

Thur	Starter / Finisher		<table><tr><th colspan="2">Suggested Weekly Timetable</th></tr><tr><td></td><td>Independent Computer activity</td></tr><tr><td></td><td>Adult supported</td></tr></table>	Suggested Weekly Timetable			Independent Computer activity		Adult supported
Suggested Weekly Timetable									
	Independent Computer activity								
	Adult supported								
		Main Activity							
		Anyone who usually has a guitar lesson, don't forget to login to Mr Curzon.							
English	Spelling frame or SPaG.com 30 mins	More practice on speech. Watch : How to use inverted commas - BBC Bitesize Complete both quizzes Complete the sheet below. Check your understanding by looking at the PowerPoint.							
	Literacy 45 mins								
	Handwriting Practice	-tious words.							
Maths	TTRockstars 10 mins	Work through the PowerPoint do not print off there are lots of slides! Complete Option sheets 1a and 1b or 2a and 2b Then try the quiz at:							
	Activity 45 mins	Fractions on a number line - Year 4 - P5 - Maths - Catch Up Lessons - Home Learning with BBC Bitesize - BBC Bitesize							
	Prodigy activity 10 mins	For a slightly harder maths choice Watch: Learn how to compare two or more fractions - Year 5 - P6 - Maths - Catch Up Lessons - Home Learning with BBC Bitesize - BBC Bitesize Complete option 3a, 3b and 3c sheets							

Enquiry & Investigation	<p>45 mins</p> <p>History/ Science/ Geography.</p>	<p>Viking horned helmets – historical fact or myth?</p> <p>One image which is almost always associated with Viking Norsemen is that of the horned helmet – see images in Resource 15.</p> <p>Viking horned helmets are actually a myth</p> <p>It is folklore rather than historical fact, but nevertheless the myth continues until this day.</p> <p>For example, the image in Resource 16a is the mascot of the Widnes Vikings Rugby League football team, and the photograph in Resource 16b shows supporters of the North American football team the Minnesota Vikings at a match with against the Pittsburgh Steelers.</p> <p>There is absolutely no historic evidence that Viking Norsemen wore helmets with horns. Every helmet discovered in archaeological digs resembled the ones in Resource 17.</p> <ul style="list-style-type: none"> • What is the definition of a myth? • What is the definition of folklore? • why would a helmet with large horns or wings not have been very practical in battle? • who is responsible for this myth of horned helmets? <p>Research other figures and events from history that may be mythical or simply a legend (a traditional story sometimes popularly regarded as historical, but unauthenticated).</p> <p><u>Robin Hood</u></p> <ul style="list-style-type: none"> • Look at the image of the person in Resource 18 and watch www.youtube.com/watch?v=AhNI2nvZy70 • How much of the story do you think is legend and how much is true? • What did he do?
Extras		<p>How was your day?</p> <p>Use the diary pages for your own thoughts and feelings. I do not need you to show me what you write. It's private to you. However, if you want to share with me, that's fine too.</p>
	<p>Reading alone and with an adult</p> <p>10 mins</p>	<p>Audible has thousands of children's books for free for your child to enjoy.</p> <p>https://stories.audible.com/start-listen</p>

More practice on speech.

Success Criteria:

- **I have opened and closed my inverted commas in the correct place;**
- **I have included punctuation within inverted commas;**
- **I have used a new line for a new speaker;**
- **I have used a range of synonyms for 'said'.**

Task One

'Said' is a common word used to show people are speaking in stories. Think of 8 different, more interesting words and write them in your books.

Task Two

Choose 5 of the words you have written for task one and put them into sentences with speech in them to show me you can use them in context.

Task Three

Copy these sentences into your books. Put the inverted commas in the correct places.

1. Stand there! Shouted Odin.
2. Ranaulf cried, watch out for that arrow!
3. Please don't hurt me, begged the little man.
4. I fear no man muttered Skuli.
5. Run! The house is on fire! Screamed Helga.

Task 3

Read this passage carefully. You have to copy the passage into your books, but make sure you put new speakers on new lines as I've forgotten!

Where can I find a ship that will take me to Valhalla said Gunnar. There are usually plenty of ships in the harbour at Kaupang. replied the old man.

Gunnar had heard that name too and had an idea it was a big town, but he knew nothing else about the place. How do I get there? Is it far. The old man answered. Three days by foot. Maybe more if the weather is bad. Gunnar groaned

Right handed writers:

Words with endings that sound like / shuhs/ (spelt with -tious or -ious)

Practise your weekly spelling words using continuous cursive handwriting.

ambitious

fictitious

infectious

nutritious

contentious

superstitious

pretentious

anxious

obnoxious

Words with endings that sound like / shuhs/ (spelt with -tious or -ious)

Practise your weekly spelling words using continuous cursive handwriting.

ambitious

fictitious

infectious

nutritious

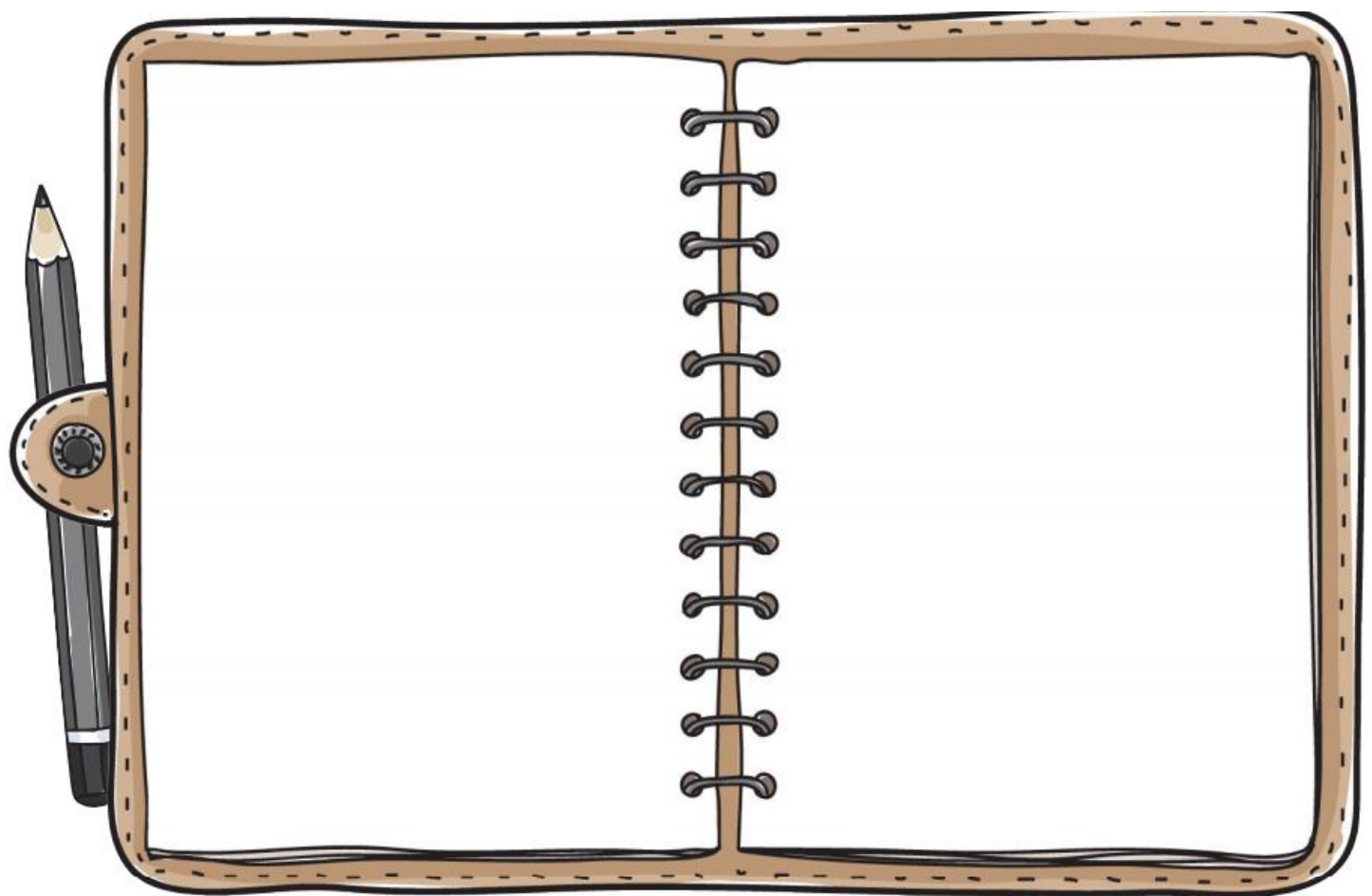
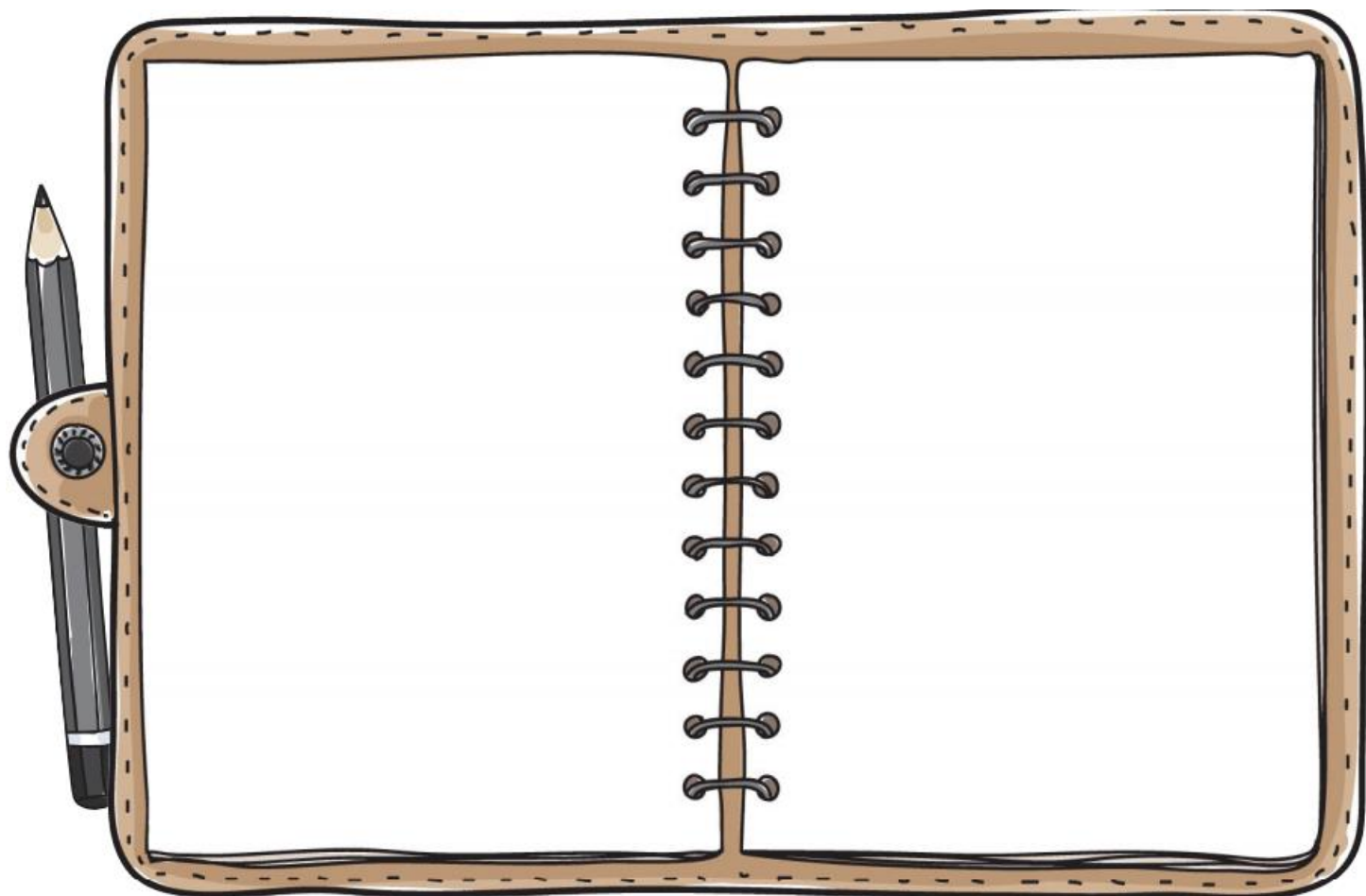
contentious

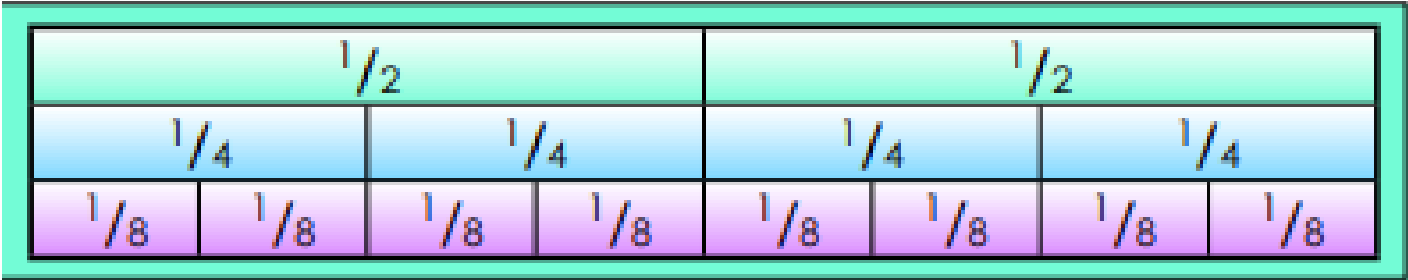
superstitious

pretentious

anxious

obnoxious





Can you mark where you think each of the fractions below would be on the number line? Use the fraction wall to help you.

$\frac{1}{2}$

$\frac{3}{4}$

$\frac{1}{8}$

$\frac{1}{4}$

$\frac{5}{8}$



Now see if you can put these sets of fractions in order from smallest to largest.



$\frac{1}{2}$	$\frac{5}{8}$	$\frac{1}{4}$	$\frac{3}{4}$	$\frac{1}{8}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

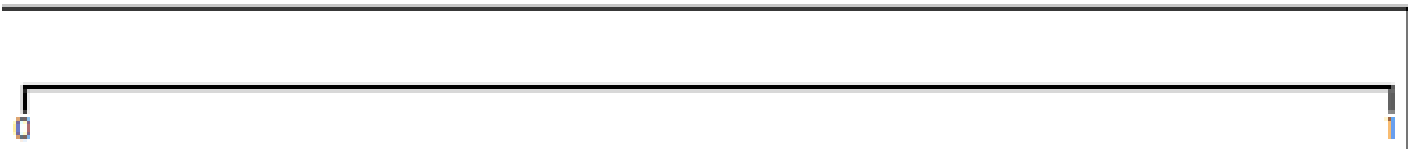
$\frac{3}{8}$	$\frac{7}{8}$	$\frac{2}{4}$	$\frac{1}{4}$	$\frac{8}{8}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

$\frac{2}{8}$	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{7}{8}$	$\frac{4}{4}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

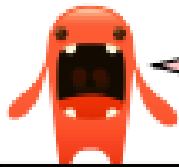
$\frac{1}{8}$	$\frac{2}{4}$	$\frac{3}{8}$	$\frac{1}{4}$	$\frac{6}{8}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



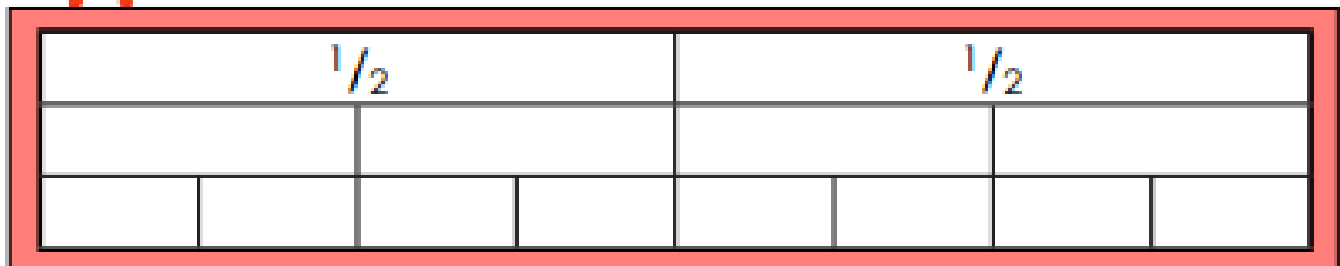
Now choose one of two of these sets of numbers and mark each fraction where you think it should go on the number line.



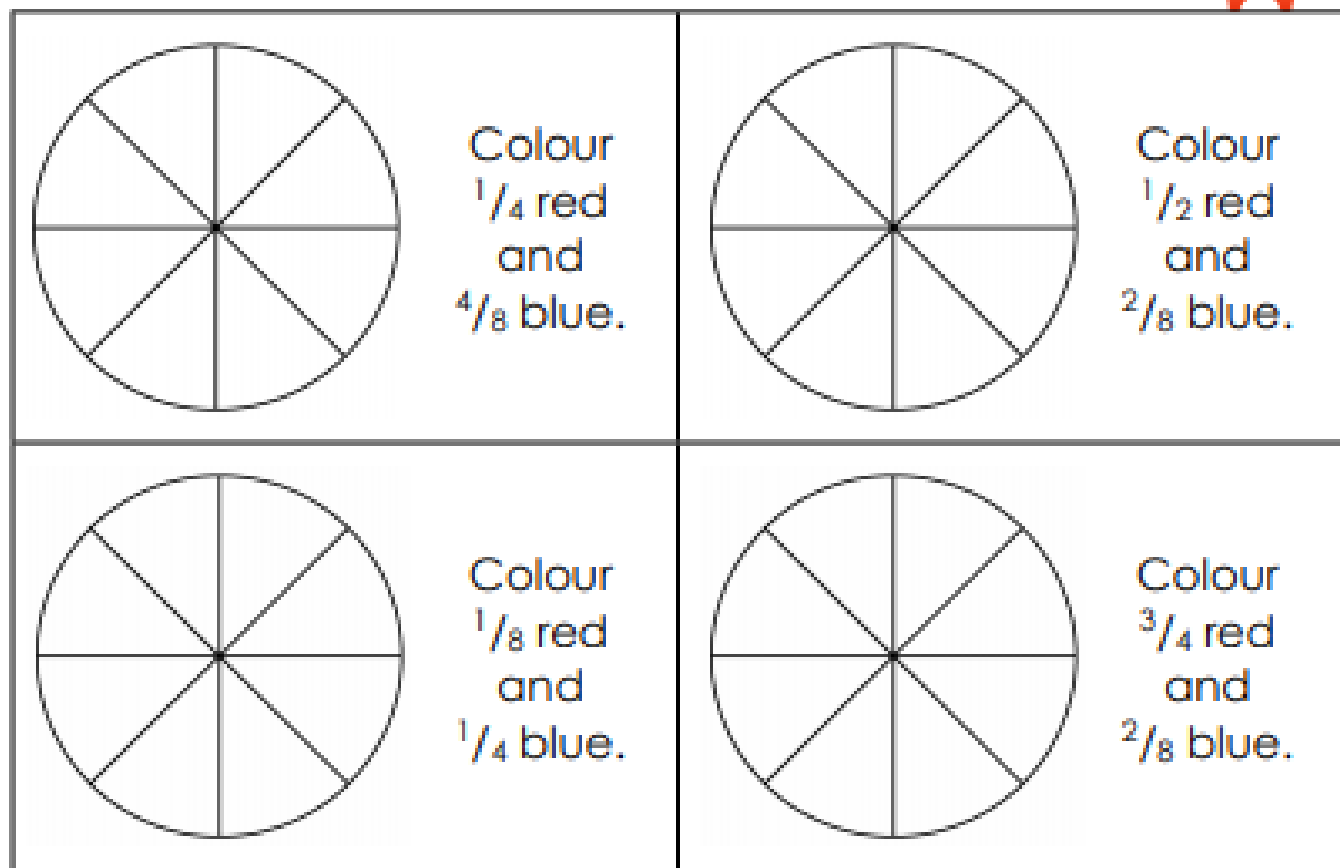
Option 1b



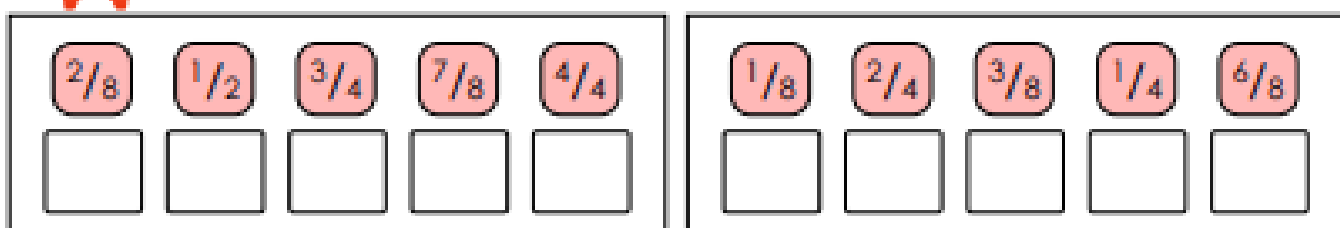
Can you fill in the rest of this fraction wall?



Now see if you can colour in the correct fraction for each of these circles.



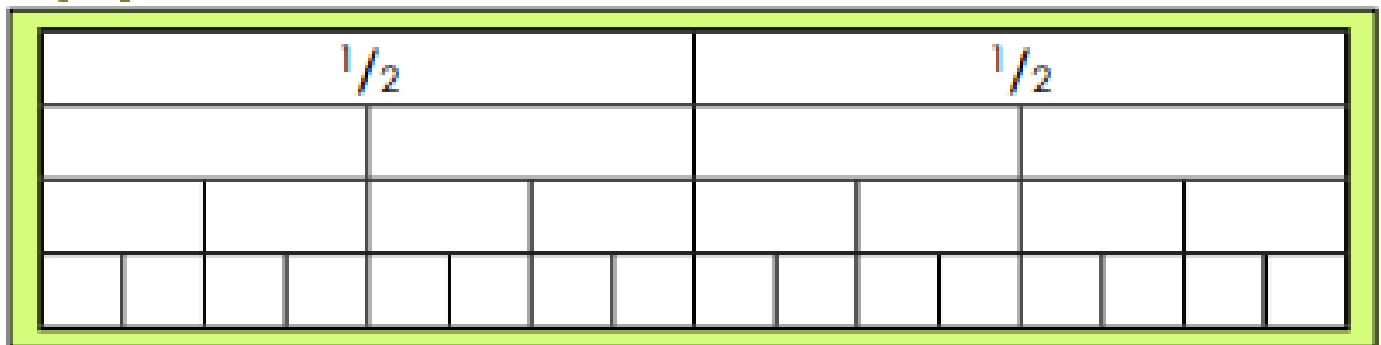
Finally, see if you can put these fractions in the correct order from smallest to largest.



Option 2a



Can you fill in the rest of this fraction wall?



Now see if you can add these fractions together.



$$\frac{2}{16} + \frac{5}{16} =$$

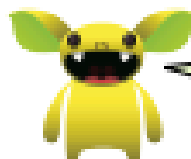
$$\frac{5}{8} + \frac{2}{8} =$$

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

$$\frac{10}{16} + \frac{4}{16} =$$

$$\frac{3}{8} + \frac{3}{8} =$$

$$\frac{1}{8} + \frac{2}{8} =$$



Now mark each of the answers from your fraction addition questions on the number line below.



Finally, see if you can create a fraction wall in the box below to show thirds ($\frac{1}{3}$), sixths ($\frac{1}{6}$) and twelfths ($\frac{1}{12}$).



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



Can you put these sets of fractions in order from smallest to largest?

$\frac{1}{2}$	$\frac{3}{4}$	$1\frac{1}{4}$	$\frac{1}{4}$	$1\frac{3}{4}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

$2\frac{3}{4}$	$\frac{3}{4}$	$\frac{1}{2}$	$2\frac{1}{4}$	$1\frac{1}{4}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

$2\frac{3}{4}$	$\frac{1}{4}$	$1\frac{1}{2}$	$2\frac{1}{4}$	$1\frac{3}{4}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

$1\frac{3}{4}$	$2\frac{1}{2}$	$\frac{1}{2}$	$1\frac{1}{4}$	$1\frac{1}{2}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Now work out if each of these statements is true or false.



A half is bigger than a quarter.

TRUE ☐ FALSE ☐

Three quarters is smaller than a quarter.

TRUE ☐ FALSE ☐

Four quarters is the same as one.

TRUE ☐ FALSE ☐

A quarter is bigger than a half.

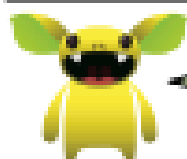
TRUE ☐ FALSE ☐

Two eighths is the same as one half.

TRUE ☐ FALSE ☐

$1\frac{1}{4}$ is the same as 5 quarters.

TRUE ☐ FALSE ☐



A class of 20 children were asked about their likes and dislikes.
Can you work out the answers to these questions?

A quarter of the class do not like pizza.
How many is this?

How many of the children do like pizza?

Half of the class like watching Doctor Who. How many is this?

Three quarters of the class like football. How many is this?

$\frac{2}{8}$ of the class don't like fish. How many is this?

$\frac{4}{8}$ of the class like dancing. How many is this?



Can you work out the answers to these questions about fractions of numbers?

What is $\frac{3}{4}$ of 24?

What is $\frac{1}{4}$ of 20?

What is $\frac{3}{4}$ of 30?

What is $\frac{1}{4}$ of 36?

What is $\frac{1}{8}$ of 16?

What is $\frac{1}{4}$ of 100?

What is $\frac{1}{10}$ of 20?

What is $\frac{1}{3}$ of 9?

What is $\frac{3}{4}$ of 100?

What is $\frac{1}{3}$ of 18?

Put a circle around the biggest fraction in each of these sets.



$\frac{5}{8}$

$\frac{1}{2}$

$\frac{3}{4}$

$\frac{2}{8}$

$\frac{9}{16}$

$\frac{1}{2}$

$\frac{3}{8}$

$\frac{11}{16}$

$\frac{1}{2}$

$\frac{6}{16}$

$\frac{3}{4}$

$\frac{1}{8}$

$\frac{1}{4}$

$\frac{5}{8}$

$\frac{15}{16}$

$\frac{3}{4}$

$\frac{12}{16}$

$\frac{7}{8}$

A group of 360 people were asked how they get to work in the morning. $\frac{1}{4}$ of them travelled by bus, $\frac{1}{2}$ by car and $\frac{1}{8}$ by train and $\frac{1}{8}$ by bike. How many people travelled by bus, car, train and bike?

Bus:

Car:

Train:

Bike:

Think together

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

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

Amelia

--	--	--	--	--

Mo

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

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

_____ has read more.

- 2 Put these cards in order from smallest to largest.

$\frac{2}{6}$	$\frac{2}{3}$	$\frac{5}{12}$	$\frac{5}{6}$	$\frac{3}{6}$	$\frac{1}{6}$
---------------	---------------	----------------	---------------	---------------	---------------

First I will sort them into fractions which are greater than and less than a half.



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

$$\frac{5}{9} > \frac{\boxed{}}{18}$$

$$\frac{\boxed{}}{6} < \frac{12}{18}$$

Max says, 'I think one of these has more solutions than the other.'

Do you agree? Explain your answer.

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



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



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

Resource 15: A



Resource 15: B



Resource 15: C



Resource 16: A



Resource 16: B



Resource 17



Resource 18

