}{10} = \square$

f)  $\frac{1}{9} \times 8 = \square$

c)  $\frac{1}{8} \times 5 = \square$

g)  $8 \times \frac{1}{11} = \square$

d)  $9 \times \frac{1}{10} = \square$

h)  $\frac{1}{11} \times 10 = \square$

3 Match the addition to the equivalent multiplication.

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

$$2 \times \frac{1}{5}$$

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

$$\frac{1}{4} \times 3$$

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

$$3 \times \frac{1}{5}$$

$$\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$$

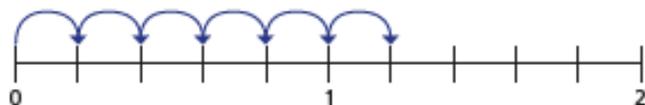
$$2 \times \frac{1}{3}$$

- 4 A pizza is cut into sixths.  
Jack eats five of the slices.  
Write a multiplication to represent this.

$$\square \times \square = \square$$

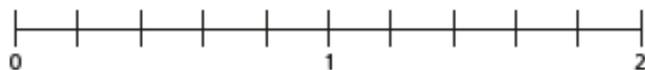
- 5 Complete the multiplications.  
Use the number lines to help you.  
Give each answer as an improper fraction and as a mixed number.

a)



$$6 \times \frac{1}{5} = \square = \square$$

b)



$$9 \times \frac{1}{5} = \square = \square$$



- 6 Complete the multiplications.

a)  $11 \times \frac{1}{10} = \square = \square$

b)  $11 \times \frac{1}{9} = \square = \square$

c)  $\frac{1}{8} \times 11 = \square = \square$

d)  $11 \times \frac{1}{7} = \square = \square$

e)  $11 \times \frac{1}{6} = \square = \square$

What do you notice?  
Does this pattern continue?

- 7 Complete the calculations.

a)  $\square \times \frac{1}{3} = \frac{2}{3}$

e)  $\frac{1}{8} \times \square = 1\frac{3}{8}$

b)  $\square \times \frac{1}{3} = 1$

f)  $\square \times \frac{1}{2} = 3\frac{1}{2}$

c)  $\square \times \frac{1}{7} = 1$

g)  $\square \times \frac{1}{3} = 3\frac{1}{3}$

d)  $\frac{1}{7} \times \square = 1\frac{3}{7}$

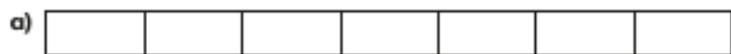
h)  $\frac{1}{4} \times \square = 3\frac{1}{4}$



## Multiply non-unit fractions by an integer

1 Complete the calculations.

Use the bar models to help you.



$$\frac{2}{7} + \frac{2}{7} + \frac{2}{7} = \square$$

$$3 \times \frac{2}{7} = \square$$



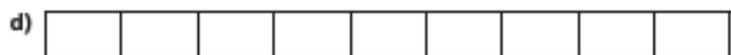
$$\frac{3}{10} + \frac{3}{10} + \frac{3}{10} = \square$$

$$3 \times \frac{3}{10} = \square$$



$$\frac{2}{9} + \frac{2}{9} + \frac{2}{9} + \frac{2}{9} = \square$$

$$4 \times \frac{2}{9} = \square$$



$$\frac{4}{9} + \frac{4}{9} = \square$$

$$2 \times \frac{4}{9} = \square$$

What do you notice about parts c) and d)? Talk to a partner.



2 Complete the multiplications.

a)  $2 \times \frac{3}{7} = \square$

d)  $5 \times \frac{2}{11} = \square$

b)  $3 \times \frac{3}{11} = \square$

e)  $\frac{2}{15} \times 7 = \square$

c)  $\frac{2}{11} \times 4 = \square$

f)  $\frac{7}{15} \times 2 = \square$

3

$$\frac{4}{11} \times 2 = \frac{8}{22}$$



Explain the mistake that Alex has made.

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4

A cat eats  $\frac{2}{15}$  of a bag of biscuits a day.

What fraction of the bag does the cat eat in 4 days?

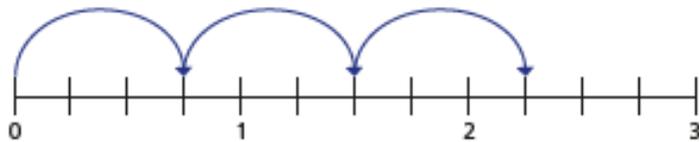
The cat eats  $\square$  of the bag in 4 days.

5 Complete the multiplications.

Use the number lines to help you.

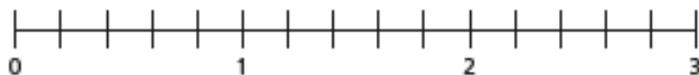
Give each answer as an improper fraction and as a mixed number.

a)



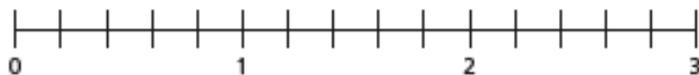
$$3 \times \frac{3}{4} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

b)



$$4 \times \frac{3}{5} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

c)



$$3 \times \frac{4}{5} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



6 Complete the multiplications.

a)  $5 \times \frac{2}{3} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

b)  $4 \times \frac{4}{5} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

c)  $\frac{2}{7} \times 11 = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

d)  $4 \times \frac{7}{9} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

e)  $17 \times \frac{2}{11} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

f) Describe the pattern you can see in the answers.

g) What could the next multiplication in the pattern be?

Write two possible options.

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7 Here are some digit cards.



Use the digit cards to complete the multiplication.

$$\boxed{\phantom{00}} \times \frac{\boxed{\phantom{00}}}{8} = \frac{15}{8} = \boxed{\phantom{00}} \frac{\boxed{\phantom{00}}}{8}$$



## Multiply mixed numbers by integers

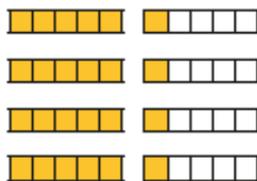
1 Complete the calculations.

a)  $4 \times 1\frac{1}{5}$

$4 \times 1 = \square$

$4 \times \frac{1}{5} = \square$

$\square + \square = \square$



b)  $4 \times 2\frac{1}{5}$

$\square \times 2 = \square$

$4 \times \square = \square$

$\square + \square = \square$

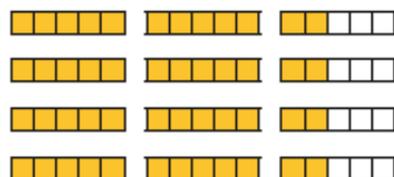


c)  $4 \times 2\frac{2}{5}$

$\square \times \square = \square$

$4 \times \square = \square = \square$

$\square + \square = \square$

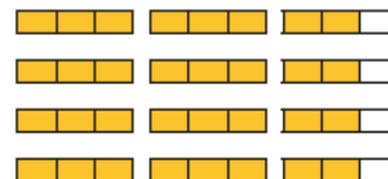


d)  $4 \times 2\frac{2}{3}$

$\square \times \square = \square$

$\square \times \square = \square = \square$

$\square + \square = \square$



2 Complete the multiplications.

a)  $3 \times 8\frac{2}{7} = \square$

d)  $4 \times 6\frac{3}{19} = \square$

b)  $2 \times 12\frac{2}{11} = \square$

e)  $2\frac{2}{25} \times 12 = \square$

c)  $6\frac{2}{11} \times 4 = \square$

f)  $3\frac{1}{15} \times 8 = \square$

What is the same and what is different about your answers?

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3 One bag of potatoes weighs  $1\frac{3}{4}$  kg.

How much do 5 bags of potatoes weigh?



$\square$  kg

4 Complete the calculations.

a)  $5 \times 2\frac{2}{3} = 10 + \frac{10}{3} = \square$

b)  $4\frac{3}{7} \times 5 = 20 + \square = \square$

c)  $8 \times 2\frac{5}{12} = \square + \square = \square$

d)  $7 \times 3\frac{1}{5} = \square + \square = \square$

e)  $4\frac{2}{9} \times 8 = \square + \square = \square$

f)  $11 \times 4\frac{3}{10} = \square + \square = \square$

5

$5 \times 3\frac{2}{11}$  is equal to  
 $3 \times 5\frac{2}{11}$



Do you agree with Ron? \_\_\_\_\_

Explain why.

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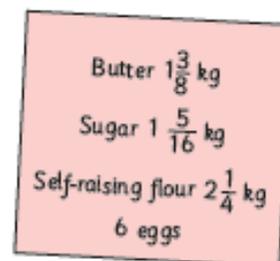
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6 Eva drinks  $3\frac{1}{3}$  litres of water a day.

How many litres of water does she drink in a week?

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7 Here is a recipe for a birthday cake.



a) How much flour is needed for 3 birthday cakes?

 kg

b) Dora makes 4 birthday cakes.

How much more butter does she use than sugar?

 kg

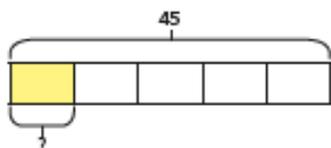
## Fractions of an amount



1 Annie and Mo are finding fractions of amounts.

a) Annie is trying to find  $\frac{1}{5}$  of 45

She draws this bar model.

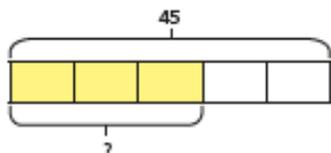


How does the bar model represent the calculation?

What is  $\frac{1}{5}$  of 45?



b) Mo is trying to find  $\frac{3}{5}$  of 45



How does the bar model represent the calculation?

What is  $\frac{3}{5}$  of 45?



c) What is the same and what is different about Mo and Annie's questions?



2 Complete the calculations.

a)  $\frac{1}{3}$  of 27 =     b)  $\frac{1}{3}$  of 72 =     c)  $\frac{1}{3}$  of 90 =

$\frac{2}{3}$  of 27 =      $\frac{1}{6}$  of 72 =      $\frac{2}{6}$  of 90 =

$\frac{3}{3}$  of 27 =      $\frac{1}{12}$  of 72 =      $\frac{3}{9}$  of 90 =

What patterns do you notice?

3 Match the calculations to the correct amounts.

$\frac{5}{8}$ of 48	32
$\frac{2}{3}$ of 48	40
$\frac{5}{6}$ of 48	30
$\frac{3}{4}$ of 48	36



4 Write  $<$ ,  $>$  or  $=$  to compare the calculations.

- a)  $\frac{5}{7}$  of 56   $\frac{5}{8}$  of 56      c)  $\frac{2}{3}$  of 63   $\frac{5}{8}$  of 64  
b)  $\frac{4}{7}$  of 56   $\frac{5}{8}$  of 56      d)  $\frac{7}{10}$  of 350   $\frac{5}{7}$  of 350

5 165 children and adults go on a school trip.

Two thirds of the people are children.

a) How many adults are on the school trip?

b)  $\frac{3}{5}$  of the children are boys.

How many boys are on the school trip?

c)  $\frac{7}{10}$  of the children have an apple for lunch.

How many children do not have an apple for lunch?

6 Tick the odd one out.

$\frac{3}{4}$ of 80	$\frac{3}{8}$ of 160	$\frac{2}{3}$ of 90	$\frac{3}{4}$ of 100
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Explain your choice.

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7 320 people were asked about their favourite flavour of ice cream.

Here is a pictogram showing the results.

vanilla	
strawberry	
chocolate	
mint choc chip	

a) How many people chose mint choc chip?

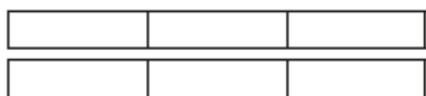
b) How many more people chose vanilla than chocolate?



## Fractions as operators

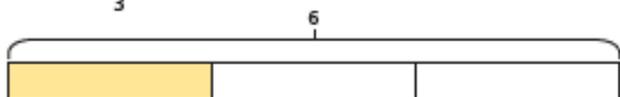


- 1 a) Work out  $\frac{1}{3} \times 6$



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

- b) Work out  $\frac{1}{3}$  of 6



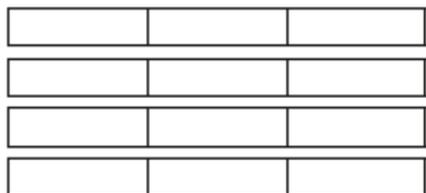
$$\frac{1}{3} \text{ of } 6 = \square + \square = \square$$

- c) What is the same about these calculations?

- d) Work out  $\frac{2}{3}$  of 6

$$\frac{2}{3} \text{ of } 6 = \square + \square \times 2 = \square$$

- e) Work out  $\frac{2}{3} \times 6$



$$\frac{2}{3} \times 6 = \square = \square$$



- 2 Complete the calculations.

a)  $\frac{1}{3} \times 12 = \square$

$\frac{1}{3}$  of 12 =  $\square$

b)  $12 \times \frac{1}{4} = \square$

$\frac{1}{4}$  of 12 =  $\square$

c)  $12 \times \frac{2}{3} = \square$

$\frac{2}{3}$  of 12 =  $\square$

d)  $\frac{3}{4} \times 12 = \square$

$\frac{3}{4}$  of 12 =  $\square$

What do you notice?

- 3 Tick the calculation in each pair that is easier to work out.

a)  $\frac{1}{5} \times 7$

$\frac{1}{5}$  of 7

b)  $\frac{1}{5} \times 10$

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

c)  $\frac{3}{5} \times 10$

$\frac{3}{5}$  of 10

d)  $\frac{3}{10} \times 5$

$\frac{3}{10}$  of 5

Compare answers with a partner.



4 Complete the calculations.

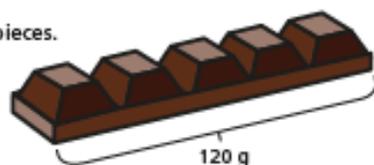
a)  $\frac{5}{6} \times 12 = \frac{\square}{\square}$  of 12 =  $\square$

b)  $\frac{3}{4} \times 24 = \frac{\square}{\square}$  of 24 =  $\square$

c)  $\frac{2}{7} \times \square = \frac{\square}{\square}$  of 28 =  $\square$

d)  $\frac{\square}{\square} \times 45 = \frac{4}{5}$  of  $\square = \square$

5 A bar of chocolate has 5 equal pieces.  
The whole bar weighs 120g.



How much do three pieces weigh?

a) Write two calculations that will give the answer to the problem.

b) Work out the answer.

Three pieces of chocolate weigh

6 Teddy and Annie are working out  $\frac{3}{7} \times 42$

a)

I will multiply 42 by  $\frac{3}{7}$



Teddy

Use Teddy's method to work out the calculation.

b)



I will find  $\frac{3}{7}$  of 42

Annie

Use Annie's method to work out the calculation.

c) Whose method do you prefer? \_\_\_\_\_

Explain why.

---

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d) When is it easier to find fractions of amounts rather than multiply fractions?

Give some examples for each method.



## English Lesson One Extracts from Wonder by RJ Palacio

### Chapter One (Ordinary)

*I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an Xbox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go.*

1. List 3 things that August classifies as 'ordinary.'
2. To what extent does the use of the noun 'stuff' suggest that August does not value these things as being truly important?
3. How do other kids react to August? List 2 ways.
4. Why do you think August has chosen to use the adjective 'ordinary' to describe the way that he feels on the inside?
5. Why do you think the writer uses the minor sentence 'inside.'? How would the text be different if this minor sentence was not included?
6. To what extent are the verbs 'screaming' and 'stared' used to evoke a sense of pity?
7. What does the repetition of the phrase 'I know' suggest about August?
8. In your opinion, what is the most important thing that we learn in this paragraph and why?

### Chapter 6 (Paging Mr Tushman)

*"Hi", I mumbled, dropping my hand into his hand while I looked down at his feet.*

1. Why do you think he is looking down at Mr Tushman's feet?
2. What does the verb 'mumbled' tell us about how August speaks?
3. What do you think "dropping my hand" means? Why do you think it is phrased like that?
4. What does the verb "dropping" suggest about August's frame of mind?
5. How would the effect be different if it said "shaking his hand firmly"?
6. Why might Palacio have included that information?
7. How would it be different if it said "looked him right in the eye"?

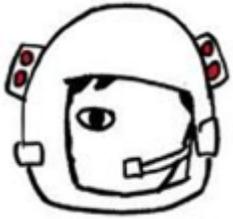
### Chapter 8 (Jack Will, Julian & Charlotte)

*We followed Mr Tushman into a small room across from Mrs. Garcia's desk. He was talking as he closed the door to his office and sat behind his big desk, though I wasn't paying much attention to what he was saying. I was looking around at all the stuff on his desk. Cool stuff, like a globe that floated in the air and a Rubiks-type cube made with little mirrors. I liked his office a lot.*

1. What was August not doing?
2. The adjective "small" is used to describe Mr Tushman's office. What does this suggest about how he views his role at the school?
3. The adjective "big" is used to describe Mr Tushman's desk. What does this suggest about his work?
4. Why do you think Palacio has used juxtaposition here?
5. What does Mr Tushman have on his desk?
6. What adjective does August use to describe these objects?
7. Why do you think Mr Tushman has these things on his desk? How might they make students or other adults feel?

## English Lesson Two - Character Profiles

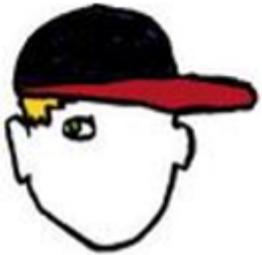
August



Julian



Jack Will



Charlotte



## Lunch

Via had warned me about lunch in middle school, so I guess I should have known it would be hard. I just hadn't expected it to be this hard. Basically, all the kids from all the fifth-grade classes poured into the cafeteria at the same time, talking loudly and bumping into one another while they ran to different tables. One of the lunchroom teachers said something about no seat-saving allowed, but I didn't know what she meant and maybe no one else did, either, because just about everybody was saving seats for their friends. I tried to sit down at one table, but the kid in the next chair said, "Oh, sorry, but somebody else is sitting here."

So I moved to an empty table and just waited for everyone to finish stampeding and the lunchroom teacher to tell us what to do next. As she started telling us the cafeteria rules, I looked around to see where Jack Will was sitting, but I didn't see him on my side of the room. Kids were still coming in as the teachers started calling the first few tables to get their trays and stand on line at the counter. Julian, Henry, and Miles were sitting at a table toward the back of the room.

Mom had packed me a cheese sandwich, graham crackers, and a juice box, so I didn't need to stand on line when my table was called. Instead, I just concentrated on opening my backpack, pulling out my lunch bag, and slowly opening the aluminum-foil wrapping of my sandwich.

I could tell I was being stared at without even looking up. I knew that people were nudging each other, watching me out of the corners of their eyes. I thought I was used to those kinds of stares by now, but I guess I wasn't.

There was one table of girls that I knew were whispering about me because they were talking behind their hands. Their eyes and whispers kept bouncing over to me.

I hate the way I eat. I know how weird it looks. I had a surgery to fix my cleft palate when I was a baby, and then a second cleft surgery when I was four, but I still have a hole in the roof of my mouth. And even though I had jaw-alignment surgery a few years ago, I have to chew food in the front of my mouth. I didn't even realize how this looked until I was at a birthday party once, and one of the kids told the mom of the birthday boy he didn't want to sit next to me because I was too messy with all the food crumbs shooting out of my mouth. I know the kid wasn't trying to be mean, but he got in big trouble later, and his mom called my mom that night to apologize. When I got home from the party, I went to the bathroom mirror and started eating a saltine cracker to see what I looked like when I was chewing. The kid was right. I eat like a tortoise, if you've ever seen a tortoise eating. Like some prehistoric swamp thing.

### The Summer Table

"Hey, is this seat taken?"

I looked up, and a girl I never saw before was standing across from my table with a lunch tray full of food. She had long wavy brown hair, and wore a brown T-shirt with a purple peace sign on it.

"Uh, no," I said.

She put her lunch tray on the table, plopped her backpack on the floor, and sat down across from me. She started to eat the mac and cheese on her plate.

"Ugh," she said after the swallowing the first bite. "I should have brought a sandwich like you did."

"Yeah," I said, nodding.

"My name is Summer, by the way. What's yours?"

"August."

"Cool," she said.

"Summer!" Another girl came over to the table carrying a tray. "Why are you sitting here? Come back to the table."

"It was too crowded," Summer answered her. "Come sit here. There's more room."

The other girl looked confused for a second. I realized she had been one of the girls I had caught looking at me just a few minutes earlier; hand cupped over her mouth, whispering. I guess Summer had been one of the girls at that table, too.

"Never mind," said the girl, leaving. Summer looked at me, shrugged-smiled, and took another bite of her mac and cheese.

"Hey, our names kind of match," she said as she chewed.

I guess she could tell I didn't know what she meant.

"Summer? August?" she said, smiling, her eyes open wide, as she waited for me to get it.

"Oh, yeah," I said after a second.

"We can make this the 'summer only' lunch table," she said.

"Only kids with summer names can sit here. Let's see, is there anyone here named June or July?"

"There's a Maya," I said.

"Technically, May is spring," Summer answered, "but if she wanted to sit here, we could make an exception." She said it as if she'd actually thought the whole thing through. "There's Julian. That's like the name Julia, which comes from July."

I didn't say anything.

"There's a kid named Reid in my English class," I said.

"Yeah, I know Reid, but how is Reid a summer name?" she asked.

"I don't know," I shrugged. "I just picture, like, a reed of grass being a summer thing."

"Yeah, okay." She nodded, pulling out her notebook.

"And Ms. Petosa could sit here, too. That kind of sounds like the word 'petal,' which I think of as a summer thing, too."

"I have her for homeroom," I said.

"I have her for math," she answered, making a face.

She started writing the list of names on the second-to-last page of her notebook.

"So, who else?" she said.

By the end of lunch, we had come up with a whole list of names of kids and teachers who could sit at our table if they wanted. Most of the names weren't actually summer names, but they were names that had some kind of connection to summer. I even found a way of making Jack Will's name work by pointing out that you could turn his name into a sentence about summer, like "Jack will go to the beach," which Summer agreed worked fine.

"But if someone doesn't have a summer name and wants to sit with us," she said very seriously, "we'll still let them if they're nice, okay?"

"Okay," I nodded.

"Even if it's a winter name." "Cool beans," she answered, giving me a thumbs-up.

Summer looked like her name. She had a tan, and her eyes were green like a leaf.

### English Lesson Three - Question Prompts

Via had warned me about lunch in middle school, so I guess I should have known it would be hard. I just hadn't expected it to be this hard. Basically, all the kids from all the fifth-grade classes poured into the cafeteria at the same time, talking loudly and bumping into one another while they ran to different tables. One of the lunchroom teachers said something about no seat-saving allowed, but I didn't know what she meant and maybe no one else did, either, because just about everybody was saving seats for their friends. I tried to sit down at one table, but the kid in the next chair said, "Oh, sorry, but somebody else is sitting here." So I moved to an empty table and just waited for everyone to finish stampeding and the lunchroom teacher to tell us what to do next.

1. Why do you think Via 'warned' August about lunch?
2. How does August find lunch time? Can you provide evidence to support this inference?
3. What does the verb 'poured' tell us about the way that they entered the cafeteria?
4. How does the tricolon of verbs 'talking', 'bumping' and 'ran' further develop this imagery?
5. How does August describe the table that he sat at? What emotions does that evoke and why?
6. Which word is used to compare the students to animals? Why is this an effective comparison?
7. How does August deal with the lunch time situation at the end of the extract? What does this tell us about him?

## English Day Three and Four

### Features of a Diary Entry

Uses the past tense	
Uses first person pronouns (I, we, my, etc.)	
Describes the writer's point of view, thoughts and feelings	
Includes opinions as well as facts	
Uses ambitious words to describe people and places	
Is written in an informal style, as though speaking to someone	
Uses time conjunctions to link events	
Organises events into paragraphs	
Uses inverted commas to show direct speech	

Wednesday 4<sup>th</sup> September

Aleia here. I started at my new school on Monday - it is Wednesday now but I have been too tired to write in my diary every night AND I've had SO much homework.

The first day was scary - I was worried that people wouldn't understand what I was saying and that they would laugh at me for being different. In the end it was fine - there were a few children in school who were refugees like me. My teacher, Miss Khan, really looked after me, and although she didn't speak my language, she was really good at making sure that I understood everything. She buddied my up with a girl called Elisa (not good) but I made friends with a girl called Tallulah (really cool and we had lunch together each day). School lunch is a bit gross! Food that is nothing like the food mum and gran cook at home. - yuk! I've been hungry the whole time.

I still feel lonely at home. This afternoon after school I watched other children playing out in the street. I wanted to play out with them. They laughed, ran around - it looked fun and made me homesick for my old friends before we had to leave my country. I really wanted to go outside but I felt scared of them and I worried that they wouldn't like me. Instead, I opened my window and tried to understand what they were saying. Will I ever understand? One of the girls looked up and saw me watching so I hid behind my curtains so that she wouldn't see me. She has the same uniform as mine. She looked kind.... Anyway - time for bed

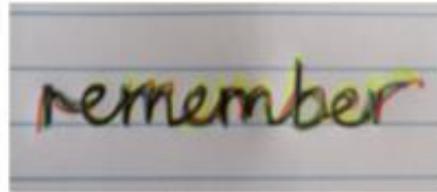
## Spelling Strategies

### Pyramid Writing

b  
be  
bec  
beca  
becau  
becaus  
because

### Rainbow writing

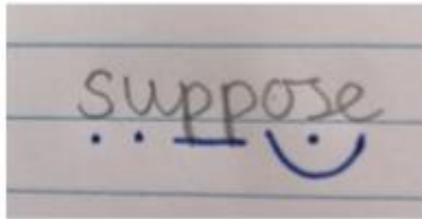
Write the word over and over again using different colours.



### 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

Year 3 and 4 National Curriculum Spelling Words		
accident	group	remember
accidentally	guard	sentence
actual	heard	separate
actually	heart	special
address	height	strange
answer	history	strength
appear	imagine	suppose
arrive	increase	surprise
believe	important	therefore
bicycle	interest	though
breath	island	although
breathe	knowledge	thought
build	learn	through
busy	length	various
caught	library	weight
centre	material	woman
century	medicine	women
certain	minute	
circle	natural	
complete	naughty	
consider	notice	
continue	occasion	
decide	occasionally	
describe	often	
different	opposite	
difficult	ordinary	
disappear	particular	
early	peculiar	
earth	perhaps	
eighth	popular	
enough	position	
exercise	possible	
experience	potatoes	
experiment	pressure	
extreme	probably	
famous	promise	
favourite	purpose	
February	quarter	
forward	question	
forwards	recent	
fruit	regular	
grammar	reign	

## Year 5 and 6 National Curriculum Spelling Words

accommodate	dictionary	muscle	thorough
accompany	disastrous	necessary	twelfth
according	embarrass	neighbour	variety
achieve	environment	nuisance	vegetable
aggressive	equip	occupy	vehicle
amateur	equipped	occur	yacht
ancient	equipment	opportunity	parliament
apparent	especially	persuade	
appreciate	exaggerate	physical	
attached	excellent	prejudice	
available	existence	privilege	
average	explanation	profession	
awkward	familiar	programme	
bargain	foreign	pronunciation	
bruise	forty	queue	
category	frequently	recognise	
cemetery	government	recommend	
committee	guarantee	relevant	
communicate	harass	restaurant	
community	hindrance	rhyme	
competition	identity	rhythm	
conscience	immediate	sacrifice	
conscious	immediately	secretary	
controversy	individual	shoulder	
convenience	interfere	signature	
correspond	interrupt	sincere	
criticise	language	sincerely	
curiosity	leisure	soldier	
definite	lightning	stomach	
desperate	marvellous	sufficient	
determined	mischievous	suggest	
develop		symbol	
		system	
		temperature	

# Pentecost (Thursday)

## Word Jumble



WNID      
3

IFER      
2

SIRITP          
8 1 4

SEKPA        
5

CDORW          
6 7

1 2 3 4 5 6 7 8 4

Unscramble each word and then place the numbered letters in the numbered boxes at the bottom to reveal the "Final Answer."

**Puzzle Clues** Check your answers by watching the video or looking them up in the Bible.

1. A sound like the blowing of a violent \_\_\_\_ came from heaven. (Acts 2:2)
2. They saw what seemed to be tongues of \_\_\_\_\_. (Acts 2:3)
3. All of them were filled with the Holy \_\_\_\_\_. (Acts 2:4)
4. They began to \_\_\_\_ in other tongues as the Spirit enabled them. (Acts 2:4)
5. Peter stood up and spoke to the \_\_\_\_\_ of people. (Acts 2:14)

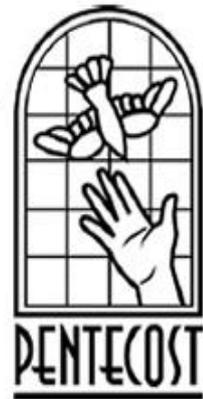
**FINAL ANSWER:** All of these events took place on the day of \_\_\_\_\_ . (Acts 2:1)

## Pentecost Wordsearch

# The Day of Pentecost

All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability. Acts 2:4 (NIV)

Based on Acts 2:1-21



Y K J T N K H J G A M A Z E D  
T Q B F F P E N T E C O S T U  
L P I Q H C I D Q I E S T R G  
H R J C I W D F B E Q V C O G  
H E A R O S T F I L L E D A R  
P W S L G T P O C C K R X X S  
Y S B P P F H I N U W I P F L  
L V C D E N D E R G U I J C W  
K A Z Z I A U W R I U L N R Y  
I W N M O L K X Q U T E D D U  
C F H G H E A V E N C I S A D  
J O I O U E Z A E X G H T N O  
R E Q R L A D E W E E N U Y Y  
C H J P E Y G H I N T O H F H  
F A H T I M L E U Y S T R G B

SPEAK	LANGUAGE	PENTECOST	HEAVEN	BLOWING
SOUND	OTHER	HOLY	SPIRIT	HEAR
FILLED	WIND	FIRE	TONGUES	AMAZED

## Support Science

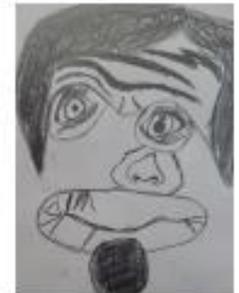
Animal	Gestation Period (Days)	Mass at Birth (Kg)
Asian Elephant	645	120
Cow	284	4.0
Human	266	3.5
Lion	108	1.5
Dog	63	0.3
Rabbit	33	0.05
Mouse	20	0.002

## Art Resources



This is Hannah Hoch (1889 – 1978), a German artist who was one of the first artists to work with photomontage. This means she would cut up photos and collate them together into a new and strange image. She didn't worry about the size of the pieces she stuck together to make new characters. What do you think of her work?

- Make a photomontage collage inspired by Hannah Hoch
- If you don't have any magazines or newspapers to cut up, ask each member of your house to draw a facial feature on different pieces of paper like an eye or a nose and then you cut them out and make a new face.
- You could also mix up drawings and cut out images
- Your collage could then inspire an abstract pencil drawing of a face.



Experiment and have fun with it – There is no right or wrong!

Multiply unit fractions by an integer

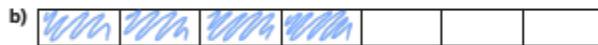
1 Complete the calculations.

Use the bar models to help you.



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

$$3 \times \frac{1}{5} = \frac{3}{5}$$



$$\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} = \frac{4}{7}$$

$$4 \times \frac{1}{7} = \frac{4}{7}$$



$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{5}{8}$$

$$5 \times \frac{1}{8} = \frac{5}{8}$$



$$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \frac{7}{10}$$

$$7 \times \frac{1}{10} = \frac{7}{10}$$

2 Complete the multiplications.

a)  $3 \times \frac{1}{8} = \frac{3}{8}$

e)  $\frac{1}{5} \times 4 = \frac{4}{5}$

b)  $3 \times \frac{1}{10} = \frac{3}{10}$

f)  $\frac{1}{9} \times 8 = \frac{8}{9}$

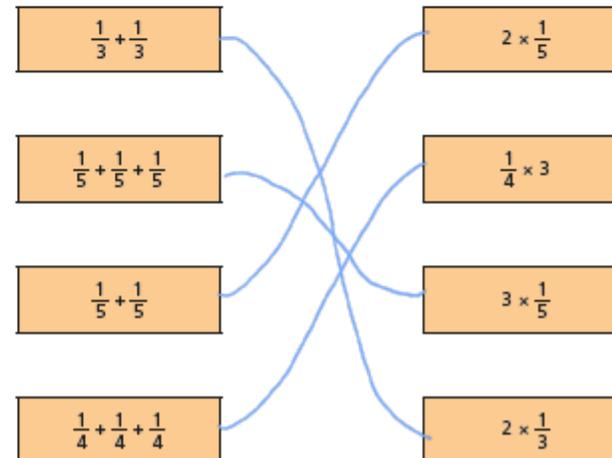
c)  $\frac{1}{8} \times 5 = \frac{5}{8}$

g)  $8 \times \frac{1}{11} = \frac{8}{11}$

d)  $9 \times \frac{1}{10} = \frac{9}{10}$

h)  $\frac{1}{11} \times 10 = \frac{10}{11}$

3 Match the addition to the equivalent multiplication.

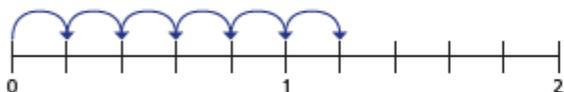


- 4 A pizza is cut into sixths.  
Jack eats five of the slices.  
Write a multiplication to represent this.

$$\boxed{5} \times \boxed{\frac{1}{6}} = \boxed{\frac{5}{6}}$$

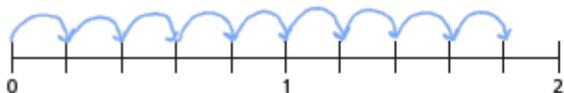
- 5 Complete the multiplications.  
Use the number lines to help you.  
Give each answer as an improper fraction and as a mixed number.

a)



$$6 \times \frac{1}{5} = \boxed{\frac{6}{5}} = \boxed{1\frac{1}{5}}$$

b)



$$9 \times \frac{1}{5} = \boxed{\frac{9}{5}} = \boxed{1\frac{4}{5}}$$

- 6 Complete the multiplications.

$$\text{a) } 11 \times \frac{1}{10} = \boxed{\frac{11}{10}} = \boxed{1\frac{1}{10}}$$

$$\text{b) } 11 \times \frac{1}{9} = \boxed{\frac{11}{9}} = \boxed{1\frac{2}{9}}$$

$$\text{c) } \frac{1}{8} \times 11 = \boxed{\frac{11}{8}} = \boxed{1\frac{3}{8}}$$

$$\text{d) } 11 \times \frac{1}{7} = \boxed{\frac{11}{7}} = \boxed{1\frac{4}{7}}$$

$$\text{e) } 11 \times \frac{1}{6} = \boxed{\frac{11}{6}} = \boxed{1\frac{5}{6}}$$

What do you notice?  
Does this pattern continue?

- 7 Complete the calculations.

$$\text{a) } \boxed{2} \times \frac{1}{3} = \frac{2}{3}$$

$$\text{e) } \frac{1}{8} \times \boxed{11} = 1\frac{3}{8}$$

$$\text{b) } \boxed{3} \times \frac{1}{3} = 1$$

$$\text{f) } \boxed{7} \times \frac{1}{2} = 3\frac{1}{2}$$

$$\text{c) } \boxed{7} \times \frac{1}{7} = 1$$

$$\text{g) } \boxed{10} \times \frac{1}{3} = 3\frac{1}{3}$$

$$\text{d) } \frac{1}{7} \times \boxed{10} = 1\frac{3}{7}$$

$$\text{h) } \frac{1}{4} \times \boxed{13} = 3\frac{1}{4}$$



## Multiply non-unit fractions by an integer

1 Complete the calculations.

Use the bar models to help you.



$$\frac{2}{7} + \frac{2}{7} + \frac{2}{7} = \frac{6}{7}$$

$$3 \times \frac{2}{7} = \frac{6}{7}$$



$$\frac{3}{10} + \frac{3}{10} + \frac{3}{10} = \frac{9}{10}$$

$$3 \times \frac{3}{10} = \frac{9}{10}$$



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

$$4 \times \frac{2}{9} = \frac{8}{9}$$



$$\frac{4}{9} + \frac{4}{9} = \frac{8}{9}$$

$$2 \times \frac{4}{9} = \frac{8}{9}$$

What do you notice about parts c) and d)? Talk to a partner.



2 Complete the multiplications.

a)  $2 \times \frac{3}{7} = \frac{6}{7}$

d)  $5 \times \frac{2}{11} = \frac{10}{11}$

b)  $3 \times \frac{3}{11} = \frac{9}{11}$

e)  $\frac{2}{15} \times 7 = \frac{14}{15}$

c)  $\frac{2}{11} \times 4 = \frac{8}{11}$

f)  $\frac{7}{15} \times 2 = \frac{14}{15}$

3

$\frac{4}{11} \times 2 = \frac{8}{22}$



Explain the mistake that Alex has made.

She has multiplied both the numerator and the denominator.

$\frac{4}{11} \times 2 = \frac{8}{11}$

4

A cat eats  $\frac{2}{15}$  of a bag of biscuits a day.

What fraction of the bag does the cat eat in 4 days?



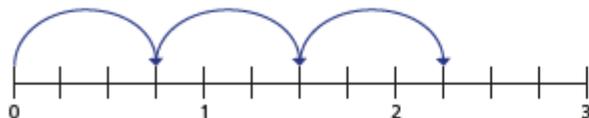
The cat eats  $\frac{8}{15}$  of the bag in 4 days.

5 Complete the multiplications.

Use the number lines to help you.

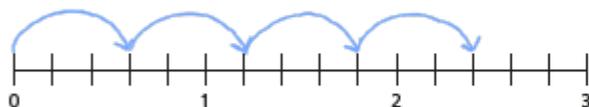
Give each answer as an improper fraction and as a mixed number.

a)



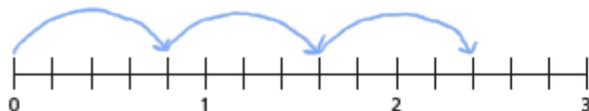
$$3 \times \frac{3}{4} = \frac{9}{4} = 2\frac{1}{4}$$

b)



$$4 \times \frac{3}{5} = \frac{12}{5} = 2\frac{2}{5}$$

c)



$$3 \times \frac{4}{5} = \frac{12}{5} = 2\frac{2}{5}$$



6 Complete the multiplications.

$$\text{a) } 5 \times \frac{2}{3} = \frac{10}{3} = 3\frac{1}{3}$$

$$\text{b) } 4 \times \frac{4}{5} = \frac{16}{5} = 3\frac{1}{5}$$

$$\text{c) } \frac{2}{7} \times 11 = \frac{22}{7} = 3\frac{1}{7}$$

$$\text{d) } 4 \times \frac{7}{9} = \frac{28}{9} = 3\frac{1}{9}$$

$$\text{e) } 17 \times \frac{2}{11} = \frac{34}{11} = 3\frac{1}{11}$$

f) Describe the pattern you can see in the answers.

g) What could the next multiplication in the pattern be?

Write two possible options.

e.g.  $\frac{5}{13} \times 8$   
 $10 \times \frac{4}{13}$

7 Here are some digit cards.



Use the digit cards to complete the multiplication.

$$\boxed{5} \times \frac{\boxed{3}}{8} = \frac{15}{8} = \boxed{1} \frac{\boxed{7}}{8}$$



## Multiply mixed numbers by integers

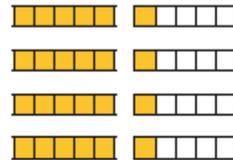
1 Complete the calculations.

a)  $4 \times 1\frac{1}{5}$

$4 \times 1 = 4$

$4 \times \frac{1}{5} = \frac{4}{5}$

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

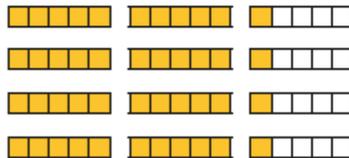


b)  $4 \times 2\frac{1}{5}$

$4 \times 2 = 8$

$4 \times \frac{1}{5} = \frac{4}{5}$

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

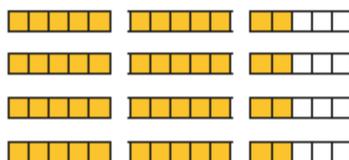


c)  $4 \times 2\frac{2}{5}$

$4 \times 2 = 8$

$4 \times \frac{2}{5} = \frac{8}{5} = 1\frac{3}{5}$

$8 + 1\frac{3}{5} = 9\frac{3}{5}$

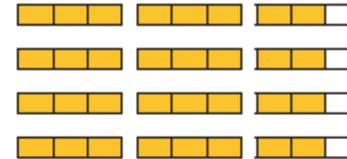


d)  $4 \times 2\frac{2}{3}$

$4 \times 2 = 8$

$4 \times \frac{2}{3} = \frac{8}{3} = 2\frac{2}{3}$

$8 + 2\frac{2}{3} = 10\frac{2}{3}$



2 Complete the multiplications.

a)  $3 \times 8\frac{2}{7} = 24\frac{6}{7}$

d)  $4 \times 6\frac{3}{19} = 24\frac{12}{19}$

b)  $2 \times 12\frac{2}{11} = 24\frac{4}{11}$

e)  $2\frac{2}{25} \times 12 = 24\frac{48}{25}$

c)  $6\frac{2}{11} \times 4 = 24\frac{8}{11}$

f)  $3\frac{1}{15} \times 8 = 24\frac{8}{15}$

What is the same and what is different about your answers?

*They all contain 24 units but the fraction is different*

3 One bag of potatoes weighs  $1\frac{3}{4}$  kg.

How much do 5 bags of potatoes weigh?



$8\frac{3}{4}$  kg

4 Complete the calculations.

a)  $5 \times 2\frac{2}{3} = 10 + \frac{10}{3} = 13\frac{1}{3}$

b)  $4\frac{3}{7} \times 5 = 20 + \frac{15}{7} = 22\frac{1}{7}$

c)  $8 \times 2\frac{5}{12} = 16 + \frac{40}{12} = 19\frac{1}{3}$

d)  $7 \times 3\frac{1}{5} = 21 + \frac{7}{5} = 22\frac{2}{5}$

e)  $4\frac{2}{9} \times 8 = 32 + \frac{16}{9} = 33\frac{2}{9}$

f)  $11 \times 4\frac{3}{10} = 44 + \frac{33}{10} = 47\frac{3}{10}$

5

$5 \times 3\frac{2}{11}$  is equal to  
 $3 \times 5\frac{2}{11}$



Do you agree with Ron? No

Explain why.

$5 \times 3\frac{2}{11} = 15\frac{2}{11}$

$3 \times 5\frac{2}{11} = 15\frac{2}{11}$

6 Eva drinks  $3\frac{1}{3}$  litres of water a day.

How many litres of water does she drink in a week?

$23\frac{1}{3}$  l

7 Here is a recipe for a birthday cake.



Butter  $1\frac{3}{8}$  kg  
Sugar  $1\frac{5}{16}$  kg  
Self-raising flour  $2\frac{1}{4}$  kg  
6 eggs

a) How much flour is needed for 3 birthday cakes?

$6\frac{3}{8}$  kg

b) Dora makes 4 birthday cakes.

How much more butter does she use than sugar?

$\frac{1}{4}$  kg

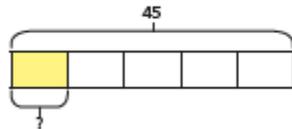
# Fractions of an amount



1 Annie and Mo are finding fractions of amounts.

a) Annie is trying to find  $\frac{1}{5}$  of 45

She draws this bar model.

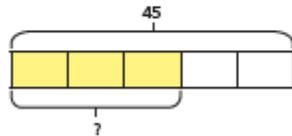


How does the bar model represent the calculation?

What is  $\frac{1}{5}$  of 45?

9

b) Mo is trying to find  $\frac{3}{5}$  of 45



How does the bar model represent the calculation?

What is  $\frac{3}{5}$  of 45?

27

c) What is the same and what is different about Mo and Annie's questions?



2 Complete the calculations.

a)  $\frac{1}{3}$  of 27 = 9    b)  $\frac{1}{3}$  of 72 = 24    c)  $\frac{1}{3}$  of 90 = 30

$\frac{2}{3}$  of 27 = 18     $\frac{1}{6}$  of 72 = 12     $\frac{2}{6}$  of 90 = 30

$\frac{3}{3}$  of 27 = 27     $\frac{1}{12}$  of 72 = 6     $\frac{3}{9}$  of 90 = 30

What patterns do you notice?

3 Match the calculations to the correct amounts.

$\frac{5}{8}$ of 48	$\frac{2}{3}$ of 48	$\frac{5}{6}$ of 48	$\frac{3}{4}$ of 48
32	40	30	36

*Note: Hand-drawn blue lines connect  $\frac{5}{8}$  of 48 to 30,  $\frac{2}{3}$  of 48 to 32,  $\frac{5}{6}$  of 48 to 40, and  $\frac{3}{4}$  of 48 to 36.*



4 Write  $<$ ,  $>$  or  $=$  to compare the calculations.

- a)  $\frac{5}{7}$  of 56  $>$   $\frac{5}{8}$  of 56      c)  $\frac{2}{3}$  of 63  $>$   $\frac{5}{8}$  of 64  
b)  $\frac{4}{7}$  of 56  $<$   $\frac{5}{8}$  of 56      d)  $\frac{7}{10}$  of 350  $<$   $\frac{5}{7}$  of 350

5 165 children and adults go on a school trip.  
Two thirds of the people are children.

a) How many adults are on the school trip?

55

b)  $\frac{3}{5}$  of the children are boys.

How many boys are on the school trip?

66

c)  $\frac{7}{10}$  of the children have an apple for lunch.

How many children do not have an apple for lunch?

33

6 Tick the odd one out.

- $\frac{3}{4}$  of 80       $\frac{3}{8}$  of 160       $\frac{2}{3}$  of 90       $\frac{3}{4}$  of 100

Explain your choice.

Various answers.

7 320 people were asked about their favourite flavour of ice cream.  
Here is a pictogram showing the results.

vanilla	
strawberry	
chocolate	
mint choc chip	

a) How many people chose mint choc chip?

112

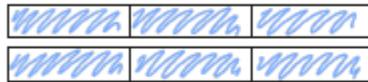
b) How many more people chose vanilla than chocolate?

32

# Fractions as operators

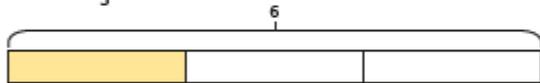


1 a) Work out  $\frac{1}{3} \times 6$



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

b) Work out  $\frac{1}{3}$  of 6



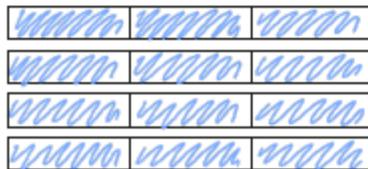
$$\frac{1}{3} \text{ of } 6 = 6 \div 3 = 2$$

c) What is the same about these calculations?

d) Work out  $\frac{2}{3}$  of 6

$$\frac{2}{3} \text{ of } 6 = 6 \div 3 \times 2 = 4$$

e) Work out  $\frac{2}{3} \times 6$



$$\frac{2}{3} \times 6 = \frac{12}{3} = 4$$



2 Complete the calculations.

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

$\frac{1}{3}$  of 12 = 4

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

$\frac{1}{4}$  of 12 = 3

c)  $12 \times \frac{2}{3} = 8$

$\frac{2}{3}$  of 12 = 8

d)  $\frac{3}{4} \times 12 = 9$

$\frac{3}{4}$  of 12 = 9

What do you notice?

3 Tick the calculation in each pair that is easier to work out.

a)  $\frac{1}{5} \times 7$  ✓

$\frac{1}{5}$  of 7

b)  $\frac{1}{5} \times 10$

$\frac{1}{5}$  of 10 ✓

c)  $\frac{3}{5} \times 10$

$\frac{3}{5}$  of 10 ✓

d)  $\frac{3}{10} \times 5$  ✓

$\frac{3}{10}$  of 5

Compare answers with a partner.



4 Complete the calculations.

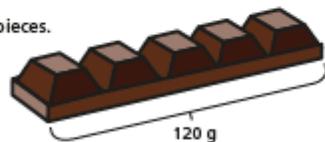
a)  $\frac{5}{6} \times 12 = \frac{5}{6}$  of 12 = 10

b)  $\frac{3}{4} \times 24 = \frac{3}{4}$  of 24 = 18

c)  $\frac{2}{7} \times 28 = \frac{2}{7}$  of 28 = 8

d)  $\frac{4}{5} \times 45 = \frac{4}{5}$  of 45 = 36

5 A bar of chocolate has 5 equal pieces.  
The whole bar weighs 120g.



How much do three pieces weigh?

a) Write two calculations that will give the answer to the problem.

$\frac{3}{5} \times 120$      $\frac{3}{5} \times 120$

b) Work out the answer.

Three pieces of chocolate weigh 72g

6 Teddy and Annie are working out  $\frac{3}{7} \times 42$

a)

I will multiply 42 by  $\frac{3}{7}$



Teddy

Use Teddy's method to work out the calculation.

$42 \times \frac{3}{7} = \frac{126}{7} = 18$

18

b)



Annie

I will find  $\frac{3}{7}$  of 42

Use Annie's method to work out the calculation.

18

c) Whose method do you prefer? \_\_\_\_\_

Explain why.

Various answers

d) When is it easier to find fractions of amounts rather than multiply fractions?

Give some examples for each method.



Mrs T's Maths Groups - Year 5  
Week beginning: 1<sup>st</sup> June 2020

**Task 1.) LO: Coordinates**

Click on the following link and view video: <https://youtu.be/9Uc62CuQjc4>

<https://youtu.be/9Uc62CuQjc4>

**Task:** Have a go at the activity sheet on coordinates.

**Task 2.) LO: Volume**

Click on the following link and view video: <https://youtu.be/qJwecTgce6c>

**Task:** Have a go at the activity sheet:

<https://www.mathworksheets4kids.com/volume/cube/customary/integers-easy-1.pdf>

<https://www.mathworksheets4kids.com/volume/rectangular-prism/metric/integers-1.pdf>

**Task 3.) LO: Problem Solving**

Click on the following link: <https://nrich.maths.org/12672>

**Task:** Have a go at the problem and see solution.