

Subject	Day	Focus
<b>Arithmetic</b>	Monday	1. $5-2.6=$ 2. $4687 \times 81=$ 3. $3/7 \times 4/10=$ 4. $4284 \div 1000=$ 5. $7.4 \times 100=$
	Tuesday	1. $15-7.02=$ 2. $6874 \times 26=$ 3. $2/4 \times 5/10=$ 4. $14430 \div 10=$ 5. $8.6 \times 10000=$
	Wednesday	1. $34-5.08=$ 2. $1718 \times 84=$ 3. $5/8 \times 3/9=$ 4. $4847 \div 10,000=$ 5. $1.5 \times 1000=$
	Thursday	1. $4.5 \times 24=$ 2. $4613 \times 88=$ 3. $2/10 \times 7/11 =$ 4. $8601 \div 100=$ 5. $5.8 \times 1000=$
	Friday	<i>Arithmetic Friday!</i> <i>Please have a go at the questions below- try and complete as many as you can in 30 minutes and then go through them and see if you have beaten your score from last week. Good luck!</i>
<b>Problem solving - maths</b>	Monday	<i>I can subtract mixed numbers.</i> <i>Here is a video for you to watch before you access the worksheet below.</i> <a href="https://vimeo.com/471345369">https://vimeo.com/471345369</a>
	Tuesday	<i>I can subtract fractions with different denominators.</i> <i>Here is a video for you to watch before you access the worksheet below.</i> <a href="https://vimeo.com/475425649">https://vimeo.com/475425649</a>
	Wednesday	<i>I can consolidate my understanding of adding and subtracting fractions.</i> <i>Here is a video for you to watch before you access the worksheet below.</i> <a href="https://vimeo.com/475425864">https://vimeo.com/475425864</a>
	Thursday	<i>I can multiply a fraction by an integer.</i> <i>Here is a video for you to watch before you access the worksheet below.</i> <a href="https://vimeo.com/475426110">https://vimeo.com/475426110</a>
	Friday	<i>Arithmetic Friday!</i> <i>Please have a go at the questions below- try and complete as many as you can in 30 minutes and then go through them and see if you have beaten your score from last week. Good luck!</i>
<b>English</b>	Monday	<i>I can find the features of a news paper report.</i>
	Tuesday	<i>I can use reported speech.</i>
	Wednesday	<i>I can write an introductory paragraph.</i>
	Thursday	<i>I can plan a newspaper report.</i>
	Friday	<i>I can draft a newspaper report.</i>
<b>Spelling, Punctuation and Grammar</b>	Monday	<i>I can use paragraphs effectively.</i> <i>Please complete the resource sheet below.</i>
	Tuesday	<i>I can spell words ending in ance.</i> <i>Please complete the resource sheet below to help you learn your spellings.</i>
	Wednesday	<i>I can define words ending in ance.</i> <i>Please complete the resource sheet below.</i>
	Thursday	<i>I can write words ending in ance in full sentences.</i> <i>Please complete the resource sheet below.</i>
	Friday	<i>I can use adverbials of time to link paragraphs.</i> <i>Please complete the resource sheet below.</i>

### Homework

Reading	Please make sure you are reading every night and bringing in your reading record everyday to be checked. We cannot wait to see all of your reading evidence.
English	Have a go on the Core 5 Lexia programme to work on your reading skills.
Maths	Please play on TT Rockstars for at least 40 minutes throughout the week. It is really important that you are fluent with your times tables so keep practicing!



I can convert mixed numbers into improper fractions.

I can find a common denominator.

I can simplify top heavy fractions.

Subtract mixed numbers



1 Complete the subtractions.

Use the bar models to help you.

a)


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

b)


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

c)


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

3 Complete the subtractions.

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

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

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

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

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

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

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

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

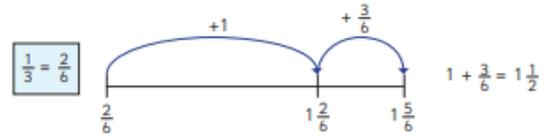


How much orange juice is left in the jug?

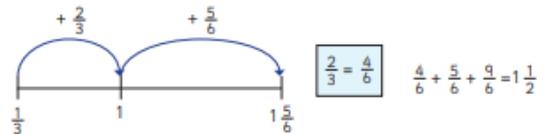
There are  litres of orange juice left in the jug.

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

Dexter's method



Whitney's method



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

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



5 Find three different ways to complete the calculation.

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

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

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

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

Use the clues to complete the table.

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

I can find a common denominator and convert fractions.

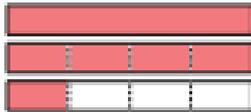
I can convert mixed numbers into improper fractions before subtracting.

I can simplify top heavy fractions.

Subtract fractions

1 Complete the diagrams to show the subtractions.

a)  $2\frac{1}{4} - \frac{3}{4} = \square$



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



2 Draw a diagram to represent  $2\frac{1}{4} - \frac{1}{4}$



Complete the calculation.  $2\frac{1}{4} - \frac{1}{4} = \square$

1 Complete the calculation.

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

You can use the diagrams to help you.



Did you use the same method as your partner?

1 Complete the calculations.

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

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

a)  $1\frac{7}{20} - 2\frac{3}{20} = \square$

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

2 Complete the calculations.

a)  $8 - \frac{1}{4} = \square$

b)  $8\frac{1}{4} - \frac{1}{4} = \square$

c)  $8 - 1\frac{1}{4} = \square$

d)  $8\frac{1}{4} - 1\frac{1}{4} = \square$

e)  $8 - \square = 2\frac{1}{4}$

f)  $8\frac{1}{4} - \square = 2\frac{1}{4}$

g)  $8 - \square = 8\frac{1}{4}$

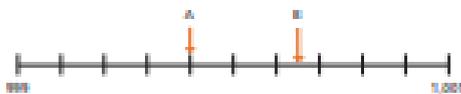
h)  $8 - \square = 8\frac{1}{4}$

1 Flip has  $2\frac{1}{4}$  kg of potatoes.

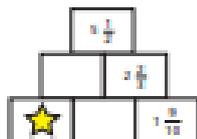
He has  $2\frac{3}{4}$  kg of carrots.

How much heavier are the potatoes than the carrots?

2 What is the difference between A and B?



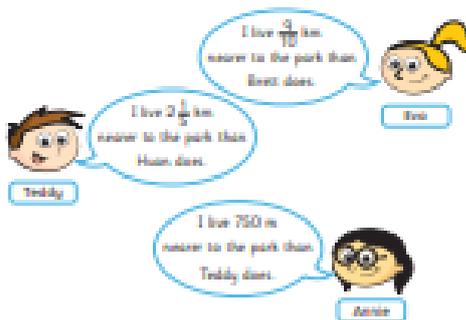
3 In this addition pyramid, a number is the sum of the two numbers below it.



Work out the value of the star.

1 The table shows the distance each child lives from the park.

Name	Annie	Bevi	Teddy	Muan	Evie
Distance from park		$1\frac{1}{4}$ km		$1\frac{1}{10}$ km	



Complete the table.

Use the space below to show your workings.

We are learning to add and subtract fractions.

5/11/19

Me

Teacher

I can convert fractions to have the same denominator.

I can add and subtract mixed numbers.

I can convert mixed numbers into improper fractions.

### Mixed addition and subtraction

Whole  
Topic  
MATHS

1 Work out the calculations.

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

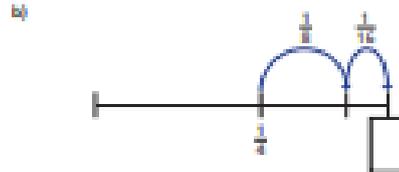
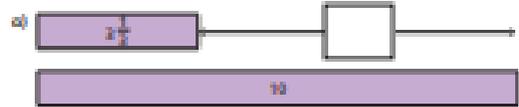
b)  $3\frac{1}{4} - \frac{2}{3} =$

c)  $2\frac{7}{10} - 2\frac{1}{4} =$

2 Complete the calculation.

$\frac{6}{10} + 1\frac{2}{10} - \frac{1}{2} =$

1 Work out the missing fractions.



2 Complete the calculations.

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

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

c)  $\frac{2}{5} + \frac{1}{5} +$    $= \frac{4}{5}$

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

### Activity 3: SATs Questions

31  $1\frac{4}{5} + \frac{3}{10} =$

1 mark

35  $1\frac{1}{4} - \frac{1}{3} =$

1 mark

32  $\frac{2}{6} - \frac{1}{8} =$

1 mark

23 In this circle,  $\frac{1}{4}$  and  $\frac{1}{6}$  are shaded.

What fraction of the whole circle is **not** shaded?

I can multiply fractions and whole numbers together.

I can interpret different variations of fractions.

I can simplify top heavy fractions.

### Multiply fractions by integers



1 Complete the calculations.

a)

$$\frac{2}{7} \times 2 = \square$$

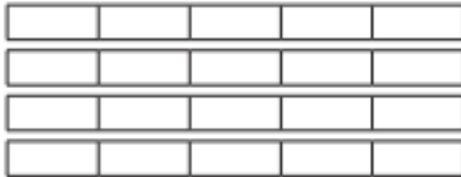


b)



$$3 \times \frac{3}{10} = \square$$

2 a) Shade the bar models to show  $\frac{2}{5} \times 4$



b) Complete the multiplication.

$$\frac{2}{5} \times 4 = \square$$

3 Complete the calculations.

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

b)  $\frac{3}{4} \times 1 = \square$

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

$\frac{3}{4} \times 2 = \square$

$\frac{1}{3} \times 3 = \square$

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

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

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

$\frac{1}{3} \times 5 = \square$

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

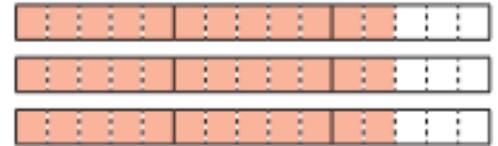
$\frac{1}{3} \times 6 = \square$

$\frac{3}{4} \times 6 = \square$

What patterns do you notice?

4 Complete the multiplication.

$$2\frac{2}{5} \times 3 = \square$$



What method did you use? Is there a different method you could have used?

### Activity 3: SATs Questions

34

$$\frac{2}{5} \times 140 =$$

1 mark

35

$$1\frac{1}{2} \times 57 =$$

1 mark

1	$4631 + 150$			1
2	$8289 - 482$			1
3	$122 = 35 + \underline{\quad}$			1
4	$68 - \underline{\quad} = 9$			1
5	$200 \times 30$			1
6	$\frac{4}{12} + \frac{4}{12}$			1
7	$4.2 \div 100$			1
8	$9^2$			1
9	$0.2 + 0.7$			1

10	$695 \times 2$			1
11	$3120 \div 8$			1
12	$0.15 - 0.02$			1
13	$5\frac{2}{3} - 2\frac{4}{5}$			1
14	$1702 \div 46$			2
15	$7332 \div 78$			2
16	$\frac{2}{3} - \frac{4}{10}$			1
17	$3.8 \times 4.8$			1
18	$972,932 - 537,863$			1

19	$8,432.935 + 4,173,398$			1
20	$8 - 0.07$			1
21	$85 \times 452$			2
22	$\frac{2}{3} \times 2$			1
23	$25\% \times 68$			1
24	$(8 - 4) + 14 \div 2$			1
25	$\frac{2}{5} \div 7$			1
26	$\frac{9}{10} \times \frac{2}{5}$			1
27	$50\% \text{ of } 884$			1

28	$551 \times 73$			2
29	$50.44 \times 10$			1
30	$\frac{3}{4} \text{ of } 24$			1
31	$344 + 10$			1
32	$563,281 - 100,000$			1
33	$\frac{1}{2} + \frac{3}{10}$			1
34	$\frac{2}{6} \text{ of } \underline{\quad} \text{ is } 28$			1
35	$\underline{\quad} \div 19 = 23$			1
36	$4 \times \underline{\quad} = 60$			1

## Unit: Chronological Report

We are learning to write a Newspaper report.

Monday 16<sup>th</sup> November

Me

Teacher

I can identify the tense of a text.

I can discuss the punctuation used.

I can highlight interesting features.

I can explain and discuss the author's choices.

# LUCKY LOTTERY WINNERS... WIN AGAIN!

Reported by Susan Sharp, Media Correspondent, Ports Bay

An incredibly lucky couple have been celebrating this week after winning £800 000 on the lottery ... their second big win in just four years.

Mr and Mrs Mills of Smith Lane, Ports Bay, could quite possibly be the luckiest couple in the country. William and Betty, who buy a lottery ticket once every month, have been celebrating for the second time in four years.

The couple scooped a huge £275 000 back in February 2012, having bought their ticket at the very last minute. Once they'd recovered from the initial shock, they donated a large percentage of their winnings to several different charities, as well as making improvements to their home.

On the night of their most recent win, Mr and Mrs Mills had their granddaughter staying with them. Betty told us how it happened, 'The lottery draw was on television and Allaha happened to be watching it. My husband and I were busy doing the dishes in the kitchen so she asked if she could check the numbers for us. In the next moment, she's screaming and shouting the house down! I thought she was joking.' The couple had five matching numbers, winning them a life-changing amount of £800 000.

Mr Mills added, 'We were all jumping around and dancing in the living room. We never believed it could happen again.' Allaha commented on the experience, 'I never knew my grandad could move like that!'

When asked about their secret for choosing winning numbers, Mr Mills explained, 'We've always chosen numbers that mean something to us, like family birthdays or house numbers. Contrary to what many believe, my lucky number is 13!'

The two winners have exclusively revealed that they'll be donating £600 000 of their win to local, national and international charities. 'They need the money more than we do,' stated Mrs Mills, 'we'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness so what more could we ask for?'



William and Betty Mills - are they the luckiest couple in the country?

## Unit: Chronological Report

We are learning to write a Newspaper report.

Tuesday 17<sup>th</sup> November

Me

Teacher

can use inverted commas to show direct quotes.

I can use reported speech.

I can use a variety of words instead of said.

I can write in the third person.

### Challenge 1 - Explain

Below is a section of a news report with some examples of reported speech. This is where the speech is not directly said but a reporter describing what has been said. How is this different to direct speech? What vocabulary has been used? What 'person' has it been written in?



Many years ago a young boy (around the age of 11) was thrown off a family boat with their family dog, left alone in the dark water for dead. Sometime later, he awoke on a beach on a secluded island, with no-one but his dog for comfort. Michael told reporters that when he first woke up he was shocked that he had even survived the night.

After some time on the island he found an older Asian man called 'Kensuke' and at first the two people did not get on well. Kensuke was not able to make a comment as he still lives on the island today.

When Michael was finally returned to his parents they were elated to have him back safely. Michael's mother (Natasha) shouted around the town that she could not believe that he was back. Michael even commented that everything felt like a dream now that it was over.

### Challenge 2 - Demonstrate

Here are some quotes that some of the characters may have said if they were spoken to by a reporter. Can you turn these into examples of reported speech, making sure to use interesting vocabulary (said is dead!), a variety of techniques you can prove that you can use and the main points from the direct quotes.

Michael said "I can't believe that I survived on the island for so long."

Natasha said "We were terrified when we lost Michael, he is our only son!"

Michael's dad (Martin) said "I was so excited to get the Peggy Sue, it had always been a dream of mine."



### Challenge 3 - Create

Now is your chance to begin drafting part of your first main point in your news report. Think about the events in place and choose one (for example, Michael on the island) write out a paragraph (using all the skills in your tool belt) as well as reported speech to show all the main facts

*Unit: Chronological Report*

*We are learning to write a Newspaper report.*

*Wednesday 18<sup>th</sup> November*

*Me*

*Teacher*

I can use the five question words as prompts.

I can use a variety of written techniques.

I can begin to write my own report.

I can use examples of descriptive language.

*Today you are going to be drafting your newspaper reports introductory paragraph.*

*Make sure you answer the following questions:*

*Who-*

*What-*

*Where-*

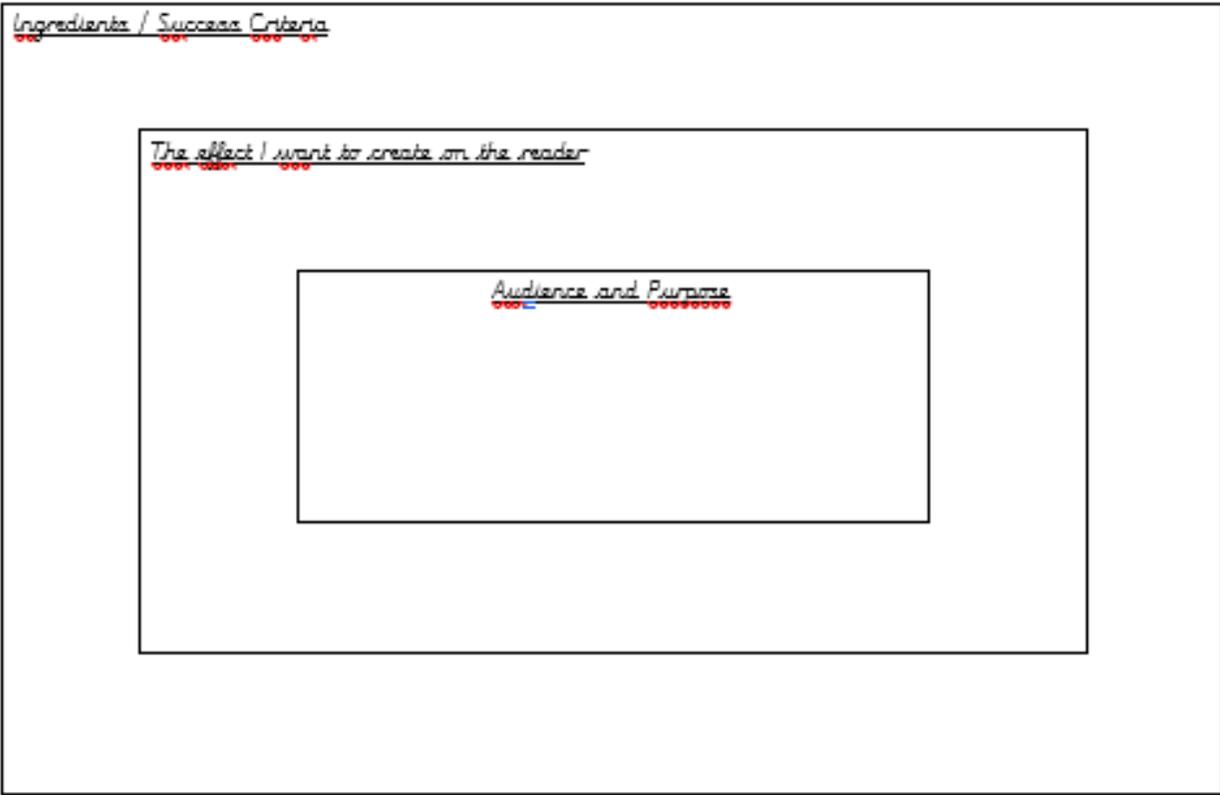
*When-*

*Why-*

*How-*

<b>Unit: Chronological Report</b>		
<b>We are learning to write a Newspaper report.</b>		
<b>Thursday 19<sup>th</sup> November</b>	<b>Me</b>	<b>Teacher</b>
I can describe what effect I want to have on the reader.		
I know the purpose of my writing.		
I know the audience I am writing for.		
I can describe the 'ingredients' needed for my writing.		

Examples



Unit: Chronological Report

We are learning to write a Newspaper report.

Friday 20<sup>th</sup> November

Me

Teacher

I can write a news report.

Today you need to draft your newspaper report. Think about how you would like to lay out your report so you are ready for your Big Write next week.

SPaG - Punctuation and Grammar		
We are learning to use paragraphs effectively.		
Monday 16 <sup>th</sup> November 2020	Me	Teacher
I can identify where a passage should split.		
I can recognise when to start a new paragraph.		
I can summarise a paragraph.		



Read the following passage and decide where the paragraph breaks should go. Mark them in with a double line like this //. Split the column on the side to match your paragraphs and summarise them with a phrase or a word.

Paragraph mark up	Summary
<p>Bees eat honey and they start making it by visiting flowers. They collect nectar, which is a sugary liquid, from the blossom by sucking it out. They store it in their honey stomachs which are separate to their other stomachs. When their stomachs are full, they fly back to the hive. When they get there, they pass the nectar to worker bees who chew it and then pass it to the next bee. As it passes from bee to bee, it gradually turns into honey. Finally, the bees store the honey in honeycomb cells - basically tiny jars made of wax. Because the honey is wet they fan it with their wings to make it stickier. To keep it clean, they seal the cell with a wax lid.</p>	

<i>We are learning to spell words ending in ance.</i>		
1.	Me	Teacher
<i>I can spell words which end in ance.</i>		
<i>I can use the look, cover, write, check system to learn my spellings.</i>		
<i>I can split my spellings into syllables.</i>		

Today's words are: .....

.....

.....

Look, Cover, Write, Check

	Look	Cover	Write	Check
distance				
elegance				
defiance				
assistance				
brilliance				
tolerance				
arrogance				
importance				
dominance				
fragrance				
relevance				
resistance				

Syllables!

distance	
elegance	
defiance	
assistance	
brilliance	
tolerance	
arrogance	
importance	
dominance	
fragrance	
relevance	
resistance	

<i>SPaG - Spellings</i>		
<i>We are learning to spell words ending in ance.</i>		
1.	Me	Teacher

I can spell words which end in ance.		
I can define my spellings using a dictionary.		
I can use a thesaurus to find synonyms and antonyms.		

Today's words are: .....

.....

.....

Can you use a dictionary to find out the meaning of your spellings?

distance	
elegance	
defiance	
assistance	
brilliance	
tolerance	
arrogance	
importance	
dominance	
fragrance	
relevance	
resistance	

Can you use a thesaurus to find two words that mean the same and two words that mean the opposite of your spellings?

	Synonyms		Antonyms	
distance				
elegance				
defiance				
assistance				
brilliance				
tolerance				
arrogance				
importance				
dominance				
fragrance				
relevance				
resistance				

SPaG - Spellings		
We are learning to spell words ending in ance.		
3	Me	Teacher
I can spell words which end in ance.		

I can put my spellings into full sentences.		
I can punctuate my sentences correctly using capital letters and full stops.		

Today's words are: .....

.....  
.....

Can you put your spellings into full sentences below?

1. ....  
.....
2. ....  
.....
3. ....  
.....
4. ....  
.....
5. ....  
.....
6. ....  
.....
7. ....  
.....
8. ....  
.....
9. ....  
.....
10. ....  
.....
11. ....  
.....
12. ....  
.....

Check your sentences with a partner to ensure they make sense.  
Make sure they are punctuated correctly!

[Type here]

SPaG - Punctuation and Grammar		
We are learning to use paragraphs effectively.		
Tuesday 17 <sup>th</sup> November 2020	Me	Teacher
I can identify where a passage should split.		
I can recognise when to start a new paragraph.		
I can summarise a paragraph.		



1. Choose **adverbs of time** to use to link each pair of paragraphs together.

The tiny lion cub was captured and brought to the zoo. He was fed with milk and watched day and night. The cub was called James and was not put on display at first.

..... visitors were able to see him. James began to eat solid food and wash himself. He was introduced to the other lions at the zoo.

The swimming pool was muddy and murky and covered with floating leaves. There was thick gunge on the side walls. A cleaning company was called in to help.

..... long the pool looked as good as new. The water was sparkling, shimmering and clear. Time to celebrate with a party!

Danny was worried the train would be late. He kept checking his watch every two minutes. If he missed it, the day would be ruined.

..... he looked up and saw the train, Danny was filled with relief. He climbed on to the train and sat himself by a window to enjoy the journey.

The weather has been icy and cold. The schools have been closed. Even the children have stayed inside.

..... this is set to change. Tomorrow the sun will shine and the snow will disappear. It will feel as though winter is over.