	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Follow the lesson called 'What is a fraction?' https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division-2/ Follow up activity below	Follow the lesson called 'Recap: Equivalent Fractions' https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division-2/ Follow up activity below	Follow the lesson called 'Equivalent Fractions' https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division-2/ Follow up activity below	Follow the lesson called 'Recap: Fractions Greater Than 1' https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division-2/ Follow up activity below	Follow the lesson called 'Improper Fractions to Mixed Numbers' https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division-2/ Follow up activity below
X tables	**Remember:** 2x, 5x, 10x – **Bronze**	3x, 4x, 8x – **Silver**	6x, 7x, 9x, 11x, 12x – **Gold**	https://www.timestables.co.uk/	https://ttrockstars.com/
English	Watch Y5 English Lesson 1 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/ or access the lesson live on zoom following the invitation which has been sent to you. **Follow up activity and supporting resources below**	Watch Y5 English Lesson 2 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/ or access the lesson live on zoom following the invitation which has been sent to you. **Follow up activity and supporting resources below**	Watch Y5 English Lesson 3 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/ or access the lesson live on zoom following the invitation which has been sent to you. **Follow up activity and supporting resources below**	Watch Y5 English Lesson 4 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/ or access the lesson live on zoom following the invitation which has been sent to you **Follow up activity and supporting resources below**	Watch Y5 English Lesson 5 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/ or access the lesson live on zoom following the invitation which has been sent to you. **Follow up activity and supporting resources below**
Other Subjects	**RE** The Parable of the Sower This is the parable that inspires our schools' Christian Vision. Read the vision and watch the video https://www.youtube.com/watch?v=Ayl4dEsXU0g Read Jesus' explanation and answer the questions below. Think about what you think that it means to flourish and live a full life?	**History** Last week, you met Emily a thirteen year old girl who grew up in Victorian times. Click on this link to **listen** again to one of her stories – the one about her trip to the seaside. This time you also have the transcript (written version) of the story. • As you listen, think about what you learn about trips to the seaside during Victorian times. • What do you think is odd about the behaviour of Emily's mother? • For example why does she blush when she sees the bathing carriage? • Why do you think she is so concerned that Emily doesn't get freckles? **Activity** Imagine you are Emily and write a letter to your brother Bertie about your day out – try to make it chatty and funny to cheer him up after his first week back at school . OR Imagine you are Emily's little brother (you can make up a name for him) who is also invited on the trip. Do you	**Science** How can we separate mixtures? • A child in Reception has spilt a bowl of water in the sandpit. How could they separate the water from the sand? Is it possible? • Watch the **video lesson** about **separating mixtures.** • Follow the lesson and complete the activities. **Part 2** How can we separate mixtures? • Watch the **video lesson** about **separation sand, salt and water**. • Follow the lesson and complete the activities-	**Spanish** Watch the video on the school website. After that, choose one of these options to do your work. Option 1: Do the writing by answering the questions in your learning pack (you have the vocabulary in the video and at the bottom of the worksheet) Option 2: Write the sentences on your own. Use the vocabulary and the questions to guide yourself and to make sure you don't forget anything!	**Geography** How are climate zones different? • Select a mission to identify the different climates in different biomes. Details of the climates are on the right – select the climate zone to find out more about it. • Look back at your mind map from session 1 and you may want to find out more about climate zones here. • Create one of the following with the title: **Climate Zones**. o A digital presentation o a video weather report from between 2 and 5 of the regions (click link to see an example) o a classic poster

		think he would be allowed more freedom on the beach? What would he write about to Berite? You might like to include pictures in your letters of what the seaside looked like in Victorian times – you could research this on-line as long as you ask an adult first.			

Monday Maths:

What is a fraction?

1 What fraction of each shape is shaded?

a)

b)

c)
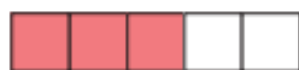
d)

2 Shade each diagram to represent the fractions.
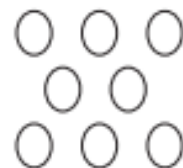
a)

$\frac{1}{6}$

b)

$\frac{5}{6}$

c)

$\frac{5}{8}$

d)

$\frac{5}{8}$

3 Circle the unit fractions.

$$\frac{1}{3} \qquad \frac{1}{5} \qquad \frac{3}{5} \qquad \frac{1}{8} \qquad \frac{2}{3} \qquad \frac{10}{11}$$

How do you know which are unit fractions?

4 a) Tick the shapes with one third shaded.
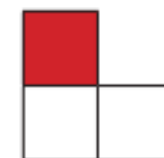
A

D

F

B

E

G

C

b) Complete the sentences to describe the shapes with one third shaded.

There are ☐ equal parts altogether.

☐ out of ☐ equal parts is shaded.

☐ of the shape is shaded.

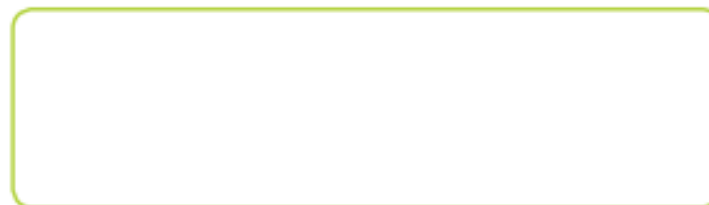**5** Draw an arrow to show the position of the fraction on the number line.

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

0 ——————————————— 1

b) $\frac{3}{5}$

0 ——————————————— 1

c) $\frac{1}{2}$

0 ——————————————— 1

d) $\frac{1}{3}$

0 ——————————————— 1

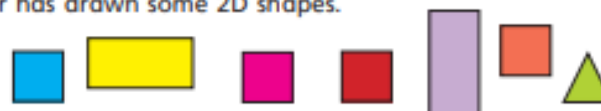**6** Draw an arrow to show the position of $\frac{5}{5}$ on the number line.

0 ——————————————— 1

What do you notice?

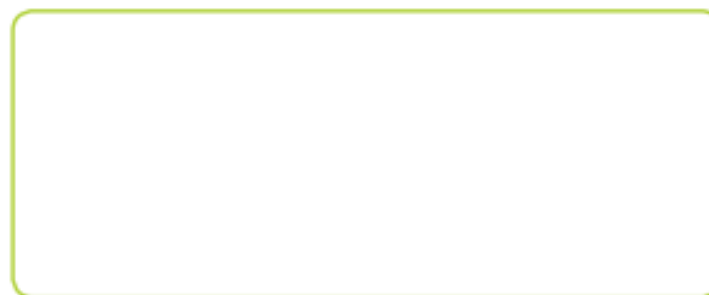**7** Draw four different representations of $\frac{3}{4}$

8 Amir has drawn some 2D shapes.

a) What fraction of the shapes are triangles?

b) What fraction of the shapes are squares?

c) What fraction of the shapes have four sides?

d) Draw 2D shapes to match the description.

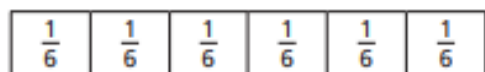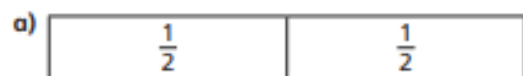$\frac{1}{5}$ are squares, $\frac{2}{5}$ are triangles, $\frac{3}{5}$ have more than 3 sides.

Compare shapes with a partner.

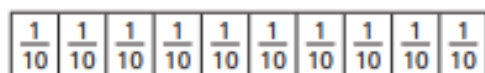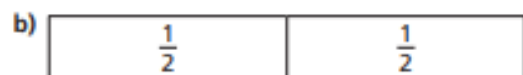What is the same about your shapes? Is anything different?

Tuesday Maths:

Equivalent fractions (1)

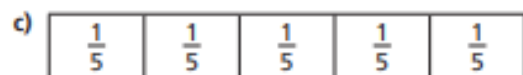**1** Shade the bar models to represent the equivalent fractions.

a)

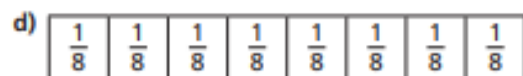| $\frac{1}{2}$	$\frac{1}{2}$

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

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

b)

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

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

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

c)

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

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

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

d)

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

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

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

2 Use the fraction wall to complete the equivalent fractions.

$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
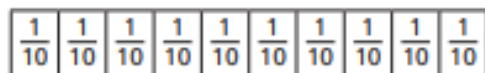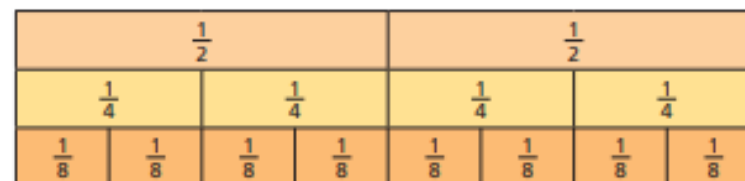
a) $\frac{1}{2} = \frac{\square}{4}$

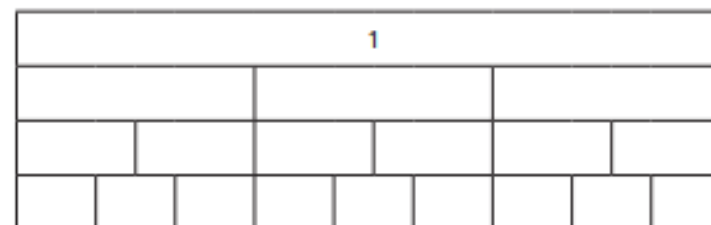c) $\frac{2}{4} = \frac{4}{\square}$

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

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

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

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

3 a) Label the fractions on the fraction wall.

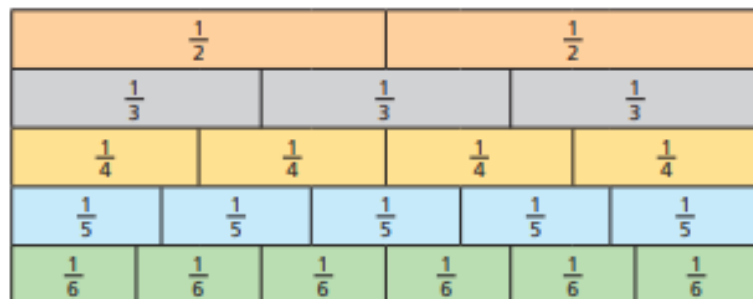| 1							

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

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

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

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

4 Here is a fraction wall.

$\frac{1}{2}$			$\frac{1}{2}$		
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$	
$\frac{1}{4}$	$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$		$\frac{1}{5}$
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

Is each statement true or false? Tick your answers.

	True	False
a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$	☐	☐
b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$	☐	☐
c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$	☐	☐
d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$	☐	☐
e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$	☐	☐
f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$	☐	☐

Write your own equivalent fractions statements.

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

5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

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

always	sometimes	never

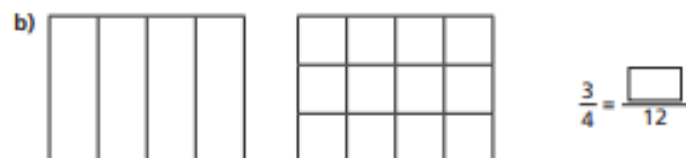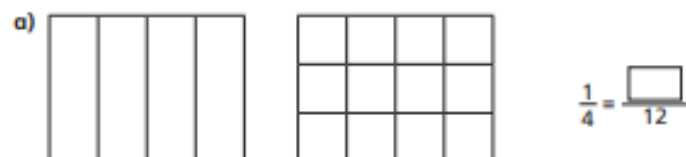b) Fractions equivalent to one half have even numerators.

always	sometimes	never

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

always	sometimes	never

Equivalent fractions

1 Shade the shapes to show the equivalent fractions.

a)

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

b)

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

c)

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

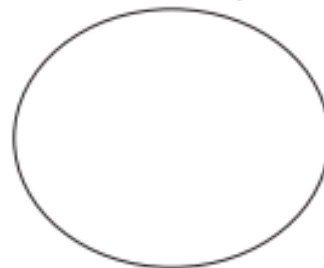d)

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

2 Draw two rectangles to show that $\frac{1}{3} = \frac{4}{12}$

3 a) Sort the fractions into the groups.

Equivalent to $\frac{1}{4}$ Equivalent to $\frac{1}{3}$

$\frac{5}{15}$ $\frac{2}{6}$ $\frac{3}{12}$ $\frac{6}{24}$ $\frac{8}{24}$ $\frac{5}{20}$ $\frac{4}{12}$ $\frac{2}{8}$

b) Write one more fraction in each group.

4 Complete the equivalent fractions.

a) $\frac{1}{7} = \frac{\square}{14}$

b) $\frac{5}{7} = \frac{\square}{14}$

c) $\frac{7}{8} = \frac{14}{\square}$

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

e) $\frac{3}{4} = \frac{12}{\square}$

f) $\frac{3}{4} = \frac{\square}{12}$

g) $\frac{2}{\square} = \frac{10}{15}$

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

i) $\frac{2}{7} = \frac{10}{\square}$

j) Describe the pattern in part g), h) and i) to a partner.

5 Find three ways to make the fractions equivalent.

a) $\dfrac{1}{\square} = \dfrac{7}{\square}$ b) $\dfrac{7}{\square} = \dfrac{14}{\square}$ c) $\dfrac{\square}{7} = \dfrac{\square}{14}$

$\dfrac{1}{\square} = \dfrac{7}{\square}$ $\dfrac{7}{\square} = \dfrac{14}{\square}$ $\dfrac{\square}{7} = \dfrac{\square}{14}$

$\dfrac{1}{\square} = \dfrac{7}{\square}$ $\dfrac{7}{\square} = \dfrac{14}{\square}$ $\dfrac{\square}{7} = \dfrac{\square}{14}$

6 Ron is finding equivalent fractions to $\dfrac{1}{4}$

$\dfrac{1}{4}$ is equivalent to $\dfrac{5}{8}$ and $\dfrac{9}{12}$

Do you agree with Ron? _____

Draw a diagram to support your answer.

Compare answers with a partner.

7 Here are some equivalent fractions.

Find the values of A, B and C.

$\dfrac{A}{9}$ $\dfrac{3}{B}$ $\dfrac{2}{18}$ $\dfrac{C}{90}$

A = $\square$ B = $\square$ C = $\square$

8 Here are three fraction cards.

All the fractions are equivalent.

$\dfrac{3}{A}$ $\dfrac{B}{14}$ $\dfrac{12}{C}$

A + B = 13

Work out the value of C.

C = $\square$

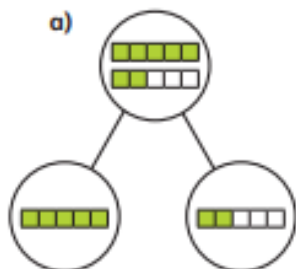**9** $\dfrac{1}{5} = \dfrac{3}{1 + \bullet}$

Find the value of $\bullet$

$\bullet$ = $\square$

Fractions greater than 1
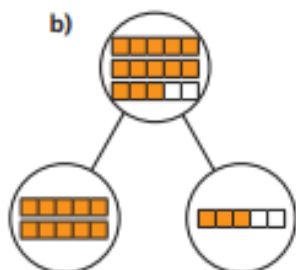
White Rose Maths

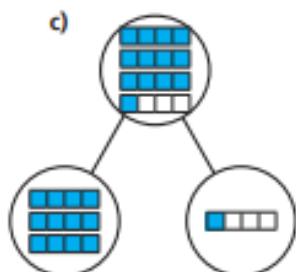**1** Complete the sentences.

a)

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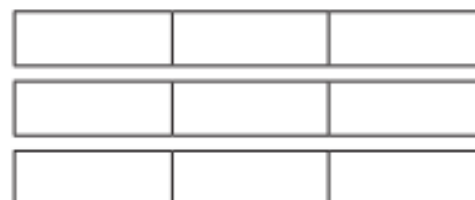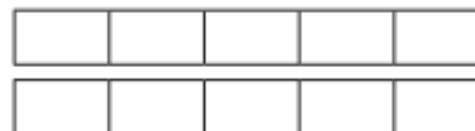
7 fifths = ☐ whole + ☐ fifths

b)

There are ☐ fifths altogether.

☐ fifths = ☐ wholes +

☐ fifths

c)

There are ☐ quarters altogether.

☐ quarters = ☐ wholes +

☐ quarter

2 Shade the bar models to represent the fractions.

Complete the number sentences.

a) $\frac{5}{3}$

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

b) $\frac{8}{3}$

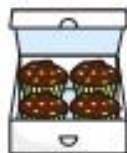$\frac{8}{3}$ = ☐ wholes + ☐ thirds = ☐

c) $\frac{8}{5}$

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

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3 Complete the statements.

a) $\frac{12}{2} = \boxed{}$ wholes

e) $\frac{15}{3} = \boxed{}$ wholes

b) $\frac{12}{4} = \boxed{}$ wholes

f) $\frac{15}{5} = \boxed{}$ wholes

c) $\frac{12}{6} = \boxed{}$ wholes

g) $\frac{15}{4} = \boxed{}$ wholes + $\boxed{}$ quarters

d) $\frac{12}{3} = \boxed{}$ wholes

h) $\frac{15}{2} = \boxed{}$ wholes + $\boxed{}$ half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?

Whitney can fill $\boxed{}$ boxes.

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

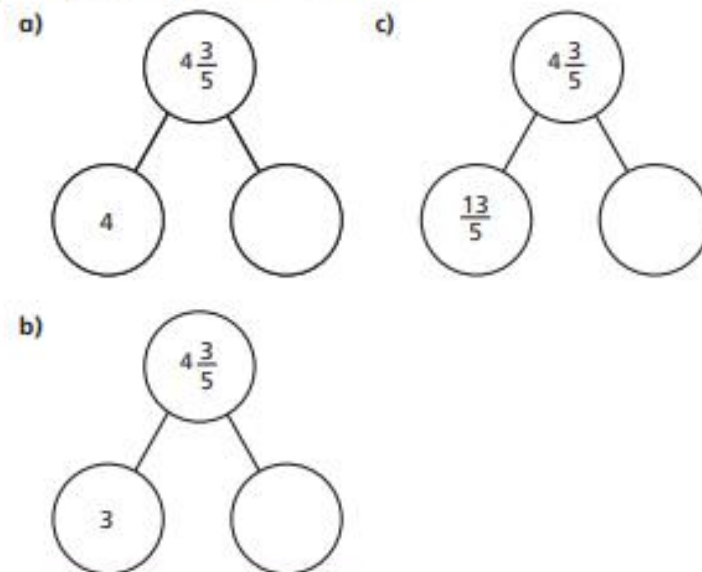Whitney needs $\boxed{}$ muffins to fill another box.

Explain how you know.

_____

_____

How does writing $\frac{26}{4}$ help you to answer this?
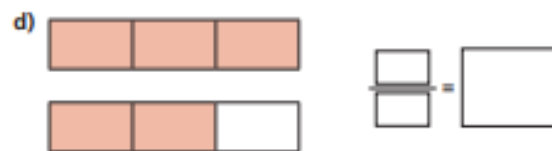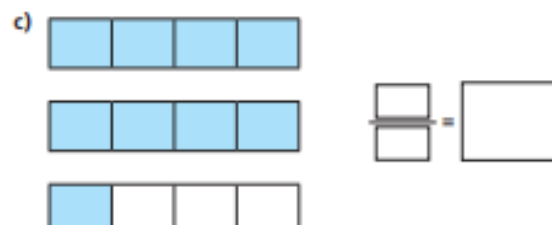
5 Write <, > or = to complete the statements.

a) 2 wholes and 3 quarters $\bigcirc$ 5 quarters

b) 2 wholes and 3 quarters $\bigcirc$ 15 quarters

c) 2 wholes and 3 sixths $\bigcirc$ 15 sixths

d) 2 wholes and 3 eighths $\bigcirc$ 15 eighths

e) $\frac{15}{3}$ $\bigcirc$ $\frac{15}{5}$

f) $\frac{15}{3}$ $\bigcirc$ $\frac{20}{4}$

6 Complete the part-whole models.

a) $4\frac{3}{5}$ — 4 — $\bigcirc$

c) $4\frac{3}{5}$ — $\frac{13}{5}$ — $\bigcirc$

b) $4\frac{3}{5}$ — 3 — $\bigcirc$

Friday

Improper to mixed numbers

1 Convert the improper fractions to mixed numbers.

a)

$\frac{8}{5} = \boxed{}$

b)

$\frac{\boxed{}}{5} = \boxed{}$

c)

$\frac{\boxed{}}{\boxed{}} = \boxed{}$

d)

$\frac{\boxed{}}{\boxed{}} = \boxed{}$

2 Shade the bar models to represent each improper fraction. Convert the improper fractions to mixed numbers.

a)

$\frac{7}{3} = \boxed{}$

b)

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

c)

$\frac{9}{4} = \boxed{}$

d)

$\frac{11}{4} = \boxed{}$

3 Convert the improper fractions to mixed numbers.

a) $\frac{10}{2} = $ ⬚

b) $\frac{10}{3} = $ ⬚

c) $\frac{10}{4} = $ ⬚

d) $\frac{10}{5} = $ ⬚

e) $\frac{12}{5} = $ ⬚

f) $\frac{13}{6} = $ ⬚

g) $\frac{13}{7} = $ ⬚

h) $\frac{31}{8} = $ ⬚

4 Eva has 7 bottles of juice.

Each bottle contains half a litre of juice.

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

How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

5 Dexter is converting improper fractions.

$\frac{32}{3} = 3\frac{2}{3}$

Explain why Dexter is incorrect.

6 Find the value of ⬤

$\frac{27}{⬤} = ⬤\frac{2}{⬤}$

⬤ = ⬚

7 Find two possible values for ★ and ▲

$\frac{30}{★} = ▲\frac{2}{★}$

★ = ⬚   ▲ = ⬚

★ = ⬚   ▲ = ⬚

Answers

What is a fraction?

1 What fraction of each shape is shaded?

a)

$\frac{1}{5}$

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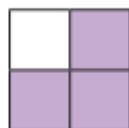
$\frac{3}{4}$

b)
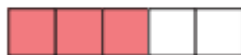
$\frac{3}{5}$

d)

$\frac{4}{7}$

2 Shade each diagram to represent the fractions.

a)

$\frac{1}{6}$

c)
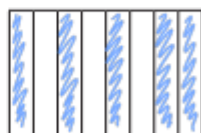
$\frac{5}{8}$

b)

$\frac{5}{6}$

d)
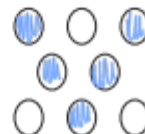
$\frac{5}{8}$

3 Circle the unit fractions.

$\left(\frac{1}{3}\right)$ $\left(\frac{1}{5}\right)$ $\frac{3}{5}$ $\left(\frac{1}{8}\right)$ $\frac{2}{3}$ $\frac{10}{11}$

How do you know which are unit fractions?

4 a) Tick the shapes with one third shaded.

A

D

 ✓

F

B

E

 ✓

G

C

 ✓
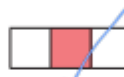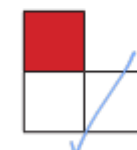
b) Complete the sentences to describe the shapes with one third shaded.

There are ⬛3 equal parts altogether.

⬛1 out of ⬛3 equal parts is shaded.

$\frac{1}{3}$ of the shape is shaded.

5 Draw an arrow to show the position of the fraction on the number line.

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

b) $\frac{3}{5}$

c) $\frac{1}{2}$

d) $\frac{1}{3}$

6 Draw an arrow to show the position of $\frac{5}{5}$ on the number line.

What do you notice?

7 Draw four different representations of $\frac{3}{4}$

Various answers e.g.

8 Amir has drawn some 2D shapes.

a) What fraction of the shapes are triangles?

b) What fraction of the shapes are squares?

c) What fraction of the shapes have four sides?

$\frac{1}{7}$

$\frac{3}{7}$

$\frac{4}{7}$

d) Draw 2D shapes to match the description.

$\frac{1}{5}$ are squares, $\frac{2}{5}$ are triangles, $\frac{3}{5}$ have more than 3 sides.

Compare shapes with a partner.

What is the same about your shapes? Is anything different?

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Equivalent fractions (1)

1 Shade the bar models to represent the equivalent fractions.

a)

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

| $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ |

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

b)

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

| $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ |

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

c)

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

| $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ |

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

d)

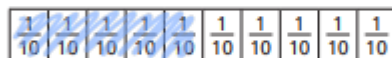| $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ |

| $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ |

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

2 Use the fraction wall to complete the equivalent fractions.

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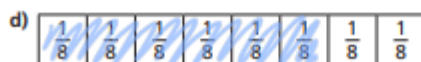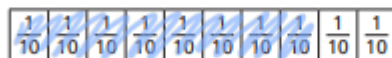
a) $\frac{1}{2} = \frac{\boxed{2}}{4}$

c) $\frac{2}{4} = \frac{4}{\boxed{8}}$

e) $\frac{\boxed{6}}{8} = \frac{3}{4}$

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

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

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

3 a) Label the fractions on the fraction wall.

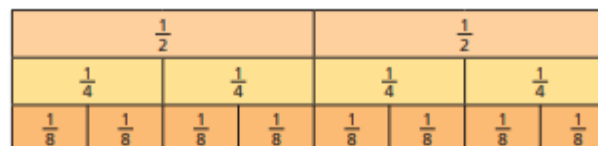| 1 | | | | | | | | |
$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$		
$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$

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

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

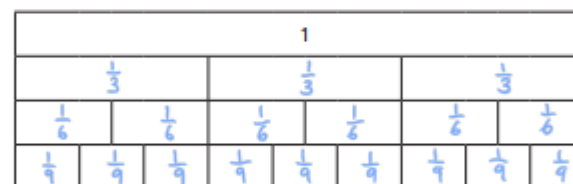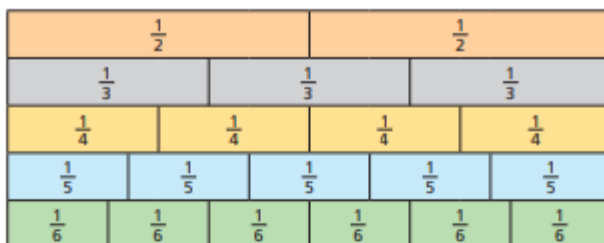$\frac{2}{3} = \frac{4}{\boxed{6}} = \frac{6}{9}$

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

4 Here is a fraction wall.

$\frac{1}{2}$				$\frac{1}{2}$		
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$		
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$		$\frac{1}{5}$	
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$		$\frac{1}{6}$

Is each statement true or false? Tick your answers.

	True	False
a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$	✓	☐
b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$	☐	✓
c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$	✓	☐
d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$	☐	✓
e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$	✓	☐
f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$	☐	✓

Write your own equivalent fractions statements.

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

5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

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

always   (sometimes)   never

e.g.
$$\frac{4}{5} > \frac{1}{5} \qquad \frac{1}{2} > \frac{2}{5}$$
BUT

b) Fractions equivalent to one half have even numerators.

always   (sometimes)   never

e.g.
$\frac{1}{2}$ (odd numerator)

$\frac{2}{4}$ (even numerator)

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

(always)   sometimes   never

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

1 Shade the shapes to show the equivalent fractions.

a)

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

b)

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

c)

$\frac{1}{6} = \frac{2}{12}$

d)

$\frac{5}{6} = \frac{10}{12}$

2 Draw two rectangles to show that $\frac{1}{3} = \frac{4}{12}$
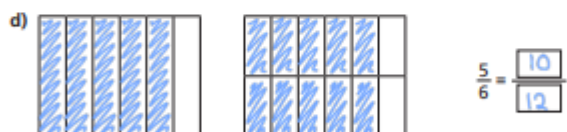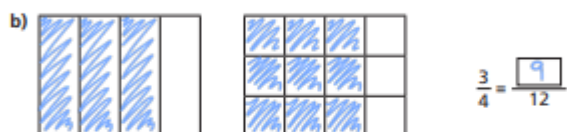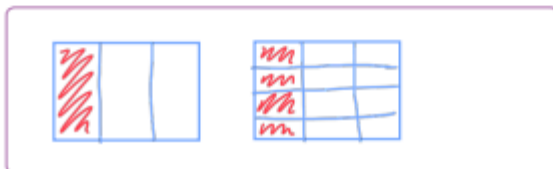
3 a) Sort the fractions into the groups.

Equivalent to $\frac{1}{4}$

$\frac{3}{12}$ $\frac{6}{24}$ $\frac{5}{20}$ $\frac{2}{8}$

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

$\frac{5}{15}$ $\frac{2}{6}$ $\frac{8}{24}$ $\frac{4}{12}$

$\frac{5}{15}$ $\frac{2}{6}$ $\frac{3}{12}$ $\frac{6}{24}$ $\frac{8}{24}$ $\frac{5}{20}$ $\frac{4}{12}$ $\frac{2}{8}$

b) Write one more fraction in each group.

4 Complete the equivalent fractions.

a) $\frac{1}{7} = \frac{2}{14}$

b) $\frac{5}{7} = \frac{10}{14}$

c) $\frac{7}{8} = \frac{14}{16}$

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

e) $\frac{3}{4} = \frac{12}{16}$

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

g) $\frac{2}{3} = \frac{10}{15}$

h) $\frac{2}{5} = \frac{10}{25}$

i) $\frac{2}{7} = \frac{10}{35}$

j) Describe the pattern in part g), h) and i) to a partner.

5 Find three ways to make the fractions equivalent.

e.g.

a) $\dfrac{1}{2} = \dfrac{7}{14}$

$\dfrac{1}{8} = \dfrac{7}{56}$

$\dfrac{1}{100} = \dfrac{7}{700}$

b) $\dfrac{7}{7} = \dfrac{14}{14}$

$\dfrac{7}{1} = \dfrac{14}{2}$

$\dfrac{7}{10} = \dfrac{14}{20}$

c) $\dfrac{1}{7} = \dfrac{2}{14}$

$\dfrac{5}{7} = \dfrac{10}{14}$

$\dfrac{21}{7} = \dfrac{42}{14}$

6 Ron is finding equivalent fractions to $\dfrac{1}{4}$

$\dfrac{1}{4}$ is equivalent to $\dfrac{5}{8}$ and $\dfrac{9}{12}$

Do you agree with Ron? No

Draw a diagram to support your answer.

$\dfrac{1}{4}$ $\dfrac{5}{8}$ $\dfrac{9}{12}$

Compare answers with a partner.

7 Here are some equivalent fractions.

Find the values of A, B and C.

$\dfrac{A}{9}$ $\dfrac{3}{B}$ $\dfrac{2}{18}$ $\dfrac{C}{90}$

A = 1   B = 27   C = 10

8 Here are three fraction cards.

All the fractions are equivalent.

$\dfrac{3}{A}$ $\dfrac{B}{14}$ $\dfrac{12}{C}$

A + B = 13
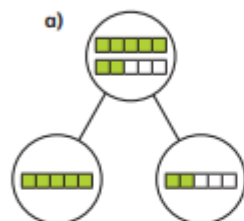
Work out the value of C.

C = 28

9 $\dfrac{1}{5} = \dfrac{3}{1 + \bullet}$
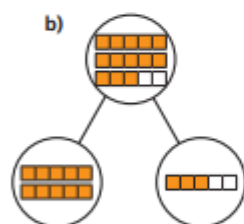
Find the value of $\bullet$

$\bullet$ = 14

Fractions greater than 1

1 Complete the sentences.

a)

There are 7 fifths altogether.

7 fifths = $\boxed{1}$ whole + $\boxed{2}$ fifths

b)

There are $\boxed{13}$ fifths altogether.

$\boxed{13}$ fifths = $\boxed{2}$ wholes +

$\boxed{3}$ fifths

c)

There are $\boxed{13}$ quarters altogether.

$\boxed{13}$ quarters = $\boxed{3}$ wholes +

$\boxed{1}$ quarter

2 Shade the bar models to represent the fractions.

Complete the number sentences.

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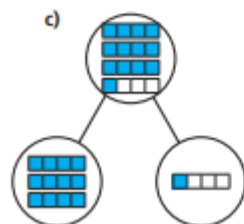
$\frac{5}{3} = \boxed{1}$ whole + $\boxed{2}$ thirds = $1\frac{2}{3}$

b) $\frac{8}{3}$

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

c) $\frac{8}{5}$

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

3 Complete the statements.

a) $\frac{12}{2} = \boxed{6}$ wholes

e) $\frac{15}{3} = \boxed{5}$ wholes

b) $\frac{12}{4} = \boxed{3}$ wholes

f) $\frac{15}{5} = \boxed{3}$ wholes

c) $\frac{12}{6} = \boxed{2}$ wholes

g) $\frac{15}{4} = \boxed{3}$ wholes + $\boxed{3}$ quarters

d) $\frac{12}{3} = \boxed{4}$ wholes

h) $\frac{15}{2} = \boxed{7}$ wholes + $\boxed{1}$ half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?

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

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

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

Explain how you know.

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

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

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

a) 2 wholes and 3 quarters (>) 5 quarters

b) 2 wholes and 3 quarters (<) 15 quarters

c) 2 wholes and 3 sixths (=) 15 sixths

d) 2 wholes and 3 eighths (>) 15 eighths

e) $\frac{15}{3}$ (>) $\frac{15}{5}$

f) $\frac{15}{3}$ (=) $\frac{20}{4}$

6 Complete the part-whole models.

a)

$4\frac{3}{5}$

4   $\frac{3}{5}$

c)

$4\frac{3}{5}$

$\frac{13}{5}$ 2

b)

$4\frac{3}{5}$

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

Improper to mixed numbers

1 Convert the improper fractions to mixed numbers.

a)

$\frac{8}{5} = \boxed{1\frac{3}{5}}$

b)

$\frac{12}{5} = \boxed{2\frac{2}{5}}$

c)

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

d)

$\frac{5}{3} = \boxed{1\frac{2}{3}}$

2 Shade the bar models to represent each improper fraction.
Convert the improper fractions to mixed numbers.

a)

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

b)

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

c)

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

d)

$\frac{11}{4} = \boxed{2\frac{3}{4}}$
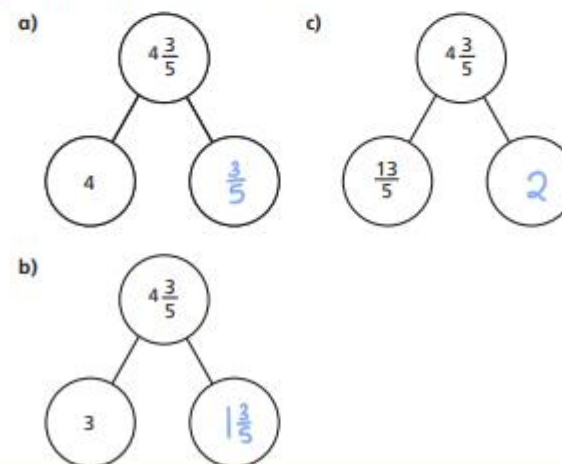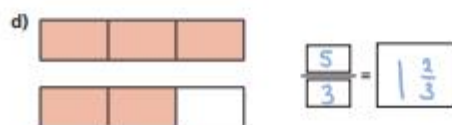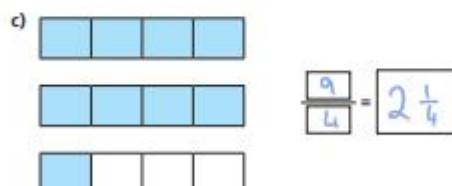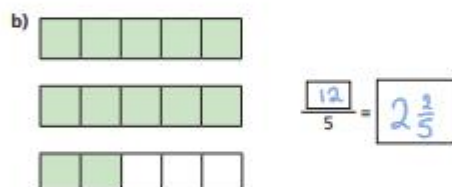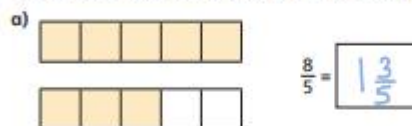
3 Convert the improper fractions to mixed numbers.

a) $\frac{10}{2}$ = 5

e) $\frac{12}{5}$ = $2\frac{2}{5}$

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

f) $\frac{13}{6}$ = $2\frac{1}{6}$

c) $\frac{10}{4}$ = $2\frac{1}{2}$

g) $\frac{13}{7}$ = $1\frac{6}{7}$

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

h) $\frac{31}{8}$ = $3\frac{7}{8}$

4 Eva has 7 bottles of juice.

Each bottle contains half a litre of juice.

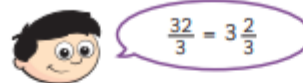How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

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

5 Dexter is converting improper fractions.

$\frac{32}{3} = 3\frac{2}{3}$

Explain why Dexter is incorrect.

6 Find the value of ⬤

$\frac{27}{\bigcirc} = \bigcirc \frac{2}{\bigcirc}$

⬤ = 5

7 Find two possible values for ★ and ▲

$\frac{30}{★} = ▲ \frac{2}{★}$

★ = 14 ▲ = 2

★ = 7 ▲ = 4

The Victorians

A comfortable life? Emily at the seaside

By Sue Reid.

EMILY: My name is Emily Ann Barr and I am 13 years old. Mama and Papa say I am a lucky girl. That's because I live in a big house and don't have to go to work, like most girls my age do. But I am often lonely and I don't see much of my parents. And I know so little of the world outside the schoolroom.

Today though Mama took me to the seaside by train with Miss Stevens. Imagine! A whole day with my mama! A whole day by the sea! I felt I must be the luckiest girl in the world.

I had hardly ever been on a train before...and I was so excited as we stood on the platform, waiting for our train to arrive. The platform was very busy and Mama took me by the hand...

MAMA: Keep close by me, Emily. I don't want to lose you.

EMILY: Yes, Mama.

I looked down the platform. Our train was hissing into the station – like a great green and black dragon blowing steam out of its nostrils! People pushed past us and Miss Stevens, my governess, got quite upset.

MAMA: Porter, can you direct us please to the first class carriage?

1

PORTER: Of course, Madam – kindly follow me.

EMILY: Then we climbed aboard and sat down in a carriage all to ourselves! Mama opened her book. The guard's whistle blew...and the train pulled slowly out of the station. We were off! Shh-shh the train went. Ssh-Ssh. Ssh-Ssh! I looked out of the window...

Mama! Look! Look, Miss Stevens.

MISS STEVENS: What can you see, Emily?

EMILY: We're crossing over the river. It feels as if we're flying!

We left the city behind. Even though we were travelling through the countryside now everything near the track looked dirty – all black and grimy. Miss Stevens says it's because of the smoke and dirt from the trains.

I was longing to see the sea. And then, suddenly, there it was, shining in the sunshine like a sparkly silver blanket...

Oh, Mama. There it is. The sea! Do look!

The sun was shining as the train drew into the station. And as we rode down to the promenade in a carriage I knew I was going to have a lovely day...

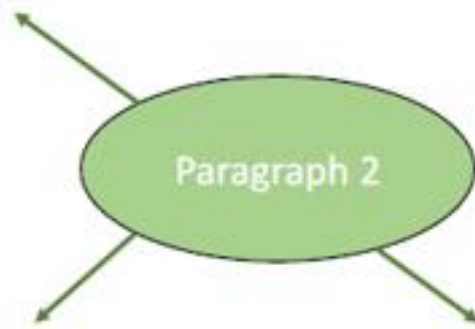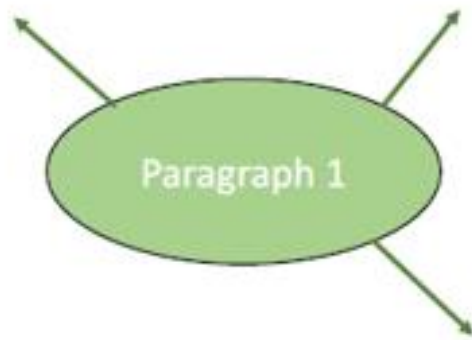**MAMA:** Come along, Emily. Do keep up!

EMILY: But at first all we did was walk up and down the promenade, looking down at the sea. Up and down. Up and down. How I wanted to skip and run across the sand. I wanted to stop and look at everything. The stalls selling whelks...the postcards and souvenirs...the pier, stretching out to sea. And the Punch and Judy show, on the beach...

Please can I stop and watch, Mama. Please. It's funny.

But they wouldn't let me. Mama says Punch and Judy is vulgar.

MAMA: Emily, come along! Don't dawdle.

EMILY: Finally Mama said she was tired, and wanted to sit down. So Miss Stevens went off and found chairs. I dug the sand with my fingers. Further along the beach I could see the oddest things – like tiny houses or caravans. People were climbing in and out of them. Some of the little houses were being pulled into the sea by horses. I asked Mama what they were...but her face went a bit pink as if she was embarrassed. Then quietly Miss Stevens told me they were bathing machines...

MISS STEVENS: They are for ladies and gentlemen who wish to bathe. You change your clothes inside the bathing machine. Then the horse pulls the machine out into the sea and you climb down a little ladder into the water to bathe.

EMILY: I took off my straw hat to fan myself. But Mama saw.

MAMA: Put your hat back on, Emily. Or you'll get freckles.

EMILY: But I'm so hot, Mama. Please may I paddle? Please.

MAMA: Oh very well, Emily. But be careful not to get your clothes wet. Only up to your ankles. And don't go too far away.

EMILY: I unlaced my boots quickly before Mama could change her mind. I held up my pinafore and dress as much as I dared so they wouldn't get wet and I ran down to the sea. The water felt lovely and cool.

I found a cockle shell in a rock pool and I brought it back to show Mama...

EMILY: Look what I've found. Hold it to your ear, Mama. You can hear the sea!

MAMA: Why - so you can.

EMILY: I was sad when it was time to go home. I looked out of the window of the train to catch a final glimpse of the sea. I've learned a lot today – about trains and the seaside. And whenever I want to remember it all, I'll hold my shell to my ear. I'll listen to the sea and shut my eyes and remember how it sparkled in the sunshine.

Common Features of All fables

Common Features of Most Fables

Common Features of Some Fables

Paragraph 1

Paragraph 2

Paragraph 3

Spanish

Criaturas Mágicas

Nombre de la criatura:

Tiene la cabeza/ las cabezas de.....

Tiene las piernas de.....

Tiene el cuerpo de....

Tiene cola? Cuernos? Alas?

Es bonito o feo?

Es peligroso o bueno?

Habla....

Donde vive? Where does it live?

Otros detalles: (puede nadar -It can swim, tiene poderes especiales - It has special powers)

Espacio space	Alas wings	piernas de legs of	Cola tail
El planeta	rápido fast	brazos de arms of	cuerno horn
Desierto desert	Lento slow	peligroso dangerous	tentaculos tentacles
Cueva cave	Come... it eats...	pacífico peaceful	fuego fire
Su idioma es its language is ..	Vive en ... It lives in ...		cuerpo de body of
No habla it doesn't speak	El mar the sea		cabeza de head of

<u>Words to Learn for test in a fortnight (2 weeks)</u>

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

	Focus: Endings -cious and -tious	1st Attempt	2nd Attempt	3rd Attempt
1	delicious			
2	precious			
3	vicious			
4	suspicious			
5	spacious			
6	ambitious			
7	nutritious			
8	infectious			
9	cautious			
10	**disastrous**			
11	**conscious**			
12	malicious			
13	fictitious			
14	**conscientious**			
15	repetitious			

There are no "Words of the Week". Please make sure you know the meaning of ALL the words.

RE: The Parable of the Sower (Matthew 13:1-23, Mark 4:1-20 and Luke 8:4-15)

Our Christian Vision

'We take inspiration from the Parable of the Sower, teaching children to "See with their eyes, hear with their ears and understand with their hearts".

Our schools are united in the Christian vision to educate children for life in all its fullness, working together so that each child may flourish with a delight in seeking wisdom and knowledge. We are all learning to love God, one another and ourselves.'

Watch the video https://www.youtube.com/watch?v=Ayl4dEsXU0g

Jesus went on to explain the parable of the sower:

"Listen then to what the parable of the sower means: When anyone hears the message about the kingdom and does not understand it, the evil one comes and snatches away what was sown in their heart. This is the seed sown along the path. The seed falling on rocky ground refers to someone who hears the word and at once receives it with joy. But since they have no root, they last only a short time. When trouble or persecution comes because of the word, they quickly fall away. The seed falling among the thorns refers to someone who hears the word, but the worries of this life and the deceitfulness of wealth choke the word, making it unfruitful. But the seed falling on good soil refers to someone who hears the word and understands it. This is the one who produces a crop, yielding a hundred, sixty or thirty times what was sown." Matthew 13:18-23

Answer these questions:

1. **What type of text is this?**

2. **Where would we find it in the Bible?**

3. **Why was it written/what is the context?**

4. Explain in your own words what sort of people you think the four types of soil represent?

At the end of the video the speaker says :

'The question that this parable asks is, "What kind of life do you want to live?" Do you want to live merely a small life, or do you want to live a life that's multiplied a hundred times because of the good that it produces? So, where do you fit into this parable?'

5. **What do you think that it means to flourish and live a full life?**

6. **What kind of life do you want to live**