

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Sensory/Physical start</b>				
Let's get physical  Kids Cardio workout <a href="https://www.youtube.com/watch?v=kAXg3cMOUCw">https://www.youtube.com/watch?v=kAXg3cMOUCw</a>	Dance time  Just dance: Jump up <a href="https://www.youtube.com/watch?v=52pdkAMDe4">https://www.youtube.com/watch?v=52pdkAMDe4</a>	Let's get physical  Les Mills Move like the Avengers: <a href="https://www.youtube.com/watch?v=uYi1kyMeFHQ">https://www.youtube.com/watch?v=uYi1kyMeFHQ</a>	Dance time  Zumba kids: Beauty and a beat <a href="https://www.youtube.com/watch?v=ljfVacvCME8">https://www.youtube.com/watch?v=ljfVacvCME8</a>	Hiit Time  Four minute tabata <a href="https://www.youtube.com/watch?v=MKVe4Zs6KRk">https://www.youtube.com/watch?v=MKVe4Zs6KRk</a>
<b>English Tasks</b>				
<b>SPaG</b> Focus: Spelling Rule 5 - More prefixes (2 of 3) (A prefix is a group of letters placed before the root of a word. For example, the word "unhappy" consists of the prefix "un-" [which means "not"] combined with the root (or stem) word "happy"; the word "unhappy" means "not happy.")  Play some of the games from the spelling tiles activities:  <a href="https://spellingframe.co.uk/spelling-">https://spellingframe.co.uk/spelling-</a>	<b>Pobble 365</b> Jumbled: <a href="https://www.pobble365.com/jumbled/">https://www.pobble365.com/jumbled/</a>    Story starter! He had only been away for a short time.	<b>Powerful words</b>  Can you create word posters for these two new words?  Unpalatable  Feud  Include a definition, picture, synonyms (words that mean similar/same), collocations (word	<b>Literacy shed - watch</b> The Happy Duckling: <a href="https://www.literacyshed.com/happy-duckling.html">https://www.literacyshed.com/happy-duckling.html</a>    The happy duckling is a story about a duck who befriends a boy. The boy tries to lose the duck, however it follows him everywhere. The duck saves the boy's life when he nearly drowns.	<b>Extended writing- watch</b> The Happy Duckling: <a href="https://www.literacyshed.com/happy-duckling.html">https://www.literacyshed.com/happy-duckling.html</a>    The happy duckling is a story about a duck who befriends a boy. The boy tries to lose the duck, however it follows him everywhere. The duck saves the boy's life when he nearly drowns.

[rule/43/5-More-prefixes-2-of-3](#)

Extension task: Use the words in sentences



Remember to take care with your handwriting and presentation!

Upon returning to his home-town, Jake found that it was no longer there: something terrible had happened. After eventually locating his house (it had moved several hundred miles from its previous location) Jake stood on top of it and surveyed the calamitous scene around him. What could have caused such a thing to happen?

Task: Find out what the word, **calamitous** means.

Task: Question time

- What do you think caused this event to happen?
- None of the houses appear broken or damaged. What does this suggest to you?
- Are there still people inside the houses?
- If you were Jake, how would you manage to save them?
- How is it that the lights are still on?

Task: Perfect picture

Think about what might have caused the houses to be piled up like this. Draw/describe how it happened.

Task: Sentence challenge - Adverbials

An adverbial phrase gives more detail about the verb. Can you re-write the

pairs), sentences. What action will you make up?

Why is the boy so keen to get rid of the duck? He is being kind - his mum owns a restaurant called 'The Happy Duckling' (the title of the film is about the restaurant and not the duck as viewers probably first think.)

£4.99 for a roast duck - the boy doesn't want the duck to end up in the pot! But Oh No! The duck tracks him down - will he be for the pot?

There is a surprising twist right at the end!

Talk about the short film. What did you think? How did it make you feel at different points in the story? Did you laugh, worry or feel sad? Why?

Task: The story had no words, just animations - Write a story based on the film

Remember:

- Neat handwriting and finger spaces.
- Capital letters and full stops.
- Write in sentences.
- Say the sentences aloud before writing it to check it makes sense.
- Re-read your sentence to check it makes sense still.
- Use your phonics to help you sound out and spell words.

Extension task: Create your own pop-up book story, create your own scenes and add dialogue in speech bubbles.

sentence below so that it begins with the adverbial?

- He felt relieved after he had found his house.

Can you use fronted adverbials in your writing today?

Task: Can you continue the story? You could write a flashback, describing what happened to the town, or write about how Jake tries to solve the mystery.

Fronted adverbials mat		
How (manner)	When (time)	Where (location)
Sadly,	Immediately,	In the hidden depths of the forest,
As fast as they could,	In a blink of an eye,	Under the stairs,
Unexpectedly,	All of a sudden,	Down by the waterfall,
Mysteriously,	Eventually,	Everywhere she looked,
Without a sound,	Later that day,	Behind the large tree,
Bravely,	After a while,	Far away,

### Maths Tasks

Fractions

LI: Introduction to fractions

<https://www.bbc.co.uk/bitesize/articles/zd8m†39>

Watch the videos

Fractions

LI: Identifying the fraction shaded

<https://www.bbc.co.uk/bitesize/articles/zkmg47h>

Fractions

LI: Unit and non-unit fractions

<https://www.bbc.co.uk/bitesize/articles/zhgxbk>

Read the facts about fractions and look at the examples

Fractions

LI: Tenths

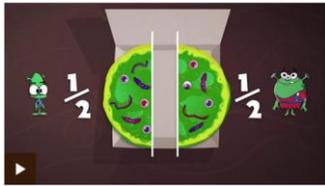
<https://www.bbc.co.uk/bitesize/articles/zmcny9q>

Watch the video

Fractions

LI: Fractions on a number line

<https://www.bbc.co.uk/bitesize/articles/zm8g47h>



Now, let's get moving! To find out more about fractions, watch this **Supertoves** film with 'The Designers' Joe Tricoli!



Read the information about 'What is a Fraction' and 'Fractions in daily life'

Have ago at the practise tasks

## Watch the video



Fractions can be shown in different ways, including within shaded shapes. This can be a useful way to see them.

Here is a square that has been divided into 4 parts.

You can see that 1 part of the 4 is shaded.

As a fraction we can show that as  $\frac{1}{4}$  (one quarter).



$$\frac{1}{4} \text{ numerator}$$

$$\frac{1}{4} \text{ denominator}$$

- The top number is called the **numerator**. This shows how many parts you have (1 in this case).
  - The bottom number is called the **denominator**. This shows you how many parts the whole object has been divided into (4 in this example).
- $\frac{1}{4}$  is also called a **unit fraction**. This is any fraction with 1 as its numerator.

What fraction has been shaded in this shape?

You can see 1 part out of 6 has been shaded or  $\frac{1}{6}$ .

If we were to shade in 2 more parts, what fraction would be shaded now?

The answer is  $\frac{3}{6}$ .



Have ago at the practise tasks

## Learn

### Unit and non-unit fractions

Did you know that there are different types of fractions?

The two types that we are looking at are called unit fractions and non-unit fractions. Both unit and non-unit fractions show us how much of the whole we are talking about.



### Unit fractions

A **unit fraction** is a fraction where the numerator (the number on the top of the fraction) is 1. The denominator (on the bottom) can be any other whole number. A good way to remember it is by remembering that unit means 1!

Here are some examples of unit fractions:  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{1}{5}$ .

Can you think of any other unit fractions?

### Non-unit fractions

A **non-unit fraction** is a fraction where the numerator is greater than 1. The denominator can be any whole number.

Here are some examples of non-unit fractions:  $\frac{2}{4}$ ,  $\frac{3}{4}$  and  $\frac{5}{6}$ .

Can you think of any other non-unit fractions?

### Example 1

Emma and Sophie shared a pizza that was cut into 6 pieces. Sophie ate  $\frac{1}{6}$  of the pizza and Emma ate  $\frac{5}{6}$  of the pizza.



Which of these two fractions is the non-unit fraction?

Look carefully at the numerators. If it's a non-unit fraction, we're looking for a number that isn't 1, so  $\frac{5}{6}$  is the non-unit fraction. That means  $\frac{1}{6}$  is a unit fraction.

### Example 2

Take a look at this rectangle that has been split into 10. Some of the squares are different colours.

- $\frac{3}{10}$  squares are yellow.
- $\frac{4}{10}$  squares are blue.
- $\frac{3}{10}$  squares are red.

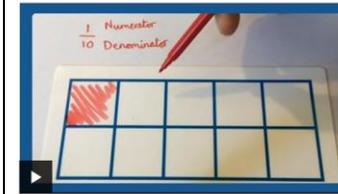


Which colour represents a unit fraction?

Let's look at the numerators. Remember, unit means 1 so look for the fraction that has 1 as the numerator.

Yellow represents the unit fraction since it is  $\frac{1}{10}$  of the rectangle.

What is the difference between the parts and the whole when looking at fractions?



Tenths come from splitting a whole into ten equal parts.

'One tenth' can be written as  $\frac{1}{10}$ .

Look at this rectangle. How many tenths are shaded?



You can see that two parts have been shaded in or  $\frac{2}{10}$ .

How many more tenths would you need to make a whole?

To make the whole, you would need to shade in 8 more parts or  $\frac{8}{10}$ .

Have ago at the practise tasks

### Activity 1

Complete the worksheet using the tenths provided. You could create your own representations using counters or other objects to show how much of the fraction is shaded.



Click [here](#) for the answer sheet.

### Activity 2

There are four questions to answer on this interactive animation. Children will demonstrate their knowledge of tenths by identifying the fractions of a pizza that the robots Hop and Boop have created.



### Placing fractions on a number line

Using a number line to show fractions can be a very helpful way to represent how a whole is divided equally into parts.

Remember, the **denominator** shows us how many parts there are in total and the **numerator** tells us how many parts we are talking about.



$$\frac{1}{4} \text{ numerator}$$

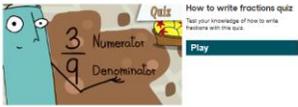
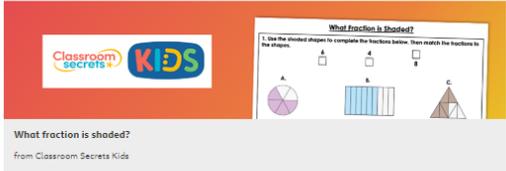
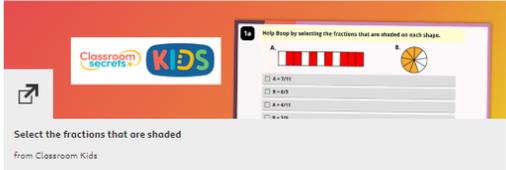
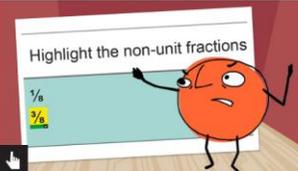
$$\frac{1}{4} \text{ denominator}$$

A number line is a great way of seeing the order that fractions go in and allows us to compare fractions.

It works in the exact same way as a normal number line, but the numerators are the numbers that increase or decrease, while the denominators stay exactly the same.

Look at the examples of fractions on a number line.

Have ago at the practise tasks

<p><b>Practise</b></p> <p><b>Activity 1</b> Have a go at this quiz to test your knowledge of fractions!</p>  <p><b>Activity 2</b> Here is a fun worksheet to try from Collins involving fractions.</p>  <p>Click <a href="#">here</a> for the answer sheet.</p> <p><b>Activity 3</b> Try these questions about fractions from Whizz Education.</p> 	<p><b>Practise</b></p> <p><b>Activity 1</b> Complete the worksheet using the shapes provided. Can you match the shapes to the fractions?</p>  <p>Click <a href="#">here</a> for the answer sheet.</p> <p><b>Activity 2</b> Demonstrate your knowledge of fractions by identifying the fractions shaded, making comparisons and working out how much more needs to be added to make a whole.</p> 	<p><b>Have a go at the practise tasks</b></p> <p><b>Activity 1</b> Play this quiz to test your knowledge of unit, non-unit and mixed fractions.</p>  <p><b>Activity 2</b> Can you highlight the unit fractions? Click on the hand icon to get started. Please scroll through the text to see all the options.</p>  <p><b>Activity 3</b> Can you highlight the non-unit fractions? Please scroll through the text to see all the options.</p>  <p><b>Activity 4</b> Test your knowledge of fractions with this worksheet from Pearson.</p> 		<p><b>Activity 1</b> Practise what you've learnt about placing fractions on a number line with this worksheet from twinkl. You could print it out or write down the answers separately.</p>  <p><b>Activity 2</b> Learn more about placing fractions on a number line with this interactive lesson. You can start at step 1 in this activity.</p>  <p>from <a href="#">twinkl</a>, <a href="#">oxford university press</a></p> <p><b>Activity 3</b> Have fun with this interactive activity from classroom secrets. See if you can work out where the fractions go on the number line.</p> 
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For the activities in maths, remember you do not have to print them out, you could just get the children copy them into a book or on a piece of paper!

**Activities have also been assigned on Mathletics linked to the fractions topic**

<b>Topic</b>
<p>Weekly project idea: The News You could:</p> <ul style="list-style-type: none"> <li>• Watch Newsround and write about what you found out</li> <li>• Read a newspaper and think about the structure and layout</li> </ul>

- Create your own news report on something that is happening at the moment (you could even ask an adult to video you reading your own news report)
  - Make your own newspaper on the things that you find interesting
  - Create a scrap book of interesting articles or articles about one particular topic
- Think about the news now - how does it make you feel. Create an emotions or feelings chart and add in the news that makes you feel different ways e.g. the news that makes you happy, excited, sad, angry, worried or anxious