





Year group email:  
[Smm2020y3@durhamlearning.net](mailto:Smm2020y3@durhamlearning.net)  
 Please email any work you would like your teacher to mark and feedback on.

## Year 3 – Online Daily Activities Week Commencing 8<sup>th</sup> March.





Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Resource Links
	<b>Morning Challenge:</b> Complete Monday below.	<b>Morning Challenge:</b> Complete Tuesday below.	<b>Morning Challenge:</b> Complete Wednesday below.	<b>Morning Challenge:</b> Complete Thursday below.	<b>Morning Challenge:</b> Complete Friday below.	Mymaths <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a>
	<p style="text-align: center;"><i>Maths</i></p> <p><b><u>L.O. To represent fractions on a number line.</u></b></p> <p>Watch the following video:  <a href="https://vimeo.com/420722743">https://vimeo.com/420722743</a></p> <p>The activities are attached below.</p>	<p style="text-align: center;"><i>Maths</i></p> <p><b><u>L.O. To add fractions.</u></b></p> <p>Watch the following video:  <a href="https://vimeo.com/507108462">https://vimeo.com/507108462</a></p> <p>The activities are attached below.</p>	<p style="text-align: center;"><i>Maths</i></p> <p><b><u>L.O. To combine fractions to make a whole amount.</u></b></p> <p>Watch the following video:  <a href="https://vimeo.com/418151644">https://vimeo.com/418151644</a></p> <p>The activities are attached below.</p>	<p style="text-align: center;"><i>Maths</i></p> <p><b><u>L.O. To practise the 3 times tables.</u></b></p> <p>Join in with the following video:  <a href="https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-3-times-table/z6sw382">https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-3-times-table/z6sw382</a></p> <p>On TT Rockstars complete 3 sessions on garage.</p> <p>Complete 1 sound check.</p>	<p style="text-align: center;"><i>Maths</i></p> <p><b><u>L.O. To subtract fractions.</u></b></p> <p>Watch the following video:  <a href="https://vimeo.com/507527822">https://vimeo.com/507527822</a></p> <p>The activities are attached below.</p>	<p>Maths.co.uk  <a href="https://www.maths.co.uk/">https://www.maths.co.uk/</a></p> <p>Purple MASH  <a href="https://www.purplemash.com/login/">https://www.purplemash.com/login/</a></p> <p>TTRockstars <a href="https://ttrockstars.com/">https://ttrockstars.com/</a></p> <p>Spag <a href="https://www.spag.com/">https://www.spag.com/</a></p>
	<p><b><u>Spelling</u></b></p> <p>Please practise your spellings so you are ready for a test on Friday (see below). Remember you can also access your weekly spellings via <a href="http://www.play.edshed.com">www.play.edshed.com</a></p>	<p><b><u>English Online</u></b></p> <p>Lexia Core Reading or Read Theory</p> <p>If you do not have either of these choose either:</p> <p>Spelling Shed</p> <p>Spag.com</p>	<p><b><u>Wellbeing</u></b></p> <p>Use the sheet to create happy smiley people. Leave happy, positive messages around your home.</p> <p>Play R.E.M.'s 'Shiny Happy People' - dance/ sway / clap to music  <a href="https://www.youtube.com/watch?v=YYOKMUTTDdA">https://www.youtube.com/watch?v=YYOKMUTTDdA</a></p>	<p><b><u>Maths Online</u></b></p> <p>TTRockstars</p> <p>Purple Mash</p> <p>My Maths</p> <p>Maths Shed</p>	<p><b><u>Spelling Test</u></b></p> <p>Your new spellings for next week are attached below. Practise these as part of your homework. Remember to practise on Spelling Shed.</p>	<p>Read Theory <a href="https://readtheory.org/">https://readtheory.org/</a></p> <p>BBC Bitesize <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a></p>



## Year 3 – Online Daily Activities Week Commencing 8<sup>th</sup> March.



10:40am - 11.00am	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	Reading <a href="https://www.getopic.com/">https://www.getopic.com/</a>  MFL <a href="https://www.linguascope.com/">https://www.linguascope.com/</a>
read 	<i>Spelling</i>	<i>Reading Comprehension</i>	<i>Reading Comprehension</i>	<i>Reading Comprehension</i>	<i>Spelling</i>	
	This week your spelling rule is:  Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'  Please use the sheet provided below to practise your spellings. Your spelling test will be on Friday.	Please log in to MS Teams and open up the file section. Inside the folder marked reading comprehension, there is a PowerPoint with today's text and some questions for you to answer. Today is International Women's Day and we are reading about Emmeline Pankhurst.	Please log in to MS Teams and open up the file section. Inside the folder marked reading comprehension, there is a PowerPoint with today's text and some questions for you to answer. This week we our reading is all about inspirational women and today we will be learning about Rosa Parks.	Please log in to MS Teams and open up the file section. Inside the folder marked reading comprehension, there is a PowerPoint with today's text and some questions for you to answer. This week we our reading is all about inspirational women and today we will be learning about Marie Curie.	Spelling Test – Ask your grown up to test you on your spellings from last week (See Monday).	
11:30am - 12:30am   write	<i>Writing</i>	<i>Writing</i>	<i>Writing</i>	<i>Writing</i>	<i>Writing</i>	
	Cursive handwriting practise: g g g g g  <u>L.O. To recognise the features of a news report</u>	Cursive handwriting practise: ga ga ga ga ga  <u>L.O. To identify the features of a news report</u>	Cursive handwriting practise: ge ge ge ge ge  <u>L.O. To use suffixes to form past and present tense</u>	Cursive handwriting practise: go go go go go  <u>L.O. To use alliteration to write an effective headline for our news report</u>	Cursive handwriting practise: gu gu gu gu gu  <u>L.O. To write an effective opening paragraph for your news report.</u>	



## Year 3 – Online Daily Activities Week Commencing 8<sup>th</sup> March.




	<p>Follow this link to complete the online lesson.</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zqjgnqg">https://www.bbc.co.uk/bitesize/articles/zqjgnqg</a></p>	<p>Within our writing unit this term we will be writing a news report about Tutankhamun. Today I would like you to read through an existing news report (see below) and label the key features you find from yesterday's lesson.</p> <p>This should include:</p> <ul style="list-style-type: none"><li>• The headline</li><li>• Who, what, where and when information?</li><li>• A caption</li><li>• An opinion or point of view</li><li>• Any quotes</li></ul>	<p>Newspaper reports are usually written in the past tense. Today we are going to be looking at the difference between the past and present tense. We are going to look specifically at how we can use suffixes to change the tense of a verb.</p> <p>Please follow the link to complete the online lesson:</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/ztndcmn">https://www.bbc.co.uk/bitesize/articles/ztndcmn</a></p>	<p>First complete the following lesson on alliteration <a href="https://www.bbc.co.uk/bitesize/articles/zc3v6g8">https://www.bbc.co.uk/bitesize/articles/zc3v6g8</a></p> <p>Today we are going to begin writing our own news report about Tutankhamun's death.</p> <p>Watch the following BBC Bitesize clips to recap on your learning about Tutankhamun.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z8j76sg">https://www.bbc.co.uk/bitesize/clips/z8j76sg</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvmkhhbk/">https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvmkhhbk/</a></p> <p>We are going to use alliteration to generate a name for our newspaper and an effective headline. Write a list of ideas and then choose your favourite. E.g. <b>Newspaper Name:</b> The Egyptian Express <b>Headline:</b> Tutankhamun's Terrible Tragedy</p>	<p>The opening paragraph of your news report should contain information about who, what, where and when the incident took place.</p> <p>For example: <b>Early this morning</b>, we received news from the <b>Royal Palace</b> that our precious, young <b>King Tut has died</b>.</p> <p>Spend some time gathering different time adverbials which show when the event happened E.g., yesterday, early this morning, last night etc.</p> <p>Gather words to describe Tutankhamun, considering what made him so special E.g. young, much-loved, precious, adored, popular etc.</p> <p>Use your ideas to write an opening paragraph. Including as much detail as possible.</p>	
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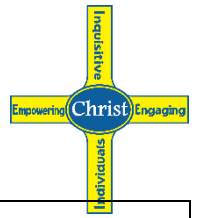
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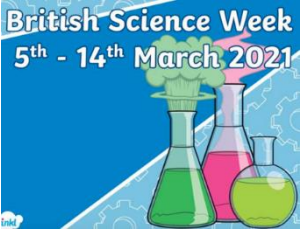


12:30am -1:30pm	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	
<p><i>Curriculum</i></p> 	<p><i>Science</i></p> <p>To celebrate Science week, we will be joining a lesson from Big Science UK. Our theme will be <b>The Solar System.</b></p> <p>Follow the link or search for them on YouTube.</p> <p>You will need;</p> <ul style="list-style-type: none"> <li>• Toilet roll or kitchen roll</li> <li>• Masking tape</li> <li>• Pencils/ pens</li> </ul> <p><a href="https://www.youtube.com/channel/UC57cetlddUCEGOL68bBsTbQ">Big Science UK</a></p> <p><a href="https://www.youtube.com/channel/UC57cetlddUCEGOL68bBsTbQ">https://www.youtube.com/channel/UC57cetlddUCEGOL68bBsTbQ</a></p>	<p><i>RE LF2</i></p> <p>On a Sunday there are three Readings and a Psalm. We read these from a Missal. We read readings from the old testament and the new testament. It reminds us of God before Jesus and the new testament is usually about Jesus. It prepares our minds and bodies to accept Jesus’ body and blood later in mass.</p> <p>Jesus said: Listen! Imagine a sower going out to sow seeds. As he sowed, some fell on the edge of the path and the birds of the air came and ate them up. Others fell on rocky ground, but when the seeds tried to put their little roots down among the stones, they could not push their way into the ground. When the sun came out it scorched the seeds and they died. Some seeds fell among thorns, but as the seeds pushed their little roots down part of the way in, the thorns</p>	<p><i>Geography</i></p> <p>Draw and complete a circle map, with the title Is the UK the same everywhere?</p> <p>On the first map: Can pupils spot the regions of the UK? – Scotland, Wales, North and East of England, North and West of England, South and West England, South and East England.</p> <p>On the second map: What can you see on the satellite map? Where are the hills? Where are the rivers? What can we work out about vegetation? Can we see where people live? Does the satellite image tell us enough? What else would we want to know? What kind of map would be useful to find out the answers to our questions?</p>	<p><i>RE LF3</i></p> <p><i>Apostles Creed</i></p> <p>I believe in God, the Father Almighty, Creator of heaven and earth, and in Jesus Christ, His only Son, our Lord, who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died and was buried; He descended into hell; on the third day He rose again from the dead; He ascended into heaven, and is seated at the right hand of God the Father Almighty; I believe in the Holy Spirit, the Holy Catholic Church, the communion of Saints, the forgiveness of sins, the resurrection of the body, and life everlasting.</p> <p>We proclaim the Creed at mass, to confirm our beliefs before God. We are preparing ourselves to receive Christ in the Eucharist.</p>	<p><i>MFL</i></p> <p><u>Les couleurs.</u></p> <p>This week we are recapping colours. Log in to Linguascope.</p> <p>Choose French. Listen to the pronunciation of the different colours.</p> <p>Using coloured pencils or pens, draw a bubble of each colour and label it in French.</p> <p>For example, <b>Δ jaune</b></p> <p>When you have completed this, play some of the colour games on Linguascope.</p>	



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	 	<p>choked them and they died too. Some of the seeds fell into good, rich soil, so when they pushed their little roots into the soil, they went all the way down and grew and grew until they were ripe for harvest and what a great harvest they produced! Listen anyone who has ears to hear!"</p> <p>Answer these questions to show your understanding.          What is read out in the mass?          What is a missal?          Why do we read scripture during the mass?          Why is it important to listen to the readings?</p>		<p>Task: Choose 2 lines of the creed and explain their meaning, importance and how they link to the actions of Christians.</p>		
2:20pm -2:40pm	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	
	<p style="text-align: center;"><i>Reading for Pleasure</i></p> <p>Spend some time reading a book of your choice.</p>	<p style="text-align: center;"><i>Reading for Pleasure</i></p> <p>Spend some time reading a book of your choice.</p>	<p style="text-align: center;"><i>Reading for Pleasure</i></p> <p>Spend some time reading a book of your choice.</p>	<p style="text-align: center;"><i>Reading for Pleasure</i></p> <p>Spend some time reading a book of your choice.</p>	<p style="text-align: center;"><i>Reading for Pleasure</i></p> <p>Spend some time reading a book of your choice.</p>	
<i>Spiritual</i>	<i>Daily Prayers</i>	<i>Daily Prayers</i>	<i>Daily Prayers</i>	<i>Daily Prayers</i>	<i>Daily Prayers</i>	



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 <p>Find a quiet time to reflect and pray.</p>	<p><a href="https://www.tentenresources.co.uk/prayers-for-home/456-07549743872355-43/">https://www.tentenresources.co.uk/prayers-for-home/456-07549743872355-43/</a></p> <p>Use the link above to access our daily prayers.</p> <p><i>School Website: Further resources under the 'spiritual Learning' tab.</i></p>	<p><a href="https://www.tentenresources.co.uk/prayers-for-home/456-07549743872355-43/">https://www.tentenresources.co.uk/prayers-for-home/456-07549743872355-43/</a></p> <p>Use the link above to access our daily prayers.</p> <p><i>School Website: Further resources under the 'spiritual Learning' tab.</i></p>	<p><a href="https://www.tentenresources.co.uk/prayers-for-home/456-07549743872355-43/">https://www.tentenresources.co.uk/prayers-for-home/456-07549743872355-43/</a></p> <p>Use the link above to access our daily prayers.</p> <p><i>School Website: Further resources under the 'spiritual Learning' tab.</i></p>	<p><a href="https://www.tentenresources.co.uk/prayers-for-home/456-07549743872355-43/">https://www.tentenresources.co.uk/prayers-for-home/456-07549743872355-43/</a></p> <p>Use the link above to access our daily prayers.</p> <p><i>School Website: Further resources under the 'spiritual Learning' tab.</i></p>	<p><a href="https://www.tentenresources.co.uk/prayers-for-home/456-07549743872355-43/">https://www.tentenresources.co.uk/prayers-for-home/456-07549743872355-43/</a></p> <p>Use the link above to access our daily prayers.</p> <p><i>School Website: Further resources under the 'spiritual Learning' tab.</i></p>	
<p>Wellbeing</p>  <p>Your daily activity</p>	<p>Handwrite a letter to a friend.</p> <p>OR</p> <p>Try Joe Wicks via YouTube channel</p>	<p>Wear an outfit that you really like.</p> <p>OR</p> <p>Have a daily walk</p>	<p>Tell someone you know why you are thankful for them.</p> <p>OR</p> <p>Try Joe Wicks via YouTube channel</p>	<p>Make someone laugh.</p> <p>OR</p> <p>Have a daily walk</p>	<p>Spend time out in the garden reading your favourite book.</p>	



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Writing – Identify the features of a newspaper report

# THE EGYPTIAN ECHO

## Tutankhamun's Terrible Tragedy

Reported by Uh Talibah

Yesterday, the Kingdom was devastated when the Royal Palace announced that the young Pharaoh Tutankhamun was dead.

His premature demise has left many across Egypt asking questions about how this could have happened to such a young king.



It is reported that King Tut broke his leg during a chariot race within the palace several days ago and died as a result of a terrible infection.

However, many are suspicious about the circumstances that surround his death.

King Tut's most trusted advisor Ay told our reporters, "There was no evidence of foul play. This was in fact a freak accident."

The palace, who have been devastated by this unexpected loss, have issued a statement to the people, they said: "Due to the Pharaoh's young age, he has no heirs to the throne, so Ay his chief advisor will resume power over the kingdom."

Much to the disgust of his loyal servants, who are concerned that King Tut was actually murdered by his Advisor, in a twisted attempt to gain power.

As uncertainty spreads throughout the palace community, preparations for the King's burial are being made.

We invite you to celebrate Tutankhamun, the son of Akhenaten, whose nine-year rule restored our great Kingdom bringing hope and prosperity to all people.

It is in his honour that The Egyptian Echo vows to uncover the truth about this terrible tragedy.



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Maths – Morning Challenge

Task	Monday	Tuesday	Wednesday	Thursday	Friday
Tick the smallest number.					
Complete the calculations.	$583 - 8 =$	$244 - 6 =$	$650 - 9 =$	$333 - 7 =$	$802 - 4 =$
Complete the calculations.	$12 \div 3 =$	$3 \div 3 =$	$24 \div 3 =$	$0 \div 3 =$	$27 \div 3 =$

Write the fraction.					
Find the difference.	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin-bottom: 5px;">50p</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content;">25p</div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin-bottom: 5px;">£5</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content;">£3</div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin-bottom: 5px;">£1 and 80p</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content;">60p</div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin-bottom: 5px;">£2 and 75p</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content;">£2 and 15p</div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin-bottom: 5px;">£4 and 10p</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content;">50p</div>
Tick the real-life objects that would be measured in metres.					





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Maths – Monday

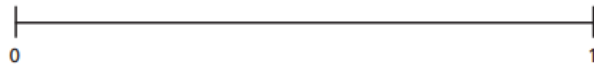
Fractions on a number line



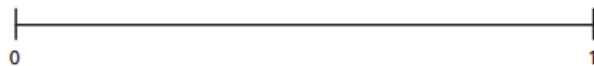
1 Draw an arrow to show the fractions on the number lines.



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



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



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



Are your answers accurate or are they estimates?



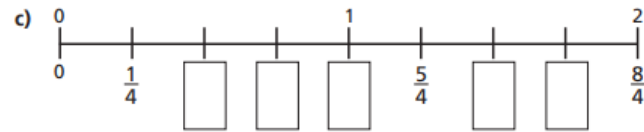
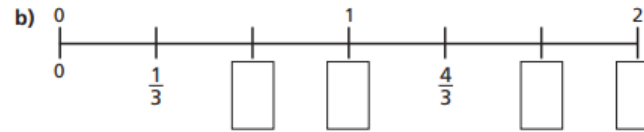
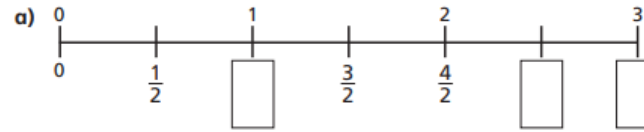
2 Write <, > or = to compare the fractions.

a)  $\frac{1}{2}$  ○  $\frac{1}{4}$

b)  $\frac{1}{4}$  ○  $\frac{1}{3}$

c)  $\frac{1}{3}$  ○  $\frac{1}{2}$

3 Write the missing fractions on the number lines.



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

Use the number lines to help you.

What do you notice?

\_\_\_\_\_

\_\_\_\_\_

Talk about it with a partner.



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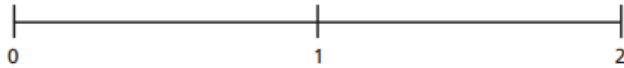


**4** Draw an arrow to estimate where each fraction belongs on the number line.

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



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



**5** Write each fraction under the correct heading.

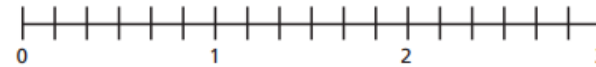
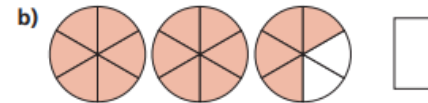
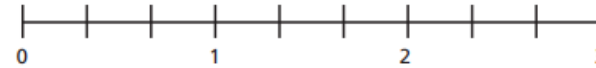
$\frac{2}{3}$	$\frac{4}{4}$	$\frac{5}{3}$	$\frac{1}{8}$	$\frac{3}{3}$
$\frac{3}{4}$	$\frac{7}{4}$	$\frac{8}{8}$	$\frac{7}{8}$	

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



**6** What fraction is shown in each diagram?

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



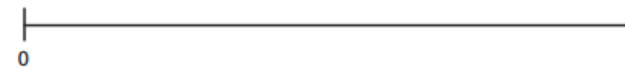
**7**



One eighth is greater than one quarter.

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

Use the number line to show why.





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### Maths - Tuesday

#### Add fractions



1 Complete the additions.

Use the bar models to help you.


a)   $\frac{1}{3} + \frac{1}{3} = \square$


b)   $\frac{1}{5} + \frac{1}{5} = \square$


c)   $\frac{1}{5} + \frac{2}{5} = \square$


d)   $\frac{1}{5} + \frac{3}{5} = \square$

2 Shade the circles and complete the additions.

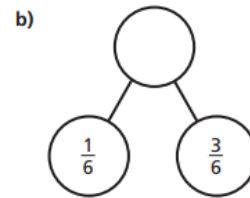
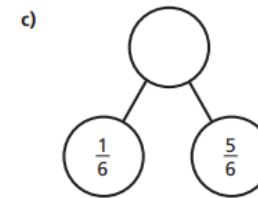
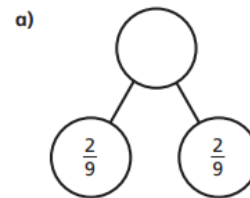
a)   $\frac{1}{8} + \frac{3}{8} = \square$

b)   $\frac{5}{8} + \frac{1}{8} = \square$

c)   $\frac{3}{8} + \frac{3}{8} = \square$

d)   $\frac{5}{8} + \frac{3}{8} = \square$

3 Complete the part-whole models.



Which part-whole model is the odd one out? \_\_\_\_\_

Talk about your choice with a partner. Did they choose the same odd one out?



4 Alex and Huan are eating a cake.

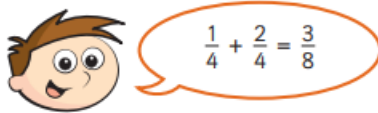
Alex eats  $\frac{4}{7}$  of the cake.

Huan eats  $\frac{2}{7}$  of the cake.

What fraction of the cake have they eaten altogether?

They have eaten  of the cake altogether.

5 Teddy is adding fractions.



a) Draw a bar model to show that Teddy is wrong.

b) Complete the addition  $\frac{1}{4} + \frac{2}{4} =$

6 Annie has baked 12 muffins.

She puts them into 2 boxes.



What fraction of the muffins could she put in each box?

Complete the table to show different possibilities.

One has been done for you.

Box 1	Box 2
$\frac{1}{12}$	$\frac{11}{12}$

Are there any other possibilities? Talk about it with a partner.

7 Complete the additions.

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

d)  $\frac{3}{103} + \frac{4}{103} =$

b)  $\frac{3}{9} + \frac{4}{9} =$

e)  $\frac{5}{31} + \frac{9}{31} =$

c)  $\frac{3}{29} + \frac{4}{29} =$

f)  $\frac{17}{111} + \frac{33}{111} =$





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Maths – Wednesday

Making the whole



1 Here are some counters.



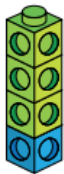
a) What fraction of the counters are yellow?

b) What fraction of the counters are red?

c) Complete the number sentence.

$$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$$

2 Here is a tower of cubes.



a) What fraction of the tower is green?

b) What fraction of the tower is blue?

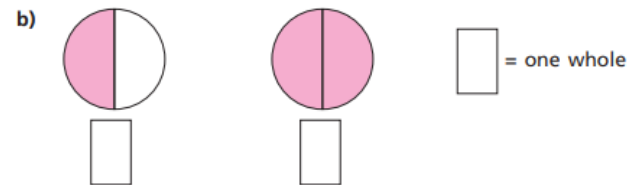
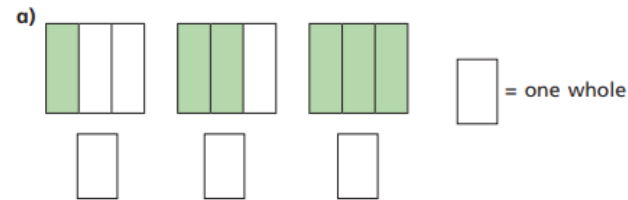
c) Complete the number sentence.

$$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$$

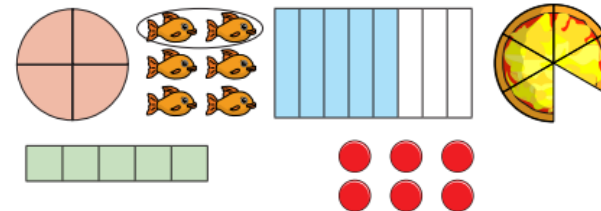
3 What fraction of each shape is shaded?

Which fraction represents a whole?

Fill in the missing fractions.



4 Here are some pictures.



Use the pictures to help you answer the questions.

a) Write three fractions that are less than one whole.



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b) Write three fractions that are equal to one whole.

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What do you notice? Talk about it with a partner.

5 Choose a phrase to complete the sentences.

greater than	less than	equal to
--------------	-----------	----------

When the numerator is \_\_\_\_\_ the denominator, the fraction is less than one whole.

When the numerator is \_\_\_\_\_ the denominator, the fraction is equal to one whole.

6 Circle the fractions that are equivalent to one whole

$\frac{3}{5}$	$\frac{4}{4}$	$\frac{6}{10}$	$\frac{2}{2}$
$\frac{10}{10}$	$\frac{8}{9}$	$\frac{3}{3}$	$\frac{5}{5}$

7 Here are  $\frac{1}{3}$  of Jack's marbles.

--	--	--	--

Draw the rest of Jack's marbles in the bar model.



8  $\frac{2}{7}$  of a group of children are girls.

--	--	--	--	--	--	--

What fraction are boys?

	are boys.
--	-----------

9 Each bar model is worth one whole.

Split the bar model and label the missing fractions.

$\frac{1}{4}$	
---------------	--

$\frac{1}{5}$	$\frac{1}{5}$	
---------------	---------------	--

$\frac{7}{10}$	
----------------	--

10 Complete the number sentences.

a)  $\frac{3}{5} + \square = 1$       c)  $\square = \frac{2}{7} + \frac{5}{7}$

b)  $\square + \frac{4}{10} = 1$       d)  $\frac{9}{9} = \square + \frac{5}{9}$



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### Maths – Friday


#### Subtract fractions



1 Complete the subtractions.  
Use the bar models to help you.

a)   $\frac{2}{3} - \frac{1}{3} = \square$

b)   $\frac{2}{5} - \frac{1}{5} = \square$

c)   $\frac{3}{5} - \frac{1}{5} = \square$

d)   $\frac{4}{5} - \frac{1}{5} = \square$

2 Jack has  $\frac{7}{8}$  of a chocolate bar.  
He eats  $\frac{4}{8}$  of the chocolate bar.  
What fraction of the chocolate bar does he have left?

Jack has  of the chocolate bar left.



3 Complete the subtractions.  
Simplify your answers where possible.

a)  $\frac{7}{10} - \frac{1}{10} = \square = \square$

e)  $\frac{8}{12} - \frac{4}{12} = \square = \square$

b)  $\frac{7}{10} - \frac{2}{10} = \square = \square$

f)  $\frac{9}{12} - \frac{5}{12} = \square = \square$

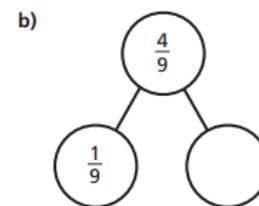
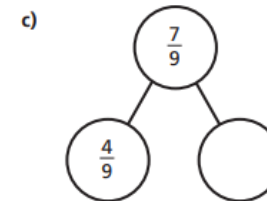
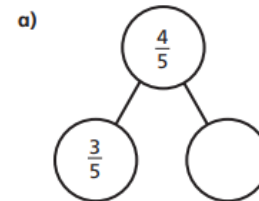
c)  $\frac{7}{10} - \frac{3}{10} = \square = \square$

g)  $\frac{9}{59} - \frac{5}{59} = \square$

d)  $\frac{7}{12} - \frac{3}{12} = \square = \square$

h)  $\frac{13}{127} - \frac{9}{127} = \square$

4 Complete the part-whole models.

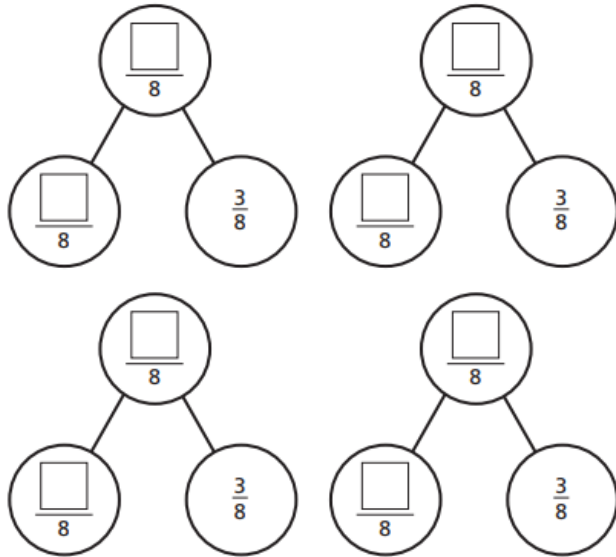




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5 Complete the part-whole model in four different ways.



6 Kim has read  $\frac{6}{7}$  of her book.  
Tom has read  $\frac{2}{7}$  of his book.

a) Shade the bar models to represent this information.



b) How much more has Kim read than Tom?

Kim has read 

--

 more of her book than Tom.

7 Write the missing numerators.

a)  $\frac{8}{9} - \frac{\square}{9} = \frac{7}{9}$

e)  $\frac{7}{10} - \frac{5}{10} = \frac{1}{10} + \frac{\square}{10}$

b)  $\frac{5}{11} - \frac{\square}{11} = \frac{4}{11}$

f)  $\frac{\square}{4} - \frac{1}{4} = \frac{1}{4} + \frac{1}{4}$

c)  $\frac{8}{9} - \frac{\square}{9} = \frac{3}{9} + \frac{4}{9}$

g)  $\frac{\square}{5} - \frac{2}{5} = \frac{1}{5} + \frac{2}{5}$

d)  $\frac{7}{9} - \frac{5}{9} = \frac{\square}{9} - \frac{4}{9}$

h)  $\frac{4}{5} + \frac{1}{5} = \frac{3}{7} - \frac{2}{7} + \frac{\square}{7}$

8 Complete the table to show three possible values of the square and triangle.

		$= \frac{13}{92}$
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How many other answers can you find?





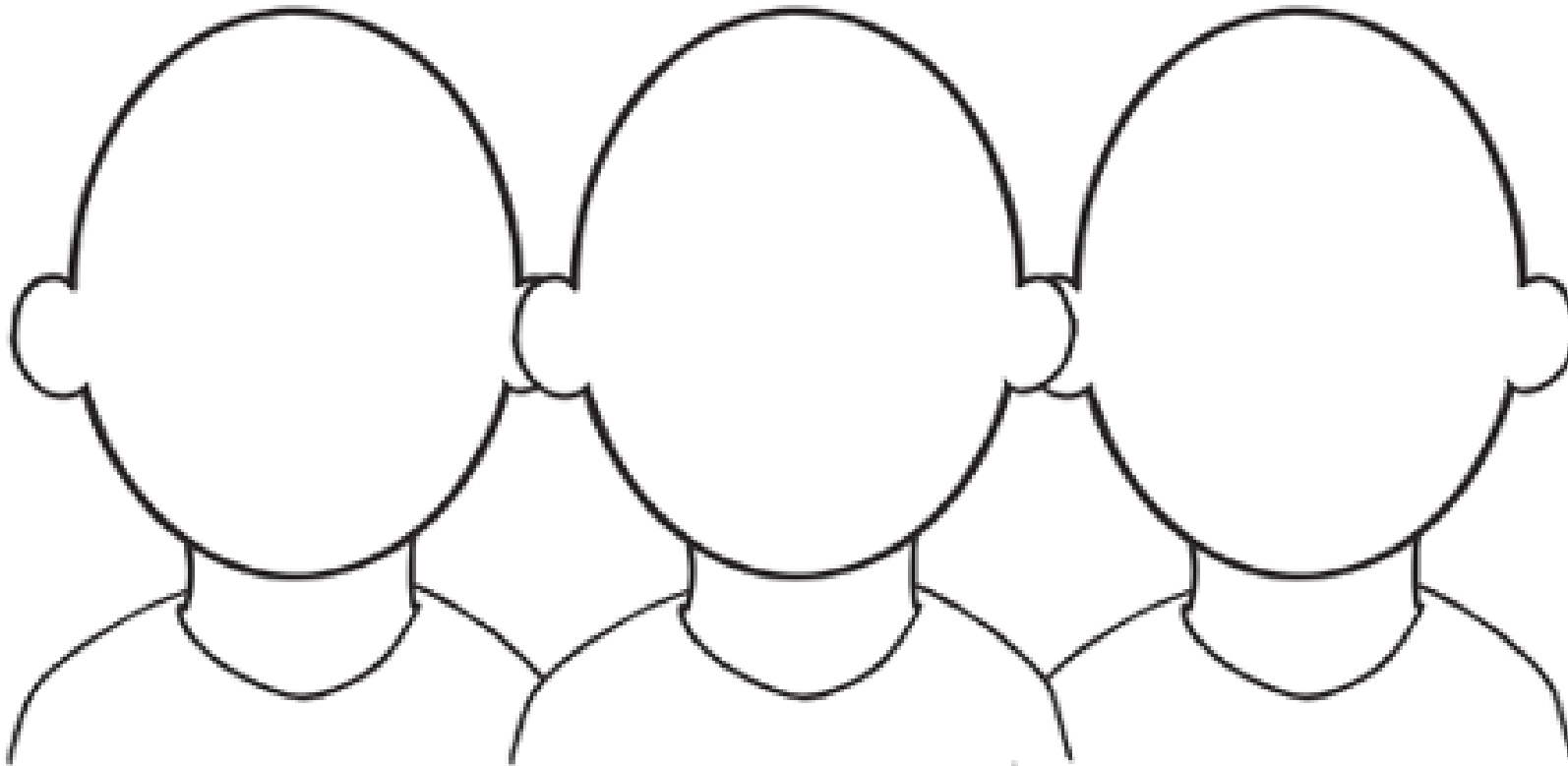


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Wednesday – Wellbeing

## **Smiley Happy People**





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Monday 8<sup>th</sup> March – spellings to practise for Friday 12<sup>th</sup> March

Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt
basically			
frantically			
dramatically			
historically			
nationally			
emotionally			
accidentally			
automatically			
traditionally			
specifically			

Match the spelling with the definition

Spellings	
basically	<input type="radio"/> To do something without thinking
frantically	<input type="radio"/> To do something in a theatrical or dramatic manner
dramatically	<input type="radio"/> In a way that relates to strong feelings
historically	<input type="radio"/> When something is linked to the past
nationally	<input type="radio"/> To put something simply
emotionally	<input type="radio"/> To do something in a traditional way
accidentally	<input type="radio"/> To do something in a panicked way because of fear
automatically	<input type="radio"/> When something unplanned happens
traditionally	<input type="radio"/> When something is done for a particular reason
specifically	<input type="radio"/> Something that relates to a whole country



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New spellings – Friday 12<sup>th</sup> March

Adding the suffix –ly. Words which do not follow the rules.

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt
truly			
duly			
publicly			
daily			
slyly			
shyly			
fully			
wholly			
coyly			
happily			



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Geography – Wednesday





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