

Week 3 Home learning

Lewis Class Learning – Week Beginning 20.4.20

Weekly Maths Tasks

Year 3

Fractions

Step 1 - Fractions of an amount

To find a fraction of an amount, you need to:

- Divide the amount into equal groups (the amount of equal groups is the denominator in the fraction).
- The amount in one of the equal groups is what you are looking for.

For example, if I wanted to find $\frac{1}{2}$ of these 20 marbles. I would divide the 20 marbles by 2 (put them in two equal groups). The amount in one of those group is $\frac{1}{2}$ of the 20 marbles. If I do this, I have 10 in each group which is why $\frac{1}{2}$ of 20 is 10.

Find $\frac{1}{5}$ of Eva's marbles.



I have divided the marbles into equal groups.

There are marbles in each group.

$\frac{1}{5}$ of Eva's marbles is marbles.

Dexter has used a bar model and counters to find $\frac{1}{4}$ of 12



Use Dexter's method to calculate:

$$\frac{1}{6} \text{ of } 12 \quad \frac{1}{3} \text{ of } 12 \quad \frac{1}{3} \text{ of } 18 \quad \frac{1}{9} \text{ of } 18$$

Consolidate here:

<https://whiterosemaths.com/homelearning/year-3/> (week 2, lesson 2, 3 and 4)

Step 2 - Adding fractions with the same denominator

To add fractions with the same denominator, you only add together the numerators and the denominator stays the same.

For example: $\frac{2}{7} + \frac{2}{7} = \frac{4}{7}$

Use the models to add the fractions:



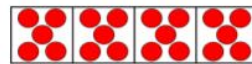
Year 4

Fractions

Step 1 – Calculate quantities

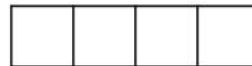
Using your knowledge of finding a fraction of an amount (see Year 3 explanation if you need help), have a go at these activities to consolidate your understanding:

Use the counters and bar models to calculate the whole:



There are counters in one part.

$$\frac{1}{4} = \frac{\quad}{\quad} \quad \frac{2}{4} = \frac{\quad}{\quad} \quad \frac{3}{4} = \frac{\quad}{\quad} \quad \frac{4}{4} \text{ or } 1 \text{ whole} = \frac{\quad}{\quad}$$



There are 7 counters in one part.

$$\frac{1}{4} = \frac{\quad}{\quad} \quad \frac{2}{4} = \frac{\quad}{\quad} \quad \frac{3}{4} = \frac{\quad}{\quad} \quad \frac{4}{4} \text{ or } 1 \text{ whole} = \frac{\quad}{\quad}$$

Complete.

Whole	Unit Fraction	Non-unit Fraction
The whole is 24	$\frac{1}{6}$ of 24 =	$\frac{5}{6}$ of 24 =
The whole is	$\frac{1}{3}$ of = 30	$\frac{2}{3}$ of =
The whole is	$\frac{1}{5}$ of = 30	$\frac{3}{5}$ of =

Step 2 – Adding 2 or more fractions with the same denominator

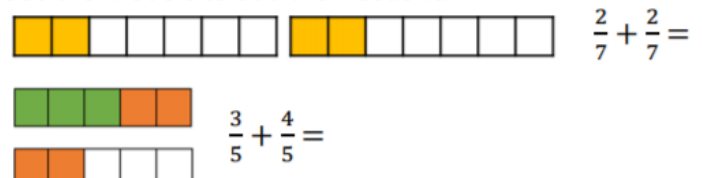
Revisit – When you are adding fractions with the same denominator, you only add the numerator and the denominator stays the same.

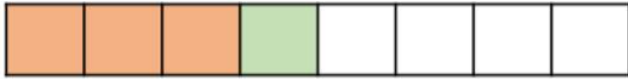
For example: $\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$

When your answer is more than one whole part you need to record it as an improper fraction (a fraction in which the numerator is greater than the denominator, such as $\frac{5}{4}$).

For example: $\frac{7}{8} + \frac{2}{8} = \frac{9}{8}$ and this needs to be written as 1 and $\frac{1}{8}$ ($\frac{8}{8}$ equals 1 whole and there is $\frac{1}{8}$ left).

Use the models to add the fractions:





We can use this model to calculate $\frac{3}{8} + \frac{1}{8} = \frac{4}{8}$

Draw your own models to calculate

$$\frac{1}{5} + \frac{2}{5} = \frac{\square}{5} \quad \frac{2}{7} + \frac{3}{7} + \frac{1}{7} = \frac{\square}{\square} \quad \frac{7}{10} + \frac{\square}{\square} = \frac{9}{10}$$

When drawing your own models, make sure all parts are equal (the same size).

Take a paper circle. Fold your circle to split it into 4 equal parts. Colour one part red and two parts blue. Use your model to complete the sentences.

- _____ quarter is red.
- _____ quarters are blue.
- _____ quarters are coloured in.

Show this as a number sentence. $\frac{\square}{4} + \frac{\square}{4} = \frac{\square}{4}$

Consolidate here:

<https://whiterosemaths.com/homelearning/year-3/>

(Summer term week 2, lesson 1)

Step 3 - Subtracting fractions with the same denominator

When subtracting fractions with the same denominator, the same rule for adding applies. You need to subtract the numerators but the denominator stays the same.

For example: $\frac{4}{5} - \frac{1}{5} = \frac{3}{5}$

Use the bar models to subtract the fractions.



Draw a bar model to calculate

$$\frac{4}{5} - \frac{2}{5} \quad \frac{7}{8} - \frac{3}{8} \quad \frac{6}{9} - \frac{3}{9}$$

$$\frac{7}{7} - \frac{6}{7} \quad \frac{3}{4} - \frac{1}{4} \quad \frac{8}{8} - \frac{3}{8}$$

Eva is eating a chocolate bar. Fill in the missing information.

First	Then	Now
$\frac{\square}{\square}$	$\frac{\square}{\square} - \frac{\square}{\square}$	$\frac{\square}{\square} - \frac{\square}{\square} = \frac{\square}{\square}$

Can you write a number story using 'first', 'then' and 'now' to describe your calculation?

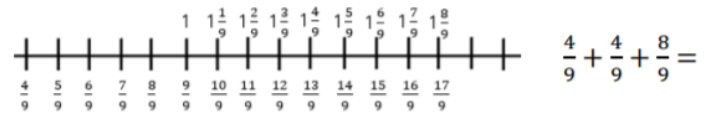
Draw your own models and calculate

$$\frac{2}{3} + \frac{3}{3} \quad \frac{4}{7} + \frac{5}{7} \quad \frac{4}{6} + \frac{4}{6}$$

$$\frac{2}{4} + \frac{5}{4} \quad \frac{3}{8} + \frac{6}{8} \quad \frac{1}{3} + \frac{6}{3}$$

When drawing your own models, make sure all parts are equal (the same size).

Use the number line to add the fractions.



$$\frac{4}{9} + \frac{5}{9} + \frac{8}{9} \quad \frac{1}{9} + \frac{11}{9} + 1 \quad \frac{\square}{9} + \frac{5}{9} + \frac{7}{9} = \frac{17}{9}$$

Step 3 – Subtracting 2 fractions with the same denominator

Revisit – When you are subtracting fractions with the same denominator, you only subtract the numerator and the denominator stays the same.

For example: $\frac{3}{8} - \frac{2}{8} = \frac{1}{8}$

Use the bar models to subtract the fractions.



Annie uses the number line to solve $\frac{17}{11} - \frac{9}{11}$



Use a number line to solve:

$$\frac{16}{13} - \frac{9}{13} \quad \frac{16}{9} - \frac{9}{9} \quad \frac{16}{7} - \frac{9}{7} \quad \frac{16}{16} - \frac{9}{16}$$

Step 4 – Subtracting fractions from whole amounts

Revisit:

- When fractions are equivalent to a whole = the numerator and denominator are the same.
For example: $\frac{9}{9} = 1$
- When a fraction is greater than a whole = the numerator is greater than the denominator.
For example: $\frac{13}{9} = 1$ whole and $\frac{4}{9}$

Step 4 – Worded question

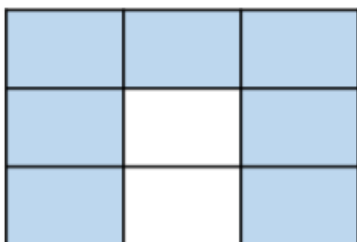
Challenge: Have a go at writing your own question about these sweets:



Step 5 – Problem solving

Eva eats $\frac{5}{12}$ of a pizza and Annie eats $\frac{1}{12}$ of a pizza. What fraction of the pizza do they eat altogether?

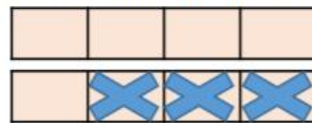
How many fraction addition and subtractions can you make from this model?



Use cubes, strips of paper or a bar model to solve:
 $\frac{9}{9} - \frac{4}{9} = \frac{\square}{9}$ $\frac{9}{9} - \frac{\square}{9} = \frac{2}{9}$ $\frac{13}{9} - \frac{9}{9} = \frac{\square}{9}$

What's the same? What's different?

Jack uses a bar model to subtract fractions.



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

Use Jack's method to calculate.

$$3 - \frac{3}{4} = \quad 3 - \frac{3}{8} = \quad 3 - \frac{7}{8} = \quad 3 - \frac{15}{8} =$$

When you are drawing your bar models, remember to ensure all parts are equal (the same size).

Step 5 – Problem solving

Match the number stories to the correct calculations.

Teddy eats $\frac{7}{8}$ of a pizza. Dora eats $\frac{4}{8}$. How much do they eat altogether?	$\frac{7}{8} + \frac{3}{8} = -$
Teddy eats $\frac{7}{8}$ of a pizza. Dora eats $\frac{4}{8}$ less. How much do they eat altogether?	$\frac{7}{8} + \frac{4}{8} = -$
Teddy eats $\frac{7}{8}$ of a pizza. Dora eats $\frac{3}{8}$ less. How much does Dora eat?	$\frac{7}{8} - \frac{3}{8} = -$

Throughout the week - practise multiplication tables:

You could:

- Focus on whichever one you find difficult to remember and write out in a random order to improve your rapid recall.
- Play on Hit the Button - focus on number bonds, halves, doubles and times tables -

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Do a multiplication dance – <https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4>

Weekly Writing Tasks

This week you are going to be writing a recount by following these steps in order:

A recount is a piece of writing that gives details about an event that has already happened.

Step 1:

Here are some examples of time, place and cause conjunctions.

Write a sentence that includes at least one of these conjunctions to describe something you did during the Easter holidays.

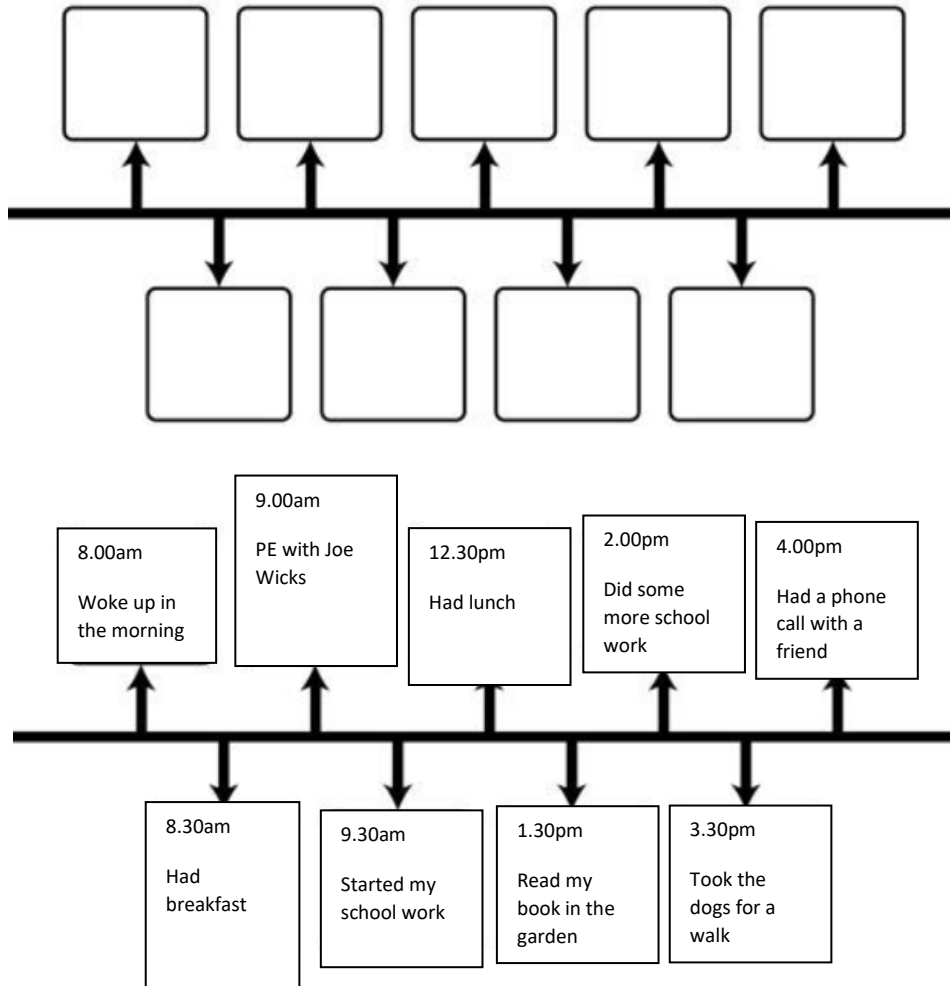
Challenge: Can you think of any other time, place and cause conjunctions?

Time	Place	Cause
before	where	so
after	there	then
when	here	since
while	next to	yet
finally	beyond	due to
at last	wherever	because
currently	opposite to	therefore
meanwhile	in the back	consequently

Step 2: Fill in the missing conjunctions in these sentences:

1. _____ I woke up, I made a cup of tea.
2. I enjoyed my breakfast _____ I had my favourite cereal.
3. My dogs were happily playing _____ I read my book.

Step 3: Now it's time to plan your recount. To do this, you need to create a timeline for the event you want to write about. You might want to write a recount for a particular day. Here is a template you could use and an example:



Step 4: Using your timeline, write your recount of something you have done since being at home. Your recount should include the events in your timeline written in more detail.

A recount should:

- Tell the reader what happened
- Be written in the past tense
- Be written from one view point
- Be written in chronological order (the order that it happened in)
- Have a beginning, middle and end
- Include time, place and cause conjunctions
- Be written in paragraphs
- Have a closing statement

Recap using this video: https://www.youtube.com/watch?time_continue=254&v=ReOpCqUZu9w&feature=emb_title

Step 5: Proof-read and edit your writing by reading through it and thinking about if there are any parts you would change. Check for mistakes; spellings, capital letters, full stops, commas for a list, commas after fronted adverbials.

An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or a clause. Adverbs can be used as adverbials, but many other types of words, phrases and clauses can be used in this way, including prepositional phrases and subordinate clauses. When an adverbial is used at the beginning of a sentence, they are often called 'fronted adverbials'. Glossary of terms can be found here

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf

Go through the list and ensure you have included everything.

Weekly Reading Tasks (Aim to do 1 per day)

- Read your AR book and then take the quiz: Accelerated reader quiz: <https://ukhosted113.renlearn.co.uk/2236417/>
- Read to your parents/careers and discuss what you have read. Parents/careers - encourage them to read with expression and intonation.
- Watch Newsround and discuss what is happening in the wider world.
- Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?

With your parent/career, look in magazines, newspapers and books for new vocabulary you are unfamiliar with. You could use a highlighter to highlight in magazines and newspapers.

Some of you have been asking about collecting new reading books but unfortunately, due to the school closure, we are not able to facilitate this. You may have books at home that have an Accelerated Reader quiz assigned to it and you can find this out by using the AR book finder <https://www.arbookfind.co.uk/> Here you can search a book and see if it has a quiz.

Free ebooks can be found at <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page> - you do need to register but all books are free to read during the school closure. Unfortunately, their levels do not match the Accelerated Reader ZPD codes that your child has. But after having a look at some of the ebooks on AR book finder, this is a rough guide

Oxford reading levels 1-5 and are below a ZPD of 2, Levels 6/7 are roughly at a ZPD of 2 and levels 8-13 are between 2.5 and 4. This is a rough guide so please check before reading.

Weekly Spelling Tasks (Aim to do 1 per day)

- Practise spellings on rainbow spelling card – all spelling cards are on the website so when you are ready, move onto the next one!
- Choose 5 words on the spelling card. Write synonyms, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified? Glossary of terms can be found here https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf
- Choose another 5 words on the spelling card and practise spelling them using pyramid words. Write the word in a pyramid, e.g.

S

sp

spe

spel

spell

spelli

spellin

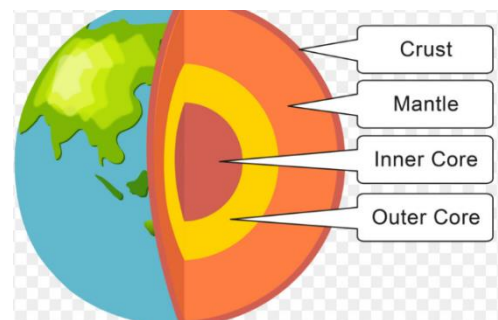
spelling

Weekly Theme Task – Mountains, Volcanoes and Earthquakes

Last week, you learned about the different mountain ranges around the world! This week we are looking at how mountains are actually formed...

The Earth has different layers: The crust, the mantle, in the inner core and the outer core.

– The hard, rocky layer that we stand on is the ‘crust’, it covers the whole Earth! The crust is broken into pieces called tectonic plates. These plates are always moving, very slowly. Over time, these plates move and push towards each other. When this happens, the rock that makes up the plates begin to push upwards and so the land rises. This creates the mountains!



Mountains are most often formed by movement of the tectonic plates in the Earth's crust. Great mountain ranges like the Himalayas often form along the boundaries of these plates.

Tectonic plates move very slowly. It can take millions and millions of years for mountains to form.

More information about how mountains are formed:

https://www.youtube.com/watch?v=Fd_XqYE2BWY

<https://www.wonderopolis.org/wonder/how-are-mountains-made>

Task: In your own words, write an explanation on how mountains are formed and explain it to someone at home. Include diagrams with labels!



Weekly PE Tasks

- Take part in the ‘PE with Joe’ sessions, every week day at 9am:
<https://www.youtube.com/playlist?list=PLyCLOPd4VxBsjmT2uzj4ojk-EQaJ9oi8R>
- A game to play:

Tails



What you need: 2 players min and a pairs of socks per player.

How to play:

- Each player tucks the socks into the back of their trousers to make two tails.
- Players face each other and try to take a sock from their opponent.
- When successful, shout ‘TAG’. Play stops whilst the tagger places the additional sock into their trousers.
- The winner for each round is the person who gets all four socks, they get one point for winning the round.

Who is the first to 5 points?



Weekly RE Tasks

- Jesus’ journey activity:
<https://www.natre.org.uk/uploads/Free%20Resources/2%2011%20RE%20Today%20and%20NATRE%20home%20learning%20Jesus%20Journey.pdf>

Stations of Cross

Read this information sheet about the stations of the cross. Remember as much information as possible. You will need to know it for some RE and Art work later!

What are the 'Stations of the Cross?'

They are 14 artistic images that show Jesus' journey as he walked to his crucifixion and was then taken to his tomb.

Where are the Stations of the Cross?

Lots of churches in the UK have pictures or sculptures of the fourteen stations.

How do Christians use them?

Many Christians look at the Stations of the Cross on Good Friday to help them think about Jesus' journey. By thinking about Jesus Christ's last day, many Christians hope to remember and understand Jesus' suffering. The Stations of the Cross help Christians to think deeply and pray.

The stations are:

1. Jesus is sentenced to die
2. Jesus takes his cross and begins to carry it
3. Jesus falls down
4. Jesus meets his mother, Mary
5. A man named Simon helps Jesus carry the cross
6. A woman named Veronica wipes Jesus' face
7. Jesus falls down a second time
8. Jesus meets the three women of Jerusalem
9. Jesus falls for the third (and final) time
10. Jesus' clothes are taken away
11. Jesus is nailed to the cross
12. Jesus dies on the cross
13. Jesus' body is taken down from the cross.
14. Jesus' body is placed in a tomb

Some Christians like to include a 15th Station showing Jesus' resurrection.

Looking at artwork

Some children made the Stations of the Cross into pieces of art. Have a look at some of their artworks. Which of the fourteen Stations of the Cross do you think you can see?



Choosing artwork

Choose one Station of the Cross that you think a Christian might say shows a very important part of the Easter story. Make it into your own piece of artwork on the next page, then finish the sentences below.

I chose to work on this Station of the Cross because

What you can see in my picture is

I am pleased with

Additional activities through a themed based project:

The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.

Let's Wonder:

Draw a picture of yourself and label the drawing with the qualities you have. How do others see you differently? Ask people at home to add to their qualities. How are you different to other children in different parts of the world? What makes you similar to other children around the world?

Let's Create:

Complete an observational drawing of what you see outside a window in your house. Then get out into the garden and find natural forms such as stones, leaves, flowers and animals. Complete sketches, showing an awareness of different viewpoints of the same object. Remember to concentrate on tone and shading.

Be Active:

Move around your home and garden taking photographs from different viewpoints. Which photos do you like? Do the people you live with like the same photos as you? Why? Why not?

Recommendation at least 2 hours of exercise a week.

Time to Talk:

Talk about keeping safe, discuss different ways to keep safe. Basic hygiene rules, road safety, internet safety, water safety, being safe around the home, stranger danger. How do different people view this?

Understanding Others and Appreciating Differences:

Listen to different pieces of music from around the world, which styles of music do you prefer and why? Maybe you could learn a song by heart and perform it.

Reflect:

Design your own ideal world. Would your world contain the same things as other people? Which things are most important to you? What are you going to include?