



Year 5 & 6: Thursday 4th February 2021



Good morning everyone! It's Thursday - almost the end of another week.

We have our longer Zoom catch-up tomorrow. In preparation for our chat, please have a think about something you are looking forward to this year to share with everyone.

Please remember, the work set is a reflection of the work we would have been completing in class. With this in mind, please ensure that the work you submit is also a reflection of the standard expected in class.

Emotional well-being

Children's Mental Health Week 2021

Today's video linked to the theme of 'Express Yourself' is about writing. Authors and script writers talk about their own creative writing and how this helps them to express themselves.

https://www.youtube.com/watch?v=FCQ7mkhJC0g&feature=emb_logo

Time for prayer and reflection

Fact #3 – Sheep have a good memory

Today's fact is that sheep have a good memory. A study in 2001 found that sheep can recognise other sheep just by looking at pictures. The study discovered that sheep could recognise other sheep even though they had been separated for around two years. Our memories are incredible things, they enable us to learn facts and remember how to do new skills. Experiences in the past help us to be aware of good or bad experiences in the future. Yesterday it was said that sheep have friends just as we do. Sometimes when friends fall out they can be best friends again the next day, as if the whole falling out thing never happened. Other times those friendships might need time to be put back together as each person keeps remembering the reason why they fell out in the first place. Have you heard the phrase 'forgive and forget'? Well, it can be hard to forgive, but it's certainly harder to forget. Forgiveness is being able to put the past behind us and not let it get in the way of today. We may not forget what our friends have done, but we can try and work together and not let it get in the way of today.

Time to reflect - Think of a time when you have been forgiven by a friend or a teacher. Think of a time when you have had to forgive someone else. What can we do to help us forgive and stop the past from damaging the future?

Dear God,

We are thankful for our friends, we think of the good times and we are aware of the not so good times. Let us forgive and put the past behind us so that we can concentrate on working together today.

Amen

Maths

Decimals as fractions

Today everyone is exploring the relationship between decimals and fractions, but the learning videos and activities are slightly different.

Year 6 – You will start with a decimal and use your place value knowledge to convert it into a fraction. You will also need to use your previous knowledge of exchanging between columns, for example, 3 tenths is the same as 30 hundredths.

Please watch the following video then complete your attached activity.

<https://vimeo.com/490693175>

Year 5 – You will start with a fraction (including concrete and pictorial representations of fractions) and convert it into a decimal. As you progress, you will need to identify the direct link between fractions and decimals. Please watch the following video then complete your attached activity.

<https://vimeo.com/425602384>

English: Reading

Spend another 30mins (minimum) reading quietly – or aloud if you'd like to. Try your best to complete your book if you haven't finished one already.

Please then continue with the comic strip of your story that you began yesterday. I can't wait to see your finished creations! 😊

English

Today, I would like you to think about the differences between formal and informal writing. We know that non-chronological reports are written in a formal manner and diary entries are informal – but why? What is the difference between the two texts? Note down your ideas.

Then use the following link to find out more.

<https://www.bbc.co.uk/bitesize/articles/zp9jktu>

Watch the videos and complete the activities. The third activity is to re-write a letter using a formal tone. Please try not to look at the example answer and attempt it yourself, however, it is there if you are struggling.

PE Today I thought you might enjoy a good old Joe Wicks workout...with a quiz! An opportunity for a full body workout whilst improving your general knowledge – it's guaranteed to be a euphoric half an hour! 😊

<https://www.youtube.com/watch?v=Oghd99FTX4c>

PSHCE

Following on from our topic debate earlier in the week, I would like you to consider the attached question...

Try to consider the debate from both sides before forming an opinion. You can present this in any way you like – a written paragraph, a series of drawings, a poster or it may just be a discussion with someone.

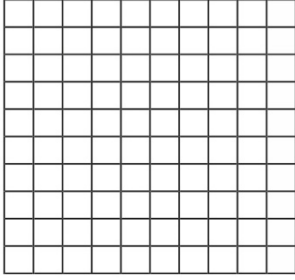


Maths

Year 6 - Decimals as fractions

2

a) Shade 0.17 of the hundred square.

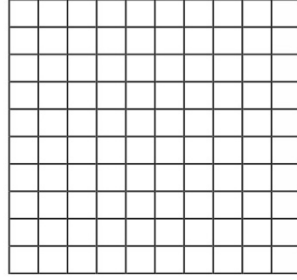


Complete the sentence.
 parts out of are shaded.

Write 0.17 as a fraction.

0.17 =

b) Shade 0.2 of the hundred square.



Complete the sentence.
 parts out of are shaded.

Write 0.2 as a fraction in its simplest form.

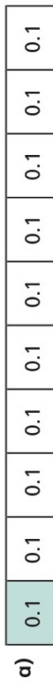
0.2 =



Decimals as fractions

1

Complete the sentences.

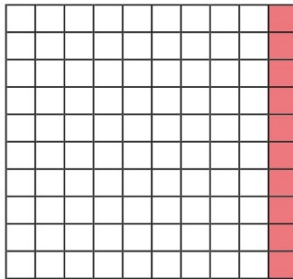


The whole has been divided into equal parts.

Each part is worth

This is equivalent to

b)



The whole has been divided into equal parts.

Each part is worth

parts out of are shaded.

This is equivalent to



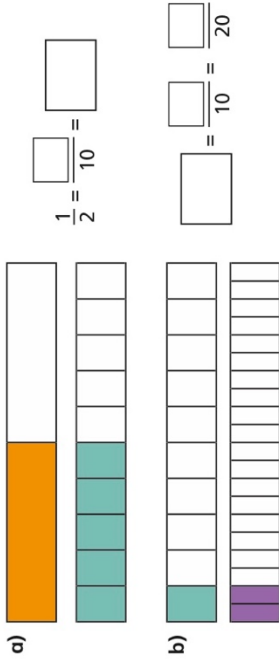
Maths

Year 6 - Decimals as fractions

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 😊

5

Use the bar models to fill in the missing numbers.



6

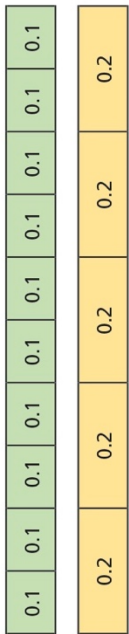


0.3 = $\frac{3}{10}$ so $0.37 = \frac{37}{10}$

Draw a diagram to show that Ron is wrong.



3



Use the bar models to fill in the missing numbers.

$0.2 = \frac{\quad}{10} = \frac{1}{\quad}$

$0.4 = \frac{\quad}{10} = \frac{2}{\quad}$

$\frac{\quad}{\quad} = \frac{\quad}{10} = \frac{4}{5}$

4

Fill in the missing numbers.

a) $0.54 = \frac{\quad}{100} = \frac{\quad}{50}$

b) $0.6 = \frac{\quad}{10} = \frac{\quad}{5}$

c) $0.3 = \frac{\quad}{10} = \frac{\quad}{100}$

d) $\frac{\quad}{\quad} = \frac{9}{100}$

e) $\frac{\quad}{\quad} = \frac{9}{10}$

f) $\frac{21}{50} = \frac{\quad}{100} = \frac{\quad}{\quad}$



Maths

Year 6 - Decimals as fractions

Challenge Question

Choose from a mixture of fraction and decimal cards. Convert the decimal numbers to fractions in their simplest form.

0.35

0.2

$\frac{13}{20}$

$\frac{3}{20}$

0.01

0.45

$\frac{1}{10}$

0.05

0.85

What is the lowest number of cards you can use to make 1?

What is the highest number of cards you could use to make 1?



Maths

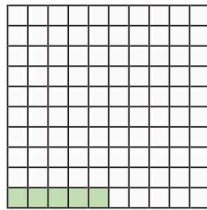
Year 5 - Decimals as fractions

Decimals as fractions (1)



1

The hundred square represents 1 whole.



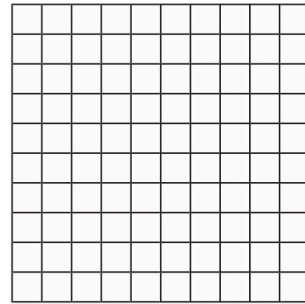
a) What fraction is represented by the shaded squares?

b) Convert the fraction to a decimal.

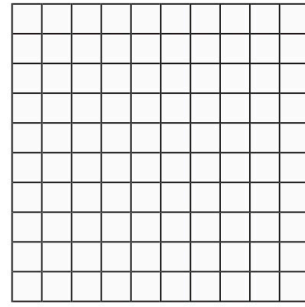
2

Colour the grid to represent the fraction and the decimal.

a) $\frac{7}{100}$



b) 0.17



3

What fractions and decimals do the counters represent?



a)

fraction =

decimal =



b)

fraction =

decimal =



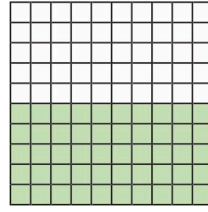
c)

fraction =

decimal =

4

Amir has coloured part of a hundred square.



a) What fraction is represented by the coloured squares? /100

b) Write this fraction in a different way.

c) Write the fraction as a decimal.

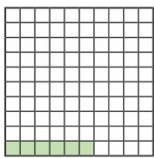


Maths

Year 5 - Decimals as fractions

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 😊

5 Huan says he has coloured 0.6 of the hundred square.



Explain the mistake that Huan has made.

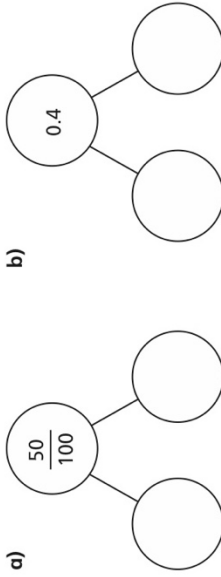
6 Write <, > or = to complete the statements.

- a) 0.4 $\frac{40}{100}$ d) 0.5 $\frac{5}{100}$
- b) 0.02 $\frac{20}{100}$ e) 0.88 $\frac{88}{100}$
- c) 0.6 $\frac{6}{10}$ f) 0.88 $\frac{89}{100}$

7 Complete the table.

Fifths	Tenths	Decimals
$\frac{1}{5}$	$\frac{\square}{10}$	0.2
$\frac{\square}{5}$	$\frac{4}{10}$	
$\frac{4}{5}$	$\frac{8}{\square}$	0.6

8 Complete the part-whole models using fractions or decimals.



Compare answers with a partner.

9 Here is a number line.



Draw arrows from the numbers to show their place on the line.





PSHCE

**Is it more important to respect
yourself or other people?**

