Home Learning Pack

Year 6

Name……

For every lesson you should watch the lesson on:

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

Then complete the activity. You can either send your answers to your teacher on **PurpleMash** so it can be marked or complete on the paper and return your **Home Learning Pack** to school at the end of the week.

Year 6/ P7 online lessons

Monday 4 May - Friday 8 May

BBC Bitesize Daily lessons

Monday	Tuesday	Wednesday	Thursday	Friday
English To investigate setting descriptions and context	**English** To use personification effectively in a setting description	**English** To use relative clauses to add detail to a setting description	**English** Reading lesson: Tell Me No Lies by Malorie Blackman	**Bank Holiday**
Maths Simplify fractions using knowledge of common factors	**Maths** Compare and order fractions	**Maths** Add and subtract fractions	**Maths** Adding and subtracting mixed numbers	
History What did the Ancient Egyptians believe in?	**Geography** Trade and economic activity	**Science** How plants reproduce	**Computing** Algorithms and debugging	

Find all this content and more at: **bbc.co.uk/bitesize/dailylessons**

	Monday 4th May 2020	
8:30	**Breakfast**	
9:00	English- BBC - **How to investigate setting descriptions and context.** •Watch the video clips and complete the activities.	https://www.bbc.co.uk/bitesize/dailylessons
10:00	Maths- BBC- **Simplify fractions using knowledge of common factors** •Watch the video clips and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
11:00	Break Time	
11:30	Quiet Reading •Read a reading book or log onto http://www.scholasticlearningzone.com	Check your Purple Mash email for your log in details.
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	History – BBC- **Ancient Egyptians** •Watch the video clips and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
14:00	Additional English & Maths - **See our school website - Hamilton Trust Daily Tasks**	
15:30	Relax	

Monday 4th May 2020

English

LI - To investigate setting descriptions and context.

Look at the image, where do you think it has been set?
How do you know?
What does the setting tell you about the story?

Fractions

Key Vocabulary
numerator
denominator
proper fraction
improper fraction
factor
highest common multiple
lowest common multiple
equivalents
common numerator
common denominator
decimal equivalent
simplify
simplest form
mixed number
whole number
mixed number

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Simplify Fractions

$\frac{9}{12}$

Factors of 9:
1, 3, 9

Factors of 12:
1, 2, 3, 4, 6, 12

$\frac{9}{12} = \frac{3}{4}$ (÷3 above, ÷3 below)

Monday 4th May 2020

Maths

LI - To simplify fractions using knowledge of common factors

Maths

Simplify fractions using knowledge of common factors

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

Alex is simplifying $\frac{8}{12}$ by dividing the numerator and denominator by their highest common factor.

Factors of 8: 1, 2, **4**, 8
Factors of 12: 1, 2, 3, **4**, 6, 12
4 is the highest common factor.

$\frac{8}{12} = \frac{2}{3}$ (÷ 4 above, ÷ 4 below)

Use Alex's method to simplify these fractions:

$\frac{6}{9}$ $\frac{6}{18}$ $\frac{10}{18}$ $\frac{10}{15}$ $\frac{15}{50}$

Mo has 3 boxes of chocolates. 2 boxes are full and one box is $\frac{4}{10}$ full.

To simplify $2\frac{4}{10}$, keep the whole number the same and simplify the fraction. $\frac{4}{10}$ simplifies to $\frac{2}{5}$

$2\frac{4}{10} = 2\frac{2}{5}$

Use Mo's method to simplify:

$3\frac{4}{8}$, $5\frac{9}{21}$, $2\frac{7}{21}$, $\frac{32}{10}$, $\frac{32}{6}$

Simplifying Fractions

Aim: use common factors to simplify fractions

Use common factors, simplify the following fractions to their simplest form:

1. $\frac{15}{33}$ = ___

2. $\frac{12}{15}$ = ___

3. $\frac{9}{36}$ = ___

4. $\frac{14}{20}$ = ___

5. $\frac{115}{230}$ = ___

6. $\frac{14}{49}$ = ___

7. $\frac{4}{18}$ = ___

8. $\frac{15}{85}$ = ___

9. $\frac{6}{50}$ = ___

10. $\frac{3}{\quad}$ = $\frac{1}{4}$

11. $\frac{\quad}{45}$ = $\frac{3}{5}$

12. $\frac{32}{48}$ = $\frac{\quad}{3}$

13. $\frac{35}{80}$ = $\frac{7}{\quad}$

14. $\frac{\quad}{42}$ = $\frac{1}{3}$

15. $\frac{48}{\quad}$ = $\frac{1}{2}$

16. $\frac{18}{72}$ = $\frac{\quad}{4}$

17. $\frac{28}{84}$ = $\frac{1}{\quad}$

18. $\frac{4}{\quad}$ = $\frac{1}{\quad}$

19. $\frac{4}{\quad}$ = $\frac{2}{\quad}$

20. $\frac{\quad}{\quad}$ = $\frac{8}{\quad}$

21. $\frac{\quad}{12}$ = $\frac{\quad}{6}$

22. $\frac{5}{\quad}$ = $\frac{1}{\quad}$

23. $\frac{14}{\quad}$ = $\frac{1}{\quad}$

24. ___ = ___

25. ___ = ___

26. ___ = ___

27. ___ = ___

Find the total of the fractions.
Give your answer in its simplest form.

$\frac{5}{9} + \frac{1}{9} =$ $\frac{5}{9} + \frac{3}{9} =$ $\frac{5}{9} + \frac{7}{9} =$

Do all the answers need simplifying?
Explain why.

Tommy is simplifying $4\frac{12}{16}$

$$4\frac{12}{16} = 1\frac{3}{4}$$

Explain Tommy's mistake.

Sort the fractions into the table.

Simplifies to $\frac{1}{2}$	Simplifies to $\frac{1}{3}$	Simplifies to $\frac{1}{4}$

$\frac{5}{15}$ $\frac{2}{4}$ $\frac{4}{16}$ $\frac{8}{16}$ $\frac{5}{10}$ $\frac{3}{9}$ $\frac{6}{12}$ $\frac{2}{8}$

Can you see any patterns between the numbers in each column?
What is the relationship between the numerators and denominators?
Can you add three more fractions to each column?

Complete the sentence to describe the patterns:
When a fraction is equivalent to ____, the numerator is _____ the denominator.

Monday 4th May

History

LI - To know what life was like for the Ancient Egyptians.

History

What did the Ancient Egyptians believe in?

Watch the clip on BBC Bitesize:

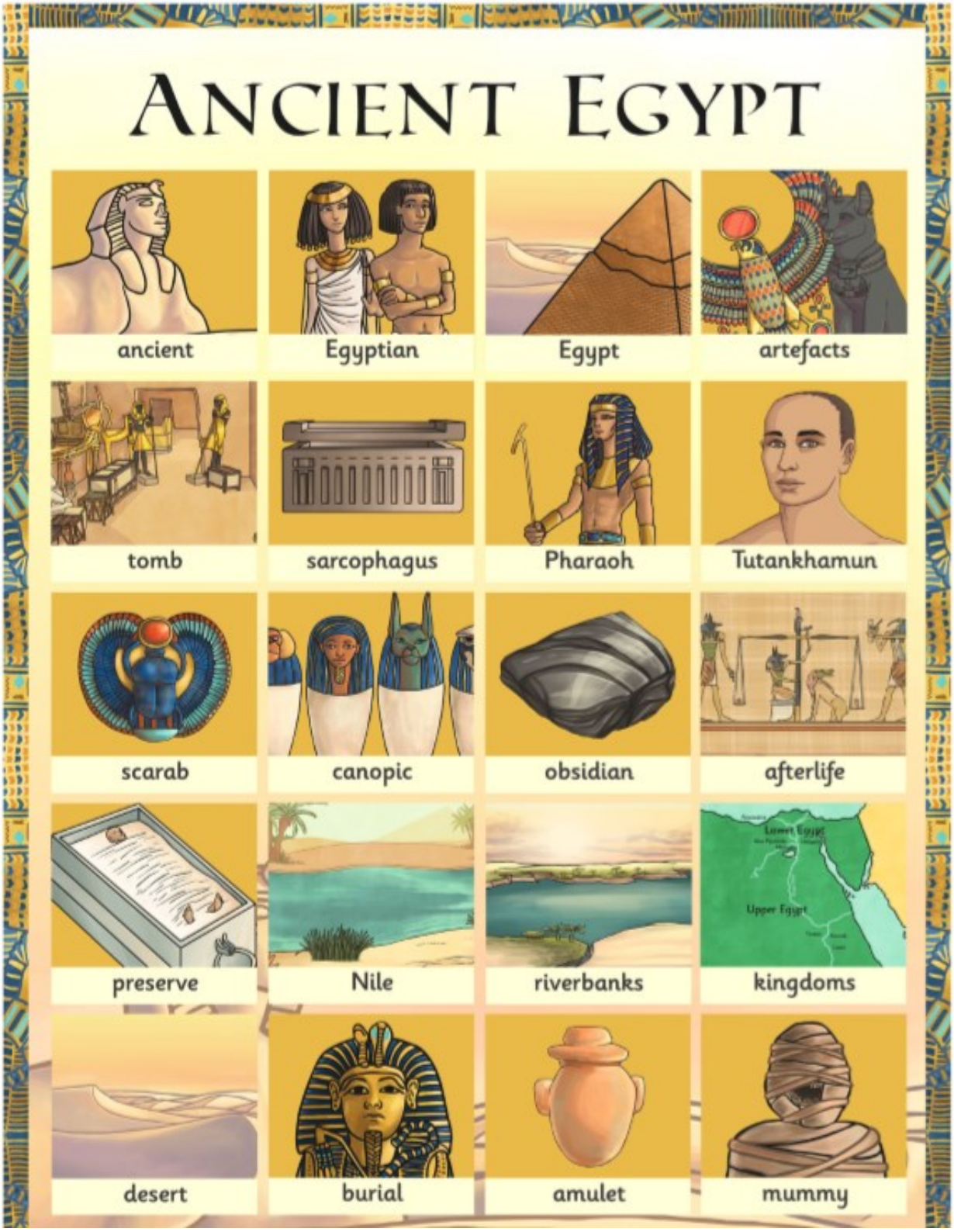
https://www.bbc.co.uk/bitesize/dailylessons.

Complete the activity below. You can either send your answers to your teacher on **Purple Mash** so it can be marked or complete on the paper and return your **Home Learning Pack** to school at the end of the week.

Monday 4th May

History

LI - To know what life was like for the Ancient Egyptians.



Monday 4th May: History

GODS AND GODDESSES
Ancient Egyptian Religion

There were more than 2000 gods in ancient Egypt. Most took human form but some had the heads of animals. Here is a selection of the more important gods that Egyptians would have worshipped.

1. **Ra:** Ra was god of the Sun and the lord of the gods. He is shown to have the body of a human and the head of a falcon. Above his head sits a sun disc with a sacred cobra twisted round it. It is said that Ra sailed the heavens in a boat called 'Barque of Millions of Years'. At the end of every day many thought Ra had died as he sailed through the night in the Underworld leaving the Moon to light the night sky until he was born again at dawn.

2. **Amun:** Amun was an important god because it is said that he created all things. However, there are not many stories or pictures of him as he was invisible. Many of the pictures of him come from when he mixes with another god like Ra, when he becomes Amun-Ra. Amun is usually in human form but sometimes has a ram's head.

3. **Horus:** Horus has the head a hawk which makes him look similar to Ra but Horus has a crown made to look like the two parts of Egypt, the red and the white to show that he ruled all of the land. Horus was the god of the sky and it was believed that the pharaohs were a living version of Horus making them godlike.

4. **Thoth:** Thoth was the god of wisdom, writing, time and the moon. The ancient Egyptians believed that Thoth created hieroglyphics and kept a record of all knowledge. He has the head of an ibis bird, a long beaked bird common in Egypt.

5. **Ma'at:** Ma'at was the goddess of truth, justice and harmony and the wife of Thoth. A pharaoh had to promise to follow Ma'at and be a fair and honest leader.

6. **Isis:** Isis is the mother of Horus and the queen of the goddesses. Sometimes she is shown to have a throne on her head and other times she has a sun disk similar to Hathor.

7. **Osiris:** Osiris is the god of the dead and husband of Isis. He is shown wearing the white linen wrapping from a mummy. He wears a white crown with large feathers. Although he was the god of the Underworld, Egyptians still liked him for helping people pass on to the next life.

8. **Hathor:** Hathor was the goddess of love, music and dance. She looked after all women in life and death. Hathor sometimes took the form of a cow with a sun disk above her head.

9. **Anubis:** Anubis was the god of embalming, the mummification ritual.It is believed he made the first mummy, Osiris. Anubis was the guide of the dead, he helped them pass to the next life. It was said that Anubis would wait for you in the hall of the dead to weigh your heart. If your heart was lighter than Ma'at's feather, you would live forever. If it was heavier, your heart would be eaten by the demon Ammit. Anubis had the head of a jackal.

10. **Sekhmet:** Sekhmet was goddess of war, fire and medicine. She has a head of a lion, the best hunter known to the Egyptians and her breath is said to have created the desert.

Ancient Egyptian Gods

1. How do you think the author selected these ten gods from a list of 2000?

2. What does the author mean by the word 'mummification'?

3. Find a word in section nine that means the same as a religious act.

4. If you could choose the head of a bird for yourself, which bird would you choose and why?

5. What do you think the Egyptians meant by a 'heavy heart'?

6. Why do you think the Egyptians had so many gods?

7. Why is it important to know about ancient Egyptian gods?

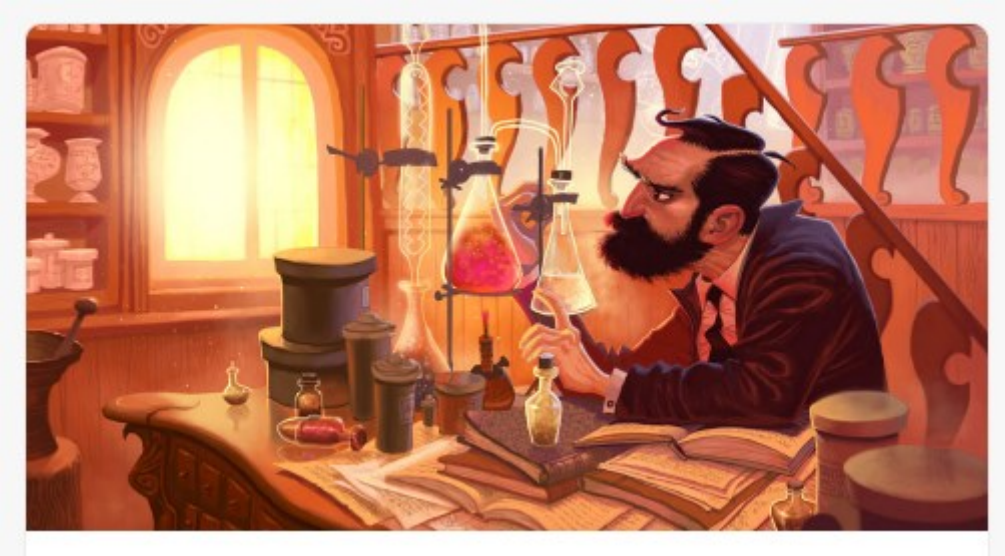
8. How does the layout of this text help you to understand the information better?

	Tuesday 5th May 2020	
8:30	Breakfast	
9:00	English- BBC - **To use personification.** •Watch the videos and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
10:00	Maths-BBC- **To compare and order fractions.** •Watch the videos and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
11:00	Break Time	
11:30	Quiet Reading •Read a reading book or log onto http://www.scholasticlearningzone.com	Check your Purple Mash email for your log in details.
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	Geography – **To understand trade and economic activity.** •Watch the video clips and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
14:00	Additional English & Maths - **See our school website - Hamilton Trust Daily Tasks**	
15:30	Relax	

Tuesday 5th May 2020

English

LI - To use personification.



Look at the image.

Write a paragraph including personification sentences to describe the setting.

Tuesday 5th May 2020

Maths

LI - To compare and order fractions.

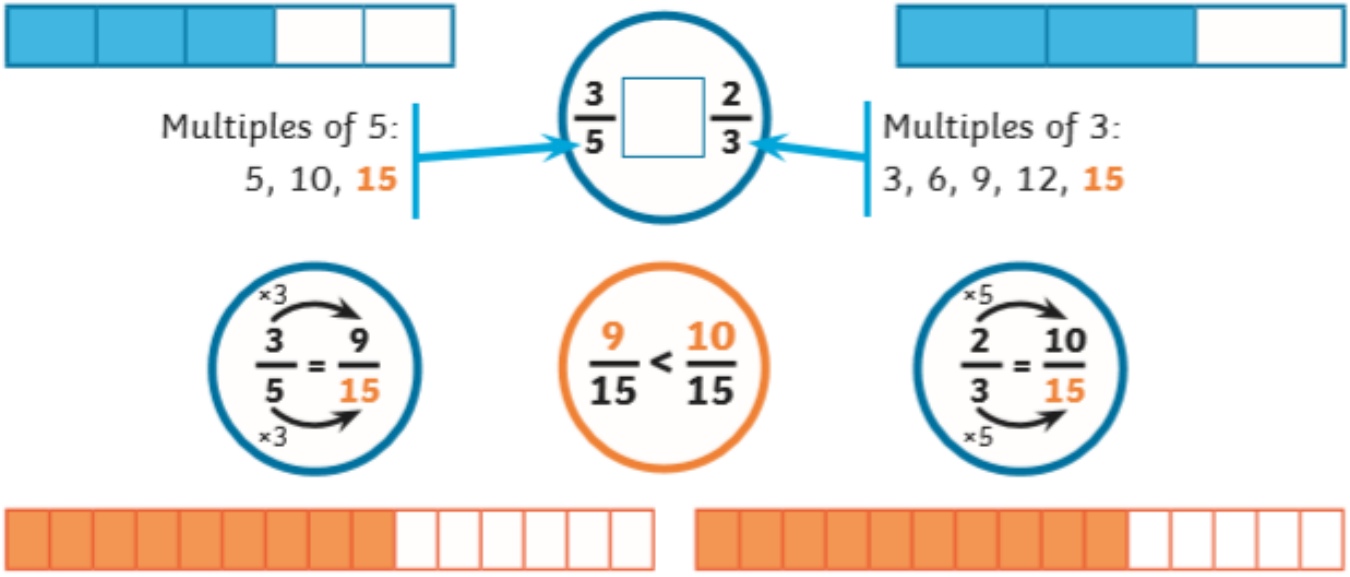
Maths

Compare and order fractions

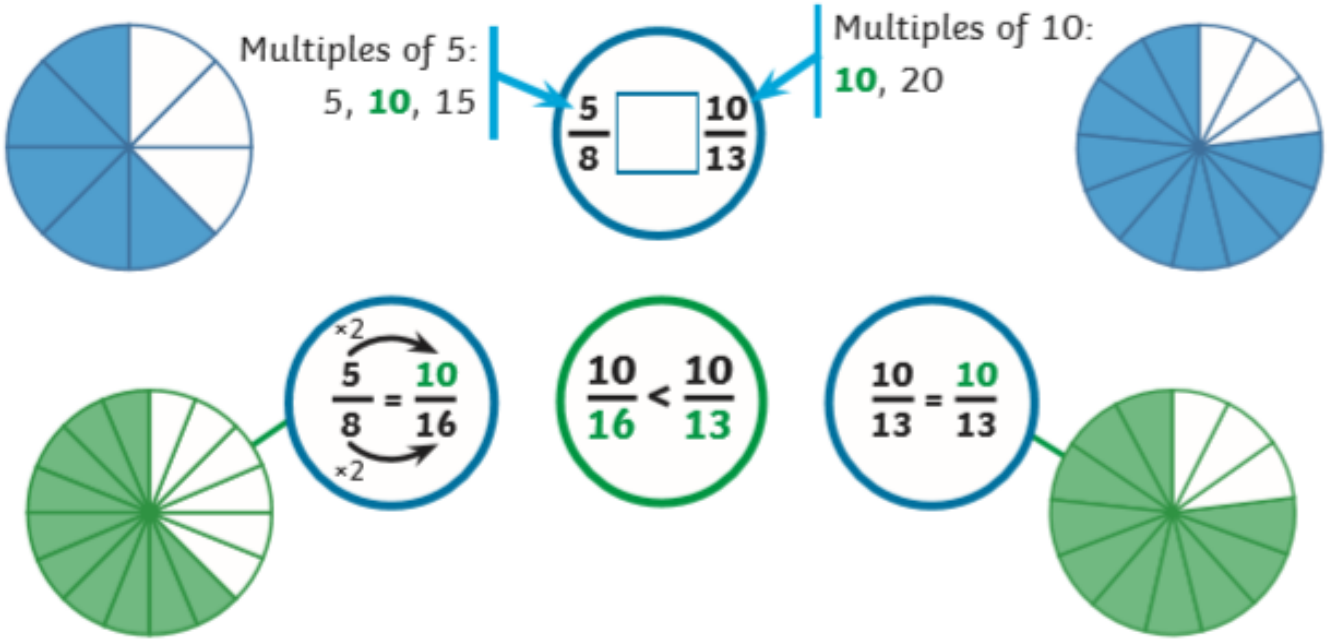
https://www.bbc.co.uk/bitesize/dailylessons

Compare and Order Fractions

Use the Common Denominator



Use the Common Numerator



Varied Fluency

Use the bar models to compare $\frac{3}{4}$ and $\frac{2}{3}$

____ is greater than ____

____ is less than ____

Dora is comparing $\frac{5}{6}$ and $\frac{3}{4}$ by finding the lowest common multiple of the denominators.

Multiples of 6: 6, 12, 18, 24
Multiples of 4: 4, 8, 12, 16,
12 is the LCM of 4 and 6

$\frac{5}{6} = \frac{10}{12}$ $\frac{3}{4} = \frac{9}{12}$

$\frac{10}{12} > \frac{9}{12}$

Use Dora's method to compare the fractions.

$\frac{4}{5} \bigcirc \frac{3}{4}$ $\frac{3}{5} \bigcirc \frac{4}{7}$ $\frac{3}{4} \bigcirc \frac{7}{10}$ $2\frac{2}{5} \bigcirc 2\frac{3}{8}$

Order the fractions in descending order.

$\frac{3}{8}, \frac{11}{20}, \frac{1}{2}, \frac{2}{5}, \frac{3}{4}, \frac{7}{10}$

Which fraction is the greatest?
Which fraction is the smallest?

Teddy is comparing $\frac{3}{8}$ and $\frac{5}{12}$

To find the lowest common multiple, I will multiply 8 and 12 together.
$8 \times 12 = 96$
I will use a common denominator of 96

Is Teddy correct?
Explain why.

Use the digit cards to complete the statements.

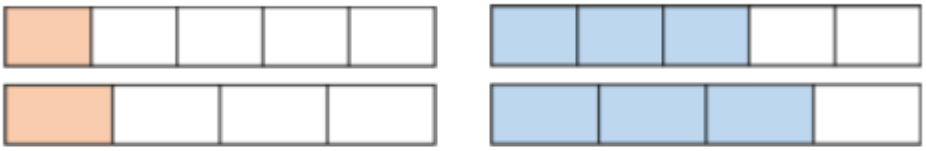
$\frac{\square}{4} > \frac{\square}{6}$ $\frac{\square}{4} < \frac{6}{\square}$

Find three examples of ways you could complete the statement.

$\frac{\square}{\square} < \frac{\square}{\square}$

Can one of your ways include an improper fraction?

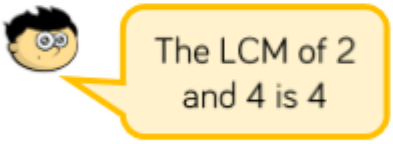
Compare the fractions.



$\frac{1}{5} \bigcirc \frac{1}{4}$ $\frac{1}{5} \bigcirc \frac{3}{5}$ $\frac{1}{4} \bigcirc \frac{3}{4}$ $\frac{3}{5} \bigcirc \frac{3}{4}$

When the denominators are the same, the _____ the numerator, the _____ the fraction.
When the numerators are the same, the _____ the denominator, the _____ the fraction.

Jack is comparing $\frac{2}{5}$ and $\frac{4}{7}$ by finding the LCM of the numerators.



$\frac{2}{5} = \frac{4}{10}$ $\frac{4}{10} < \frac{4}{7}$

Use Jack's method to compare the fractions.

$\frac{3}{5} \bigcirc \frac{12}{17}$ $\frac{6}{11} \bigcirc \frac{3}{5}$ $\frac{5}{9} \bigcirc \frac{4}{7}$ $\frac{8}{5} \bigcirc \frac{12}{7}$

Mo is comparing the fractions $\frac{3}{7}$ and $\frac{6}{11}$

He wants to find a common denominator.

Explain whether you think this is the most effective strategy.

Two different pieces of wood have had a fraction chopped off.

Here are the pieces now, with the fraction that is left.

Which piece of wood was the longest to begin with?

Explain your answer.

Can you explain your method?

Explain

Explain how you would work out which fraction is larger?

$\frac{17}{12}$ and $\frac{25}{18}$

Compare

Use the symbols <, = and > to compare these pairs of fractions:

$\frac{17}{10}$ and $\frac{13}{8}$

$\frac{9}{4}$ and $\frac{13}{5}$

$\frac{31}{12}$ and $\frac{18}{7}$

$\frac{9}{2}$ and $\frac{40}{9}$

$\frac{14}{3}$ and $\frac{37}{8}$

Order

Explain why these fractions are not in order from smallest to largest?

$\frac{4}{5}$ $\frac{5}{8}$ $\frac{7}{6}$ $\frac{11}{10}$ $\frac{13}{15}$

Why do you think someone might put them in this order?

Put them in the correct order.

Trade and Economics | What Do We Trade?

I can explain the UK's trade links with other countries.		
I can explain what trading is.		
I can explain the difference between imports and exports.		
I can explain why countries need to import goods.		
I can list some goods exported from the UK.		
I can list some goods imported to the UK.		

Tuesday 5th May 2020

Geography

LI - To understand trade and economic activity.

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

Geography

Trade and economic activity

What Is Trading?

What do you think the word **trading** means in the context of a country?

Trade – Buying and selling goods and services.

Import – Goods or services purchased from one country and brought into the UK.

Export – Goods or services made in the UK and sold to another country.

200 multinational companies control much of the world's trade.

More than half the world's trade takes place between just eight countries known as the G8. These eight countries are:


Canada


Germany


France


Italy


Japan


Russia


United Kingdom


USA

UK Imports and Exports

Which items do you think are exported from the UK? Which are imported into the UK? Which are both imported *and* exported?

Imported	Exported	Both

Coffee beans	Aircraft parts	Bananas	Cars	Computers
Medicines	Scrap iron	Whisky	Oil and gas	Tartan kilts

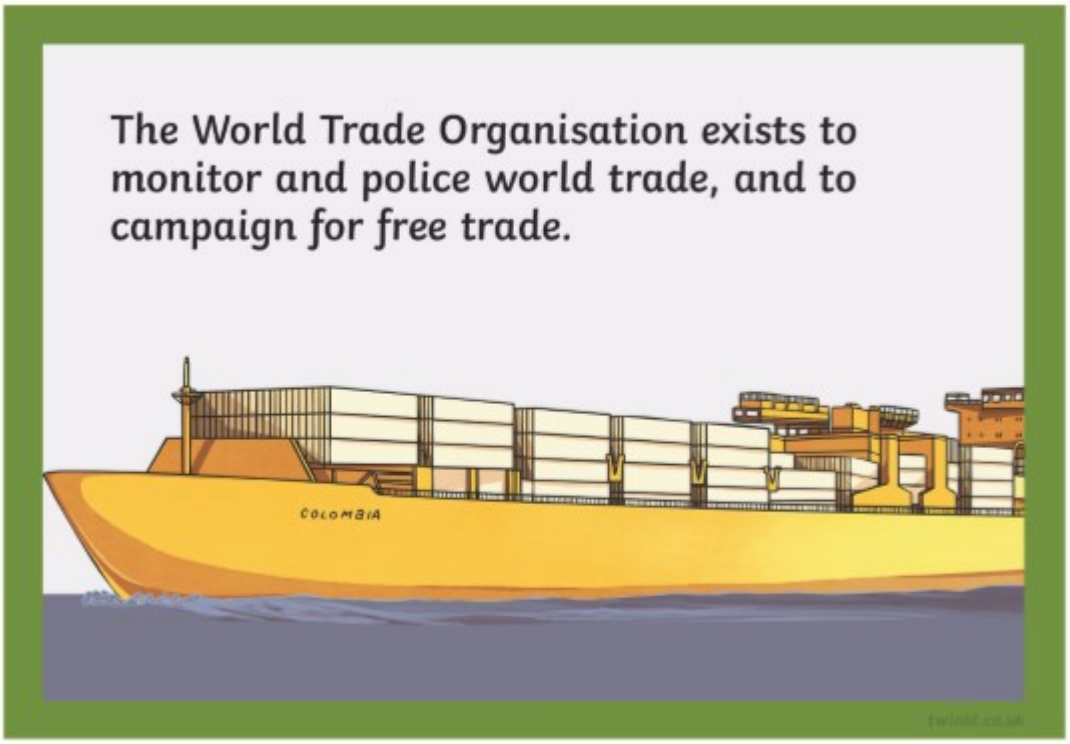
How did you decide which goods and services are imported?

Can you explain why some goods are both imported to *and* exported from the UK?

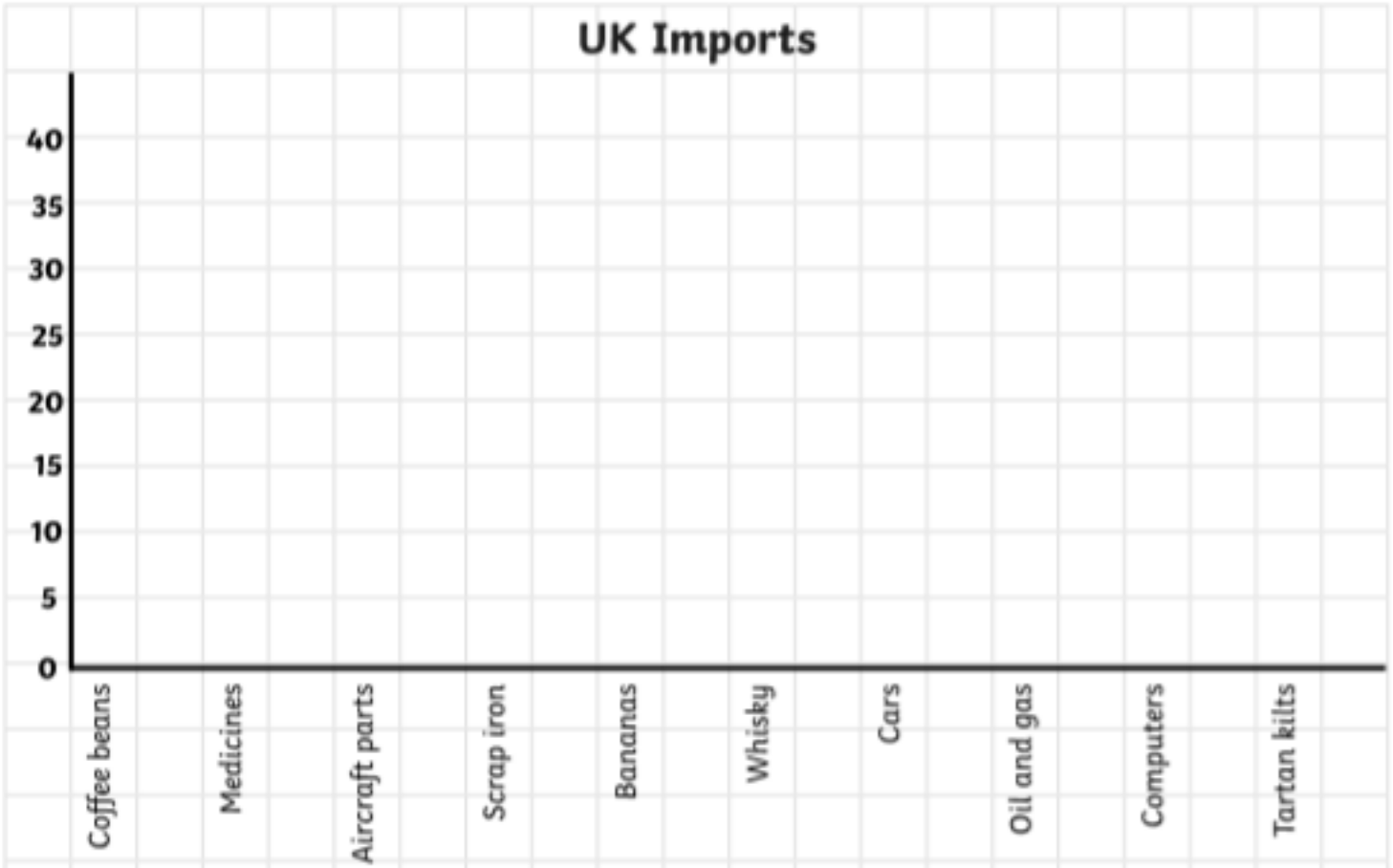
UK Imports and Exports

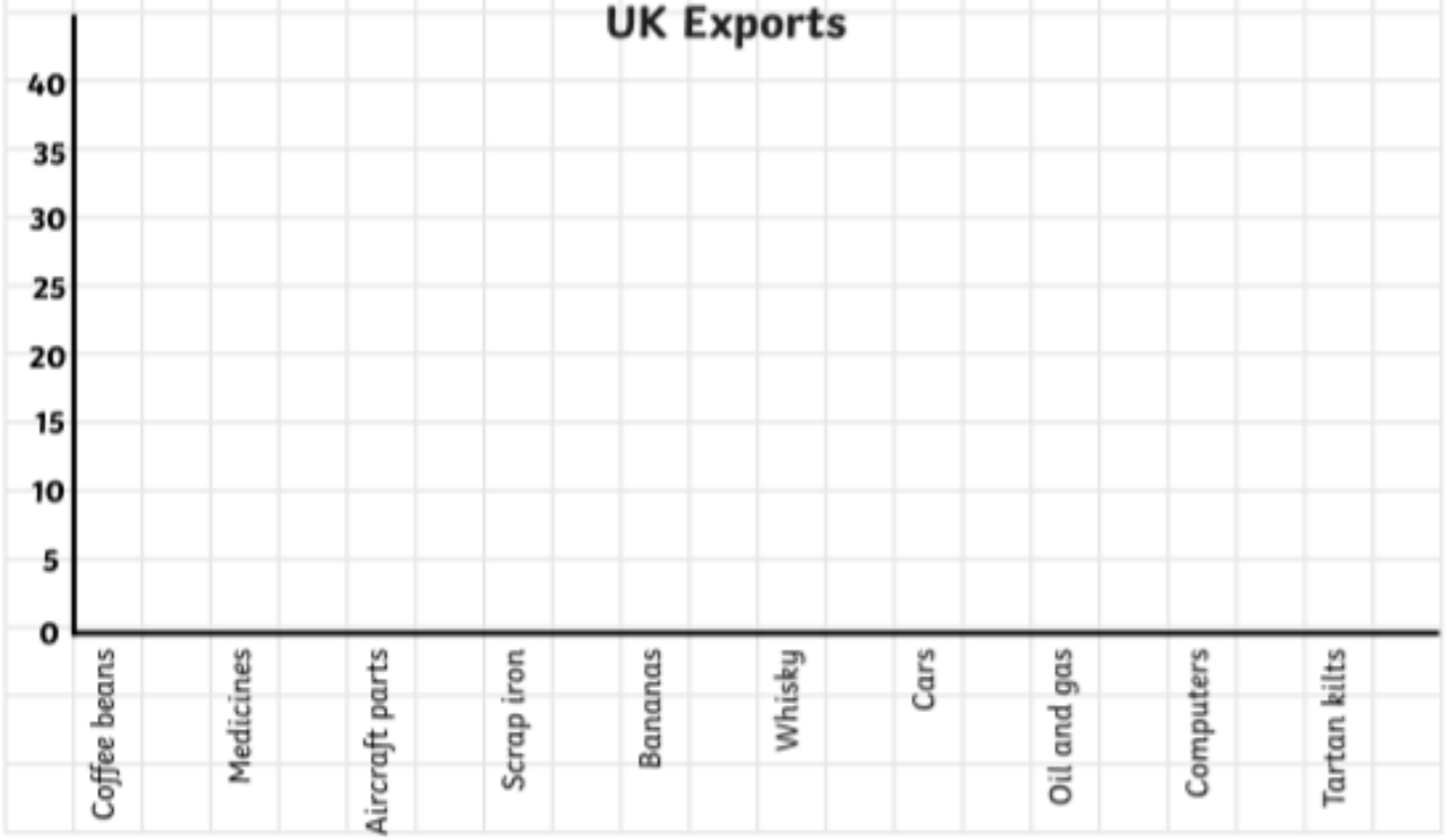
Use the data provided and the axes on the next page to show UK imports and exports.

Traded item	Import value (billions of £)	Export value (billions of £)
Coffee beans	3	0
Medicines	15	17
Aircraft parts	3	5
Scrap iron	0	2
Bananas	0.5	0
Whisky	0	5
Cars	32	12
Oil and gas	33	19
Computers	11	3
Tartan kilts	0	0.2



UK Imports and Exports





	Wednesday 6th May 2020	
8:30	Breakfast	
9:00	English- BBC - **To use relative clauses.** •Watch the videos and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
10:00	Maths-BBC– **Add and subtract fractions.** •Watch the videos and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
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12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	Science – BBC– **To understand how plants reproduce.** •Watch the video clips and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
14:00	Additional English & Maths - **See our school website - Hamilton Trust Daily Tasks**	
15:30	Relax	

Wednesday 6th May

English

LI - **To use relative clauses.**

Use a complex sentence to describe the setting e.g.

The professor, who was squinting due to the light, looked at his experiment.

Wednesday 6th May

Maths

LI - To add and subtract fractions.

Maths

Add and subtract fractions

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

Fractions

Adding and Subtracting Proper Fractions

Same Denominators

$\frac{4}{7}+\frac{2}{7}=\frac{6}{7}$

$\frac{8}{11}-\frac{3}{11}=\frac{5}{11}$

Different Denominators

$\frac{2}{7}\quad\frac{3}{5}$

Multiples of 7: 7, 14, 21, 28, **35**
Multiples of 5: 5, 10, 15, 20, 25, 30, **35**

$\frac{2}{7}=\frac{10}{35}, \frac{3}{5}=\frac{21}{35}$

$\frac{10}{35}+\frac{21}{35}=\frac{31}{35}$

$\frac{9}{10}\quad\frac{1}{4}$

Multiples of 10: 10, **20**
Multiples of 4: 4, 8, 12, 16, **20**

$\frac{9}{10}=\frac{18}{20}, \frac{1}{4}=\frac{5}{20}$

$\frac{18}{20}-\frac{5}{20}=\frac{13}{20}$

Adding and Subtracting Mixed Numbers

Add or subtract the whole numbers and fractions separately.

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

$2+1=3$

$\frac{2}{5}+\frac{3}{10}=\frac{4}{10}+\frac{3}{10}=\frac{7}{10}$

$3+\frac{7}{10}=3\frac{7}{10}$

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

$2-1=1$

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

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

Convert the mixed numbers to improper fractions.

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

$2\frac{2}{5}=\frac{12}{5}$

$1\frac{3}{10}=\frac{13}{10}$

$\frac{12}{5}+\frac{13}{10}=\frac{24}{10}+\frac{13}{10}=\frac{37}{10}$

$\frac{37}{10}=3\frac{7}{10}$

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

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

$1\frac{1}{4}=\frac{5}{4}$

$\frac{5}{2}-\frac{5}{4}=\frac{10}{4}-\frac{5}{4}=\frac{5}{4}$

$\frac{5}{4}=1\frac{1}{4}$

Whitney is calculating $\frac{5}{8} + \frac{3}{16}$

She finds the lowest common multiple of 8 and 16 to find a common denominator.

LCM of 8 and 16 is 16 $\quad \frac{5}{8} = \frac{10}{16} \quad \frac{10}{16} + \frac{3}{16} = \frac{13}{16}$

Use this method to calculate:

$\frac{1}{3} + \frac{2}{9} =$ $\quad \frac{3}{7} + \frac{7}{21} =$ $\quad \frac{8}{15} + \frac{1}{5} =$ $\quad \frac{3}{16} + \frac{3}{8} + \frac{1}{4} =$

Find a common denominator for each pair of fractions by usi
lowest common multiple. Subtract the smaller fraction from t
larger fraction in each pair.

$\frac{3}{4}, \frac{5}{8}$ $\quad \frac{7}{12}, \frac{1}{3}$ $\quad \frac{11}{16}, \frac{3}{4}$ $\quad \frac{14}{15}, \frac{2}{5}$ $\quad \frac{8}{9}, \frac{1}{3}$

Eva has a full tin of paint. She uses $\frac{1}{3}$ of the tin on Friday, $\frac{1}{21}$ on Saturday and $\frac{2}{7}$ on Sunday. How much paint does she have left?

Use the same digit in both boxes to complete the calculation.

Is there more than one way to do it?

$$\frac{\square}{20} + \frac{1}{\square} = \frac{9}{20}$$

Dexter subtracted $\frac{3}{5}$ from a fraction and his answer was $\frac{8}{45}$

What fraction did he subtract $\frac{3}{5}$ from?

Give your answer in its simplest form.

Amir is calculating $\frac{7}{9} - \frac{1}{2}$

He finds the lowest common multiple of 9 and 2

LCM of 9 and 2 is 18

$$\frac{7}{9} - \frac{1}{2} = \frac{14}{18} - \frac{9}{18} = \frac{5}{18}$$

Use this method to calculate:

$\frac{3}{4} - \frac{1}{3} =$ $\quad \frac{3}{4} - \frac{3}{5} =$ $\quad \frac{3}{4} - \frac{2}{7} =$ $\quad \frac{3}{4} - \frac{7}{11} =$

Eva has a bag of carrots weighing $\frac{3}{4}$ kg and a bag of potatoes weighing $\frac{2}{5}$ kg. She is calculating how much they weigh altogether.

The LCM of 4 and 5 is 20. I will convert the fractions to twentieths.

$\frac{3}{4} + \frac{2}{5} = \frac{15}{20} + \frac{8}{20} = \frac{23}{20} = 1\frac{3}{20}$ kg

Use this method to calculate:

$\frac{1}{4} + \frac{2}{5} =$ $\quad \frac{7}{8} + \frac{1}{3} =$ $\quad \frac{5}{6} + \frac{5}{7} =$ $\quad \frac{13}{20} + \frac{2}{3} =$

On Friday, Ron walks $\frac{5}{6}$ km to school, $\frac{3}{4}$ km to the shops and $\frac{4}{5}$ km home. How far does he walk altogether?

A car is travelling from Halifax to Brighton.

In the morning, it completes $\frac{2}{3}$ of the journey.

In the afternoon, it completes $\frac{1}{5}$ of the journey.

What fraction of the journey has been travelled altogether?

What fraction of the journey is left to travel?

If the journey is 270 miles, how far did the car travel in the morning?

How far did the car travel in the afternoon?

How far does the car have left to travel?

Mr and Mrs Rose and knitting scarves.

Mr Rose's scarf is $\frac{5}{9}$ m long.

Mrs Rose's scarf is $\frac{1}{5}$ m longer than Mr Rose's scarf.

How long is Mrs Rose's scarf?

How long are both the scarves altogether?

Add and Subtract Fractions

Three friends are having a cupcake eating competition.

The winner eats $\frac{3}{8}$ of the tray of cupcakes. The runner-up eats $\frac{2}{8}$ of the tray of cupcakes. The person in last place only manages to eat $\frac{1}{8}$ of the tray of cupcakes before feeling ill.

What fraction of the tray of cupcakes did they eat altogether?

Add and Subtract Fractions

Peter loves to eat biscuits.

On Monday, he devours $\frac{2}{9}$ of a packet.

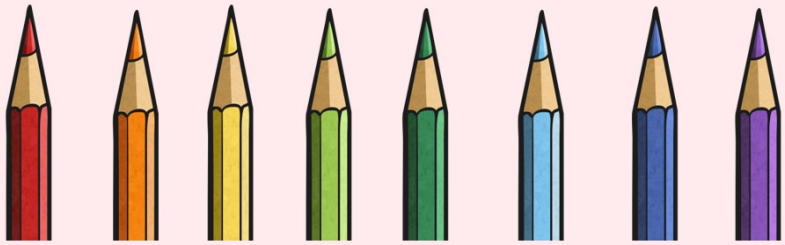
On Tuesday, he scoffs $\frac{4}{9}$ of a packet.

What fraction of the packet of biscuits does he eat altogether?

Explain

A teacher wants to share some pencils between 2 groups of children, offering one group $\frac{3}{4}$ and the other $\frac{2}{5}$ of the pencils.

Explain how you could add the fractions to show this is not possible.



Spot the Errors

Spot the errors and correctly calculate.

$$\frac{5}{6} + \frac{7}{8} = \frac{30}{36} + \frac{28}{36} = \frac{58}{36} = 1\frac{22}{36} = 1\frac{11}{18}$$

$$\frac{7}{10} + \frac{5}{12} = \frac{45}{60} + \frac{24}{60} = \frac{69}{60} = 1\frac{9}{60} = 1\frac{1}{10}$$

$$1\frac{3}{8} + 2\frac{2}{3} = 1\frac{9}{24} + 2\frac{16}{24} = \frac{25}{24}$$

Pizzas

3 friends order some pizzas. One eats $\frac{7}{8}$ of a pizza, another $\frac{5}{6}$ and the last $\frac{1}{3}$ of a pizza. They have less than a whole pizza left. How many pizzas did they order, and what fraction is left?

Wednesday 6th May 2020

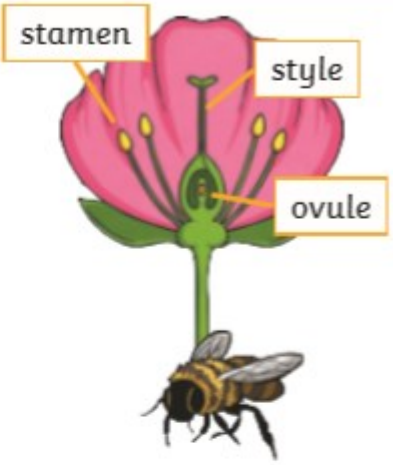
Science

LI - To understand how plants reproduce.

https://www.bbc.co.uk/bitesize/

Plants

Most plants contain both the male sex cell (pollen) and female sex cell (ovules), but most plants can't **fertilise** themselves. Wind and insects help to transfer pollen to a different plant. The pollen from the stamen of one plant is transferred to the stigma of another. The pollen then travels down a tube through the style and fuses with an ovule.



Some plants, such as strawberry plants, potatoes, spider plants and daffodils use **asexual reproduction** to create a new plant. They are identical to the parent plant.

Key Vocabulary	
asexual reproduction	One parent is needed to create an offspring, which is an exact copy of the parent.
fertilise	The action of fusing the male and female sex cells in order to develop an egg.
gestation	The length of a pregnancy.
life cycle	The journey of changes that take place throughout the life of a living thing including birth, growing up and **reproduction**.
metamorphosis	An abrupt and obvious change in the structure of an animal's body and their behaviour.
pollination	The transfer of pollen to a stigma to allow **fertilisation**.
reproduction	The process of new living things being made.
sexual reproduction	Two parents are needed to make offspring which are similar but not identical to either parent.

Wednesday 6th May 2020

Science

LI - To understand how plants reproduce.

Pollination Process

Figs contain digested fig wasps, which crawl inside as part of the pollination process and can't get back out.

How does pollination work? What living things need to be present? Find out how one flower is pollinated by another using a bee and record the process on the poster.

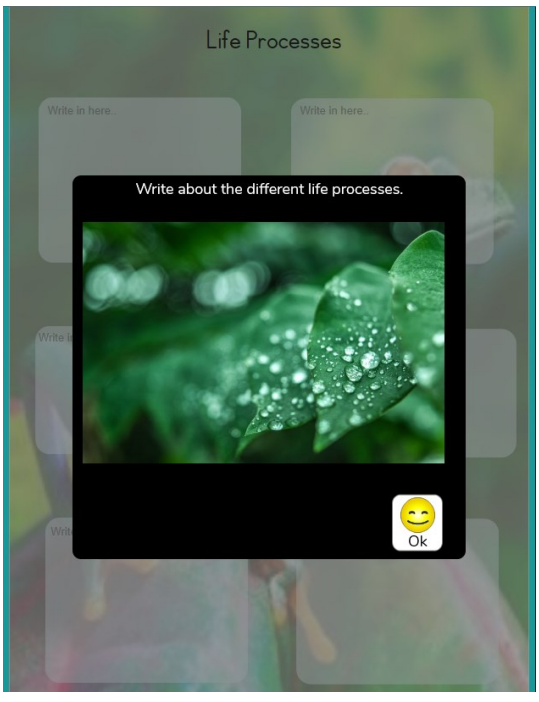
You could also try to find out:

- about the unusual life cycle of the fig wasp and how figs depend on them;
- about other extraordinary life cycles;
- what pollination is;
- methods used by other plants for pollination.

You can create a poster on Purple Mash.

Complete your To Do on Purple Mash.

https://www.purplemash.com/#app/pup/life_processes_sa



The Pollination Process

Step 1

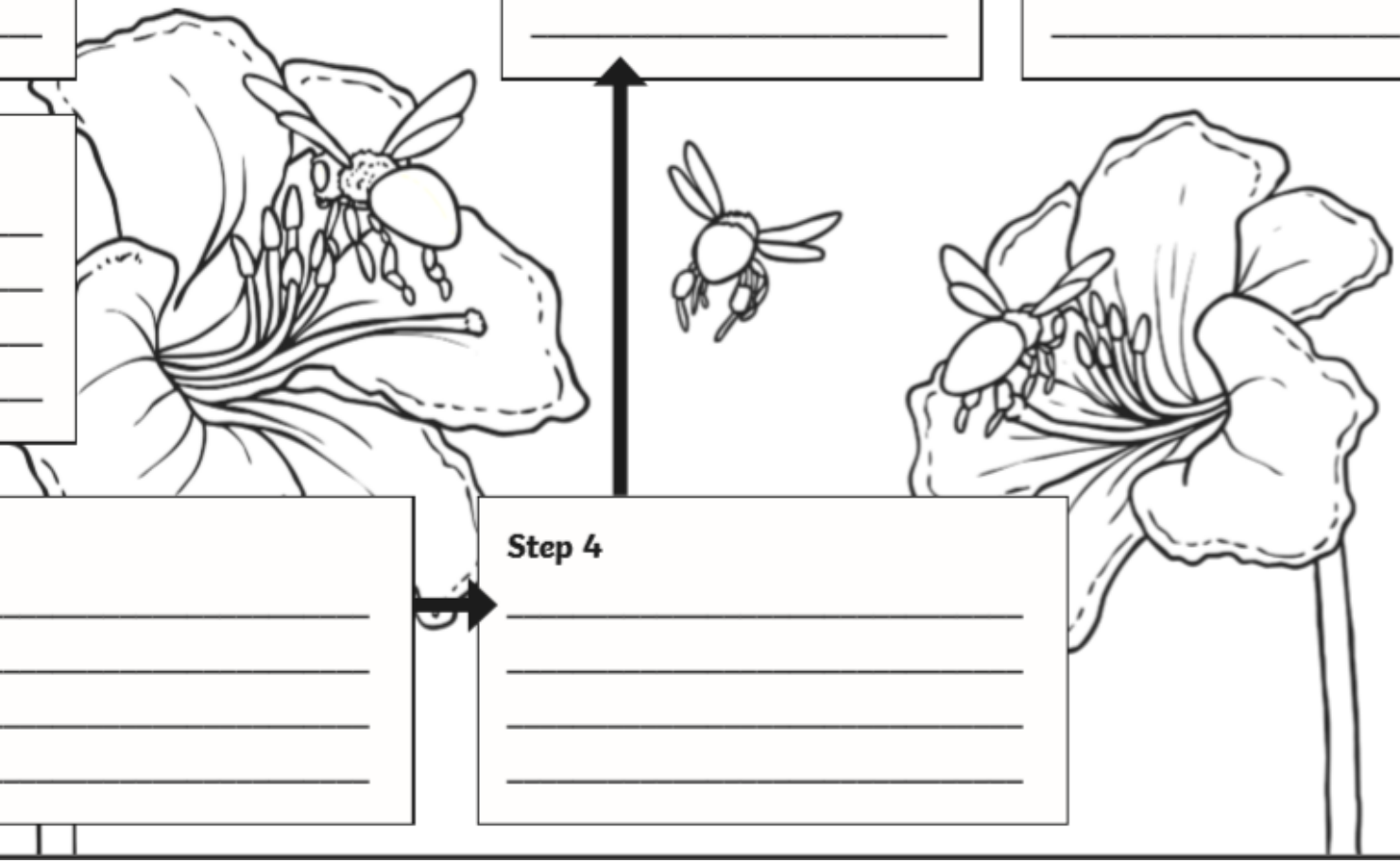
Step 2

Step 3

Step 4

Step 5

Step 6



	Thursday 7th May 2020	
8:30	Breakfast	
9:00	English- BBC - **Reading Lesson: Tell me no lies– Malorie Black-man.** •Watch the videos and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
10:00	Maths-BBC– **Adding and subtracting mixed fractions.** Watch the videos and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
11:00	Break Time	
11:30	Quiet Reading •Read a reading book or log onto http://www.scholasticlearningzone.com	Check your Purple Mash email for your log in de-tails.
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	Computing– Complete 2Do's on Purple Mash. •Watch the video clips and complete activities.	
14:00	Additional English & Maths - **See our school website - Hamilton Trust Daily Tasks**	
15:30	Relax	

Thursday 7th May

English

Reading Lesson: Tell me no lies– Malorie Blackman.

Complete the comprehension below.

VE Day

What is VE Day?

VE Day stands for Victory in Europe Day and is celebrated on 8th May. It was the end of six years of suffering, misery and courage during the Second World War in Europe. Although it was not the end of the Second World War, it was the end of warfare in Europe.

How did it happen?

On the morning of 7th May, 1945, following Hitler's death in the April, the German President of the Third Reich, Grand Admiral Donitz, gave orders that General Jodl should go to the American Head Quarters based in France. Jodl surrendered on behalf of the Germans, to the Western and Russian officers, and agreed to all their demands.

The Announcement

The British people began celebrating as soon as they heard the news. Although no official announcement had been made, bell ringers in the churches around the country, were on standby to ring out the good news when an official notice was given.

Joseph Stalin, the leader of the Russians, was taking his time to announce the surrender, but the British Prime Minister, Winston Churchill, did not want to give Stalin the chance to hold up what everyone already knew! Churchill made the following announcement at 19.40, 7th May.

"In accordance with arrangements between three great powers, tomorrow, Tuesday, will be treated as Victory in Europe Day and will be regarded as a holiday."

The Effects of War

In Britain, during the war in Europe, half a million homes were destroyed, thousands of ordinary people were killed and millions of lives had been torn apart.

Did you know ...?
The three great powers were Britain, France and the Soviet Union, now known as Russia.

Bring on the Celebrations!

People began decorating the streets with banners, bunting and ribbons. They organised street parties where neighbours shared food, which was still rationed, and listened to the radio news broadcasts.

King George VI and the Queen appeared eight times on the balcony of Buckingham Palace, and their two daughters, Princess Margaret and Princess Elizabeth – who is now Her Majesty the Queen – walked amongst the crowds! Churchill told the crowds, "This is your victory!"

Churchill spoke to the nation, reminding them that although Japan still had to be defeated, and the war was not yet over, for now Great Britain "May allow ourselves a brief period of rejoicing. God Save the King!"

The End of the VE Day

At 21:00, King George VI made a final broadcast to the nation. Buckingham Palace was lit up in floodlights for the first time since the start of the war, and two searchlights formed a V, the sign of peace, above St Paul's Cathedral in London.

All the lights were turned off again the next day.

Although everyone was pleased the war in Europe had ended, for many the celebrations would have been a sad reminder of the loss of many loved ones. They would have been fighting abroad, caught by the enemy or died in air raids attacks. This meant that many did not completely feel the lasting joy of the time.

Questions

1. In detail, explain why the VE Day ended.

2. What did General Jodl do?

3. What does 'the bell ringers were on standby' mean?

4. Explain, in your own words, the effects of war in Europe, on Britain.

5. What did Stalin do, and how did this affect Britain?

6. What date was VE Day?

7. Name two ways people might have lost loved ones during the war in Europe.

8. Describe how people celebrated VE Day.

9. Why do you think the author has used an exclamation mark when commenting on the princesses walking around in the crowds in London?

_____

_____

10. Was this the end of the war? Explain your thoughts.

_____

_____

11. Why do you think two searchlights were lit in the shape of a V?

_____

_____

Thursday 7th May

Maths

LI - Adding and subtracting mixed fractions.

Maths

Add and subtract fractions

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

Adding and Subtracting Mixed Numbers

Add or subtract the whole numbers and fractions separately.

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

$2+1=3$

$\frac{2}{5}+\frac{3}{10}=\frac{4}{10}+\frac{3}{10}=\frac{7}{10}$

$3+\frac{7}{10}=3\frac{7}{10}$

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

$2-1=1$

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

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

Convert the mixed numbers to improper fractions.

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

$2\frac{2}{5}=\frac{12}{5}$ $\quad 1\frac{3}{10}=\frac{13}{10}$

$\frac{12}{5}+\frac{13}{10}=\frac{24}{10}+\frac{13}{10}=\frac{37}{10}$

$\frac{37}{10}=3\frac{7}{10}$

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

$2\frac{1}{2}=\frac{5}{2}$ $\quad 1\frac{1}{4}=\frac{5}{4}$

$\frac{5}{2}-\frac{5}{4}=\frac{10}{4}-\frac{5}{4}=\frac{5}{4}$

$\frac{5}{4}=1\frac{1}{4}$

Tommy is adding mixed numbers. He adds the wholes and then adds the fractions. Then, Tommy simplifies his answer.

$$1\frac{1}{2}+2\frac{1}{6}=1\frac{3}{6}+2\frac{1}{6}=3\frac{4}{6}=3\frac{2}{3}$$

Use Tommy's method to add the fractions.

$3\frac{1}{2}+2\frac{3}{8}=$ $34\frac{1}{9}+5\frac{2}{5}=$ $12\frac{5}{12}+2\frac{1}{7}=$

Whitney is also adding mixed numbers. She converts them to improper fractions, adds them, and then converts them back to a mixed number.

$$1\frac{1}{2}+2\frac{1}{6}=\frac{3}{2}+\frac{13}{6}=\frac{9}{6}+\frac{13}{6}=\frac{22}{6}=3\frac{4}{6}=3\frac{2}{3}$$

Use Whitney's method to add the fractions.

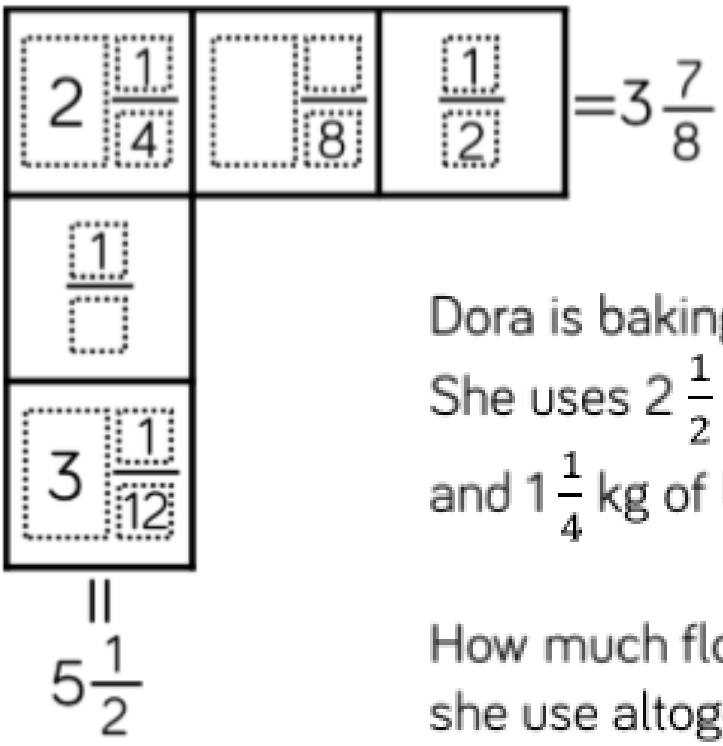
$3\frac{1}{2}+2\frac{3}{8}$ $2\frac{1}{9}+2\frac{2}{5}$ $2\frac{7}{9}+2\frac{2}{5}$ $4\frac{3}{4}+3\frac{11}{15}$

Jug A has $2\frac{3}{4}$ litres of juice in it. Jug B has $3\frac{4}{5}$ litres of juice in it. How much juice is there in Jug A and Jug B altogether?

Fill in the boxes to make the calculation correct.

$$\square\frac{\square}{10}=\frac{3}{\square}+\frac{\square}{10}$$

Each row and column adds up to make the total at the end.
Use this information to complete the diagram.



Dora is baking muffins.
She uses $2\frac{1}{2}$ kg of flour, $1\frac{3}{5}$ kg of sugar and $1\frac{1}{4}$ kg of butter.

How much flour, sugar and butter does she use altogether?

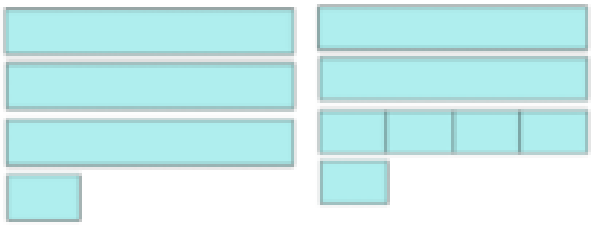
How much more flour does she use than butter?

How much less butter does she use than sugar?

Annie is calculating $3\frac{1}{4} - 1\frac{3}{4}$

I can't subtract the wholes and fractions separately because $\frac{1}{4}$ is less than $\frac{3}{4}$. I will exchange 1 whole for 4 quarters. $3\frac{1}{4} = 2\frac{5}{4}$

$$3\frac{1}{4} - 1\frac{3}{4} = 2\frac{5}{4} - 1\frac{3}{4} = 1\frac{2}{4} = 1\frac{1}{2}$$



Use Annie's method to calculate:

$3\frac{1}{8} - 1\frac{3}{8} =$ $3\frac{1}{8} - 1\frac{1}{2} =$ $3\frac{1}{8} - 1\frac{1}{5} =$ $3\frac{1}{8} - 1\frac{3}{5} =$

Amir is calculating $3\frac{2}{5} - 1\frac{7}{10}$

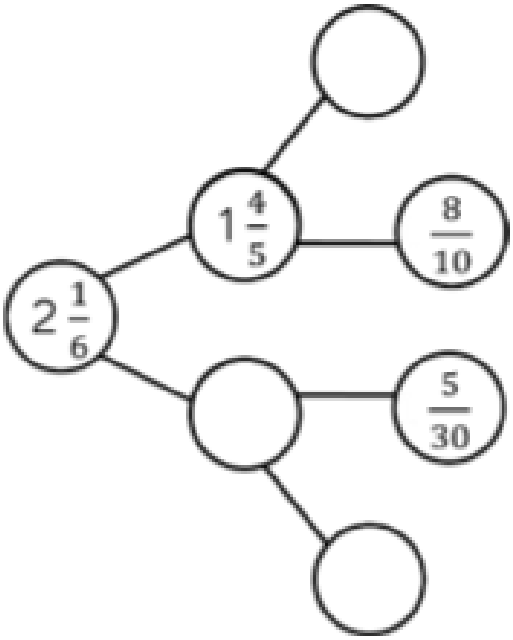
He converts the mixed numbers to improper fractions to subtract them.

$$3\frac{2}{5} - 1\frac{7}{10} = \frac{17}{5} - \frac{17}{10} = \frac{34}{10} - \frac{17}{10} = \frac{17}{10} = 1\frac{7}{10}$$

Convert the mixed numbers to improper fractions to calculate:

$4\frac{4}{5} - 1\frac{9}{10} =$ $2\frac{1}{7} - 1\frac{1}{3} =$ $3\frac{5}{12} - 1\frac{7}{9} =$ $3\frac{5}{11} - 1\frac{4}{5} =$

Complete the part-whole model.



Thursday 7th May

Computing

https://www.bbc.co.uk/bitesize/topics/zpdtsbk/articles/zjc2bdm

Complete the following 2do's on Purple Mash.

- Coding
- Superhero's
- Catherin Wheel
- Handling input
- Counting Machines