Year 5 Remote Learning

ANSWER PACK

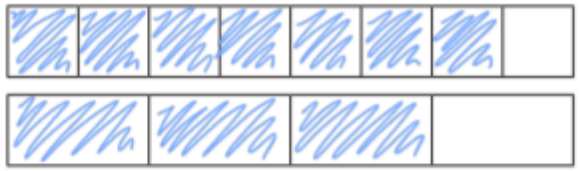
8th – 12th February 2021

Maths Answers: Lesson 1

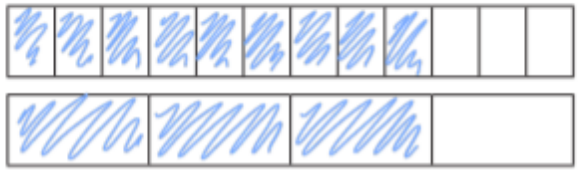
Compare and order fractions less than 1

1 Write <, > or = to compare the fractions.

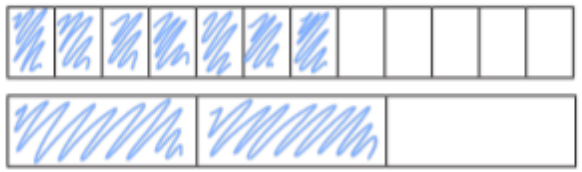
Use the bar models to help you.



$\frac{7}{8}$ > $\frac{3}{4}$



$\frac{9}{12}$ = $\frac{3}{4}$



$\frac{7}{12}$ < $\frac{2}{3}$

2 Write <, > or = to compare the fractions.

a) $\frac{1}{5}$ < $\frac{4}{15}$

b) $\frac{2}{5}$ > $\frac{4}{15}$

c) $\frac{2}{5}$ = $\frac{6}{15}$

d) $\frac{2}{3}$ > $\frac{6}{15}$

e) $\frac{2}{3}$ > $\frac{6}{12}$

f) $\frac{2}{3}$ = $\frac{6}{9}$

g) $\frac{2}{9}$ < $\frac{1}{3}$

h) $\frac{4}{9}$ > $\frac{1}{3}$

i) $\frac{4}{12}$ = $\frac{1}{3}$

j) $\frac{8}{12}$ = $\frac{2}{3}$

k) $\frac{8}{12}$ < $\frac{3}{3}$

l) $\frac{8}{12}$ < $\frac{3}{4}$

3 Sort the fractions into the circles.

greater than $\frac{1}{3}$	equal to $\frac{1}{3}$	less than $\frac{1}{3}$
$\frac{2}{3}$, $\frac{1}{2}$, $\frac{5}{12}$	$\frac{2}{6}$, $\frac{4}{12}$, $\frac{5}{15}$	$\frac{1}{6}$, $\frac{2}{9}$, $\frac{4}{15}$

$\frac{2}{3}$	$\frac{1}{6}$	$\frac{1}{2}$	$\frac{2}{6}$	$\frac{2}{9}$	$\frac{5}{12}$	$\frac{4}{12}$	$\frac{4}{15}$	$\frac{5}{15}$

4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

e.g.

a) $\frac{\boxed{1}}{5} < \frac{5}{15}$

b) $\frac{\boxed{2}}{6} < \frac{5}{12}$

c) $\frac{\boxed{5}}{12} < \frac{5}{6}$

d) $\frac{\boxed{1}}{3} < \frac{5}{6}$

e) $\frac{3}{5} < \frac{5}{\boxed{5}}$

f) $\frac{5}{6} < \frac{5}{\boxed{5}}$

g) $\frac{6}{9} < \frac{5}{\boxed{6}}$

h) $\frac{10}{12} < \frac{5}{\boxed{4}}$

i) $\frac{23}{24} < \frac{5}{\boxed{5}}$

Compare answers with a partner.

5 Tommy and Eva are comparing fractions.

$\frac{2}{3}$ $\frac{8}{12}$ $\frac{4}{9}$

I found a common denominator of 36 to compare the fractions.

Tommy

I found a common numerator of 4 to compare the fractions.

Eva

Whose method is more efficient? Various

Talk about your answer with a partner.

6 Write the fractions in ascending order.

a) $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$

$\frac{2}{10}$ $\frac{2}{7}$ $\frac{2}{5}$ $\frac{2}{4}$ $\frac{2}{3}$

b) $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$

$\frac{1}{9}$ $\frac{2}{9}$ $\frac{5}{9}$ $\frac{2}{3}$ $\frac{5}{6}$

c) $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$

$\frac{1}{5}$ $\frac{3}{10}$ $\frac{1}{2}$ $\frac{3}{5}$ $\frac{7}{10}$

d) $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

$\frac{2}{7}$ $\frac{1}{3}$ $\frac{6}{17}$ $\frac{3}{8}$ $\frac{12}{30}$

7 What could the missing numerator be?

$\frac{3}{5} < \frac{\square}{15} < \frac{9}{10}$

Write all four possibilities.

$\frac{10}{15}$ $\frac{11}{15}$ $\frac{12}{15}$ $\frac{13}{15}$

Red Tasks:

1a. 6 parts shaded, >

2a. 1C, 2A, 3B (ascending: 1, 2, 3)

3a. False $\frac{7}{10} > \frac{7}{20}$

4a. $\frac{7}{9}$

1a. Wynter is incorrect. Various answers, for example: She could use a bar model which shows that $\frac{4}{10} < \frac{4}{7}$.

2a. $\frac{2}{6}, \frac{5}{12}$ ($\frac{2}{5}$ is also a possibility but not expected at this stage).

3a. Kyle has put the fractions in descending order. The correct order is $\frac{1}{16}, \frac{7}{16}, \frac{10}{16}, \frac{14}{16}$.

Gold Tasks:

9a. 15 parts shaded, >

10a. 1C, 2B, 3A (ascending: 3, 1, 2)

11a. True

12a. $\frac{11}{12}$

7a. Fran is correct. Various answers, for example: She could use a division diagram which shows that $\frac{12}{30} = \frac{4}{10}$ and a bar model which shows $\frac{4}{9} > \frac{4}{10}$.

8a. $\frac{8}{12}, \frac{25}{36}, \frac{12}{18}$

9a. Mo has ordered the fractions by their denominators before he has found a common denominator. The correct order is $\frac{1}{5}, \frac{2}{5}, \frac{3}{5}, \frac{4}{5}$.

Deepen the moment...

a) *Jason has drawn his bars the wrong size, as the whole of each bar model needs to be the same size. Also, he has thought that the numerator and denominator added together show how many parts you should draw.*

b) *Children may suggest that Jason needs to understand that the numerator shows how many parts you have and the denominator shows how many parts there are overall.*

c)

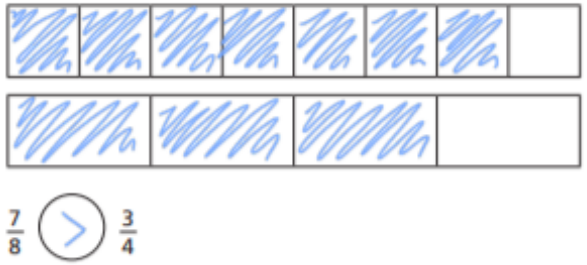
$\frac{3}{4} > \frac{2}{8}$

Maths Answers: Lesson 2

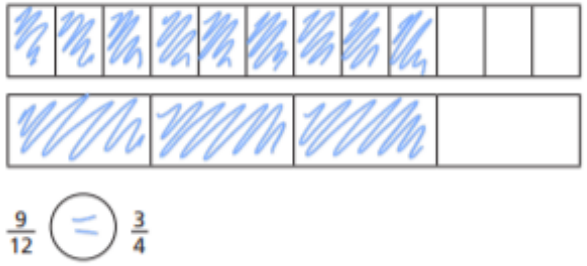
Compare and order fractions less than 1

1 Write <, > or = to compare the fractions.

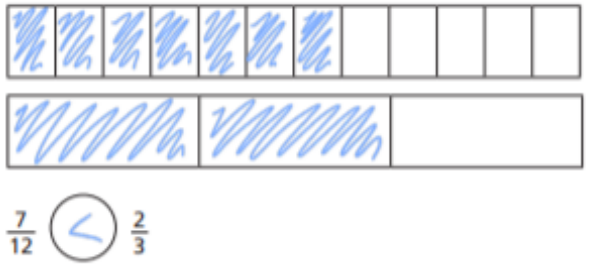
Use the bar models to help you.



$\frac{7}{8}$ > $\frac{3}{4}$



$\frac{9}{12}$ = $\frac{3}{4}$



$\frac{7}{12}$ < $\frac{2}{3}$

2 Write <, > or = to compare the fractions.

a) $\frac{1}{5}$ < $\frac{4}{15}$

b) $\frac{2}{5}$ > $\frac{4}{15}$

c) $\frac{2}{5}$ = $\frac{6}{15}$

d) $\frac{2}{3}$ > $\frac{6}{15}$

e) $\frac{2}{3}$ > $\frac{6}{12}$

f) $\frac{2}{3}$ = $\frac{6}{9}$

g) $\frac{2}{9}$ < $\frac{1}{3}$

h) $\frac{4}{9}$ > $\frac{1}{3}$

i) $\frac{4}{12}$ = $\frac{1}{3}$

j) $\frac{8}{12}$ = $\frac{2}{3}$

k) $\frac{8}{12}$ < $\frac{3}{3}$

l) $\frac{8}{12}$ < $\frac{3}{4}$

3 Sort the fractions into the circles.

greater than $\frac{1}{3}$ | equal to $\frac{1}{3}$ | less than $\frac{1}{3}$

$\frac{2}{3}$	$\frac{1}{6}$	$\frac{1}{2}$	$\frac{2}{6}$	$\frac{2}{9}$	$\frac{5}{12}$	$\frac{4}{12}$	$\frac{4}{15}$	$\frac{5}{15}$

4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

e.g.

a) $\frac{1}{5} < \frac{5}{15}$

b) $\frac{2}{6} < \frac{5}{12}$

c) $\frac{5}{12} < \frac{5}{6}$

d) $\frac{1}{3} < \frac{5}{6}$

e) $\frac{3}{5} < \frac{5}{5}$

f) $\frac{5}{6} < \frac{5}{5}$

g) $\frac{6}{9} < \frac{5}{6}$

h) $\frac{10}{12} < \frac{5}{4}$

i) $\frac{23}{24} < \frac{5}{5}$

Compare answers with a partner.

5 Tommy and Eva are comparing fractions.

$\frac{2}{3}$ $\frac{8}{12}$ $\frac{4}{9}$

I found a common denominator of 36 to compare the fractions.

Tommy

I found a common numerator of 4 to compare the fractions.

Eva

Whose method is more efficient? Various

Talk about your answer with a partner.

6 Write the fractions in ascending order.

a) $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$

$\frac{2}{10}$ $\frac{2}{7}$ $\frac{2}{5}$ $\frac{2}{4}$ $\frac{2}{3}$

b) $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$

$\frac{1}{9}$ $\frac{2}{9}$ $\frac{5}{9}$ $\frac{2}{3}$ $\frac{5}{6}$

c) $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$

$\frac{1}{5}$ $\frac{3}{10}$ $\frac{1}{2}$ $\frac{3}{5}$ $\frac{7}{10}$

d) $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

$\frac{2}{7}$ $\frac{1}{3}$ $\frac{6}{17}$ $\frac{3}{8}$ $\frac{12}{30}$

7 What could the missing numerator be?

$\frac{3}{5} < \frac{\square}{15} < \frac{9}{10}$

Write all four possibilities.

$\frac{10}{15}$ $\frac{11}{15}$ $\frac{12}{15}$ $\frac{13}{15}$

Red Tasks:

1b. 2 parts shaded, >

2b. 1C, 2B, 3A (ascending: 3, 2, 1)

3b. True

4b. $\frac{7}{10}$

1b. Xin is incorrect. Various answers, for example: He could use a bar model which shows that $\frac{3}{5} > \frac{3}{8}$.

2b. $\frac{3}{9}$, $\frac{7}{18}$

3b. Holly has ordered the fractions by the numerators. The correct order is $\frac{2}{10}$, $\frac{3}{10}$, $\frac{7}{10}$, $\frac{8}{10}$.

Gold Tasks:

9b. 57 parts shaded, <

10b. 1B, 2C, 3A (descending: 1, 3, 2)

11b. False $\frac{3}{11} = \frac{9}{33}$

12b. $\frac{4}{5}$

7b. Mallory is incorrect. Various answers, for example: The only common factor of 18 and 32 is 2 and he can't divide the numerators by 2. Instead, he must make both numerators 21 by multiplying $\frac{7}{18}$ by 3. $\frac{21}{54} < \frac{21}{32}$

8b. $\frac{3}{8}$, $\frac{31}{96}$, $\frac{37}{96}$

9b. Mildred has ordered the fractions by the numerators before she has found a common denominator. The correct order is $\frac{5}{7}$, $\frac{4}{7}$, $\frac{3}{7}$, $\frac{2}{7}$.

Deepen the moment...

Harriet's fraction could be $\frac{5}{12}$, $\frac{6}{12}$, $\frac{7}{12}$ or $\frac{8}{12}$ or any equivalent fractions whose denominator is a multiple of 3.

Children's bar models should show the fraction they have chosen compared to the two fractions given. Here is an example showing $\frac{3}{6}$.

Leo is wrong. Children may draw bar models to show that $\frac{5}{6}$ is larger than $\frac{9}{12}$. They may also use their knowledge of equivalent fractions to prove that $\frac{5}{6} = \frac{10}{12}$, which is larger than $\frac{9}{12}$.

Maths Answers: Lesson 3

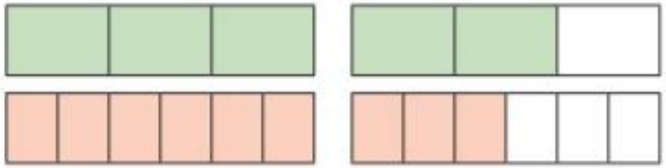
Compare and order fractions greater than 1

White Rose Maths

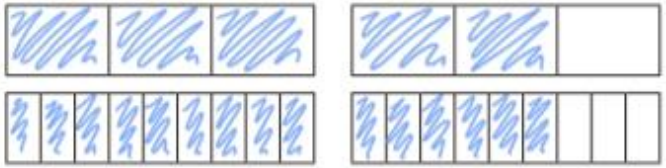
1 Write <, > or = to compare the fractions.

Use the bar models to help you.

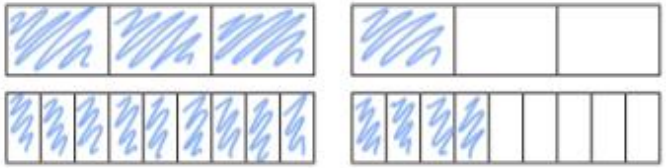
a) $\frac{5}{3}$ > $\frac{9}{6}$



b) $\frac{5}{3}$ = $\frac{15}{9}$



c) $\frac{4}{3}$ < $\frac{13}{9}$



2 Write <, > or = to compare the fractions.

a) $\frac{7}{4}$ > $\frac{12}{8}$

b) $\frac{7}{4}$ < $\frac{22}{12}$

c) $\frac{22}{12}$ > $\frac{10}{6}$

d) $\frac{10}{6}$ = $\frac{5}{3}$

e) $\frac{10}{6}$ < $\frac{5}{2}$

f) $\frac{5}{2}$ > $\frac{18}{8}$

g) $\frac{18}{8}$ > $\frac{32}{16}$

h) $\frac{18}{8}$ = $\frac{9}{4}$

i) $\frac{9}{4}$ < $\frac{18}{2}$

3 Filip has $3\frac{3}{16}$ bottles of juice.

Scott has $3\frac{1}{4}$ bottles of juice.

Who has more juice?

Scott has more juice.

4 Rosie's ribbon is $\frac{7}{4}$ metres long.

Teddy's ribbon is $\frac{7}{8}$ metres long.

Explain why Rosie is wrong.

The number of parts is the same, but the size of their parts is different. Rosie's ribbon is longer.

Red Tasks:

1a. $2\frac{1}{2} < 2\frac{3}{4}$

2a. $\frac{6}{5}, \frac{7}{5}, \frac{16}{10}, \frac{18}{10}$

3a. $1\frac{2}{5}, 1\frac{6}{10}, 1\frac{7}{10}$

Gold Tasks:

7a. $2\frac{3}{6} < 2\frac{6}{9}$

8a. $\frac{24}{6}, 4\frac{4}{12}, 4\frac{8}{12}, 4\frac{15}{18}$

9a. $3, \frac{66}{21}, 3\frac{8}{14}, 3\frac{18}{21}, \frac{87}{21}, 4\frac{6}{14}$

Deepen the moment…

a) *Lucas has drawn the bar models which show $\frac{3}{4}$ and $\frac{5}{8}$ different sizes – the whole bar needs to be the same size. Also, he has only drawn one square to represent one whole.*

b) *Children may suggest that Lucas needs to improve his understanding of what a whole is and how it is used in a mixed number.*

Maths Answers: Lesson 4

5 Write the fractions in descending order.

a) $\frac{8}{3}, \frac{4}{5}, \frac{8}{15}, \frac{8}{2}, \frac{16}{8}$

$\frac{8}{2}$ $\frac{8}{3}$ $\frac{16}{8}$ $\frac{4}{5}$ $\frac{8}{15}$

b) $\frac{7}{3}, \frac{12}{9}, \frac{15}{9}, \frac{15}{6}, \frac{7}{9}$

$\frac{15}{6}$ $\frac{7}{3}$ $\frac{15}{9}$ $\frac{12}{9}$ $\frac{7}{9}$

c) $\frac{14}{5}, \frac{17}{10}, \frac{27}{10}, \frac{3}{1}, \frac{42}{20}$

$\frac{3}{1}$ $\frac{14}{5}$ $\frac{27}{10}$ $\frac{42}{20}$ $\frac{17}{10}$

6 Find three possible ways to complete each statement.

a) $\frac{1}{4} < \frac{\boxed{2}}{4} < \frac{9}{8}$

$\frac{1}{4} < \frac{\boxed{3}}{4} < \frac{9}{8}$

$\frac{1}{4} < \frac{\boxed{4}}{4} < \frac{9}{8}$

b) $\frac{1}{4} < \frac{\boxed{4}}{15} < \frac{7}{15}$

$\frac{1}{4} < \frac{\boxed{5}}{15} < \frac{7}{15}$

$\frac{1}{4} < \frac{\boxed{6}}{15} < \frac{7}{15}$

c) $\frac{4}{5} < \frac{8}{\boxed{8}} < \frac{8}{4}$

$\frac{4}{5} < \frac{8}{\boxed{7}} < \frac{8}{4}$

$\frac{4}{5} < \frac{8}{\boxed{6}} < \frac{8}{4}$

7 Alex and Dora each have two identical cakes.

Alex cuts each of her cakes into 6 equal pieces and gives 10 of her friends a piece each.

Dora cuts each of her cakes into 12 equal pieces and gives 18 of her friends a piece each.

Who has more cake left?

Dora has more cake left.

8 The greater the numerator, the greater the fraction.

Give at least three examples to show that the statement is not correct.

Various answers e.g. $\frac{3}{17} < \frac{1}{2}$

Red Tasks:

1a. $\frac{14}{5} > \frac{12}{10}$

2a. $\frac{7}{2}$ is the mistake because it is equivalent to $3\frac{1}{2}$ which is more than $2\frac{1}{2}$.

3a. Mo is correct because the fractions are ordered from smallest and his fraction ($\frac{11}{3}$) comes in between the two given fractions.

Gold Tasks:

7a. $\frac{28}{6} > \frac{24}{9}$

8a. $\frac{36}{10}$ is the mistake because it is equivalent to $3\frac{9}{15}$ which is more than $3\frac{6}{15}$.

9a. Jason is correct because the fractions are ordered from smallest to largest and his fraction ($\frac{25}{8}$) comes between the two given fractions.

Deepen the moment….

Kwamena is correct.

Riley is wrong. Although one whole is larger than a fraction of a whole, an improper fraction is larger than one whole.

Sally is wrong. Although 8 is the larger numerator, we need to look at the denominators as well as the whole in the mixed number to tell which is the larger number or fraction.

Maths Answers Lesson 5: Arithmetic Test

Answer Sheet: Key Stage 2: Year 5: Arithmetic Test 3

Guidance: Children will have 30 minutes for this test.

question	answer	marks
1	**412**	1
2	**371**	1
3	**13**	1
4	$\frac{7}{9}$	1
5	$\frac{7}{15}$	1
6	**8043**	1
7	**2437**	1
8	**121**	1
9	**120**	1
10	**2640**	1
11	**6.2**	1
12	**2.9**	1
13	**75**	1
14	**68 160**	1
15	**59 600**	1
16	**480 905**	1
17	**81**	1
18	**6300**	1
19	**80**	1
20	**560**	1
21	$1\frac{5}{10}$ or $1\frac{1}{2}$	1

question	answer	marks
22	$\frac{4}{9}$	1
23	$3\frac{3}{4}$	1
24	**10.01**	1
25	**4908**	2
26	**168 805**	2
27	**74**	2
28	**969**	2
		Total 32

Deepen the moment…

100,000 – 9,999 = 90,001.

Possible top tips: When exchanging you cannot skip/jump across columns, you must exchange from each column in order. Line your columns up accurately.

Spellings Homophone Match-Up Task:

Spelling	Image	Definition
Steel		A hard metal.
Steal		To take something that does not belong to you.
Altar		A platform or table used as a centre of worship.
Alter		To make different without changing into something else.
Led		To have guided the way. To show everyone else what to do or where to go.
Lead		A soft, silvery white or greyish metal.
Assent		The act of agreeing to something.
Ascent		The act of rising or climbing upwards.
Bridal		Relating to a bride (someone getting married).
Bridle		A device for controlling a horse made up of a set of straps enclosing the head, a bit, and a pair of reins.

English Answers: Lesson 1.

1. It suggests that at one time it was not quiet and peaceful.
2. There is a positive mood in both stanzas. It is calm, peaceful, serene, etc.
3. It is a simile.
4. Various answers: That it is a perfect place to live in, almost as idyllic as heaven.
5. The war, fighting and death caused it to turn to hell.
6. Various answer: definition of bitter is: full of or causing anger, hatred, or sadness. The war made people feel angry, hateful or sad.
7. Personification/metaphor.
8. It means that lots of people died as though Death is trying to get more people.
9. Various answers: To show that even though there have been horrors in the past, the valley has returned as though nothing happened. The writer is hoping that people won't forget. The writer is showing how easily people forget the horror or war as more time passes by.

Deepen the moment…

Various possible answers – it helps to build an image in the reader's mind/allowing the reader to picture what the writer is experiences/to feel what it is like to be within the setting.

English Answers: Lesson 3

The sentence has been imporved by adding adjecitves to make it into an expanded noun phrase, a fronted adverbial, a relative clause and a subordinate clause. It has given the sentence more information which helps to build a better image in the reader's mind.

Red/Blue Task:

Various answers given.

Example: **Reassuringly,** the **small, blonde** girl, **who was afraid because of the sounds of exposions**, held her **younger** brother's **icy-cold** hand before **he fell to sleep**.

Gold Task:

Various answers given.

1. Example: **Reassuringly,** the **small, blonde** girl, **who was afraid because of the sounds of exposions**, held her **younger** brother's **icy-cold** hand before **he fell to sleep**.
2. Example: Awkwardly, the **young, scared** children, **who held hands,** queued up for the **long and winding** train, while **the parents tearfully waved goodbye**.
3. Example: In silence, the **shy, awkward** pair walked along the **long, deserted** road, **after watching a scary movie.**

Reading for Productivity Answers: PSHE Lesson 1

1: Key

1. **The Media and Body Image**
2. **The Body Image Advertising Portrays**
3. **The Effects of False Body Image Advertising**
4. **In Comes Social Media**
5. **Plastic Surgery and Photoshop**
6. **A Toxic Mirror**
7. **The Answer to Body Anxiety?**

2: True or False key

1. T 2. T 3. F 4. F 5. T 6. F	7. T 8. F

3: parenting, education & intimate relationships.

4: dog food commercials feature talking dogs, nobody thinks that they are actually talking.

5: 60%

Reading for Productivity Answers: Computing Lesson 2

1. 'An internet we trust: exploring reliability in the online world'
2. Questioning the reliability of what we see online and to give young people the skills and strategies to make smart decisions while online.
3. Navigate
4. Fill in the missing words.
   Although the Internet is a great source of information for young people, we should not always **believe** everything we read. Unfortunately, the online world also contains **misleading** content and fake news.
5. Various answers: Fake news is news or stories on the internet that are not true.
6. Various answers: The internet can help families living in different countries because there are apps that families can use to keep in touch online.
7. Match the situations to the correct action.

Situation	Action
Sid tries but he can't log on to his game.	Tell an adult
A stranger keeps sending Luca annoying messages.	Click the 'Report' Button.
Abdulrahman saw a video that worried him.	Click the 'Help' Button.
Something has made you feel unsafe, worried or unhappy	Click the 'Block' Button.

.

8. Various answers: I think Safer Internet Day is an important even because it helps to raise awareness about any online issues and supports young people in how to be safe and sensible online.

Deepen the moment...

Various responses which show an understanding that this advice is wrong and unhelpful and that an adult should be told. For example: I think the advice is unhelpful because it is hard to forget about something worrying. Instead, she should tell an adult and block the user.

Reading for Productivity Answers: Geography Lesson 3

1. **What challenge will humankind face as we enter the new millennium?**
   to transform the existing economy into one that does not threaten or destroy the environment.

2. **Why couldn't people in the past stop the destruction of the environment?**
   - ☐ They were ignorant simple peaceful people.
   - ☐ They did not realize that their actions were slowly destroying the environment.
   - ☐ They did not know people in the governments.
   - ☐ Their governments did not believe that the environment was being destroyed.

3. **The people of today have become more aware of the relationship between the weather, environment and global economies because of …**
   - ☐ the havoc caused by storms and beat waves
   - ☐ the efforts of governments
   - ☐ extensive media coverage
   - ☐ collapsed fisheries

4. **Give 2 examples the texts give of how the weather can negatively impact our planet?**
   Various answers: Fishery collapses, water shortages, rainforests burning uncontrollably, sudden deaths of birds, dolphins and fish, record heat waves, and raging storms that cause widespread destruction

5. **Decades before, who mainly played a dominant role in drawing attention to the destruction of the environment?**
   environmental activists

6. **Who is paying more attention to preserving the environment today?**
   directors of large corporations, government ministers, prominent scientists and intelligence agencies

7. **What is a 'green consumer'?**
   Companies who are opting for sources of electricity that are climate-friendly and buy paper that has a high recycled content

8. **What is the writer trying to convey in the expression Time is of the essence?**
   - ☐ The very essence of life is time
   - ☐ it is important
   - ☐ We must not delay
   - ☐ Time is life

Deepen the moment…

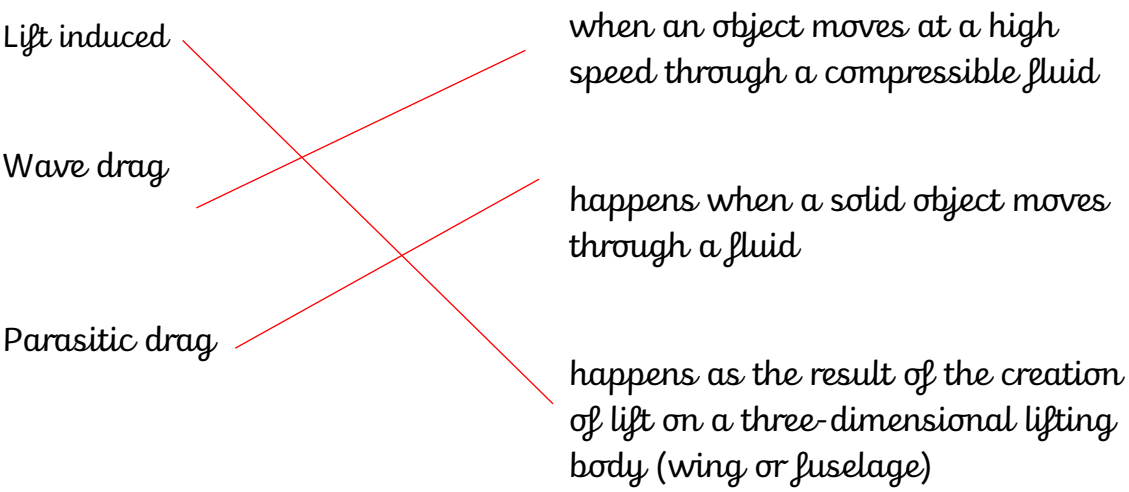
Various answers which show an understanding of what we can do to lessen the risjk of environmental destructions. For example: recycling, sustainability, stopping deforestation and destroying habitats, including the ocean, ways to reduce pollution, etc.

Reading for Productivity Answers: Science Lesson 4

1. What are the names of the two types of friction.
   Static and Kinetic

2. What is air resistance also known as?
   'Drag'

3. Match the following types of air resistance with their cause:



4. Summarise the meaning and uses of streamlining.

   Various answers. For example- *Adopting a certain shape in order to move quickly and efficiently through air to reduce air resistance.*

5. The text gives some examples of air resistance in everyday life, can you think of any others that you may have noticed?
   Various answers.

6. What is the link between **friction** and **air resistance**?
   Air resistance is a type of friction.

7. What does the term **'air particles'** mean?
   Tiny particles of different solids, liquids and gasses that make up the air around us.

8. Some animals have certain body shapes in order to move **efficiently** through air or water.

   What does the word **efficiently** mean? In a way that achieves maximum productivity with minimum wasted effort or expense.

Deepen the moment...

Air particles are the tiny particles of solids, liquids and gasses that make up the air around us whereas air resistance is how those particles work against different objects.

Reading for Productivity Answers: PSHE Lesson 5

1. What is the vocabulary word in the text that means "a solution to the conflict"?

a. resolution

2. Why do you think the author included the bullet points in this particular text about conflict resolution?

c. So you could more easily see the steps in conflict resolution.

3. According to the text, what is the most likely reason to use conflict resolution?

d. So you can have a framework to solve problems.

4. Definitions *(Write the meaning of each word as it is used in the text.)*

1. address - think about and begin to deal with (an issue or problem).
   "a fundamental problem has still to be addressed"

2. heart - the central or innermost part of something.
   "right in the heart of the city"

3. peers - a person of the same age, status, or ability as another specified person.
   "he has incurred much criticism from his academic peers"

5. Summarise the role of the mediator in conflict resolution.

The role of the mediator is to serve as a listener in the situation and a person who helps others solve their conflicts.

Deepen the moment...

Pupil's own response.