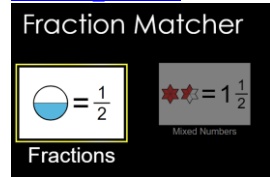


YEAR 5 WEEKLY LEARNING MAT 9

MATHS ZONE

Keep your times table knowledge in check!
Collect points on Maths shed
<https://www.mathshed.com/en-gb>

Have a go at matching fractions. See if you can reach level 3.
https://phet.colorado.edu/sims/html/fraction-matcher/latest/fraction-matcher_en.html



White rose maths
Summer Term - Week 4 (w/c 11th May)
<https://whiterosemaths.com/homelearning/year-5/>

Lesson 4 - Compare and order fractions less than one

Summer Term - Week 5 (w/c 18th May)
Lesson 1 – Add and subtract fractions

Worksheets below learning mat
Can you remember your formal method for addition? Practise the calculations below and check your answers using a calculator.

- A) $253 + 1345 =$
- B) $3762 + 23381 =$
- C) $36210 + 10999 =$

ENGLISH ZONE

Read the short story:



https://readon.myon.co.uk/reader/index.html?a=nnpb_hthayer_s16

Can you find evidence from the text to support the statements below?
'Helen Thayer is determined.'
'Charlie is a loyal companion'
'Helen had to make difficult decisions on her journey'
'Helen's journey provided many challenges'
'It was unheard of for a women to complete a similar journey'



Can you complete a diary entry from Charlie's perspective?

Your entry could span over a couple of days from the moment he was chosen to fighting off a polar bear.

What thoughts and emotions were going through Charlie's head? How did he feel towards Helen?

<https://www.bbc.co.uk/bitesize/articles/z6g98xs>



Learn about relative clauses.

Practise by completing the activity then apply the skill.

Can you then use them in your diary entry?

TOPIC ZONE

Try the BBC Y5 daily lessons
<https://www.bbc.co.uk/bitesize/dailylessons>

Bitesize

Try Oak National Academy lessons
<https://www.thenational.academy/online-classroom>



Learn all about circuit symbols in electricity.

<https://www.andythelwell.com/blobz/guide.html>

Can you learn the symbols for each electric component?

Could you make a poster / matching pair game to try and learn them?

What is it like in a court room?

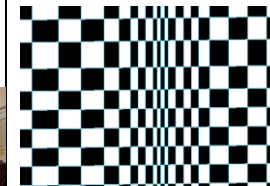
<https://www.nationaltrust.org.au/educationprograms/3d-interactive-court-room/>



Explore the different roles within the room?
What is it layout like?

Click the characters into hear what they have to say and read about their roles.

Can you make an optical illusion?



Can you research and find any others to try?

<https://www.tate.org.uk/kids/explore/what-is/op-art>

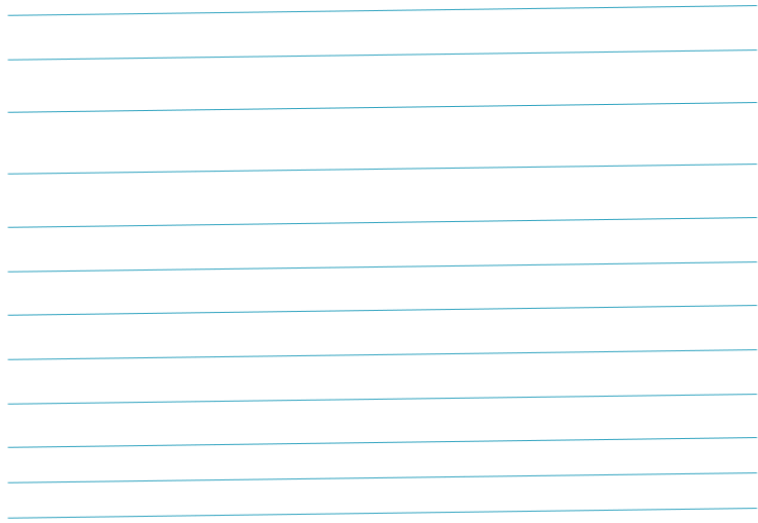
Follow instructions below the mat

Can you share your learning on your class page

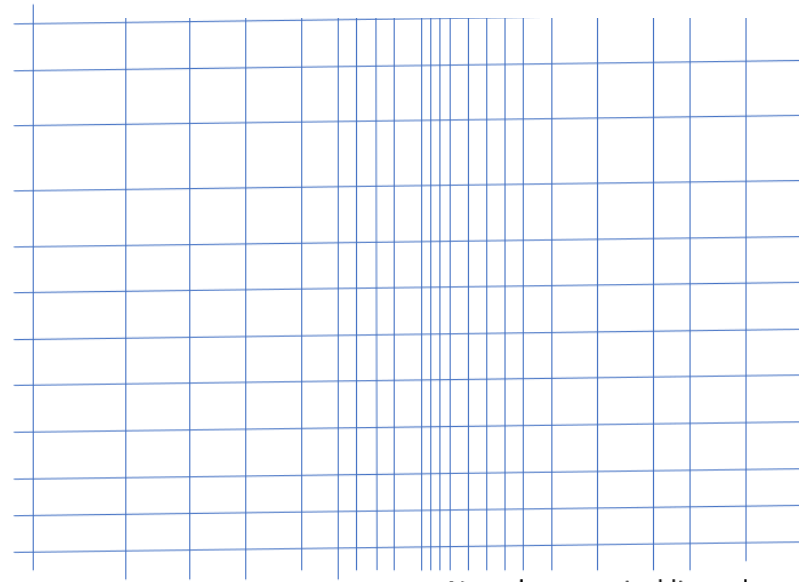


Keep your eye on the school blog for more fun activities to keep you busy!

Step 1



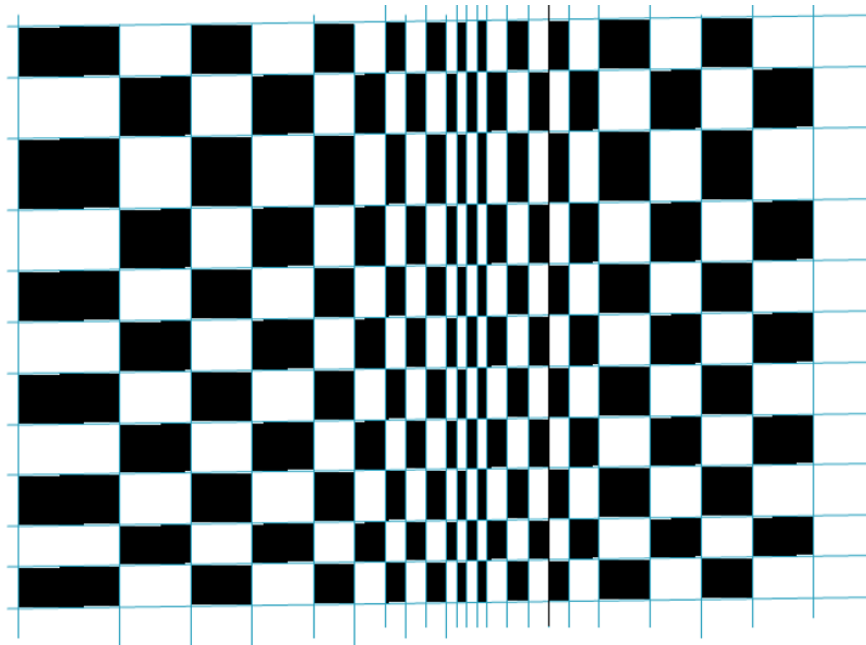
Step 2



Draw a set of parallel lines down the centre of your page.

Now draw vertical lines through the lines. Make the lines get gradually closer towards the centre then gradually increase the spacing towards the other side.

Step 3



Neatly colour squares alternately in black.

closed
switch



buzzer



cell



wire



battery



voltmeter



ammeter



open
switch



motor



bulb



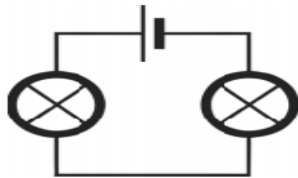
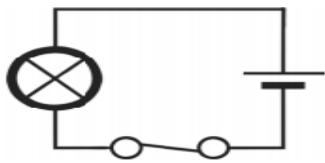
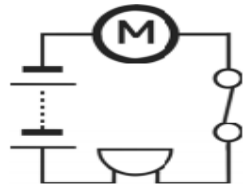
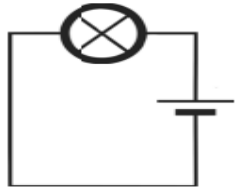
bulb



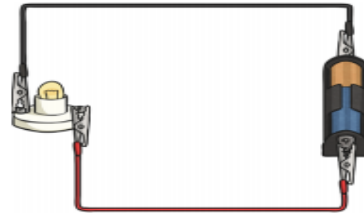
resistor



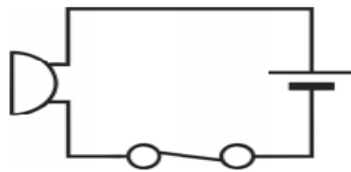
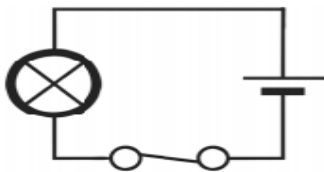
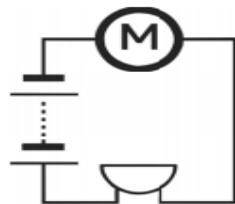
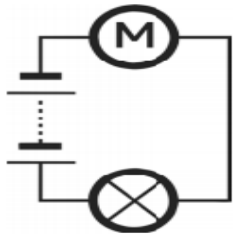
Look at the circuits below and label each part.



Draw the following circuit using the scientific circuit symbols.



Look at the circuits below and label each part.



Draw the following circuit using the scientific circuit symbols.

1. Circuit should contain: a bulb, a cell, and an open switch.
2. Circuit should contain: a battery and two motors.
3. Circuit should contain: a buzzer, two batteries, and a closed switch.

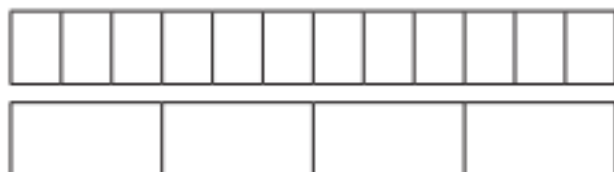
Compare and order fractions less than 1

- 1 Write $<$, $>$ or $=$ to compare the fractions.

Use the bar models to help you.



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



$$\frac{9}{12} \bigcirc \frac{3}{4}$$



$$\frac{7}{12} \bigcirc \frac{2}{3}$$



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

a) $\frac{1}{5} \bigcirc \frac{4}{15}$

g) $\frac{2}{9} \bigcirc \frac{1}{3}$

b) $\frac{2}{5} \bigcirc \frac{4}{15}$

h) $\frac{4}{9} \bigcirc \frac{1}{3}$

c) $\frac{2}{5} \bigcirc \frac{6}{15}$

i) $\frac{4}{12} \bigcirc \frac{1}{3}$

d) $\frac{2}{3} \bigcirc \frac{6}{15}$

j) $\frac{8}{12} \bigcirc \frac{2}{3}$

e) $\frac{2}{3} \bigcirc \frac{6}{12}$

k) $\frac{8}{12} \bigcirc \frac{3}{3}$

f) $\frac{2}{3} \bigcirc \frac{6}{9}$

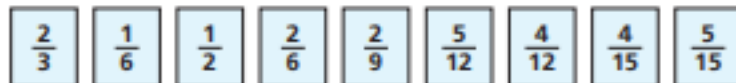
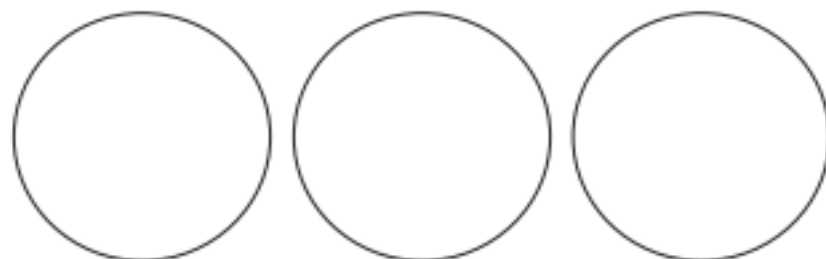
l) $\frac{8}{12} \bigcirc \frac{3}{4}$

- 3 Sort the fractions into the circles.

greater than $\frac{1}{3}$

equal to $\frac{1}{3}$

less than $\frac{1}{3}$



- 4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

a) $\frac{\square}{5} < \frac{5}{15}$

d) $\frac{\square}{3} < \frac{5}{6}$

g) $\frac{6}{9} < \frac{5}{\square}$

b) $\frac{\square}{6} < \frac{5}{12}$

e) $\frac{3}{5} < \frac{5}{\square}$

h) $\frac{10}{12} < \frac{5}{\square}$

c) $\frac{\square}{12} < \frac{5}{6}$

f) $\frac{5}{6} < \frac{5}{\square}$

i) $\frac{23}{24} < \frac{5}{\square}$

Compare answers with a partner.

- 5 Tommy and Eva are comparing fractions.

$\frac{2}{3}$	$\frac{8}{12}$	$\frac{4}{9}$
---------------	----------------	---------------



Tommy

I found a common denominator of 36 to compare the fractions.



Eva

I found a common numerator of 4 to compare the fractions.

Whose method is more efficient? _____

Talk about your answer with a partner.

- 6 Write the fractions in ascending order.

a) $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$

\square	\square	\square	\square	\square
-----------	-----------	-----------	-----------	-----------

b) $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$

\square	\square	\square	\square	\square
-----------	-----------	-----------	-----------	-----------

c) $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$

\square	\square	\square	\square	\square
-----------	-----------	-----------	-----------	-----------

d) $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

\square	\square	\square	\square	\square
-----------	-----------	-----------	-----------	-----------

- 7 What could the missing numerator be?

$\frac{3}{5} < \frac{\square}{15} < \frac{9}{10}$

Write all four possibilities.

$\frac{\square}{15}$

$\frac{\square}{15}$

$\frac{\square}{15}$

$\frac{\square}{15}$

Add and subtract fractions



1 Complete the calculations.

Use the bar models to help you.



$$\frac{4}{5} + \frac{3}{5} = \square = \square$$



$$\frac{6}{5} + \frac{3}{5} = \square = \square$$



$$\frac{8}{5} - \frac{6}{5} = \square$$



$$\frac{9}{5} - \frac{3}{5} = \square = \square$$

2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \square$

f) $\frac{17}{9} - \frac{8}{9} = \square = \square$

b) $\frac{4}{7} + \frac{3}{7} = \square = \square$

g) $\frac{16}{9} - \frac{8}{9} = \square$

c) $\frac{4}{7} + \frac{4}{7} = \square = \square$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \square = \square$

d) $\frac{8}{7} - \frac{3}{7} = \square$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \square = \square$

e) $\frac{7}{9} + \frac{8}{9} = \square = \square$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \square$

3

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

What could the missing numerators be?

Give six different possibilities.

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

4 Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has litres left.

5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\square}{8} = \frac{13}{8}$

b) $\frac{13}{8} - \frac{\square}{8} = \frac{7}{8}$

c) $\frac{13}{8} - \frac{\square}{8} = 1$

d) $\frac{11}{9} + \frac{\square}{9} = \frac{22}{9} = 2\frac{\square}{9}$

e) $\frac{11}{9} + \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

f) $\frac{22}{9} - \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

g) $\frac{4}{7} + \frac{\square}{7} + \frac{4}{7} = 2$

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

i) $\frac{6}{7} + \frac{\square}{7} + \frac{6}{7} = 2$

j) $\frac{14}{7} + \frac{\square}{7} + \frac{4}{7} = 3$

k) $\frac{15}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

l) $\frac{16}{7} + \frac{\square}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?



6 Here are some fraction cards.



Use the cards to write pairs of fractions with a total of 2

+ = 2

+ = 2

+ = 2

7 Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?

Annie's rope is m long.

Dexter's rope is m long.