



Morning everyone! I hope you are all well and ready for some new tasks today – only four more days! ☺

Emotional well-being

We have previously thought about real life superheroes, but if you were a fictional superhero – what would your superpower be? This could be something you do now that you feel is a great quality that you possess, or it could be something completely fictional. Draw yourself as a superhero. *How do you think it would feel to be a superhero?*



Time for prayer and reflection

Are your eyes bigger than your belly?

Have you ever heard the phrase, “Are your eyes bigger than your belly?” It’s often said at buffets when people are given a large empty plate and told to go and fill it up with as much food as they’d like. Have you ever been to a party and at the buffet you put more food on your plate than you could possibly eat. Did your eyes say I like that I’m going to be able to eat all of that, but your stomach said stop when you were only halfway through? Well, your eyes were bigger than your belly. Imagine you are in a queue for the buffet, the people in front of you are putting lots of food onto their plates. On the table of food, you see ‘the cake’, not just an ordinary cake, but your most favourite cake in the whole world, but people are adding pieces of this cake to their already piled high plates. You get to the cake, but all that is left are a few crumbs. How would that make you feel? At the end of the party, you start to collect in the rubbish because you are very helpful, you see several pieces of ‘the cake’ on people’s plates because their eyes were bigger than their bellies. How would that make you feel?

Reflection - *Can you think of a time when your eyes were bigger than your belly? Can you think of a time when you lost out due to someone else's greed?*

Dear God,

We are aware of the difference between our needs and our wants. Let us be grateful and content with what we have. We ask for support for those that don't have all their needs met, as we reflect on what we can do to help others.

Amen

Maths

Equivalent Fractions, Decimals and Percentages

Today's focus is equivalent fractions, decimals and percentages for everyone, but the videos and the activities are slightly different for each year group.

Please take care – a common misconception and a mistake lots of people were making last week is that 0.1 is equivalent to 1% - 0.1 is 1 tenth and therefore equivalent to 10%. The equivalent of 1% as a decimal is 0.01 (1 hundredth).

Year 5 – you are recognising simple equivalent fractions and representing them as decimals and percentages. You will be using bar models and hundred squares to support your understanding and show equivalence. Please watch the video using the following link and then complete the attached activity.

<https://vimeo.com/401121529>

Year 6 – you will use your knowledge of common equivalent fractions and decimals to find the equivalent percentage. Please watch the video using the following link and then complete the attached activity.

<https://vimeo.com/492474663>

English: Reading

An object to represent a character

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



For your reading task today, please think of ten famous characters from books and one object that would represent each of them. The object could be a clue from the story in which they appear or something that represents a significant event that they were involved in. It should be a regular item that is not merchandise related to the story.

English: Writing

Using Metaphors in Poetry

Today we are going to continue to look at poetry. To begin, watch Joseph Coelho read his poem describing being a writer in extraordinary ways. Think about the impact of his images. This poem is full of metaphors.

https://www.thepoetryofjosephcoelho.com/portfolio_page/i-am-a-writer/



Like Joseph Coelho, you are going to write a poem where you take an ordinary item and explore interesting ways to describe it to build vivid images and keep your reader guessing. Look at the attached ‘Writing Prompt’ and think about an ordinary object you think might be fun to write about in interesting and unusual ways. You can pick from the list or use any other idea that you like.

If you have the object to look at and handle, this will help you think of interesting ways to describe it.

On the ‘Developing Ideas’ sheet attached, write a list of things you can imagine your chosen object being. It doesn’t matter if these seem silly or odd. You are collecting ideas and the more you have the better!

For example – **a spoon**: silver, shiny, curved surface – curved, reflective surface – silver shark with a wide-mouthed smile – a shatterer of egg shells – a silent weapon with a deadly intent.

PE

Challenge Yourself

Please use the following link to attempt some PE challenges - <https://primarypeplanning.com/home-pe-ks2-activities/>

Let me know which challenges: you were most successful with, you found most challenging, you were able to beat the set score of.



Religious Education

Please see work set by Miss Swan



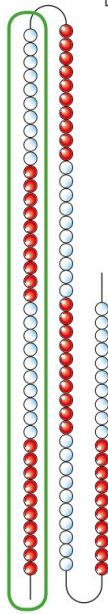
Maths

Year 5 – Equivalent fractions, decimals & percentages

Equivalent F.D.P



1 Rosie makes a number on a 100 bead string.

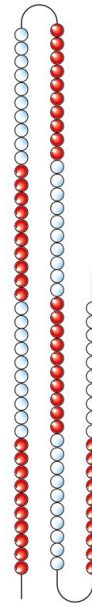


a) What fraction of the bead string is circled?

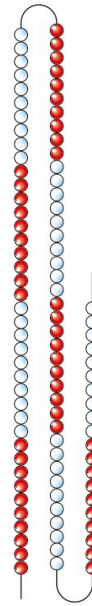
b) Write the fraction as a decimal.

c) Write the decimal as a percentage. %

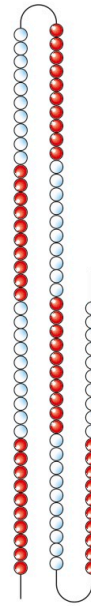
2 Circle the value on each 100 bead string.



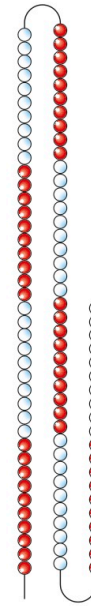
a) 70%



b) 0.08



c) $\frac{45}{100}$



d) 95%

3 a) What fraction, decimal and percentage of the hundred square is shaded?

Hundred square	Fraction	Decimal	Percentage

Compare answers with a partner.

Did you get the same answers?

Did you simplify any of your answers?

b) Complete the table.

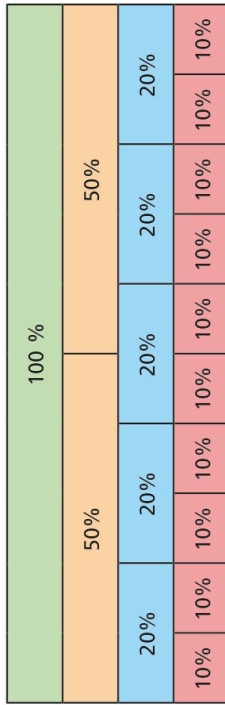
Quarters	Hundredths	Decimal
$\frac{1}{4}$	$\frac{\quad}{100}$	
$\frac{\quad}{4}$	$\frac{50}{100}$	
		0.75



Maths

Year 5 – Equivalent fractions, decimals & percentages

4 Use the diagram to help you complete the equivalence statements.



- a) 1 whole = % c) $\frac{1}{10} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$ %
- $\frac{1}{2} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$ % $\frac{3}{10} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$ %
- $\frac{1}{5} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$ % $\frac{7}{10} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$ %
- $\frac{1}{10} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$ % $\frac{9}{10} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$ %

- b) $\frac{1}{5} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$ %
- $\frac{2}{5} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$ %
- $\frac{3}{5} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$ %
- $\frac{4}{5} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$ %
- $\frac{5}{5} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$ %

5 Filip gets some money for his birthday.
 He spends $\frac{2}{5}$ of his money and saves the rest.
 What percentage does he save? %

6 Dora is doing a school survey.
 She compares how many children wear glasses in Class 4 and Class 5

- $\frac{1}{5}$ of the children in Class 4 wear glasses.
- 25% of the children in Class 5 wear glasses.
- Both classes have the same number of children.

Which class has more children who wear glasses? _____
 Explain your reasoning. _____

7 There are 30 children in Class 5

- $\frac{2}{5}$ have brown hair.
- 50% have blonde hair.

a) What percentage of children do **not** have brown or blonde hair?
 %

b) What information did you **not** need to know to work out the answer?

8 $\frac{1}{4} = 25\% = \frac{25}{100} = \frac{250}{1000}$

Use this fact to convert $\frac{1}{8}$ and $\frac{3}{8}$ to decimals.

$\frac{1}{8} = \frac{\quad}{\quad}$ $\frac{3}{8} = \frac{\quad}{\quad}$



Maths Year 6 – Equivalent fractions, decimals & percentages



2 Match the equivalent fractions, decimals and percentages.

$\frac{15}{100}$	0.05	5%
$\frac{1}{20}$	0.5	15%
$\frac{1}{5}$	0.2	50%
$\frac{1}{2}$	0.15	20%

3 a) Shade the grid in the given proportions.

$\frac{3}{10}$ green	
0.03 red	
13% blue	
0.3 yellow	

b) What proportion of the grid is unshaded?

Write your answer as a fraction, decimal and percentage.

fraction = decimal = percentage =



Equivalent FDP

1 What fraction, decimal and percentage of each grid is shaded blue?

fraction = decimal = percentage =

fraction = decimal = percentage =

fraction = decimal = percentage =



English Year 6 – Equivalent fractions, decimals & percentages



6 Match the decimal cards to the people.

My decimal is $\frac{4}{10}$ less than 100%.

My decimal cannot be simplified when it is written as a fraction.

My decimal is 10% less than $\frac{3}{4}$

My decimal is greater than 60%.

0.65

0.57

0.61

0.6



7 Use the digit cards to write a decimal greater than $\frac{1}{5}$ but less than 40%.

You may not use a card more than once in each number.

0 1 2 3 4 5

.

How many other answers can you find?

4 Complete the table.

Fraction	Decimal	Percentage
	0.21	
$\frac{2}{10}$		12%
	0.4	
	0.44	
$\frac{3}{4}$		4%
	0.99	

5 Amir was asked to complete the statement using <, > or =.

14% 0.4

14 is greater than 4

What mistake has Amir made?





English

Writing Prompts

What ordinary thing could you write about in an extraordinary way?

What details could you pick out?

Could you imagine it having a personality?

Could you imagine it as being something else?

Ordinary Object Ideas:

Scissors, Pen, Shoe,
Needle, Tin opener,
Match, Fork, Brush

What does it **remind**
you of? ...*an animal...a*
feeling...a person...

Use your **senses** to
carefully observe it.
What does it **look** like?
How does it **feel**?
What does it **smell** like?
Does it make a **sound**?
Can you **taste** it?

What sort of
personality could
it have?

How is it **used**? Does it enjoy it?



English

Developing ideas

<p>1) My Chosen Ordinary Object is:</p>	<p>3) Building Expanded Noun Phrases Take each metaphor idea and use it as a head noun to build an expanded noun phrase around <i>(e.g. a sharp-nosed <u>shark</u> with deadly precision)</i></p>	<p>Ordinary Object Ideas: Scissors, Pen, Shoe, Needle, Tin opener, Match, Fork, Brush</p>
<p>2) Metaphor Ideas: List lots of metaphor ideas to describe your object as being <i>(e.g. a shark, a spade, etc.)</i></p>	<p>Useful prepositions for expanding noun phrases:</p> <p><i>with, of, by, from, on, under, below, between, inside, next to, over, by, in</i></p>	