



# Year 5 & 6: Tuesday 19<sup>th</sup> January 2021



**Morning everyone! Yesterday's submissions were excellent – let's continue that effort today ☺**  
**Don't forget about my trivia challenge, if you haven't submitted answers already – the questions can be found on our Class Story in the comments under the details of yesterday's Zoom meeting.**

*As I mentioned again yesterday, please remember, the work set is a reflection of the work you would have been completing in class. Please ensure that the work you submit is also a reflection of the standard you would have produced in class – in terms of both quality and quantity.*

## Emotional well-being

## Thinking positively

Thinking positively or negatively (being optimistic/pessimistic), can become a habit and can affect your mood and levels of happiness. Sometimes we can all get in the habit of noticing the negative stuff more than the positive. Today I would like you to focus on positives only. On the attached template, write some words in each shape, e.g. *I have people around me I trust and who love me, I am a good friend, I can ask for help when I need it.* Write 2 or 3 per shape and think about how each one makes you feel.

## Time for prayer and reflection

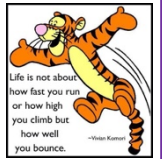
## If at first you don't succeed..

Have you heard the saying 'if at first you don't succeed try and try again'? Can you think of something you couldn't do, but you can now? At school, you may hear the term 'resilience'. Resilience means the ability to recover from difficulties and try again. We are all born with resilience, whether walking, talking or a whole host of other activities, humans have the ability to overcome difficulties and have another go. But sometimes things can seem too much for us, sometimes we can think it is easier to give up than to continue.

**Please read the story attached.**

**Reflection** – What skills will you need resilience for today?

**Please write your own prayer about resilience and the times you may need help to have another go.**



## Maths

## Add and subtract fractions

Today everyone is learning how to add and subtract fractions effectively.



**Year 6** – You will add and subtract fractions where the denominators are multiples of the same number. Try to find the lowest common multiple (LCM) in order to find a common denominator. Please watch the following video and then complete the attached activity.

<https://vimeo.com/470094960>

**Year 5** – You will recap your Year 4 work of adding and subtracting fractions with the same denominator. Use bar models to support your understanding of adding and subtracting fractions. Please watch the following video and then complete the attached activity.

<https://vimeo.com/418155222>

## English: Reading

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

Today I would like you to complete the second part of the comprehension task 'An Extract from George Taylor's Diary' from yesterday. You may need to refer to the text on yesterday's task sheet for some of the questions.



## English: Writing

## A trip to the Antarctic...

### Imagine....

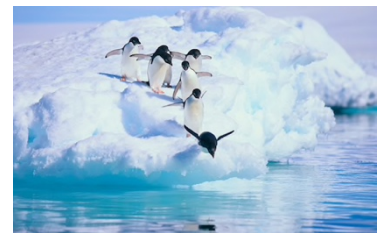
As part of our topic work, we are taking a trip to the Antarctic - but before we go, we need to prepare. Today I would like you to create a list of essential requirements for the trip, eg. *equipment, means of travel, what to do whilst there, how to survive during the day/night time.*

Perhaps you could create a bullet pointed list, applying your learning from last week.

You may find some helpful information using the following link:

<https://www.nytimes.com/2008/03/28/nyregion/28teacherbox.html>

Carry out further research of your own too.



## PE

## 10 minute Shake-Ups

Attempt some of the following Disney related 10min shake-ups – adjust the filter to 1+ player to search for solo activities.

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

## Religious Education

Please see work set by Miss Swan



## Emotional well-being

# How many positives can you think of?

Fill in the shapes with as many positives you can think of.  
E.g. "I am brave, kind, caring..."

**I AM**

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**I CAN**

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**I HAVE**

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## Time for prayer and reflection

*Robert the first, also known as Robert the Bruce was King of Scotland over seven hundred years ago. Before the 13th century, Scotland had been an independent country, but in the late 1200's Edward the first, King of England, ruled Scotland as if it belonged to him. In 1306, Robert the Bruce claimed the throne of Scotland and began to fight the English to try to regain Scotland's independence, but he was defeated in 1307 by the then King of England, Edward II. Robert went into hiding, but nine years later he returned to Scotland and continued his quest, winning some important battles. Scotland regained its independence in 1320.*

*After one of his defeats, sitting in a cave, it is said that he saw a spider trying to make a web at the entrance of his hiding place. Time and again the spider would fall to the floor of the cave, start climbing back up and try again. The small spider struggled but finally managed to secure her silk to the rock and begin to weave her web. Legend has it that Robert was so impressed by the little spider's 'resilience' that he was inspired to continue to fight for Scotland's independence.*

Mastering the art of reading or learning and using your times tables may not seem like you are freeing a nation, but they do require resilience. Over the next few days, we will think about what we need to do to become more resilient. Giving up before we begin is a sure way to fail. Don't try in the first place. A lack of confidence or a fear of what may happen will stop us from giving new things a try. The second way to fail is to give something a go and then give up after the first try. It may seem too difficult, or we don't like getting things wrong. A third way to ensure we fail is by comparing ourselves to others. The final way to ensure that you fail, is to fail to prepare. There is a saying, fail to prepare, prepare to fail. Resilience is the ability to carry on but the ability to carry on and to try again does take time and effort but as we have learned from babies and a spider, if at first you don't succeed (and you probably won't) try and try again.



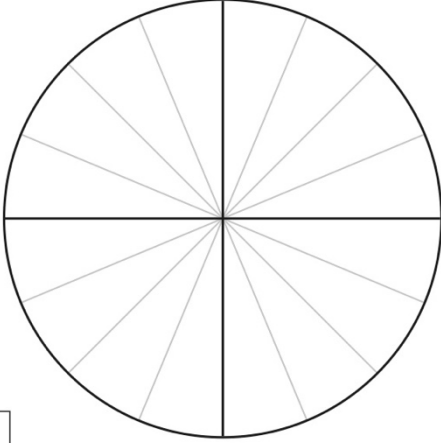
**Maths**

**Year 6**



4 Use the diagram to complete the calculation.

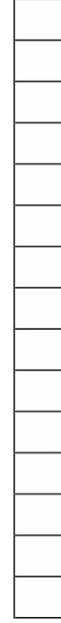
$$\frac{9}{16} - \frac{1}{4} = \square$$



5 Mo spends  $\frac{3}{5}$  of his pocket money on a present for his sister.

He gives  $\frac{2}{15}$  of his pocket money to charity.

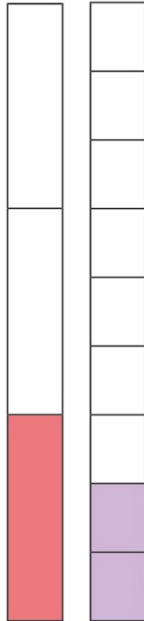
What fraction of his pocket money does he have left?  
You may use the fraction strip to help you.



**Add and subtract fractions (1)**

1 Eva is working out  $\frac{1}{3} + \frac{2}{9}$

She uses two fraction strips.

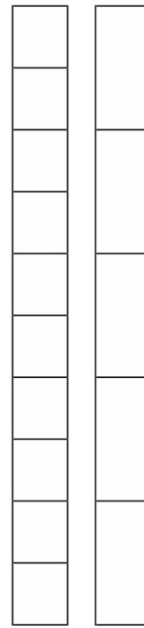


Use the fraction strips to help you complete the calculations.

$$\frac{1}{3} = \frac{\square}{9} \quad \frac{1}{3} + \frac{2}{9} = \frac{\square}{9} + \frac{2}{9} = \frac{\square}{9}$$

2 Complete the addition.

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



3 Use the bar model to complete the subtraction.

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



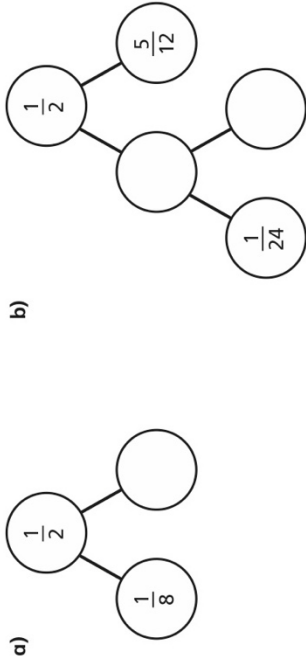


# Maths

# Year 6

Please remember, whilst it is important to attempt both sheets, the second sheet does have the problem-solving and reasoning questions and therefore is likely to be more difficult. Please don't be upset if you find it tricky – just have a go 😊

8 Complete the part-whole models.



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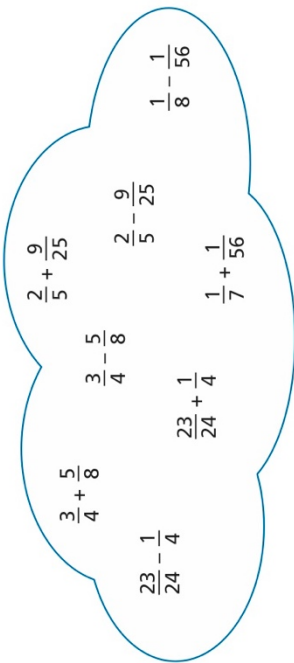


A jug is filled with  $\frac{9}{10}$  of a litre of juice.  
 $\frac{3}{50}$  of a litre of juice is poured into a glass.  
 $\frac{7}{100}$  of a litre of juice is poured into another glass.  
 How much juice is left in the jug?

There is  of a litre of juice left in the jug.

Talk about your method with a partner.

6 Sort the calculations into the correct part of the table.



Calculations with answers less than 1	Calculations with answers greater than 1

7

Complete the calculations. Give your answers in their simplest form.

a)  $\frac{9}{20} + \frac{3}{5} = \frac{\quad}{\quad}$       c)  $\frac{2}{5} + \frac{\quad}{\quad} = \frac{17}{30}$

b)  $\frac{9}{100} + \frac{7}{20} = \frac{\quad}{\quad}$       d)  $\frac{17}{50} - \frac{\quad}{\quad} = \frac{19}{100}$



# Maths

# Year 5

## Add and subtract fractions



1

Complete the calculations.

Use the bar models to help you.

a) 

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

b) 

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

c) 

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

d) 

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 = 

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

2 Complete the calculations.

a)  $\frac{4}{7} + \frac{2}{7} = \frac{\square}{\square}$       f)  $\frac{17}{9} - \frac{8}{9} = \frac{\square}{\square} = \frac{\square}{\square}$

b)  $\frac{4}{7} + \frac{3}{7} = \frac{\square}{\square} = \frac{\square}{\square}$       g)  $\frac{16}{9} - \frac{8}{9} = \frac{\square}{\square}$

c)  $\frac{4}{7} + \frac{4}{7} = \frac{\square}{\square} = \frac{\square}{\square}$       h)  $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \frac{\square}{\square} = \frac{\square}{\square}$

d)  $\frac{8}{7} - \frac{3}{7} = \frac{\square}{\square}$       i)  $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \frac{\square}{\square} = \frac{\square}{\square}$

e)  $\frac{7}{9} + \frac{8}{9} = \frac{\square}{\square} = \frac{\square}{\square}$       j)  $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \frac{\square}{\square}$

3

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

What could the missing numerators be?

Give six different possibilities.

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

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

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

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



**Maths**

**Year 5**

Please remember, whilst it is important to attempt both sheets, the second sheet does have the problem-solving and reasoning questions and therefore is likely to be more difficult. Please don't be upset if you find it tricky – just have a go 😊

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)  $\frac{4}{7} + \frac{\square}{7} = \frac{4}{7} + \frac{4}{7} = 2$
- h)  $\frac{5}{7} + \frac{\square}{7} = \frac{5}{7} + \frac{5}{7} = 2$
- i)  $\frac{6}{7} + \frac{\square}{7} = \frac{6}{7} + \frac{6}{7} = 2$
- j)  $\frac{14}{7} + \frac{\square}{7} = \frac{4}{7} + \frac{4}{7} = 3$
- k)  $\frac{15}{7} + \frac{\square}{7} = \frac{5}{7} + \frac{5}{7} = 3$
- l)  $\frac{16}{7} + \frac{\square}{7} = \frac{6}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?

6 Here are some fraction cards.

$\frac{9}{8}$       $\frac{13}{8}$       $\frac{1}{8}$       $\frac{7}{8}$       $\frac{3}{8}$       $1\frac{7}{8}$

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.







**English: Reading**

An Extract from George Taylor's Diary

**Q6:** Match the adjectives to the noun they describe in the text.

- |               |               |
|---------------|---------------|
| murky ●       | ● ration pack |
| delicious ●   | ● fingers     |
| measly ●      | ● water       |
| frostbitten ● | ● fish        |



**Q7:** What creature do you think the explorers had discovered? Give **one** reason.




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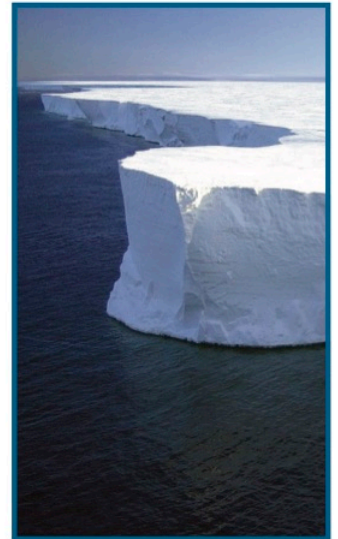
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The creature's snake-like body was long and thin, with two spherical, black eyes, like marbles, bulging from its head. Its scales, which glistened like jewels, shimmered with a rainbow glow, but the creature's skin was translucent; we could see right through it. Lifting it to our snow goggles to take a closer look, we saw bright red blood rushing through its veins, all around its body and back into its heart. What had we discovered?

Feeling uneasy about our new discovery, Scott knew we didn't dare to eat our catch. The whole team nodded in agreement, suddenly not feeling too hungry anymore, as Scott threw the creature back into the icy water. It swam away and into the darkness. Without a word, the team began to head back to camp, our stomachs growling all the way.



**Q8:** How do you think the explorers were feeling as they headed back to camp?  
Use evidence from the text to support your answer.

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**English: Reading**

An Extract from George Taylor's Diary

**Q9:** Explain why you think that the explorers 'didn't dare' to eat their catch.  
Use evidence from the text to support your answer.



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**Q10:** Explain how George's feelings change throughout the story.

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**Q11:** Summarise the main points of this text in 20 words or less.



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