YEAR 4 – Inventions!

HOME LEARNING

Oldbury Park PRIMARY RSA ACADEMY

Hello, Year 4! We are so pleased with all of the work you have been doing. Independence is our value this term, many of you have been fulfilling this by working independently at home, this term challenge yourself to try something new on your own, maybe teach yourself juggling or learn your times tables! Finally, we would love to see what you are doing. Your parents can post photos on Twitter @oldburypark. Some of you are already doing this, it is wonderful to see you all. Also, you can see what your friends have been up to! Good luck! #StaySafe

Ms Condon Mrs Screen Miss Doughty Mrs Sheppard

EVERY DAY

Daily Maths lessons - https://whiterosemaths.com/homelearning/

Watch the video and then complete the written task. Division and decimals

This is 30-40 minutes work. https://whiterosemaths.com/homelearning/year-4/ -Week 7

Mathletics – 15-20 minutes (more if you wish).

Read for at least 15 minutes

Additional tasks for this week (8/6/20)

English

Monday

This week we are going to write a non-chronological report all about electricity that is suitable for Year 4. Can you remember the features of a non-chronological report and why we use them?

(Think about our Anglo Saxon writing!)

https://www.bbc.co.uk/teach/class-clips-video/how-to-write-a-nonchronological-report/zvbtscw

Start to plan your report. We would like your report to have 3 main sections: The History of Electricity, How we use Electricity Today and The Future of Electricity. You should have lots of ideas already from the work we did last week – however you might want to spend some time researching more ideas. Our climate change work for the Robin Walker visit will help you think about the future!

Tuesday

Remind yourself how information is displayed by looking at non-fiction texts for ideas. How will you present your report? Why? Today, focus on writing a catchy introduction to your report that will inform and hook the reader.

Wednesday / Thursday

When your plan is finished, begin to write the main body of your report. Each paragraph should begin with a topic sentence that explains what it is about, then further sentences to add more detail. https://www.educationquizzes.com/ks2/english/paragraphing/ - find out more about topic sentences

FridayTime to complete your report. Add a short summary, check punctuation and edit, finally add any pictures or diagrams that are appropriate.

Topic

This week we want you to complete at least one of the following –

Create an electricity timeline, include inventions that use electricity and what they are used for, this will help you with your English!! See att

http://resources.schoolscience.co.uk/britishenergy/14-16/index.html

https://www.youtube.com/watch?v=Noe78_1BqyE

https://www.youtube.com/watch?v=0zif9w_vqx0

French – The weather – set as Homework

https://www.educationcity.com

RE:

'Pay it Forward' is the idea of doing unselfish acts of kindness and asking the recipients to pay the kindness forward instead of paying it back. This is a Global concept and something that we have seen a lot of recently during the Lockdown period that we find ourselves in.

TASK: Look at the Global Pay it Forward Day website https://globalpayitforwardday.com/ and complete the following thinking about the current Lockdown situation.

Year 4 Maths https://whiterosemaths.com/homelearning/year-4/

Tenths as decimals

1 Shade the bar models to represent the amounts.

a) 7 tenths

b) $\frac{4}{10}$

c) 0.3

2 Complete the table to show the fractions and decimals the bar models represent.

Bar model	Fraction	Decimal

3 Write each fraction and decimal in the correct place on the number line.

$\frac{2}{10}$ 0.6 $\frac{9}{10}$ 0.1

0 1

4 Work out the values of A, B and C.

Give your answers as fractions and decimals.

A ☐ or ☐

B ☐ or ☐

C ☐ or ☐

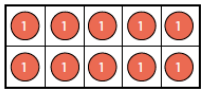
5 Match the equivalent fractions, decimals and words.

$\frac{3}{10}$	0.7	four tenths
$\frac{9}{10}$	0.3	one tenth
$\frac{7}{10}$	0.4	three tenths
$\frac{4}{10}$	0.1	nine tenths
$\frac{1}{10}$	0.9	seven tenths

6 What is the total value represented by each ten frame?

a) 

☐

b) 

☐

c) 

☐

7

Do you agree with Ron? _____

Explain your answer.

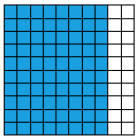
_____

_____

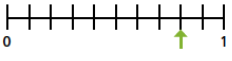
8 Eight tenths can be represented in all of the ways shown.

A

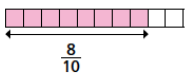
C



B



D



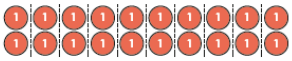
Which do you think is the best representation? _____

Discuss your answer with a partner.

Represent six tenths in each different way.

Dividing 2 digits by 10

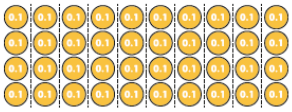
1 **a)** The array shows 20 shared between 10



Complete the calculation.

20 ÷ 10 = ☐

b) The array shows 4 shared between 10



Complete the calculation.

4 ÷ 10 = ☐

c) Complete the calculation.

24 ÷ 10 = ☐

Compare answers with a partner.

2 **a)** Draw counters to represent 30 on the place value chart.

Tens	Ones	Tenths

Complete the division.

30 ÷ 10 = ☐

Draw counters to show your answer on the place value chart.

Tens	Ones	Tenths

b) Draw counters to show 35 on the place value chart.

Tens	Ones	Tenths

Complete the division.

35 ÷ 10 = ☐

Draw counters to show your answer on the place value chart.

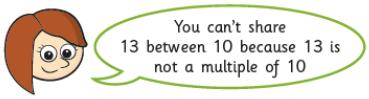
Tens	Ones	Tenths

c) What do you notice about your answers in parts a) and b)?

d) Complete the sentence.

When dividing by 10, you move the counters ☐ place to the _____.

3

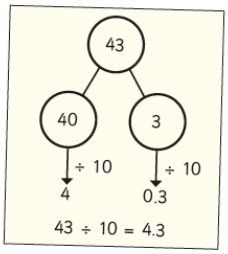


Do you agree with Rosie? _____

Explain your answer.

4 Dexter is calculating 43 ÷ 10

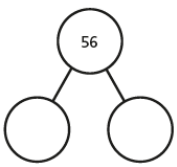
Here are Dexter's workings.



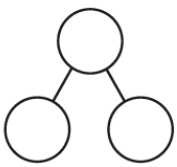
a) Talk to a partner about why Dexter's method works.

b) Use Dexter's method to complete the divisions.

56 ÷ 10 = ☐



71 ÷ 10 = ☐



5 Complete the divisions.

a) 37 ÷ 10 = ☐

b) 11 ÷ 10 = ☐

c) 48 ÷ 10 = ☐

d) 99 ÷ 10 = ☐

e) 80 ÷ 10 = ☐

f) ☐ = 29 ÷ 10

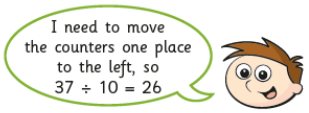
g) ☐ ÷ 10 = 6.3

h) 3.9 = ☐ ÷ 10

6 This Gattegno chart shows the number 37

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

a)



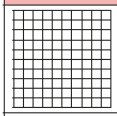
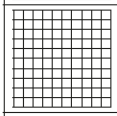
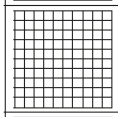
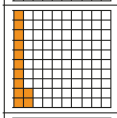
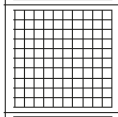
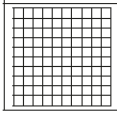
Do you agree with Teddy? _____

Explain your answer.

b) How can you use a Gattegno chart to divide by 10?

Hundredths as decimals

1 Complete the table.

Hundred square	Words	Fraction	Decimal
	thirty-six hundredths		
		$\frac{82}{100}$	
			0.27
			
	seven tenths		
			0.3

2 Draw decimal place value counters to represent the numbers.

a) 0.03 **c)** 0.63

b) 0.6 **d)** 0.36

3 The counters represent tenths and hundredths.

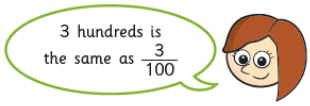
a) Match the decimals to the groups of counters.

0.04 0.4 0.14 0.41

b) Write each decimal as a fraction.

0.04 = ☐ 0.4 = ☐ 0.14 = ☐ 0.41 = ☐

4



Is Rosie correct? _____

Explain your answer.

_____

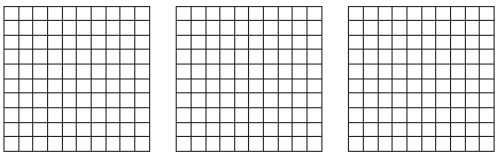
_____

5 Match the decimals to the descriptions.

Some of the numbers can be described in two ways.

1.3	one tenth and three hundredths
	thirty hundredths
0.03	one and three tenths
	thirteen tenths
0.3	thirteen hundredths
	three tenths
0.13	three hundredths

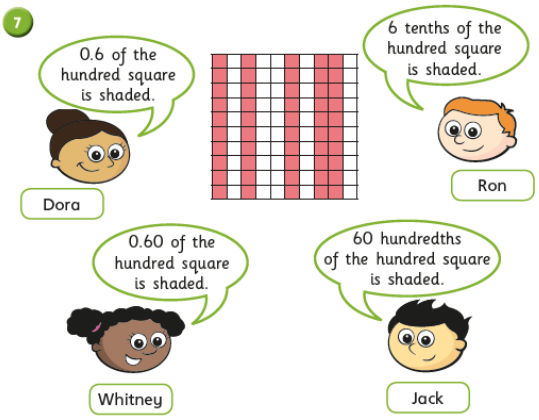
6 Shade the hundred squares to represent 12 hundredths in three different ways.



Compare answers with a partner.

What is the same? What is different?

7



Who do you agree with? _____

Explain why.

Dividing 1 and 2 digits by a hundred

1 **a)** Draw counters to show 8 on the place value chart.

Ones	Tenths	Hundredths

b) Complete the division.

8 ÷ 100 = ☐

c) Draw counters to show your answer on the place value chart.

Ones	Tenths	Hundredths

What do you notice?

2 **a)** Draw counters to show 80 on the place value chart.

Tens	Ones	Tenths	Hundredths

b) Complete the division.

80 ÷ 100 = ☐

c) Draw counters to show your answer on the place value chart.

Tens	Ones	Tenths	Hundredths

What do you notice?

3 Complete the sentence.

To divide by 100 you move the counters ☐ places to the _____

4 Complete the calculations.

a) 3 ÷ 100 = ☐

b) 90 ÷ 100 = ☐

c) ☐ = 5 ÷ 100

d) ☐ = 60 ÷ 100

e) ☐ ÷ 100 = 0.5

f) 0.02 = ☐ ÷ 100

5 Dora is working out 48 ÷ 100 using a place value chart.

Tens	Ones	Tenths	Hundredths
●●●●	●●●● ●●●●		

To divide by 100 you move two places to the right, so 48 ÷ 100 is 40.08

Tens	Ones	Tenths	Hundredths
●●●●			●●●● ●●●●

a) Explain the mistake that Dora has made.

_____

_____

b) Complete the division.

48 ÷ 100 = ☐

6 This Gattegno chart shows the number 37

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

a) Explain how you would work out 37 ÷ 100 using this chart.

_____

_____

Compare answers with a partner.

b) Use the Gattegno chart to complete the division.

92 ÷ 100 = ☐

c) Use the Gattegno chart to complete the division.

19 ÷ 100 = ☐

7 Complete the calculations.

a) 31 ÷ 100 = ☐

b) 60 ÷ 100 = ☐

c) ☐ = 85 ÷ 100

d) 0.01 = ☐ ÷ 100

e) ☐ = 29 ÷ 100

f) ☐ ÷ 100 = 0.58

g) 0.5 = ☐ ÷ 100

h) 0.3 = 30 ÷ ☐

8 Complete the calculations.

a) 36 ÷ 10 = ☐

36 ÷ 100 = ☐

36 ÷ 10 ÷ 10 = ☐

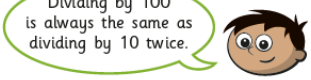
b) 91 ÷ 10 = ☐

91 ÷ 100 = ☐

91 ÷ 10 ÷ 10 = ☐

What do you notice?

9



Dividing by 100 is always the same as dividing by 10 twice.

Do you agree with Amir? _____

Explain your answer.

10 Roll two dice to make two 2-digit numbers.

Divide your numbers by 100. Record your answer. Roll again.

Here is an example.

36 ÷ 100 and 63 ÷ 100

☐ ÷ 100 = ☐ and ☐ ÷ 100 = ☐

☐ ÷ 100 = ☐ and ☐ ÷ 100 = ☐

What is the greatest possible answer you can get? ☐

What is the smallest possible answer? ☐

Compare answers with a partner.

Answers Year 4

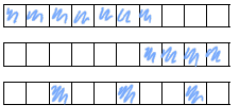
Tenths as decimals

1 Shade the bar models to represent the amounts.

a) 7 tenths

b) $\frac{4}{10}$

c) 0.3

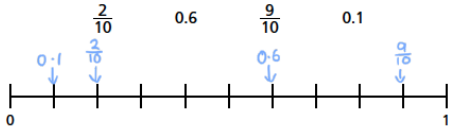


2 Complete the table to show the fractions and decimals the bar models represent.

Bar model	Fraction	Decimal
	$\frac{1}{10}$	0.1
	$\frac{5}{10}$	0.5
	$\frac{6}{10}$	0.6
	$\frac{3}{10}$	0.3

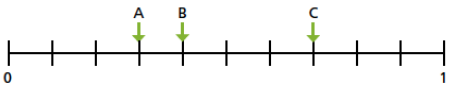
3 Write each fraction and decimal in the correct place on the number line.

$\frac{2}{10}$ 0.6 $\frac{9}{10}$ 0.1



4 Work out the values of A, B and C.

Give your answers as fractions and decimals.

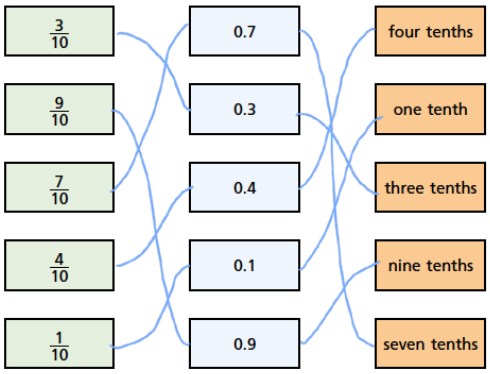


A $\frac{3}{10}$ or 0.3

B $\frac{4}{10}$ or 0.4

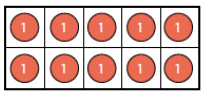
C $\frac{7}{10}$ or 0.7

5 Match the equivalent fractions, decimals and words.



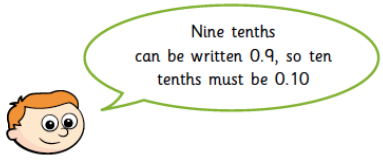
6 What is the total value represented by each ten frame?

a)  100

b)  10

c)  1

7



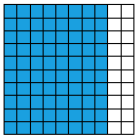
Do you agree with Ron? No

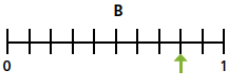
Explain your answer.

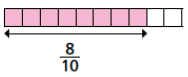
Ten tenths is one whole.

8 Eight tenths can be represented in all of the ways shown.

A 

C 

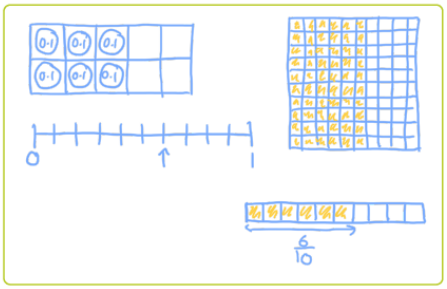
B 

D 

Which do you think is the best representation? _____

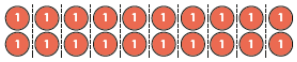
Discuss your answer with a partner.

Represent six tenths in each different way.



Dividing 2 digits by 10

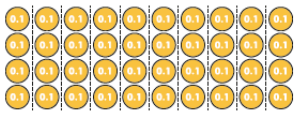
1 **a)** The array shows 20 shared between 10



Complete the calculation.

20 ÷ 10 = 2

b) The array shows 4 shared between 10



Complete the calculation.

4 ÷ 10 = 0.4

c) Complete the calculation.

24 ÷ 10 = 2.4

Compare answers with a partner.

2 **a)** Draw counters to represent 30 on the place value chart.

Tens	Ones	Tenths
○ ○○		

Complete the division.

30 ÷ 10 = 3

Draw counters to show your answer on the place value chart.

Tens	Ones	Tenths
	○ ○○	

b) Draw counters to show 35 on the place value chart.

Tens	Ones	Tenths
○ ○○	○○○○○	

Complete the division.

35 ÷ 10 = 3.5

Draw counters to show your answer on the place value chart.

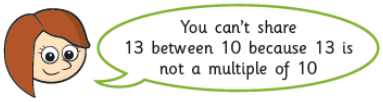
Tens	Ones	Tenths
	○ ○○	○○○○○

c) What do you notice about your answers in parts a) and b)?

d) Complete the sentence.

When dividing by 10, you move the counters 1 place to the right.

3

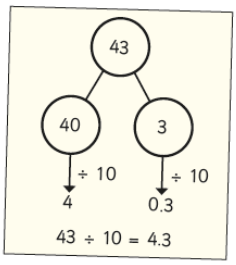


Do you agree with Rosie? No

Explain your answer.

4 Dexter is calculating 43 ÷ 10

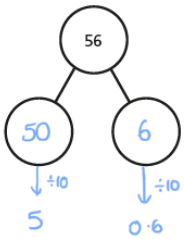
Here are Dexter's workings.



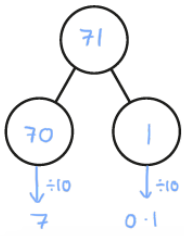
a) Talk to a partner about why Dexter's method works.

b) Use Dexter's method to complete the divisions.

56 ÷ 10 = 5.6



71 ÷ 10 = 7.1



5 Complete the divisions.

a) 37 ÷ 10 = 3.7

b) 11 ÷ 10 = 1.1

c) 48 ÷ 10 = 4.8

d) 99 ÷ 10 = 9.9

e) 80 ÷ 10 = 8

f) 2.9 = 29 ÷ 10

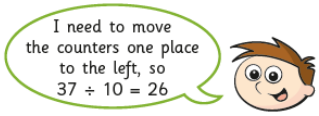
g) 63 ÷ 10 = 6.3

h) 3.9 = 39 ÷ 10

6 This Gattegno chart shows the number 37

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

a)



Do you agree with Teddy? No

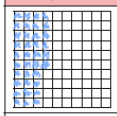
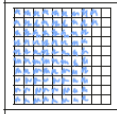
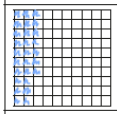
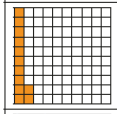
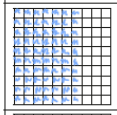
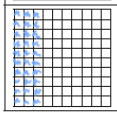
Explain your answer.

37 ÷ 10 = 3.7

b) How can you use a Gattegno chart to divide by 10?

Hundredths as decimals

1 Complete the table.

Hundred square	Words	Fraction	Decimal
	thirty-six hundredths	$\frac{36}{100}$	0·36
	eighty-two hundredths	$\frac{82}{100}$	0·82
	twenty-seven hundredths	$\frac{27}{100}$	0.27
	twelve hundredths	$\frac{12}{100}$	0·12
	seven tenths	$\frac{7}{10}$	0·7
	three tenths	$\frac{3}{10}$	0.3

2 Draw decimal place value counters to represent the numbers.

a) 0.03

c) 0.63

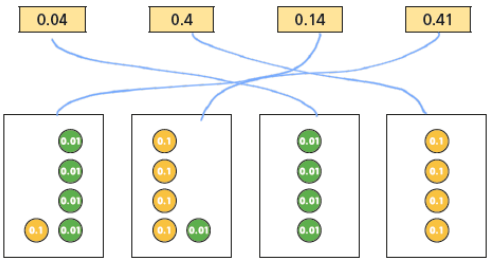
b) 0.6

d) 0.36

3 The counters represent tenths and hundredths.

a) Match the decimals to the groups of counters.

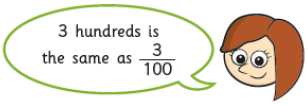
0.04 0.4 0.14 0.41



b) Write each decimal as a fraction.

0.04 = $\frac{4}{100}$ 0.4 = $\frac{4}{10}$ 0.14 = $\frac{14}{100}$ 0.41 = $\frac{41}{100}$

4



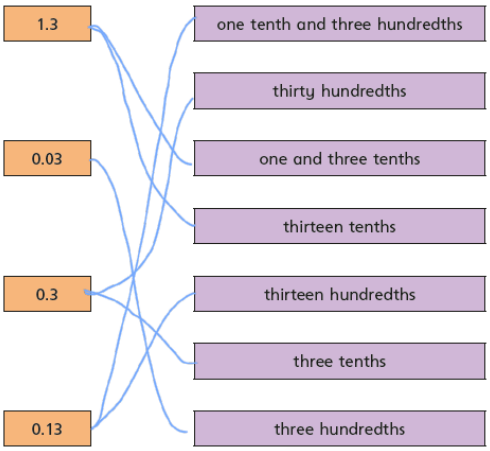
Is Rosie correct? No

Explain your answer.

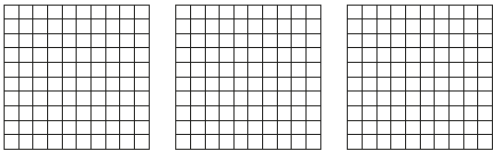
3 hundreds = 300 3 hundredths = $\frac{3}{100}$

5 Match the decimals to the descriptions.

Some of the numbers can be described in two ways.



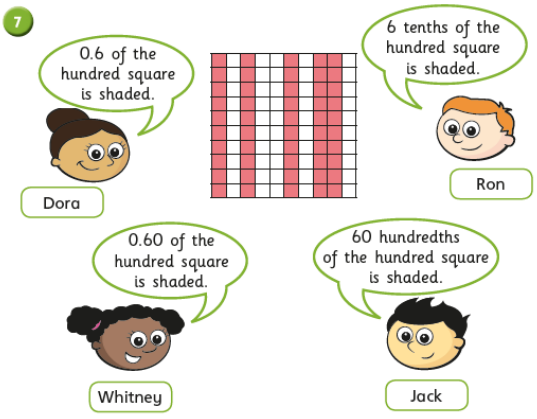
6 Shade the hundred squares to represent 12 hundredths in three different ways. Various answers



Compare answers with a partner.

What is the same? What is different?

7



Who do you agree with? All

Explain why.

Dividing 1 and 2 digits by a hundred

1 a) Draw counters to show 8 on the place value chart.

Ones	Tenths	Hundredths
●●●●●●●●		

b) Complete the division.

8 ÷ 100 = 0·08

c) Draw counters to show your answer on the place value chart.

Ones	Tenths	Hundredths
		●●●●●●●●

What do you notice?

2 a) Draw counters to show 80 on the place value chart.

Tens	Ones	Tenths	Hundredths
●●●●●●●●			

b) Complete the division.

80 ÷ 100 = 0·8

c) Draw counters to show your answer on the place value chart.

Tens	Ones	Tenths	Hundredths
		●●●●●●	

What do you notice?

3 Complete the sentence.

To divide by 100 you move the counters 2 places to the right

4 Complete the calculations.

a) 3 ÷ 100 = 0·03

b) 90 ÷ 100 = 0·9

c) 0·05 = 5 ÷ 100

d) 0·6 = 60 ÷ 100

e) 50 ÷ 100 = 0.5

f) 0.02 = 2 ÷ 100

5 Dora is working out 48 ÷ 100 using a place value chart.

Tens	Ones	Tenths	Hundredths
●●●●	●●●● ●●●●		

To divide by 100 you move two places to the right, so 48 ÷ 100 is 40.08

Tens	Ones	Tenths	Hundredths
●●●●			●●●● ●●●●

a) Explain the mistake that Dora has made.

She hasn't moved all of the counters

b) Complete the division.

48 ÷ 100 = 0·48

6 This Gattegno chart shows the number 37

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

a) Explain how you would work out 37 ÷ 100 using this chart.

Move the counters down 2

Compare answers with a partner.

b) Use the Gattegno chart to complete the division.

92 ÷ 100 = 0·92

c) Use the Gattegno chart to complete the division.

19 ÷ 100 = 0·19

7 Complete the calculations.

a) 31 ÷ 100 = 0·31

b) 60 ÷ 100 = 0·6

c) 0·85 = 85 ÷ 100

d) 0.01 = 1 ÷ 100

e) 0·29 = 29 ÷ 100

f) 58 ÷ 100 = 0.58

g) 0.5 = 50 ÷ 100

h) 0.3 = 30 ÷ 100

8 Complete the calculations.

a) 36 ÷ 10 = 3·6

36 ÷ 100 = 0·36

36 ÷ 10 ÷ 10 = 0·36

b) 91 ÷ 10 = 9·1

91 ÷ 100 = 0·91

91 ÷ 10 ÷ 10 = 0·91

What do you notice?

9

Dividing by 100 is always the same as dividing by 10 twice.

Do you agree with Amir? Yes

Explain your answer.

10 Roll two dice to make two 2-digit numbers.

Divide your numbers by 100. Record your answer. Roll again.

Here is an example.

36 ÷ 100 and 63 ÷ 100

□ ÷ 100 = □ and □ ÷ 100 = □

□ ÷ 100 = □ and □ ÷ 100 = □

What is the greatest possible answer you can get? 0·66

What is the smallest possible answer? 0·11

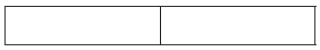
Compare answers with a partner.

Year 3 Maths https://whiterosemaths.com/homelearning/year-3/

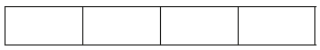
Equivalent fractions (1)

1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.

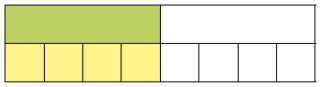


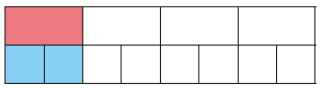
b) Shade $\frac{2}{4}$ of the bar model.

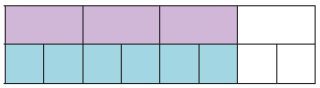


What do you notice?

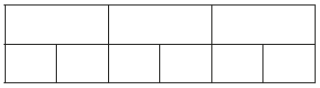
2 Complete the equivalent fractions.

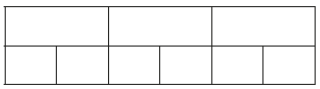
a)  $\frac{1}{2} = \frac{\square}{8}$

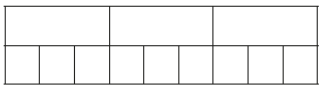
b)  $\frac{1}{4} = \frac{2}{\square}$

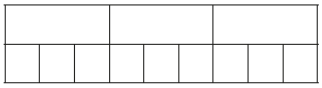
c)  $\frac{3}{4} = \frac{6}{\square}$

3 Shade the bar models to represent the equivalent fractions.

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

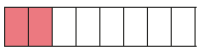
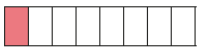
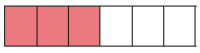
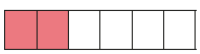
b)  $\frac{2}{3} = \frac{4}{6}$

c)  $\frac{1}{3} = \frac{3}{9}$

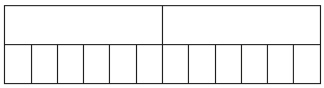
d)  $\frac{2}{3} = \frac{6}{9}$

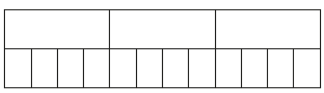
Can you find any more equivalent fractions using the bar models?

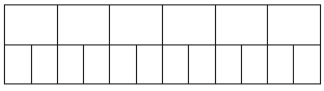
4 Match each bar model to its equivalent fraction.

$\frac{1}{2}$	
$\frac{1}{3}$	
$\frac{1}{4}$	
$\frac{1}{8}$	

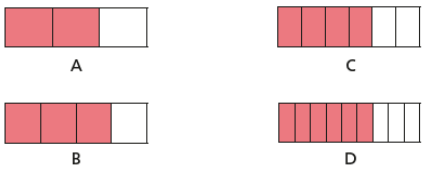
5 Shade the bar models to complete the equivalent fractions.

a)  $\frac{1}{2} = \frac{\square}{12}$

b)  $\frac{1}{3} = \frac{\square}{12}$

c)  $\frac{1}{6} = \frac{\square}{12}$

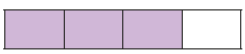
6 The bar models represent fractions.



Which is the odd one out? _____

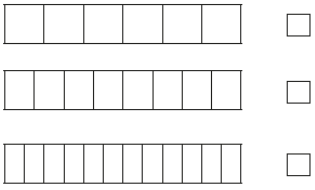
Why do you think this?

7 This bar model represents $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to $\frac{3}{4}$

Shade the bar models to support your answers.

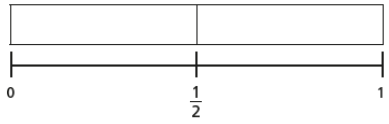


Talk to a partner about your answers.

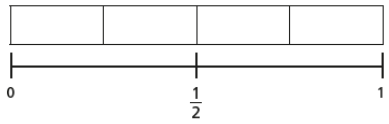
Equivalent fractions (2)

1 Shade the bar models to represent the fractions.

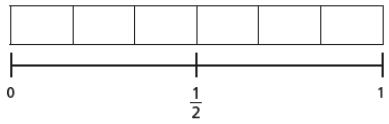
a) Shade $\frac{1}{2}$ of the bar model.



b) Shade $\frac{2}{4}$ of the bar model.



c) Shade $\frac{3}{6}$ of the bar model.

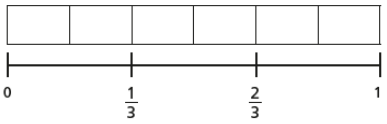


d) What do you notice?

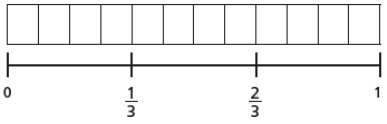
e) Write another fraction that is equivalent to $\frac{1}{2}$ $\square$

2 Shade $\frac{2}{3}$ of each bar model.

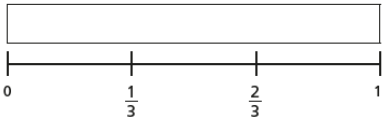
a)



b)



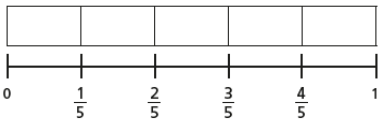
c)

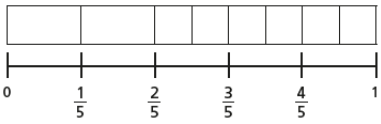


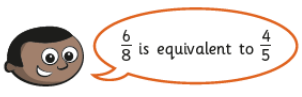
d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$

3 Mo is finding equivalent fractions.





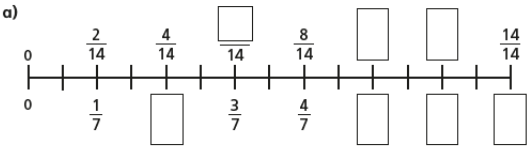


Do you agree with Mo? _____

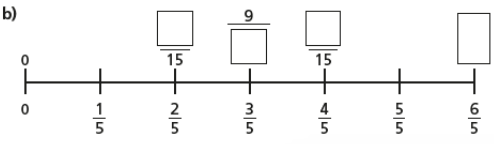
Explain your answer.

4 Find the missing numbers.

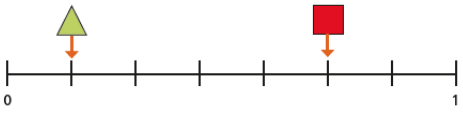
a)



b)



5 Here is a number line.



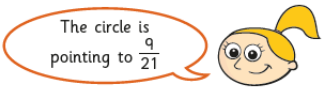
a) What fraction is each shape pointing to?

△ = $\square$ ■ = $\square$

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

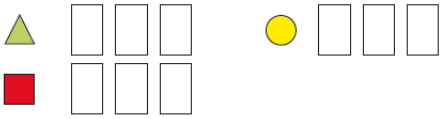
c)



Do you agree with Eva? _____

Show how you worked this out.

d) Write three equivalent fractions for each shape.

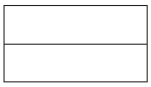


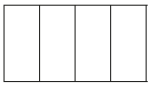
Compare answers with a partner.

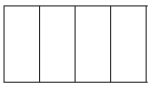
Equivalent fractions (3)

1 Shade the shapes to help you complete the equivalent fractions.

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

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

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

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

2 Use the fraction wall to complete the equivalent fractions.

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

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

b) $\frac{1}{3} = \frac{\square}{9}$

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

d) $\frac{2}{3} = \frac{6}{\square}$

e) $\frac{4}{6} = \frac{6}{\square}$

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

3 Draw a picture to show that one quarter is equivalent to two eighths.

4 Use the fraction wall to decide whether the fractions are equivalent or not.

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

Complete the sentences using **is** or **is not**.

a) $\frac{1}{2}$ _____ equivalent to $\frac{2}{4}$

b) $\frac{1}{4}$ _____ equivalent to $\frac{2}{10}$

c) $\frac{1}{2}$ _____ equivalent to $\frac{5}{10}$

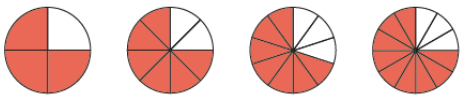
d) $\frac{3}{10}$ _____ equivalent to $\frac{2}{5}$

e) $\frac{4}{5}$ _____ equivalent to $\frac{8}{10}$

f) $\frac{3}{4}$ _____ equivalent to $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.

5 a) What fraction of each shape is shaded?



b) Use the fractions in part a) to complete the sentences.

$\square$ is equivalent to $\square$

$\square$ is equivalent to $\square$

$\square$ is not equivalent to $\square$

$\square$ is not equivalent to $\square$

Compare answers with a partner.

6 The bar model represents $\frac{1}{2}$ 

Write as many equivalent fractions as you can.

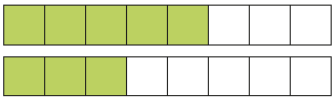
What is the same about all the fractions you have written?

Compare fractions

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

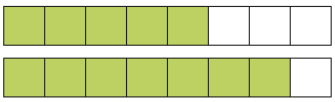
Use the bar models to help you.

a)



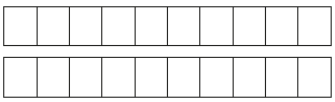
$\frac{5}{8}$ ◯ $\frac{3}{8}$

b)



$\frac{5}{8}$ ◯ $\frac{7}{8}$

c)



$\frac{5}{10}$ ◯ $\frac{7}{10}$

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

a) $\frac{1}{5}$ ◯ $\frac{3}{5}$

b) $\frac{2}{5}$ ◯ $\frac{2}{5}$

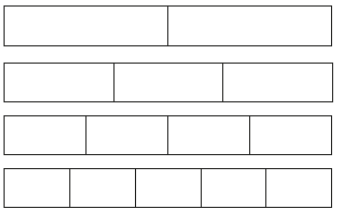
c) $\frac{2}{7}$ ◯ $\frac{6}{7}$

d) $\frac{6}{7}$ ◯ $\frac{2}{7}$

e) $\frac{6}{13}$ ◯ $\frac{12}{13}$

f) $\frac{13}{15}$ ◯ $\frac{13}{15}$

3 Here are some bar models.



a) Shade the bar models to represent the fractions.

b) Write < or > to compare the fractions.

Use the bar models to help you.

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

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

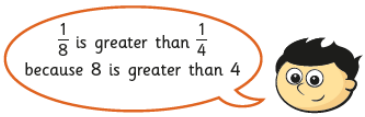
4 What could the missing numerators and denominators be?

Give three examples for each.

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

b) $\frac{1}{5} < \frac{1}{\square}$ $\frac{1}{5} < \frac{1}{\square}$ $\frac{1}{5} < \frac{1}{\square}$

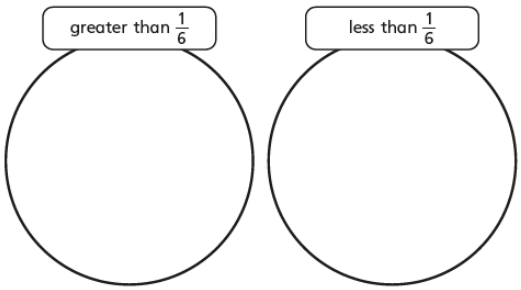
5 Jack is comparing fractions.



Draw bar models to show that Jack is wrong.

6 Sort the fractions into the circles.

$\frac{5}{6}$ $\frac{1}{8}$ $\frac{1}{2}$ $\frac{2}{6}$ $\frac{1}{12}$ $\frac{3}{6}$



7 Complete the sentences using the word bank.

numerator | denominator | greater | smaller

a) When fractions have the same denominator, the greater the _____, the _____ the fraction.

b) When fractions have the same numerator, the greater the _____, the _____ the fraction.

Answers for Year 3

Equivalent fractions (1)

1 Shade the bar models to represent the fractions.

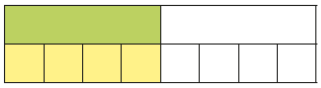
a) Shade $\frac{1}{2}$ of the bar model.

b) Shade $\frac{2}{4}$ of the bar model.

What do you notice?

2 Complete the equivalent fractions.

a)



$\frac{1}{2} = \frac{4}{8}$

b)

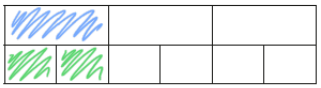
$\frac{1}{4} = \frac{2}{8}$

c)

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

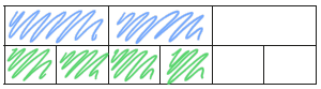
3 Shade the bar models to represent the equivalent fractions.

a)



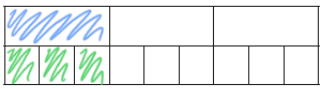
$\frac{1}{3} = \frac{2}{6}$

b)



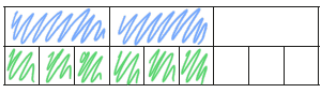
$\frac{2}{3} = \frac{4}{6}$

c)



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

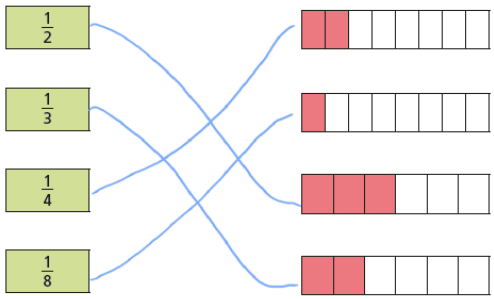
d)



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

Can you find any more equivalent fractions using the bar models?

4 Match each bar model to its equivalent fraction.

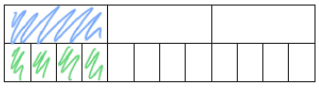


5 Shade the bar models to complete the equivalent fractions.

a)

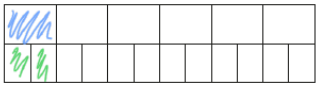
$\frac{1}{2} = \frac{6}{12}$

b)



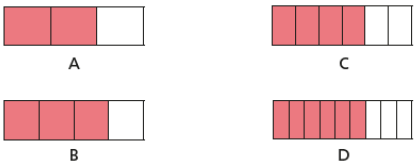
$\frac{1}{3} = \frac{4}{12}$

c)



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

6 The bar models represent fractions.



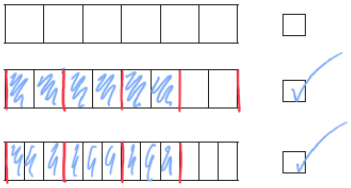
Which is the odd one out? B

Why do you think this?

7 This bar model represents $\frac{3}{4}$

Tick the bar models that can be used to show a fraction that is equivalent to $\frac{3}{4}$

Shade the bar models to support your answers.

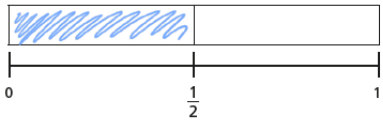


Talk to a partner about your answers.

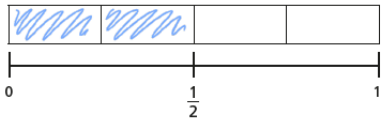
Equivalent fractions (2)

1 Shade the bar models to represent the fractions.

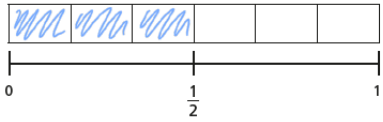
a) Shade $\frac{1}{2}$ of the bar model.



b) Shade $\frac{2}{4}$ of the bar model.



c) Shade $\frac{3}{6}$ of the bar model.

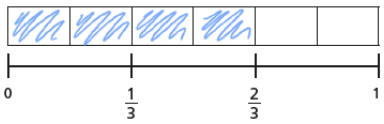


d) What do you notice?

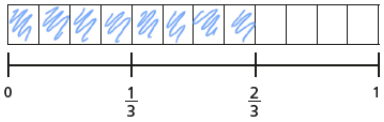
e) Write another fraction that is equivalent to $\frac{1}{2}$ e.g. $\frac{4}{8}$

2 Shade $\frac{2}{3}$ of each bar model.

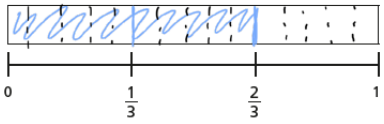
a)



b)



c)



d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$\frac{2}{3} = \frac{4}{6} = \frac{8}{12} = \frac{10}{15}$

Equivalent fractions (2)

1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.

b) Shade $\frac{2}{4}$ of the bar model.

c) Shade $\frac{3}{6}$ of the bar model.

d) What do you notice?

e) Write another fraction that is equivalent to $\frac{1}{2}$ e.g. $\frac{4}{8}$

2 Shade $\frac{2}{3}$ of each bar model.

a)

b)

c)

d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$\frac{2}{3} = \frac{4}{6} = \frac{8}{12} = \frac{10}{15}$

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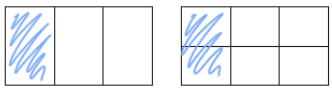
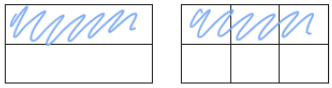
Equivalent fractions (3)

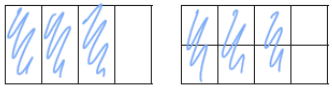
1 Shade the shapes to help you complete the equivalent fractions.

a) 

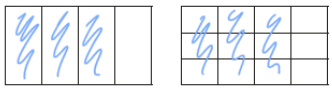
$\frac{1}{3} = \frac{2}{6}$

b) 

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

c) 

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

d) 

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

2 Use the fraction wall to complete the equivalent fractions.

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

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

b) $\frac{1}{3} = \frac{3}{9}$

c) $\frac{2}{3} = \frac{4}{6}$

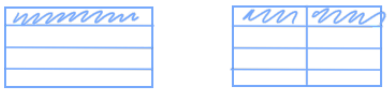
d) $\frac{2}{3} = \frac{6}{9}$

e) $\frac{4}{6} = \frac{6}{9}$

e) $\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$

3 Draw a picture to show that one quarter is equivalent to two eighths.

e.g.



4 Use the fraction wall to decide whether the fractions are equivalent or not.

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

Complete the sentences using **is** or **is not**.

a) $\frac{1}{2}$ is equivalent to $\frac{2}{4}$

b) $\frac{1}{4}$ is not equivalent to $\frac{2}{10}$

c) $\frac{1}{2}$ is equivalent to $\frac{5}{10}$

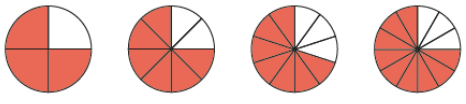
d) $\frac{3}{10}$ is not equivalent to $\frac{2}{5}$

e) $\frac{4}{5}$ is equivalent to $\frac{8}{10}$

f) $\frac{3}{4}$ is not equivalent to $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.

5 a) What fraction of each shape is shaded?



$\frac{3}{4}$ $\frac{6}{8}$ $\frac{7}{10}$ $\frac{9}{12}$

b) Use the fractions in part a) to complete the sentences.

e.g. $\frac{3}{4}$ is equivalent to $\frac{6}{8}$

$\frac{3}{4}$ is equivalent to $\frac{9}{12}$

$\frac{6}{8}$ is not equivalent to $\frac{7}{10}$

$\frac{7}{10}$ is not equivalent to $\frac{3}{4}$

Compare answers with a partner.

6 The bar model represents $\frac{1}{2}$ 

Write as many equivalent fractions as you can.

Various answers.

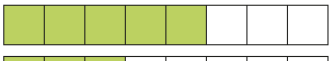
What is the same about all the fractions you have written?

Compare fractions

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

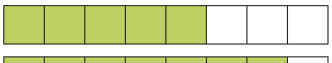
Use the bar models to help you.

a)



$\frac{5}{8}$ > $\frac{3}{8}$

b)



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

c)

$\frac{5}{10}$ < $\frac{7}{10}$

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

a) $\frac{1}{5}$ < $\frac{3}{5}$

b) $\frac{2}{5}$ = $\frac{2}{5}$

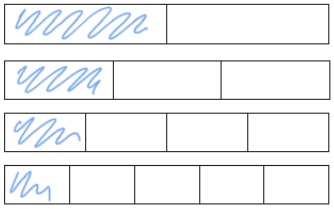
c) $\frac{2}{7}$ < $\frac{6}{7}$

d) $\frac{6}{7}$ > $\frac{2}{7}$

e) $\frac{6}{13}$ < $\frac{12}{13}$

f) $\frac{13}{15}$ = $\frac{13}{15}$

3 Here are some bar models.



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

a) Shade the bar models to represent the fractions.

b) Write < or > to compare the fractions.

Use the bar models to help you.

$\frac{1}{2}$ > $\frac{1}{3}$ $\quad$ $\frac{1}{4}$ < $\frac{1}{3}$ $\quad$ $\frac{1}{5}$ < $\frac{1}{3}$

$\frac{1}{3}$ < $\frac{1}{2}$ $\quad$ $\frac{1}{4}$ > $\frac{1}{5}$ $\quad$ $\frac{1}{5}$ < $\frac{1}{2}$

4 What could the missing numerators and denominators be?

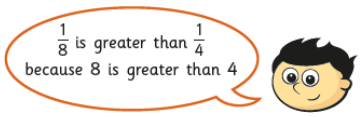
Give three examples for each.

e.g.

a) $\frac{1}{5} < \frac{\boxed{2}}{5}$ $\quad$ $\frac{1}{5} < \frac{\boxed{3}}{5}$ $\quad$ $\frac{1}{5} < \frac{\boxed{4}}{5}$

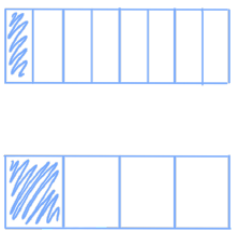
b) $\frac{1}{5} < \frac{1}{\boxed{4}}$ $\quad$ $\frac{1}{5} < \frac{1}{\boxed{3}}$ $\quad$ $\frac{1}{5} < \frac{1}{\boxed{2}}$

5 Jack is comparing fractions.



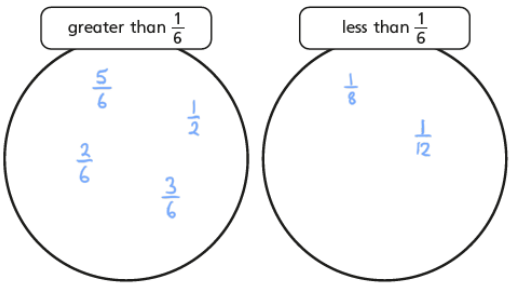
Draw bar models to show that Jack is wrong.

e.g.



6 Sort the fractions into the circles.

$\frac{5}{6}$ $\quad$ $\frac{1}{8}$ $\quad$ $\frac{1}{2}$ $\quad$ $\frac{2}{6}$ $\quad$ $\frac{1}{12}$ $\quad$ $\frac{3}{6}$



7 Complete the sentences using the word bank.

numerator $\quad$ denominator $\quad$ greater $\quad$ smaller

a) When fractions have the same denominator, the greater the ___numerator___, the ___greater___ the fraction.

b) When fractions have the same numerator, the greater the ___denominator___, the ___smaller___ the fraction.

Use this time line to help you- read through and choose what you feel is important! Make your own time line.

The timeline

This page relates to the interactive electricity timeline (a Flash movie). Click here to explore the timeline for yourself. The text from the timeline - showing the main events in the development of electricity - are shown below.

Main events

600BC: Static electricity

Thales, a Greek, found that when amber was rubbed with silk it attracted feathers and other light objects. He had discovered static electricity. The Greek word for amber is ëelectron', from which we get ëelectricity' and ëelectronics'.

1600: William Gilbert invented the term electricity

William Gilbert, scientist and physician to Queen Elizabeth I, invented the term electricity (from the Greek word for amber, elecktra). He was the first person to describe the earth's magnetic field and to realise that there is a relationship between magnetism and electricity.

1705: Francis Hauksbee invented Neon Light

Francis Hauksbee created electrical effects by putting some mercury into a glass globe, pumping out the air and then spinning it. When he did this in the dark, and then rubbed the globe with his bare hand, it glowed. (He didn't realise it, but he had invented the neon light!)

1752: Franklin proved that lightning is a form of electricity

Benjamin Franklin, famous U.S. politician, flew a kite with a metal tip into a thunderstorm to prove that lightning is a form of electricity. He was very lucky he wasn't killed. Don't try this at home!

1700s: The Wimshurst machine was invented

The Wimshurst machine was invented. It is used to produce static electricity easily and reliably. Two parallel plates are rotated in opposite directions, which produces a charge around the edges of the plates. The charge is collected by a system of combs.†Voltages as high as 50,000 volts can be produced, depending on humidity and other conditions, as well as sparks up to four inches long.

1780: Luigi Galvani's dead frog's legs

An Italian called Luigi Galvani discovered that when he touched a dead frog's leg with a knife, it twitched violently. Alessandro Volta later showed that this was because electricity is created when moisture (from the frog) comes between two different types of metal (the steel knife and a tin plate).

1800: Volta's Pile

Volta created the first simple battery. He used pure silver and zinc discs, sandwiched between muslin damped in a salt solution, developed from Galvani's earlier experiments with a frog's leg.

1800: Sir Humphry Davy discovered Electrolysis

Sir Humphry Davy discovered that when he passed an electric current through some substances they decomposed. This process later became known as electrolysis. Davy's experiments with electrolysis led to the discovery of a number of elements, including magnesium, calcium, strontium and barium.

1820: Hans Christian Oersted discovered magnetic fields caused by electricity

Hans Christian Oersted of Denmark found that when electricity flows through a wire, it produces a magnetic field that affects the needle of a nearby compass.

1821: Michael Faraday's discovery that led to the invention of electric motors

Michael Faraday discovered that when a magnet is moved inside a coil of copper wire, a tiny electric current flows through the wire. This discovery later led to the invention of electric motors.

1821: Thomas Johann Seebeck discovered Thermo-electricity

Thomas Johann Seebeck found that when the junction of certain metals is heated, electricity flows ñ thermo-electricity.

1826: André Ampère explained the electro-dynamic theory

André Ampère published his theories about electricity and magnetism. He was the first person to explain the electro-dynamic theory. The unit of electric current was named after Ampère.

1827: Georg Ohm published his complete mathematical theory of electricity

German college teacher Georg Ohm published his complete mathematical theory of electricity. The unit of electrical resistance was later named after him.

1829: Joseph Henry's discovery into electromagnetism
Joseph Henry showed that a wire wrapped in coils produces a greater electromagnetism than a straight one.

1830: Joseph Henry discovered the principles of the dynamo
Joseph Henry discovered the principles of the dynamo.

1831: Michael Faraday demonstrated electromagnetic induction
Michael Faraday demonstrated electromagnetic induction by passing a magnet through a coil of wire.

1831: The First Telegraph Machine
Charles Wheatstone and William Fothergill Cooke created the first telegraph machine.

1834: Charles Wheatstone measured the velocity of electricity
Charles Wheatstone used a revolving mirror and four miles of wire to measure the velocity of electricity.

1838: Samuel Morse invented Morse Code
At an exhibition in New York, Samuel Morse demonstrated sending 10 words a minute by his new telegraph machine. He used a system of dots and dashes, which later became standard throughout the world, known as Morse code.

1870s: Thomas Edison built a DC electric generator
Thomas Edison built a DC (direct current) electric generator in America. He later provided all of New York's electricity.

1876: Alexander Graham Bell invented of the telephone
Alexander Graham Bell, inventor of the telephone, used electricity to transmit speech for the first time.

1878: Joseph Swan demonstrated the first Electric Light
Joseph Swan, a British scientist, demonstrated the first electric light with a carbon filament lamp. A few months later, Thomas Edison made the same discovery in America.

1880s: Nikola Tesla developed an AC motor
Nikola Tesla developed an AC (alternating current) motor and a system of AC power generation. Edison saw Tesla's system as a threat to his DC supply and spread stories that it wasn't no safe. But, after Tesla's system was used to power 100,000 electric lights at Chicago's World Fair in 1893, AC became the established power supply in the USA.

1880s: Nikola Tesla invented the Telsa Coil
Nikola Tesla used the ëTesla coil' to step up ordinary household current to produce extremely high frequency current. Tesla used this high frequency current to develop some of the first neon and fluorescent lights.

1881: The first public electricity supply
The first public electricity supply was generated in Godalming, Surrey using a waterwheel at a nearby mill.

1883: Magnus Volks built the first electric railway
The first electric railway opened on Brighton seafront, built by electrical engineer Magnus Volks. The Volks Railway, built just for pleasure rides, is one mile long and still runs during the summer season.

1884: Charles Parsons built his first turbine
Charles Parsons built his first turbine. This is a type of engine which is operated by jets of high pressure gases. This type of engine was later developed to drive the propellers of boats, including the Titanic.

1886: Heinrich Hertz produced and detected electric waves
Heinrich Hertz produced and detected electric waves in the atmosphere.

1890: Turbine driven generators
Turbine driven generators were introduced to produce electricity.

1892: Hendrik Lorentz published his electron theory.
Dutch physicist Hendrik Lorentz published his electron theory.

1895: The first electric hand drill
The first electric hand drill became available, invented by Wilhelm Fein.

1895: Discovery of X-rays

The German phsyicist Wilhelm Roentgen discovered invisible rays that made a distant screen glow and passed through objects. These were X-rays.

1896: Nikola Tesla's hydroelectric power generators

Nikola Tesla's hydroelectric power generators at Niagara Falls came into operation. Within a few years, Tesla's generators at Niagara Falls were supplying electricity to New York City for the elevated railways, the subways and even the lights on Broadway.

1897: Marconi sends radio message

Guglielmo Marconi sends a radio message from The Isle of Wight to Poole (20 miles away). Later he sends a message across the Atlantic.

1905: Albert Einstein and photovoltaic cells

Albert Einstein demonstrated that light energy could be used to produce electricity ñ the idea behind photovoltaic cells was born.

1918-19: Washing machines and refrigerators

Electric washing machines and refrigerators first became available.

1926: First National Grid was introduced

Electricity Supply Act ñ the first National Grid was introduced.

1930-40s: Hydro-electric power stations

Hydro-electric power stations were built in Scotland and Wales, but the majority of electricity generation was from burning coal.

1930-40s: Electrical household appliances introduced

Mains powered radios, vacuum cleaners, irons and fridges were becoming part of every household.

1936: John Logie Baird pioneered the television.

1956: First large-scale nuclear power station

The world's first large-scale nuclear power station opened at Calder Hall in Cumbria. The reactors were a prototype of the Magnox gas cooled reactor.

1960s: Advanced gas cooled reactors

The UK decided to develop advanced gas cooled reactors to succeed the earlier Magnox stations. Around the same time, France and the USA decided to adopt water cooled reactor technology.

1994: The UK's first pressurised water reactor

The UK's first pressurised water reactor (PWR) was opened at Sizewell B in Suffolk. It had taken 7 years to build, after the largest ever public enquiry in the UK. No further nuclear reactors have been built in the UK since then.

2000: The world's first commercial wave power station

The world's first commercial wave power station on the Scottish island of Islay began to generate electricity. Devices are placed on the shoreline or out at sea that use wave motion to compress air to drive a turbine or hydraulic pumps. The station is called LIMPET (Land-Installed Marine-Powered Energy Transformer) and can provide enough electricity for about 400 homes.

Awesome Energy

Arabic scientist Alhazen studies the way light travels and refracts (bends).

Isaac Newton describes the behaviour of light and prisms.

Alessandro V
Italy makes th
pile, the first
battery.

600BC | AD1000 CE | 1593 | 1704 | 1752 | 17

Ancient Greek thinker Thales of Miletus studies static electric sparks.

Galileo Galilei and other scientists invent the first thermometers.

American scientist Benjamin Franklin shows that lightning is a form of electricity and uses it to make an electric current flow along a wet string.

Volta of
s the Voltaic
irst electric

British scientist and inventor Michael Faraday invents the motor, which transforms electricity into kinetic (movement) energy.

British scientist James Prescott Joule carries out experiments that show how energy can be transformed from one form to another.

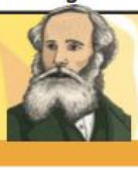
German
demonst
of radic
electrom

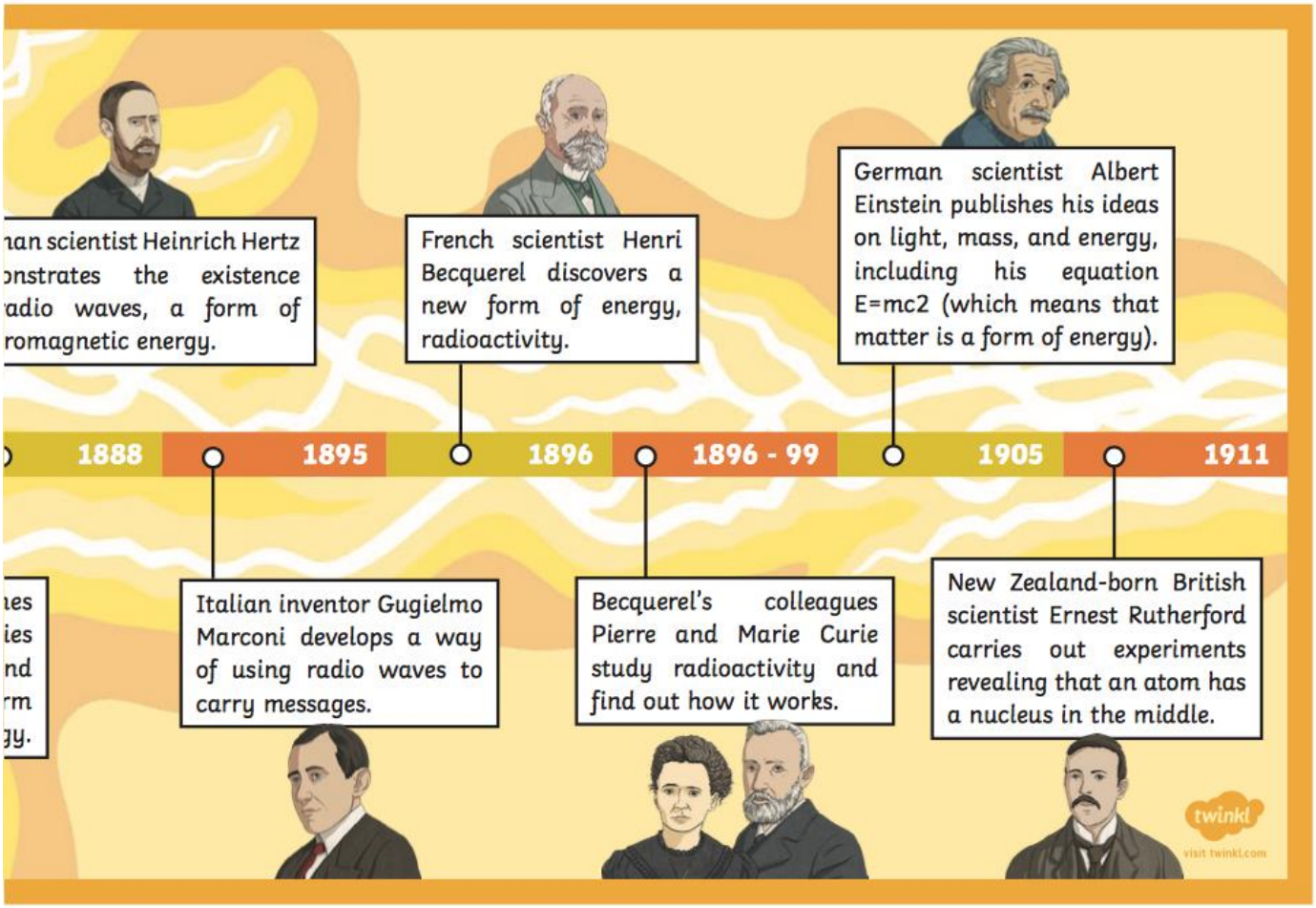
1799 | 1820 | 1821 | 1831 | 1845 | 1860s

Danish scientist Hans Orsted discovers that wire with electricity running through it becomes magnetic — one of the first pieces of evidence for electromagnetic energy.

Michael Faraday invents the generator, which transforms kinetic (movement) energy into electricity.

British scientist James Clerk Maxwell studies electromagnetism, and shows how light is a form of electromagnetic energy.




ıan scientist Heinrich Hertz
ɔnstrates the existence
adio waves, a form of
romagnetic energy.
French scientist Henri Becquerel discovers a new form of energy, radioactivity.
German scientist Albert Einstein publishes his ideas on light, mass, and energy, including his equation E=mc2 (which means that matter is a form of energy).
1888
1895
1896
1896 - 99
1905
1911
ıes
ies
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gy.
Italian inventor Gugielmo Marconi develops a way of using radio waves to carry messages.
Becquerel's colleagues Pierre and Marie Curie study radioactivity and find out how it works.
New Zealand-born British scientist Ernest Rutherford carries out experiments revealing that an atom has a nucleus in the middle.
twinkl
visit twinkl.com

French - The weather

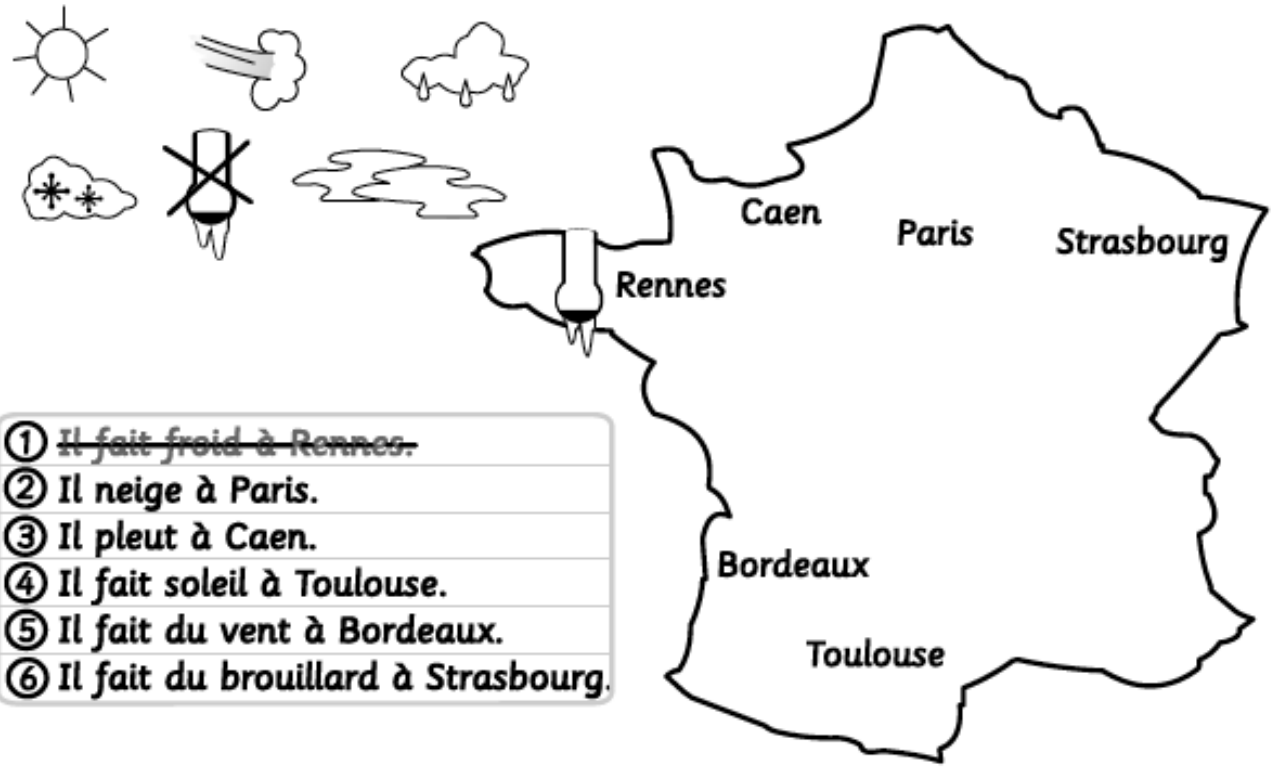
La Météo

Activity Sheet

EducationCity

Name: _____ Class: _____

Dessine le symbole correct à côté de chaque ville.



1. ~~Il fait froid à Rennes.~~
2. Il neige à Paris.
3. Il pleut à Caen.
4. Il fait soleil à Toulouse.
5. Il fait du vent à Bordeaux.
6. Il fait du brouillard à Strasbourg.

Beau ou mauvais? Ecris '**Il fait beau**' ou '**Il fait mauvais**' pour chaque dessin.

French Answers!!

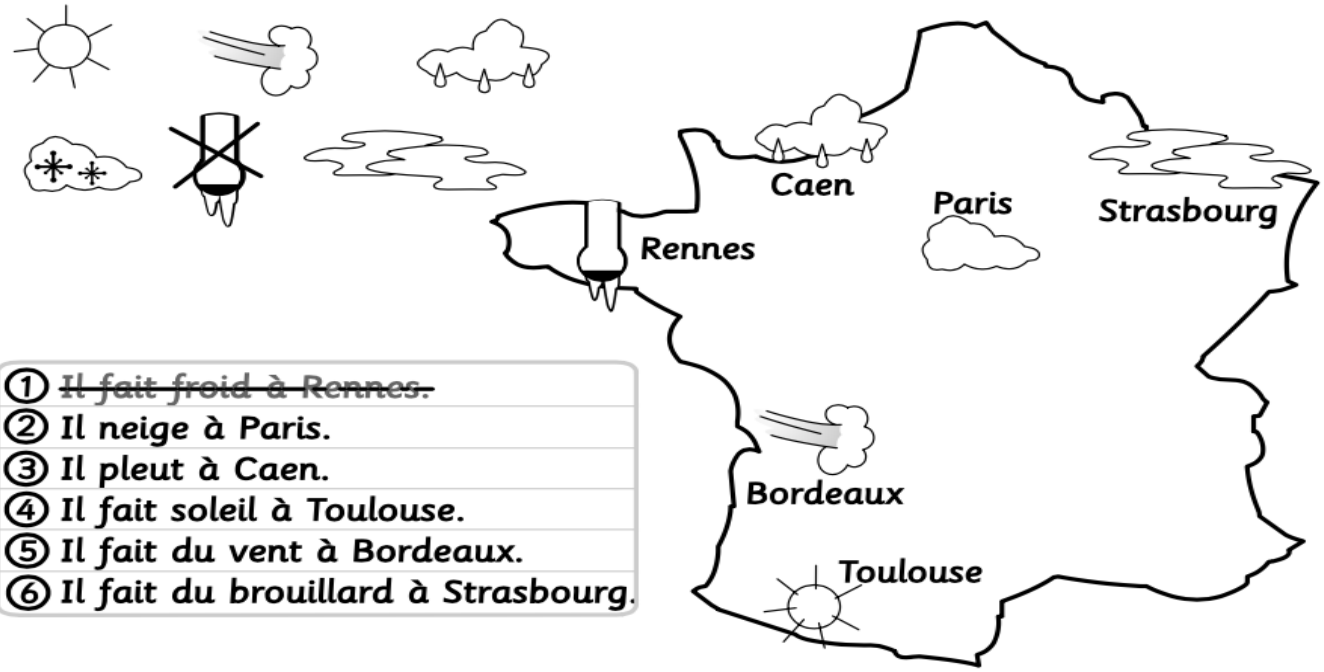
La Météo

Activity Sheet

EducationCity.com

Name: _____ Class: _____

Dessine le symbole correct à côté de chaque ville.



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Beau ou mauvais? Ecris '**Il fait beau**' ou '**Il fait mauvais**' pour chaque dessin.

Il fait mauvais.

Il fait beau.

Il fait mauvais.

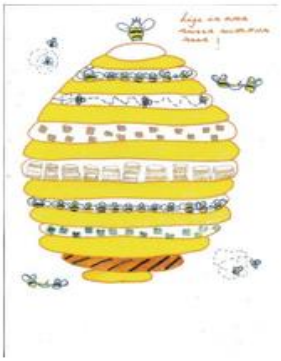
Il fait mauvais.

Il fait beau.

RE- Pay it forward

RE: What can we learn from religions about deciding what is right and wrong?





Pay it Forward

'Pay it Forward' is the idea of doing unselfish acts of kindness, and asking the recipients to pay the kindness forward instead of paying it back. This is a Global concept and something that we have seen a lot of recently during the Lockdown period that we find ourselves in.

TASK: Look at the Global Pay it Forward Day website https://globalpayitforwardday.com/ and complete the following thinking about the current Lockdown situation.

(A) One example of a kind deed I could do for someone is...

_____
_____

(B) If someone did this for me, it would make me feel...

_____
_____

(C) Three different ways in which I could 'pay forward' this kindness to others might be by...

1._____
_____

English Resources

Monday

What is a non-chronological report?

A non-chronological report is a non-fiction report which is not written in time order.

The **features of a non-chronological report** include some of the following:

- An eye-catching heading in a large font
- An introductory paragraph
- Text split up into paragraphs and each paragraph on a different aspect of the subject
- Sub-headings for each paragraph
- Usually written in present tense
- Pictures of the subject
- Captions under each picture to explain what is in the picture
- Diagrams with labels
- Lists of facts in bullet points
- Graphs or charts showing information about the subject
- Boxes containing interesting individual facts to grab the attention of the reader
- Technical vocabulary in bold, possibly with a glossary at the end

Planning Format

Title of Report	
Introduction	
The History of Electricity	
How we Use Electricity Now	
The Future of Electricity	
Summary	

Electricity

Electricity is a very useful form of energy. It can easily be changed into other forms of energy, such as light and heat. It makes lights, televisions and computers work. Most of the electricity we use comes from power stations.

Lightning is a kind of static electricity that is made when water molecules inside clouds rub together during storms.

In power stations, machines called generators turn energy from fuel, such as coal or gas, into electricity.

Cables and pylons carry electricity to transformers.

Transformers, like this one, make electricity safe for us to use.

Getting electricity

Electricity travels from power stations to homes along underground cables, or wires attached to high pylons. They are kept out of reach, because if electricity touches you, it can give you a dangerous shock.

Here, the cables go underground.

Using electricity

When an appliance, such as a toaster, is plugged in, it is connected to the electricity supply. Electricity flows into it and gives it the energy to work. Plastic does not conduct, or carry, electricity well, so it is used to cover electrical appliances. This stops you from getting a shock.

Can you guess which of these uses the most electricity in one minute?

Answer: the hairdryer

Internet links

- Scan the code to watch a video clip about static electricity.
- For more links, go to **www.usborne.com/quicklinks**

Static electricity

Static electricity is a form of electricity that builds up in some substances when they are rubbed together. It can make objects stick to each other. Do you ever feel a small shock when you touch metal? This is caused by a small build-up of static in your body as you move around.

Make static electricity

You will need:

a balloon; a sweater

1. Blow up a balloon, and rub it up and down on a sweater a few times.

2. Gently put the balloon on the wall. Static electricity makes it stick there.

Transformer

The orange and yellow lines show the route the cables take underground.

Electricity flows from the underground cables into homes.

Wednesday / Thursday

Paragraphing is about arranging a piece of writing in order to make it clear and easy to read. The first sentence of a paragraph is known as the 'topic' sentence. It is the main point of, or introduction to, your paragraph. The next few sentences strengthen, draw out, or support, your point, so they must be about the same topic. The final sentence briefly summarises your topic and leads into the next paragraph. Changes of topic, mood, or speaker always mean you should begin a new paragraph.

Paragraphs also make your writing easier to read. Have you ever been faced with a long block of text with no paragraphs? Just looking at the wall of words makes you less inclined to read it. Whereas adding paragraphs means you can have a breather between each one.

Examples of Topic Sentences – Does it tell you what each paragraph would be about?

Bees are excellent pollinators.

School lunches are an important part of everyday school life.

The UK consists of four countries: Northern Ireland, Scotland, Wales and England.

Climate change is having an affect on the weather around the world.

Information is then added to the paragraph to build on the topic sentence and give the reader more detail.

Electricity is an important feature of our modern day homes. Every day, we rely on electricity in order to wash, cook, heat our homes and to provide us with entertainment. How many electrical items have you used today? From kettles to laptops, light bulbs to hairdryers – we are surrounded by electrical items in our homes. Although many tasks would be possible without electricity, the use of electricity in our homes certainly provides us with easy and efficient ways to meet our needs.