

Mrs Angel's Group Week 5 (WB 4.5.2020)

Welcome to week 5!

Lots of people found the Oak Academy lessons difficult to navigate. If you got on well with them feel free to continue with them. I have come up with some other ideas as well.

This week we are going to do some revision of multiplication. Keep playing maths games for starter activities. TTRS is a good starter for this week, the more fluent the children are with their times tables the easier this week will be!

Most children will recognize the 'Grid' method of multiplication (https://www.youtube.com/watch?v=LTxql8_dXec) but some children might not be quite ready to move on to this method so I suggest you have a go at making some 'Arrays' (<https://www.youtube.com/watch?v=XOyOVDmJUdo>). Feel free to move between the methods, see how you get on.

Have a go at these calculations (Bronze will work best for those of you using Arrays).

Bronze	Silver	Gold
3x5	32x5	98x3
4x7	48x7	75x4
2x8	24x8	17x6
9x5	29x5	56x7
3x2	37x2	24x9
8x10	86x5	87x8
4x6	45x6	27x3
8x3	18x3	15x9

If your child enjoys computer games, have a look at this: <https://www.bbc.co.uk/games/embed/guardians-mathematica?exitGameUrl=https%3A%2F%2Fbbc.com%2Fbitesize%2Farticles%2Fzn2y7nb>

There are lots of fluency and problem solving questions on this game of varying difficulty, it's also lots of fun!

There are some really good videos from BBC Bitesize here which you may find useful as well <https://www.bbc.co.uk/bitesize/topics/z36tyrd>

Have a great week!

WB 04.05.20

Mrs. Holt's Maths Group

- Don't forget to keep your times tables learning going by playing TT Rock Stars and try Numbots (accessed through the TTRS website) or use top marks activities for a change.
- <https://mathsbot.com/questionGenerator> This website is great for creating questions for you so that you can practise your calculations. Just choose your preferred level of difficulty and the area of maths you would like to work on and away you go!
- <https://corbettmathsprimary.com/5-a-day> There are 5 questions per day, with different levels of difficulty.

Main Activities

- This week I would like the children to continue with the work on fractions that we had just started before we went in to lock down.
- Please follow this link <https://whiterosemaths.com/homelearning/year-3/>
Week 1 - Unit and non-unit fractions, making the whole and tenths – in class we had covered the content in lessons 1-3 but children may wish to have a quick refresh of these before moving on to lessons 4 and 5. There is a video clip to take you through each lesson and a worksheet to go with each lesson, White Rose have stopped parents accessing these online so I will save them all in one document for you.
- If you would like to do more maths the BBC Home learning for this week would also be good revision for the children.
<https://www.bbc.co.uk/bitesize/dailylessons>

Unit and non-unit fractions

1 Write fractions to complete the sentences.



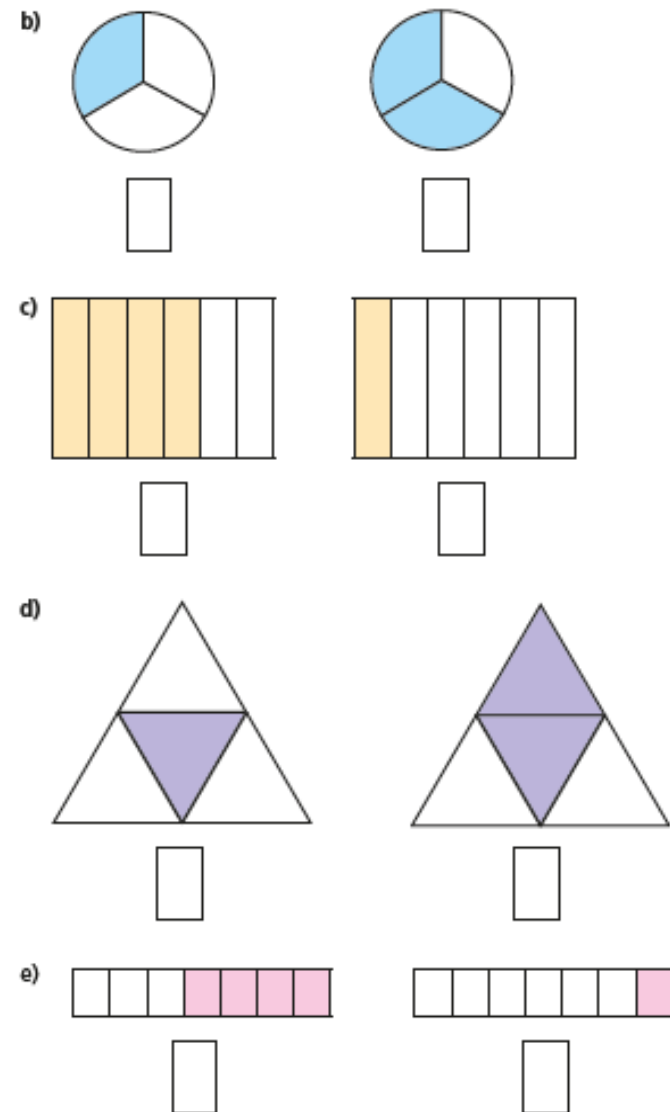
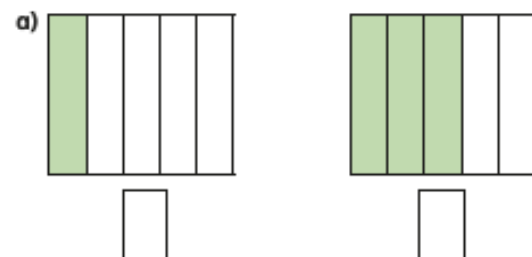
- a) of the counters are yellow.
- b) of the counters are red.

2 Write fractions to complete the sentences.

- a) of the tower is green.
- b) of the tower is yellow.
- c) of the tower is blue.



3 What fraction of each shape is shaded?



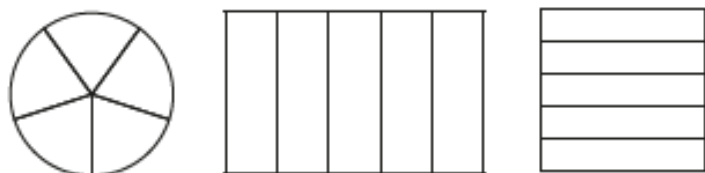
Tick the unit fraction in each pair of shapes.
How did you know which was the unit fraction?



- 4 a) Colour $\frac{1}{5}$ of each shape.



- b) Colour $\frac{3}{5}$ of each shape.



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

- 5 a) Circle $\frac{1}{3}$ of the counters.



- b) Circle $\frac{2}{3}$ of the counters.



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



- 6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

- 7 a) What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

- b) Complete the sentences.

An example of a unit fraction is

The numerator is always

An example of a non-unit fraction is

The numerator is always greater than



Making the whole

1 Here are some counters.



a) What fraction of the counters are yellow?

b) What fraction of the counters are red?

c) Complete the number sentence.

$$\square + \square = \square$$

2 Here is a tower of cubes.



a) What fraction of the tower is green?

b) What fraction of the tower is blue?

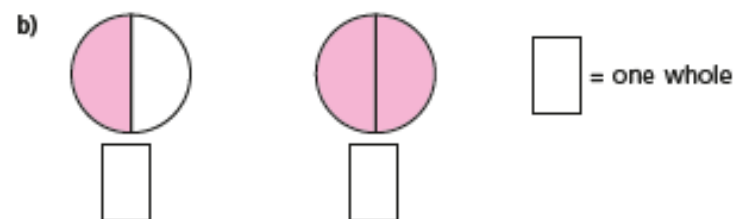
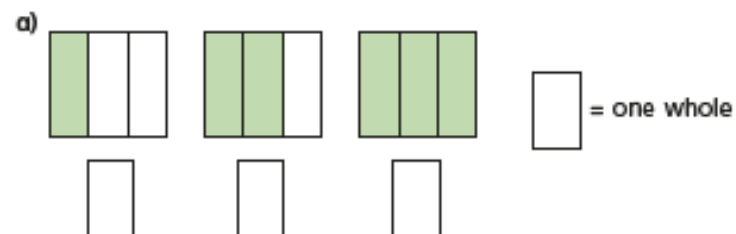
c) Complete the number sentence.

$$\square + \square = \square$$

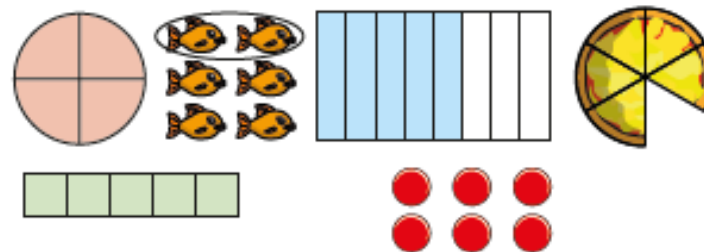
3 What fraction of each shape is shaded?

Which fraction represents a whole?

Fill in the missing fractions.



4 Here are some pictures.



Use the pictures to help you answer the questions.

a) Write three fractions that are less than one whole.

b) Write three fractions that are equal to one whole.

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What do you notice? Talk about it with a partner.

5 Choose a phrase to complete the sentences.

greater than	less than	equal to
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When the numerator is _____ the denominator, the fraction is less than one whole.

When the numerator is _____ the denominator, the fraction is equal to one whole.

6 Circle the fractions that are equivalent to one whole

$\frac{3}{5}$	$\frac{4}{4}$	$\frac{6}{10}$	$\frac{2}{2}$
$\frac{10}{10}$	$\frac{8}{9}$	$\frac{3}{3}$	$\frac{5}{5}$

7 Here are $\frac{1}{3}$ of Jack's marbles.

			
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Draw the rest of Jack's marbles in the bar model.



8 $\frac{2}{7}$ of a group of children are girls.

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What fraction are boys?

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9 Each bar model is worth one whole.

Split the bar model and label the missing fractions.

$\frac{1}{4}$		
$\frac{1}{5}$	$\frac{1}{5}$	
	$\frac{7}{10}$	

10 Complete the number sentences.

a) $\frac{3}{5} + \square = 1$

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

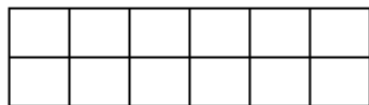
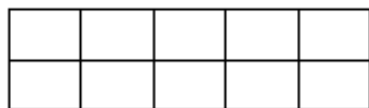
b) $\square + \frac{4}{10} = 1$

d) $\frac{9}{9} = \square + \frac{5}{9}$



Tenths

- 1 Tick the pictures that show tenths.



- 2 Write fractions to complete the sentences.



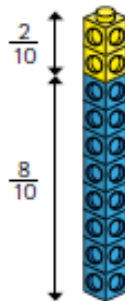
a) of the counters are yellow.

b) of the counters are red.

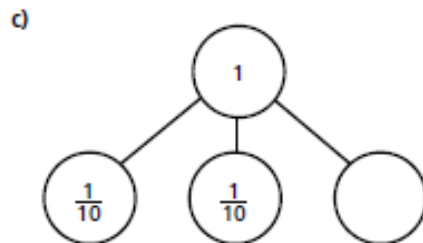
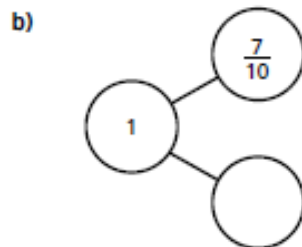
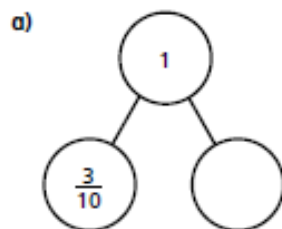
c) of the counters are green.

- 3 Amir has some blue and yellow cubes.
He makes a tower using 10 cubes.

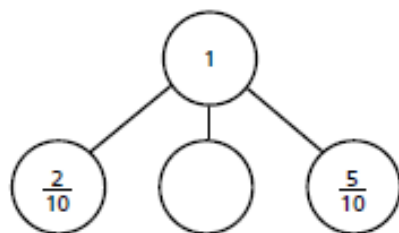
Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.



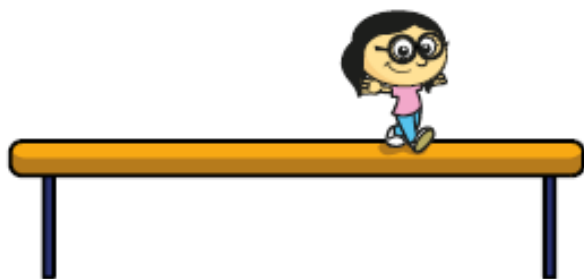
- 4 Complete the part-whole models.



d)



- 5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.



How many tenths does she have left to travel?

- 6 10 boys share 3 pizzas equally.



What fraction of a pizza do they each get?

- 7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?

- 8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

What fraction could be yellow?

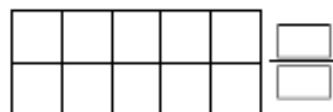
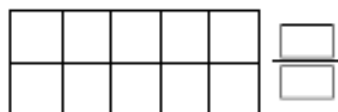
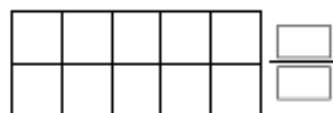
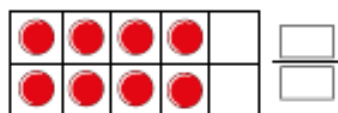
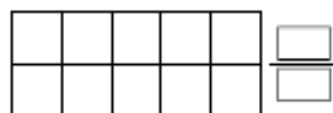
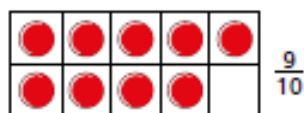
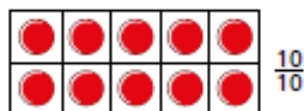
How many possible answers can you find?

Compare answers with a partner.



Count in tenths

1 Continue the sequence.

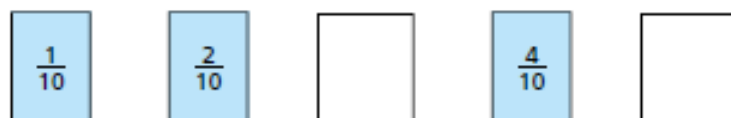


2 Continue the sequence.

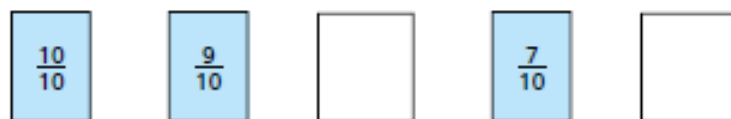


3 Write the missing fractions in each sequence.

a)



b)



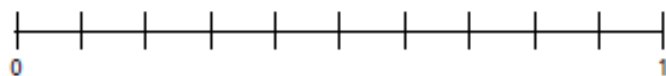
4 What fraction is each arrow pointing to?



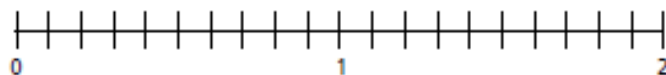
A = B = C =

5 Write the fractions in the correct places on the number lines.

a) $\frac{5}{10}$ $\frac{9}{10}$ $\frac{3}{10}$ $\frac{10}{10}$

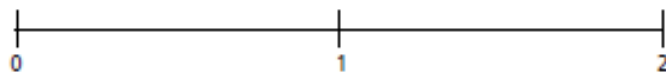


b) $\frac{6}{10}$ $\frac{14}{10}$ $\frac{18}{10}$

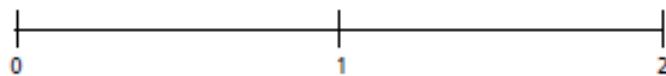


6 Draw and label arrows to estimate the position of the fractions on the number lines.

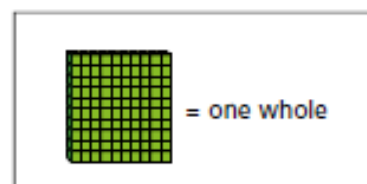
a) $\frac{5}{10}$ $\frac{15}{10}$ $\frac{20}{10}$



b) $\frac{3}{10}$ $\frac{11}{10}$ $\frac{19}{10}$

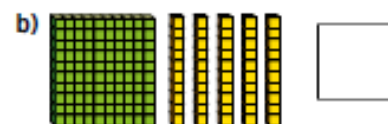
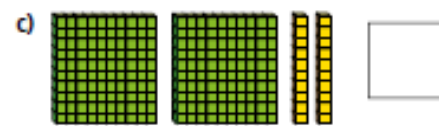


7



= one whole

What number is represented in each picture?



8

Whitney is thinking of a fraction.



My fraction is more than one whole but less than 2
My fraction has an odd number as the numerator.

What could Whitney's fraction be?

List all the possible fractions.

Compare answers with a partner.

Tenths as decimals



1 Complete the table.

Representation	Words	Fraction	Decimal
	1 tenth		0.1
		$\frac{7}{10}$	
			0.3
	5 tenths		

2 Match each bar model to the equivalent decimal.



0.8

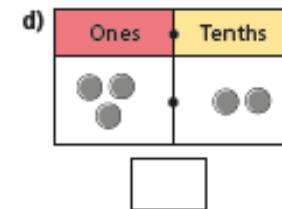
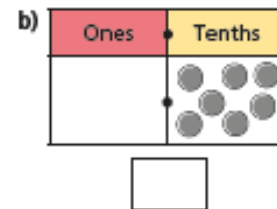
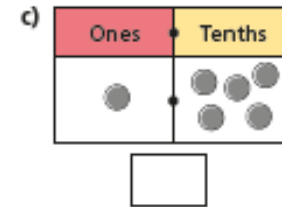
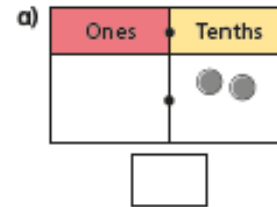


0.6

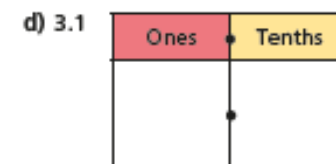


0.4

3 Mo is using a place value chart to represent numbers. Write each number as a decimal.



4 Draw counters to represent the numbers.



5 Continue the pattern.

$\frac{1}{10}$	0.2	3 tenths	$\frac{4}{10}$	0.5
6 tenths				

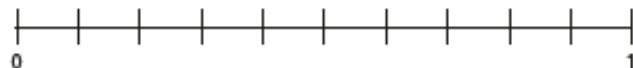
6 What decimal is each arrow pointing to?



A = B = C =

7 Estimate the position of the decimals on the number lines.

a) 0.1 0.5 0.8

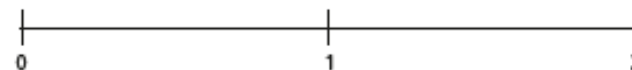


b) 0.4 0.7 0.9



c)

0.6 1.2 1.7



8 Complete the statements.

a) $0.2 > \frac{\square}{10}$

c) tenths = 0.7

b) $0.8 < \frac{\square}{10}$

d) = $\frac{12}{10}$

Is there more than one answer for each?

9 Aisha places 6 counters onto this place value chart.



List all the possible numbers she could represent.



KG/AM Maths Group

Hello all and welcome to a new week of home learning,

- Don't forget your **five a day!**
<https://corbettmathsprimary.com/5-a-day/>
- Keep practising your **times tables** with TT Rockstars.
- **I'm thinking of a number...**

I start with a number. I multiply it by 7. I add 5. I end up with number 54. What number did I start with?	I start with a number. I multiply it by 8. I add 6. I end up with number 86. What number did I start with?	I start with a number. I multiply it by 6. I add 9. I end up with number 57. What number did I start with?	I start with a number. I multiply it by 9. I subtract 8. I end up with number 100. What number did I start with?
I start with a number. I divide it by 6. I subtract 4. I end up with number 7. What number did I start with?	I start with a number. I divide it by 5. I subtract 10. I end up with number 20. What number did I start with?	I start with a number. I divide it by 4. I add 15. I end up with number 45. What number did I start with?	I start with a number. I divide it by 11. I add 18. I end up with number 25. What number did I start with?

Remember to solve these you need to work backwards and use inverse operations. E.g. To solve the first one, you would need to do: $54 - 5 = 49$, then $49 \div 7 = 7$ so the starting number is 7.

Can you think of some examples of your own for someone in your family to solve?

If you would like to, you can continue with your White Rose Maths Learning. (If you are on week three of the summer term, the focus for the Year 4 lessons is now multiplication.)

A. If you feel confident, there are five lessons for you to complete on:
<https://whiterosemaths.com/homelearning/year-4/>

B. If you feel you would prefer to continue to revisit previous learning, then try watching the videos and completing the activities on:
<https://whiterosemaths.com/homelearning/year-3/>

Rationing Maths

On Friday this week it is the 75th Anniversary of VE Day, a day which commemorates the end of the Second World War in Europe.

During The Second World War, some foods were rationed with each person being given a ration book.

This table shows the rations for one person for a week:

Product	Ration	Cost in pre-decimal pence
Fresh eggs	1	1 pence
Bacon/ham	110g (4oz)	1 ½ pence
Cheese	55g (2oz)	1 pence
Sugar	220g (8oz)	1 pence
Meat	110g (4oz)	1 ½ pence
Margarine	25g (1oz)	½ pence
Tea	160g (6oz)	1 pence
Jam	135g (5oz)	1 pence
Milk	1800ml (3 pints)	1 pint = 4 pence
Sweets	80g (3oz)	1 pence

The ration measurements are written in two different ways. Why is this? Could you use the information in the table to work out the total weekly rations for a family of 4? A family of 5? Could you also work out the cost of the rations for the family too?

During these days, grown-ups would also have to adapt recipes as they may not have had all the ingredients they needed, for example, making cakes without using eggs. Could you ask a grown-up to help you find a war time recipe and make it together?

Something different....Have you tried the **BBC Bitesize** daily lessons yet?

There are new Maths lessons published daily and you can also revisit lessons from previous days.

<https://www.bbc.co.uk/bitesize/dailylessons>

Calculations: <https://mathsbot.com/questionGenerator>

On this website, you can generate questions to help you to practise your calculation skills. You can choose your level of difficulty, the area of Maths you would like to work on and set yourself a time limit!