

YEAR 5 WEEKLY LEARNING MAT 11

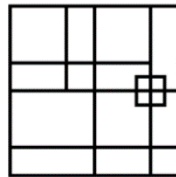
MATHS ZONE

ENGLISH ZONE

Keep your times table knowledge in check!
Collect points on Maths shed <https://www.mathshed.com/en-gb>
Try Maths fishing! <https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication>
Choose any of the Y4/5 objectives to play with.

White rose maths
<https://whiterosemaths.com/homelearning/year-5/>
Summer Term - Week 5 (w/c 18th May)
Lesson 4 - Subtract mixed numbers
Summer Term – Week 6 (w/c 1st June)
Lesson 1 - Multiply unit and non-unit fractions by integers
Worksheets below learning mat

How many squares can you count?



Visit the website 'Poetry by heart'
<https://www.poetrybyheart.org.uk/poetry-for-children/>
There are lots of brilliant poems for kids on the linked page. Choose any 3 poems and read them aloud, you could read them to yourself or to an audience!
The pictures will help you choose your poems as they give you a clue about the content.

Out of the three poems you have read, choose your favourite one. One of the Y5 objectives is to not just read poetry, but to learn it off by heart!
You will need to practice reading your poem aloud until you can do it without looking...you could create actions to help, chant your poem, or re-write it to help you learn it.
If the poem you have chosen is too long, then pick 3 stanzas (paragraphs) to learn instead.
Once you have learnt it off by heart, why not try performing it to an audience, or filming it for twitter?



Extra support:
If you are struggling to learn your poem, try Eletelephony by Laura Richards which is short and memorable!

Use the video and activity to learn what a rhyme scheme is.
<https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z83g2nb>
Did any of the poems you read use a rhyme scheme?

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>



Fancy a trip to Amsterdam?
Go on a virtual tour of the famous Van Gogh museum in Amsterdam
Click the link
<https://artsandculture.google.com/partner/van-gogh-museum?hl=en> and then press the yellow person to start.



Once you have looked around, decide which painting was your favourite. You could draw/paint your own version or write a short paragraph explaining why you liked it.

Create a Victorian wanted poster. You can design your own or use the template attached below.
Emily Makin
The year is 1832 and conditions are hard in Narrow Hallam, a poor area of Sheffield full of struggling families and criminals.
Nearby are the houses of rich property owners such as Mr Brian Pettigrew whose house has been broken into and expensive items, such as his watch, have been stolen.
The suspect is an 11-year-old girl called Emily from Narrow Hallam and the police need to find her.
Draw a picture and write a description on the wanted poster but remember Emily's family is very poor so her clothes and appearance need to show this.

Watch the video to learn how to complete one of Dynamo's 'Epic card flips', you will need a pack of cards!

Make sure you find a safe space to practice where nobody will get hit by the cards.

<https://www.bbc.co.uk/cbbc/watch/bp-dynamo-magic-trick>

Can you share your learning on your class page?



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

Subtract mixed numbers

1 Complete the subtractions.

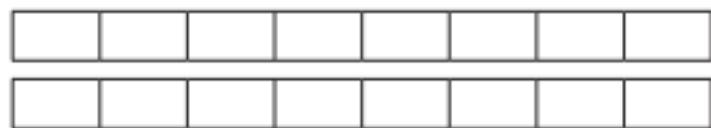
Use the bar models to help you.

a)



$$\frac{15}{8} - \frac{1}{2} = \square$$

b)



$$1\frac{7}{8} - \frac{3}{4} = \square$$

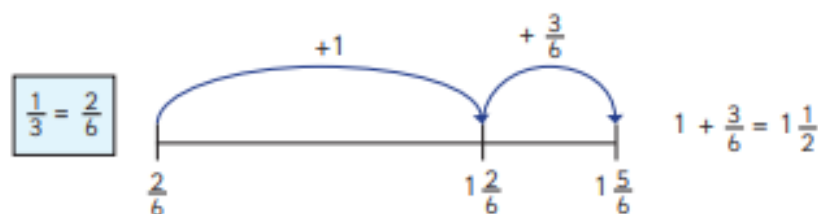
c)



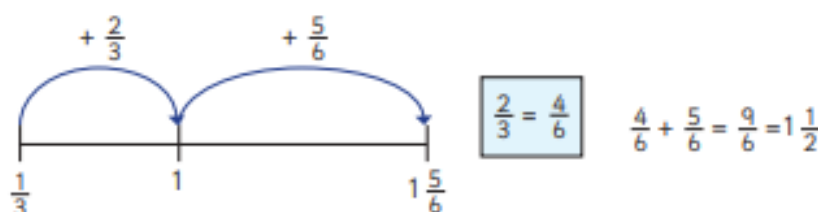
$$1\frac{1}{2} - \frac{3}{8} = \square$$



2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$
Dexter's method



Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$



$$1\frac{5}{8} - \frac{3}{16} = \square$$



3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} = \square$

d) $7\frac{5}{6} - \frac{13}{24} = \square$

b) $3\frac{3}{16} - \frac{1}{8} = \square$

e) $4\frac{4}{9} - \frac{4}{27} = \square$

c) $2\frac{5}{6} - \frac{2}{3} = \square$

f) $6\frac{11}{12} - \frac{3}{4} = \square$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Eva pours $\frac{4}{15}$ litres into a glass.

How much orange juice is left in the jug?



There are litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	
Amir	$13\frac{3}{8}$ m		$12\frac{7}{8}$ m
Annie		9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's.



Multiply unit fractions by an integer

1 Complete the calculations.

Use the bar models to help you.



$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \square$$

$$3 \times \frac{1}{5} = \square$$



$$\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} = \square$$

$$4 \times \frac{1}{7} = \square$$



$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \square$$

$$5 \times \frac{1}{8} = \square$$



$$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \square$$

$$7 \times \frac{1}{10} = \square$$



2 Complete the multiplications.

a) $3 \times \frac{1}{8} = \square$

e) $\frac{1}{5} \times 4 = \square$

b) $3 \times \frac{1}{10} = \square$

f) $\frac{1}{9} \times 8 = \square$

c) $\frac{1}{8} \times 5 = \square$

g) $8 \times \frac{1}{11} = \square$

d) $9 \times \frac{1}{10} = \square$

h) $\frac{1}{11} \times 10 = \square$

3 Match the addition to the equivalent multiplication.

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

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

$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5}$$

$$\frac{1}{4} \times 3$$

$$\frac{1}{5} + \frac{1}{5}$$

$$3 \times \frac{1}{5}$$

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

$$2 \times \frac{1}{3}$$

- 4 A pizza is cut into sixths.
Jack eats five of the slices.
Write a multiplication to represent this.

$$\square \times \square = \square$$

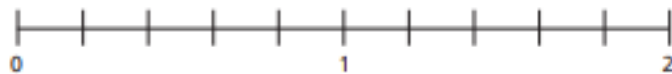
- 5 Complete the multiplications.
Use the number lines to help you.
Give each answer as an improper fraction and as a mixed number.

a)



$$6 \times \frac{1}{5} = \square = \square$$

b)



$$9 \times \frac{1}{5} = \square = \square$$

- 6 Complete the multiplications.

a) $11 \times \frac{1}{10} = \square = \square$

b) $11 \times \frac{1}{9} = \square = \square$

c) $\frac{1}{8} \times 11 = \square = \square$

d) $11 \times \frac{1}{7} = \square = \square$

e) $11 \times \frac{1}{6} = \square = \square$

What do you notice?
Does this pattern continue?

- 7 Complete the calculations.

a) $\square \times \frac{1}{3} = \frac{2}{3}$

e) $\frac{1}{8} \times \square = 1\frac{3}{8}$

b) $\square \times \frac{1}{3} = 1$

f) $\square \times \frac{1}{2} = 3\frac{1}{2}$

c) $\square \times \frac{1}{7} = 1$

g) $\square \times \frac{1}{3} = 3\frac{1}{3}$

d) $\frac{1}{7} \times \square = 1\frac{3}{7}$

h) $\frac{1}{4} \times \square = 3\frac{1}{4}$



Multiply non-unit fractions by an integer

- 1 Complete the calculations.

Use the bar models to help you.



$$\frac{2}{7} + \frac{2}{7} + \frac{2}{7} = \square$$

$$3 \times \frac{2}{7} = \square$$



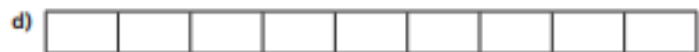
$$\frac{3}{10} + \frac{3}{10} + \frac{3}{10} = \square$$

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



$$\frac{2}{9} + \frac{2}{9} + \frac{2}{9} + \frac{2}{9} = \square$$

$$4 \times \frac{2}{9} = \square$$



$$\frac{4}{9} + \frac{4}{9} = \square$$

$$2 \times \frac{4}{9} = \square$$

What do you notice about parts c) and d)? Talk to a partner.



- 2 Complete the multiplications.

a) $2 \times \frac{3}{7} = \square$

d) $5 \times \frac{2}{11} = \square$

b) $3 \times \frac{3}{11} = \square$

e) $\frac{2}{15} \times 7 = \square$

c) $\frac{2}{11} \times 4 = \square$

f) $\frac{7}{15} \times 2 = \square$

- 3

$$\frac{4}{11} \times 2 = \frac{8}{22}$$



Explain the mistake that Alex has made.

- 4

A cat eats $\frac{2}{15}$ of a bag of biscuits a day.

What fraction of the bag does the cat eat in 4 days?



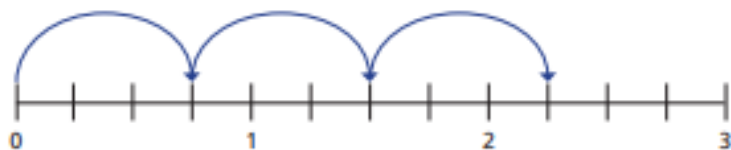
The cat eats \square of the bag in 4 days.

5 Complete the multiplications.

Use the number lines to help you.

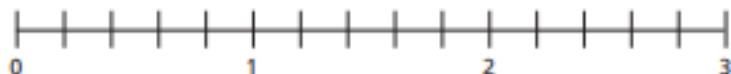
Give each answer as an improper fraction and as a mixed number.

a)



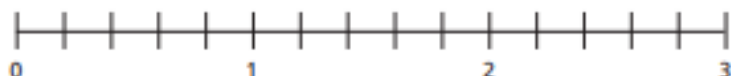
$$3 \times \frac{3}{4} = \boxed{} = \boxed{}$$

b)



$$4 \times \frac{3}{5} = \boxed{} = \boxed{}$$

c)



$$3 \times \frac{4}{5} = \boxed{} = \boxed{}$$



6 Complete the multiplications.

a) $5 \times \frac{2}{3} = \boxed{} = \boxed{}$

b) $4 \times \frac{4}{5} = \boxed{} = \boxed{}$

c) $\frac{2}{7} \times 11 = \boxed{} = \boxed{}$

d) $4 \times \frac{7}{9} = \boxed{} = \boxed{}$

e) $17 \times \frac{2}{11} = \boxed{} = \boxed{}$

f) Describe the pattern you can see in the answers.

g) What could the next multiplication in the pattern be?

Write two possible options.

7 Here are some digit cards.

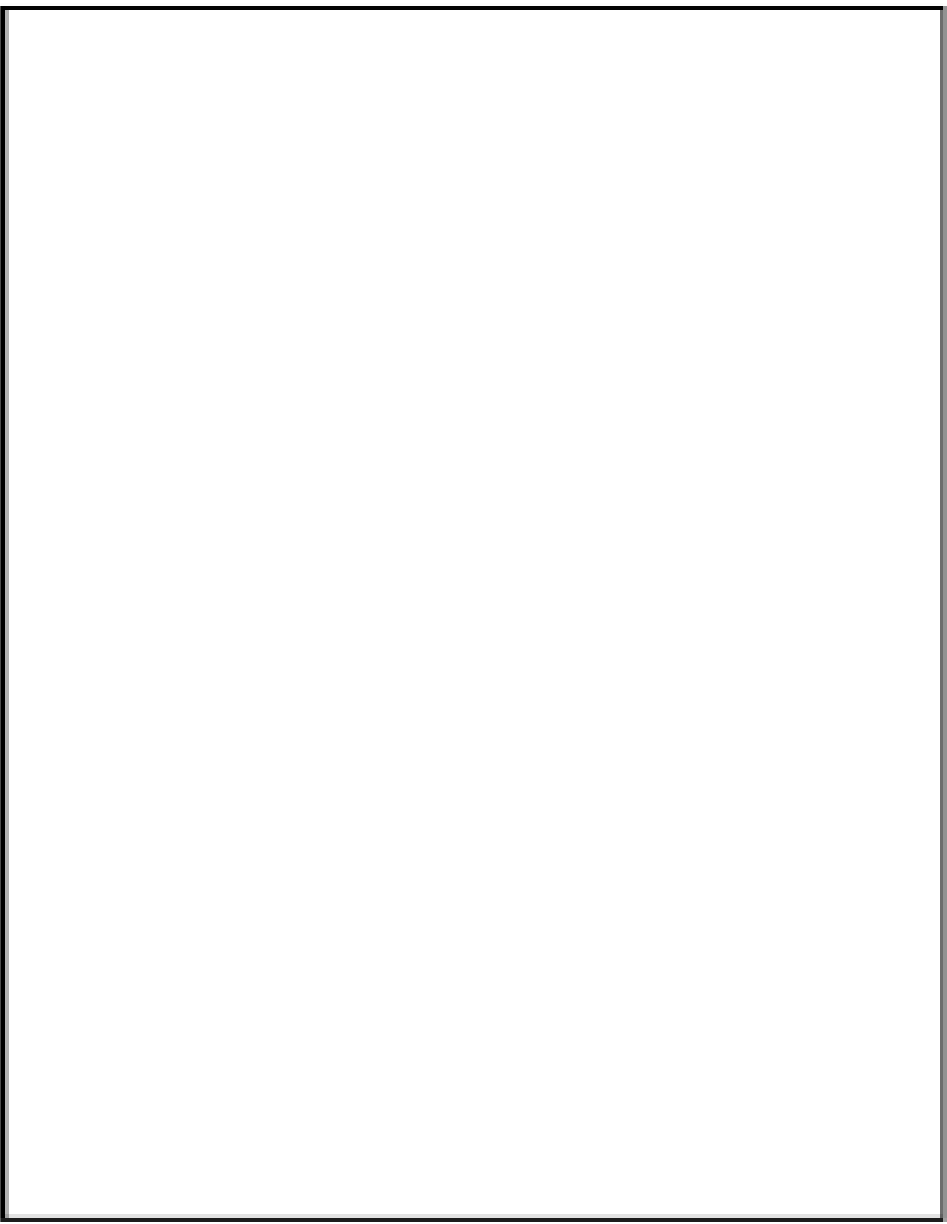


Use the digit cards to complete the multiplication.

$$\boxed{} \times \frac{\boxed{}}{8} = \frac{15}{8} = \boxed{} \frac{\boxed{}}{8}$$



Wanted!



1 Complete the subtractions.

Use the bar models to help you.



$$\frac{15}{8} - \frac{1}{2} = \boxed{1\frac{3}{8}}$$



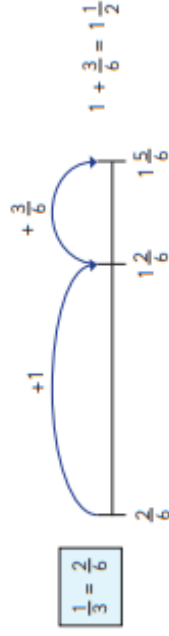
$$1\frac{7}{8} - \frac{3}{4} = \boxed{1\frac{1}{8}}$$



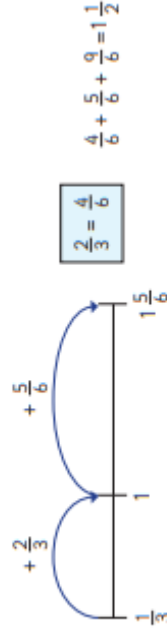
$$1\frac{1}{2} - \frac{3}{8} = \boxed{1\frac{1}{8}}$$

2 Dexter and Whitney are using number lines to work out $1\frac{3}{6} - \frac{1}{3}$

Dexter's method

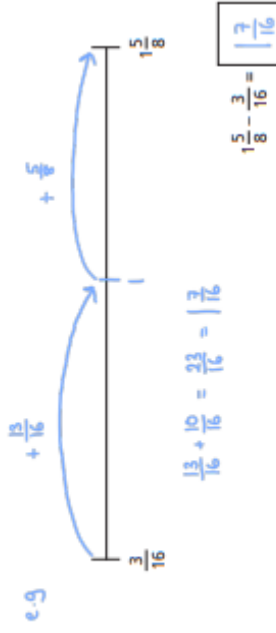


Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$



3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} = \boxed{3\frac{14}{24}}$

d) $7\frac{5}{6} - \frac{13}{24} = \boxed{7\frac{20}{24}}$

b) $3\frac{3}{16} - \frac{1}{8} = \boxed{3\frac{16}{16}}$

e) $4\frac{4}{9} - \frac{4}{27} = \boxed{4\frac{8}{27}}$

c) $2\frac{5}{6} - \frac{2}{3} = \boxed{2\frac{1}{6}}$

f) $6\frac{11}{12} - \frac{3}{4} = \boxed{6\frac{9}{12}}$

4 A jug contains $1\frac{2}{5}$ litres of orange juice.



Eva pours $\frac{4}{15}$ litres into a glass.

How much orange juice is left in the jug?

There are $\boxed{1\frac{1}{3}}$ litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

e.g.

$$3\frac{1}{5} - \frac{3}{20} = 3\frac{1}{20}$$

$$3\frac{3}{5} - \frac{11}{20} = 3\frac{1}{20}$$

$$3\frac{2}{5} - \frac{7}{20} = 3\frac{1}{20}$$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	$12\frac{3}{8}$ m
Amir	$13\frac{3}{8}$ m	$8\frac{1}{4}$ m	$12\frac{7}{8}$ m
Annie	$14\frac{1}{3}$ m	9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's.

Multiply unit fractions by an integer

1 Complete the calculations.

Use the bar models to help you.



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

$$3 \times \frac{1}{5} = \frac{3}{5}$$



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

$$4 \times \frac{1}{7} = \frac{4}{7}$$



$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{5}{8}$$

$$5 \times \frac{1}{8} = \frac{5}{8}$$



$$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \frac{7}{10}$$

$$7 \times \frac{1}{10} = \frac{7}{10}$$



2 Complete the multiplications.

a) $3 \times \frac{1}{8} = \frac{3}{8}$

e) $\frac{1}{5} \times 4 = \frac{4}{5}$

b) $3 \times \frac{1}{10} = \frac{3}{10}$

f) $\frac{1}{9} \times 8 = \frac{8}{9}$

c) $\frac{1}{8} \times 5 = \frac{5}{8}$

g) $8 \times \frac{1}{11} = \frac{8}{11}$

d) $9 \times \frac{1}{10} = \frac{9}{10}$

h) $\frac{1}{11} \times 10 = \frac{10}{11}$

3 Match the addition to the equivalent multiplication.

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

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

$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5}$$

$$\frac{1}{4} \times 3$$

$$\frac{1}{5} + \frac{1}{5}$$

$$3 \times \frac{1}{5}$$

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

$$2 \times \frac{1}{3}$$

4 A pizza is cut into sixths.

Jack eats five of the slices.

Write a multiplication to represent this.

$$5 \times \frac{1}{6} = \frac{5}{6}$$

5 Complete the multiplications.

Use the number lines to help you.

Give each answer as an improper fraction and as a mixed number.

a)



$$6 \times \frac{1}{5} = \frac{6}{5} = 1\frac{1}{5}$$

b)



$$9 \times \frac{1}{5} = \frac{9}{5} = 1\frac{4}{5}$$

6 Complete the multiplications.

a) $11 \times \frac{1}{10} = \frac{11}{10} = 1\frac{1}{10}$

b) $11 \times \frac{1}{9} = \frac{11}{9} = 1\frac{2}{9}$

c) $\frac{1}{8} \times 11 = \frac{11}{8} = 1\frac{3}{8}$

d) $11 \times \frac{1}{7} = \frac{11}{7} = 1\frac{4}{7}$

e) $11 \times \frac{1}{6} = \frac{11}{6} = 1\frac{5}{6}$

What do you notice?

Does this pattern continue?

7 Complete the calculations.

a) $2 \times \frac{1}{3} = \frac{2}{3}$

e) $\frac{1}{8} \times 11 = 1\frac{3}{8}$

b) $3 \times \frac{1}{3} = 1$

f) $7 \times \frac{1}{2} = 3\frac{1}{2}$

c) $7 \times \frac{1}{7} = 1$

g) $10 \times \frac{1}{3} = 3\frac{1}{3}$

d) $\frac{1}{7} \times 10 = 1\frac{3}{7}$

h) $\frac{1}{4} \times 13 = 3\frac{1}{4}$



Multiply non-unit fractions by an integer

1 Complete the calculations.

Use the bar models to help you.



$$2 \times \frac{2}{7} + \frac{2}{7} = \boxed{\frac{6}{7}}$$

$$3 \times \frac{2}{7} = \boxed{\frac{6}{7}}$$



$$\frac{3}{10} + \frac{3}{10} + \frac{3}{10} = \boxed{\frac{9}{10}}$$

$$3 \times \frac{3}{10} = \boxed{\frac{9}{10}}$$



$$\frac{2}{9} + \frac{2}{9} + \frac{2}{9} + \frac{2}{9} = \boxed{\frac{8}{9}}$$

$$4 \times \frac{2}{9} = \boxed{\frac{8}{9}}$$



$$\frac{4}{9} + \frac{4}{9} = \boxed{\frac{8}{9}}$$

$$2 \times \frac{4}{9} = \boxed{\frac{8}{9}}$$

What do you notice about parts c) and d)? Talk to a partner.



2 Complete the multiplications.

a) $2 \times \frac{3}{7} = \boxed{\frac{6}{7}}$

d) $5 \times \frac{2}{11} = \boxed{\frac{10}{11}}$

b) $3 \times \frac{3}{11} = \boxed{\frac{9}{11}}$

e) $\frac{2}{15} \times 7 = \boxed{\frac{14}{15}}$

c) $\frac{2}{11} \times 4 = \boxed{\frac{8}{11}}$

f) $\frac{7}{15} \times 2 = \boxed{\frac{14}{15}}$



$$\frac{4}{11} \times 2 = \frac{8}{22}$$

Explain the mistake that Alex has made.

She has multiplied both the numerator and the

denominator.

$$\frac{4}{11} \times 2 = \frac{8}{11}$$

4 A cat eats $\frac{2}{15}$ of a bag of biscuits a day.

What fraction of the bag does the cat eat in 4 days?

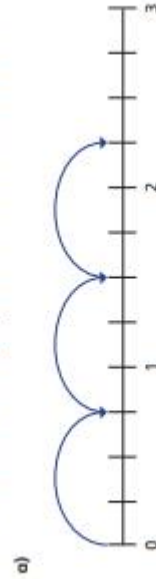


What do you notice about parts c) and d)? Talk to a partner.

5 Complete the multiplications.

Use the number lines to help you.

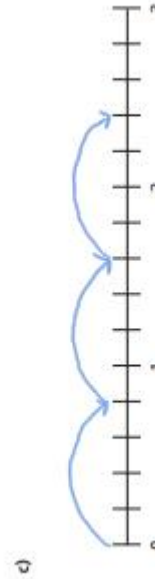
Give each answer as an improper fraction and as a mixed number.



$$3 \times \frac{3}{4} = \boxed{\frac{9}{4}} = \boxed{2\frac{1}{4}}$$



$$4 \times \frac{3}{5} = \boxed{\frac{12}{5}} = \boxed{2\frac{2}{5}}$$



$$3 \times \frac{5}{8} = \boxed{\frac{15}{8}} = \boxed{1\frac{7}{8}}$$

7 Here are some digit cards.



Use the digit cards to complete the multiplication.

$$\boxed{5} \times \frac{\boxed{3}}{8} = \frac{\boxed{15}}{8} = \boxed{1\frac{7}{8}}$$

6 Complete the multiplications.

a) $5 \times \frac{2}{3} = \boxed{\frac{10}{3}} = \boxed{3\frac{1}{3}}$

b) $4 \times \frac{4}{5} = \boxed{\frac{16}{5}} = \boxed{3\frac{1}{5}}$

c) $\frac{2}{7} \times 11 = \boxed{\frac{22}{7}} = \boxed{3\frac{1}{7}}$

d) $4 \times \frac{7}{9} = \boxed{\frac{28}{9}} = \boxed{3\frac{1}{9}}$

e) $17 \times \frac{2}{11} = \boxed{\frac{34}{11}} = \boxed{3\frac{1}{11}}$

f) Describe the pattern you can see in the answers.

g) What could the next multiplication in the pattern be?

Write two possible options.

$$\frac{2}{15} \times 8$$

$$10 \times \frac{1}{13}$$