De Lacy Year 3: Home Learning Schedule

W/C 6th July	Monday	Tuesday	Wednesday	Thursday	Friday
Maths *Suggested timing: 45 mins per lesson* **This week we will be focussing upon: Fractions** We have produced a 'pre-teach' video to introduce this week's learning in maths. We recommend watching the video before commencing Lesson 1. Please click here to view this.	**Lesson 1: Unit and non-unit fractions** Learn about unit and non-unit fractions by clicking on the link here. *This lesson includes a video produced by white rose maths hub and two worksheets attached to this pack.*	**Lesson 2: Making the whole** Learn about making the whole by clicking on the link here. *This lesson includes a video produced by white rose maths hub and a worksheet attached to this pack.*	**Lesson 3: Tenths** Learn about tenths by clicking on the link here. *This lesson includes a video produced by white rose maths hub and a worksheet attached to this pack.*	**Lesson 4: Count in tenths** Learn how to count in tenths by clicking on the link here. *This lesson includes a video produced by white rose maths hub and a worksheet attached to this pack.*	**Lesson 5: Tenths as decimals** Learn all about tenths as decimals by clicking on the link here. *This lesson includes a video produced by white rose maths hub and a worksheet attached to this pack.*
	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!
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: Letter
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 : A Letter from Blue Crayon: Reading Comprehension – Summarise**
Learn how to summarise key points 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: A Letter from Green Crayon: Reading Comprehension – Vocabulary**
Explore the meaning of words 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: A Letter from Red Crayon: Identifying the features of a text**
Learn how to identify the key features of a letter 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 4: A Letter from Red Crayon: GPS focus – Subordinate Clauses**
Learn how to use subordinate clauses effectively in a letter 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: Letter: Writing**
Apply your understanding from throughout the week by writing a letter 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: happily – angrily – usually – finally – gently – simply

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

Remember - 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.

Unit and non-unit fractions

1 Write fractions to complete the sentences.

a) [ ] of the counters are yellow.

b) [ ] of the counters are red.
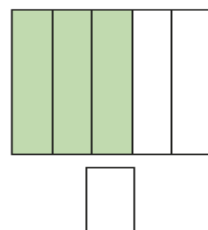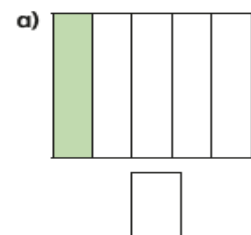
2 Write fractions to complete the sentences.

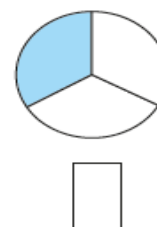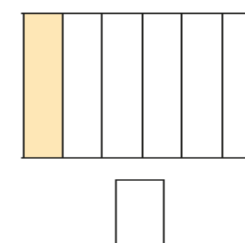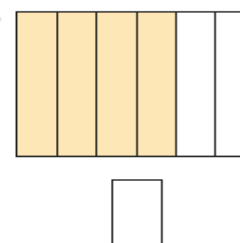a) [ ] of the tower is green.

b) [ ] of the tower is yellow.

c) [ ] of the tower is blue.

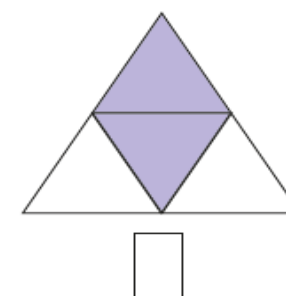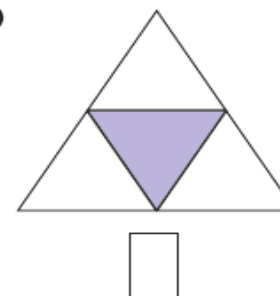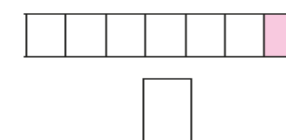**3** What fraction of each shape is shaded?

a)

b)

c)

d)

e)

Tick the unit fraction in each pair of shapes.

How did you know which was the unit fraction?

© White Rose Maths 2019

4 **a)** Colour $\frac{1}{5}$ of each shape.

b) Colour $\frac{3}{5}$ of each shape.

What is the same and what is different about your answers?

5 **a)** Circle $\frac{1}{3}$ of the counters.
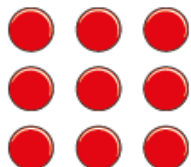
b) Circle $\frac{2}{3}$ of the counters.
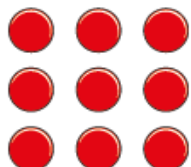
What is the same and what is different about your answers?

6 Write the fractions in the table.

| $\frac{1}{6}$ | $\frac{2}{3}$ | $\frac{3}{4}$ | $\frac{1}{10}$ | $\frac{1}{8}$ |
| $\frac{3}{5}$ | $\frac{1}{4}$ | $\frac{1}{99}$ | $\frac{6}{1}$ | $\frac{1}{250}$ |

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

7 **a)** What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is ☐

The numerator is always ☐

An example of a non-unit fraction is ☐

The numerator is always greater than ☐

Making the whole

White Rose Maths

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. ☐ + ☐ = ☐

2 Here is a tower of cubes.
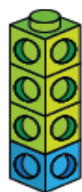
a) What fraction of the tower is green?

b) What fraction of the tower is blue?

c) Complete the number sentence. ☐ + ☐ = ☐

3 What fraction of each shape is shaded?

Which fraction represents a whole?

Fill in the missing fractions.

a)
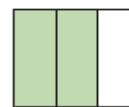
☐ = one whole

☐   ☐   ☐

b)
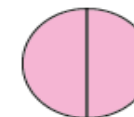
☐ = one whole

☐   ☐

4 Here are some pictures.
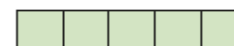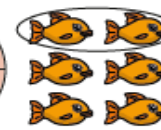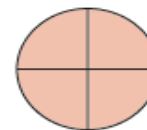
Use the pictures to help you answer the questions.

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

☐ ☐ ☐

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

☐ ☐ ☐

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

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

Tenths

White Rose Maths

1 Tick the pictures that show tenths.
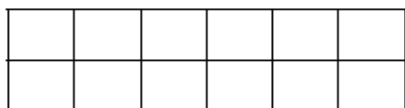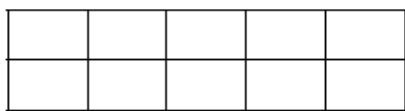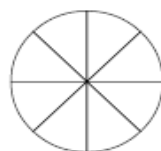
2 Write fractions to complete the sentences.

a) ☐ of the counters are yellow.

b) ☐ of the counters are red.

c) ☐ of the counters are green.

3 Amir has some blue and yellow cubes.

He makes a tower using 10 cubes.

Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.

$\frac{2}{10}$

$\frac{8}{10}$

4 Complete the part-whole models.

a)

1

$\frac{3}{10}$

b)

$\frac{7}{10}$

1

c)

1

$\frac{1}{10}$ $\frac{1}{10}$

d)

```
        1
      /  |  \
   2/10  ○  5/10
```
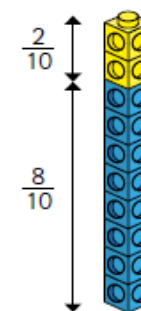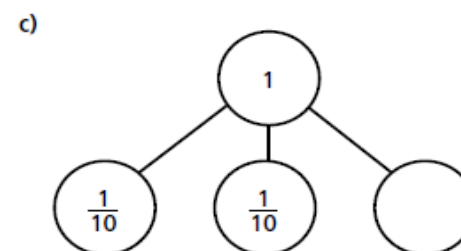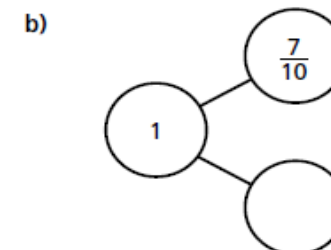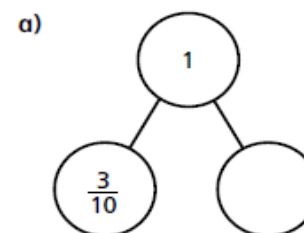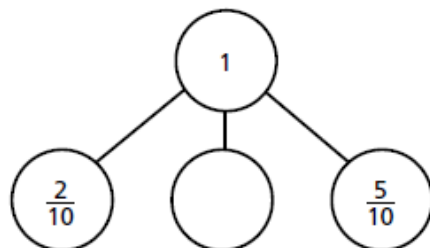
5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.
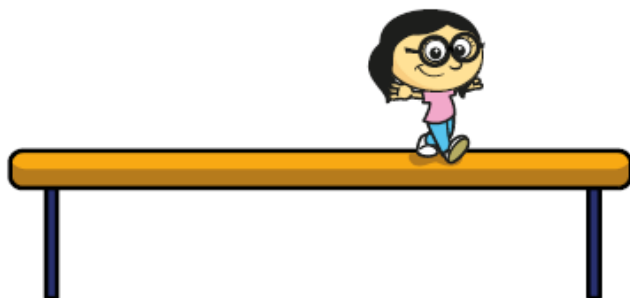
How many tenths does she have left to travel?

6 10 boys share 3 pizzas equally.

What fraction of a pizza do they each get?

7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?

8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

What fraction could be yellow?

How many possible answers can you find?

_____

_____

_____

Compare answers with a partner.

Count in tenths

1 Continue the sequence.

$\frac{10}{10}$

$\frac{9}{10}$

2 Continue the sequence.

$\frac{1}{10}$

$\frac{2}{10}$

3 Write the missing fractions in each sequence.

a)

| $\frac{1}{10}$ | $\frac{2}{10}$ | | $\frac{4}{10}$ | |

| $\frac{6}{10}$ | $\frac{7}{10}$ | | $\frac{9}{10}$ | $\frac{10}{10}$ |

b)

| $\frac{10}{10}$ | $\frac{9}{10}$ | | $\frac{7}{10}$ | |

| $\frac{5}{10}$ | | | $\frac{2}{10}$ | $\frac{1}{10}$ |
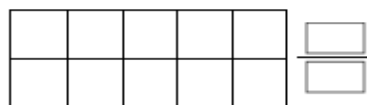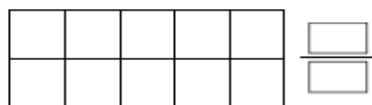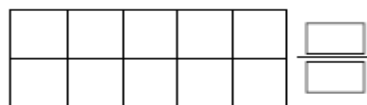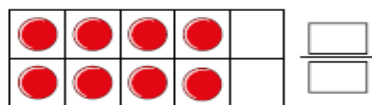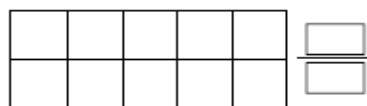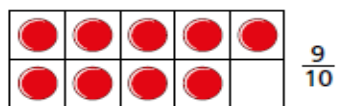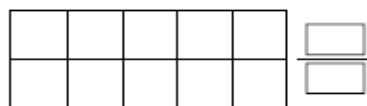
4 What fraction is each arrow pointing to?

A = ☐   B = ☐   C = ☐

5 Write the fractions in the correct places on the number lines.
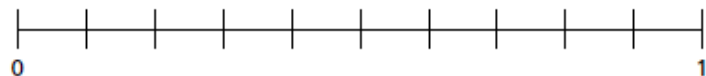
a)

| $\frac{5}{10}$ | $\frac{9}{10}$ | $\frac{3}{10}$ | $\frac{10}{10}$ |

b)

| $\frac{6}{10}$ | $\frac{14}{10}$ | $\frac{18}{10}$ |

6 Draw and label arrows to estimate the position of the fractions on the number lines.

a)

| $\frac{5}{10}$ | $\frac{15}{10}$ | $\frac{20}{10}$ |

b)

| $\frac{3}{10}$ | $\frac{11}{10}$ | $\frac{19}{10}$ |

7

= one whole

What number is represented in each picture?

a)

c)

b)
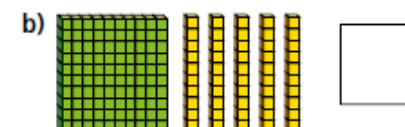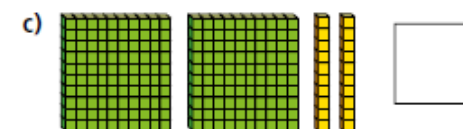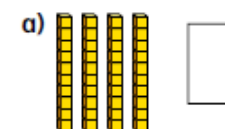
8 Whitney is thinking of a fraction.

My fraction is more than one whole but less than 2
My fraction has an odd number as the numerator.

What could Whitney's fraction be?

List all the possible fractions.

Compare answers with a partner.

Tenths as decimals

White Rose Maths

1 Complete the table.

Representation	Words	Fraction	Decimal
	1 tenth		0.1
		$\frac{7}{10}$	
			0.3
	5 tenths		

2 Match each bar model to the equivalent decimal.
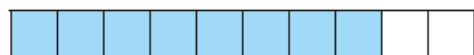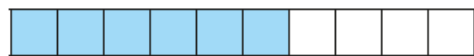
  0.8

  0.6

  0.4

3 Mo is using a place value chart to represent numbers.

Write each number as a decimal.

a)
Ones	Tenths

c)
Ones	Tenths

b)
Ones	Tenths

d)
Ones	Tenths

4 Draw counters to represent the numbers.

a) 0.3
Ones	Tenths

c) 1.3
Ones	Tenths

b) 3
Ones	Tenths

d) 3.1
Ones	Tenths
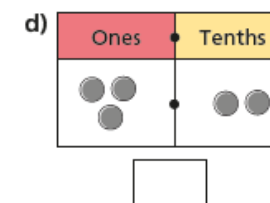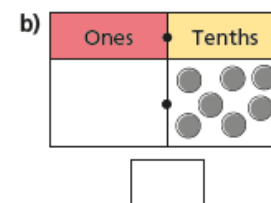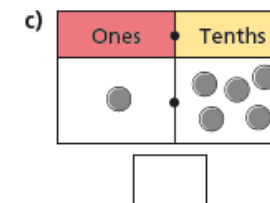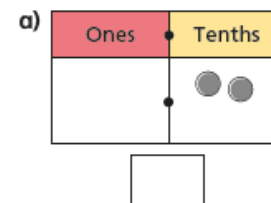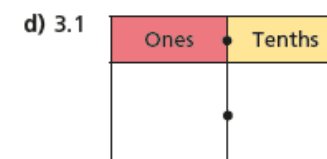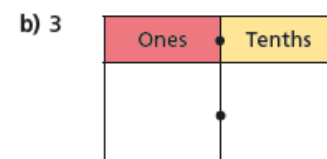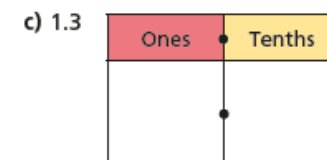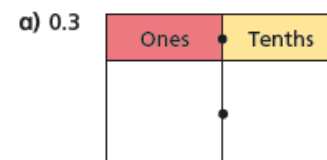
5 Continue the pattern.

$\frac{1}{10}$	0.2	3 tenths	$\frac{4}{10}$	0.5
6 tenths				

6 What decimal is each arrow pointing to?

A = ☐ B = ☐ C = ☐

7 Estimate the position of the decimals on the number lines.

a)

0.1	0.5	0.8
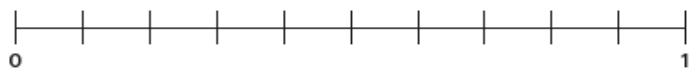
b)

0.4	0.7	0.9

c)

0.6	1.2	1.7
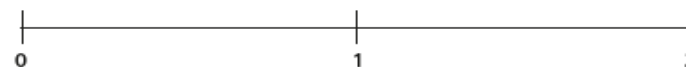
8 Complete the statements.

a) $0.2 > \dfrac{\boxed{}}{10}$

b) $0.8 < \dfrac{\boxed{}}{10}$

c) $\boxed{}$ tenths = 0.7

d) $\boxed{} = \dfrac{12}{10}$

Is there more than one answer for each?

9 Aisha places 6 counters onto this place value chart.

Ones	Tenths

List all the possible numbers she could represent.

_____

_____

_____

Maths Bonus Challenges!

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

Do as many as you can and help each other out!
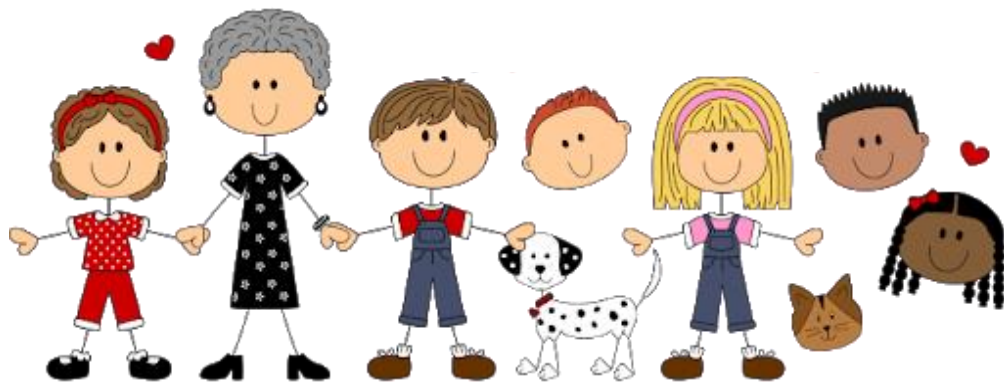
If you just fancy having a go on your own:

As a rough guide of difficulty level:

- **Challenge 1 and 2** are suitable for ages 5 to 7.

- **Challenge 3 to 6** are suitable for ages 7 to 11.

- **Challenge 7 to 10** are suitable for ages 11 to 15.

Maths Challenge

BBC
Bitesize

White Rose Maths
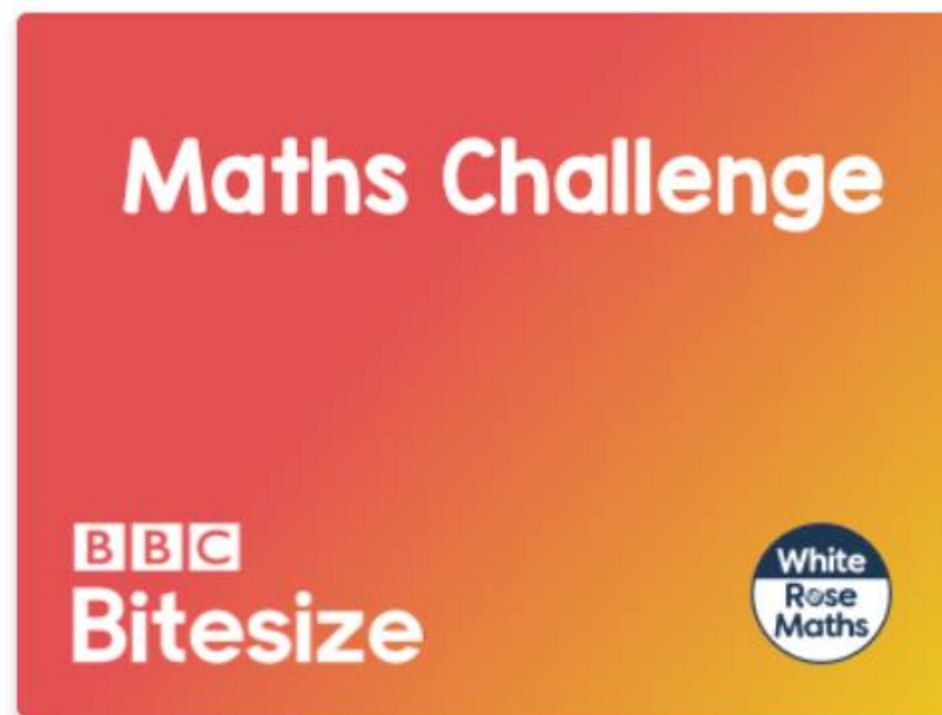
Challenge 1

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

$$70 + \bigcirc = 100$$

$$50 + \triangle = 100$$

$$\bigcirc + \triangle + \square = 100$$

What is the value of the blue square?

Challenge 4

The perimeter of this regular hexagon is 42 cm.
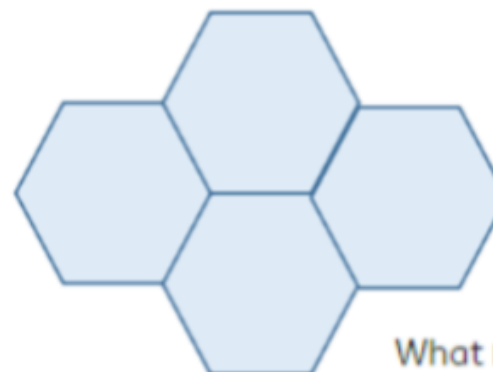
What is the perimeter of the shape?

Weekly Spellings

Spelling focus: words with the suffix -ly.

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

	Monday	Tuesday	Wednesday	Thursday	Friday
happily					
angrily					
usually					
finally					
gently					
simply					

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!

It's your faithful, beloved friend Blue Crayon here. We must have a chat very soon because I have a number of important questions to ask you. Despite the fact I have enjoyed you utilising my wonderful colour, I am now so short and stubby! Why do you think it's ok to wear me down more than the other crayons?

As your favourite colour of the crayon crew, I am delighted to have been at your service for all these years. I was honoured to be chosen to colour all the oceans, lakes and raindrops, but the bad news is that I can't even see over the crayon box anymore! This can't go on for much longer, can it? My fellow crayons have been jealous of me for a long time, as they believe I'm your favourite crayon. However, things have taken a turn for the worse because they laugh at me all day and night. It just isn't fair and now I'm blue in more ways than one. Please could you help an old friend out? I highly recommend that you give the others some opportunities to colour unless you want me to turn into blue dust! Providing you follow my advice, we can of course still be the best of friends.

So that you are aware, I have been looking up to Beige Crayon, who for some reason, will not stop crying recently. Why don't you have a good scribble with him instead of me? I know he would be eternally grateful since it is very rare he leaves the box. Before I disappear, I want you to know that I am still here by your side, just ready to be used sparingly!

Your short and stubby friend,

Blue Crayon.

Comprehension - Summary

1. How would you summarise the main idea of the letter? Choose one.
(1 mark)

a) Some crayons are being used more than others and some crayons feel this is not fair.

b) The crayons love their job and just want to be best friends.

c) All the crayons are not happy with their job and they are jealous.

2. What would be another suitable summary for the letter? Choose one.
(1 mark)

a) The crayons enjoy creating colourful pictures.

b) The crayons want equal opportunities.

c) The crayons are so unhappy they cry.

3. Look at the whole letter and number these events in order.

The first one has been done for you. (1 mark)

The Blue Crayon wants to be used sparingly.	☐
The Blue Crayon is being worn down.	1
The other crayons are jealous.	☐
The Blue Crayon is the favourite in the pack.	☐

It's your faithful, beloved friend Blue Crayon here. We must have a chat very soon because I have a number of important questions to ask you. Despite the fact I have enjoyed you utilising my wonderful colour, I am now so short and stubby! Why do you think it's ok to wear me down more than the other crayons?

4. How can the paragraph above be summarised?

(1 mark)

_____

Duncan
2 Rainbow Road
England
C0L 0UR

Dear Duncan,

It's your dedicated, conscientious friend Green Crayon here. We need to talk because I have a few concerns that need addressing. Even though I love my job, I am worried that there are some potential problems brewing in the crayon box!

As a hardworking member of the crayon crew, I am more than happy with my workload of colouring crocodiles, dinosaurs, trees and frogs. I would like to congratulate you on your creative, detailed drawings, but I have a slight issue with how neatly you colour in. I just wish you would stay in the lines! I would really appreciate you taking more care and not rushing unless you would prefer me to resign? Other than that, I feel that things are going well when it comes to all things green!

For a long time, the crayons have lived in harmony although that is now not the case. I need your help to resolve an ongoing issue between Yellow Crayon and Orange Crayon. Before this gets out of hand, please could you settle the argument of who should be the colour of the sun? They are both adamant that they should be chosen and it is driving the rest of us crazy!

Your neat and concerned friend,
Green Crayon.

1. Tick the word that is a synonym for **worried**. (1 mark)

joyful ( )   anxious ( )   shocked ( )   upset ( )

2) What does the word **resign** mean in the text?

Tick the correct definition. (1 mark)

Definition	Tick 1
To carry on working.	
To quit your job.	
To change your job.	

3. Draw a line to match each word to its correct definition. (2 marks)

issue   devoted to a task

workload   a problem

dedicated   the amount of work to be
                                        completed

As a hardworking member of the crayon crew, I am more than happy with my workload of colouring crocodiles, dinosaurs, trees and frogs. I would like to congratulate you on your creative, detailed drawings, but I have a slight issue with how neatly you colour in.

4) Which word could the writer have used to replace **congratulate**? (1 mark)

argue (   )   criticise (   )   praise (   )   remind (   )

For a long time, the crayons have lived in harmony although that is now not the case. I need your help to resolve an ongoing issue between Yellow Crayon and Orange Crayon. Before this gets out of hand, please could you settle the argument of who should be the colour of the sun?

5) In the final sentence, which word tells you that the Green Crayon wants the argument between the Orange and Yellow Crayon **resolved**? (1 mark)

_____

Duncan
2 Rainbow Road
England
C0L 0UR

Dear Duncan,

It's your trusty, loyal friend Red Crayon here. We need to talk before I decide to leave your crayon box once and for all. Unfortunately for you, the current situation in your box of crayons is not one of peace and happiness. Some of the crayons seem to be content whilst others feel frustrated and dejected. They are starting to begrudge one another, which is causing a lot of tension amongst the crayons!

Despite obviously being your favourite, I must object to the unnecessary amount of time you use me each week. When I first started to colour for you, I loved helping you with your pictures of fire engines, apples and strawberries. However, I'm not sure if you realise that you now use me constantly! Since you have started to use me for the largest arc in all the rainbows, I feel this is just too much. I bet you haven't even considered that I work holidays too. I have to colour all the Santas and the love hearts when it is Christmas and Valentine's Day! Do you really think that's fair? Because of this, I need to ask you to give me some time off from colouring.

I hope you take my request into consideration even though I know you will miss me. If I can take a break from working, I will be ready and raring to colour when I return.

Your over-worked friend,
Red Crayon.

Dear Duncan,

'Dear Duncan' is an example of which feature of the structure of a letter? (1 mark)

_____

2) 'trusty, loyal friend' is an example of which feature of a letter? (1 mark)

_____

3) What punctuation mark has been used at the end of the final sentence in the text above? (1 mark)

_____

4) Which feature of a letter does the following sentence contain? 'When I first started to colour for you, I loved helping you with your pictures of fire engines, apples and strawberries.' (1 mark)

Expanded noun phrase ( )   Question sentence ( )   Subordinate clause ( )

5) **Find** and **copy** a question sentence from the text above. (1 mark)

_____

Duncan

2 Rainbow Road

England

COL 0UR

Dear Duncan,

It's your trusty, loyal friend Red Crayon here. We need to talk before I decide to leave your crayon box once and for all. Unfortunately for you, the current situation in your box of crayons is not one of peace and happiness. Some of the crayons seem to be content whilst others feel frustrated and dejected. They are starting to begrudge one another, which is causing a lot of tension amongst the crayons!

Despite obviously being your favourite, I must object to the unnecessary amount of time you use me each week. When I first started to colour for you, I loved helping you with your pictures of fire engines, apples and strawberries. However, I'm not sure if you realise that you now use me constantly! Since you have started to use me for the largest arc in all the rainbows, I feel this is just too much. I bet you haven't even considered that I work holidays too. I have to colour all the Santas and the love hearts when it is Christmas and Valentine's Day! Do you really think that's fair?

Because of this, I need to ask you to give me some time off from colouring.

I hope you take my request into consideration even though I know you will miss me. If I can take a break from working, I will be ready and raring to colour when I return.

Your over-worked, exhausted friend,

Red Crayon.

1. Underline the subordinate clause in the sentences below.

a) We need to talk before I decide to leave your crayon box once and for all.

b) Some of the crayons seem to be content whilst others feel frustrated and dejected.

c) Because of this, I need to ask you to give me some time off from colouring.

2. Match the main clause and the subordinate clause. Just remember, the subordinate clause can go at the beginning or end of the sentence.

Main clauses	Subordinate clauses
it was good to be busy	because I have some concerns
we need to talk	although now they argue a lot
please settle the argument between Yellow and Orange	when I first started to colour for you
the crayons previously lived in harmony	before it gets out of hand

3. Tick the sentences with the correct use of a subordinate clause.

a) I would really appreciate you taking more care unless you would prefer me to resign?

b) It's your dedicated, conscientious friend Green Crayon here.

c) When it comes to all things green, I feel that things are going well!

4. Extend these sentences by adding a subordinate clause to the beginning. The first one has been done for you.

a) As a hardworking member of the crayon crew, I am more than happy with my workload.

b) _____, I am more than happy with my workload.

c) _____, I am more than happy with my workload.

In today's lesson, you are going to write your own letter. Remember to include the key features; here is an example of each of those features.

Key features of a letter

- Structure of a letter
- Adjectives/expanded noun phrases
- Conjunctions
  - Co-ordinating (and, but, yet, so…)
  - Subordinating (because, that, when…)

- Question marks
- Exclamation marks
- Subordinate clauses
- Feelings and emotions

To be successful…

Feature	Example
Structure of a letter	Sender's address, recipient's address, greeting, main text, sign off.
Adjectives/expanded noun phrases	concerned, trusty, loyal, dedicated, conscientious friend, overworked, exhausted friend…
Conjunctions	Co-ordinating (and, but, yet, so, nor, for…) Subordinating (because, that, when, if, although…)
Subordinate clauses	Even though I love my job, / because I have a few concerns that need addressing, / Before it gets out of hand, / whilst others feel frustrated and dejected…
Question marks	Do you think that is really fair? Could you please sort this out? What are you going to do about it?
Exclamation marks	There are some potential problems brewing in the crayon box! I am furious! It is driving us all crazy!

Which colour crayon do you want to write a letter from?

What do they like about colouring?

Why are they writing to Duncan?

What is their reason for wanting to quit?

How do they feel and why?

What do they want Duncan to do?

How can he solve their problem?

Maths Lesson 1 - ANSWERS

1 Write fractions to complete the sentences.

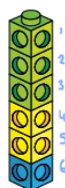a) $\frac{1}{3}$ of the counters are yellow.

b) $\frac{2}{3}$ of the counters are red.

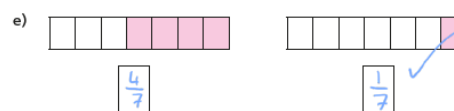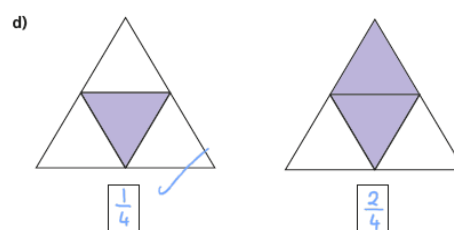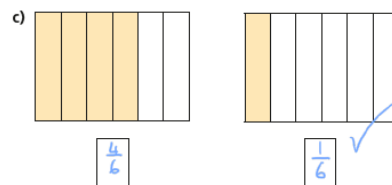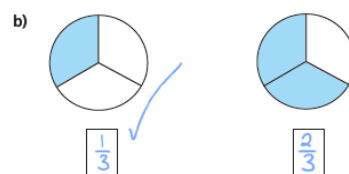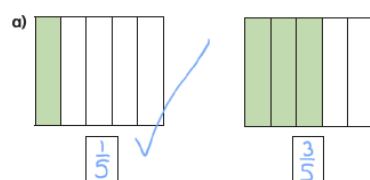**2** Write fractions to complete the sentences.

a) $\frac{3}{6}$ of the tower is green.

b) $\frac{2}{6}$ of the tower is yellow.

c) $\frac{1}{6}$ of the tower is blue.
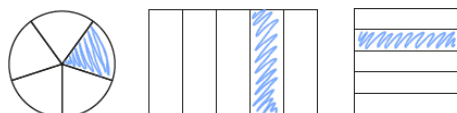
3 What fraction of each shape is shaded?

a)

$\frac{1}{5}$ ✓ $\frac{3}{5}$

b)

$\frac{1}{3}$ ✓ $\frac{2}{3}$

c)

$\frac{4}{6}$ $\frac{1}{6}$ ✓

d)

$\frac{1}{4}$ ✓ $\frac{2}{4}$

e)

$\frac{4}{7}$ $\frac{1}{7}$ ✓

Tick the unit fraction in each pair of shapes.

How did you know which was the unit fraction?

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4 a) Colour $\frac{1}{5}$ of each shape.

b) Colour $\frac{3}{5}$ of each shape.

What is the same and what is different about your answers?

5 a) Circle $\frac{1}{3}$ of the counters.

b) Circle $\frac{2}{3}$ of the counters.

What is the same and what is different about your answers?

6 Write the fractions in the table.

$\frac{1}{6}$ $\frac{2}{3}$ $\frac{3}{4}$ $\frac{1}{10}$ $\frac{1}{8}$

$\frac{3}{5}$ $\frac{1}{4}$ $\frac{1}{99}$ $\frac{6}{1}$ $\frac{1}{250}$

Unit fractions	Non-unit fractions
$\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{99}$ $\frac{1}{10}$ $\frac{1}{8}$ $\frac{1}{250}$	$\frac{3}{5}$ $\frac{2}{3}$ $\frac{3}{4}$ $\frac{6}{1}$

Write two more examples of your own in each column.

7 a) What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is $\frac{1}{9}$

The numerator is always 1

An example of a non-unit fraction is $\frac{2}{9}$

The numerator is always greater than 1

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Maths Lesson 2 – ANSWERS

Making the whole

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1 Here are some counters.

🟡 🟡 🟡 🔴 🔴
1   2   3   4   5

a) What fraction of the counters are yellow? $\frac{3}{5}$

b) What fraction of the counters are red? $\frac{2}{5}$

c) Complete the number sentence. $\frac{3}{5} + \frac{2}{5} = \frac{5}{5}$

2 Here is a tower of cubes.

a) What fraction of the tower is green? $\frac{3}{4}$

b) What fraction of the tower is blue? $\frac{1}{4}$
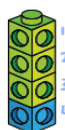
c) Complete the number sentence. $\frac{3}{4} + \frac{1}{4} = \frac{4}{4}$

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

$\frac{4}{4}$ $\frac{5}{5}$ $\frac{6}{6}$

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 __less than__ the denominator, the fraction is less than one whole.

When the numerator is __equal to__ the denominator, the fraction is equal to one whole.

6 Circle the fractions that are equivalent to one whole

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

$\frac{10}{10}$ $\frac{8}{9}$ $\frac{3}{3}$ $\frac{5}{5}$
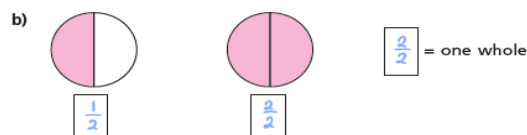
7 Here are $\frac{1}{3}$ of Jack's marbles.
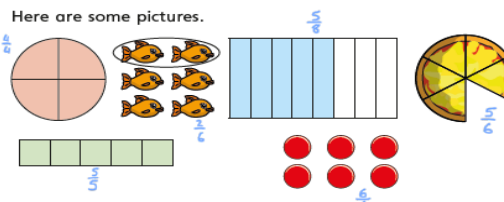
Draw the rest of Jack's marbles in the bar model.

3 What fraction of each shape is shaded?

Which fraction represents a whole?

Fill in the missing fractions.

a)

$\frac{3}{3}$ = one whole

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

b)

$\frac{2}{2}$ = one whole

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

4 Here are some pictures.

$\frac{2}{6}$ $\frac{5}{8}$ $\frac{5}{5}$ $\frac{5}{6}$ $\frac{6}{6}$

Use the pictures to help you answer the questions.
a) Write three fractions that are less than one whole.

$\frac{2}{6}$ $\frac{5}{8}$ $\frac{5}{6}$

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

Girls   Boys

What fraction are boys?

$\frac{5}{7}$ are boys.

9 Each bar model is worth one whole.

Split the bar model and label the missing fractions.

| $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ |

| $\frac{1}{5}$ | $\frac{1}{5}$ | $\frac{1}{5}$ | $\frac{1}{5}$ | $\frac{1}{5}$ |

| $\frac{7}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ |
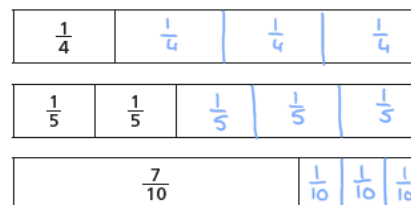
10 Complete the number sentences.

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

b) $\frac{6}{10} + \frac{4}{10} = 1$

c) $\frac{7}{7} = \frac{2}{7} + \frac{5}{7}$ This is the same as one whole.

d) $\frac{9}{9} = \frac{4}{9} + \frac{5}{9}$

Tenths

White Rose Maths

1 Tick the pictures that show tenths.

2 Write fractions to complete the sentences.

a) $\frac{3}{10}$ of the counters are yellow.

b) $\frac{6}{10}$ of the counters are red.

c) $\frac{1}{10}$ of the counters are green.

3 Amir has some blue and yellow cubes.

He makes a tower using 10 cubes.

$\frac{2}{10}$
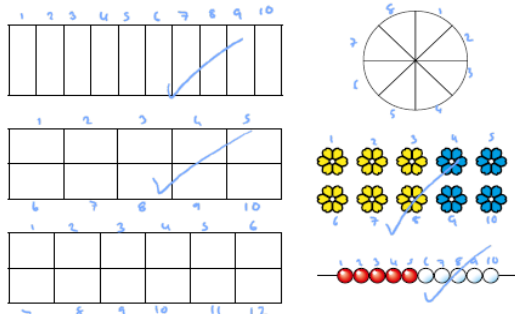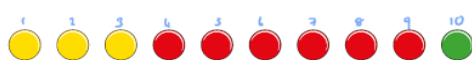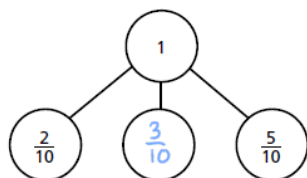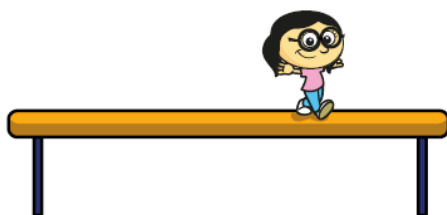
$\frac{8}{10}$

Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.

$\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{7}{10}$ $\frac{8}{10}$ $\frac{9}{10}$

$\frac{9}{10}$ $\frac{8}{10}$ $\frac{7}{10}$ $\frac{6}{10}$ $\frac{5}{10}$ $\frac{4}{10}$ $\frac{3}{10}$ $\frac{2}{10}$ $\frac{1}{10}$

4 Complete the part-whole models.

a) 1 → $\frac{3}{10}$, $\frac{7}{10}$

b) $\frac{7}{10}$; 1 → $\frac{3}{10}$

c) 1 → $\frac{1}{10}$, $\frac{1}{10}$, $\frac{8}{10}$

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d) 1 → $\frac{2}{10}$, $\frac{3}{10}$, $\frac{5}{10}$

5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.

How many tenths does she have left to travel? $\frac{3}{10}$
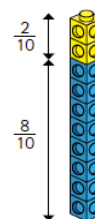
6 10 boys share 3 pizzas equally.
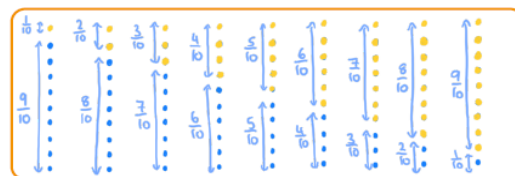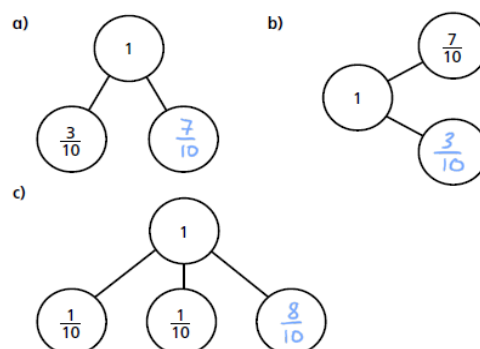
What fraction of a pizza do they each get? $\frac{3}{10}$

7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green? $\frac{2}{10}$

8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green? $\frac{1}{10}$

What fraction could be yellow? $\frac{5}{10}$

How many possible answers can you find?

Green	$\frac{2}{10}$	$\frac{3}{10}$	$\frac{4}{10}$	$\frac{5}{10}$
Yellow	$\frac{4}{10}$	$\frac{3}{10}$	$\frac{2}{10}$	$\frac{1}{10}$

Compare answers with a partner.

Count in tenths

White Rose Maths

1 Continue the sequence.

$\frac{10}{10}$ $\frac{6}{10}$

$\frac{9}{10}$ $\frac{5}{10}$

$\frac{8}{10}$ $\frac{4}{10}$

$\frac{7}{10}$ $\frac{3}{10}$

2 Continue the sequence.

$\frac{1}{10}$ $\frac{4}{10}$

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

$\frac{3}{10}$ $\frac{6}{10}$

3 Write the missing fractions in each sequence.

a) $\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$

$\frac{6}{10}$ $\frac{7}{10}$ $\frac{8}{10}$ $\frac{9}{10}$ $\frac{10}{10}$

b) $\frac{10}{10}$ $\frac{9}{10}$ $\frac{8}{10}$ $\frac{7}{10}$ $\frac{6}{10}$

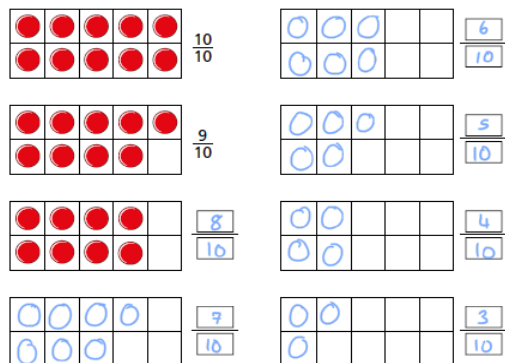$\frac{5}{10}$ $\frac{4}{10}$ $\frac{3}{10}$ $\frac{2}{10}$ $\frac{1}{10}$

4 What fraction is each arrow pointing to?

$A = \frac{1}{10}$ $B = \frac{5}{10}$ $C = \frac{8}{10}$

5 Write the fractions in the correct places on the number lines.

a) $\frac{5}{10}$ $\frac{9}{10}$ $\frac{3}{10}$ $\frac{10}{10}$

b) $\frac{6}{10}$ $\frac{14}{10}$ $\frac{18}{10}$

6 Draw and label arrows to estimate the position of the fractions on the number lines.

a) $\frac{5}{10}$ $\frac{15}{10}$ $\frac{20}{10}$

b) $\frac{3}{10}$ $\frac{11}{10}$ $\frac{19}{10}$

7 = one whole $\frac{10}{10}$

What number is represented in each picture?

a) $\frac{4}{10}$ c) $\frac{22}{10}$

b) $\frac{15}{10}$
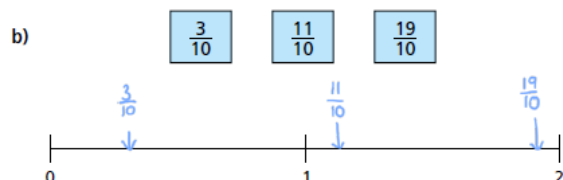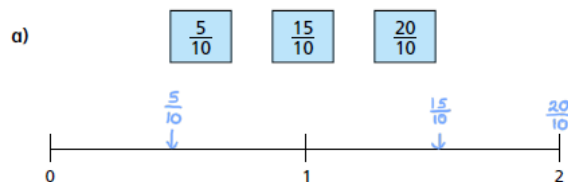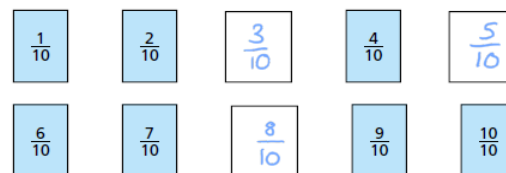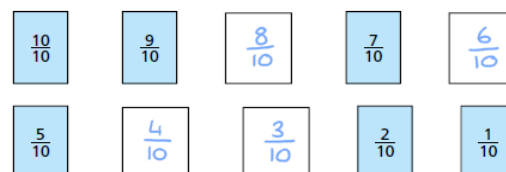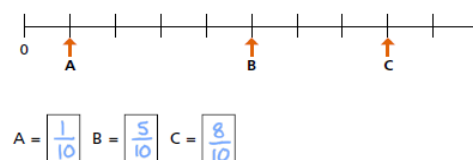
8 Whitney is thinking of a fraction.

My fraction is more than one whole but less than 2. My fraction has an odd number as the numerator.

What could Whitney's fraction be? List all the possible fractions.

$\frac{11}{10}$ $\frac{13}{10}$ $\frac{15}{10}$ $\frac{17}{10}$ $\frac{19}{10}$

Compare answers with a partner.

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Maths Lesson 5 – ANSWERS

Tenths as decimals

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1 Complete the table.

Representation	Words	Fraction	Decimal
	1 tenth	$\frac{1}{10}$	0.1
	7 tenths	$\frac{7}{10}$	0·7
	3 tenths	$\frac{3}{10}$	0.3
	5 tenths	$\frac{5}{10}$	0·5

2 Match each bar model to the equivalent decimal.

0.8

0.6

0.4

5 Continue the pattern.

fraction	decimal	words	fraction	decimal
$\frac{1}{10}$	0.2	3 tenths	$\frac{4}{10}$	0.5
6 tenths	$\frac{7}{10}$	0·8	9 tenths	$\frac{10}{10}$
words	fraction	decimal	words	fraction

6 What decimal is each arrow pointing to?

A = 0·2   B = 0·5   C = 0·9

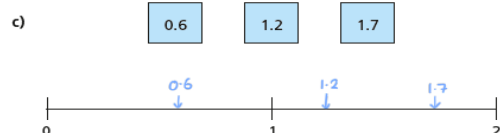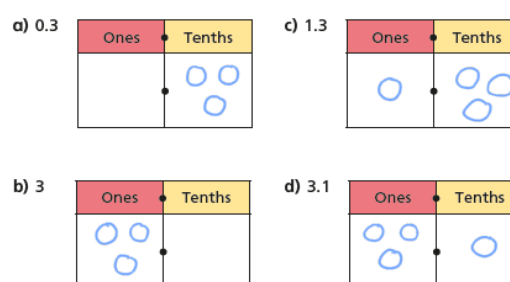**7** Estimate the position of the decimals on the number lines.
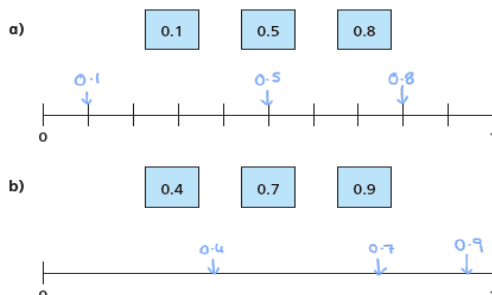
a)   0.1   0.5   0.8

0·1   0·5   0·8

b)   0.4   0.7   0.9

0·4   0·7   0·9

3 Mo is using a place value chart to represent numbers.

Write each number as a decimal.

a)

Ones	Tenths

0·2

c)

Ones	Tenths

1·5

b)

Ones	Tenths

0·7

d)

Ones	Tenths

3·2

4 Draw counters to represent the numbers.

a) 0.3

Ones	Tenths

c) 1.3

Ones	Tenths

b) 3

Ones	Tenths

d) 3.1

Ones	Tenths

c)   0.6   1.2   1.7

0·6   1·2   1·7

0   1   2
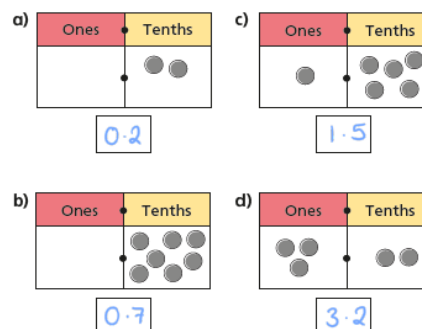
8 Complete the statements.

a) $0.2 > \frac{1}{10}$

c) $\boxed{7}$ tenths = 0.7

b) $0.8 < \frac{9}{10}$

d) $\boxed{1·2} = \frac{12}{10}$

Is there more than one answer for each?

9 Aisha places 6 counters onto this place value chart.

Ones	Tenths
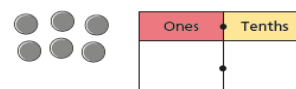
List all the possible numbers she could represent.

0·6   1·5   2·4   3·3

4·2   5·1   6·0

Friday Family Maths Challenge Answers

Challenge 1 - 8 people

Challenge 2 - 18 pence

Challenge 3 - The blue square is equal to 20

Challenge 4 - 98 cm

Answers English Lesson 1

1. a) Some crayons are being used more than others and the crayons feel this is not fair. *
2. b) The crayons want equal opportunities.
3. The Blue Crayon wants to be used sparingly.

4

The Blue Crayon is being worn down.

1

The other crayons are jealous.

3

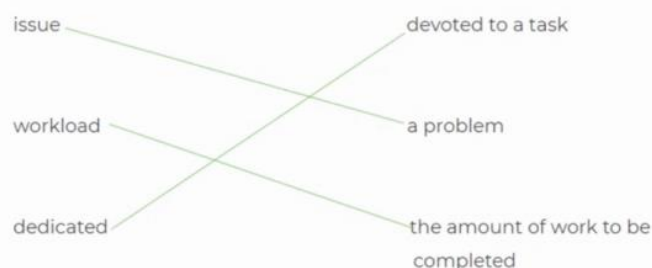The Blue Crayon is the favourite in the pack.

2

4. The crayon enjoys its job, but is unsure why it is being used more than the others.

39

Answers English Lesson 2

1. Anxious
2. To quit your job.
3.
   issue ——————————— devoted to a task

   workload ——————————— a problem

   dedicated ——————————— the amount of work to be completed
4. Praise
5. Settle*

Answers English Lesson

1. Greeting
2. Expanded noun phrase
3. Exclamation mark
4. Subordinate clause*
5. Do you really think that's fair?

Answers English Lesson 4

1. Underline the subordinate clause in the sentences below.
a) We need to talk before I decide to leave your crayon box once and for all.
b) Some of the crayons seem to be content whilst others feel frustrated and dejected.
c) Because of this, I need to ask you to give me some time off from colouring.

2. Match the main clause and the subordinate clause.

Main clauses	Subordinate clauses
it was good to be busy	because I have some concerns
we need to talk	although now they argue a lot
please settle the argument between Yellow and Orange	when I first started to colour for you
the crayons previously lived in harmony	before it gets out of hand

When I first started to colour for you, it was good to be busy. **OR** It was good to be busy when I first started to colour for you.

Because I have some concerns, we need to talk. **OR** We need to talk because I have some concerns.

Please settle the argument between Yellow and Orange before it gets out of hand. **OR** Before it gets out of hand, please settle the argument between Yellow and Orange.

The crayons previously lived in harmony although now they argue a lot. **OR** Although now they argue alot, the crayons previously lived in harmony.

GOOD JOB!

3. Tick the sentences with the correct use of a subordinate clause.
a) I would really appreciate you taking more care unless you would prefer me to resign? ✓
b) It's your dedicated, conscientious friend Green Crayon here.
c) When it comes to all things green, I feel that things are going well! ✓

4. Extend these sentences by adding a subordinate clause to the beginning. The first one has been done for you.

a) As a hardworking member of the crayon crew, I am more than happy with my workload.
b) Because you don't overwork me, I am more than happy with my workload.
c) Even though I work long hours, I am more than happy with my workload

There are lots of possible answers for Q4.