

Your child should be reading every day for at least 30min.

Monday 11th May

Reading

Maths

Q 1- 6 - everyone

Q 7 - 9 - extension - optional

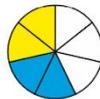
Multiply fractions by integers



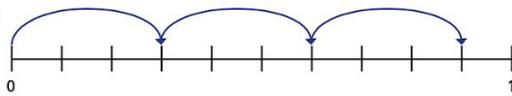
1 Complete the calculations.

a)

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

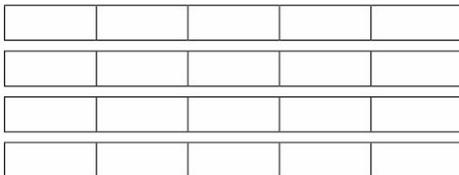


b)



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

2 a) Shade the bar models to show $\frac{2}{5} \times 4$



b) Complete the multiplication.

$$\frac{2}{5} \times 4 = \square$$



3 Complete the calculations.

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

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

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

$$\frac{3}{4} \times 2 = \square$$

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

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

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

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

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

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

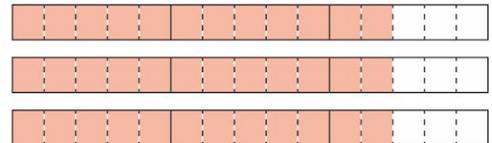
$$\frac{1}{3} \times 6 = \square$$

$$\frac{3}{4} \times 6 = \square$$

What patterns do you notice?

4 Complete the multiplication.

$$2\frac{2}{5} \times 3 = \square$$



What method did you use? Is there a different method you could have used?

5 Match the calculations.

$$\frac{2}{3} + \frac{2}{3}$$

$$\frac{1}{2} \times 6$$

$$\frac{1}{4} \times 24$$

$$18 \times \frac{1}{4}$$

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

$$\frac{1}{6} \times 10$$

$$\frac{5}{12} \times 4$$

$$12 \times \frac{1}{2}$$

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

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

6 Write each answer as a mixed number in its simplest form.

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

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

b) $2\frac{1}{6} \times 3 =$

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

c) $2\frac{2}{5} \times 4 =$

f) $\frac{11}{15} \times 7 =$

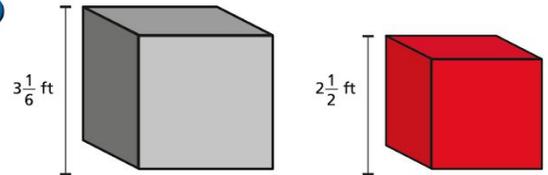
7 Fill in the missing numbers.

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

b) $2\frac{\square}{8} \times 3 = 7\frac{1}{2}$

8 Tommy's dog eats $3\frac{1}{2}$ tins of food a week.
How many tins does she eat in a year?

9



Jack builds a tower using grey blocks.
Alex builds a tower using red blocks.
The towers are exactly the same height.
How many blocks could they each have used?

Geography

There are 4 countries in the United Kingdom. Use the key to label them:

The country we all live in is called the United Kingdom of Great Britain and Northern Ireland. We usually just call it 'the United Kingdom' or 'the UK'.

The UK is made from four countries:

- England - where we live
- Wales
- Scotland
- Northern Ireland

It can be a bit complicated, because we live in a country which is made from other countries!

We also have ways to talk about the different parts of the UK, and the islands nearby.

Great Britain is the biggest island in the UK. It has Wales, England and Scotland on it.

The British Isles means all the islands around us, even The Republic of Ireland (which we often just call Ireland), which is a completely separate country.

It can be a lot to remember, so look at the diagram I've attached.

Your task is to label the template with the countries of the United Kingdom. You already know the names, but which one is which?

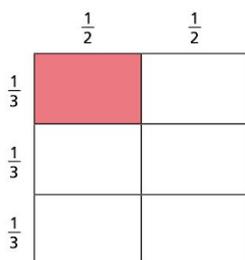
Tuesday - 12th May

Reading

Maths

Multiply fractions by fractions

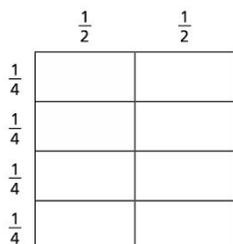
- 1 Dexter works out $\frac{1}{2} \times \frac{1}{3}$ using a grid method.



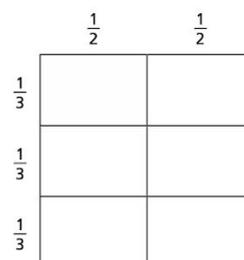
Explain how this shows $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

- 2 Shade the diagrams to show the fraction multiplications. Complete the multiplications.

a) $\frac{1}{2} \times \frac{1}{4} = \square$



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



- 3 a) Divide the square to show that $\frac{2}{3} \times \frac{3}{4}$ is equal to $\frac{6}{12}$



- b) Mo says $\frac{2}{3} \times \frac{3}{4}$ is equal to $\frac{1}{2}$

Is Mo correct? _____

Explain your answer.

4 Complete the calculations.

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

e) $\frac{3}{4} \times \frac{1}{5} = \square$

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

f) $\frac{2}{5} \times \frac{5}{6} = \square$

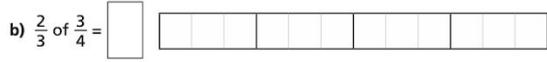
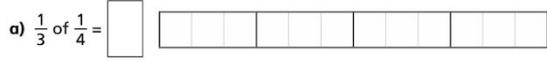
c) $\square = \frac{1}{7} \times \frac{1}{8}$

g) $\frac{5}{7} \times \frac{5}{8} = \square$

d) $\frac{1}{8} \times \frac{1}{9} \times \frac{1}{10} = \square$

h) $\frac{3}{8} \times \frac{2}{9} \times \frac{3}{10} = \square$

5 Use the diagram to complete the calculations.



c) What do you notice about your answers?
Talk to your partner.

6 Fill in the missing numbers.

a) $\frac{1}{10} = \frac{1}{2} \times \frac{1}{\square}$

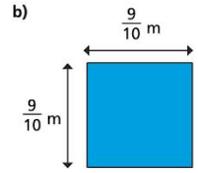
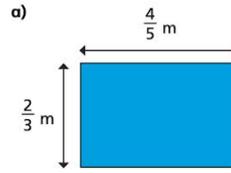
b) $\frac{1}{5} \times \frac{\square}{3} = \frac{2}{15}$

7 Fill in the missing numbers.

a) $\frac{1}{10} = \frac{\square}{4} \times \frac{\square}{5}$

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

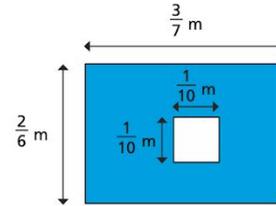
8 Calculate the area of the shapes.



Area = \square m²

Area = \square m²

9 Work out the area of the shaded part.



\square

Extension - optional:

PROBLEM SOLVING 1

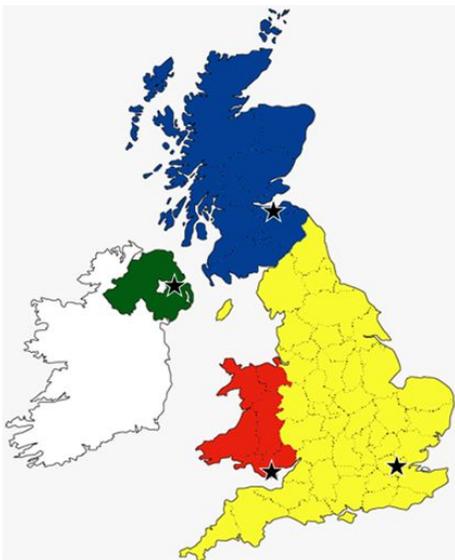
Here is a representation for multiplying fractions.

The first fraction is $\frac{4}{7}$



What fraction could it be being multiplied by to give an answer less than a quarter? List all possibilities!

Geography



Yesterday we learned about the different ways we talk about the country we live in. Its official name is the United Kingdom of Great Britain and Northern Ireland. It is made up of England, Scotland, Wales and Northern Ireland.

Now we are going to look inside the United Kingdom. Each of the countries has a capital city, and lots of different areas called counties.

Here are the capital cities of the UK:

London is the capital of England *and* the whole UK
Edinburgh is the capital of Scotland

Cardiff is the capital of Wales
Belfast is the capital of Northern Ireland

You can see the capitals on the picture attached. Can you remember which country is which?

Your task is to use online or physical maps to find the cities marked on the template. When you have found them, write or type the correct number next to the name of the city. Of course, there are a lot of other cities, towns, and villages in the UK, but these are some of the biggest.

Shetland Isles >

Orkney Isles >

12

1

2

3

4

5

6

7

8

9

10

11

Type or write your answer in the box:

	London
	Edinburgh
	Leeds
	Cardiff
	Manchester
	Glasgow
	Belfast
	Portsmouth
	Leicester
	Newcastle-upon-Tyne
	Liverpool
	Birmingham

Wednesday - 13th May

Maths

Divide fractions by integers (2)



1

$$\frac{4}{5} \div 2 \quad \frac{4}{5} \div 3$$

a) Write two things that are the same about the calculations.

b) Write one thing that is different about the calculations.

c) Draw a diagram to help you work out the answer to $\frac{4}{5} \div 2$



d) Draw a diagram to help you work out the answer to $\frac{4}{5} \div 3$

2 Complete the divisions using the diagrams to help you.

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

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

c) $\frac{2}{3} \div 3 =$

3 $\frac{3}{4}$ of a kilogram of rice is divided equally between two bowls.



How much rice is in each bowl?

4 Work out the divisions.

a) $\frac{1}{5} \div 7 = \square$

f) $\square = \frac{5}{6} \div 12$

b) $\square = \frac{1}{6} \div 3$

g) $\frac{8}{3} \div 7 = \square$

c) $\frac{1}{4} \div 9 = \square$

h) $\square = \frac{19}{20} \div 5$

d) $\square = \frac{1}{7} \div 6$

i) $\frac{1}{100} \div 25 = \square$

e) $\frac{4}{9} \div 7 = \square$

j) $\square = \frac{45}{50} \div 20$

5 Write <, > or = to complete each statement.

a) $\frac{1}{3} \div 5$ $\frac{1}{5} \div 3$

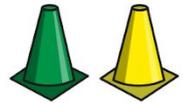
b) $\frac{1}{3} \div 3$ $\frac{1}{5} \div 5$

c) $\frac{3}{5} \div 5$ $\frac{3}{5} \div 3$

6 There are some cones in the PE shed.

Classes 1, 2 and 3 share them equally.

- Class 1 put theirs into 4 equal piles.
- Class 2 put theirs into 5 equal piles.
- Class 3 put theirs into 11 equal piles.



What fraction of the whole number of cones is in each pile?

	Fraction in each pile
Class 1	
Class 2	
Class 3	

7 a) Which of these statements are true? Tick your answers.

$\frac{1}{2} \div 2$ is equal to $\frac{1}{2} \times \frac{1}{2}$

$\frac{1}{2} \div 4 = \frac{1}{2} \times \frac{1}{4}$

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

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

b) What do you notice?

Is it only true for halves?

Does it work for non-unit fractions?

Talk to a partner.

Extension - optional:

PROBLEM SOLVING 1

Use your knowledge of dividing fractions by integers to complete the puzzles.

$\frac{2}{5}$	\div	3	=	
\div				\div
				4
=				=
$\frac{2}{35}$				

$\frac{3}{4}$	\div		=	$\frac{3}{8}$
\div				\div
=				=
$\frac{1}{16}$				$\frac{1}{24}$

Reading

Geography

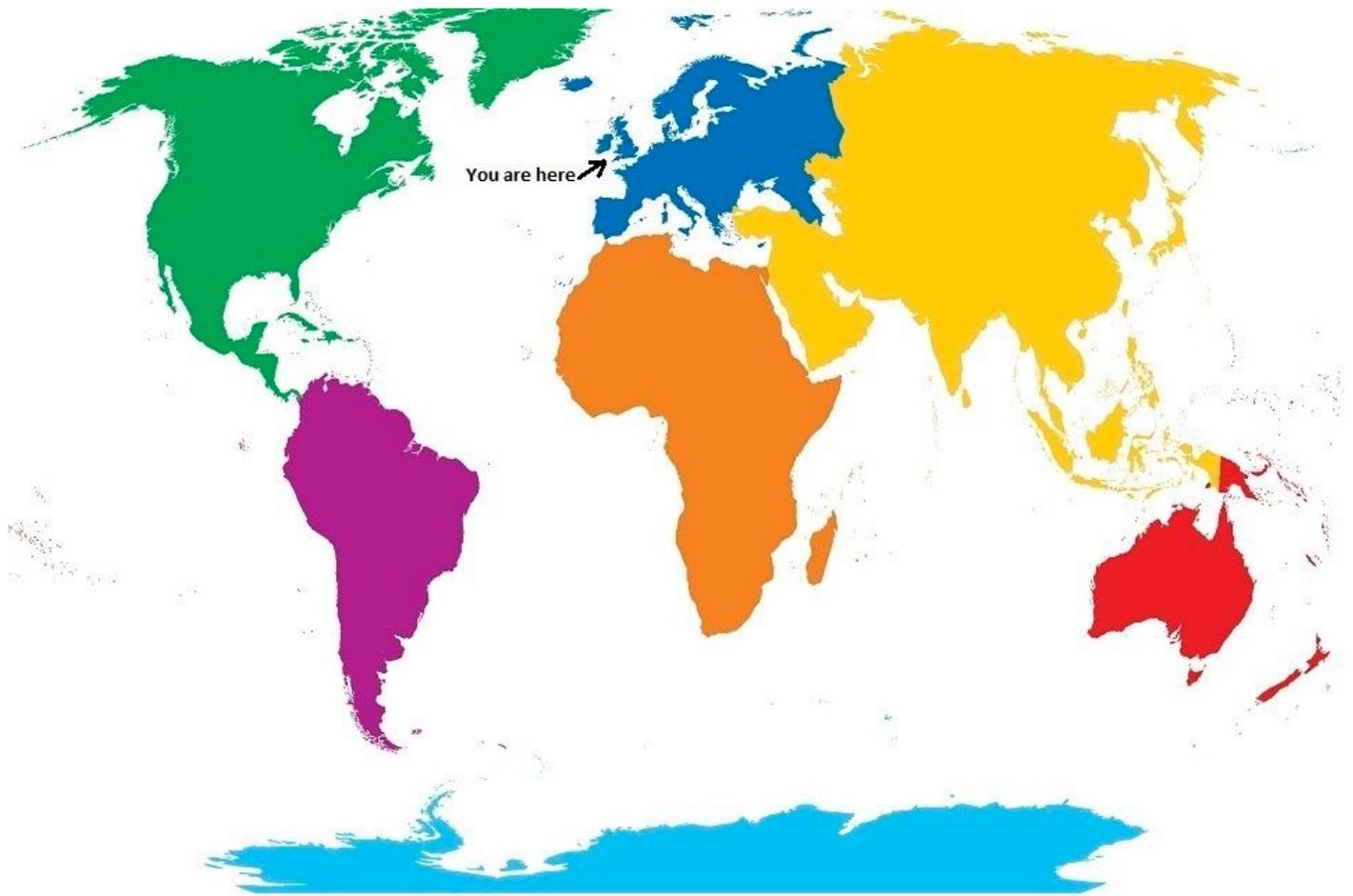
The planet we live on is covered with oceans and large areas of land called 'continents'. The continents are covered with many different countries.

There are seven continents:

- Africa
- Asia
- Europe
- North America
- South America
- Antarctica
- Oceania (sometimes called 'Australasia')

The Arctic in the north is not a continent, because it is made only from ice - not land.

On the map provided, name the continents. Remember spelling and capital letters!



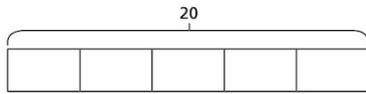
● _____
● _____
● _____
● _____

● _____
● _____
● _____

Thursday - 14th May

Maths

1



a) Shade $\frac{1}{5}$ of the bar model.

b) What is $\frac{1}{5}$ of 20?

2

Use your times tables knowledge to solve the calculations.

a) $\frac{1}{3}$ of 12 =

d) $\frac{1}{10}$ of 80 cm =

b) $\frac{1}{4}$ of £20 =

e) $\frac{1}{12}$ of 60 =

c) $\frac{1}{5}$ of 35 m =

f) $\frac{1}{7}$ of 84 kg =

Now use your answers to solve these calculations.

a) $\frac{2}{3}$ of 12 =

d) $\frac{7}{10}$ of 80 cm =

b) $\frac{3}{4}$ of £20 =

e) $\frac{11}{12}$ of 60 =

c) $\frac{3}{5}$ of 35 m =

f) $\frac{6}{7}$ of 84 kg =

4

a) In a school of 480 pupils, $\frac{2}{3}$ are juniors.
How many juniors are in the school?

b) A factory makes 256 cars.
 $\frac{3}{8}$ are electric cars.
How many electric cars does the factory make?

c) Brett uses $\frac{2}{5}$ of his £180 savings to buy a train ticket.
How much of his savings does he have left?

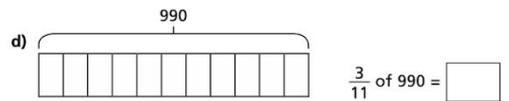
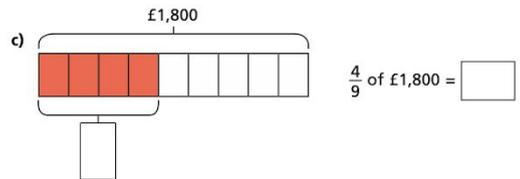
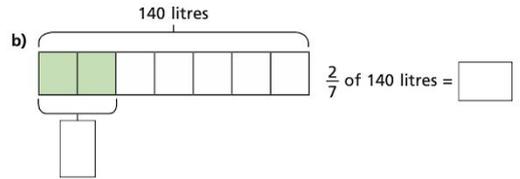
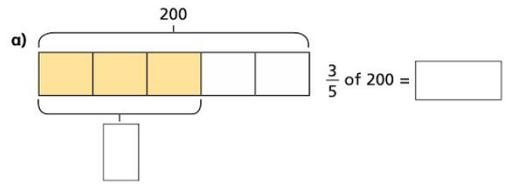
5



Alex has 288 m of fence to paint.
She paints $\frac{3}{12}$ of the whole fence on Monday. She then paints $\frac{1}{2}$ of what is left on Tuesday.
How much fence does she have left to paint?

3

Calculate the missing values.



6

Fill in the missing numbers.

a) of \$500 = \$150

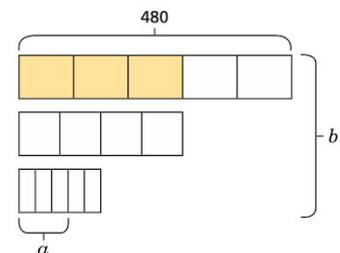
c) 42 = of 700

b) of 100 kg = 75 kg

d) 450 = of 3,000

7

Find the values of a and b .



a =

b =

Extension - optional

PROBLEM SOLVING 1

Use the cards to find the target number.

$$\frac{2}{9}$$

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

$$\frac{3}{7}$$

$$\frac{2}{3}$$

$$\frac{3}{8}$$

90

160

270

140

300

of =

How many possibilities can you find?

Reading

Writing

Activity 1: Comprehension

Read this extract from *The Snow-Walker's Son* by Catherine Fisher. You can listen to the extract here: <https://soundcloud.com/talkforwriting/doors>

The door was the last one in the corridor.

As the flames flickered over it, they showed it was barred; a hefty iron chain hung across it, and the mud floor beneath was red with rust that had flaked off in the long years of locking and unlocking.

The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole. Then he looked behind him.

'Get on with it!' the big man growled. 'Let me see what she keeps in there!' The keeper grinned; he knew fear when he heard it. With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door. It opened, just a fraction. Darkness and a damp smell oozed through the black slit. He stepped well back, handed the stranger the lantern, and jerked his head. He had no tongue to speak with; she'd made sure he kept her secrets.

The stranger hesitated; a draught moved his hair and he gazed back up the stone passageway as if he longed suddenly for warmth and light. And from what I've heard, the keeper thought, you won't be seeing much of those ever again.

Then the man held up the lantern and pushed the door. The keeper watched his face intently in the red glow, and his great hand, as it clutched a luck-stone that swung at his neck. The man went in, slowly. The door closed.

1. The door was the last one in the corridor.

What is the significance of the word last? Can you think of another context where the word last has a significant meaning? e.g. the last chance.

2. How do the opening lines (highlighted above) set the mood of the story?

What are your immediate impressions?

3. Having spent a great deal of time reflecting on the significance of doors and their appearance, what does this description suggest to you?

4. Why has Fisher described the iron chain as being 'hefty'? What could the significance of this word be in the context of the story?

5. Darkness and a damp smell oozed through the black slit.

How does this make you feel as a reader? What is the relevance of both darkness and a damp smell? Do either of these surprise you; if so, why?

Activity 3 Grammar & Sentence Work

a. The pattern of three:

Fisher uses the pattern of three actions in a sentence to advance the action and inject a sense of pace into her writing. This helps to balance description, action and dialogue. e.g.

- The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole.
- With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door.
- He stepped well back, handed the stranger the lantern, and jerked his head.

Now have a go yourself - Please see if you can write 5 sentences with 3 verbs in the sentences.

If you struggle to find your own sentences please use these examples ...

I have attached a template where you can write down your answers and sentences.

The bedroom had a bed, two chairs and a table.

There were books and some pencils on the shelf.

The lane wound its way between two hedges.

She entered the forest.

He walked down the street.

The cave was dark.

They climbed into the tree.

There was a boat moored to the bank.

Word bank :

*quickly bedside flashy luxurious dusty spooky cobbled tangled
chewed untidy dusty muddy rocking twisted echoing*

Geography



Most of our planet is covered with water. We name different areas of water to make it easier to talk about them.

Oceans are large areas of water between continents.

Seas are small areas at the edges of oceans, areas of water between two pieces of land, or areas of water that are completely surrounded by land.

Although most seas and oceans touch each other, we decide where to divide them up by the currents, the land around them, or the features on the bottom of the sea.

The Earth has five oceans:

- The Atlantic Ocean (sometimes we talk about the North and South Atlantic)
- The Pacific Ocean
- The Indian Ocean
- The Arctic Ocean
- The Southern Ocean

There are also many seas (too many to list here, but here is a list:

https://en.wikipedia.org/wiki/List_of_seas).

Of course, some of the oceans and seas surround the UK. These are:

- The Atlantic Ocean
- The Irish Sea
- The North Sea
- The Celtic Sea

and a part called the English Channel

Your task is to look at the picture attached and the template. Research using the internet or an atlas to find out the names of the seas and oceans on the maps, then write the answers on the template.



Seas and oceans around the UK:
a. _____
b. _____
c. _____
d. _____
e. _____

Oceans of the world:

1 _____

4 _____

2 _____

5 _____

3 _____

Friday - 15th May

Maths

1	$540 - 1 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
2	$342 + 56 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
3	$16 \times 0 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
4	$34 + 56 + 72 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
5	$1357 + 1 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
6	$3 \times 7 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
7	$2923 + 100 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

8	$2045 - 812 =$	<input type="text"/>	<input type="text"/> 1 mark
9	$11^2 =$	<input type="text"/>	<input type="text"/> 1 mark
10	$3.6 + 10 =$	<input type="text"/>	<input type="text"/> 1 mark
11	$12 \times 5 \times 6 =$	<input type="text"/>	<input type="text"/> 1 mark
12	$0.1 = \frac{?}{100}$	<input type="text"/>	<input type="text"/> 1 mark
13	$2185 \times 7 =$	<input type="text"/>	<input type="text"/> 1 mark
14	$8628 \div 4 =$	<input type="text"/>	<input type="text"/> 1 mark

15	15% of 250 =	<input type="text"/>	<input type="text"/> 1 mark
16	$\frac{1}{6}$ of 720 =	<input type="text"/>	<input type="text"/> 1 mark
17	$\frac{2}{3} = \frac{12}{?}$	<input type="text"/>	<input type="text"/> 1 mark
18	$\begin{array}{r} 125.9 \\ \times \quad 4 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 1 mark
19	$\frac{1}{5} \times 70 =$	<input type="text"/>	<input type="text"/> 1 mark
20	5.09 + 27.4 =	<input type="text"/>	<input type="text"/> 1 mark
21	34.8 × 1000 =	<input type="text"/>	<input type="text"/> 1 mark

22	$0.7 \times 5 =$	<input type="text"/>	<input type="text"/> 1 mark
23	$\frac{1}{8} \times \frac{1}{2} =$	<input type="text"/>	<input type="text"/> 1 mark
24	$\begin{array}{r} 3326 \\ \times \quad 29 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 2 marks
25	$34 \overline{)7990} =$	<input type="text"/>	<input type="text"/> 2 marks
26	$65\% = \frac{?}{20}$	<input type="text"/>	<input type="text"/> 1 mark
27	$3\frac{3}{8} - 1\frac{5}{8} =$	<input type="text"/>	<input type="text"/> 1 mark
28	$\frac{3}{5} + \frac{1}{4} =$	<input type="text"/>	<input type="text"/> 1 mark

Reading

Writing

For the next activity you will be using semicolons instead of conjunctions. Please answer the question - why the author has used a semicolon rather than conjunction and also write 3 sentences using a semicolon

.

Here is an example

My cousin invited me to her birthday party; she invited me only because I always get her the best presents.

‘Sandip spent three hours in the library; he couldn’t find the book he wanted.’

Now have a go yourself.

Please write 10 sentences.

PSHCE

We have been learning a lot about what it will be like to go to secondary school. All the videos we have used can be found here:

<https://www.bbc.co.uk/bitesize/tags/zh4wy9q/starting-secondary-school/1>

Using what you have learned and your own knowledge, write a short guide for a child starting secondary school.

Think about:

- what might be worrying them
- what they need to know or remember
- what skills will help them

You can type your guide, or make it with paper and send in photos.

If you know which school you are going to, you might find it useful to look on their website to get some ideas. Lots of schools have information about the curriculum (what you learn) and behaviour, and all of them will have information about what the school aims to do.

Make sure your guide is easy to understand and factually accurate! It's fine to do research, but no copying.