Farnborough gets Active

Our active challenge starts Thursday 14th May and ends Wednesday 20th May.

- When going out for your daily exercise, measure how many kilometres you cover across 7 days (dates above).
- All activities count - walking a dog, walking through the woods, running, cycling, scooting are all perfect.
- Once you have completed the week, email your class teacher on the class email with the total of kilometres: yearfivelearning@farnborough.bromley.sch.uk
- The final day to supply teachers with your total is Friday 22nd May.

Which class will be crowned the most active?

Farnborough gets Active

Here is a table your child can use to record your distances

	Thursday 14th May	Friday 15th May	Saturday 16th May	Sunday 17th May	Monday 18th May	Tuesday 19th May	Wednesday 20th May	Total amount of kilometres
No of kilometres covered by your family								




Day 4

English

WALT: write an information text

What other rare, not yet discovered, creature could you write about?

★ First, let's create a new animal to explore. If you have access to the Internet, type this into Google:

https://www.switchzoo.com

Here, you can create your own creature by blending zoo animals together. Print off your animal and stick it below. OR you can create your creature yourself. Simply draw into the box below to design a new animal that you might find on land or in the sea.

Get Planning!

★ Use the boxed-up planner to plan your facts. It has the same structure as my text. Make notes or draw pictures.

Name of animal	•
What is it? Introduce the animal	• •
Appearance What does it look like?	• •
Habitat Where does it live?	• •
Diet What does it eat?	• •
Talents What can it do?	• •
Fascinating fact	•

Are you ready to present your research and write your information text? Then write it, read it and check it! See you at the end!

Day 4

Maths

Day 4

WALT: recognise fractions as divisions

Yesterday’s answers

ANSWERS

Question 1 a): The shop is closer than the café.
The beach is closer than the castle.

Question 1 b): The garage is farther than the pier.

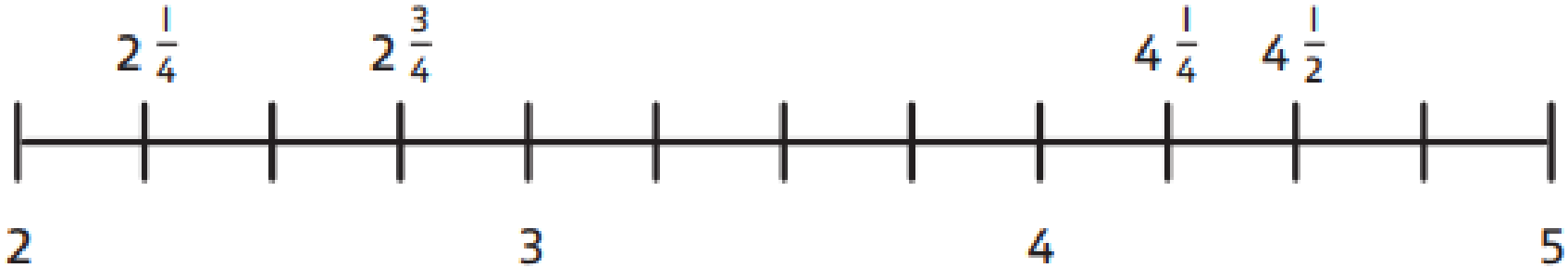
Thinking Together

Question 1: $1\frac{3}{4} > 1\frac{1}{2}$
Amelia has walked farther.

Question 2: $\frac{16}{3} < 5\frac{1}{2}$
Toshi has more juice.

Question 3: $5\frac{1}{2}\left(\frac{88}{16}\right) < B < C < A < 5\frac{3}{4}\left(\frac{92}{16}\right)$ so A contains 91 weights; B contains 89 weights; C contains 90 weights.

1. a)



b) $2\frac{1}{4}, 2\frac{3}{4}, 4\frac{1}{4}, 4\frac{1}{2}$

2. a) Right-hand diagram circled

b) Left-hand diagram circled

c) Right-hand diagram circled

3. a) $3\frac{1}{5} < 3\frac{4}{5}$

b) $\frac{13}{5} < \frac{17}{5}$

c) $\frac{15}{5} < 3\frac{3}{5}$

d) $4\frac{2}{5} < \frac{23}{5}$

e) $4\frac{2}{6} > \frac{23}{6}$

f) $\frac{23}{7} < 4\frac{2}{7}$

4. Kate has cycled farther.

6. a) Answers may vary depending on the denominators chosen – a possible solution is:

$\frac{43}{10}, \frac{87}{20}, \frac{44}{10}$

$\frac{21}{5} < \frac{43}{10} < \frac{87}{20} < \frac{44}{10} < 4\frac{5}{10}$

b) Answers may vary depending on the denominator chosen – a possible solution is:

$3\frac{11}{32}, 3\frac{21}{64}, 3\frac{23}{64}, 3\frac{41}{128}$

From greatest to least: $3\frac{3}{8}, 3\frac{23}{64}, 3\frac{11}{32}, 3\frac{21}{64}, 3\frac{41}{128}, \frac{53}{16}$

Reflect

Answers may vary, for example, $\frac{8}{3} = 2\frac{2}{3}$; $\frac{2}{3}$ is greater than $\frac{1}{6}$ so $\frac{8}{3} > 2\frac{1}{6}$.

$2\frac{1}{6} = \frac{13}{6}$; $\frac{8}{3} = \frac{16}{6}$ so $\frac{8}{3}$ is greater than $2\frac{1}{6}$.

Daily Maths

- **Discovery –Discuss** this page with your parent.
- **Share** – Show different methods of how a question could be answered - **Discussion**
- **Thinking Together** – Discuss method shared, use information to answer questions
- **Challenge** – Plato only
- **Practice** – Children to work independently on tasks.

What you need to do?

- Discovery – Plato, Aristotle, Pythagoras
- Share – Plato, Aristotle, Pythagoras
- Thinking Together – Aristotle, Pythagoras
- Challenge - Plato
- Practice – Pythagoras Qu 1 - 2

  Aristotle Qu 1 – 4

  Plato Qu 1 - Reflection

Watch this clip to help you understand how to understand fractions as division

https://www.youtube.com/watch?v=3xwDryouw6o

Discover

1 **a)** If 2 pizzas are shared equally between 3 people, how much pizza will each person get?

b) 2 pizzas are to be shared between 4 people. Show how this can be done in different ways.

Discovery – Discussion with parent

Discover

1 a) If 2 pizzas are shared equally between 3 people, how much pizza will each person get?

b) 2 pizzas are to be shared between 4 people. Show how this can be done in different ways.

What calculation would represent this question?

What fraction of pizza does each customer get?

How do you know? How are the fraction and division calculation linked?

Can you explain what fraction is created by the new question?

How could you represent this fraction differently?

Can it be simplified?

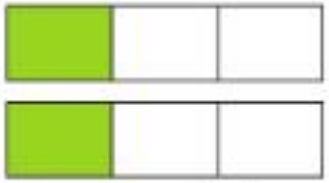
Share

a) To work out $2 \div 3$, share the pizzas one at a time.

Share the first pizza. Each person gets 1 third.

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

Share the second pizza. Each person gets another third.



$2 \div 3 = \frac{1}{3} + \frac{1}{3}$

$2 \div 3 = \frac{2}{3}$

Each person gets $\frac{2}{3}$ of a pizza.

I can see how the division sign ÷ looks like a fraction.

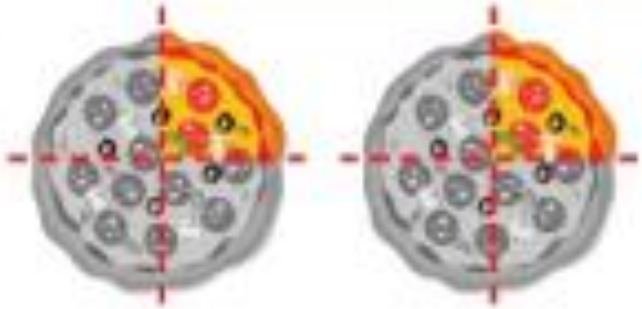
Discuss with parents to help deepen your understanding of fractions.

Why does dividing 1 by 3 equal 1 3 ?

Why do the two fractions need adding at the end of the question?

How was your method in solving this similar or different?

b)



Each person gets $\frac{1}{4}$ of each pizza.

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

Each person gets $\frac{1}{2}$ of one pizza.

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

Did you simplify or expand the fraction? Why?

Thinking Together

1 3 pizzas are divided equally among 5 people. How much does each person get?

$3 \div 5 = \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

This looks like $\frac{3}{15}$. But I do not think they each get $\frac{3}{15}$ of a pizza.

I need to work out what each bar represents.

Each person receives $\frac{\square}{\square}$ of a pizza.

Why does this picture not show 3/15 ? Explain.

2 7 artists share 4 kg of clay equally. How much clay does each artist have?

$\square \div \square = \frac{\square}{\square}$

Each artist has $\frac{\square}{\square}$ kg of clay.

How many equal parts will you need to share the bags of clay into?

How could you represent this division as a fraction?

3 a) Use the number cards to complete each statement.

You can only use a card once.

CHALLENGE

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

$\square \div \square = \frac{1}{6}$

$\square \div \square = \frac{2}{6}$

$\square \div \square = \frac{3}{6}$

$\square \div \square = \frac{4}{6}$

$\square \div \square = \frac{5}{6}$

I can think of many different solutions for $\frac{3}{6}$.

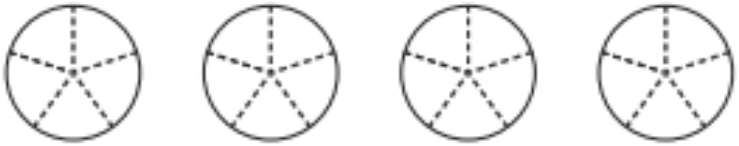
b) Which cards cannot be used in any of the statements? Explain why.

Plato Challenge

Which fraction will be easiest to find a division for? Explain.

Why do you think Flo is so confident about 3 /6 ?

1 **a)** Richard has 4 cakes to share between 5 tables. How much cake is there for each table?



$4 \div 5 = \frac{\square}{\square}$

There is ☐ of a cake for each table.

b) Isla has 3 pies to share between 8 plates. How much pie is there for each plate?

$3 \div 8 = \square$

There is ☐ of a pie for each table.

c) Aki shares 5 kg strawberries between 6 bowls. What weight of strawberries is in each bowl?

☐ ÷ ☐ = ☐ There is ☐ kg of strawberries in each bowl.

Pythagoras

Aristotle

Plato

to do this work

2 Complete each statement.

a) $1 \div 5 = \square$

b) $2 \div 5 = \square$

c) $3 \div 5 = \square$

d) $3 \div \square = \frac{3}{10}$

e) $\frac{4}{\square} = 4 \div 11$

f) $8 \div 9 = \frac{\square}{9}$

0

Pythagoras

Aristotle

Plato

to do this work

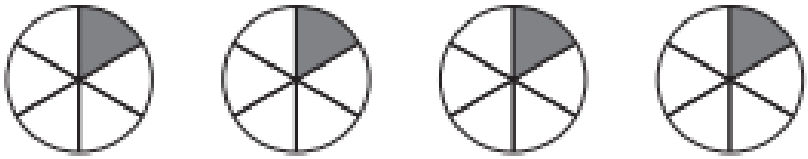
3 **a)** Amelia has 3 m of ribbon. She cuts it into 8 equal lengths.

How long is each length?

b) Ebo has 4 m of ribbon. He cuts it into 8 equal lengths.

How long is each length?

4 Emma says, 'This shows that $4 \div 6 = \frac{4}{24}$.'



Explain her mistake.

_____

_____

5 Match each division with the correct fraction.

$2 \div 8$	$3 \div 9$	$1 \div 10$	$4 \div 10$	$4 \div 20$	$3 \div 4$

$\frac{1}{5}$	$\frac{2}{5}$	$\frac{9}{12}$	$\frac{1}{3}$	$\frac{2}{20}$	$\frac{1}{4}$

6 **a)** 5 litres fill 6 glasses.

6 litres fill 9 glasses.

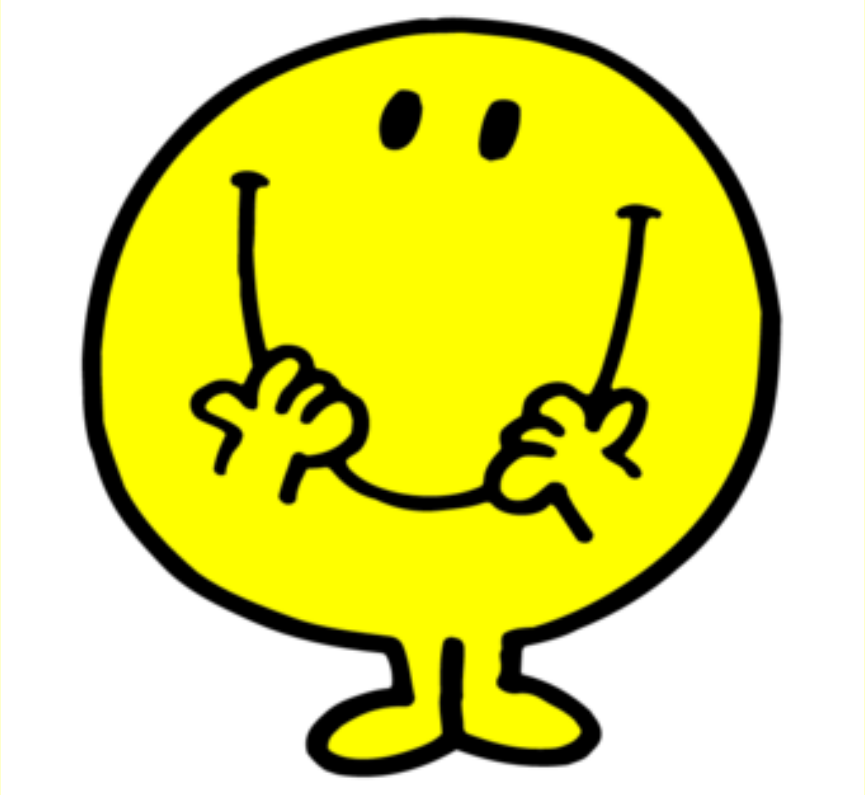
Which glasses are bigger? Explain your answer fully.

b) 8 litres fill 20 red watering cans. 12 litres fill 30 blue watering cans. Which watering cans are larger?

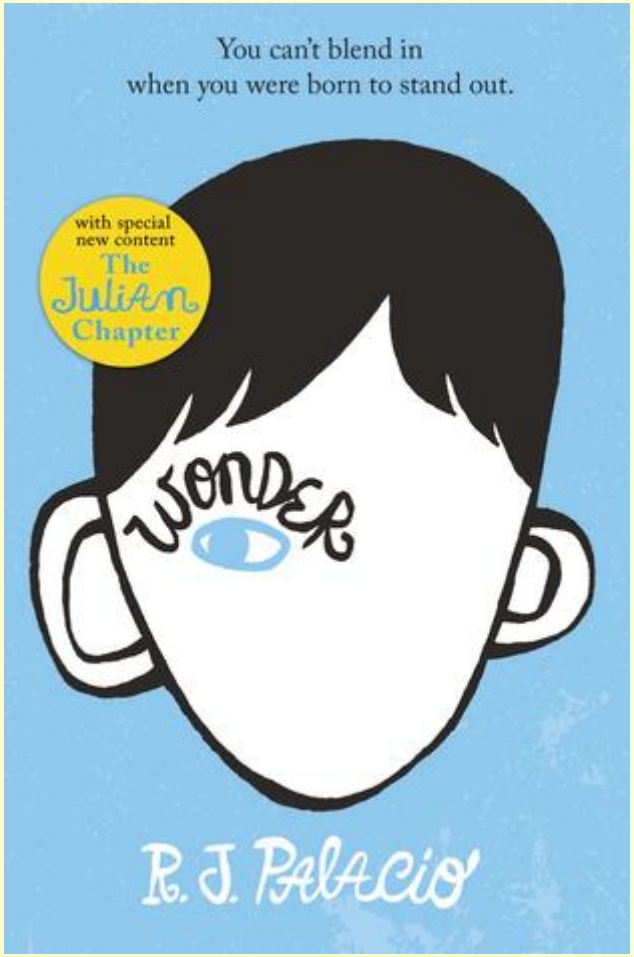
Reflect

Explain the relationship between $3 \div 8$ and $\frac{3}{8}$ using what you have learnt in this lesson.

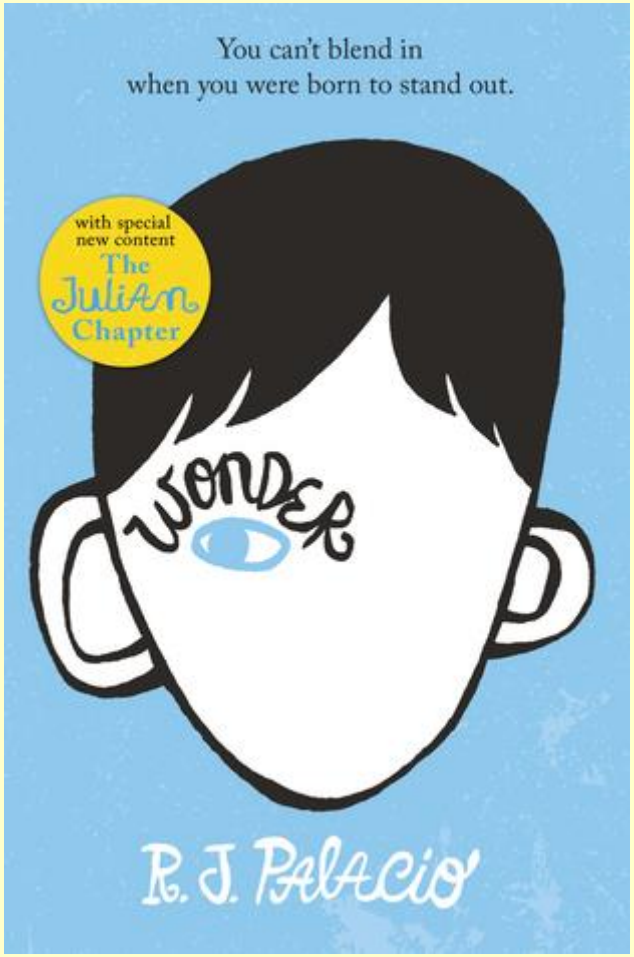
Day 4



Day 4 Guided Reading



One to Ten


You can't blend in
when you were born to stand out.
with special
new content
The
Julian
Chapter
WONDER
R. J. PALACIO

One to Ten

MOM ALWAYS HAD this habit of asking me how something felt on a scale of one to ten. It started after I had my jaw surgery, when I couldn't talk because my mouth was wired shut. They had taken a piece of bone from my hip bone to insert into my chin to make it look more normal, so I was hurting in a lot of different places. Mom would point to one of my bandages, and I would hold up my fingers to show her how much it was hurting. One meant a little bit. Ten meant so, so, so much. Then she would tell the doctor when he made his rounds

what needed adjusting or things like that. Mom got very good at reading my mind sometimes.

After that, we got into the habit of doing the one-to-ten scale for anything that hurt, like if I just had a plain old sore throat, she'd ask: "One to ten?" And I'd say: "Three," or whatever it was.

When school was over, I went outside to meet Mom, who was waiting for me at the front entrance like all the other parents or babysitters. The first thing she said after hugging me was: "*So*, how was it? One to ten?"

"Five," I said, shrugging, which I could tell totally surprised her.

"Wow," she said quietly, "that's even better than I hoped for."

"Are we picking Via up?"

"Miranda's mother is picking her up today. Do you want me to carry your backpack, sweetness?"

We had started walking through the crowd of kids and parents, most of whom were noticing me, "secretly" pointing me out to each other.

"I'm fine," I said.

"It looks too heavy, Auggie." She started to take it from me.

"Mom!" I said, pulling my backpack away from her. I walked in front of her through the crowd.

"See you tomorrow, August!" It was Summer. She was walking in the opposite direction.

"Bye, Summer," I said, waving at her.

As soon as we crossed the street and were away from the crowd, Mom said: "Who was that, Auggie?"

"Summer."

"Is she in your class?"

"I have lots of classes."

"Is she in *any* of your classes?" Mom said.

"Nope."

Mom waited for me to say something else, but I just didn't feel like talking.

"So it went okay?" said Mom. I could tell she had a million questions she wanted to ask me. "Everyone was nice? Did you like your teachers?"

"Yeah."

"How about those kids you met last week? Were they nice?"

"Fine, fine. Jack hung out with me a lot."

"That's so great, sweetie. What about that boy Julian?"

I thought about that Darth Sidious comment. By now it felt like that had happened a hundred years ago.

"He was okay," I said.

"And the blond girl, what was her name?"

"Charlotte. Mom, I said everyone was nice

already."

"Okay," Mom answered.

I honestly don't know why I was kind of mad at Mom, but I was. We crossed Amesfort Avenue, and she didn't say anything else until we turned onto our block.

"So," Mom said. "How did you meet Summer if she wasn't in any of your classes?"

"We sat together at lunch," I said.

I had started kicking a rock between my feet like it was a soccer ball, chasing it back and forth across the sidewalk.

"She seems very nice."

"Yeah, she is."

"She's very pretty," Mom said.

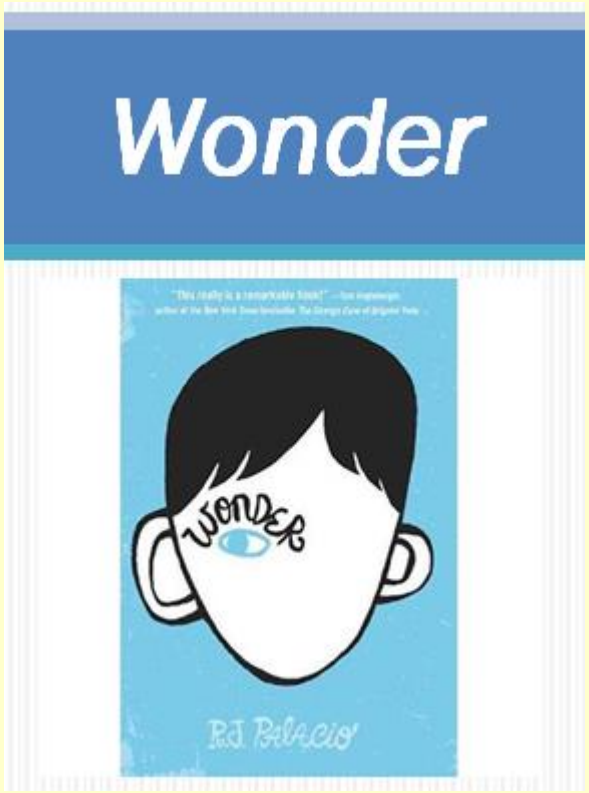
"Yeah, I know," I answered. "We're kind of like Beauty and the Beast."

I didn't wait to see Mom's reaction. I just

started running down the sidewalk after the rock, which I had kicked as hard as I could in front of me.

WALT: summarise the text

- Write a short summary of what has happened in this chapter.



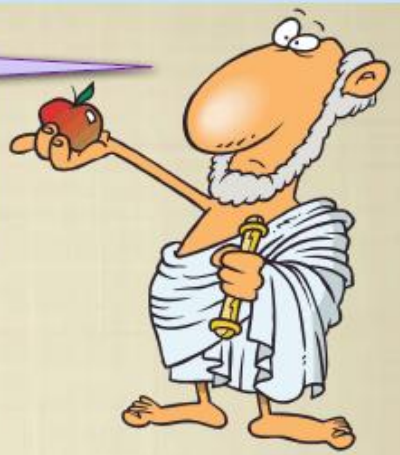
ANCIENT GREECE

<u>LEARNING OBJECTIVE:</u>
TO FIND OUT ABOUT THE PHYSICAL GEOGRAPHY OF GREECE.

IF YOU HAD TO DESCRIBE TO SOMEONE WHERE GREECE WAS, WHAT WOULD YOU SAY?

HOW WOULD YOU DESCRIBE WHERE IT IS NOW?

HOW MUCH DO YOU KNOW ABOUT THE GEOGRAPHY OF MODERN GREECE? CAN YOU ANSWER ANY OF THESE QUESTIONS?



WHAT IS THE LANDSCAPE LIKE?

HOW BIG IS GREECE?

WHICH SEAS SURROUND IT?

WHAT IS THE CLIMATE LIKE?

WHAT RIVERS ARE THERE?

BACK

NEXT

WHERE IS GREECE?

GREECE IS A COUNTRY IN SOUTHERN EUROPE. IT IS BORDERED BY TURKEY, BULGARIA, MACEDONIA AND ALBANIA.

IT IS MADE UP OF MAINLAND GREECE AND LOTS OF SMALLER ISLANDS. THERE ARE AROUND 2000 ISLANDS ALTOGETHER ALTHOUGH ONLY 227 OF THESE ARE INHABITED.

BACK

NEXT

HOW BIG IS GREECE?

GREECE HAS AN AREA OF AROUND 131,940 SQUARE KILOMETRES. THIS IS THE SAME AS 50,502 SQUARE MILES. THE LARGEST GREEK ISLAND IS CRETE WITH AN AREA OF 8260 SQUARE KILOMETRES (3190 SQUARE MILES).

GREECE HAS THE 12TH LONGEST COASTLINE IN THE WORLD AND THE LONGEST OVERALL IN EUROPE. THE TOTAL LENGTH OF THE GREEK COASTLINE IS 13,676 KM (8498 MILES).

BACK

WHAT IS THE LANDSCAPE LIKE?

GREECE IS ONE OF THE MOST MOUNTAINOUS COUNTRIES IN EUROPE. AROUND 60% OF GREECE IS COVERED BY MOUNTAINS. THE TALLEST MOUNTAIN IN GREECE IS MOUNT OLYMPUS WHICH IS 2915 METRES HIGH.

THE LARGEST MOUNTAIN RANGE IN GREECE IS THE PINDUS RANGE WHICH FORMS THE BACKBONE OF MAINLAND GREECE. BECAUSE THERE ARE SO MANY MOUNTAINS IN GREECE THERE ARE ALSO LOTS OF GORGES, STEEP CLIFFS AND CHASMS.

BACK

NEXT

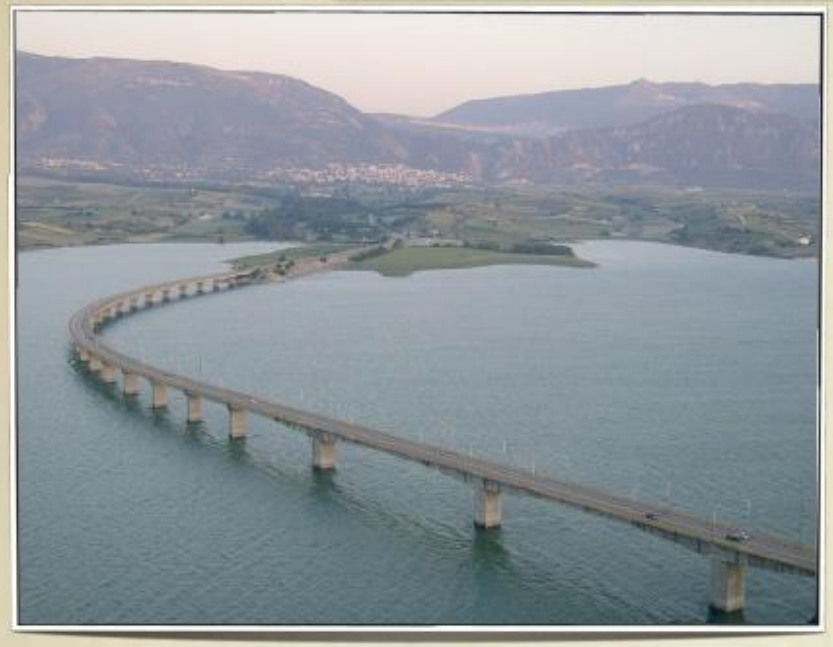
WHAT IS THE CLIMATE LIKE?

THE CLIMATE IN GREECE IS TYPICAL OF MEDITERRANEAN COUNTRIES. IT HAS WARM, DRY SUMMERS AND MILD, WET WINTERS. TEMPERATURES AND PRECIPITATION CAN VARY DEPENDING ON WHAT PART OF GREECE YOU ARE IN.

AVERAGE TEMPERATURES IN ATHENS (°C):

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
10.2	10.6	12.3	16	20.6	25.1	27.9	27.8	24.2	19.5	15.5	12

WHAT RIVERS ARE THERE?



THE LONGEST RIVER IN GREECE IS THE ALIAKMONAS RIVER WHICH IS 297 KILOMETRES IN LENGTH. THE WIDEST PART OF THE RIVER IS 120 METRES.

THE SECOND LONGEST RIVER IS THE ACHELOOS RIVER WHICH IS 220 KILOMETRES LONG. OTHER MAJOR RIVERS INCLUDE THE PINEIOS RIVER, THE RIVER OF EVROS AND THE MESTA RIVER.

WHICH SEAS SURROUND IT?

GREECE IS SURROUNDED BY SEA ON 3 SIDES. THIS MAKES IT A PENINSULA. THERE ARE 4 DIFFERENT SEAS SURROUNDING GREECE, THE LARGEST OF WHICH IS THE MEDITERRANEAN SEA.

IONIAN SEA

AEGEAN SEA

SEA OF CRETE

BACK

NEXT

Below are lots of answers to questions about Greece. Can you use the Information Sheet to help you find out what the questions were?

Question	Answer
	Turkey, Bulgaria, Macedonia and Albania
	227
	131,940 km^2
	13,676 km
	Mount Olympus
	Pindus range
	July
	January
	The Aliakmonas
	The Mediterranean, the Ionian, the Aegean and the Sea of Crete

Physical activity – minimum 30 minutes each day	Link to resource
5 a day User Name: FPS53 / Password: JFz4XqG7	https://player.5-a-day.tv/
Joe Wicks – PE sessions	https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ
Cosmic Kids Yoga	https://www.youtube.com/user/CosmicKidsYoga
PE Hub Parents Portal	https://pehubportal.co.uk/
Go Noodle	https://www.gonoodle.com/good-energy-at-home-kids-games-and-videos/
Go for a walk/run. You must go with an adult from your home and make sure you stay 2 metres away from other people.	