Home Learning Expectations

- ALL BOOKS WILL BE RETURNED TO SCHOOL WHEN YOU RETURN (CGP books, Power Maths Practice books, New Journal)
- Take as much care and pride in your work at home as you do in school.
- Set out your work with an underlined date, an underlined title and a clear topic.
- Keep your books and journal tidy and away from food and drink.
- Only use black pen or pencil to do your work in.
- THANK YOU for your continued hard work and thank you to parents for their support.

Online Lessons

Some lessons this week are going to be live, online.

To access Music and Spanish lessons, you will need to create an account on Microsoft Teams – this is free.

https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/free

To access Dance and Drama lessons you will need to either download Zoom onto your device, or if you are using a computer or laptop you can search Zoom on Google.

The Holy Spirit Catholic Primary School – KS2 Weekly Timetable – Week beginning 11th January 2021

Day	Session 1		BREAK	Session 2	LUNCH	Session 3	Session 4
Monday 11th January	Maths Adding and Subtracting Fractions 1 – pg 105 - 107			English Prediction about our new picture book		Reading Independent Reading	Research Projects Make a start
Tuesday 12th January	Maths MyMaths	Drama Live Lesson with Andrew (Zoom)		English Cold write plan		Music Live Lesson (Microsoft Teams)	RE The New Covenant
Wednesday 13th January	Maths Adding and Subtracting Fractions 2 pg 108 - 110			English Cold write		Science Human Body introduction – the heart	Spanish Live Lesson (Microsoft Teams)
Thursday 15th January	Maths Adding Fractions Pg 111 - 113			Guided Reading Introduction to our new class read		Dance Live Lesson with Rebecca (Zoom)	RE The Penitential Act
Friday 16th January	Maths Subtracting Fractions Pg 114 - 116			English Recap nouns, adjectives, verbs and adverbs ready for the following weeks activities.		Reading Comprehension – Pig Heart Boy – CGP pg 4 - 5	Wellbeing Friday Winnie The Pooh Day

Thought of the week

Monday 11th January 2021

Session 1
Maths

Starter

Mark your work from last week ☺

Lesson 4: Comparing and ordering fractions (I)

➜ pages 99–101

1. a) The LCM of 2 and 4 is 4.
$\frac{1}{2} = \frac{2}{4}$
So $\frac{1}{2} < \frac{3}{4}$.

b) The LCM of 5 and 10 is 10.
$\frac{3}{5} = \frac{6}{10}$
So $\frac{3}{5} < \frac{7}{10}$.

c) The LCM of 8 and 3 is 24.
$\frac{3}{8} = \frac{9}{24}$; $\frac{2}{3} = \frac{16}{24}$
So $\frac{3}{8} < \frac{2}{3}$.

d) The LCM of 5 and 7 is 35.
$\frac{3}{5} = \frac{21}{35}$; $\frac{4}{7} = \frac{20}{35}$
So $\frac{3}{5} > \frac{4}{7}$.

2. a) 20 is the lowest common multiple as 20 is the smallest number which is in the 5, 10 and 4 times-tables.

b) $\frac{4}{5} = \frac{16}{20}$; $\frac{7}{10} = \frac{14}{20}$; $\frac{3}{4} = \frac{15}{20}$
$\frac{4}{5}$ is the biggest fraction. Explanations may vary, for example: I found equivalent fractions with a denominator of 20 and then compared the numerators.

3. D, C, A, B

4. a) $\frac{11}{15}, \frac{7}{10}, \frac{2}{3}, \frac{1}{2}$

b) $\frac{3}{3}, \frac{7}{8}, \frac{3}{4}, \frac{1}{6}$

5. I do not agree with the article. $\frac{3}{8} = \frac{15}{40}$ and $\frac{2}{5} = \frac{16}{40}$ so chocolate is the most popular flavour.

6. a) The missing digit could be 5, 6 or 7.

b) Answers may vary. Possible solution: $\frac{1}{2}; \frac{7}{12}; \frac{2}{3}; \frac{6}{8}$

Reflect

Lexi is incorrect.

Explanations may vary, for example:

$\frac{5}{8} = \frac{15}{25}$ and $\frac{5}{12} = \frac{10}{24}$ so $\frac{5}{8}$ is greater than $\frac{5}{12}$.

Dividing a whole into a larger number of equal pieces will mean that the size of each piece is smaller.

Therefore $\frac{1}{12}$ is smaller than $\frac{1}{8}$. This means that $\frac{5}{12}$ will be smaller than $\frac{5}{8}$.

Lesson 5: Comparing and ordering fractions (2)

→ pages 102–104

1. a) $4\frac{2}{3} = 4\frac{4}{6}$; $4\frac{1}{2} = 4\frac{3}{6}$
So $4\frac{2}{3} > 4\frac{1}{2}$.

b) $\frac{11}{4} = \frac{22}{8}$
So $\frac{11}{4} > \frac{19}{8}$.

c) The LCM of 5 and 3 is 15.
$2\frac{1}{5} = 2\frac{3}{15}$; $2\frac{1}{3} = 2\frac{5}{15}$
So $2\frac{1}{5} < 2\frac{1}{3}$.

2. a) $3\frac{3}{8} = \frac{27}{8}$, which is smaller than $\frac{29}{8}$, so $3\frac{3}{8} < \frac{29}{8}$.
Alternatively: $\frac{29}{8} = 3\frac{5}{8}$ which is greater than $3\frac{3}{8}$, so $\frac{29}{8} > 3\frac{3}{8}$.

b) Explanations may vary, for example:
$5\frac{1}{6}$ is bigger than $4\frac{5}{6}$ because 5 wholes is bigger than 4 wholes.
$5\frac{1}{6}$ is greater than 5 but $4\frac{5}{6}$ is smaller than 5, so $5\frac{1}{6} > 4\frac{5}{6}$.

3. a) The LCM of 3 and 7 is 21.
$8\frac{2}{3} = 8\frac{14}{21}$; $\frac{60}{7} = 8\frac{4}{7} = 8\frac{12}{21}$
So $8\frac{2}{3} > \frac{60}{7}$.

b) $\frac{11}{7} < 1\frac{11}{14}$

c) $\frac{35}{6} > \frac{45}{8}$

4. $8\frac{7}{15}, \frac{17}{2}, \frac{87}{10}, \frac{27}{3}$

5. $4\frac{1}{5}$

6. A = $\frac{4}{9}$; B = $\frac{10}{6}$; C = $\frac{8}{3}$

Reflect

Explanations may vary – encourage children to show that they could either turn both numbers into mixed number, find equivalent fractions with a common denominator and compare, or turn both into improper fractions, find equivalents with a common denominator and compare.

Mark your work from last week ☺

Adding and subtracting fractions 1

Discover

1 **a)** What fraction of a bale of hay does Hattie eat in a day?

b) Molly eats $\frac{1}{4}$ of a bale of hay less than Hattie per day.

What fraction of a bale of hay does Molly eat in a day?

Adding and subtracting fractions 1

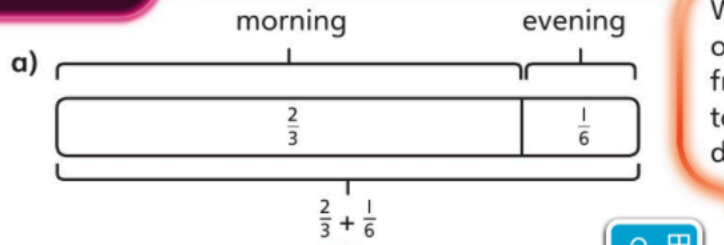
Discover

1 **a)** What fraction of a bale of hay does Hattie eat in a day?

b) Molly eats $\frac{1}{4}$ of a bale of hay less than Hattie per day.

What fraction of a bale of hay does Molly eat in a day?

Share



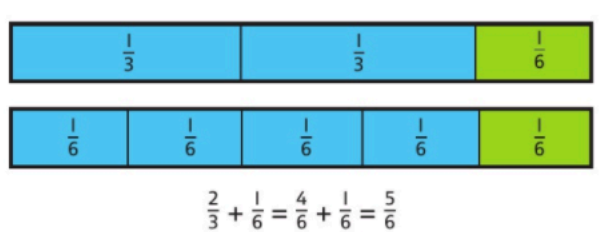
When adding or subtracting fractions, we need to find a common denominator.

Multiples of 3 are 3, (6).

A multiple of 6 is (6).

The lowest common multiple of 3 and 6 is 6.

I will find an equivalent fraction with a denominator of 6.



Hattie eats $\frac{5}{6}$ of a bale of hay in a day.

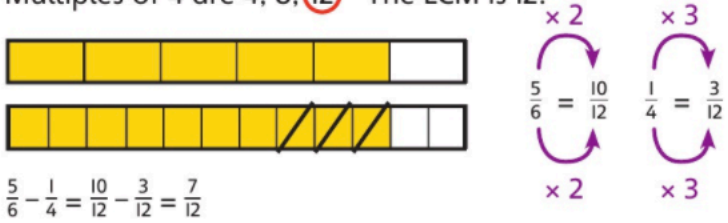
b) Molly eats $\frac{1}{4}$ of a bale less than Hattie.

I need to subtract.

Use the LCM of 6 and 4 to find a common denominator.

Multiples of 6 are 6, (12)

Multiples of 4 are 4, 8, (12) The LCM is 12.



Molly eats $\frac{7}{12}$ of a bale of hay in a day.

Think together

Complete this in your journal

1 a) Hector eats $\frac{1}{8}$ of a bale of hay in the morning and $\frac{3}{4}$ of a bale of hay in the evening. How much hay does he eat in a day?

The LCM of 8 and 4 is ☐. So $\frac{3}{4} = \frac{\square}{8}$

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

Hector eats ☐ of a bale of hay in a day.

b) Callie eats $\frac{2}{3}$ of a bale of hay. Scoobie eats $\frac{5}{9}$ less. How much does Scoobie eat?

The LCM of 3 and 9 is ☐. $\frac{2}{3} = \frac{\square}{\square}$

$\frac{\square}{\square} - \frac{\square}{\square} = \frac{\square}{\square}$

Scoobie eats ☐ of a bale of hay.

2 Work out $\frac{1}{6} + \frac{3}{8}$.

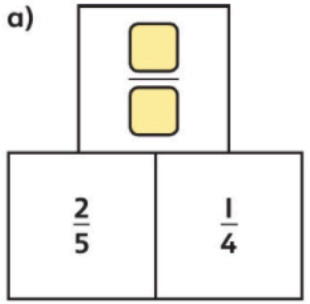
The LCM of 6 and 8 is ☐.

$\frac{1}{6} = \frac{\square}{\square}$ $\frac{3}{8} = \frac{\square}{\square}$ $\frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$

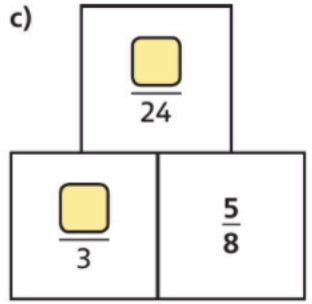
3 Complete the following addition pyramids.

CHALLENGE

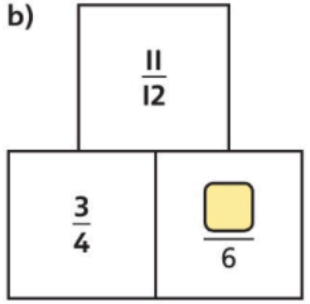
a)



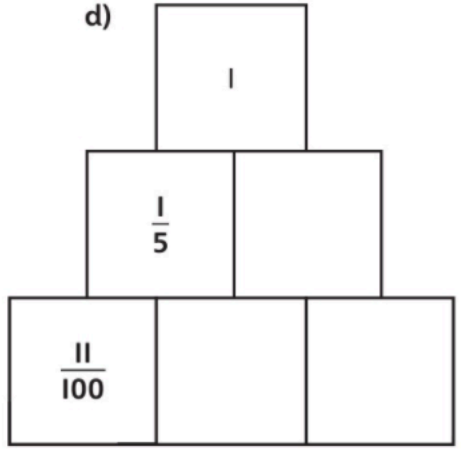
c)



b)



d)



I think I might need to subtract to find some of the missing fractions.

I think it would help to think about common denominators.

Now you have completed the new learning, complete **page 105 – 107 of the Power** Maths Practice book.

Session 2
English
Predict

Predict

It was a large lovely garden, with soft green grass.
He was dressed in grey, and his breath was like ice.
It sounded so sweet to his ears that he thought it must be the King's musicians passing by.
He took a great axe and knocked down the wall.
So he built a high wall all round it and put up a noticeboard.

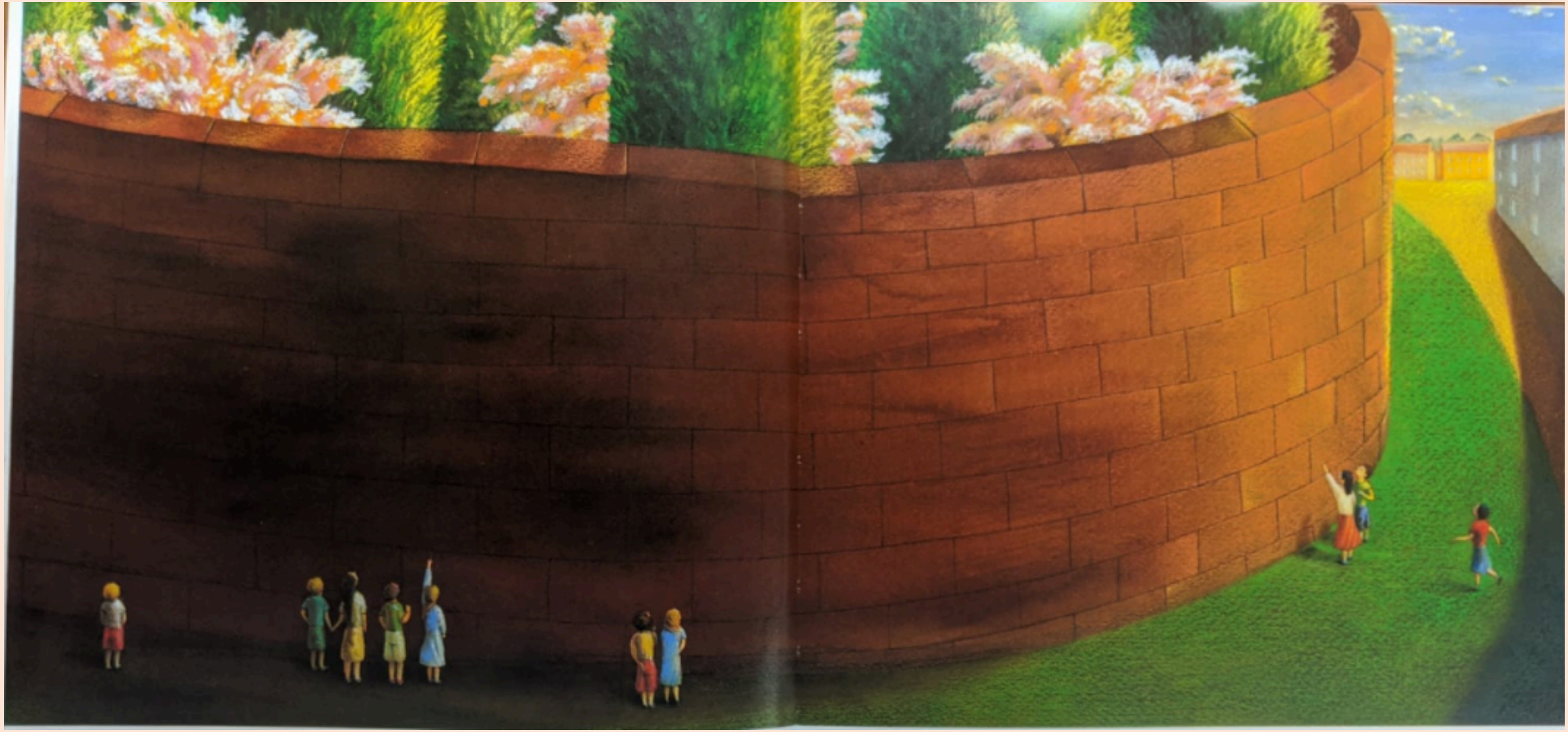
Write the date and title and record in your journal

- What genre do you think the text is?

*After you have read these sentences taken from the text, write down **at least** three questions you now have about the narrative*

Eg
Why is there a wall built?
When is the story set?

Predict – use this image and the sentences you have already been given to predict what will happen in the story



Activity – Write a short prediction of the text

Example

I think this text is set in Victorian times due to the style of the clothes that the children are wearing. The children look shocked by the wall because they are pointing at it and running towards it. I think the children are sad as they have been locked out of their school. This was their place of safety. I presume they would like to get back into the school…

Session 3
Reading

Reading

Use
https://www.oxfordreadingbuddy.com/uk
or
https://www.activelearnprimary.co.uk/login?c=0

to read independently for 30 minutes. Every time you finish a book during reading sessions, create a short book review in your journal.

Session 4
Project Work

Research Project- Introduction

- **Geography:** WHAT IS THE POLAR ICE CAP BIOME? HOW ARE THE POLAR ICE CAPS AFFECTED BE CLIMATE CHANGE?
- **History:** WHO WAS SHACKLETON?

If we were in school, these would be our topics in Geography and History. Therefore, in some of our afternoons this half term, I would like you to create two different projects –one for Geography based on the Ice Biome and Climate change and one for History based on the Explorer Shackleton.

Research Project – Geography Help

A few questions to get you started on your project

- *Where are the Polar Ice Caps located?*
- *What is a Biome?*
- *How have the polar ice caps changed?*
- *Why have they changed?*

You could make:

- **An informative and persuasive leaflet/ booklet**
- **A PowerPoint presentation**

Research Project – History Help

A few questions to get you started on your project

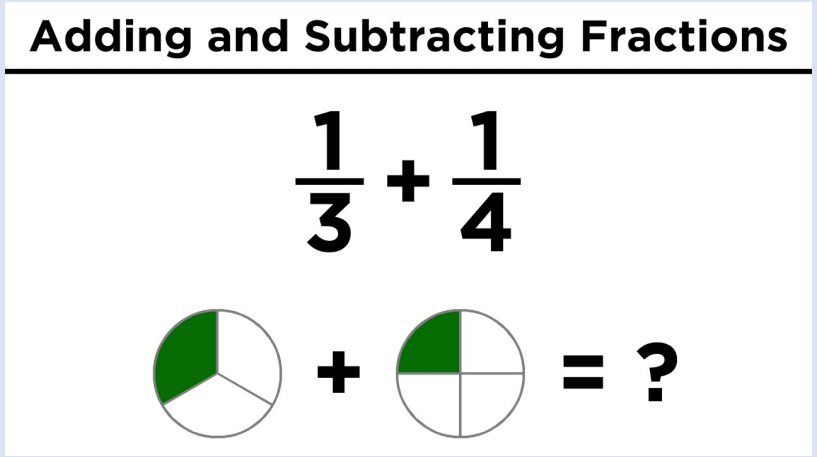
- *Who is Shackleton?*
- *Where is he from?*
- *Why is he well known?*
- *What expeditions did he go on? Why?*

You could make:

- **An informative and explanatory factfile/ booklet**
- **A PowerPoint presentation**

Tuesday 12th January 2021

Session 1
Maths
MyMaths



https://app.mymaths.co.uk/ - Adding and Subtracting Fractions

FIRST – Work through the lesson

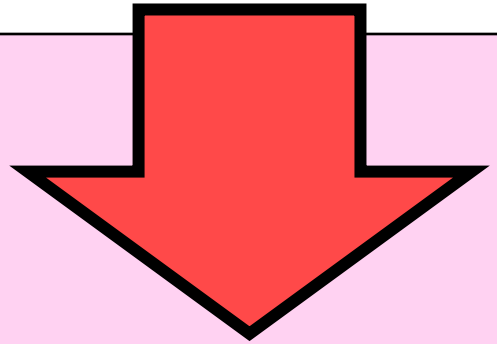
NEXT - Complete the homework

If you get less than 70% on your homework, look back at the lesson and then try the homework again.

Challenge

Pam walks 7/8 of a mile to school. Paul walks 1/2 of a mile to school. How much farther does Pam walk than Paul?

Drama – Stream online drama session with Andrew here



Live Zoom

Invitations to the Zoom lesson will be given next week via class dojo

Session 2
English
Cold Write PLAN

Think about these three questions:

What do we believe the title of the story is?

Who are the main characters?

What are the characters' names?

Activity

Create a plan for a narrative based around the clues for this tale.

When you write tomorrow, I will be looking for :

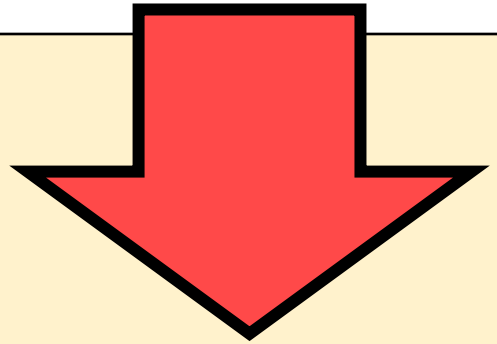
- Use expanded noun phrases to convey complicated information concisely
- Integrate dialogue to convey character and advance the action
- Select appropriate grammar and vocabulary
- Use brackets, dashes or commas to indicate parenthesis
- Extend the range of sentences with more than one clause by using a wider range of conjunctions

Beginning	Build-Up	Problem	Resolution	Ending
Eg. Children locked out of their garden	Eg. All devastated and they don't know where to play			

Use this structure to plan your own narrative

Session 3
Music

Music – Stream online music session **12:30 – 13:15** here (Microsoft teams)



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Session 4
RE

The Last supper

https://www.youtube.com/watch?v=2359k2zAJmA&t=103s

Watch part (from 5 mins) or all of the clip above.

What did Jesus say as he distributed the bread and wine to his disciples?

I Corinthians 11:23-26

For I pass on to you what I received from the Lord himself. On the night when he was betrayed, the Lord Jesus took some bread and gave thanks to God for it. Then he broke it in pieces and said, "This is my body, which is given for you. Do this to remember me." In the same way, he took the cup of wine after supper, saying, "This cup is the new covenant between God and his people, an agreement confirmed with my blood. Does this to remember me as often as you drink it." For every time you eat this bread and drink this cup, you are announcing the Lord's death until he comes again.

*The New covenant Christians view the **New Covenant** as a **new** relationship between God and humans mediated by Jesus upon sincere declaration that one believes in Jesus Christ as Lord and God.*

Further research the new covenant to complete the task

Make a thinking map to explain the New Covenant
Think about

- What Jesus says and does
- What he asks of us
- What we can do to fulfil our
- part in the New Covenant

Wednesday 13th January 2021

Session 1
Maths

Starter

Mark your work from last session ☺

Lesson 6: Adding and subtracting fractions (I)

→ pages 105–107

1. a) The LCM of 4 and 10 is 20.
$\frac{3}{4} = \frac{15}{20}$; $\frac{1}{10} = \frac{2}{20}$; $\frac{15}{20} + \frac{2}{20} = \frac{17}{20}$
So $\frac{3}{4} + \frac{1}{10} = \frac{17}{20}$

b) The LCM of 8 and 12 is 24.
$\frac{7}{8} = \frac{21}{24}$; $\frac{5}{12} = \frac{10}{24}$; $\frac{21}{24} - \frac{10}{24} = \frac{11}{24}$
So $\frac{7}{8} - \frac{5}{12} = \frac{11}{24}$

2. $\frac{1}{20}$ of a metre remains.

3. Ambika has added both the numerator and denominator. To work out the calculation correctly, you need to find the lowest common denominator and find equivalent fractions using this denominator. You can then add the numerators but the denominator will stay the same. $\frac{3}{10} + \frac{1}{5} = \frac{3}{10} + \frac{2}{10} = \frac{5}{10}$ which can be simplified to $\frac{1}{2}$.

4. a) $\frac{13}{15}$ c) $\frac{1}{12}$
b) $\frac{23}{24}$ d) $\frac{13}{20}$

5. $\frac{6}{7}$

6. No, Richard is not correct. $\frac{5}{9} + \frac{2}{5} = \frac{25}{45} + \frac{18}{45} = \frac{43}{45}$.
This is less than the whole book as that would be $\frac{45}{45}$.

7. a) $\frac{1}{2} + \frac{3}{8} = \frac{7}{8}$ b) $\frac{1}{2} - \frac{1}{7} = \frac{5}{14}$

Reflect

Amelia found the lowest common denominator of 20, however, she forgot to multiply the numerators in order to find equivalent fractions. The correct calculation is $\frac{8}{20} + \frac{5}{20} = \frac{13}{20}$.

Adding and subtracting fractions 2

Discover

1 **a)** On Saturday, Amelia cycles $3\frac{2}{5}$ kilometres with her dad.

On Sunday, she cycles $1\frac{1}{3}$ kilometres.

How many kilometres does Amelia cycle in total?

b) How many more kilometres does Amelia cycle on Saturday than on Sunday?

Adding and subtracting fractions 2

Discover

1 **a)** On Saturday, Amelia cycles $3\frac{2}{5}$ kilometres with her dad.

On Sunday, she cycles $1\frac{1}{3}$ kilometres.

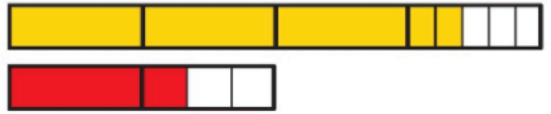
How many kilometres does Amelia cycle in total?

b) How many more kilometres does Amelia cycle on Saturday than on Sunday?

Share

a) Saturday

Sunday



Add the wholes:

$3 + 1 = 4$

Add the parts:

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

Multiples of 5 are 5, 10, (15)

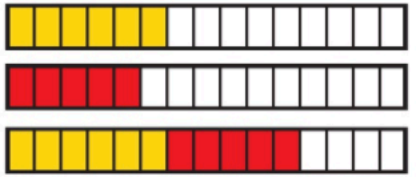
Multiples of 3 are 3, 6, 9, 12, (15)

The lowest common multiple is 15.

So

$\frac{2}{5} + \frac{1}{3} = \frac{6}{15} + \frac{5}{15} = \frac{11}{15}$

Amelia cycles $4 + \frac{11}{15} = 4\frac{11}{15}$ in total.



b) We need to subtract to find the difference.

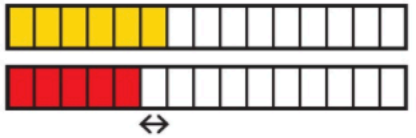
$3\frac{2}{5} - 1\frac{1}{3}$

First subtract the wholes.

$3 - 1 = 2$

Then subtract the parts.

$\frac{2}{5} - \frac{1}{3} = \frac{6}{15} - \frac{5}{15} = \frac{1}{15}$



So Amelia cycles $2\frac{1}{15}$ more km on Saturday than on Sunday.

Think together

Complete this in your journal

1 **a)** Luis walks $2\frac{1}{4}$ kilometres on Saturday and $2\frac{3}{8}$ kilometres on Sunday.

How far does Luis walk in total?

Add the wholes: $2 + 2 = \square$

Add the parts: $\frac{1}{4} = \frac{\square}{8}$ $\frac{1}{4} + \frac{3}{8} = \frac{\square}{\square} + \frac{3}{8} = \frac{\square}{\square}$

$2\frac{1}{4} + 2\frac{3}{8} = \square\frac{\square}{\square}$ so Luis walks $\square\frac{\square}{\square}$ kilometres in total.

b) Jamie swims $5\frac{1}{2}$ lengths of a swimming pool.

Ambika swims $3\frac{2}{5}$ lengths of the swimming pool.

How many more lengths does Jamie swim than Ambika?

$\square - \square = \square$

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

$5\frac{1}{2} - 3\frac{2}{5} = \square\frac{\square}{\square}$ = so Jamie swims $\square\frac{\square}{\square}$ more lengths than Ambika.

2 Find the missing values.

a)

?	
$9\frac{1}{6}$	$7\frac{5}{8}$

b)

$4\frac{2}{3}$	
?	$\frac{2}{7}$

3 Richard's dad has a model railway, with a train track $2\frac{3}{4}$ metres long.

He buys a second train track.

This train track is $\frac{3}{5}$ metres shorter than the first one.

The tracks are put together to make a longer track.

How long is the new train track?

CHALLENGE

Now you have completed the new learning, complete **page 108 – 110 of the Power Ma**ths Practice book.

Session 2
English
Cold Write

Use your plan to write out your narrative

Remember, I will be looking for :

- Use expanded noun phrases to convey complicated information concisely
- Integrate dialogue to convey character and advance the action
- Select appropriate grammar and vocabulary
- Use brackets, dashes or commas to indicate parenthesis
- Extend the range of sentences with more than one clause by using a wider range of conjunctions

Please write neatly and joined. This makes it easier to read on your dojo photos. ☺

Session 3
Science
The Human Body

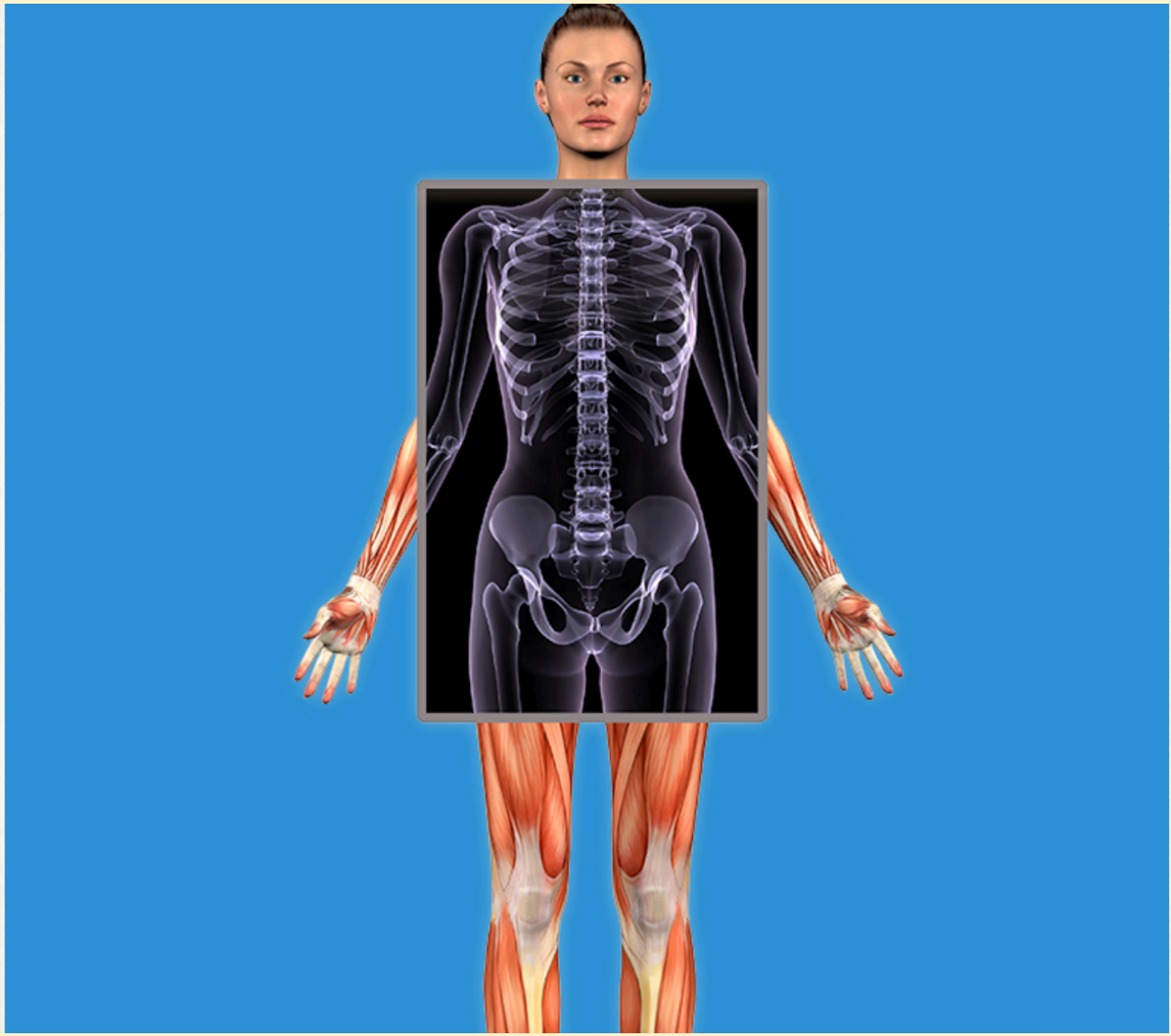
Draw the outline of a human body (this would be good to do on big paper if you have any)

At school you have already learnt about the digestive system, the muscular system and the skeletal system.

Draw on anything you can remember that is inside your body.

There is only one you. However, if we took a look inside your body, we would see many parts. Certain parts are grouped into systems. A system is a group of parts that work together to do a job.

The human body has several different systems. Each system has a specific role in the human body. Do they work separately or with one another?

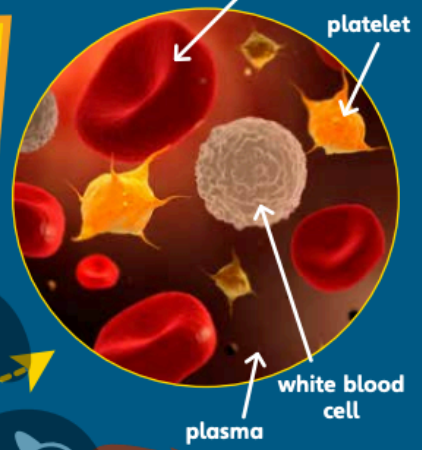


Our Bodies

Our beating heart

The heart is one of the most important organs in the human body. It continuously pumps blood around our body through blood vessels. We now know that blood is made up of four main ingredients:

- red blood cells – these carry oxygen to our muscles and other organs
- plasma – this carries waste products like carbon dioxide
- white blood cells – these help fight infections by destroying the germs they find
- platelets – these help the blood form scabs when we cut ourselves.



Did you know?

Your pulse is a pressure wave from your heartbeat. Can you find your pulse? How many places on your body can you find your pulse?

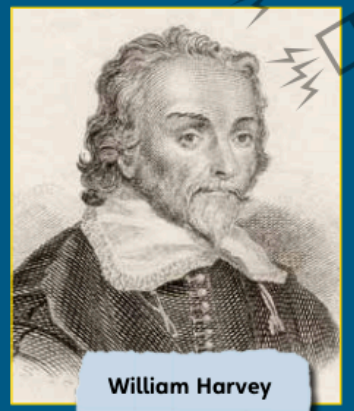
Things to do

Fill a washing-up liquid bottle with water. Squeeze it hard and measure how far the water goes in the air. Your heart could pump water about 230 metres high!

A history of the heart

We didn't always know about blood and how it was transported around our bodies! The ancient Egyptians believed that the heart was the home of the soul.

The 'weighing of the heart' ceremony happened when a person died.



William Harvey

In ancient Rome, Greek surgeon Galen knew that blood was carried in veins and arteries. It wasn't until 1628 that an English doctor called William Harvey discovered that blood circulated through the body and that it was the heart that pumped the blood around.

Today, surgeons know so much about how the heart works that they are able to transplant hearts from donors to people who need a new heart to survive.

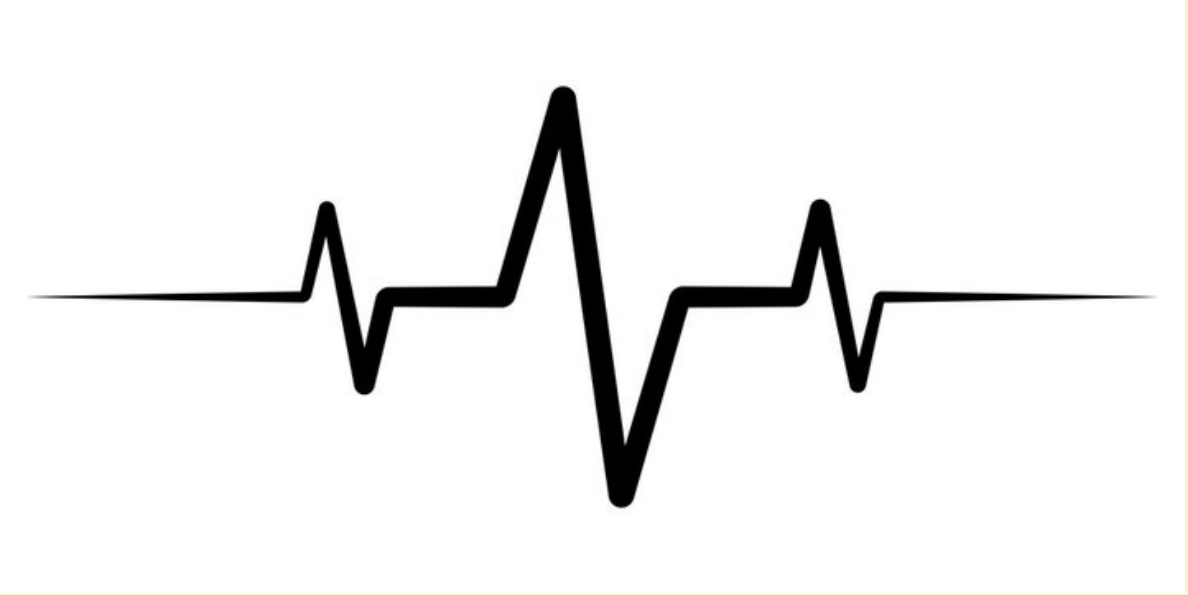
South African doctor, Christiaan Barnard, performed the first human heart transplant in 1967.

Activity

- *How do we know that the heart is the organ that pumps blood around the body?*

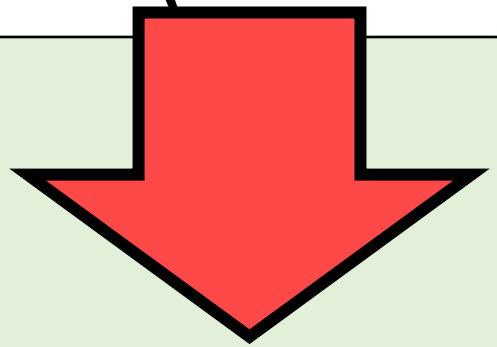
Find your pulse (wrist or neck).

How many times does your heart beat in a minute?



Session 4
Spanish

Spanish – Stream online Spanish session
13:30 – 14:15 here (Microsoft teams)



https://teams.microsoft.com/l/meetup-join/19%3ameeting_YjlmMTZiOTYtNGNmYi00YzIzLWEzZTUtNjA3NmZlY2U2ODQy%40thread.v2/0?context=%7b%22Tid%22%3a%220d6de6df-c298-468c-9529-e622ff400b6c%22%2c%22Oid%22%3a%220b9004ce-b694-42b7-9c1d-590d0ba72707%22%7d

Thursday 14th January 2021

Session 1
Maths
Adding Fractions

Starter

Mark your work from last session ☺

Lesson 7: Adding and subtracting fractions (2)

→ pages 108–110

1. a) Add the wholes: $4 + 1 = 5$
Add the parts: $\frac{2}{3} = \frac{4}{6}$
$\frac{2}{3} + \frac{1}{6} = \frac{4}{6} + \frac{1}{6} = \frac{5}{6}$
So $4\frac{2}{3} + 1\frac{1}{6} = 5\frac{5}{6}$

b) Subtract the wholes: $3 - 1 = 2$
Subtract the parts: $\frac{3}{4} = \frac{9}{12}$; $\frac{1}{6} = \frac{2}{12}$
$\frac{3}{4} - \frac{1}{6} = \frac{9}{12} - \frac{2}{12} = \frac{7}{12}$
So $3\frac{3}{4} - 1\frac{1}{6} = 2\frac{7}{12}$

2. a) $3\frac{11}{15}$ c) $4\frac{19}{20}$
b) $5\frac{7}{9}$ d) $8\frac{3}{20}$

3. a) $2\frac{2}{5}$ litres of water will leak out in 2 minutes.
b) $10\frac{1}{10}$ litres is left in the bucket after 2 minutes.

4. $11\frac{2}{3} + 3\frac{1}{4} = 14\frac{11}{12}$

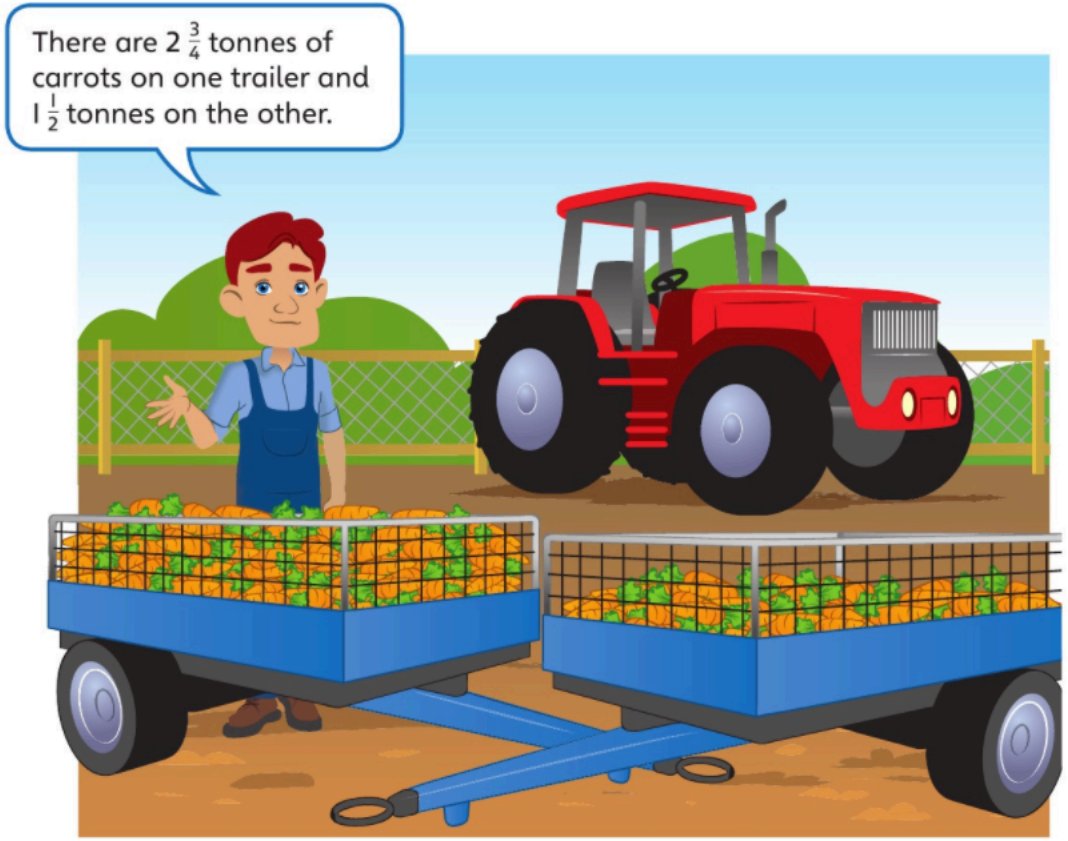
5. Jamie's other number is $5\frac{17}{40}$. I can check by adding:
$16\frac{3}{8} + 5\frac{17}{40} = 16\frac{15}{40} + 5\frac{17}{40} = 21\frac{32}{40} = 21\frac{4}{5}$.

Reflect

Encourage children to explain the bar model. We know the total and a part so we need to use subtraction to find the missing part. $? + 5\frac{3}{4} = 7\frac{5}{6}$, so $? = 7\frac{5}{6} - 5\frac{3}{4}$. The missing number is $2\frac{1}{12}$.

Adding fractions

Discover



1 **a)** What is the total weight of carrots the farmer has harvested so far?

b) A supermarket orders 5 tonnes of carrots.

The farmer harvests another $\frac{4}{5}$ tonnes of carrots from a different field.

Has the farmer harvested enough carrots to fulfil the order?

Adding fractions

Discover

1 **a)** What is the total weight of carrots the farmer has harvested so far?

b) A supermarket orders 5 tonnes of carrots.

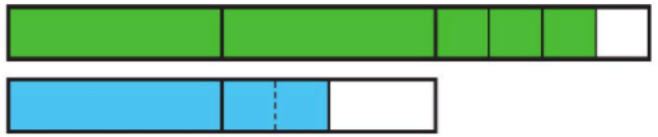
The farmer harvests another $\frac{4}{5}$ tonnes of carrots from a different field.

Has the farmer harvested enough carrots to fulfil the order?

Share

a) We need to find $2\frac{3}{4} + 1\frac{1}{2}$.

Method 1



Add the wholes: $2 + 1 = 3$

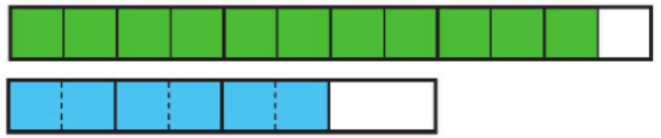
Add the parts : $\frac{3}{4} + \frac{1}{2} = \frac{3}{4} + \frac{2}{4} = \frac{5}{4}$

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

So $2\frac{3}{4} + 1\frac{1}{2} = 3 + 1\frac{1}{4} = 4\frac{1}{4}$

I made the improper fraction into a mixed number and then put the answers together.

Method 2



$2 = \frac{11}{4}$ $\quad 1\frac{1}{2} = \frac{3}{2} = \frac{6}{4}$

So $2\frac{3}{4} + 1\frac{1}{2} = \frac{11}{4} + \frac{6}{4}$

$= \frac{17}{4} = 4\frac{1}{4}$

The total weight of carrots the farmer has harvested so far is $4\frac{1}{4}$ tonnes.

I changed the mixed numbers to improper fractions first, then added them together.

b) Now we need to add $4\frac{1}{4} + \frac{4}{5}$.

Add the wholes: $4 + 0 = 4$

Add the parts: $\frac{1}{4} + \frac{4}{5} = \frac{5}{20} + \frac{16}{20} = \frac{21}{20} = 1\frac{1}{20}$

So $4\frac{1}{4} + \frac{4}{5} = 4 + 1\frac{1}{20} = 5\frac{1}{20}$.

$5\frac{1}{20}$ tonnes > 5 tonnes so the farmer has harvested enough carrots to fulfil the order.

Think together

Complete this in your journal

1 Calculate $1\frac{2}{3} + 2\frac{1}{2}$.

a) Method 1

Add the wholes: $1 + 2 =$ ☐

Add the parts: $\frac{2}{3} + \frac{1}{2} = \frac{☐}{☐} + \frac{☐}{☐} = \frac{☐}{☐}$

$\frac{☐}{☐} = ☐\frac{☐}{☐}$

Add them together: $1\frac{2}{3} + 2\frac{1}{2} = ☐ + ☐\frac{☐}{☐} = ☐\frac{☐}{☐}$

b) Method 2

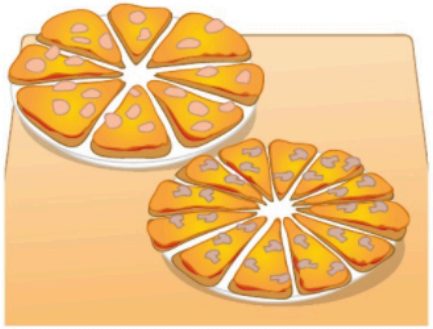
Change to improper fractions: $1\frac{2}{3} = \frac{☐}{☐}$ $2\frac{1}{2} = \frac{☐}{☐}$

Now add the fractions: $\frac{☐}{3} + \frac{☐}{2} = \frac{☐}{☐} + \frac{☐}{☐} = \frac{☐}{☐}$

Change to a mixed number: $\frac{☐}{☐} = ☐\frac{☐}{☐}$

2

chicken



mushroom

At a pizza buffet, 3 whole chicken pizzas and 7 slices were eaten.

Also, 4 whole mushroom pizzas and 5 slices were eaten.

How many pizzas were eaten altogether?

CHALLENGE

3 Here are some numbers.

$7\frac{3}{4}$	$4\frac{2}{3}$	$3\frac{5}{6}$	$6\frac{7}{8}$	$27\frac{17}{24}$

a) Isla adds two of the numbers together.

Her answer is $11\frac{13}{24}$.

Which two numbers did she choose?

b) What method would you use to add $7\frac{3}{4}$ and $27\frac{17}{24}$?

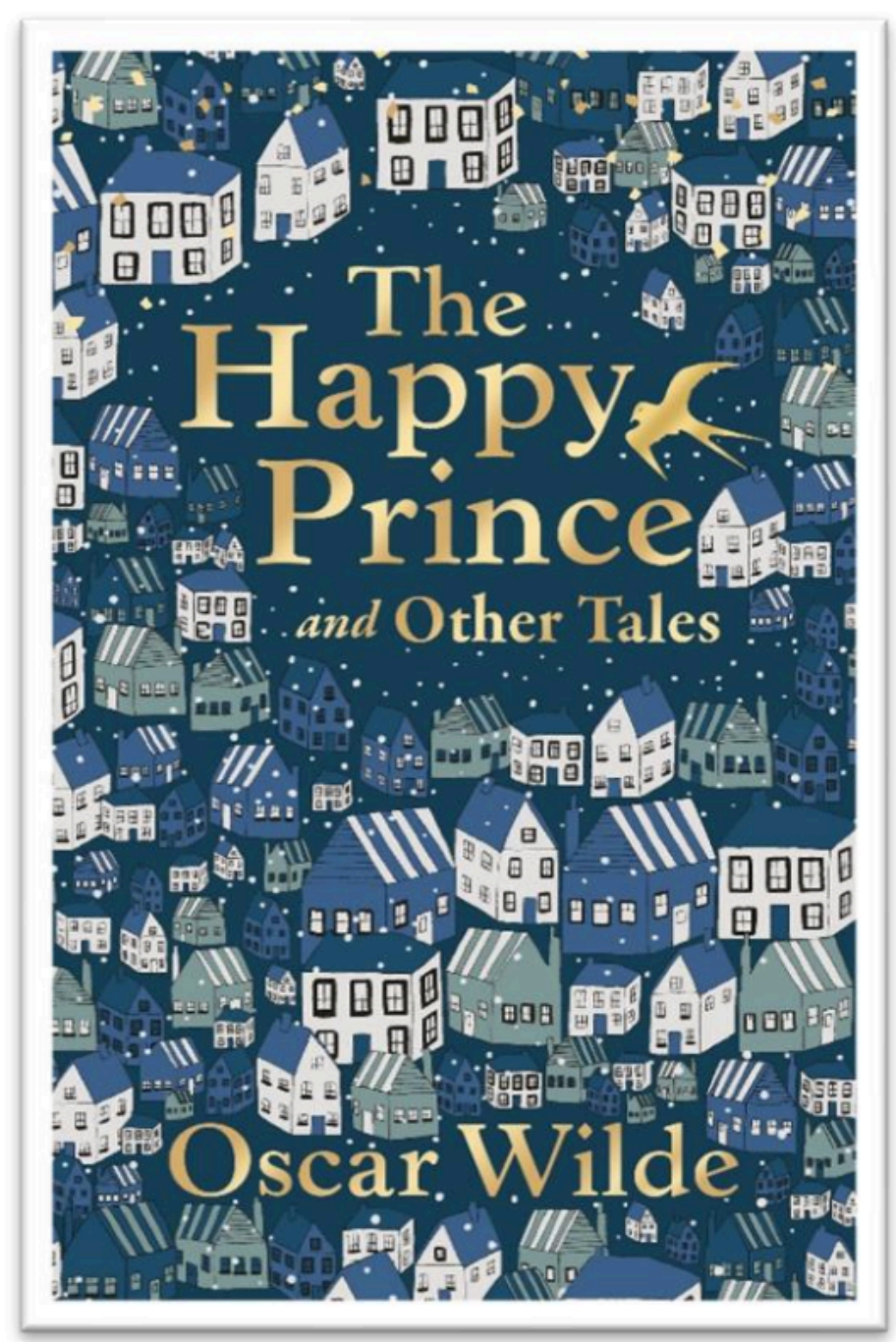
Explain your method.

I prefer to convert to improper fractions.

I am not sure what is the best method.

Now you have completed the new learning, complete **page 111 – 113 of the Power M**aths Practice book.

Session 2
Guided Reading



Our New Book

What do you think this text might be about and why?

The first paragraph:

HIGH above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. "He is as beautiful as a weathercock," remarked one of the Town Councillors who wished to gain a reputation for having artistic tastes; "only not quite so useful," he added, fearing lest people should think him unpractical, which he really was not.

"Why can't you be like the Happy Prince?" asked a sensible mother of her little boy who was crying for the moon. "The Happy Prince never dreams of crying for anything."

"I am glad there is some one in the world who is quite happy," muttered a disappointed man as he gazed at the wonderful statue.

"He looks just like an angel," said the Charity Children as they came out of the cathedral in their bright scarlet cloaks and their clean white pinafores.

"How do you know?" said the Mathematical Master, "you have never seen one."

"Ah! but we have, in our dreams," answered the children; and the Mathematical Master frowned and looked very severe, for he did not approve of children dreaming.

This book was written in 1888. How do you think the language may differ from modern books?

Use a dictionary

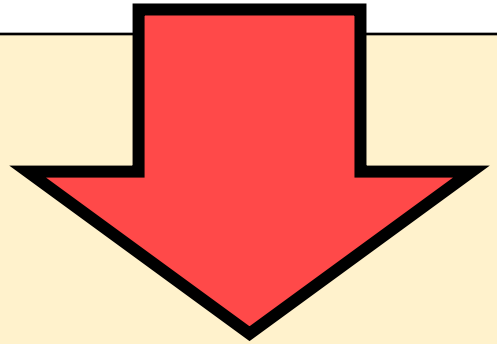
or https://www.dictionary.com

To create a glossary of these words from the text.

column, pinafore, swallow (bird), reed, slender, curtsey, weathercock, sapphire, severe, courtship, trifling, domestic.

Session 3
Dance

Drama – Stream online dance session with Rebecca here

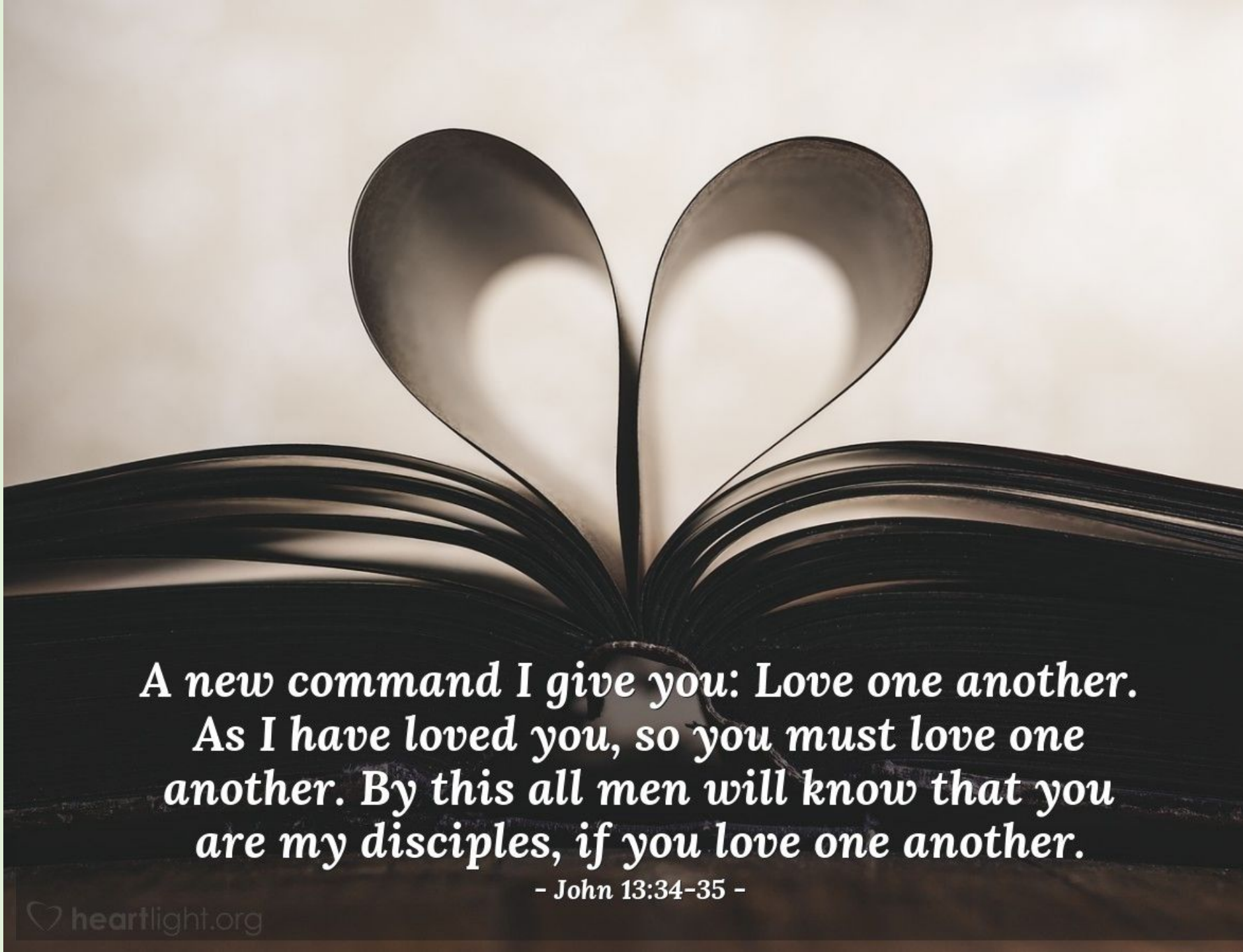


Live Zoom

Invitations to the Zoom lesson will be given next week via class dojo

Session 4
RE

Living the New Covenant by living the New Commandment



Activity

- Learn the words to the ***I confess***
- Write it out nearly and decorate it. I would love to see pictures of these to create a display in school or share on Twitter.

Friday 15th January 2021

Session 1
Maths
Subtracting Fractions

Starter

Mark your work from last session ☺

Lesson 8: Adding fractions

→ pages 111–113

1. a) $6\frac{5}{12}$ b) $2\frac{2}{6} = 2\frac{1}{3}$

2. a) $9\frac{17}{30}$ b) 8

3. No, it is not the most efficient method as Kate is first converting to an improper fraction, which will result in quite large numerators. Then she will need to find equivalent fractions and this will make the numerators even bigger. She will then need to add the numerator before converting the answer back to a mixed number and/or simplifying. This involves a lot of calculation with big numbers. It will be more efficient to add the wholes and fraction parts separately then combine these and write the fraction as simply as possible.

4. Aki spends $4\frac{1}{12}$ of an hour on his homework.

5. The distance from the café to the beach is $5\frac{1}{10}$ km.

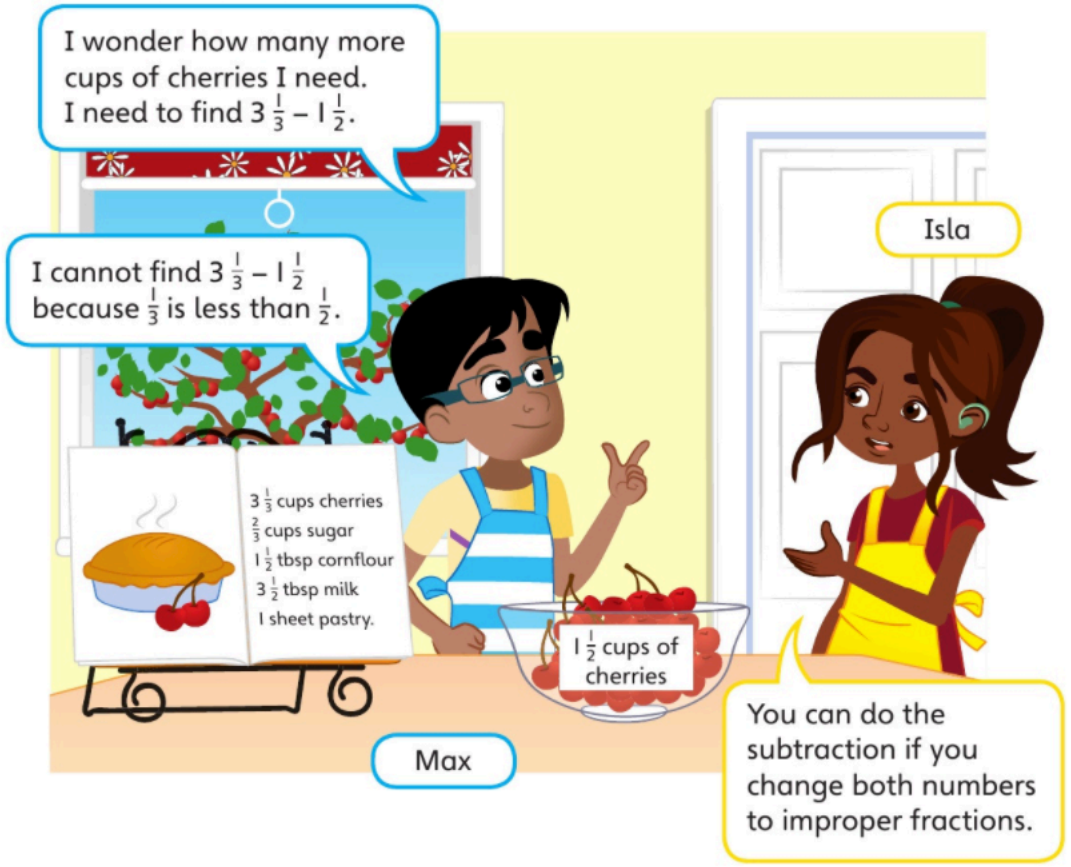
6. Mo needs $18\frac{9}{10}$ metres of fencing.
Mo needs to buy 5 packs of fencing.

Reflect

Explanations may vary – encourage children to first add the wholes and then add the parts, converting any improper fractions to mixed numbers as they go. Finally add all the wholes together and then add on the part.
$4\frac{5}{6} + 2\frac{3}{8} = 6 + \frac{20}{24} + \frac{9}{24} = 6 + \frac{29}{24} = 7\frac{5}{24}$.

Subtracting fractions

Discover

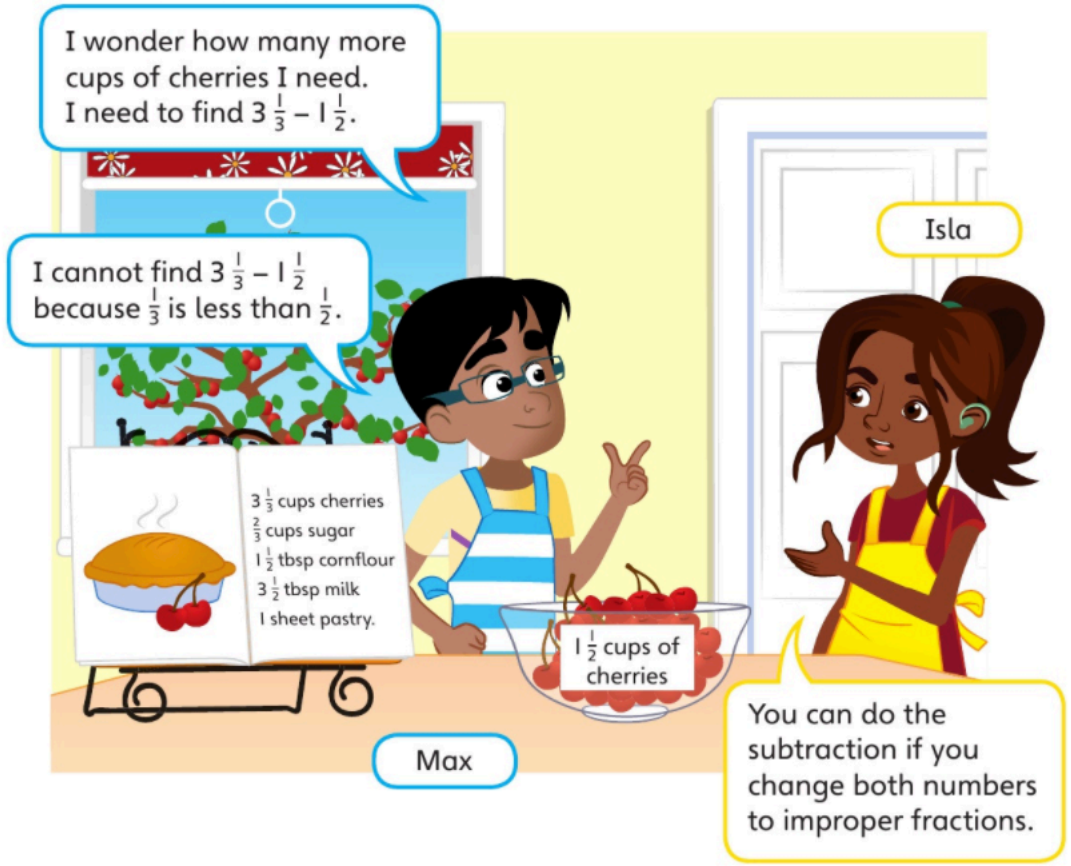


1 **a)** Is Max correct?

b) Show how Isla's method will give you the answer to $3\frac{1}{3} - 1\frac{1}{2}$.

Subtracting fractions

Discover



1 **a)** Is Max correct?

b) Show how Isla's method will give you the answer to $3\frac{1}{3} - 1\frac{1}{2}$.

Share

I needed to find $3\frac{1}{3} - 1\frac{1}{2}$. I rewrote $3\frac{1}{3}$ as $2\frac{4}{3}$ to make the fraction part bigger than $\frac{1}{2}$ so it was easier to subtract.

a)

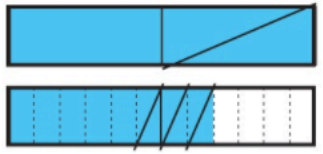
$3\frac{1}{3} = 2\frac{4}{3}$

Subtract the wholes: $2 - 1 = 1$

The lowest common multiple of 2 and 3 is 6.

Subtract the parts: $\frac{4}{3} - \frac{1}{2} = \frac{8}{6} - \frac{3}{6} = \frac{5}{6}$

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

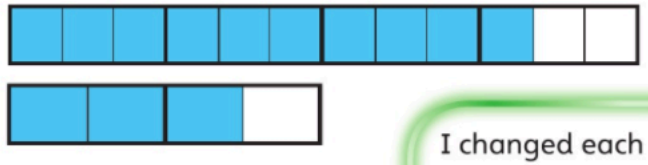


Max is not correct - he can do the subtraction. He needs $1\frac{5}{6}$ more cups of cherries.

b)

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

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



$3\frac{1}{3} - 1\frac{1}{2}$ can be written as $\frac{10}{3} - \frac{3}{2}$

$\frac{10}{3} - \frac{3}{2} = \frac{20}{6} - \frac{9}{6} = \frac{11}{6}$

Change back to a mixed number: $\frac{11}{6} = 1\frac{5}{6}$

I changed each number to an improper fraction.

Think together

Complete this in your journal

1 **a)** Work out $4\frac{1}{3} - 2\frac{3}{4}$.

Use the diagram to help you explain the method.

$4\frac{1}{3} = 3 + 1\frac{1}{3} = 3\frac{\square}{3}$

Subtract the wholes: $3 - 2 = \square$

The lowest common multiple of 3 and 4 is $\square$.

Subtract the parts:

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

So $4\frac{1}{3} - 2\frac{3}{4} = \square + \frac{\square}{\square} = \square\frac{\square}{\square}$

b) Work out $3\frac{1}{5} - 1\frac{1}{2}$ by converting each mixed number to an improper fraction.

$3\frac{1}{5} = \frac{\square}{5}$ $\quad 1\frac{1}{2} = \frac{\square}{2}$ $\quad$ so $3\frac{1}{5} - 1\frac{1}{2}$ can be written as $\frac{\square}{5} - \frac{\square}{2}$

The lowest common multiple of 5 and 2 is $\square$.

Find a common denominator: $\frac{\square}{5} - \frac{\square}{2} = \frac{\square}{\square} - \frac{\square}{\square} = \frac{\square}{\square}$

Change back to a mixed number: $\frac{\square}{\square} = \square\frac{\square}{\square}$

2 It takes Jamilla $2\frac{1}{4}$ hours to complete a puzzle.

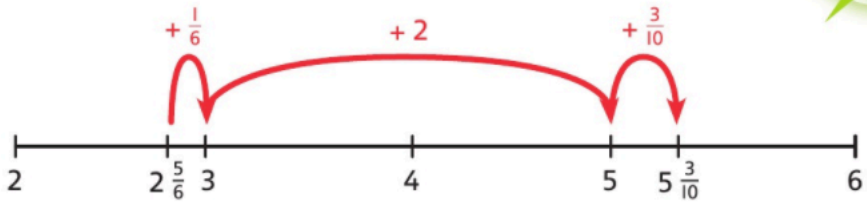
It takes Andy $\frac{2}{3}$ of an hour less.

How many hours does it take Andy to complete the puzzle?

CHALLENGE

3 **a)** Danny is working out $5\frac{3}{10} - 2\frac{5}{6}$.

He counts on a number line.



What answer will Danny get using this method?

To find the answer using Danny's method, I will add the fractions and then the whole number.

b) Use Max's, Isla's and Danny's methods to work out $3\frac{1}{2} - 1\frac{7}{10}$ and $26\frac{1}{2} - 18\frac{4}{5}$.

I wonder which method is most efficient when the whole numbers are big.

Now you have completed the new learning, complete **page 114 – 116 of the Power** Maths Practice book.

Session 2
English

Word types

Next week we will be focusing on different writing styles and it will include different word types. Before we do this, refresh your memory on the word types, how they are used and why.

(Nouns, Adjectives, verbs and adverbs)

You need to be confident with these word types before we start thinking about different writing styles. You have already done lots out these, right from KS1 and your previous KS2 classes.

Use the **SPAG CGP book pg 4,5,6 & 7** to remind yourself of this information and complete the short activities on each page.

If you are struggling with any of the word types and the CGP books are not giving you enough information, use these video likes to get more information about one of, or all of, the word types

Nouns

https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpd8ng8

Adjectives

https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc

Verbs

https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpxhdxs

Adverbs

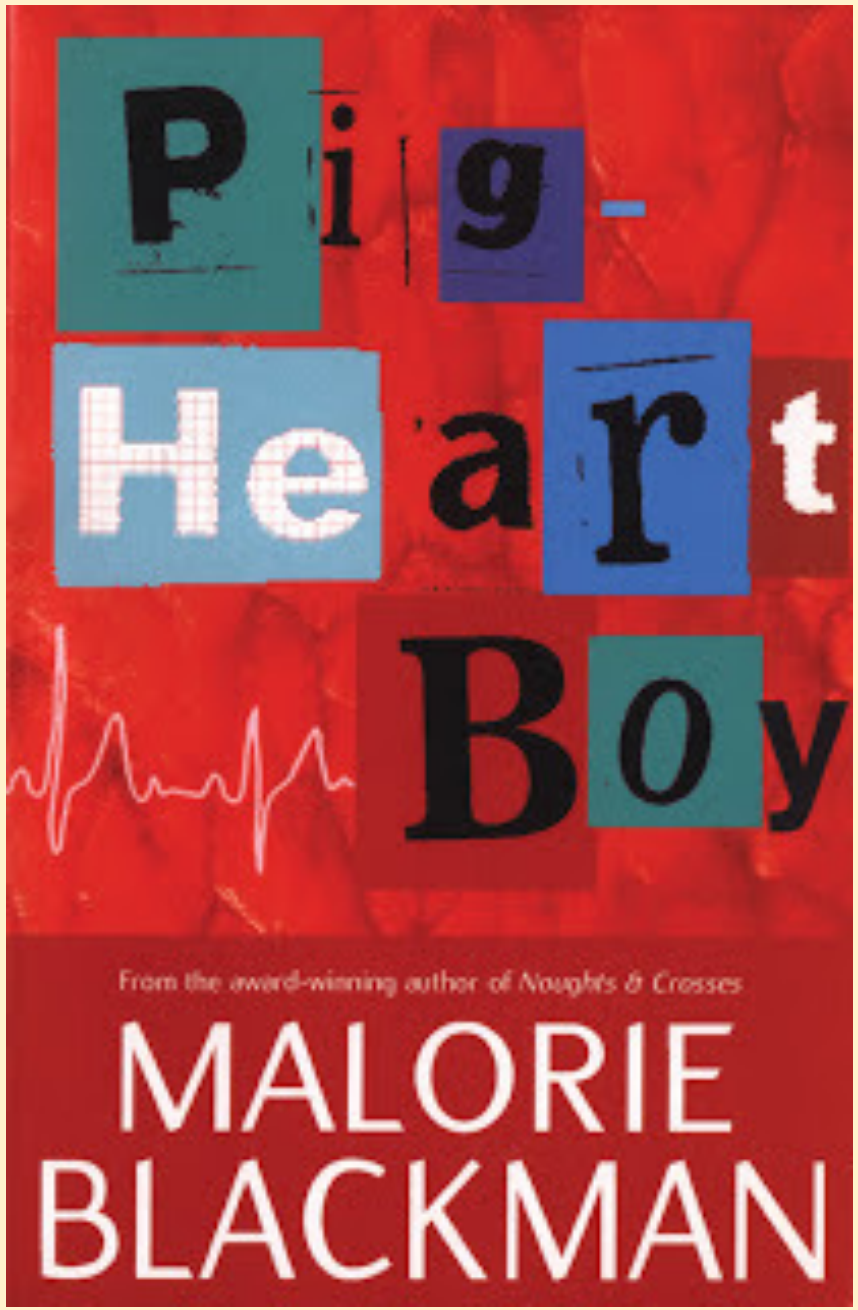
https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr

Session 3
Comprehension

Pig Heart Boy

CGP Comprehension book

– pg 4 - 5



Session 4
Wellbeing Friday

Monday 18th January is Winnie The Pooh Day

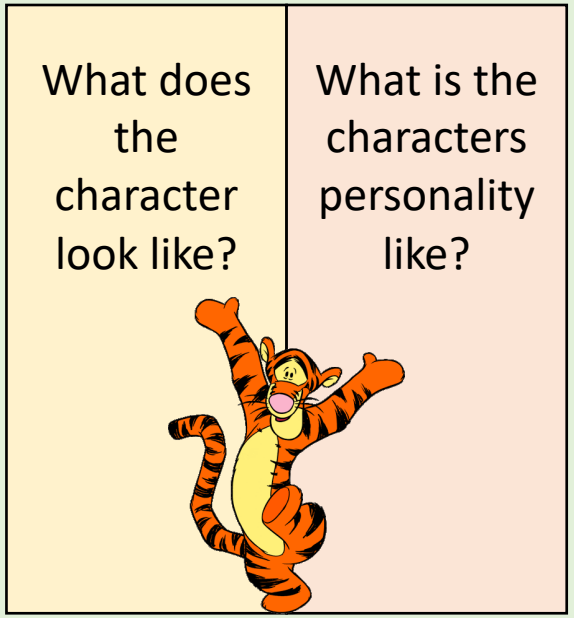
Watch this episode of Winnie The Pooh

https://www.youtube.com/watch?v=kX4Up3qw9uI

Activity:

Draw a picture of your favourite character and create a labelled character profile.

Character profile set up



Thank you for all your hard work this week!

Week 2 - DONE ☺

stay safe