



Halfpenny Lane Year 3: Home Learning Schedule

W/C 13 th July	Monday	Tuesday	Wednesday	Thursday	Friday
Maths Suggested timing: 45 mins per lesson	Lesson 1: Fractions on a number line	Lesson 2: Fractions of a set of objects (1)	Lesson 3: Fractions of a set of objects (2)	Lesson 4: Equivalent fractions (1)	Lesson 5: Equivalent fractions (2)
This week we will be focussing upon: Fractions	Learn about fractions on a number line by clicking on the link <u>here</u> .	Learn how to find fractions of a set of objects by clicking on the link <u>here</u> .	Learn how to find fractions of a set of objects by clicking on the link <u>here</u> .	Learn all about equivalent fractions by clicking on the link here.	Learn all about equivalent fractions by clicking on the link here.
We have produced a 'pre-teach' video to introduce this week's learning in maths. We recommend watching the video before commencing lesson 1.	This lesson includes a video and a <u>worksheet</u> produced by White Rose Maths Hub.	This lesson includes a video and a <u>worksheet</u> produced by White Rose Maths Hub.	This lesson includes a video and a <u>worksheet</u> produced by White Rose Maths Hub.	This lesson includes a video and a worksheet produced by White Rose Maths	This lesson includes a video and a <u>worksheet</u> produced by White Rose Maths Hub.

All answers are provided at the end of the pack.

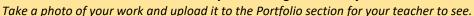


Remember to log in to TTRockstars each week to practise your times tables. There will also be a Friday Maths Challenge!





Remember to share your learning on Class Dojo!





English

Please click here to view this.

Suggested timing: 45 mins per lesson

This week our text type is a: **Sound Poem**

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 here to view this.

Lesson 1: Poetry: Reading Comprehension - Word Meaning

Explore the meaning of words using a poem by clicking on the link here.

This lesson includes an interactive video produced by Oak Academy and an activity worksheet attached to this pack.

Lesson 2: Poetry: Reading Comprehension -Inference

Explore inference questions using a poem by clicking on the link here.

This lesson includes an interactive video produced by Oak Academy and an activity worksheet attached to this pack.

Lesson 3: Poetry: Identifying the features of a text.

Learn how to identify the features of a text by clicking the link here.

This lesson includes an interactive video produced by Oak Academy hub and an activity worksheet attached to this pack.

Lesson 4: Poetry: GPS focus - Expanded noun phrases.

Learn how to use expanded noun phrases by clicking on the link here.

This lesson includes an interactive video produced by Oak Academy hub and an activity worksheet attached to this pack.

Lesson 5: Poetry: Write a sound poem.

Apply your understanding from throughout the week by writing a sound poem by clicking on the link here.

This lesson includes an interactive video produced by Oak Academy and an activity worksheet attached to this pack.

All answers are provided at the end of the pack.

Weekly Spellings: measure - treasure - creature - furniture - teacher - catcher



Having any problems with the tasks? Feel free to pop any questions or issues onto our class Padlet here!



Don't forget to join us every afternoon, Monday to Friday, at 1pm. Click here to take part in a live discussion on Microsoft Teams about the day's learning alongside your classmates and teacher.





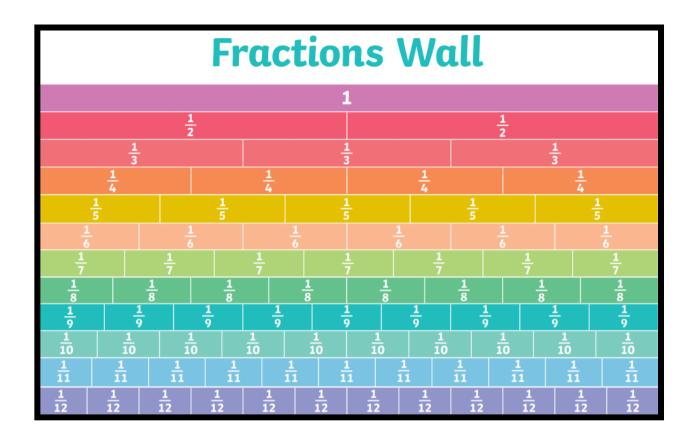
Maths - VIPs



- When we use a number line to represent fractions, we must ensure our number line is divided into <u>equal parts</u>. For example, when dividing into <u>quarters</u>, we must ensure our number line is divided in <u>4 equal parts</u>.
- To find a <u>unit fraction</u> of an amount, we divide an amount into <u>equal parts</u>.
- The <u>denominator</u> of a fraction tells us how many equal parts the whole will be divided into.
- The <u>numerator</u> of a fraction tells us how many parts of the whole there are.
- Fractions <u>equivalent</u> to a <u>half</u> have a numerator that is half of the denominator.



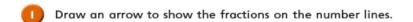
Fraction, number line, sharing, equal groups, equal parts, fraction wall, equivalent, numerator, denominator





Maths – Lesson 1

Fractions on a number line



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



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



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

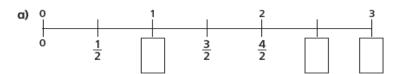


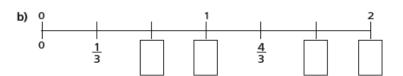
Are your answers accurate or are they estimates?

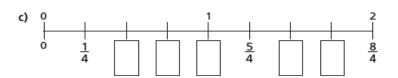


- Write <, > or = to compare the fractions.
 - a) $\frac{1}{2}$
 - b) $\frac{1}{4}$
 - c) $\frac{1}{3}$

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.

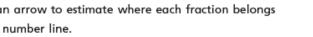


What do you notice?

Talk about it with a partner.



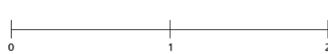
Draw an arrow to estimate where each fraction belongs on the number line.







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



Write each fraction under the correct heading.

<u>2</u> 3

<u>3</u>

- 8

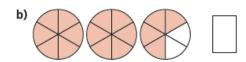
Less than	Equal to	More than
one whole	one whole	one whole
one whole	one whole	one whole

What fraction is shown in each diagram?

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











Do you agree with Teddy? _____

Use the number line to show why.

Maths - Lesson 2

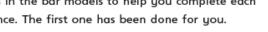
Fractions of a set of objects (1)







- a) Circle $\frac{1}{4}$ of the counters.
- b) How many counters did you circle?
- c) What is $\frac{1}{4}$ of 12?
- Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.















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

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





To find a half I need to divide by 2

Do you agree with Dexter?

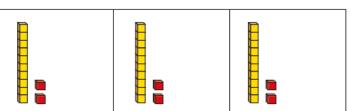
Talk about it with a partner.

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	



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 =

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 =

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

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





Show your workings.



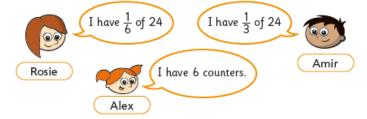
Complete the number sentences.

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

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

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

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)



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 = ?

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

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

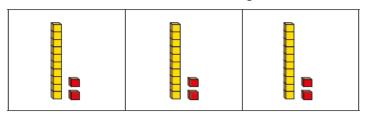
$$\frac{3}{4}$$
 of 20 = ?

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



How do you know?

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 =

Sim 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 =

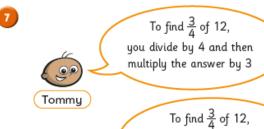


Complete the number sentences.

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

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

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



you divide by 3 and then multiply the answer by 4

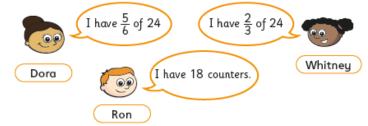


Who is correct? __

How do you know? Show your working.



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



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

- b) How many more counters does Dora have than Whitney?
- Write fractions to make the statements correct.

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

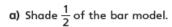


Maths – Lesson 4

Equivalent fractions (1)



Shade the bar models to represent the fractions.



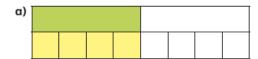
b) Shade $\frac{2}{4}$ of the bar model.



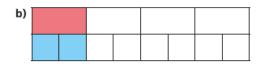
What do you notice?



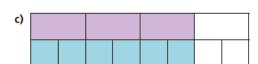
Complete the equivalent fractions.



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



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



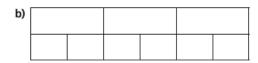




Shade the bar models to represent the equivalent fractions.



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



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



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

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

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



4 Match each bar model to its equivalent fraction.

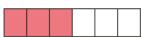
1
2



<u>1</u> 3



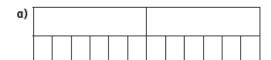
<u>1</u>



1 8



Shade the bar models to complete the equivalent fractions.



$$\frac{1}{2} = \frac{\boxed{}}{12}$$

b)

$$\frac{1}{3} = \frac{\boxed{}}{12}$$

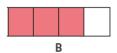
$$\frac{1}{6} = \frac{1}{12}$$

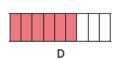
The bar models represent fractions.





Α.

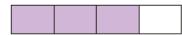




Which is the odd one out? _____

Why do you think this?

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

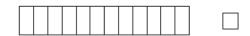


Tick the bar models that can be used to show a fraction that is equivalent to $\frac{3}{4}$

Shade the bar models to support your answers.







Talk to a partner about your answers.

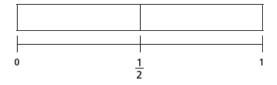


Maths - Lesson 5

Equivalent fractions (2)



- 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.

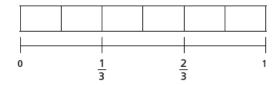


- d) What do you notice?
- e) Write another fraction that is equivalent to $\frac{1}{2}$

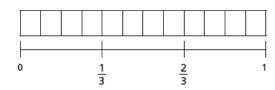


2 Shade $\frac{2}{3}$ of each bar model.

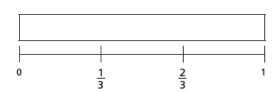
a)



b)



c)

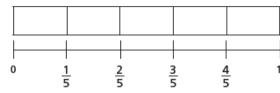


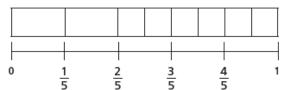
d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

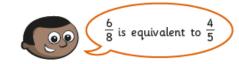
$$\frac{2}{3} = \frac{\boxed{}}{6} = \frac{8}{\boxed{}} = \frac{\boxed{}}{15}$$



Mo is finding equivalent fractions.



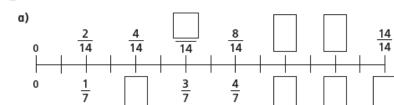


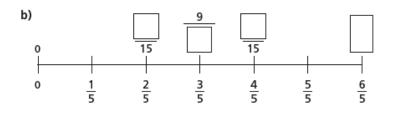


Do you agree with Mo? _____

Explain your answer.







Here is a number line.

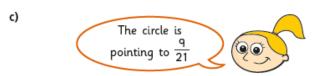


a) What fraction is each shape pointing to?



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

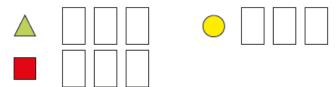
Draw the circle on the number line.



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 <u>here</u> 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:

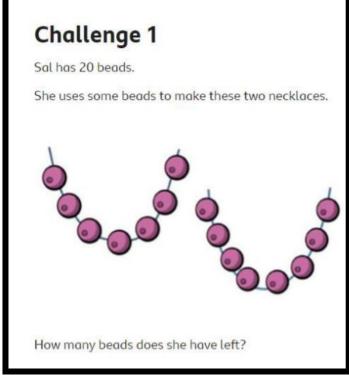
- Challenge 1 and 2 are suitable for ages 5 to 7.
- Challenge 3 to 6 are suitable for ages 7 to 11.
- Challenge 7 to 10 are suitable for ages 11 to 15.

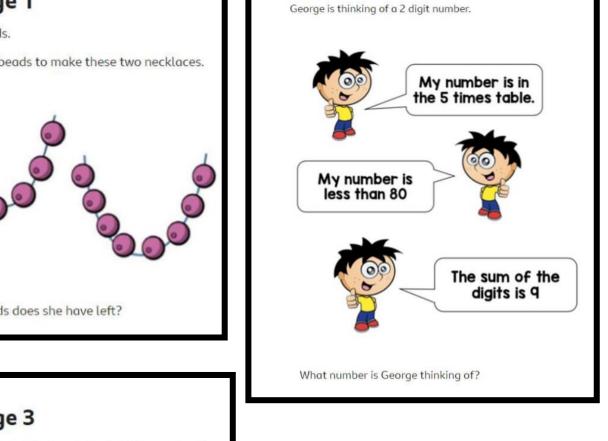




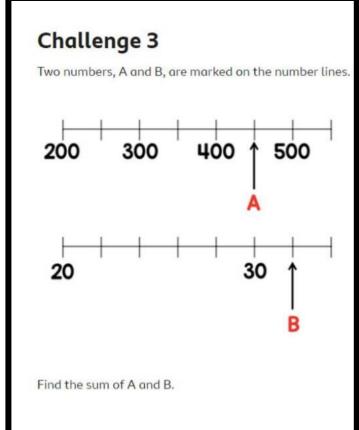


Maths – Friday Maths Challenge





Challenge 2









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
mea <mark>sure</mark>					
trea <mark>sure</mark>					
crea <mark>ture</mark>					
furni <mark>ture</mark>					
teach <mark>er</mark>					
catch <mark>er</mark>					

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.

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



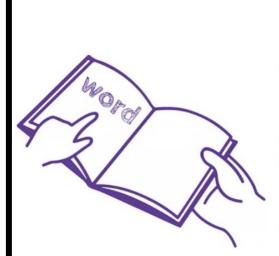
Reading tips and English VIPs!

How to answer... Read the question twice χ^2 WWW - Who? What? Where? WWW

- Find the right page/section
- Skim and scan the area for the key
- information
- Read around the information (1)
- Write down your answer
- Check does it make sense?



Word Meaning



- 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?

Read the word aloud

Check in a dictionary

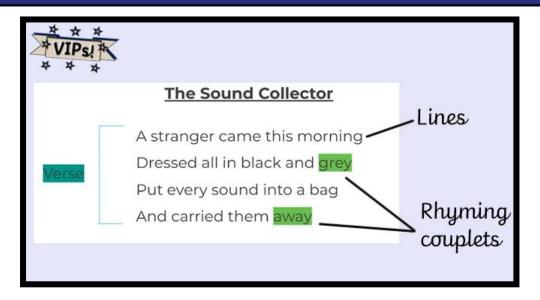
Inference



- 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







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
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 Mea	ning		
A standard and the data in the control of		The hissing of the frying pan	
A stranger called this morning		The ticking of the grill	
Dressed all in black and grey 1)	Which word suggests that the person who called was an outsider? (I mark)	The bubbling of the bathtub	
Put every sound into a bag		As it starts to fill	
And carried it away			
The whistling of th	ne kettle	4) What does the word 'fill' mean on the final line of verse 4? (1 mark	
The turning of the	lock		
The purring of the	kitten		
The ticking of the clock		The drumming of the raindrops	
		On the window pane	
2) Tick one word which has the close	est meaning to 'turning' ? (1 mark)	When you do the washing up	
jumping () diving () dropping () rotating ()	The gurgle of the drain	
The popping of th	e toaster	5) What impression does the word 'drumming' give you of the rain? Tick 1. (1	
The crunching of t	the flakes	mark)	
When you spread	the marmalade	It is coming down lightly () It is not raining () It is raining heavily ()	
The scraping noise	e it makes	e	
3) Find and copy a word that has a s	similar meaning to sweep? (1 mark)		





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

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

- 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)

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 o	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

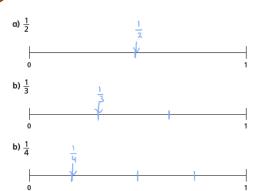




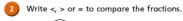
Maths Lesson 1 – ANSWERS



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



Are your answers accurate or are they estimates?



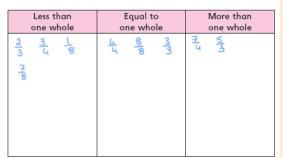
- a) $\frac{1}{2}$ () $\frac{1}{4}$

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



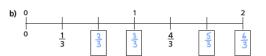
Write each fraction under the correct heading.

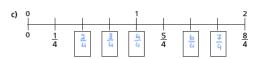




Write the missing fractions on the number lines.







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

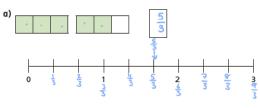


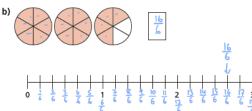
What do you notice?



Talk about it with a partner.

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







Do you agree with Teddy? _____

Use the number line to show why.







Maths Lesson 2 - ANSWERS

Fractions of a set of objects (1)

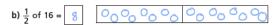






- a) Circle $\frac{1}{4}$ of the counters.
- b) How many counters did you circle?
- c) What is $\frac{1}{4}$ of 12? $\frac{1}{3}$
- 2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

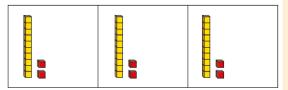






d) $\frac{1}{4}$ of 16 = 4

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 = 2
- c) $\frac{1}{4}$ of 92 = 23
- b) $\frac{1}{4}$ of 48 = 12
- 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 = $\boxed{32}$
- c) $\frac{1}{4}$ of 52 = 3
- b) $\frac{1}{5}$ of 60 = 12
- Which amount is greater? Tick your answer.



or

1/5 of £75

3 of E75 = E25

Show your workings.





Do you agree with Dexter? _____

Talk about it with a partner.

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	0,0,0,0
one third	divide by 3	$\frac{1}{3}$ of 15 = 5	
One fith	divide by 5	15 of 15 =3	

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Complete the number sentences.

a) $\frac{1}{2}$ of $\frac{60}{60} = 30$

c) $\frac{1}{5}$ of 250 = 50

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

30 30

20 20 20 20 50 50

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



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

Rosia Alex Amur

[least counters] most counters

- b) What fraction of the counters does Alex have? $\frac{6}{24}$
- c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24

448=12



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Maths Lesson 3 - ANSWERS

Fractions of a set of objects (2)



Draw counters in the bar models to help you complete each

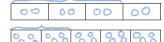




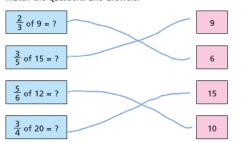


b)
$$\frac{3}{4}$$
 of 8 =

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



Match the questions and answers.



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

How do you know?



Complete the number sentences.



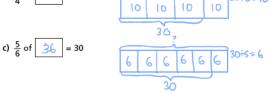


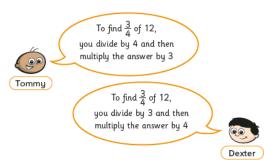
10

10

30÷3=10

b) $\frac{3}{4}$ of $| \downarrow 0 | = 30$

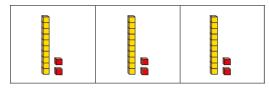




Who is correct? _______________

How do you know? Show your working.

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 = 42

b)
$$\frac{3}{4}$$
 of 48 = 36

c)
$$\frac{3}{4}$$
 of 92 = 69

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.

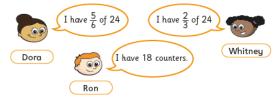
a)
$$\frac{2}{3}$$
 of 96 = $\frac{6}{4}$

b)
$$\frac{3}{5}$$
 of 60 = 36

c)
$$\frac{3}{4}$$
 of 52 = 39

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

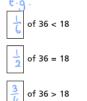


a) Who has the most counters? Show your workings.

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

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

Write fractions to make the statements correct.



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



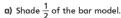


Maths Lesson 4 - ANSWERS

Equivalent fractions (1)



Shade the bar models to represent the fractions.

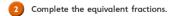


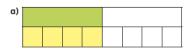


b) Shade $\frac{2}{4}$ of the bar model.

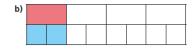


What do you notice?



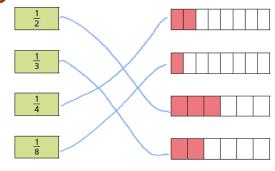


$$\frac{1}{2} = \frac{4}{8}$$



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

Match each bar model to its equivalent fraction.



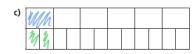
Shade the bar models to complete the equivalent fractions.



$$\frac{1}{2} = \frac{\boxed{6}}{12}$$

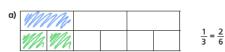


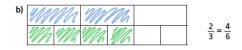
$$\frac{1}{3} = \frac{\boxed{ }}{12}$$

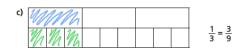


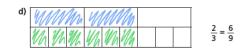


- c)
- Shade the bar models to represent the equivalent fractions.





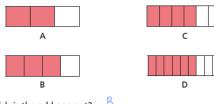




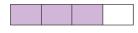
Can you find any more equivalent fractions using the bar models?

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The bar models represent fractions.



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.



PONTEFRACT ACADEMIES TRUST

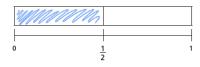
Maths Lesson 5 - ANSWERS

Equivalent fractions (2)





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



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



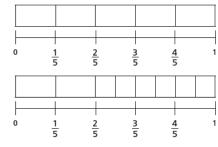
c) Shade $\frac{3}{6}$ of the bar model.



- d) What do you notice?
- e) Write another fraction that is equivalent to $\frac{1}{2}$



Mo is finding equivalent fractions.

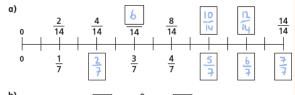


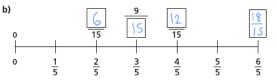


Do you agree with Mo? ______

Explain your answer.

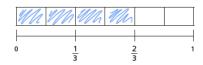
Find the missing numbers.



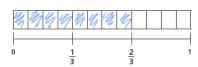


2 Shade $\frac{2}{3}$ of each bar model.

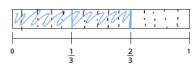
a)



b)



c)

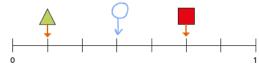


d) Use your answers to parts a), b) and c) to complete the equivalent fractions.



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Here is a number line.

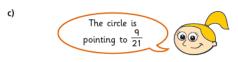


a) What fraction is each shape pointing to?



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

Draw the circle on the number line.



Do you agree with Eva? <u>Yes</u>

Show how you worked this out.

d) Write three equivalent fractions for each shape.



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 3

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

Answers – English Lesson 2

- Somebody was preparing for a wash
 - Something was being cooked
- 2. Upset/sad... because____*
- 3. Confused
- Because the stranger took all the sounds away

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