

Monday 29th November - Online learning

If you are feeling well enough today, have a go at the online learning below! Try to also complete 20 minutes of reading if you can, but make sure you get plenty of rest. That takes priority.

Take care,

Miss Secker 😊

Maths

O LO: Can I use my knowledge of fractions, decimals and percentages to solve problems, recapping each method I've learnt as I work?

Think back to all of the methods we have used when working with fractions over the last couple of weeks. We have added, subtracted, multiplied and divided fractions as well as converted fractions to decimals, percentages, mixed numbers and vice versa. Using that knowledge, can you solve these problems? Look at the sheet on the right if you don't feel so confident. If you do feel confident, have a go at the one on the next page.

Copy and complete these equivalent fractions.

1 $\frac{1}{2} = \frac{\square}{4}$ 5 $\frac{2}{5} = \frac{\square}{10}$
 2 $\frac{1}{4} = \frac{\square}{8}$ 6 $\frac{2}{3} = \frac{\square}{6}$
 3 $\frac{1}{2} = \frac{\square}{6}$ 7 $\frac{3}{4} = \frac{\square}{8}$
 4 $\frac{1}{2} = \frac{\square}{10}$ 8 $\frac{5}{5} = \frac{\square}{10}$

Place in order, smallest first.

9 $\frac{3}{4}, \frac{1}{2}, \frac{5}{8}$
 10 $\frac{2}{5}, \frac{1}{2}, \frac{3}{10}$

Change to mixed numbers.

11 $\frac{7}{2}$ 15 $\frac{19}{8}$
 12 $\frac{9}{4}$ 16 $\frac{25}{6}$
 13 $\frac{11}{3}$ 17 $\frac{37}{10}$
 14 $\frac{8}{5}$ 18 $\frac{249}{100}$

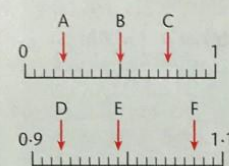
Change to improper fractions.

19 $2\frac{2}{3}$ 23 $5\frac{3}{8}$
 20 $4\frac{3}{4}$ 24 $1\frac{37}{100}$
 21 $7\frac{1}{10}$ 25 $6\frac{2}{5}$
 22 $3\frac{5}{6}$ 26 $4\frac{7}{9}$

Give the value of the underlined figure.

27 1.92 31 25.43
 28 16.38 32 7.19
 29 39.27 33 53.06
 30 42.5 34 18.7

35 Write the numbers shown by the arrows as decimal fractions.



Arrange in order, smallest first.

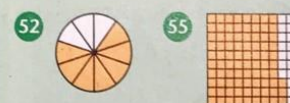
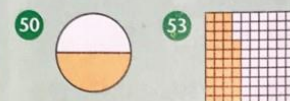
36 4.72 2.7 4.27 2.47
 37 5.91 1.9 1.59 5.19
 38 6.8 3.8 3.68 6.38
 39 5.7 5.37 5.73 5.3

Round to the nearest:
 metre pound

40 3.1 m 45 £11.90
 41 2.8 m 46 £6.20
 42 7.3 m 47 £29.74
 43 4.5 m 48 £87.48
 44 9.6 m 49 £4.50

Write each shaded area as:

- a) a fraction
 b) a decimal
 c) a percentage.



Find

56 $\frac{1}{4}$ of 200 60 $\frac{1}{6}$ of 30 cm
 57 $\frac{3}{4}$ of 200 61 $\frac{9}{10}$ of 1 m
 58 $\frac{1}{10}$ of 240 62 $\frac{21}{100}$ of £1
 59 $\frac{2}{3}$ of 18 63 $\frac{4}{5}$ of 60p

Find

64 10% of 70
 65 25% of 36
 66 20% of 80
 67 30% of £5.00
 68 75% of 60p
 69 60% of £2.00
 70 50% of £5.50

and complete these equivalent fractions.

- 1 $\frac{3}{4} = \frac{\square}{20}$ 4 $\frac{3}{10} = \frac{21}{\square}$
 2 $\frac{2}{5} = \frac{\square}{30}$ 5 $\frac{5}{6} = \frac{15}{\square}$
 3 $\frac{7}{9} = \frac{\square}{18}$ 6 $\frac{7}{8} = \frac{35}{\square}$

Cancel each fraction into its simplest form.

- 7 $\frac{33}{55}$ 9 $\frac{22}{48}$
 8 $\frac{80}{100}$ 10 $\frac{18}{42}$

Arrange in ascending order.

- 11 $\frac{5}{8}, \frac{3}{4}, \frac{1}{2}, \frac{9}{16}$
 12 $\frac{5}{12}, \frac{1}{3}, \frac{1}{2}, \frac{5}{9}$

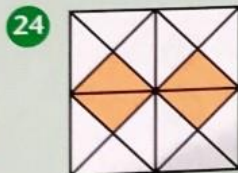
Change to mixed numbers.

- 13 $\frac{14}{5}$ 16 $\frac{14}{3}$
 14 $\frac{27}{8}$ 17 $\frac{319}{100}$
 15 $\frac{57}{10}$ 18 $\frac{60}{9}$

Change to improper fractions.

- 19 $8\frac{9}{10}$ 21 $6\frac{7}{11}$
 20 $3\frac{5}{6}$ 22 $2\frac{17}{25}$

Write the fraction shaded in its simplest form.



Write as decimals.

- 25 $4\frac{32}{100}$ 27 $\frac{86}{1000}$
 26 $1\frac{723}{1000}$ 28 $2\frac{9}{100}$

Write as mixed numbers.

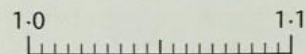
- 29 5.35 31 6.127
 30 23.04 32 2.008

Write the value of the underlined digit.

- 33 7.25 37 2.479
 34 0.801 38 48.62
 35 17.08 39 0.105
 36 5.736 40 12.94

41 Copy the line and locate the numbers.

1.05 1.08 1.025 1.065



42 Write the number shown by each arrow.



Round to the nearest:

- whole one tenth
 43 3.74 47 4.61
 44 4.29 48 29.38
 45 29.81 49 3.45
 46 106.52 50 37.83

51 Write in ascending order.

7.58, 0.78, 0.708, 7.08

52 Copy and complete the table.

Fraction	Decimal	%
$\frac{1}{10}$	0.1	10%
$\frac{37}{100}$		
$\frac{3}{4}$		
	0.72	
	0.3	
	0.09	
		50%
		23%
		7%

Find

- 53 $\frac{3}{8}$ of 40
 54 $\frac{4}{5}$ of 60
 55 $\frac{23}{100}$ of 3 m
 56 $\frac{375}{1000}$ of 1 m
 57 10% of 58
 58 30% of 240
 59 20% of £14.00
 60 5% of £6.20
 61 Lenny has 3 green marbles to every 4 red marbles. If he has 20 red marbles, how many green marbles does he have?
 62 8000 people visited a castle. 70% were adults. How many were children?

Guided reading/spellings

See below for your new spellings to practice this week (make sure to select the one belonging to your group), as well as a copy of the 5x tables test for you to have a go at if you feel well enough to do so. Your xTables to practice for next week are your 6's; there is a game set up on Sumdog for you to do this.

Class 4 spelling list for group 1: Week 11

After completing 'look, say, cover, write, check,' please try to write 3 interesting sentences that include some of your spellings. You can use more than one word from your spelling list in each sentence.

Objective: To spell words from the Y5 and Y6 word lists

Spellings				
	Look, say, cover, write, check			
marvellous				
mischievous				
muscle				
necessary				
neighbour				
nuisance				
occupy				
occur				
opportunity				
parliament				
persuade				
physical				
prejudice				
privilege				
profession				
programme				
pronunciation				
queue				
recognise				
recommend				
relevant				

Spelling score:

6x Tables score:

Class 4 spelling list for group 2: Week 11

After completing 'look, say, cover, write, check,' please try to write 3 interesting sentences that include some of your spellings. You can use more than one word from your spelling list in each sentence.

Objective: To spell words for the Y5 and Y6 word lists

Spellings				
	Look, say, cover, write, check			
competition				
conscience				
conscious				
controversy				
convenience				
correspond				
criticise				
curiosity				
definite				
desperate				
determined				
develop				
dictionary				
disastrous				
embarrass				
environment				
equipped				
equipment				
especially				
exaggerate				
excellent				

Spelling score:

6x Tables score:

Class 4 spelling list for group 3: Week 11

After completing 'look, say, cover, write, check,' please try to write 3 interesting sentences that include some of your spellings. You can use more than one word from your spelling list in each sentence.

Objective: To spell words from the Y3 and Y4 word lists

Spellings				
	Look, say, cover, write, check			
answer				
believe				
address				
extreme				
arrive				
accident				
circle				
appear				
early				
actual				
actually				
earth				
bicycle				
fruit				
breath				
breathe				
group				
heart				
centre				
learn				
grammar				

Spelling score:

6x Tables score:

29/11/21 - 5x tables test

1. $0 \times 5 =$
2. $10 \times 5 =$
3. $12 \times 5 =$
4. $9 \times 5 =$
5. $4 \times 5 =$
6. $7 \times 5 =$
7. $1 \times 5 =$
8. $5 \times 5 =$
9. $3 \times 5 =$
10. $11 \times 5 =$

Spicy xTables questions

1. What is $10 \div 5$?
2. I'm thinking of a number. I divide it by 5. The answer I end up with is 9. What was my original number?
3. Gino has a giant chocolate bar that has 60 pieces. He shares the chocolate bar with his friend Lexi. He gives her $\frac{1}{5}$ of the pieces. How many pieces does Lexi receive?
4. What is 50.7893×0 ?
5. What is $55 \div 5$?
6. What is 6×5 ?
7. I'm thinking of a number. I multiply it by 5 and then double it. The answer I end up with is 60. What was my original number?
8. Alexa took part in a raffle where she won a £35 cash prize! She decides that she wants to share with her best friend. She gives her friend Simon $\frac{2}{5}$ of the prize money. How much money does Simon receive?
9. What is $40 \div 5$?
10. Layla is celebrating her birthday. She buys 25 sweets to share between her 5 friends. How many sweets does each of her 5 friends receive?

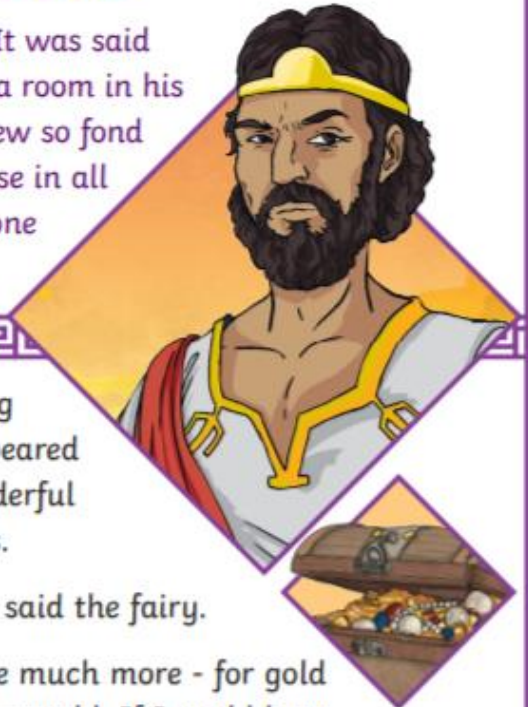
English

O LO: Can I answer comprehension questions about a Greek myth?

Read the comprehension about King Midas below and then answer the following questions.

King Midas and the Golden Touch

Many years ago, there lived a king named Midas. It was said that he was the richest king in the world. He had a room in his great castle filled with gold treasures. The King grew so fond of his gold, that he loved it more than anything else in all the world – including his daughter Marigold. His one great wish was for more and more gold.



One day, the King was in his treasury admiring his lovely gold, when a beautiful fairy boy appeared before him. The boy's face dazzled with a wonderful light and his cap, feet and wand all had wings.

"Midas, you are the richest man in the world." said the fairy.

"That may be," said the King. "but I should like much more - for gold is the best and the most wonderful thing in the world. If I could have one wish," said the King, "I would ask that everything I touch should turn to beautiful gold."

"Your wish shall be granted," said the fairy. "From sunrise tomorrow, your slightest touch will turn everything into gold. But I warn you that your gift will not make you happy."



The next day, King Midas woke early as he was eager to see if the fairy's promise had been kept. As soon as he saw the rising sun, he reached out and lightly touched his bed with his finger. Instantly, it turned to smooth, shimmering gold. Delighted, the King laughed and went to eat his breakfast.

However, when he raised a glass of clear water to drink, it too became solid gold. The bread and butter turned to gold in his hand and the soft, tender meat became hard, yellow and cold. Not a thing could pass his lips. All was gold, gold, gold.





His daughter came running in from the garden. Without thinking, he gently kissed her cheek. At once, the little girl was turned into a golden statue. Fear crept into the King's heart, sweeping all the joy out of his life. In his grief, he called upon the fairy for help.

"O fairy," he begged, "take away this horrible golden gift! Take all my gold. Take everything, only give me back my darling daughter."



In a moment, the beautiful fairy was standing before him.

"Do you still think that gold is the greatest thing in the world?" asked the fairy.

"No! No!" cried the King. "I hate the very sight of it! I have learned my lesson."



"Very well," said the fairy, "take this pitcher to the spring in the garden and fill it with water. Sprinkle the things you have touched with the water to restore them."



The King did as the fairy instructed. He first sprinkled the head of his dear little girl. Instantly, she became his darling Marigold and he gave her a kiss. The King sprinkled the golden food and, to his joy, it turned back to real bread and real butter.

Then, he and his daughter sat down to breakfast. How good the cold water tasted! How eagerly the hungry King ate the bread and butter, the meat and all of the good food! The King hated his golden touch so much that he sprinkled even the chairs and the tables and everything else that the fairy's gift had turned to gold.

Questions

1. What do you think is the moral of this story? Explain your answer fully.

2. Fill in the missing words.

Fear crept into the King's heart, _____ all the joy out of his life. In his _____, he called upon the fairy for help.

3. Where was Midas when the fairy first appeared?

4. Number the following from **1-5** to show the order they are turned to gold in the text. The first one has been done for you.

- Marigold
- water
- meat
- bed
- bread

5. Where were the fairy's wings? Tick **three**.

- his wand
- his back
- his cap
- his feet

6. Read the paragraph that begins '**The next day...**'

What do you notice about the way the author uses adjectives to describe the gold?
Why do you think have they done this?

King Midas and the Golden Touch

7. Do you think the fairy is a good fairy? Use evidence from the text to support your answer.

8. What was the first thing the King did when he had turned Marigold back?

Afternoon activity - PSHE

O LO: Can I brainstorm the different ways I can store my money and think about the advantages and disadvantages of each method?

Task one: Make a small mind-map below, listing all of the ways you can think of that you would use to store your money. For example, you would keep your day to day money that you use in a purse or wallet and you could store long term money in a bank account. Can you think of any other ways/places you could store your money?

Task two: Can you then branch off your original mind-map, thinking about the advantages and disadvantages of storing your money in the ways you have described? For example, an advantage of storing your money in a bank account is that the bank can monitor your money carefully and let you know if there are any behaviours on the account that they don't recognise (e.g. a large sum of money has been spent in a location that you have not visited, suggesting that your account has been used by someone else). A disadvantage of using a bank account could be that someone could access your card or account and use some of your money. Have a think about advantages and disadvantages of any other methods you have specified. We will discuss these more so back in class.