YEAR 4: Incredible Inventions

Hello, Year 4! We hope you are continuing to work well and keep safe! No doubt you have been enjoying the sunny days during lockdown and been in paddling pools during the hot weather. It made a change from paddling in the large puddles we normally have in Worcester! This week from 12-19th June is Drowning Prevention Week so remember that staying safe around water includes when we use small pools as well as when we venture near the River Severn or other larger areas of water! Remembering the rules helps us to have as much fun as we can! #StaySafe

Ms Condon Mrs Screen Miss Doughty Mrs Sheppard

EVERY DAY

Daily Maths lessons – https://whiterosemaths.com/homelearning/year-4/ - week 8 Decimals

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

Read for at least 15 minutes.

Additional tasks for this week (15/6/20)

English

Monday

Over the next two weeks, we are going to be writing a short story. The main focus of your story is going to be a futuristic mode of transport. It could be an electric car that time travels, a space rocket that flies to a planet of the future or a speeding bullet train that transports people to a magical kingdom. Research different ideas (I have attached some images below that I found).

Tuesday

Sketch out your futuristic mode of transport. Think about what its main purpose is, how it works and any special features it may have. Annotate your drawing with all of the ideas you come up. Remember to use your imagination!

Wednesday

An expanded noun phrase, uses adjectives to describe the noun so that the reader can develop a more detailed picture in their head.

https://www.bbc.co.uk/bitesize/articles/znpbgwx

(you do not need to do the practise activities)

Using your best adjectives, create expanded noun phrases to describe the different parts of your transport e.g. the shiny, magnetic wheels gliding along the track.

Challenge: Use a thesaurus to up-level your vocabulary!

Thursday / Friday

You are going to write a detailed description of your futuristic mode of travel. Remember to write in narrative (story) format, using lots of descriptive phrases, so that you paint a picture for the reader.

You could include action as a way to start this:

"As Kate approached the transport station, the immense space rocket loomed in front of her. Glinting in the sun, the shiny red, metallic outline stood proudly up ahead. Kate could see the …."

Then describe all parts of your vehicle that can be seen in detail over two or three paragraphs. Don't be tempted to rush into your story – we are not ready for that yet!

Topic

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

Topic – Simple Circuits- Draw or make a circuit. Please label.

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

https://www.youtube.com/watch?v=zSSkZ9F7Bng

https://mammothmemory.net/physics/electricity/simple-electrical-circuits/simple-electrical-circuits.html

Using your description of your futuristic mode of travel from English, design your mode of transport- you need to explain how and why it works-your circuit work might help you here! CALLING ALL FUTURE TRANSPORT DESIGNERS.

https://www.sustainablelearning.com/resource/future-transport- Look at the PPT -Future Transport Presentation.

Water Safety

Drowning Prevention Week, organised by the Royal Life Saving Society UK, takes place to help us all learn about water safety. The RLSS have created a PowerPoint to help teach us about the dangers of water and how to keep safe.

https://rlss.sharepoint.com/:p:/g/Comms/EWNH3PhsU-9IpX-zGZQbDCwB7eTBsfNtHp0ZoNk8MLe2xg?rtime=9hvm_14F2Eg Work through the PowerPoint and help improve your Water Safety knowledge.

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

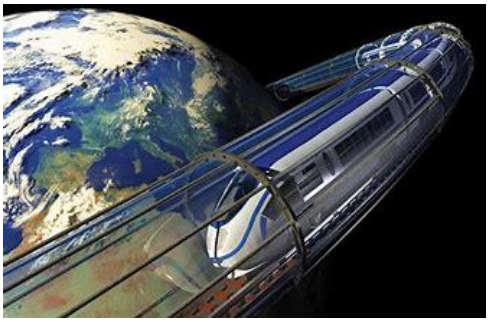
Jewish Rules-Following on from our work on Golden Rules explore the Ten Commandments from the Jewish faith. What do they mean? Are they important in today's society? Which rule do you think is the most important?

https://www.topmarks.co.uk/judaism/the-ten-commandments

English Resources

Monday / Tuesday

Futuristic transport ideas:



Wednesday

BBC Bitesize

Noun phrase

A noun phrase is a simple phrase built around a noun. It contains a determiner and a noun.

For example: a tree, some sweets, the castle

Expanded noun phrase

An expanded noun phrase adds more detail to the noun by adding one or more **adjectives**. An adjective is a word that describes a noun.

For example: a *huge* tree, some *colourful* sweets, the *large, royal* castle

An expanded noun phrase can also add detail by saying **where** a noun is.

For example: a tree *next to the house*, some sweets *on the floor*, the castle *by the ocean*.

Writers use adjectives and expanded noun phrases to make their writing more **descriptive**. They help to give the reader a better picture in their head of what the writer is trying to describe.

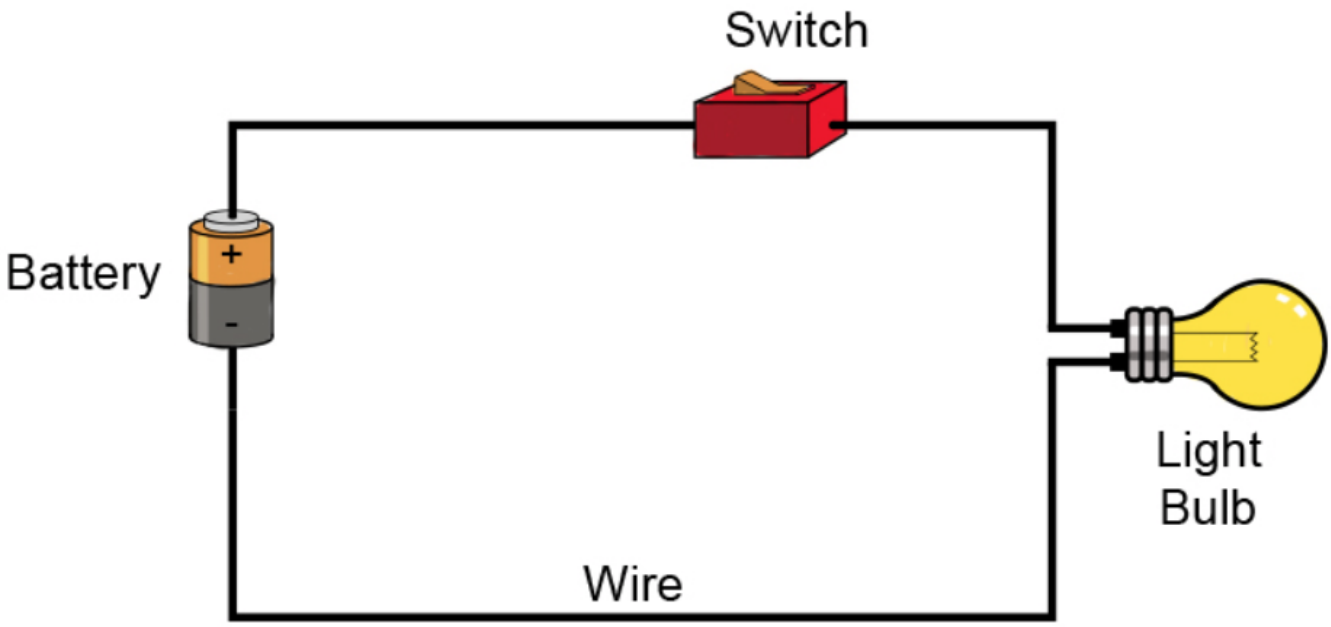
For example, the expanded noun phrase 'a cute, baby elephant' gives you a much clearer picture than just writing ‘the elephant’ would.

Topic

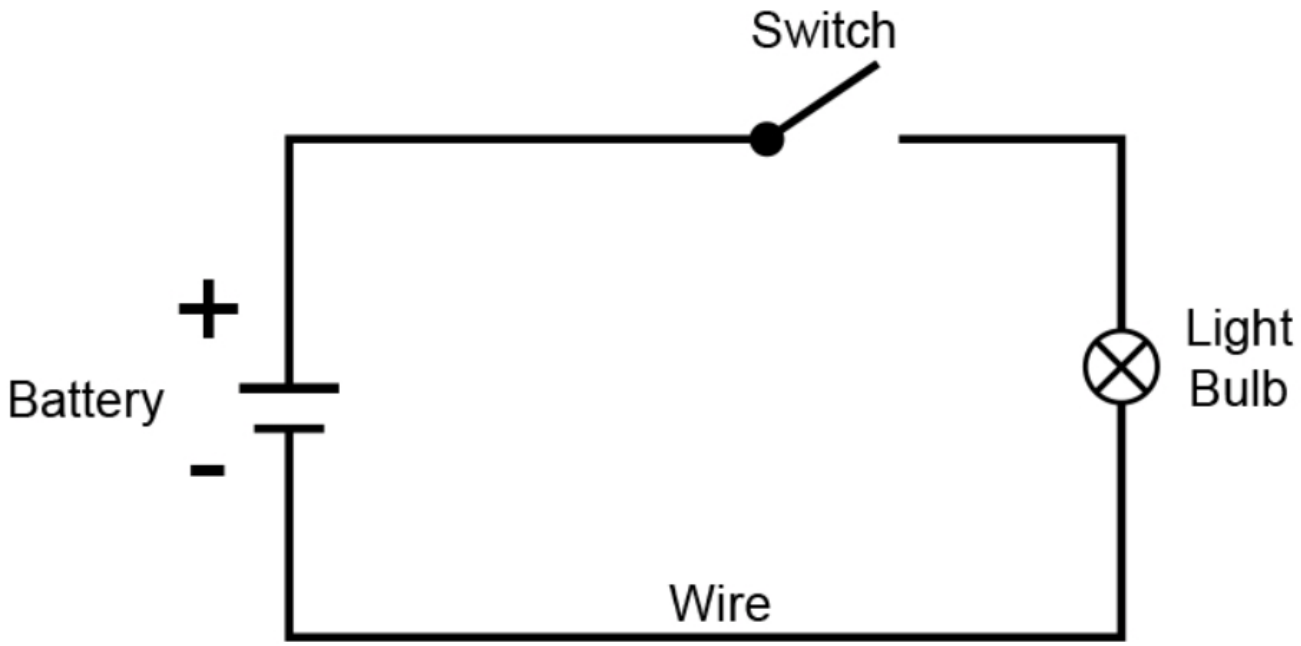
Simple Circuit- please annotate the direction of electricity flow and explain how the circuit works.

SIMPLE ELECTRICAL CIRCUITS

One simple circuit

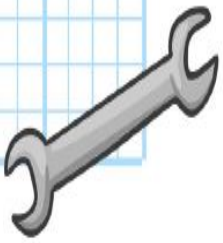


Which is represented by the symbols:



Design your own futuristic transport- You need to fully label the parts and materials you will use, also how it works (where or what provides its energy) and why you think it is a great design!!

My Vehicle Design



Year 4 Maths

Write decimals

1 Make the number represented on each of the place value charts.

Complete the sentences to describe each number.

a)

Ones	Tenths	Hundredths
1 1 1	0.1 0.1	0.01 0.01 0.01 0.01 0.01

There are ☐ ones, ☐ tenths and ☐ hundredths.

The number is ☐

b)

Ones	Tenths	Hundredths
	0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01

There are ☐ ones, ☐ tenths and ☐ hundredths.

The number is ☐

c)

Ones	Tenths	Hundredths
1 1 1		0.01 0.01 0.01 0.01 0.01 0.01

There are ☐ ones, ☐ tenths and ☐ hundredths.

The number is ☐

d)

Ones	Tenths	Hundredths
1 1 1	0.1 0.1 0.1 0.1 0.1 0.1 0.1	

There are ☐ ones, ☐ tenths and ☐ hundredths.

The number is ☐

2 Make each number on a place value chart.

Write the value of the underlined digit.

a) 6.3̲1 _____

b) 1̲2.09 _____

c) 0.0̲7 _____

d) 5̲6.82 _____

3 Alex says the number on the place value chart is 3.4

Ones	Tenths	Hundredths
● ● ●		● ● ● ●

Do you agree with Alex? _____

Explain your answer.

4 Fill in the zeros needed as placeholders for each number.

a)

T	O	Tths	Hths
3	2		4

b)

T	O	Tths	Hths
	2		4

c)

T	O	Tths	Hths
			4

d)

T	O	Tths	Hths
		5	

e)

T	O	Tths	Hths
	2		

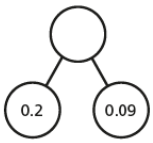
f)

T	O	Tths	Hths
3		5	

Compare answers with a partner.

5 Complete the part-whole models.

a)



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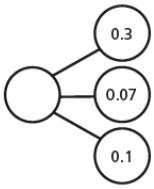

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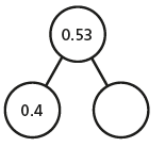
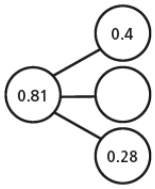
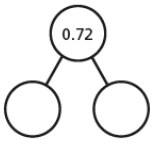


d)



6 Here is a part-whole model.

Partition 0.72 in three different ways and complete the number sentences.



☐ + ☐ = 0.72

☐ + ☐ = 0.72

☐ + ☐ = 0.72

7 Eva is asked to show 10 tenths on a place value chart.

Here is her answer.

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

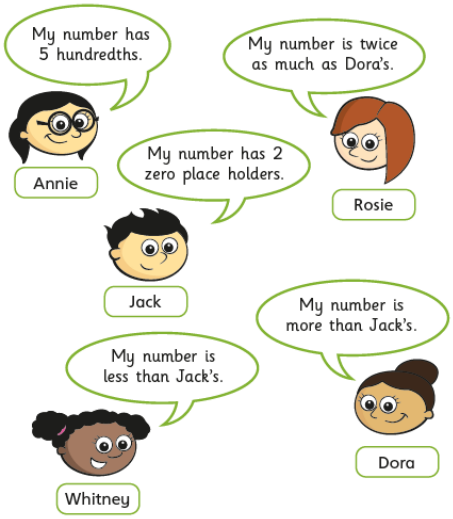
Is Eva correct?

8 Here are five number cards.

Annie, Rosie, Jack, Dora and Whitney take one card each.

0.06	0.4	0.2	0.05	0.03

Use the clues to work out which number they each have.



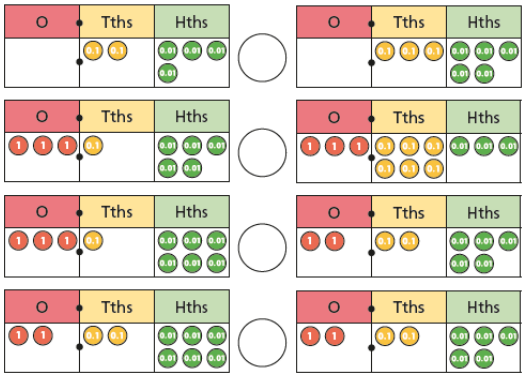
Annie ☐ Dora ☐ Whitney ☐

Rosie ☐ Jack ☐

Did your partner use the same method?

Compare decimals

1 Write < or > to compare the decimals.

a) 

b)

c)

d)

Did you have to compare all the columns for every question?

2 Draw counters to make the statements correct.

a)

b)

3 Write < or > to compare the decimals.

a)

O	Tths	Hths		O	Tths	Hths
7	6	8	◯	7	0	2

b)

O	Tths	Hths		O	Tths	Hths
3	2	5	◯	3	9	6

c)

O	Tths	Hths		O	Tths	Hths
0	4	1	◯	0	2	9

d)

O	Tths	Hths		O	Tths	Hths
1	0	3	◯	1	2	0

e)

O	Tths	Hths		O	Tths	Hths
2	7	2	◯	2	7	1

4 Complete the place value charts to make the statements correct.

a)

O	Tths	Hths		O	Tths	Hths
6	2	8	<			

b)

O	Tths	Hths		O	Tths	Hths
3	2	6	>	3		

c)

O	Tths	Hths		O	Tths	Hths
9	9	8	<			

d)

O	Tths	Hths		O	Tths	Hths
1	4	6	>		8	

5 Ron and Amir have each made a number using counters on a place value chart.

Ron's looks like this:

Ones	Tenths	Hundredths
	●●●●	●●

Amir's looks like this:

Ones	Tenths	Hundredths
●●●		

My number is greater than Amir's, because I have used twice as many counters.

Do you agree with Ron? _____

Explain your reasoning.

6 Draw exactly 8 counters in each chart to represent a number that matches each statement.

a) a number less than 0.76

Ones	Tenths	Hundredths

b) a number more than 5.74

Ones	Tenths	Hundredths

c) a number between 5.13 and 5.29

Ones	Tenths	Hundredths

How many different answers are there for each statement?

7 Write < or > to compare the numbers.

a) 3.2 ◯ 3.8

b) 1.46 ◯ 1.43

c) 1 ◯ 0.99

d) 0.16 ◯ 0.8

8 Fill in the missing digits to make the statements correct.

a) 0.34 < 0.3__

b) 2.42 > 2.4__

c) 0.74 < 0.__2

d) 1.3__ < 1.3__

e) 2.__2 > 2.__2

f) 0.8__ < 0.__9

Is there more than one answer for each?

9 Here are four digit cards.

7	0	3	1

Use each digit card once to make this statement correct.

□.□ > □.□

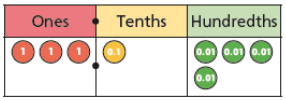
How many possible answers are there?

Order decimals

1 Here are four numbers on place value charts.

a) What number is represented in each place value chart?

A



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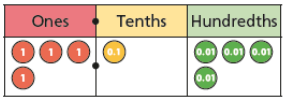
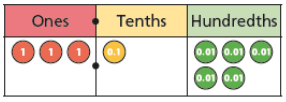
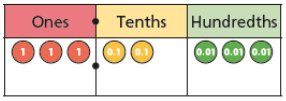


C



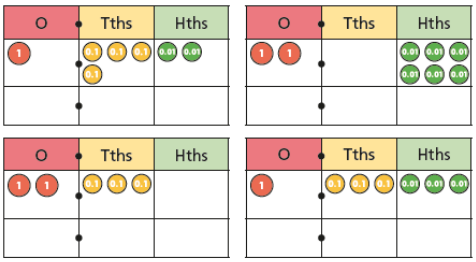
D



b) Write the numbers in ascending order.

smallest _____ _____ _____ greatest

2 **a)** Write digits to show the number represented in each place value chart.



b) Write the numbers in ascending order.

_____

3 Write the numbers in descending order.

1.42	4.12	1.24	2.41

_____

4 Teddy's teacher asks him to put some numbers in ascending order.

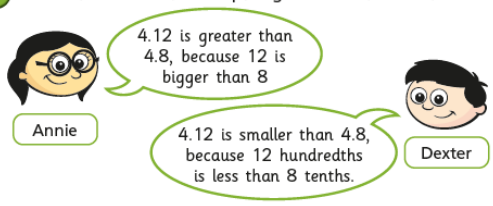
Here is his answer.

0.64 12.7 2.83

Do you agree with Teddy? _____

Talk about it with a partner.

5 Annie and Dexter are comparing the decimals 4.12 and 4.8



Who do you agree with? _____

Explain your answer.

6 Write < or > to complete the statements.

Decide whether the numbers are ascending or descending in each part.

a) 3.2 ◯ 3.8 ◯ 3.9 _____

b) 0.41 ◯ 0.38 ◯ 0.25 _____

c) 4.2 ◯ 4.17 ◯ 4.085 _____

7 Write the numbers in ascending order.

a) 2.38 0.97 1.45 1.81

_____

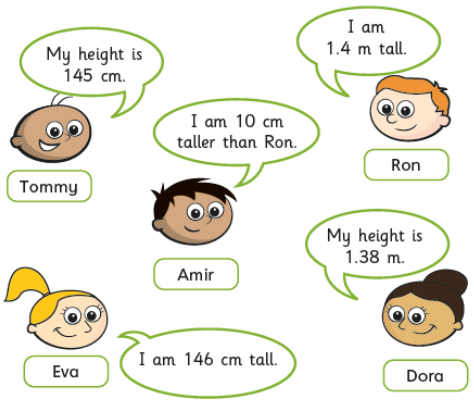
b) 0.64 0.7 0.09 0.46

_____

c) 12.3 2 7.83 0.99

_____

8 Tommy, Ron, Amir, Dora and Eva have measured their heights.



Write the children's names in order from shortest to tallest.

_____

9 Here are two lists of numbers.

Use the digits 0 to 9 once each to complete the lists.

ascending order __.4__ __.41 7.__9 __.41

descending order __.41 7.__9 __.41 __.4__

Compare answers with a partner.

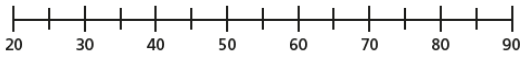
Is there more than one way to complete each list?

Round decimals

1 Here are some number cards.

27	61	49	83

a) Draw arrows to estimate the position of the numbers on the number line.



b) Use the numbers to complete the sentences.

☐ is closer to 50 than 40

☐ is closer to 30 than 20

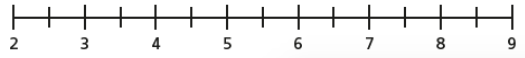
☐ is closer to 80 than 90

☐ is closer to 60 than 70

2 Here are some number cards.

2.7	6.1	4.9	8.3

a) Draw arrows to estimate the position of the numbers on the number line.



b) Use the numbers to complete the sentences.

☐ is closer to 5 than 4

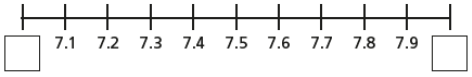
☐ is closer to 3 than 2

☐ is closer to 8 than 9

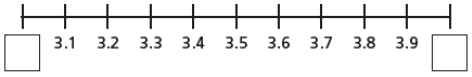
☐ is closer to 6 than 7

3 Fill in the integers on the number lines.

a)



b)



4 Which integers do the numbers lie between?

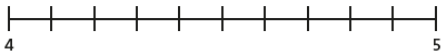
Fill in the boxes to make the statements correct.

a) ☐ < 1.4 < ☐

b) ☐ < 34.8 < ☐

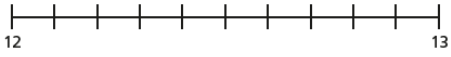
c) ☐ < 0.7 < ☐

5 **a)** Label 4.3 on the number line.



Is it closer to 4 or 5? ☐

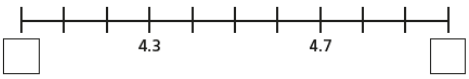
b) Label 12.8 on the number line.



Is it closer to 12 or 13? ☐

6 Complete the number lines and sentences.

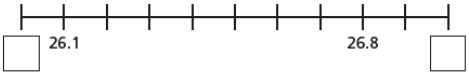
a)



☐ is closer to ☐ than ☐

☐ is closer to ☐ than ☐

b)



☐ is closer to ☐ than ☐

☐ is closer to ☐ than ☐

7 Which numbers **round up** to the nearest whole number?

Circle your answers.

4.1 **2.8** **0.7** **12.3** **0.5** **99.3**

8 Round each decimal to the nearest whole number.

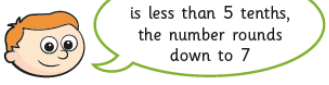
a) 1.8 ☐ **e)** 13.7 ☐

b) 4.2 ☐ **f)** 20.1 ☐

c) 0.9 ☐ **g)** 0.4 ☐

d) 1.5 ☐ **h)** 99.8 ☐

9 Ron is rounding 8.2 to the nearest whole number.



Do you agree with Ron? _____

Explain your answer.

10 Tommy is thinking of a number that has one decimal place.

When he rounds his number to the nearest whole, the answer is 32

What number could Tommy be thinking of? ☐

Are there any other answers?

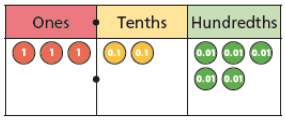
Year 4 Answers

Write decimals

1 Make the number represented on each of the place value charts.

Complete the sentences to describe each number.

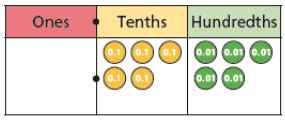
a)



There are 3 ones, 2 tenths and 5 hundredths.

The number is 3.25

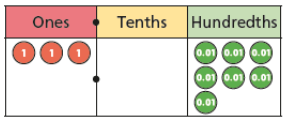
b)



There are 0 ones, 5 tenths and 5 hundredths.

The number is 0.55

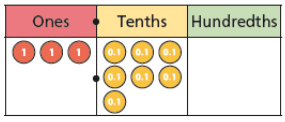
c)



There are 3 ones, 0 tenths and 7 hundredths.

The number is 3.07

d)



There are 3 ones, 7 tenths and 0 hundredths.

The number is 3.7

2 Make each number on a place value chart.

Write the value of the underlined digit.

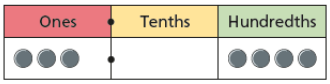
a) 6.31 — 3 tenths (0.3)

b) 12.09 — 2 ones (2)

c) 0.07 — 7 hundredths (0.07)

d) 56.82 — 5 tens (50)

3 Alex says the number on the place value chart is 3.4



Do you agree with Alex? No

Explain your answer.

4 Fill in the zeros needed as placeholders for each number.

a)

T	O	Tths	Hths
3	2	0	4

b)

T	O	Tths	Hths
	2	0	4

c)

T	O	Tths	Hths
	0	0	4

d)

T	O	Tths	Hths
	0	5	

e)

T	O	Tths	Hths
	2		

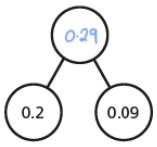
f)

T	O	Tths	Hths
3	0	5	

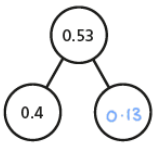
Compare answers with a partner.

5 Complete the part-whole models.

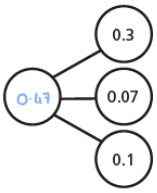
a)



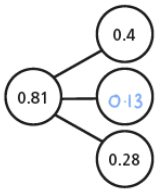
c)



b)

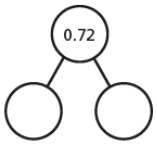


d)



6 Here is a part-whole model.

Partition 0.72 in three different ways and complete the number sentences.



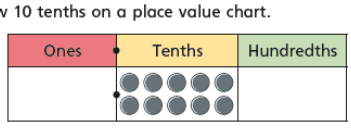
e.g. 0.7 + 0.02 = 0.72

0.6 + 0.12 = 0.72

0.5 + 0.22 = 0.72

7 Eva is asked to show 10 tenths on a place value chart.

Here is her answer.



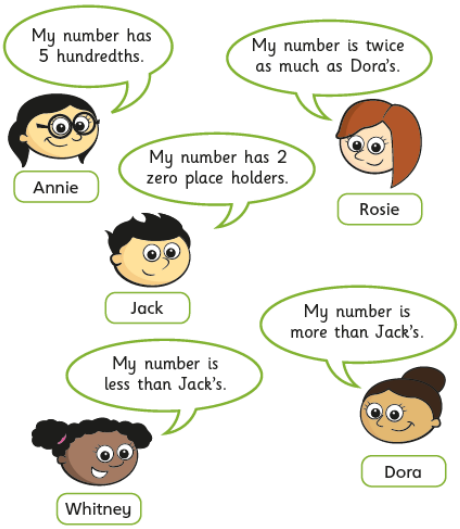
Is Eva correct?

8 Here are five number cards.

Annie, Rosie, Jack, Dora and Whitney take one card each.

0.06	0.4	0.2	0.05	0.03

Use the clues to work out which number they each have.



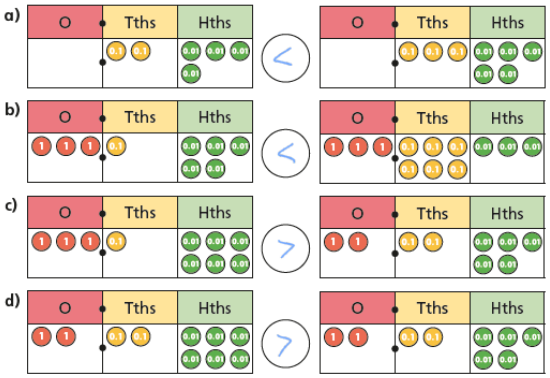
Annie 0.05 Dora 0.2 Whitney 0.03

Rosie 0.4 Jack 0.06

Did your partner use the same method?

Compare decimals

1 Write < or > to compare the decimals.

a) 

b)

c)

d)

Did you have to compare all the columns for every question?

2 Draw counters to make the statements correct. e.g.

a) 

b) 

3 Write < or > to compare the decimals.

a)

O	Tths	Hths		O	Tths	Hths
7	6	8	>	7	0	2

b)

O	Tths	Hths		O	Tths	Hths
3	2	5	<	3	9	6

c)

O	Tths	Hths		O	Tths	Hths
0	4	1	>	0	2	9

d)

O	Tths	Hths		O	Tths	Hths
1	0	3	<	1	2	0

e)

O	Tths	Hths		O	Tths	Hths
2	7	2	>	2	7	1

4 Complete the place value charts to make the statements correct. e.g.

a)

O	Tths	Hths		O	Tths	Hths
6	2	8	<	6	2	9

b)

O	Tths	Hths		O	Tths	Hths
3	2	6	>	3	2	5

c)

O	Tths	Hths		O	Tths	Hths
9	9	8	<	9	9	9

d)

O	Tths	Hths		O	Tths	Hths
1	4	6	>	0	8	9

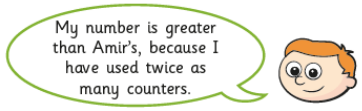
5 Ron and Amir have each made a number using counters on a place value chart.

Ron's looks like this:

Ones	Tenths	Hundredths
	●●●●●	●●

Amir's looks like this:

Ones	Tenths	Hundredths
●●●		



Do you agree with Ron? NO

Explain your reasoning.

6 Draw exactly 8 counters in each chart to represent a number that matches each statement. e.g.

a) a number less than 0.76

Ones	Tenths	Hundredths
	●●●●●●	●●

b) a number more than 5.74

Ones	Tenths	Hundredths
●●●●●●	●●	

c) a number between 5.13 and 5.29

Ones	Tenths	Hundredths
●●●●●	●●	●

How many different answers are there for each statement?

7 Write < or > to compare the numbers.

a) 3.2 < 3.8

b) 1.46 > 1.43

c) 1 > 0.99

d) 0.16 < 0.8

8 Fill in the missing digits to make the statements correct. e.g.

a) 0.34 < 0.3<u>5</u>

b) 2.42 > 2.4<u>1</u>

c) 0.74 < 0.<u>8</u>2

d) 1.3<u>1</u> < 1.3<u>2</u>

e) 2.<u>4</u>2 > 2.<u>3</u>2

f) 0.8<u>9</u> < 0.<u>9</u>9

Is there more than one answer for each?

9 Here are four digit cards.

7	0	3	1

Use each digit card once to make this statement correct.

e.g. 7.0 > 3.1

How many possible answers are there?

Order decimals

1 Here are four numbers on place value charts.

a) What number is represented in each place value chart?

A

Ones	Tenths	Hundredths
1 1 1	0.1	0.01 0.01 0.01 0.01

3.14

B

Ones	Tenths	Hundredths
1 1 1 1	0.1	0.01 0.01 0.01

4.14

C

Ones	Tenths	Hundredths
1 1 1	0.1	0.01 0.01 0.01 0.01 0.01

3.15

D

Ones	Tenths	Hundredths
1 1 1	0.1 0.1	0.01 0.01 0.01

3.23

b) Write the numbers in ascending order.

3.14, 3.15, 3.23, 4.14

smallest greatest

2 **a)** Write digits to show the number represented in each place value chart.

O	Tths	Hths
1	0.1 0.1 0.1 0.1	0.01 0.01
1	4	2

O	Tths	Hths
1 1		0.01 0.01 0.01 0.01 0.01 0.01
2	0	6

O	Tths	Hths
1 1	0.1 0.1 0.1	
2	3	

O	Tths	Hths
1	0.1 0.1 0.1	0.01 0.01 0.01
1	3	3

b) Write the numbers in ascending order.

1.33, 1.42, 2.06, 2.3

3 Write the numbers in descending order.

1.42	4.12	1.24	2.41

4.12, 2.41, 1.42, 1.24

4 Teddy's teacher asks him to put some numbers in ascending order.

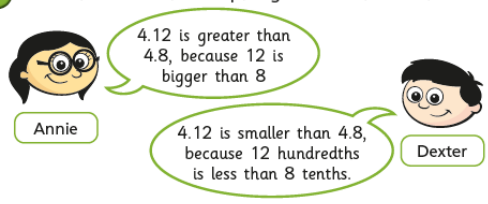
Here is his answer.

0.64	12.7	2.83

Do you agree with Teddy? No

Talk about it with a partner.

5 Annie and Dexter are comparing the decimals 4.12 and 4.8



Who do you agree with? Dexter

Explain your answer.

6 Write < or > to complete the statements.

Decide whether the numbers are ascending or descending in each part.

a) 3.2 < 3.8 < 3.9 ascending

b) 0.41 > 0.38 > 0.25 descending

c) 4.2 > 4.17 > 4.085 descending

7 Write the numbers in ascending order.

a) 2.38 0.97 1.45 1.81

0.97, 1.45, 1.81, 2.38

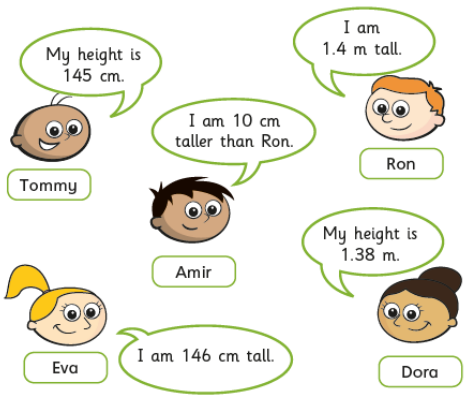
b) 0.64 0.7 0.09 0.46

0.09, 0.46, 0.64, 0.7

c) 12.3 2 7.83 0.99

0.99, 2, 7.83, 12.3

8 Tommy, Ron, Amir, Dora and Eva have measured their heights.



Write the children's names in order from shortest to tallest.

Dora, Ron, Tommy, Eva, Amir

9 Here are two lists of numbers.

Use the digits 0 to 9 once each to complete the lists. e.g.

ascending order 0.41 2.41 7.39 9.41

descending order 8.41 7.49 6.41 5.47

Compare answers with a partner.

Is there more than one way to complete each list?

Round decimals

1 Here are some number cards.

27	61	49	83

a) Draw arrows to estimate the position of the numbers on the number line.

b) Use the numbers to complete the sentences.

49 is closer to 50 than 40

27 is closer to 30 than 20

83 is closer to 80 than 90

61 is closer to 60 than 70

2 Here are some number cards.

2.7	6.1	4.9	8.3

a) Draw arrows to estimate the position of the numbers on the number line.

b) Use the numbers to complete the sentences.

4.9 is closer to 5 than 4

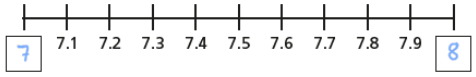
2.7 is closer to 3 than 2

8.3 is closer to 8 than 9

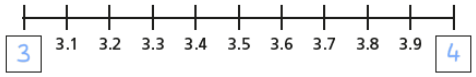
6.1 is closer to 6 than 7

3 Fill in the integers on the number lines.

a)



b)



4 Which integers do the numbers lie between?

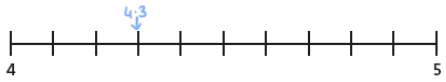
Fill in the boxes to make the statements correct.

a) 1 < 1.4 < 2

b) 34 < 34.8 < 35

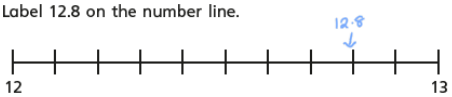
c) 0 < 0.7 < 1

5 **a)** Label 4.3 on the number line.



Is it closer to 4 or 5? 4

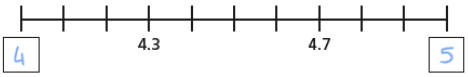
b) Label 12.8 on the number line.



Is it closer to 12 or 13? 13

6 Complete the number lines and sentences.

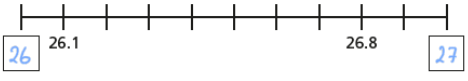
a)



4.3 is closer to 4 than 5

4.7 is closer to 5 than 4

b)



26.1 is closer to 26 than 27

26.8 is closer to 27 than 26

7 Which numbers **round up** to the nearest whole number?

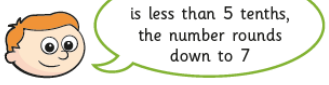
Circle your answers.

4.1 **2.8** **0.7** 12.3 **0.5** 99.3

8 Round each decimal to the nearest whole number.

a) 1.8	2	**e)** 13.7	14
b) 4.2	4	**f)** 20.1	20
c) 0.9	1	**g)** 0.4	0
d) 1.5	2	**h)** 99.8	100

9 Ron is rounding 8.2 to the nearest whole number.



Do you agree with Ron? No

Explain your answer.

10 Tommy is thinking of a number that has one decimal place.

When he rounds his number to the nearest whole, the answer is 32

What number could Tommy be thinking of? e.g. 32.1

Are there any other answers?

Year 3 Maths- Fractions

Order fractions

1 a) Shade the bar models to represent the fractions.

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

b) What do you notice?

c) Complete the sentence.

numerator | denominator | greater | smaller

When fractions have the same _____, the _____ the _____ the _____ the fraction.

2 Write the fractions in order, starting with the smallest.

$\frac{1}{9}$ $\frac{8}{9}$ $\frac{4}{9}$ $\frac{2}{9}$ $\frac{7}{9}$

smallest ____ ____ ____ ____ greatest

3 a) Shade the bar models to represent the fractions.

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

b) What do you notice?

c) Complete the sentence.

numerator | denominator | greater | smaller

When fractions have the same _____, the _____ the _____ the _____ the fraction.

4 Write the fractions in order, starting with the greatest.

$\frac{1}{9}$ $\frac{1}{3}$ $\frac{1}{7}$ $\frac{1}{2}$ $\frac{1}{11}$

greatest ____ ____ ____ ____ smallest

5 Tommy and Dora are ordering fractions.

$\frac{1}{5}$ $\frac{4}{15}$ $\frac{2}{3}$ $\frac{7}{15}$

Tommy: I cannot order these fractions because the numerators and denominators are different.

Dora: I think I can use equivalent fractions to help me.

Who do you agree with? _____

Talk about it with a partner.

6 a) Complete the equivalent fractions.

$\frac{3}{5} = \frac{6}{\square}$ $\frac{2}{9} = \frac{6}{\square}$ $\frac{1}{7} = \frac{6}{\square}$

b) Write the fractions in order, starting with the greatest.

$\frac{6}{9}$ $\frac{3}{5}$ $\frac{1}{7}$ $\frac{2}{9}$

greatest ____ ____ ____ ____ smallest

7 Dexter and Alex are ordering fractions from smallest to greatest.

$\frac{1}{7}$ $\frac{2}{21}$ $\frac{4}{35}$ $\frac{2}{7}$

a)

Dexter: I am going to make the numerators the same.

Use Dexter's method to put the fractions in order.

b)

Alex: I am going to make the denominators the same.

Use Alex's method to put the fractions in order.

c) Which method do you prefer? Talk about it with a partner.

Add fractions

1 Complete the additions.

Use the bar models to help you.

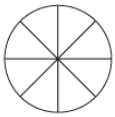
a)  $\frac{1}{3} + \frac{1}{3} = \square$

b)  $\frac{1}{5} + \frac{1}{5} = \square$

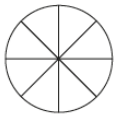
c)  $\frac{1}{5} + \frac{2}{5} = \square$

d)  $\frac{1}{5} + \frac{3}{5} = \square$

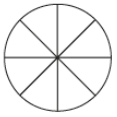
2 Shade the circles and complete the additions.

a) 

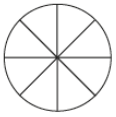
$\frac{1}{8} + \frac{3}{8} = \square$

b) 

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

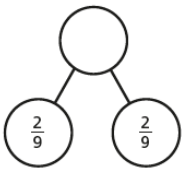
c) 

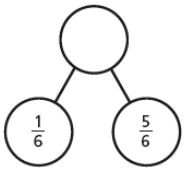
$\frac{3}{8} + \frac{3}{8} = \square$

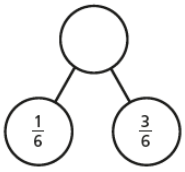
d) 

$\frac{5}{8} + \frac{3}{8} = \square$

3 Complete the part-whole models.

a) 

c) 

b) 

Which part-whole model is the odd one out? _____

Talk about your choice with a partner. Did they choose the same odd one out?

4 Alex and Huan are eating a cake.

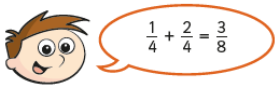
Alex eats $\frac{4}{7}$ of the cake.

Huan eats $\frac{2}{7}$ of the cake.

What fraction of the cake have they eaten altogether?

They have eaten $\square$ of the cake altogether.

5 Teddy is adding fractions.



a) Draw a bar model to show that Teddy is wrong.

b) Complete the addition $\frac{1}{4} + \frac{2}{4} = \square$

6 Annie has baked 12 muffins.

She puts them into 2 boxes.

What fraction of the muffins could she put in each box?

Complete the table to show different possibilities.

One has been done for you.

Box 1	Box 2
$\frac{1}{12}$	$\frac{11}{12}$

Are there any other possibilities? Talk about it with a partner.

7 Complete the additions.

a) $\frac{3}{8} + \frac{4}{8} = \square$

b) $\frac{3}{9} + \frac{4}{9} = \square$

c) $\frac{3}{29} + \frac{4}{29} = \square$

d) $\frac{3}{103} + \frac{4}{103} = \square$

e) $\frac{5}{31} + \frac{9}{31} = \square$

f) $\frac{17}{111} + \frac{33}{111} = \square$

Subtract fractions

1 Complete the subtractions.

Use the bar models to help you.

a)  $\frac{2}{3} - \frac{1}{3} = \square$

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

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

d)  $\frac{4}{5} - \frac{1}{5} = \square$

2 Jack has $\frac{7}{8}$ of a chocolate bar.

He eats $\frac{4}{8}$ of the chocolate bar.

What fraction of the chocolate bar does he have left?

Jack has $\square$ of the chocolate bar left.

3 Complete the subtractions.

Simplify your answers where possible.

a) $\frac{7}{10} - \frac{1}{10} = \square = \square$

b) $\frac{7}{10} - \frac{2}{10} = \square = \square$

c) $\frac{7}{10} - \frac{3}{10} = \square = \square$

d) $\frac{7}{12} - \frac{3}{12} = \square = \square$

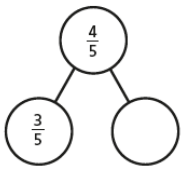
e) $\frac{8}{12} - \frac{4}{12} = \square = \square$

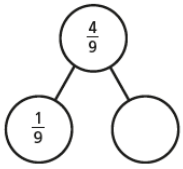
f) $\frac{9}{12} - \frac{5}{12} = \square = \square$

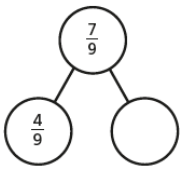
g) $\frac{9}{59} - \frac{5}{59} = \square$

h) $\frac{13}{127} - \frac{9}{127} = \square$

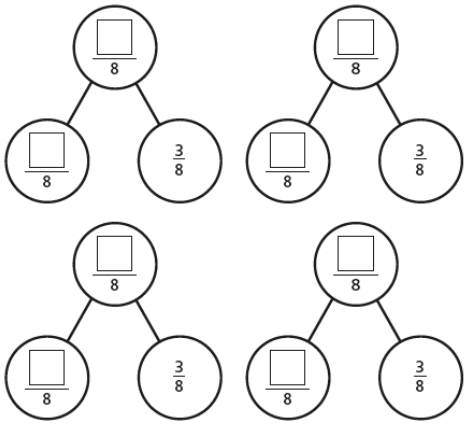
4 Complete the part-whole models.

a) 

b) 

c) 

5 Complete the part-whole model in four different ways.



6 Kim has read $\frac{6}{7}$ of her book.

Tom has read $\frac{2}{7}$ of his book.

a) Shade the bar models to represent this information.

Kim 

Tom 

b) How much more has Kim read than Tom?

Kim has read $\square$ more of her book than Tom.

7 Write the missing numerators.

a) $\frac{8}{9} - \frac{\square}{9} = \frac{7}{9}$

b) $\frac{5}{11} - \frac{\square}{11} = \frac{4}{11}$

c) $\frac{8}{9} - \frac{\square}{9} = \frac{3}{9} + \frac{4}{9}$

d) $\frac{7}{9} - \frac{5}{9} = \frac{\square}{9} - \frac{4}{9}$

e) $\frac{7}{10} - \frac{5}{10} = \frac{1}{10} + \frac{\square}{10}$

f) $\frac{\square}{4} - \frac{1}{4} = \frac{1}{4} + \frac{1}{4}$

g) $\frac{\square}{5} - \frac{2}{5} = \frac{1}{5} + \frac{2}{5}$

h) $\frac{4}{5} + \frac{1}{5} = \frac{3}{7} - \frac{2}{7} + \frac{\square}{7}$

8 Complete the table to show three possible values of the square and triangle.

$\frac{\blacktriangle}{92} - \frac{\blacksquare}{92} = \frac{13}{92}$

$\blacktriangle$	$\blacksquare$

How many other answers can you find?

Three Cards

The Problem

Here are some fraction cards.

- Each fraction has 7 as the denominator.
- A is twice as big as B.
- The sum of the cards is 1

What could the cards be?

My Solution

The Symbol

The Problem

The symbol ☆ means

Double the first number and then subtract the second number

Calculate

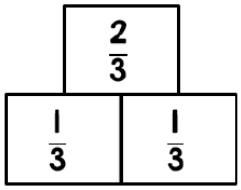
$$\frac{2}{5} \star \frac{3}{5}$$

My Solution

Pyramids 1

The Problem

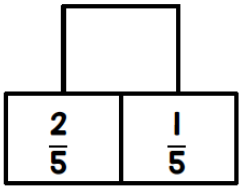
Here is a fraction pyramid.

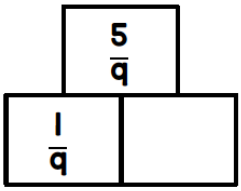


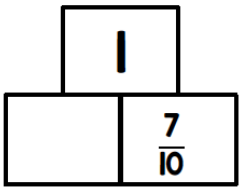
The number above is calculated by adding the two fractions below.

Work out the missing numbers in the pyramids opposite.

My Solution



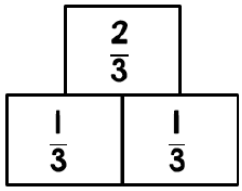




Pyramids 2

The Problem

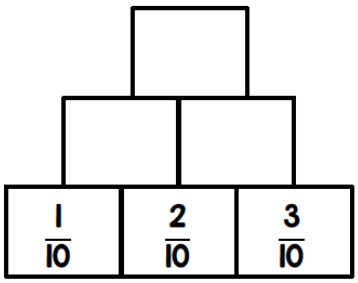
Here is a fraction pyramid.

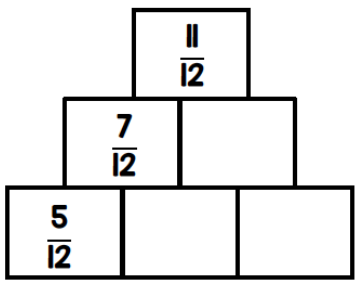


The number above is calculated by adding the two fractions below.

Work out the missing numbers in the pyramids opposite.

My Solution





Total Length

The Problem

This line is $\frac{3}{20}$ of a metre long.

This line is $\frac{4}{20}$ metre longer than the line above.

What is the total length of the two lines?

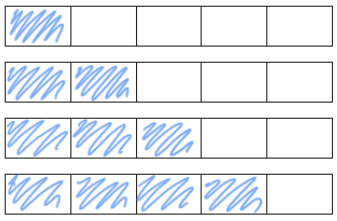
Can you write your answer in cm too?

My Solution

Year 3 Answers.

Order fractions

1 a) Shade the bar models to represent the fractions.



$\frac{1}{5}$

$\frac{2}{5}$

$\frac{3}{5}$

$\frac{4}{5}$

b) What do you notice?

c) Complete the sentence.

numerator | denominator | greater | smaller

When fractions have the same denominator, the greater the numerator the greater the fraction.

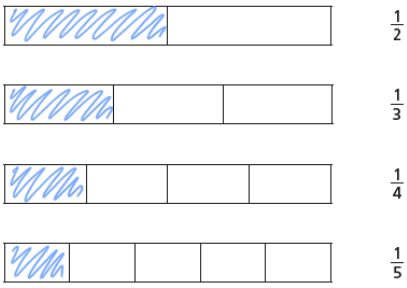
2 Write the fractions in order, starting with the smallest.

$\frac{1}{9}$ $\frac{8}{9}$ $\frac{4}{9}$ $\frac{2}{9}$ $\frac{7}{9}$

$\frac{1}{9}$ $\frac{2}{9}$ $\frac{4}{9}$ $\frac{7}{9}$ $\frac{8}{9}$

smallest greatest

3 a) Shade the bar models to represent the fractions.



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

b) What do you notice?

c) Complete the sentence.

numerator | denominator | greater | smaller

When fractions have the same numerator, the greater the denominator the smaller the fraction.

4 Write the fractions in order, starting with the greatest.

$\frac{1}{9}$ $\frac{1}{3}$ $\frac{1}{7}$ $\frac{1}{2}$ $\frac{1}{11}$

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{7}$ $\frac{1}{9}$ $\frac{1}{11}$

greatest smallest

5 Tommy and Dora are ordering fractions.

$\frac{1}{5}$ $\frac{4}{15}$ $\frac{2}{3}$ $\frac{7}{15}$

Tommy

I cannot order these fractions because the numerators and denominators are different.

I think I can use equivalent fractions to help me.

Dora

Who do you agree with? Dora

Talk about it with a partner.

6 a) Complete the equivalent fractions.

$\frac{3}{5} = \frac{6}{10}$ $\frac{2}{9} = \frac{6}{27}$ $\frac{1}{7} = \frac{6}{42}$

b) Write the fractions in order, starting with the greatest.

$\frac{6}{9}$ $\frac{3}{5}$ $\frac{1}{7}$ $\frac{2}{9}$

$\frac{6}{9}$ $\frac{3}{5}$ $\frac{2}{9}$ $\frac{1}{7}$

greatest smallest

7 Dexter and Alex are ordering fractions from smallest to greatest.

$\frac{1}{7}$ $\frac{2}{21}$ $\frac{4}{35}$ $\frac{2}{7}$

a)

Dexter

I am going to make the numerators the same.

Use Dexter's method to put the fractions in order.

$\frac{1}{7} = \frac{4}{28}$ $\frac{2}{21} = \frac{4}{42}$ $\frac{2}{7} = \frac{4}{14}$

$\frac{2}{21}$, $\frac{4}{35}$, $\frac{1}{7}$, $\frac{2}{7}$

b)

I am going to make the denominators the same.

Alex

Use Alex's method to put the fractions in order.

$\frac{1}{7} = \frac{15}{105}$ $\frac{2}{21} = \frac{10}{105}$ $\frac{4}{35} = \frac{12}{105}$ $\frac{2}{7} = \frac{30}{105}$

$\frac{2}{21}$, $\frac{4}{35}$, $\frac{1}{7}$, $\frac{2}{7}$

c) Which method do you prefer? Talk about it with a partner.

Add fractions

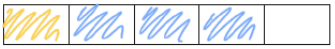
1 Complete the additions.

Use the bar models to help you.

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

b)  $\frac{1}{5} + \frac{1}{5} = \frac{2}{5}$

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

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

2 Shade the circles and complete the additions.

a) 

$\frac{1}{8} + \frac{3}{8} = \frac{4}{8}$

b) 

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

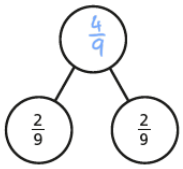
c) 

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

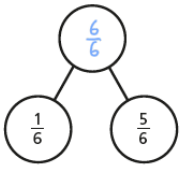
d) 

$\frac{5}{8} + \frac{3}{8} = \frac{8}{8}$

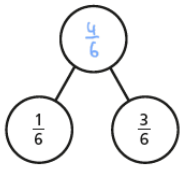
3 Complete the part-whole models.

a) 

$\frac{4}{9}$, $\frac{2}{9}$, $\frac{2}{9}$

c) 

$\frac{6}{6}$, $\frac{1}{6}$, $\frac{5}{6}$

b) 

$\frac{4}{6}$, $\frac{1}{6}$, $\frac{3}{6}$

Which part-whole model is the odd one out? various

Talk about your choice with a partner. Did they choose the same odd one out?

4 Alex and Huan are eating a cake.

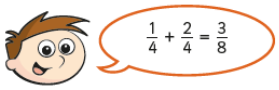
Alex eats $\frac{4}{7}$ of the cake.

Huan eats $\frac{2}{7}$ of the cake.

What fraction of the cake have they eaten altogether?

They have eaten $\boxed{\frac{6}{7}}$ of the cake altogether.

5 Teddy is adding fractions.



a) Draw a bar model to show that Teddy is wrong.

b) Complete the addition $\frac{1}{4} + \frac{2}{4} = \boxed{\frac{3}{4}}$

6 Annie has baked 12 muffins.

She puts them into 2 boxes.

What fraction of the muffins could she put in each box?

Complete the table to show four possibilities.

One has been done for you.

Box 1	Box 2
$\frac{1}{12}$	$\frac{11}{12}$
$\frac{2}{12}$	$\frac{10}{12}$
$\frac{3}{12}$	$\frac{9}{12}$
$\frac{4}{12}$	$\frac{8}{12}$
$\frac{5}{12}$	$\frac{7}{12}$
$\frac{6}{12}$	$\frac{6}{12}$

Are there any other possibilities? Talk about it with a partner.

7 Complete the additions.

a) $\frac{3}{8} + \frac{4}{8} = \boxed{\frac{7}{8}}$

b) $\frac{3}{9} + \frac{4}{9} = \boxed{\frac{7}{9}}$

c) $\frac{3}{29} + \frac{4}{29} = \boxed{\frac{7}{29}}$

d) $\frac{3}{103} + \frac{4}{103} = \boxed{\frac{7}{103}}$

e) $\frac{5}{31} + \frac{9}{31} = \boxed{\frac{14}{31}}$

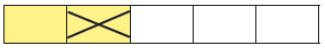
f) $\frac{17}{111} + \frac{33}{111} = \boxed{\frac{50}{111}}$

Subtract fractions

1 Complete the subtractions.

Use the bar models to help you.

a)  $\frac{2}{3} - \frac{1}{3} = \boxed{\frac{1}{3}}$

b)  $\frac{2}{5} - \frac{1}{5} = \boxed{\frac{1}{5}}$

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

d)  $\frac{4}{5} - \frac{1}{5} = \boxed{\frac{3}{5}}$

2 Jack has $\frac{7}{8}$ of a chocolate bar.

He eats $\frac{4}{8}$ of the chocolate bar.

What fraction of the chocolate bar does he have left?

Jack has $\boxed{\frac{3}{8}}$ of the chocolate bar left.

3 Complete the subtractions.

Simplify your answers where possible.

a) $\frac{7}{10} - \frac{1}{10} = \boxed{\frac{6}{10}} = \boxed{\frac{3}{5}}$

b) $\frac{7}{10} - \frac{2}{10} = \boxed{\frac{5}{10}} = \boxed{\frac{1}{2}}$

c) $\frac{7}{10} - \frac{3}{10} = \boxed{\frac{4}{10}} = \boxed{\frac{2}{5}}$

d) $\frac{7}{12} - \frac{3}{12} = \boxed{\frac{4}{12}} = \boxed{\frac{1}{3}}$

e) $\frac{8}{12} - \frac{4}{12} = \boxed{\frac{4}{12}} = \boxed{\frac{1}{3}}$

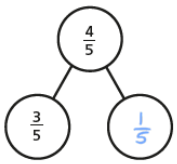
f) $\frac{9}{12} - \frac{5}{12} = \boxed{\frac{4}{12}} = \boxed{\frac{1}{3}}$

g) $\frac{9}{59} - \frac{5}{59} = \boxed{\frac{4}{59}}$

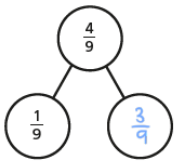
h) $\frac{13}{127} - \frac{9}{127} = \boxed{\frac{4}{127}}$

4 Complete the part-whole models.

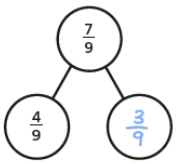
a)



b)

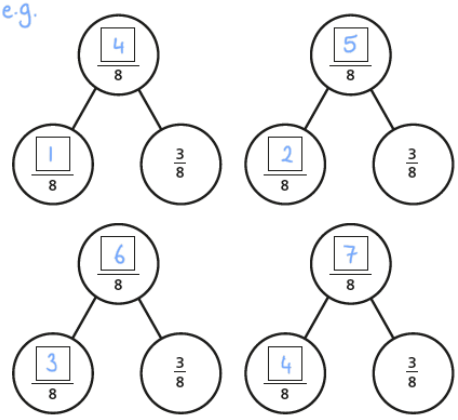


c)



5 Complete the part-whole model in four different ways.

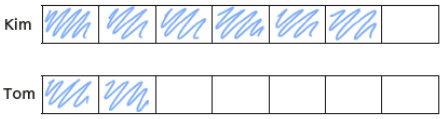
e.g.



6 Kim has read $\frac{6}{7}$ of her book.

Tom has read $\frac{2}{7}$ of his book.

a) Shade the bar models to represent this information.



b) How much more has Kim read than Tom?

Kim has read $\boxed{\frac{4}{7}}$ more of her book than Tom.

7 Write the missing numerators.

a) $\frac{8}{9} - \frac{\boxed{1}}{9} = \frac{7}{9}$

b) $\frac{5}{11} - \frac{\boxed{1}}{11} = \frac{4}{11}$

c) $\frac{8}{9} - \frac{\boxed{1}}{9} = \frac{3}{9} + \frac{4}{9}$

d) $\frac{7}{9} - \frac{5}{9} = \frac{\boxed{6}}{9} - \frac{4}{9}$

e) $\frac{7}{10} - \frac{5}{10} = \frac{1}{10} + \frac{\boxed{1}}{10}$

f) $\frac{\boxed{3}}{4} - \frac{1}{4} = \frac{1}{4} + \frac{1}{4}$

g) $\frac{\boxed{5}}{5} - \frac{2}{5} = \frac{1}{5} + \frac{2}{5}$

h) $\frac{4}{5} + \frac{1}{5} = \frac{3}{7} - \frac{2}{7} + \frac{\boxed{6}}{7}$

8 Complete the table to show three possible values of the square and triangle.

$\frac{\triangle}{92} - \frac{\square}{92} = \frac{13}{92}$

e.g.

△	□
14	1
20	7
30	17

How many other answers can you find?

Three Cards

The Problem

Here are some fraction cards.

A **B** **C**

- **Each fraction has 7 as the denominator.**
- **A is twice as big as B.**
- **The sum of the cards is 1**

What could the cards be?

My Solution

$A + B + C = 1$

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

e.g. $\frac{4}{7} + \frac{2}{7} + \frac{1}{7} = \frac{7}{7}$

so the cards could be ...

$A = \frac{4}{7}$ $B = \frac{2}{7}$ $C = \frac{1}{7}$

The Symbol

The Problem

The symbol ☆ means

Double the first number and then subtract the second number

Calculate

$\frac{2}{5}$ ☆ $\frac{3}{5}$

My Solution

Double $\frac{2}{5}$ then subtract $\frac{3}{5}$

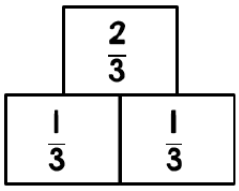
$\frac{2}{5} + \frac{2}{5} - \frac{3}{5} = \frac{1}{5}$

$\frac{2}{5}$ ☆ $\frac{3}{5} = \frac{1}{5}$

Pyramids I

The Problem

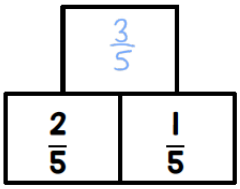
Here is a fraction pyramid.

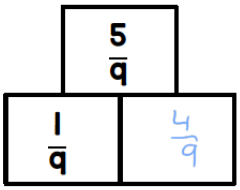


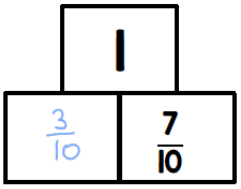
The number above is calculated by adding the two fractions below.

Work out the missing numbers in the pyramids opposite.

My Solution



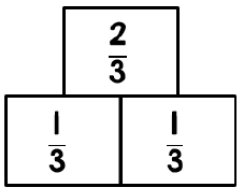




Pyramids 2

The Problem

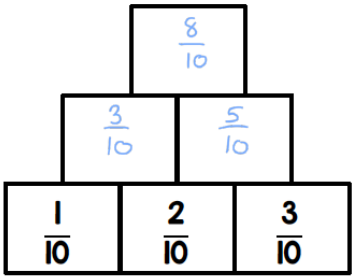
Here is a fraction pyramid.

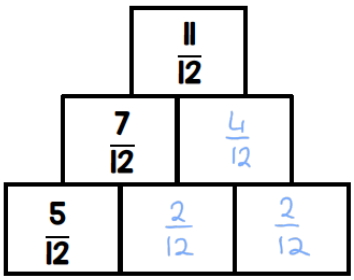


The number above is calculated by adding the two fractions below.

Work out the missing numbers in the pyramids opposite.

My Solution





Total Length

The Problem

This line is $\frac{3}{20}$ of a metre long.

① _____

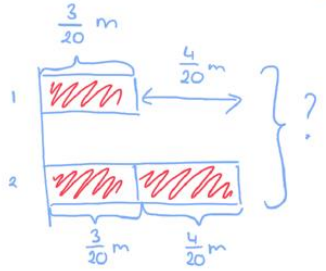
This line is $\frac{4}{20}$ metre longer than the line above.

② _____

What is the total length of the two lines?

Can you write your answer in cm too?

My Solution



$\frac{3}{20}\text{m} + \frac{3}{20}\text{m} + \frac{4}{20}\text{m} = \frac{10}{20}\text{m}$

The total length of the two lines is $\frac{10}{20}$ m. This is the same as 50 cm.

Water Safety

ROYAL LIFE SAVING SOCIETY UK'S

PRIMARY SCHOOL WATER SAFETY PRESENTATION

DROWNING PREVENTION WEEK
WWW.RLSS.ORG.UK/DPW

ROYAL LIFE SAVING SOCIETY UK

Royal Life Saving Society UK – www.rlss.org.uk

Ask them what fun things they do in the water. Prompt them by asking who goes swimming, who goes to the beach, who walk near rivers etc.

Emphasise that they need to make sure they stay safe near or in water.

THE WATER SAFETY CODE

DROWNING PREVENTION WEEK
WWW.RLSS.ORG.UK/DPW

ROYAL LIFE SAVING SOCIETY UK

Royal Life Saving Society UK – www.rlss.org.uk

Ask children to shout out some of the things that can go wrong

The teacher or pupils can click (or touch) where they think there is a danger, then the information notice will appear.

Pupils can discuss each of the dangers and how they would keep themselves safe.

Explain that in a pool the water is warm but in water found outside, it is very cold even in the summer

The teacher or pupils can click (or touch) where they think there is a danger, then the information notice will appear.

Pupils can discuss each of the dangers and how they would keep themselves safe.

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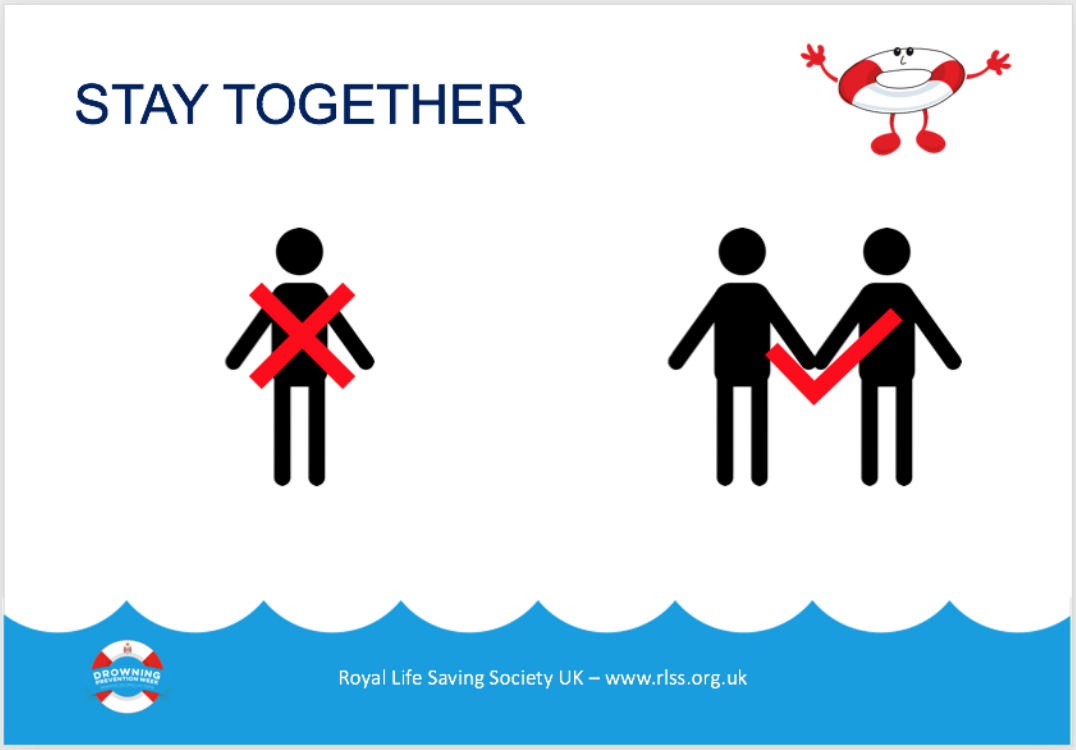
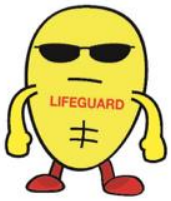


Emphasise importance of staying together. It's more fun and if you get in trouble, they can help.

WHO KEEPS YOU SAFE?



Lifeguards

Parents

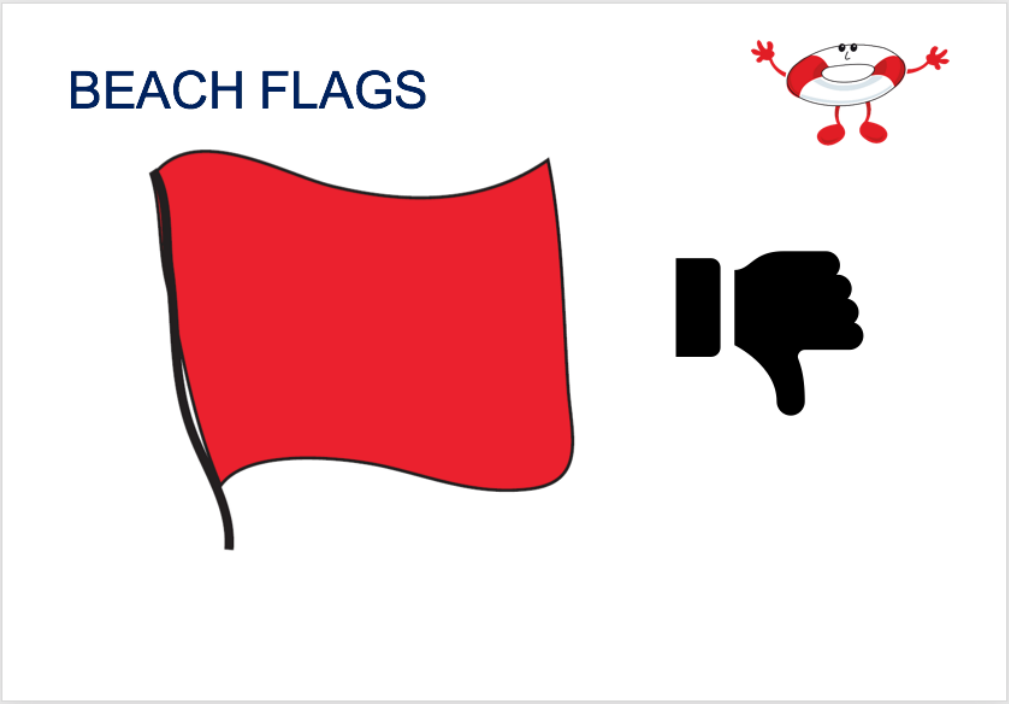
Teachers

Explain that at a pool and even on a beach there are people to keep them safe but there after them at places like rivers and canals, so they need to be extra careful.

Talk about who can keep them safe near water. Prompt who would be called to a rescue – fire service, coastguard etc.

BEACH FLAGS

Ask them to shout out if they know what this Beach flag means. Emphasise that they should only swim between the red and yellow flags.

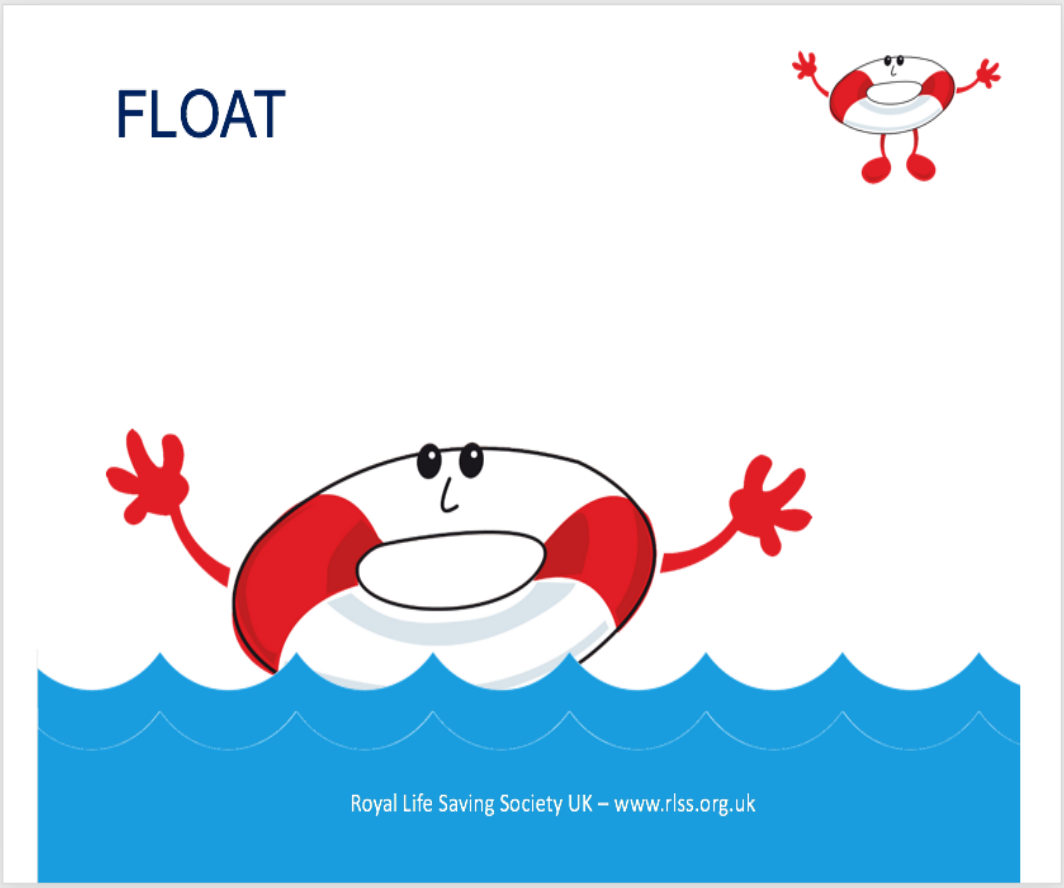


Ask them to shout out if they know what this Beach flag means. Emphasise that if there is a red flag showing, they should not swim. They can only swim when there are red and yellow flags showing.

Get them to shout out what number they need to call.

Talk through what to do if they see someone in the water

OPTION - Demonstrate safe rescues (throw something that floats or carry out a reach rescue if the pupils are old enough) Emphasise that they shouldn't attempt a rescue if its unsafe for them.



Tell them that if they fall in, they need to try to relax and float

Tell them to throw something that floats to anyone in the water

RE

Jewish Rules

So far this term we have learnt about the Golden Rule and how is important to lots of groups of people, many of which are religious groups. These religious groups have rules which they believe were given to them by God. Many Jews believe the rules in the Torah (their holy book) were given by God and some of these rules are known as 'The Ten Commandments'.

The Ten Commandments

The Torah is not just a book of rules and commandments, those that are in the Torah help to shape the way many Jewish people live their lives. Look at the Ten Commandments on the following website:

https://www.topmarks.co.uk/judaism/the-ten-commandments

1. *You shall have no other Gods but me.*
2. *You shall not make for yourself any idol, nor bow down to it or worship it.*
3. *You shall not misuse the name of the Lord your God.*
4. *You shall remember and keep the Sabbath day holy.*
5. *Respect your father and mother.*
6. *You must not commit murder.*
7. *You must not commit adultery.*
8. *You must not steal.*
9. *You must not give false evidence against your neighbour.*
10. *You must not be envious of your neighbour's goods. You shall not be envious of his house nor his wife, nor anything that belongs to your neighbour.*

Discuss with a family member what you think each commandment means and whether any of them are seen as very important in Britain today. For example, not killing is very important in the Ten Commandments and is also important in our country's law.

The most important rule of all

What rule do you think should be 'most important rule to make a good world' – it might be one of the Ten Commandments or it might be one that you come up with yourself. What do you think is most important for making the world good?

Extension activity: https://www.topmarks.co.uk/judaism/ten-commandments-activity