

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called ‘Compare and Order Fractions Greater Than One’ https://whiterosemaths.com/homelearning/year-5/spring-week-6-number-fractions/ Follow up activity below (second part of worksheet continued from Friday)</p>	<p>Follow the lesson called ‘Add and Subtract Fractions’ https://whiterosemaths.com/homelearning/year-5/spring-week-6-number-fractions/ Follow up activity below</p>	<p>Follow the lesson called ‘Add Fractions Within 1’ https://whiterosemaths.com/homelearning/year-5/spring-week-6-number-fractions/ No Worksheet – follow up activities set out in video</p>	<p>Follow the lesson called ‘Add Fractions Within 1’ https://whiterosemaths.com/homelearning/year-5/spring-week-6-number-fractions/ Follow up activity below</p>	<p>Screen Free Day</p> <p>Complete the ‘Sudoku’ puzzles below – enjoy!</p> <p>No Math meeting zoom today</p>
× table s	<p>Remember: 2x, 5x, 10x – Bronze 3x, 4x, 8x – Silver 6x, 7x, 9x, 11x, 12x – Gold https://www.timestables.co.uk/ https://trockstars.com/</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>Spelling Test/ SPAG</p> <p>Today over Zoom we’ll have our second virtual spelling test!</p> <p>New spelling words for next fortnight in resources.</p> <p>SPAG: https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/</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>Continuation of story: The Legend of the Mafumeira – understanding the tone of a text</p> <p>We’ll start our lesson by recapping the story from Friday. What emotions are driving the behaviour of Adao’s friends? Highlight all the words you can find that show emotion – in one colour for Adao and another for the other two men. Discuss the differences in emotions shown by the characters. Discuss the idea ‘tone’. What do we mean by this?</p> <p>Follow up activity and supporting resources below</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>Continuation of story: The Legend of the Mafumeira – understanding the tone of a text</p> <p>During today’s lesson we’ll think about the three young men and the way in which they are presented throughout the story. Imagine that they are one of Adao’s friends. Which of his arguments did you find most affecting and why? You will need to explain your reasons/arguments/opinions.</p> <p>Activity: Either write down your reasons/arguments/ opinions OR record it as a voice note on Class Dojo. (For example: I thought Adao’s most moving/powerful argument was..... because.....)</p> <p>Follow up activity and supporting resources below</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>Continuation of story: The Legend of the Mafumeira – empathise with the main character in the text</p> <p>Today you are going to imagine that you are Adao. Once in role (write in first person), you will write a letter to the other characters in the story (Adao’s friends), begging them to stop destroying the forest. In the letter refer to the events of the story, how you feel and your reactions including the reasons/arguments/opinions from yesterday’s lessons.</p> <p>Follow up activity and supporting resources below</p>	<p>Screen free day - no English Zoom today</p> <p>Write a recount of all of the Spanish activities you took part in during Carnival week. Once you have described them all, choose which was your favourite and explain why. Did you learn any new Spanish words? Can you list them down.</p>
Other Subjects	<p>RE</p> <p>This week we are celebrating Lent with a Spanish Carnival! Watch the video What is Lent? - BBC Bitesize and read about what Lent means to Christians and how it is celebrated around the world.</p>	<p>PSHE</p> <p>Online safety</p> <ul style="list-style-type: none"> • Watch this video • People can access the internet and media 24 hours a day. After watching the video, explain what some of the benefits of using digital media are. Do you think there are any negatives to being able to 	<p>Science</p> <p>Which changes cannot be reversed? Chemical changes</p> <ul style="list-style-type: none"> • Watch this demonstration video which shows irreversible reaction (Burning) • Watch this video about the differences in physical and chemical reactions. • Extension: What is the difference between burning and melting? 	<p>Geography</p> <p>Which biome is most under threat?</p> <ul style="list-style-type: none"> • Watch this report here. • Use your research from session 4 to write a report about your chosen biome. There is a writing template 	<p>Play ‘Spanish Greeting Snap Game’ – See below</p> <p>Hola - hello</p> <p>Adios - goodbye</p> <p>Senor - Mr</p> <p>Senorita - Miss</p>

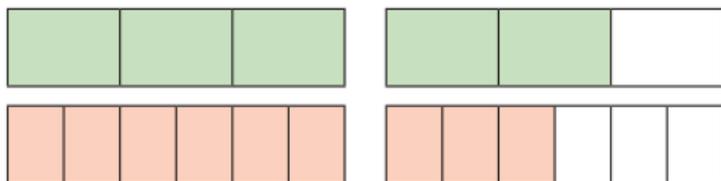
	<p>Complete the follow up activity – what do you think you could give up for Lent?</p>	<p>access the internet and media 24 hours a day as well?</p> <ul style="list-style-type: none"> ● Complete part one of the online/offline handout in resources ● Think of the activities you enjoy when you are not accessing media. ● Record these in part two (see resources) ● Look at the resource which gives us key vocabulary and phrases us for how we can understand the need to balance our use of digital media ● Write down ideas for how you think you could ‘unplug’ from using devices, apps or the internet 	<p>Which changes cannot be reversed? Chemical changes</p> <ul style="list-style-type: none"> ● Watch these two science demonstrations: Freaky hand and Fire extinguisher ● Draw these two experiments and explain what is happening. (useful vocabulary - reversible, chemical change) ● Watch this lesson to learn more about different kinds of chemical changes. ● Complete the activities as you go through the lesson. 	<p>with examples of sentence starters to support you below.</p> <ul style="list-style-type: none"> ● Read your report to a family member and ask them what they have I 	<p>Senora - Mrs Buenas noches - goodnight Como estas? – how are you? Estoy muy bien! – I’m very well! Estoy bien – I’m well! No estoy muy bien – I’m not very good Estoy fatal – I’m feeling awful Buenas tardes – good afternoon</p>
Spanish Carnival	<p>Make a Carnival Mask https://www.ccht.rbkc.sch.uk/learning-at-home/carnival/</p>	<p>Make your own Spanish Maraca https://www.ccht.rbkc.sch.uk/learning-at-home/carnival/</p>	<p>Make Decorations for Carnival https://www.ccht.rbkc.sch.uk/learning-at-home/carnival/</p>	<p>Dress up for the Zoom Party (check the link from Miss Aina)</p>	<p>Make Special Spanish Biscuits https://www.ccht.rbkc.sch.uk/learning-at-home/carnival/</p>

Monday Maths (continued from Friday)

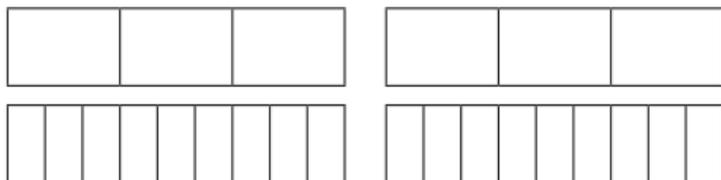
Compare and order fractions greater than 1

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

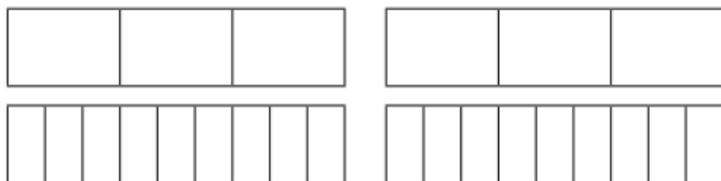
a) $\frac{5}{3}$ ○ $\frac{9}{6}$



b) $\frac{5}{3}$ ○ $\frac{15}{9}$



c) $\frac{4}{3}$ ○ $\frac{13}{9}$



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

a) $\frac{7}{4}$ ○ $\frac{12}{8}$

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.



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

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

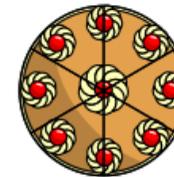
$\frac{1}{4} < \frac{\square}{15} < \frac{7}{15}$

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.

Add and subtract fractions

1 Complete the calculations.

Use the bar models to help you.



$$\frac{4}{5} + \frac{3}{5} = \square = \square$$



$$\frac{6}{5} + \frac{3}{5} = \square = \square$$



$$\frac{8}{5} - \frac{6}{5} = \square$$



$$\frac{9}{5} - \frac{3}{5} = \square = \square$$



2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \square$

f) $\frac{17}{9} - \frac{8}{9} = \square = \square$

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

g) $\frac{16}{9} - \frac{8}{9} = \square$

c) $\frac{4}{7} + \frac{4}{7} = \square = \square$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \square = \square$

d) $\frac{8}{7} - \frac{3}{7} = \square$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \square = \square$

e) $\frac{7}{9} + \frac{8}{9} = \square = \square$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \square$

3

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

What could the missing numerators be?

Give six different possibilities.

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$



4 Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has litres left.

5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\square}{8} = \frac{13}{8}$

g) $\frac{4}{7} + \frac{\square}{7} + \frac{4}{7} = 2$

b) $\frac{13}{8} - \frac{\square}{8} = \frac{7}{8}$

h) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 2$

c) $\frac{13}{8} - \frac{\square}{8} = 1$

i) $\frac{6}{7} + \frac{\square}{7} + \frac{6}{7} = 2$

d) $\frac{11}{9} + \frac{\square}{9} = \frac{22}{9} = 2\frac{\square}{9}$

j) $\frac{14}{7} + \frac{\square}{7} + \frac{4}{7} = 3$

e) $\frac{11}{9} + \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

k) $\frac{15}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

f) $\frac{22}{9} - \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

l) $\frac{16}{7} + \frac{\square}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?



6 Here are some fraction cards.



Use the cards to write pairs of fractions with a total of 2

+ = 2

+ = 2

+ = 2

7 Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?

Annie's rope is m long.

Dexter's rope is m long.

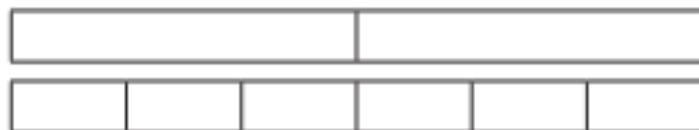


Add fractions within 1

1 Complete the additions.

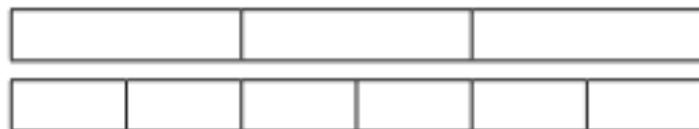
Use the bar models to help you.

a)



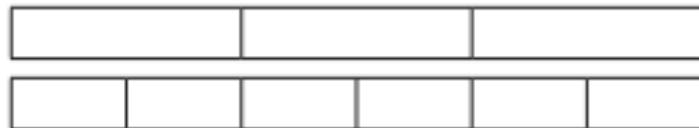
$$\frac{1}{2} + \frac{1}{6} = \square$$

b)



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

c)



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



2 Match the additions that have the same answer.

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

$$\frac{10}{12} + \frac{1}{12}$$

$$\frac{2}{3} + \frac{1}{12}$$

$$\frac{6}{12} + \frac{1}{12}$$

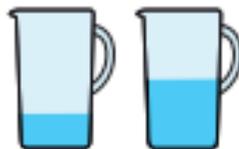
$$\frac{5}{6} + \frac{1}{12}$$

$$\frac{9}{12} + \frac{1}{12}$$

$$\frac{1}{2} + \frac{1}{12}$$

$$\frac{8}{12} + \frac{1}{12}$$

3 Here are two jugs.

One jug contains $\frac{5}{18}$ litres of water.The other jug contains $\frac{4}{9}$ litres of water.

How many litres of water are there altogether?

There are \square litres of water altogether.

- 4 a) Complete the calculations.

$$\frac{1}{5} + \frac{1}{10} = \square$$

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

$$\frac{3}{5} + \frac{1}{10} = \square$$

$$\frac{4}{5} + \frac{1}{10} = \square$$

$$\frac{1}{16} + \frac{5}{32} = \square$$

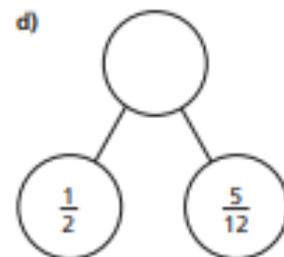
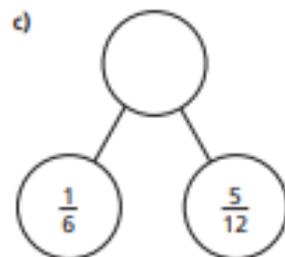
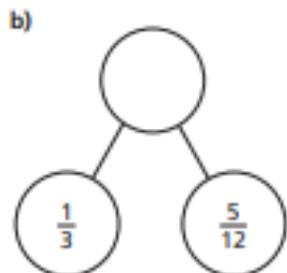
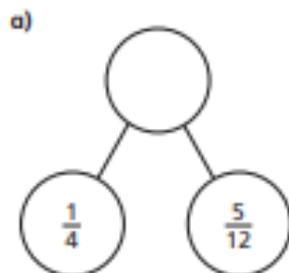
$$\frac{1}{8} + \frac{5}{32} = \square$$

$$\frac{1}{4} + \frac{5}{32} = \square$$

$$\frac{1}{2} + \frac{5}{32} = \square$$

- b) Can you spot any patterns? Talk to a partner about it.
c) What calculation would come next in each set?

- 5 Complete the part-whole models.



6

$$\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$$

What could the missing numerators be?

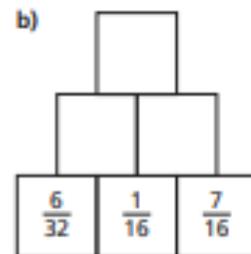
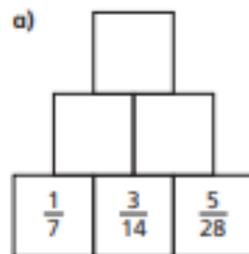
Give six different possibilities.

$$\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8} \quad \frac{\square}{8} + \frac{\square}{16} = \frac{7}{8} \quad \frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$$

$$\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8} \quad \frac{\square}{8} + \frac{\square}{16} = \frac{7}{8} \quad \frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$$

7

Complete the addition pyramids.



- c) What fraction is equivalent to both of the fractions at the top of the pyramids?

Each row, column and square needs to be filled out with the numbers 1-9, without repeating any numbers within the row, column or square.

	9			3	6		
			1		2		
3		2		6		9	8
					1	2	5
		4			8		
5	2	9					
2	4		7		5		3
		3		2			
		8	3				1

							5
			3		5	2	4
	9		7				3
		6				9	5
7	5			6			2
	4	2				7	
4	3				1		8
	7	5	9		3		
2							

		1	5				
	8			3	1	4	
	4			8			3
	7			5			8
		6	9		8	3	
3				2			5
5				7			1
	2	7	1				9
				4	5		

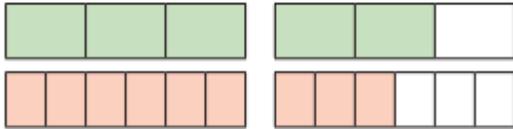
3			8				6
	1			6		2	
		4	7			5	
	4			1		9	
6			2	4			1
		3		6			5
		8			3	6	
	2		4				1
5				2			7

Compare and order fractions greater than 1

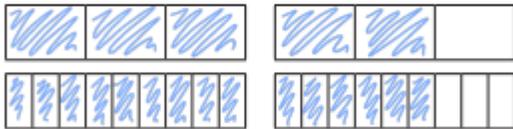


1 Write $<$, $>$ or $=$ to compare the fractions. Use the bar models to help you.

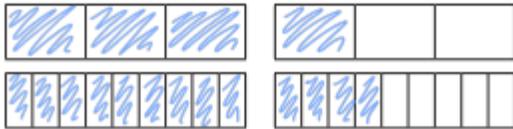
a) $\frac{5}{3} > \frac{10}{6}$



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) $\frac{4}{5} < \frac{8}{\boxed{2}} < \frac{8}{4}$

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

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

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. $\frac{3}{17} < \frac{1}{2}$

1 Complete the calculations.

Use the bar models to help you.



$$\frac{4}{5} + \frac{3}{5} = \frac{7}{5} = 1\frac{2}{5}$$



$$\frac{6}{5} + \frac{3}{5} = \frac{9}{5} = 1\frac{4}{5}$$



$$\frac{8}{5} - \frac{6}{5} = \frac{2}{5}$$



$$\frac{9}{5} - \frac{3}{5} = \frac{6}{5} = 1\frac{1}{5}$$



2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$

f) $\frac{17}{9} - \frac{8}{9} = \frac{9}{9} = 1$

b) $\frac{4}{7} + \frac{3}{7} = \frac{7}{7} = 1$

g) $\frac{16}{9} - \frac{8}{9} = \frac{8}{9}$

c) $\frac{4}{7} + \frac{4}{7} = \frac{8}{7} = 1\frac{1}{7}$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \frac{17}{9} = 1\frac{8}{9}$

d) $\frac{8}{7} - \frac{3}{7} = \frac{5}{7}$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \frac{17}{15} = 1\frac{2}{15}$

e) $\frac{7}{9} + \frac{8}{9} = \frac{15}{9} = 1\frac{2}{3}$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \frac{13}{15}$

3

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

What could the missing numerators be?

Give six different possibilities.

e.g.

$$\frac{1}{8} + \frac{12}{8} = \frac{13}{8}$$

$$\frac{6}{8} + \frac{7}{8} = \frac{13}{8}$$

$$\frac{2}{8} + \frac{11}{8} = \frac{13}{8}$$

$$\frac{5}{8} + \frac{8}{8} = \frac{13}{8}$$

$$\frac{3}{8} + \frac{10}{8} = \frac{13}{8}$$

$$\frac{7}{8} + \frac{6}{8} = \frac{13}{8}$$



- 4 Dara has $2\frac{3}{8}$ litres of juice.
She pours out $\frac{9}{8}$ litres of juice.
How many litres of juice does she have left?

Dara has $1\frac{1}{4}$ litres left.

- 5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\boxed{10}}{8} = \frac{13}{8}$

g) $\frac{4}{7} + \frac{\boxed{6}}{7} + \frac{4}{7} = 2$

b) $\frac{13}{8} - \frac{\boxed{6}}{8} = \frac{7}{8}$

h) $\frac{5}{7} + \frac{\boxed{4}}{7} + \frac{5}{7} = 2$

c) $\frac{13}{8} - \frac{\boxed{5}}{8} = 1$

i) $\frac{6}{7} + \frac{\boxed{2}}{7} + \frac{6}{7} = 2$

d) $\frac{11}{9} + \frac{\boxed{11}}{9} = \frac{22}{9} = 2\frac{\boxed{4}}{9}$

j) $\frac{14}{7} + \frac{\boxed{3}}{7} + \frac{4}{7} = 3$

e) $\frac{11}{9} + \frac{\boxed{9}}{9} = \frac{\boxed{30}}{9} = 2\frac{2}{9}$

k) $\frac{15}{7} + \frac{\boxed{1}}{7} + \frac{5}{7} = 3$

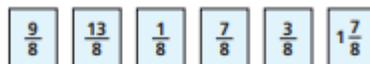
f) $\frac{22}{9} - \frac{\boxed{3}}{9} = \frac{\boxed{30}}{9} = 2\frac{2}{9}$

l) $\frac{16}{7} + \frac{\boxed{6}}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?



- 6 Here are some fraction cards.



Use the cards to write pairs of fractions with a total of 2

$1\frac{7}{8} + \frac{1}{8} = 2$

$\frac{13}{8} + \frac{3}{8} = 2$

$\frac{9}{8} + \frac{3}{8} = 2$

- 7 Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

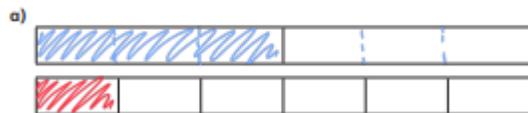
How long is each skipping rope?

Annie's rope is $1\frac{1}{4}$ m long. Dexter's rope is 2 m long.



1 Complete the additions.

Use the bar models to help you.



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



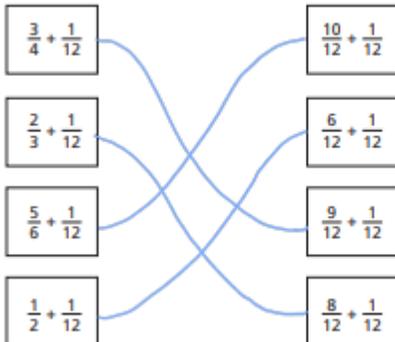
$$\frac{1}{3} + \frac{1}{6} = \boxed{\frac{1}{2}}$$



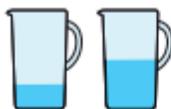
$$\frac{2}{3} + \frac{1}{6} = \boxed{\frac{5}{6}}$$



2 Match the additions that have the same answer.



3 Here are two jugs.



One jug contains $\frac{5}{18}$ litres of water.

The other jug contains $\frac{4}{9}$ litres of water.

How many litres of water are there altogether?

There are $\boxed{\frac{13}{18}}$ litres of water altogether.



4 a) Complete the calculations.

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

$$\frac{2}{5} + \frac{1}{10} = \frac{4}{10}$$

$$\frac{3}{5} + \frac{1}{10} = \frac{6}{10}$$

$$\frac{4}{5} + \frac{1}{10} = \frac{8}{10}$$

(5)

$$\frac{1}{16} + \frac{5}{32} = \frac{3}{32}$$

$$\frac{1}{8} + \frac{5}{32} = \frac{6}{32}$$

$$\frac{1}{4} + \frac{5}{32} = \frac{13}{32}$$

$$\frac{1}{2} + \frac{5}{32} = \frac{21}{32}$$

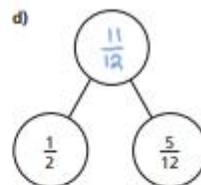
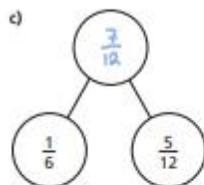
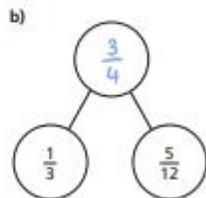
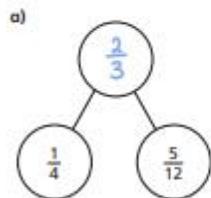
b) Can you spot any patterns? Talk to a partner about it.

c) What calculation would come next in each set?

$$\frac{4}{5} + \frac{1}{10} = \frac{8}{10} = \frac{4}{5}$$

$$\frac{1}{4} + \frac{5}{32} = \frac{8}{32} = \frac{1}{4}$$

5 Complete the part-whole models.



6

$$\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$$

What could the missing numerators be?

Give six different possibilities.

$$\frac{1}{8} + \frac{12}{16} = \frac{7}{8}$$

$$\frac{3}{8} + \frac{8}{16} = \frac{7}{8}$$

$$\frac{5}{8} + \frac{4}{16} = \frac{7}{8}$$

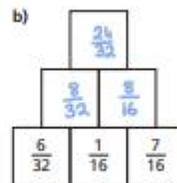
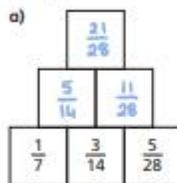
$$\frac{2}{8} + \frac{10}{16} = \frac{7}{8}$$

$$\frac{4}{8} + \frac{6}{16} = \frac{7}{8}$$

$$\frac{6}{8} + \frac{2}{16} = \frac{7}{8}$$

7

Complete the addition pyramids.



c) What fraction is equivalent to both of the fractions at the top of the pyramids?

$$\frac{3}{4}$$

PSCHE

Part 1

Directions

Part 1: Think about the different activities you do online and on your devices: listening to music, playing games, looking up information, doing homework, talking with friends, etc. Write down as many as you can think of.

What activities do you do <i>online</i> ?	When and for how long?

Part 2

Part 2: Think about the different activities you do offline: with others or by yourself, for fun or other reasons. Write down as many as you can think of.

What activities do you do <i>offline</i> ?	When and for how long?

Learning Objectives

- 1 Reflect on their common online and offline activities.
- 2 Analyze and prioritize the activities that are most important to them.
- 3 Identify ways to "unplug" to maintain balance between online and offline activities.

Media balance

Using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.)

Red flag feeling

When something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious

"Unplug"

To engage in activities that don't involve devices, apps, or the internet

Words to Learn for test the week after half term

	Focus: More homophones (Words that sound the same but are spelt differently)	1st Attempt	2nd Attempt	3rd Attempt
1	aloud			
2	allow			
3	allowed			
4	guest			
5	guess			
6	guessed			
7	herd			
8	heard			
9	morning			
10	mourning			
11	effect (noun)			
12	affect (verb)			
13	affected			
Word of the Week Check you know the MEANING of the word of the week.				
flamboyant (adjective)		Wanting to be noticed - often because of the way you dress or talk Eg He wore a flamboyant hat to the wedding. Her behaviour was very flamboyant.		

Remember, the words **SOUND exactly the same** but you need to **focus on their meaning and invent a way for your brain to remember exactly when to use the correct word**. You could ask someone to make up some sentences to dictate to you so you can practise using the correct word.

Eg In the morning, we heard the guest singing aloud.

Fill in the gaps using the words from the spelling list.

They will not _____ us to go into the building.

You are not _____ to walk on the grass.

The hotel manager was dealing with a difficult _____.

There was a _____ of cows in the field.

We all _____ him whispering to his partner.

Can you _____ what's inside the present?

He _____ the weight of the cake correctly!

Please sing _____!

After Prince Albert died, Queen Victoria spent the rest of her life in _____.

I like to get up early in the _____.

Spraying gold on his painting created a lovely _____.

Breathing in toxic fumes has badly _____ his health.

Getting words wrong will _____ your spelling test mark.

RE: Understand the meaning of Ash Wednesday and how it marks the beginning of Lent.

What Would You Give Up for Lent?

Lent is a very special time for Christians. It lasts for 40 days, from Ash Wednesday to Easter Sunday. It is a time to remember the sacrifice Jesus made, as well as his example in resisting temptations. Lent is also a time of new beginnings and new growth, the perfect time to get fit and healthy for life.



Fasting is an important part of Lent. Christians usually give up something for Lent which they really enjoy so that it is a real sacrifice for them to be without it for 40 days. Traditionally, Christians fast but you can give up anything for Lent, from a video game to using plastic.

What could you give up for Lent? Can you draw and label your sacrifice?



Will it be difficult for you to give this up for Lent? Mark the scale to show your answer.

easy

impossible



Why would you choose to give this up for Lent?

Geography

<u>Paragraphs for your report</u>	<u>Examples</u>
1. Introduce your chosen biome	The Tundra biome is the coldest of all biomes.
2. Explanation of your biome – why it's important	There are many reasons why the Tundra biome is important; however one important reason is there are many animals which have adapted to live in the harsh habitat.
3. Threats/risks for biome	Unfortunately, one major risk to the Tundra biome is climate change as the warm conditions melt the icy environment.
4. Consequences/impact around the World	Without the Tundra biome, many animals will become extinct, such as the polar bear which relies on the ice and snow to hunt and survive.
5. Solution – how we can reduce threat to the biome	Humans can reduce the threat to the Tundra biome by reducing harmful, planet-warming pollution.

Hola

Adiós

Señor

Señorita

Señora

**Buenas
noches**

**¿Cómo
estás?**

**¡Estoy
muy bien!**

Estoy bien

**No estoy
muy bien**

**Estoy
fatal**

**Buenas
tardes**

Hola

Adiós

Señor

Señorita

Señora

**Buenas
noches**

**¿Cómo
estás?**

**¡Estoy
muy bien!**

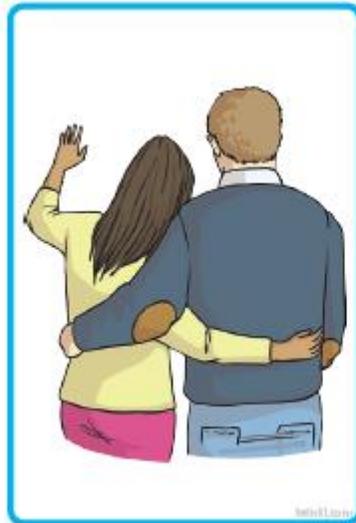
Estoy bien

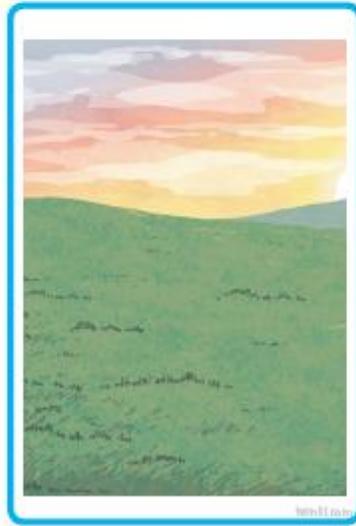
**No estoy
muy bien**

**Estoy
fatal**

**Buenas
tardes**







Monday English:

The Legend of the Mafomeira

Deep within the forest there lives the tallest of all trees. They stretch their thick branches full of leaves up into the blue skies and give us oxygen to breathe. Their trunks are very wide and many of these beautiful giants have been in the forest for hundreds of years.

These mighty trees are known as Mafomeira (known as Lapuna in Spanish) and there are many stories that claim the Mafomeira possess a spirit that protects the forest. One such story was told by an old man whose name was Adao.

One day, a very long time ago, Adao and his two young friends decided that they would earn their money by cutting down trees in the forest and selling the lumber to local farmers and builders. The three friends built a small cabin in the forest and set out one morning to cut down their first tree. One tree provided enough lumber for the three men to make an honest living for the whole month. The farmers were happy and so were the builders. And for every tree they chopped down the three friends planted two baby samplings that would one day grow into mighty Mafomeira. 'This is how we keep the forest healthy and happy,' Adao would say with a smile each time he planted a sapling in the earth. 'And if we take care of the forest then the forest will take care of us.'

Adao and his friends were happy in the forest. They loved their simple cabin and they enjoyed their labours. They only ever cut down one Mafomeira tree each month and they always made sure to plant the baby samplings in order to show respect for the forest. But then, almost without Adao noticing, things started to change.

Adao's friends began to look at the trees in a different way. One asked, 'Why is it that we only cut a single tree each month when we could be cutting many more?'

'We could earn ourselves a great deal of money if we cut down more trees,' said the other.

Adao was very distressed to hear his friends talking in such a way because he respected the forest and did not want to cut down more trees than were needed. But his friends were not to be dissuaded and so they collected their savings and bought a big tractor and more cutting equipment.

They set out into the forest with their new equipment and began cutting down tree after tree. The mighty trunks fell to the ground one after another and as the forest filled with the crashing and tearing sound of the Lapuna trees Adao's heart filled with sadness.

'What are you doing, my friends?' he asked. 'We must not disrespect the forest in such a way.'

But the two friends would not listen; instead they chopped and stripped the trees and loaded them onto the tractor one after the other. All they could think about was money; they did not care about the forest anymore.

The two friends became so skilled at chopping down the mighty Mafomeira trees that very soon Adao was unable to replace the fallen trees with enough saplings. He knew that what his friends were doing was wrong but he was unable to stop them because they were blinded by greed. He was sure that he was alone in his quest to prevent the forest from being disrespected and he was fast losing all heart.

But he was not alone. The spirit of La Mafomeira was watching and listening, and the spirit was very angry that the trees were being cut down in such a disrespectful way.

That night, as Adao lay awake in his cot in the little cabin, he heard the mighty trees stirring in the forest and was sure he felt a strange presence all around. On the breeze he could make out words whispered into the night. 'You shall not treat the forest in such a way. You shall not go unpunished. I am the spirit of the Mafomeira and I am here to protect and preserve the trees and animals.'

The next day things did not go as planned for Adao's friends. Both men awoke to a terrible pain in their stomachs and nothing they did seemed to ease the pain. Despite their discomfort, greed pulled both men from their cots and made sure that they collected the cutting equipment and prepared for the day ahead. But then the tractor would not start.

'I do not care about the tractor,' said one. 'I am still cutting down trees today.'

'And I do not care about the pain in my stomach,' said the other as he grabbed his axe and made ready to cut down the Mafomeira tree nearest to him.

Poor Adao pleaded with his friends to stop what they were doing and spend the day planting saplings in the forest, but neither man would listen.

Just as they raised their axes a mighty wind blew through the forest. The Mafomeira trees swayed and creaked and moaned in the wind and very soon a heavy rain began to fall. The wind and the rain destroyed the cabin and overturned the tractor. Then one of the friends dropped his axe and cut his leg very badly. The wind grew stronger and stronger until there was nothing left of the cabin at all but a few torn planks. The tractor was washed away as a nearby river broke its banks and it was then that Adao's friends suddenly grew very scared.

'We must run from here!' they screamed. 'The forest has destroyed all of our equipment and there is nothing left!'

Then the two friends ran out of the forest as fast as they could and never returned again. Despite fearing for his life Adao stayed where he was and allowed the winds to push him and the rains to fall on him and soak his clothes to his skin until he was cold and battered and bruised.

‘I will not leave the forest!’ he cried out at the top of his voice. ‘I will stay and plant new saplings to replace the trees that my greedy friends chopped down! I shall stay and do this until I die and nothing will change my mind!’

Then, all of a sudden, the winds died down and the rains came to an abrupt stop. The clouds cleared and the sun came out and dried up the forest floor.

Adao was very grateful the storm was over, and as soon as he recovered his wits and dried his clothes he set about planting new saplings in the earth. He worked hard all day and sang to himself the whole time. He planted many saplings and each time he did so he prayed that the sapling would grow into a mighty Mafomeira tree.

All day and all night Adao worked in the forest planting his saplings until he was too tired and too hungry to work any longer. He grew afraid because he was exhausted and in need of food and shelter and remembered sadly how the cabin was destroyed by the storm. But when he returned to the clearing he was amazed to find his little cabin standing there unharmed, a small fire in the hearth and a modest meal on the table.

Adao knew then that the spirit of the Mafomeira had created the storm just as it had returned his cabin to him. The kind man sat down to his dinner and looked into the fire with watery eyes. ‘I shall continue to plant new saplings here until I am no more,’ he vowed to himself. ‘And I shall only ever cut down a single Mafomeira tree each month because that is all that is needed.’

And that is exactly what he did. They say that Adao lived for almost one hundred years and that he took his last breath in the forest. They say that his spirit joined the Mafomeira just as all others who have passed away in the forest have joined the spirit of the Mafomeira and help to protect the beautiful forest from all those who would disrespect the trees and the animals within.

That is the legend of the Mafomeira and that is why it is important to preserve and respect the forests of the world.