

Tuesday 23rd 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 begin to find fractions of amounts?

To find a fraction of an amount, we take the amount and divide it by the denominator. We then multiply the answer we have so far by the numerator. Have a look at the example on the sheet below and then complete the questions. Start on A or B if you feel you need more practice. If you feel very confident, start on C.

I can find fractions of amounts.

Examples

$$\frac{1}{3} \text{ of } 18 = 18 \div 3 = 6$$

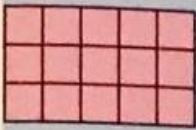


$$\frac{2}{3} \text{ of } 18 = (18 \div 3) \times 2 = 6 \times 2 = 12$$

$$\frac{3}{5} \text{ of } 90 = (90 \div 5) \times 3 = 18 \times 3 = 54$$

A

Use the array to help you find the answer.



- 1 $\frac{1}{3}$ of 15
- 2 $\frac{1}{5}$ of 15



- 3 $\frac{1}{4}$ of 24
- 4 $\frac{1}{6}$ of 24

Find $\frac{1}{10}$ of:

- 5 30
- 6 80
- 7 20p
- 8 50p

Find $\frac{1}{5}$ of:

- 9 10
- 10 30
- 11 25 cm
- 12 45 cm

Find $\frac{1}{3}$ of:

- 13 9
- 14 27
- 15 £30
- 16 £12

Find $\frac{1}{4}$ of:

- 17 8
- 18 32
- 19 20 m
- 20 36 m

B

Find

- 1 $\frac{1}{10}$ of 60
- 2 $\frac{3}{10}$ of 60
- 3 $\frac{1}{4}$ of 16
- 4 $\frac{3}{4}$ of 16
- 5 $\frac{1}{5}$ of 50
- 6 $\frac{4}{5}$ of 50
- 7 $\frac{1}{3}$ of 21
- 8 $\frac{2}{3}$ of 21
- 9 $\frac{5}{6}$ of 12
- 10 $\frac{2}{5}$ of 35
- 11 $\frac{4}{9}$ of 27
- 12 $\frac{7}{10}$ of 90
- 13 $\frac{2}{7}$ of 70p
- 14 $\frac{3}{4}$ of 28p
- 15 $\frac{5}{8}$ of £16
- 16 $\frac{2}{3}$ of £24
- 17 $\frac{5}{6}$ of 30 cm
- 18 $\frac{7}{9}$ of 18 cm
- 19 $\frac{3}{8}$ of 40 m
- 20 $\frac{4}{7}$ of 21 m

C

Find

- 1 $\frac{21}{100}$ of 4 m
- 2 $\frac{5}{7}$ of £42
- 3 $\frac{2}{9}$ of 63 litres
- 4 $\frac{9}{20}$ of 1 metre
- 5 $\frac{5}{6}$ of £5.40
- 6 $\frac{7}{8}$ of 48
- 7 $\frac{3}{5}$ of 400 g
- 8 $\frac{421}{1000}$ of 2 km
- 9 A cake weighs 640 g. It is cut into eight equal slices. Five slices are eaten. What is the weight of the cake that is left?
- 10 There are 72 children in Year 5. Four ninths are girls. How many boys are there?
- 11 A bucket holds 2.5 litres of water. Three tenths spills out. How much water is left?
- 12 A TV programme is 2 hours long. Two fifteenths of the programme is adverts. How long do the adverts last?

Guided reading

Take some time today to read to yourself or to a family member for 20 minutes. The Sumdog game to practice your 5xTables is also available now, so feel free to play that today to practice for the next xTables test!

English

O LO: Can I describe mythical creatures using expanded noun phrases?

Read the help sheets below about expanded noun phrases and what they are designed to do.

Nouns

A **noun** names a person, place, idea, thing or feeling.

a creature
the fear
an owl
snakes

In front of a **noun**, we often have

a an the

determiners

Adjectives

An **adjective** is a describing word. It tells you more about a **noun**.

noun phrases
a strange creature
the horrible fear
a powerful owl
vicious snakes

A **noun phrase** adds extra detail to the head **noun**.

Adverbs

An **adverb** can modify **adjectives**.

noun phrases
a rather strange creature
the completely horrible fear
a very powerful owl
fatally vicious snakes

In front of a **noun**, we often have

a an the

determiners

Adjectives

An **adjective** is a describing word. It tells you more about a **noun**.

noun phrases
a strange creature
the horrible fear
a powerful owl
vicious snakes

A **noun phrase** adds extra detail to the head **noun**.

These **noun phrases** include **nouns**, **adjectives**, **adverbs** and **determiners**.

We can test a **noun phrase** by seeing if it can be replaced by a **pronoun**.

He knew *the very powerful owl* could be Athena's.

He knew *it* could be Athena's.



noun phrases

a rather strange creature
the completely horrible fear
a very powerful owl
fatally vicious snakes

A **noun phrase** adds extra detail to the head **noun**.

Expanded Noun Phrases

You can develop an **expanded noun phrase** by adding a **prepositional phrase**.

a strange creature

a strange creature in the darkness

a strange creature with writhing snakes for hair

a strange creature from his nightmares

The **prepositional phrase** modifies the **noun**...

and expands the image of the noun.

noun phrases

a strange creature
the horrible fear
a powerful owl
vicious snakes



Prepositions

with, of, by, from, on, under, below, between, inside, next to, over, by, in

Then, complete the task below. Challenge: Can you describe at least one creature in such detail that you don't even need to use its name to identify it? This is a method that Rick Riordan used to describe the creatures from Percy's perspective at the beginning of the story as Percy had barely any knowledge of the mythical creatures and their names to begin with.

Mythical Creatures Prompt

- Choose a creature.
- List lots of **nouns** that you could use to describe it.
- Expand some of those nouns into **noun phrases**.
- Use them to write descriptive sentences.



Cyclops



**Gorgon
(Medusa)**



Minotaur



Fury

Unit 2 Day 2

Computing

O LO: Can I recognise video is moving pictures, which can include audio?

- I can explain that a video is visual and can include audio
- I can explain the benefits of adding audio to a video
- I can plan a video project using a storyboard

In this lesson today, take some time to watch the two examples of video that you briefly viewed last week, linked below:

Snow White and the Seven Dwarfs (1937)

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

Charlie Chaplin's The Kid (1921)

<https://www.youtube.com/watch?v=Z7-QdoofMq8>

Think about the following questions as you watch them again as a recap:

- Are these videos all the same?
- What is similar and what is different?
- What do you like or dislike about the visual style?
- How did you feel as you watched the videos?
- Which do you prefer, and why?

Your next task is to think of a theme and plan a video that you could create around that theme using a storyboard. You may choose to make a video on the following topics or any other that you can think of (as long as it is appropriate!):

- Anti-bullying week
- Children in Need
- Our week at Peat Rigg
- A review of your favourite video/board game
- A review of your favourite film/book
- A description of an event
- A documentary style video on an aspect of history e.g. The Victorians, The Tudors etc.

As you plan these videos in your storyboard, think carefully about the message you want to send your viewers and the props, music and other features you may want to use in your video. Draw out what you imagine each of your scenes to look like, then include any added notes underneath the relevant images. Feel free to use more than one storyboard sheet if you need by printing multiple copies of the template below.

See the final page of this doc for the storyboard template

Christmas production rehearsals

The class are carrying out a small amount of Christmas production rehearsals with myself this afternoon, after computing. If you have your script to hand at home, please give yourself some time today to keep learning your lines off by heart. You could always practice in front of a mirror to help you think about your facial expressions and body language as well.

Scene:	Scene:	Scene:
Notes: 	Notes:	Notes:

Scene:	Scene:	Scene:
Notes:	Notes:	Notes: