



Years 5 and 6 WC 11.01.2021

I love hearing from you all and would love you to send me pictures of your work.
This week, I will be showing you how to send an email with an attachment and would like you to try and send me one yourself to rebeccaholland@st-marys-sabden.lancs.sch.uk
I love hearing from you and seeing what you have been learning and doing at home!

Monday

Maths:

TT Rockstars: Try some daily rockstars. You will really need your times tables knowledge this week to help you with your fractions. In order to convert fractions, you need to be able to multiply numbers.

Activity: Today we are going to look at equivalent fractions. In order to help us to convert fractions, we need to do the same to the numerator as the denominator when we multiply the numbers.

<https://whiterosemaths.com/homelearning/year-6/week-8-number-fractions/> Use this link to choose and watch the 'Equivalent Fractions' video.

Can you try the equivalent fraction activity which is at the bottom of this sheet? I have added two different ones- sheet 1 gives you the denominators for both fractions and you will need to work out what you multiply one by to get another. Sheet 2 needs you to find the equivalent fractions yourself and so may be more of a challenge.

English:

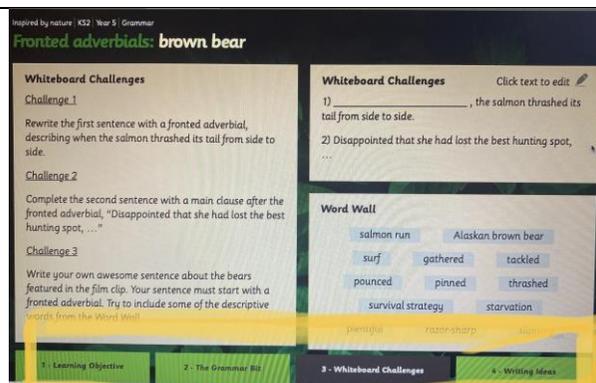
Reading: Keep reading your book. Can you create a new front cover for the book? How would you change it?

SPAG: This week I would like us to look at using fronted adverbials correctly. We often use them within our writing without realising what they are and also without using the correct punctuation. Can you click on the link below?

<https://www.naturalcurriculum.co.uk/year5/fronted-adverbials/brown-bear/screen-1/>

This will take you to a screen with information on a brown bear. I would like you to watch the video and then complete the word challenge.

At the bottom of the screen, there is an option to click on 'screen 2- The Grammar Bit.' Once you have completed the screen 1 activities, I would like you to read through screen 2. Then again, at the bottom of the screen it says 'Screen 3-Whiteboard challenges'. Can you complete these today please? In the picture below, I have put a yellow box around the different screens to help you know what to press.



Writing: On our Zoom call, I will be showing you the front cover for the book that we are going to use over the next couple of weeks. (You can also see the cover at the bottom of this document).

Today, I would like you to use the cover to think about what the book will be about. (Do not be tempted to google this!)

What do you think the book is about?

What can you see on the cover?

I want you to make as many suggestions as you can. Miss Thorburn and I will be making a classroom display for the book and would love it to have your home learning on. Pictures that you send of your work will be able to be displayed and shared with you!

Topic:

Science

Today I would like you to look at the website below.

<https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/z3wpp39>

I want you to think about The Water Cycle. **The water cycle** is the continuous journey **of water** from oceans and lakes, to clouds, to rain, to streams, to rivers and back into the ocean again.

Can you research and draw a labelled diagram of The Water Cycle? You could draw this by hand or on the computer.

Tuesday

Maths:

TT Rockstars: Try some daily rockstars.

Activity: We are going to continue to look at equivalent fractions today. Have a look at the webpage below.

<https://www.theschoolrun.com/what-are-equivalent-fractions-and-simplifying-fractions>

Can you complete the tasks for today? I have attached the sheet to the bottom of this document.

English:

Reading: <https://www.twinkl.co.uk/resource/tg2-t-35-how-to-care-for-a-dog-differentiated-reading-comprehension-activity-english>

	<p>Try this interactive reading comprehension today on taking care of a dog. You can choose which level you want to complete- 1 star being easier and 3 stars being harder.</p> <p>SPAG: https://www.naturalcurriculum.co.uk/year5/fronted-adverbials/brown-bear/screen-4/</p> <p>Using the link above, can you complete the screen 4 worksheet task? It follows on from yesterday's activities.</p> <p><u>Writing:</u></p> <p>On today's video call, I will be showing you some interesting discoveries...</p> <p>The word 'Flotsam' means debris/items in the water that were not deliberately thrown overboard, often as a result from a shipwreck or accident. Today, I would like you to look at the items that have been found. Can you look at all of the flotsam items that have been found and think about who they could belong to?</p> <p>The items must belong to a number of people. Who could they be? What could they have been used for? Why might that person have been on a boat? I would like you to write down ideas of which items might belong to what kind of person and why. (If you cannot get onto the video call, please email me and I will send you pictures of the items).</p> <p>Topic:</p> <p><u>Geography:</u></p> <p>Last week in Geography, your task was to label the world map. On this map, you should have added the equator line. What is the equator?</p> <p>Today can you research and note down the different temperatures in our world. We have countries that are known as hot countries and those known as cold countries. We also have wet and dry climates.</p> <p>You could start by looking at the 7 continents and finding out what the weather is like there. Is it the same weather all year round? Your information could be presented in a table or on a labelled map.</p>
Wednesday	<p>Maths:</p> <p><u>TT Rockstars:</u> Try some daily rockstars.</p> <p><u>Activity:</u> Today and tomorrow's focus is going to be adding and subtracting fractions.</p> <p>https://whiterosemaths.com/homelearning/year-6/week-9-number-fractions/ Watch the add and subtract fractions video.</p> <p>When we add/subtract fractions with the same denominator, the denominator stays the same and we add the numerators only. If the denominators are different, then we need to change the denominator(s) so that they are the same. This will need you to find equivalent fractions. Once the denominators are the same, again the denominator is left alone and we add/subtract the numerators. Your maths questions are at the bottom of this sheet. You will need to start on bronze and work your way through to gold. If you struggle or get stuck, then do not worry about completing all the tasks.</p> <p>English:</p> <p><u>Reading:</u> Keep reading your book at home. Are you enjoying it so far? Would you recommend it to your friends? Why/why not?</p> <p>SPAG: https://www.naturalcurriculum.co.uk/year5/fronted-adverbials/sally-lightfoot-crab/screen-1/</p>

	<p>This will take you to a screen with information on crabs just like Monday and Tuesday. I would like you to watch the video and then complete the word challenge.</p> <p>At the bottom of the screen, there is an option to click on 'screen 2- The Grammar Bit.' Once you have completed the screen 1 activities, I would like you to read through screen 2. Then again, at the bottom of the screen it says 'Screen 3-Whiteboard challenges'. Can you complete these today please? (There is a picture on Monday's SPAG task which shows how to do this).</p> <p><u>Writing:</u></p> <p>Using the items from yesterday's video session, I would like you to think about just one of the people who might have owned the items. I would like you to write a 'back story' of this person. You could include the following:</p> <p>Who was this person?</p> <p>In what time period did that time person live? What makes you think this?</p> <p>Why might they have owned these items or been travelling with them?</p> <p>Where do you think they were travelling to and why?</p> <p>What kind of person do you think they were?</p>
	<p><u>Topic:</u></p> <p><u>RE:</u></p> <p>Our theme for our new RE unit is that of 'Mission.'</p> <p>Can you read 'The Richmond fellowship' information that I have added to the bottom of the page?</p> <p>Think and talk about the following questions:</p> <ul style="list-style-type: none"> • What was Elly Jansen's inspiration for her mission? • What did she do and why? • How did she do it? • What is the purpose of the Richmond Fellowship? • How did it come into existence? • How does the community/group function? • What do you think are the demands and joys of such dedication? • How do you think you can discover your mission? • How could we raise money for charities?
<p>Thursday</p>	<p><u>Maths:</u></p> <p><u>TT Rockstars:</u> Try some daily rockstars- our times tables are super important and useful to us!</p> <p><u>Activity:</u> Following on from yesterday's session, I would like you to continue with adding and subtracting fractions. I have put the questions at the bottom of this page for you to try.</p> <p><u>English:</u></p>

	<p>Reading: Try to read some more of your book. Can you read to an adult?</p> <p>SPAG: https://www.naturalcurriculum.co.uk/year5/fronted-adverbials/sally-lightfoot-crab/screen-4/ Using the link above, can you complete the screen 4 worksheet task? It follows on from yesterday's activities.</p> <p>Writing:</p> <p>On today's video call, I will be showing you some images from the book. I want you to look at these images and then write about the following:</p> <p>Who is the boy?</p> <p>What is he doing?</p> <p>Why is he on the beach?</p> <p>What kind of character do you think he is?</p> <p>What do you think might happen in this book (using the pictures to help you)?</p> <p>The pictures are at the bottom of this page too.</p> <p>Topic:</p> <p>Art:</p> <p>Have a look at Hokusai's artwork called 'The Great Wave' (There is a copy of this at the bottom of this page). The image depicts an enormous wave threatening three boats off the coast in the Sagami Bay(Kanagawa Prefecture) while Mount Fuji rises in the background. Sometimes assumed to be a tsunami, the wave is more likely to be a large rogue wave.</p> <p>It is Hokusai's most famous work and is often considered the most recognizable work of Japanese art in the world.</p> <p>Can you create your own version of this picture? There are some examples with the original for you below.</p>
Friday	<p>Maths:</p> <p>TT Rockstars: Try some daily rockstars.</p> <p>Activity:</p> <p>By converting fractions so that they have the same denominator, we can not only add and subtract fractions but we can compare them too. We can see which is the smallest or largest and we can also put them in order.</p> <p>Can you try the activity at the bottom of the page using your skills from this week? Remember, whatever you do to the numerator, you must do to the denominator!</p> <p>English:</p> <p>Reading: https://www.twinkl.co.uk/resource/tg-t-67-ks1-sharks-differentiated-reading-comprehension-activity</p> <p>Try this interactive reading comprehension today on sharks. You can choose which level you want to complete- 1 star being easier and 3 stars being harder.</p> <p>SPAG: Can you choose a focus/ topic of your own today? I would like you to write some sentences of your own using fronted adverbials. You could write about something you enjoy like football or dancing or even about home learning!</p> <p>English:</p>

I have something exciting to share with you on today's video call. I will also be sharing some images from our new book 'Flotsam'. Once we have shared these, I would like you to answer the question, 'What could be on the camera?' I would like you to draw a picture of what could be on it and write sentences to describe it. Use the different grammar skills that you've worked hard on for the last two weeks to include wonderful descriptions. Please send your ideas to me in an email!

Topic:

History:

Your history links closely with our English work today. Can you research and create a timeline on the development and history of the camera.

When was it first invented and used? Is it like the cameras we have today?

You could include pictures in your timeline and key information. I've attached some useful web links below that could help you.

<https://www.sciencekids.co.nz/sciencefacts/photography/historyofcameras.html>

<https://www.thoughtco.com/photography-timeline-1992306>

<https://www.ducksters.com/hobbies/photographyhistory.php>

Monday's Maths:

Complete the following fractions to make the fractions equivalent.

1. $\frac{1}{2} = \frac{\square}{8}$	2. $\frac{3}{\square} = \frac{6}{10}$	3. $\frac{3}{4} = \frac{12}{\square}$	4. $\frac{\square}{10} = \frac{1}{2}$
5. $\frac{7}{\square} = \frac{14}{16}$	6. $\frac{2}{3} = \frac{\square}{12}$	7. $\frac{\square}{6} = \frac{4}{24}$	8. $\frac{1}{8} = \frac{2}{\square}$
9. $\frac{2}{10} = \frac{\square}{5}$	10. $\frac{2}{\square} = \frac{1}{3}$	11. $\frac{4}{5} = \frac{16}{\square}$	12. $\frac{\square}{16} = \frac{1}{4}$
13. $\frac{2}{\square} = \frac{8}{20}$	14. $\frac{2}{24} = \frac{\square}{12}$	15. $\frac{\square}{8} = \frac{3}{4}$	16. $\frac{8}{16} = \frac{1}{\square}$
17. $\frac{16}{20} = \frac{\square}{5}$	18. $\frac{7}{\square} = \frac{14}{20}$	19. $\frac{2}{12} = \frac{1}{\square}$	20. $\frac{\square}{16} = \frac{5}{8}$
21. $\frac{1}{\square} = \frac{8}{40}$	22. $\frac{4}{40} = \frac{\square}{20}$	23. $\frac{\square}{3} = \frac{8}{24}$	24. $\frac{10}{12} = \frac{5}{\square}$

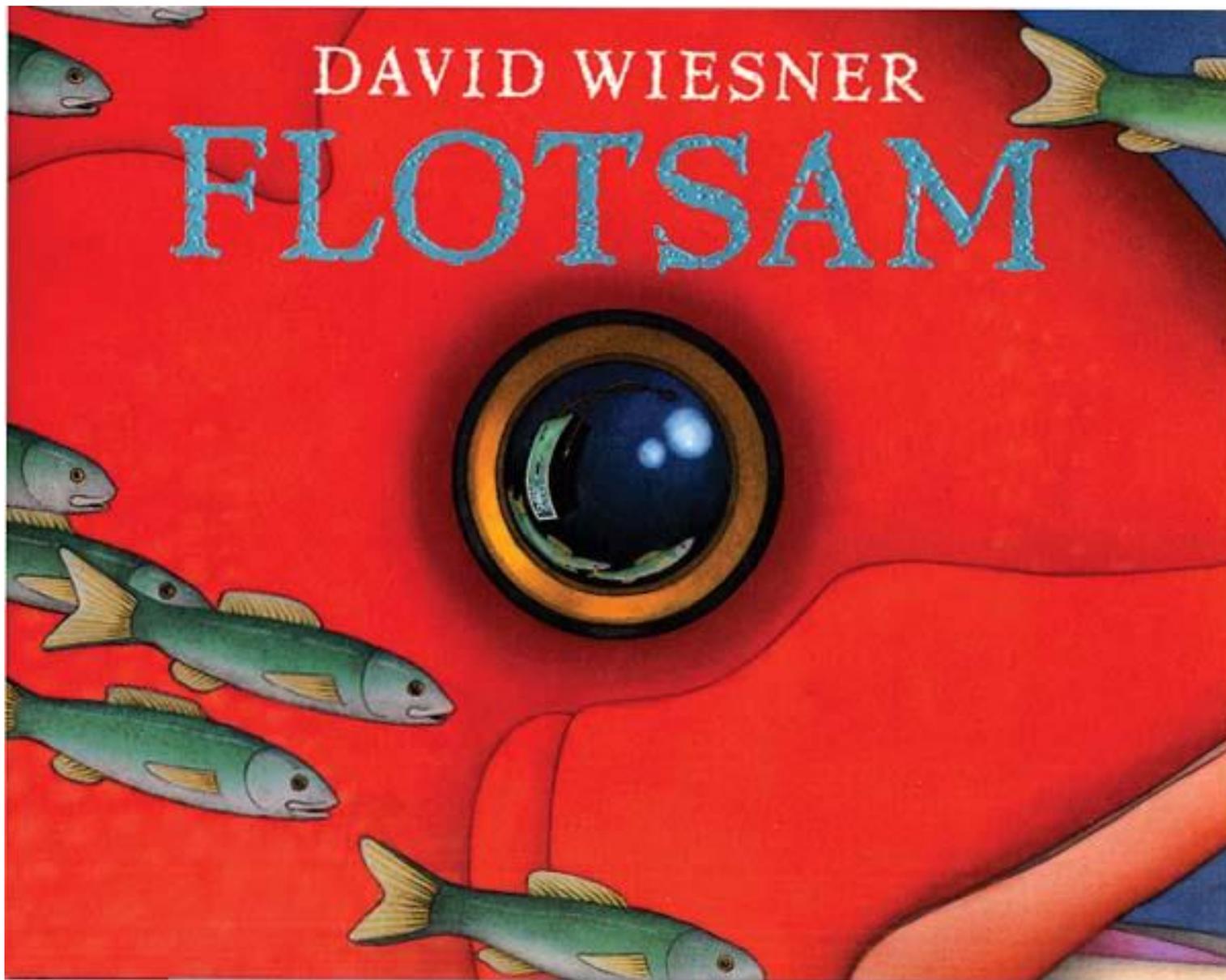
Write 3 equivalent fractions to each of these fractions.

1. $\frac{1}{2} =$	9. $\frac{1}{6} =$
2. $\frac{1}{3} =$	10. $\frac{11}{12} =$
3. $\frac{3}{4} =$	11. $\frac{1}{5} =$
4. $\frac{4}{5} =$	12. $\frac{1}{4} =$
5. $\frac{2}{3} =$	13. $\frac{5}{12} =$
6. $\frac{5}{6} =$	14. $\frac{1}{10} =$
7. $\frac{3}{10} =$	15. $\frac{2}{5} =$
8. $\frac{7}{8} =$	16. $\frac{1}{8} =$

Monday's writing task:

DAVID WIESNER

FLOTSAM



Tuesday's Maths:

3 Match the equivalent fractions.

$$\frac{1}{4}$$

$$\frac{4}{10}$$

$$\frac{10}{15}$$

$$\frac{1}{7}$$

$$\frac{3}{21}$$

$$\frac{2}{3}$$

$$\frac{2}{5}$$

$$\frac{3}{12}$$

4 Complete the equivalent fractions.

a) $\frac{1}{5} = \frac{\boxed{}}{10}$

d) $\frac{3}{10} = \frac{9}{\boxed{}}$

g) $\frac{8}{12} = \frac{2}{\boxed{}}$

b) $\frac{4}{5} = \frac{\boxed{}}{10}$

e) $\frac{6}{8} = \frac{3}{\boxed{}}$

h) $\frac{2}{\boxed{}} = \frac{10}{25}$

c) $\frac{3}{10} = \frac{6}{\boxed{}}$

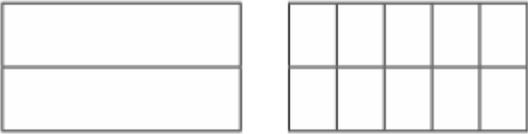
f) $\frac{8}{12} = \frac{\boxed{}}{3}$

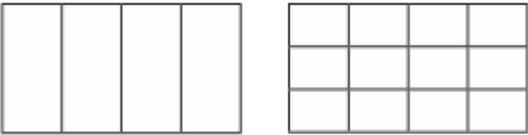
i) $\frac{1}{\boxed{}} = \frac{4}{28}$

- 1 Shade the diagrams to help you complete the equivalent fractions.

The first one has been done for you.

a)  $\frac{1}{3} = \frac{2}{6}$

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

c)  $\frac{1}{4} = \frac{\square}{\square}$

- 2 Draw a diagram to show that $\frac{3}{4} = \frac{6}{8}$



5

a) Write the fractions in the correct place on the sorting diagram.

$\frac{8}{24}$	$\frac{3}{12}$	$\frac{5}{15}$	$\frac{6}{24}$	$\frac{4}{12}$	$\frac{9}{36}$	$\frac{3}{9}$	$\frac{4}{16}$
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	equivalent to $\frac{1}{3}$	equivalent to $\frac{1}{4}$
odd denominator		
even denominator		

b) Are any of the boxes empty?

Why do you think this is?

Talk about your answer with a partner.

Wednesday's Maths:

Bronze

$$1) \frac{1}{10} + \frac{7}{10} =$$

$$2) \frac{1}{5} + \frac{1}{5} =$$

$$3) \frac{2}{9} + \frac{2}{9} =$$

$$4) \frac{1}{12} + \frac{2}{12} =$$

$$5) \frac{2}{9} + \frac{3}{9} =$$

$$6) \frac{6}{7} - \frac{2}{7} =$$

$$7) \frac{8}{11} - \frac{6}{11} =$$

$$8) \frac{2}{4} - \frac{1}{4} =$$

$$9) \frac{10}{12} - \frac{8}{12} =$$

$$10) \frac{2}{6} - \frac{1}{6} =$$



Silver

$$1) \frac{1}{2} + \frac{1}{4} =$$

$$2) \frac{2}{3} + \frac{1}{6} =$$

$$3) \frac{3}{10} + \frac{2}{5} =$$

$$4) \frac{5}{7} + \frac{1}{14} =$$

$$5) \frac{3}{18} + \frac{4}{9} =$$

$$6) \frac{5}{6} - \frac{1}{3} =$$

$$7) \frac{9}{10} - \frac{1}{2} =$$

$$8) \frac{9}{14} - \frac{1}{7} =$$

$$9) \frac{9}{20} - \frac{1}{4} =$$

$$10) \frac{7}{8} - \frac{3}{4} =$$



Gold

$$1) \frac{1}{2} + \frac{1}{9} =$$

$$2) \frac{1}{5} + \frac{5}{6} =$$

$$3) \frac{3}{10} + \frac{2}{3} =$$

$$4) \frac{5}{7} + \frac{1}{10} =$$

$$5) \frac{3}{4} + \frac{4}{9} =$$

$$6) \frac{5}{6} - \frac{1}{4} =$$

$$7) \frac{7}{10} - \frac{1}{3} =$$

$$8) \frac{11}{12} - \frac{1}{5} =$$

$$9) \frac{7}{8} - \frac{2}{3} =$$

$$10) \frac{9}{10} - \frac{3}{4} =$$



Wednesday's RE:

The Richmond Fellowship

In 1959, a Dutch student called Elly Jansen was studying theology in London. She was already a nurse and had studied psychology (the science concerned with how the human mind works and why we behave as we do).

While she was studying, she realised that many people who had finished their stay in a mental hospital had nowhere to go except to return to the same lonely place they were in before they needed to go to hospital. These people were depressed, anxious or distressed in some way. They had found it difficult to cope in the busy, complex world. Elly thought they needed a halfway house between leaving hospital and coping on their own. They needed affection and to know they were valued and able to help themselves and others.

Elly rented a house in Richmond and started with three women. At first, there were a lot of difficulties, but Elly learned from her mistakes. It was hard work learning to run a community of demanding and insecure people. It was soon clear that, for the house to run smoothly there must be regular meetings to sort out problems.

Everyone shared the work and tried to be considerate to one another by arriving on time for meals. The house in Richmond was one of the first places to provide fellowship, support and a sense of self-respect and responsibility for the mentally ill patients.

In 1965, six years after she had begun her work, Elly bought a large house in London, which became the Fellowship's headquarters. Soon there were eight houses in London alone. In the following years, many more were set up in Britain and abroad. The basis of the Richmond Fellowship's work is respect for the individual. Elly believes it's important to give everyone dignity.

Recall the topic Life Choices from last term. Everyone has a mission (play the track Ev'ryone has a mission from the Come and See website). It may be big or small, but it is something that you are called to do, which only you can do.

Blessed John Henry Newman wrote some famous lines about everyone having a special task in life. It may seem to be ordinary and simple, but if it is done in love for God and our neighbour, it is a definite task or mission which is special to each person.

Thursday's Maths:

Adding and subtracting fractions: different denominators 1

1. $\frac{1}{4} + \frac{3}{8} =$

3. $\frac{2}{9} + \frac{4}{6} =$

5. $\frac{1}{14} + \frac{3}{7} =$

7. $\frac{3}{20} + \frac{6}{10} =$

9. $\frac{5}{9} + \frac{5}{3} =$

2. $\frac{3}{10} - \frac{1}{5} =$

4. $\frac{3}{4} - \frac{3}{12} =$

6. $\frac{6}{21} - \frac{1}{7} =$

8. $\frac{3}{4} - \frac{1}{16} =$

10. $\frac{7}{12} - \frac{1}{4} =$

Adding and subtracting fractions: different denominators 2

11. $\frac{1}{3} + \frac{1}{5} =$

13. $\frac{2}{7} + \frac{1}{2} =$

15. $\frac{2}{3} + \frac{3}{7} =$

17. $\frac{3}{9} + \frac{6}{10} =$

19. $\frac{5}{6} + \frac{1}{4} =$

12. $\frac{1}{3} - \frac{1}{8} =$

14. $\frac{3}{4} - \frac{3}{10} =$

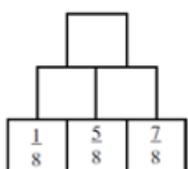
16. $\frac{6}{11} - \frac{1}{4} =$

18. $\frac{3}{4} - \frac{5}{11} =$

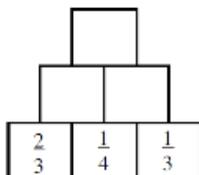
20. $\frac{7}{15} - \frac{1}{10} =$

Adding and subtracting fractions: different denominators and mixed numbers

21.

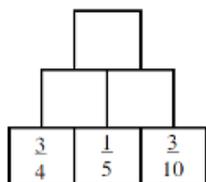


22.

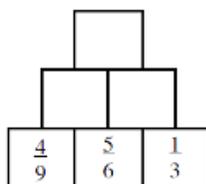


23.

24.

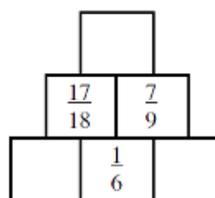


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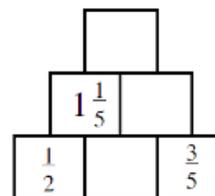


26.

27.

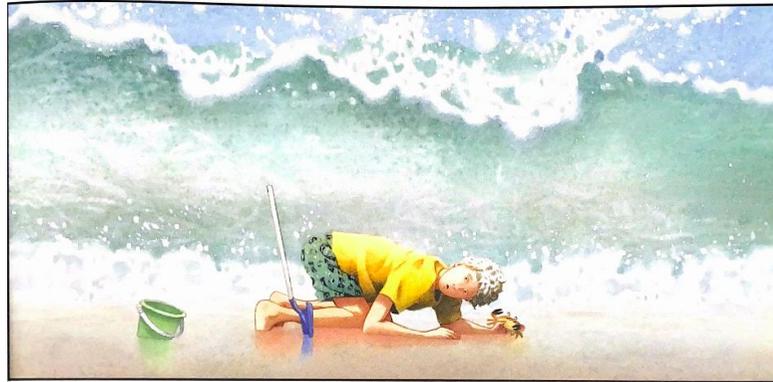


28.



Thursday's writing:





Thursday's Art:



Friday's Maths:

Top tip: Converting fractions to their decimal equivalents or changing fractions to have common denominators, makes them easier to compare.

1. Compare these fractions using the < and > symbols.

$$\frac{1}{2} \square \frac{2}{5}$$

$$\frac{1}{2} \square \frac{5}{8}$$

$$\frac{3}{8} \square \frac{2}{5}$$

$$\frac{7}{10} \square \frac{5}{8}$$

$$\frac{1}{4} \square \frac{1}{5}$$

$$\frac{3}{4} \square \frac{7}{10}$$

$$\frac{1}{8} \square \frac{1}{5}$$

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

$$\frac{1}{4} \square \frac{3}{8}$$

$$\frac{4}{5} \square \frac{1}{2}$$

2. Put the following fractions in order from smallest to largest.

$1\frac{1}{2}$	$1\frac{3}{4}$	$1\frac{9}{10}$	$1\frac{1}{8}$	$1\frac{5}{8}$	$1\frac{4}{5}$	$1\frac{2}{5}$	$1\frac{7}{10}$
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Smallest \longrightarrow Largest

