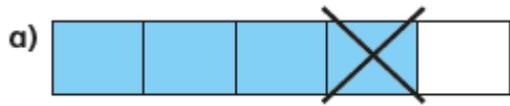
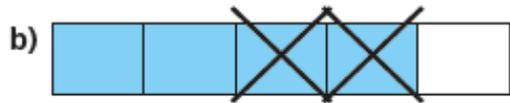


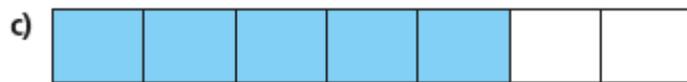
1 Complete the subtractions.



$$\frac{4}{5} - \frac{1}{5} = \boxed{}$$



$$\frac{4}{5} - \frac{2}{5} = \boxed{}$$



$$\frac{5}{7} - \frac{3}{7} = \boxed{}$$



$$\frac{7}{9} - \frac{4}{9} = \boxed{}$$

2

Complete the calculations.

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

e) $\frac{9}{11} - \frac{3}{11} = \square$

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

f) $\frac{6}{7} - \frac{4}{7} = \square$

c) $\frac{6}{6} - \frac{6}{6} = \square$

g) $\frac{8}{93} - \frac{2}{93} = \square$

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

h) $\frac{10}{991} - \frac{3}{991} = \square$

3

Complete the subtractions

a) $\frac{9}{5} - \frac{6}{5} = \square$

e) $\frac{8}{3} - \frac{4}{3} = \square = \square$

b) $\frac{9}{5} - \frac{5}{5} = \square$

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

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

g) $\frac{14}{3} - \frac{4}{3} = \square = \square$

d) $\frac{9}{2} - \frac{4}{2} = \square = \square$

h) $\frac{15}{3} - \frac{5}{3} = \square = \square$

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

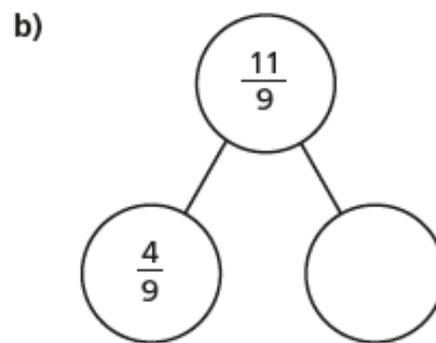
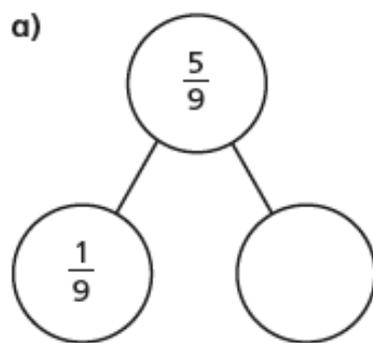
He uses $\frac{5}{4}$ kg of potatoes.

How many kilograms does he have left?

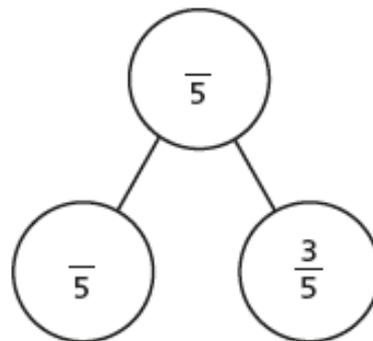
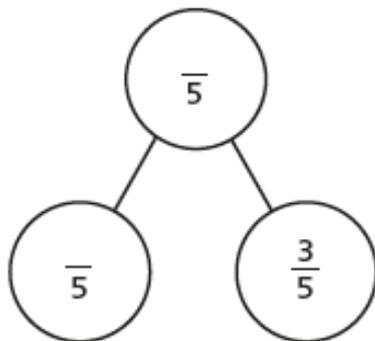


Jack has kg left.

5 Complete the part-whole models.



6 Complete the part-whole model in two different ways.



Prove It!

Fill in the missing numerators.

$$\text{a) } \frac{10}{11} - \frac{\square}{11} = \frac{7}{11}$$

$$\text{d) } \frac{15}{4} - \frac{\square}{4} = 2$$

$$\text{b) } \frac{10}{11} - \frac{\square}{11} = \frac{7}{11} - \frac{4}{11}$$

$$\text{e) } \frac{9}{4} - \frac{1}{4} = \frac{\square}{4} + 1$$

$$\text{c) } \frac{10}{11} - \frac{4}{11} = \frac{\square}{11} - \frac{7}{11}$$

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



Alex and Annie are taking turns playing a computer game.

Annie plays for a total of $2\frac{1}{4}$ hours.

Annie plays for $\frac{3}{4}$ of an hour more than Alex.

How much time do they spend in total playing on the game?

1. Remind yourself about speech marks and reporting clauses.

- Use the **Writing PowerPoint** about inverted commas (speech marks) and direct speech.
- Complete *Peter and the Wolf Sentences*. You can use some of the *Said Synonyms* for your reporting clauses.

Peter and the Wolf Sentences

Add speech marks to these sentences. Add a reporting clause to 5-10.

1. All is quiet, all is quiet, sang the bird.
2. What kind of bird are you if you can't fly? he asked.
3. What kind of bird are you if you can't swim? she answered, as she dived into the water.
4. While the little bird is so busy arguing with that duck, I'll just grab him thought the cat, stealthily creeping nearer.
5. Look out!
6. Is it worth climbing up so high?
7. It's a dangerous place, this. Suppose a wolf were to come out of the forest.
8. Fly down and circle around the wolf's head.
9. Don't shoot!
10. My, what brave fellows we are, Peter and I. Look what we've caught

Speakers:

5. Peter 6. The cat 7. Grandfather 8. Peter 9. Peter 10. The bir

Said Synonyms

Anger

Shouted, bellowed, yelled, snapped, cautioned, rebuked.

Affection

Consoled, comforted, reassured, admired, soothed.

Excitement:

Shouted, yelled, babbled, gushed, exclaimed.

Fear:

Whispered, stuttered, stammered, gasped, urged, hissed, babbled, blurted.

Determination:

Declared, insisted, maintained, commanded.

Happiness:

Sighed, murmured, gushed, laughed.

Sadness:

Cried, mumbled, sobbed, sighed, lamented.

Amusement

Teased, joked, laughed, chuckled, chortled, sniggered, guffawed, giggled, roared.

Tuesday week 9 Reading

Read Theory

Have you tried Read Theory yet?

When you first login, it will require you to do a test INDEPENDENTLY, so that it can put you at the right level.

Once you have done your test, you will work through the levels that are suitable for you.

I will be able to see how well you are getting on. Once we have got used to the website, I can then set goals for you.

I've uploaded the usernames and passwords on the Y4 blog (Week 4).



Ma Famille

 Bonjour tout le monde!



This week we are going to be talking about those people we are in lockdown with! We are going to be looking at the words for members of the family and how we introduce them.

La Famille

la mère - mother

le père - father

la tante - aunt

l'oncle - uncle

la soeur - sister

la grandmère - grandma

le grandpère - grandpa

1. Look at the powerpoint to remind yourself of the pronunciation.
2. Have a listen to this funny family song that we sang in class.
[La Famille](#)
Can you join in? (If the link doesn't work, google Ma Famille Alain le Lait)
3. I'd like you to choose two people in your family, draw a picture and introduce them with their name and age.
Use my example as an example of how to set it out.

Exemple



Voici mon père.

Il s'appelle Alan.

Il a 86 ans.

The word for **my** is:

'**mon**' for a male family member

'**ma**' for a female family member

The word for he is '**il**'.

The word for she is '**elle**'





As always, I would love to see any work you manage to do!
Please send any pictures to me: lgriggs@totley.sheffield.sch.uk