



# Year 5 & 6: Monday 18<sup>th</sup> January 2021



Morning everyone, Monday again! I hope you have all had a good weekend and are ready for another week of learning tasks. Please remember to submit all tasks that you complete ☺

Please remember, the work set is a reflection of the work you would have been completing in class. Therefore, please ensure that the work you submit is also a reflection of the standard you would have produced in class.

## Emotional well-being

Think about what you have done in the last couple of weeks (since we began remote learning) to look after yourself.

Complete the Wellbeing Bingo activity attached.



If you haven't done many of the things listed, try to this week!

## Time for prayer and reflection

## Happily Ever After

'Happily ever after' is usually found at the end of a story that ends well. Many stories have their ups and downs, their problems and the solutions, their struggles and their victories. Most stories end when things have been sorted and life seems to be good. Fairy tales like Snow White and the Seven Dwarfs and Cinderella have a happily ever after. How do these stories end?

Last week, we were following the life of Joseph as he'd gone from his dad's favourite son to a prison guard's favourite prisoner. Well, events took an unexpected turn when the Pharaoh had a dream...

**Read the next part of the story below.**

**Reflection** - Think of a time when someone has made you feel good with a kind word. Make a decision today to say something nice and consider the feelings of others.

Dear God,

**We know the power of kind words and we know that they can change a situation, they can improve a bad mood or even help us to think positively when we're feeling sad. Let us, with the small words that we say, help others on their way to a 'happily ever after'.**

Amen

## Maths

## Comparing and ordering fractions

This week we continue with fractions, and today we look again at comparing and ordering.



**Year 6** – You are comparing and ordering fractions by looking for a common numerator to then compare the fractions using the denominator (the larger the denominator, the smaller the fraction). Watch the video below then complete your attached activity.

<https://vimeo.com/470094736>

**Year 5** – You are continuing to build on your equivalent fraction knowledge to compare and order fractions less than 1 where the denominators are multiples of the same number. Watch the videos below the complete your attached activity (one sheet).

<https://vimeo.com/500362215>    <https://vimeo.com/500381597>

## English: Reading

Spend another 30mins (minimum) reading a book of your choice quietly – or aloud if you'd like to.



Please complete the attached comprehension 'An Extract from George Taylor's Diary' – this is the first part of a longer comprehension; I have split it and you will complete the other questions tomorrow.

## English: Writing

## Effectiveness of instructions

Today I would like you to follow some instructions to evaluate the effectiveness of them.

You can either look for some instructions of your own (recipe, 'how to...', etc) or you can follow the ones I've attached below. I would like the task to result in a final product (something you have made). Follow each step very carefully. **If you do choose to follow a recipe, please make sure an adult is present.**

Whilst completing the task, please take photographs to show various stages. When you have finished, write a short paragraph about the effectiveness of the instructions you have followed. Think about:

- ~ Were they clear?
- ~ Were they precise?
- ~ Did they include technical detail?
- ~ The number of steps – too many? Not enough? Too much in one step?
- ~ Did your product turn out as the instructions suggested it would?
- ~ What would improve them?



## Our Curriculum

## What are the different climates in Antarctica?

The climates in Antarctica are obviously very different to the climates we experience in England. Today I would like you to begin by using the following link to explore exactly what it is like: <https://discoveringantarctica.org.uk/oceans-atmosphere-landscape/a-changing-climate/>

Specifically look at 'Seasonal Change', 'The Climate Today' and 'The Climate of the Future' and complete the activity in each section.

Then write a short summary of what you have found out about the climates in Antarctica – present this in an interesting way!



Emotional well-being

Well-being Bingo

# Wellbeing Bingo



Have a go at playing our wellbeing bingo and see if you can find people to play with you or try it later with your friends and/or family.

**In the past week I have...**

<p>Sung in the shower</p> 	<p>Played with a furry friend</p> 	<p>Had a good sleep</p> 	<p>Spent some time with my family/friends</p> 
<p>Listened to my favourite tune</p> 	<p>Read a good book</p> 	<p>Watched a great movie/TV show</p> 	<p>Eaten something delicious</p> 
<p>Done some exercise</p> 	<p>Stayed hydrated</p> 	<p>Drawn a picture</p> 	<p>Laughed until my cheeks hurt</p> 
<p>Spent some time in a park</p> 	<p>Danced</p> 	<p>Treated myself</p> 	<p>Visited somewhere new</p> 



## Time for prayer and reflection

### Pharaoh

*"I'm Pharaoh, king of Egypt and last night I had a most weird dream. I dreamt that I was standing by the river Nile when seven healthy, fat cows came up out of the river and started feeding on the grass at the side of the river. Suddenly, after them, came more cows, these cows were much much thinner and looked very unhealthy. Then the seven thin cows started eating the seven fat cows. I woke up in a panic, but I realised it was just a dream, as I started drifting off I started dreaming again. In the second dream I saw seven heads of grain on a stalk, these heads of grain were plump, and then seven thin heads of grain sprang up, and they swallowed up the seven fatter heads of gain. As you can probably tell, I was shocked and confused about my dreams. I asked many of my palace officials to interpret my dreams, but they all said they didn't know what the dreams meant. It was then that my butler told me about Joseph."*

### Butler

*"Remember me? I'm Brian, the Pharaoh's butler. It's been two years since I was released from prison. I'd completely forgotten about Joseph, well that was until the Pharaoh asked us if we knew anyone that could interpret dreams. Nobody throughout Egypt could interpret the dream, that is no one was brave enough, the Pharaoh's a powerful man, if you interpreted the dream wrongly there's no knowing what the Pharaoh may do. Anyway, I told the Pharaoh about Joseph and told him where Joseph could be found. I'll never forget the relief on the Pharaoh's face as he realised that there was someone that could help him."*

**Joseph may have thought that his conversation with the butler had been forgotten. Pharaoh's dream reminds the butler of the conversation he'd had with Joseph two years before. The butler has a conversation with Pharaoh and Joseph is freed..**

**We need to think about our actions and the things that we say to others. In this story, Joseph's 'bad time' was changed in an instant. Although he'd been waiting for two years, one conversation between the butler and Pharaoh changed his situation. What we say today may not get someone out of prison, but a kind word may certainly brighten someone's day. By thinking about others, being kind with our words and doing our own small acts of kindness, you may make a bigger difference than you think. We all have the ability to help create a happily ever after.**



**Maths**

**Year 5 - Comparing and ordering fractions less than 1**

4 What could the missing numerators and denominators be?

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

- a)  $\frac{\square}{5} < \frac{5}{15}$
- b)  $\frac{\square}{6} < \frac{5}{12}$
- c)  $\frac{\square}{12} < \frac{5}{6}$
- d)  $\frac{\square}{3} < \frac{5}{6}$
- e)  $\frac{3}{5} < \frac{5}{\square}$
- f)  $\frac{5}{6} < \frac{5}{\square}$
- g)  $\frac{6}{9} < \frac{5}{\square}$
- h)  $\frac{10}{12} < \frac{5}{\square}$
- i)  $\frac{23}{24} < \frac{5}{\square}$

Compare answers with a partner.

5 Tommy and Eva are comparing fractions.

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

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)  $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$
- b)  $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$
- c)  $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$
- d)  $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

7 What could the missing numerator be?

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

Write all four possibilities.





**Maths**

**Year 6 – Comparing and ordering fractions (numerator)**

**Compare and order (numerator)**

1 Use strips of paper to represent the fractions and complete the sentences.

a)  $\frac{1}{3}$ ,  $\frac{1}{5}$  and  $\frac{1}{6}$

The smallest fraction is

The greatest fraction is

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

The smallest fraction is

The greatest fraction is

c)  $\frac{3}{3}$ ,  $\frac{3}{5}$  and  $\frac{3}{6}$

The smallest fraction is

The greatest fraction is

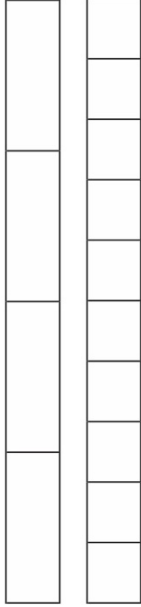
d) What do you notice about your answers?

e) Complete the sentence.

When the \_\_\_\_\_ are the same, the \_\_\_\_\_ the numerator, the \_\_\_\_\_ the fraction.



2 a) Colour the bar models to compare  $\frac{3}{4}$  and  $\frac{6}{10}$



b) Write <, > or = to complete the statement.

3 Which is the greatest fraction? Circle your answer.

$\frac{3}{100}$

$\frac{3}{1000}$

$\frac{3}{500}$

How do you know?



4 Write < or > to compare the fractions.

a)  $\frac{1}{7}$    $\frac{1}{9}$

d)  $\frac{11}{12}$    $\frac{11}{11}$

b)  $\frac{4}{5}$    $\frac{4}{7}$

e)  $\frac{19}{5}$    $\frac{19}{6}$

c)  $\frac{3}{13}$    $\frac{3}{8}$

f)  $\frac{107}{53}$    $\frac{107}{40}$



**Maths**

**Year 6 – Comparing and ordering fractions (numerator)**

5 Explain how can you compare  $\frac{2}{3}$  and  $\frac{4}{5}$  using the same numerator rule.

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Complete the sentence to compare  $\frac{2}{3}$  and  $\frac{4}{5}$

is greater than

6 Scott scored 20 out of 24 in a game.

Dani scored 5 out of 7  
Compare their scores.

Explain who you think did best and why.

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

a)  $\frac{2}{5}$  ○  $1\frac{1}{3}$       b)  $\frac{2}{5}$  ○  $\frac{6}{11}$       c)  $3\frac{2}{3}$  ○  $\frac{11}{4}$

$1\frac{2}{5}$  ○  $\frac{1}{3}$        $1\frac{2}{5}$  ○  $3\frac{6}{11}$        $11\frac{2}{9}$  ○  $\frac{101}{3}$

$1\frac{2}{5}$  ○  $1\frac{1}{3}$        $3\frac{2}{5}$  ○  $3\frac{6}{11}$        $11\frac{1}{9}$  ○  $\frac{100}{8}$

$\frac{12}{5}$  ○  $\frac{12}{3}$        $\frac{12}{5}$  ○  $\frac{36}{11}$        $27\frac{3}{4}$  ○  $\frac{111}{3}$

8 Explain how you know when it is best to compare the numerators or denominators of two fractions.

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**English: Reading**

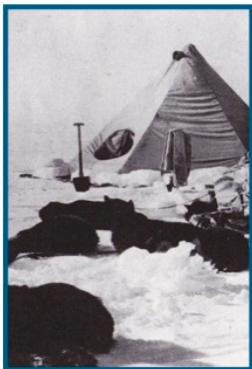
**Step 4 Extending Reading Skills**



# An Extract from George Taylor's Diary

Written during the Terra Nova Expedition to Antarctica, 1910 - 1912

Saturday 12th January 1912



Dear diary,

I write this entry by the dim light of a candle, as the bitterly cold Antarctic night is now upon us.

The most extraordinary thing happened to us today as we trekked across the Beardmore Glacier. It was a long and difficult journey and the skies were becoming dark. Starving and weary, our backpacks were almost empty. Without food, we knew that we would not make it back to our shelter in Victoria Land and we did not dare to think of what would happen to us.

Scott, our group leader, decided that our best chance of survival was to try and catch fish for our supper. We toiled and struggled to the Ross Ice Shelf and began to use our pickaxes to dig a hole through the ice, revealing the freezing, Antarctic water beneath.

**Q1a:** Which of these places have been mentioned in the text? Tick **three**.

- |   |                                     |                                      |
|---|-------------------------------------|--------------------------------------|
| <input type="radio"/> Marie Byrd Land   | <input type="radio"/> Victoria Land | <input type="radio"/> Ross Ice Shelf |
| <input type="radio"/> Beardmore Glacier | <input type="radio"/> Ross Island   | <input type="radio"/> Wilkes Land    |



**Q1b:** Complete the following sentences about this diary entry. **Circle** your answers.

1) The explorer was writing by the light of a

torch

candle

lamp

lantern

2) The group leader is called

Beardmore

Ross

Victoria

Scott

3) The journey across the Beardmore Glacier was

easy and enjoyable

cold and snowy

long and difficult

short and annoying



**English: Reading**

An Extract from George Taylor's Diary

**Q2:** Why did the explorers 'not dare to think of what would happen' to them?



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**Q3:** Find and copy two verbs which show that the journey across the Ross Ice Shelf was difficult.



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Of course, we were not carrying a fishing rod and bait. Using what was left from our measly ration pack, we tied a lump of beef, coated in fat, onto one of our shoe laces and dangled it into the murky water below, crossing our frostbitten fingers and hoping that our luck would change.

Suddenly, after what seemed like hours, something began to tug on the lace. All I could think about was the delicious fish I was about to eat and my stomach roared with hunger. Scott pulled the lace back through the hole in the ice and, to our astonishment, the weirdest creature we had ever seen was on the other end.

**Q4:** Which two items did the explorers use as their fishing rod and bait?



- \_\_\_\_\_
- \_\_\_\_\_

**Q5:** Why did it 'seem like hours' before something tugged on the lace?



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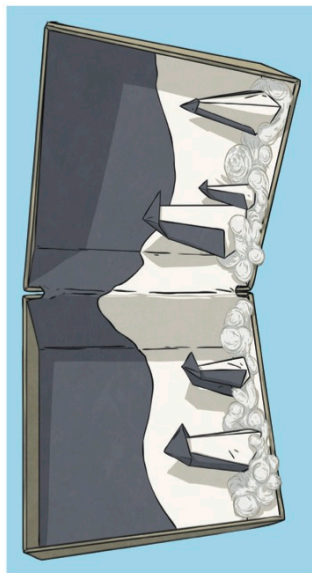


## Make Your Own Origami Penguins

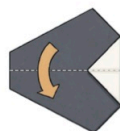
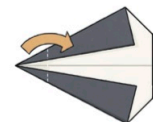
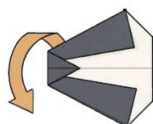
## Make Your Own Origami Penguins

### You will need:

- a square of paper
- scissors
- black pencil crayon



## English



4. Turn your paper over again and fold down the top to make the head.

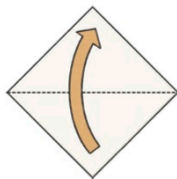
**Tip:** For baby penguins, make the head bigger by making the fold lower down.

5. Fold your penguin in half again, so that the head and wings are on the outside. Press everything down firmly.

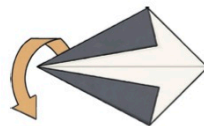
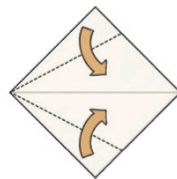
6. Carefully, slightly pull the beak up and out. Press down hard on the fold to fix it in position.

## Instructions

1. Completely colour one side of your square of paper using the black pencil crayon. Fold the paper in half, with the white side inside.



2. Open the paper so the first fold is vertical. Make the wings by folding the two corners on each side, halfway to the centre fold.



3. Turn your paper over and fold the bottom corner up to make the tail.

