



## Home Learning Grid for Year 4/5

Week Commencing - 1.6.20

Work to be completed in home learning books

The Oak National Academy lessons can be accessed here: <https://www.thenational.academy/online-classroom>

	1	2	3	4
<b>Spelling</b>	Spelling activity 1 Complete the wordsearch	Spelling activity 2 Use the words from Task 1	Spelling activity 3 Use the words from Task 1	Spelling activity 4 Use the words from Task 1
<b>Reading</b>	Create a video of you telling a 'bedtime story'. Upload to Seesaw.	Comprehension 1 Read the text and complete the questions	Comprehension 2 Read the text and complete the questions	Comprehension 3 Read the text and complete the questions
<b>Writing</b>	Write a diary entry about what you have done this week.	Think about the job you want to do when you are older. Create a job advert for the job. Make sure it includes the skills and qualifications you will need.	Create a story about a character that does your dream job	Write a newspaper article about a day in the life of your chosen person. Include a disaster.
<b>.Maths</b>	Complete lesson 1 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 2 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 3 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 4 for the maths curriculum that you follow. Answers will be posted to seesaw.
	Can you set a new high score on Timetable Rockstars?		Can you set a new high on Mangahigh?	
<b>Challenge</b>	Canopic jar gap activity	Can you draw the canopic jars?	Create a model of each canopic jar.	Canopic jar information poster

Supporting Material

Spelling activity 1

e u d o w c k q o s a z j w l  
t l g n w g i b o e g d g q g  
a f a m i l i a r l i q d j x  
r f j w h p y c i p k k z u y  
e o o f p g z j y s d e q j f  
p z v l g j g l d i b w w s f  
s h z o f y i a c v h a f l c  
e c t w o t d t l l a m i n a  
d x g s e m i l a n i g i r o  
j s j r k o f t l g i g r q a  
o j a z n q w e d n e s d a y  
g t s a f e t i n i f e d x q  
e y r a n o i t a t s j d w m  
x y j d y r a t e r c e s v a  
w u p m k s s x g f u q y y e

definite  
desperate  
literate  
secretary  
stationary

dictionary  
Wednesday  
familiar  
original  
animal

Spelling activity 2

## Colour Vowels

Write your spelling list words with the vowels in one colour and the consonants in a different colour.

alphabet

Spelling activity 3

## Categories

Sort and categorize your words according to parts of speech.

Noun	Verb	Adv Adj	Conj
cat	run	red	the

Spelling activity 4

## That's an Order!

Put your words in alphabetical order.

## Comprehension 1



**THE ACTORS** who play superheroes in films are just ordinary humans. Somehow film makers have to make them fly, appear or disappear and escape from all forms of danger in order to make their characters seem superhuman. A large team of technicians helps the director and camera crew in creating the various special effects used to give the impression that something extraordinary is taking place on screen. Flying, for example, is something we often see superheroes do and there are lots of ways to create the illusion that someone is flying. It can be done by simply suspending an actor from wires in front of a moving background; or it can be done by computer, which can be complicated and take much longer.

Reporter, **Jo Novak**, asked three technicians about the part they play in creating special effects. These are their answers to her questions.

**Q How do actors survive the fires, explosions and other dangerous accidents in films?**

**A**

They don't! Only a stunt double like me can do that. Films would be very boring without the exciting scenes stunt doubles perform. The way it works is that I get made up and dressed to look like the main star. I do all the dangerous, exciting bits instead of the actor. You can't tell it's me because all my shots are filmed from a distance so that you never get a clear view of my face.

I'm trained to make sure that my life is never put at any risk, though. If I have to fall from an upstairs window, I wear padded body armour under my costume and land on soft crash mats to cushion my fall. Close-ups of the star are added later, so the audience think she was the only one ever involved in the action. That's how actors are made to seem braver than they really are!



**Molly Lerner**  
stunt double

**Q How do actors change from ordinary humans into superheroes, monsters or even aliens?**

**A**

That's what we call morphing - transforming one image into another. Before computers, this was a lengthy process that involved gradually altering an actor's make-up and filming each new look after each make-up change. My most complex project required 15 applications of make-up. Now, a hi-tech computer

needs only two 'still' images - the actor before and after the change. These two photographs are all that is needed by the computer program to generate all the stages in between, blending them so smoothly that you believe the transformation is happening before your very eyes.



**Hema Aslam**  
make-up artist

**Q How do you make the bangs, crashes and other sound effects?**

**A**

My job, as part of the sound crew, starts when the filming is finished. We work on the actors' dialogue, the music and all the splats, bangs and crashes you get in action films. We create most sounds artificially, record them and add them at this late stage. A lot of our work is still done without computers. You'd never guess, but the scrunching sound of footsteps in snow

is made by squeezing custard powder inside a rubber glove; the sound of crackling fire is made by rustling paper. On the other hand, we produce roars, explosions and the thud ... thud ... thud of a heartbeat electronically, using a synthesizer. This sound is stored on a computer and called up when needed to fit the film.



**Darren Hughes,**  
sound technician

1. The special effects you have read about were described by three technicians.

Here are some effects.

Draw lines to match each one to the technician who could tell you about it.

<b>Special effect</b>	<b>Technician's name</b>
<i>howling animal</i>	Hema
<i>becoming a monster</i>	Molly
<i>escape from fire</i>	Darren

1 mark

2. Why does Darren Hughes not need to be present during filming?

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1 mark

3. Look at what Molly Lerner has said.

Why are close-ups of the main actor added into the shots of Molly's stunts?

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1 mark

4. What is Molly's attitude towards the main actors?

Explain fully, using the text to help you.

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3 marks

5. How helpful are computers in creating special effects?

Use the information to explain your answer.

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2 marks

6. My most **complex** project required 15 applications of make-up.

Which word most closely matches the meaning of the word *complex*?

Tick **one**.

complicated

troublesome

simple

fun

1 mark

# Letters

to the author

Adèle Geras, the author of *A Candle in the Dark*, often receives letters from her young readers. Here are three of them.

Dear Adèle,

At school we have been reading "A Candle in the Dark." I just had to write and tell you how much I enjoyed it. I didn't actually "enjoy" it – that's the wrong word for a story that is very sad in some parts. But once we had started reading it at school, I just couldn't stop and I finished it at home the same evening. Your story made me realise how terrible it was for children to be separated from their families during the war and how scary it must be going to live in another country. How did you get the idea for the story? I'm so glad you made it have a happy ending.

With best wishes,

Sam

Dear Mrs Geras

Our teacher is reading us chapters from your book 'A Candle in the Dark.'  
I think she chose it because it goes with our history lessons.

It does tell us about how things were sixty years ago, but I really didn't enjoy the book very much and I'm writing to tell you why. The book was sad and frightening. It was full of depressing things and miserable people. I think that eleven-year-olds nowadays are worried enough about what happens in the world, and they need to read books that give them some entertainment.

Please write something cheerful next!

Yours  
Lee

Dear Ms Geras

We have been reading your book 'A Candle in the Dark' at school. I really enjoyed it. Did you choose that title because there was happiness at the end of the story?

It reminded me of when I left my Dad. I had to go with my Mum to South Africa because people were fighting and we were not safe in Angola. We had to leave my Dad behind. We didn't know if we would see him again but he came to South Africa about five months later. It was really good to see him again.

Thank you for your story.

Best wishes

Michel



## **An Interview with Adèle Geras**



Adèle Geras has been writing for young people for 20 years. She was born in Jerusalem, in Israel, and much of her childhood was spent in many different parts of the world. Before she started writing she worked as an actress, a singer and taught French in a girls' school. She has lived for the past 30 years in Manchester with her husband and two daughters, Sophie (25) and Jenny (19). In March, our reporter Jo Allen went there to interview her.

**Jo** *Do you find it difficult when you start writing a new story?*

Adèle

Well, I like writing stories. I'm a little nervous of it on a Monday morning when a blank sheet of paper lies waiting for the words, but as soon as I get started, I enjoy it.

**Jo** *What is it, then, that you most like about writing stories?*

Adèle

I like the power of writing things. I can do anything, be anyone, travel in time and space, describe a tiny corner of the real world or invent an entirely new one, simply by making marks on paper.

**Jo** *Where do you get your ideas from for writing stories...do they all come from your own imagination?*

Adèle

Really, I use my memories of my own childhood. I've also travelled widely - that gives me lots of ideas too. And then there is my imagination, of course!

**Jo** *Do you only write novels, or do you like writing other things as well?*

Adèle

Actually, I particularly like writing short stories. It is so challenging to try to be really creative in quite a short space. I really wish more short stories were written for young people.

**Jo** Do you have a picture of your readers when you are writing? Do you feel as if you are writing to someone in particular?

Adèle

No, not really. It is as if I am sending out messages: this is what I think, this is how it is...listen to me while I tell you...come over here and meet these people...

**Jo** Do you enjoy meeting people who have read your novels?

Adèle

When I meet someone who's read a book I've written, I feel as though my message-in-a-bottle has been discovered on a distant shore.

A bibliography is a list of books. Here is a bibliography of some of Adèle Geras's most popular short stories for children and young people:

*Gilly the Kid*

*Fantora Family Photographs*

*The Fantora Family Files*

*Pictures of the Night*

*Golden Windows*

*A Lane to the Land of the Dead*

1. Lee, Sam and Michel each wrote a 'P.S.' at the end of their letters but these were not printed in your booklet.

Who wrote:

- (a) *P.S. I am going to look out for more of your short stories.*

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1 mark

- (b) *P.S. It was interesting that there were refugees in your story, because things like that still happen today.*

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1 mark

- (c) *P.S. Stories should make the world a happier place.*

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1 mark

2. This question is about the interview with Adèle Geras.

Before becoming a full-time writer, Adèle did a number of other jobs.

Write down **three** of them.

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1 mark

3. In her interview, Adèle says she is a little nervous on Monday mornings.

Explain why you think she feels nervous.

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2 marks

4. Why do you think Adèle compares reading a book with finding a message-in-a-bottle?

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1 mark

## Art in Nature

Look at this photograph of a sculpture made by an artist called Andy Goldsworthy.



He has made the shape out of leaves from a horse chestnut tree. He has used thorns to hold them together. The sculpture is in the woods where it was made.

### ***Andy Goldsworthy: Inspired by nature***

All of Andy Goldsworthy's sculptures are like this, made out of the things he finds in nature and nothing else. He only uses fallen or dying materials and never takes them away from where he finds them.

He builds towers or arches with flat stones. He weaves with branches. He makes patterns out of sticks and plant stalks.

He doesn't carry a bag of tools and he doesn't buy his materials. Instead, he goes empty-handed to a suitable place and works with nature. He often starts work hours before daylight.

Instead of using glue, he uses the early morning dew or frost. Instead of using nails or pins, he uses thorns.

Have you ever made a daisy chain or floated leaves down a stream? Well that is the kind of way Andy Goldsworthy works. He is an artist with the curiosity of a child and a deep understanding of nature.

Artists like Andy Goldsworthy are called 'environmental sculptors'. This means they make sculptures without causing any damage to nature or the environment. It is a different way of working from most artists.

### **Some more examples of Andy Goldsworthy's work**



***Dead but still standing***  
*Made with plant stalks from the previous year.*

### **Andy Goldsworthy**



#### **Some facts**

- ◆ **He was born in Cheshire in 1956 but grew up near Leeds**
- ◆ **He went to Bradford and Lancaster Art Colleges.**
- ◆ **He has lived in Scotland for the past 11 years.**
- ◆ **He is married with four children**
- ◆ **His only hobby is fishing**



### ***Late evening calm***

*Made from poppy petals held with water to a horse chestnut leaf.*



### ***Balanced Slates***

## ***Try it yourself***

Anyone can have a go at being an environmental sculptor. All that you need is a place which has lots of interesting plants, trees, earth or rocks.

A visit to a park, wood, forest, rocky place, the beach or even the school playground, will provide all of the materials.

**Here are some suggestions of things to make and do, using nature's materials.**

- Try weaving long grasses into something.
- Use thorns to attach twigs, plant stalks and leaves into patterns on the ground or along a tree trunk.
- Arrange loose, large pieces of wood or branches in an interesting and unusual way.
- Float leaves, twigs or dying flower petals on pools, streams or puddles.

**You might like to keep a record of your sculpture.**

Take a photograph or do a simple drawing of the sculpture and write a description of it.

Think about:

- *how it is arranged;*
- *what material the sculpture is made from;*
- *how the sculpture fits with its environment;*
- *a title for it.*



1. Tick the correct option to complete the sentence below.

Andy Goldsworthy's work comes from

Tick **one**.

cities.

nature.

books.

museums.

1 mark

2. (a) What does Andy Goldsworthy do with the dew, frost and thorns?

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1 mark

(b) Why is it important that he uses the dew, frost and thorns instead of other materials?

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2 marks

3. *He is as artist with the **curiosity** of a child...*

Give the meaning of the the word *curiosity* in this sentence.

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1 mark

4. Why does the article ask the reader:

*Have you ever made a daisy chain or floated leaves down a stream?*

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2 marks

5. (a) Which section gives you information about Andy Goldsworthy's life, rather than his work?

Tick **one**.

Try it Yourself

Examples of Children's Work

Some Facts

Some More Examples of Andy Goldsworthy's Work

1 mark

(b) Explain why the article gives this information about his life.

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1 mark

Look at the information *Try it Yourself* to help you answer these questions.

6. *Float leaves, twigs or dying flower petals on pools, streams or puddles.*

Why does the article suggest that the flower petals should be **dying**?

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2 marks

7. (a) How does the article suggest you could keep a record of any sculptures you might make?

Give **three** ways.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

1 mark

(b) Why might you want to keep some sort of record of your sculpture?

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1 mark

8. After reading this article, would you like to have a go at being an environmental sculptor yourself?

yes

no

Explain your answer as fully as you can, using the text to help you.

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2 marks



# Ancient Egypt Canopic Jars

Read the passage below and then fill in:

In ancient Egypt, during the mummification process, canopic jars were used to store the dead body's organs. This was to make sure that they had them for the afterlife. The heart was left inside the body as it was believed that it would need to be weighed in the afterlife. This would determine whether the person had lived a good life or not.

Before placing the organs inside the jars, they were dried in a salt called natron. This was done to preserve them.

The Egyptians believed that the parts of the body would be pieced back together in the afterlife, just like the god Osiris. He was then re-assembled by the goddess Isis before he became the god of the afterlife.

Canopic jars were four decorated clay pots, each with a different head of the sons of the god Horus on top. These gods were Hapi the baboon who protected the lungs, Qebehsensuf the falcon who guarded the intestines, Duamatef the jackal who guarded the stomach and Imsety the human guarded the liver.

\_\_\_\_\_ jars were used to protect the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ of the deceased.

These jars had the heads of the sons of \_\_\_\_\_, carved on to the lids.

To preserve the organs, \_\_\_\_\_, was used to dry them out before storing them in the jars.

It was thought that the \_\_\_\_\_, would be weighed in the \_\_\_\_\_, to see if the deceased had lived a good life or not.

Which organs did each god protect?

\_\_\_\_\_ protects the lungs.

\_\_\_\_\_ protects the liver.

\_\_\_\_\_ protects the intestines.

\_\_\_\_\_ protects the stomach.



Draw and label each canopic jar.



### Canopic jar poster

Use the information on this web page to create an information poster about canopic jars.

<https://primaryfacts.com/6899/canopic-jars-facts-and-information/>

Interpret charts



1 The pictogram shows the number of ice creams sold in a shop.

Ice cream flavour	Number of ice creams sold
vanilla	
chocolate	
strawberry	
mint choc	

Key = 2 ice creams

a) How many vanilla ice creams were sold?

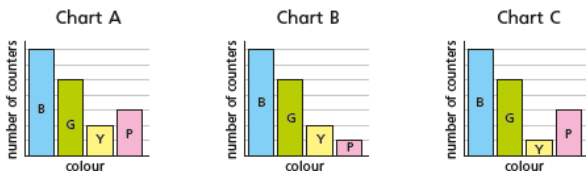
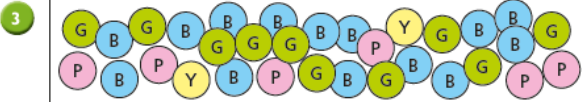
b) The shop sold 6 chocolate ice creams.

What mistake has Annie made?  
\_\_\_\_\_

c) How many chocolate ice creams were sold?

d) How many strawberry ice creams were sold?

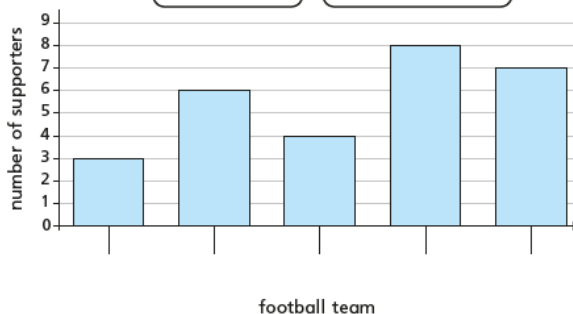
e) Seven mint choc ice creams were sold. Complete the pictogram to show this.



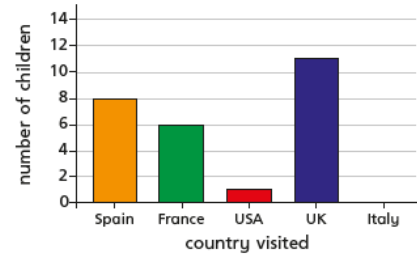
Which chart best represents the picture?  
Talk to a partner about the reasons for your choice.

- 4 Use the clues to label the bar chart.
- The number of Huddersfield Town supporters is half the number of Halifax Town supporters.
  - More people support Halifax Town than support any other team.
  - More people support Manchester United than Leeds United.
  - There is 1 less supporter of Bradford City than Halifax Town.

Bradford City      Huddersfield Town      Halifax Town  
Leeds United      Manchester United



2 The bar chart shows the number of children who went on holiday to some different countries.



a) Complete the table using the information in the bar chart.

Country	Number of of children visiting
Spain	
France	
USA	
UK	
Italy	

b) Complete the pictogram using the information in the bar chart.

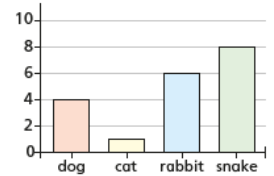
Country	Number of of children visiting
Spain	
France	
USA	
UK	
Italy	

Key = 4 children

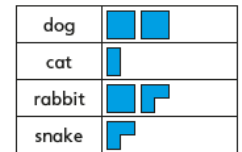
© White Rose Maths 2020

5 Four classes of children were asked what their favourite animals are. Match the tables to the charts.

Class A	
dog	8
cat	2
rabbit	7
snake	12

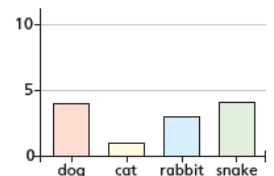


Class B	
dog	4
cat	1
rabbit	3
snake	4



Key = 4 children

Class C	
dog	4
cat	1
rabbit	6
snake	8



Class D	
dog	8
cat	2
rabbit	7
snake	3

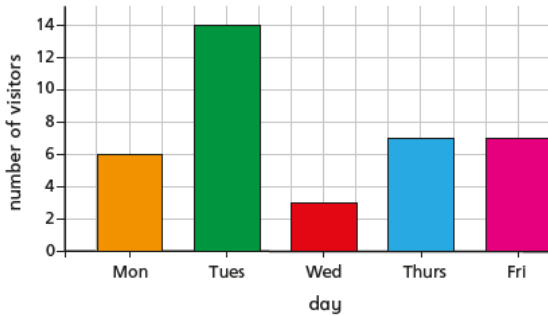


Key = 4 children

Comparison, sum and difference



1 The bar chart shows the number of visitors to a museum in a week.



- a) How many more visitors went to the museum on Tuesday than on Wednesday?
- b) What is the difference between the number of visitors on Monday and the number of visitors on Friday?
- c) What was the total number of visitors for the whole week?
- d) If there were 3 times as many visitors on Saturday as there were on Thursday, how many people visited on Saturday?

3 Two children are asked to find out how many hours of sunshine there were altogether.

Country	Number of hours sunshine
Spain	
UK	
Italy	
Germany	
Iceland	

Key = 3 hours

- a) I can find out how many hours sunshine each country has and then add up all the totals.  
Use Mo's method to calculate the total hours of sunshine.  hours
- b) I can count how many sunshine symbols there are altogether and multiply that by 3.  
Use Rosie's method to calculate the total hours of sunshine.  hours

Which method is the most efficient?  
Will that always be the case?



2 The pictogram shows the points scored in a game by five teams.

Team	Points
Red	
Blue	
Green	
Yellow	
Pink	

Key = 4 points

a) Write  $<$ ,  $>$  or  $=$  to compare the points scored by the teams.

- Red Blue and Green
- Red and Blue Green and Yellow
- Red and Green Yellow and Blue
- Blue and Green Yellow

b) The Pink team scored half the number of points that the Green team scored.

Complete the pictogram for the Pink team.

c) Teddy is working out the difference in points between the Red and Green teams.



I can work out how many points each team scored and then subtract one from the other.

Is there another way Teddy could work out the answer?

4 The table shows the number of men and women who watched three different films.

Film	Women	Men	Total
A	364	618	
B	411		895
C	609	255	
Total		1,357	

a) Complete the table.

b) Are these statements true or false?

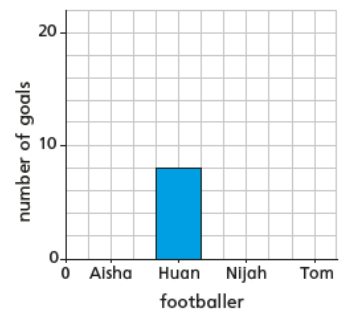
More women than men watched one of the films.

Film B was the most popular.

5 The bar chart represents the number of goals scored by four footballers.

Use the clues to complete the bar chart.

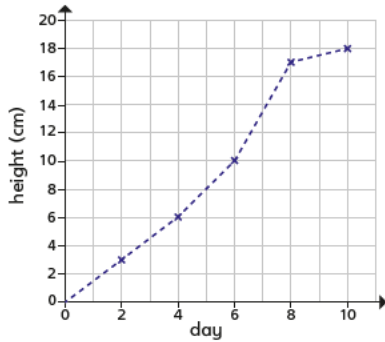
- Tom has scored 13 fewer goals than Aisha.
- Aisha has scored twice as many goals as Huan.
- Huan and Nijah combined have scored a total of 20 goals.



Introducing line graphs



1 The line graph shows the growth of some cress over 10 days.

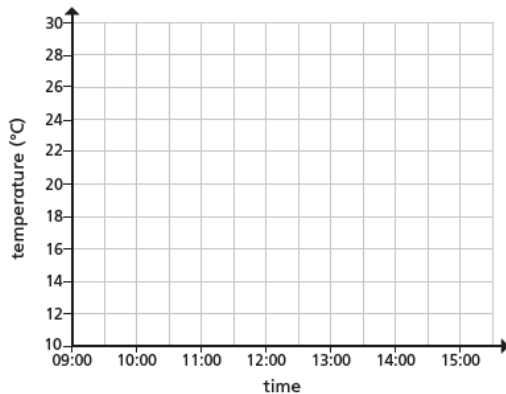


- a) How tall was the cress on Day 2?  cm
- b) On what day did the cress reach 10 cm? day
- c) Estimate the height of the cress on Day 5  cm
- d) Estimate when the cress will reach a height of 14 cm. day
- e) Between which two consecutive days did the cress grow the most? day  and day

3 The table shows the temperature outside on Monday.

Time	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Temperature (°C)	14	16	20	26	24	20	18

a) Use the information in the table to complete the line graph.



Key Monday \_\_\_\_\_ Tuesday \_\_\_\_\_

b) On Tuesday, the following temperatures were recorded.

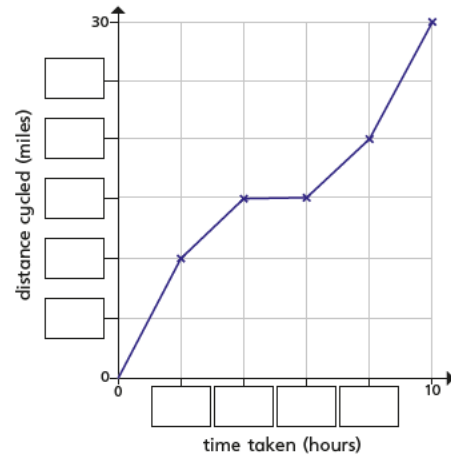
Time	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Temperature (°C)	13	16	21	22	22	19	17

Add the new information to your line graph using a different colour and complete the key.

c) At what time was it hotter on Tuesday than on Monday?

2 The line graph shows the distance a cyclist travels on a bike ride.

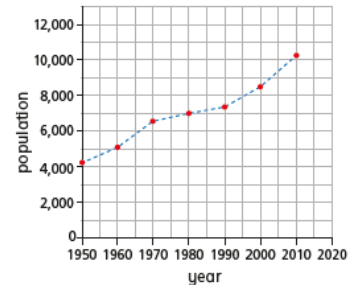
a) Fill in the missing labels.



- b) How long did it take the cyclist to travel 10 miles?  hours
- c) How far had the cyclist travelled after 4 hours?  miles
- d) How far did the cyclist travel in total?  miles
- e) How far did the cyclist travel between 4 and 6 hours?  miles

What might have happened during this time?

4 The graph shows the population of a town from 1950 to 2010

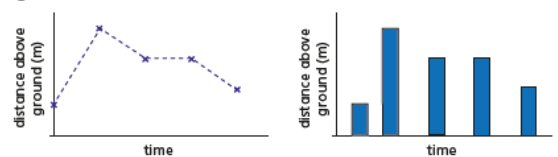


a) Circle the correct word to complete the statement.

The population of the town **increased / decreased** from 1950 to 2010

- b) Estimate the highest recorded population.
- c) In what year did the population first reach 7,000?
- d) Estimate the population in 1970
- e) Estimate the population in 2006

5 The line graph and bar chart both show the distance above ground of a bird.

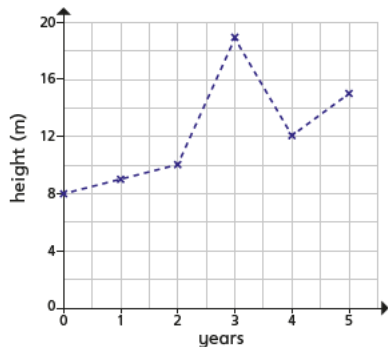


Which representation is more appropriate? \_\_\_\_\_  
Explain your choice to a partner.

Line graphs



1 The line graph shows the growth of a tree.



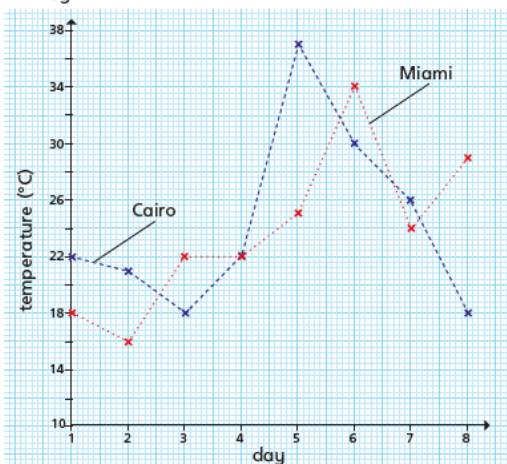
- a) What is the difference in height between the start and end of recording?  m
- b) How much did the tree grow between the 2nd and 3rd year?  m
- c) What happened in year 3? What might have caused this?
- d) By the 6th year the tree grows to three times the height it was in the 1st year.



The tree will be at the tallest height it has ever been.

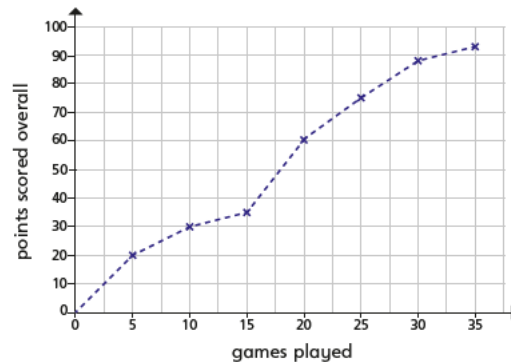
Do you agree with Whitney? \_\_\_\_\_  
Explain your answer.

3 The line graph shows the temperatures in Miami and Cairo over 8 days.



- a) On what day was the temperature the same in both cities? day
- b) What is the difference in temperature between the hottest days in both cities?  °C
- c) What is the difference between the hottest recorded temperature and the lowest recorded temperature?  °C
- d) On which days was it warmer in Cairo than Miami?  
\_\_\_\_\_
- e) On what day was there the greatest difference in temperature between the two cities? day

2 The line graph shows the number of points scored over 35 games.



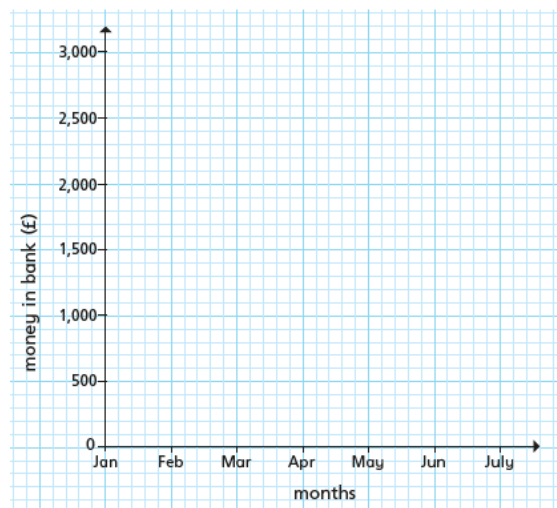
a) Use the line graph to complete the table.

Games	0	5						
Points	0						88	93

- b) How many points were scored between games 10 and 25?
- c) Between which games did the points exactly double? between game  and game
- d) Between which games were the least number of points scored? game  and game
- e) Estimate how many games it took to score 50 points.

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4 Use the clues to complete the line graph.



- In February there was £2,800 in the bank, which was the largest overall amount.
  - May had the lowest amount.
  - In March there was half the amount of February.
  - In Jan there was £200 more than March.
  - The total of March and April combined was £2,600
  - The lowest amount was £2,400 less than the highest amount.
  - In July and April there was the same amount of money.
  - June = Feb - Mar - May
- Compare answers with a partner.

# Year 5 lesson 1

## Multiply unit fractions by an integer

Maths

1 Complete the calculations.

Use the bar models to help you.



$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \square$$

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



$$\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} = \square$$

$$4 \times \frac{1}{7} = \square$$



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

$$5 \times \frac{1}{8} = \square$$



$$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \square$$

$$7 \times \frac{1}{10} = \square$$



4 A pizza is cut into sixths.

Jack eats five of the slices.

Write a multiplication to represent this.

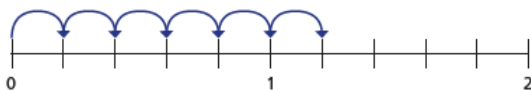
$$\square \times \square = \square$$

5 Complete the multiplications.

Use the number lines to help you.

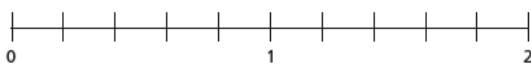
Give each answer as an improper fraction and as a mixed number.

a)



$$6 \times \frac{1}{5} = \square = \square$$

b)



$$9 \times \frac{1}{5} = \square = \square$$



2 Complete the multiplications.

a)  $3 \times \frac{1}{8} = \square$

e)  $\frac{1}{5} \times 4 = \square$

b)  $3 \times \frac{1}{10} = \square$

f)  $\frac{1}{9} \times 8 = \square$

c)  $\frac{1}{8} \times 5 = \square$

g)  $8 \times \frac{1}{11} = \square$

d)  $9 \times \frac{1}{10} = \square$

h)  $\frac{1}{11} \times 10 = \square$

3 Match the addition to the equivalent multiplication.

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

$$2 \times \frac{1}{5}$$

$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5}$$

$$\frac{1}{4} \times 3$$

$$\frac{1}{5} + \frac{1}{5}$$

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

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

$$2 \times \frac{1}{3}$$

6 Complete the multiplications.

a)  $11 \times \frac{1}{10} = \square = \square$

b)  $11 \times \frac{1}{9} = \square = \square$

c)  $\frac{1}{8} \times 11 = \square = \square$

d)  $11 \times \frac{1}{7} = \square = \square$

e)  $11 \times \frac{1}{6} = \square = \square$

What do you notice?

Does this pattern continue?

7 Complete the calculations.

a)  $\square \times \frac{1}{3} = \frac{2}{3}$

e)  $\frac{1}{8} \times \square = 1\frac{3}{8}$

b)  $\square \times \frac{1}{3} = 1$

f)  $\square \times \frac{1}{2} = 3\frac{1}{2}$

c)  $\square \times \frac{1}{7} = 1$

g)  $\square \times \frac{1}{3} = 3\frac{1}{3}$

d)  $\frac{1}{7} \times \square = 1\frac{3}{7}$

h)  $\frac{1}{4} \times \square = 3\frac{1}{4}$

1 Complete the calculations.

a)  $4 \times 1\frac{1}{5}$   
 $4 \times 1 = \square$   
 $4 \times \frac{1}{5} = \square$   
 $\square + \square = \square$

b)  $4 \times 2\frac{1}{5}$   
 $\square \times 2 = \square$   
 $4 \times \square = \square$   
 $\square + \square = \square$

c)  $4 \times 2\frac{2}{5}$   
 $\square \times \square = \square$   
 $4 \times \square = \square = \square$   
 $\square + \square = \square$

4 Complete the calculations.

- a)  $5 \times 2\frac{2}{3} = 10 + \frac{10}{3} = \square$
- b)  $4\frac{3}{7} \times 5 = 20 + \square = \square$
- c)  $8 \times 2\frac{5}{12} = \square + \square = \square$
- d)  $7 \times 3\frac{1}{5} = \square + \square = \square$
- e)  $4\frac{2}{9} \times 8 = \square + \square = \square$
- f)  $11 \times 4\frac{3}{10} = \square + \square = \square$

5

$5 \times 3\frac{2}{11}$  is equal to  $3 \times 5\frac{2}{11}$

Do you agree with Ron? \_\_\_\_\_  
 Explain why.

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d)  $4 \times 2\frac{2}{3}$   
 $\square \times \square = \square$   
 $\square \times \square = \square = \square$   
 $\square + \square = \square$

2 Complete the multiplications.

- a)  $3 \times 8\frac{2}{7} = \square$
- b)  $2 \times 12\frac{2}{11} = \square$
- c)  $6\frac{2}{11} \times 4 = \square$
- d)  $4 \times 6\frac{3}{19} = \square$
- e)  $2\frac{2}{25} \times 12 = \square$
- f)  $3\frac{1}{15} \times 8 = \square$

What is the same and what is different about your answers?

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3 One bag of potatoes weighs  $1\frac{3}{4}$  kg.

How much do 5 bags of potatoes weigh?



kg

6 Eva drinks  $3\frac{1}{3}$  litres of water a day.

How many litres of water does she drink in a week?

l

7 Here is a recipe for a birthday cake.



Butter  $1\frac{3}{8}$  kg  
 Sugar  $1\frac{5}{16}$  kg  
 Self-raising flour  $2\frac{1}{4}$  kg  
 6 eggs

a) How much flour is needed for 3 birthday cakes?

kg

b) Dora makes 4 birthday cakes.

How much more butter does she use than sugar?

kg



# Year 5 lesson 3

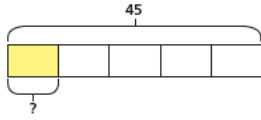
## Fractions of an amount



1 Annie and Mo are finding fractions of amounts.

a) Annie is trying to find  $\frac{1}{5}$  of 45

She draws this bar model.

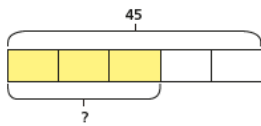


How does the bar model represent the calculation?

What is  $\frac{1}{5}$  of 45?



b) Mo is trying to find  $\frac{3}{5}$  of 45



How does the bar model represent the calculation?

What is  $\frac{3}{5}$  of 45?



c) What is the same and what is different about Mo and Annie's questions?



4 Write  $<$ ,  $>$  or  $=$  to compare the calculations.

- a)  $\frac{5}{7}$  of 56   $\frac{5}{8}$  of 56      c)  $\frac{2}{3}$  of 63   $\frac{5}{8}$  of 64  
 b)  $\frac{4}{7}$  of 56   $\frac{5}{8}$  of 56      d)  $\frac{7}{10}$  of 350   $\frac{5}{7}$  of 350

5 165 children and adults go on a school trip.

Two thirds of the people are children.

a) How many adults are on the school trip?

b)  $\frac{3}{5}$  of the children are boys.

How many boys are on the school trip?

c)  $\frac{7}{10}$  of the children have an apple for lunch.

How many children do not have an apple for lunch?

2 Complete the calculations.

a)  $\frac{1}{3}$  of 27 =       b)  $\frac{1}{3}$  of 72 =       c)  $\frac{1}{3}$  of 90 =

$\frac{2}{3}$  of 27 =        $\frac{1}{6}$  of 72 =        $\frac{2}{6}$  of 90 =

$\frac{3}{3}$  of 27 =        $\frac{1}{12}$  of 72 =        $\frac{3}{9}$  of 90 =

What patterns do you notice?

3 Match the calculations to the correct amounts.

$\frac{5}{8}$ of 48	32
$\frac{2}{3}$ of 48	40
$\frac{5}{6}$ of 48	30
$\frac{3}{4}$ of 48	36

6 Tick the odd one out.

$\frac{3}{4}$ of 80	$\frac{3}{8}$ of 160	$\frac{2}{3}$ of 90	$\frac{3}{4}$ of 100
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Explain your choice.

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7 320 people were asked about their favourite flavour of ice cream.

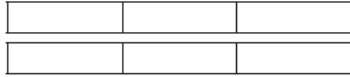
Here is a pictogram showing the results.

vanilla	
strawberry	
chocolate	
mint choc chip	

a) How many people chose mint choc chip?

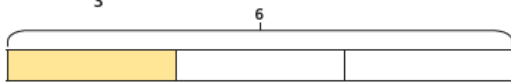
b) How many more people chose vanilla than chocolate?

1 a) Work out  $\frac{1}{3} \times 6$



$$\frac{1}{3} \times 6 = \frac{\square}{3} = \square$$

b) Work out  $\frac{1}{3}$  of 6



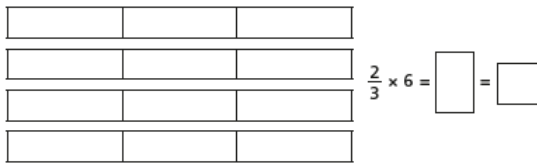
$$\frac{1}{3} \text{ of } 6 = \square \div \square = \square$$

c) What is the same about these calculations?

d) Work out  $\frac{2}{3}$  of 6

$$\frac{2}{3} \text{ of } 6 = \square \div \square \times 2 = \square$$

e) Work out  $\frac{2}{3} \times 6$



4 Complete the calculations.

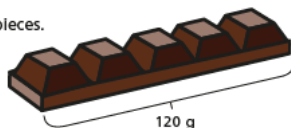
a)  $\frac{5}{6} \times 12 = \frac{\square}{\square} \text{ of } 12 = \square$

b)  $\frac{3}{4} \times 24 = \frac{\square}{\square} \text{ of } 24 = \square$

c)  $\frac{2}{7} \times \square = \frac{\square}{\square} \text{ of } 28 = \square$

d)  $\frac{\square}{\square} \times 45 = \frac{4}{5} \text{ of } \square = \square$

5 A bar of chocolate has 5 equal pieces. The whole bar weighs 120g.



How much do three pieces weigh?

a) Write two calculations that will give the answer to the problem.

b) Work out the answer.

Three pieces of chocolate weigh

2 Complete the calculations.

a)  $\frac{1}{3} \times 12 = \square$

$\frac{1}{3}$  of 12 =

b)  $12 \times \frac{1}{4} = \square$

$\frac{1}{4}$  of 12 =

c)  $12 \times \frac{2}{3} = \square$

$\frac{2}{3}$  of 12 =

d)  $\frac{3}{4} \times 12 = \square$

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

What do you notice?

3 Tick the calculation in each pair that is easier to work out.

a)  $\frac{1}{5} \times 7$

$\frac{1}{5}$  of 7

b)  $\frac{1}{5} \times 10$

$\frac{1}{5}$  of 10

c)  $\frac{3}{5} \times 10$

$\frac{3}{5}$  of 10

d)  $\frac{3}{10} \times 5$

$\frac{3}{10}$  of 5

Compare answers with a partner.

6 Teddy and Annie are working out  $\frac{3}{7} \times 42$

a)

I will multiply 42 by  $\frac{3}{7}$



Teddy

Use Teddy's method to work out the calculation.

b)



Annie

I will find  $\frac{3}{7}$  of 42

Use Annie's method to work out the calculation.

c) Whose method do you prefer? \_\_\_\_\_

Explain why.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d) When is it easier to find fractions of amounts rather than multiply fractions?

Give some examples for each method.