







Year 5: Remote Learning Schedule

W/C 1 st March	Monday	Tuesday	Wednesday	Thursday	Friday
Maths (approx. 45 mins per lesson) This week our focus is: Fractions	Lesson 1:	Lesson 2:	Lesson 3:	Lesson 4:	Lesson 5:
	To add mixed numbers Click here to watch the video to support you.	To subtract fractions Click here to watch the video to support you.	To subtract mixed numbers Click here to watch the video to support you.	To subtract by breaking the whole number Click here to watch the video to support you.	To apply arithmetic knowledge. Challenge yourself with our weekly number skills check.
	You will find links to videos produced by White Rose Maths above. The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!				
<div> Remember to log in to TT Rockstars each week to practise your times tables! Message your teacher on ClassDojo if you've forgotten your login details.<div></div></div>					
<div> Remember to share your learning on ClassDojo! Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.<div></div></div>					
English (approx. 45 mins per lesson) This week our focus is: Narrative	Lesson 1:	Lesson 2:	Lesson 3:	Lesson 4:	Lesson 5:
	Reading comprehension: The Sound Collector	Grammar: To understand the difference between prepositions & subordinating conjunctions.	To use a range of adjectives, adverbs and verbs to create a mood and atmosphere.	To draft the build up of my narrative.	To draft the dilemma of my narrative.
The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!					
This week's spellings are: calligraphy, autograph, geographic, photographer, telegraphically (spelling rule: words from root word 'graph')					
Reading for Pleasure is such an important part of our curriculum – look out for on ClassDojo for your teacher's videos on a Wednesday afternoon. They will be sharing a text for you to enjoy.					
Reading for Productivity is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.			Mon:	Tues:	Wed:
			Music	Geography - Fairtrade	Science
Extended Curricular Learning provides a great opportunity to exercise skills in foundation subjects and science. Within this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!			Thurs:		Fri:
			World Book Day		Art



Year 5 Knowledge Organiser: Fractions

Fat Questions:

Why do fractions exist?

In what ways could fractions have helped during WW2?

When do we use fractions in day to day life?

Why do we have fractions, decimals & percentages? They all do the same thing?

Key vocabulary

Fraction - Simplify

Non-unit fraction - Unit fraction

Numerator - Denominator

Equivalent - Greater than

Less than - Mixed number

Improper fraction - Tenths

Hundredths - Multiples

Integers - Decimal number

To see the full list of vocabulary, please refer to our resource walls.

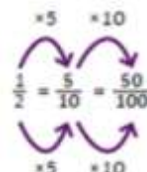
Intent

We aim to develop and progress our skills in fractions in order to equip us with the ability to solve real world problems that require a mathematical solution. With these skills, we can help to improve the world in which we live.

VIPs (very important points)

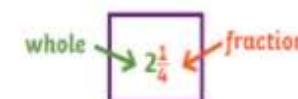
Equivalent Fractions

To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.



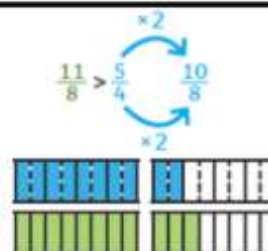
Mixed Numbers

Mixed numbers contain a whole number and a fraction.



Compare and Order Fractions

We can compare and order fractions by using common denominators.



Improper Fractions

An improper fraction has a numerator which is greater than or equal to the denominator.

$\frac{5}{3}$

Convert an Improper Fraction to a Mixed Number

$$\frac{9}{4} \quad 9 \div 4 = 2 \text{ r } 1 \quad 2 \frac{1}{4}$$

Divide the numerator by the denominator.

This shows you the whole number and the fraction.

Convert a Mixed Number to an Improper Fraction

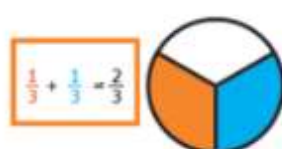
Multiply the whole by the denominator to make an improper fraction.

$$2 \frac{5}{6} = \frac{12}{6} + \frac{5}{6} = \frac{17}{6}$$

Add the fractions together.

Adding and Subtracting Fractions

To add or subtract fractions with denominators that are multiples of the same number, we must change one fraction to have the same denominator.



$$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

$$\frac{5}{6} - \frac{2}{3} = \frac{5}{6} - \frac{4}{6} = \frac{1}{6}$$



Multiply Mixed Numbers by Integers

Convert to an improper fraction and multiply the numerator by the integer.

$$2 \frac{1}{4} \times 2 = \frac{9}{4} \times 2 = \frac{18}{4} = 4 \frac{2}{4} = 4 \frac{1}{2}$$

Multiply Unit Fractions by an Integer

$$\frac{1}{3} \times 5 = \frac{5}{3}$$





Maths lesson 1: To add mixed numbers (Main, Blue Task)

Add mixed numbers



- 1 Teddy and Mo are adding mixed numbers.



$$3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$$

Teddy

$$3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$$

Mo



Whose method do you prefer? _____

Talk about it with a partner.



- 2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} = \square$

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

c) $1\frac{3}{4} + 3\frac{3}{20} = \square$

e) $4\frac{1}{4} + 2\frac{11}{16} = \square$

d) $1\frac{3}{16} + 4\frac{3}{4} = \square$

f) $1\frac{4}{15} + 3\frac{2}{3} = \square$

3



$$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$$

How can Ron improve his answer?

4

Complete the additions.

a) $2\frac{3}{4} + 3\frac{5}{12} = \square$

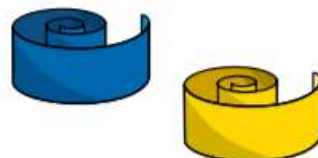
b) $3\frac{2}{3} + 2\frac{7}{12} = \square$



c) $5\frac{1}{6} + 3\frac{11}{12} = \square$

d) $6\frac{7}{15} + 3\frac{3}{5} = \square$

- 5 A blue ribbon is $2\frac{4}{9}$ metres long.



A yellow ribbon is $3\frac{2}{3}$ metres long.

- a) What is the total length of the blue and yellow ribbon?

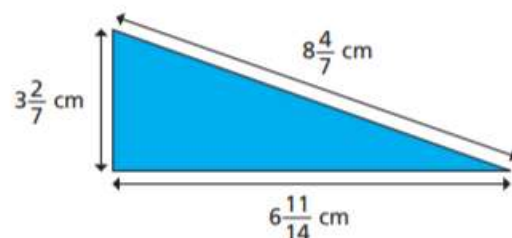
 m

- b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?


 m

- 6 Calculate the perimeter of the triangle.



- 7 Complete the calculation in three different ways.

$$\square \frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$$

$$\square \frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$$

$$\square \frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$$

Compare answers with a partner.

- 8 Here are some number cards.

$3\frac{1}{6}$	$2\frac{11}{12}$	$2\frac{5}{6}$	$3\frac{5}{6}$	$4\frac{1}{12}$	$4\frac{1}{3}$
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- a) What is the greatest total you can make with two cards?

- b) What is the smallest total you can make with two cards?



Maths Lesson 1: To add mixed numbers- Red Task.

If you are finding the main task too difficult, have a go at the red task below.

Varied Fluency

1a. Add the two fractions together.

$$1 \frac{1}{3} + 1 \frac{1}{3} =$$



VF

2a. Circle the correct answer to the calculation below.

$$1 \frac{3}{10} + 1 \frac{2}{5} = ?$$

A. $2 \frac{1}{10}$ B. $2 \frac{7}{10}$ C. $2 \frac{5}{10}$



VF

3a. Work out the missing numbers in the following calculation.

$$1 \frac{1}{4} + 2 \frac{5}{8} = 3 \frac{\text{blue}}{8}$$



VF

4a. Match the calculations to the correct answers.

A. $1 \frac{2}{3} + 5 \frac{4}{6}$ $7 \frac{1}{6}$

$7 \frac{2}{6}$

B. $2 \frac{1}{3} + 4 \frac{5}{6}$ $7 \frac{3}{6}$



VF

Reasoning and Problem Solving

1a. Circle the odd one out. Explain why.

A. $2 \frac{2}{4} + 4 \frac{1}{4}$

B. +

C. +

D. $3 \frac{2}{4} + 1 \frac{1}{4}$



R

2a. Lola has completed the following calculation.

$$2 \frac{2}{5} + 2 \frac{2}{5} = 4 \frac{4}{10}$$



Is she correct?
Explain how you know.



R

3a. I am thinking of a number.
When I add it to the number on the card,
the answer will be a whole number less
than 6.

$$3 \frac{3}{4}$$

The number is a mixed number with a
denominator that is double to that on the
card.

Find 2 possible answers.



PS



Maths Lesson 1: To add mixed numbers - Gold Task.

If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

Varied Fluency

Reasoning and Problem Solving

9a. Add the two fractions together. Give your answer in its simplest form.

$$2\frac{1}{4} + \frac{15}{6} =$$



VF

10a. Circle the correct answer to the calculation below.

$$4\frac{5}{10} + \frac{13}{6} = ?$$

A. $6\frac{2}{3}$

B. $4\frac{18}{10}$

C. $7\frac{6}{10}$



VF

11a. Work out the missing numbers in the following calculation.

$$7\frac{1}{\text{green}} + 1\frac{7}{8} = 9\frac{\text{brown}}{24}$$

All the denominators are different.



VF

12a. Match the calculations to the correct answers.

A. $1\frac{2}{5} + 4\frac{5}{6}$

$7\frac{2}{15}$

B. $4\frac{4}{5} + 2\frac{2}{6}$

$6\frac{7}{30}$

$6\frac{14}{15}$



VF

7a. Circle the odd one out. Explain why.

A. $3\frac{1}{8} + \frac{15}{6}$

B. $2\frac{4}{12} + \frac{24}{9}$

C. $6\frac{3}{10} + \frac{19}{4}$

D. $12\frac{2}{6} + \frac{11}{5}$



R

8a. Annabel has completed the following calculation.

$$3\frac{6}{10} + \frac{16}{8} = 5\frac{1}{5}$$



Is she correct?
Explain how you know.



R

9a. I am thinking of a number.
When I add it to the number on the card
the answer will not be a whole number.
It will be greater than 9 but less than 12.

$$7\frac{4}{6}$$

The number is either a mixed number or
an improper fraction with a different
denominator that is not a multiple of 6.

Find 4 possible answers.



PS



Maths Lesson 1: Deepen the moment...

2. Mrs Clarke has spilled coffee over Lisa's maths book whilst marking her work.

$$3 \frac{\text{coffee}}{\text{coffee}} + \frac{\text{coffee}}{\text{coffee}} = 6 \frac{\text{coffee}}{\text{coffee}}$$

15

1

18

20

8

12

14

4

5

17

28

24

Use the digit cards to explore the different calculations Lisa could have completed if all the denominators were different and the second fraction was improper.

DP



Maths lesson 2: To subtract fractions (Main, Blue Task)

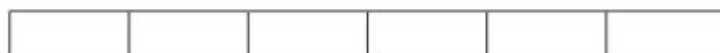
Subtract fractions



1 Complete the subtractions.

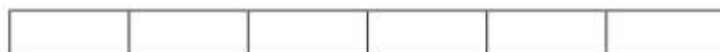
Use the bar models to help you.

a)



$$\frac{5}{6} - \frac{1}{2} = \boxed{}$$

b)



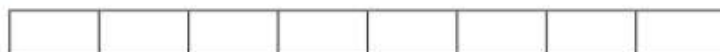
$$\frac{5}{6} - \frac{1}{3} = \boxed{}$$

c)



$$\frac{7}{8} - \frac{3}{4} = \boxed{}$$

d)



$$\frac{1}{2} - \frac{3}{8} = \boxed{}$$

2 Match the equivalent calculations.

$$\frac{3}{4} - \frac{3}{20}$$

$$\frac{10}{20} - \frac{3}{20}$$

$$\frac{4}{5} - \frac{3}{20}$$

$$\frac{16}{20} - \frac{3}{20}$$

$$\frac{7}{10} - \frac{3}{20}$$

$$\frac{15}{20} - \frac{3}{20}$$

$$\frac{1}{2} - \frac{3}{20}$$

$$\frac{14}{20} - \frac{3}{20}$$

3 Jack walks $\frac{7}{9}$ km to school.

Aisha walks $\frac{2}{3}$ km to school.

How much further does Jack walk than Aisha?

Jack walks $\boxed{}$ km further than Aisha.



- 4 a) Complete the calculations.

$$\frac{1}{5} + \frac{1}{10} = \boxed{}$$

$$\frac{2}{5} + \frac{1}{10} = \boxed{}$$

$$\frac{3}{5} + \frac{1}{10} = \boxed{}$$

$$\frac{4}{5} + \frac{1}{10} = \boxed{}$$

$$\frac{1}{16} + \frac{5}{32} = \boxed{}$$

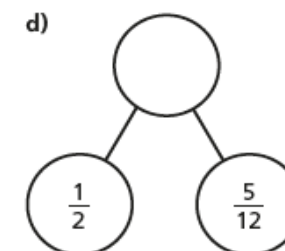
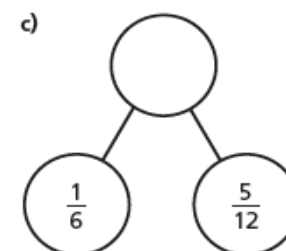
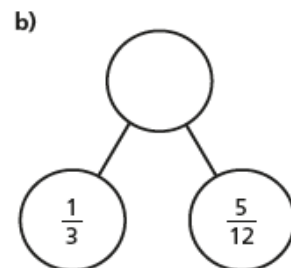
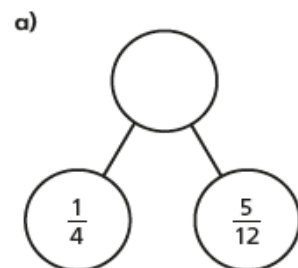
$$\frac{1}{8} + \frac{5}{32} = \boxed{}$$

$$\frac{1}{4} + \frac{5}{32} = \boxed{}$$

$$\frac{1}{2} + \frac{5}{32} = \boxed{}$$

- b) Can you spot any patterns? Talk to a partner about it.
c) What calculation would come next in each set?

- 5 Complete the part-whole models.



6

$$\frac{\boxed{}}{8} + \frac{\boxed{}}{16} = \frac{7}{8}$$

What could the missing numerators be?

Give six different possibilities.

$$\frac{\boxed{}}{8} + \frac{\boxed{}}{16} = \frac{7}{8}$$

$$\frac{\boxed{}}{8} + \frac{\boxed{}}{16} = \frac{7}{8}$$

$$\frac{\boxed{}}{8} + \frac{\boxed{}}{16} = \frac{7}{8}$$

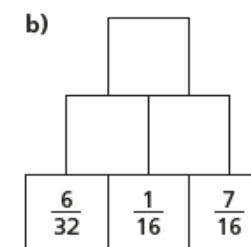
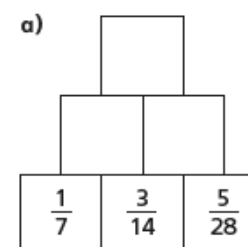
$$\frac{\boxed{}}{8} + \frac{\boxed{}}{16} = \frac{7}{8}$$

$$\frac{\boxed{}}{8} + \frac{\boxed{}}{16} = \frac{7}{8}$$

$$\frac{\boxed{}}{8} + \frac{\boxed{}}{16} = \frac{7}{8}$$

7

Complete the addition pyramids.



- c) What fraction is equivalent to both of the fractions at the top of the pyramids?



Maths Lesson 2: To subtract fractions - Red Task.

If you are finding the main task too difficult, have a go at the red task below.

Varied Fluency

1a. Circle the correct answer to the subtraction below.

A B C

☆ VF

2a. Complete the calculation below.

☆ VF

3a. Find the difference between the pairs of fractions below.

A. $\frac{5}{6}$ $\frac{8}{12}$

B. $\frac{4}{5}$ $\frac{4}{10}$

☆ VF

4a. Milly has $\frac{5}{8}$ of a cake.

She gives $\frac{1}{4}$ to her dad.

How much does she have left?

☆ VF

Reasoning and Problem Solving

1a. Arrange the number cards to make the calculation below correct.

1 3 2 4

$\frac{\square}{4} - \frac{\square}{8} = \frac{2}{8}$

☆ PS

2a. Mrs Hall shows Class 5 two fractions:

$\frac{10}{12}$ $\frac{4}{6}$

Harry says,

The difference between them is $\frac{6}{12}$.

Explain the mistake that he has made.

☆ R

3a. Two children took their leftover pie home from a café.

Lisa had $\frac{3}{5}$ left and gave her mum $\frac{2}{10}$.

Ben took $\frac{8}{10}$ home and gave his dad $\frac{1}{5}$.

Who is left with the most pie?

☆ PS



Maths Lesson 2: To subtract fractions - Gold Task.

If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

Varied Fluency

9a. Circle the correct answer to the subtraction below.

A B C

10a. Complete the calculation below.

11a. Find the difference between the pairs of fractions below.

A. $\frac{3}{9}$ $\frac{5}{4}$

B. $\frac{4}{5}$ $\frac{4}{8}$

12a. Jenna has $\frac{4}{6}$ of a pie.

She gives $\frac{4}{10}$ to her mum.

How much does she have left?

Reasoning and Problem Solving

7a. Arrange the number cards to make the calculation below correct.

15 12 3 2 1 10

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

You can only use a number card once in the calculation.

8a. Mrs Pod shows Class 5 two fractions:

$\frac{10}{9}$ $\frac{3}{4}$

Ivan says,

The difference between them is $\frac{7}{5}$.

Explain the mistake that he has made.

9a. Two children took their leftover brownies home from the school disco.

Tess had $\frac{4}{5}$ left and gave her mum $\frac{2}{6}$.

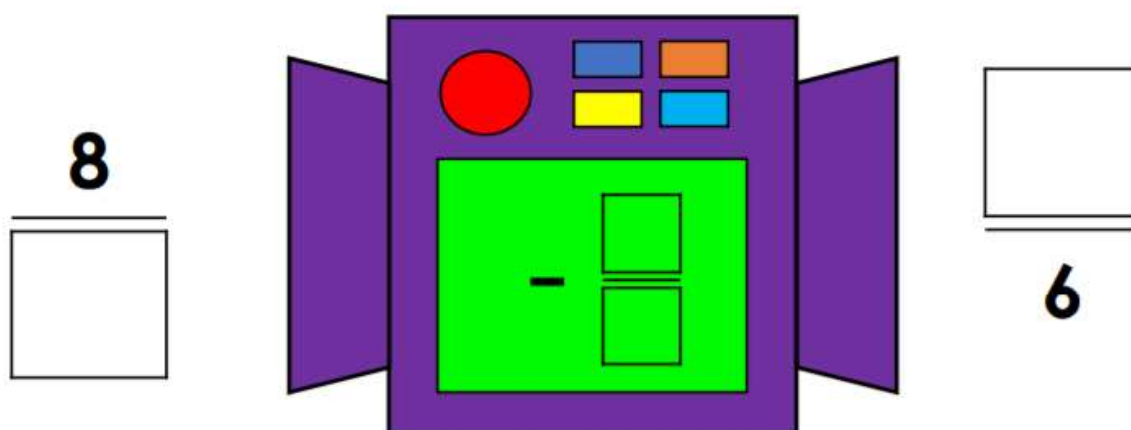
Lee took $\frac{2}{3}$ home and gave his dad $\frac{2}{5}$.

Who is left with the most brownies?



Maths Lesson 2: Deepen the moment...

1. Explore the possible inputs, outputs and functions of the 'Fraction Subtraction Contraption'. All the denominators are different.



DP



Maths lesson 3: To subtract mixed numbers (Main, Blue Task)

Subtract mixed numbers

White
Rose
Maths

1 Complete the subtractions.

Use the bar models to help you.

a)

$$1\frac{5}{8} - \frac{1}{2} = \boxed{}$$

b)

$$1\frac{7}{8} - \frac{3}{4} = \boxed{}$$

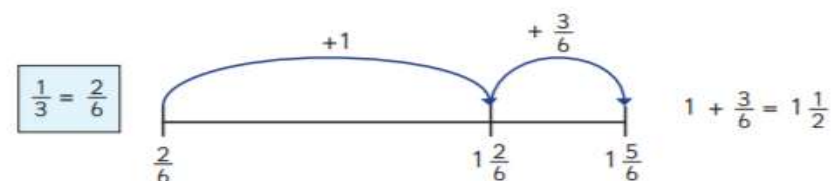
c)

$$1\frac{1}{2} - \frac{3}{8} = \boxed{}$$

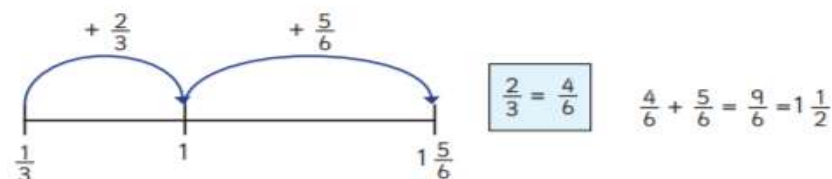


2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$

Dexter's method



Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$





3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} = \boxed{}$

d) $7\frac{5}{6} - \frac{13}{24} = \boxed{}$

b) $3\frac{3}{16} - \frac{1}{8} = \boxed{}$

e) $4\frac{4}{9} - \frac{4}{27} = \boxed{}$

c) $2\frac{5}{6} - \frac{2}{3} = \boxed{}$

f) $6\frac{11}{12} - \frac{3}{4} = \boxed{}$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Eva pours $\frac{4}{15}$ litres into a glass.

How much orange juice is left in the jug?



There are $\boxed{}$ litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

$3\frac{\boxed{}}{5} - \frac{\boxed{}}{20} = 3\frac{1}{20}$

$3\frac{\boxed{}}{5} - \frac{\boxed{}}{20} = 3\frac{1}{20}$

$3\frac{\boxed{}}{5} - \frac{\boxed{}}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	
Amir	$13\frac{3}{8}$ m		$12\frac{7}{8}$ m
Annie		9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's.

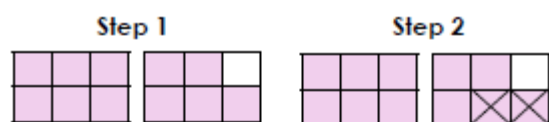


Maths Lesson 3: To subtract mixed numbers - Red Task.

If you are finding the main task too difficult, have a go at the red task below.

Varied Fluency

1a. Which calculation is being shown in the model below?



- A. $1 \frac{5}{6} - \frac{3}{6}$ B. $1 \frac{5}{6} - \frac{2}{6}$ C. $2 \frac{5}{6} - \frac{3}{6}$

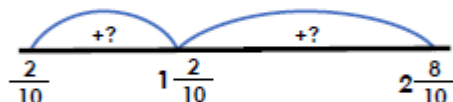
Solve the calculation using the model to help you.



VF

2a. Find the difference between the fractions using the number line to help you.

$$2 \frac{4}{5} - \frac{2}{10}$$



VF

3a. Tick the calculation where the answer is a whole number.

A. $2 \frac{5}{7} - \frac{3}{14}$

☐

B. $5 \frac{2}{3} - \frac{4}{6}$

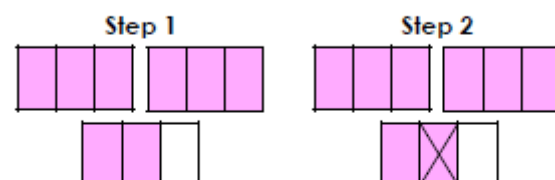
☐


VF

Reasoning and Problem Solving

1a. Sanjit has used the following model to solve the calculation below.

$$2 \frac{2}{3} - \frac{1}{3} = 2 \frac{3}{3}$$



Is he correct?
Explain any errors he has made.



R

2a. Millie has a pie shop.

She has $3 \frac{3}{4}$ pies remaining when she closes the shop on Tuesday. She then eats $\frac{2}{8}$ of a pie for her dinner.

What fraction of the pies are left to sell on Wednesday?



PS

3a. Stephanie has a fraction on her number card. Find the route across the grid subtracting $\frac{1}{8}$ every time to reach the card at the end of the grid.



$$6 \frac{6}{8}$$

$6 \frac{7}{8}$	$6 \frac{1}{4}$	$6 \frac{2}{4}$	$6 \frac{3}{4}$
$6 \frac{3}{4}$	$6 \frac{2}{4}$	$6 \frac{3}{8}$	$6 \frac{4}{8}$
$6 \frac{5}{8}$	$6 \frac{6}{8}$	$6 \frac{5}{8}$	$6 \frac{1}{4}$

$$6 \frac{1}{8}$$



PS



Maths Lesson 3: To subtract mixed numbers - Gold Task.

If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

Varied Fluency

7a. Which calculation gives the answer below?

$$3\frac{5}{12}$$

A. $3\frac{4}{6} - \frac{2}{4}$ B. $3\frac{5}{6} - \frac{3}{4}$ C. $3\frac{4}{6} - \frac{1}{4}$



VF

8a. Find the difference between the fractions.

A. $\frac{2}{6} - 4\frac{3}{4}$

B. $2\frac{6}{8} - \frac{4}{6}$

Write your answers as mixed numbers in their simplest form.



VF

9a. Tick the calculation with the greatest answer.

A. $6\frac{4}{5} - \frac{1}{3}$

☐

B. $6\frac{7}{10} - \frac{2}{3}$

☐


VF

Reasoning and Problem Solving

7a. Jane has solved the calculation below.

$$3\frac{9}{10} - \frac{1}{4} = 3\frac{8}{10}$$

Is she correct?

Explain any errors she has made.



R

8a. A family have $3\frac{7}{8}$ pizzas left over from their takeaway on Saturday.

Ruby eats $\frac{4}{6}$ of the left overs on Sunday for her lunch.

What fraction of the pizza is still left over?



PS

9a. Find the route across the grid, from left to right, subtracting $\frac{2}{8}$ every time.

$3\frac{3}{6}$	$3\frac{2}{3}$	$3\frac{1}{3}$	$3\frac{4}{18}$
$3\frac{5}{6}$	$3\frac{7}{12}$	$3\frac{7}{8}$	$3\frac{1}{12}$
$3\frac{4}{6}$	$3\frac{5}{18}$	$3\frac{8}{12}$	$3\frac{3}{8}$



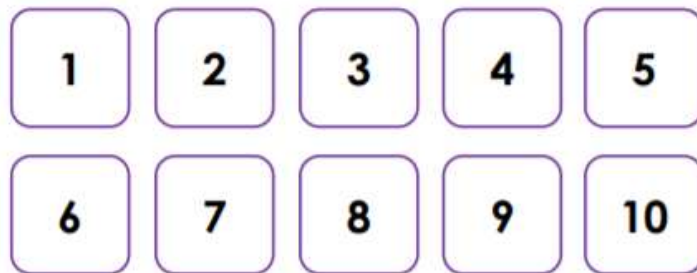
PS



Maths Lesson 3: Deepen the moment...

2. Explore the different ways to arrange the digit cards to make the statement true if no denominator is the same.

$$1 \frac{\square}{\square} - \frac{\square}{\square} > 1 \frac{\square}{\square} - \frac{\square}{\square}$$



DP



Maths lesson 4: To subtract mixed numbers by breaking the whole (Main, Blue Task)

Subtract – breaking the whole



1 Complete the subtractions.

Use the bar models to help you.

a)

$$2\frac{1}{2} - \frac{7}{12} = \square$$

b)

$$2\frac{1}{3} - \frac{7}{12} = \square$$

c)

$$2\frac{1}{4} - \frac{7}{12} = \square$$

2 a) Complete the subtractions.

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

$$3\frac{1}{4} - \frac{2}{8} = \square$$

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

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

b) At what point did the answer break the whole? Why?

c) Tick the calculations that will break the whole.

$$3\frac{1}{2} - \frac{9}{10}$$

$$7\frac{3}{4} - \frac{1}{8}$$

$$6\frac{11}{12} - \frac{2}{3}$$

$$4\frac{2}{5} - \frac{7}{15}$$

3 Complete the subtractions.

$$a) 3\frac{1}{5} - \frac{7}{15} = \square$$

$$d) 2\frac{1}{6} - \frac{5}{12} = \square$$

$$b) 3\frac{1}{16} - \frac{5}{8} = \square$$

$$e) 3\frac{2}{9} - \frac{13}{18} = \square$$

$$c) 4\frac{5}{12} - \frac{5}{6} = \square$$

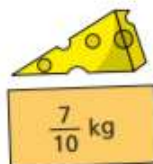
$$f) 3\frac{4}{9} - \frac{13}{27} = \square$$



- 4 Here are some ingredients.



Potatoes



Cheese



Carrots

- a) How much more do the carrots weigh than the cheese?

The carrots weigh kg more than the cheese.

- b) Jack uses $\frac{17}{20}$ kg of carrots.

How many kilograms of carrots does he have left?

Jack has kg of carrots left.

- c) Jack uses all the cheese and the same amount of potatoes.

How much do the leftover potatoes weigh?

The leftover potatoes weigh kg.

- 5 Eva is doing the long jump.

On her 1st attempt, she jumps $3\frac{2}{9}$ m.

Her 2nd attempt is $\frac{2}{3}$ m shorter than her first.

How far does Eva jump on her 2nd attempt?

Eva jumps m on her 2nd attempt.

- 6 a) The difference between a mixed number and a fraction is $\frac{7}{8}$

The fraction has a denominator of 16

What could the mixed number and the fraction be?

Give two possible answers.

and and

- b) Talk to a partner about how you could find more answers.

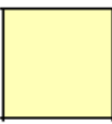
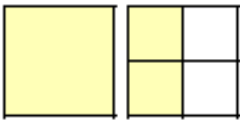



Maths Lesson 4: To subtract mixed numbers by breaking the whole - Red Task.

If you are finding the main task too difficult, have a go at the red task below.

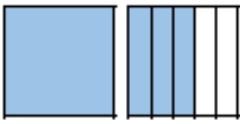
Varied Fluency

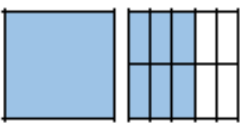
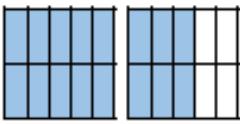
1a. Which subtraction is shown here as flexible partitioning? Give the solution.

Step 1  Step 2 

Step 3  A. $1\frac{1}{2} - \frac{3}{4}$
B. $1\frac{1}{2} - \frac{3}{2}$
C. $2 - \frac{3}{4}$ VF

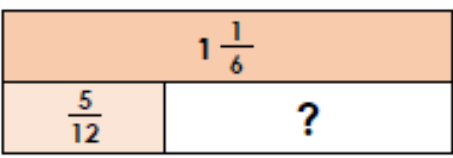
2a. Use flexible partitioning to solve:

$1\frac{3}{5} - \frac{7}{10}$ Step 1 

Step 2  Step 3  VF

3a. Which fraction completes the bar model?

$\frac{3}{4}$ $\frac{1}{2}$ $\frac{4}{12}$

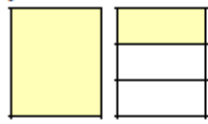
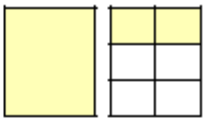
 VF


4a. Find solutions to the following subtractions:

A. $1\frac{3}{4} - \frac{7}{8}$ B. $3\frac{4}{9} - \frac{10}{18}$ VF


Reasoning and Problem Solving

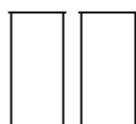

9a. Which subtraction is shown here as flexible partitioning? Give the solution.

Step 1  Step 2 

Step 3  A. $4\frac{1}{3} - \frac{5}{6}$
B. $5\frac{1}{3} - \frac{1}{2}$
C. $5\frac{1}{3} - \frac{10}{12}$ VF

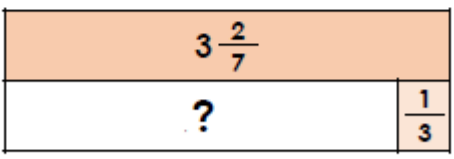
10a. Use flexible partitioning to solve:

$7\frac{5}{6} - \frac{7}{8}$ Step 1 

Step 2  Step 3  VF

11a. Which mixed number completes the bar model?

$2\frac{20}{21}$ $3\frac{5}{7}$ $2\frac{19}{21}$

 VF

12a. Find solutions to the following subtractions:

A. $1\frac{1}{7} - \frac{3}{5}$ B. $6\frac{2}{9} - \frac{5}{8}$
C. $3\frac{5}{7} - \frac{9}{12}$ D. $1\frac{6}{13} - \frac{4}{5}$ VF



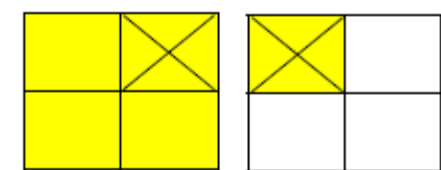
Maths lesson 4: To subtract fractions by breaking the whole - Gold Task.

If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

Varied Fluency

Reasoning and Problem Solving

1a. Find a calculation where the diagram below could be the final step of flexible partitioning.



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



PS

2a. The answer page shows the following solution:

$$6 \frac{2}{3} - \frac{5}{6} = 5 \frac{10}{6} - \frac{5}{6} = 5 \frac{5}{6}$$

Lucie's working in her maths book is this:

$$6 \frac{2}{3} - \frac{5}{6} = 6 \frac{10}{6} - \frac{5}{6} = 6 \frac{5}{6}$$

Is Lucie correct? Explain your answer.



R

3a. Find the odd one out.

A. $8 \frac{1}{6} - \frac{7}{12}$

B. $8 \frac{2}{6} - \frac{9}{12}$

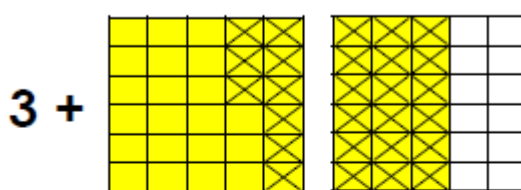
C. $8 \frac{2}{12} - \frac{9}{12}$

Explain your choice.



PS

7a. Find possible calculations where the diagram below could be the final step of flexible partitioning.



$$\frac{\boxed{}}{5} - \frac{\boxed{}}{5} = ?$$



PS

8a. The answer page shows the following solution:

$$3 \frac{7}{15} - \frac{5}{12} = 3 \frac{1}{20}$$

Myles' working in his maths book is this:

$$3 \frac{7}{15} - \frac{5}{12} = 2 \frac{22}{15} - \frac{8}{15} = 2 \frac{14}{15}$$

Is Myles correct? Explain your answer.



R

9a. Find the odd one out.

A. $3 \frac{3}{4} - \frac{2}{5}$

B. $4 \frac{2}{5} - \frac{3}{4}$

C. $4 \frac{3}{20} - \frac{4}{5}$

Explain your choice.



PS



Maths Lesson 4: Deepen the moment

1. Scrumptious Sweet Treats factory is busy making batches of their best-selling sweets. They have $2\frac{1}{5}$ sacks of sugar but they need at least $1\frac{1}{2}$ sacks left for the following day.



Blueberry Bonanzas

The fraction of sugar needed has a denominator that is a multiple of 4. It is greater than a quarter.



Tangy Twizzlers

The fraction of sugar needed has a single digit denominator and an even numerator.



Strawberry Swirls

The fraction of sugar needed has a denominator that is a multiple of 3 and greater than 3. The numerator is odd.



Use flexible partitioning and the clues to work out which sweets they can make a batch of today. They can make any combination of batches.

DP



Maths Lesson 5: Arithmetic Test Paper 5.

You have 30 minutes to complete your arithmetic test; set a timer so you know how much time is remaining. Remember to highlight symbols and to show your working out. When you have finished, use the answer sheet to mark your test and record your score out of 32. If you have any corrections, do these again in a different colour beside your previous answer.

1	$460 + 100 =$
---	---------------

A 20x10 grid with a 5x2 rectangle in the bottom right corner.

1. 2018

2	$629 - 60 =$
---	--------------

A 20x10 grid with a blue dot at (15, 7) and a rectangle from (15, 1) to (20, 6).

1 mep

3	$96 \div 4 =$
---	---------------

A 20x10 grid with a rectangle in the bottom right corner. The rectangle is 5 units wide and 3 units high, starting from the 15th column and 7th row, extending to the 20th column and 10th row.

1 mark

4	$\frac{5}{12} + \frac{5}{12} =$
---	---------------------------------

A blank grid for drawing a rectangle. The grid is 20 units wide and 10 units high. A small rectangle is drawn in the bottom right corner, spanning from the 15th to the 20th unit horizontally and from the 1st to the 3rd unit vertically.

1 mg

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

A blank grid for drawing a rectangle. The grid is 20 units wide and 10 units high. A small rectangle is drawn in the bottom right corner, spanning from the 15th to the 20th unit horizontally and from the 1st to the 3rd unit vertically.

1.26

6	$1784 + 2773 =$
---	-----------------

1 m...



7 $6216 - 549 =$



10 $427 \times 6 =$



8 $7 \times 8 =$



11 $2.8 + 0.6 =$



9 $4 \times 3 \times 9 =$



12 $38 \div 10 =$





13 $\frac{3}{8}$ of 48 =

A 20x10 grid is shown. A rectangle is drawn in the bottom right corner, spanning 5 units wide and 3 units high. The rectangle is positioned such that its bottom-left corner is at the intersection of the 15th vertical line and the 7th horizontal line from the bottom-left, and its top-right corner is at the intersection of the 20th vertical line and the 10th horizontal line from the bottom-left.

1 mark

16	$869\,325 - 36\,837 =$
----	------------------------

●

1

14	$82\,934 + 4155 =$
----	--------------------

A 20x10 grid with a blue dot at (10, 9) and a white rectangle with a black border from (15, 1) to (20, 4).

●

1

17	12^2
----	--------

A 20x10 grid with a 5x2 rectangle highlighted in the bottom right corner.



15	$40\,000 - 900 =$
----	-------------------

A 20x10 grid is shown. A rectangle is drawn in the bottom right corner, spanning 5 units wide and 3 units high. The rectangle is outlined in black and is positioned such that its bottom-left corner is at the intersection of the 15th vertical line and the 7th horizontal line from the left and bottom respectively.

●

1

18	$900 \times 6 =$
----	------------------

●

1



19 $3500 \div 50 =$



1 mark

22 $\frac{9}{10} - \frac{1}{2} =$



1 mark

20 $7.03 \times 10 =$



1 mark

23 $\frac{7}{8} \times 5 =$



1 mark

21 $\frac{2}{3} + \frac{7}{12} =$



1 mark

24 $3.5 + 4.12 =$



1 mark



25	$209 \times 34 =$
----	-------------------

[illegible]

2 marks

27	$672 \div 8 =$
----	----------------

[illegible]

2 marks

26	$7628 \times 72 =$
----	--------------------

A blank grid of 20 columns and 15 rows. A small rectangle is drawn in the bottom right corner, spanning from the 16th column to the 20th column and from the 1st row to the 3rd row.

2 marks

28 $7345 \div 5 =$

[illegible]

2 marks



Maths Lesson 5: Deepen the moment...

Write 2 top tips for somebody trying to complete question 21 and write an explanation on how you would work it out.



English – Practise your spellings

Remember to ... **Look, cover, say, write and then check!**

Building words from the root word 'graph'

calligraphy			
autograph			
geographic			
photographer			
telegraphically			

Use the first column example words to go over the letters and practise your handwriting joins.
Can you write sentences for each of your spellings?



Knowledge Organiser – Year 5

English – Writing a narrative based on evacuation.



Context: To write a narrative using previous historical knowledge about evacuation in World War 2. Using ideas and thoughts from the canon text 'Goodnight Mister Tom'

Year 5 VIPs for writing a narrative

- Third person is the use of the pronouns he, she, it, they etc.
- Past tense places an action or state of being in past time.
- Carefully chosen vocabulary - adjectives, verbs, adverbs chosen must be suitable and appropriate.
- Expanded noun phrases consist of a determiner, adjectives and a noun.
- Fronted adverbials are words or phrases at the start of a sentence to describe the action that follows.
- Various cohesive devices to ensure sentences make sense.
- Other cohesive devices include using pronouns to avoid repeating a noun, linking paragraphs effectively.
- Relative clauses are clauses that describe a noun or pronoun and start with a relative pronoun: who, whose, whom, that, which.

Fat Questions

What long lasting impact did evacuation have on young people?

How did the families already living in the countryside feel about evacuees joining them?

To become an expert at writing complex sentences, try using the subordinate clause at the beginning of the sentence:

Although it was a cold day, Anita refused to wear her coat.

Instead of using a **subordinating conjunction**, try adding a **relative clause** instead:

The firefighter ran towards the house, **which was engulfed in thick, black smoke**.

Slowly, the black cat, **who was well known in this neighbourhood**, crept up the path.

TOP TIP: Always use a comma after your subordinate clause if it is at the beginning of the sentence.

NARRATIVE

Set the scene
Who? What? When? Where

Introduce a problem or complication

**Describe the events that follow...
In order.**

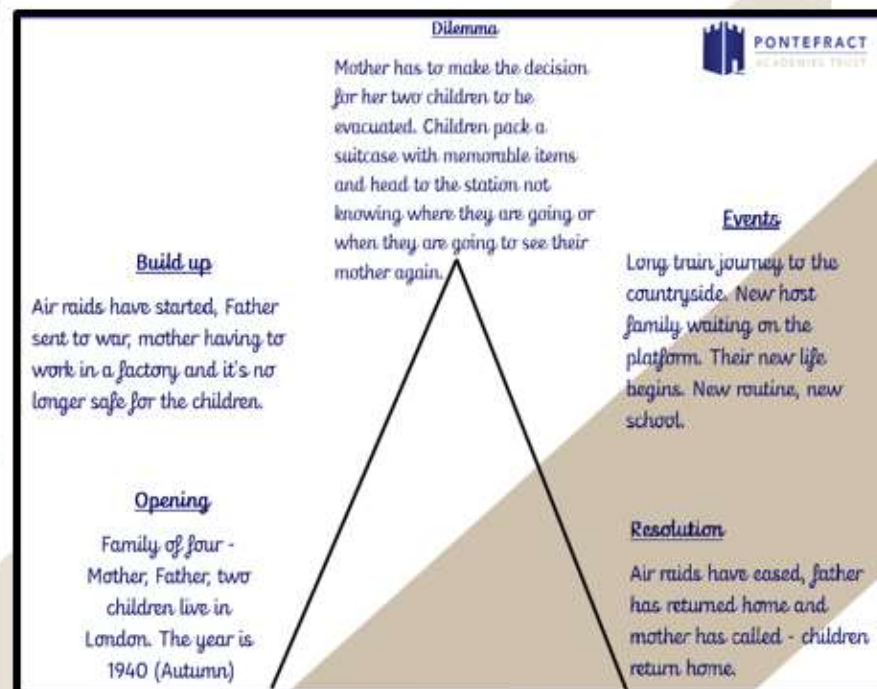
Describe the ending

New paragraph for each part

Word Focus
Nouns, Adjectives, Verbs, Adverbs

Tense
Past (Usually)
Present (Dialogue)

Style
Descriptive
Entertaining



Useful genre vocabulary

Evacuation Evacuee Host family Billeting Officer Blackout
Departure Air raid Blitz



English lesson 1: Reading comprehension

The sound collector

A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried them away

The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock

The popping of the toaster
The crunching of the flakes
When you spread the marmalade
The scraping noise it makes

The hissing of the frying pan
The ticking of the grill
The bubbling of the bathtub
As it starts to fill

The drumming of the raindrops
On the windowpane
When you do the washing-up
The gurgle of the drain

The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the stair

A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same



Questions

- 1) When did the stranger call?
- 2) Which two words rhyme in stanza 3?
- 3) Find a synonym for 'blubbering' in stanza 6.
- 4) How do you know the writer was eating breakfast when the Sound Collector arrived?
- 5) Apart from cooking breakfast, how do you know that other things are happening in the house?
- 6) The last line of the poem says 'Life will never be the same'. Explain why.
- 7) Why do you think the poet uses the word 'drumming' to describe the raindrops?

Deepen the moment

Imagine the Sound Collector came to the classroom. What sounds would he take? Try to word your responses in the style of Roger McGough's poem.



English lesson 2: Grammar

To understand the difference between prepositions and subordinating conjunctions.

In this lesson, you will be learning about the similarities between prepositions and subordinating conjunctions and how one word can have two functions.

What Are Prepositions?

Prepositions are very important parts of a sentence that indicate location.

Prepositions link nouns, pronouns and phrases to other words in the sentence.

They can tell us the physical location of something, e.g.

The frog was **on** the lily pad.



They can tell us *location in time* of something, e.g.

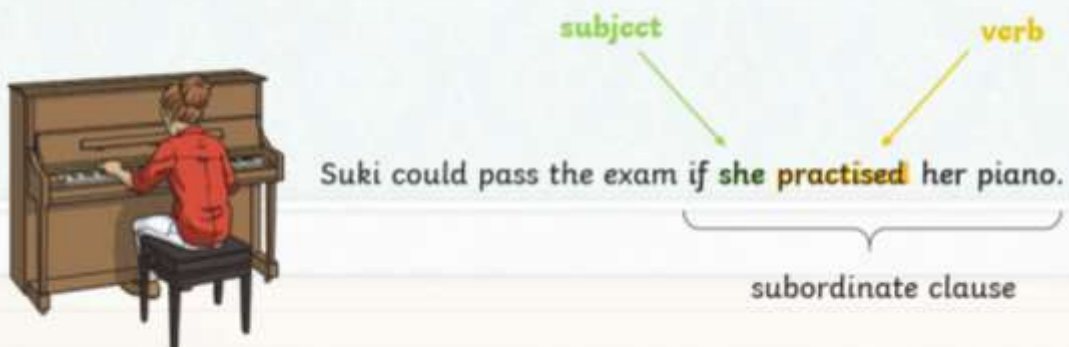
During the spring, the frog lays frogspawn.



What Are Subordinating Conjunctions?

Subordinating conjunctions are the first words within a subordinate clause.

A subordinating conjunction will have both a **subject** and a **verb** following it, forming a subordinate clause, e.g.



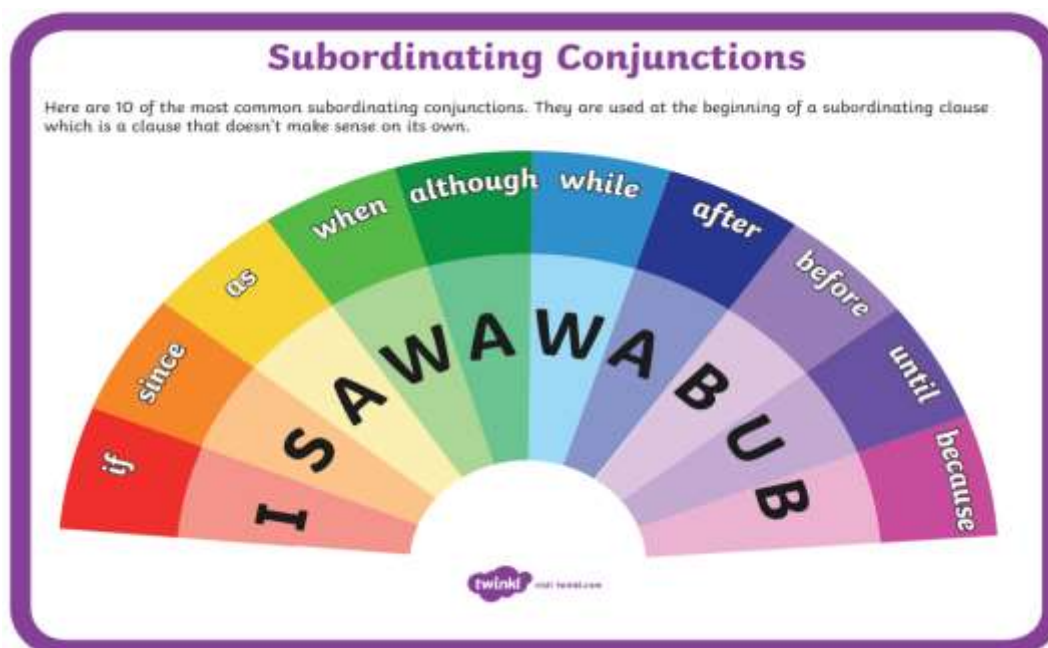


Task 1

The sentences below are all missing a preposition. Choose a preposition from the box below to complete each sentence so it makes sense.

on	in honour of	inside	at	Due to
under	across	In summer	before	through

1. "Dinner's ready!" said dad as he placed the pizza _____ the table.
2. Daniel always goes to breakfast club _____ school starts.
3. You have a doctor's appointment _____ 4 o'clock.
4. _____ the horrible weather, the BBQ was cancelled.
5. _____, we went on holiday to Greece.
6. Lucy hid _____ the wardrobe when they played hide and seek.
7. Ben finally found his missing toy; it was _____ his bed the whole time.
8. They held a party _____ the Queen's Jubilee.
9. Courtney had to squeeze _____ the crowd of people to get to her friends.
10. Micheala, my best friend, lives in a house _____ the road from mine.





Subordinating Conjunctions to Start Sentences

Some words can act as more than one class, depending on how they are written in a sentence.

There are a number of words that can be either prepositions or subordinating conjunctions.

These are:

after before until since as

Remember 'A BUS A'!



E.g – The word **before** can be a preposition and it can also be a subordinating conjunction.



preposition

1. **Before** sunset, the children played outside
2. You must tidy your bedroom **before** you have your tea.



Subordinating
conjunction

preposition



1. You must follow the instructions **after** me.
2. You can play with your friends **after** you have finished your tea.



Subordinating
conjunction



Remember the rules to help you decide:

A subordinating conjunction will have both a subject and a verb following it, which forms a subordinate clause.

You must tidy your bedroom **before** you have your tea.

If you see one of the five prepositions in the list above (A BUS A) with a noun (with or without added determiners or adjectives before it) then you have a prepositional phrase.

Before sunset, the children played outside.

Task 2

Tick the correct box to identify if the underlined word has been used as a subordinating conjunction or a preposition.

	Subordinating conjunction	Preposition
I ate dessert <u>after</u> I had eaten my chips.		
No one is allowed in <u>after</u> 7 o'clock.		
He watched it <u>after</u> his dinner.		



	Subordinating conjunction	Preposition
I walked <u>until</u> I found a river.		
The flowers bloomed <u>until</u> the cold autumn weather came.		
His shift doesn't end <u>until</u> the evening.		

	Subordinating conjunction	Preposition
Nobody can leave <u>before</u> Wednesday.		
It was taken <u>before</u> they saw it.		
<u>Before</u> she could shout, he had fallen over it.		

Tick the sentence below that contain a preposition (check they're not conjunctions).

Mandy closed the door before the hippo entered.

He wasn't going to wait around since he thought she wouldn't come.

They hid under the large kitchen table.

You need to be there before bedtime.



Deepen the moment

Using any of the following words

as before until since after

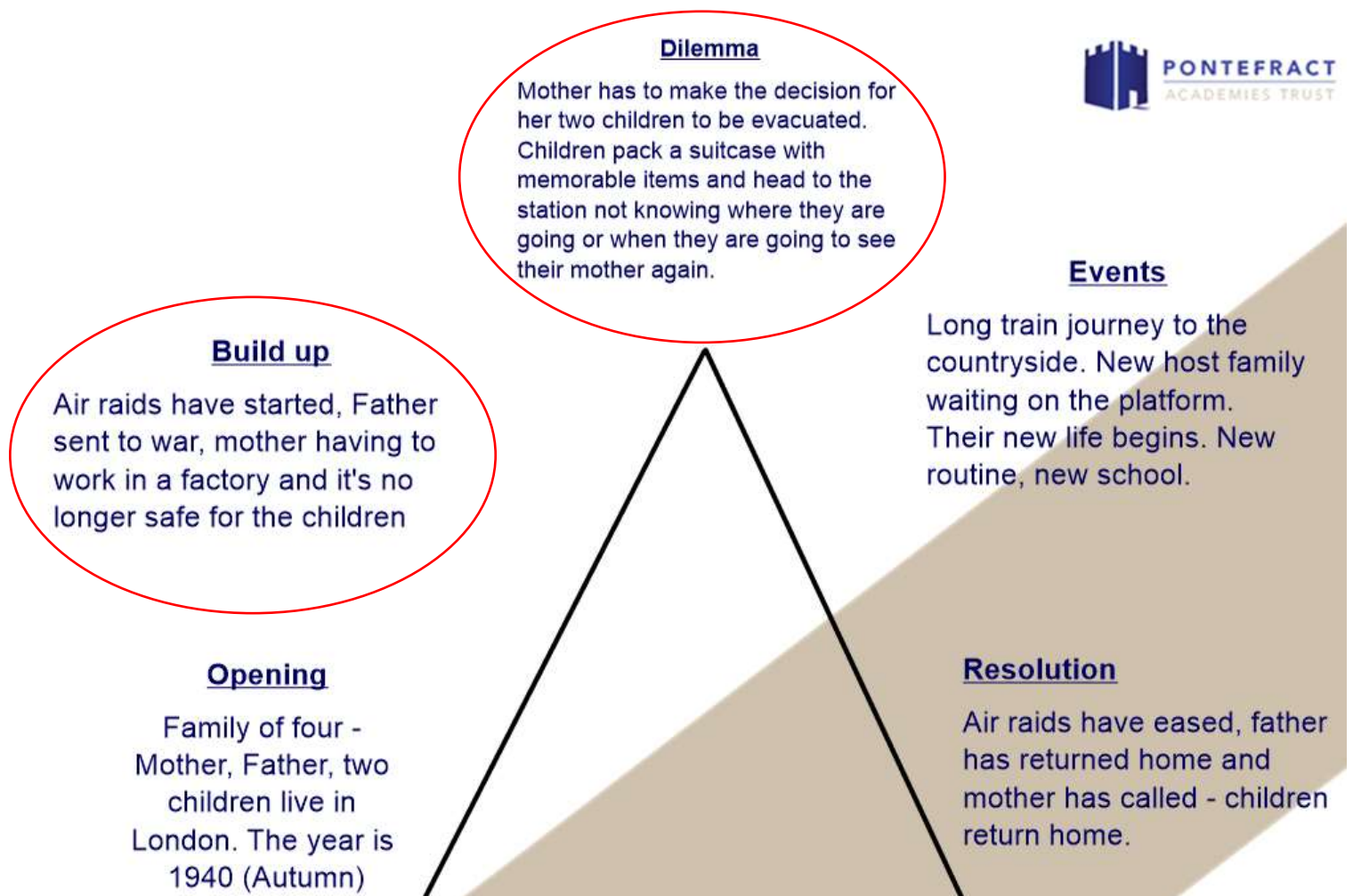
Create two sentence, one where your chosen word is used as a subordinating conjunction and one where it is a preposition.



English Lesson 3:

To use a range of verbs, adverbs and adjectives to create a mood and atmosphere.

Last week, you planned and drafted your opening to your narrative. Today you will focus on the build up to your story focusing on a range of precise verbs, adverbs and adjectives. We will be using these skills when drafting our build up and dilemma.





WAGOLL – An Evacuee narrative

I had my 12th birthday during October 1940, which was quite annoying as World War 2 had peaked then. I was tall and matured for my age and had just got my hair cut and curled to match the latest craze. My father was out fighting at war, my mother had been fretting since the war had been announced and my whiny sister. Sally was full of tears. Life was dire, rationing was tedious and half the time we were terrified a bomb would drop. We lived in a two-room flat in London, a grimy old place full of cobwebs. I, Jane Foulter, was the one taking care of my sister, and I was the one who collected food, and washed our scarce amounts of clothes and I had had quite enough of this war business.

"Sally!" I hissed, grabbing the wailing three-year-old " Under the table, NOW!"

In the distance, a loud bomb dropped and that shut her right up. Mother was already under there, hiding and rubbing her tired eyes.

"Can they not wait 'till mornin'?" She grunted. I checked the clock. The time was 2am.

Sally only began spluttering and crying again. Truth be told, I felt like bursting into tears too, but I knew I had to be the strong one. The war was like a heavy weight on my back, a depressing cloud that fell everywhere making even the happiest things seem dull. I felt my limbs loosen, my eyelids fall and I fell into a deep sleep. I dreamt of the war, Hitler taking Mother and Sally, me being left in a bomb filled London while having to watch everyone and everything I knew be destroyed. I woke with a start and saw Mother in some sort of brown factory uniform.

"Mum? Wha-" I began.

"No time, new work gotta dash! Look after Sally for us! Good girl! bye!" She blurted, before running out the old red door.

I went to go check on Sally. She was in the bed-sofa-chair asleep. It wasn't her turn to sleep in it, but in fact mine, but, I had fallen asleep on the floor, and I didn't really like the bed, it was quite uncomfortable, a lumpy mattress on a few lopsided pieces of wood. I peered over at her, crying in her sleep as per usual. I shook her scrawny arms and with an eye-rub she sat up.

" I WANT MUMMY!" she wailed, sniffing and spluttering.

"She's not 'ere so tough. We aint got note for breakfast yet, so don't tell me yur 'ungery. We have a sandwich to share for lunch. Bread's gone stale like." I grumbled.



I went to check my draw in the shared set of them. I wanted to save my best for best, and my only other blouse and skirt were dirty, so I just changed my underwear, not my clothes. Sally had three clean outfits. I passed her a pink dress with a rip in the hem and a small stain on the back.

"Get changed into this." I murmured.

We staggered through the day in misery, I tried passing the time by teaching Sally maths, but I hardly knew any either, so the whole thing was just a waste of time. Mother came back by half eight, in a tired mess.

"Girls, I've decided, 'cos of war and current situation..." she began.

My heart thumped, I knew what was going to come next...

"... you'll 'ave to go. Countryside's safer." She finished.

I sniffed and nodded, going to pack my bag, poor Sally did not know what mother was on about and burst into confused tears. I whispered instructions into her ear, and we miserably packed. I packed all my clothes (2 outfits), A picture of mother, one pair of stockings and my two pairs of knickers. Sally packed her clothes, her three pairs of stockings and three pairs of knickers, a grubby teddy and her lucky sixpence.

We both slept on the floor that night, curled up into a blanket. There were bombs falling like pennies from a jar outside, and as much as I hated to admit it, I knew it was necessary for us to evacuate. We woke up early, and were instructed to where our best clothes for today. I put on my white and blue spotty blouse and black skirt- the only things I owned that were not completely too big or small or stained. Sally's outfit was much too big, a ruffled white lace with teal beads lining the waistband.

Mum got up, though it caused her back great pain to take us to the station. Sally and I slung our tearing bags over our shoulder and walked to the station 5 miles away. It was busy- much busier than I'd imagined. There were poor children who were starving, rich children crying because their mother only packed 46 pairs of shoes instead of 50, and a few middle-class children looking lost. Most mothers stayed with their child, but ours left us at the entrance, with just a hug and a kiss

After a while of yelling and squirming, we got inside the train. It was definitely not first class. It was a cabin, smelling of old rotting wood. A shiver billowed up my spine as the train set off. Sally clutched my sweaty hand tighter. The train journey seemed to last forever, and I wondered what mother was doing, I knew the reason she left us at the entrance: she was scared of seeing us leave on the train. It was so big, unworldly and some may say unsafe. I looked out the window, fields and fields stretched as far as the eye could see, and after what seemed like days, we arrived at a small village. Sally and I tottered right out the door with other groups, to a strange



building, full of all the village members. We sat on a bench that stretched across a long wall. I watched a group come our way, then another, and another. One wanted me but not Sally. Another wanted Sally and not me. The rest stuck their nose up, until Mrs Hawthorne came along. She was a kind old lady, with grey hair tied in a bun and wearing a pink flowery dress.

"My goodness!" She cried " Look at you two! I must have you!"

I looked around to see if she was talking to anyone else, but there was only two other people who were quite far from us.

"Here," She said, fetching two slices of apple pie from a paper bag" Have one each- you're practically starving!"

We gobbled up our slices, and left with this lovely lady. Her house was made of stone, with a hay roof she explained was thatch. The door was blue and the windows were a pristine white. The garden was full of flowers and trees, and there was a washing line full of clean clothes surrounding it. Inside, there was a warm fire flickering in a heavily decorated kitchen. I hung mine and Sally's bag on a hook and sat by the blazing fire. This was going to be our new place to call 'home'



Use the WAGOLL to mind map as many powerful verbs, adverbs and adjective which can be used in your narrative draft on Thursday and Friday. Use a thesaurus to uplevel your vocabulary choices. Think about how characters were feeling, what you could hear, what is going on around you.

Verbs (action words)
catapulted darted investigated roamed questioned scuttled thumped surrounded
Adjectives (describing words)
dire tedious fearful dangerous determined brave relentless
Adverbs (tell us when, where and how)
unbelievably swiftly impatiently briskly afterwards in the distance



English lesson 4: To draft the build up of my narrative.

During today's lesson, you will be writing the build up part of your evacuee story. You will be using your plan and your existing knowledge and understanding of evacuees based on all of your learning so far this term. Remember to use precise adjectives, verbs and adverbs in your sentences.

Task:

Your build up should include a detailed description of the impact of the air raid on the characters in the story

Dilemma

Mother has to make the decision for her two children to be evacuated. Children pack a suitcase with memorable items and head to the station not knowing where they are going or when they are going to see their mother again.



PONTERFRACT
ACADEMIES TRUST

Events

Long train journey to the countryside. New host family waiting on the platform. Their new life begins. New routine, new school.

Build up

Air raids have started, Father sent to war, mother having to work in a factory and it's no longer safe for the children

Opening

Family of four - Mother, Father, two children live in London. The year is 1940 (Autumn)

Resolution

Air raids have eased, father has returned home and mother has called - children return home.





Knowledge Organiser – Year 5

English – Writing a narrative based on evacuation.

Context: To write a narrative using previous historical knowledge about evacuation in World War 2. Using ideas and thoughts from the canon text 'Goodnight Mister Tom'

Year 5 VIPs for writing a narrative

- Third person is the use of the pronouns he, she, it, they etc.
- Past tense places an action or state of being in past time.
- Carefully chosen vocabulary - adjectives, verbs, adverbs chosen must be suitable and appropriate.
- Expanded noun phrases consist of a determiner, adjectives and a noun.
- Fronted adverbials are words or phrases at the start of a sentence to describe the action that follows.
- Various cohesive devices to ensure sentences make sense.
- Other cohesive devices include using pronouns to avoid repeating a noun, linking paragraphs effectively.
- Relative clauses are clauses that describe a noun or pronoun and start with a relative pronoun: who, whose, whom, that, which.

Fat Questions

What long lasting impact did evacuation have on young people?

How did the families already living in the countryside feel about evacuees joining them?

To become an expert at writing complex sentences, try using the subordinate clause at the beginning of the sentence:

Although it was a cold day, Anita refused to wear her coat.

Instead of using a **subordinating conjunction**, try adding a **relative clause** instead:

The firefighter ran towards the house, **which was engulfed in thick, black smoke**.

Slowly, the black cat, **who was well known in this neighbourhood**, crept up the path.

TOP TIP: Always use a comma after your subordinate clause if it is at the beginning of the sentence.

NARRATIVE

Set the scene
Who? What? When? Where

Introduce a problem or complication

Describe the events that follow...
In order.

Describe the ending

New paragraph for each part

Word Focus
Nouns, Adjectives, Verbs, Adverbs

Tense
Past (Usually)
Present (Dialogue)

Style
Descriptive
Entertaining

Dilemma

Mother has to make the decision for her two children to be evacuated. Children pack a suitcase with memorable items and head to the station not knowing where they are going or when they are going to see their mother again.



Events

Long train journey to the countryside. New host family waiting on the platform. Their new life begins. New routine, new school.

Resolution

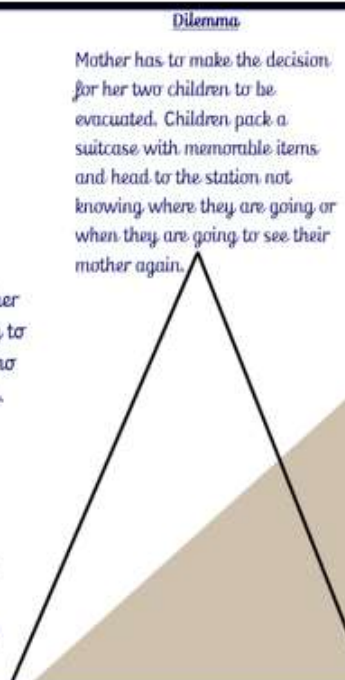
Air raids have eased, father has returned home and mother has called - children return home.

Build up

Air raids have started, Father sent to war, mother having to work in a factory and it's no longer safe for the children.

Opening

Family of four - Mother, Father, two children live in London. The year is 1940 (Autumn)



Useful genre vocabulary

Evacuation Evacuee Host family Billeting Officer Blackout
Departure Air raid Blitz



Verbs

Movement	Voice	Objects	Emotion	Sense	Thought
bounce	giggle	bend	admire	caress	comprehend
carry	hum	break	bawl	eat	conceive
collapse	laugh	burn	blubber	feel	contemplate
crawl	rap	control	cry	hear	daydream
dance	scream	fold	despair	lick	dream
dash	shout	melt	frown	listen	evaluate
drive	sigh	mend	grin	observe	lament
hit	sing	mould	laugh	smell	meditate
hop	sob	open	love	sniff	ponder
hurry	talk	repair	sigh	taste	reflect
jump	whisper	smash	smile	touch	speculate
leap	yawn	snap	smirk		think
live		stretch	tremble		visualise
pull		throw	weep		wonder
push		twist	wince		
roll					
rotate					
run					
shake					

More Useful Verbs:

change	suggest	locate	design	select
identify	collect	search	plan	focus

Adverbs

How?	When?	How often?	Where?	How much?
angrily	afterwards	always	above	almost
anxiously	again	annually	around	completely
cautiously	beforehand	constantly	away	entirely
cheerfully	early	daily	below	little
courageously	late	hourly	down	much
crossly	never	monthly	downstairs	rather
cruelly	now	never	everywhere	totally
defiantly	often	occasionally	here	very
doubtfully	punctually	often	inside	
elegantly	recently	once	outside	How certain?
enthusiastically	soon	regularly	there	certainly
foolishly	then	repeatedly	up	definitely
frantically	today	sometimes	upstairs	probably
gently	tomorrow	usually	wherever	undoubtedly
gladly	yesterday	yearly		surely
gracefully				
happily				
hungrily				
loudly				

More Useful Adverbs:

additionally	insufficiently	hence	consequently
fittingly	appropriately	suitably	however



Adjectives

People	Objects	Comfortable Feelings	Uncomfortable Feelings	Size	Time
adorable	bright	brave	angry	big	ancient
adventurous	clear	calm	annoyed	colossal	brief
aggressive	distinct	cheerful	anxious	enormous	early
annoying	drab	comfortable	ashamed	gigantic	fast
beautiful	elegant	courageous	awful	great	late
caring	filthy	determined	bewildered	huge	modern
clumsy	gleaming	eager	bored	immense	old
confident	grotesque	elated	confused	large	quick
considerate	long	encouraged	defeated	little	rapid
excitable	magnificent	energetic	defiant	long	short
glamorous	precious	enthusiastic	depressed	mammoth	slow
grumpy	sparkling	excited	disgusted	massive	swift
happy	spotless	exuberant	disturbed	meagre	young
helpful	strange	fantastic	dizzy	mighty	
important	unsightly	fine	embarrassed	mini	
intimidating	unusual	healthy	envious	minuscule	
obnoxious	valuable	joyful	frightened	petite	
odd		pleasant	hungry	puny	
talented		relieved	lonely	short	

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



"Girls, I've decided, 'cos of war and current situation..." she began, sighing and rubbing her eyes.

"... you'll 'ave to go. Countryside's safer." She finished.

We both slept on the floor that night, curled up into a blanket. There were bombs falling like pennies from a jar outside, and as much as I hated to admit it, I knew it was necessary for us to evacuate.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Can you improve your sentence openers by using a range of adverbial openers and include simile in one of your sentences



English lesson 5: To draft the dilemma of my narrative.

During today's lesson, you will be writing the dilemma part of your evacuee story. You will be using your plan and your existing knowledge and understanding of evacuees based on all of your learning so far this term. Remember to use precise adjectives, verbs and adverbs in your sentences

Task:

Your dilemma should include a detailed description of how the characters are feeling about potentially not seeing their parents for a long time.



Dilemma

Mother has to make the decision for her two children to be evacuated. Children pack a suitcase with memorable items and head to the station not knowing where they are going or when they are going to see their mother again.

Build up

Air raids have started, Father sent to war, mother having to work in a factory and it's no longer safe for the children

Events

Long train journey to the countryside. New host family waiting on the platform. Their new life begins. New routine, new school.

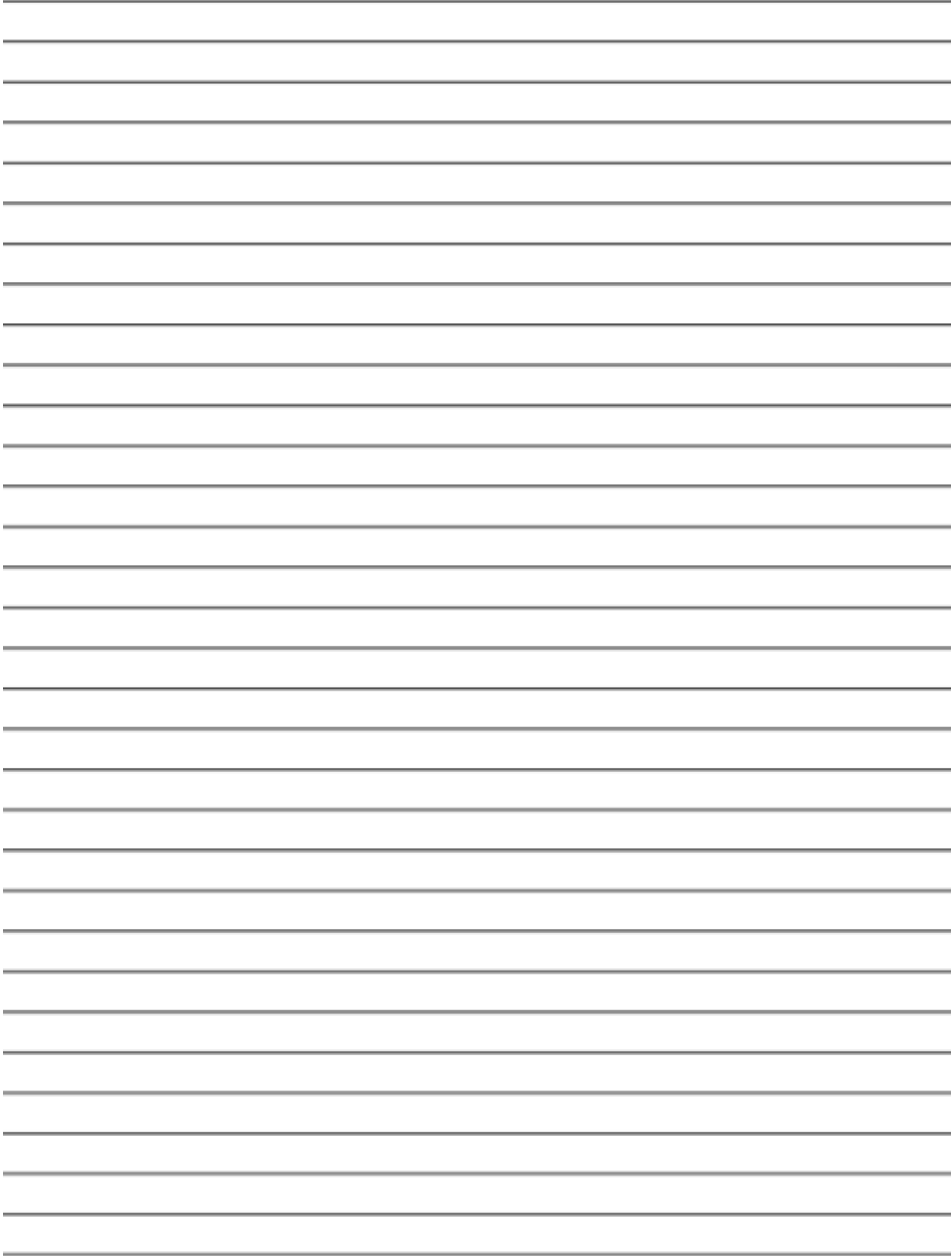
Opening

Family of four - Mother, Father, two children live in London. The year is 1940 (Autumn)

Resolution

Air raids have eased, father has returned home and mother has called - children return home.







Deepen the moment

Can you include a rhetorical question to show
what the children may be thinking?

e.g. was everything going to be ok when they left?



Reading for Productivity: Music Lesson 1

Music in World War 2

In the early 20th century, most people still consumed music by watching performances in music halls, while the middle class and upper-class people who could afford music lessons would buy sheet music to perform at home.

By World War 2, however, radio had become popular. Most households had one, creating a sense of community as families huddled around to listen to popular music playing alongside news broadcasts and alerts about the war. Artists were encouraged to produce uplifting music to support the troops and keep public morale up. Record players became more affordable around this time as well, meaning people had more access to music at home. Going to the cinema was also popular, and just like now, film soundtracks frequently became hits.

Second World War Singers

Jazz, swing and big band were the main styles of music during World War Two. Vera Lynn, known as the "Forces' sweetheart", was very popular, while artists like Bing Crosby and Doris Day were also well-known. Performers from other areas of the arts turned to singing, with comedians like Arthur Askey and Flanagan and Allen especially popular for light-hearted tunes which poked fun at the Nazis. Actress Marlene Dietrich even started singing, recording anti-German songs despite being born in Germany.

Songs from World War Two

World War 2 songs were written to keep people's spirits up, and had lyrics focusing on the hope of better times to come, like *White Cliffs of Dover*, which says 'There'll be love and laughter and peace ever after, tomorrow when the world is free'. Others, like *Pack Up Your Troubles*, talked about the need to stay strong through tough times. Many others discussed reunions with loved ones when the war was over. *We'll Meet Again* by Dame Vera Lynn, with its chorus of 'We'll meet again, don't know where, don't know when, but I know we'll meet again some sunny day', is a good example.



Year 5 Questions

1. In the early 20th century, how did people listen and access music?
2. What technological advancement meant that families felt a 'sense of community'?
3. What were the main styles of music during World War Two?
4. Why do you think Flanagan and Allen's songs were popular?
5. What was the main reason for World War Two songs being written?
6. What was the main message from the famous song by Vera Lynn, 'We'll Meet Again.'?

Deepen the Moment:

Research and select a song which captures the sense and importance of community that has been developed during the COVID-19 pandemic.

Justify your reasons for selecting the song.

Click here to listen to Radio 1's Live Lounge Allstars – this was a collaboration of artists who came together to perform the Foo Fighters song, Times Like These, at the start of the pandemic.

<https://www.youtube.com/watch?v=7GELP4YdrBE>



Extended Curricular Learning - Music

Monday 1st March 2021 – Activity 1



VIPs:

There are six main musical periods that can be identified throughout history.

Renaissance was the first reported musical period in history.

In old French, Renaissance means 'rebirth'.

The Baroque period refers to music and composers roughly between 1600 and 1750.

A trill is when a musician quickly plays two notes, one after the other.

The Classical period refers to music and composers roughly between 1750 and 1827.

The piano was used more in classical composition, rather than the harpsichord from the Baroque era.

During the Classical period, a larger range of woodwind instruments were included.

The Romantic period refers to music and composers roughly between 1827 and 1900.

Music from the Romantic era contained emotion, energy and passion in the pieces



This term we have look and read about several different composers from different periods of music

Renaissance

Sergei Rachmaninoff

Baroque

Bach, Handel, Vivaldi

Classical

Mozart Beethoven

Romantic period

Tchaikovsky, Chopin

Today you are going to complete further research and create a short fact file which includes key information about your chosen composer.

Find out

When and where they were born

What music/ songs they are famous for

What instruments they used in their compositions

What period their music was from.

You can present your factfile creatively, or you can use the layout on the next page

Deepen the moment...

Compare the lives of two composers from different periods

58



Reading for Productivity: Geography Lesson 2 – Fairtrade

FAIRTRADE FLOWERS



Fairtrade means farmers and workers across the world receive better prices for the goods that they produce. There are over 50,000 flower workers working with Fairtrade to get a better deal. They work hard to grow, harvest and pack the flowers so we can enjoy them all year round!

WHERE DO FAIRTRADE FLOWERS GROW?

Almost all Fairtrade flowers come from East African countries including Kenya, Ethiopia, Tanzania, and Uganda. You can also find Fairtrade flower farms in Ecuador and Sri Lanka.



WHAT DOES FAIRTRADE MEAN FOR FLOWER WORKERS?

Working on a Fairtrade certified flower farm has many benefits! Fairtrade have set a **minimum wage** for flower workers, which means they cannot be paid below a certain amount.

The workers also receive a **Fairtrade Premium** for every flower stem they sell. This is an extra amount of money that can be used to benefit the whole community. The workers decide together what to spend the money on.

FAIRTRADE STANDARDS



The **Fairtrade Standards** help farmers to farm in a way that does not harm the environment. Fairtrade flower farms must limit the amount of chemicals and pesticides they use.

DID YOU KNOW?



Greenhouse gas emissions from growing roses in the Netherlands are **5.5 times higher** than Fairtrade roses grown in Kenya!

There are **69 shades** of Fairtrade flower available in the UK. What is your favourite colour of flower?



Grace works on a Fairtrade certified flower farm in Kenya. Grace and her community have used the Fairtrade Premium for buying medicine, school fees for the children, and cookers for their homes.





Questions

1. How many flowers workers benefit from Fairtrade?
2. Name 4 countries in East Africa where you can find Fairtrade flowers.
3. What is the Fairtrade minimum wage for flower farmers?
4. How do the Fairtrade Standards help to protect the environment?
5. Which country produces less greenhouse gas emissions from the production of roses?
 - ☐ Netherlands
 - ☐ Kenya
6. Draw and label three types of Fairtrade flower.

Extended Curricular Learning - Geography – Fairtrade

Tuesday 2nd March 2021 – Activity 2

Select at least one activity, from the adjacent table, to complete.

Please ensure that you share your learning with us via ClassDojo

Create a Fairtrade farm in a shoe box! What Fairtrade product is growing on your farm?

You will need:

- ☐ A shoe box
- ☐ Junk/recycled materials
- ☐ Drawing materials and paints
- ☐ Inspiration from Fairtrade farmers

Share your vision of the world you want

Create your vision for the world you want, for the planet and everything on it. Share your artwork, prose, poem or film by emailing schools@fairtrade.org.uk with your name and age.



Cocoa trees grow in countries with tropical climates.

Find out what fruit trees grow in the UK. With an adult, make a plan to grow your own!



Congratulations! You are the Head Chef at the 'Choose the world you want' restaurant.

Design a delicious menu that makes a difference in the world.



CLIMATE, FAIRTRADE AND YOU

Home learning grid for primary schools

Talk about it!

Tell a family member or friend about Fairtrade and the difference it makes to people and the planet.



The choices that we make can affect the planet and the people that live on it in positive and negative ways.

Make a choice that is positive for people and planet today! Write a sentence explaining your choice.



Bake a difference.

With an adult, bake or cook using at least one Fairtrade ingredient.

Decorate your creation with the FAIRTRADE Mark!



Use Google Maps or an atlas to travel around the world! Can you find a country where cocoa grows?

Check the temperature in that country today. What was the temperature in that country 50 years ago? Has it changed?





Reading for Productivity: Science Lesson 3

Friction

When it becomes difficult for an object to freely move across a surface, friction may be the preventing force. **Friction** is the resistance of motion when an object rubs against and acts in the opposite direction of another object. When any two objects rub against each other they cause friction. Friction is a force that holds back another object from freely moving. A simple example are the brakes on a car.

Friction causes a second object to lose energy by slowing its motion. The energy does not disappear, but it changes from moving energy, which is called **kinetic** energy to heat energy or **thermal** energy. When a person rubs their hands together friction is generated and then it turns into heat. This is why cold hands become warm after rubbing them together. This is also called **kinetic friction**.

Friction can be found anywhere objects come into contact with each other. The brakes on a car causes friction between the brake pads and the wheels of the car, allowing the car to come to a stop. A person running on a sidewalk may stop quickly because of friction caused between the bottom of the shoes and the concrete.

However, other variables can lessen the effects of friction. For instance, if the same person running tried to stop on a water-covered path, friction would be less and the runner may not be able to stop as quickly, and in some cases may fall. This is similar to a car trying to stop on an ice-covered road. The friction is still there, but it is much less and may lead to accidents. Also, during rain, there is still friction between the brakes and the wheels, yet if the brakes are wet, the wheels would not be as much in contact with the ground. As a result, cars **hydroplane** when they go too fast on puddles of water.

There are times when friction needs to be prevented so things will move more easily. Lubricants like grease and oil can help reduce friction between two objects. Engines and machines use grease and oil to reduce friction and wear so they can last much longer. Friction can also be reduced by using a ball or wheel on certain objects, which is called **rolling friction**. Changing the types of materials that come in contact with each other is another way of preventing friction. A good example is the use of roller skates on a concrete surface, ice skates on a lake covered with ice, or wearing rubber shoes on a wet path.

Besides **dry friction** as in some of the examples above, there is also **static friction** when objects are not moving such as the touching a metal surface and feeling a shock. When friction involves a fluid or air it is called **fluid friction**. The air



resistance on an airplane, water resistance on a boat, and the slides at water parks are examples of fluid friction.

Finally, the two main factors that influence the total amount of friction include the roughness of the objects' surfaces and the force applied between the two objects. The measure of friction, its **coefficient**, is based on the roughness of the materials that come in contact with each other. For example, concrete on concrete has a very high coefficient of friction, and the Teflon surfaces of pots and pans have a low coefficient because it is a surface where most things do not stick.

In summary, friction is the resistance of motion when an object rubs against and acts in the opposite direction of another object. There are four types of friction which includes kinetic friction, dry friction, rolling friction, static friction, and fluid friction. Common examples of friction are brakes on a car, ice skates, and wearing rubber shoes on a wet surface. Roughness and force of objects are factors of friction, and the coefficient of friction is a measure of how easily one object moves in relationship to another.

Questions

1. What is the name of heat energy?
2. What type of friction occurs when a person rubs their hands together to produce heat?
3. What type of friction occurs when a boat moves along the surface of the water?
4. What is hydroplaning?
5. What is used to reduce friction?
6. What does coefficient friction mean?

Deepen the moment

If you were to design a new gymnastics mat, what material/materials would you use and why?



Extended Curricular Learning - Science - Friction

Wednesday 3rd March 2021 – Activity 3

VIPs

Forces that act upon objects can make them move or keep them still, make them speed up, or slow down.

Gravity is a force that pulls objects towards the center of the Earth.
A newton meter is used to measure the pull of gravity in N (newtons).

The rougher the surface, the stronger the friction.

- The force of friction will always oppose the applied force

Today, you are going to create your own investigation in order to answer the following question:

How does the texture of a surface effect the speed of a moving object.

When planning your experiment, think about these questions:

What equipment will you need?

What method will you use?

How will you make it a fair test?

What is the dependent/independent variable?

What is your prediction?



The following video shows how you could set up your investigation

<https://www.youtube.com/watch?v=NObYMCqjqN0>

Once you have completed your experiment, see if you can draw a diagram to represent your investigation .

Deepen the moment

In your own words, describe how friction generated by the interaction between two objects can stop them from moving.



Reading for Productivity: World Book Day

Book Scavenger Hunt

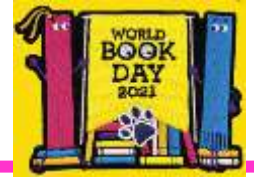
You will need lots of books for this activity! You can play at school, at home, or in a library. Find each of the items from the list below in the books you have. Use the table to record the book you found the item in, the page number, and whether it was a picture or a word, or both. How many can you find?

Item	Book in which it was found	Page Number	Word, picture or both?
Witch			
Gold			
Dog			
Necklace			
Spaceship			
Weapon			
King			
Train			
A mythical creature			
A happy ending			
A surprise			
A mystery			
A moral or lesson			
A character shouting			



WORLD BOOK DAY

Thursday 4th March – Activity 4



World Book Day is a charity on a mission to help change children's lives by making reading together and reading for pleasure a habit for life. Sharing stories together for just ten minutes a day will encourage a love of reading and it's fun for everyone! You can read together anywhere and everywhere, from breakfast to bedtime! In the park, on the train, on the sofa, on a plane – reading and sharing stories can happen anywhere at any time

Create your own story diorama.

Bring your favourite book, or scene from a book alive by creating your own diorama. A diorama is a miniature, three-dimensional model, usually created in a shoe box, to show important events or scenes from a book. Get creative with materials you have lying around your home.

Here are some materials you may find useful
Cereal box, paper, sellotape, scissors, coloured pencils, card,

Once you have designed and created your diorama, write a short paragraph detailing why you have chosen this book or this scene.





Reading for Productivity: Art Lesson 5

Henry Moore

1898 – 1986



Henry Moore was a British artist known for his sculptures, most of which were made from bronze.

Moore was born in Castleford, Yorkshire. He was the seventh of eight children and his family often struggled for money. Moore won a place at a grammar school, where he developed an interest in art and sculpture in particular. He trained to be a teacher and returned to his own school as a teacher. Moore volunteered to serve in the army and was injured at the Battle of Cambrai during the First World War.

After the war, Moore studied at the Leeds School of Art. While there, Moore became friends with Barbara Hepworth, who would also become a famous sculptor. In 1921, Moore won a scholarship to the Royal College of Art in London.



Moore studied the work of artists, such as Rodin, as well as sculpture from ancient Egypt, the Etruscan civilisation, Africa and South America.

He became interested in a method of sculpting called direct carving, where the artist worked straight on material without using moulds. Marks left from carving tools can be seen on the material.

Large Figure in a Shelter, 1985 – 1986

After art college, Moore won a scholarship. This enabled him to travel around Europe, studying the work of different artists. While travelling, he saw a sculpture from the Mayan civilisation of a figure lying down. This would greatly influence his own work.

Moore began to create semi-abstract figures of humans, particularly of them lying down. Semi-abstract means that although the artist may use shapes or colours that don't physically represent the subject, it is still possible to easily recognise what the art is portraying.



Henry Moore

During the Second World War, Moore created many sculptures. These included 'Women and Children in the Tube', showing people taking shelter during an air raid and 'At the Coal Face: A Miner Pushing a Tub', showing the vital work of miners during the war. Moore worked in stone, bronze and other materials.



Moore married an artist called Irina Radetsky in 1929 and in 1946, Irina had a baby. They named her Mary. The birth of his daughter led Moore to create many sculptures based on a mother and baby.

Moore's work was shown at the Festival of Britain in 1951. This was a celebration of British achievement in different areas.

In 1958, he sculpted a work called Reclining Figure that was displayed at the United Nations building in Paris. At 4.9 metres wide and 2.4 metres high, it was the largest sculpture he ever made. Another of his sculptures, Two Large Forms, was put in the West German parliament building in 1979.

Upright Internal/External Form, 1952 – 1953

In 1977, Henry, Irina and their daughter Mary created a charity called the Henry Moore Foundation. It was created to support artists and encourage education about art.

Moore died on 31st August 1986. His work continues to inspire artists all around the world.



Questions

1. What metal does Henry Moore usually use in his sculptures?
2. Where was Henry Moore born?
3. What happened when he volunteered to serve in the army in the First World War?
4. What does the term 'direct carving' refer to?
5. Why do you think Moore went travelling around Europe to study art?
6. What does the term 'semi-abstract' refer to?
7. What were the measurements of Moore's work Reclining Figure?



Extended Curricular Learning – Art

Friday 5th March – Activity 5



VIPs:

Positive space is the space inside an object

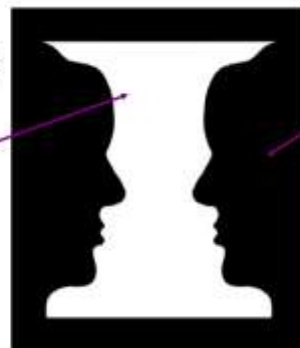
Negative space is the space outside an object

It is balance of positive and negative light (black and white)

Positive and Negative space

Positive space is best described as the areas in a work of art that are the subjects, or areas of interest. Negative space is area around the subjects, or areas of interest.

If you are seeing a vase, then you are seeing the white area as the positive space. The black areas become the negative space.



If you are seeing faces, then you are seeing the black areas as the positive space, and the white area as the negative space.

Today, you are going to have a go at playing with positive and negative space.

Choose an everyday object like the example below.

Draw the outline shape of a group of objects (the positive space).

Fill the negative space (the space around the objects) with patterns.



Deepen the moment

Consider how shading is used to create tones and apply it to one of your drawings.