Orchard Head Year 3: Home Learning Schedule

W/C 13th July	Monday	Tuesday	Wednesday	Thursday	Friday
Maths *Suggested timing: 45 mins per lesson* **This week we will be focussing upon: Fractions** We have produced a 'pre-teach' video to introduce this week's learning in maths. We recommend watching the video before commencing lesson 1. Please click here to view this.	**Lesson 1: Fractions on a number line** Learn about fractions on a number line by clicking on the link here. *This lesson includes a video and a worksheet produced by White Rose Maths Hub.*	**Lesson 2: Fractions of a set of objects (1)** Learn how to find fractions of a set of objects by clicking on the link here. *This lesson includes a video and a worksheet produced by White Rose Maths Hub.*	**Lesson 3: Fractions of a set of objects (2)** Learn how to find fractions of a set of objects by clicking on the link here. *This lesson includes a video and a worksheet produced by White Rose Maths Hub.*	**Lesson 4: Equivalent fractions (1)** Learn all about equivalent fractions by clicking on the link here. *This lesson includes a video and a worksheet produced by White Rose Maths.*	**Lesson 5: Equivalent fractions (2)** Learn all about equivalent fractions by clicking on the link here. *This lesson includes a video and a worksheet produced by White Rose Maths Hub.*
	All answers are provided at the end of the pack.				
Remember to log in to TTRockstars each week to practise your times tables. There will also be a Friday Maths Challenge!					
Remember to share your learning on Class Dojo! *Take a photo of your work and upload it to the Portfolio section for your teacher to see.*					
English *Suggested timing: 45 mins per lesson* **This week our text type is a:** **Sound Poem** We have produced a 'pre-teach' video to introduce this week's learning in English. We recommend watching the video before commencing lesson 1. Please click here to view this.	**Lesson 1: Poetry: Reading Comprehension – Word Meaning** Explore the meaning of words using a poem by clicking on the link here. *This lesson includes an interactive video produced by Oak Academy and an activity worksheet attached to this pack.*	**Lesson 2: Poetry: Reading Comprehension – Inference** Explore inference questions using a poem by clicking on the link here. *This lesson includes an interactive video produced by Oak Academy and an activity worksheet attached to this pack.*	**Lesson 3: Poetry: Identifying the features of a text.** Learn how to identify the features of a text by clicking the link here. *This lesson includes an interactive video produced by Oak Academy hub and an activity worksheet attached to this pack.*	**Lesson 4: Poetry: GPS focus – Expanded noun phrases.** Learn how to use expanded noun phrases by clicking on the link here. *This lesson includes an interactive video produced by Oak Academy hub and an activity worksheet attached to this pack.*	**Lesson 5: Poetry: Write a sound poem.** Apply your understanding from throughout the week by writing a sound poem by clicking on the link here. *This lesson includes an interactive video produced by Oak Academy and an activity worksheet attached to this pack.*
	All answers are provided at the end of the pack.				

Weekly Spellings: measure – treasure – creature – furniture – teacher – catcher

Having any problems with the tasks? *Feel free to pop any questions or issues onto our class Padlet here!*

Don't forget to join us every afternoon, Monday to Friday, at 1pm. Click here to take part in a live discussion on Microsoft Teams about the day's learning alongside your classmates and teacher.

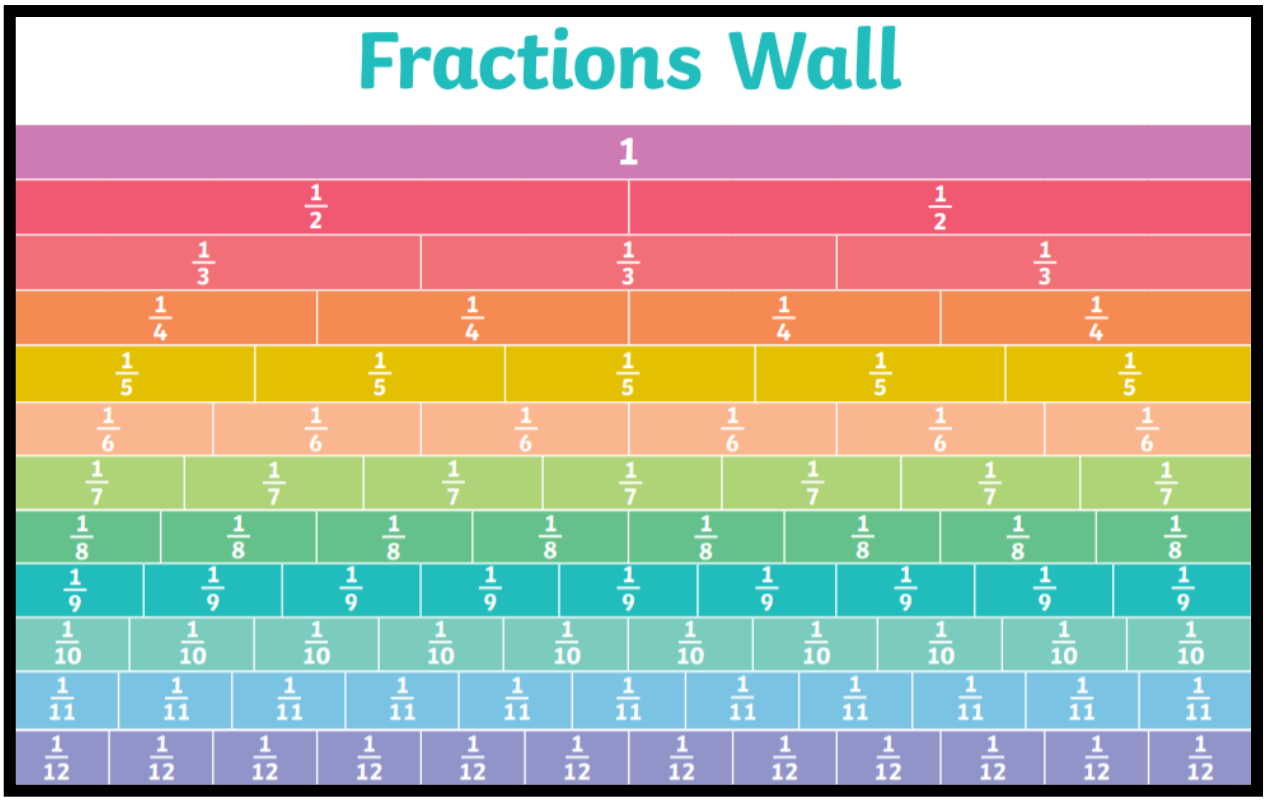
Maths – VIPs

VIPs!

- When we use a number line to represent fractions, we must ensure our number line is divided into equal parts. For example, when dividing into quarters, we must ensure our number line is divided in 4 equal parts.
- To find a unit fraction of an amount, we divide an amount into equal parts.
- The denominator of a fraction tells us how many equal parts the whole will be divided into.
- The numerator of a fraction tells us how many parts of the whole there are.
- Fractions equivalent to a half have a numerator that is half of the denominator.

Fraction, number line, sharing, equal groups, equal parts, fraction wall, equivalent, numerator, denominator

Fractions Wall



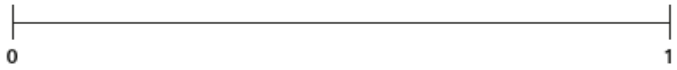
Maths – Lesson 1

Fractions on a number line

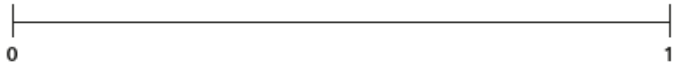
White Rose Maths

1 Draw an arrow to show the fractions on the number lines.

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



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



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

Are your answers accurate or are they estimates?

2 Write <, > or = to compare the fractions.

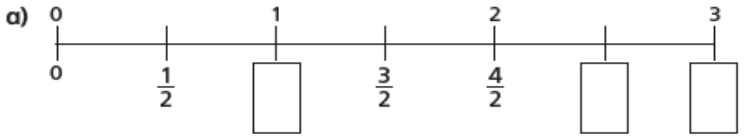
a) $\frac{1}{2}$ ◯ $\frac{1}{4}$

b) $\frac{1}{4}$ ◯ $\frac{1}{3}$

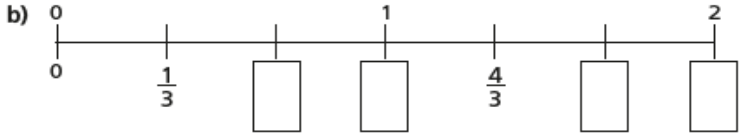
c) $\frac{1}{3}$ ◯ $\frac{1}{2}$

3 Write the missing fractions on the number lines.

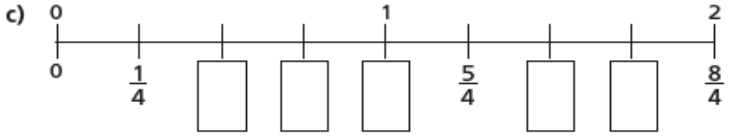
a)



b)



c)



d) Write three fractions that are equivalent to one whole.

Use the number lines to help you.

☐ ☐ ☐

What do you notice?

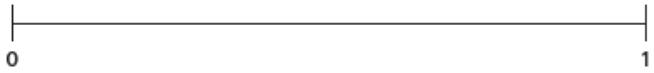
_____

_____

Talk about it with a partner.

4 Draw an arrow to estimate where each fraction belongs on the number line.

a) $\frac{3}{4}$



b) 1 and $\frac{2}{3}$

5 Write each fraction under the correct heading.

$\frac{2}{3}$ $\frac{4}{4}$ $\frac{5}{3}$ $\frac{1}{8}$ $\frac{3}{3}$

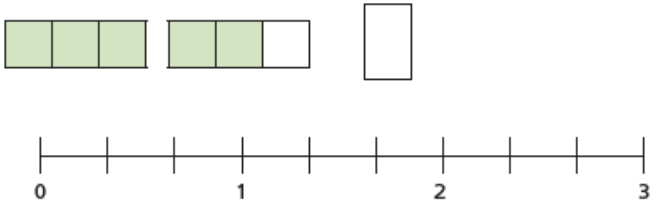
$\frac{3}{4}$ $\frac{7}{4}$ $\frac{8}{8}$ $\frac{7}{8}$

Less than one whole	Equal to one whole	More than one whole

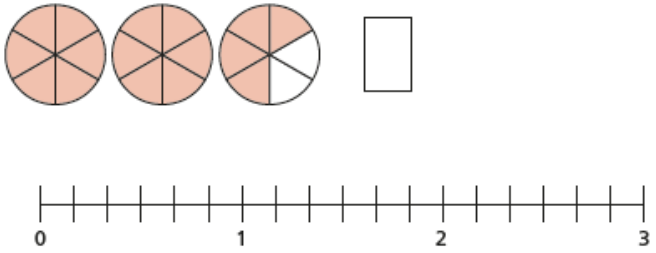
6 What fraction is shown in each diagram?

Draw an arrow to show the fraction on the number line.

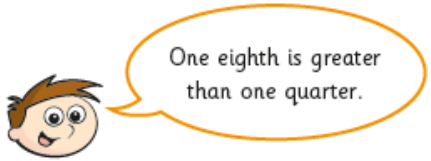
a)



b)



7



Do you agree with Teddy? _____

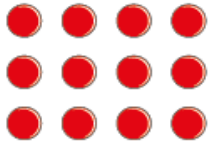
Use the number line to show why.

Maths - Lesson 2

Fractions of a set of objects (1)

White Rose Maths

1 Here are some counters.



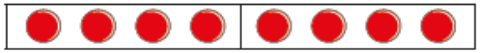
a) Circle $\frac{1}{4}$ of the counters.

b) How many counters did you circle? ☐

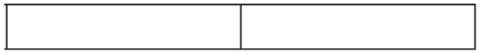
c) What is $\frac{1}{4}$ of 12? ☐

2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

a) $\frac{1}{2}$ of 8 = 4



b) $\frac{1}{2}$ of 16 = ☐



c) $\frac{1}{4}$ of 8 = ☐

d) $\frac{1}{4}$ of 16 = ☐

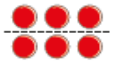
3

To find a half I need to divide by 2

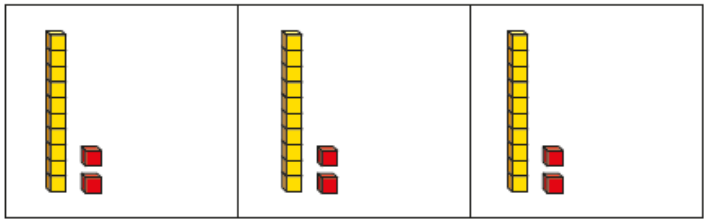
Do you agree with Dexter? _____

Talk about it with a partner.

4 Complete the table.

Fraction	Division	Example	Drawing
one half	divide by 2	$\frac{1}{2}$ of 6 = 3	
one quarter		$\frac{1}{4}$ of 8 = 2	
			
			

5 Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36



Use Huan's method to complete the calculations.

a) $\frac{1}{3}$ of 63 = ☐

c) $\frac{1}{4}$ of 92 = ☐

b) $\frac{1}{4}$ of 48 = ☐

6 Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36

Use Nijah's method to complete the calculations.

a) $\frac{1}{3}$ of 96 = ☐

c) $\frac{1}{4}$ of 52 = ☐

b) $\frac{1}{5}$ of 60 = ☐

7 Which amount is greater? Tick your answer.

$\frac{1}{3}$ of £75 or $\frac{1}{5}$ of £75

Show your workings.

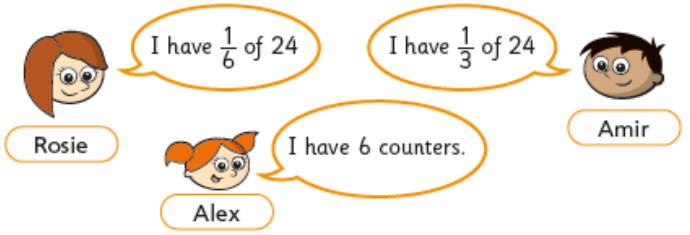
8 Complete the number sentences.

a) $\frac{1}{2}$ of ☐ = 30

c) $\frac{1}{5}$ of ☐ = 50

b) $\frac{1}{4}$ of ☐ = 20

9 Rosie, Amir and Alex each find a fraction of 24 using counters.



a) Order the children from least counters to most counters.

_____ _____ _____

least counters most counters

b) What fraction of the counters does Alex have? ☐

c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24 ☐

Maths – Lesson 3

Fractions of a set of objects (2)

1 Draw counters in the bar models to help you complete each number sentence.

a) $\frac{2}{3}$ of 15 = ☐

b) $\frac{3}{4}$ of 8 = ☐

c) $\frac{2}{5}$ of 20 = ☐

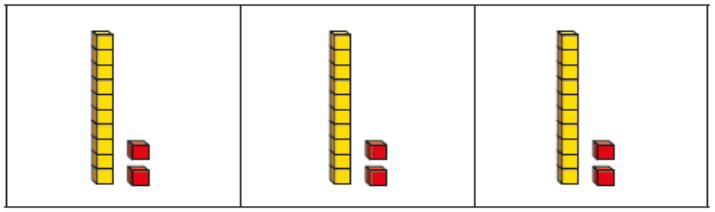
2 Match the questions and answers.

$\frac{2}{3}$ of 9 = ?	9
$\frac{3}{5}$ of 15 = ?	6
$\frac{5}{6}$ of 12 = ?	15
$\frac{3}{4}$ of 20 = ?	10

3 What is $\frac{6}{6}$ of 18? ☐

How do you know?

4 Brett uses a bar model and base 10 to find $\frac{2}{3}$ of 36



Use Brett's method to complete the number sentences.

a) $\frac{2}{3}$ of 63 = ☐

b) $\frac{3}{4}$ of 48 = ☐

c) $\frac{3}{4}$ of 92 = ☐

5 Kim uses a bar model and place value counters to find $\frac{2}{3}$ of 36

Use Kim's method to complete the number sentences.

a) $\frac{2}{3}$ of 96 = ☐

b) $\frac{3}{5}$ of 60 = ☐

c) $\frac{3}{4}$ of 52 = ☐

6 Complete the number sentences.

a) $\frac{2}{3}$ of ☐ = 30

b) $\frac{3}{4}$ of ☐ = 30

c) $\frac{5}{6}$ of ☐ = 30

7

Tommy: To find $\frac{3}{4}$ of 12, you divide by 4 and then multiply the answer by 3

Dexter: To find $\frac{3}{4}$ of 12, you divide by 3 and then multiply the answer by 4

Who is correct? _____

How do you know? Show your working.

8 Dora, Whitney and Ron each find a fraction of 24 using counters.

Dora: I have $\frac{5}{6}$ of 24

Whitney: I have $\frac{2}{3}$ of 24

Ron: I have 18 counters.

a) Who has the most counters? Show your workings.

_____

b) How many more counters does Dora have than Whitney?

☐

9 Write fractions to make the statements correct.

☐ of 36 < 18

☐ of 36 = 18

☐ of 36 > 18

How many different answers can you find for each?
Compare with a partner.

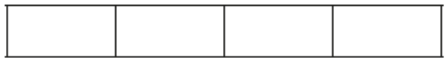
Maths – Lesson 4

Equivalent fractions (1)

1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.

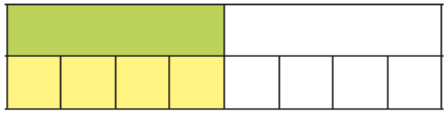
b) Shade $\frac{2}{4}$ of the bar model.



What do you notice?

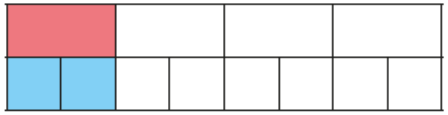
2 Complete the equivalent fractions.

a)



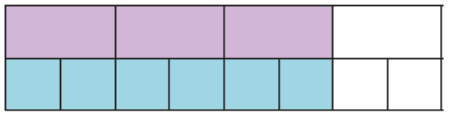
$\frac{1}{2} = \frac{\square}{8}$

b)



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

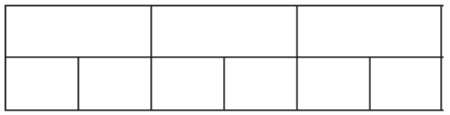
c)



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

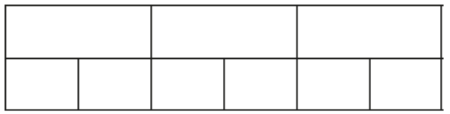
3 Shade the bar models to represent the equivalent fractions.

a)



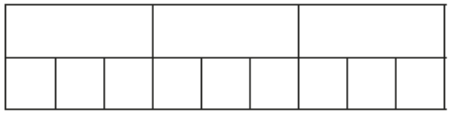
$\frac{1}{3} = \frac{2}{6}$

b)



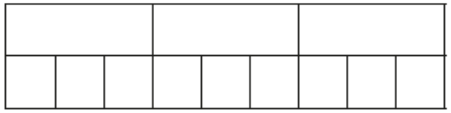
$\frac{2}{3} = \frac{4}{6}$

c)



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

d)



$\frac{2}{3} = \frac{6}{9}$

Can you find any more equivalent fractions using the bar models?

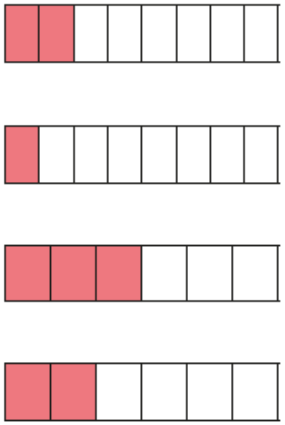
4 Match each bar model to its equivalent fraction.

$\frac{1}{2}$

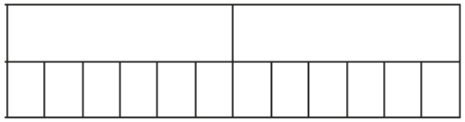
$\frac{1}{3}$

$\frac{1}{4}$

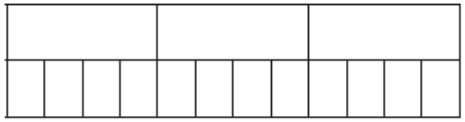
$\frac{1}{8}$



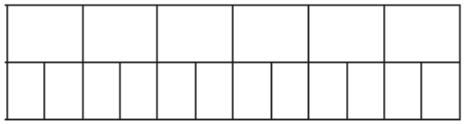
5 Shade the bar models to complete the equivalent fractions.

a) 

$\frac{1}{2} = \frac{\square}{12}$

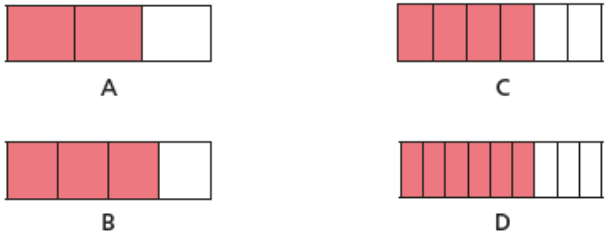
b) 

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

c) 

$\frac{1}{6} = \frac{\square}{12}$

6 The bar models represent fractions.



A C

B D

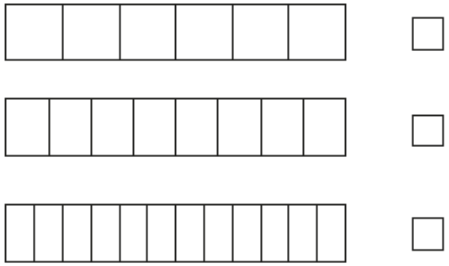
Which is the odd one out? _____

Why do you think this?

7 This bar model represents $\frac{3}{4}$

Tick the bar models that can be used to show a fraction that is equivalent to $\frac{3}{4}$

Shade the bar models to support your answers.



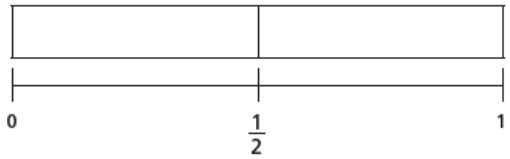
Talk to a partner about your answers.

Maths - Lesson 5

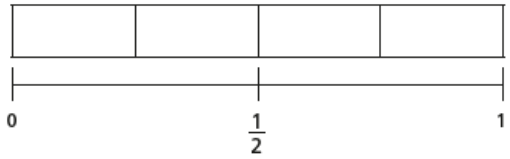
Equivalent fractions (2)

1 Shade the bar models to represent the fractions.

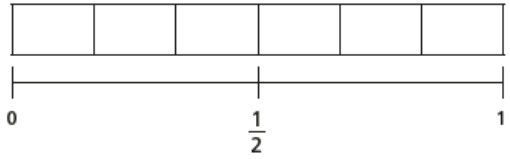
a) Shade $\frac{1}{2}$ of the bar model.



b) Shade $\frac{2}{4}$ of the bar model.



c) Shade $\frac{3}{6}$ of the bar model.

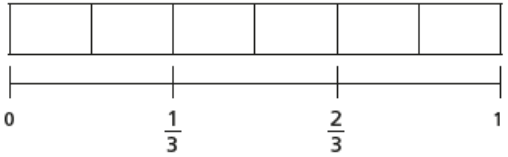


d) What do you notice?

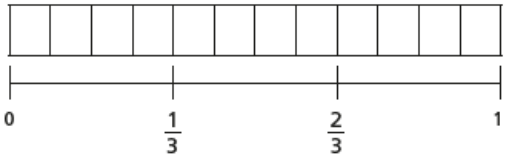
e) Write another fraction that is equivalent to $\frac{1}{2}$

2 Shade $\frac{2}{3}$ of each bar model.

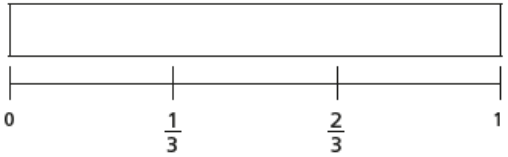
a)



b)



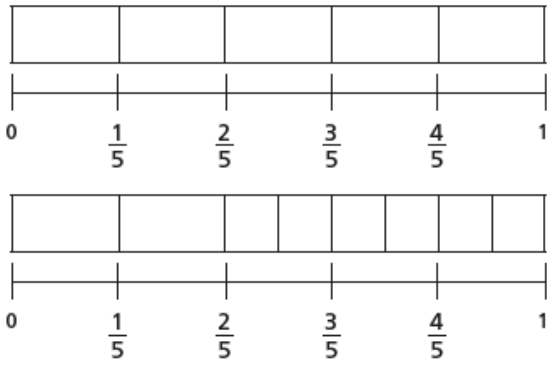
c)

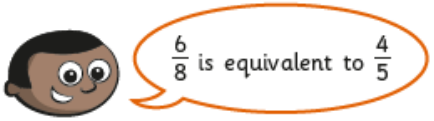


d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$$

3 Mo is finding equivalent fractions.



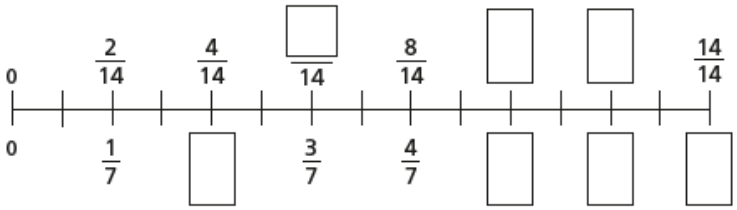


Do you agree with Mo? _____

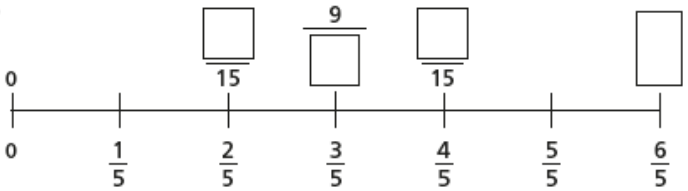
Explain your answer.

4 Find the missing numbers.

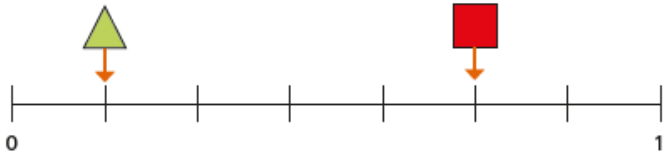
a)



b)



5 Here is a number line.

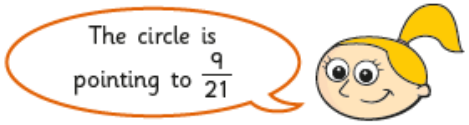


a) What fraction is each shape pointing to?

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

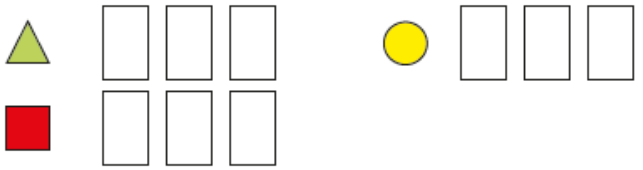
c)



Do you agree with Eva? _____

Show how you worked this out.

d) Write three equivalent fractions for each shape.

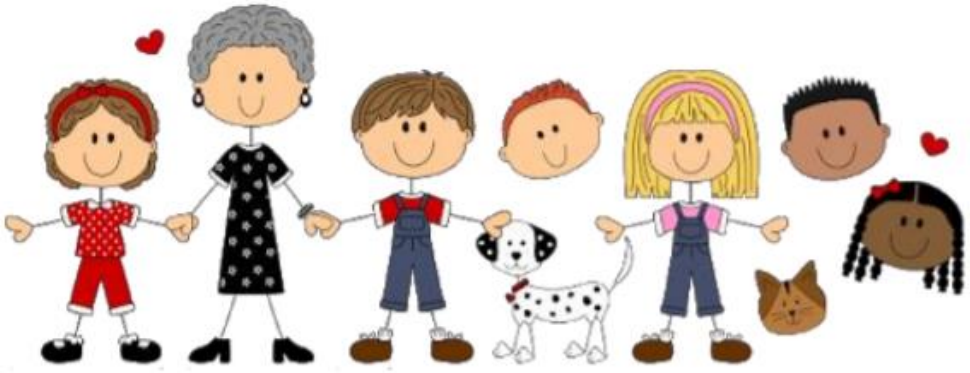


Compare answers with a partner.

Maths – Friday Maths Challenge

It is that time of the week! Click here to work with your family on these maths problems.

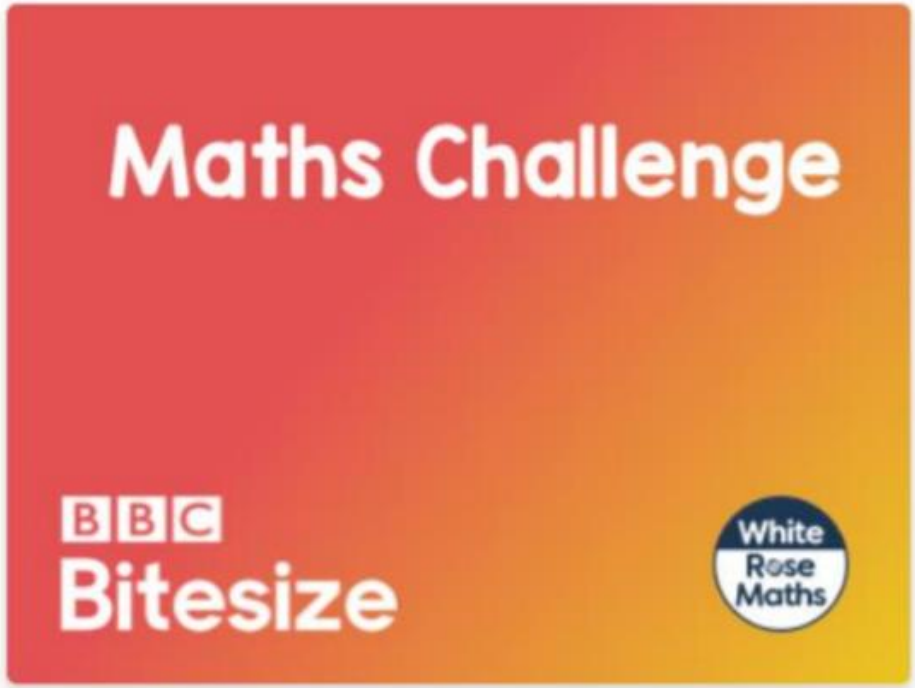
Do as many as you can and help each other out.



If you just fancy having a go on your own:

As a rough guide of difficulty level:

- **Challenge 1 and 2** are suitable for ages 5 to 7.
- **Challenge 3 to 6** are suitable for ages 7 to 11.
- **Challenge 7 to 10** are suitable for ages 11 to 15.

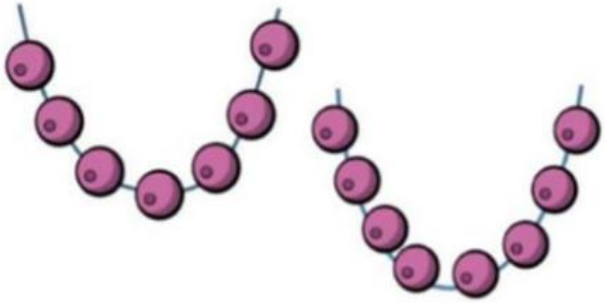


Maths – Friday Maths Challenge

Challenge 1

Sal has 20 beads.

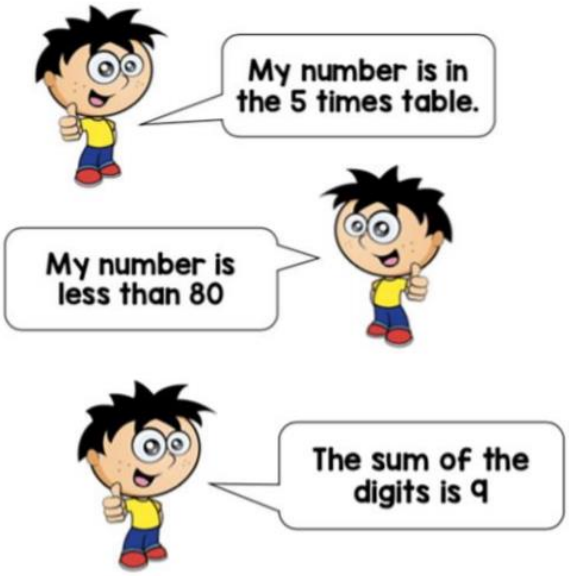
She uses some beads to make these two necklaces.



How many beads does she have left?

Challenge 2

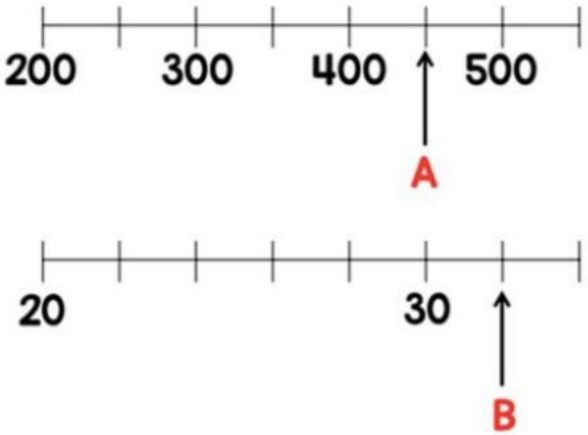
George is thinking of a 2 digit number.



What number is George thinking of?

Challenge 3

Two numbers, A and B, are marked on the number lines.



Find the sum of A and B.

Challenge 4

Max buys a shirt and a jacket.

The jacket costs £25 more than the shirt.

The total cost of the shirt and jacket is £87.

How much does each item cost?

Weekly Spellings

Spelling focus: Words with the ‘er’ sound spelt -sure, -ture, -er

Remember to… Look, cover, say, write and then check!

	Monday	Tuesday	Wednesday	Thursday	Friday
measure					
treasure					
creature					
furniture					
teacher					
catcher					

Can you use these words to write sentences and share them on Dojo? You could also write them all backwards or in rainbow colours, just remember to spell them correctly!

Here are some ideas for practising your spellings at home. Choosing one or two each week could really help you to learn spelling rules and practise tricky words.

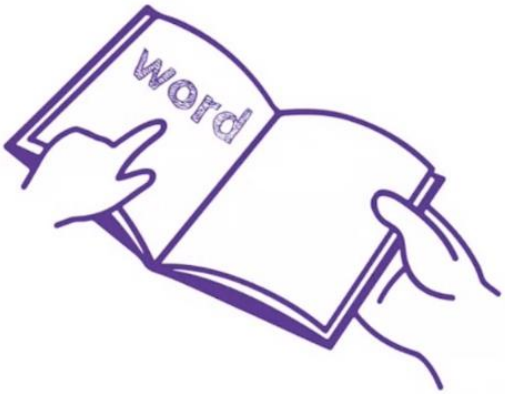
Rainbow Write First, write the words in pencil. Then trace over them in two different colours.	**Silly Sentences** Write silly sentences using a spelling word in each sentence. Underline the spelling words and write neatly!	**Hidden Words** Draw and colour a picture. Hide your spelling words inside the picture. See if someone can find your hidden words!	**Backwards Words** Write your spelling words forwards and then backwards! Remember to write neatly!
Waterfall Words Example: c ca cat catc catch	**ABC Order** Write your spelling words in ABC order. If words start with the same letter, look at the next letter.	**Story, Story** Write a story using ALL of your spelling words. Be sure to underline your spelling words in the paragraph.	**Fancy Words** Write your words using fancy letters twice! Example: Catch CATCH **Catch**
Three Times First, write each word in pencil. Then, write each word in crayon. Finally, write each word in marker!	**Adding My Words** Vowels are 10 and consonants are 5. Write your words and then add the value of each word. E.g. cat 5+10+5 = 20.	**Riddle Me** Write a riddle for each of your words. Don't forget to answer them. E.g. I am cute. I wear diapers. Answer: baby.	**Rhyming Words** Write each of your spelling words with a rhyming word next to them. E.g. cut shut
Code Words Come up with a code for each letter of the alphabet. Then write your words in code. E.g. A - ∞ B - ‡ C -	**UpPeR aNd LoWeR** Write your words once with all uppercase letters and one time with all lowercase letters. Then, write a third time with a mixture!	**Colourful Words** Write each of your spelling words. Write each letter using a different colour.	**Choo Choo Words** Write the entire list end-to-end as one long word. Write each new word in a different colour. E.g. trainbackstop
Newspaper Words Use an old magazine or newspaper and find your words or letters that make up words. Glue them down.	**Words Within Words** Write each spelling word and then write at least two words made from that word. E.g. catch cat hat	**Words Without Vowels** Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels.	**Other Handed** First, write your words with your normal writing hand. Then, write the list using your other hand!

Reading tips and English VIPs!

How to answer...

- Read the question twice x2
- WWW - Who? What? Where? WWW
- Find the right page/section
- Skim and scan the area for the key information
- Read around the information
- Write down your answer
- Check - does it make sense?

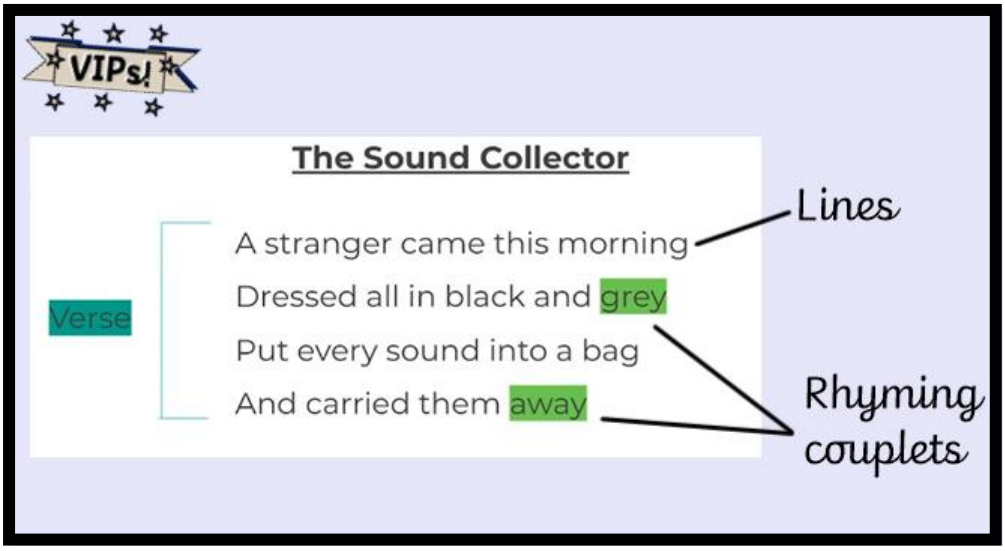
Word Meaning



- Read the word aloud
- Read the word in the context of the sentence
- Can you work out the word class?
- Could you replace the word with a synonym?
- What is the root word?
- Check in a dictionary

Inference

- Use what you have read to come to a conclusion
- Form an opinion by reading between the lines
- Provide evidence from the text to backup your points
- POINT + EVIDENCE
- POINT + EXPLANATION



- Powerful verbs

A verb is an action or doing word.

The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock

Onomatopoeia

A word that imitates, sounds like or suggests the sound it represents.

Alliteration

The same letter or sound at the beginning of a sequence of words.

The rustling of the tall, towering trees
The whistling of the wild wind
The tweeting of the small, blue birds
The chatter of friends in the playground

We can use an expanded noun phrase to add more detail to the noun by adding one or more adjectives. An adjective describes the noun.

the high-pitched bell

determiner adjective noun

The Sound Collector Poem

You can use this poem to help you answer the questions in lessons 1, 2 and 3.

The Sound Collector

A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried them away

The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock

The popping of the toaster
The crunching of the flakes
When you spread the marmalade
The scraping noise it makes

The hissing of the frying pan
The ticking of the grill
The bubbling of the bathtub
As it starts to fill

The drumming of the raindrops
On the window pane
When you do the washing up
The gurgle of the drain

The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the stair

A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same

Roger McGough

English – Lesson 1: Comprehension

Comprehension - Word Meaning

A stranger called this morning

Dressed all in black and grey

Put every sound into a bag

And carried it away

1) Which word suggests that the person who called was an outsider? (1 mark)

_____

The whistling of the kettle

The turning of the lock

The purring of the kitten

The ticking of the clock

2) Tick **one** word which has the closest meaning to **'turning'**? (1 mark)

jumping ( ) diving ( ) dropping ( ) rotating ( )

English – Lesson 1

Comprehension - Word Meaning

A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried it away

The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock

The hissing of the frying pan
The ticking of the grill
The bubbling of the bathtub
As it starts to fill

The drumming of the raindrops
On the window pane
When you do the washing up
The gurgle of the drain

The popping of the toaster
The crunching of the flakes
When you spread the marmalade
The scraping noise it makes

1) Which word suggests that the person who called was an outsider? (1 mark)

_____

2) Tick **one** word which has the closest meaning to **'turning'**? (1 mark)

jumping ( ) diving ( ) dropping ( ) rotating ( )

3) **Find and copy** a word that has a similar meaning to sweep? (1 mark)

_____

4) What does the word **'fill'** mean on the final line of verse 4? (1 mark)

_____

5) What impression does the word **'drumming'** give you of the rain? Tick 1. (1 mark)

It is coming down lightly ( ) It is not raining ( ) It is raining heavily ( )

English – Lesson 2

Comprehension - Inference

The hissing of the frying pan
The ticking of the grill
The bubbling of the bathtub
As it starts to fill

1) The verse above suggests that... Tick 2. (2 marks)

A) Somebody was preparing for a wash
B) Something was being cooked
C) The Sound Collector was hungry
D) The home was empty

The drumming of the raindrops
On the window pane
When you do the washing up
The gurgle of the drain

The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the stair

2) How was the baby feeling? Explain your answer. (2 marks)

_____

A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same

3) How do you think the people in the house felt after the Sound Collector left?

A) Confused
B) Joyful
C) Content
D) Tired

A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same

Roger McGough

4) Why will life never be the same? (1 mark)

A) Because the stranger stole their items
B) Because the stranger didn't leave his name
C) Because the stranger won't come again
D) Because the stranger took all the sounds away

English - Lesson 3 – Identifying the features of a poem

Key Features of a Text

A stranger came this morning
Dressed all in black and grey
Put every sound into a bag
And carried them away

1) **Find and copy** the **two** rhyming words in the verse above. (1 mark)

_____ _____

2) Which feature of a poem is needed at the start of each line? (1 mark)

_____

The squeaking of the new, rubber soles
The rustling of coats and bags
The humming of the flickering lights
The clicking of the stapler on the colourful displays

3) **Find and copy four** examples of onomatopoeia. (4 marks)

_____
_____
_____
_____

4) **Find and copy** the **expanded noun phrase** used to describe the shoes. (1 mark)

_____

The rustling of the tall, towering trees
The whistling of the wild wind
The tweeting of the small, blue birds
The chatter of friends in the playground

A stranger called this morning
She didn't leave her name
Left us only silence
School will never be the same

5) What are the different sections of a poem called? (1 mark)

_____

English – Lesson 4: Expanded noun phrases

Your task
It's time to go on a sound hunt!

Explore your house, garden and outdoor space. Write expanded noun phrases that describe the sounds you can hear.

Here are some places you could go and listen for different sounds...

- Kitchen
- Living room
- Bathroom
- Bedroom
- Garden/outdoor space

What it could look like...

The _____ of the _____

The tapping of the **white keyboard**

The splashing of the **hot, soapy water**

The barking of the **playful, spotty dog**

The crackling of the **hot barbeque**

English – Lesson 5

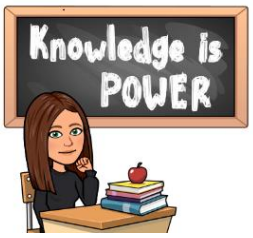
Ideas for your sound poem

What can you hear in the bedrooms?

What can you hear in the living room?

Key Features

- Verses
- Capital letter at the start of each line
- Expanded noun phrases/adjectives to describe
- Onomatopoeia
- Rhythm
- Powerful verbs
- It can rhyme



Your Turn - Planning

First verse:

A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried it away

Second verse: the kitchen

Third verse: the living room

Your Turn - Planning

Fourth verse: the bathroom

Fifth verse: the bedroom

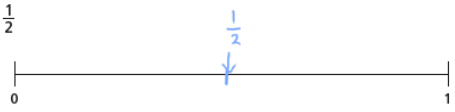
Final verse:
A stranger called this morning
He didn't leave his name
Left us only silence
The house will never be the same

Maths Lesson 1 – ANSWERS

Fractions on a number line

1 Draw an arrow to show the fractions on the number lines.

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



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

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

Are your answers accurate or are they estimates?

2 Write <, > or = to compare the fractions.

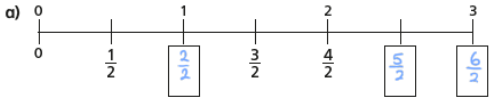
a) $\frac{1}{2}$ (>) $\frac{1}{4}$

b) $\frac{1}{4}$ (<) $\frac{1}{3}$

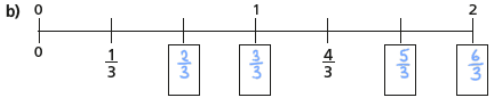
c) $\frac{1}{3}$ (<) $\frac{1}{2}$

3 Write the missing fractions on the number lines.

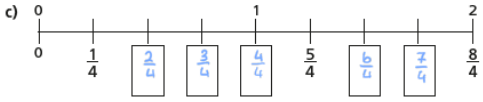
a)



b)



c)



d) Write three fractions that are equivalent to one whole.

Use the number lines to help you.

$\frac{4}{4}$ $\frac{3}{3}$ $\frac{2}{2}$

What do you notice?

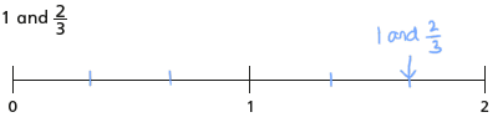
The numerator is equal to the denominator.

Talk about it with a partner.

4 Draw an arrow to estimate where each fraction belongs on the number line.

a) $\frac{3}{4}$

b) 1 and $\frac{2}{3}$



5 Write each fraction under the correct heading.

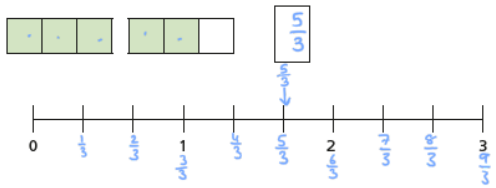
$\frac{2}{3}$ $\frac{4}{4}$ $\frac{5}{3}$ $\frac{1}{8}$ $\frac{3}{3}$ $\frac{3}{4}$ $\frac{7}{4}$ $\frac{8}{8}$ $\frac{7}{8}$

Less than one whole	Equal to one whole	More than one whole
$\frac{2}{3}$ $\frac{3}{4}$ $\frac{1}{8}$ $\frac{7}{8}$	$\frac{4}{4}$ $\frac{8}{8}$ $\frac{3}{3}$	$\frac{7}{4}$ $\frac{5}{3}$

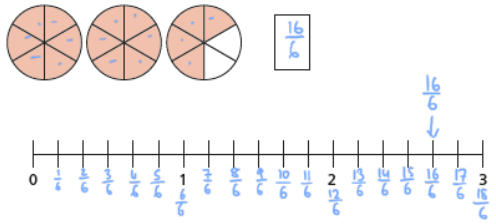
6 What fraction is shown in each diagram?

Draw an arrow to show the fraction on the number line.

a)



b)



7

One eighth is greater than one quarter.

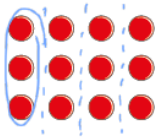
Do you agree with Teddy? NO

Use the number line to show why.

Maths Lesson 2 - ANSWERS

Fractions of a set of objects (1)

1 Here are some counters.



a) Circle $\frac{1}{4}$ of the counters.

b) How many counters did you circle? 3

c) What is $\frac{1}{4}$ of 12? 3

2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

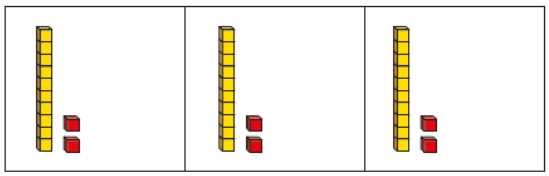
a) $\frac{1}{2}$ of 8 = 4

b) $\frac{1}{2}$ of 16 = 8

c) $\frac{1}{4}$ of 8 = 2

d) $\frac{1}{4}$ of 16 = 4

5 Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36



Use Huan's method to complete the calculations.

a) $\frac{1}{3}$ of 63 = 21

c) $\frac{1}{4}$ of 92 = 23

b) $\frac{1}{4}$ of 48 = 12

6 Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36

Use Nijah's method to complete the calculations.

a) $\frac{1}{3}$ of 96 = 32

c) $\frac{1}{4}$ of 52 = 13

b) $\frac{1}{5}$ of 60 = 12

7 Which amount is greater? Tick your answer.

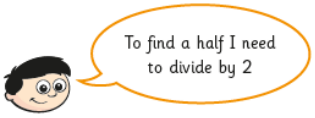
$\frac{1}{3}$ of £75 ✓ or $\frac{1}{5}$ of £75

$\frac{1}{3}$ of £75 = £25

$\frac{1}{5}$ of £75 = £15

Show your workings.

3



Do you agree with Dexter? Yes

Talk about it with a partner.

4 Complete the table.

Fraction	Division	Example	Drawing
one half	divide by 2	$\frac{1}{2}$ of 6 = 3	
one quarter	divide by 4	$\frac{1}{4}$ of 8 = 2	
one third	divide by 3	$\frac{1}{3}$ of 15 = 5	
one fifth	divide by 5	$\frac{1}{5}$ of 15 = 3	

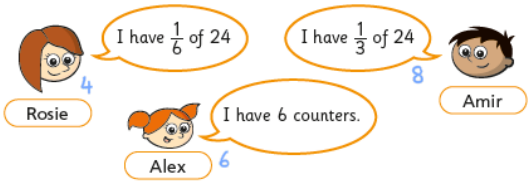
8 Complete the number sentences.

a) $\frac{1}{2}$ of 60 = 30

c) $\frac{1}{5}$ of 250 = 50

b) $\frac{1}{4}$ of 80 = 20

9 Rosie, Amir and Alex each find a fraction of 24 using counters.



a) Order the children from least counters to most counters.

Rosie, Alex, Amir

least counters ... most counters

b) What fraction of the counters does Alex have? $\frac{6}{24} = \frac{1}{4}$

c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24

4 + 8 = 12

$\frac{12}{24}$

Maths Lesson 3 - ANSWERS

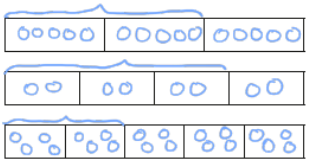
Fractions of a set of objects (2)

1 Draw counters in the bar models to help you complete each number sentence.

a) $\frac{2}{3}$ of 15 = 10

b) $\frac{3}{4}$ of 8 = 6

c) $\frac{2}{5}$ of 20 = 8



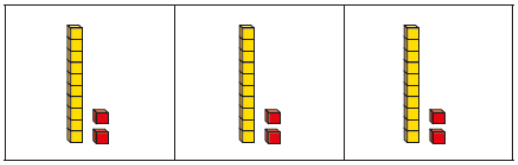
2 Match the questions and answers.

$\frac{2}{3}$ of 9 = ?	9
$\frac{3}{5}$ of 15 = ?	6
$\frac{5}{6}$ of 12 = ?	15
$\frac{3}{4}$ of 20 = ?	10

3 What is $\frac{6}{6}$ of 18? 18

How do you know?

4 Brett uses a bar model and base 10 to find $\frac{2}{3}$ of 36



Use Brett's method to complete the number sentences.

a) $\frac{2}{3}$ of 63 = 42

b) $\frac{3}{4}$ of 48 = 36

c) $\frac{3}{4}$ of 92 = 69

5 Kim uses a bar model and place value counters to find $\frac{2}{3}$ of 36

Use Kim's method to complete the number sentences.

a) $\frac{2}{3}$ of 96 = 64

b) $\frac{3}{5}$ of 60 = 36

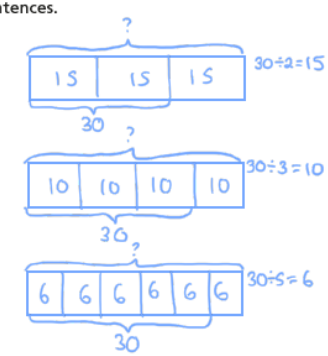
c) $\frac{3}{4}$ of 52 = 39

6 Complete the number sentences.

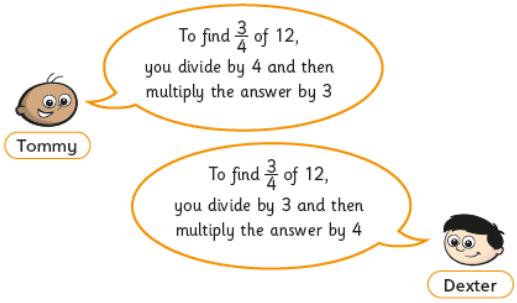
a) $\frac{2}{3}$ of 45 = 30

b) $\frac{3}{4}$ of 40 = 30

c) $\frac{5}{6}$ of 36 = 30



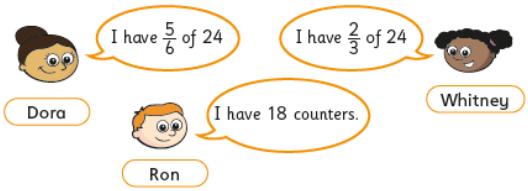
7



Who is correct? Tommy

How do you know? Show your working.

8 Dora, Whitney and Ron each find a fraction of 24 using counters.



a) Who has the most counters? Show your workings.

$\frac{5}{6}$ of 24 = 20 $\frac{2}{3}$ of 24 = 16

Dora

b) How many more counters does Dora have than Whitney?

20 − 16 = 4 4

9 Write fractions to make the statements correct.

e.g. $\frac{1}{6}$ of 36 < 18

$\frac{1}{2}$ of 36 = 18

$\frac{3}{4}$ of 36 > 18

How many different answers can you find for each?

Compare with a partner.

Maths Lesson 4 - ANSWERS

Equivalent fractions (1)

White Rose Maths

1 Shade the bar models to represent the fractions.

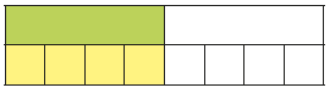
a) Shade $\frac{1}{2}$ of the bar model.

b) Shade $\frac{2}{4}$ of the bar model.

What do you notice?

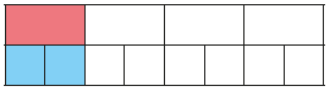
2 Complete the equivalent fractions.

a)



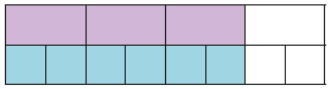
$\frac{1}{2} = \frac{4}{8}$

b)



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

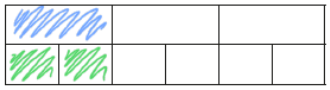
c)



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

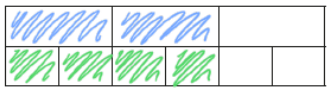
3 Shade the bar models to represent the equivalent fractions.

a)



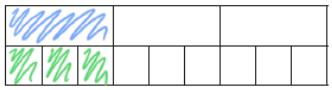
$\frac{1}{3} = \frac{2}{6}$

b)



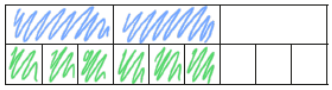
$\frac{2}{3} = \frac{4}{6}$

c)



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

d)

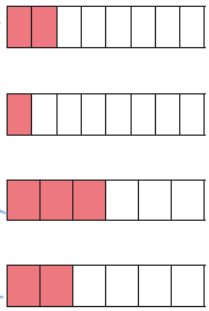


$\frac{2}{3} = \frac{6}{9}$

Can you find any more equivalent fractions using the bar models?

4 Match each bar model to its equivalent fraction.

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{8}$

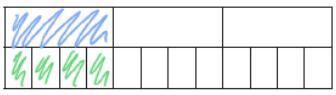


5 Shade the bar models to complete the equivalent fractions.

a)

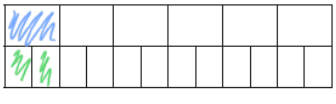
$\frac{1}{2} = \frac{6}{12}$

b)



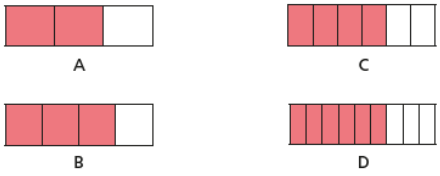
$\frac{1}{3} = \frac{4}{12}$

c)



$\frac{1}{6} = \frac{2}{12}$

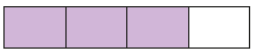
6 The bar models represent fractions.



Which is the odd one out? B

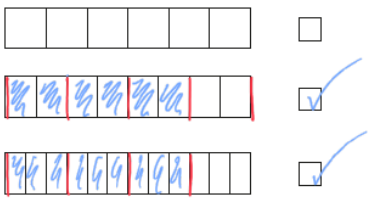
Why do you think this?

7 This bar model represents $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to $\frac{3}{4}$

Shade the bar models to support your answers.



Talk to a partner about your answers.

Maths Lesson 5 – ANSWERS

Equivalent fractions (2)

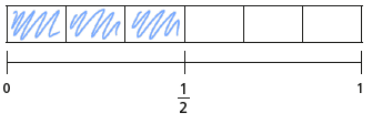
White Rose Maths

1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.

b) Shade $\frac{2}{4}$ of the bar model.

c) Shade $\frac{3}{6}$ of the bar model.

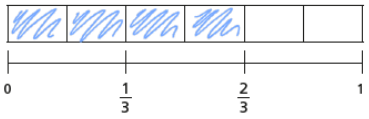


d) What do you notice?

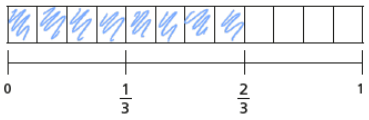
e) Write another fraction that is equivalent to $\frac{1}{2}$ e.g. $\frac{4}{8}$

2 Shade $\frac{2}{3}$ of each bar model.

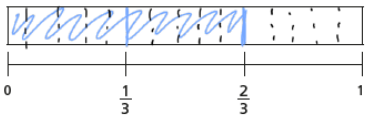
a)



b)



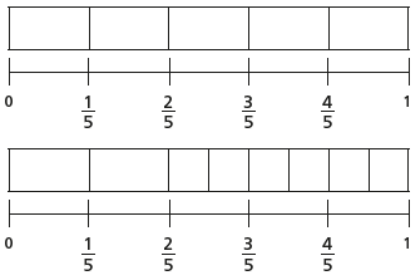
c)

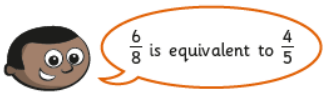


d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$\frac{2}{3} = \frac{4}{6} = \frac{8}{12} = \frac{10}{15}$

3 Mo is finding equivalent fractions.



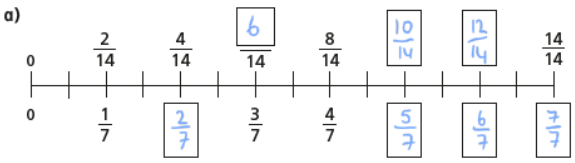


Do you agree with Mo? No

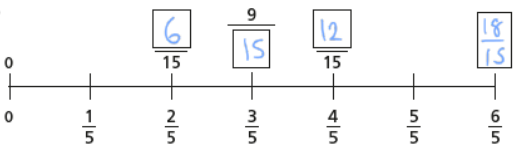
Explain your answer.

4 Find the missing numbers.

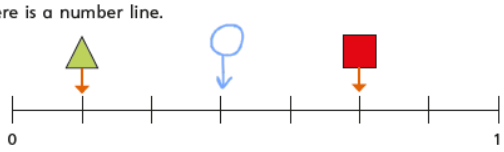
a)



b)



5 Here is a number line.



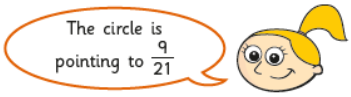
a) What fraction is each shape pointing to?

▲ = $\frac{1}{7}$ ■ = $\frac{5}{7}$

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

c)



Do you agree with Eva? Yes

Show how you worked this out.

d) Write three equivalent fractions for each shape.

e.g.

▲ $\frac{10}{70}$ $\frac{8}{56}$ $\frac{3}{21}$

■ $\frac{50}{70}$ $\frac{40}{56}$ $\frac{15}{21}$

● $\frac{3}{7}$ $\frac{30}{70}$ $\frac{15}{35}$

Compare answers with a partner.

Friday Maths Challenge - ANSWERS

Answers

Challenge 1 - 5 beads

Challenge 2 - 45

Challenge 3 - 482

Challenge 4 - Jacket £56 and Shirt £31

Answers - English Lesson 1

1. stranger
2. rotating
3. spread
4. To cause a space (or container) to become full or almost full
5. It is raining heavily*

Answers – English Lesson 2

1. Somebody was preparing for a wash
   Something was being cooked
2. Upset/sad... because_____*
3. Confused
4. Because the stranger took all the sounds away

Answers - English Lesson 3

1. Grey and away
2. Capital letter
3. Squeaking
   Rustling
   Humming
   Clicking
4. New, rubber soles*
5. Verses

Answers - English Lesson 4

Remember- these are answers you *could* have had

The clanking of the **dirty dishes**

The rustling of the **green leaves**

The crackling of the **tasty rice krispies**

The dripping of the **leaky, old tap**

The chatting of the **smiley, enthusiastic** TV presenters