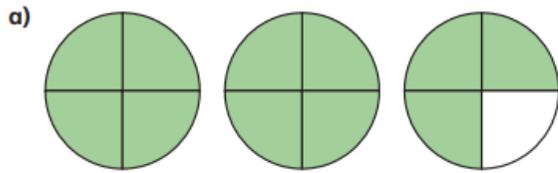


	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called 'Mixed Numbers to Improper Fractions'  <a href="https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/">https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/</a>                      Follow up activity below</p>	<p>Follow the lesson called 'Number Sequences'  <a href="https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/">https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/</a>                      Follow up activity below</p>	<p>Follow the lesson called 'Compare and Order Fractions Less Than One'  <a href="https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/">https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/</a>                      Follow up activity below (page one of worksheet)</p>	<p>Follow the lesson called 'Compare and Order Fractions Less Than 1'  <a href="https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/">https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/</a>                      Follow up activity below (page two of worksheet)</p>	<p>Follow the lesson called 'Compare and Order Fractions Greater Than One'  <a href="https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/">https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/</a>                      Follow up activity below (page one of work sheet)</p>
X table s	<p><b>Remember:</b>                      2x, 5x, 10x - <b>Bronze</b>      3x, 4x, 8x - <b>Silver</b>      6x, 7x, 9x, 11x, 12x - <b>Gold</b>  <a href="https://www.timestables.co.uk/">https://www.timestables.co.uk/</a>      <a href="https://ttrockstars.com/">https://ttrockstars.com/</a></p>				
English	<p>Watch Y5 English Lesson 1 on Class Dojo or access the lesson live on zoom following the invitation which has been sent to you.</p> <p><b>Introduction to story: My Inside Weather</b></p> <p>Today we'll be reading the story 'My Inside Weather'  <a href="#">How are you feeling today?</a></p> <p><b>What's that feeling?</b>  <b>Part 1:</b>                      We're developing our emotional vocabulary - using the feeling cards (see resources) can you find synonyms (similar words) and antonyms (opposite words) for at least 5 emotions? Use a dictionary/Thesaurus to help.</p> <p>For each card, discuss with a friend/family member a time you felt that emotion OR a scenario where someone may feel that emotion. (For example: Anger = Annoyed (simile). I felt annoyed when Liam ate the last cookie in the jar.</p> <p><b>Part 2:</b>                      Use the ladder of feelings (or draw your own) and place the feeling cards ranking from low intensity feelings at the bottom to high intensity feelings at the top. Can the order of these feeling be changed?</p>	<p>Watch Y5 English Lesson 2 on Class Dojo or access the lesson live on zoom following the invitation which has been sent to you.</p> <p><b>My Inside Weather - Early warning signs</b></p> <p>We'll be continuing from yesterday and the importance of understanding our emotions and the ways in which our bodies can express these - we call this early warning signs.</p> <p><b>How do our bodies react?</b>  <b>Part 1:</b>                      Our bodies help to tell us how we are feeling. Let's think about how our bodies do this. Think about body signals for hunger, sad, excited and nervous. Our bodies also give us signals when we feel scared or unsafe. Look at the early warning sign cards (in resources) to see some of these ways.</p> <p>Our body's early warning signs and feelings may differ to other people around us for the same scenario (For example: going to play soccer someone may feel excited - butterflies in their tummy, others may feel scared - sweaty palms).</p> <p><b>Part 2:</b></p>	<p>Watch Y5 English Lesson 3 on Class Dojo or access the lesson live on zoom following the invitation which has been sent to you.</p> <p><b>My Inside Weather - My helping hand network</b></p> <p>It's important that we know who we can feel safe with and talk to about our feelings and when were unsure about something.</p> <p><b>Adults who can help</b>  <b>Part 1:</b>                      We are going to think of some important people in our lives that we would feel confident listening to us when we would like to express our feelings. We want these adults to listen, believe and help us.</p> <p>Draw a brainstorm or make a list of all the adults you could speak with if you needed help (For example: Parents, grandparents, older siblings, teachers, coaches).</p> <p><b>Part 2:</b>  <b>Helping hand network</b>                      Place your hand on a blank piece of paper and trace around (make sure your fingers are spread out). There is also a template in resources if you prefer. On each finger you are going to write the name of an adult who you</p>	<p>Watch Y5 English Lesson 4 on Class Dojo or access the lesson live on zoom following the invitation which has been sent to you.</p> <p><b>SPAG</b></p> <p>Practice spellings ready for spelling test on Monday. Remember to look at your strategy cards to help you practice in different ways.</p> <p>Watch SPAG lesson 4: Relative pronouns lesson with Mrs Ross  <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/</a></p>	<p>Watch Y5 English Lesson 5 on Class Dojo or access the lesson live on zoom following the invitation which has been sent to you.</p> <p><b>Stories from other cultures: The Legend of the Mafumeira.</b></p> <p><b>Part 1:</b>                      Watch the video clip:  <a href="https://www.youtube.com/watch?v=b2P8rNt84E">https://www.youtube.com/watch?v=b2P8rNt84E</a></p> <p>Whilst watching/listening to the story draw the main image of the story as you see it. Think back to our discussion on culture:</p> <p>What is the cultural relevance of this tale?                      What is the moral of this tale?                      Why do you think this tale should be told today?</p> <p><b>Part 2:</b>                      Draw a table with two columns – similarities vs differences</p> <p>What are the similarities and differences between this tale and <i>How the Brazilian beetles got their gorgeous coats</i></p>

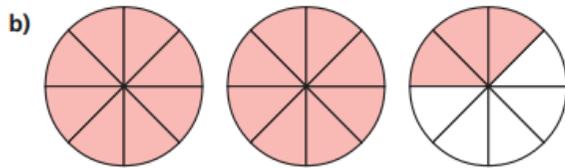
	<p><b>Follow up activity and supporting resources below</b></p>	<p>Look at the photos (in resources) and using the blank body outlines (in resources) draw the early warning signals your body might do and write the emotions you would feel for these scenarios:</p> <ol style="list-style-type: none"> <li>1. Riding on a roller-coaster</li> <li>2. Public speaking</li> <li>3. Being Bullied</li> <li>4. Online learning and attending Zoom lessons</li> </ol> <p><b>Follow up activity and supporting resources below</b></p>	<p>can go and speak with. In the palm you can write down:  'I trust these adults. I know they...listen to me...care about me...believe me...help me'  Now get creative and decorate your hand! Use different colours, patterns and quotes.</p> <p>** Now this part is very important - don't forget to show/tell the adults you have chosen so they know that you have carefully selected them to be a part of your helping hand network. Keep your helping hand somewhere safe to remind you of the people who care about you and want to help you when you need another helping hand.</p> <p><b>Follow up activity and supporting resources below</b></p>		
Other Subjects	<p style="text-align: center;"><b>RE</b></p> <p>The Parable of the Prodigal Son (or Lost Son)  <a href="#">Parable of the Lost Son - 2nd level Religious and moral education - BBC Bitesize</a></p> <ul style="list-style-type: none"> <li>• Watch the film and read the Bible story.</li> <li>• Complete the chart below and answer the two questions.</li> </ul>	<p style="text-align: center;"><b>History</b></p> <p>Watch the two videos about medicine in Victorian times.  Ask the children to write notes or bullet points about the key differences between then and now.  <a href="#">Video 1</a>  <a href="#">Video 2</a></p> <p><b>Activity</b>  Look at the sheet which lists every day, minor health complaints and gives the modern day solution. Children to research the Victorian cure online.</p>	<p style="text-align: center;"><b>Science</b></p> <p>What affects how well sugar dissolves?  • Watch this <a href="#">video</a> about dissolving which we will design a test about.  • What do you think affects how well the sugar dissolves? Write predictions and what you think will affect this the most.  • Design your investigation. Choose ONE thing to change in your test.  • Ask an adult if you can carry out your test at home.  • Record your results in the table in the resources below</p> <p><b>What is a physical and chemical change?</b>  • Watch the video lesson about <a href="#">physical changes</a>  • Watch the video about <a href="#">chemical changes</a>  • Follow the activities as you go through the lessons.</p>	<p style="text-align: center;"><b>Spanish</b></p> <p>Watch the video to learn about places and how to give instructions in Spanish. Then do the worksheet to make sure you remember everything!</p>	<p style="text-align: center;"><b>Art</b></p> <p>Artist Study: Lubaina Himid  • Watch This teacher's <a href="#">video</a> to learn about the artist Lubaina Himid and how to draw a figure in proportion  • Create a character inspired by Lubaina Himid  • Deepening: Explore <a href="https://www.tate.org.uk/kids/exploration/kids-view/kids-thinkabout-art-and-race">https://www.tate.org.uk/kids/exploration/kids-view/kids-thinkabout-art-and-race</a></p>

# Mixed numbers to improper fractions

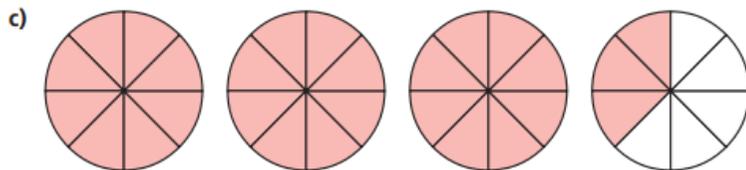
1 Convert the mixed numbers to improper fractions.



$$2\frac{3}{4} = \frac{\boxed{\phantom{000}}}{4}$$



$$2\frac{3}{8} = \frac{\boxed{\phantom{000}}}{8}$$

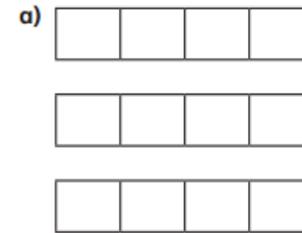


$$3\frac{3}{8} = \frac{\boxed{\phantom{000}}}{8}$$

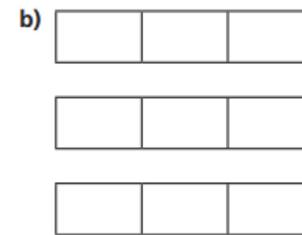


2 Convert the mixed numbers to improper fractions.

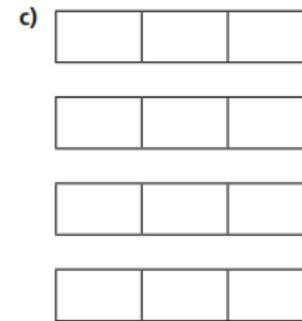
Colour the bar models to help you.



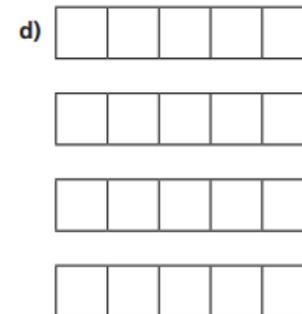
$$2\frac{1}{4} = \boxed{\phantom{000}}$$



$$2\frac{1}{3} = \boxed{\phantom{000}}$$



$$3\frac{1}{3} = \boxed{\phantom{000}}$$



$$3\frac{2}{5} = \boxed{\phantom{000}}$$



3 Convert the mixed numbers to improper fractions.

Write the next conversion in each part.

a)  $2\frac{1}{7} = \square$

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

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

$\square = \square$

c)  $5\frac{1}{2} = \square$

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

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

$\square = \square$

b)  $3\frac{1}{5} = \square$

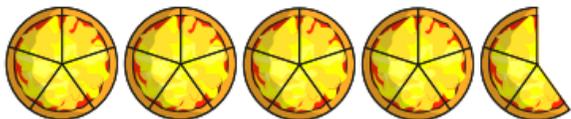
$4\frac{1}{5} = \square$

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

$\square = \square$

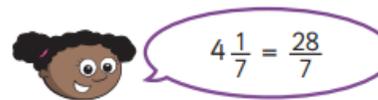
Talk to a partner about any patterns you spot.

4 Here are 4 whole pizzas and  $\frac{3}{5}$  of a pizza.



How many children can have  $\frac{1}{5}$  of a pizza?

5 Whitney is converting mixed numbers to improper fractions.



Do you agree with Whitney? \_\_\_\_\_

Explain your answer.

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6

$\text{circle} \frac{3}{5} = \text{triangle} \frac{1}{5}$

The table shows some possible values of the circle.

Use this to find the corresponding value of the triangle.

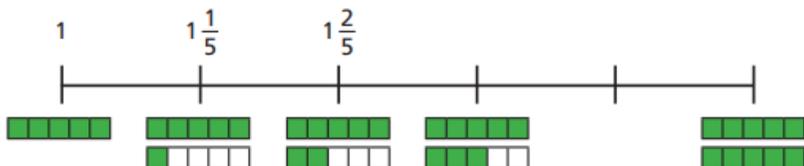
	
1	
2	
4	
8	
16	
	88
	803

# Number sequences

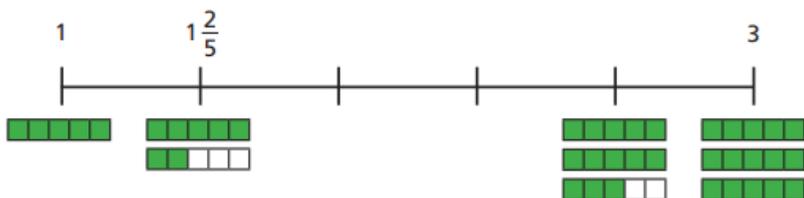


1 Complete the number lines.

a)

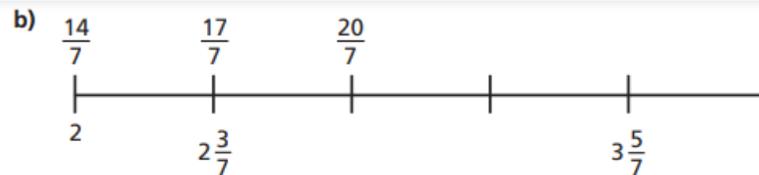
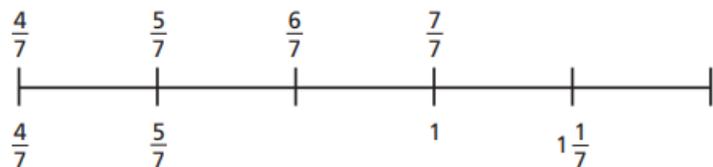


b)



2 Complete the number lines.

a)



3 Continue the sequences.

a)  $2\frac{7}{8}$ ,  $3\frac{1}{8}$ ,  $3\frac{3}{8}$ , , ,

b)  $5\frac{6}{7}$ ,  $5\frac{3}{7}$ , 5, , ,

c)  $5\frac{6}{11}$ ,  $5\frac{3}{11}$ , 5, , ,

What is the same and what is different about the sequences in parts b) and c)?

Talk about it with a partner.



4 Match each sequence to its rule.

$2\frac{2}{3}, 3\frac{1}{3}, 4, 4\frac{2}{3}$

add three quarters

$2\frac{1}{2}, 3\frac{1}{4}, 4, 4\frac{3}{4}$

subtract two thirds

$4\frac{1}{3}, 3\frac{2}{3}, 3, 2\frac{1}{3}$

add two thirds

$4\frac{1}{4}, 3\frac{3}{4}, 3\frac{1}{4}, 2\frac{3}{4}$

subtract one half

5 Teddy and Rosie are finding the missing numbers in the sequence.

3, , , , , , , , 4

a)



I think the missing fractions are sevenths because there are seven blank number cards.

Do you agree with Teddy? \_\_\_\_\_

Explain your answer.

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b) Complete the sequence.

3, , , , , , , , 4

c)



I think one of the missing fractions is equivalent to  $3\frac{1}{2}$

Is Rosie correct? \_\_\_\_\_

Explain how you know.

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d) Which other fractions in the sequence can you find equivalent fractions for?

6



I am thinking of a number sequence. The 1st and 4th terms are consecutive integers.

Write the rule for Amir's sequence.

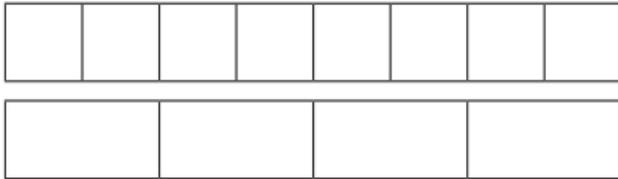
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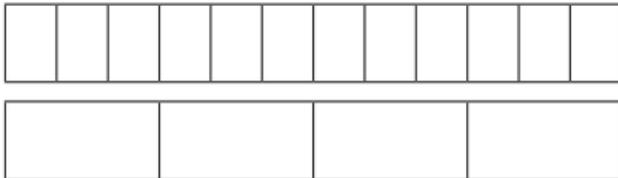
# Compare and order fractions less than 1

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

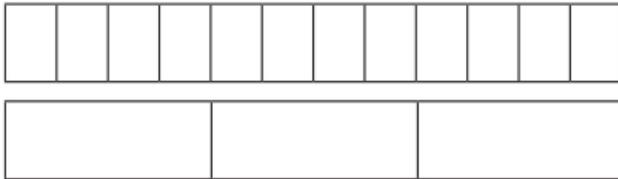
Use the bar models to help you.



$$\frac{7}{8} \bigcirc \frac{3}{4}$$



$$\frac{9}{12} \bigcirc \frac{3}{4}$$



$$\frac{7}{12} \bigcirc \frac{2}{3}$$



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

a)  $\frac{1}{5} \bigcirc \frac{4}{15}$

g)  $\frac{2}{9} \bigcirc \frac{1}{3}$

b)  $\frac{2}{5} \bigcirc \frac{4}{15}$

h)  $\frac{4}{9} \bigcirc \frac{1}{3}$

c)  $\frac{2}{5} \bigcirc \frac{6}{15}$

i)  $\frac{4}{12} \bigcirc \frac{1}{3}$

d)  $\frac{2}{3} \bigcirc \frac{6}{15}$

j)  $\frac{8}{12} \bigcirc \frac{2}{3}$

e)  $\frac{2}{3} \bigcirc \frac{6}{12}$

k)  $\frac{8}{12} \bigcirc \frac{3}{3}$

f)  $\frac{2}{3} \bigcirc \frac{6}{9}$

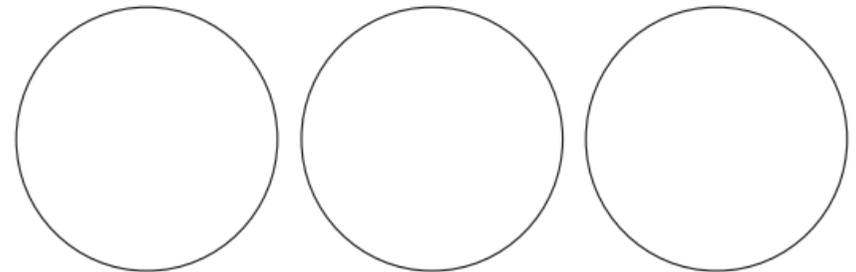
l)  $\frac{8}{12} \bigcirc \frac{3}{4}$

3 Sort the fractions into the circles.

greater than  $\frac{1}{3}$

equal to  $\frac{1}{3}$

less than  $\frac{1}{3}$



- |               |               |               |               |               |                |                |                |                |
|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|
| $\frac{2}{3}$ | $\frac{1}{6}$ | $\frac{1}{2}$ | $\frac{2}{6}$ | $\frac{2}{9}$ | $\frac{5}{12}$ | $\frac{4}{12}$ | $\frac{4}{15}$ | $\frac{5}{15}$ |
|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|

4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

a)  $\frac{\square}{5} < \frac{5}{15}$

d)  $\frac{\square}{3} < \frac{5}{6}$

g)  $\frac{6}{9} < \frac{5}{\square}$

b)  $\frac{\square}{6} < \frac{5}{12}$

e)  $\frac{3}{5} < \frac{5}{\square}$

h)  $\frac{10}{12} < \frac{5}{\square}$

c)  $\frac{\square}{12} < \frac{5}{6}$

f)  $\frac{5}{6} < \frac{5}{\square}$

i)  $\frac{23}{24} < \frac{5}{\square}$

Compare answers with a partner.

5 Tommy and Eva are comparing fractions.

$\frac{2}{3}$     $\frac{8}{12}$     $\frac{4}{9}$



I found a common denominator of 36 to compare the fractions.

Tommy

I found a common numerator of 4 to compare the fractions.



Eva

Whose method is more efficient? \_\_\_\_\_

Talk about your answer with a partner.

6 Write the fractions in ascending order.

a)  $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$

b)  $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$

c)  $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$

d)  $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

7 What could the missing numerator be?

$\frac{3}{5} < \frac{\square}{15} < \frac{9}{10}$

Write all four possibilities.

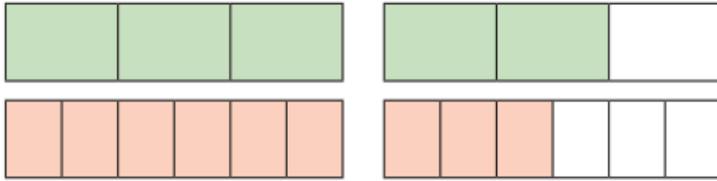
$\frac{\square}{15}$     $\frac{\square}{15}$     $\frac{\square}{15}$     $\frac{\square}{15}$

## Compare and order fractions greater than 1

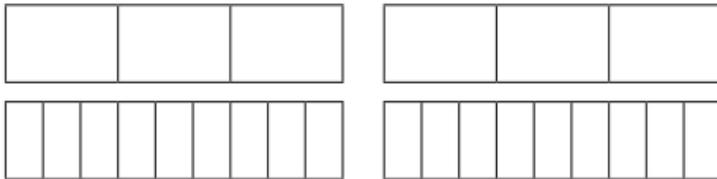
1 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

Use the bar models to help you.

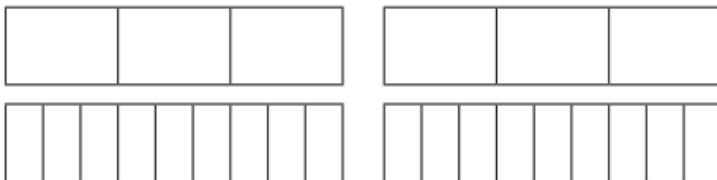
a)  $\frac{5}{3}$  ○  $\frac{9}{6}$



b)  $\frac{5}{3}$  ○  $\frac{15}{9}$



c)  $\frac{4}{3}$  ○  $\frac{13}{9}$



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

a)  $\frac{7}{4}$  ○  $\frac{12}{8}$

d)  $\frac{10}{6}$  ○  $\frac{5}{3}$

g)  $\frac{18}{8}$  ○  $\frac{32}{16}$

b)  $\frac{7}{4}$  ○  $\frac{22}{12}$

e)  $\frac{10}{6}$  ○  $\frac{5}{2}$

h)  $\frac{18}{8}$  ○  $\frac{9}{4}$

c)  $\frac{22}{12}$  ○  $\frac{10}{6}$

f)  $\frac{5}{2}$  ○  $\frac{18}{8}$

i)  $\frac{9}{4}$  ○  $\frac{18}{2}$

3 Filip has  $3\frac{3}{16}$  bottles of juice.

Scott has  $3\frac{1}{4}$  bottles of juice.

Who has more juice?

\_\_\_\_\_ has more juice.

4 Rosie's ribbon is  $\frac{7}{4}$  metres long.

Teddy's ribbon is  $\frac{7}{8}$  metres long.



Our ribbons are the same length.

Explain why Rosie is wrong.

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5 Write the fractions in descending order.

a)  $\frac{8}{3}, \frac{4}{5}, \frac{8}{15}, \frac{8}{2}, \frac{16}{8}$

□ □ □ □ □

b)  $\frac{7}{3}, \frac{12}{9}, \frac{15}{9}, \frac{15}{6}, \frac{7}{9}$

□ □ □ □ □

c)  $\frac{14}{5}, \frac{17}{10}, \frac{27}{10}, \frac{3}{1}, \frac{42}{20}$

□ □ □ □ □

6 Find three possible ways to complete each statement.

a)  $\frac{1}{4} < \frac{\square}{4} < \frac{9}{8}$

$\frac{1}{4} < \frac{\square}{4} < \frac{9}{8}$

$\frac{1}{4} < \frac{\square}{4} < \frac{9}{8}$

c)  $\frac{4}{5} < \frac{8}{\square} < \frac{8}{4}$

$\frac{4}{5} < \frac{8}{\square} < \frac{8}{4}$

$\frac{4}{5} < \frac{8}{\square} < \frac{8}{4}$

b)  $\frac{1}{4} < \frac{\square}{15} < \frac{7}{15}$

$\frac{1}{4} < \frac{\square}{15} < \frac{7}{15}$

$\frac{1}{4} < \frac{\square}{15} < \frac{7}{15}$

7 Alex and Dora each have two identical cakes.

Alex cuts each of her cakes into 6 equal pieces and gives 10 of her friends a piece each.



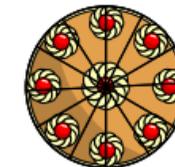
Alex



Dora cuts each of her cakes into 12 equal pieces and gives 18 of her friends a piece each.



Dora



Who has more cake left?

\_\_\_\_\_ has more cake left.

8 The greater the numerator, the greater the fraction.

Give at least three examples to show that the statement is not correct.

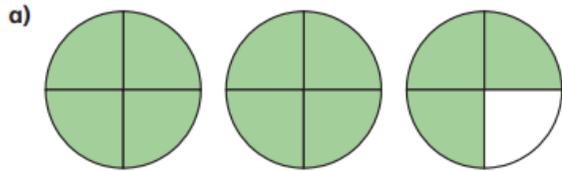
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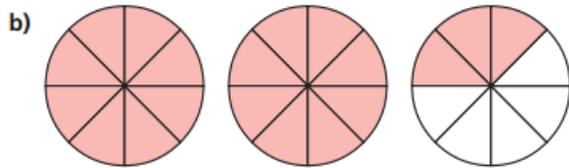
\_\_\_\_\_

## Mixed numbers to improper fractions

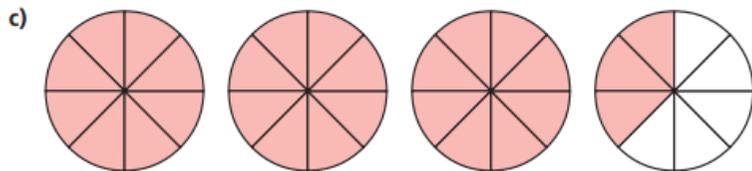
1 Convert the mixed numbers to improper fractions.



$$2\frac{3}{4} = \frac{11}{4}$$



$$2\frac{3}{8} = \frac{19}{8}$$



$$3\frac{3}{8} = \frac{27}{8}$$



2 Convert the mixed numbers to improper fractions.

Colour the bar models to help you.



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



$$2\frac{1}{3} = \frac{7}{3}$$



$$3\frac{1}{3} = \frac{10}{3}$$



$$3\frac{2}{5} = \frac{17}{5}$$



- 3 Convert the mixed numbers to improper fractions.

Write the next conversion in each part.

a)  $2\frac{1}{7} = \frac{15}{7}$

$2\frac{2}{7} = \frac{16}{7}$

$2\frac{3}{7} = \frac{17}{7}$

$2\frac{4}{7} = \frac{18}{7}$

c)  $5\frac{1}{2} = \frac{11}{2}$

$5\frac{1}{4} = \frac{21}{4}$

$5\frac{1}{8} = \frac{41}{8}$

$5\frac{1}{16} = \frac{81}{16}$

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

$4\frac{1}{5} = \frac{21}{5}$

$5\frac{1}{5} = \frac{26}{5}$

$6\frac{1}{5} = \frac{31}{5}$

Talk to a partner about any patterns you spot.

- 4 Here are 4 whole pizzas and  $\frac{3}{5}$  of a pizza.



How many children can have  $\frac{1}{5}$  of a pizza?

23

- 5 Whitney is converting mixed numbers to improper fractions.



$4\frac{1}{7} = \frac{28}{7}$

Do you agree with Whitney? No

Explain your answer.

She has converted 4 wholes to  $\frac{28}{7}$  but forgotten to add the extra seventh.

- 6

$\text{circle} \frac{3}{5} = \text{triangle} \frac{1}{5}$

The table shows some possible values of the circle.

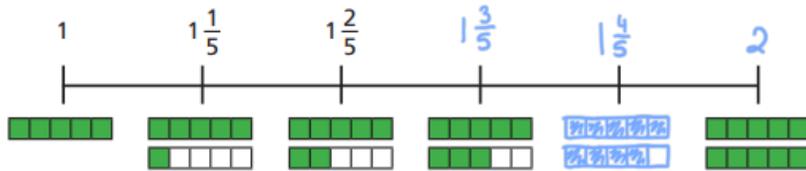
Use this to find the corresponding value of the triangle.

circle	triangle
1	8
2	13
4	23
8	43
16	83
17	88
160	803

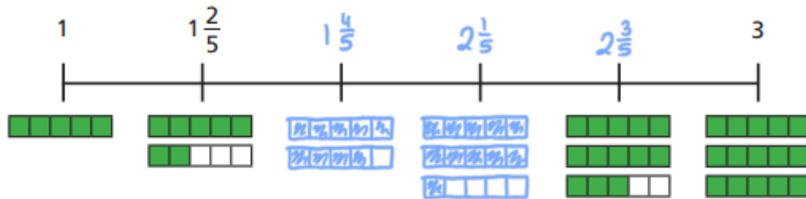
# Number sequences

1 Complete the number lines.

a)

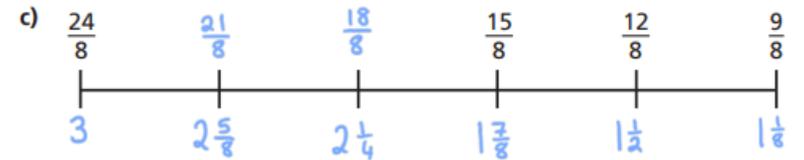
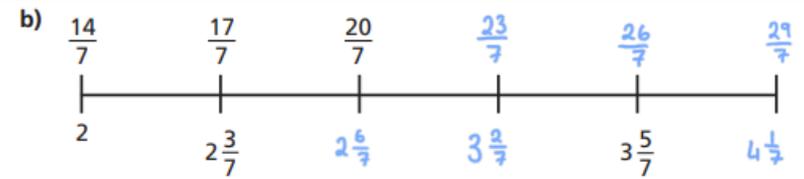
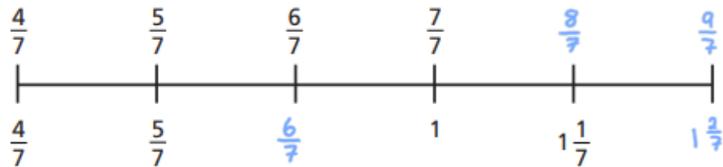


b)



2 Complete the number lines.

a)



3 Continue the sequences.

a)  $2\frac{7}{8}, 3\frac{1}{8}, 3\frac{3}{8},$   $3\frac{5}{8}$ ,  $3\frac{7}{8}$ ,  $4\frac{1}{8}$

b)  $5\frac{6}{7}, 5\frac{3}{7}, 5,$   $4\frac{4}{7}$ ,  $4\frac{1}{7}$ ,  $3\frac{5}{7}$

c)  $5\frac{6}{11}, 5\frac{3}{11}, 5,$   $4\frac{8}{11}$ ,  $4\frac{5}{11}$ ,  $4\frac{2}{11}$

What is the same and what is different about the sequences in parts b) and c)?

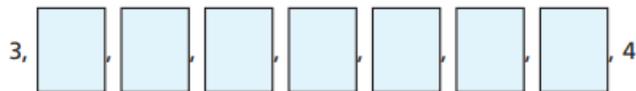
Talk about it with a partner.



4 Match each sequence to its rule.

$2\frac{2}{3}, 3\frac{1}{3}, 4, 4\frac{2}{3}$	add three quarters
$2\frac{1}{2}, 3\frac{1}{4}, 4, 4\frac{3}{4}$	subtract two thirds
$4\frac{1}{3}, 3\frac{2}{3}, 3, 2\frac{1}{3}$	add two thirds
$4\frac{1}{4}, 3\frac{3}{4}, 3\frac{1}{4}, 2\frac{3}{4}$	subtract one half

5 Teddy and Rosie are finding the missing numbers in the sequence.



a)



I think the missing fractions are sevenths because there are seven blank number cards.

Do you agree with Teddy? No

Explain your answer.

If they were sevenths there would only be 6 blank cards because  $3\frac{7}{7} = 4$

b) Complete the sequence.



c)



I think one of the missing fractions is equivalent to  $3\frac{1}{2}$

Is Rosie correct? Yes

Explain how you know.

$\frac{4}{8}$  is equivalent to  $\frac{1}{2}$  so  $3\frac{4}{8}$  is equivalent to  $3\frac{1}{2}$ .

d) Which other fractions in the sequence can you find equivalent fractions for?

6



I am thinking of a number sequence. The 1st and 4th terms are consecutive integers.

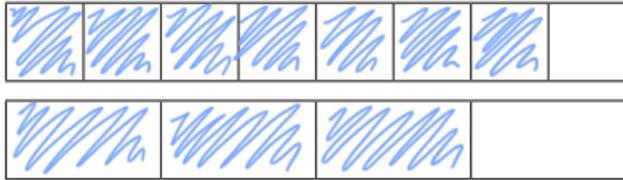
Write the rule for Amir's sequence.

Add one third. (Accept subtract one third)

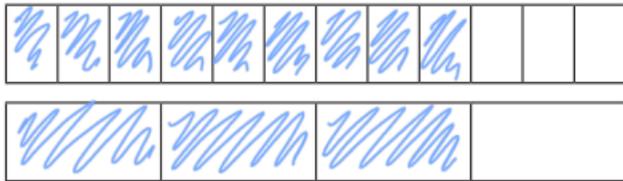
# Compare and order fractions less than 1

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

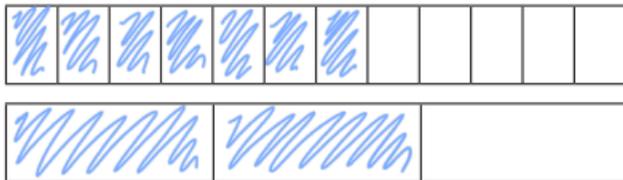
Use the bar models to help you.



$$\frac{7}{8} > \frac{3}{4}$$



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



$$\frac{7}{12} < \frac{2}{3}$$



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

a)  $\frac{1}{5} < \frac{4}{15}$

g)  $\frac{2}{9} < \frac{1}{3}$

b)  $\frac{2}{5} > \frac{4}{15}$

h)  $\frac{4}{9} > \frac{1}{3}$

c)  $\frac{2}{5} = \frac{6}{15}$

i)  $\frac{4}{12} = \frac{1}{3}$

d)  $\frac{2}{3} > \frac{6}{15}$

j)  $\frac{8}{12} = \frac{2}{3}$

e)  $\frac{2}{3} > \frac{6}{12}$

k)  $\frac{8}{12} < \frac{3}{3}$

f)  $\frac{2}{3} = \frac{6}{9}$

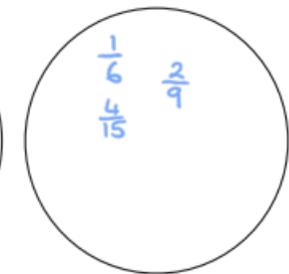
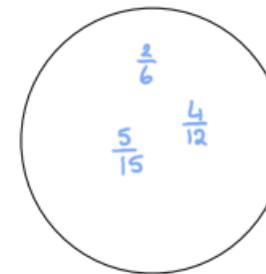
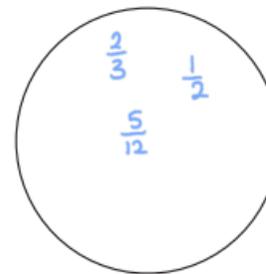
l)  $\frac{8}{12} < \frac{3}{4}$

3 Sort the fractions into the circles.

greater than  $\frac{1}{3}$

equal to  $\frac{1}{3}$

less than  $\frac{1}{3}$



- |               |               |               |               |               |                |                |                |                |
|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|
| $\frac{2}{3}$ | $\frac{1}{6}$ | $\frac{1}{2}$ | $\frac{2}{6}$ | $\frac{2}{9}$ | $\frac{5}{12}$ | $\frac{4}{12}$ | $\frac{4}{15}$ | $\frac{5}{15}$ |
|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|

- 4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

e.g.

a)  $\frac{\boxed{1}}{5} < \frac{5}{15}$

d)  $\frac{\boxed{1}}{3} < \frac{5}{6}$

g)  $\frac{6}{9} < \frac{5}{\boxed{6}}$

b)  $\frac{\boxed{2}}{6} < \frac{5}{12}$

e)  $\frac{3}{5} < \frac{5}{\boxed{5}}$

h)  $\frac{10}{12} < \frac{5}{\boxed{4}}$

c)  $\frac{\boxed{5}}{12} < \frac{5}{6}$

f)  $\frac{5}{6} < \frac{5}{\boxed{5}}$

i)  $\frac{23}{24} < \frac{5}{\boxed{5}}$

Compare answers with a partner.

- 5 Tommy and Eva are comparing fractions.

$\frac{2}{3}$     $\frac{8}{12}$     $\frac{4}{9}$



Tommy

I found a common denominator of 36 to compare the fractions.

I found a common numerator of 4 to compare the fractions.



Eva

Whose method is more efficient? Various

Talk about your answer with a partner.

- 6 Write the fractions in ascending order.

a)  $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$

$\frac{2}{10}$     $\frac{2}{7}$     $\frac{2}{5}$     $\frac{2}{4}$     $\frac{2}{3}$

b)  $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$

$\frac{1}{9}$     $\frac{2}{9}$     $\frac{5}{9}$     $\frac{2}{3}$     $\frac{5}{6}$

c)  $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$

$\frac{1}{5}$     $\frac{3}{10}$     $\frac{1}{2}$     $\frac{5}{10}$     $\frac{6}{10}$

d)  $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

$\frac{2}{7}$     $\frac{1}{3}$     $\frac{6}{17}$     $\frac{8}{30}$     $\frac{12}{30}$

- 7 What could the missing numerator be?

$\frac{3}{5} < \frac{\boxed{\phantom{000}}}{15} < \frac{9}{10}$

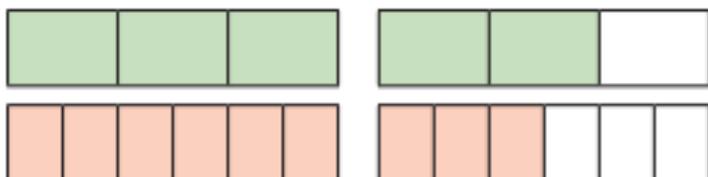
Write all four possibilities.

$\frac{10}{15}$     $\frac{11}{15}$     $\frac{12}{15}$     $\frac{13}{15}$

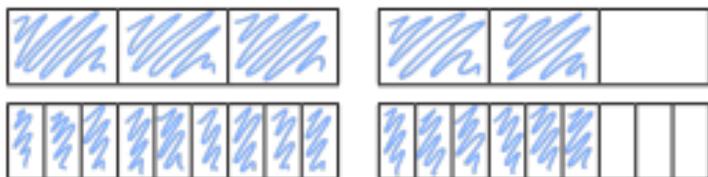
# Compare and order fractions greater than 1

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

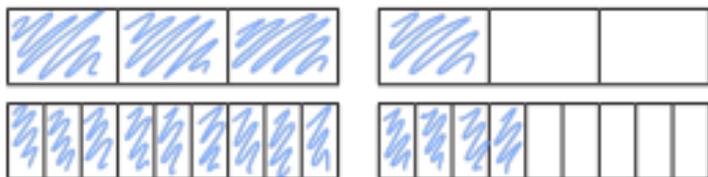
a)  $\frac{5}{3} > \frac{9}{6}$



b)  $\frac{5}{3} = \frac{15}{9}$



c)  $\frac{4}{3} < \frac{13}{9}$



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

a)  $\frac{7}{4} > \frac{12}{8}$

d)  $\frac{10}{6} = \frac{5}{3}$

g)  $\frac{18}{8} > \frac{32}{16}$

b)  $\frac{7}{4} < \frac{22}{12}$

e)  $\frac{10}{6} < \frac{5}{2}$

h)  $\frac{18}{8} = \frac{9}{4}$

c)  $\frac{22}{12} > \frac{10}{6}$

f)  $\frac{5}{2} > \frac{18}{8}$

i)  $\frac{9}{4} < \frac{18}{2}$

- 3 Filip has  $3\frac{3}{16}$  bottles of juice.

Scott has  $3\frac{1}{4}$  bottles of juice.

Who has more juice?

Scott has more juice.

- 4 Rosie's ribbon is  $\frac{7}{4}$  metres long.

Teddy's ribbon is  $\frac{7}{8}$  metres long.



Our ribbons are the same length.

Explain why Rosie is wrong.

The number of parts is the same but the size of their parts is different. Rosie's ribbon is longer.



5 Write the fractions in descending order.

a)  $\frac{8}{3}, \frac{4}{5}, \frac{8}{15}, \frac{8}{2}, \frac{16}{8}$



b)  $\frac{7}{3}, \frac{12}{9}, \frac{15}{9}, \frac{15}{6}, \frac{7}{9}$



c)  $\frac{14}{5}, \frac{17}{10}, \frac{27}{10}, \frac{3}{1}, \frac{42}{20}$



6 Find three possible ways to complete each statement.

a)  $\frac{1}{4} < \frac{\boxed{2}}{4} < \frac{9}{8}$

$\frac{1}{4} < \frac{\boxed{3}}{4} < \frac{9}{8}$

$\frac{1}{4} < \frac{\boxed{4}}{4} < \frac{9}{8}$

c)  $\frac{4}{5} < \frac{8}{\boxed{8}} < \frac{8}{4}$

$\frac{4}{5} < \frac{8}{\boxed{7}} < \frac{8}{4}$

$\frac{4}{5} < \frac{8}{\boxed{6}} < \frac{8}{4}$

b)  $\frac{1}{4} < \frac{\boxed{6}}{15} < \frac{7}{15}$

$\frac{1}{4} < \frac{\boxed{5}}{15} < \frac{7}{15}$

$\frac{1}{4} < \frac{\boxed{6}}{15} < \frac{7}{15}$

7 Alex and Dora each have two identical cakes.

Alex cuts each of her cakes into 6 equal pieces and gives 10 of her friends a piece each.



Alex



Dora cuts each of her cakes into 12 equal pieces and gives 18 of her friends a piece each.



Dora



Who has more cake left?

Dora has more cake left.

8 The greater the numerator, the greater the fraction.

Give at least three examples to show that the statement is not correct.

Various answers e.g.  $\frac{3}{17} < \frac{1}{2}$

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## Science Resource

### Example table:

Hot Water		Warm water		Cold Water	
1 tspn		1 tspn		1 tspn	
2 tspn		2 tspn		2 tspn	
3 tspn		3 tspn		3 tspn	
4 tspn		4 tspn		4 tspn	

Challenge

What can you tell from the results?

Are they reliable? What do you think?

# History

## How medicine has changed over time

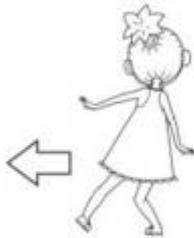
<b>Problem</b>	<b>Cure (present day)</b>	<b>Cure (Victorian times)</b>
Nose bleed	Pinch your nose just above your nostrils for 10 minutes. Leaning forward and breathing through your mouth will drain blood down your nose instead of down the back of your throat.	
Dry hands	Rub moisturiser into hands.	
Head ache	Pain killers	
Tooth ache	See your dentist Use painkillers to reduce pain	
Burns/ scalds	Cool the burn with cool or lukewarm water for 10-30 minutes. Keep yourself or the person warm. Cover the burn with cling film. <u>Treat the pain from a burn with <a href="#">paracetamol</a> or <a href="#">ibuprofen</a>.</u>	
Warts	Creams and sprays	
Sore throat	Pain killers	
Sprained ankle	Use a support bandage. Ice. Rest. Elevate (lift up) Painkillers to reduce pain	

# Spanish

Write down the correct word under each picture.

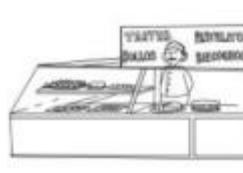
## 1 - Instructions

Atrás - Izquierda - derecha - adelante - correr - saltar - andar - bailar



## 2 - Shops

Banco de palabras:  
la pescadería, la pizzería, la panadería, la carnicería,  
la frutería, la pastelería, la heladería, la librería



## RE: The Parable of the Prodigal Son

LO: Understand the key messages behind the parables

The Parable of the Prodigal Son	The two sons being given their share of the family estate.	The older son stays at home and works in the field.  The younger son goes off and wastes all his money.	The father welcoming his son home.
How do you think the older son felt?			
How do you think the younger son felt?			
How do you think the father felt?			

- Do you think that the father was right to forgive his lost son and welcome him back with a celebration?
- What do you think is the key message that Jesus is telling people about God in this parable?

## **The Parable of the Lost Son (Luke 15:11-32)**

<sup>11</sup> Jesus continued: "There was a man who had two sons. <sup>12</sup> The younger one said to his father, 'Father, give me my share of the estate.' So he divided his property between them.

<sup>13</sup> "Not long after that, the younger son got together all he had, set off for a distant country and there squandered his wealth in wild living. <sup>14</sup> After he had spent everything, there was a severe famine in that whole country, and he began to be in need. <sup>15</sup> So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs. <sup>16</sup> He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything.

<sup>17</sup> "When he came to his senses, he said, 'How many of my father's hired servants have food to spare, and here I am starving to death! <sup>18</sup> I will set out and go back to my father and say to him: Father, I have sinned against heaven and against you. <sup>19</sup> I am no longer worthy to be called your son; make me like one of your hired servants.' <sup>20</sup> So he got up and went to his father.

"But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him.

<sup>21</sup> "The son said to him, 'Father, I have sinned against heaven and against you. I am no longer worthy to be called your son.'

<sup>22</sup> "But the father said to his servants, 'Quick! Bring the best robe and put it on him. Put a ring on his finger and sandals on his feet. <sup>23</sup> Bring the fattened calf and kill it. Let's have a feast and celebrate. <sup>24</sup> For this son of mine was dead and is alive again; he was lost and is found.' So they began to celebrate.

<sup>25</sup> "Meanwhile, the older son was in the field. When he came near the house, he heard music and dancing. <sup>26</sup> So he called one of the servants and asked him what was going on. <sup>27</sup> 'Your brother has come,' he replied, 'and your father has killed the fattened calf because he has him back safe and sound.'

<sup>28</sup> "The older brother became angry and refused to go in. So his father went out and pleaded with him. <sup>29</sup> But he answered his father, 'Look! All these years I've been slaving for you and never disobeyed your orders. Yet you never gave me even a young goat so I could celebrate with my friends. <sup>30</sup> But when this son of yours who has squandered your property comes home, you kill the fattened calf for him!'

<sup>31</sup> "'My son,' the father said, 'you are always with me, and everything I have is yours. <sup>32</sup> But we had to celebrate and be glad, because this brother of yours was dead and is alive again; he was lost and is found.'"

Monday: English

Emotion cards

<b>Foolish</b>	<b>Lonely</b>	<b>Confident</b>
<b>Happy</b>	<b>Sad</b>	<b>Joy</b>
<b>Angry</b>	<b>Annoyed</b>	<b>Enraged</b>
<b>Calm</b>	<b>Bored</b>	<b>Proud</b>
<b>Nervous</b>	<b>Stupid</b>	<b>Scared</b>
<b>Worried</b>	<b>Excited</b>	<b>Guilty</b>

**Enthusiastic**

**Worthless**

**Embarrassed**

**Upset**

**Comfortable**

**Anxious**

**Shocked**

**Irritated**

**Disappointed**

**Alarmed**

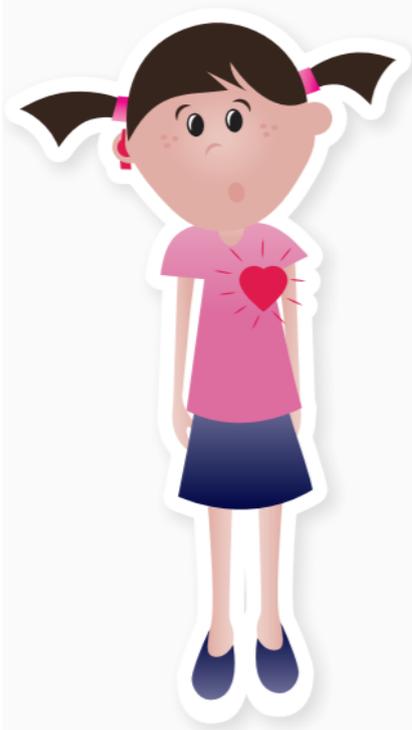
**Exasperated**

**Tense**

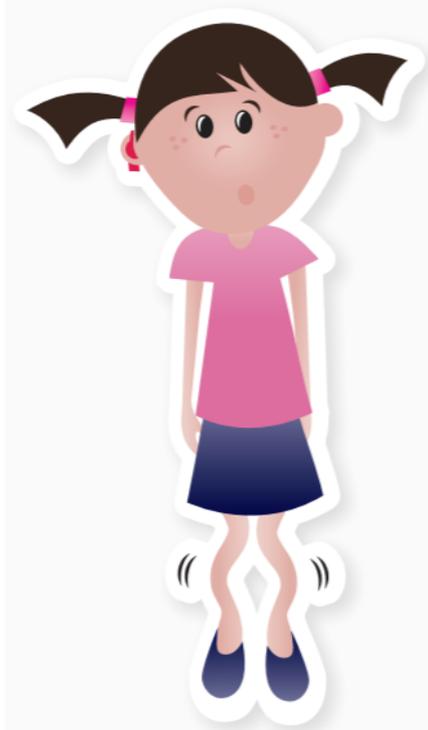
# Feelings Ladder



Tuesday: English  
Early warning sign cards



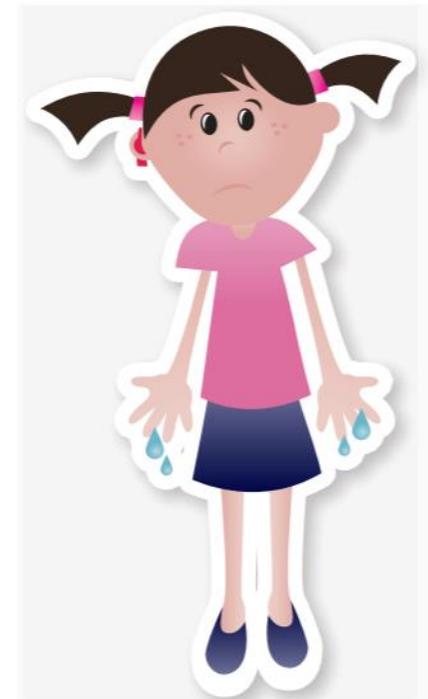
**Heart beating fast**



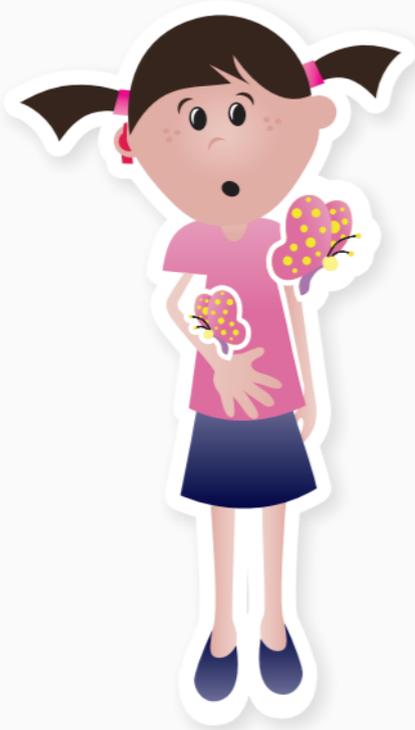
**Jelly legs**



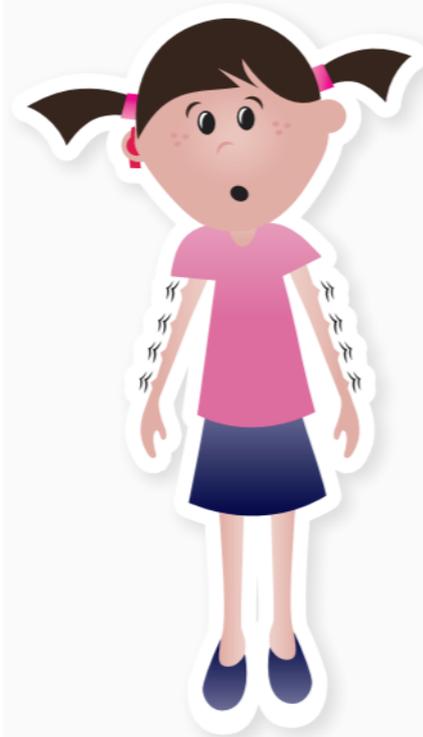
**Shivering and shaking**



**Sweaty hands**



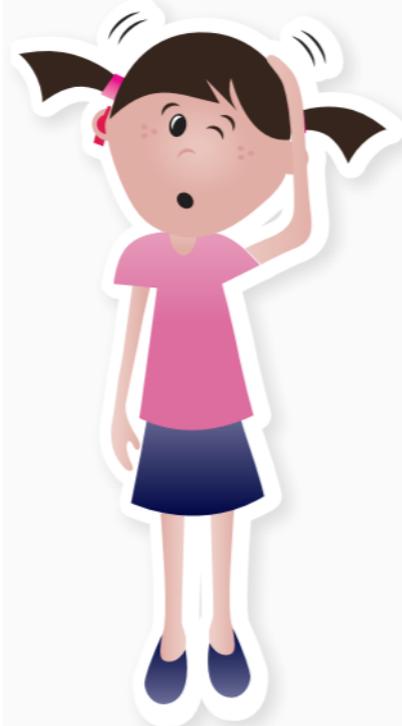
**Butterflies in tummy**



**Goose bumps**

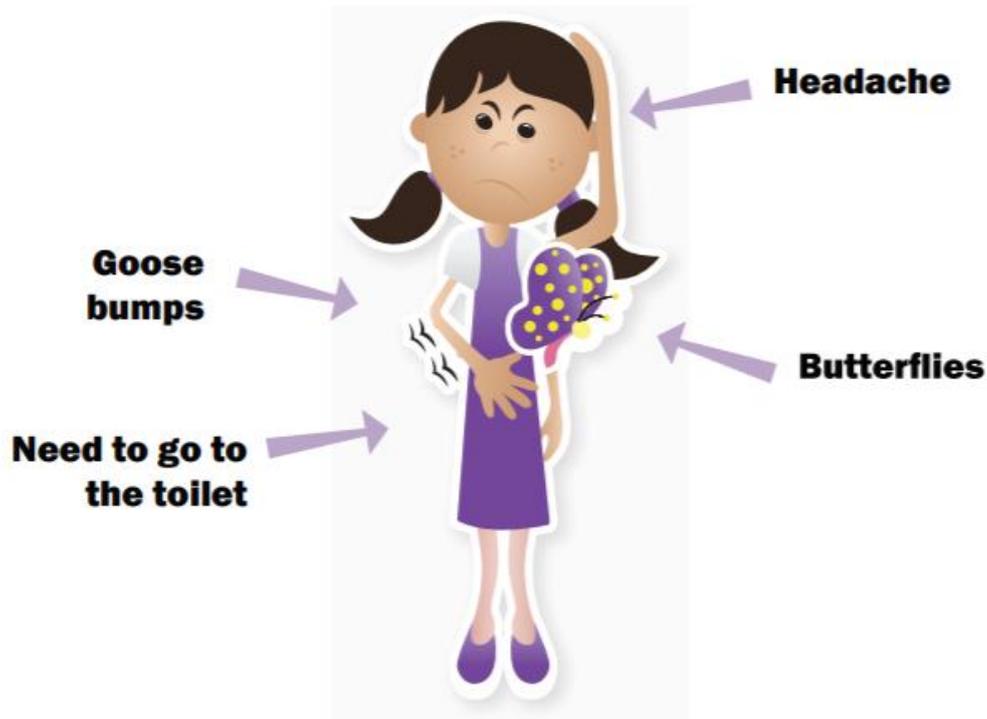


**Need to go to the toilet**

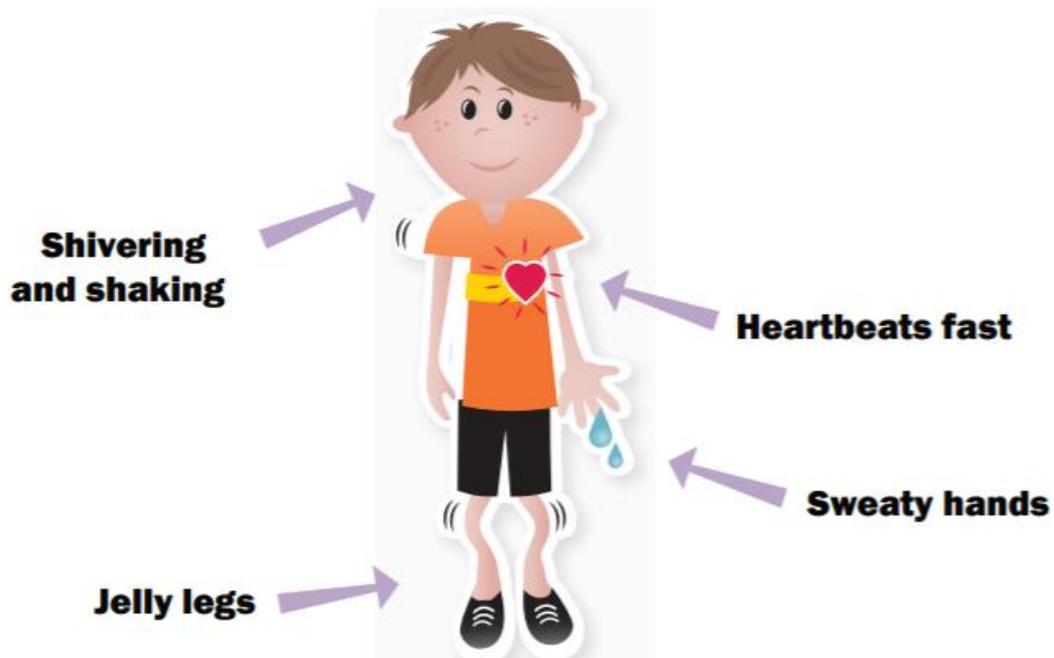


**Headache**

**When I am feeling unsafe I get my early warning signs.**



**Sometimes I get my early warning signs when I am doing something fun and scary.**



How would your body react in these scenarios? What emotions could you be feeling?

1. Riding a rollercoaster



## 2. Public speaking

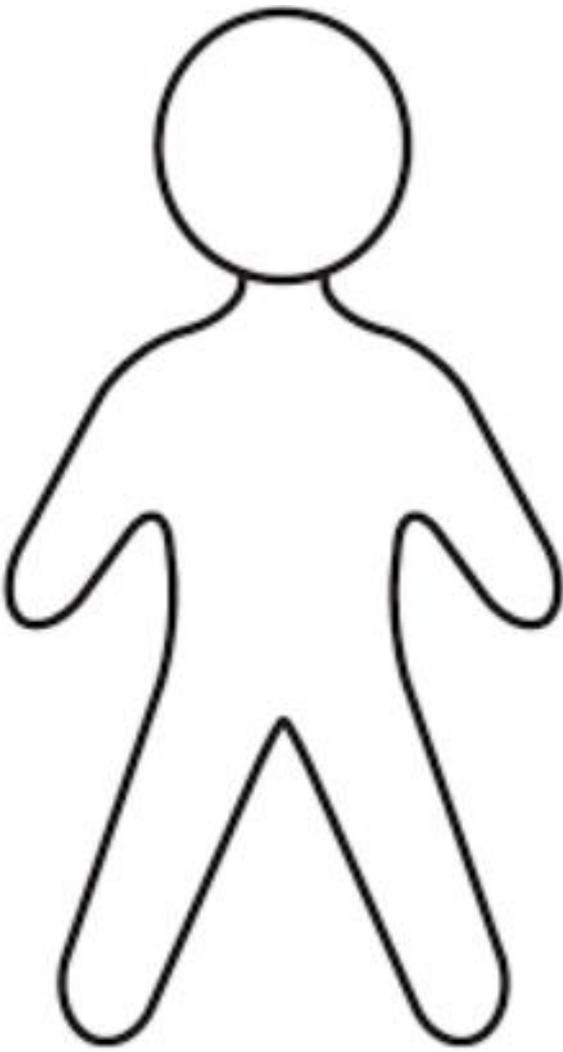


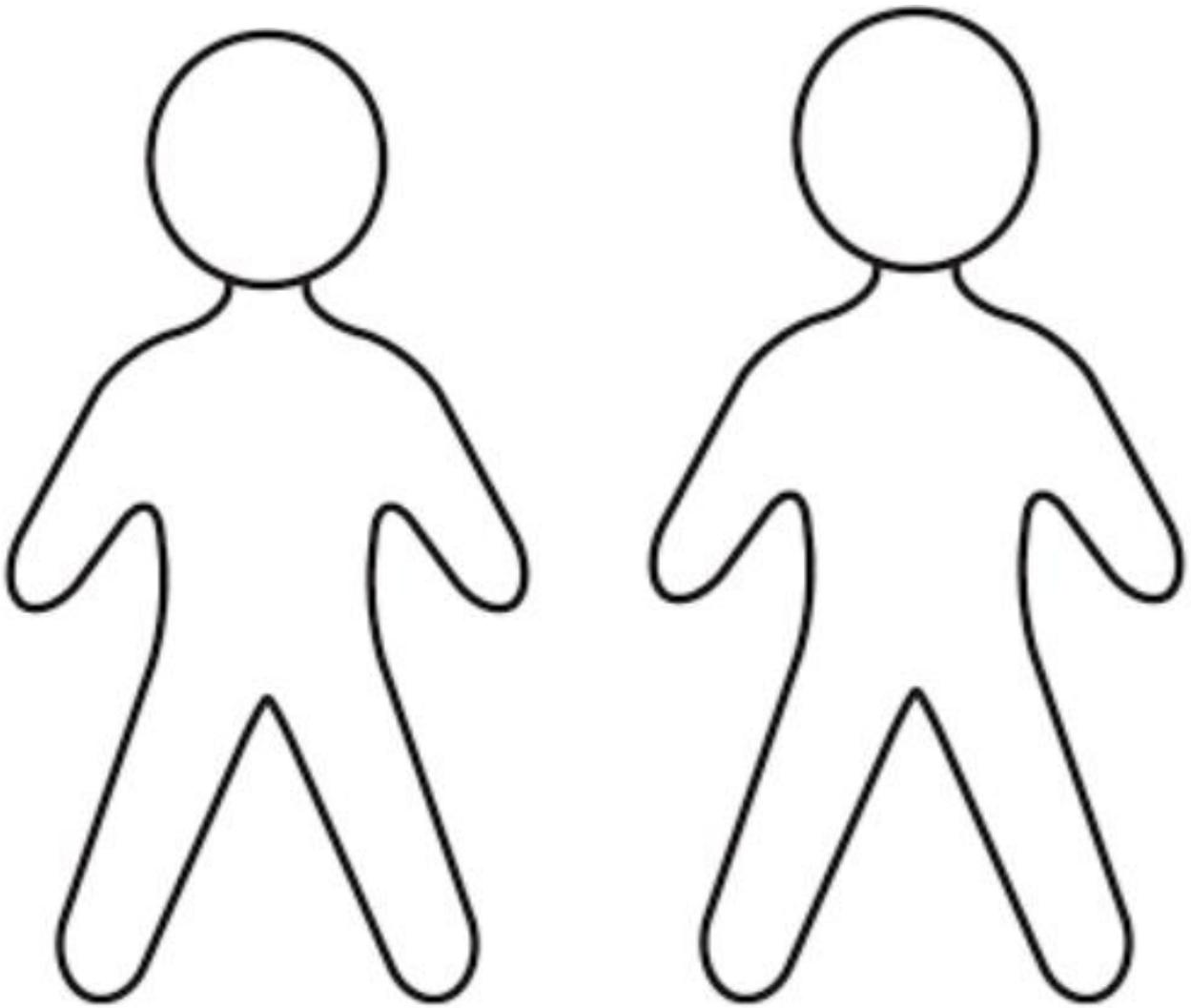
## 3. Being bullied



#### 4. Online learning every day and attending Zoom lessons







Wednesday: English

# MY SAFETY NETWORK

I trust these adults.  
I know that they...

- Listen to me
- Care about me
- Believe me
- Help me

