



Years 5 and 6 WC 04.01.2021

Wednesday

Maths:

TT Rockstars: Try some daily rockstars. Can you challenge other children to battles and can you improve your time and score?

Activity: Today we are going to look at comparing fractions.

<https://www.bbc.co.uk/bitesize/articles/znk4kmn>

Click on the link above. It takes you to a bbc website where there is a quiz, two videos and some activities based on comparing fractions. (I have attached a copy of the activities below just in case you cannot access them).

Today, please try the quiz, watch the video and then try activity 1 (not the challenge part).

English:

Reading: Choose a book at home. Can you read some of it? Make some notes on the opening of the book. What did you like/dislike? Were any parts exciting? What are your predictions for the book if you haven't read it before?

SPAG: Lesson 2- To explore expanded noun phrases.

<https://classroom.thenational.academy/lessons/to-explore-expanded-noun-phrases-ccwk8d>

We are going to use Oak Academy videos for our Grammar focus this week. Either click on/usen the attached link each day or follow the steps in the instructions at the bottom of this document to find the correct video.

When you are watching the video, make sure you have a notepad ready. When a task is set in the video, pause the video and answer the questions. Can you write your answers down on the paper? Then, when the answers are revealed, you will be able to mark whether you were correct or not. If not, you can rewind the video to rewatch the explanation.

Writing:

Noun phrase

A noun phrase is a simple phrase built around a noun. It contains a determiner (a, some, the) and a noun (person, place or thing).

For example: **a tree, some sweets, the castle**

Expanded noun phrase

An expanded noun phrase adds more detail to the noun by adding one or more **adjectives**. An adjective is a word that describes a noun.

For example: **a huge tree, some colourful sweets, the large, royal castle**

An expanded noun phrase can also add detail by saying **where** a noun is.

For example: **a tree next to the house, some sweets on the floor, the castle by the ocean.**

	<p>Can you write 8 sentences of your own to describe a winter scene? (You could use your own artwork from yesterday) Make sure you include expanded noun phrases in your writing. Can you then underline these like I have done in the examples above?</p>
<p>Thursday</p>	<p><u>Topic:</u> For our home learning topic, we are going to explore our 'Extreme Earth'. Our Earth is an incredibly special place. Can you mindmap all the things you know about our Earth? It could include any facts, diagrams or information relating to how our Earth works, what is on our Earth and also how things can change our Earth. Please try and send me a photograph of this to: rebeccaholland@st-marys-sabden.lancs.sch.uk</p>
	<p><u>Maths:</u> <u>TT Rockstars:</u> Try some daily rockstars. Can you challenge other children to battles and can you improve your time and score? <u>Activity:</u> Using the same link as yesterday, https://www.bbc.co.uk/bitesize/articles/znk4kmn can you complete the challenge part of activity 1 along with activity 2? I have put them at the end of this document in case you struggle to access them.</p>
	<p><u>English:</u> <u>Reading:</u> Try to read some more of your book. Have you met any characters or explored any settings? Make some notes on one of these things. <u>SPAG:</u> Lesson 3- To explore 'being' verbs. https://classroom.thenational.academy/lessons/to-explore-being-verbs-6mr68r When you are watching the video, make sure you have a notepad ready. When a task is set in the video, pause the video and answer the questions. Can you write your answers down on the paper? Then, when the answers are revealed, you will be able to mark whether you were correct or not. If not, you can rewind the video to rewatch the explanation. <u>Writing:</u> Write 6 sentences using different 'being' verbs. These include: am, is, are, was, be, been, being, were.</p>
<p><u>Topic:</u> <u>Geography:</u> Using a world map (see below), label the different:</p> <ul style="list-style-type: none"> ● continents (there are 7 of them) ● oceans (there is 1 global ocean but this is split into 4 recognised ocean 'basins' with a possible 5th being debated) <p>Can you add in the equator line? Now you can add in any countries that you have visited.</p>	

Friday

Maths:

TT Rockstars: Try some daily rockstars. I've set up a class battle for you to compete in- you have a week to score as many points as you can!

Activity:

Today can you get 20 small objects such as pegs, marbles or even pieces of pasta or sweets ready to use when watching the video below? You will also need a pencil and some paper.

<https://www.youtube.com/watch?v=rJp2Pa5Mqtg&list=PLQqF8sn28L9xBmQclRrb8YjcM-pzxHjfk>

Tasks from the video:

1- Show me one third with fifteen items.

Write a fraction that is the same as one third.

2-Draw me one third of a shape.

Write a fraction that is the same as one third.

3-Draw me one third on a number line.

Write a fraction that is the same as one third.

English:

Reading: Keep reading your book. Can you read to someone at home? Remember when reading, you need to explain the story so far, then use your story telling voice with intonation and expression to make it exciting for the reader.

SPAG: *Lesson 4- To explore prepositions*

<https://classroom.thenational.academy/lessons/to-explore-prepositions-74t66r>

When you are watching the video, make sure you have a notepad ready. When a task is set in the video, pause the video and answer the questions. Can you write your answers down on the paper? Then, when the answers are revealed, you will be able to mark whether you were correct or not. If not, you can rewind the video to rewatch the explanation.

Writing:

Draw a picture which shows different items in different places/positions.

Can you then write sentences about your picture and underline the different prepositions you have used?

Topic:



Look at this picture. Try and answer the questions:

- Where might this be?
- Is it near to where we are?
- What is the weather like?
- What caused the wave?
- How can we tell the size of the wave?
- How might it feel to be in the sea when this wave breaks?
- Is the ocean alive?
- Why do we need to respect the ocean?

Fact: The highest wave ever recorded was during a tsunami in 1958 in Alaska- it was over 34m high!

What other items are 34m high?

Google/search: Oak Academy

Click the link that says: Oak National Academy Online

Click on: subjects

Click on: Key Stage 2

Click on: English Grammar

Click on: T2 Word Level Objectives

Click on:

Wednesday: Lesson 2- To explore expanded noun phrases

Thursday: Lesson 3- To explore 'being' verbs

Friday: Lesson 4- To explore prepositions

Think together

1 Amelia and Mo are reading the same book in class.

Amelia has read $\frac{4}{5}$, Mo has read $\frac{11}{15}$. Who has read more?

Amelia

--	--	--	--	--

Mo

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

$\frac{4}{5}$ $\frac{11}{15}$

_____ has read more.

2 Put these cards in order from smallest to largest.

$\frac{2}{6}$	$\frac{2}{3}$	$\frac{5}{12}$	$\frac{5}{6}$	$\frac{3}{6}$	$\frac{1}{6}$
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First I will sort them into fractions which are greater than and less than a half.



Activity 1:

Thursday's maths:

CHALLENGE

3 a) Max is trying to find all the possible missing numbers.

$$\frac{5}{9} > \frac{\square}{18} \quad \frac{\square}{6} < \frac{12}{18}$$

Max says, 'I think one of these has more solutions than the other.'
Do you agree? Explain your answer.

b) Explain how to find more than one solution to these problems.



$$\frac{3}{5} < \frac{\square}{\square} < \frac{4}{5}$$

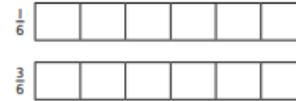


$$1 > \frac{\square}{\square} > \frac{3}{4}$$

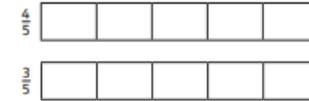
Comparing and ordering fractions

1 Compare these fractions by completing the diagrams.

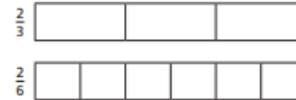
a) $\frac{1}{6} \bigcirc \frac{3}{6}$



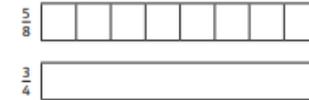
c) $\frac{4}{5} \bigcirc \frac{3}{5}$



b) $\frac{2}{3} \bigcirc \frac{2}{6}$



d) $\frac{5}{8} \bigcirc \frac{13}{4}$



2 Amelia and Max are running a race.

a) Amelia has completed $\frac{3}{10}$ of the track and Max has completed $\frac{2}{5}$.
Who has run further?



_____ has run further.

b) Later, Max has completed $\frac{8}{10}$ and Amelia has completed $\frac{4}{5}$. Is one of them in the lead?

World Map

