

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called 'Add Fractions'</p> <p>https://whiterosemaths.com/homelearning/year-5/spring-week-7-number-fractions/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Add Mixed Numbers'</p> <p>https://whiterosemaths.com/homelearning/year-5/spring-week-7-number-fractions/</p> <p>No Worksheet – follow up activities set out in video</p>	<p>Follow the lesson called 'Add Mixed Numbers'</p> <p>https://whiterosemaths.com/homelearning/year-5/spring-week-7-number-fractions/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Subtract Fractions'</p> <p>https://whiterosemaths.com/homelearning/year-5/spring-week-7-number-fractions/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Subtract Mixed Numbers'</p> <p>https://whiterosemaths.com/homelearning/year-5/spring-week-7-number-fractions/</p> <p>Follow up activity below</p>
X table s	<p>Remember: 2x, 5x, 10x - Bronze 3x, 4x, 8x - Silver 6x, 7x, 9x, 11x, 12x - Gold</p> <p>https://www.timestables.co.uk/ https://ttrockstars.com/</p>				
English	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
Other Subjects	<p>RE Easter – what happens in Churches on Ash Wednesday? Read the notes about Ash Wednesday and Lent and watch the videos. Answer the 3 questions. https://www.youtube.com/watch?v=mc-x4qKY6Wc https://www.youtube.com/watch?v=fQQ4WHzhCcl 1.What do many Christians today do on Ash Wednesday? 2.What significance and impact do you think the ritual has on a believer's life? How do you think participating in a ritual creates a sense of belonging? 3. When you are tempted to do something that you know is not right, what helps you to make the right choice and not follow temptation?</p>	<p>PSHE Online safety ● Watch the video on this website ● Think - What do you like to do online? How do you choose to represent yourself when you are online? This might be through the profile pictures you choose, usernames you use, or the characters or avatars you like to use in games and how you choose what these look like. ● Complete the Online Identity Wheel in the resources below. ● Miss Walker's friend says that when you are online, it's not you so it doesn't matter if you do or say whatever you like. What should Miss Walker do? Write some advice for her. ● Watch this video and write down apps and games that are safe for children online.</p>	<p>Science How can we investigate the chemical reaction of vinegar? ● Watch this lesson about testing chemical reactions. ● Extension: Which combination of factors would release the greatest amount of carbon dioxide? How could you find out? Review of key learning ● Record your learning about changing materials and separating materials from this term. You can also use the example in the session resources to help you. ● You can choose how you present your learning using a combination of diagrams, examples, definitions and explanations. ● Use as much of the following vocabulary as you can: state, particle, energy, solid, liquid, gas, physical change, chemical change, reversible change, irreversible change Thermal conductivity – thermal conductor, thermal insulator Electrical conductivity – electrical conductor, electrical insulator</p>	<p>Spanish Watch the videos about Don Quijote and do the worksheet. Do the challenges if you're feeling brave!!</p>	<p>Art Views of the Landscape</p>  <p>● Watch Ms Green's video CLICK HERE to see how different artists view the landscape and see how artist Helen Wells responds to her natural surroundings. ● Create a landscape artwork making choices about materials and processes to make a personal response to landscape and the environment. Ms Green made the examples above. ● Deepening: Take a look at David Hockney's exhibition at the RA to learn more about him. David Hockney at the Royal Academy</p>

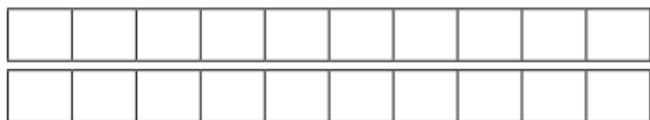
			Dissolving - solvent, solution, solute, soluble, insoluble, suspension Separating materials – sieve, filter, evaporate, condense		
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Add fractions

1 Complete the calculations.

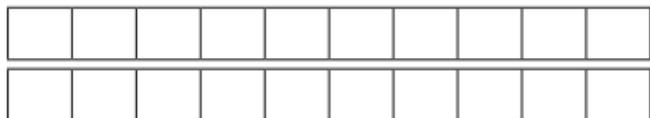
Use the bar models to help you.

a)



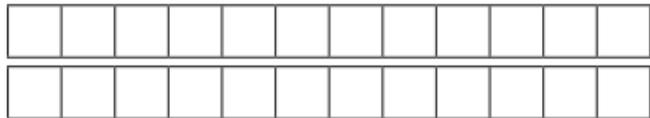
$$\frac{1}{10} + \frac{7}{10} = \square = \square$$

b)



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

c)



$$\frac{2}{10} + \frac{5}{10} + \frac{1}{12} = \square = \square$$



2 Complete the additions.

$$\text{a) } \frac{4}{5} + \frac{7}{20} = \square = \square$$

$$\text{d) } \frac{4}{3} + \frac{5}{12} = \square = \square$$

$$\text{b) } \frac{5}{4} + \frac{7}{20} = \square = \square$$

$$\text{e) } \frac{3}{5} + \frac{11}{15} = \square = \square$$

$$\text{c) } \frac{3}{4} + \frac{5}{12} = \square = \square$$

$$\text{f) } \frac{5}{3} + \frac{11}{15} = \square = \square$$

3 Match the additions that have the same answer.

$$\frac{3}{5} + \frac{9}{20}$$

$$\frac{16}{20} + \frac{9}{20}$$

$$\frac{3}{4} + \frac{9}{20}$$

$$\frac{12}{20} + \frac{9}{20}$$

$$\frac{4}{5} + \frac{9}{20}$$

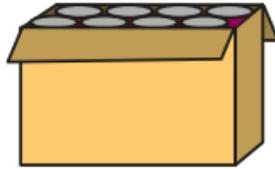
$$\frac{14}{20} + \frac{9}{20}$$

$$\frac{7}{10} + \frac{9}{20}$$

$$\frac{15}{20} + \frac{9}{20}$$

- 4 Dexter has some tins of food. There are four types of food: beans, sweetcorn, soup and tomatoes.

- The total weight of all the tins is 2 kg.
- The tins of beans weigh $\frac{2}{3}$ kg.
- The tins of sweetcorn weigh $\frac{5}{12}$ kg.
- The tins of soup weigh $\frac{1}{4}$ kg.

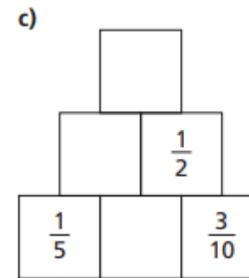
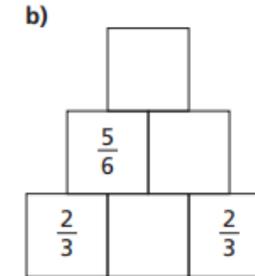
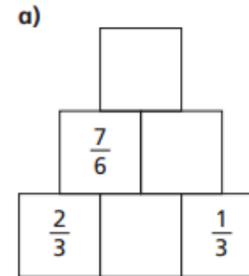


- a) Work out the total weight of the tins of beans, sweetcorn and soup.

- b) How much do the tins of tomatoes weigh?



- 5 Complete the addition pyramids.



- 6 What could the three missing numerators be?

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

Give three different possibilities.

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$



Add mixed numbers

1 Teddy and Mo are adding mixed numbers.



$$3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$$

Teddy

$$3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$$



Mo

Whose method do you prefer? _____

Talk about it with a partner.



2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} = \square$

b) $2\frac{2}{5} + 2\frac{3}{10} = \square$

c) $1\frac{3}{4} + 3\frac{3}{20} = \square$

e) $4\frac{1}{4} + 2\frac{11}{16} = \square$

d) $1\frac{3}{16} + 4\frac{3}{4} = \square$

f) $1\frac{4}{15} + 3\frac{2}{3} = \square$

3



$$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$$

How can Ron improve his answer?

4

Complete the additions.

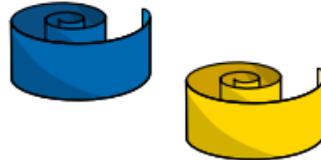
a) $2\frac{3}{4} + 3\frac{5}{12} = \square$

b) $3\frac{2}{3} + 2\frac{7}{12} = \square$

c) $5\frac{1}{6} + 3\frac{11}{12} = \square$

d) $6\frac{7}{15} + 3\frac{3}{5} = \square$

5 A blue ribbon is $2\frac{4}{9}$ metres long.



A yellow ribbon is $3\frac{2}{3}$ metres long.

a) What is the total length of the blue and yellow ribbon?

m

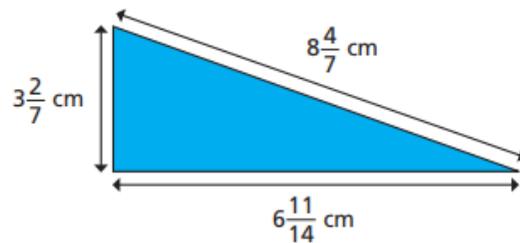
b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?



m

6 Calculate the perimeter of the triangle.



cm

7 Complete the calculation in three different ways.

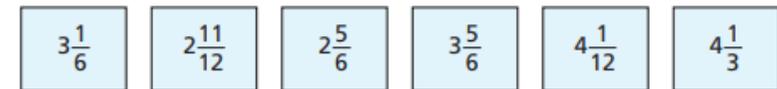
$\frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$

$\frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$

$\frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$

Compare answers with a partner.

8 Here are some number cards.



a) What is the greatest total you can make with two cards?

b) What is the smallest total you can make with two cards?

Subtract fractions

1 Complete the subtractions.

Use the bar models to help you.

a)



$$\frac{5}{6} - \frac{1}{2} = \square$$

b)



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

c)



$$\frac{7}{8} - \frac{3}{4} = \square$$

d)



$$\frac{1}{2} - \frac{3}{8} = \square$$



2 Match the equivalent calculations.

$$\frac{3}{4} - \frac{3}{20}$$

$$\frac{10}{20} - \frac{3}{20}$$

$$\frac{4}{5} - \frac{3}{20}$$

$$\frac{16}{20} - \frac{3}{20}$$

$$\frac{7}{10} - \frac{3}{20}$$

$$\frac{15}{20} - \frac{3}{20}$$

$$\frac{1}{2} - \frac{3}{20}$$

$$\frac{14}{20} - \frac{3}{20}$$

3 Jack walks $\frac{7}{9}$ km to school.

Aisha walks $\frac{2}{3}$ km to school.

How much further does Jack walk than Aisha?

Jack walks km further than Aisha.

4 Complete the subtractions.

a) $\frac{7}{8} - \frac{1}{16} =$

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

$\frac{3}{8} - \frac{1}{16} =$

$\frac{1}{8} - \frac{1}{16} =$

b) $\frac{6}{7} - \frac{2}{21} =$

$\frac{5}{7} - \frac{4}{21} =$

$\frac{4}{7} - \frac{6}{21} =$

$\frac{3}{7} - \frac{8}{21} =$

What do you notice?

5 On Saturday, Alex cycles for $\frac{2}{3}$ of an hour.

On Sunday, she cycles for $\frac{5}{12}$ of an hour.



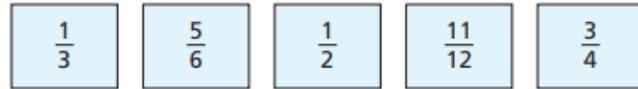
a) How many more hours does Alex cycle on Saturday than Sunday?

of an hour

b) How many more minutes does Alex cycle on Saturday than Sunday?

minutes

6 Here are some fraction cards.



a) Which two fractions have a difference of $\frac{1}{4}$?

- = $\frac{1}{4}$

b) Which two fractions have a difference of $\frac{1}{2}$?

- = $\frac{1}{2}$

c) Which two fractions have a difference of $\frac{1}{12}$?

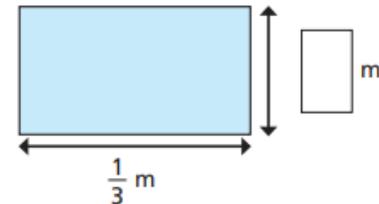
Give two possible pairs.

- = $\frac{1}{12}$

- = $\frac{1}{12}$

7 The perimeter of the rectangle is $\frac{14}{15}$ m.

Work out the missing length.

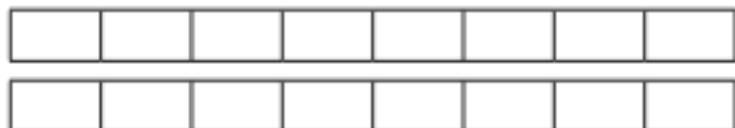


Subtract mixed numbers

- 1 Complete the subtractions.

Use the bar models to help you.

a)



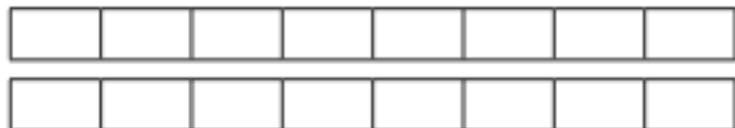
$$1\frac{5}{8} - \frac{1}{2} = \square$$

b)



$$1\frac{7}{8} - \frac{3}{4} = \square$$

c)

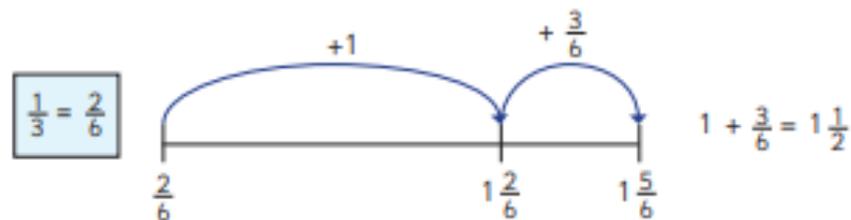


$$1\frac{1}{2} - \frac{3}{8} = \square$$

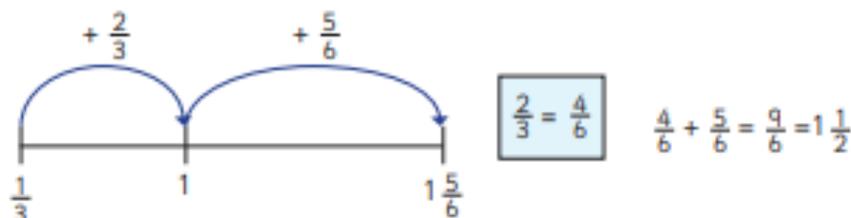


- 2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$

Dexter's method



Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$



$$1\frac{5}{8} - \frac{3}{16} = \square$$

3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} = \square$

d) $7\frac{5}{6} - \frac{13}{24} = \square$

b) $3\frac{3}{16} - \frac{1}{8} = \square$

e) $4\frac{4}{9} - \frac{4}{27} = \square$

c) $2\frac{5}{6} - \frac{2}{3} = \square$

f) $6\frac{11}{12} - \frac{3}{4} = \square$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Eva pours $\frac{4}{15}$ litres into a glass.

How much orange juice is left in the jug?



There are litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	
Amir	$13\frac{3}{8}$ m		$12\frac{7}{8}$ m
Annie		9 m	$11\frac{5}{12}$ m

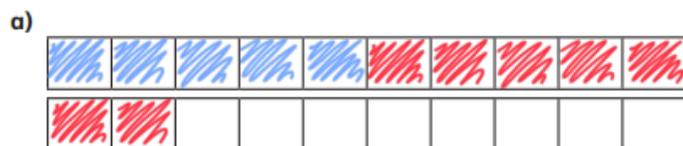
Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's

Add fractions

1 Complete the calculations.

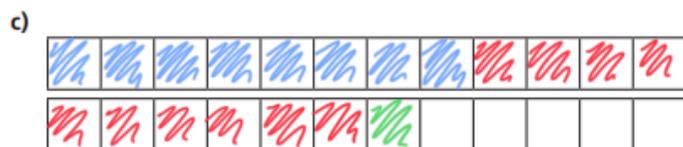
Use the bar models to help you.



$$\frac{1}{2} + \frac{7}{10} = \frac{12}{10} = 1\frac{1}{5}$$



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



$$\frac{2}{3} + \frac{5}{6} + \frac{1}{12} = \frac{19}{12} = 1\frac{7}{12}$$



2 Complete the additions.

a) $\frac{4}{5} + \frac{7}{20} = \frac{23}{20} = 1\frac{3}{20}$

d) $\frac{4}{3} + \frac{5}{12} = \frac{21}{12} = 1\frac{3}{4}$

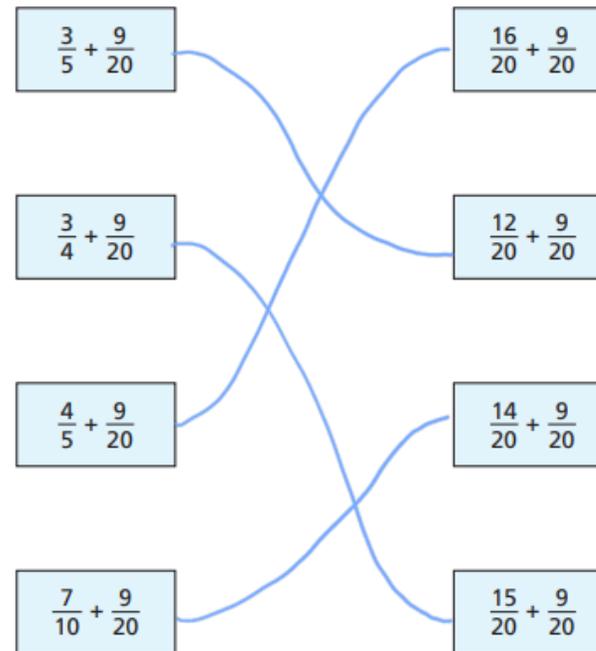
b) $\frac{5}{4} + \frac{7}{20} = \frac{32}{20} = 1\frac{3}{5}$

e) $\frac{3}{5} + \frac{11}{15} = \frac{20}{15} = 1\frac{1}{3}$

c) $\frac{3}{4} + \frac{5}{12} = \frac{14}{12} = 1\frac{1}{6}$

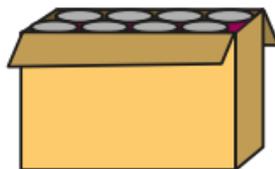
f) $\frac{5}{3} + \frac{11}{15} = \frac{36}{15} = 2\frac{2}{5}$

3 Match the additions that have the same answer.



- 4 Dexter has some tins of food. There are four types of food: beans, sweetcorn, soup and tomatoes.

- The total weight of all the tins is 2 kg.
- The tins of beans weigh $\frac{2}{3}$ kg.
- The tins of sweetcorn weigh $\frac{5}{12}$ kg.
- The tins of soup weigh $\frac{1}{4}$ kg.



- a) Work out the total weight of the tins of beans, sweetcorn and soup.

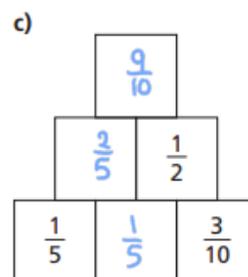
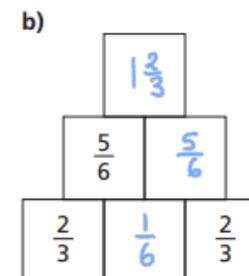
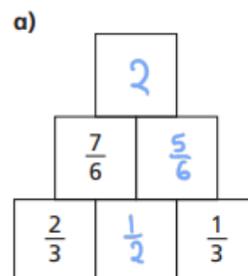
$$\frac{1}{3} \text{ kg}$$

- b) How much do the tins of tomatoes weigh?

$$\frac{2}{3} \text{ kg}$$



- 5 Complete the addition pyramids.



- 6 What could the three missing numerators be?

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

Give three different possibilities.

$$\frac{1}{4} + \frac{6}{12} + \frac{1}{3} = \frac{13}{12}$$

$$\frac{2}{4} + \frac{3}{12} + \frac{1}{3} = \frac{13}{12}$$

$$\frac{1}{4} + \frac{2}{12} + \frac{2}{3} = \frac{13}{12}$$



Add mixed numbers

- 1 Teddy and Mo are adding mixed numbers.



$$3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$$

Teddy

$$3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$$

Mo



Whose method do you prefer? various

Talk about it with a partner.



- 2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} = 3\frac{7}{10}$

b) $2\frac{2}{5} + 2\frac{3}{10} = 4\frac{7}{10}$

c) $1\frac{3}{4} + 3\frac{3}{20} = 4\frac{9}{10}$

e) $4\frac{1}{4} + 2\frac{11}{16} = 6\frac{15}{16}$

d) $1\frac{3}{16} + 4\frac{3}{4} = 5\frac{15}{16}$

f) $1\frac{4}{15} + 3\frac{2}{3} = 4\frac{14}{15}$

3



$$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$$

How can Ron improve his answer?

$$\frac{13}{10} = 1\frac{3}{10} \quad \text{so} \quad 3\frac{13}{10} = 4\frac{3}{10}$$

4

Complete the additions.

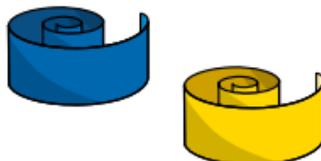
a) $2\frac{3}{4} + 3\frac{5}{12} = 6\frac{1}{6}$

b) $3\frac{2}{3} + 2\frac{7}{12} = 6\frac{1}{4}$

$$c) 5\frac{1}{6} + 3\frac{11}{12} = 9\frac{1}{2}$$

$$d) 6\frac{7}{15} + 3\frac{3}{5} = 10\frac{1}{3}$$

- 5 A blue ribbon is $2\frac{4}{9}$ metres long.



A yellow ribbon is $3\frac{2}{3}$ metres long.

- a) What is the total length of the blue and yellow ribbon?

$$6\frac{1}{9} \text{ m}$$

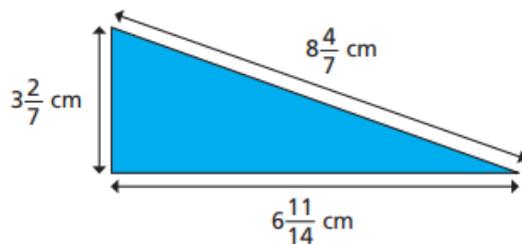
- b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?



$$4\frac{17}{18} \text{ m}$$

- 6 Calculate the perimeter of the triangle.



$$18\frac{9}{14} \text{ cm}$$

- 7 Complete the calculation in three different ways.

e.g.

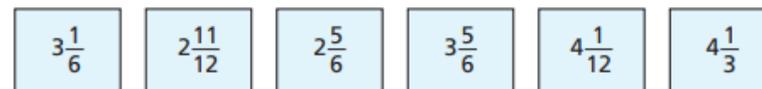
$$1\frac{1}{5} + 5\frac{8}{15} = 6 + \frac{11}{15} = 6\frac{11}{15}$$

$$3\frac{2}{5} + 3\frac{5}{15} = 6 + \frac{11}{15} = 6\frac{11}{15}$$

$$1\frac{4}{5} + 4\frac{14}{15} = 6 + \frac{11}{15} = 6\frac{11}{15}$$

Compare answers with a partner.

- 8 Here are some number cards.



- a) What is the greatest total you can make with two cards?

$$8\frac{5}{12}$$

- b) What is the smallest total you can make with two cards?

$$5\frac{3}{4}$$

Subtract fractions

1 Complete the subtractions.

Use the bar models to help you.

a)



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

b)



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

c)



$$\frac{7}{8} - \frac{3}{4} = \boxed{\frac{1}{8}}$$

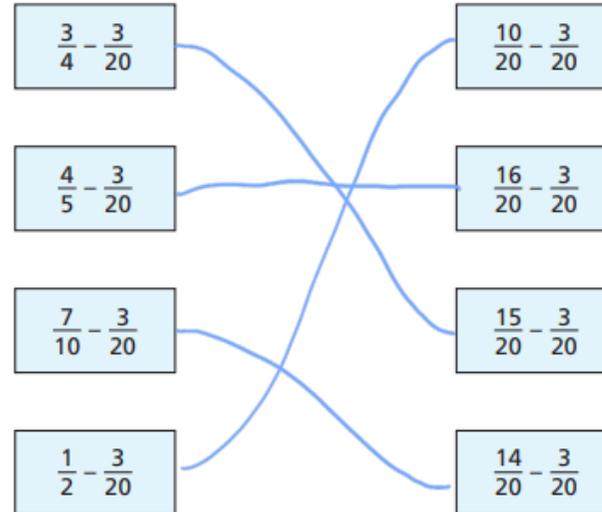
d)



$$\frac{1}{2} - \frac{3}{8} = \boxed{\frac{1}{8}}$$



2 Match the equivalent calculations.



3 Jack walks $\frac{7}{9}$ km to school.

Aisha walks $\frac{2}{3}$ km to school.

How much further does Jack walk than Aisha?

Jack walks $\boxed{\frac{1}{9}}$ km further than Aisha.

4 Complete the subtractions.

$$\text{a) } \frac{7}{8} - \frac{1}{16} = \boxed{\frac{13}{16}}$$

$$\frac{5}{8} - \frac{1}{16} = \boxed{\frac{9}{16}}$$

$$\frac{3}{8} - \frac{1}{16} = \boxed{\frac{5}{16}}$$

$$\frac{1}{8} - \frac{1}{16} = \boxed{\frac{1}{16}}$$

$$\text{b) } \frac{6}{7} - \frac{2}{21} = \boxed{\frac{16}{21}}$$

$$\frac{5}{7} - \frac{4}{21} = \boxed{\frac{11}{21}}$$

$$\frac{4}{7} - \frac{6}{21} = \boxed{\frac{6}{21}}$$

$$\frac{3}{7} - \frac{8}{21} = \boxed{\frac{1}{21}}$$

What do you notice?

5 On Saturday, Alex cycles for $\frac{2}{3}$ of an hour.

On Sunday, she cycles for $\frac{5}{12}$ of an hour.



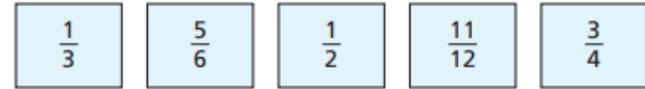
a) How many more hours does Alex cycle on Saturday than Sunday?

$\boxed{\frac{1}{4}}$ of an hour

b) How many more minutes does Alex cycle on Saturday than Sunday?

$\boxed{15}$ minutes

6 Here are some fraction cards.



a) Which two fractions have a difference of $\frac{1}{4}$?

$$\boxed{\frac{3}{4}} - \boxed{\frac{1}{2}} = \frac{1}{4}$$

b) Which two fractions have a difference of $\frac{1}{2}$?

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

c) Which two fractions have a difference of $\frac{1}{12}$?

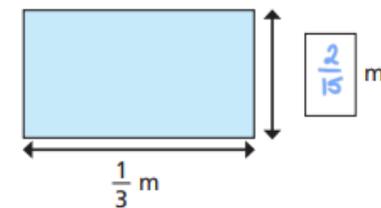
Give two possible pairs.

$$\boxed{\frac{11}{12}} - \boxed{\frac{5}{6}} = \frac{1}{12}$$

$$\boxed{\frac{5}{6}} - \boxed{\frac{3}{4}} = \frac{1}{12}$$

7 The perimeter of the rectangle is $\frac{14}{15}$ m.

Work out the missing length.

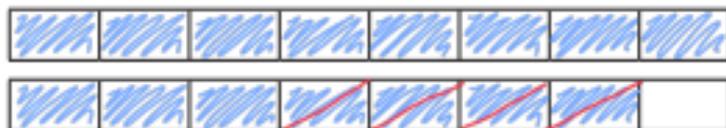


Subtract mixed numbers

1 Complete the subtractions.

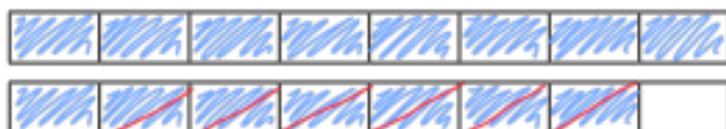
Use the bar models to help you.

a)



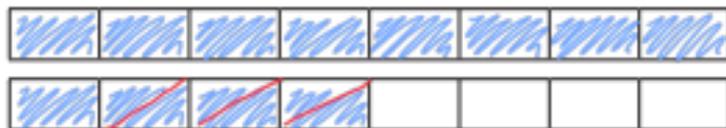
$$\frac{15}{8} - \frac{1}{2} = \boxed{1\frac{3}{8}}$$

b)



$$1\frac{7}{8} - \frac{3}{4} = \boxed{1\frac{1}{8}}$$

c)

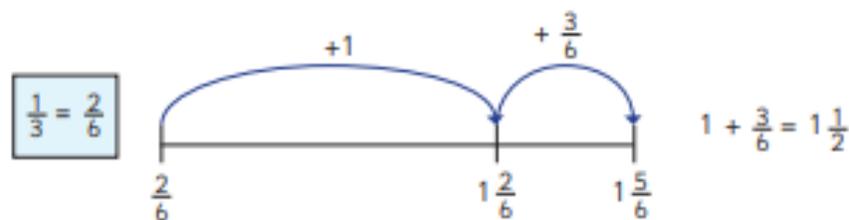


$$1\frac{1}{2} - \frac{3}{8} = \boxed{1\frac{1}{8}}$$

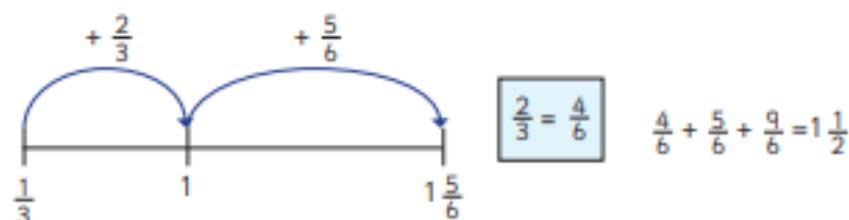


2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$

Dexter's method

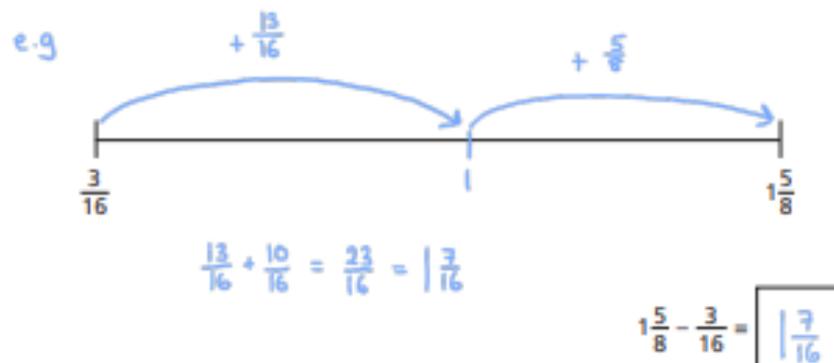


Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$



3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} = 3\frac{1}{24}$

d) $7\frac{5}{6} - \frac{13}{24} = 7\frac{7}{24}$

b) $3\frac{3}{16} - \frac{1}{8} = 3\frac{1}{16}$

e) $4\frac{4}{9} - \frac{4}{27} = 4\frac{8}{27}$

c) $2\frac{5}{6} - \frac{2}{3} = 2\frac{1}{6}$

f) $6\frac{11}{12} - \frac{3}{4} = 6\frac{1}{2}$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Eva pours $\frac{4}{15}$ litres into a glass.



How much orange juice is left in the jug?

There are $1\frac{1}{3}$ litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

e.g.

$3\frac{1}{5} - \frac{3}{20} = 3\frac{1}{20}$

$3\frac{3}{5} - \frac{11}{20} = 3\frac{1}{20}$

$3\frac{2}{5} - \frac{7}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	$12\frac{3}{8}$ m
Amir	$13\frac{3}{8}$ m	$8\frac{1}{4}$ m	$12\frac{7}{8}$ m
Annie	$14\frac{1}{3}$ m	9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's.

Reversible and Irreversible Changes Fact Sheet

<p>PHYSICAL CHANGES</p>  <p>solid liquid gas</p> <p>Changing state from solid to liquid to gas and back again is a reversible change.</p>	 <p>When chocolate is melted it can solidify again. The change is reversible.</p>	<p>Any reaction, such as burning, that causes new substances to be formed is called a CHEMICAL CHANGE. These changes are irreversible.</p>
<p>Heating is the process of increasing the temperature. Cooling is the opposite process where temperature is decreased. We use a thermometer to measure temperature.</p> 	<p>Cooking eggs, by frying, boiling, scrambling, poaching etc., is always an irreversible change.</p> 	 <p>fuel oxygen flame</p> <p>ash smoke heat</p>
 <p>A wind turbine helps to generate electricity from renewable sources.</p>	<p>When oil, vinegar and egg yolks are mixed together they make a precipitate called mayonnaise. This change is irreversible.</p> 	 <p>Coal, gas and oil are all fossil fuels. They non-renewable energy sources.</p>
 <p>Dissolving sugar in water is a reversible change. When the water is evaporated it leaves the sugar behind.</p>	<p>When vitamin tablets effervesce (fizz) a gas is produced. This is an irreversible change.</p> 	



RE Core Concept: Salvation

What is Lent and why do people give things up?

Millions of Christians all over the world will have marked the start of an important period of time on 17 February 2021 - the festival of Lent.

That is because it is Ash Wednesday, which marks the beginning of Lent in Western Christian churches.

During Lent, many people decide to give something up that they love - perhaps chocolate, sweets or even using social media.

Others might decide to take *up* something, like helping out more at home or making an effort to be nicer to their brother or sister.

What is Lent?



Lent is a period of 40 days during which Christians remember the events leading up to and including the death of Jesus Christ, whose life and teachings are the foundation of Christianity.

The 40-day period is called Lent after an old English word meaning 'lengthen'.

This is because of the time of year when it happens, as this is when the days start to get longer, as we approach Summer.

It is a time of reflection and of asking for forgiveness, and when Christians prepare to celebrate Jesus's resurrection at the feast of Easter, which comes at the very end of Lent.

On Ash Wednesday, many Christians also go to special church services, at which worshippers are marked with ash.

This is a symbol of death and remembering bad things that we have done, and is where the day gets its name from.

Typically, the ash is made from burning special crosses made out of palm wood, which were used in church services on the previous year's Palm Sunday. It is sometimes mixed with special oil.



GETTY IMAGES

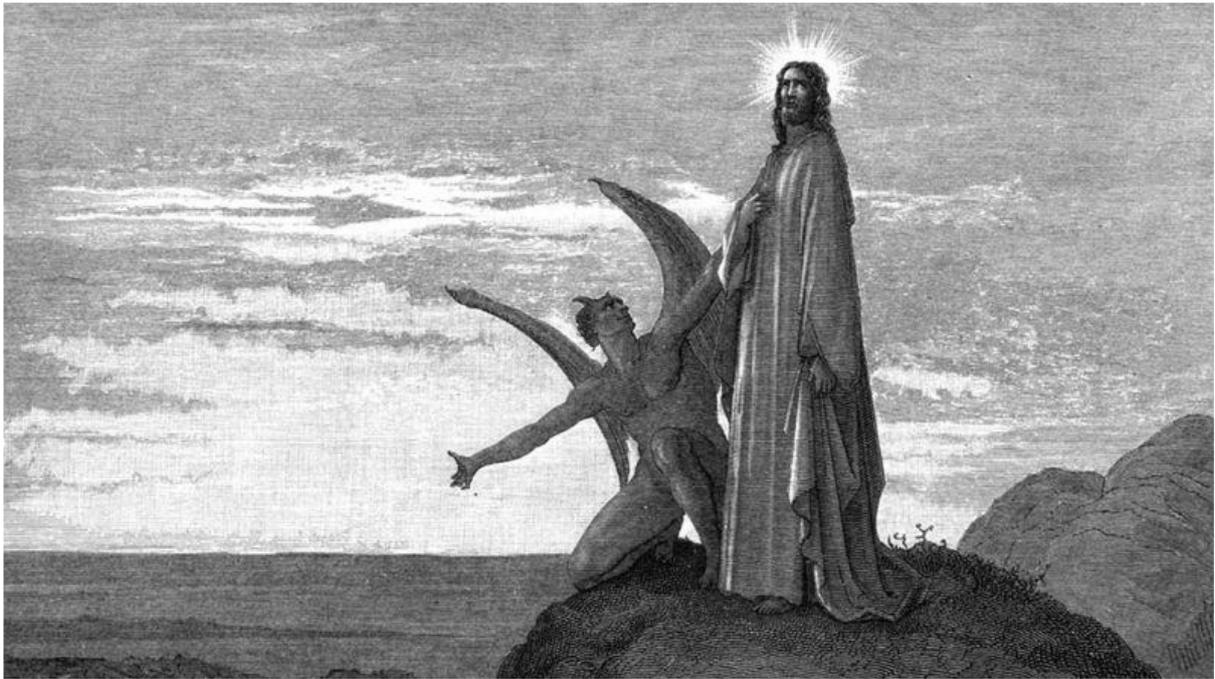
Palm crosses, like these ones, are burned to make ash, which can be used in Ash Wednesday services

Why do people give things up until Easter Sunday?

Millions of people do this during Lent as a sign of sacrifice and to test their self-discipline.

Christians believe that this is to represent Jesus Christ's sacrifice when he went into the desert to pray and fast for the 40 days before later dying on the cross.

In the Bible's New Testament, while Jesus was there, Satan tempted him to turn away from God and worship him instead, but Jesus refused to, which is why people might give something up, in order to test their own self-discipline too.



This picture shows Jesus in the desert being tempted by Satan

Lent ends with Holy Week, which leads to Easter Sunday - the most important day in the Christian calendar.

This day marks the resurrection of Jesus after his death on the cross, and is a celebration of his life.

Ash Wednesday Questions:

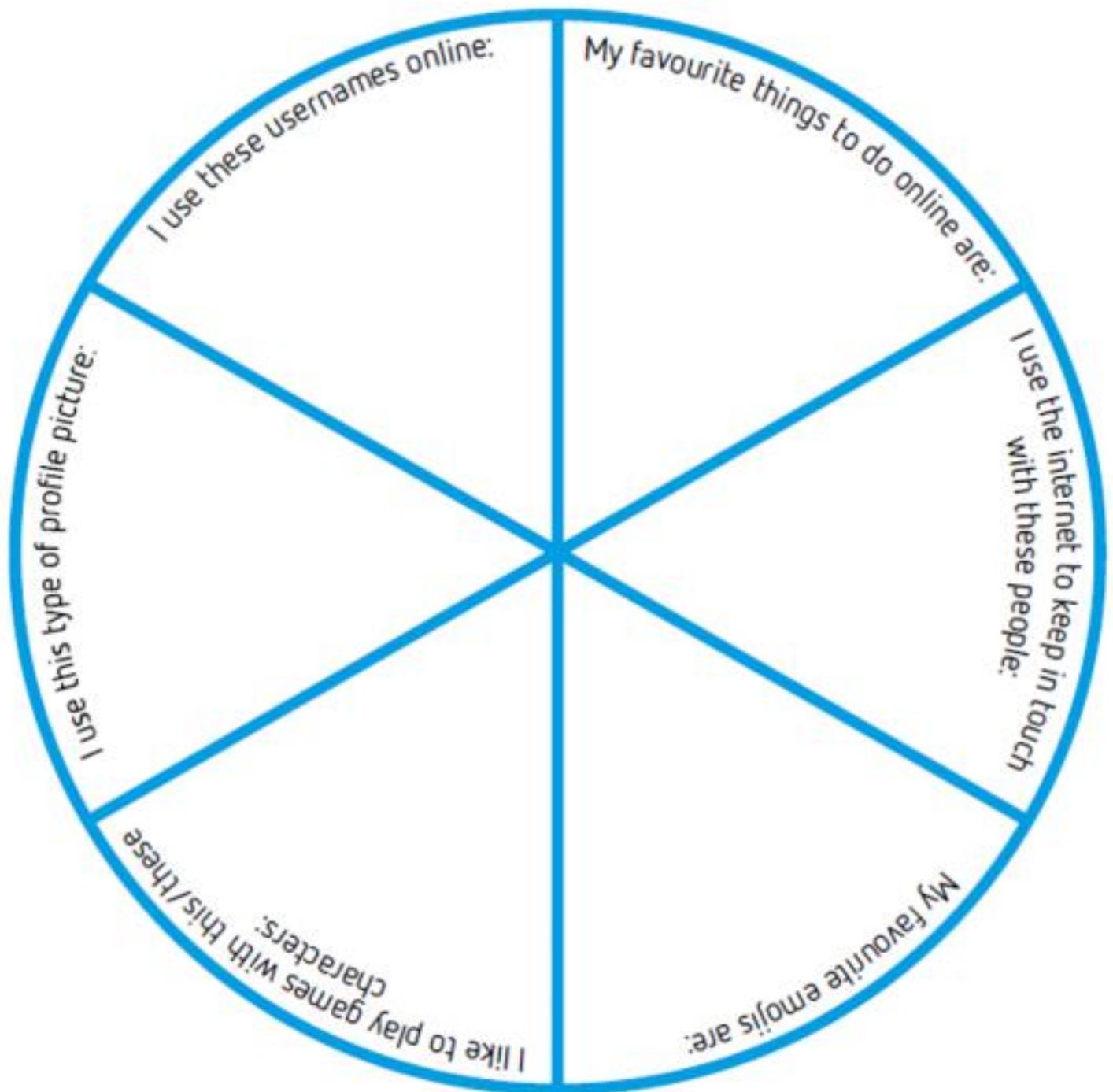
1. What do many Christians do today on Ash Wednesday?
2. What significance and impact do you think the ritual has on a believer's life? How do you think participating in a ritual creates a sense of belonging?
3. When you are tempted to do something that you know is not right, what helps you to take the right choice and not follow temptation?

PSCHE

Online Identity Wheel

Draw and describe your online identity.

You might have more than one answer in each section depending on what you like to do online.



Spanish

Story of Don Quijote in English

https://www.youtube.com/watch?v=JzKMIzxxxfc&ab_channel=SmileandLearn-English

Musical Man of la Mancha

https://www.youtube.com/watch?v=iH9nDIBr3b4&ab_channel=%EA%B1%B4%EA%B0%95%EC%9D%B8%28HealthyBoy%29

Answer this questions with Verdadero (true) or Falso (false)

Don Quijote loved reading Samurai stories _____

Sancho Panza is promised an island in return for being his servant _____

Don Quijote injured himself when he was fighting the windmills _____

Don Quijote confused the sheep with ogres _____

Don Quijote thinks he's winning all his battles _____

Sancho Panza tries to tell Don Quijote the truth about what people think _____



Answer these questions about Don Quijote (You can answer in English if you can't do it in Spanish!)

What problem did Don Quijote have?

What did Don Quijote see instead of windmills?

Do you think Sancho should tell him that he is wrong or take him to hospital?

Challenge 1: Copy the following list of vocabulary and translate it to English or draw a picture : Molino, oveja, gigante, espada, lanza, escudo caballero, locura (loco), libro.

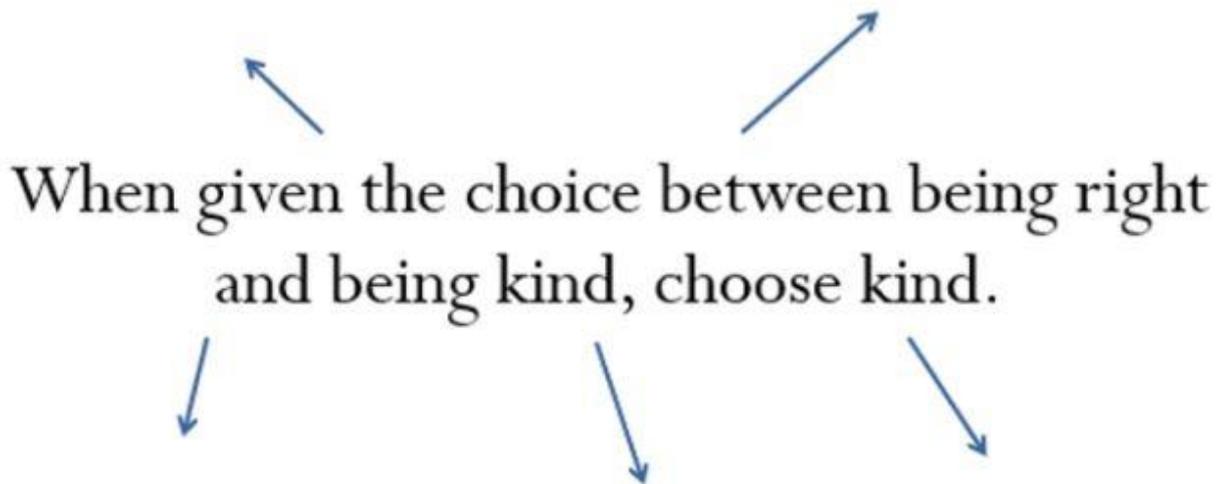
Challenge 2: How do you imagine the characters? Draw them!

Challenge 3: Describe a character from the story, explain who they are (or more than one!)



English Monday

WHY is your precept a good rule to live by?



English Tuesday

Famous Precepts (and some not so famous)

Think about these precepts and discuss what they mean. What impact would they have upon your life if you adopted them as a personal impact. Choose the precept that you find the most inspiring and design an illustrated poster to promote its message.

- It is hard to fail, but it is worse never to have tried to succeed. **Theodore Roosevelt**
- It is our choices that show what we truly are, far more than our abilities. **J. K Rowling**
- You miss 100 percent of the shots you never take. **Wayne Gretzky (ice-hockey player)**
- The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low and achieving our mark. **Michelangelo**
- The butterfly counts not months but moments and has time enough. **Rabindranath Tagore (Bengali poet)**
- Accept what you can't change. Change what you can't accept. **Unknown**
- If there is no struggle, there is no progress. **Frederick Douglas (social reformer)**
- I don't believe you have to be better than everybody else. I believe you have to be better than you thought you could be. **Ken Venturi (professional golfer)**
- Turn your wounds into wisdom. **Oprah Winfrey (chat show host)**
- We make our world significant by the courage of our questions and the depth of our answers. **Carl Sagan (philosopher and sci-fi writer)**

English Wednesday

Mr Tushman's Graduation Speech.

When you reflect on this past year, I want you all to look at where you are now and where you've been.

You've all gotten a little taller, a little stronger, a little smarter... I hope.

But the best way to measure how much you've grown isn't by inches or the number of laps you can now run around the track, or even your grade point average, though those things are all important, to be sure.

It's what you've done with your time, how much you've chosen to spend your days, and whom you have touched this year. That, to me, is the greatest measure of success.

There's a wonderful line in a book by J. M. Barrie – and no, it's not Peter Pan, and I'm not going to ask you to clap if you believe in fairies... But in another book by J. M. Barrie called *The Little White Bird*... he writes... 'Shall we make a new rule in life... always to try to be a little kinder than is necessary?'

Kinder than is necessary. What a marvellous line, isn't it? Kinder than is necessary. Because it's not enough to be kind. One should be kinder than needed. Why I love that line, that concept, is that it reminds me that what we carry with us, as human beings, not just the capacity to be kind, but the very choice of kindness. And what does that mean? How is that measured? You can't use a yardstick. It's like I was saying just before: it's not like measuring how much you've grown in a year. It's not exactly quantifiable, is it? How do we know we've been kind? What is being kind, anyway?

There's another passage in a different book I'd like to share with you, if you'll bear with me while I find it... Ah here we go. In *Under the Eye of the Clock*, by Christopher Nolan, the main character is a young man who is facing some extraordinary challenges. There's this one part where someone helps him: a kid in his class. On the surface, it's a small gesture. But to this young man, whose name is Joseph, it's... well, if you'll permit me... 'it was at moments such as these that Joseph recognizes the face of God in human form. It glimmered in their kindness to him, it glowed in their keenness, it hinted their caring, indeed it caressed in their gaze.

Such a simple thing, kindness. Such a simple thing. A nice word of encouragement given when needed. An act of friendship. A passing smile.

Children, what I want to impart to you today is an understanding of the value of that simple thing called kindness and that's all I want to leave with you today. I know I'm kind of infamous for my... um... verbosity... but what I want you, my students to take away from your middle school experience, is the sure knowledge that, in the future you make for yourselves, anything is possible. If every single person in this room made it a rule that wherever you are, wherever you can, you will act a little kinder than if necessary – the world really would be a better place.

Questions

1. This graduation ceremony comes at the end of Auggie's first ever year at school. What similarities are there between Mr Tushman's speech and Mr Browne's precept lesson (which was Auggie's first ever lesson in school)?
2. In his speech Mr Tushman apologises for his 'verbosity'. What does this mean? What other words or phrases could he have used instead of this one?
3. Auggie admits to 'zoning' out from Mr Tushman's speech. Why do you think he might have done this?
4. If you were writing a review of Mr Tushman's speech, what would you have written? Write a short paragraph, mentioning things such as suitability for the audience, humour, interest, length (i.e., not too long!), content (was it a good message?). Remember: a review can be honest, but it should also be fair.

5. Later in the graduation ceremony, Auggie receives a reward for courage. What evidence can you find throughout this opening speech that Mr Tushman had Auggie on his mind when he wrote it? You can use quotes to support your answer.
6. How does Mr Tushman suggest to the children that they should reflect and measure their personal success over the past year and what is the difficulty in doing this?
7. What are the two books that he quotes from in his speech?
8. *'it was at moments such as these that Joseph recognises the face of God in human form'*. What does this quote, from the book by Christopher Nolan, tell us about Joseph's feelings?
9. What precept does Mr Tushman suggest Auggie and his classmates should live by?

Y5: SPAG Lesson 6 (Spelling)

Words to Learn for test on a fortnight

	Focus: More homophones (Words that sound the same but are spelt differently)	1st Attempt	2nd Attempt	3rd Attempt
1	isle			
2	aisle			
3	I'll			
4	there			
5	their			
6	they're			
7	past			
8	pass			
9	passed			
10	alter			
11	altar			
12	series			
13	serial			
14	cereal			

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 They're going to have tea with us next week.

He pushed his trolley down the supermarket aisle.

In the past, people's homes had no electricity.

She ran past me like a bullet.

They didn't recognise us when they passed us in the street.

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

For our holidays, we often go to the _____ of Wight

They are hanging up _____ coats.

_____ having a picnic outside.

Please put the box down over _____.

The bride smiled as she walked down the _____.

When they arrive, _____ go and meet them at the station.

I hope I _____ my exam.

Please don't _____ the answers when you are marking your work.

The priest placed the bread and wine upon the _____.

They all _____ the test.

The racing car zoomed _____ at great speed.

He has read all the books in the _____.

The newspaper headline announced the capture of the _____ killer.

What's your favourite breakfast _____ ?

