

## Home Learning: Year 3 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 3	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	What fraction does the shape show? Try this <a href="#">activity</a> (10 questions)	Identifying halves, thirds and quarters <a href="#">activity</a> (10 questions)	Identify the fraction <a href="#">activity</a> (10 questions)	Understanding fraction bars <a href="#">activity</a> (10 questions)	Finding equivalent fractions <a href="#">activity</a> (10 questions)
<b>Four Days of Reasoning (Monday-Thursday)</b>	Summer Term Week7 (Wk commencing 8/6) <a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a>  <b>Worksheets (and answers) for each lesson can be found below.</b>	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.  If you feel your child needs greater challenge click onto this link <a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a> If your child struggles with maths, they could work on the learning set for year groups lower down the school.			
<b>Friday</b>	On Friday you can revise any part of the week's learning that you found difficult. You can simply repeat one of the lessons if you like. You can also practise times tables.				

## Home Learning: Year 3 English

Y3	Day 1	Day 2	Day 3 & Day 4	Day 5
<b>Reading</b>	<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 <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.</p>			
<b>Writing</b>	<p><b>LO: Revise word classes (nouns, adjectives and adverbs)</b>            Read <i>Mario Profile</i>. Think about the following: What questions does this profile answer? What other questions could be answered? Do you know any other information about this video-game character?  <b>Remind yourself about word classes</b>            Use the <i>Revision Cards</i> to remind yourself about the different word classes.  <b>Task</b>            Look at the key provided under the Mario profile. Go through the profile and underline and highlight all the different word classes according to the key.            For example, all the nouns in the profile should be underlined or highlighted in <b>blue</b>.  <b>When you have finished the task you could ask an adult to check your task. The answers can be found at the bottom of this week's resources if you scroll down.</b>  <b>Finally</b>            Write some sentences about a video-game that you know.            When you have written them, highlight the different classes of words that you have used. Can you add any adjectives or adverbs to your writing?</p>	<p><b>LO: consolidate understanding of word classes.</b></p> <p>Look at the profile for Luigi. Fill in the colour code for the Key.</p> <p>Read <i>Profiles 1-5</i>. Collect examples of different word classes from these profiles. Write them on the <i>Word Class Grid</i>.</p> <p>If you don't have a printer, you can make your own grid</p>	<p><b>LO: to design a character</b>  <b>Day Three</b>            Look at <i>New Characters</i> (see below) These are six possible new characters that could join Mario in a game. Label each character, writing about 3-5 things that you notice about them.  <b>Remind yourself about word classes</b>            Use the <i>Revision Card</i> to remind yourself about word classes.            Complete <i>Character Sentences</i>. Invent a name for each of the six new characters, fill in the grid for them and then write a sentence about them.  <b>Day Four</b>            Design your own character – either for a Mario game or for a game of your choice.            Draw the character and write a detailed profile.  <b>Remember:</b></p> <ul style="list-style-type: none"> <li>- Describe the character's appearance</li> <li>- Give details of his/her family, background and friends.</li> </ul> <p><b>Include:</b></p> <ul style="list-style-type: none"> <li>- Information of personality, hobbies.</li> <li>- Information about special powers.</li> <li>- Information about the character's particular aims or objectives within the game.</li> </ul> <p>Read through your profile. Are you happy with it? If so show it to someone in your family before uploading to ClassDojo.</p> <p><b>Fun time extra:</b> if you want to you could make a 3D model of your character or a story scene.</p>	<p><b>LO: Learn spellings</b>            Ask someone to test you on the spellings you were set before half term.</p> <p>How did you do? Ask the adult to help you mark your spellings. If you made any mistakes, practise writing these spellings out three or four times like you would at school.</p>

## Home Learning: Year 3 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Spanish
<p><b>LO: Understand that weather is different around the world.</b></p> <ul style="list-style-type: none"> <li>• Use <a href="#">Google Earth</a> or the world map to find the UK, Australia and Greenland.</li> <li>• Look at the weather graphs for Australia and Greenland (Nuuk). What are they showing?</li> <li>• Write a paragraph comparing the weather in the UK to Australia and Greenland.</li> </ul> <p><b>Dojo Challenge</b> To challenge yourself you could write 3 paragraphs:</p> <ul style="list-style-type: none"> <li>• one comparing temprature;</li> <li>• one comparing rainfall;</li> <li>• one comparing the number of hours of sunshine.</li> </ul>	<p><b>LO: To understand different parts of a plant</b></p> <p>Why do plants have leaves and roots?</p> <ul style="list-style-type: none"> <li>• Why do plants have roots? If you cannot remember, watch this <a href="#">video</a></li> <li>• Why do plants have leaves? Watch this <a href="#">video</a>. to help you explain.</li> <li>• Draw a flowering plant or use the one below to label the different parts. What is the function of each part? Keep your diagram for the next lesson</li> </ul>	<p><b>LO: Examine changes from the Stone Age to the Iron Age</b></p> <p>Click on <a href="#">Skara Brae</a> and on <a href="#">Maiden Castle</a> , read and write some facts about these two settlements.</p> <ul style="list-style-type: none"> <li>• Create posters, fact sheets or visitor guides about Skara Brae or Maiden Castle. Show how life could have been like in these settlements.</li> </ul>	<p><b>Baptism.</b> There are lots of ways a new baby is welcomed into a Christian family. One of these ways is called baptism or christening. Look at the picture on <a href="https://request.org.uk/restart/2015/06/04/learn-about-infant-baptism/">https://request.org.uk/restart/2015/06/04/learn-about-infant-baptism/</a> Click on the speech bubbles in the picture to find out what happens when a baby is baptised. Watch the videos and then do the activity below.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zxd2hvc">https://www.bbc.co.uk/bitesize/clips/zxd2hvc</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zcb9jxs">https://www.bbc.co.uk/bitesize/clips/zcb9jxs</a></p>	<p>Watch the video of Steve and Maggie making pizza. Steve keeps trying to make a very good pizza, but Maggie keeps pranking her and putting strange things on it!</p> <p><a href="https://www.youtube.com/watch?v=4-8eGCQ3iUY">https://www.youtube.com/watch?v=4-8eGCQ3iUY</a> Can you name 2 things that you would put on a pizza?</p> <p>And 2 things that you would NOT put on a pizza?</p>
<b>Everything is Interesting – Are you ready for a challenge?</b>				

## Equivalent fractions (1)



1 Shade the bar models to represent the fractions.

a) Shade  $\frac{1}{2}$  of the bar model.

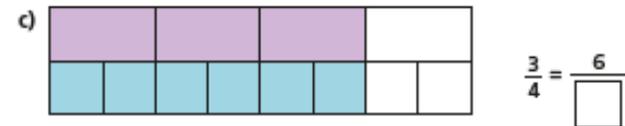


b) Shade  $\frac{2}{4}$  of the bar model.

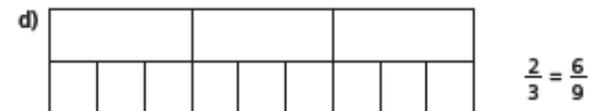
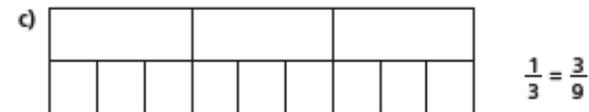
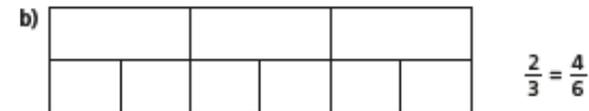
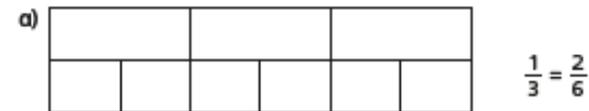


What do you notice?

2 Complete the equivalent fractions.



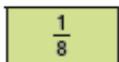
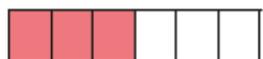
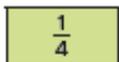
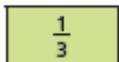
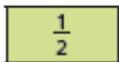
3 Shade the bar models to represent the equivalent fractions.



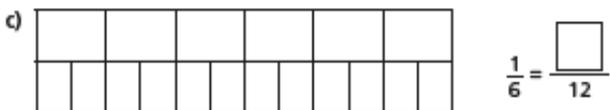
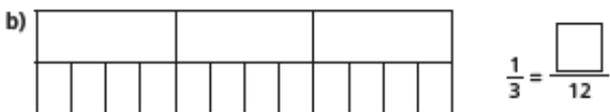
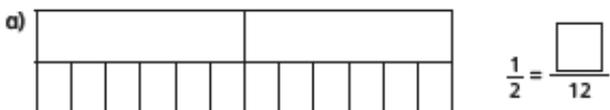
Can you find any more equivalent fractions using the bar models?



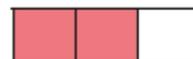
4 Match each bar model to its equivalent fraction.



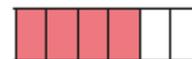
5 Shade the bar models to complete the equivalent fractions.



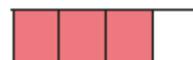
6 The bar models represent fractions.



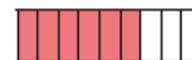
A



C



B

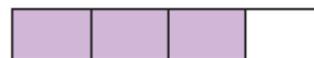


D

Which is the odd one out? \_\_\_\_\_

Why do you think this?

7 This bar model represents  $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to  $\frac{3}{4}$

Shade the bar models to support your answers.








Talk to a partner about your answers.



## Equivalent fractions (2)

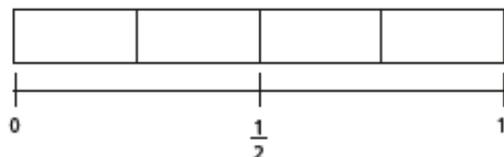


1 Shade the bar models to represent the fractions.

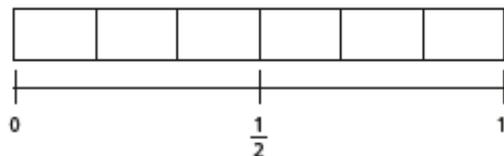
a) Shade  $\frac{1}{2}$  of the bar model.



b) Shade  $\frac{2}{4}$  of the bar model.



c) Shade  $\frac{3}{6}$  of the bar model.



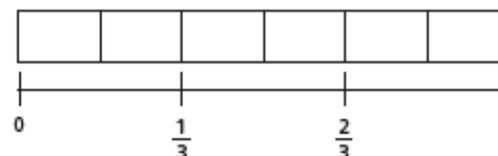
d) What do you notice?

e) Write another fraction that is equivalent to  $\frac{1}{2}$

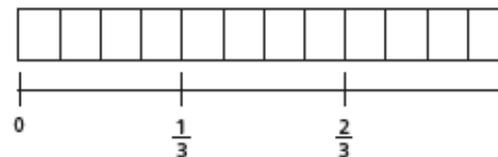


2 Shade  $\frac{2}{3}$  of each bar model.

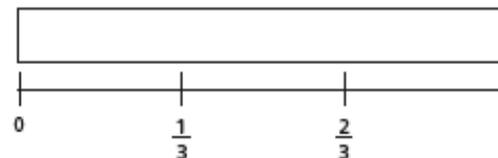
a)



b)



c)

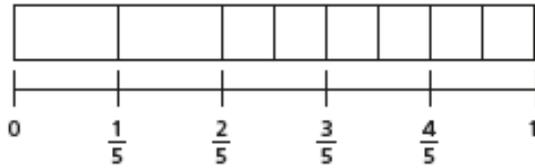
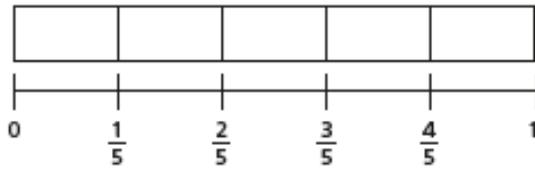


d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$$



- 3 Mo is finding equivalent fractions.

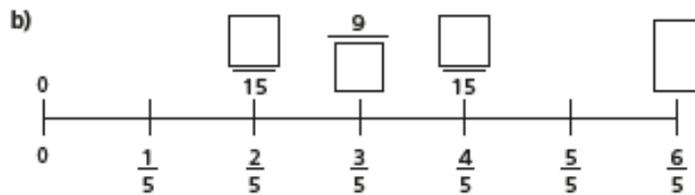
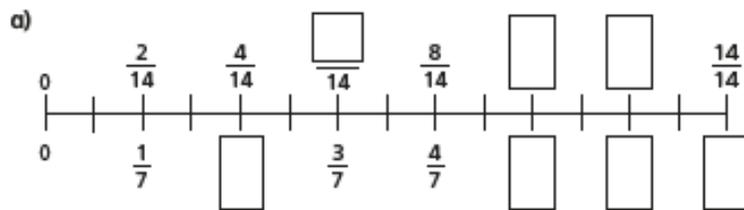


$\frac{6}{8}$  is equivalent to  $\frac{4}{5}$

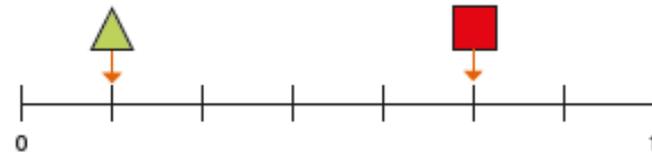
Do you agree with Mo? \_\_\_\_\_

Explain your answer.

- 4 Find the missing numbers.



- 5 Here is a number line.



- a) What fraction is each shape pointing to?

=       =

- b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

- c)

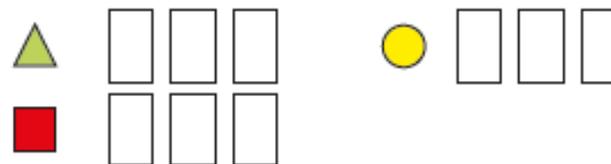
The circle is pointing to  $\frac{9}{21}$



Do you agree with Eva? \_\_\_\_\_

Show how you worked this out.

- d) Write three equivalent fractions for each shape.

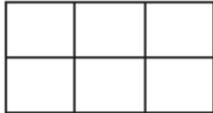


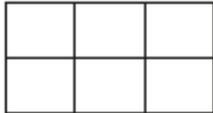
Compare answers with a partner.

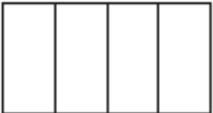
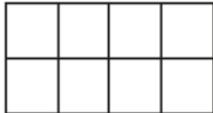
## Equivalent fractions (3)

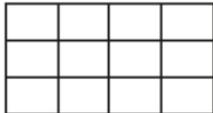


- 1 Shade the shapes to help you complete the equivalent fractions.

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

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

c)    $\frac{3}{4} = \frac{\square}{\square}$

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



- 2 Use the fraction wall to complete the equivalent fractions.

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

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

d)  $\frac{2}{3} = \frac{6}{\square}$

b)  $\frac{1}{3} = \frac{\square}{9}$

e)  $\frac{4}{6} = \frac{6}{\square}$

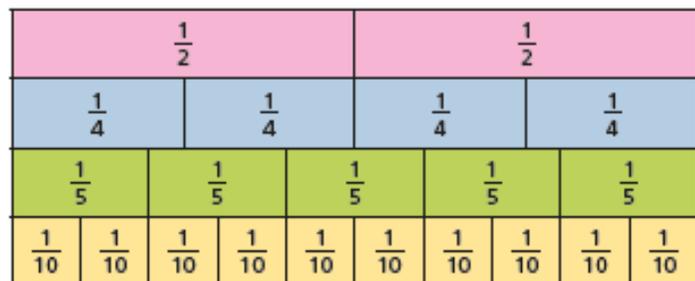
c)  $\frac{2}{3} = \frac{4}{\square}$

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

- 3 Draw a picture to show that one quarter is equivalent to two eighths.



- 4 Use the fraction wall to decide whether the fractions are equivalent or not.



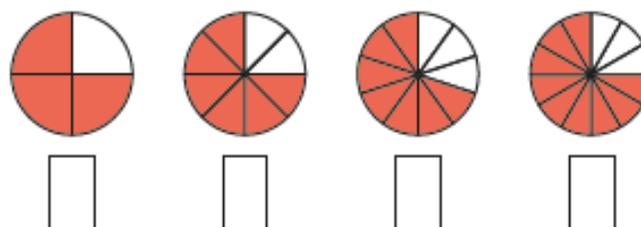
Complete the sentences using **Is** or **Is not**.

- a)  $\frac{1}{2}$  \_\_\_\_\_ equivalent to  $\frac{2}{4}$
- b)  $\frac{1}{4}$  \_\_\_\_\_ equivalent to  $\frac{2}{10}$
- c)  $\frac{1}{2}$  \_\_\_\_\_ equivalent to  $\frac{5}{10}$
- d)  $\frac{3}{10}$  \_\_\_\_\_ equivalent to  $\frac{2}{5}$
- e)  $\frac{4}{5}$  \_\_\_\_\_ equivalent to  $\frac{8}{10}$
- f)  $\frac{3}{4}$  \_\_\_\_\_ equivalent to  $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.



- 5 a) What fraction of each shape is shaded?



- b) Use the fractions in part a) to complete the sentences.

is equivalent to

is equivalent to

is not equivalent to

is not equivalent to

Compare answers with a partner.



- 6 The bar model represents  $\frac{1}{2}$



Write as many equivalent fractions as you can.

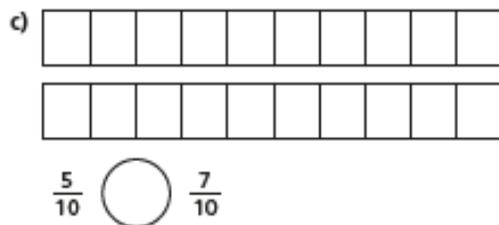
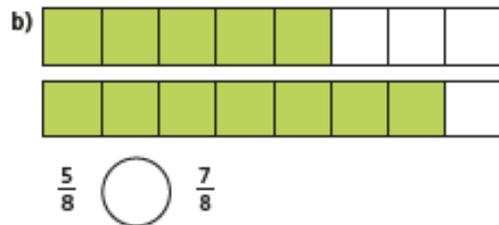
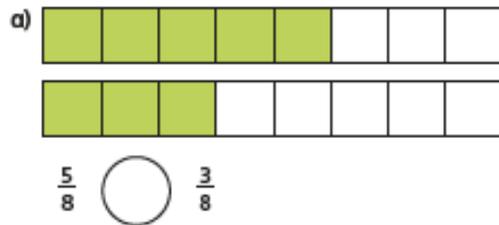
What is the same about all the fractions you have written?





## Compare fractions

- 1 Write  $<$ ,  $>$  or  $=$  to compare the fractions.  
Use the bar models to help you.



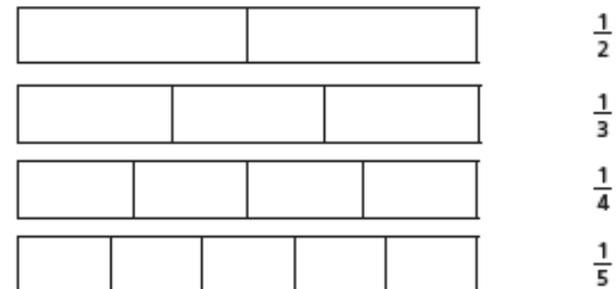
- 2 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

a)  $\frac{1}{5}$  ○  $\frac{3}{5}$       d)  $\frac{6}{7}$  ○  $\frac{2}{7}$

b)  $\frac{2}{5}$  ○  $\frac{2}{5}$       e)  $\frac{6}{13}$  ○  $\frac{12}{13}$

c)  $\frac{2}{7}$  ○  $\frac{6}{7}$       f)  $\frac{13}{15}$  ○  $\frac{13}{15}$

- 3 Here are some bar models.



- a) Shade the bar models to represent the fractions.

- b) Write  $<$  or  $>$  to compare the fractions.

Use the bar models to help you.

$\frac{1}{2}$  ○  $\frac{1}{3}$        $\frac{1}{4}$  ○  $\frac{1}{3}$        $\frac{1}{5}$  ○  $\frac{1}{3}$

$\frac{1}{3}$  ○  $\frac{1}{2}$        $\frac{1}{4}$  ○  $\frac{1}{5}$        $\frac{1}{5}$  ○  $\frac{1}{2}$



- 4 What could the missing numerators and denominators be?  
Give three examples for each.

a)  $\frac{1}{5} < \frac{\square}{5}$        $\frac{1}{5} < \frac{\square}{5}$        $\frac{1}{5} < \frac{\square}{5}$

b)  $\frac{1}{5} < \frac{1}{\square}$        $\frac{1}{5} < \frac{1}{\square}$        $\frac{1}{5} < \frac{1}{\square}$

- 5 Jack is comparing fractions.

$\frac{1}{8}$  is greater than  $\frac{1}{4}$   
because 8 is greater than 4



Draw bar models to show that Jack is wrong.

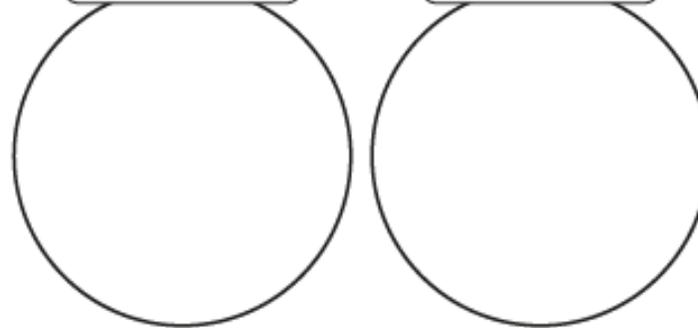


- 6 Sort the fractions into the circles.

$\frac{5}{6}$      $\frac{1}{8}$      $\frac{1}{2}$      $\frac{2}{6}$      $\frac{1}{12}$      $\frac{3}{6}$

greater than  $\frac{1}{6}$

less than  $\frac{1}{6}$



- 7 Complete the sentences using the word bank.

numerator    denominator    greater    smaller

a) When fractions have the same denominator, the greater  
the \_\_\_\_\_, the \_\_\_\_\_ the fraction.

b) When fractions have the same numerator, the greater the  
\_\_\_\_\_, the \_\_\_\_\_ the fraction.

## English Day One

### Mario Profile



Look at the Key below and underline all the different word classes according to the colour code eg all the nouns should be underlined in blue

Mario is a short, Italian plumber with a round portly tummy. He lives within the Mushroom Kingdom with his younger brother, Luigi. Mario usually wears a long-sleeved red shirt, a pair of blue overalls with yellow buttons and a red cap. Mario has countless adventures that usually result in him bravely rescuing Princess Peach from the villain, Bowser.

Mario jumps high and is widely known for his jump-stomp move which can entirely crush smaller enemies. This attack often enables Mario to quickly knock the turtle-like Koopa Troopas into or out of their shells. He can also perform an impressive back-flip and the *Wall Kick*, which rapidly propels him upwards by kicking off walls.

Key			
noun	adjective	adverb	verb

# English Day One – Revision Cards

## Nouns

A **noun** names a person, place, idea, thing or feeling.



*a plumber*  
*the rescue*  
*a race*  
*a mushroom*

In front of a **noun**, we often have

**a an the** → determiners

## Verbs

Verbs indicate that someone or something is **doing, feeling or being**.

*Mario gasped.*  
*The kart hurtled.*  
*He has Princess Peach.*  
*I win!*



Usually **verbs** have the name of a person or thing or a pronoun in front of them.

## Adjectives

An **adjective** is a describing word.  
It tells you more about a **noun**.



*those funny clothes*  
*some exciting news*  
*a nice, normal day*  
*his clenched fist*  
*The clothes were funny.*

**Adjectives** sometimes come next to 'their' **nouns**...  
*but sometimes they do not.*

## Adverbs

An **adverb** tells you more about a **verb**.  
It helps us express **manner, time and place**.



**How?** gently, kindly, quickly, hard, loudly, carefully, fast, spoke quickly, wildly

**When?** soon, earlier, daily, often, then, first, next, last, yesterday, daily, arrived last

**Where?** here, there, around, away, inside, back, everywhere, nearby, ran away

## English Day Two

Key				
Word class	noun	verb	adjective	adverb
colour				

### Luigi

Luigi is taller than his older brother, Mario, and is usually dressed in a green shirt with dark blue overalls. Luigi is an Italian plumber, just like his brother. He always seems nervous and timid but is kind. He is calmer than his famous brother. If there is conflict, Luigi will smile and walk away. It is often thought that Luigi may secretly love Princess Daisy.

### Profiles 1-5

#### Princess Peach

Princess Peach has long, blonde hair and blue eyes. She is tall and usually wears a pink evening gown with frilly trimmings. Her hair is sometimes pulled back into a high ponytail.

Peach is mostly kind and does not show an aggressive nature, even when she is fearlessly fighting or confronting her enemies.

Although often kidnapped by huge Bowser, Peach is always happy to have Bowser on the team when a bigger evil threatens the Mushroom Kingdom. She puts previous disagreements aside.



## Profiles (cont'd)

### Bowser

Bowser is the King of the Koopas. Koopas are active turtles that live in the Mushroom Kingdom. Bowser has a large, spiked turtle shell, horns, razor-sharp fangs, clawed fingers and toes, and bright red hair. He is hugely strong and regularly breathes fire. Bowser can also jump high. He often kidnaps Princess Peach to lure poor Mario into a trap. Bowser occasionally works with Mario and Luigi to defeat a greater evil. Then they work together.



### Yoshi

Yoshi is a human-like dinosaur who faithfully acts as Mario and Luigi's faithful sidekick. Wherever the brothers are, Yoshi is often found nearby. The Yoshi species, to which Yoshi belongs, appear in various colours. His grasping tongue can extend a huge distance to successfully grab distant objects or out-of-reach areas. Yoshi sometimes makes high-pitched babyish squeals as well as recognisable words.

### Wario

Wario is Mario's wicked arch enemy. He has a large head and chin, huge muscular arms, a wide and short, tubby body, and a zig-zag moustache. He always wears a yellow and purple outfit. Wario was a childhood rival to Mario and Luigi who gradually became jealous of their success. He cackles aggressively and often uses exploding bombs. He throws them everywhere.

### Toad

Toad is one of Princess Peach's loyal attendants; constantly working on her behalf. He is very small in size but has a large head that hugely resembles a mushroom in shape and colour. Sometimes, Toad appears with a red vest, though he is usually seen with his blue vest. Toad is generally a cheerful character, and quite shy, but he can suddenly become extremely distressed when a major event happens nearby.

English Day Two - Word Classes Grid

noun	adjective	verb	adverb

English Day Three – Name and Label Characters





## The Sound /j/ written as y

<https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z3mktv4>

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

### Friday 12th June - Spelling Test!

Ask someone to test you on the words. Give yourself time to work on the words first if you would like extra practice.

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

The sound /j/ written as y and words with ear	1st Attempt	2nd Attempt	3rd Attempt
1 gym			
2 gymnast			
3 gymnastics			
4 learn			
5 heard			
6 earth			
7 early			
8 heart			
9 Egypt			
10 mystery			
11 mysterious			
12 symbol			
13 physical			
14 pyramid			
15 oxygen			
<b>Word of the Week</b>			
physical	to do with <b>the body</b>		
In school, you have PE lessons, where you learn how to do things with your body. What do the letters P.E. stand for?			

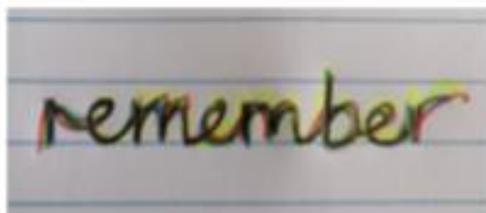
## Spelling Strategies

### Pyramid Writing

b  
be  
bec  
beca  
becau  
becaus  
because

### Rainbow writing

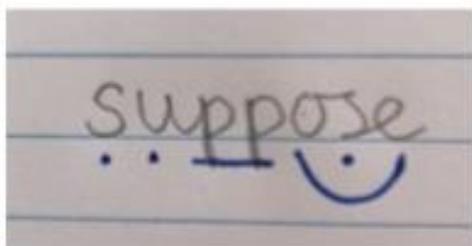
Write the word over and over again using different colours.



### 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



# Geography

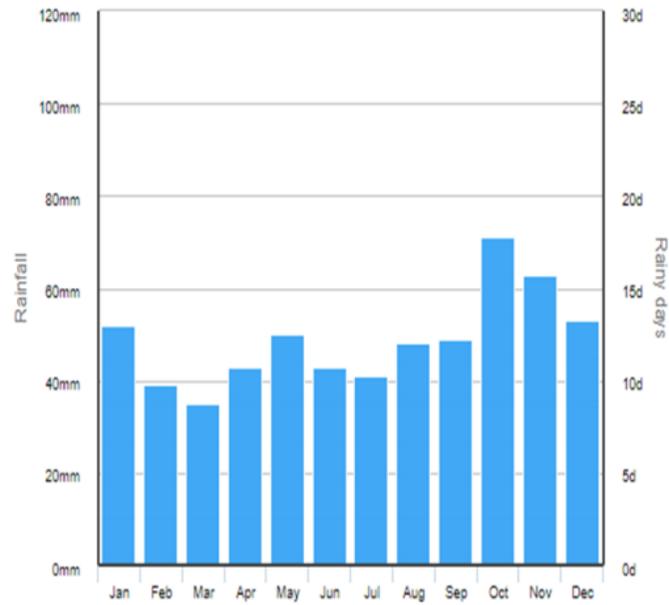
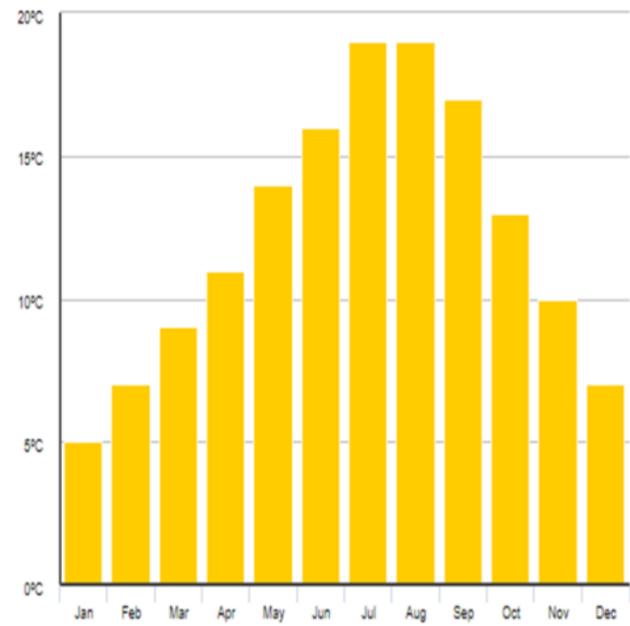
**Example table:**

	London	Belfast
Hottest month		
Coldest month		
Wettest month		
Driest month		
Most sunshine/Hours		
Least sunshine/Hours		

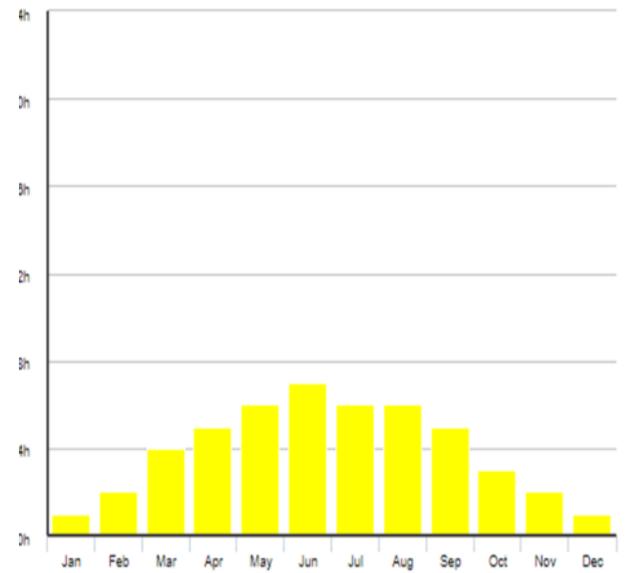
°C °F Average Temperature: [London](#)



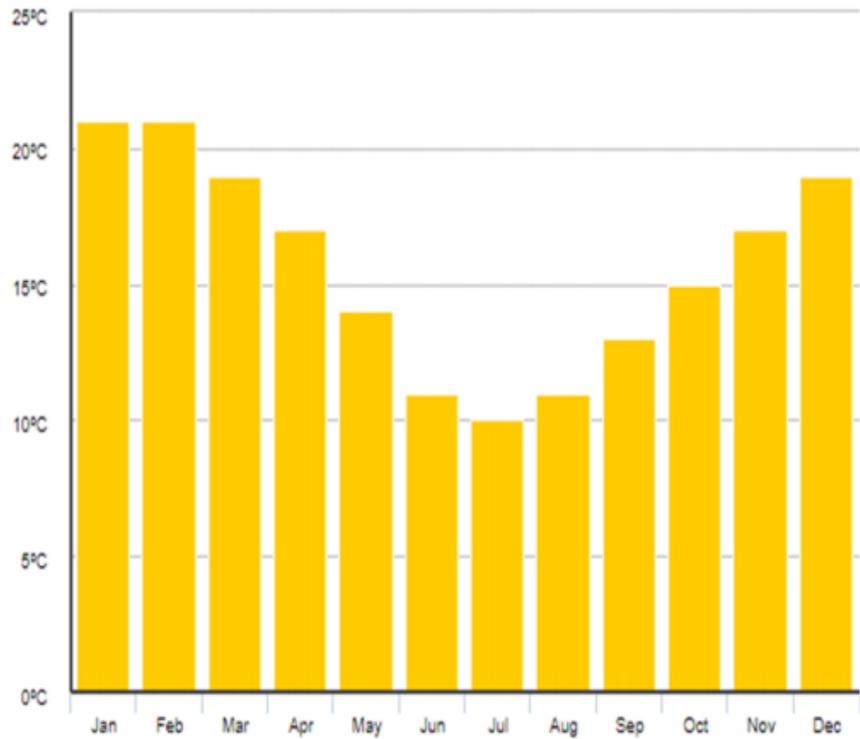
Average Rainfall: [London](#)



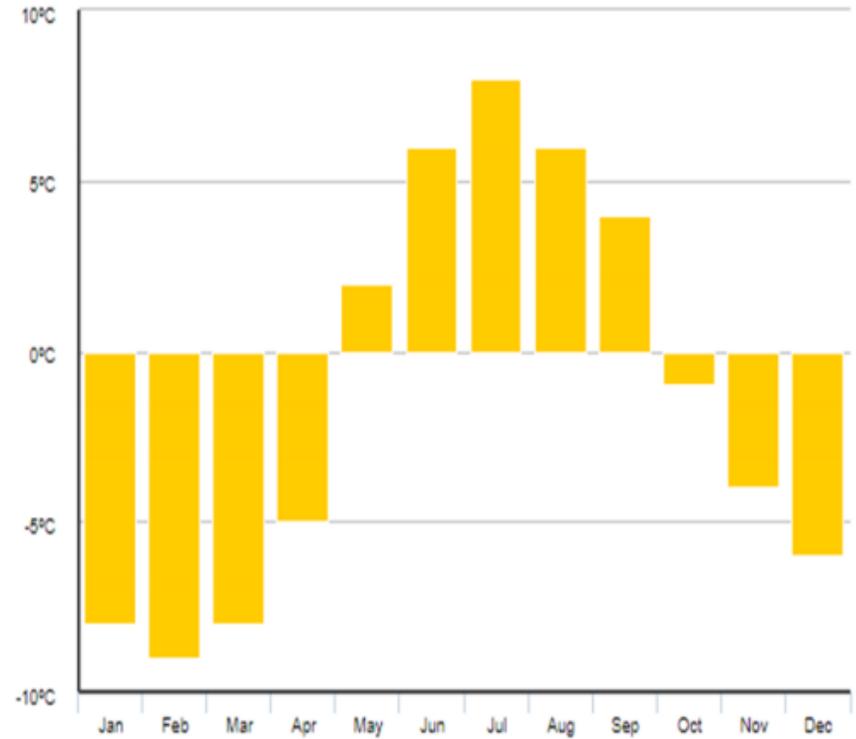
Average Daily Sunshine Hours: [London](#)



°C °F Average Temperature: Melbourne

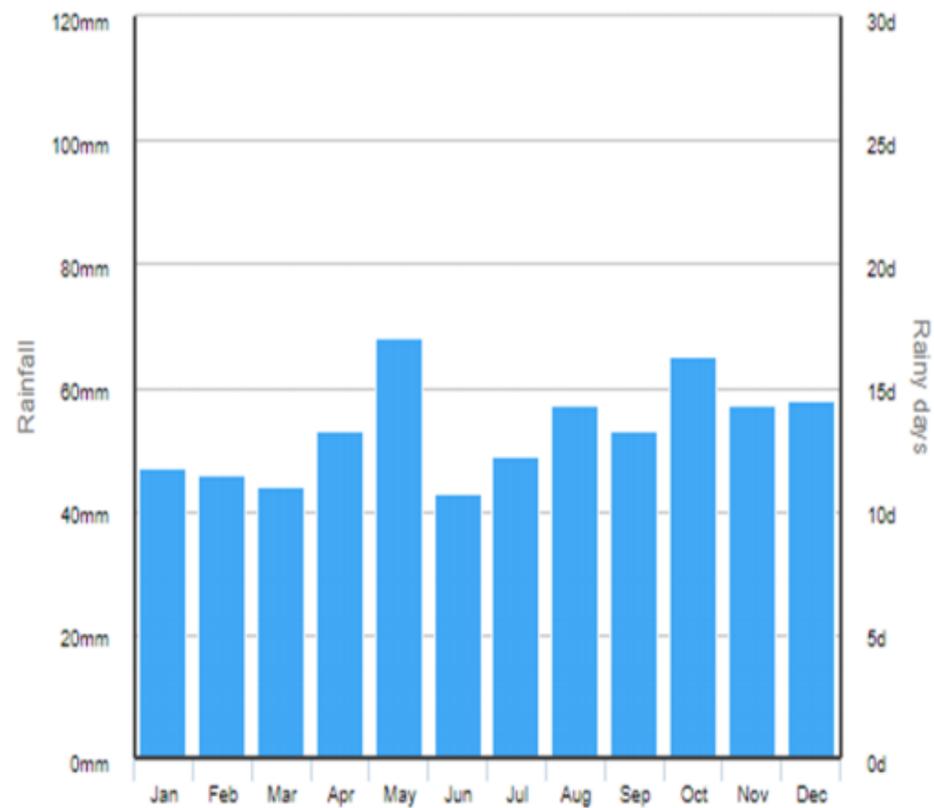


°C °F Average Temperature: Nuuk

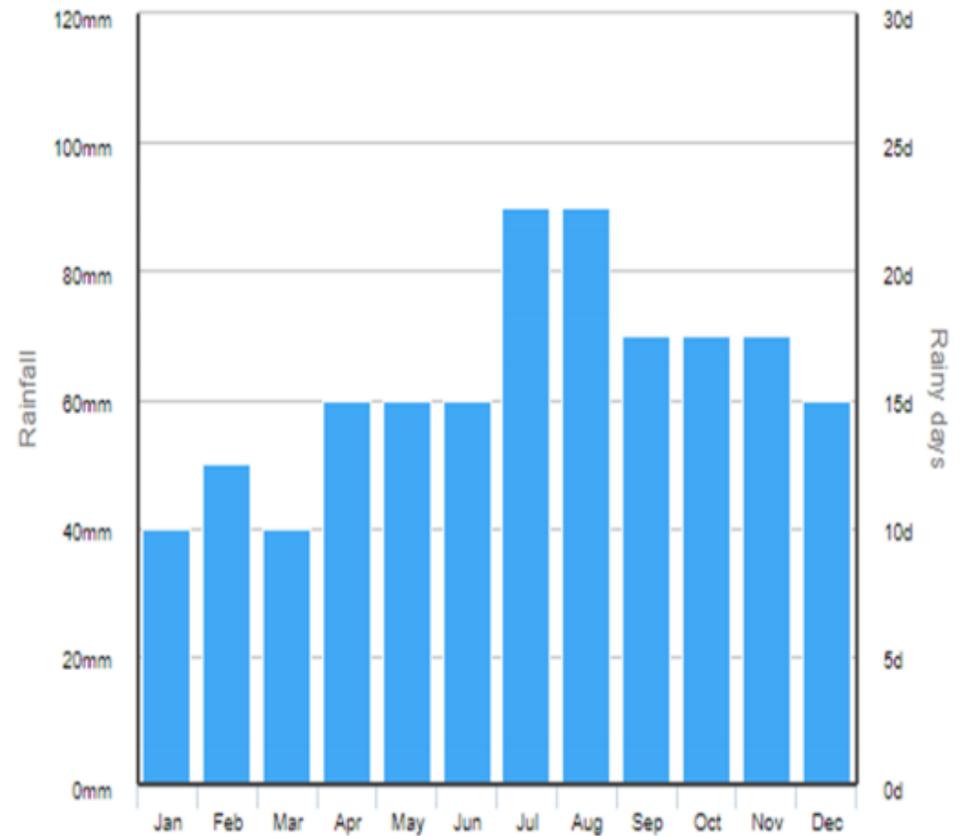




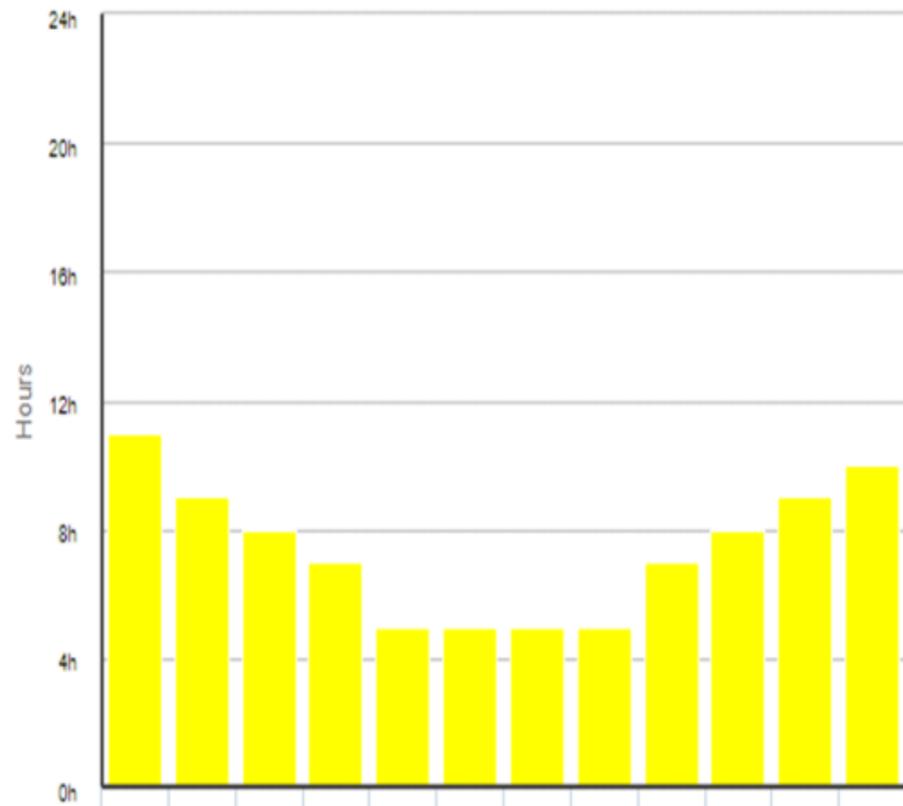
### Average Rainfall: Melbourne



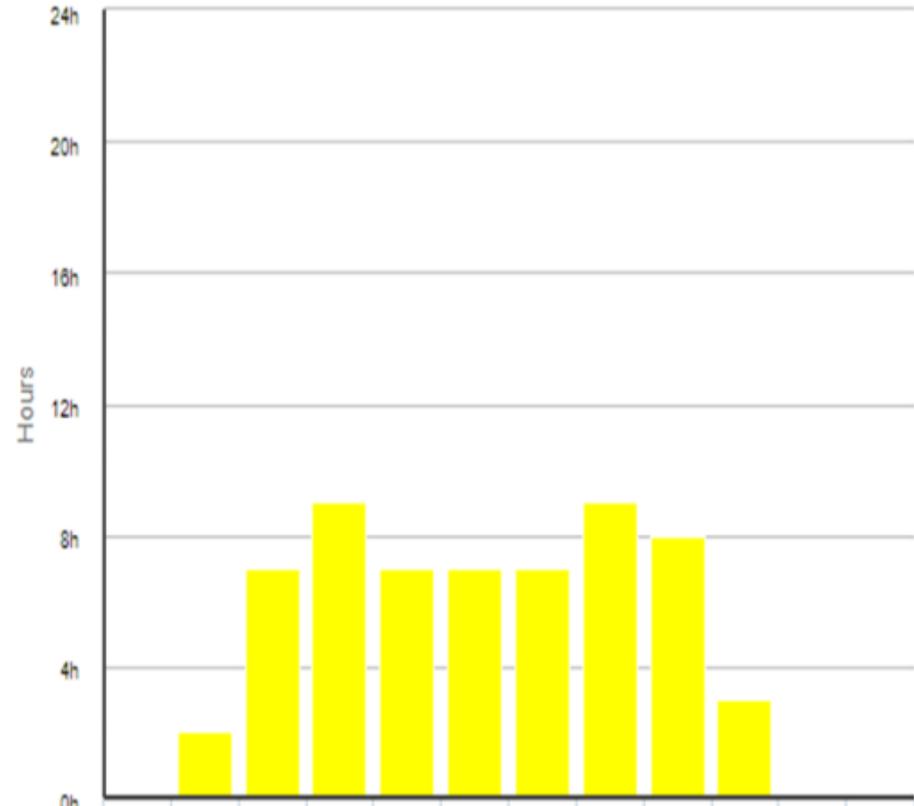
### Average Rainfall: Nuuk



☀ Average Daily Sunshine Hours: Melbourne

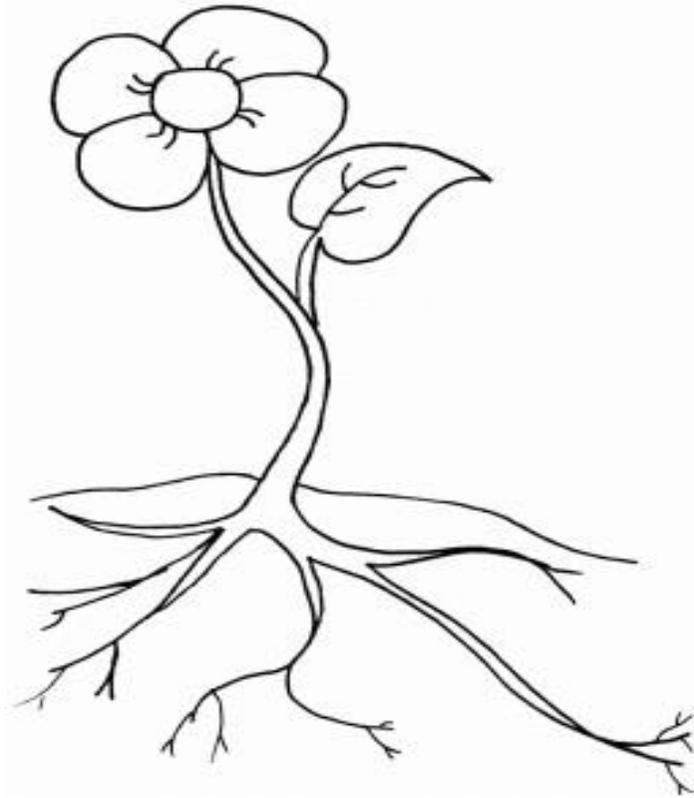


☀ Average Daily Sunshine Hours: Nuuk



**Support  
Science**

Label the parts of a plant  
Challenge: What does each part do?



# Maths Answers

## Day 1

### Equivalent fractions (1)



1 Shade the bar models to represent the fractions.

a) Shade  $\frac{1}{2}$  of the bar model.

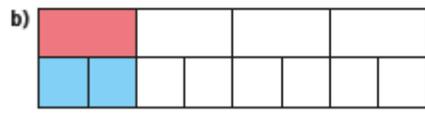
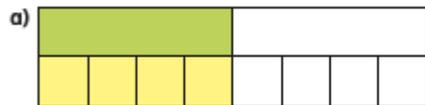


b) Shade  $\frac{2}{4}$  of the bar model.

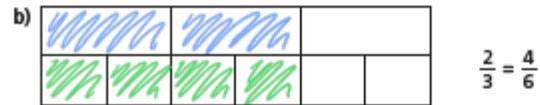
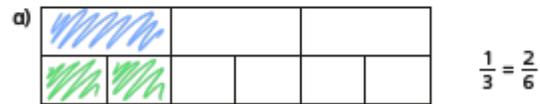


What do you notice?

2 Complete the equivalent fractions.



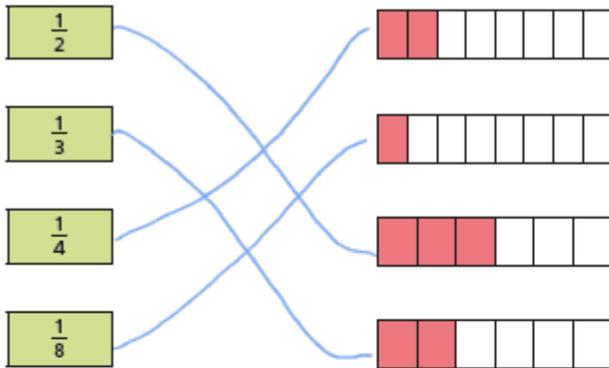
3 Shade the bar models to represent the equivalent fractions.



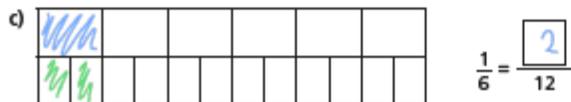
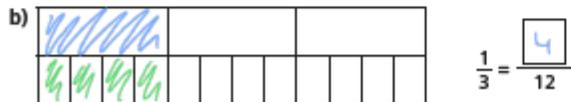
Can you find any more equivalent fractions using the bar models?



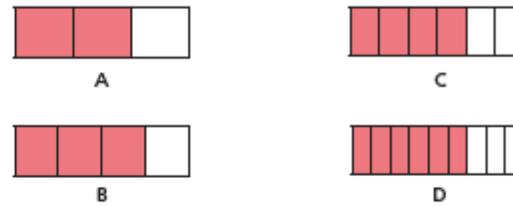
4 Match each bar model to its equivalent fraction.



5 Shade the bar models to complete the equivalent fractions.



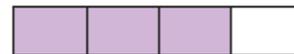
6 The bar models represent fractions.



Which is the odd one out? B

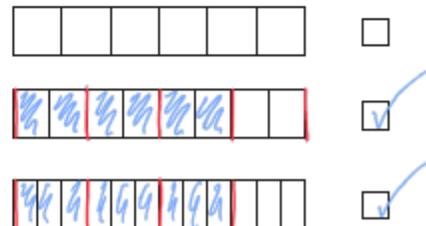
Why do you think this?

7 This bar model represents  $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to  $\frac{3}{4}$

Shade the bar models to support your answers.



Talk to a partner about your answers.



# Day 2

## Equivalent fractions (2)

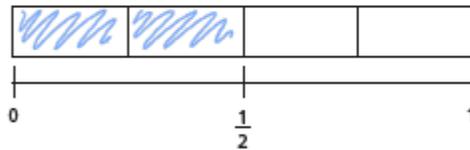


1 Shade the bar models to represent the fractions.

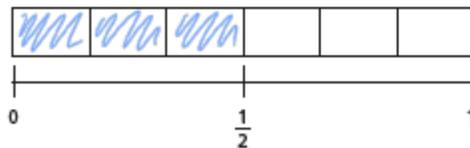
a) Shade  $\frac{1}{2}$  of the bar model.



b) Shade  $\frac{2}{4}$  of the bar model.



c) Shade  $\frac{3}{6}$  of the bar model.



d) What do you notice?

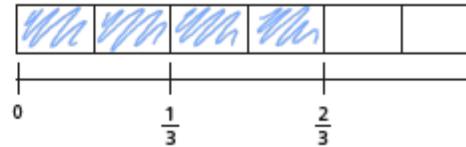
e) Write another fraction that is equivalent to  $\frac{1}{2}$

e.g.  $\frac{2}{4}$

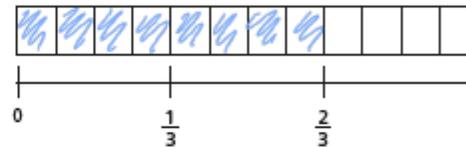


2 Shade  $\frac{2}{3}$  of each bar model.

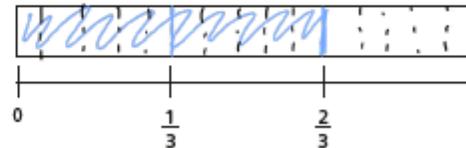
a)



b)



c)

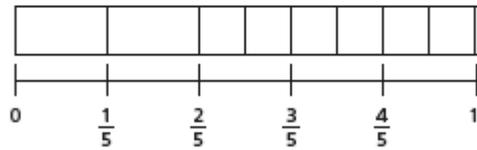
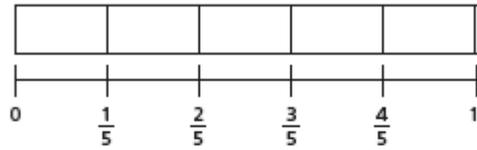


d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\boxed{4}}{6} = \frac{8}{\boxed{12}} = \frac{\boxed{10}}{15}$$



3 Mo is finding equivalent fractions.

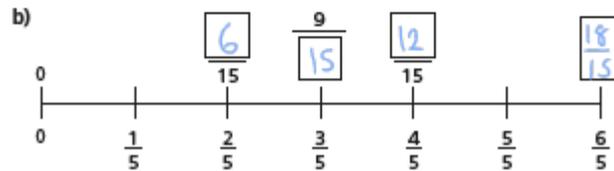
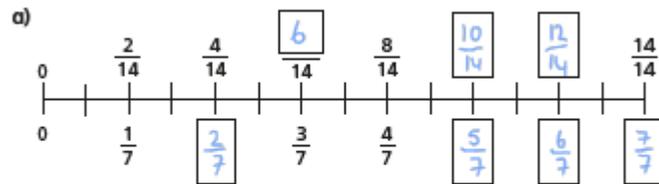


$\frac{6}{8}$  is equivalent to  $\frac{4}{5}$

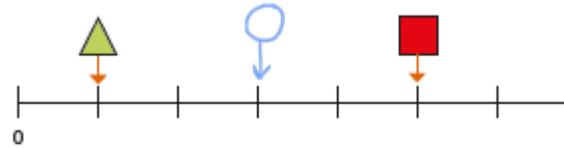
Do you agree with Mo? No

Explain your answer.

4 Find the missing numbers.



5 Here is a number line.



a) What fraction is each shape pointing to?

$\triangle = \frac{1}{7}$       $\square = \frac{5}{7}$

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

c)

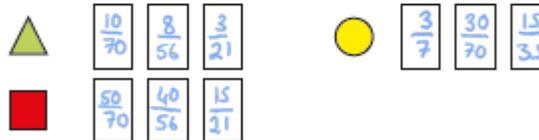
The circle is pointing to  $\frac{9}{21}$

Do you agree with Eva? Yes

Show how you worked this out.

d) Write three equivalent fractions for each shape.

e.g.



Compare answers with a partner.

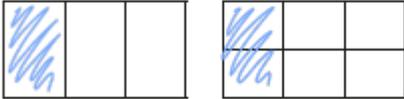
# Day 3

## Equivalent fractions (3)



1 Shade the shapes to help you complete the equivalent fractions.



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

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

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

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

2 Use the fraction wall to complete the equivalent fractions.

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

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

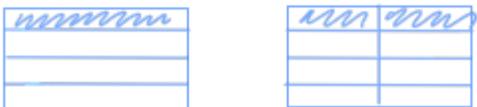
b)  $\frac{1}{3} = \frac{3}{9}$       e)  $\frac{4}{6} = \frac{6}{9}$

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

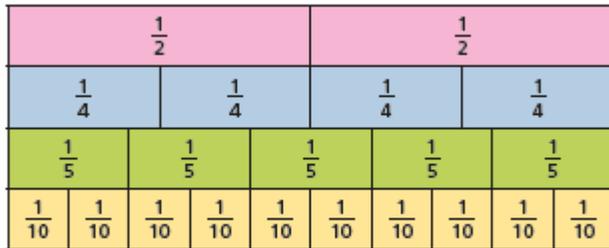
3 Draw a picture to show that one quarter is equivalent to two eighths.



e.g.



- 4 Use the fraction wall to decide whether the fractions are equivalent or not.



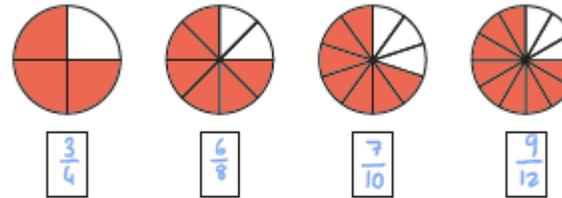
Complete the sentences using *is* or *is not*.

- a)  $\frac{1}{2}$  *is* equivalent to  $\frac{2}{4}$
- b)  $\frac{1}{4}$  *is not* equivalent to  $\frac{2}{10}$
- c)  $\frac{1}{2}$  *is* equivalent to  $\frac{5}{10}$
- d)  $\frac{3}{10}$  *is not* equivalent to  $\frac{2}{5}$
- e)  $\frac{4}{5}$  *is* equivalent to  $\frac{8}{10}$
- f)  $\frac{3}{4}$  *is not* equivalent to  $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.



- 5 a) What fraction of each shape is shaded?



- b) Use the fractions in part a) to complete the sentences.

- e.g.  $\frac{3}{4}$  is equivalent to  $\frac{6}{8}$
- $\frac{3}{4}$  is equivalent to  $\frac{9}{12}$
- $\frac{6}{8}$  is not equivalent to  $\frac{7}{10}$
- $\frac{7}{10}$  is not equivalent to  $\frac{3}{4}$

Compare answers with a partner.



- 6 The bar model represents  $\frac{1}{2}$

Write as many equivalent fractions as you can.

*Various answers.*

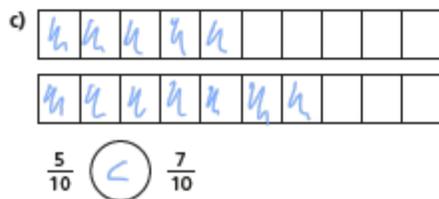
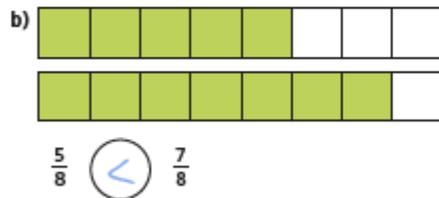
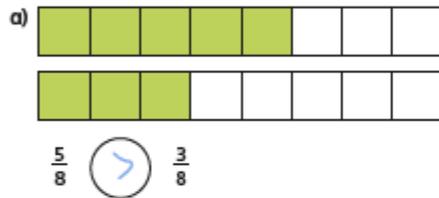
What is the same about all the fractions you have written?



Compare fractions



1 Write  $<$ ,  $>$  or  $=$  to compare the fractions.  
Use the bar models to help you.



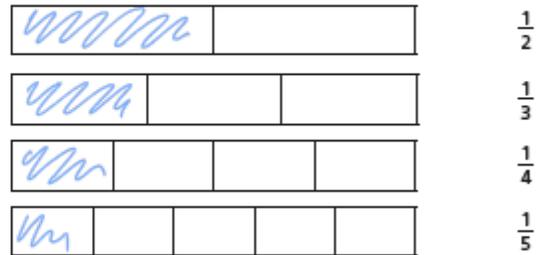
2 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

a)  $\frac{1}{5} < \frac{3}{5}$       d)  $\frac{6}{7} > \frac{2}{7}$

b)  $\frac{2}{5} = \frac{2}{5}$       e)  $\frac{6}{13} < \frac{12}{13}$

c)  $\frac{2}{7} < \frac{6}{7}$       f)  $\frac{13}{15} = \frac{13}{15}$

3 Here are some bar models.



a) Shade the bar models to represent the fractions.

b) Write  $<$  or  $>$  to compare the fractions.

Use the bar models to help you.

$\frac{1}{2} > \frac{1}{3}$        $\frac{1}{4} < \frac{1}{3}$        $\frac{1}{5} < \frac{1}{3}$

$\frac{1}{3} < \frac{1}{2}$        $\frac{1}{4} > \frac{1}{5}$        $\frac{1}{5} < \frac{1}{2}$



- 4 What could the missing numerators and denominators be?  
Give three examples for each.

e.g. a)  $\frac{1}{5} < \frac{\boxed{2}}{5}$       $\frac{1}{5} < \frac{\boxed{3}}{5}$       $\frac{1}{5} < \frac{\boxed{4}}{5}$

b)  $\frac{1}{5} < \frac{1}{\boxed{4}}$       $\frac{1}{5} < \frac{1}{\boxed{3}}$       $\frac{1}{5} < \frac{1}{\boxed{2}}$

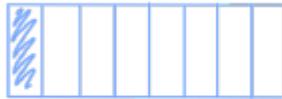
- 5 Jack is comparing fractions.

$\frac{1}{8}$  is greater than  $\frac{1}{4}$   
because 8 is greater than 4

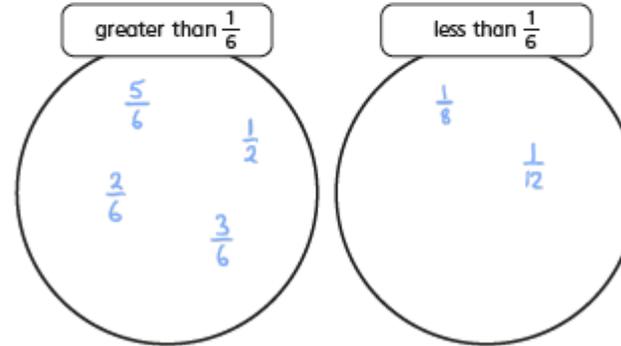
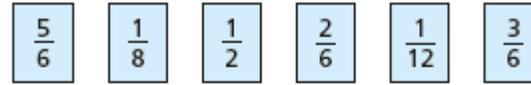


Draw bar models to show that Jack is wrong.

e.g.



- 6 Sort the fractions into the circles.



- 7 Complete the sentences using the word bank.

numerator    denominator    greater    smaller

- a) When fractions have the same denominator, the greater the numerator, the greater the fraction.
- b) When fractions have the same numerator, the greater the denominator, the smaller the fraction.

## English Day One - Mario Colourful Writing

Mario is a short, Italian plumber with a round portly tummy. He lives within the Mushroom Kingdom with his younger brother, Luigi. Mario usually wears a long-sleeved red shirt, a pair of blue overalls with yellow buttons and a red cap. Mario has countless adventures that usually result in him bravely rescuing Princess Peach from the villain, Bowser.

Mario jumps high and is widely known for his jump-stomp move which can entirely crush smaller enemies. This attack often enables Mario to quickly knock the turtle-like Koopa Troopas into or out of their shells. He can also perform an impressive back-flip and the *Wall Kick*, which rapidly propels him upwards by kicking off walls.

**RE Baptism.** David and Julia are Christians. They have come to bring their baby boy to be baptised or christened at their church. The baby's name is written down, and he is welcomed into the Christian community with water splashed on his head. He is given a candle to show that Jesus is the light of the world.

What are the people thinking?

**Baptism**

**RE Today**  
Services

Wordbank

Thankful, grateful, happy, joyful, loving, water, hopeful, belonging, name, baby, baptism, font, cross, candle, light

