



## Carleton Park Year 3: Home Learning Schedule

<b>W/C 13<sup>th</sup> July</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Maths</b> <i>Suggested timing: 45 mins per lesson</i>	<b>Lesson 1: Fractions on a number line</b>	<b>Lesson 2: Fractions of a set of objects (1)</b>	<b>Lesson 3: Fractions of a set of objects (2)</b>	<b>Lesson 4: Equivalent fractions (1)</b>	<b>Lesson 5: Equivalent fractions (2)</b>
<p><b>This week we will be focussing upon: Fractions</b></p> <p>We have produced a 'pre-teach' video to introduce this week's learning in maths. We recommend watching the video before commencing lesson 1. Please click <a href="#">here</a> to view this.</p>	<p>Learn about fractions on a number line by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes a video and a <a href="#">worksheet</a> produced by White Rose Maths Hub.</i></p>	<p>Learn how to find fractions of a set of objects by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes a video and a <a href="#">worksheet</a> produced by White Rose Maths Hub.</i></p>	<p>Learn how to find fractions of a set of objects by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes a video and a <a href="#">worksheet</a> produced by White Rose Maths Hub.</i></p>	<p>Learn all about equivalent fractions by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes a video and a <a href="#">worksheet</a> produced by White Rose Maths.</i></p>	<p>Learn all about equivalent fractions by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes a video and a <a href="#">worksheet</a> produced by White Rose Maths Hub.</i></p>
<i>All answers are provided at the end of the pack.</i>					
<b>Remember to log in to TTRockstars each week to practise your times tables. There will also be a Friday Maths <a href="#">Challenge!</a></b>					
<b>Remember to share your learning on Class Dojo!</b> <p><i>Take a photo of your work and upload it to the Portfolio section for your teacher to see.</i></p>					
<b>English</b> <i>Suggested timing: 45 mins per lesson</i>	<b>Lesson 1: Poetry: Reading Comprehension – Word Meaning</b>	<b>Lesson 2: Poetry: Reading Comprehension – Inference</b>	<b>Lesson 3: Poetry: Identifying the features of a text.</b>	<b>Lesson 4: Poetry: GPS focus – Expanded noun phrases.</b>	<b>Lesson 5: Poetry: Write a sound poem.</b>
<p><b>This week our text type is a: Sound Poem</b></p> <p>We have produced a 'pre-teach' video to introduce this week's learning in English. We recommend watching the video before commencing lesson 1. Please click <a href="#">here</a> to view this.</p>	<p>Explore the meaning of words using a poem by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes an interactive video produced by Oak Academy and an activity <a href="#">worksheet</a> attached to this pack.</i></p>	<p>Explore inference questions using a poem by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes an interactive video produced by Oak Academy and an activity <a href="#">worksheet</a> attached to this pack.</i></p>	<p>Learn how to identify the features of a text by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes an interactive video produced by Oak Academy hub and an activity <a href="#">worksheet</a> attached to this pack.</i></p>	<p>Learn how to use expanded noun phrases by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes an interactive video produced by Oak Academy hub and an activity <a href="#">worksheet</a> attached to this pack.</i></p>	<p>Apply your understanding from throughout the week by writing a sound poem by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes an interactive video produced by Oak Academy and an activity <a href="#">worksheet</a> attached to this pack.</i></p>
<i>All answers are provided at the end of the pack.</i>					
<b>Weekly Spellings: measure – treasure – creature – furniture – teacher – catcher</b>					
<b>Having any problems with the tasks? Feel free to pop any questions or issues onto our class Padlet <a href="#">here!</a></b>					
<b>Don't forget to join us every afternoon, Monday to Friday, at 1pm. Click <a href="#">here</a> to take part in a live discussion on Microsoft Teams about the day's learning alongside your classmates and teacher.</b>					





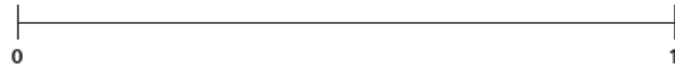
## Maths – Lesson 1

### Fractions on a number line

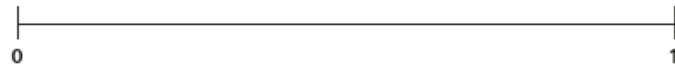


1 Draw an arrow to show the fractions on the number lines.

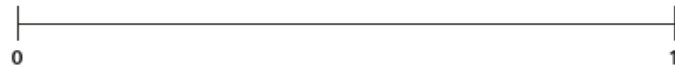
a)  $\frac{1}{2}$



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



c)  $\frac{1}{4}$



Are your answers accurate or are they estimates?

2 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

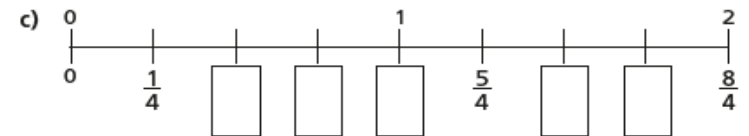
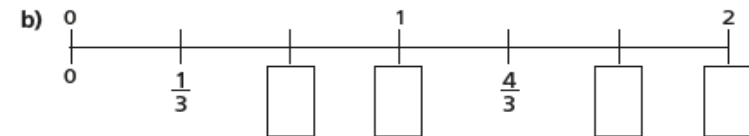
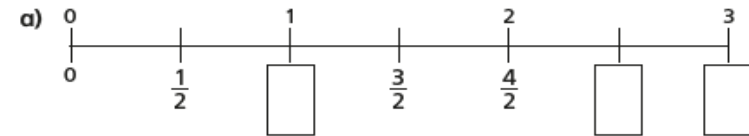
a)  $\frac{1}{2}$  ○  $\frac{1}{4}$

b)  $\frac{1}{4}$  ○  $\frac{1}{3}$

c)  $\frac{1}{3}$  ○  $\frac{1}{2}$



3 Write the missing fractions on the number lines.



d) Write three fractions that are equivalent to one whole.

Use the number lines to help you.

What do you notice?

\_\_\_\_\_

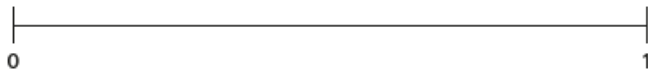
\_\_\_\_\_

Talk about it with a partner.

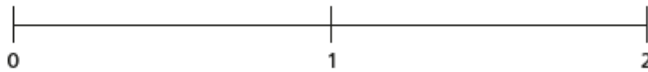


4 Draw an arrow to estimate where each fraction belongs on the number line.

a)  $\frac{3}{4}$



b) 1 and  $\frac{2}{3}$



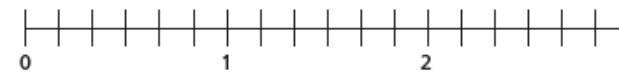
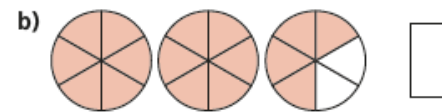
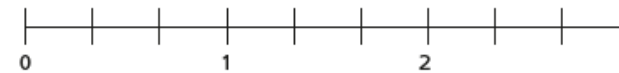
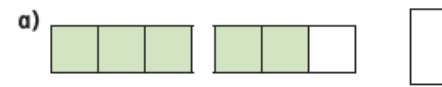
5 Write each fraction under the correct heading.

$\frac{2}{3}$	$\frac{4}{4}$	$\frac{5}{3}$	$\frac{1}{8}$	$\frac{3}{3}$
$\frac{3}{4}$	$\frac{7}{4}$	$\frac{8}{8}$	$\frac{7}{8}$	

Less than one whole	Equal to one whole	More than one whole



6 What fraction is shown in each diagram?  
Draw an arrow to show the fraction on the number line.



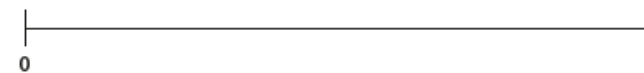
7



One eighth is greater than one quarter.

Do you agree with Teddy? \_\_\_\_\_

Use the number line to show why.



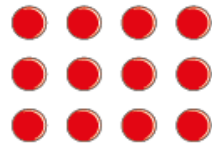


## Maths - Lesson 2

### Fractions of a set of objects (1)



1 Here are some counters.



a) Circle  $\frac{1}{4}$  of the counters.

b) How many counters did you circle?

c) What is  $\frac{1}{4}$  of 12?

2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

a)  $\frac{1}{2}$  of 8 =

b)  $\frac{1}{2}$  of 16 =

c)  $\frac{1}{4}$  of 8 =

d)  $\frac{1}{4}$  of 16 =



3



To find a half I need to divide by 2

Do you agree with Dexter? \_\_\_\_\_

Talk about it with a partner.

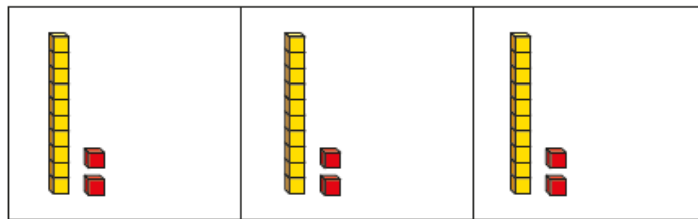
4

Complete the table.

Fraction	Division	Example	Drawing
one half	divide by 2	$\frac{1}{2}$ of 6 = 3	
one quarter		$\frac{1}{4}$ of 8 = 2	



- 5 Huan uses a bar model and base 10 to find  $\frac{1}{3}$  of 36



Use Huan's method to complete the calculations.

- a)  $\frac{1}{3}$  of 63 =       c)  $\frac{1}{4}$  of 92 =   
 b)  $\frac{1}{4}$  of 48 =

- 6 Nijah uses a bar model and place value counters to find  $\frac{1}{3}$  of 36



Use Nijah's method to complete the calculations.

- a)  $\frac{1}{3}$  of 96 =       c)  $\frac{1}{4}$  of 52 =   
 b)  $\frac{1}{5}$  of 60 =

- 7 Which amount is greater? Tick your answer.

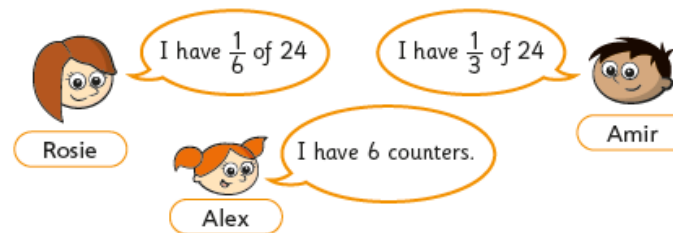
$\frac{1}{3}$  of £75    or      $\frac{1}{5}$  of £75

Show your workings.

- 8 Complete the number sentences.

- a)  $\frac{1}{2}$  of  = 30      c)  $\frac{1}{5}$  of  = 50  
 b)  $\frac{1}{4}$  of  = 20

- 9 Rosie, Amir and Alex each find a fraction of 24 using counters.



- a) Order the children from least counters to most counters.

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
 least counters       most counters

- b) What fraction of the counters does Alex have?

- c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24



## Maths – Lesson 3

### Fractions of a set of objects (2)

White  
Rose  
Maths

- 1 Draw counters in the bar models to help you complete each number sentence.

a)  $\frac{2}{3}$  of 15 =

b)  $\frac{3}{4}$  of 8 =

c)  $\frac{2}{5}$  of 20 =

- 2 Match the questions and answers.

$\frac{2}{3}$  of 9 = ?

9

$\frac{3}{5}$  of 15 = ?

6

$\frac{5}{6}$  of 12 = ?

15

$\frac{3}{4}$  of 20 = ?

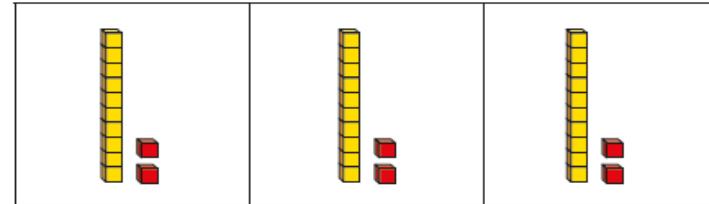
10

- 3 What is  $\frac{6}{6}$  of 18?

How do you know?



- 4 Brett uses a bar model and base 10 to find  $\frac{2}{3}$  of 36



Use Brett's method to complete the number sentences.

a)  $\frac{2}{3}$  of 63 =

b)  $\frac{3}{4}$  of 48 =

c)  $\frac{3}{4}$  of 92 =

- 5 Kim uses a bar model and place value counters to find  $\frac{2}{3}$  of 36



Use Kim's method to complete the number sentences.

a)  $\frac{2}{3}$  of 96 =

b)  $\frac{3}{5}$  of 60 =

c)  $\frac{3}{4}$  of 52 =



6 Complete the number sentences.

a)  $\frac{2}{3}$  of  = 30

b)  $\frac{3}{4}$  of  = 30

c)  $\frac{5}{6}$  of  = 30

7



Tommy

To find  $\frac{3}{4}$  of 12,  
you divide by 4 and then  
multiply the answer by 3

To find  $\frac{3}{4}$  of 12,  
you divide by 3 and then  
multiply the answer by 4



Dexter

Who is correct? \_\_\_\_\_

How do you know? Show your working.



8 Dora, Whitney and Ron each find a fraction of 24 using counters.



Dora

I have  $\frac{5}{6}$  of 24

I have  $\frac{2}{3}$  of 24



Whitney



Ron

I have 18 counters.

a) Who has the most counters? Show your workings.

\_\_\_\_\_

b) How many more counters does Dora have than Whitney?

9 Write fractions to make the statements correct.

of 36 < 18

of 36 = 18

of 36 > 18

How many different answers can you find for each?

Compare with a partner.





## Maths – Lesson 4

### Equivalent fractions (1)

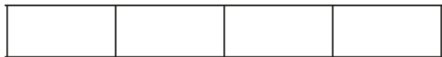


1 Shade the bar models to represent the fractions.

a) Shade  $\frac{1}{2}$  of the bar model.

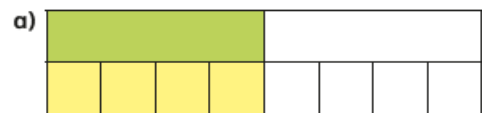


b) Shade  $\frac{2}{4}$  of the bar model.

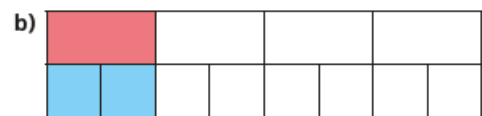


What do you notice?

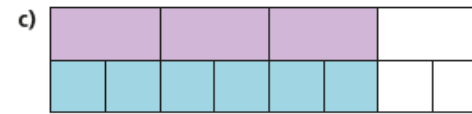
2 Complete the equivalent fractions.



$$\frac{1}{2} = \frac{\square}{8}$$



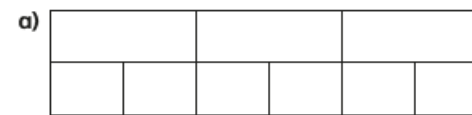
$$\frac{1}{4} = \frac{2}{\square}$$



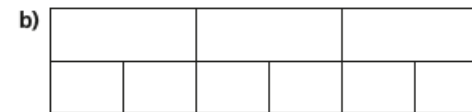
$$\frac{3}{4} = \frac{6}{\square}$$



3 Shade the bar models to represent the equivalent fractions.



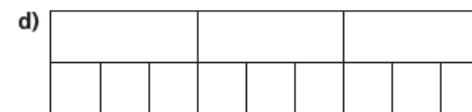
$$\frac{1}{3} = \frac{2}{6}$$



$$\frac{2}{3} = \frac{4}{6}$$



$$\frac{1}{3} = \frac{3}{9}$$

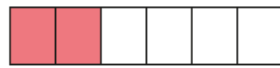
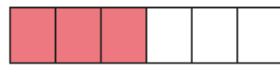
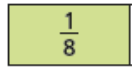
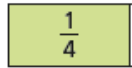
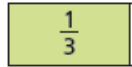
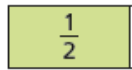


$$\frac{2}{3} = \frac{6}{9}$$

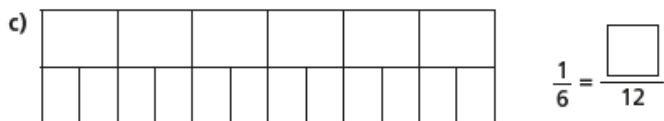
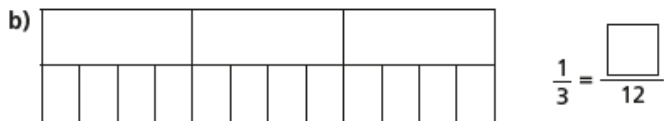
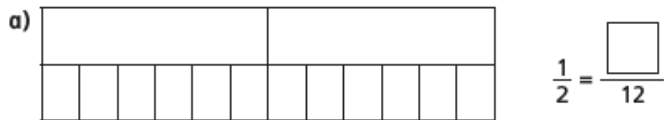
Can you find any more equivalent fractions using the bar models?



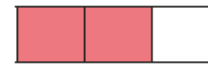
4 Match each bar model to its equivalent fraction.



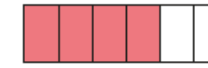
5 Shade the bar models to complete the equivalent fractions.



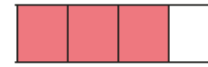
6 The bar models represent fractions.



A



C



B

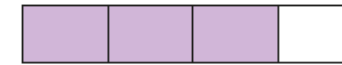


D

Which is the odd one out? \_\_\_\_\_

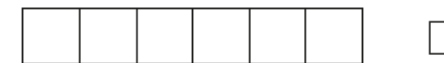
Why do you think this?

7 This bar model represents  $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to  $\frac{3}{4}$

Shade the bar models to support your answers.








Talk to a partner about your answers.





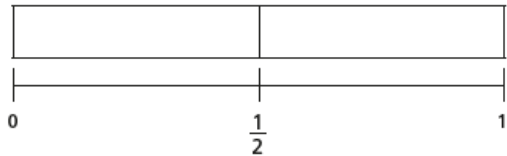
# Maths - Lesson 5

## Equivalent fractions (2)

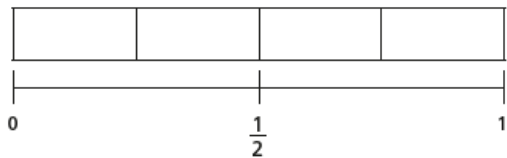


1 Shade the bar models to represent the fractions.

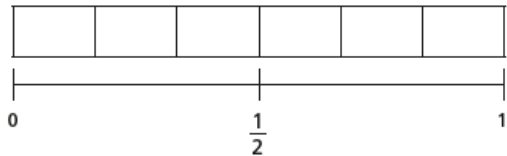
a) Shade  $\frac{1}{2}$  of the bar model.



b) Shade  $\frac{2}{4}$  of the bar model.



c) Shade  $\frac{3}{6}$  of the bar model.



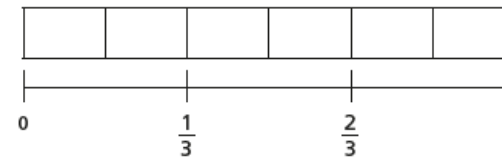
d) What do you notice?

e) Write another fraction that is equivalent to  $\frac{1}{2}$

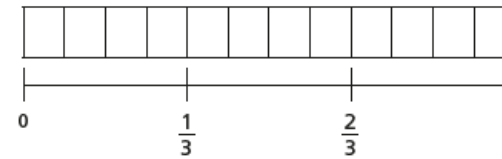


2 Shade  $\frac{2}{3}$  of each bar model.

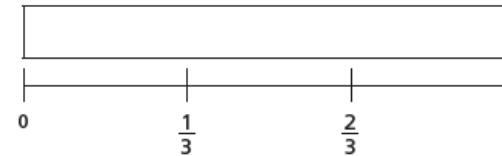
a)



b)



c)

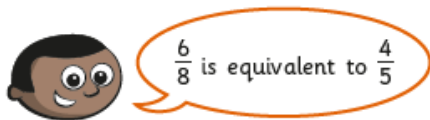
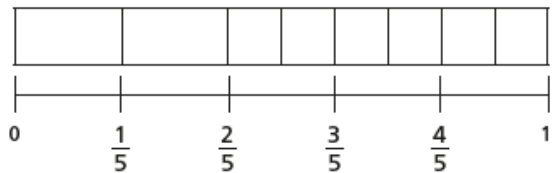
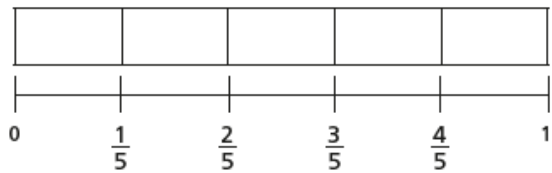


d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$$



3 Mo is finding equivalent fractions.

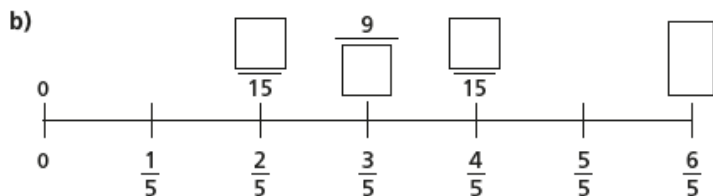
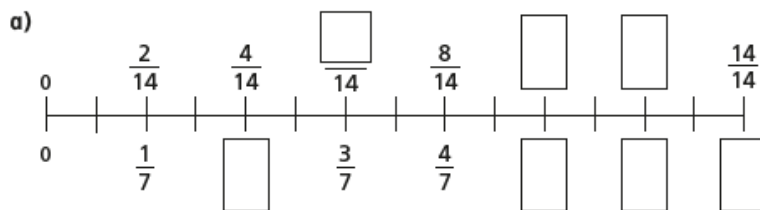


Do you agree with Mo? \_\_\_\_\_

Explain your answer.



4 Find the missing numbers.



5 Here is a number line.



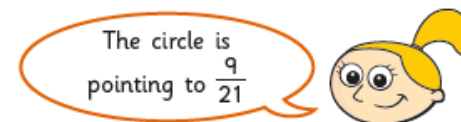
a) What fraction is each shape pointing to?



b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

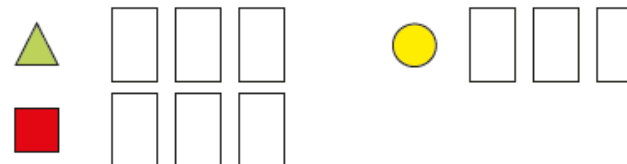
c)



Do you agree with Eva? \_\_\_\_\_

Show how you worked this out.

d) Write three equivalent fractions for each shape.



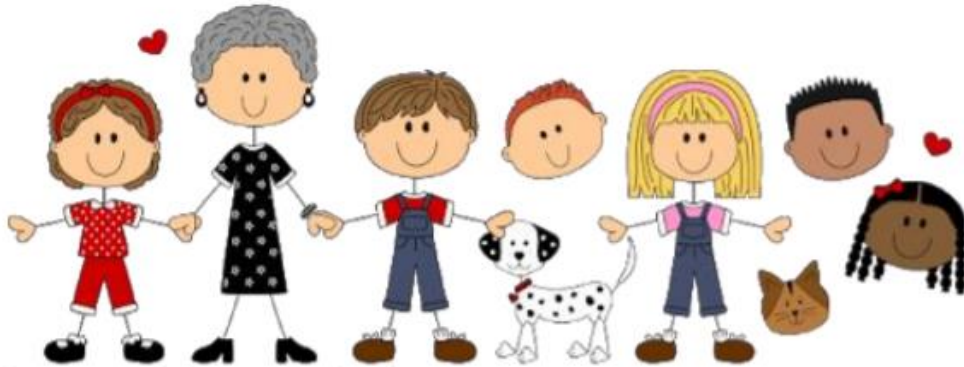
Compare answers with a partner.



## Maths – Friday Maths Challenge

It is that time of the week! Click [here](#) to work with your family on these maths problems.

Do as many as you can and help each other out.



If you just fancy having a go on your own:

As a rough guide of difficulty level:

- **Challenge 1 and 2** are suitable for ages 5 to 7.
- **Challenge 3 to 6** are suitable for ages 7 to 11.
- **Challenge 7 to 10** are suitable for ages 11 to 15.



# Maths Challenge

**BBC**  
**Bitesize**



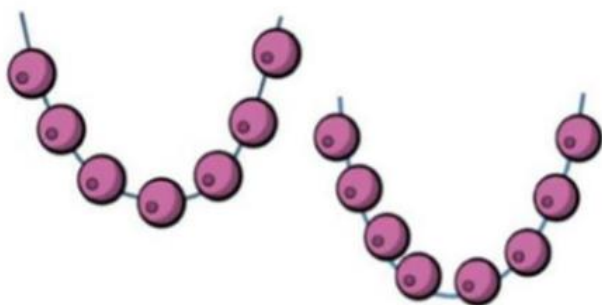


## Maths – Friday Maths Challenge

### Challenge 1

Sal has 20 beads.

She uses some beads to make these two necklaces.



How many beads does she have left?

### Challenge 2

George is thinking of a 2 digit number.



My number is in the 5 times table.



My number is less than 80

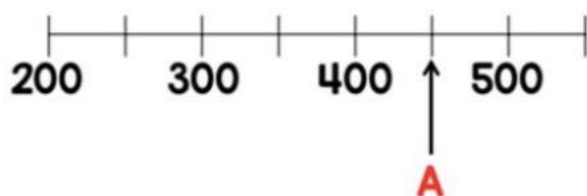


The sum of the digits is 9

What number is George thinking of?

### Challenge 3

Two numbers, A and B, are marked on the number lines.



Find the sum of A and B.

### Challenge 4

Max buys a shirt and a jacket.



The jacket costs £25 more than the shirt.

The total cost of the shirt and jacket is £87.

How much does each item cost?



## Weekly Spellings

Spelling focus: Words with the 'er' sound spelt -sure, -ture, -er

Remember to... Look, cover, say, write and then check!

	Monday	Tuesday	Wednesday	Thursday	Friday
measure					
treasure					
creature					
furniture					
teacher					
catcher					

Can you use these words to write sentences and share them on Dojo? You could also write them all backwards or in rainbow colours, just remember to spell them correctly!



Here are some ideas for practising your spellings at home. Choosing one or two each week could really help you to learn spelling rules and practise tricky words.

<p><b>Rainbow Write</b></p> <p>First, write the words in pencil. Then trace over them in two different colours.</p>	<p><b>Silly Sentences</b></p> <p>Write silly sentences using a spelling word in each sentence. Underline the spelling words and write neatly!</p>	<p><b>Hidden Words</b></p> <p>Draw and colour a picture. Hide your spelling words inside the picture. See if someone can find your hidden words!</p>	<p><b>Backwards Words</b></p> <p>Write your spelling words forwards and then backwards! Remember to write neatly!</p>
<p><b>Waterfall Words</b></p> <p>Example: c ca cat catc  catch</p>	<p><b>ABC Order</b></p> <p>Write your spelling words in ABC order. If words start with the same letter, look at the next letter.</p>	<p><b>Story, Story</b></p> <p>Write a story using ALL of your spelling words. Be sure to <u>underline</u> your spelling words in the paragraph.</p>	<p><b>Fancy Words</b></p> <p>Write your words using fancy letters twice! Example: Catch <b>CATCH</b> <b>Catch</b></p>
<p><b>Three Times</b></p> <p>First, write each word in pencil. Then, write each word in crayon. Finally, write each word in marker!</p>	<p><b>Adding My Words</b></p> <p>Vowels are 10 and consonants are 5. Write your words and then add the value of each word. E.g. cat 5+10+5 = 20.</p>	<p><b>Riddle Me</b></p> <p>Write a riddle for each of your words. Don't forget to answer them. E.g. I am cute. I wear diapers. Answer: baby.</p>	<p><b>Rhyming Words</b></p> <p>Write each of your spelling words with a rhyming word next to them. E.g. cut shut</p>
<p><b>Code Words</b></p> <p>Come up with a code for each letter of the alphabet. Then write your words in code. E.g. A - ∞ B - † C -</p>	<p><b>UpPeR aNd LoWeR</b></p> <p>Write your words once with all uppercase letters and one time with all lowercase letters. Then, write a third time with a mixture!</p>	<p><b>Colourful Words</b></p> <p>Write each of your spelling words. Write each letter using a different colour.</p>	<p><b>Choo Choo Words</b></p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. E.g. trainbackstop</p>
<p><b>Newspaper Words</b></p> <p>Use an old magazine or newspaper and find your words or letters that make up words. Glue them down.</p>	<p><b>Words Within Words</b></p> <p>Write each spelling word and then write at least two words made from that word. E.g. catch cat hat</p>	<p><b>Words Without Vowels</b></p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels.</p>	<p><b>Other Handed</b></p> <p>First, write your words with your normal writing hand. Then, write the list using your other hand!</p>



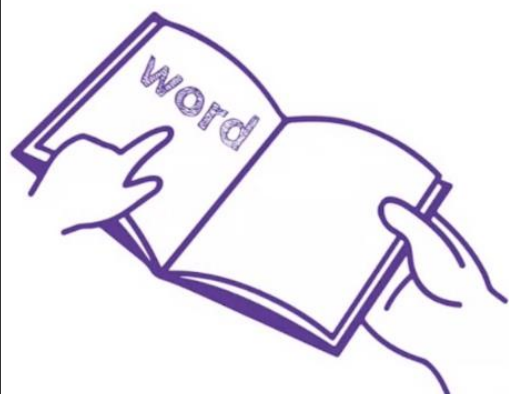


## Reading tips and English VIPs!

### How to answer...

- Read the question twice **x2**
- WWW - Who? What? Where? **WWW**
- Find the right page/section 
- Skim and scan the area for the key information 
- Read around the information 
- Write down your answer 
- Check - does it make sense? 

### Word Meaning




- Read the word aloud
- Read the word in the context of the sentence
- Can you work out the word class?
- Could you replace the word with a synonym?
- What is the root word?
- Check in a dictionary

### Inference



- Use what you have read to come to a conclusion
- Form an opinion by reading between the lines
- Provide evidence from the text to backup your points
- POINT + EVIDENCE
- POINT + EXPLANATION





**The Sound Collector**

Verse

A stranger came this morning  
Dressed all in black and grey  
Put every sound into a bag  
And carried them away

Lines

Rhyming couplets

- Powerful verbs

A verb is an action or doing word.


The whistling of the kettle  
The turning of the lock  
The purring of the kitten  
The ticking of the clock

Onomatopoeia

A word that imitates, sounds like or suggests the sound it represents.

Alliteration

The same letter or sound at the beginning of a sequence of words.



The rustling of the tall, towering trees  
The whistling of the wild wind  
The tweeting of the small, blue birds  
The chatter of friends in the playground



We can use an expanded noun phrase to add more detail to the noun by adding one or more adjectives. An adjective describes the noun.

the high-pitched bell



determiner adjective noun



## The Sound Collector Poem

You can use this poem to help you answer the questions in lessons 1, 2 and 3.

### The Sound Collector

A stranger called this morning  
Dressed all in black and grey  
Put every sound into a bag  
And carried them away

The whistling of the kettle  
The turning of the lock  
The purring of the kitten  
The ticking of the clock

The popping of the toaster  
The crunching of the flakes  
When you spread the marmalade  
The scraping noise it makes

The hissing of the frying pan  
The ticking of the grill  
The bubbling of the bathtub  
As it starts to fill

The drumming of the raindrops  
On the window pane  
When you do the washing up  
The gurgle of the drain

The crying of the baby  
The squeaking of the chair  
The swishing of the curtain  
The creaking of the stair

A stranger called this morning  
He didn't leave his name  
Left us only silence  
Life will never be the same

**Roger McGough**



## English – Lesson 1: Comprehension

### Comprehension - Word Meaning

A stranger called this morning  
Dressed all in black and grey  
Put every sound into a bag  
And carried it away

- 1) Which word suggests that the person who called was an outsider? (1 mark)

\_\_\_\_\_

The whistling of the kettle  
The turning of the lock  
The purring of the kitten  
The ticking of the clock

- 2) Tick **one** word which has the closest meaning to **'turning'**? (1 mark)

jumping ( ) diving ( ) dropping ( ) rotating ( )



## English – Lesson 1

### Comprehension - Word Meaning

A stranger called this morning

Dressed all in black and grey

Put every sound into a bag

And carried it away

- 1) Which word suggests that the person who called was an outsider? (1 mark)

\_\_\_\_\_

The whistling of the kettle

The turning of the lock

The purring of the kitten

The ticking of the clock

- 2) Tick **one** word which has the closest meaning to **'turning'**? (1 mark)

jumping ( ) diving ( ) dropping ( ) rotating ( )

The popping of the toaster

The crunching of the flakes

When you spread the marmalade

The scraping noise it makes

- 3) **Find and copy** a word that has a similar meaning to sweep? (1 mark)

\_\_\_\_\_

The hissing of the frying pan

The ticking of the grill

The bubbling of the bathtub

As it starts to fill

- 4) What does the word **'fill'** mean on the final line of verse 4? (1 mark)

\_\_\_\_\_

The drumming of the raindrops

On the window pane

When you do the washing up

The gurgle of the drain

- 5) What impression does the word **'drumming'** give you of the rain? Tick 1. (1 mark)

It is coming down lightly ( ) It is not raining ( ) It is raining heavily ( )



## English – Lesson 2

### Comprehension - Inference

The hissing of the frying pan  
The ticking of the grill  
The bubbling of the bathtub  
As it starts to fill

1) The verse above suggests that... Tick 2. (2 marks)

- A) Somebody was preparing for a wash
- B) Something was being cooked
- C) The Sound Collector was hungry
- D) The home was empty

The drumming of the raindrops  
On the window pane  
When you do the washing up  
The gurgle of the drain

The crying of the baby  
The squeaking of the chair  
The swishing of the curtain  
The creaking of the stair

2) How was the baby feeling? Explain your answer. (2 marks)

---

A stranger called this morning  
He didn't leave his name  
Left us only silence  
Life will never be the same

3) How do you think the people in the house felt after the Sound Collector left?

- A) Confused
- B) Joyful
- C) Content
- D) Tired

A stranger called this morning  
He didn't leave his name  
Left us only silence  
Life will never be the same

**Roger McGough**

4) Why will life never be the same? (1 mark)

- A) Because the stranger stole their items
- B) Because the stranger didn't leave his name
- C) Because the stranger won't come again
- D) Because the stranger took all the sounds away







## English - Lesson 3 – Identifying the features of a poem

### Key Features of a Text

A stranger came this morning  
 Dressed all in black and grey  
 Put every sound into a bag  
 And carried them away

1) **Find and copy** the **two** rhyming words in the verse above. (1 mark)

\_\_\_\_\_

2) Which feature of a poem is needed at the start of each line? (1 mark)

\_\_\_\_\_

The squeaking of the new, rubber soles

The rustling of coats and bags

The humming of the flickering lights

The clicking of the stapler on the colourful displays

3) **Find and copy four** examples of onomatopoeia. (4 marks)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4) **Find and copy** the **expanded noun phrase** used to describe the shoes. (1 mark)

\_\_\_\_\_

The rustling of the tall, towering trees

The whistling of the wild wind

The tweeting of the small, blue birds

The chatter of friends in the playground

A stranger called this morning

She didn't leave her name

Left us only silence

School will never be the same

5) What are the different sections of a poem called? (1 mark)

\_\_\_\_\_





## English – Lesson 4: Expanded noun phrases

### Your task

### It's time to go on a sound hunt!

Explore your house, garden and outdoor space.  
Write expanded noun phrases that describe the sounds you can hear.



### Here are some places you could go and listen for different sounds...

- Kitchen
- Living room
- Bathroom
- Bedroom
- Garden/outdoor space



### What it could look like...

The \_\_\_\_\_ of the \_\_\_\_\_

The tapping of the **white keyboard**

The splashing of the **hot, soapy water**

The barking of the **playful, spotty dog**

The crackling of the **hot barbeque**



## English – Lesson 5



### Ideas for your sound poem



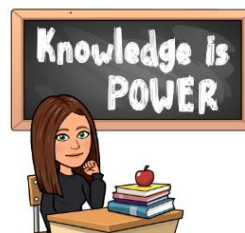
What can you hear in the bedrooms?



What can you hear in the living room?

### Key Features

- Verses
- Capital letter at the start of each line
- Expanded noun phrases/adjectives to describe
- Onomatopoeia
- Rhythm
- Powerful verbs
- It can rhyme



### Your Turn - Planning

#### First verse:

A stranger called this morning  
Dressed all in black and grey  
Put every sound into a bag  
And carried it away

**Second verse:** the kitchen

**Third verse:** the living room

### Your Turn - Planning

**Fourth verse:** the bathroom

**Fifth verse:** the bedroom

#### Final verse:

A stranger called this morning  
He didn't leave his name  
Left us only silence  
The house will never be the same

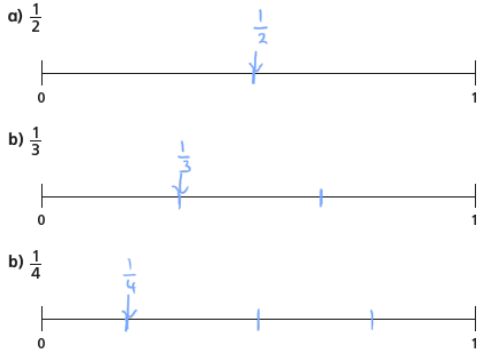


# Maths Lesson 1 – ANSWERS

## Fractions on a number line



1 Draw an arrow to show the fractions on the number lines.

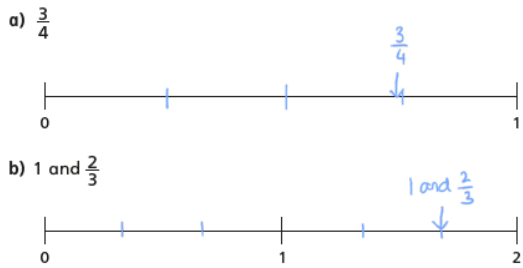


Are your answers accurate or are they estimates?

2 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

- a)  $\frac{1}{2} > \frac{1}{4}$
- b)  $\frac{1}{4} < \frac{1}{3}$
- c)  $\frac{1}{3} < \frac{1}{2}$

4 Draw an arrow to estimate where each fraction belongs on the number line.

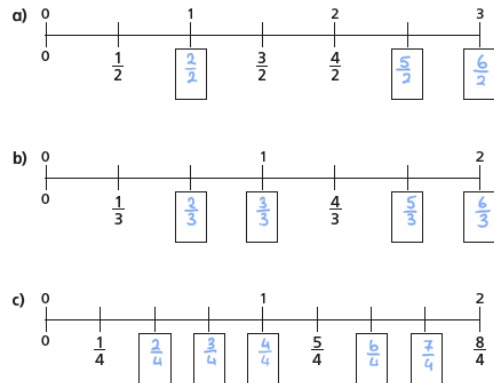


5 Write each fraction under the correct heading.

- |               |               |               |               |               |
|---------------|---------------|---------------|---------------|---------------|
| $\frac{2}{3}$ | $\frac{4}{4}$ | $\frac{5}{3}$ | $\frac{1}{8}$ | $\frac{3}{3}$ |
| $\frac{3}{4}$ | $\frac{7}{4}$ | $\frac{8}{8}$ | $\frac{7}{8}$ |               |

Less than one whole	Equal to one whole	More than one whole
$\frac{2}{3}$ , $\frac{3}{4}$ , $\frac{1}{8}$	$\frac{4}{4}$ , $\frac{8}{8}$	$\frac{5}{3}$ , $\frac{7}{8}$

3 Write the missing fractions on the number lines.



d) Write three fractions that are equivalent to one whole. Use the number lines to help you.

- $\frac{4}{4}$
- $\frac{3}{3}$
- $\frac{2}{2}$

What do you notice?

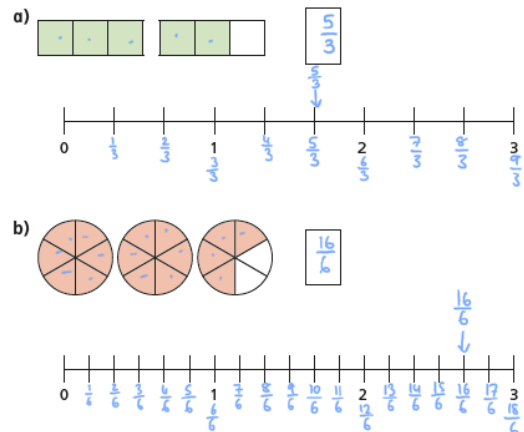
The numerator is equal to the denominator.

Talk about it with a partner.

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6 What fraction is shown in each diagram?

Draw an arrow to show the fraction on the number line.



7



One eighth is greater than one quarter.

Do you agree with Teddy? NO

Use the number line to show why.



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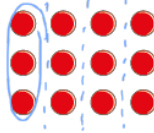


# Maths Lesson 2 - ANSWERS

## Fractions of a set of objects (1)



1 Here are some counters.



a) Circle  $\frac{1}{4}$  of the counters.

b) How many counters did you circle?

c) What is  $\frac{1}{4}$  of 12?

2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

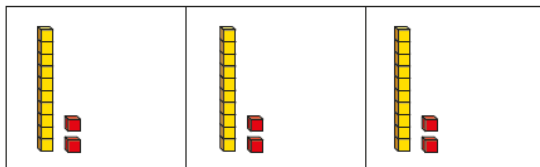
a)  $\frac{1}{2}$  of 8 =

b)  $\frac{1}{2}$  of 16 =

c)  $\frac{1}{4}$  of 8 =

d)  $\frac{1}{4}$  of 16 =

5 Huan uses a bar model and base 10 to find  $\frac{1}{3}$  of 36



Use Huan's method to complete the calculations.

a)  $\frac{1}{3}$  of 63 =       c)  $\frac{1}{4}$  of 92 =

b)  $\frac{1}{4}$  of 48 =

6 Nijah uses a bar model and place value counters to find  $\frac{1}{3}$  of 36



Use Nijah's method to complete the calculations.

a)  $\frac{1}{3}$  of 96 =       c)  $\frac{1}{4}$  of 52 =

b)  $\frac{1}{5}$  of 60 =

7 Which amount is greater? Tick your answer.

$\frac{1}{3}$  of £75 or   $\frac{1}{5}$  of £75

$\frac{1}{3}$  of £75 = £25  
 $\frac{1}{5}$  of £75 = £15

Show your workings.

3



To find a half I need to divide by 2

Do you agree with Dexter?  Yes

Talk about it with a partner.

4 Complete the table.

Fraction	Division	Example	Drawing
one half	divide by 2	$\frac{1}{2}$ of 6 = 3	
one quarter	divide by 4	$\frac{1}{4}$ of 8 = 2	
one third	divide by 3	$\frac{1}{3}$ of 15 = 5	
one fifth	divide by 5	$\frac{1}{5}$ of 15 = 3	

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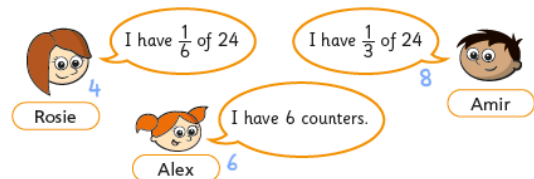
8 Complete the number sentences.

a)  $\frac{1}{2}$  of  = 30      c)  $\frac{1}{5}$  of  = 50

b)  $\frac{1}{4}$  of  = 20



9 Rosie, Amir and Alex each find a fraction of 24 using counters.



a) Order the children from least counters to most counters.

Rosie      Alex      Amir  
least counters      most counters

b) What fraction of the counters does Alex have?  $\frac{6}{24} = \frac{1}{4}$

c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24

$4 + 8 = 12$





# Maths Lesson 3 - ANSWERS


## Fractions of a set of objects (2)



1 Draw counters in the bar models to help you complete each number sentence.

a)  $\frac{2}{3}$  of 15 =  

b)  $\frac{3}{4}$  of 8 =  


c)  $\frac{2}{5}$  of 20 =  

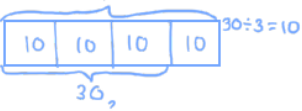
2 Match the questions and answers.

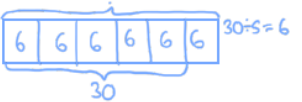
$\frac{2}{3}$ of 9 = ?		<input type="text" value="9"/>
$\frac{3}{5}$ of 15 = ?		<input type="text" value="6"/>
$\frac{5}{6}$ of 12 = ?		<input type="text" value="15"/>
$\frac{3}{4}$ of 20 = ?		<input type="text" value="10"/>


3 What is  $\frac{6}{6}$  of 18?   
How do you know? 

6 Complete the number sentences.

a)  $\frac{2}{3}$  of  = 30 

b)  $\frac{3}{4}$  of  = 30 

c)  $\frac{5}{6}$  of  = 30 

7  To find  $\frac{3}{4}$  of 12, you divide by 4 and then multiply the answer by 3

Tommy

To find  $\frac{3}{4}$  of 12, you divide by 3 and then multiply the answer by 4

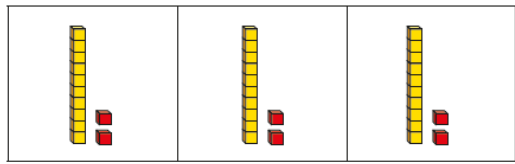


Dexter

Who is correct? Tommy

How do you know? Show your working.

4 Brett uses a bar model and base 10 to find  $\frac{2}{3}$  of 36



Use Brett's method to complete the number sentences.

a)  $\frac{2}{3}$  of 63 =

b)  $\frac{3}{4}$  of 48 =

c)  $\frac{3}{4}$  of 92 =

5 Kim uses a bar model and place value counters to find  $\frac{2}{3}$  of 36



Use Kim's method to complete the number sentences.


a)  $\frac{2}{3}$  of 96 =


b)  $\frac{3}{5}$  of 60 =


c)  $\frac{3}{4}$  of 52 =

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8 Dora, Whitney and Ron each find a fraction of 24 using counters.

 I have  $\frac{5}{6}$  of 24

 I have  $\frac{2}{3}$  of 24

 I have 18 counters.

Dora Whitney Ron

a) Who has the most counters? Show your workings.

$\frac{5}{6}$  of 24 = 20     $\frac{2}{3}$  of 24 = 16

Dora

b) How many more counters does Dora have than Whitney?

$20 - 16 = 4$

9 Write fractions to make the statements correct.

e.g.  $\frac{1}{6}$  of 36 < 18

$\frac{1}{2}$  of 36 = 18

$\frac{3}{4}$  of 36 > 18

How many different answers can you find for each? Compare with a partner.

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# Maths Lesson 4 - ANSWERS

## Equivalent fractions (1)



1 Shade the bar models to represent the fractions.

a) Shade  $\frac{1}{2}$  of the bar model.

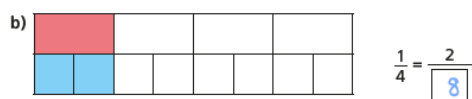
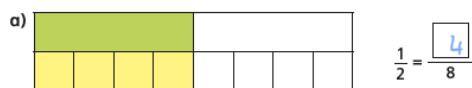


b) Shade  $\frac{2}{4}$  of the bar model.

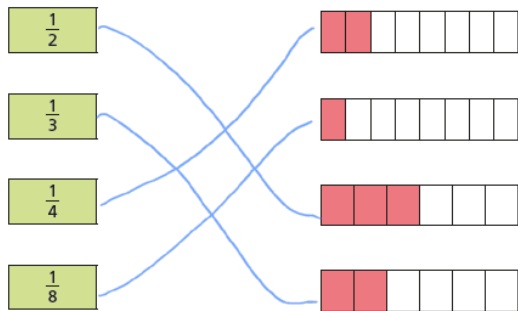


What do you notice?

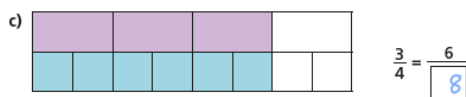
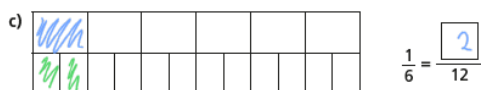
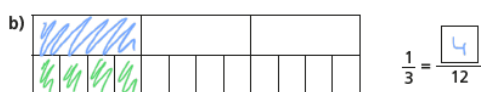
2 Complete the equivalent fractions.



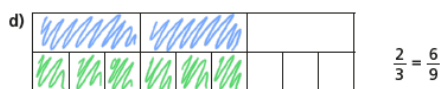
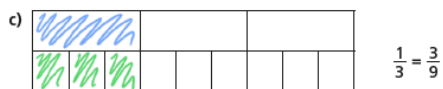
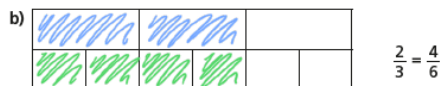
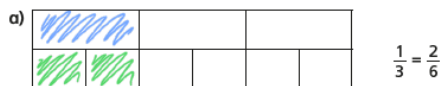
4 Match each bar model to its equivalent fraction.



5 Shade the bar models to complete the equivalent fractions.



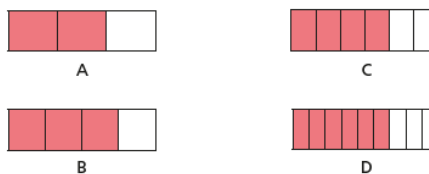
3 Shade the bar models to represent the equivalent fractions.



Can you find any more equivalent fractions using the bar models?

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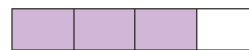
6 The bar models represent fractions.



Which is the odd one out? B

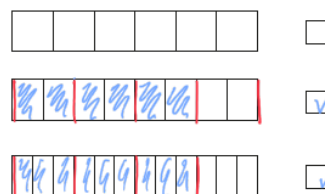
Why do you think this?

7 This bar model represents  $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to  $\frac{3}{4}$

Shade the bar models to support your answers.



Talk to a partner about your answers.

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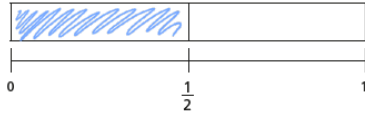
# Maths Lesson 5 – ANSWERS

## Equivalent fractions (2)

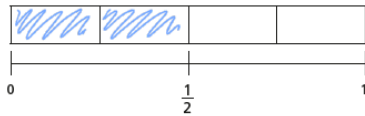


1 Shade the bar models to represent the fractions.

a) Shade  $\frac{1}{2}$  of the bar model.



b) Shade  $\frac{2}{4}$  of the bar model.



c) Shade  $\frac{3}{6}$  of the bar model.



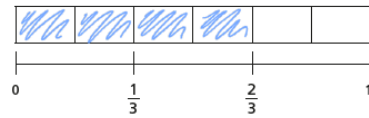
d) What do you notice?

e) Write another fraction that is equivalent to  $\frac{1}{2}$  e.g.  $\frac{3}{6}$

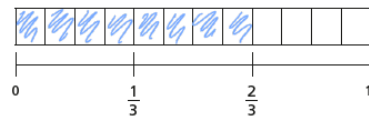


2 Shade  $\frac{2}{3}$  of each bar model.

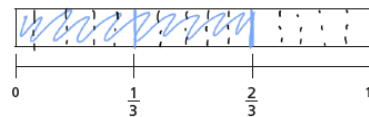
a)



b)



c)

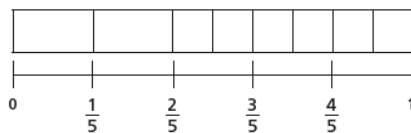
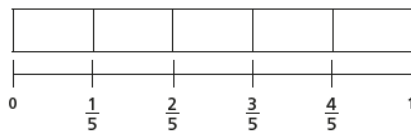


d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{4}{6} = \frac{8}{12} = \frac{10}{15}$$

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3 Mo is finding equivalent fractions.



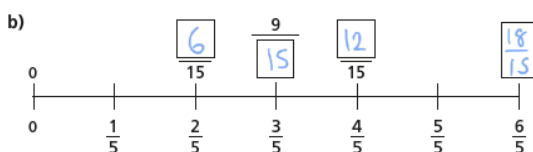
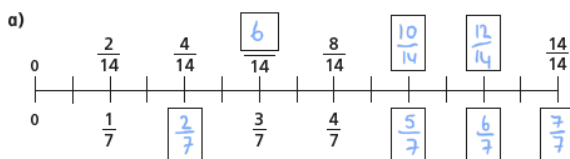
$\frac{6}{8}$  is equivalent to  $\frac{4}{5}$

Do you agree with Mo? No

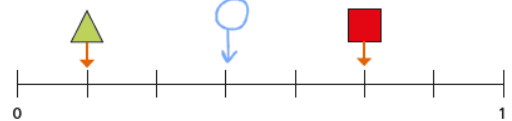
Explain your answer.



4 Find the missing numbers.



5 Here is a number line.



a) What fraction is each shape pointing to?

$\triangle = \frac{1}{7}$       $\square = \frac{5}{7}$

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

c)

The circle is pointing to  $\frac{9}{21}$

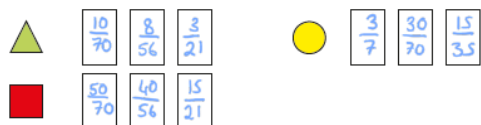


Do you agree with Eva? Yes

Show how you worked this out.

d) Write three equivalent fractions for each shape.

e.g.



Compare answers with a partner.



## Friday Maths Challenge - ANSWERS

# Answers

Challenge 1 - 5 beads

Challenge 3 - 482

Challenge 2 - 45

Challenge 4 - Jacket £56 and Shirt £31

### Answers - English Lesson 1

1. stranger
2. rotating
3. spread
4. To cause a space (or container) to become full or almost full
5. It is raining heavily\*

### Answers – English Lesson 2

1. Somebody was preparing for a wash  
Something was being cooked
2. Upset/sad... because\_\_\_\_\_\*
3. Confused
4. Because the stranger took all the sounds away

### Answers - English Lesson 3

1. Grey and away
2. Capital letter
3. Squeaking  
Rustling  
Humming  
Clicking
4. New, rubber soles\*
5. Verses

### Answers - English Lesson 4

Remember- these are answers you *could* have had

- The clanking of the **dirty dishes**
- The rustling of the **green leaves**
- The crackling of the **tasty rice krispies**
- The dripping of the **leaky, old tap**
- The chatting of the **smiley, enthusiastic**  
TV presenters