

Subject	Day	Focus
Arithmetic	Monday	N/A
	Tuesday	<ol style="list-style-type: none"> 1. $100-(36\div 6)=$ 2. $8^2=$ 3. $5478\times 21=$ 4. $16\times 7.1=$ 5. 20% of $240=$
	Wednesday	<ol style="list-style-type: none"> 1. $10+(27\div 3)=$ 2. $9^2=$ 3. $6821\times 23=$ 4. $18\times 4.4=$ 5. 30% of $550=$
	Thursday	<ol style="list-style-type: none"> 1. $30-(10\times 3)=$ 2. $10^2=$ 3. $5423\times 33=$ 4. $8.1\times 21=$ 5. 40% of $600=$
	Friday	<p><i>Arithmetic Friday!</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!</p>
Problem solving - maths	Monday	N/A
	Tuesday	<p><i>I can convert mixed numbers into improper fractions.</i> Please work through the questions on the resource sheet.</p>
	Wednesday	<p><i>I can compare and order fractions.</i> Please work through the questions on the resource sheet.</p>
	Thursday	<p><i>I can compare and order fractions.</i> Please work through the questions on the resource sheet.</p>
	Friday	<p><i>Arithmetic Friday!</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!</p>
English	Monday	N/A
	Tuesday	<i>I can identify the features of a narrative.</i>
	Wednesday	<i>I can use expanded noun phrases.</i>
	Thursday	<i>I can plan the features of a narrative.</i>
	Friday	<i>I can plan a first person narrative.</i>
Spelling, Punctuation and Grammar	Monday	N/A
	Tuesday	<p><i>I can spell words with the ie sound.</i> Please complete the resource sheet below to help you learn your spellings.</p>
	Wednesday	<p><i>I can use commas to show parenthesis.</i> Please complete the resource sheet below.</p>
	Thursday	<p><i>I can use commas to show parenthesis.</i> Please complete the resource sheet below.</p>
	Friday	<p><i>I can use words with the ie sound in sentences.</i> Please complete the resource sheet below.</p>

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!

Unit: Fractions		
We are learning to convert mixed numbers into improper fractions.		
3/11/20	Me	Teacher
I can convert fractions using my knowledge of multiples.		
I can use my timestable knowledge to support my calculations.		
I can convert mixed numbers into improper fractions using visual representation to support me.		

Activity 1: Quick 10

Activity 2: Varied Fluency

3 Convert the mixed numbers to improper fractions.

Write the next conversion in each part.

a) $2\frac{1}{7} = \square$ c) $5\frac{1}{2} = \square$
 $2\frac{2}{7} = \square$ $5\frac{1}{4} = \square$
 $2\frac{3}{7} = \square$ $5\frac{1}{8} = \square$
 $\square = \square$ $\square = \square$

b) $3\frac{1}{5} = \square$
 $4\frac{1}{5} = \square$
 $5\frac{1}{5} = \square$
 $\square = \square$

Talk to a partner about any patterns you spot.

4 Here are 4 whole pizzas and $\frac{3}{5}$ of a pizza.



How many children can have $\frac{1}{5}$ of a pizza? \square

5 Whitney is converting mixed numbers to improper fractions.



Do you agree with Whitney? _____

Explain your answer.

6

$$\bigcirc \frac{3}{5} = \triangle \frac{1}{5}$$

The table shows some possible values of the circle.

Use this to find the corresponding value of the triangle.

\bigcirc	\triangle
1	
2	
4	
8	
16	
	88
	803

Unit: Fractions		
We are learning to compare and order fractions.		
4/11/20	Me	Teacher
I can compare and order fractions where the denominators are different.		
I can use my knowledge of equivalence to order fractions.		
I can identify if the denominator is a multiple of the numerator.		

Activity 1: Quick 10

Activity 2: Varied Fluency

3 Amir is comparing the fractions $\frac{4}{15}$ and $\frac{3}{10}$

$$\frac{4}{15} = \frac{8}{30} \quad \frac{3}{10} = \frac{9}{30}$$

$\frac{9}{30}$ is greater than $\frac{8}{30}$

$\frac{3}{10}$ is greater than $\frac{4}{15}$

Explain Amir's method.

4 Ron and Rosie are practising penalties.

Ron scored 7 out of 10.

Rosie scored 23 out of 30



I did not miss as many as you, so I should take the penalties.

I scored more than you, so I should take penalties for the school team.



Compare fractions to explain who should take penalties for the school team.

5 Write $<$, $>$ or $=$ to compare the fractions.

a) $\frac{3}{4}$ ○ $\frac{5}{6}$

d) $\frac{3}{5}$ ○ $\frac{5}{7}$

b) $\frac{2}{3}$ ○ $\frac{5}{9}$

e) $\frac{9}{10}$ ○ $\frac{3}{4}$

c) $\frac{2}{3}$ ○ $\frac{7}{8}$

f) $\frac{9}{10}$ ○ $\frac{19}{20}$

6 Annie, Tommy and Kim are making flags for the school fair.

Annie has completed $3\frac{3}{4}$ flags, Tommy has completed $3\frac{2}{3}$ flags and Kim has completed $\frac{18}{5}$ flags.

Who has completed the most flags?

Activity 3: SAT's Questions

Write these fractions in order of size starting with the smallest.

$\frac{3}{4}$

$\frac{3}{5}$

$\frac{9}{10}$

$\frac{17}{20}$



smallest

Which is larger, $\frac{1}{3}$ or $\frac{2}{5}$?



Explain how you know.



.....

.....

Unit: Fractions		
We are learning to compare and order fractions.		
5/11/20	Me	Teacher
I can compare and order fractions where the numerators are different.		
I can use my knowledge of equivalence to order fractions.		
I can identify if the denominator is a multiple of the numerator.		

Activity 1: Quick 10

Activity 2: Varied Fluency

5 Explain how can you compare $\frac{2}{3}$ and $\frac{4}{5}$ using the same numerator rule.

Complete the sentence to compare $\frac{2}{3}$ and $\frac{4}{5}$

is greater than

6 Scott scored 20 out of 24 in a game.
Dani scored 5 out of 7
Compare their scores.
Explain who you think did best and why.

7 Write <, > or = to complete each statement.

a) $\frac{2}{5}$ ○ $1\frac{1}{3}$ b) $\frac{2}{5}$ ○ $\frac{6}{11}$ c) $3\frac{2}{3}$ ○ $\frac{11}{4}$

$1\frac{2}{5}$ ○ $\frac{1}{3}$ $1\frac{2}{5}$ ○ $3\frac{6}{11}$ $11\frac{2}{9}$ ○ $\frac{101}{3}$

$1\frac{2}{5}$ ○ $1\frac{1}{3}$ $3\frac{2}{5}$ ○ $3\frac{6}{11}$ $11\frac{1}{9}$ ○ $\frac{100}{8}$

$\frac{12}{5}$ ○ $\frac{12}{3}$ $\frac{12}{5}$ ○ $\frac{36}{11}$ $27\frac{3}{4}$ ○ $\frac{111}{3}$

8 Explain how you know when it is best to compare the numerators or denominators of two fractions.

Activity 3: SAT's Questions

Complete these fractions to make each equivalent to $\frac{3}{5}$

2 Q19

$\frac{\square}{10}$

$\frac{\square}{15}$

$\frac{12}{\square}$

Here are four fraction cards.

$\frac{3}{4}$

$\frac{5}{8}$

$\frac{6}{12}$

$\frac{7}{16}$

Use any **three** of the cards to make this correct.



< <

1	$1024 + 3463$			1
2	$5839 - 120$			1
3	$__ + 77 = 87$			1
4	$55 - __ = 3$			1
5	80×800			1
6	$\frac{4}{11} + \frac{5}{11}$			1
7	$3.39 \div 10$			1
8	6^2			1
9	$0.5 + 0.1$			1

10	813×3			1
11	$3619 \div 7$			1
12	$0.08 - 0.05$			1
13	$6\frac{1}{4} - 3\frac{1}{3}$			1
14	$672 \div 24$			2
15	$682 \div 31$			2
16	$\frac{7}{10} - \frac{1}{2}$			1
17	1.3×6.3			1
18	$963,179 - 619,148$			1

19	$8,853,016 + 1,583,062$			1
20	$11 - 0.019$			1
21	87×362			2
22	$\frac{1}{2} \times 9$			1
23	$20\% \times 208$			1
24	$5 \times 2 \times (3 - 2)$			1
25	$\frac{4}{10} \div 9$			1
26	$\frac{8}{10} \times \frac{2}{5}$			1
27	10% of 4.6			1

28	839×25			2
29	60.25×100			1
30	$\frac{1}{4}$ of 32			1
31	$75 + 10$			1
32	$303,291 - 10,000$			1
33	$\frac{2}{10} + \frac{1}{2}$			1
34	$\frac{1}{10}$ of $___$ is 4			1
35	$__ \div 10 = 17$			1
36	$6 \times __ = 36$			1

<i>Unit: Narratives</i>		
<i>We are learning to write a first person narrative</i>		
<i>Tuesday 3rd November</i>	<i>Me</i>	<i>Teacher</i>
<i>I can identify the tense of a text.</i>		
<i>I can discuss the punctuation used.</i>		
<i>I can highlight interesting features.</i>		
<i>I can explain and discuss the author's choices.</i>		

I was woken by a howling, like the howling of a gale through the masts. I looked about me. There were no masts above me, there were no sails. No movement under me either, no breath of wind. Stella Artois was barking, but some way off. I was not on a boat at all, but lying stretched out on sand. The howling became a screaming, a fearful crescendo of screeching that died away in its own echoes.

I sat up. I was on a beach, a broad white sweep of sand, with trees growing thick and lush behind me right down to the beach. Then I saw Stella prancing about in the shallows. I called her and she came bounding up out of the sea to greet me, her tail circling wildly. When all the leaping and licking and hugging were done, I struggled to my feet.

I was weak all over. I looked all about me. The wide blue sea was as empty as the cloudless sky above. No Peggy Sue. No boat. Nothing. No one. I called again and again for my mother and my father. I called until the tears came and I could call no more, until I knew there was no point. I stood there for some time trying to work out how I had got here, how it was that I'd survived. I had such confused memories, of being picked up, of being on board the Peggy Sue. But I knew now I couldn't have been. I must have dreamed it, dreamed the whole thing. I must have clung to my football and kept myself afloat until I was washed up. I thought of my football then, but it was nowhere to be seen. . . .

From where I now stood I could see that the forest grew more sparsely up the side of a great hill some way inland, and it occurred to me then that if I could reach the bare rocky outcrop at the summit, I would be able to see further out to sea. Or perhaps there'd be some house or farm further inland, or maybe a road, and I could find someone to help. But if I left the beach and they came back looking for me, what then? I decided I would have to take that chance.

I set off at a run, Stella Artois at my heels, and soon found myself in the cooling shade of the forest. I discovered a narrow track going uphill, in the right direction, I thought. So I followed it, only slowing to a walk when the hill became too steep. The forest was alive with creatures. Birds cackled and screeched high above me, and always the howling wailed and wafted through the trees, but more distantly now. . .

What had seemed at first to be a short hike now felt more like a great expedition into the interior. We emerged exhausted from the trees, clambered laboriously up a rocky scree and stood at long last on the peak.

The sun was blazing down. I had not really felt the burning heat of it until then. I scanned the horizon. If there was a sail somewhere out there in the haze, I could not see it. And then it came to me that even if I were to see a sail, what could I do? I couldn't light a fire. I had no matches. I knew about cavemen rubbing sticks together, but I had never tried it. I looked all round me now.

Sea. Sea. Sea. Nothing but sea on all sides. I was on an island. I was alone

The island looked perhaps two or three miles in length, no more. It was shaped a bit like an elongated peanut, but longer at one end than the other. There was a long swathe of brilliant white beach on both sides of the island, and at the far end another hill, the slopes steeper and more thickly wooded, but not so high as mine. With the exception of these twin peaks the entire island seemed to be covered with forest. So far as I could see there was no sign of any human life. Even then, as I stood there, that first morning, filled with apprehension at the terrifying implications of my dreadful situation, I remember thinking how wonderful it was, a green jewel of an island framed in white, the sea all about it a silken shimmering blue. Strangely, perhaps comforted somehow by the extraordinary beauty of the place, I was not at all down-hearted. On the contrary – I felt strangely elated. I was alive. Stella Artois was alive. We had survived.

Unit: Narratives

We are learning to write a first person narrative

Wednesday 4th November

Me

Teacher

I can write in the first person.

I can use expanded noun phrases.

I can use a variety of descriptive techniques.

I can describe a setting and characters.

Challenge 1 - Explain

Here is an example taken from Kensuke's kingdom with a lot of description. How have they created expanded noun phrases? What techniques have they used? Highlight them and write the techniques underneath.



The island looked perhaps two or three miles in length, no more. It was shaped a bit like an elongated peanut, but longer at one end than the other. There was a long swathe of brilliant white beach on both sides of the island, and at the far end another hill, the slopes steeper and more thickly wooded, but not so high as mine. With the exception of these twin peaks the entire island seemed to be covered with forest. So far as I could see there was no sign of any human life. Even then, as I stood there, that first morning, filled with apprehension at the terrifying implications of my dreadful situation, I remember thinking how wonderful it was, a green jewel of an island framed in white, the sea all about it a silken shimmering blue. Strangely, perhaps comforted somehow by the extraordinary beauty of the place, I was not at all down-hearted. On the contrary – I felt strangely elated. I was alive. Stella Artois was alive. We had survived.

Challenge 2 - Demonstrate

Here is a section of the story with little, to no, description. Can you add in a variety of different techniques to describe the nouns within this section to help the reader to create an image in their mind of the characters or setting?

I woke up and it was hot. I walked over to the trees and saw some monkeys in them. There was a small pool of water and I had a drink. It was just me and Stella Artois alive and I was feeling upset. I looked up and left the trees. I could see a mountain. I could not see anything in the sea apart from more sea.



Challenge 3 - Create

Your final challenge is to begin to think about your own story and how you want the reader to feel. Imagine you are Michael, and you have just fallen off the ship with Stella Artois in the pitch black.

Unit: Narratives

We are learning to write a first person narrative

Thursday 5th November

Me

Teacher

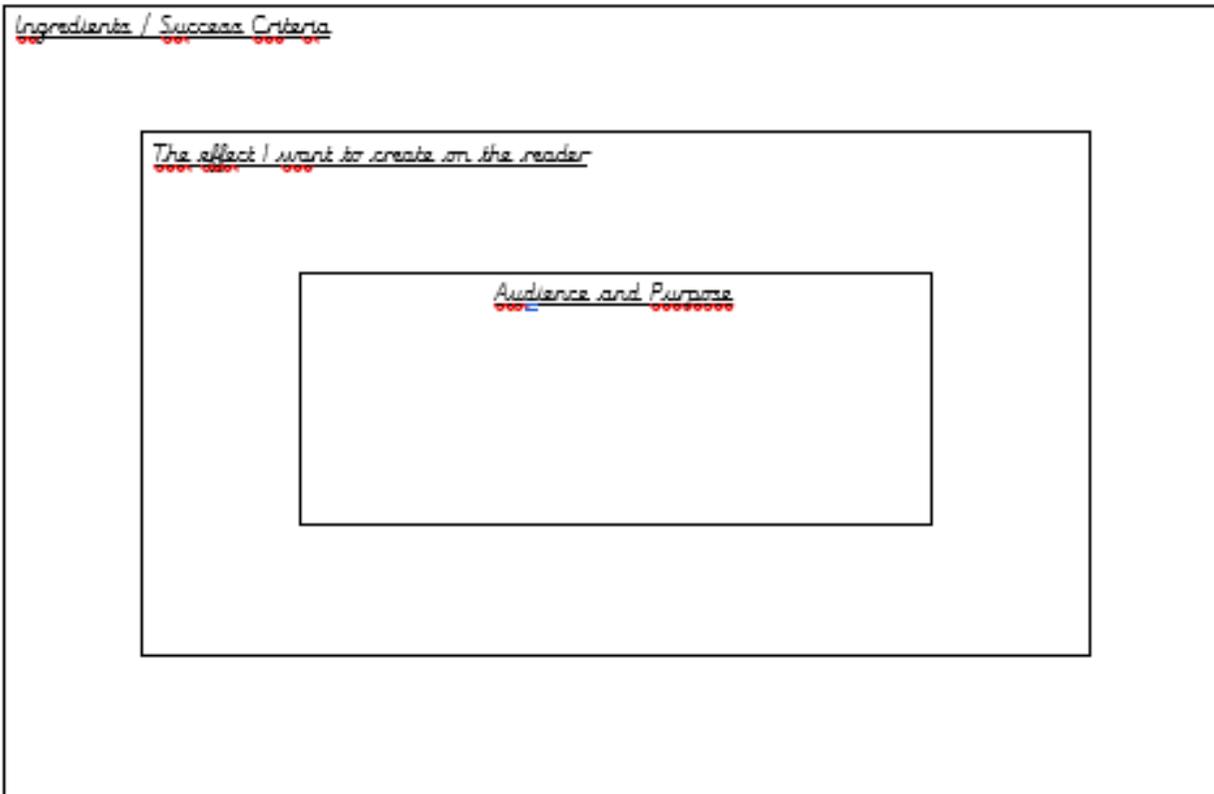
I can describe what effect I want to have on the reader.

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: Narratives

We are learning to write a first person narrative

Friday 6th November

Me

Teacher

I can plan a first person narrative.

I can plan the 5 parts of a story.

I can use bullet points to plan.

I can discuss my plan with peers.

Introduction

- Introduce Michael and his parents
- Explain about the trip and Peggy Sue
- Time on the boat

Build up

- Time on the boat
- Falling off the boat with Stella
- Treading water at night in the ocean
- Holding the ball and Stella

Problem

- Getting to the island.
- Description of what can be seen/ heard etc.
- Alone on the island
- Meet Kensuke an older man living alone on the island.

Resolution

- What will happen?
- Will there be conflict?
- Will they find a way to get off the island?

Ending

- How does the story end?
- How will the characters leave or stay?
- Remember to include the emotions.

SPaG - Spellings		
We are learning to spell words with 'ie'		
Tuesday 3 rd November 2020	Me	Teacher
I can spell words with the ie sound.		
I can use the look, cover, write, check system to learn my spellings.		
I can split my spellings into syllables.		

Today's words are:

.....

.....

Look, Cover, Write, Check

	Look	Cover	Write	Check
ancient				
conscience				
deficiency				
glacier				
insufficient				
scientist				
proficiency				
science				
society				
sufficient				
proficient				
juiciest				

Syllables!

ancient	
conscience	
deficiency	
glacier	
insufficient	
scientist	
proficiency	
science	
society	
sufficient	
proficient	
Juiciest	

Thursday 5 th November 2020	Me	Teacher
I can insert an embedded clause into a sentence.		
I can include commas in my sentence to punctuate it correctly.		
I can embed a clause into an appropriate place in a sentence.		



<p>Instructions:</p> <ul style="list-style-type: none"> - roll the dice, whatever the number match it up to the number on a simple sentence. - Repeat to find an embedded clause. - embed the clause, in an appropriate place, to make a complex sentence. - don't forget to add your commas at the start and end of the embedded clause. 	
	<p>Example: the office worker, who was a secret superhero, was catching the train.</p>

Simple sentence	Embedded clause
1. Mr Grimpy was eating his dinner	1. Who was singing 'Cheerleader.'
2. The bulldog was chasing the boy.	2. Who had dribble around his mouth
3. The footballer was kicking the ball	3. who played for Manchester City.
4. The toddler was crying	4. who was sucking a dummy
5. The office worker was catching the tube	5. who was a secret superhero
6. The young prince slept on the bed	6. who liked to kiss princesses.

SPaG - Spellings		
We are learning to spell words with the ie sound		
Friday 6 th November 2020	Me	Teacher
I can spell words which include the ie sound.		
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.

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2.

.....

3.

.....

4.

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5.

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6.

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7.

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8.

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9.

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10.

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11.

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12.

.....

Check your sentences with a partner to ensure they make sense.

[Type here]