



## Carleton Park Year 5: Home Learning Schedule

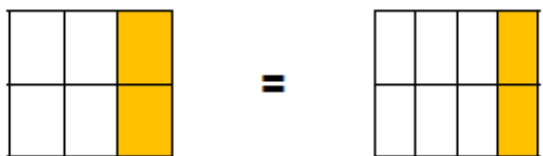
<b>W/C 6<sup>th</sup> July</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><b>Maths</b> 9:30 – 10:15am</p> <p><b>This week we will be focussing upon: Fractions</b></p> <p>Watch our 'pre-teach' maths video to further support you in your learning. This will be incredibly useful to view before commencing the first lesson. Click <a href="#">here</a>.</p>	<p><b>Lesson 1: Equivalent fractions.</b> Learn all about equivalent fractions by clicking <a href="#">here</a>.</p> <p><i>You will find two videos and modelled examples. Then have a go at the questions in this document. The answers are provided at the end.</i></p>	<p><b>Lesson 2: Converting improper fractions to mixed numbers.</b> Learn how to convert improper fractions into mixed numbers. Click <a href="#">here</a>.</p> <p><i>This lesson includes two videos. Then have a go at the questions in this document.</i></p>	<p><b>Lesson 3: Compare and order fractions whose denominators are multiples of the same number.</b> Learn how to compare and order fractions by clicking <a href="#">here</a>.</p> <p><i>Here you will find two videos. Then have a go at the questions included in this document. Answers at the end.</i></p>	<p><b>Lesson 4: Multiply unit and non-unit fractions by an integer.</b> Learn how to multiply fractions by a whole number by clicking <a href="#">here</a>.</p> <p><i>This lesson includes modelled examples and a video. Then have a go at the questions attached to this document. (Answers included)</i></p>	<p><b>Lesson 5: Consolidation</b> Apply your learning from across the previous sessions by undertaking the weekly Maths challenges! Click <a href="#">here</a>.</p> <p><i>These are designed to test your problem-solving skills. See how many you and your family can do together!</i></p>
<p>Remember to log in to TT Rockstars each week to practise your times tables. There will also be a Friday Arithmetic and Maths <b>Challenge</b>.</p>					
<p><b>Remember to share your learning on Class Dojo!</b></p> <p><i>Take a photo of your work and upload it to the Portfolio section for your teacher to see.</i></p>					
<p><b>English</b> 10:45 – 11:30am</p> <p><b>This week our text type is: Alternative Endings</b></p> <p>As above, watch our 'pre-teach' English video to further support you in your learning. This will be incredibly useful to view before commencing the first lesson. Click <a href="#">here</a>.</p>	<p><b>Lesson 1: Alternative Endings: Comprehension – Making comparisons.</b> Learn how to make comparisons within and across texts, based on alternative endings. Click <a href="#">here</a>.</p>	<p><b>Lesson 2: Alternative Endings: Comprehension – Prediction</b> Learn how to make predictions based on an extract from an alternative ending. Click <a href="#">here</a>.</p>	<p><b>Lesson 3: Alternative Endings: Identifying the features of a text.</b> Learn how to identify the key features of an alternative ending. Click <a href="#">here</a>.</p>	<p><b>Lesson 4: Alternative Endings: SPaG focus – Speech.</b> Understand the impact of relative clauses by clicking <a href="#">here</a>.</p>	<p><b>Lesson 5: Alternative Endings: Write an alternative ending to a traditional tale.</b> Apply your understanding from throughout the week by creating an alternative ending. Click <a href="#">here</a>.</p>
<p><b>This week's spellings are:</b> referring – referred – referral – preferring – preferred – transferring – transfer - transferred</p>					
<p>Having any problems with the tasks? Feel free to pop any questions or issues onto our class Padlet <a href="#">here</a>!</p>					
<p><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></p>					



## Maths- Lesson 1

Apply your knowledge and understanding to answer the fluency and problem-solving and reasoning questions.

4a. Amelia has coloured two grids to create an equivalent fraction.



Two parts are shaded in each grid so they show equivalent fractions.

Is Amelia correct? Explain your answer.



R

5a. Dwayne has written some equivalent fractions.

A  $\frac{1}{7} = \frac{4}{28}$

B  $\frac{2}{9} = \frac{14}{18}$

C  $\frac{2}{12} = \frac{2}{6}$

D  $\frac{8}{56} = \frac{1}{8}$

E  $\frac{4}{36} = \frac{1}{9}$

F  $\frac{2}{5} = \frac{10}{25}$

Find and correct any mistakes.



R

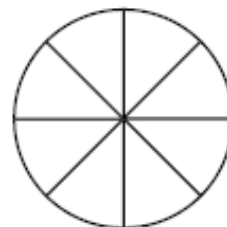
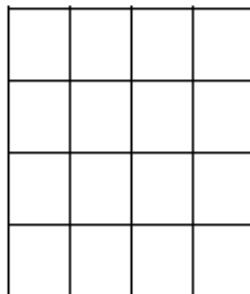
6a. Give 2 possible values for A and B.

$$\frac{1}{A} = \frac{B}{24}$$



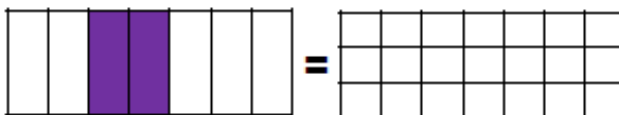
PS

5a. Colour  $\frac{2}{8}$  of each shape.



VF

6a. Colour the second image to show an equivalent fraction. Write the fractions underneath.



=



VF

7a. Fill in the missing divisor.

$$\frac{2}{5} = \frac{4}{10}$$

$\div ?$

$\div ?$



VF

8a. Match the equivalent fractions.

$\frac{2}{7}$

$\frac{4}{48}$

$\frac{1}{12}$

$\frac{6}{21}$

$\frac{2}{9}$

$\frac{10}{45}$



VF




Now apply your knowledge and understanding to solve these further challenges:


1) Which one is the odd one out and why?

A  $\frac{1}{4}$       B  $\frac{4}{8}$       C  $\frac{5}{20}$       D  $\frac{3}{12}$

2) The children have been using multiplication to calculate equivalent fractions for  $\frac{1}{6}$ . Check their work. Correct and explain their mistakes.

 Selma  
 $\frac{1}{12} = \frac{1}{6}$

 Logan  
 $\frac{3}{12} = \frac{1}{6}$

 Beth  
 $\frac{4}{24} = \frac{1}{6}$

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### Deepen the moment:

Use your knowledge of equivalent fractions to solve this problem.

3 girls share 2 cakes equally. 6 boys share 4 cakes equally.

Who gets to eat more cake?

Draw a model or image to support your written explanation.



All the answers to these maths questions are included in this document.



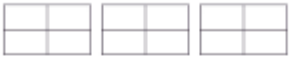
## Maths- Lesson 2

Apply your knowledge and understanding to answer the fluency, problem-solving and reasoning questions.



5a. Show these improper fractions as a diagram and a mixed number.

a.  $\frac{8}{3}$  

b.  $\frac{9}{4}$  

c.  $\frac{6}{5}$  



VF

6a. Convert these improper fractions into mixed numbers.

a.  $\frac{14}{6}$    b.  $\frac{19}{8}$    c.  $\frac{17}{3}$    d.  $\frac{23}{5}$



VF

7a. Which answer matches the diagram?



a.  $\frac{18}{9}$    b.  $\frac{24}{9}$    c.  $\frac{23}{9}$    d.  $\frac{20}{9}$



VF

8a. Sally is sharing out 4 pizzas with her friends.

Each pizza is cut into 8 equal pieces. They eat 26 slices of pizza.

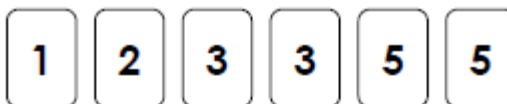
How much pizza has been eaten?

Give your answer as a mixed number.



VF

4a. Use the number cards to show an improper fraction as a mixed number.



$$\frac{\boxed{\phantom{00}} \boxed{\phantom{00}}}{\boxed{\phantom{00}}} = \boxed{\phantom{00}} \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$



PS

5a. Find and correct the mistakes. Explain your answer.

a.  $\frac{24}{9} = \boxed{\phantom{00}} \frac{6}{9}$

b.  $\frac{17}{6} = \boxed{\phantom{00}} \frac{4}{6}$

c.  $\frac{29}{8} = \boxed{\phantom{00}} \frac{5}{8}$

d.  $\frac{45}{12} = \boxed{\phantom{00}} \frac{12}{9}$



R

6a. Six pizzas are bought for a party. They are cut into 8 equal slices. At the end of the party, there are 13 slices of pizza left.



Lewis

There is  $1\frac{3}{8}$  left.



Shelley

There is  $1\frac{3}{4}$  left.

Who is correct? Prove it.



R



Now apply your knowledge and understanding to solve this further challenge:

Henri says,



$3\frac{3}{4}$  is greater than  $\frac{17}{4}$  because it has 3 whole ones in it.

Explain why Henri is wrong.

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### Deepen the moment:

Timmy has converted some mixed numbers to improper fractions. Can you spot the mistakes he has made? Explain Timmy's mistakes and then work out the correct answers.

a)  $\frac{14}{6} = 1\frac{8}{6}$

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b)  $\frac{11}{3} = 4$

---

c)  $\frac{17}{5} = 3\frac{3}{5}$

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**All the answers to these maths questions are included in this document.**



## Maths – Lesson 3

Apply your knowledge and understanding to answer the fluency, problem-solving and reasoning questions.

6a. Tick the box to show where the mixed number  $5\frac{5}{8}$  should go in the sequence.

$$5\frac{7}{8}, \boxed{\phantom{00}} \quad 5\frac{6}{8}, \boxed{\phantom{00}} \quad 5\frac{1}{2}, \boxed{\phantom{00}} \quad 5\frac{3}{8}$$



VF

6b. Tick the box to show where the mixed number  $1\frac{4}{10}$  should go in the sequence.

$$1\frac{3}{10}, \boxed{\phantom{00}} \quad 1\frac{1}{2}, \boxed{\phantom{00}} \quad 1\frac{6}{10}, \boxed{\phantom{00}} \quad 1\frac{7}{10}$$



VF

7a. Sequence the numbers below from smallest to largest.

$$4\frac{4}{12}$$

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

$$4$$

$$3\frac{10}{12}$$

$$4\frac{1}{6}$$

$$3\frac{8}{12}$$



VF

7b. Sequence the numbers below from largest to smallest.

$$5\frac{3}{4}$$

$$5$$

$$6$$

$$5\frac{2}{8}$$

$$6\frac{1}{4}$$

$$5\frac{4}{8}$$



VF



Now apply your knowledge and understanding to solve these further challenges:

Pearl has ordered these fractions from smallest to largest. Is she correct?

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

Show your working out to prove your answer.

These fractions have been ordered from the smallest to the largest. What could the missing fraction be?

$$\frac{1}{10} \quad \frac{1}{5} \quad \square \quad \frac{1}{2} \quad \frac{3}{5}$$

**Deepen the moment:**

Jason has drawn two bar models to compare  $\frac{3}{4}$  and  $\frac{2}{8}$ .



**a)** Explain the mistakes that Jason has made.

**All the answers to these maths questions are included in this document.**



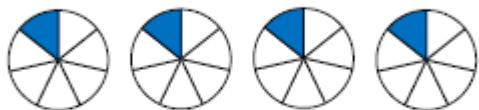
## Maths – Lesson 4



Apply your knowledge and understanding to answer the fluency, problem-solving and reasoning questions.

5a. Use the images to calculate:

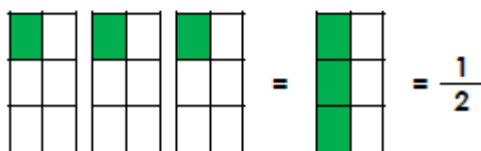
$$\frac{1}{7} \times 4 = \square$$



VF

6a. True or false?

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



VF

7a. Match the correct answer to the calculation below.

$$\frac{1}{8} \times 4 = \frac{1}{8} \frac{1}{8} \frac{1}{8} \frac{1}{8} \frac{1}{8} \frac{1}{8} \frac{1}{8} \frac{1}{8}$$

- A.  $\frac{1}{32}$     B.  $\frac{4}{32}$     C.  $\frac{1}{2}$



VF

8a. Complete the calculations. Convert the improper fractions to mixed numbers.


A.  $\frac{1}{10} \times 11 =$     $= \square$

B.  $\frac{1}{7} \times 12 =$     $= \square$



VF

5a. Match the calculation to the correct answer.

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


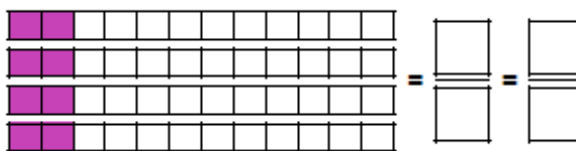
- A.  $\frac{6}{18}$     B.  $\frac{8}{9}$     C.  $\frac{2}{3}$



VF

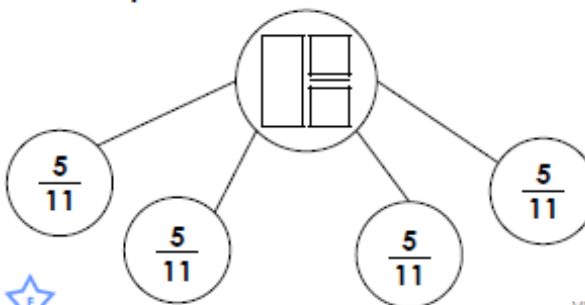
6a. Solve the calculation below.

$$\frac{2}{12} \times 4$$




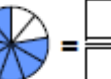
VF


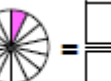
7a. Complete the model below and write the multiplication calculation it shows.



VF

8a. Complete the calculations.

A.  $\frac{4}{9} \times \square =$     $= \square = \square$

B.  $\frac{5}{14} \times \square =$     $= \square = \square$



VF





Now apply your knowledge and understanding to solve these further challenges:

1) Find 4 possible solutions to complete the calculation.

$$\begin{array}{|c|} \hline 1 \\ \hline \square \\ \hline \end{array} \times \square = 1 \frac{\square}{5}$$
$$\begin{array}{|c|} \hline 1 \\ \hline \square \\ \hline \end{array} \times \square = 1 \frac{\square}{5}$$
$$\begin{array}{|c|} \hline 1 \\ \hline \square \\ \hline \end{array} \times \square = 1 \frac{\square}{5}$$
$$\begin{array}{|c|} \hline 1 \\ \hline \square \\ \hline \end{array} \times \square = 1 \frac{\square}{5}$$

2) Jessie multiplies a unit fraction by an integer.

- The fraction has a denominator which is a factor of 12.
- The product is greater than 1 but less than 2.
- The integer is a factor of 16.

What could the calculation be? There are 3 possibilities.

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Can you find a solution when the denominator of the unit fraction is a larger number than the integer you are multiplying the fraction by?

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### Deepen the moment:

True or false? Prove it!

a)  $\frac{1}{4} \times 3 = 3 \times \frac{1}{4}$  \_\_\_\_\_

b)  $\frac{1}{4} \times 5 < \frac{1}{5} \times 4$  \_\_\_\_\_

c)  $\frac{1}{6} \times 5 = \frac{1}{12} \times 10$  \_\_\_\_\_

d)  $\frac{1}{5} \times 4 < 10 \times \frac{1}{10}$  \_\_\_\_\_

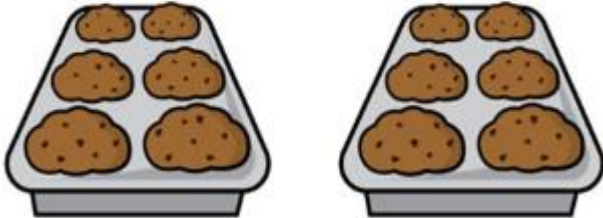
All the answers to these maths questions are included in this document.



## Maths – Lesson 5

### Challenge 1

Eric bakes these two trays of muffins.



He eats 2 muffins.

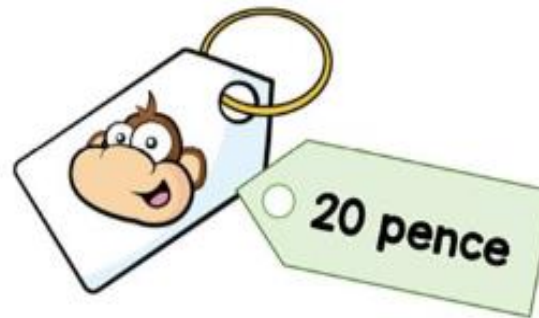
His dad eats 3 muffins.

His sister eats 4 muffins.

How many muffins does he have left?

### Challenge 2

Lola buys this key ring.



Her mum gives a quarter of the money.

She pays for the rest herself.

How much does she pay herself?

### Challenge 3



How old is the teacher?



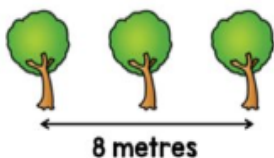
## Challenge 4

Ten trees are planted in a row.



The trees are spaced out equally.

The distance between the fourth and sixth tree is 8 metres.



What is the distance between the first and last tree?

## Challenge 5

Filip has these five digit cards.



He uses all of the cards to make a three-digit number and a two-digit number.

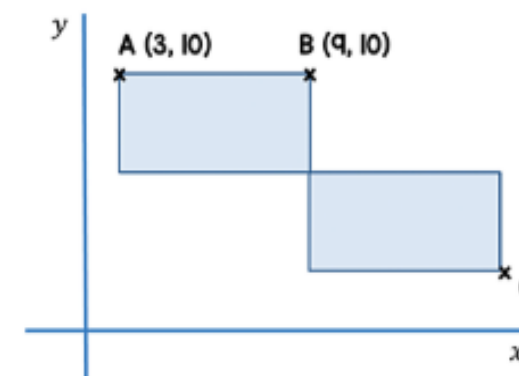
He multiplies the two numbers together and the answer is **15,741**.

$$\begin{array}{r}
 \square \square \square \\
 \times \quad \square \square \\
 \hline
 15741
 \end{array}$$

What are the two numbers Filip makes?

## Challenge 6

Here are two identical rectangles.



The length of each rectangle is double its width.

Work out the coordinates of point C.

***All answers to all 6 challenges are included in this document.***



## Arithmetic Questions:

1  $712 - 100 =$

1 mark

4  $\frac{7}{11} + \frac{2}{11} =$

1 mark

2  $745 + 60 =$

1 mark

5  $\frac{9}{10} - \frac{1}{10} =$

1 mark

3  $28 \times 7 =$

1 mark

6  $7225 + 1974 =$

1 mark





13  $\frac{3}{4}$  of 68 =

1 mark

16  $927\ 815 + 72\ 559 =$

1 mark

14  $67\ 294 - 1846 =$

1 mark

17  $2^3$

1 mark

15  $60\ 000 + 7000 =$

1 mark

18  $20 \times 60 =$

1 mark









## Maths lesson 1 answers:

### Expected

5a. 4 parts; 2 parts

6a. Any 6 parts.  $\frac{2}{7} = \frac{6}{21}$

7a. 2

8a.  $\frac{2}{7} = \frac{6}{21}$  ;  $\frac{1}{12} = \frac{4}{48}$  ;  $\frac{2}{9} = \frac{10}{45}$

### Expected

4a. Amelia is incorrect. Her fractions are not equal in size, but have the same numerator.

5a. B  $\frac{2}{9} = \frac{4}{18}$  ; C  $\frac{2}{12} = \frac{1}{6}$  ; D  $\frac{8}{56} = \frac{1}{7}$

6a. Various answers, for example:

if A =	2	3	4
then B =	12	8	6

Child	Equivalent Fraction	✓ or X	Explanation
Selma $\frac{1}{12} = \frac{1}{6}$	$\frac{1}{12}$	X	Selma has multiplied the denominator by 2 but has forgotten to multiply the numerator by 2.
Logan $\frac{3}{12} = \frac{1}{6}$	$\frac{3}{12}$	X	Logan has multiplied the numerator by 3 and the denominator by 2.
Beth $\frac{4}{24} = \frac{1}{6}$	$\frac{4}{24}$	✓	Beth is correct. She has multiplied the numerator and the denominator by 4 giving her an equivalent fraction of $\frac{4}{24}$ .

### Deepen the moment answer:

Children should explain with the aid of a diagram that each girl would receive two thirds of cake and that each boy would receive four sixths of cake. They may then go on to explain that two thirds and four sixths are equivalent so the children would be eating the same amount of cake.



## Maths lesson 2 answers:

### Expected

5a. a - 8 parts shaded =  $2\frac{2}{3}$

b - 9 parts shaded =  $2\frac{1}{4}$

c - 6 parts shaded =  $1\frac{1}{5}$

6a. a -  $2\frac{2}{6} = 2\frac{1}{3}$ ; b -  $2\frac{3}{8}$ ; c -  $5\frac{2}{3}$ ; d -  $4\frac{3}{5}$

7a.  $\frac{24}{9}$

8a.  $\frac{26}{8} = 3\frac{2}{8} = 3\frac{1}{4}$

### Expected

4a.  $\frac{13}{5} = 2\frac{3}{5}$

5a. B should be:  $\frac{17}{6} = 2\frac{5}{6}$

D should be:  $\frac{45}{12} = 3\frac{9}{12}$

6a. Shelley is correct.  $\frac{13}{8} = 1\frac{5}{8}$

$\frac{17}{4}$  is an improper fraction and, when converted into a mixed number, it is  $4\frac{1}{4}$ , which is greater than  $3\frac{3}{4}$ .

Deepen the moment answer:

a) This is incorrect as it still includes an improper fraction. The answer should be  $2\frac{2}{8}$ .

b) This is incorrect as 12 thirds make four whole ones. The answer should be  $3\frac{2}{3}$ .

c) The fraction in the mixed number is incorrect. The answer should be  $3\frac{2}{5}$ .



## Maths lesson 3 answers:

6a. Box 2

7a.  $3\frac{1}{2}$ ,  $3\frac{8}{12}$ ,  $3\frac{10}{12}$ ,  $4$ ,  $4\frac{1}{6}$ ,  $4\frac{4}{12}$

6b. Box 1

7b.  $6\frac{1}{4}$ ,  $6$ ,  $5\frac{3}{4}$ ,  $5\frac{4}{8}$ ,  $5\frac{2}{8}$ ,  $5$

The fractions can be compared using the common denominator of 8.

$$\frac{1}{4} = \frac{2}{8}$$

$$\frac{1}{2} = \frac{4}{8}$$

$$\frac{3}{4} = \frac{6}{8}$$

Order from smallest to largest:  $\frac{2}{8}$ ,  $\frac{3}{8}$ ,  $\frac{4}{8}$ ,  $\frac{6}{8}$ ,  $\frac{7}{8}$

The missing fraction could be  $\frac{3}{10}$  or  $\frac{4}{10}$  (or the equivalent fraction  $\frac{2}{5}$ ).

It could also be any other fraction that is larger than  $\frac{1}{5}$  but smaller than  $\frac{1}{2}$ .

Deepen the moment answer:

Jason has drawn his bars the wrong size, as the whole of each bar model needs to be the same size. Also, he has thought that the numerator and denominator added together show how many parts you should draw.



## Maths lesson 4 answers:

### Expected

5a.  $\frac{4}{7}$

6a. True

7a. C

8a. A.  $1\frac{1}{10}$       B.  $1\frac{5}{7}$

### Expected

5a. C

6a.  $\frac{8}{12} = \frac{2}{3}$

7a.  $\frac{5}{11} \times 4 = 1\frac{9}{11}$

8a. A.  $\frac{4}{9} \times 4 = \frac{16}{9} = 1\frac{7}{9}$ ;

B.  $\frac{5}{14} \times 3 = \frac{15}{14} = 1\frac{1}{14}$

1)  $\frac{1}{3} \times 6 = 1\frac{1}{3}$

$\frac{1}{5} \times 7 = 1\frac{2}{5}$

$\frac{1}{5} \times 8 = 1\frac{3}{5}$

$\frac{1}{5} \times 9 = 1\frac{4}{5}$

Children might choose to use their equivalent fractions knowledge, such as  $\frac{1}{10} \times 12 = \frac{12}{10} = 1\frac{2}{10} = 1\frac{1}{5}$

2) There are three possible solutions.

$\frac{1}{3} \times 4 = \frac{4}{3} = 1\frac{1}{3}$

$\frac{1}{6} \times 8 = \frac{8}{6} = 1\frac{2}{6} = 1\frac{1}{3}$

$\frac{1}{12} \times 16 = \frac{16}{12} = 1\frac{4}{12} = 1\frac{1}{3}$

No, it is not possible to find a solution to this question when the denominator is larger than the integer you are multiplying by. In order to get an answer between 1 and 2, you need to create an improper fraction where the numerator is larger than the denominator. This only happens when the integer you are multiplying by is larger than the denominator.

## Deepen the moment answer:

a)  $\frac{1}{4} \times 3 = 3 \times \frac{1}{4}$       True  $\frac{3}{4} = \frac{3}{4}$

b)  $\frac{1}{4} \times 5 < \frac{1}{5} \times 4$       False, the calculation should be  $\frac{5}{5} = 1\frac{1}{4}$      $1\frac{1}{4} > \frac{4}{5}$

c)  $\frac{1}{6} \times 5 = \frac{1}{12} \times 10$       True  $\frac{5}{6} = \frac{10}{12} = \frac{5}{6}$

d)  $\frac{1}{5} \times 4 > 10 \times \frac{1}{10}$       False, the calculation should be  $\frac{4}{5} < \frac{10}{10} = 1$  whole



## Maths lesson 5 answers:

Challenge 1 - 3 muffins

Challenge 2 - 15 pence

Challenge 3 - 24-years-old

Challenge 4 - 36 metres

Challenge 5 - 583 and 27

Challenge 6 - (15, 4)



**Guidance:** Children will have 30 minutes for this test.

question	answer	marks
1	612	1
2	805	1
3	196	1
4	$\frac{9}{11}$	1
5	$\frac{8}{10}$ or $\frac{4}{5}$	1
6	9199	1
7	5459	1
8	42	1
9	34	1
10	2946	1
11	2.15	1
12	0.87	1
13	51	1
14	65 448	1
15	67 000	1
16	1 000 374	1
17	8	1
18	1200	1
19	7	1
20	2180	1
21	$1\frac{1}{8}$	1

question	answer	marks
22	$\frac{2}{12}$ or $\frac{1}{6}$	1
23	$3\frac{1}{5}$	1
24	3.54	1
25	2982	2
26	392 031	2
27	48	2
28	935	2
		Total 32



## English – Lesson 1



To make comparisons within and across books.

Read the text on the following pages and then answer the questions.

Suddenly, before Little Red Riding Hood could even blink, her grandma leapt out of bed and purposefully charged towards her. Little Red Riding Hood stumbled, as she was startled at the sight of her weak, frail, elderly Grandma launching herself out of bed.

Little Red Riding Hood glared at Grandma and muttered under her breath, “What big eyes you have got!”

“All the better to SEE you with my dear!” she winked mischievously. Little Red Riding Hood took a step towards what appeared to be Grandma and glimpsed sight of a set of large pearly white teeth.

“What big teeth you have!” Little Red Riding Hood mumbled.

“All the better to EAT you with!” said Grandma, in a cheery tone. Again came the dramatic wink and with that her wig, hat and glasses were removed.



“Well!” Said the Wolf, “I thought you would have guessed sooner.” The Wolf explained to Little Red Riding Hood, “Your Grannie was hard-work to dispose of and as for that woodman...He came with an axe! But don’t worry, I have sorted them both: I made good use of the garden well.”

Little Red Riding Hood hugged the Wolf and assisted him to take off Grandma’s outfit. Wolf took Little Red Riding Hood by the hand into the dining room and poured her a cup of tea.

“I hope I didn’t scare you too much - apologies!” comforted the Wolf.

“Not really, thank you so much for helping me escape from my evil family, the last I overheard my Grandma and Dad were intending to sell me to the Wicked Witch for five gold coins.” Sobbed Little Red Riding Hood.

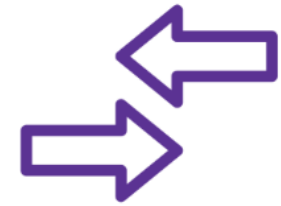
“Well not anymore!” Cheered the Wolf and the two of them enjoyed a lavish afternoon tea.



## When making comparisons:

Remember -

- When comparing, look at the **differences** and the **similarities**
- What is the **same** and what is **different**?
- Write down the key ideas
- Can you compare between paragraphs?
- Can you compare between texts?



**Using the extract provided, answer the following comparison questions carefully.**

1. Look at the slide beginning *Suddenly...*  
Compare the two characters.
2. How does the characters' relationship differ to the original traditional tale?
3. Compare the original traditional tale version of Little Red Riding Hood to the one with the alternative ending. What do you notice?

*All answers to the above questions are covered in the lesson video on the website link and can be found at the end of this document.*





## Deepen the moment...

True or false?

**Traditional Tales are always the best versions because they're the 'original' and the alternative endings do not compare.**

### Additional Vocabulary Challenge:

**Create your own sentences which include the Word of the Day: lavish.**

**Would the meaning of the sentence change if you were to include an antonym of lavish? Explain your reasoning, with an example.**



## Weekly Spellings

**Spelling rule: To spell words by adding different suffix endings to root words.**

<b>Spellings</b>	<b>Cover and write</b>	<b>Cover and write</b>
Referring		
Referred		
Referral		
Preferring		
Preferred		
Transferring		
Transfer		
Transferred		

**Explore the definitions of these words, using a dictionary. Could you include them in a sentence of your own?**



## English – Lesson 2

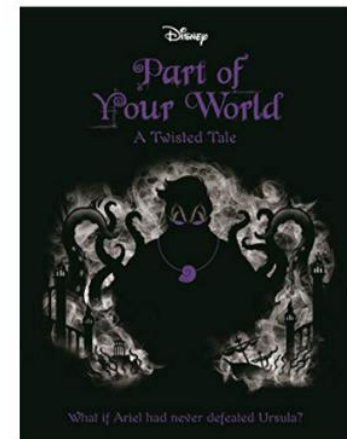
To make predictions based on a text.

### 2E: PREDICT

- Read the section of text in the question
- Use the clues in the text
- By reading between the lines, make an estimate about what will happen next
- If the question is asking about a particular character, use your inference skills to make an estimate



The extract is taken from: 'Part of your World, a Twisted Tale.' By Walt Disney Company LTD.





## Alternative Story Ending: using the extract provided, answer the following questions carefully. Remember to apply your retrieval skills to help you.

Mermaid queens didn't often have a reason to move quickly. There were no wars to direct, no assassination attempts to evade, no crowds of clamouring admirers to avoid among the merfolk. In fact, slowness and calm were expected of royalty.

So Ariel found herself thoroughly enjoying the exercise as she beat her tail against the water, even as it winded her a little. She missed dashing through shipwrecks with Flounder, fleeing sharks, trying to scoot back home before curfew. She loved the feel of her powerful muscles, the way the current cut around her when she twisted her shoulders to go faster.

She hadn't been this far up in years and gulped as the pressure of the deep faded. She clicked her ears, readying them for the change of environment. Colours faded and transformed around her from the dark, heady slate of the ocean bottom to the soothing azure of the middle depths and finally lightening to the electric, magical periwinkle that heralded the burst into daylight.

She hadn't planned to break through the surface triumphantly. She wouldn't give it that power. Her plan was to take it slow and rise like a whale. Casually, unperturbed, like *Ooh, here I am*.

But somehow her tail kicked in twice as hard the last few feet, and she exploded into the warm sunlit air like she had been drowning.

She gulped again and *tasted* the breeze, dry in her mouth; salt and pine and far-distant *fires* and a thousand alien scents...

A small gull sat riding the waves, regarding her curiously.

Ariel composed herself, remembering who she was. Trying not to delight in the way the water streamed down her neck; how it dried from her hair, lightening it. Flounder whirled around her body anxiously before popping up beside her.

She signed: *I am told you have a message for me.*

But before Flounder could translate, before she could stop herself, Ariel signed again:

*Do you know Scuttle? Where is he? Why isn't Scuttle here?*



"Queen Ariel was told you have a message for her," the fish told the gull solemnly. "However, she was expecting her old friend Scuttle. He is the only bird she has ever been close to."

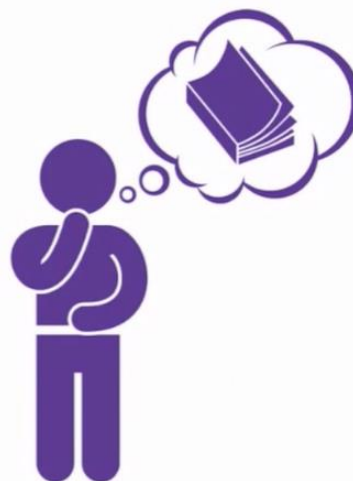
"You are correct to assume it was he who sent me out here. Great-grandfather Scuttle couldn't make it this far," the seagull answered. "How are you breathing?"

It took Ariel a moment to fully register the second part of what the bird had said.

*What?*

### HOW TO ANSWER

- Read the question twice x2
- WWW - Where? Who? What? 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? 





1. Based on the opening paragraph what do you think the rest of the book is going to be about?

Use evidence from this paragraph to support your prediction.

2. Do you think Ariel should be swimming at the top of the ocean?

Yes  No

Use evidence from the text to support your answer.

3. What do you think Ariel will do with the message from Scuttle?

Why do you think this?

Use evidence from this paragraph to support your prediction.

4. Which of these is the most likely to happen next? **Tick one.**

Ariel takes the news from the seagull back to her kingdom to think of the best plan of action.	
Ariel reacts immediately and follows the bird directly to the problem.	
Ariel shoos the bird away without listening to the message as she is a Queen.	

5. Based on what you have read, what does the last paragraph suggest might happen next to Ariel?

Use evidence from this paragraph to support your prediction.

*All answers to the above questions are covered in the lesson video on the website link and can be found at the end of this document.*



### Additional Vocabulary Challenge:

Explore the 'word of the day': evade. Have you located this in the extract? How has it been used in context?

Create your own sentences, using the word evade.

### Deepen the moment...

True or false?

Knowing the ending to a traditional tale, helps you to predict how an alternative ending concludes.



## Weekly Spellings:

**Spelling rule: To spell words by adding different suffix endings to root words.**

Spellings	Cover and write	Cover and write
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Referred		
Referral		
Preferring		
Preferred		
Transferring		
Transfer		
Transferred		

**Speed Writing challenge!**

**Time yourself for 1 minute: how many times can you accurately spell each word?**



## English – Lesson 3

**Writing Lesson: To identify the features of an alternative ending.**

**Key features of an alternative ending:**

### Speech punctuation

**Remember to start and end your speech with “ ”. You also need to remember the rule: new speaker, new line. You will need to start your speech with a capital letter and it will need a comma or piece of punctuation before the end.**

### Alternative to said

**Said is a verb which explains how something is spoken. Remember to be creative and use precise verbs which explain how it is said.**

### Adjectives

**A word or phrase used to describe the noun. Adjectives are crucial to the reader being able to imagine the setting, characters and plot.**

### Exclamation mark

**An exclamation mark is used to show when something is surprising or forceful. It helps make the meaning of the sentence clear.**





Using your knowledge of features of an alternative ending, identify the missing features in the following two extracts.

Suddenly, before Little Red Riding Hood could even blink, her grandma leapt out of bed and purposefully charged towards her. Little Red Riding Hood stumbled, as she was startled at the sight of her weak, frail, elderly Grandma launching herself out of bed.

Little Red Riding Hood glared at Grandma and muttered under her breath, "What big eyes you have got!"

"All the better to SEE you with my dear!" she winked mischievously. Little Red Riding Hood took a step towards what appeared to be Grandma and glimpsed sight of a set of large pearly white teeth.

"What big teeth you have!" Little Red Riding Hood mumbled.

"All the better to EAT with!" said Grandma, in a cheery tone. Again came the dramatic wink and with that her wig, hat and glasses were removed.



"Well!" Said the Wolf, "I thought you would have guessed sooner."

The Wolf explained to Little Red Riding Hood, "Your Grannie was hard-work to dispose of and as for that woodman...He came with an axe! But don't worry, I have sorted them both: I made good use of the garden well."

Little Red Riding Hood hugged the Wolf and assisted him to take off Grandma's outfit. Wolf took Little Red Riding Hood by the hand into the dining room and poured her a cup of tea.

"I hope I didn't scare you too much - apologies!" comforted the Wolf.

"Not really, thank you so much for helping me escape from my evil family, the last I overheard my Grandma and Dad were intending to sell me to the Wicked Witch for five gold coins." Sobbed Little Red Riding Hood.

"Well not anymore!" Cheered the Wolf and the two of them enjoyed a lavish afternoon tea.

*All answers to the above questions are covered in the lesson video on the website link and can be found at the end of this document.*



## Deepen the moment...

Create your own example sentences of these features for one of the alternative endings you have read this week, in your reading lessons.

### Additional Vocabulary Challenge:

Your 'word of the day' is: mischievously

Now select your own 'word of the day' from one of the alternative endings you have read over the past two lessons. Then, explore and define the meaning of this new word.

Word of the Day:

Example of the word in the text:

Definition:

Synonyms:

Antonyms:

In a sentence of your own:



## Weekly Spellings:

**Spelling rule: To spell words by adding different suffix endings to root words.**

<b>Spellings</b>	<b>Cover and write</b>	<b>Cover and write</b>
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Preferred		
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Transfer		
Transferred		

**Now practise each of your spelling words by writing each word as a pyramid, through pyramid words.**



## English – Lesson 4

### SPaG Focus Lesson: Speech

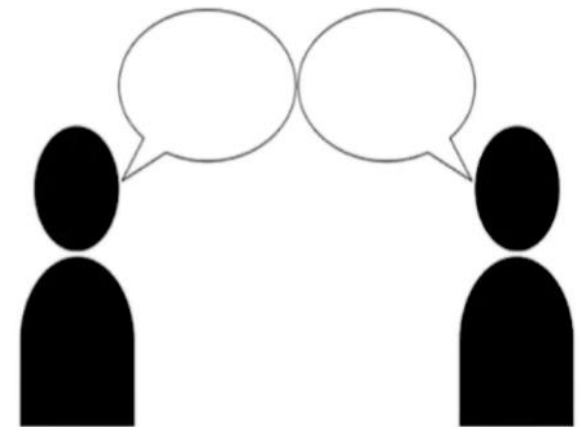
#### What is Direct Speech?

Direct Speech is when you write a sentence, which includes the exact words that are being spoken. These exact words have inverted commas around them. They must follow a number of rules.

*For example: "All the better to SEE you with my dear!" she winked mischievously.*

#### Rules for Direct Speech:

- Each new character's speech starts on a new line.
- Speech is opened and closed with inverted commas.
- Each line of speech starts with a capital.
- The line of speech ends with a comma, exclamation mark or question mark.





**Re-write and punctuate the following sentences correctly, applying the rules for direct speech.**

oh! grandmother,' she said, "what big ears you have!

"The better to hear you with, my child, was the reply.

"ut, grandmother, what big eyes you have she said

---

---

---

**Re-write and punctuate the following sentences correctly, applying the rules for direct speech.**

"the better to see you with, my dear," replied the wolf. "but, grandmother, what large hands you have" gasped Little Red Riding Hood.

"The better to hug you with

"oh! but, grandmother, what a terrible big mouth you have!"

---

---

---



Now write a short dialogue between two characters from Little Red Riding Hood. Choose at least one scenario below.

The wood cutter is in the bed speaking to the wolf.

Little Red Riding Hood is in the bed speaking to the wolf.

Grandma is in bed speaking to the wolf

The Grandma is in bed (she has already captured the wolf) and is now speaking to Little Red Riding Hood.



Could you demonstrate alternative ways to begin your sentence? Remember to use relative clauses and include a variety of effective vocabulary. Find synonyms for words you may have already used to describe and try to include examples of direct speech.

### Additional Vocabulary Challenge:

Your 'word of the day' is: adept

Now select your own 'word of the day' from one of the alternative endings have read over the past two lessons or one that you already know. Then, explore and define the meaning of this new word.

### Deepen the moment...

Explain the difference between direct and reported speech. Provide examples in your explanations.



## Weekly Spellings:

**Spelling rule: To spell words by adding different suffix endings to root words.**

Spellings	Cover and write	Cover and write
Referring		
Referred		
Referral		
Preferring		
Preferred		
Transferring		
Transfer		
Transferred		

**Now select another spelling activity, of your choosing, that you enjoy and feel really helps you to practise and learn these spelling words. Remember you have your spelling test tomorrow!**





## English – Lesson 5



### Independent Task: To write your own alternative ending.

You will write your own alternative ending to The Little Red Riding Hood or one of the stories given during your lessons this week or to a story of your choice. You must use and apply the features of an alternative ending we have explored throughout the week.



### Possible alternative endings for The Little Red Riding Hood:

The wood cutter is in the bed speaking to the wolf.

Little Red Riding Hood is in the bed speaking to the wolf.

Grandma is in bed speaking to the wolf

The Grandma is in bed (she has already captured the wof) and is now speaking to Little Red Riding Hood.



## A possible structure for your alternative ending:

### Paragraph 1

Meeting the wolf

### Paragraph 2

Arriving at Grandma's house

### Paragraph 3

Speaking to the wolf

### Paragraph 4

Attacking the wolf

## Possible Sentence Starters:

### Paragraph 1 – meeting the wolf

#### Sentence Starters

- Once upon a time there was a dear little girl...
- One day her mother said to her: "Will you..."
- Creeping from behind a tree came...
- The wolf - intimidating and menacing - approached...

### Paragraph 2 – arriving at Grandma's house

#### Sentence openers

- Approaching the door...
- "We need to act fast..."
- "I have a cunning plan..."
- Leaping into Grandma's bed...



### Paragraph 3 – Speaking to the Wolf

#### Sentence openers

- “Oh! Grandmother,” the wolf...
- “The better to...
- “But, grandmother, what beautiful...

### Paragraph 4 – attacking the Wolf

#### Sentence openers

- As quick as a flash,...
- Ducking and diving, twisting and turning....
- With one huge swing...
- Luckily, Grandma jumped out...

#### Alternative vocabulary for said:

blurted	demanded	babbled
announced	argued	yelled
gaspd	threatened	confessed
growled	whispered	mumbled



## Completed Example Plan:

Paragraph	Idea	Vocabulary	Key points
1	Meeting the Wolf	Creepy, strange, mischievous	<ul style="list-style-type: none"><li>• Walking through the woods</li><li>• Meeting the wolf</li></ul>
2	Arriving at Grandma's House	Quaint, small,	<ul style="list-style-type: none"><li>• Going to Grandma's house</li><li>• Talking to Grandma explaining her plan</li></ul>
3	Talking to the wolf	Mumbled, whispered, hesitated	<ul style="list-style-type: none"><li>• Trying to pretend that little red is Grandma</li></ul>
4	Attacking the wolf	As quick as a flash, Twisting, turning, ducking, diving	<ul style="list-style-type: none"><li>• How does Little Red attack the wolf?</li></ul>



**Example Plan:**

Paragraph	Idea	Vocabulary	Key points
1	Meeting the Wolf		
2	Arriving at Grandma's House		
3	Talking to the wolf		
4	Attacking the wolf		



Remember to follow and apply the rules for direct speech in your ending:

- Each new character's speech starts on a new line.
- Speech is opened and closed with inverted commas.
- Each line of speech starts with a capital.
- The line of speech ends with a comma, exclamation mark or question mark.

**Word of the Day Recap:** would any of these words be appropriate for you to use in your writing?

lavish –evade - mischievously – adept

### Success Criteria:

Have you included each of these features in your alternative ending?

Feature	Example
Capital letters and full stops	
Synonyms of said	Blurted, announced, gasped
Adjectives	Adept, old, mysterious, creepy
Exclamation marks	"What big ears you have!"
Question marks	"Where does your grandmother live?"
Speech punctuated correctly	"Who is there?" mumbled grandmother.

### Improvements:

Remember to go back and read your first draft - this is your opportunity to edit and improve it.

Use your success criteria to help you ensure you have included all of the key features of an alternative ending. For example: have you up-levelled your vocabulary choices? Have you used punctuation accurately and consistently throughout? Have you followed the rules for Direct Speech? Have you included effective language to create an atmosphere and build tension in your ending?



## English – Lesson 1 Answers

1. Look at the slide beginning *Suddenly...*  
Compare the two characters.

***Little Red Riding Hood is shy; she stumbles, mumbles and mutters.***

***The wolf is mischievous; he gives a knowing wink***

2. How does the characters' relationship differ to the original traditional tale?

**In the original tale, the wolf and Little Red Riding Hood do not know one another and the wolf does not care for Little Red Riding Hood as he eats her up.**

**In the alternative ending, the wolf and Little Red Riding Hood are friends as he gives her a wink when in disguise and Little Red Riding Hood helps the wolf to remove his disguise then they enjoy an afternoon tea together.**

3. Compare the original traditional tale version of Little Red Riding Hood to the one with the alternative ending. What do you notice?

**In both versions, they have the same characters. Little Red Riding Hood asks the same questions. The wolf answers the questions in the same way. The wolf is wearing Grandma's clothes.**

**The alternative ending is different as the two main characters are friends. The wolf does not eat Little Red Riding Hood. The woodcutter does not save the Grandma. The Grandma and Little Red Riding Hood's Dad planned to sell her to a witch. The wolf and Little Red Riding Hood enjoy an afternoon tea.**



## English – Lesson 2 Answers

1. Based on the opening paragraph what do you think the rest of the book is going to be about?

**Use evidence from this paragraph** to support your prediction.

I believe the book is going to be about Ariel completing an adventure, she seems bored of being a mermaid queen. In the text it refers to Ariel 'missing dashing through shipwrecks and explains 'a mermaid queens life is calm and slow', which seems to be the opposite of what Ariel finds interesting. ✓

2. Do you think Ariel should be swimming at the top of the ocean?

Tick **Yes or No** and **use evidence from the text** to support your answer.

Yes

No

I don't believe Ariel should be at the top of the ocean as it says in the text 'She hadn't been that far up in years and she hadn't planned to break through the surface'. Both of these comments suggest Ariel is breaking a rule by doing so. ✓

3. What do you think Ariel will do with the message from Scuttle?  
Why do you think this? **Use evidence from this paragraph** to support your prediction.

I think she will respond quickly to the message and follow Scuttles request. As in the text it states 'Scuttle is an old friend of Ariel's, he is the only bird Ariel has ever been close to'. This suggests Ariel will want to help Scuttle if she can. ✓

4. Which of these is the most likely to happen next? (**Tick one**).

Ariel takes the news from the seagull back to her kingdom to think of the best plan of action.

Ariel reacts immediately and follows the bird directly to the problem. ✓

Ariel shoos the bird away without listening to the message as she is a Queen.





5. Based on what you have read, what does the last paragraph suggest might happen next to Ariel?

**Use evidence from this paragraph** to support your prediction.

I think Flounder will share his message with Ariel and they will come up with a plan of how to solve the problem, because in the text it states ' I am told you have a message for me'. This suggests Ariel is keen to know what Flounder has to say and has made the journey this far to find out what his message is. ✓



## English – Lesson 3 Answers

Adjective

Suddenly, before Little Red Riding Hood could even blink, her grandma leapt out of bed and purposefully charged towards her. Little Red Riding Hood stumbled, as she was startled at the sight of her weak, frail, elderly Grandma launching herself out of bed.

Alternative to said

Speech Pun-

Little Red Riding Hood glared at Grandma and muttered under her breath, "What big eyes you have got!"

Alternative to said

Speech Pun

"All the better to SEE you with my dear!" she winked mischievously. Little Red Riding Hood took a step towards what appeared to be Grandma and glimpsed sight of a set of large pearly white teeth.

Adjective

"What big teeth you have!" Little Red Riding Hood mumbled.

"All the better to EAT with!" said Grandma, in a cheery tone. Again came the dramatic wink and with that her wig, hat and glasses were removed.

Exclamation Mark

"Well!" Said the Wolf, "I thought you would have guessed sooner." The Wolf explained to Little Red Riding Hood, "Your Grannie was hard-work to dispose of and as for that woodman...He came with an axe! But don't worry, I have sorted them both: I made good use of the garden well."

Speech Pun

Speech Pun-

Little Red Riding Hood hugged the Wolf and assisted him to take off Grandma's outfit. Wolf took Little Red Riding Hood by the hand into the dining room and poured her a cup of tea.

Alternative to said

"I hope I didn't scare you too much - apologies!" comforted the Wolf.

Adjective

"Not really, thank you so much for helping me escape from my evil family, the last I overheard my Grandma and Dad were intending to sell me to the Wicked Witch for five gold coins." Sobbed Little Red Riding Hood.

Adjective

Adjective

"Well not anymore!" Cheered the Wolf and the two of them enjoyed a lavish afternoon tea.



## English – Lesson 4 Answers

"Oh! grandmother," she said, "what big ears you have!"

"The better to hear you with, my child," was the reply.

"But, grandmother, what big eyes you have!" she said

"The better to see you with, my dear," replied the wolf.

"But, grandmother, what large hands you have!" gasped Little Red Riding Hood.

"The better to hug you with!"

"Oh! but, grandmother, what a terrible big mouth you have!"

The wood cutter is in the bed  
speaking to the wolf.

"Good evening, Mr wolf," said the voice in an eerie tone.

"Thank you... Grandma," hesitated the wolf, "what strange work boots you have on!"

"All the better to... chop some wood with my dear!"

"What a strange hard hat you have on."

"All the better to... protect my head dear!"

"What a strange axe you have hidden under the bed!"

"All the better to..."