



Marlborough Primary
Academy

Class
4/5B

Home Learning

Date
01/03/21

Daily activities - 5 a-day!

1) TTRockstars - 20 minutes

2) Morning maths - 15 minutes

3) Independent Reading - 30
minutes

4) Spelling - 20 minutes

5) P.E. - Joe Wicks workout

ENGLISH: Non Chronological Reports

WALT:

Our English lesson starts at 10:30 on zoom. I will send a message through class dojo just before we get started. We will be following a series of video lessons from Oak academy this week.

The first lesson can be found here:

<https://classroom.thenational.academy/lessons/to-identify-features-of-a-non-fiction-text-c8v32d>

MATHS

WALT: change mixed numbers to improper fractions.

Watch the video then have a go at the work in the booklet.

<https://vimeo.com/500361175>

There will be a class maths zoom at 9:30. Please watch the video and do your morning maths first.

Reading:

Join the zoom at 10:30 today and I will read the first two chapters of Marianne Dreams. You can find an extract from chapter two in the pack below.

This is morning maths

Solve these problems using written or mental methods.

If you get stuck send me a dojo message!

$\frac{3}{4} + \frac{3}{4}$	42×7	Round 752 to the nearest 10
$1532 - 3$	$232 \div 3$	Find $\frac{1}{5}$ of 125

1 Convert the mixed numbers to improper fractions.

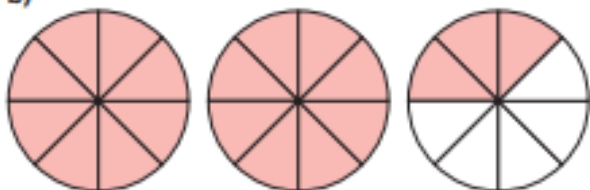


a)



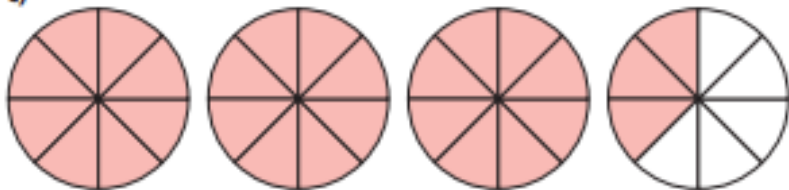
$$2\frac{3}{4} = \frac{\boxed{}}{4}$$

b)



$$2\frac{3}{8} = \frac{\boxed{}}{8}$$

c)



$$3\frac{3}{8} = \frac{\boxed{}}{8}$$

2 Convert the mixed numbers to improper fractions.

Use bar models to help you.



- a) $2\frac{1}{4}$ b) $2\frac{1}{3}$ c) $3\frac{1}{3}$ d) $3\frac{2}{5}$

- 3 Convert the mixed numbers to improper fractions.

Write the next conversion in each part.

a) $2\frac{1}{7}$

b) $3\frac{1}{5}$

c) $5\frac{1}{2}$

$2\frac{2}{7}$

$4\frac{1}{5}$

$5\frac{1}{4}$

$2\frac{3}{7}$

$5\frac{1}{5}$

$5\frac{1}{8}$

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?

- 5 Whitney is converting mixed numbers to improper fractions.



$4\frac{1}{7} = \frac{28}{7}$

Do you agree with Whitney?



Explain your answer.

6

$$\text{circle} \frac{3}{5} = \frac{\text{triangle}}{5}$$

The table shows some possible values of the circle.

Use this to find the corresponding value of the triangle.

	
1	
2	
4	
8	
16	
	88
	803

Marianne Dreams by Catherine Storr

Extract from Chapter Two

Marianne dreamed.

She was in a great open stretch of country, flat like a prairie, covered as far as she could see, with the long dry grass in which she was standing more than knee deep. There were no roads, no paths, no hills and no valleys. Only the prairie stretched before her on all sides till it met the grey encircling sky. Here and there it was dotted with great stones or rocks, which rose just above the level of the tall grass, like heads peering from all directions.

Marianne stood and looked. There seemed to be nothing to do and nowhere to go. Wherever she looked she saw nothing but grass and stones and sky, the same on every side of her. Yet something, a nagging uneasiness which she could not account for, drove her to start walking; and because at one point on the skyline she thought she could see something like a faint trickle of smoke, she walked towards that.

The ground under her feet was rutted and uneven and the grass harsh and prickling. She could not move fast, and it seemed that she had walked a long way before she saw that she had been right about the faint line in the sky. It was a wavering stream of smoke, rising in the windless air from the chimney of a house.

It was a curious looking house, with leaning walls, its windows and door blank and shut. It rose unexpectedly straight from the prairie: a low uneven fence separated its small plot from the surrounding ground, though the coarse grass was the same within and without. There were some large pale-yellow flowers a foot or two high; they seemed to be as much outside the fence as in, and certainly did not constitute a garden. Nothing moved except the thread of smoke rising from the chimney. In all that vast expanse nothing else moved.

There was a gate in the fence. Marianne pushed it open and walked up the path to the door. She did not much like the look of the house, with its blank staring windows and its bare front door, but she like the prairie even less.

"I must get in," said Marianne aloud in her dream.

"I've got to get in."

There was no knocker and there was no bell. Marianne knocked with her knuckles, but it was a disappointing little noise and she was not surprised that no one answered. She looked around for a stone to beat on the door but the only stones were the great grey boulders outside the fence. As she stood, considering what to do, she heard the distant sound of wind. Across the prairie it blew towards her, and in its path the grass whistled and rustled, dry stalk on dry stalk, and bent so that she could see the path of the wind as it approached her.

Then it was all around her, and everything that had been so still before became alive with movement. The grass writhed and tore at its roots. The pale flowers beat against their stems, the thin thread of smoke was blown out like a candle flame, and disappeared into the dark sky. The wind whistled around the house and was gone, leaving Marianne deaf for a moment, and suddenly chilled.

"I'm frightened here," she said. "I've got to get away from the grass and the stones and the wind. I've got to get into the house."



Marlborough Primary
Academy

Class
4/5B

Home Learning

Date
02/03/21

Daily activities - 5 a-day!

1) TTRockstars - 20 minutes

2) Morning maths - 15 minutes

3) Independent Reading - 30
minutes

4) Spelling - 20 minutes

5) P.E. - Joe Wicks workout

ENGLISH: Non Chronological Reports

WALT:

Our English zoom lesson starts at 10:30
We will be following a series of video
lessons from Oak academy this week.
The second lesson can be found here:
<https://classroom.thenational.academy/lessons/to-answer-questions-on-a-non-fiction-text-part-1-c9gp4d>

MATHS

WALT: understand number sequences

Watch the video then have a go at the
work in the booklet.

<https://vimeo.com/500361688>

There will be a class maths zoom at 9:30.
Please watch the video and do your
morning maths first.

Reading

Vocabulary:

Find out what these words mean and
write definitions for them in your green
book:
Wavering
Expanse
Coarse

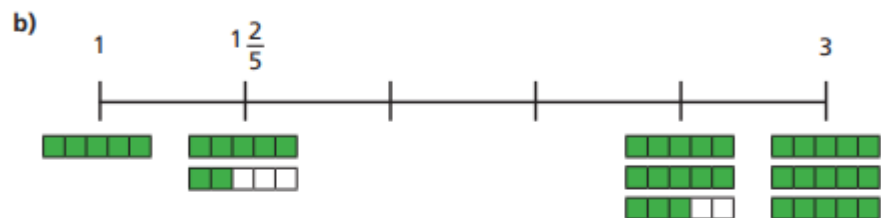
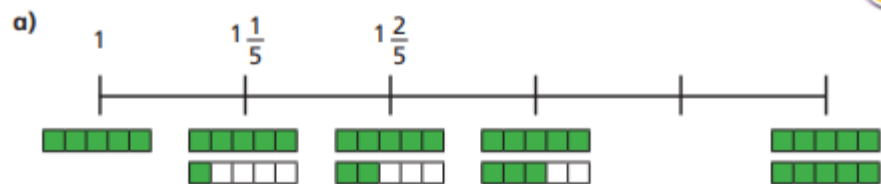
This is morning maths

Solve these problems using written or mental methods.

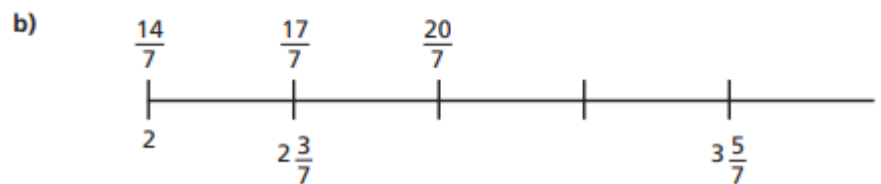
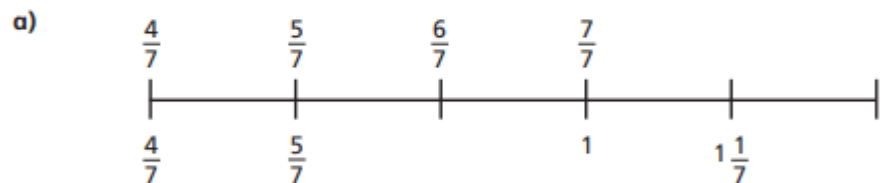
If you get stuck send me a dojo message!

$425 + ? = 617$	24×9	Round 6721 to the nearest 1000
$? - 562 = 1720$	$216 \div 9$	Find $\frac{2}{5}$ of 25

1 Complete the number lines.



2 Complete the number lines.



3

Continue the sequences.

a) $2\frac{7}{8}$, $3\frac{1}{8}$, $3\frac{3}{8}$, , ,

b) $5\frac{6}{7}$, $5\frac{3}{7}$, 5, , ,

c) $5\frac{6}{11}$, $5\frac{3}{11}$, 5, , ,

What is the same and what is different about the sequences in parts b) and c)?

Talk about it with a partner.

4

Match each sequence to its rule.

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

add three quarters

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

subtract two thirds

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

add two thirds

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

subtract one half

- 5 Teddy and Rosie are finding the missing numbers in the sequence.



a)



I think the missing fractions are sevenths because there are seven blank number cards.

Do you agree with Teddy?

Explain your answer.

- b) Complete the sequence.



c)



I think one of the missing fractions is equivalent to $3\frac{1}{2}$.

Is Rosie correct?

Explain how you know.

- d) Which other fractions in the sequence can you find equivalent fractions for?

6



I am thinking of a number sequence. The 1st and 4th terms are consecutive integers.

Write the rule for Amir's sequence.



Marlborough Primary
Academy

Class
4/5B

Home Learning

Date
03/03/21

Daily activities - 5 a-day!

1) TTRockstars - 20 minutes

2) Morning maths - 15 minutes

3) Independent Reading - 30
minutes

4) Spelling - 20 minutes

5) P.E. - Joe Wicks workout

ENGLISH: Non Chronological Reports

WALT:

Our English lesson starts at 10:30 on zoom.
We are following a series of video lessons from
Oak academy this week.

The third lesson can be found here:

<https://classroom.thenational.academy/lessons/to-answer-questions-on-a-non-fiction-text-part-2-ctj30t>

MATHS

WALT: Compare and order fractions

Watch the videos then have a go at
the work in the booklet.

<https://vimeo.com/500362215>

<https://vimeo.com/500381597>

There will be a class maths zoom at
9:30. Please watch the video and
do your morning maths first.

Reading

Visualise

Draw a picture of the house as it is described in
Marianne's dream?

Focus on the details of the house and the
surrounding environment.

This is morning maths

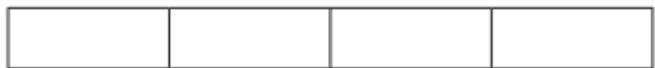
Solve these problems using written or mental methods.

If you get stuck send me a dojo message!

$25198 + 35928$	$56 \times 13 =$	Round 4671 to the nearest 100
$8451 - 6917$	$423 \div 7 =$	Find $\frac{1}{2}$ of 350

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

Use the bar models to help you.



$$\frac{7}{8} \bigcirc \frac{3}{4}$$



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



$$\frac{7}{12} \bigcirc \frac{2}{3}$$

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

a) $\frac{1}{5} \bigcirc \frac{4}{15}$

c) $\frac{2}{5} \bigcirc \frac{6}{15}$

b) $\frac{2}{5} \bigcirc \frac{4}{15}$

d) $\frac{2}{3} \bigcirc \frac{6}{15}$

e) $\frac{2}{3}$ ○ $\frac{6}{12}$

i) $\frac{4}{12}$ ○ $\frac{1}{3}$

f) $\frac{2}{3}$ ○ $\frac{6}{9}$

j) $\frac{8}{12}$ ○ $\frac{2}{3}$

g) $\frac{2}{9}$ ○ $\frac{1}{3}$

k) $\frac{8}{12}$ ○ $\frac{3}{3}$

h) $\frac{4}{9}$ ○ $\frac{1}{3}$

l) $\frac{8}{12}$ ○ $\frac{3}{4}$

3 Sort the fractions into the groups.

greater than $\frac{1}{3}$

equal to $\frac{1}{3}$

less than $\frac{1}{3}$

$\frac{2}{3}$

$\frac{1}{6}$

$\frac{1}{2}$

$\frac{2}{6}$

$\frac{2}{9}$

$\frac{5}{12}$

$\frac{4}{12}$

$\frac{4}{15}$

$\frac{5}{15}$

4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

a) $\frac{\square}{5} < \frac{5}{15}$

d) $\frac{\square}{3} < \frac{5}{6}$

g) $\frac{6}{9} < \frac{5}{\square}$

b) $\frac{\square}{6} < \frac{5}{12}$

e) $\frac{3}{5} < \frac{5}{\square}$

h) $\frac{10}{12} < \frac{5}{\square}$

c) $\frac{\square}{12} < \frac{5}{6}$

f) $\frac{5}{6} < \frac{5}{\square}$

i) $\frac{23}{24} < \frac{5}{\square}$

Compare answers with a partner.

- 5 Tommy and Eva are comparing fractions.

$$\frac{2}{3} \quad \frac{8}{12} \quad \frac{4}{9}$$



I found a common denominator of 36 to compare the fractions.

Tommy

I found a common numerator of 4 to compare the fractions.



Eva

Whose method is more efficient?

Talk about your answer with a partner.

- 6 Write the fractions in ascending order.

a) $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$

c) $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$

b) $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$

d) $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

- 7 What could the missing numerator be?

$$\frac{3}{5} < \frac{\square}{15} < \frac{9}{10}$$

Write all four possibilities.



Marlborough Primary
Academy

Class
4/5B

Home Learning

Date
04/03/21

Daily activities - 5 a-day!

1) TTRockstars - 20 minutes

2) Morning maths - 15 minutes

3) Independent Reading - 30
minutes

4) Spelling - 20 minutes

5) P.E. - Joe Wicks workout

ENGLISH: Non Chronological Reports

WALT:

Our English lesson starts at 10:30 on zoom.
We will be following a series of video lessons
from Oak academy this week.

The fourth lesson can be found here:

<https://classroom.thenational.academy/lessons/to-answer-questions-on-a-non-fiction-text-part-3-cctk6r>

MATHS

WALT: Compare and order fractions

Watch the videos then have a go at
the work in the booklet.

<https://vimeo.com/500382050>

<https://vimeo.com/503130281>

There will be a class maths zoom at
9:30. Please watch the video and
do your morning maths first.

Reading

Join us at 10:30 today for more of the
Marianne Dreams story.

Think of some questions that you would ask
about the text so we can talk about the story
as we enjoy listening to it.

This is morning maths

Solve these problems using written or mental methods.

If you get stuck send me a dojo message!

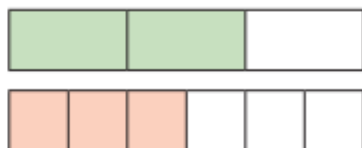
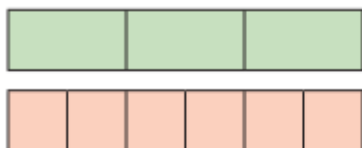
$23 + ? = 32 + 25$	$3 \times 2 \times 10 \times 2$	Round 4995 to the nearest 10.
$672 - ? = 672$	$6600 \div 100$	Find $\frac{3}{8}$ of 64

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

Use the bar models to help you.



a) $\frac{5}{3}$ ○ $\frac{9}{6}$



b) $\frac{5}{3}$ ○ $\frac{15}{9}$



c) $\frac{4}{3}$ ○ $\frac{13}{9}$



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

a) $\frac{7}{4}$ ○ $\frac{12}{8}$

d) $\frac{10}{6}$ ○ $\frac{5}{3}$

g) $\frac{18}{8}$ ○ $\frac{32}{16}$

b) $\frac{7}{4}$ ○ $\frac{22}{12}$

e) $\frac{10}{6}$ ○ $\frac{5}{2}$

h) $\frac{18}{8}$ ○ $\frac{9}{4}$

c) $\frac{22}{12}$ ○ $\frac{10}{6}$

f) $\frac{5}{2}$ ○ $\frac{18}{8}$

i) $\frac{9}{4}$ ○ $\frac{18}{2}$

3 Filip has $3\frac{3}{16}$ bottles of juice.

Scott has $3\frac{1}{4}$ bottles of juice.

Who has more juice?

4 Rosie's ribbon is $\frac{7}{4}$ metres long.

Teddy's ribbon is $\frac{7}{8}$ metres long.



Our ribbons are the same length.

Explain why Rosie is wrong.

5 Write the fractions in descending order.

a) $\frac{8}{3}$, $\frac{4}{5}$, $\frac{8}{15}$, $\frac{8}{2}$, $\frac{16}{8}$

b) $\frac{7}{3}$, $\frac{12}{9}$, $\frac{15}{9}$, $\frac{15}{6}$, $\frac{7}{9}$

c) $\frac{14}{5}$, $\frac{17}{10}$, $\frac{27}{10}$, $\frac{3}{1}$, $\frac{42}{20}$

6 Find three possible ways to complete each statement.

a) $\frac{1}{4} < \frac{\square}{4} < \frac{9}{8}$ b) $\frac{1}{4} < \frac{\square}{15} < \frac{7}{15}$ c) $\frac{4}{5} < \frac{8}{\square} < \frac{8}{4}$

7 Alex and Dora each have two identical cakes.

Alex cuts each of her cakes into 6 equal pieces and gives 10 of her friends a piece each.



Dora cuts each of her cakes into 12 equal pieces and gives 18 of her friends a piece each.



Who has more cake left?

8 The greater the numerator, the greater the fraction.

Give at least three examples to show that the statement is not correct.



Marlborough Primary
Academy

Class
4/5B

Home Learning

Date
05/03/21

Daily activities - 5 a-day!

1) TTRockstars - 20 minutes

2) Morning maths - 15 minutes

3) Independent Reading - 30
minutes

4) Spelling - 20 minutes

5) P.E. - Joe Wicks workout

ENGLISH: Non Chronological Reports

WALT:

Our English lesson starts at 10:30 on zoom.
I will send a message through class dojo just
before we get started.

We will be following a series of video lessons
from Oak academy this week.

The fifth lesson can be found here:

<https://classroom.thenational.academy/lessons/to-complete-an-activity-on-a-non-fiction-text-c8vp6d>

MATHS

WALT: Add and Subtract fractions
Watch the video then have a go at
the work in the booklet.

<https://vimeo.com/503132995>

There will be a class maths zoom at
9:30. Please watch the video and
do your morning maths first.

Reading

Reading for pleasure

Find a comfy spot and settle down with a good
book!

You could make a reading den.

You could get yourself a snack and a drink.

Try and enjoy reading your book.

This is morning maths

Solve these problems using written or mental methods.

If you get stuck send me a dojo message!

$486 + ? = 1000$	486×0	Round 486 to the nearest 10
$? - 486 = 3525$	$486 \div 1$	Find $\frac{3}{4}$ of 486

1 Complete the calculations.

Use bar models to help you.

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

$$\text{c) } \frac{8}{5} - \frac{6}{5} = \square$$

$$\text{b) } \frac{6}{5} + \frac{3}{5} = \square = \square$$

$$\text{d) } \frac{9}{5} - \frac{3}{5} = \square = \square$$

2 Complete the calculations.

$$\text{a) } \frac{4}{7} + \frac{2}{7} = \square$$

$$\text{f) } \frac{17}{9} - \frac{8}{9} = \square = \square$$

$$\text{b) } \frac{4}{7} + \frac{3}{7} = \square = \square$$

$$\text{g) } \frac{16}{9} - \frac{8}{9} = \square$$

$$\text{c) } \frac{4}{7} + \frac{4}{7} = \square = \square$$

$$\text{h) } \frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \square = \square$$

$$\text{d) } \frac{8}{7} - \frac{3}{7} = \square$$

$$\text{i) } \frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \square = \square$$

$$\text{e) } \frac{7}{9} + \frac{8}{9} = \square = \square$$

$$\text{j) } \frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \square$$

3

$$\frac{\boxed{}}{8} + \frac{\boxed{}}{8} = \frac{13}{8}$$

What could the missing numerators be?

Give six different possibilities.

4

Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

5

Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\boxed{}}{8} = \frac{13}{8}$

b) $\frac{13}{8} - \frac{\boxed{}}{8} = \frac{7}{8}$

c) $\frac{13}{8} - \frac{\boxed{}}{8} = 1$

d) $\frac{11}{9} + \frac{\boxed{}}{9} = \frac{22}{9} = 2\frac{\boxed{}}{9}$

e) $\frac{11}{9} + \frac{\boxed{}}{9} = \frac{\boxed{}}{9} = 2\frac{2}{9}$

f) $\frac{22}{9} - \frac{\boxed{}}{9} = \frac{\boxed{}}{9} = 2\frac{2}{9}$

g) $\frac{4}{7} + \frac{\boxed{}}{7} + \frac{4}{7} = 2$

h) $\frac{5}{7} + \frac{\boxed{}}{7} + \frac{5}{7} = 2$

i) $\frac{6}{7} + \frac{\boxed{}}{7} + \frac{6}{7} = 2$

j) $\frac{14}{7} + \frac{\boxed{}}{7} + \frac{4}{7} = 3$

k) $\frac{15}{7} + \frac{\boxed{}}{7} + \frac{5}{7} = 3$

l) $\frac{16}{7} + \frac{\boxed{}}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?

6

Here are some fraction cards.

$\frac{9}{8}$	$\frac{13}{8}$	$\frac{1}{8}$	$\frac{7}{8}$	$\frac{3}{8}$	$1\frac{7}{8}$
---------------	----------------	---------------	---------------	---------------	----------------

Use the cards to write pairs of fractions with a total of 2

7

Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?