Friday 15th May 2020

Good morning Class 3

Quote of the day: "All your dreams can come true if you have the courage to pursue them" – Walt Disney

PE

Start off your day with a morning workout, or if you need a shakeup halfway through your day. Joe Wicks (The Body Coach) is doing daily live work outs at 9am for children to keep fit and healthy. There are many other children's workouts on his page if you want to change it up!

https://www.youtube.com/user/thebodycoach1

Core skills- Times tables Spring Term Workout 11

Complete your CGP Timetables work out. Use a timer or the count up timer to write down how long it takes you. Use the answers at the back of your book to mark your work.

https://www.youtube.com/watch?v=pHvP71rwYAc

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Maths- lesson 4 15.5.2020 60 minutes

Mark yesterday's answers: If you made any mistakes, check where you may have gone wrong for next time.

Worksheet 3

Adding Fractions

1 Add the following.

(a) A pizza was cut into 10 equal-sized pieces.

$\frac{2}{10} + \frac{3}{10} =$ 5/10

(b) $\frac{3}{8} + \frac{1}{8} =$ 4/8

(c) $\frac{4}{7} + \frac{2}{7} =$ 6/7

2 Fill in the blanks.

(a) $\frac{1}{5} + \frac{2}{5} + \frac{1}{5} =$ 4/5

(b) $\frac{1}{11} + \frac{5}{11} + \frac{3}{11} =$ 9/11

(c) $\frac{2}{6} + \frac{2}{6} + \frac{1}{6} =$ 5/6

If you finish your workbook before the hour is up then play times table rockstars or hit the button to practice your times tables or number bonds.

Maths No Problem have uploaded some support for learning at home: https://mathsnoproblem.com/en/programs/school-at-home/

If you have any **extra time this week** please complete the **Graphs and Tables Chapter 10 Review in your workbook**. I will post the answers today for you to mark.

Practice 3 timetables

https://www.youtube.com/watch?v=9XzfQUXqiYY (Uptown funk – Bruno Mars)

https://www.youtube.com/watch?v=dzVyBQ5uTbo

https://www.youtube.com/watch?v=uneATAeac7Q (How far I'll go – Moana)

Our next unit is **fractions!** If you are finding it quite tricky, try playing some of these games to help you:

https://www.topmarks.co.uk/maths-games/7-11-years/fractions-and-decimals

https://www.topmarks.co.uk/Interactive.aspx?cat=24

https://www.mathplayground.com/index_fractions.html

https://eng.mathgames.com/fractions

Lesson Objective

To be able to add fractions with the same denominator within 1 whole.

Lesson Approach

To begin this lesson, provide pupils with a piece of paper and ask them to fold it into 4 equal pieces. Also provide them with two different coloured pencils. Tell them that the paper is 1 whole pizza that has been cut into 4 equal pieces.

Now show pupils the In Focus task and ask them if they are able to solve the problem using their 'pizzas'. Allow them some time to work out the solution. When they begin to say they ate the whole pizza, tell them that is impossible because they were only eating a fraction of it! Tell them they'll need to prove it to you. Ask them if they are able to draw it for you, as in Let's Learn 1. Can they show you using a bar? Finally, agree that the whole pizza is gone.

Ask pupils if this is true for all fractions – when the numerator equals the denominator, do you have 1 whole? Ask them to try this out with a number of fractions to check that it is always correct. Provide the class with further examples of addition as shown in the Let's Learn tasks.

During Guided Practice, pupils are adding fractions with the same denominator.

Differentiation

D1 For struggling leaners, the initial paper and shading task is meant to be universally accessible. Continue to focus on the fact that the denominator is a name by representing the fraction in both words and numbers. In addition to this, reinforce the fact that we started with 1 whole pizza, cut it into pieces and then ate all of the pieces. That means we ate 1 whole pizza. Therefore, if we eat 4 quarters, we have eaten 1 whole pizza. Had we eaten $\frac{5}{5}$, we would have eaten the whole pizza?

D2 For advanced learners, ask what would happen if we had each eaten 1 piece, making $\frac{2}{4}$. How much of the pizza would we have we eaten? $\frac{2}{4}$ or $\frac{1}{2}$ of the pizza? What is the relationship between $\frac{2}{4}$ and $\frac{1}{2}$? Have them write this down and explain to a group at the end.

Adding Fractions

Lesson 4

In Focus

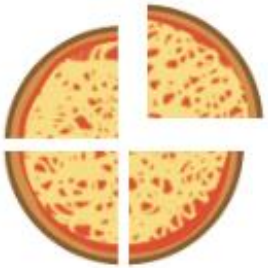
ate 1 slice of the pizza.

ate 3 slices of the pizza.

How much pizza did they eat?

Let's Learn

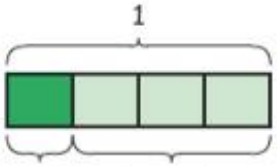
1 Each piece is 1 quarter or 1 fourth of the pizza.



$\frac{1}{4}$ ate 1 quarter of the pizza.

$\frac{3}{4}$ ate 3 quarters of the pizza.

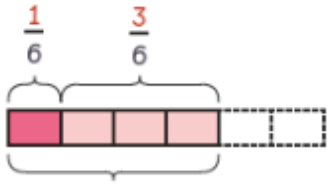
Together, ate 4 quarters of the pizza.



1 quarter + 3 quarters = 4 quarters = 1

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

2 Add $\frac{1}{6}$ and $\frac{3}{6}$.



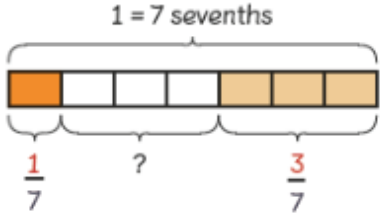
$\frac{1}{6} + \frac{3}{6} = \frac{4}{6}$

1 sixth + 3 sixths = 4 sixths

3 Add $\frac{1}{7}$ and $\frac{3}{7}$.

$\frac{1}{7} + \frac{3}{7} =$ ☐

1 seventh + 3 sevenths = ☐ sevenths



4 $\frac{1}{7} +$ ☐ $+ \frac{3}{7} = 1$

Guided Practice

1 Add.

(a) $\frac{1}{5} + \frac{3}{5} =$ ☐

(b) $\frac{2}{5} + \frac{3}{5} =$ ☐

(c) $\frac{4}{7} + \frac{3}{7} =$ ☐

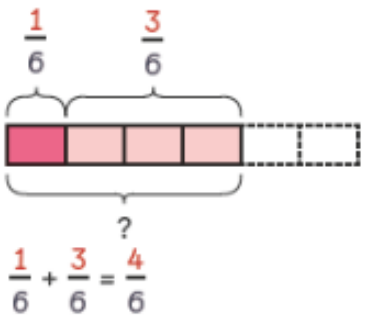
2 Name 2 fractions that add up to 1.

☐ + ☐ = 1

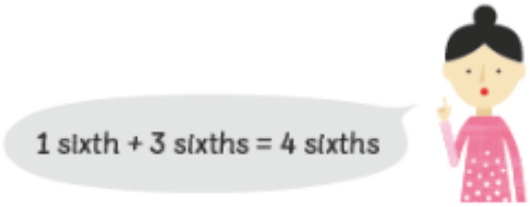
$\frac{1}{4}$ and $\frac{3}{4}$ make 1.

Complete Worksheet 4 – Page 94

2 Add $\frac{1}{6}$ and $\frac{3}{6}$.

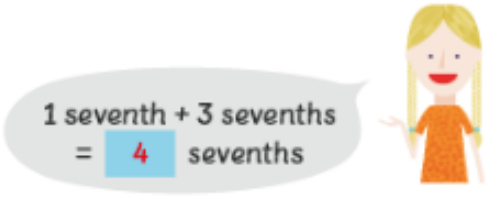


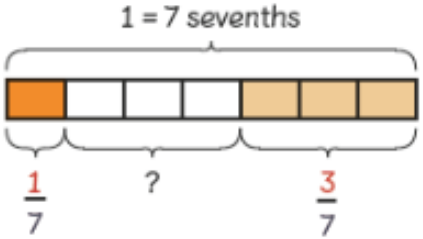
$\frac{1}{6} + \frac{3}{6} = \frac{4}{6}$



3 Add $\frac{1}{7}$ and $\frac{3}{7}$.

$\frac{1}{7} + \frac{3}{7} = \frac{4}{7}$





4 $\frac{1}{7} + \frac{3}{7} + \frac{3}{7} = 1$

Guided Practice

1 Add.

(a) $\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$

(b) $\frac{2}{5} + \frac{3}{5} = 1$

(c) $\frac{4}{7} + \frac{3}{7} = 1$

2 Name 2 fractions that add up to 1.

$\square + \square = 1$

Answers may vary

$\frac{1}{4}$ and $\frac{3}{4}$ make 1.

Complete Worksheet 4 – Page 94

English 60 Minutes.

Friday 15th May 2020

See attached document.

For English this week we are going to use this Talk4Writing booklet. It is based on a text called 'The Truth About Trolls'. Some of the vocabulary links to our previous 'Extreme Earth' topic so I think you'll enjoy it.

If you can print the booklet that would be useful but don't worry if not as you can transfer the tasks to your School@Home green book or here on Google Classroom.

This is a guide for what pages of the booklet would be good to complete each day. If you are really enjoying it feel free to power through. I would love to see your writing at the end of the week if you can upload it either typed up on a doc or pictures of your writing in your book.

Monday: Pages 1-7. Reading through the introduction, text, glossary and completing the word meaning task.

Tuesday: Page 8-9. Grammar Games, adjectives and alliteration.

Wednesday: Pages 10-13. Adverbs.

Thursday: Pages 14-15. Structure and planning innovation/invention.

Friday: Page 16.Writing your innovation/invention.

Topic- Science

Today's task is to create your end of topic page. Just like we did with our light topic, you are going to create a page in your home learning book with everything you've learnt about Magnets and Forces. Use your work from the last few weeks and the previous presentations to help you. BBC Bitesize also have some great videos and information. You can present your work how you like, this could be writing, drawings/diagrams or on a doc on Google Classroom. Be as creative as you like. Upload your work or images of it to google classroom.

Remember your 30 minutes reading!

Have a great weekend,

Miss Webber