Home Learning – Year 5 Christ Church Week Beginning 1st February 2021

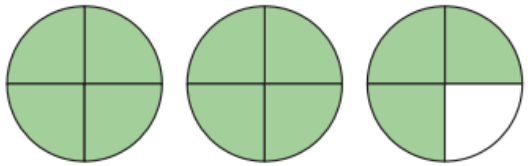
	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Follow the lesson called 'Mixed Numbers to Improper Fractions' https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/ Follow up activity below	Follow the lesson called 'Number Sequences' https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/ Follow up activity below	Follow the lesson called 'Compare and Order Fractions Less Than One' https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/ Follow up activity below (page one of worksheet)	Follow the lesson called 'Compare and Order Fractions Less Than 1' https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/ Follow up activity below (page two of worksheet)	Follow the lesson called 'Compare and Order Fractions Greater Than One' https://whiterosemaths.com/homelearning/year-5/spring-week-5-number-fractions/ Follow up activity below (one page of worksheet only)
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 Prodigal Son (or Lost Son) Parable of the Lost Son - 2nd level Religious and moral education - BBC Bitesize • Watch the film and read the Bible story. • Complete the chart below and answer the two questions.	**History** 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. Video 1 Video 2 **Activity** Look at the sheet which lists every day, minor health complaints and gives the modern day solution. Children to research the Victorian cure online.	**Science** What affects how well sugar dissolves? ● Watch this video 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 **What is a physical and chemical change?** ● Watch the video lesson about physical changes ● Watch the video about chemical changes ● Follow the activities as you go through the lessons.	**Spanish** Watch the video to learn about places and how to give instructions in Spanish. Then do the worksheet to make sure you remember everything!	**Art** Artist Study: Lubaina Himid • Watch This teacher's video to learn about the artist Lubaina Himid and how to draw a figure in proportion • Create a character inspired by Lubaina Himid • Deepening: Explore https://www.tate.org.uk/kids/explore/kids-view/kids-thinkabout-art-and-race

Monday Maths:

Mixed numbers to improper fractions

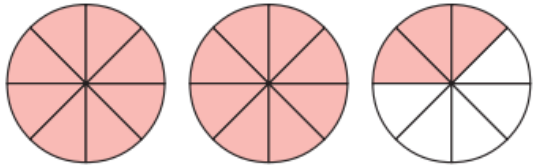
1 Convert the mixed numbers to improper fractions.

a)



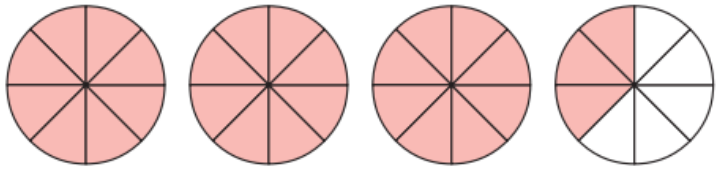
$2\frac{3}{4} = \frac{\square}{4}$

b)



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

c)



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

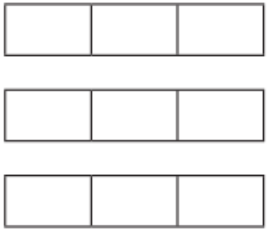
2 Convert the mixed numbers to improper fractions.

Colour the bar models to help you.

a)

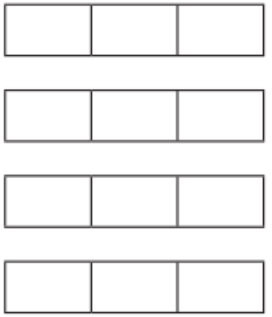
$2\frac{1}{4} = \square$

b)



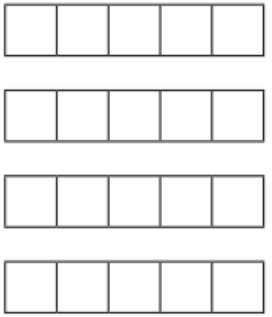
$2\frac{1}{3} = \square$

c)



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

d)



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

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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)

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

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

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

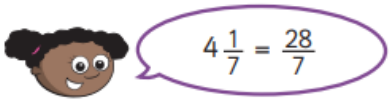
$\square = \square$

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? $\square$

5 Whitney is converting mixed numbers to improper fractions.



Do you agree with Whitney? _____

Explain your answer.

_____

_____

6

$\bigcirc \frac{3}{5} = \frac{\triangle}{5}$

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

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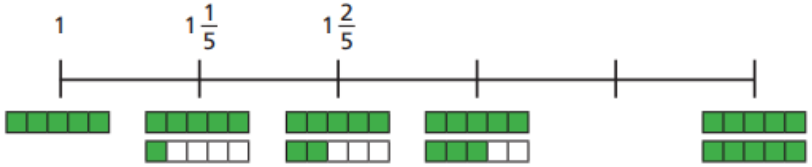
Tuesday Maths:

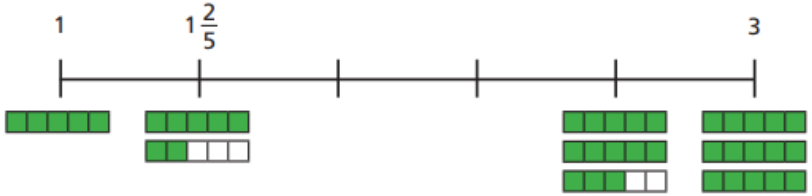
Number sequences

1 Complete the number lines.

a)

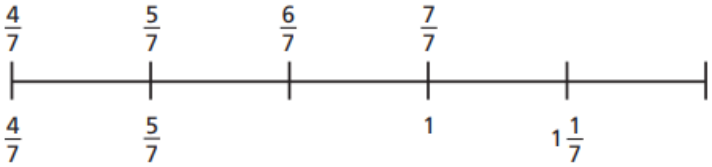


b)

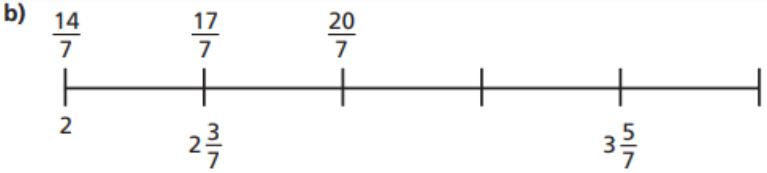


2 Complete the number lines.

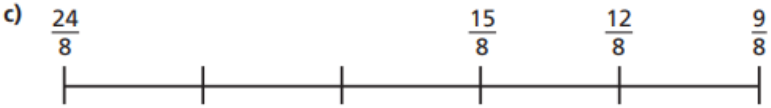
a)



b)



c)



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.

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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.

_____

_____

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.

_____

_____

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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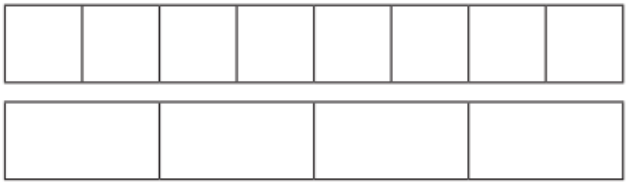
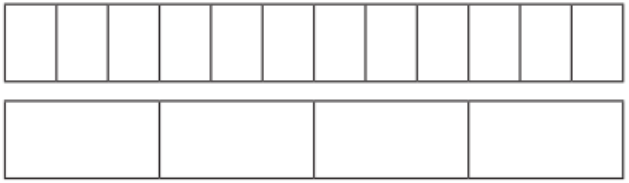
Compare and order fractions less than 1

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

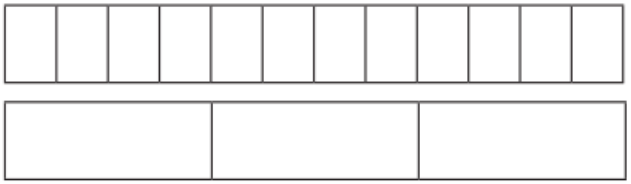
Use the bar models to help you.



$\frac{7}{8}$ ◯ $\frac{3}{4}$



$\frac{9}{12}$ ◯ $\frac{3}{4}$



$\frac{7}{12}$ ◯ $\frac{2}{3}$

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

a) $\frac{1}{5}$ ◯ $\frac{4}{15}$

b) $\frac{2}{5}$ ◯ $\frac{4}{15}$

c) $\frac{2}{5}$ ◯ $\frac{6}{15}$

d) $\frac{2}{3}$ ◯ $\frac{6}{15}$

e) $\frac{2}{3}$ ◯ $\frac{6}{12}$

f) $\frac{2}{3}$ ◯ $\frac{6}{9}$

g) $\frac{2}{9}$ ◯ $\frac{1}{3}$

h) $\frac{4}{9}$ ◯ $\frac{1}{3}$

i) $\frac{4}{12}$ ◯ $\frac{1}{3}$

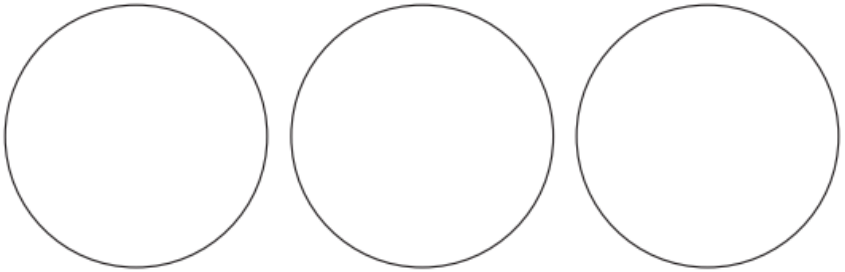
j) $\frac{8}{12}$ ◯ $\frac{2}{3}$

k) $\frac{8}{12}$ ◯ $\frac{3}{3}$

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 $\frac{1}{3}$



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

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4 What could the missing numerators and denominators be?

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

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

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

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

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

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

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

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

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

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.

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

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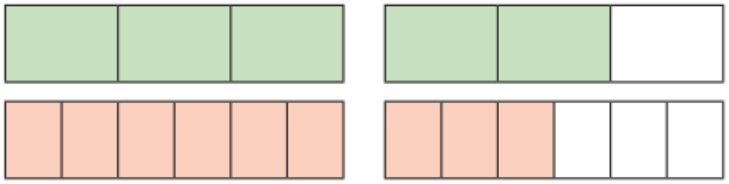
Friday

Compare and order fractions greater than 1

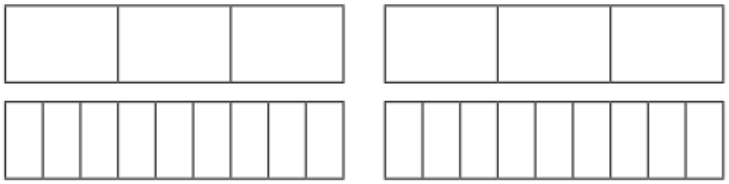
1 Write <, > or = to compare the fractions.

Use the bar models to help you.

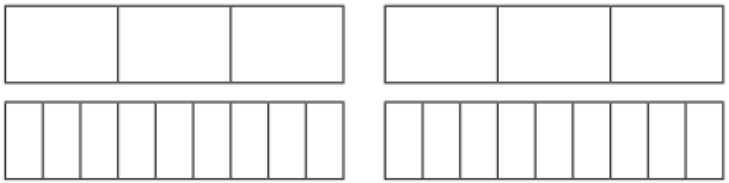
a) $\frac{5}{3}$ ◯ $\frac{9}{6}$



b) $\frac{5}{3}$ ◯ $\frac{15}{9}$



c) $\frac{4}{3}$ ◯ $\frac{13}{9}$



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

a) $\frac{7}{4}$ ◯ $\frac{12}{8}$

b) $\frac{7}{4}$ ◯ $\frac{22}{12}$

c) $\frac{22}{12}$ ◯ $\frac{10}{6}$

d) $\frac{10}{6}$ ◯ $\frac{5}{3}$

e) $\frac{10}{6}$ ◯ $\frac{5}{2}$

f) $\frac{5}{2}$ ◯ $\frac{18}{8}$

g) $\frac{18}{8}$ ◯ $\frac{32}{16}$

h) $\frac{18}{8}$ ◯ $\frac{9}{4}$

i) $\frac{9}{4}$ ◯ $\frac{18}{2}$

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

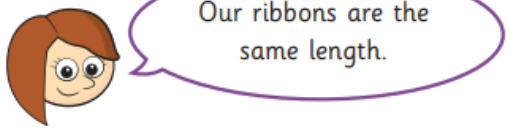
Scott has $3\frac{1}{4}$ bottles of juice.

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.



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

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

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

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

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

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

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

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

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

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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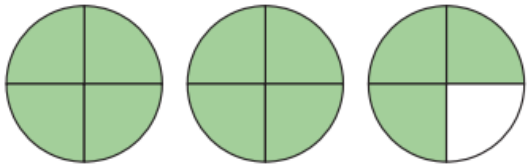
Answers

Mixed numbers to improper fractions

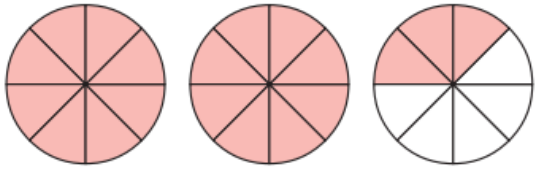
1 Convert the mixed numbers to improper fractions.

a)



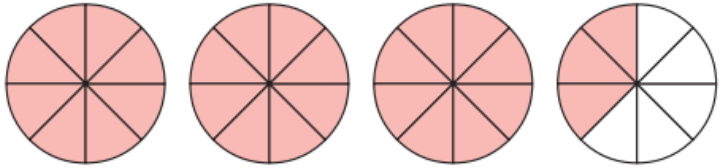
$2\frac{3}{4} = \frac{11}{4}$

b)



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

c)

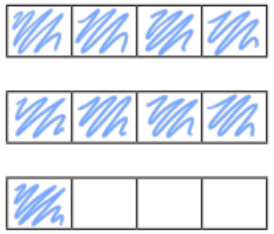


$3\frac{3}{8} = \frac{27}{8}$

2 Convert the mixed numbers to improper fractions.

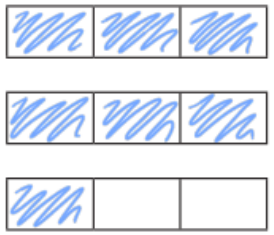
Colour the bar models to help you.

a)



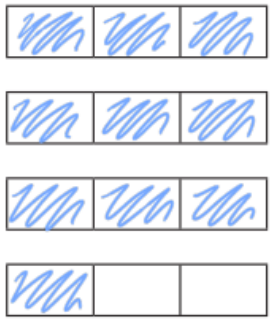
$2\frac{1}{4} = \frac{9}{4}$

b)



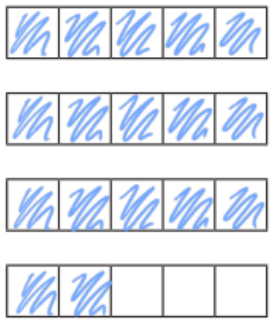
$2\frac{1}{3} = \frac{7}{3}$

c)



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

d)



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

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3 Convert the mixed numbers to improper fractions.

Write the next conversion in each part.

a)

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

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

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

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

b)

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

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

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

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

c)

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

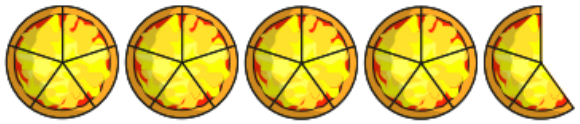
$5\frac{1}{4} = \frac{21}{4}$

$5\frac{1}{8} = \frac{41}{16}$

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

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

$\bigcirc\frac{3}{5} = \triangle\frac{}{5}$

The table shows some possible values of the circle.

Use this to find the corresponding value of the triangle.

○	△
1	8
2	13
4	23
8	43
16	83
17	88
160	803

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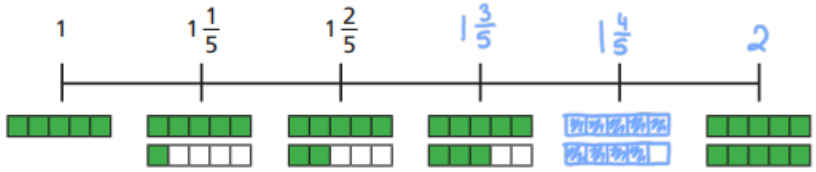
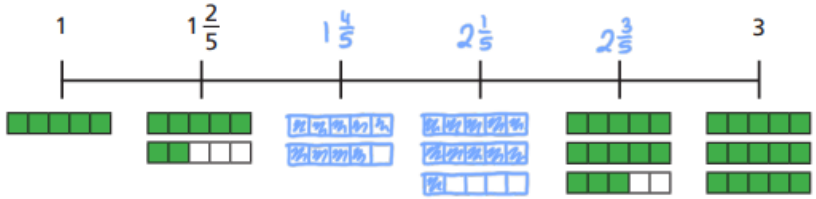
Number sequences

1 Complete the number lines.

a)

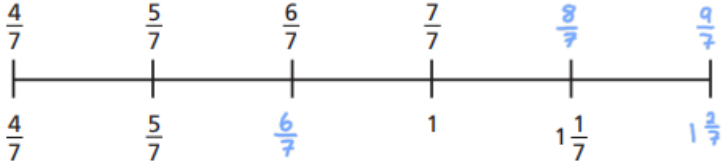


b)

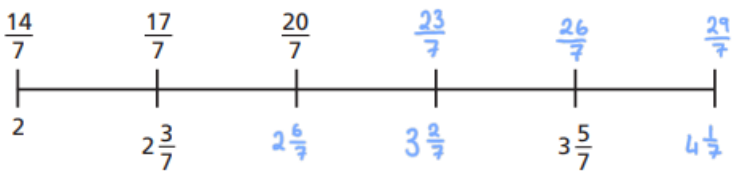


2 Complete the number lines.

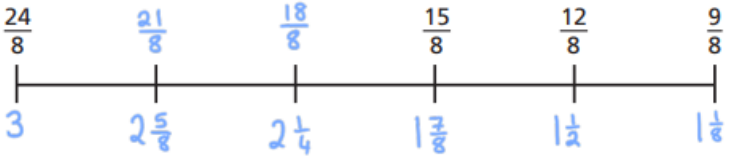
a)



b)



c)



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.

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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? 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.

3, $3\frac{1}{8}$, $3\frac{2}{8}$, $3\frac{3}{8}$, $3\frac{4}{8}$, $3\frac{5}{8}$, $3\frac{6}{8}$, $3\frac{7}{8}$, 4

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)

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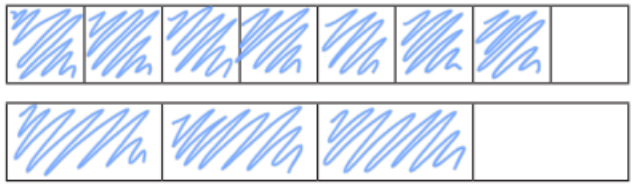
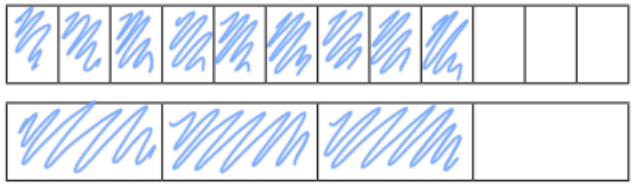
Compare and order fractions less than 1

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

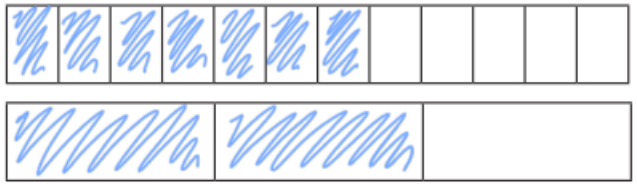
Use the bar models to help you.



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



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



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

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

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

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

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

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

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

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

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

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

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

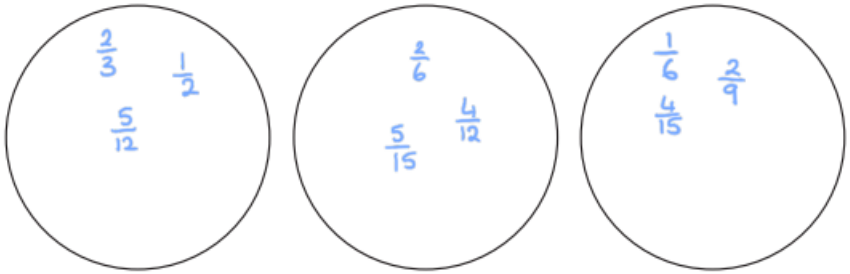
j) $\frac{8}{12}$ = $\frac{2}{3}$

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

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 $\frac{1}{3}$



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

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4 What could the missing numerators and denominators be?

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

e.g.

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

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

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

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

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

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

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

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

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

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

$\frac{1}{5}$ $\frac{3}{10}$ $\frac{1}{2}$ $\frac{3}{5}$ $\frac{7}{10}$

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

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

7 What could the missing numerator be?

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

Write all four possibilities.

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

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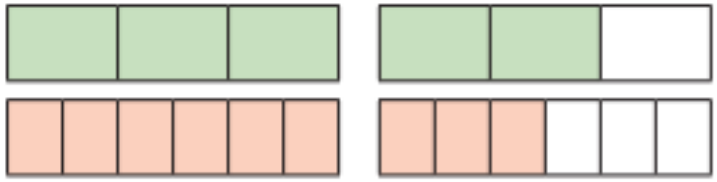
Compare and order fractions greater than 1

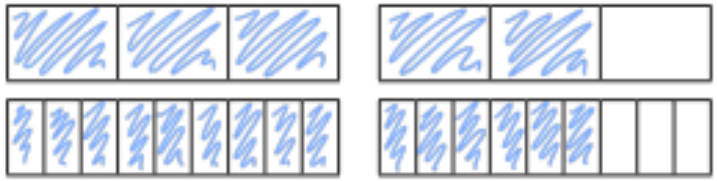
1 Write <, > or = to compare the fractions.

Use the bar models to help you.

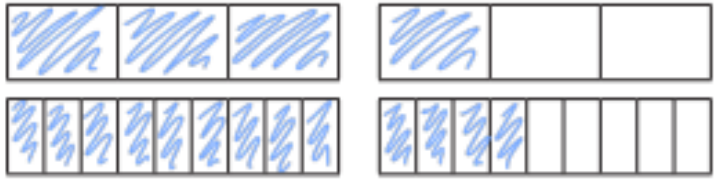
a) $\frac{5}{3}$ > $\frac{9}{6}$



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



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



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

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

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

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

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

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

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

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

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

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

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

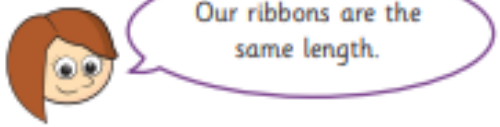
Scott has $3\frac{1}{4}$ bottles of juice.

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.



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.

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5 Write the fractions in descending order.

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

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

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

$\frac{15}{6}$ $\frac{7}{3}$ $\frac{15}{9}$ $\frac{12}{9}$ $\frac{7}{9}$

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

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

6 Find three possible ways to complete each statement.

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

$\frac{1}{4} < \frac{2}{4} < \frac{9}{8}$

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

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

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

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

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

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

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

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

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

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

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.

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

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. $\frac{3}{12} < \frac{1}{2}$

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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?

How medicine has changed over time

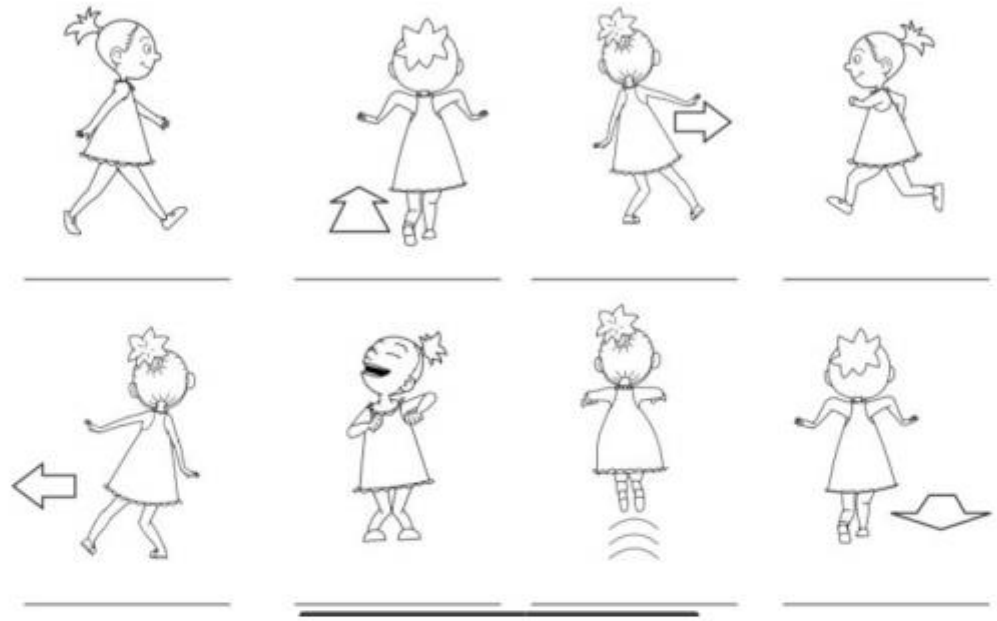
Problem	Cure (present day)	Cure (Victorian times)
Nose bleed	Pinch your nose just above your nostrils for 10 minutes. Leaning forward and breathing through your mouth will drain blood down your nose instead of down the back of your throat.	
Dry hands	Rub moisturiser into hands.	
Head ache	Pain killers	
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.Treat the pain from a burn with paracetamol or ibuprofen.	
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.

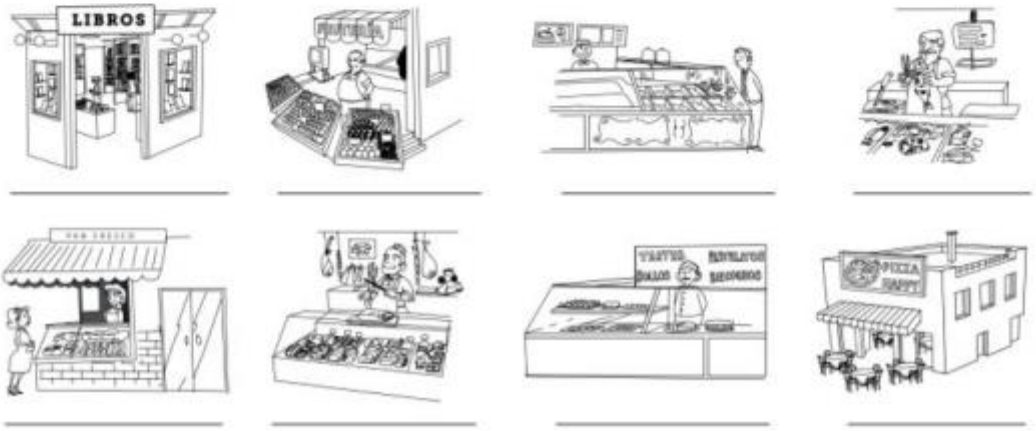
1 - Instructions

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



English

Monday

English Lesson One Extracts from Wonder by RJ Palacio

Chapter One (Ordinary)

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

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

Tuesday

August	Julian
Jack Will	Charlotte

Wednesday/Thursday

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

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

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?			

1. Do you think that the father was right to forgive his lost son and welcome him back with a celebration?
2. 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)

11 Jesus continued: "There was a man who had two sons. **12** The younger one said to
his father, 'Father, give me my share of the estate.' So he divided his
property between them.
13 "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. **14** After he had spent
everything, there was a severe famine in that whole country, and he began to be in
need. **15** So he went and hired himself out to a citizen of that country, who sent him
to his fields to feed pigs. **16** He longed to fill his stomach with the pods that the pigs
were eating, but no one gave him anything.
17 "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! **18** I will set out and go back to
my father and say to him: Father, I have sinned against heaven and against you. **19** I
am no longer worthy to be called your son; make me like one of your hired
servants.' **20** 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.
21 "The son said to him, 'Father, I have sinned against heaven and against you. I am
no longer worthy to be called your son.'
22 "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. **23** Bring the fattened calf and kill it.
Let's have a feast and celebrate. **24** For this son of mine was dead and is alive
again; he was lost and is found.' So they began to celebrate.
25 "Meanwhile, the older son was in the field. When he came near the house, he
heard music and dancing. **26** So he called one of the servants and asked him what
was going on. **27** 'Your brother has come,' he replied, 'and your father has killed the
fattened calf because he has him back safe and sound.'
28 "The older brother became angry and refused to go in. So his father went out and
pleaded with him. **29** 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. **30** But when this son of yours who
has squandered your property comes home, you kill the fattened calf for him!'
31 "'My son,' the father said, 'you are always with me, and everything I have is
yours. **32** But we had to celebrate and be glad, because this brother of yours was
dead and is alive again; he was lost and is f