Home Learning Grid for Year 4/5

Week Commencing – 18.5.20

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
Spelling	Spelling activity 1	Spelling activity 2	Synonym strength activity	Spelling activity 4
Reading	Create a video of you telling a 'bedtime story'. Upload to Seesaw.	Comprehension 1 Read the text and complete the questions	Comprehension 2 Complete the true/false activity about the text in comprehension 1	Reading activity 3 Write a book review about a book that you have read
Writing	Write a diary entry about what you have done this week.	Describe the setting in writing task 2. Think of as many ways to describe the setting. Think about your senses.	Write a mystery story that will happen in the setting you described in task 2. Include speech in your story.	Make something at home and write a detailed set of instructions to help somebody else make it.
Maths	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?	
Challenge	PowerPoint Create an information PowerPoint presentation about The River Nile	River Nile fact file	River Nile questions	Map activity

Supporting Material

Spelling activity 1

Pluralise these words. Can you sort them?

bee sheep dog hero

cherry potato leaf person

goose quiz

fox knife pony deer

Spelling activity 2

infect	allow	match	understand
type	frost	inform	believe
behave	appear	treat	agree
handle	spell	like	obey

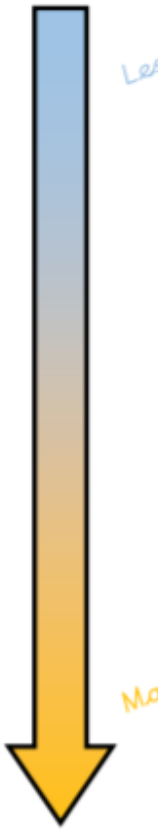
mis-

dis-

Synonym strength activity

Anita has written some synonyms for the word 'happy'. She has attempted to order them based upon their strength:

in a good mood
content
happy
buoyant
joyful
cheery
beaming
thrilled
glowing
ecstatic
delighted
over the moon



Do you agree with Anita's thoughts?

Would you change the order of any of the synonyms she has written?

Spelling activity 4

Use **was** or **were** to complete the sentences:	Suddenly there was/were a bright light from outside the house.	I was/were walking to school when I fell over and hurt my hand.	The tiger cubs was/were playing near their mother.	Alfie and Marlon was/were playing a game together.	The boy's bag was/were dirty because it fell in the mud.
Circle the correct prefix to change the meaning of these words:	legal in il im	patient in il im	logical in il im	credible in il im	possible in il im

Reading comprehension 1

Have you ever wondered how the pharaohs lived? Have you ever wanted to explore what their life was like all those thousands of years ago? Well, now is your chance to experience a thrilling trip of a lifetime to Egypt. This country, which is situated on the edge of Africa, is sure to provide you with a calming, cultural and creative holiday. You would be mad to miss it! As soon as you touch down at the airport, the heat of the Egyptian sun will strike you. Then, following an exciting journey through the hustle and bustle of the city streets, you can be immersed in the dazzling world of imagination, pleasure and luxury of a 5 star hotel. The Premier Le Ray resort is an aquatic wonderland by the sea. Offering stunning views, this hotel is sure to provide relaxation and thrills for all members of the family. From the relaxing spa to the award-winning restaurants and must-visit outdoor pool, this is one of Egypt's luxury resorts that never ceases to amaze the senses. Undoubtedly, there are many amazing new activities you can experience. For instance, you have the opportunity to dip your toes into the Red Sea. Once there, expect white beaches that stretch out like party streamers, some of the world's best scuba diving sites and every watersport (water skiing, sailing and wind surfing) you can think of. You could have all you ever wished for right at the end of your fingertips (or toes!). Under the surface of the crystal-clear water, the sheer number of colourful marine life and corals is what makes this place extraordinary. Divers and snorkelers can experience an impressive spectrum of invertebrates, ranging from over 200 different types of hard and soft corals, to crustaceans, sponges and hundreds of spectacular fish species. You are guaranteed to be blown away by the wonders of the sea! What are you waiting for? On the other hand, you may be more interested in the history of this fantastic country. Are you a history enthusiast, wanting to retrace the footsteps of the ancient pharaohs and ancient gods? Do not worry because you are not alone! Cairo's Egyptian Museum, where you can see Tutankhamun's death mask and the mummified remains of ancient kings, is an absolute must to experience the history of this fascinating country. In addition, just outside the city, you can stand in the shadow of the Great Pyramid and the Sphinx. Meanwhile in Luxor (south of Cairo along the River Nile) you can explore the Valley of the Kings and the Temple of Karnak, which is the largest ancient religious site in the world. Egypt is a country of many wonders. Whether you are a sun worshipper, a water sports enthusiast or a history buff, there is something here for you. Come and experience all that this amazing place has to offer. You will not be disappointed!

Questions

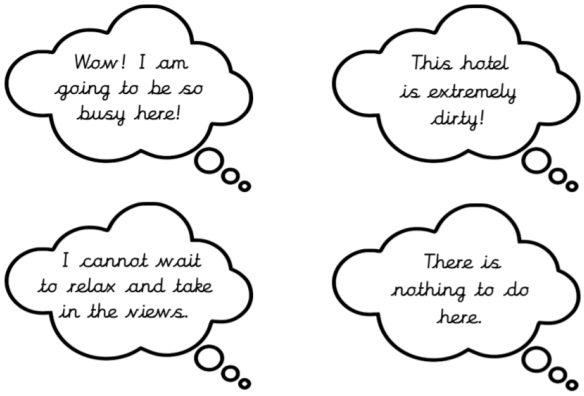
Q1 – What is the author of this text trying to sell?

Q2 - Circle the phrase closest in meaning to the description 'aquatic wonderland'.

arcade land
water kingdom
fish museum
water fountain

Q3 - If a person who didn't like the beach or water wanted to travel to Egypt, what would they be able to do?

Q4 - Look at paragraph 2. Which thought would best represent someone who has just arrived at the 5 star hotel?



Comprehension task 2

Q1 - Jessica says that she doesn't want to travel to Egypt because there is nothing to do. Is she right?

Yes/No
Explain your answer, providing evidence from the text.

Q2

Statement	True	False
There are over 200 types of coral to see.		
You can visit Tutankhamun's remains in the Cairo's Egyptian Museum.		
Luxor is situated along the River Nile.		
Water sports are banned in Egypt.		

Reading activity 3 - Book review

Book Title: _____ Author: _____ Fiction or Non-fiction: _____	What is the book about?	Who would you recommend the book to? Why?
Rating: ☆ ☆ ☆ ☆ ☆		
What ages and interests is this book suitable for? Why?	Book Illustration	

Writing task 2 - Create a spider diagram to describe the setting in the picture. Then write a paragragh about the setting .

River Nile Fact File

How did the River Nile help ancient Egyptian farmers?

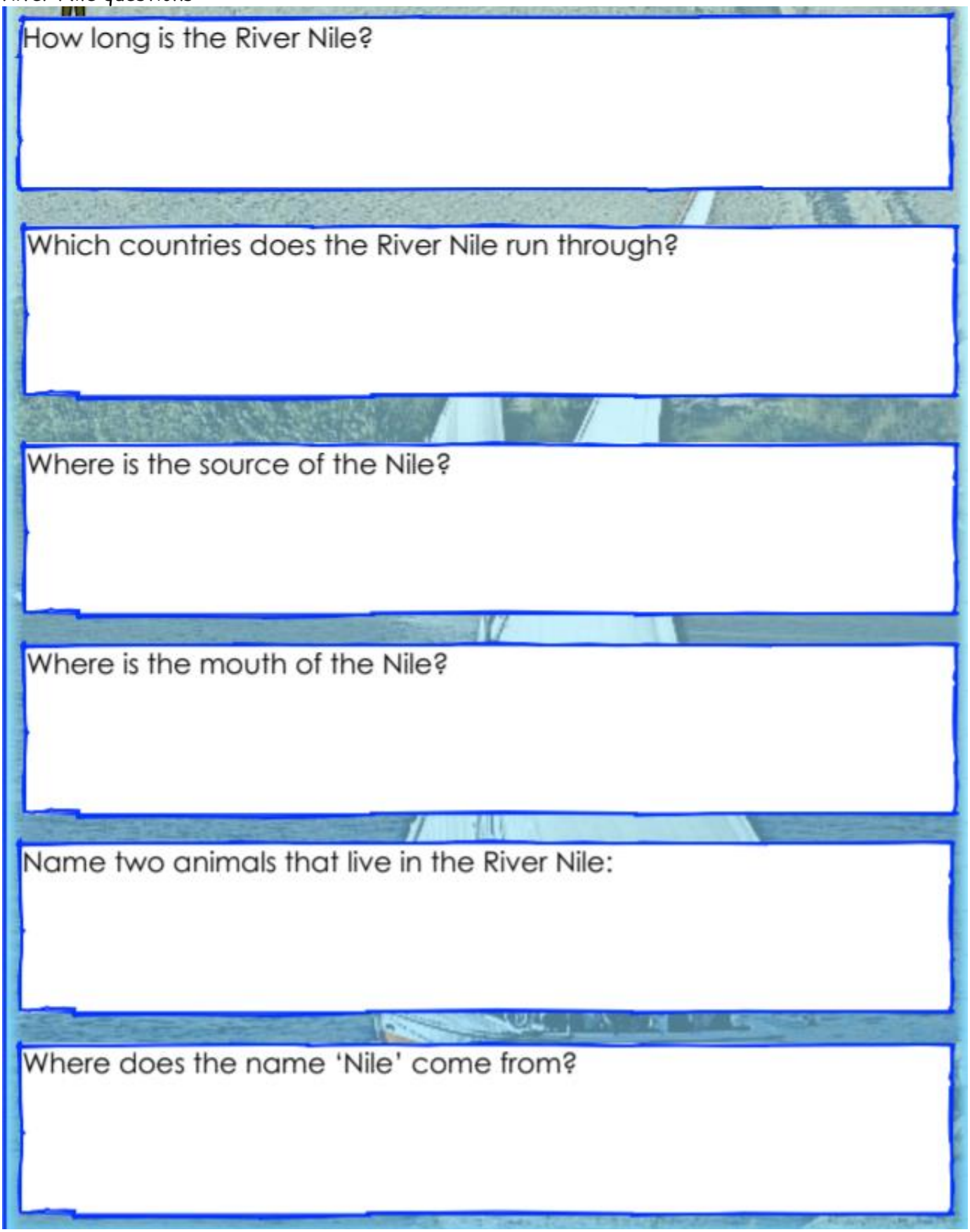
How did ancient Egyptians use the River Nile for food?

How was the River Nile used in daily life?

What role did the River Nile play in people's deaths and funerals?

How was the River Nile used for leisure?

River Nile questions



Give three statistics about the River Nile:

Where does the name 'Nile' come from?

Why is the Nile important for those who live near it?

The ancient Egyptians called the Rive Nile 'Ar' or 'Aur' meaning black. Why was this?

What kind of wildlife lives in or near the Nile?

The River Nile used to flood every year but now it does not. Why is this?

Map work

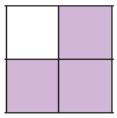
Here is an outline of The River Nile. Label it with key places in Egypt.

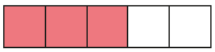
Year 4 lesson 1

What is a fraction?

1 What fraction of each shape is shaded?

a) 

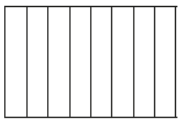
c) 

b) 

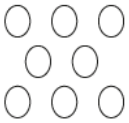
d) 

2 Shade each diagram to represent the fractions.

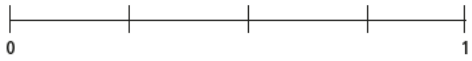
a)  $\frac{1}{6}$

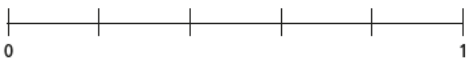
c)  $\frac{5}{8}$

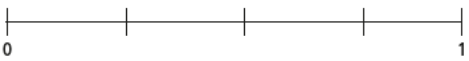
b)  $\frac{5}{6}$

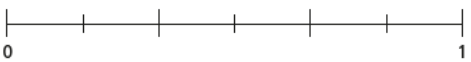
d)  $\frac{5}{8}$

5 Draw an arrow to show the position of the fraction on the number line.

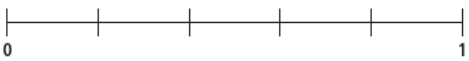
a) $\frac{1}{4}$ 

b) $\frac{3}{5}$ 

c) $\frac{1}{2}$ 

d) $\frac{1}{3}$ 

6 Draw an arrow to show the position of $\frac{5}{5}$ on the number line.



What do you notice?

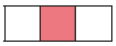
3 Circle the unit fractions.

$\frac{1}{3}$ $\frac{1}{5}$ $\frac{3}{5}$ $\frac{1}{8}$ $\frac{2}{3}$ $\frac{10}{11}$

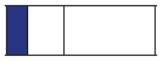
How do you know which are unit fractions?

4 a) Tick the shapes with one third shaded.

A 

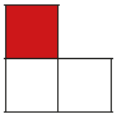
D 

F 

B 

E 

G 

C 

b) Complete the sentences to describe the shapes with one third shaded.

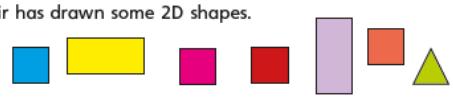
There are ☐ equal parts altogether.

☐ out of ☐ equal parts is shaded.

☐ of the shape is shaded.

7 Draw four different representations of $\frac{3}{4}$

8 Amir has drawn some 2D shapes.



a) What fraction of the shapes are triangles? ☐

b) What fraction of the shapes are squares? ☐

c) What fraction of the shapes have four sides? ☐

d) Draw 2D shapes to match the description.

$\frac{1}{5}$ are squares, $\frac{2}{5}$ are triangles, $\frac{3}{5}$ have more than 3 sides.

Compare shapes with a partner.

What is the same about your shapes? Is anything different?

Year 4 lesson 2

Equivalent fractions (1)

1 Shade the bar models to represent the equivalent fractions.

a)

$\frac{1}{2}$	$\frac{1}{2}$

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

$\frac{1}{2} = \frac{3}{6}$

b)

$\frac{1}{2}$	$\frac{1}{2}$

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

$\frac{1}{2} = \frac{5}{10}$

c)

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

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

$\frac{4}{5} = \frac{8}{10}$

d)

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

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

$\frac{6}{8} = \frac{3}{4}$

4 Here is a fraction wall.

$\frac{1}{2}$		$\frac{1}{2}$	
$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

Is each statement true or false? Tick your answers.

	True	False
a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$	☐	☐
b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$	☐	☐
c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$	☐	☐
d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$	☐	☐
e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$	☐	☐
f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$	☐	☐

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.

2 Use the fraction wall to complete the equivalent fractions.

$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

a) $\frac{1}{2} = \frac{\square}{4}$

b) $\frac{1}{2} = \frac{\square}{8}$

c) $\frac{2}{4} = \frac{4}{\square}$

d) $\frac{2}{8} = \frac{\square}{4}$

e) $\frac{\square}{8} = \frac{3}{4}$

f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.

1		

b) Use the fraction wall to complete the equivalent fractions.

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

$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$

$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$

5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

a) The greater the numerator, the greater the fraction.

always sometimes never

b) Fractions equivalent to one half have even numerators.

always sometimes never

c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always sometimes never

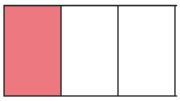
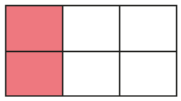
Year 4 lesson 3

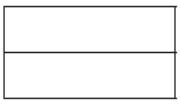
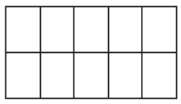
Equivalent fractions (2)

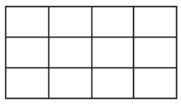
Rose Maths

1 Shade the diagrams to help you complete the equivalent fractions.

The first one has been done for you.

a)   $\frac{1}{3} = \frac{2}{6}$

b)   $\frac{1}{2} = \frac{\square}{\square}$

c)   $\frac{1}{4} = \frac{\square}{\square}$

2 Draw a diagram to show that $\frac{3}{4} = \frac{6}{8}$

3 Match the equivalent fractions.

$\frac{1}{4}$	$\frac{3}{21}$
$\frac{4}{10}$	$\frac{2}{3}$
$\frac{10}{15}$	$\frac{2}{5}$
$\frac{1}{7}$	$\frac{3}{12}$

4 Complete the equivalent fractions.

a) $\frac{1}{5} = \frac{\square}{10}$ d) $\frac{3}{10} = \frac{9}{\square}$ g) $\frac{8}{12} = \frac{2}{\square}$

b) $\frac{4}{5} = \frac{\square}{10}$ e) $\frac{6}{8} = \frac{3}{\square}$ h) $\frac{2}{\square} = \frac{10}{25}$

c) $\frac{3}{10} = \frac{6}{\square}$ f) $\frac{8}{12} = \frac{\square}{3}$ i) $\frac{1}{\square} = \frac{4}{28}$

5 a) Write the fractions in the correct place on the sorting diagram.

$\frac{8}{24}$ $\frac{3}{12}$ $\frac{5}{15}$ $\frac{6}{24}$ $\frac{4}{12}$ $\frac{9}{36}$ $\frac{3}{9}$ $\frac{4}{16}$

	equivalent to $\frac{1}{3}$	equivalent to $\frac{1}{4}$
odd denominator		
even denominator		

b) Are any of the boxes empty?

Why do you think this is?

Talk about your answer with a partner.

6 Find three ways to make the fractions equivalent.

a) $\frac{2}{\square} = \frac{4}{\square}$ $\frac{2}{\square} = \frac{4}{\square}$ $\frac{2}{\square} = \frac{4}{\square}$

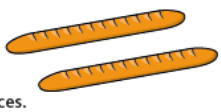
b) $\frac{1}{\square} = \frac{4}{\square}$ $\frac{1}{\square} = \frac{4}{\square}$ $\frac{1}{\square} = \frac{4}{\square}$

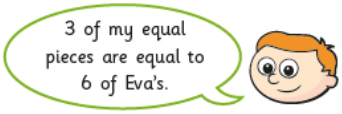
c) $\frac{\square}{3} = \frac{\square}{9}$ $\frac{\square}{3} = \frac{\square}{9}$ $\frac{\square}{3} = \frac{\square}{9}$

7 Eva and Ron have a baguette each.

The baguettes are the same size.

Eva cuts her baguette into 8 equal pieces.





How many equal pieces has Ron cut his baguette into?

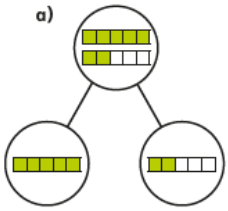
Ron has cut his baguette into ☐ equal pieces.

Year 4 lesson 4

Fractions greater than 1

1 Complete the sentences.

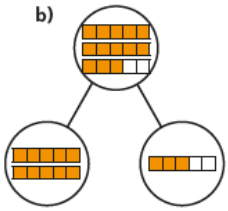
a)



There are 7 fifths altogether.

7 fifths = ☐ whole + ☐ fifths

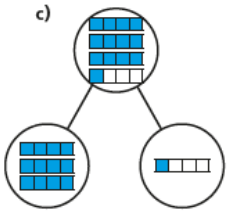
b)



There are ☐ fifths altogether.

☐ fifths = ☐ wholes + ☐ fifths

c)



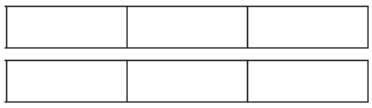
There are ☐ quarters altogether.

☐ quarters = ☐ wholes + ☐ quarter

2 Shade the bar models to represent the fractions.

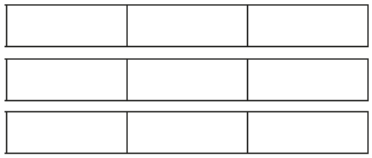
Complete the number sentences.

a) $\frac{5}{3}$



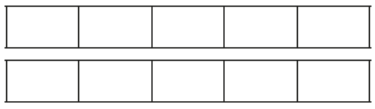
$\frac{5}{3}$ = ☐ whole + ☐ thirds = ☐

b) $\frac{8}{3}$



$\frac{8}{3}$ = ☐ wholes + ☐ thirds = ☐

c) $\frac{8}{5}$



$\frac{8}{5}$ = ☐ whole + ☐ fifths = ☐

3 Complete the statements.

a) $\frac{12}{2}$ = ☐ wholes

b) $\frac{12}{4}$ = ☐ wholes

c) $\frac{12}{6}$ = ☐ wholes

d) $\frac{12}{3}$ = ☐ wholes

e) $\frac{15}{3}$ = ☐ wholes

f) $\frac{15}{5}$ = ☐ wholes

g) $\frac{15}{4}$ = ☐ wholes + ☐ quarters

h) $\frac{15}{2}$ = ☐ wholes + ☐ half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?

Whitney can fill ☐ boxes.

b) How many more muffins does Whitney need to fill another box?

Whitney needs ☐ muffins to fill another box.

Explain how you know.

How does writing $\frac{26}{4}$ help you to answer this?

5 Write <, > or = to complete the statements.

a) 2 wholes and 3 quarters ◯ 5 quarters

b) 2 wholes and 3 quarters ◯ 15 quarters

c) 2 wholes and 3 sixths ◯ 15 sixths

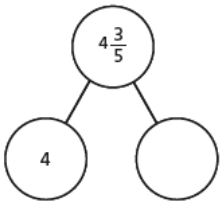
d) 2 wholes and 3 eighths ◯ 15 eighths

e) $\frac{15}{3}$ ◯ $\frac{15}{5}$

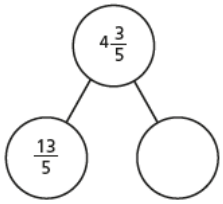
f) $\frac{15}{3}$ ◯ $\frac{20}{4}$

6 Complete the part-whole models.

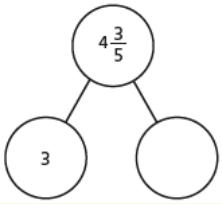
a)



c)



b)



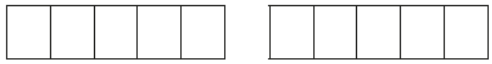
Year 5 lesson 1

Add and subtract fractions

1 Complete the calculations.

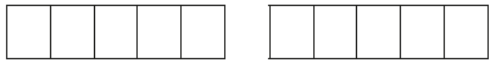
Use the bar models to help you.

a)



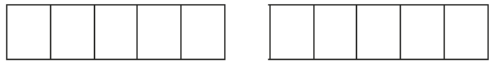
$\frac{4}{5} + \frac{3}{5} = \square = \square$

b)



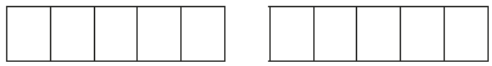
$\frac{6}{5} + \frac{3}{5} = \square = \square$

c)



$\frac{8}{5} - \frac{6}{5} = \square$

d)



$\frac{9}{5} - \frac{3}{5} = \square = \square$

2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \square$

b) $\frac{4}{7} + \frac{3}{7} = \square = \square$

c) $\frac{4}{7} + \frac{4}{7} = \square = \square$

d) $\frac{8}{7} - \frac{3}{7} = \square$

e) $\frac{7}{9} + \frac{8}{9} = \square = \square$

f) $\frac{17}{9} - \frac{8}{9} = \square = \square$

g) $\frac{16}{9} - \frac{8}{9} = \square$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \square = \square$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \square = \square$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \square$

3 $\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

What could the missing numerators be?

Give six different possibilities.

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$ $\quad$ $\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$ $\quad$ $\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$ $\quad$ $\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

4 Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has $\square$ litres left.

5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\square}{8} = \frac{13}{8}$

b) $\frac{13}{8} - \frac{\square}{8} = \frac{7}{8}$

c) $\frac{13}{8} - \frac{\square}{8} = 1$

d) $\frac{11}{9} + \frac{\square}{9} = \frac{22}{9} = 2\frac{\square}{9}$

e) $\frac{11}{9} + \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

f) $\frac{22}{9} - \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

g) $\frac{4}{7} + \frac{\square}{7} + \frac{4}{7} = 2$

h) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 2$

i) $\frac{6}{7} + \frac{\square}{7} + \frac{6}{7} = 2$

j) $\frac{14}{7} + \frac{\square}{7} + \frac{4}{7} = 3$

k) $\frac{15}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

l) $\frac{16}{7} + \frac{\square}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?

6 Here are some fraction cards.

$\frac{9}{8}$ $\quad$ $\frac{13}{8}$ $\quad$ $\frac{1}{8}$ $\quad$ $\frac{7}{8}$ $\quad$ $\frac{3}{8}$ $\quad$ $1\frac{7}{8}$

Use the cards to write pairs of fractions with a total of 2

$\square + \square = 2$

$\square + \square = 2$

$\square + \square = 2$

7 Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?

Annie's rope is $\square$ m long. $\quad$ Dexter's rope is $\square$ m long.

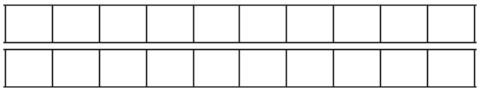
Year 5 lesson 2

Add fractions

1 Complete the calculations.

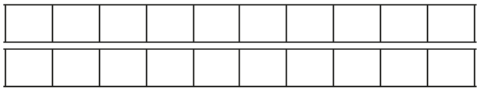
Use the bar models to help you.

a)



$\frac{1}{2} + \frac{7}{10} = \square = \square$

b)



$\frac{1}{2} + \frac{3}{10} + \frac{1}{5} = \square = \square$

c)

$\frac{2}{3} + \frac{5}{6} + \frac{1}{12} = \square = \square$

2 Complete the additions.

a) $\frac{4}{5} + \frac{7}{20} = \square = \square$

b) $\frac{5}{4} + \frac{7}{20} = \square = \square$

c) $\frac{3}{4} + \frac{5}{12} = \square = \square$

d) $\frac{4}{3} + \frac{5}{12} = \square = \square$

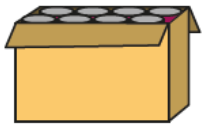
e) $\frac{3}{5} + \frac{11}{15} = \square = \square$

f) $\frac{5}{3} + \frac{11}{15} = \square = \square$

3 Match the additions that have the same answer.

$\frac{3}{5} + \frac{9}{20}$	$\frac{16}{20} + \frac{9}{20}$
$\frac{3}{4} + \frac{9}{20}$	$\frac{12}{20} + \frac{9}{20}$
$\frac{4}{5} + \frac{9}{20}$	$\frac{14}{20} + \frac{9}{20}$
$\frac{7}{10} + \frac{9}{20}$	$\frac{15}{20} + \frac{9}{20}$

4 Dexter has some tins of food. There are four types of food: beans, sweetcorn, soup and tomatoes.



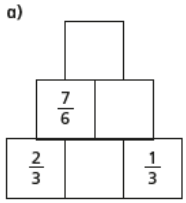
- The total weight of all the tins is 2 kg.
- The tins of beans weigh $\frac{2}{3}$ kg.
- The tins of sweetcorn weigh $\frac{5}{12}$ kg.
- The tins of soup weigh $\frac{1}{4}$ kg.

a) Work out the total weight of the tins of beans, sweetcorn and soup.

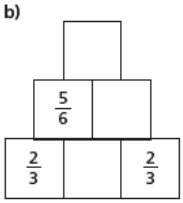
b) How much do the tins of tomatoes weigh?

5 Complete the addition pyramids.

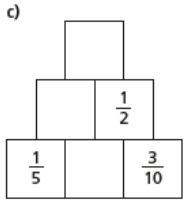
a)



b)



c)



6 What could the three missing numerators be?

$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$

Give three different possibilities.

$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$

$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$

$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$

Year 5 lesson 3

Add mixed numbers

1 Teddy and Mo are adding mixed numbers.

Teddy: $3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$

Mo: $3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$

Whose method do you prefer? _____

Talk about it with a partner.

2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} =$ ☐

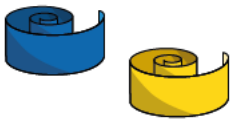
b) $2\frac{2}{5} + 2\frac{3}{10} =$ ☐

c) $5\frac{1}{6} + 3\frac{11}{12} =$ ☐

d) $6\frac{7}{15} + 3\frac{3}{5} =$ ☐

5 A blue ribbon is $2\frac{4}{9}$ metres long.

A yellow ribbon is $3\frac{2}{3}$ metres long.



a) What is the total length of the blue and yellow ribbon?

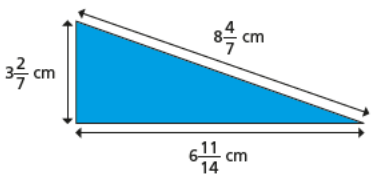
☐ m

b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?

☐ m

6 Calculate the perimeter of the triangle.



☐ cm

c) $1\frac{3}{4} + 3\frac{3}{20} =$ ☐

e) $4\frac{1}{4} + 2\frac{11}{16} =$ ☐

d) $1\frac{3}{16} + 4\frac{3}{4} =$ ☐

f) $1\frac{4}{15} + 3\frac{2}{3} =$ ☐

3

$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$

How can Ron improve his answer?

_____

_____

4 Complete the additions.

a) $2\frac{3}{4} + 3\frac{5}{12} =$ ☐

b) $3\frac{2}{3} + 2\frac{7}{12} =$ ☐

7 Complete the calculation in three different ways.

☐ ☐/5 + ☐ ☐/15 = 6 + $\frac{11}{15}$ = ☐

☐ ☐/5 + ☐ ☐/15 = 6 + $\frac{11}{15}$ = ☐

☐ ☐/5 + ☐ ☐/15 = 6 + $\frac{11}{15}$ = ☐

Compare answers with a partner.

8 Here are some number cards.

$3\frac{1}{6}$	$2\frac{11}{12}$	$2\frac{5}{6}$	$3\frac{5}{6}$	$4\frac{1}{12}$	$4\frac{1}{3}$

a) What is the greatest total you can make with two cards?

☐

b) What is the smallest total you can make with two cards?

☐

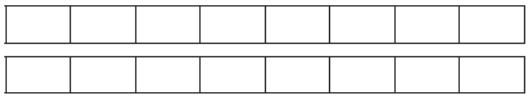
Year 5 lesson 4

Subtract mixed numbers

1 Complete the subtractions.

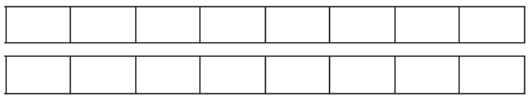
Use the bar models to help you.

a)



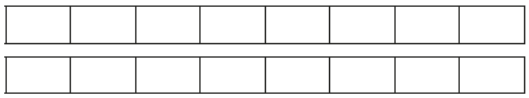
$\frac{15}{8} - \frac{1}{2} =$ ☐

b)



$1\frac{7}{8} - \frac{3}{4} =$ ☐

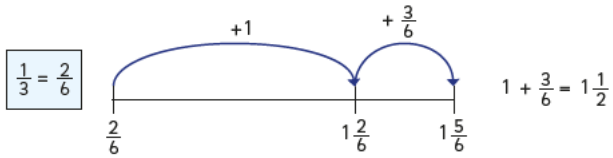
c)



$1\frac{1}{2} - \frac{3}{8} =$ ☐

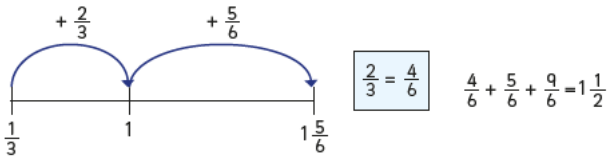
2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$

Dexter's method



$1 + \frac{3}{6} = 1\frac{1}{2}$

Whitney's method



$\frac{4}{6} + \frac{5}{6} + \frac{9}{6} = 1\frac{1}{2}$

What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$

$1\frac{5}{8} - \frac{3}{16} =$ ☐

3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} =$ ☐

b) $3\frac{3}{16} - \frac{1}{8} =$ ☐

c) $2\frac{5}{6} - \frac{2}{3} =$ ☐

d) $7\frac{5}{6} - \frac{13}{24} =$ ☐

e) $4\frac{4}{9} - \frac{4}{27} =$ ☐

f) $6\frac{11}{12} - \frac{3}{4} =$ ☐

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Eva pours $\frac{4}{15}$ litres into a glass.

How much orange juice is left in the jug?

There are ☐ litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	
Amir	$13\frac{3}{8}$ m		$12\frac{7}{8}$ m
Annie		9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's