Larks Hill Year 5: Home Learning Schedule

W/C 13th July	Monday	Tuesday	Wednesday	Thursday	Friday
Maths *Suggested timing: 45 mins per lesson* **This week we will be focussing upon: Fractions** 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 here.	**Lesson 1: Add and subtract fractions within 1** Learn all about adding and subtracting fractions where the answer is less than one by clicking here. *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.*	**Lesson 2: Add fractions where the answer could be greater than one** Learn all about adding and subtracting fractions where the answer could be greater than one by clicking here. *This lesson includes two videos. Then have a go at the questions in this document.*	**Lesson 3: Adding two mixed numbers** Learn how to add two mixed numbers by clicking here. *Here you will find an explanation and modelled examples. Then have a go at the questions included in this document. Answers at the end.*	**Lesson 4: Subtract two mixed numbers** Learn how to subtract two mixed numbers by clicking here. *This lesson includes modelled examples and a video. Then have a go at the questions attached to this document. (Answers included)*	**Lesson 5:** *Consolidation* Apply your learning from across the previous sessions by undertaking the weekly Maths challenges! Click here. *These are designed to test your problem-solving skills. See how many you and your family can do together!*

Remember to log in to TT Rockstars each week to practise your times tables..

Remember to share your learning on Class Dojo!
Take a photo of your work and upload it to the Portfolio section for your teacher to see.

| **English**
Suggested timing: 45 mins per lesson

This week our text type is a: Balanced Argument
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 here. | **Lesson 1: Balanced Argument: Comprehension – retrieve, summarise and word meaning.**
Learn and revise how to retrieve, summarise and answer questions based on meaning of words in context. Click here. | **Lesson 2: Balanced Argument: Comprehension – retrieve, inference and word meaning.**
Learn and revise how to retrieve, infer and answer questions based on meaning of words in context. Click here. | **Lesson 3: Balanced Argument: Identifying the features of a text.**

Learn how to identify the key features of a balanced argument. Click here. | **Lesson 4: Balanced Argument: SPaG focus – Adverbs for possibility.**

Understand the importance and effects of using adverbs for possibility. Click here. | **Lesson 5: Balanced Argument: Write a balanced argument.**

Apply your understanding from throughout the week by creating a balanced argument. Click here. |

This week's spellings are: heard – herd – led – lead – ate – eight – past - passed

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

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- Lesson 1

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

- To add and subtract fractions within 1 means that your answer will be a proper fraction- less than 1 whole.

- Before you can add or subtract fractions, you must find a common denominator (make the denominators the same).

- Once the denominators are the same, you can add or subtract the numerators.

- The denominator stays the same!

5a. Shade the model to complete the calculation.

$$\frac{1}{4} + \frac{2}{12} = \frac{\square}{\square}$$

VF

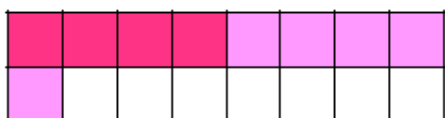**6a. Complete the calculation for this model.**
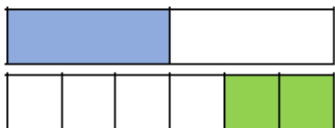
$$\frac{\square}{2} + \frac{2}{\square} = \frac{\square}{\square}$$

VF

7a. Complete the calculation for this diagram using simplified fractions.

$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$$
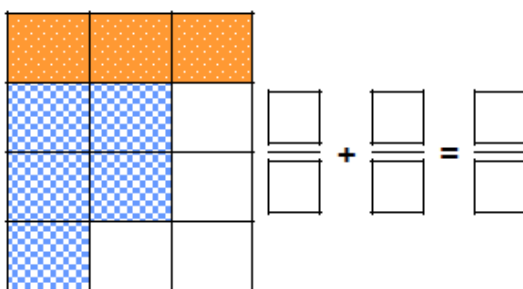
VF

8a. Complete these calculations.

A $\dfrac{2}{4} + \dfrac{4}{20} = \dfrac{\square}{\square}$ B $\dfrac{4}{18} + \dfrac{2}{6} = \dfrac{\square}{\square}$

C $\dfrac{1}{3} + \dfrac{5}{15} = \dfrac{\square}{\square}$ D $\dfrac{4}{21} + \dfrac{1}{7} = \dfrac{\square}{\square}$

VF

4a. This model shows the addition of two fractions with different denominators.

$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$$

What calculation could it show? Explain how you got your answer from the model.

R

5a. Miley and Tegan have eaten part of a pie.

I ate $\frac{2}{7}$ of the pie.

Miley

We ate $\frac{16}{21}$ of the pie in total.

Tegan

What fraction of the pie did Tegan eat?

Show your working.

PS

6a. True or false?

$$\frac{5}{27} + \frac{2}{3} = \frac{11}{27}$$

Explain your answer.

R

Harvey and Jaques are having a pizza which is cut into 12 slices. Harvey eats $\frac{2}{6}$ and Jaques eats $\frac{1}{4}$. How many slices of the pizza did they each eat and who ate the most?

Abbie is sorting her tin of marbles.

$\frac{2}{12}$ are green.

$\frac{1}{6}$ are blue.

$\frac{1}{3}$ are white.

The remainder of the marbles are red and yellow.

What fraction could be red and what fraction could be yellow? Find all the possibilities.

Deepen the moment:

Are these statements true or false? Prove it!

a) $\frac{2}{8} + \frac{1}{4} = \frac{3}{12}$

_____

b) $\frac{4}{7} + \frac{2}{14} = \frac{10}{14}$

_____

c) $\frac{2}{5} + \frac{3}{15} = \frac{9}{15}$

_____

d) $\frac{2}{12} + \frac{2}{3} = \frac{4}{15}$

_____

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.

- To add fractions where the answer could be greater than one means you will end up with a value bigger than one whole. Your answer could be an improper fractions or a mixed number.

- Before adding fractions you must find a common denominator (make the denominators the same)

- Once the denominators are the same, you can add the numerators.

- The denominator stays the same!

- You can convert your improper fraction to a mixed number if the question asks.

5a. Complete the calculation shown in the model below.

$$\square + \square + \square = \square$$

VF

6a. Complete the bar model.

$1\frac{\square}{\square}$		
$\frac{4}{5}$	$\frac{8}{10}$	$\frac{2}{20}$

VF

7a. Solve the following calculations.

A. $\frac{3}{6} + \frac{2}{3} + \frac{7}{12} = \square$

B. $\frac{8}{16} + \frac{5}{8} + \frac{3}{4} = \square$

VF

8a. Which calculation is incorrect?

A. $\frac{4}{7} + \frac{15}{21} + \frac{9}{14} = 1\frac{13}{14}$

B. $\frac{5}{12} + \frac{5}{6} + \frac{25}{48} = 1\frac{1}{4}$

VF

4a. True or false? Explain your answer.

$$\frac{3}{4} + \frac{11}{12} + \frac{7}{24} = 1\frac{21}{24}$$

R

5a. Select 3 fractions which add up to no more than $1\frac{1}{2}$.

$$\frac{2}{6} \qquad \frac{2}{3} \qquad \frac{13}{24} \qquad \frac{5}{12}$$

Find more than one answer.

PS

6a. Find 3 possible solutions to the riddle.

I have 3 proper fractions, their sum is $\frac{1}{4}$ greater than $1\frac{5}{8}$.

Each denominator is a different, single digit and a multiple of 2.

What could my fractions be?

PS

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

2) Jessie adds 3 fractions together.

Each of the 3 fractions has a different denominator.

The total of the 3 fractions is greater than 1 but less than 2.

The denominators are all factors of 8.

Each of the 3 fractions is less than 1 .

What could the calculation be? Find all possibilities.

_____

_____

_____

Deepen the moment:

True or false? Prove it!

a) $\frac{5}{8} + \frac{1}{4} + \frac{5}{16} = 1\frac{3}{16}$

_____

b) $\frac{1}{2} + \frac{3}{7} + \frac{4}{14} = \frac{7}{23}$

_____

c) $\frac{1}{3} + \frac{2}{5} + \frac{7}{15} = 1\frac{18}{15}$

_____

d) $\frac{2}{6} + \frac{5}{12} + \frac{2}{3} = 1\frac{5}{12}$

_____

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.

- A mixed number is a number that contains a whole number (integer) and a proper fraction.

- Before adding two mixed numbers, convert them into improper fractions.

- Once they are improper fractions, before adding, you must find a common denominator.

- Then add the numerators (remember the denominator stays the same)

- Convert the improper fraction to a mixed number if the question asks.

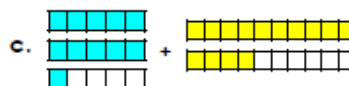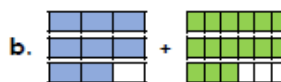**4a. Add the two fractions together making sure your answer is in its simplest form.**

$$2\frac{3}{4} + \frac{9}{8} = \boxed{\frac{\square}{\square}}$$

VF

4a. Circle the odd one out. Explain why.

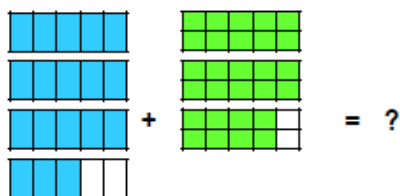a. $1\frac{6}{10} + 3\frac{2}{5}$

b. +

c. +

d. $2\frac{3}{4} + 3\frac{1}{8}$

R

5a. Match the area model to the correct answer.

 + = ?

a. $6\frac{10}{5}$ b. 6 c. $6\frac{2}{5}$

VF

5a. Libby has completed the following calculation.

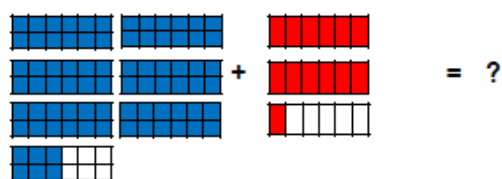$$2\frac{3}{4} + \frac{6}{8} = 3\frac{1}{4}$$

Is she correct?
Explain how you know.

R

6a. Work out the missing numbers in the following calculation.

$$6\frac{6}{12} + \frac{13}{\quad} = 8\frac{}{3}$$

 + = ?

VF

6a. I am thinking of a number. When I add it to the number on the card the answer will be a whole number between 10 and 15. The number is either a mixed fraction or an improper fraction with a different denominator.

$$6\frac{2}{8}$$

Find 3 possible answers.

PS

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

Hannah has made a mistake in her working out.

$1\frac{2}{3} + \frac{7}{6} = \frac{12}{3} + \frac{7}{6} = \frac{24}{6} + \frac{7}{6} = \frac{31}{6} = 5\frac{1}{6}$

a) Explain the mistake she made.

_____

_____

$3\frac{3}{4} + 2\frac{3}{8} =$

Here are two methods to solve this calculation.

a) $3\frac{3}{4} + 2\frac{3}{8} = 3\frac{6}{8} + 2\frac{3}{8} = 5 + \frac{9}{8} = 6\frac{1}{8}$

b) $3\frac{3}{4} + 2\frac{3}{8} = 3\frac{6}{8} + 2\frac{3}{8} = \frac{30}{8} + \frac{19}{8} = \frac{49}{8} = 6\frac{1}{8}$

Which method do you think is more efficient for solving this calculation? Why do you prefer that method?

Deepen the moment:

Samir made banana smoothies for his class.

On Monday, he made enough smoothie to fill six whole bottles and two thirds of another bottle.

On Tuesday, he made enough smoothie to fill three whole bottles and one sixth of another bottle.

How many bottles did he fill altogether? Give your answer as a mixed number.

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.

- Before subtracting two mixed numbers, convert them into improper fractions.

- Once they are improper fractions, before subtracting, you must find a common denominator.

- Then subtract the numerator (remember the denominator stays the same)

- Convert the improper fraction to a mixed number if the question asks.

4a. Subtract the two fractions using the area model to help you.

A. $2\frac{4}{8} - \frac{6}{4} = \square$

B. $2\frac{5}{6} - \frac{7}{3} = \square$

4a. Jason has used the following area model to solve the calculation.

Step 1 $\qquad 2\frac{5}{6} - \frac{8}{3} = 1\frac{3}{6}$

Step 2

Is he correct?
Explain any errors he has made.

5a. Which calculation is being solved using the area model?

Step 1

Step 2

A.   B.   C.

$3\frac{2}{3} - \frac{8}{6}$ $3\frac{2}{6} - \frac{4}{6}$ $2\frac{2}{3} - \frac{8}{6}$

5a. Annie's tap has broken so she fills the bath using a bucket. It takes 22 litres to fill the bath.

The capacity of the bucket is $5\frac{2}{4}$ litres.

How many buckets of water will she need to fill the bath half full?

6a. One of these calculations has a whole number answer. True or false?

A. $3\frac{2}{5} - \frac{13}{10} = \square$

B. $7\frac{3}{4} - \frac{12}{8} = \square$

6a. Bruce has a fraction on his number card. Find the route across the grid subtracting $\frac{1}{3}$ every time to reach the card at the end of the grid.
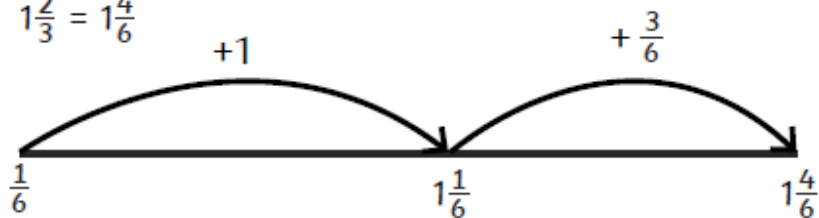

	$4\frac{1}{3}$	$4\frac{2}{8}$	$3\frac{5}{6}$	$\frac{15}{12}$	$\frac{7}{10}$	
$4\frac{4}{6}$	$1\frac{1}{8}$	$3\frac{12}{12}$	$3\frac{8}{12}$	$\frac{7}{4}$	$\frac{3}{5}$	$2\frac{2}{3}$
	$3\frac{3}{6}$	$3\frac{3}{6}$	$\frac{3}{6}$	$3\frac{2}{6}$	3	

This number line shows how to find the difference between $1\frac{2}{3}$ and $\frac{1}{6}$.

$1\frac{2}{3} = 1\frac{4}{6}$

$+1$ $+\frac{3}{6}$

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

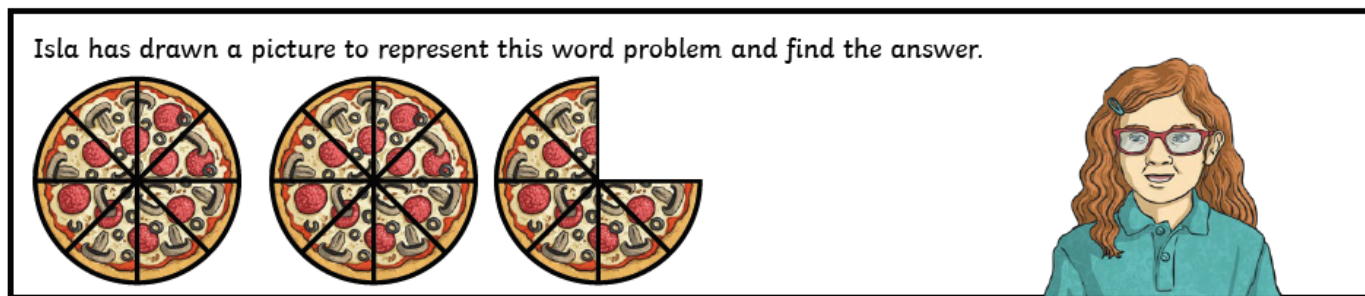The difference $= 1 + \frac{3}{6} = 1\frac{3}{6}$

Use a number line to find the difference between:

a) $2\frac{3}{5}$ and $\frac{3}{10}$ = _____

Deepen the moment:

I have two whole pizzas and three quarters of another pizza. I eat five eighths of one of the pizzas. How much pizza is left?

Isla has drawn a picture to represent this word problem and find the answer.

a) Has she drawn her picture correctly? _____

b) What is the answer that Isla found? _____

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

Maths – Lesson 5

Here are a series of challenges to test your problem-solving skills. Each one gets a little bit more difficult, so see how many you and your family can do together!

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.

We want everyone to get involved with challenge day, so work together to solve as many as you can and share your solutions!
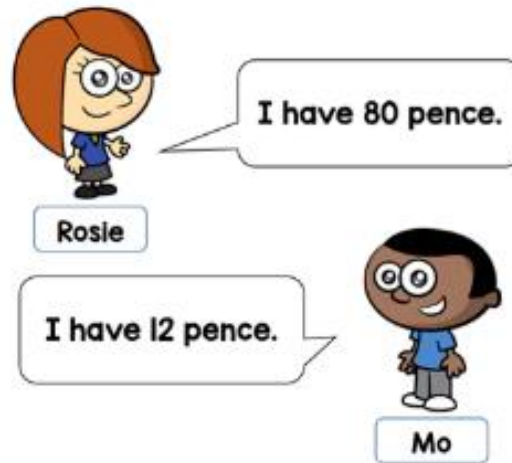
Challenge 1

Jane is standing in a queue.

There are 5 people in front of her.

There are 2 people behind her.

How many people are in the queue?

Challenge 2

Rosie: I have 80 pence.

Mo: I have 12 pence.

Rosie gives Mo 25 pence.

How much more money does Rosie have than Mo now?

Challenge 3

If

$70 +$ ⬤ $= 100$

$50 +$ ▲ $= 100$

⬤ $+$ ▲ $+$ ▪ $= 100$

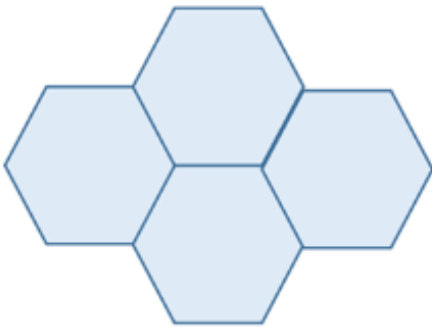What is the value of the blue square?

Challenge 4

The perimeter of this regular hexagon is 42 cm.

Four of these hexagons are put together to make this shape.

What is the perimeter of the shape?

Challenge 5

Charlie has a tin of paint.

The tin is half full and weighs 5.8 kg. Charlie paints a wall in his house.

The tin is now a quarter full and weighs 3.1 kg.

How much does the empty tin weigh?

Challenge 6

A spinner has 5 equal sections. The sections are labelled A to E.

The arrow is pointing to the centre of section A.
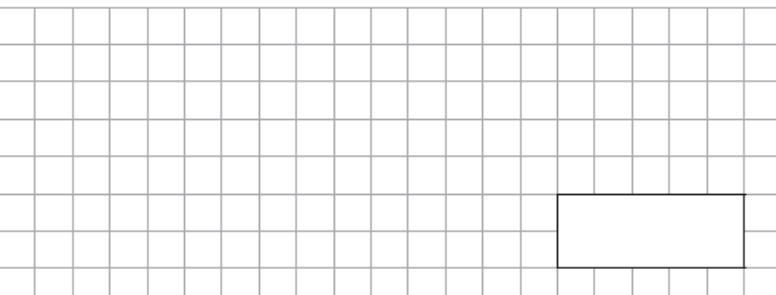
Tom rotates the arrow clockwise so that the arrow is now pointing to the centre of section D.

What angle has the arrow been rotated through?

All answers to all 6 challenges are included in this document.
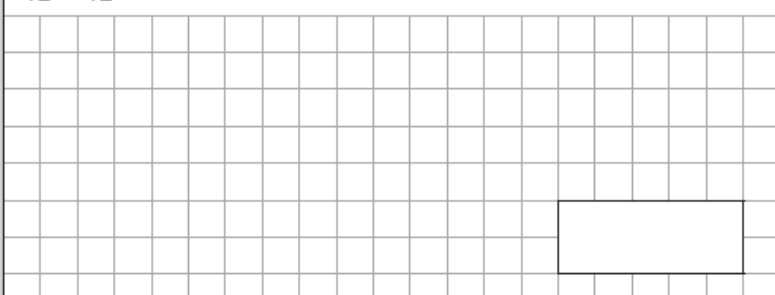
Arithmetic Questions:

1   902 + 100 =
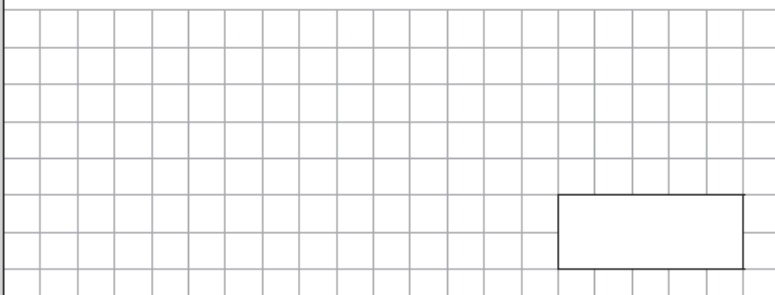
1 mark

2   723 - 80 =

1 mark

3   84 ÷ 4 =

1 mark

4 $\frac{7}{12} + \frac{1}{12} =$

1 mark

5 $\frac{3}{5} - \frac{1}{5} =$
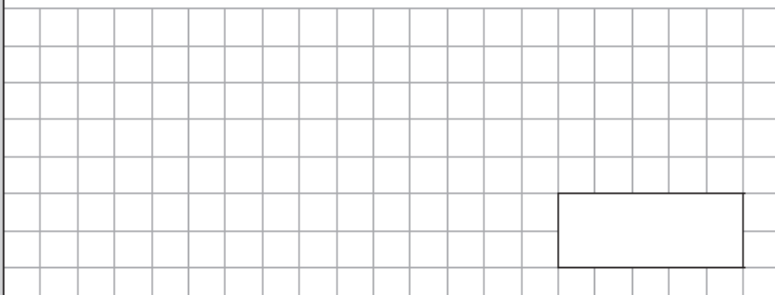
1 mark

6   5628 + 2671 =

1 mark

7   2098 - 672 =

1 mark

8   8 × 8 =

1 mark

9   7 × 9 × 2 =

1 mark

10   355 × 7 =

1 mark

11   4.7 + 0.8 =

1 mark

12   49 ÷ 10 =

1 mark

13 $\frac{7}{8}$ of 48 =

1 mark

14 57 382 - 3989 =

1 mark

15 90 000 - 30 =

1 mark

16 837 628 - 27 893 =

1 mark

17 9^2

1 mark

18 700 x 3 =

1 mark

19 $3500 \div 70 =$

1 mark

20 $9.04 \times 10 =$

1 mark

21 $\frac{1}{3} + \frac{11}{12} =$

1 mark

22 $\frac{7}{10} - \frac{1}{2} =$

1 mark

23 $\frac{5}{8} \times 6 =$

1 mark

24 $6.8 + 1.22 =$

1 mark

25 208 × 34 =

2 marks

26 7835 × 72 =

2 marks

27 872 ÷ 8 =

2 marks

28 6025 ÷ 5 =

2 marks

To use and apply reading comprehension skills for retrieval, summary and word meaning.

Read the text carefully and then answer the questions.

Should CCTV cameras be allowed in school?

In the last twenty years, public safety has become an important issue. In order to tackle crime, CCTV (closed circuit television) has been introduced worldwide. As a result, the United Kingdom is now one of the most watched places in the world. The purpose of CCTV is to create a positive environment: preventing crime; encouraging good behaviour; bringing justice to those affected. Although this is for the safety of the public, some citizens claim this can invade their private lives. This is a particular issue with children. The questions is: should CCTV cameras be used on school premises?

Firstly, supporters of CCTV claim that it is put in place to protect the community. At school, this will protect children from bullying, thieves and other potential harm. Monitoring closely and carefully, staff can check on the safety and welfare of pupils at all times. The safety of children is paramount: teachers and staff make this their number one priority. On the other hand, those who are against CCTV state that yes safety is important, but at the same time is an invasion of privacy. 65% of people think that they are being watched too closely, which hinders their freedom.

Many people are concerned about the impact of installing these cameras. They are put in place to prevent crime and catch culprits, although people can hide their faces if they want to. Others argue that fitting more cameras will lead to this prevention being more effective. However, a minority of people argue that the more cameras children are faced with, the more they will be distracted in lessons.

Mrs Jones, who is the Executive Principal of a school in Wakefield, feels strongly that both the learning of children and their safety are of equal importance. She stated, "If these cameras are to be installed, if they are to be used effectively, then they should not distract children. They should be well hidden and camouflaged."

After looking at both sides of the argument, it is clear that some people support the idea of CCTV in schools; others believe it is a negative addition to the school environment. If I were to make the decision, I think that CCTV cameras should be allowed on school sites because their main purpose is to protect children. The safety of pupils is an essential part of any school's ethos. Even though they are expensive, CCTV cameras are a modern tool in the fight for children's safety. After reading both sides of the argument, what do you think?

Reading Comprehension Skills to use and apply:

Word Meaning

Fact Retrieval

Summary

Inference

Predict

Structure

Language

Compare

Questions:

Using the extract provided, answer the following questions carefully.

1. What does Mrs Jones think cameras should be?

2. Which paragraph of the balanced argument includes the author's opinion?

3. Look at the first two paragraphs. Find and copy one word which is closest to stopping.

4. Look at the final two paragraphs. What is the author's main reason for supporting the idea of CCTV cameras in schools?

5. 65% of people think that they are being watched too closely, which <u>hinders</u> their freedom.

   What does the word <u>hinders</u> mean in this sentence?

   stops ☐   helps ☐   obstructs ☐   removes ☐

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?

Is it important to always consider others' opinions and viewpoints?

Explain and justify your reasons.

Additional Vocabulary Challenge:

Create your own sentences that include the Word of the Day 'priority'.

Could you write a sentence using an antonym of priority?

Weekly Spellings

Spelling rule: To spell common homophones.

Spellings	Cover and write	Cover and write
Heard		
Herd		
Led		
Lead		
Ate		
Eight		
Past		
Passed		

Explore the definitions of these words, using a dictionary. How are each of the homophones the same and different to each other?

Using the extract provided, of an alternative story ending, answer the following questions carefully.

Reading Comprehension Skills to use and apply:

Word Meaning

Fact Retrieval

Summary

Inference

Predict

Structure

Language

Compare

HOW TO ANSWER

- Read the question <u>twice</u> **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?

Questions: Use the extracts on the right to help you answer each question.

1. **What does the word 'spiteful' mean in this sentence? Please select one option from the list below:**

   cruel ☐
   kind ☐
   Safety ☐
   Friendly ☐

It is a fact that some graffiti can be considered a work of art yet, on the other hand, some can be spiteful and rude. Consequently, graffiti is mostly on places it shouldn't be on; however,there are allocated places for graffiti, so artists can be recognised without getting into trouble.

2. **What does the phrase 'getting into trouble' mean?**

It is a fact that some graffiti can be considered a work of art yet, on the other hand, some can be spiteful and rude. Consequently, graffiti is mostly on places it shouldn't be on, however there are allocated places for graffiti, so artists can be recognised without getting into trouble.

3. **What three things could happen to people who choose to graffiti illegally?**

No one can deny that some graffiti is offensive and quite scary but if perpetrators get caught writing rude and offensive things then they will be compelled to clean the vandalism off as well as get a fine or community service. Some people say it is a bad influence on younger children but, on the contrary, children can be informed that vandalism is against the law and can be brought up in a kind but informed way to be against offensive material.

4. **What word could replace 'compelled' in the sentence to the right?**

5. **Considering both sides of the argument, can you summarise the argument, identifying one for and one against?**

To conclude, clearly the art version of graffiti is misunderstood unlike unsightly vandalism which, if the artists are caught, should get severely punished.

Additional Vocabulary Challenge:

Explore the 'word of the day': contrary.

Have you located this in the extract? How has it been used in context?

Create your own sentences, using the word contrary.

Deepen the moment…

Do you think there is one reading comprehension skill that is the most important in comparison to the others?

Justify your reasons.

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

Weekly Spellings:

Spelling rule: To spell common homophones.

Spellings	Cover and write	Cover and write
Heard		
Herd		
Led		
Lead		
Ate		
Eight		
Past		
Passed		

Speed Writing challenge!

Time yourself for 1 minute (per word); how many times can you accurately spell each word?

Writing Lesson: To identify the features of a balanced argument.

What is a balanced argument?

A balanced argument allows you to write from both perspectives of the argument and present evidence both for and against the argument presented.

Key features of a balanced argument are:

Subordinating Conjunctions

A conjunction that introduces a subordinating clause, e.g. although, because, whilst

Adverbs of possibility

There are adverbials of possibility which describe the likelihood of something happening. Some of the most common adverbs of possibility are: certainly, definitely, maybe etc.

Two sides of the argument

In a balanced argument, both sides of the argument must be presented without bias. The writer must present the facts and state the opposing argument without taking sides.

Modal Verbs

A modal verb is a type of verb that is used to indicate modality or the likelihood. For example: should, would, could

Identify the missing features of a balanced argument in the following extracts:

There are many different opinions about school uniform. Some people believe that they are uncomfortable and can be expensive; other people believe they are smart and create a sense of community in a school. We will examine both sides of the argument to discuss whether or not they should be eradicated.

School uniforms can certainly look extremely smart, giving a good impression to visitors of a school. They are also vitally important when out on school trips as it is easy to identify children by the clothes that they are wearing. Although, some types of school uniform (including blazers and caps) can be very costly; particularly for large families or if items have been lost or damaged.

It is often said that individual identity and creativity can be lost when wearing a school uniform since children cannot express themselves when wearing exactly the same as everyone else. Some types of school uniform can be impractical and uncomfortable whereas if children were to choose their own clothing, they could tailor towards day-to-day activities. Alternatively, others can argue that if children are free to choose their own clothes this can lead to bullying – especially if they cannot afford the most up-to-date, trendy clothes.

In summary, there are many arguments for and against wearing school uniform and opinions will always differ. Children may feel their creativity and sense of freedom is being stifled, on the other hand, no one can argue that wearing a uniform can help keep children safe; to feel proud to be part of their school furthermore helping to reduce levels of bullying.

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…

Why do you think these features are essential to a balanced argument? Do you think one is more important and effective than the others?

Explain your reasons.

Additional Vocabulary Challenge:

Explore and define the word 'eradicated', in your words. Use this word in two sentences: one in an argument for, and one in an argument against a specific topic of your choosing.

Now select your own 'word of the day' from one of the balanced argument extracts you have read over the past two lessons or one that you already know.

My 'word of the day' is:

Then, explore and define the meaning of this new word.

Example of the word in the text:

Definition:

Synonyms:

Antonyms:

In a sentence of your own:

Spelling rule: To spell common homophones.

Spellings	Cover and write	Cover and write
Heard		
Herd		
Led		
Lead		
Ate		
Eight		
Past		
Passed		

Blue vowels: now practise each of your spelling words by identifying all of the vowels in each word, by writing them in a different colour i.e. blue. For example: there

SPaG Focus Lesson: Adverbs of Possibility

What are adverbs of possibility?

Adverbs of possibility tell us <u>how likely or certain</u> something is to happen.

Examples of adverbs of possibility:

certainly	definitely
maybe	possibly
surely	clearly
obviously	perhaps
probably	undoubtedly

Read each of the questions carefully. Can you identify the adverbs of possibility and explain how they change the meaning of the sentence?

1. Which of these adverbs are adverbs of possibility?

definitely	angrily	perhaps
possibly	maybe	quickly
punctually	will	probably

2. Sort the adverbs in the sentences below from least to most likely.

A. Perhaps we should change the date of the show so that it isn't on the same day as the party.

B. I could probably reschedule the appointment but it will have to be after five o'clock.

C. It is unlikely that I will be able to go to karate tonight because I injured my ankle at ballet practice.

D. It is definitely going to be the holiday of a lifetime!

3. Which adverb would be best suited to the following sentence?

_____ we can still get tickets for the concert, as there were plenty available last time I checked.

possibly   unlikely   surely

4. Peter says that the underlined adverb could be moved to somewhere else in the following sentence.

There will be sausages and chips on the menu at lunchtime today <u>perhaps</u>.

Is he correct?

Explain how you know.

Peter is correct because …

5. Is it possible to replace the adverb in the sentence below with 'possibly'? What would it do to the meaning?

My beautiful plant will surely die if it doesn't get any water or sunlight.

Now explain the difference between adverbs of possibility and modal verbs. Provide examples in your explanations.

Additional Vocabulary Challenge:

Your 'word of the day' is: impression

Now select your own 'word of the day' from one of the extracts of a balanced argument you 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…

True or false?

If adverbs for possibility were not included in a balanced argument it wouldn't be as effective.

Explain your reasoning.

Weekly Spellings:

Spelling rule: To spell common homophones.

Spellings	Cover and write	Cover and write
Heard		
Herd		
Led		
Lead		
Ate		
Eight		
Past		
Passed		

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

Independent Task: To write your own balanced argument.

You will write your own balanced argument, presenting evidence for both sides of your chosen argument.

Examples as to the focus of your balanaced argument could be:

- **Should zoos be banned?**
- **Should children use technology in school?**
- **Should school holidays be made shorter so that we can spend more time learning in school?**
- **Should everything in the world be made of chocolate?**

How to structure your balanced argument:

- **Introduction – begin your argument stating the topic or issue.**
- **Arguments for (with evidence to back it up).**
- **Arguments against (with evidence to back it up).**
- **Weigh up the evidence and conclude your argument.**

Don't forget to think about:

- *Third person*
- *Present tense*
- *Adverbs of possibility*
- *Adverbial phrases*
- *Pronouns and synonyms*
- *Expanded noun phrases*
- *Relative clauses*
- *Quotes*
- *Facts, figures, opinions*

Possible Sentence Starters:

These can be used to 'generalise' the point or give more information to the clause.

Many	Most	The majority
In most cases	In general	On the whole
Sometimes	As a rule	In most cases

Examples of Fronted Adverbials:

On the other hand	On the contrary	In contrast
Consequently	Furthermore	Moreover
Firstly	Finally	In conclusion

Examples of text-specific phrases you could use:

- **This contentious issue has been debated…**
- **The question is: should…?**
- **The text will take into account both sides of…**
- **Some sources claim that…**
- **The law was created by…**
- **One argument states_____, whereas others believe…**
- **Some believe_____; others suggest…**
- **Contrary to popular belief…**
- **After considering both sides of the argument, it is clear to see that…**
- **If I were to make a decision, I would…**

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

priority – contrary – eradicated – impression - impractical

Success Criteria:

Have you included each of these features in your balanced argument?

Feature	Example
Capital letters and full stops	
Third person	
Present tense	There **are** many ...
Adverbs of possibility	Surely, certainly
Facts, figures and opinions	... people believe ...

Improvements:

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

Use your success criteria to ensure you have included all of the key features of a balanced argument. For example, have you included a range of adverbs of possibility? Is your language purposeful and appropriate to the topic of your balanced argument? Have you demonstrated a consistent formal tone throughout the piece?

<u>Expected</u>

5a. 5 squares must be shaded to represent the answer of $\frac{5}{12}$.

6a. $\frac{1}{2} + \frac{2}{6} = \frac{5}{6}$

7a. $\frac{1}{4} + \frac{5}{16} = \frac{9}{16}$

8a. A $\frac{14}{20}$ or $\frac{7}{10}$; B $\frac{10}{18}$ or $\frac{5}{9}$; C $\frac{10}{15}$ or $\frac{2}{3}$; D $\frac{7}{21}$ or $\frac{1}{3}$

Harvey ate $\frac{2}{6}$ which is equivalent to $\frac{4}{12}$, so he ate 4 slices.

Jacques ate $\frac{1}{4}$ which is equivalent to $\frac{3}{12}$, so he ate 3 slices.

Harvey ate the most pizza.

$\frac{2}{12}$ *are green.*

$\frac{1}{6}$ *are blue, which is equivalent to $\frac{2}{12}$.*

1/3 are white, which is equivalent to $\frac{4}{12}$.

$\frac{2}{12} + \frac{2}{12} + \frac{4}{12} = \frac{8}{12}$

This leaves $\frac{4}{12}$ which are red and yellow.

There are 3 possibilities:

Yellow	Red
$\frac{1}{12}$	$\frac{3}{12}$
$\frac{2}{12}$	$\frac{2}{12}$
$\frac{3}{12}$	$\frac{1}{12}$

<u>Expected</u>

4a. $\frac{1}{4} + \frac{5}{12} = \frac{8}{12}$

because the orange (dotted) section could represent either one quarter or three twelfths, and the blue (chequered) section represents five twelfths.

5a. $\frac{10}{21}$

6a. False because $\frac{5}{27} + \frac{2}{3} = \frac{5}{27} + \frac{18}{27} = \frac{23}{27}$.

Deepen the moment answer:

a) *False:* $\frac{2}{8} + \frac{1}{4} = \frac{2}{8} + \frac{2}{8} = \frac{4}{8}$

b) *True:* $\frac{4}{7} + \frac{2}{14} = \frac{8}{14} + \frac{2}{14} = \frac{10}{14}$

c) *True:* $\frac{2}{5} + \frac{3}{15} = \frac{6}{15} + \frac{3}{15} = \frac{9}{15}$

d) *False:* $\frac{2}{12} + \frac{2}{3} = \frac{2}{12} + \frac{8}{12} = \frac{10}{12}$

Maths lesson 2 answers:

Expected

5a. $\frac{1}{2} + \frac{3}{4} + \frac{3}{8} = 1\frac{5}{8}$

6a. $1\frac{7}{10}$

7a. A = $1\frac{3}{4}$, B = $1\frac{7}{8}$

8a. B is incorrect. B = $1\frac{37}{48}$

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. $\frac{13}{8} = 1\frac{5}{8}$

There are 17 solutions. Look for systematic recordings from children.

$\frac{1}{2} + \frac{1}{4} + \frac{3}{8} = 1\frac{1}{8}$

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

$\frac{1}{2} + \frac{1}{4} + \frac{5}{8} = 1\frac{3}{8}$

$\frac{1}{2} + \frac{1}{4} + \frac{6}{8} = 1\frac{4}{8}$

$\frac{1}{2} + \frac{1}{4} + \frac{7}{8} = 1\frac{5}{8}$

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

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

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

$\frac{1}{2} + \frac{2}{4} + \frac{5}{8} = 1\frac{5}{8}$

$\frac{1}{2} + \frac{2}{4} + \frac{6}{8} = 1\frac{6}{8}$

$\frac{1}{2} + \frac{2}{4} + \frac{7}{8} = 1\frac{7}{8}$

$\frac{1}{2} + \frac{3}{4} + \frac{1}{8} = 1\frac{3}{8}$

$\frac{1}{2} + \frac{3}{4} + \frac{2}{8} = 1\frac{4}{8}$

$\frac{1}{2} + \frac{3}{4} + \frac{3}{8} = 1\frac{5}{8}$

$\frac{1}{2} + \frac{3}{4} + \frac{4}{8} = 1\frac{6}{8}$

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

Deepen the moment answer:

a) *True*

b) *False* $\frac{1}{2} + \frac{3}{7} + \frac{4}{14} = 1\frac{3}{14}$

c) *False* $\frac{1}{3} + \frac{2}{3} + \frac{7}{15} = 1\frac{3}{15}$

d) *True*

Maths lesson 3 answers:

Expected

4a. $3\frac{7}{8}$

5a. c. $6\frac{2}{5}$

6a. $6\frac{6}{12} + \frac{13}{6} = 8\frac{2}{3}$

4a. A is the odd one out, totalling a whole number. All the rest have a total that is a mixed number.

5a. No. The correct answer is $3\frac{1}{2}$. Both $\frac{3}{4}$ and $\frac{6}{8}$ are equivalent and equal $1\frac{1}{2}$ which added to 2 makes $3\frac{1}{2}$.

6a. Various answers, for example:

$3\frac{3}{4}$ $1\frac{3}{4}$ $2\frac{3}{4}$

The answer may consist of equivalent fractions such as quarters or twelfths.

Hannah has not understood how to change a mixed number into an improper fraction.

$1\frac{2}{3}$ *is equivalent to* $\frac{5}{3}$*, not* $\frac{12}{3}$*.*

Either answer is correct as long as it is appropriately justified. Children will have different reasons for preferring one method over the other. They might find it quicker to add the whole numbers and fractions separately but this can lead to mistakes when the fractions total more than one. This is why some children may find it more efficient to convert into improper fractions before adding.

Deepen the moment answer:

$$6\frac{2}{3} + 3\frac{1}{6} = 6\frac{4}{6} + 3\frac{1}{6} = 9 + \frac{5}{6} = 9\frac{5}{6}$$

or

$$6\frac{2}{3} + 3\frac{1}{6} = \frac{20}{3} + \frac{19}{6} = \frac{40}{6} + \frac{19}{6} = \frac{59}{6} = 9\frac{5}{6}$$

Maths lesson 4 answers:

<u>Expected</u>

4a. A. 1   B. $\dfrac{3}{6}$

5a. C

6a. False

<u>Expected</u>

4a. Jason has subtracted $\dfrac{8}{6}$ rather than $\dfrac{8}{3}$. The correct answer is $\dfrac{1}{6}$.
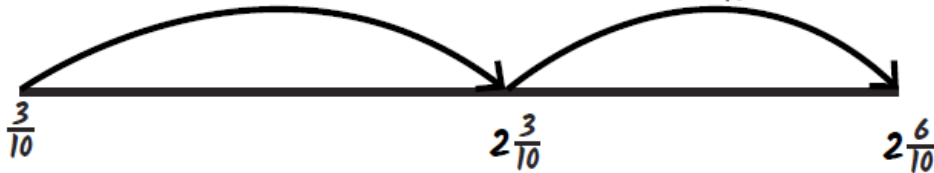
5a. 2 buckets (11 litres).

6a. $4\dfrac{1}{3}$; $3\dfrac{12}{12}$; $3\dfrac{8}{12}$; $3\dfrac{2}{6}$; 3.

$2\dfrac{3}{10}$

$2\dfrac{3}{5} = 2\dfrac{6}{10}$

$+2$ $+\dfrac{3}{10}$

$\dfrac{3}{10}$ $2\dfrac{3}{10}$ $2\dfrac{6}{10}$

Deepen the moment answer:

a) Yes, Isla's picture is correct.

b) $2\dfrac{1}{8}$ is left.

Maths lesson 5 answers:

Answers

Challenge 1 - 8 people

Challenge 2 - 18 pence

Challenge 3 - The blue square is equal to 20

Challenge 4 - 98 cm

Challenge 5 - 0.4 kg

Challenge 6 - 216°

Arithmetic answers:

question	answer	marks
1	1002	1
2	643	1
3	21	1
4	$\frac{8}{12}$ or $\frac{2}{3}$	1
5	$\frac{2}{5}$	1
6	8299	1
7	1426	1
8	64	1
9	126	1
10	2485	1
11	5.5	1
12	4.9	1
13	42	1
14	53 393	1
15	89 970	1
16	809 735	1
17	81	1
18	2100	1
19	50	1
20	90.4	1
21	$1\frac{3}{12}$ or $1\frac{1}{4}$	1

question	answer	marks
22	$\frac{2}{10}$ or $\frac{1}{5}$	1
23	$3\frac{3}{4}$	1
24	8.02	1
25	7072	2
26	564 120	2
27	109	2
28	1205	2
		Total 32

English – Lesson 1 Answers

1. **What does Mrs Jones think cameras should be?**
   They should be well hidden and camouflaged.
2. **Which paragraph of the balanced argument includes the author's opinion?**

   It is the final paragraph which includes the author's opinion.

3. **Look at the first two paragraphs. Find and copy one word which is closest to stopping.**
   preventing
4. **Look at the final two paragraphs. What is the author's main reason for supporting the idea of CCTV cameras in schools?**
   The author's main reason for supporting the idea is because their main purpose is to protect children.
5. **65% of people think that they are being watched too closely, which <u>hinders</u> their freedom.**

   What does the word <u>hinders</u> mean in this sentence? Obstructs

English – Lesson 2 Answers

1. **What does the word 'spiteful' mean in this sentence?**
   Cruel
2. **What does the phrase 'getting into trouble' mean?**
   It means the artist will get into trouble with the law / police.
3. **What three things could happen to people who choose to graffiti illegally?**
   They will have to clean it off

   They will get a fine or They will have to do community service

4. **What word could replace 'compelled' in the sentence to the right?**

   Forced or pressured

5. **Considering both sides of the argument, can you summarise the argument, identifying one for and one against?**
   Graffiti can be identified as art, whereas other people see it as unsightly vandalism. As long as you have shown you understand both sides of the argument, similar to the answer provided, you will receive the mark.

There are many different opinions about school uniform. Some people believe that they are uncomfortable and can be expensive; other people believe they are smart and create a sense of community in a school. We will examine both sides of the argument to discuss whether or not they should be eradicated.

Two sides of the argument

Modal Verbs

Adverb of possibility

Two sides of the argument

School uniforms can certainly look extremely smart, giving a good impression to visitors of a school. They are also vitally important when out on school trips as it is easy to identify children by the clothes that they are wearing. Although, some types of school uniform (including blazers and caps) can be very costly; particularly for large families or if items have been lost or damaged.

Subordinating conjunction

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It is often said that individual identity and creativity can be lost when wearing a school uniform since children cannot express themselves when wearing exactly the same as everyone else. Some types of school uniform can be impractical and uncomfortable whereas if children were to choose their own clothing, they could tailor towards day-to-day activities. Alternatively, others can argue that if children are free to choose their own clothes this can lead to bullying – especially if they cannot afford the most up-to-date, trendy clothes.

Two sides of the argument

In summary, there are many arguments for and against wearing school uniform and opinions will always differ. Children may feel their creativity and sense of freedom is being stifled, on the other hand, no one can argue that wearing a uniform can help keep children safe; to feel proud to be part of their school furthermore helping to reduce levels of bullying.

Subordinating conjunctions

1, Which of these adverbs are adverbs of possibility?

definitely	angrily	perhaps
possibly	maybe	quickly
punctually	will	probably

2, Sort the adverbs in the sentences below from least to most likely.

C. It is unlikely that I will be able to go to karate tonight because I injured my ankle at ballet practice.

A. Perhaps we should change the date of the show so that it isn't on the same day as the party.

B. I could probably reschedule the appointment but it will have to be after five o'clock.

D. It is definitely going to be the holiday of a lifetime!

3, Which adverb would be best suited to the following sentence?

Surely we can still get tickets for the concert, as there were plenty available last time I checked.

possibly   unlikely   **surely**

4, Peter says that the underlined adverb could be moved to somewhere else in the following sentence.

There will be sausages and chips on the menu at lunchtime today perhaps.

Peter is correct because the adverb could be moved.

Various answers, for example: Perhaps there will be sausages and mashed potato on the menu at lunchtime today.

5, Is it possible to replace the adverb in the sentence below with 'possibly'? What would it do to the meaning?

My beautiful plant will surely die if it doesn't get any water or sunlight.

It is possible to replace the adverb with 'possibly' because it reduces the degree of certainty that the plant will die.