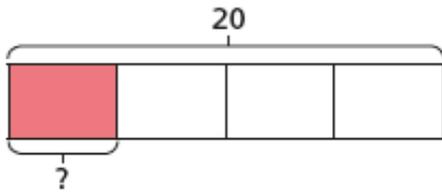
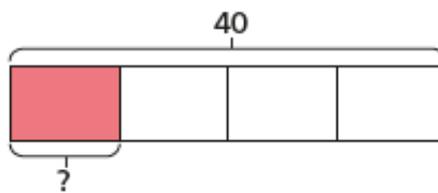


**I** Complete the number sentences.

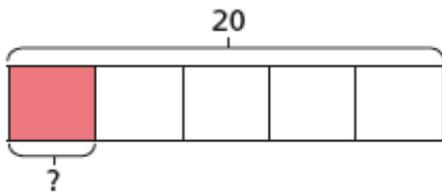
a)  $\frac{1}{4}$  of 20 =



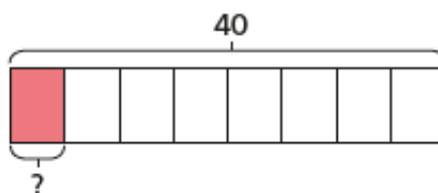
d)  $\frac{1}{4}$  of 40 =



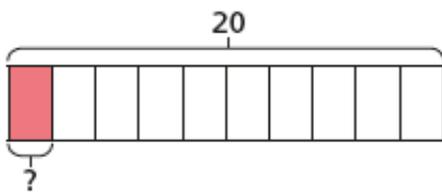
b)  $\frac{1}{5}$  of 20 =



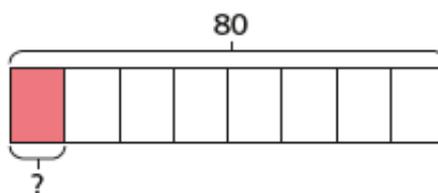
e)  $\frac{1}{8}$  of 40 =



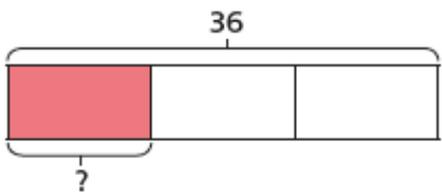
c)  $\frac{1}{10}$  of 20 =



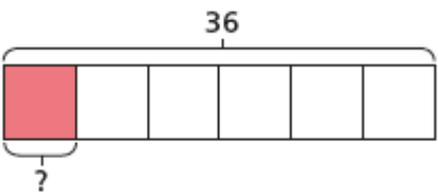
f)  $\frac{1}{8}$  of 80 =



g)  $\frac{1}{3}$  of 36 =



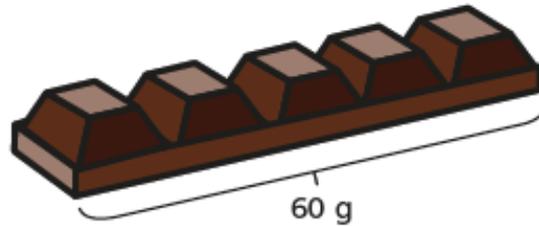
h)  $\frac{1}{6}$  of 36 =



2

Filip has a chocolate bar with 5 equal pieces.

The chocolate bar weighs 60 g.



a) What is the mass of one piece?

The mass of one piece is  g.

b) Filip eats  $\frac{3}{5}$  of the bar of chocolate.

How many grams does Filip eat?

Filip eats  g of chocolate.

3

Complete the number sentences.

a)  $\frac{1}{4}$  of 24 =

c)  $\frac{1}{8}$  of 32 =

$\frac{3}{4}$  of 24 =

$\frac{5}{8}$  of 32 =

b)  $\frac{1}{7}$  of 35 =

d)  $\frac{5}{8}$  of 64 =

$\frac{3}{7}$  of 35 =

$\frac{7}{8}$  of 64 =

$\frac{5}{7}$  of 35 =

$\frac{10}{8}$  of 64 =

4 Match the calculations to the answers.

$$\frac{2}{3} \text{ of } 18$$

18

$$\frac{5}{6} \text{ of } 18$$

15

$$\frac{9}{10} \text{ of } 20$$

16

$$\frac{4}{5} \text{ of } 20$$

12

## Prove It!

a) Write each calculation in the correct circle.

$$\frac{1}{2} \text{ of } 16$$

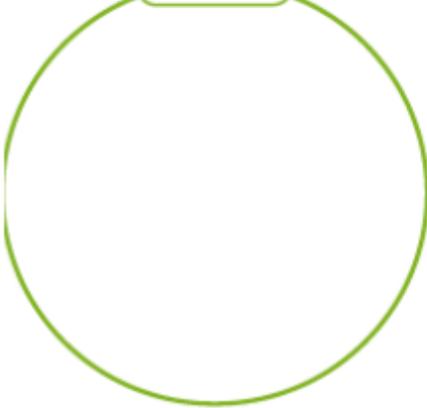
$$\frac{1}{4} \text{ of } 24$$

$$\frac{2}{3} \text{ of } 9$$

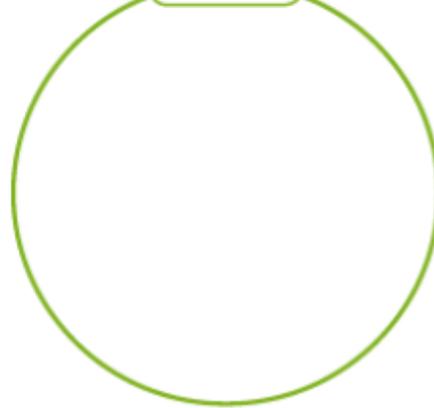
$$\frac{3}{2} \text{ of } 4$$

$$\frac{1}{6} \text{ of } 48$$

= 6



= 8



b) Write one more calculation in each circle.



Write  $<$ ,  $>$  or  $=$  to compare the calculations.

a)  $\frac{2}{7}$  of 21   $\frac{2}{3}$  of 21

b)  $\frac{3}{5}$  of 40   $\frac{2}{3}$  of 36

c)  $\frac{6}{8}$  of 40   $\frac{3}{4}$  of 40

d)  $\frac{6}{10}$  of 50   $\frac{3}{10}$  of 100

Wednesday week 9 Writing

### 1. Look carefully at an illustration

- Look at the picture of the *Procession*.
- What is happening in the story in this picture? What has happened just before? What could happen next? (You could use your Story Summary from Day 1 to remind you).
- Listen to the music that goes with this part of the story:  
<https://www.youtube.com/watch?v=HM0IMX5BJAg>
- Close your eyes as you listen to the music and try to picture the characters, how they are moving, what they might be feeling and what they could be saying.

### 2. Imagine a new ending for the story

- Complete *New Ending*. Imagine what will happen when the procession arrives at the zoo.



## New Ending

Imagine what will happen when the procession arrives at the zoo.



What will Peter say?

What will the zoo-keeper say?

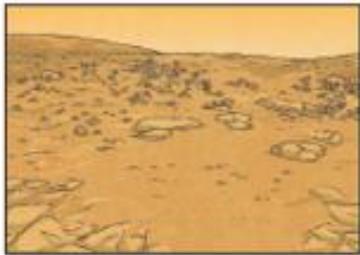
What will Grandfather say?

What might the other characters say? (The cat, bird or hunters).

What could the duck say from inside the wolf's stomach?

## Unidentified Flying Object Spotted

Last night, residents from the north-west of Mars spotted a large object flying over the sinking mud lakes.



This is due to the levels of oxygen at the base of the mountain which are known to be dangerous.

We asked our Martian leader if the events were anything to do with the strange message that was received last week. Once again, they have refused to comment.

According to one witness, it dropped three objects at the base of Blagzog Mountain before zooming off again. A team has been deployed but it's expected to take them at least two days before they reach the landing zone.



1. How long will it be until the team expected to reach the landing zone?

---



2. Why do you think that the leader refused to comment?

---

Each team member is carrying an important piece of safety equipment.



3. Summarise the events using 25 words or fewer.

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### Prove It!



What do you think the search team will find at the bottom of Blagzog Mountain?

## Wednesday week 9 Wider Curriculum

### Computing/Computational thinking:

**Decomposition** -decomposition is the process of breaking down a task into smaller, more-manageable parts. It has many advantages. It helps us manage large projects and makes the process of solving a complex problem less daunting and much easier to take on.

You will create hand clapping, hand tutting (see videos in home learning pack) or hand jive sequences of movements. You will break the sequence of actions down into parts and in so doing are decomposing. This links to breaking problems down when creating computer programs such as animations or games.

### Espresso Coding

<https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-coding>

This website will show you how to create and publish your own apps and games, similar to Scratch, which you might already use.

I have emailed your username and password for Espresso Coding to your parents.

### Videos you will need:

#### Basic Tutting moves

[www.youtube.com/watch?v=cBu3mTyjgho](http://www.youtube.com/watch?v=cBu3mTyjgho)

#### Simple tutting

[www.youtube.com/watch?v=axpDFvUz8Eo](http://www.youtube.com/watch?v=axpDFvUz8Eo)

#### Clapping

[www.youtube.com/watch?v=tXEhm3qVHCc](http://www.youtube.com/watch?v=tXEhm3qVHCc)

#### Hand jive

[www.youtube.com/watch?v=n5FXpc1nPr0](http://www.youtube.com/watch?v=n5FXpc1nPr0)

#### Clapping patterns explained

[www.youtube.com/watch?v=6k6J1jdQY\\_w](http://www.youtube.com/watch?v=6k6J1jdQY_w)

### Getting started:

- 1) Watch a sequence of hand movements; this could be a hand jive or tutting moves or clapping sequence (see videos for ideas.) The sequence is long, so it hard to remember.
- 2) Can you recreate the sequence without watching it again?
- 3) What would make it easier to learn? Would it be easier if it was broken in to smaller parts to learn? Breaking something down into parts is called decomposition.

### Your turn:

- 1) Use paper or the Sequence design sheet on which to record your sequence. Take your time work out your sequence of movements and record your decomposition. You could discuss moves with an adult, record each part, then test it out and debug (fix) it if it doesn't work.
- 2) make sure your sequence is broken down in to parts. You could show an adult each part as you create it.

**Talk/think about it:**

- How did breaking down the sequence into parts help you design process and sharing of the sequence. Points for discussion might include, being able to see the overall sequence of parts, being able to spot repetition, being able to focus on one part at a time.
- Think about how computer scientists create computer programs, for example if they were creating a new computer game, say one like Angry Birds. Some designers might work on the first level of the game others on the next. Some programmers might work on the backgrounds, some on the sound, and others on the action.

**Decomposition is a fundamental skill when working with computers as it helps us break down complicated problems, focus on one part at a time and share the work with others.**

**More ideas**

- It may help you by photographing each part of your sequence.
- Can you spot any repeated moves and how could you use a 'repeat command'? E.g. after about 4 moves could you add repeat in next rather than writing it out again?
- Create a YouTube style video like the ones you watched above.

**Example sequence design sheet**

**Breaking my sequence down into parts (example)**

A similar sequence but to the left:

[www.youtube.com/watch?v=axpDFvUz8Eo&feature=youtu.be](http://www.youtube.com/watch?v=axpDFvUz8Eo&feature=youtu.be)

Part	Drawing
start ①	
elevator ②	
push ③	
drop ④	
snap ⑤	
lift ⑥	

**Sequence design sheet**

**Breaking my sequence down into parts**

Are all the parts in the right order? Have you got all the parts? How do you start?

<b>Part</b>	<b>Drawing</b>