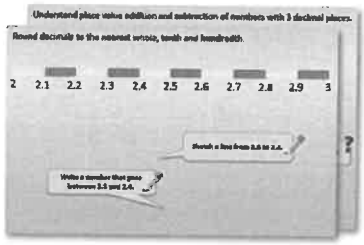
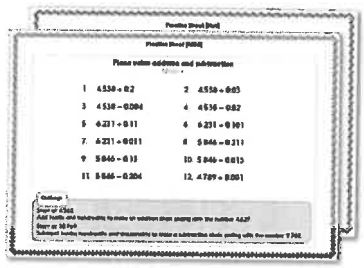
Week 7, Day 1
Subtract 9, 11, 19 and 21

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



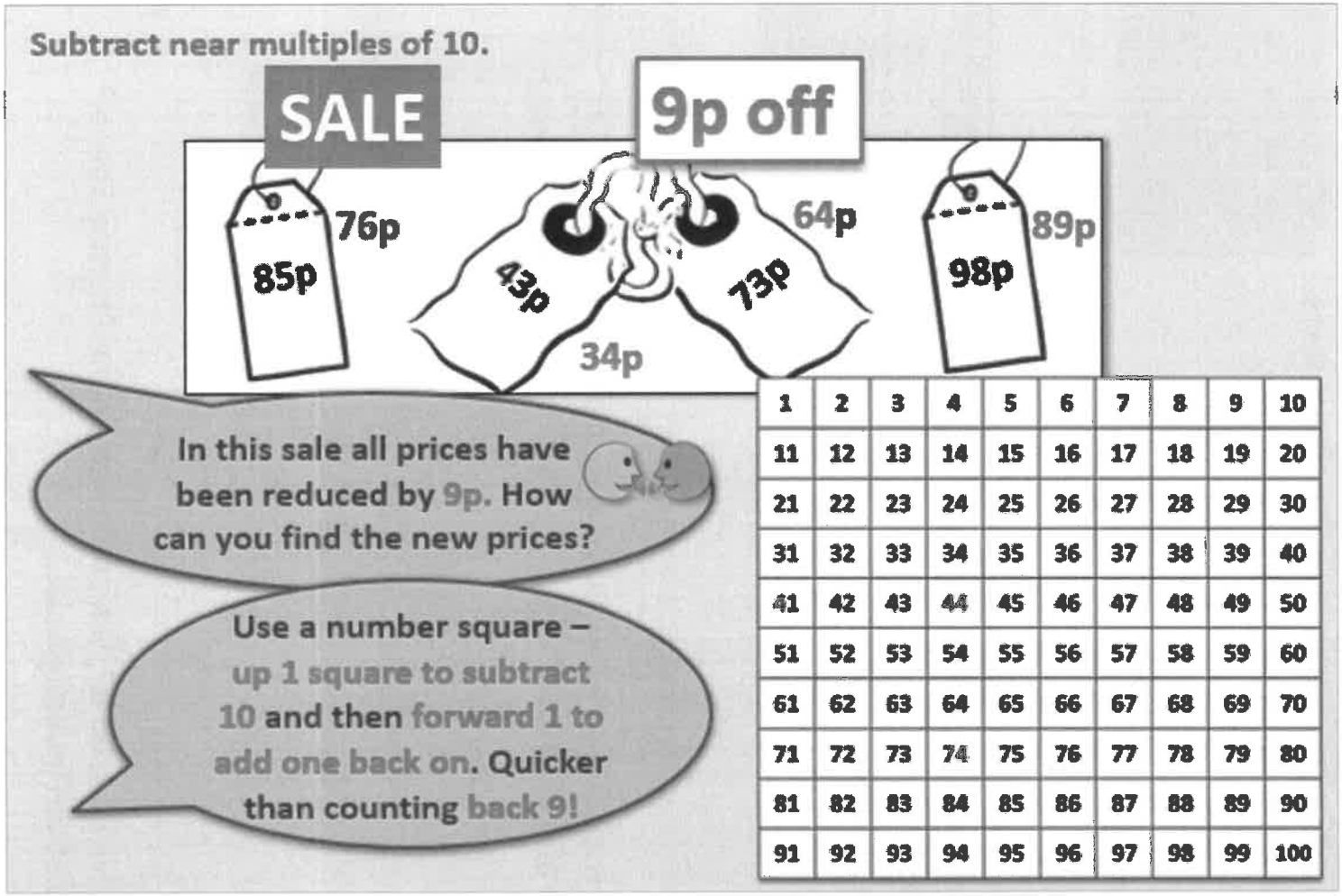
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



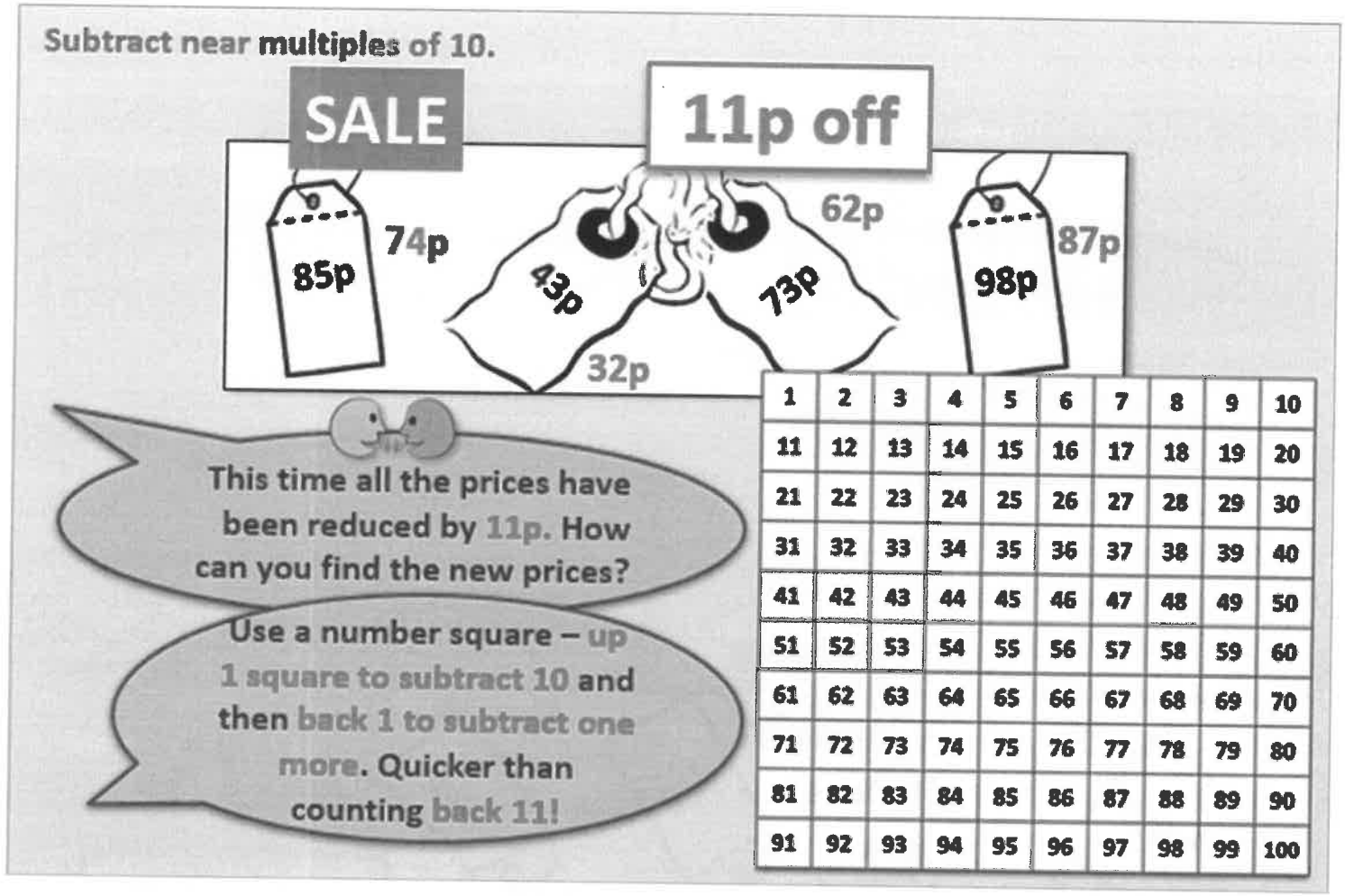
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

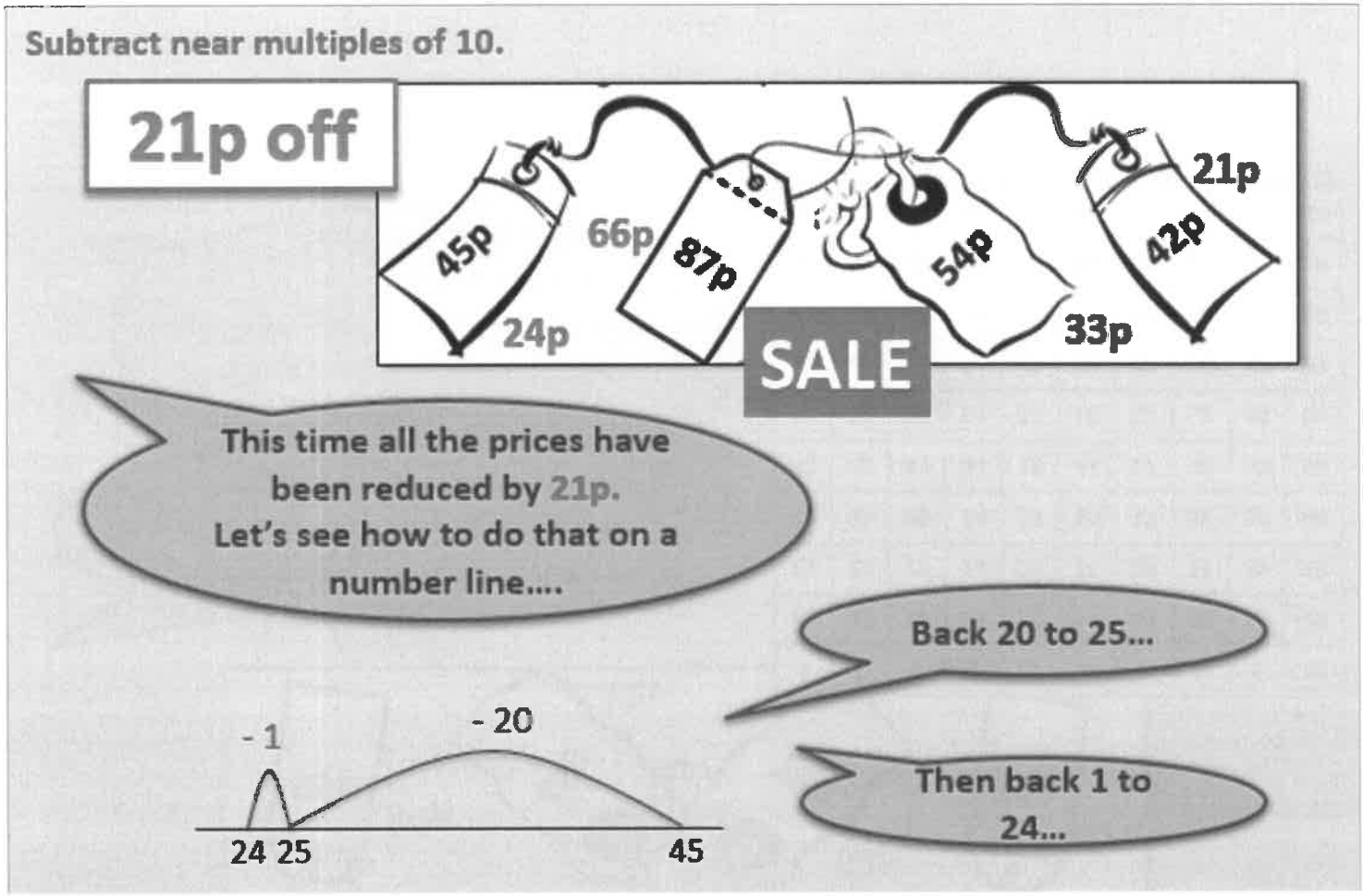
Learning Reminders



Learning Reminders



Learning Reminders

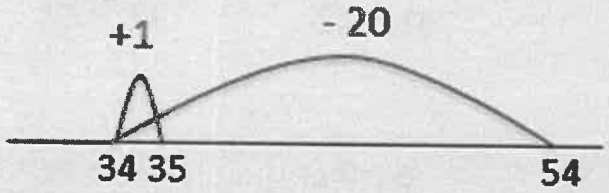


Learning Reminders

Subtract near multiples of 10.

This time all the prices have been reduced by 19p. Let's see how to do these on a number line....

Back 20 to 34...



Then forward 1 to 35...

Why forward this time?

Practice Sheet Mild

Subtraction practice

Part A

25 – 10	25 – 11	25 – 9
42 – 10	42 – 11	42 – 9
87 – 10	87 – 11	87 – 9
63 – 10	63 – 11	63 – 9
74 – 10	74 – 11	74 – 9

Part B

22 – 20	22 – 21	22 – 19
35 – 20	35 – 21	35 – 19
46 – 20	46 – 21	46 – 19
53 – 20	53 – 21	53 – 19
94 – 20	94 – 21	94 – 19
68 – 20	68 – 21	68 – 19

Challenge

Write two 'Top Tips' with these headings:

1. How to subtract 11 by 'adjusting'.
2. How to subtract 19 by 'adjusting'.

Practice Sheet Hot
Subtraction practice

Part A

53 – 20	53 – 21	53 – 19
45 – 20	45 – 21	45 – 19
70 – 20	70 – 21	70 – 19
59 – 20	59 – 21	59 – 19
94 – 20	94 – 21	94 – 19
68 – 20	68 – 21	68 – 19

Part B

85 – 30	85 – 31	85 – 29
65 – 18	65 – 12	65 – 23
74 – 39	106 – 29	117 – 39
83 – 20	83 – 12	83 – 28
101 – 40	101 – 43	101 – 37

Challenge

Write two 'Top Tips' with these headings:

1. How to subtract 11 by 'adjusting'.
2. How to subtract 19 by 'adjusting'.

Practice Sheet Answers

Subtraction practice (Mild)

Part A

25 – 10 = 15	25 – 11 = 14	25 – 9 = 16
42 – 10 = 32	42 – 11 = 31	42 – 9 = 33
87 – 10 = 77	87 – 11 = 76	87 – 9 = 78
63 – 10 = 53	63 – 11 = 52	63 – 9 = 54
74 – 10 = 64	74 – 11 = 63	74 – 9 = 65

Part B

22 – 20 = 2	22 – 21 = 1	22 – 19 = 3
35 – 20 = 15	35 – 21 = 14	35 – 19 = 16
46 – 20 = 26	46 – 21 = 25	46 – 19 = 27
53 – 20 = 33	53 – 21 = 32	53 – 19 = 34
94 – 20 = 74	94 – 21 = 73	94 – 19 = 75
68 – 20 = 48	68 – 21 = 47	68 – 19 = 49

Challenge

Do children clearly explain the strategy of subtracting 10, or a multiple of 10, and adjusting in the appropriate direction?

Subtraction practice (Hot)

Part A

53 – 20 = 33	53 – 21 = 32	53 – 19 = 34
45 – 20 = 25	45 – 21 = 24	45 – 19 = 26
70 – 20 = 50	70 – 21 = 49	70 – 19 = 51
59 – 20 = 39	59 – 21 = 38	59 – 19 = 40
94 – 20 = 74	94 – 21 = 73	94 – 19 = 75
68 – 20 = 48	68 – 21 = 47	68 – 19 = 49

Part B

85 – 30 = 55	85 – 31 = 54	85 – 29 = 56
65 – 18 = 47	65 – 12 = 53	65 – 23 = 42
74 – 39 = 35	106 – 29 = 77	117 – 39 = 78
83 – 20 = 63	83 – 12 = 71	83 – 28 = 55
101 – 40 = 61	101 – 43 = 58	101 – 37 = 64

Challenge

Do children clearly explain the strategy of subtracting 10, or a multiple of 10, and adjusting in the appropriate direction?

A Bit Stuck?
Secret Spider

Work in pairs

Things you will need:
- A spider
- A 1-100 grid
- Addition and subtraction cards
  A pencil

What to do:

- Spread the cards out on the table.
- Choose a card without pointing to it.
  Don't tell your partner which card you chose.
- Use Spider to show the secret addition or subtraction on the grid.
- Can your partner guess which card you chose?
  If so, you both win 10 points.
- Write the addition or subtraction Spider worked out, including the answer.
- Swap roles and repeat.
  See if you can score at least 50 points.

35 + 20 = 55

72 - 20 =

S-t-r-e-t-c-h:

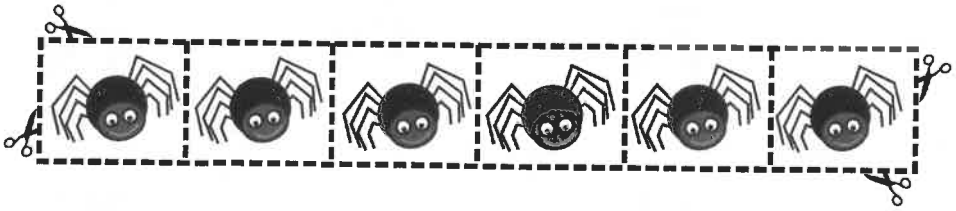
Choose an addition and work out the answer without using Spider on the grid.
Choose a subtraction and work out the answer without using Spider on the grid.

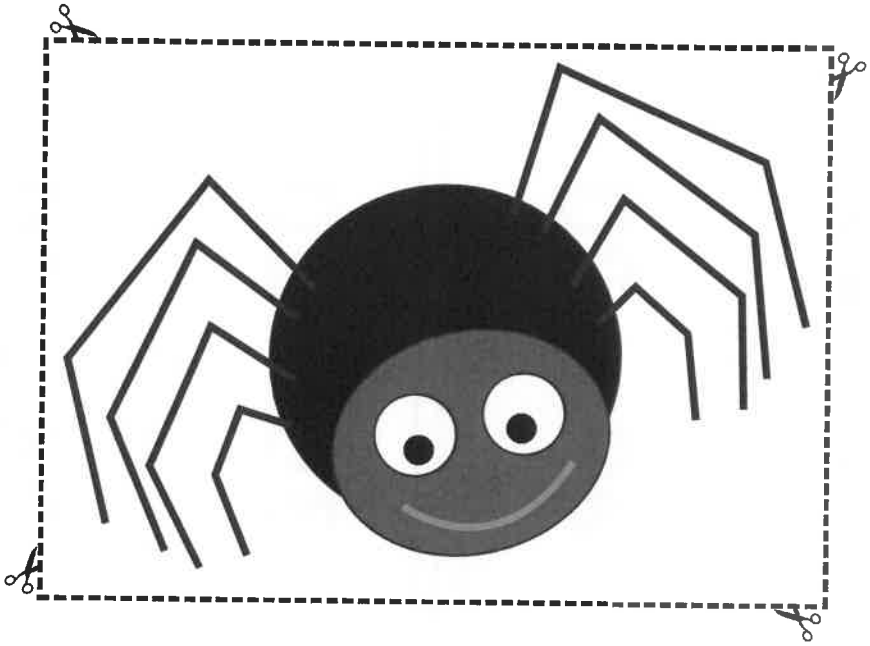
Learning outcomes:
- I can add and subtract 20 using a 1-100 grid.
- I am beginning to add and subtract 20 without a 1-100 grid.

A Bit Stuck?
Secret Spider

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A Bit Stuck?
Secret Spider





A Bit Stuck?
Secret Spider

35 + 20	75 - 20	84 - 20
27 + 20	49 + 20	93 - 20
61 – 20	30 + 20	68 + 20
46 - 20	74 + 20	54 - 20

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Investigation
Nineteen patterns

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Choose a number from the bottom row of the 1-100 grid, e.g. 98.
  Write the number and its **digit sum*** (also known as 'digital root') next to it.
- Subtract 19. Write the answer and the digit sum.
- Subtract 19 again and write the digit sum.
- Repeat until you reach a 1-digit answer.
- What do you notice about your digit sums?

98 9 + 8 = 17 1 + 7 = 8
79 7 + 9 = __
60
41
22
3

- Start at a new number on the bottom row of the 1-100 grid and see what happens.
- Can you *describe* any **patterns** you notice?
  Try saying them out loud irst.
- Can you **explain** why these patterns are there?

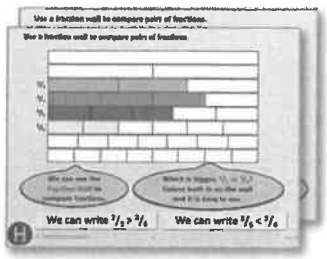
*** Digit sum**

The digit sum is the total of the digits in a number,
e.g. for 24, it is 2 + 4 = 6.
If the answer is a 2-digit number, e.g. for 98 is 9 + 8 = 17, add the digits again so you get a 1-digit answer: 1 + 7 = 8.
8 is the digit sum of 98.

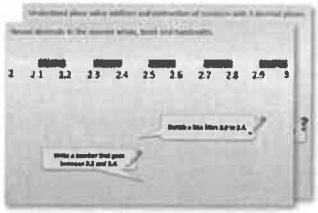
Week 7, Day 2
Use counting up (Frog) to subtract 2-digit numbers

Each day covers one maths topic. It should take you about 1 hour or just a little more.

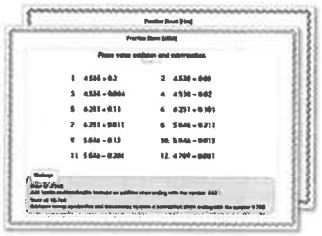
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



OR start by carefully reading through the **Learning Reminders.**



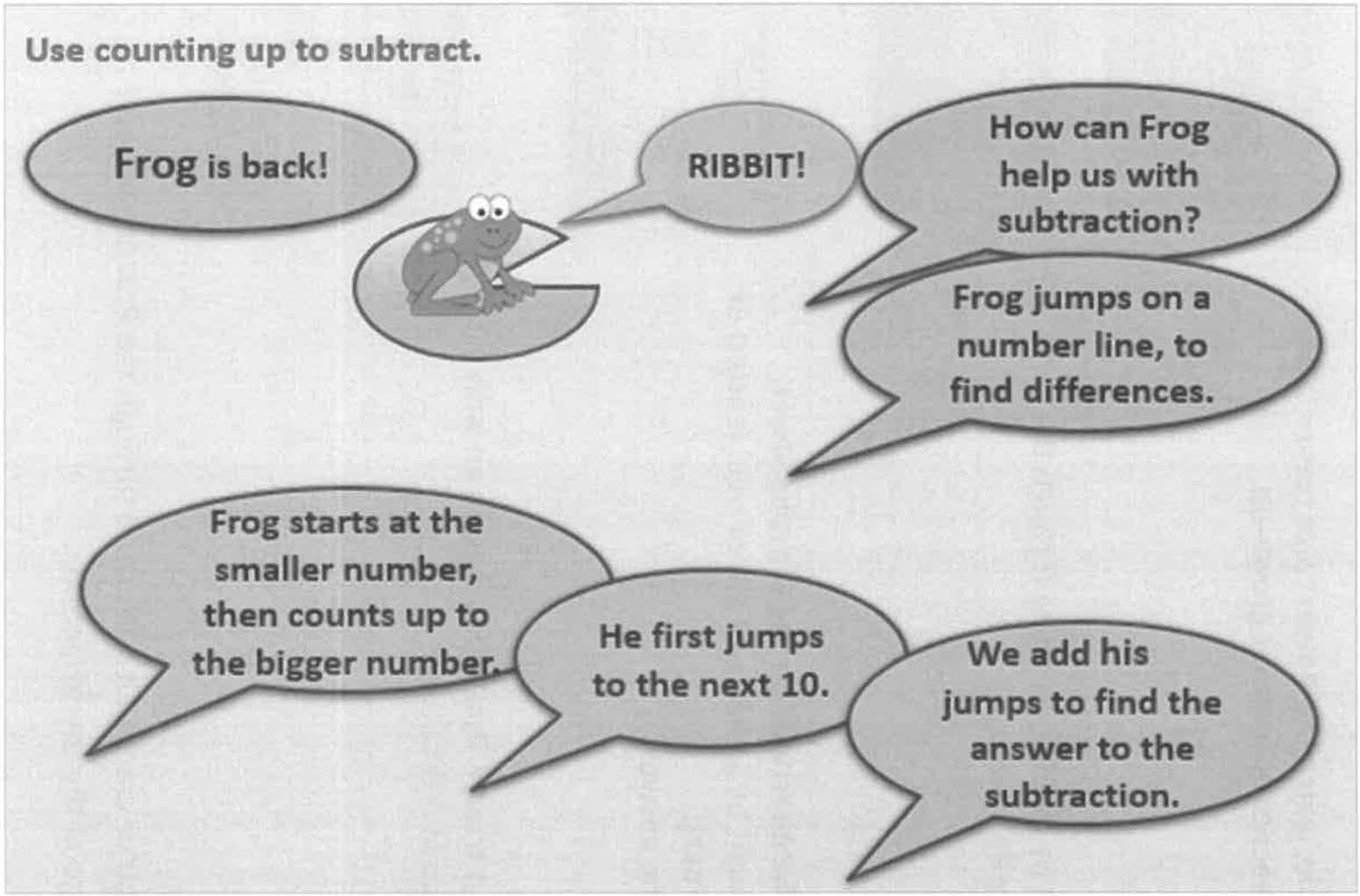
2. Tackle the questions on the **Practice Sheet.**
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.



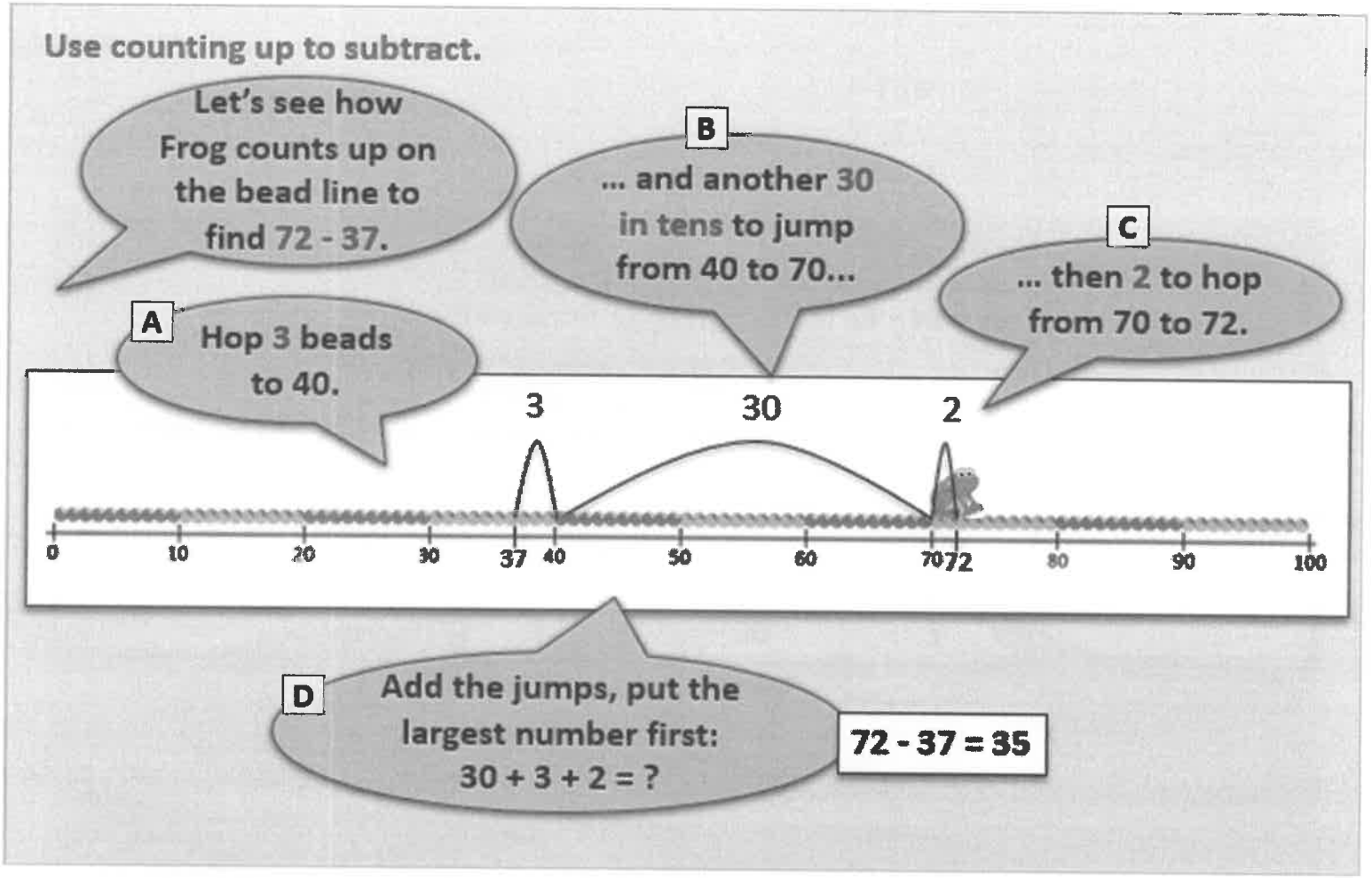
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Think you've cracked it? Whizzed through the Practice Sheets?
Have a go at the **Investigation...**

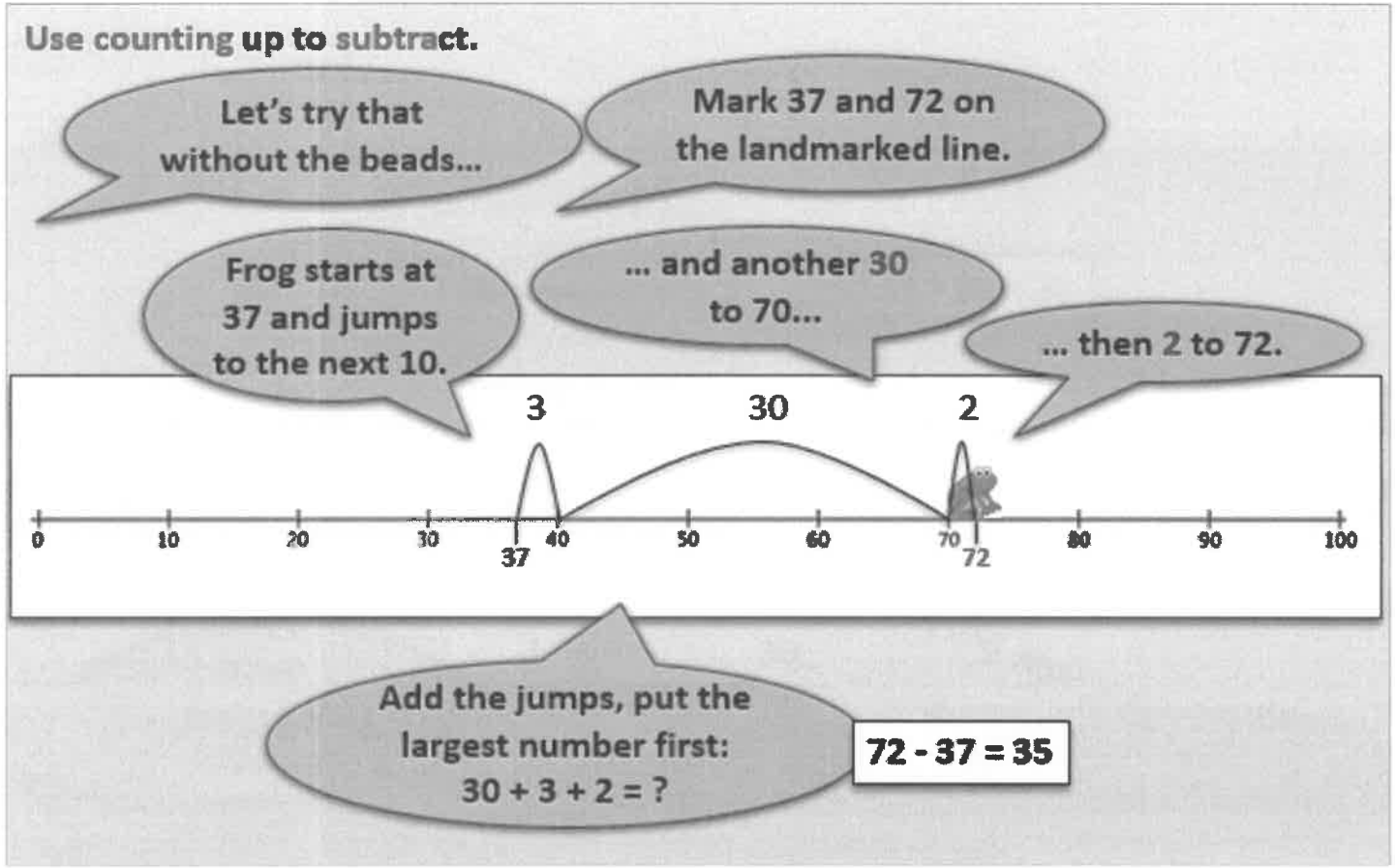
Learning Reminders



Learning Reminders



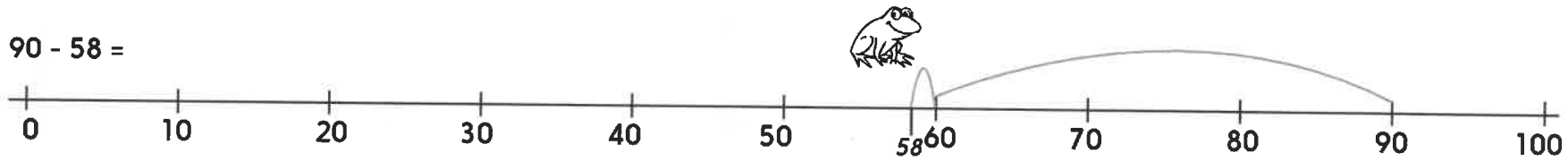
Learning Reminders



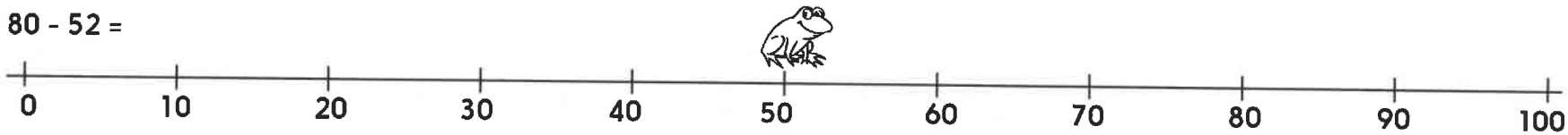
Practice Sheet Mild

Subtraction practice

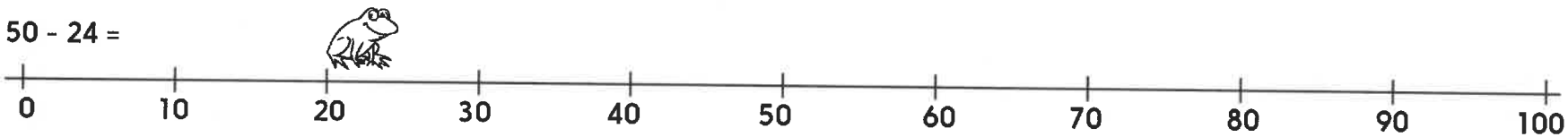
90 - 58 =



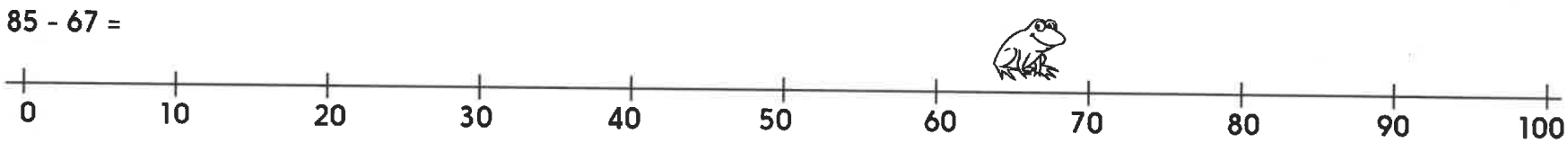
80 - 52 =



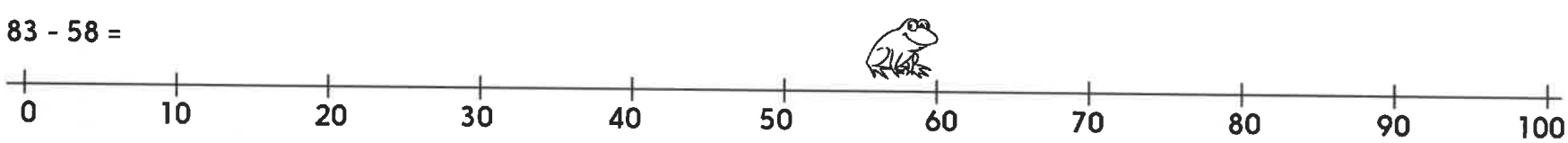
50 - 24 =



85 - 67 =



83 - 58 =



Practice Sheet Hot
Subtraction practice

Pick two snakes and calculate the difference in their length.
Work out as many as you can.
Which pair have the biggest difference? Which pair have the smallest difference?

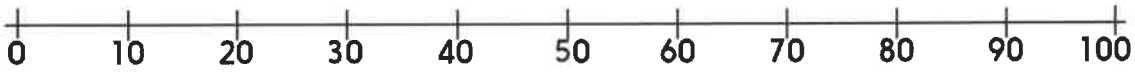
82cm A

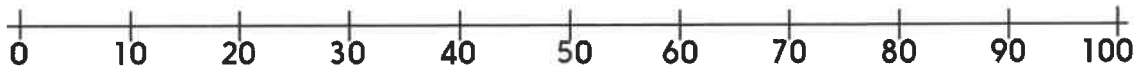
58cm B

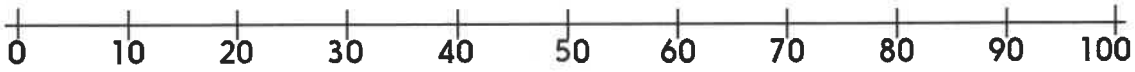
75cm C

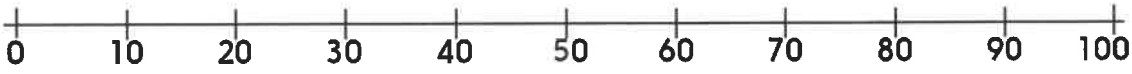
49cm D

71cm E









Challenge

Snake F is 103cm long. How much longer is that than each of the other snakes?

Practice Sheet Answers

Subtraction practice (Mild)

90 - 58 = 32
80 - 52 = 28
50 - 24 = 26
85 - 67 = 18
83 - 58 = 25

Subtraction practice (Hot)

82cm - 75cm = 7cm
82cm - 71cm = 11cm
82cm - 58cm = 24cm
82cm - 49cm = 33cm
75cm - 71cm = 4cm
75cm - 58cm = 17cm
75cm - 49cm = 26cm
71cm - 58cm = 13cm
71cm - 49cm = 22cm
58cm - 49cm = 9cm

Challenge

Snake F is:
21cm longer than Snake A
51cm longer than Snake B
28cm longer than Snake C
54cm longer than Snake D
32cm longer than Snake E

A Bit Stuck?
Hop, jump and hop

Work in pairs, but write on your own sheet

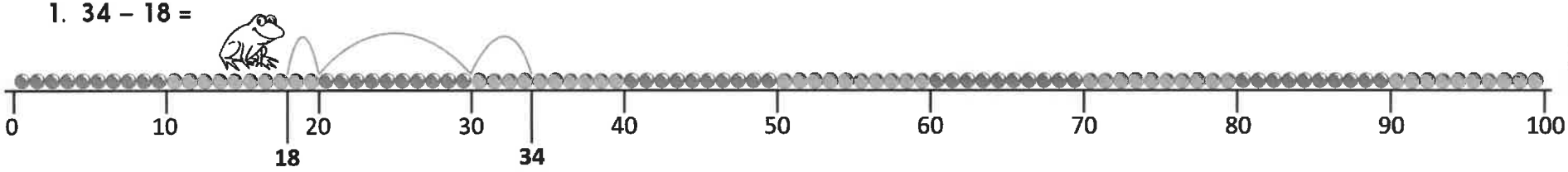
What to do:

- Mark the 'baby' number on the line.
- Use Frog to hop to the next 10s number.
- Jump to the next 10s number.
- Hop to the bigger number.
- Write the answer to the subtraction.

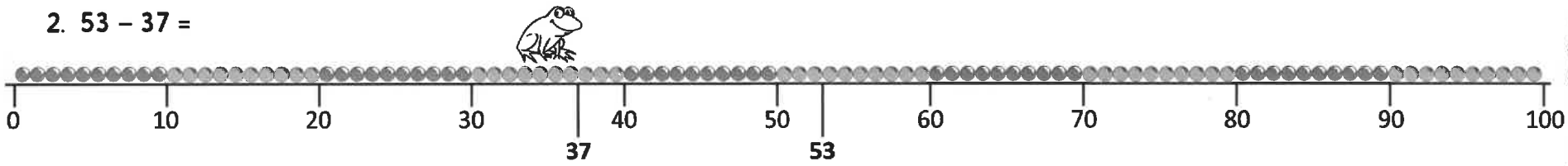
Things you will need:

- A pencil
- A sheet of beaded lines or landmarked lines

1. 34 – 18 =



2. 53 – 37 =



- Now use Frog to work out at least three of these subtractions on the beaded lines.

42 – 26 81 – 68 65 – 49 52 – 35 93 – 76

S-t-r-e-t-c-h:

Use landmarked lines instead of beaded lines.

Learning outcomes:

- I can use Frog to subtract numbers with a small difference, e.g. 53 – 37, using a beaded line to help.
- I am beginning to use Frog to subtract numbers with a small difference, e.g. 53 – 37, using a landmarked line to help.

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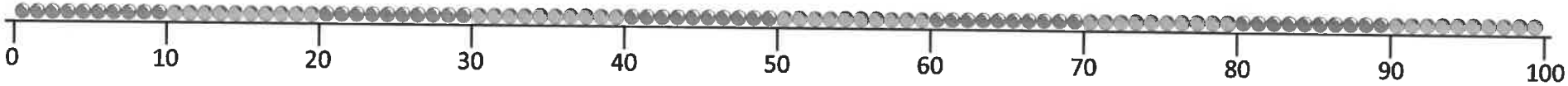
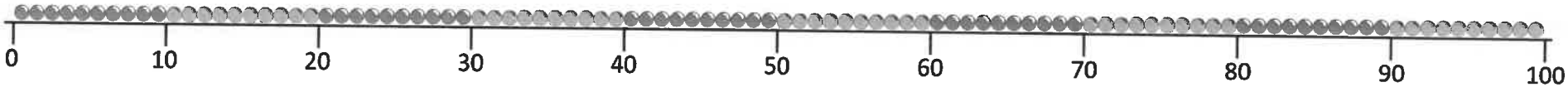
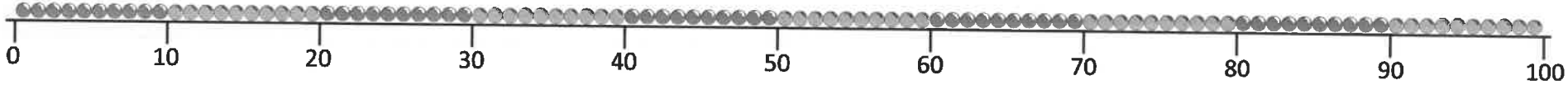
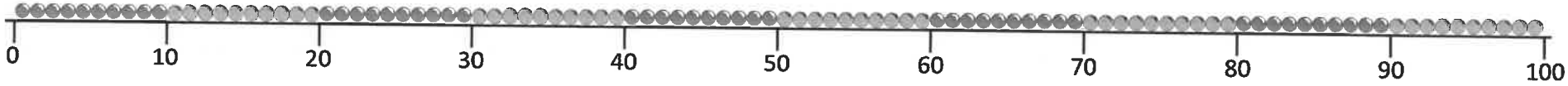
A Bit Stuck?
Hop, jump and hop









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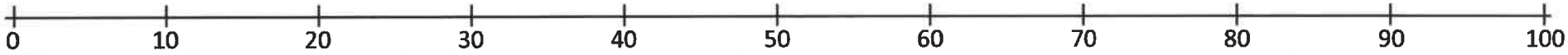
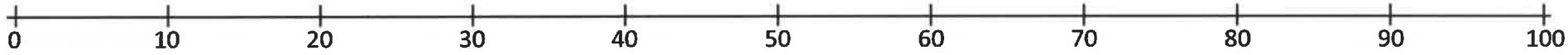
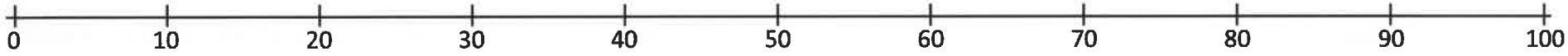
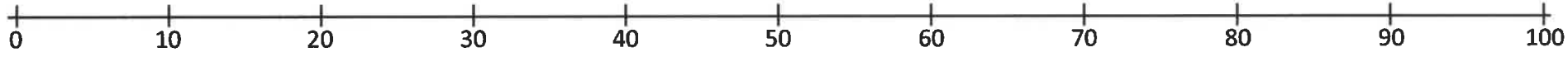
A Bit Stuck?
Hop, jump and hop









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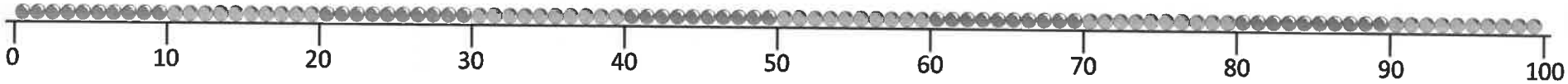

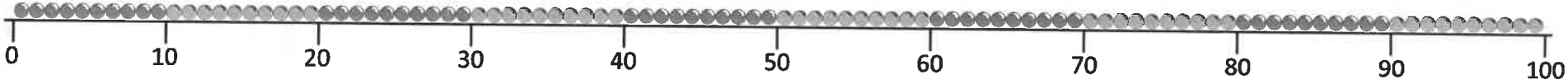

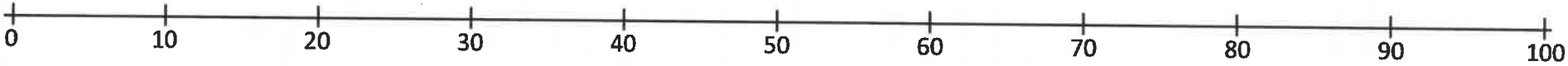

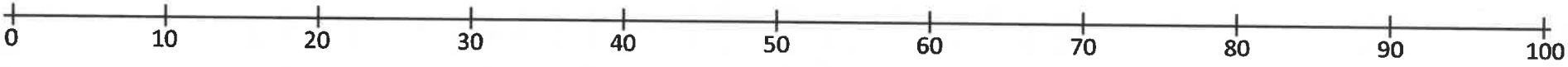

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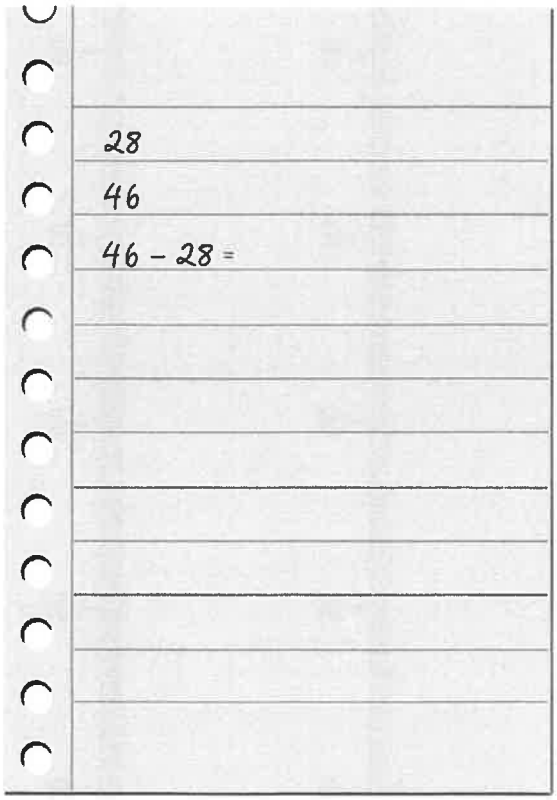
Investigation
Magic square differences

1. Look at the magic square. All the rows and all the columns and all the diagonals add to the same total (15). Magic squares like this one are really ancient and have lots of magical properties.

2	7	6
9	5	1
4	3	8



2. Choose two opposite corners and create a two-digit number.
3. Choose the other two opposite corners and create a two-digit number.
4. Find the difference between the two numbers and write it down.
5. Add its digits.
6. Repeat this as many times as you can to create different subtractions.

How many subtractions can you create?
Can you show that you have found them all?

7. Take the middle top and the middle bottom numbers and create a two-digit number.
8. Take the middle number in the left column and the middle number in the right column and create a two-digit number.
9. Find the difference and write it down.
10. Add its digits.
11. Repeat this as many times as you can to create different subtractions

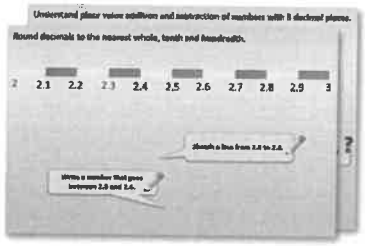
Can you demonstrate that you have found them all?

What did you notice about adding the digits of the differences?
Can you get this pattern by choosing other numbers from the square?

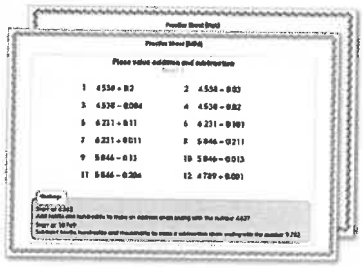
Week 7, Day 3
Choose how to subtract

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.

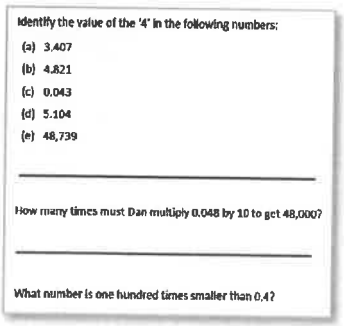


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

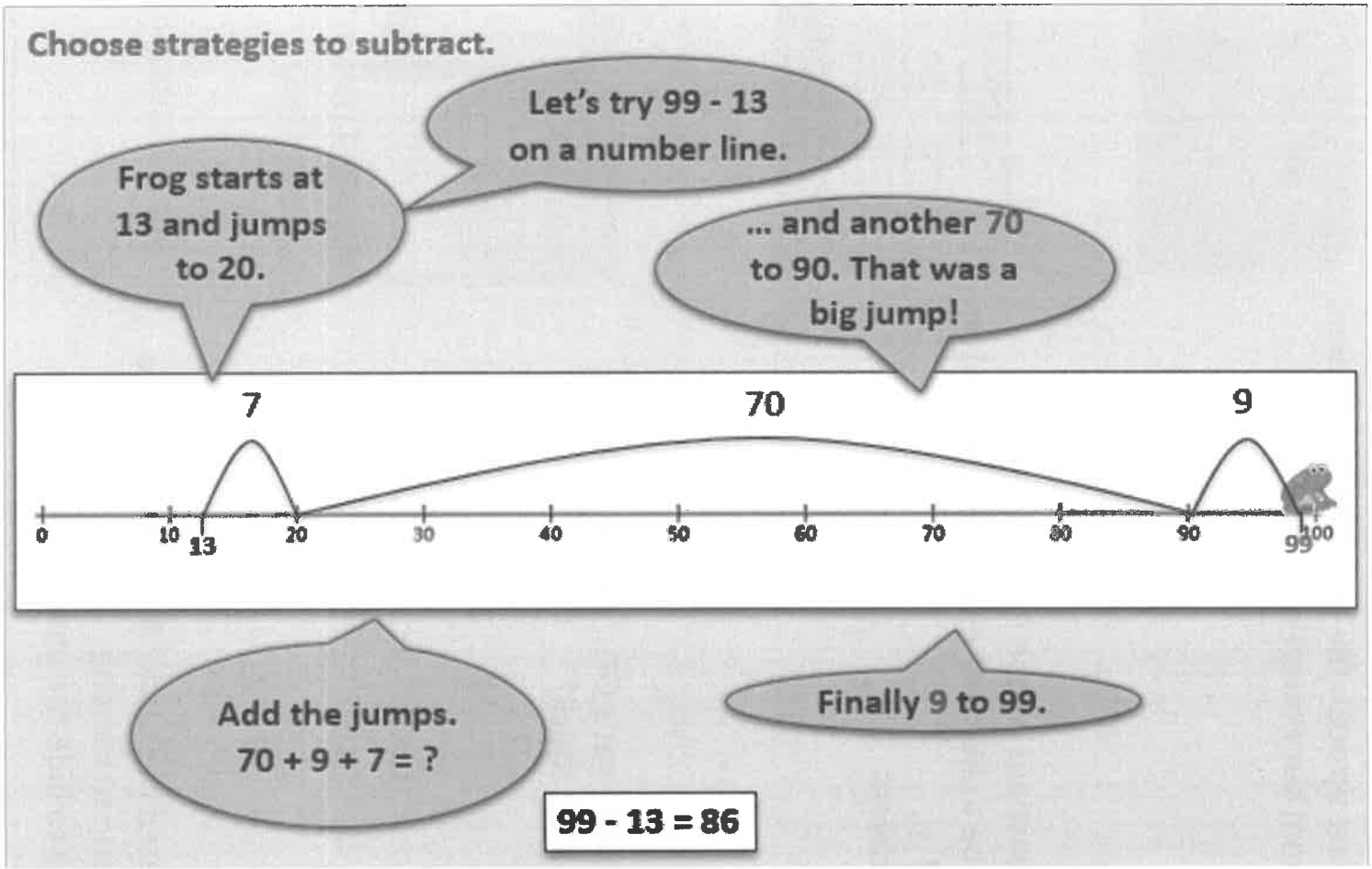


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

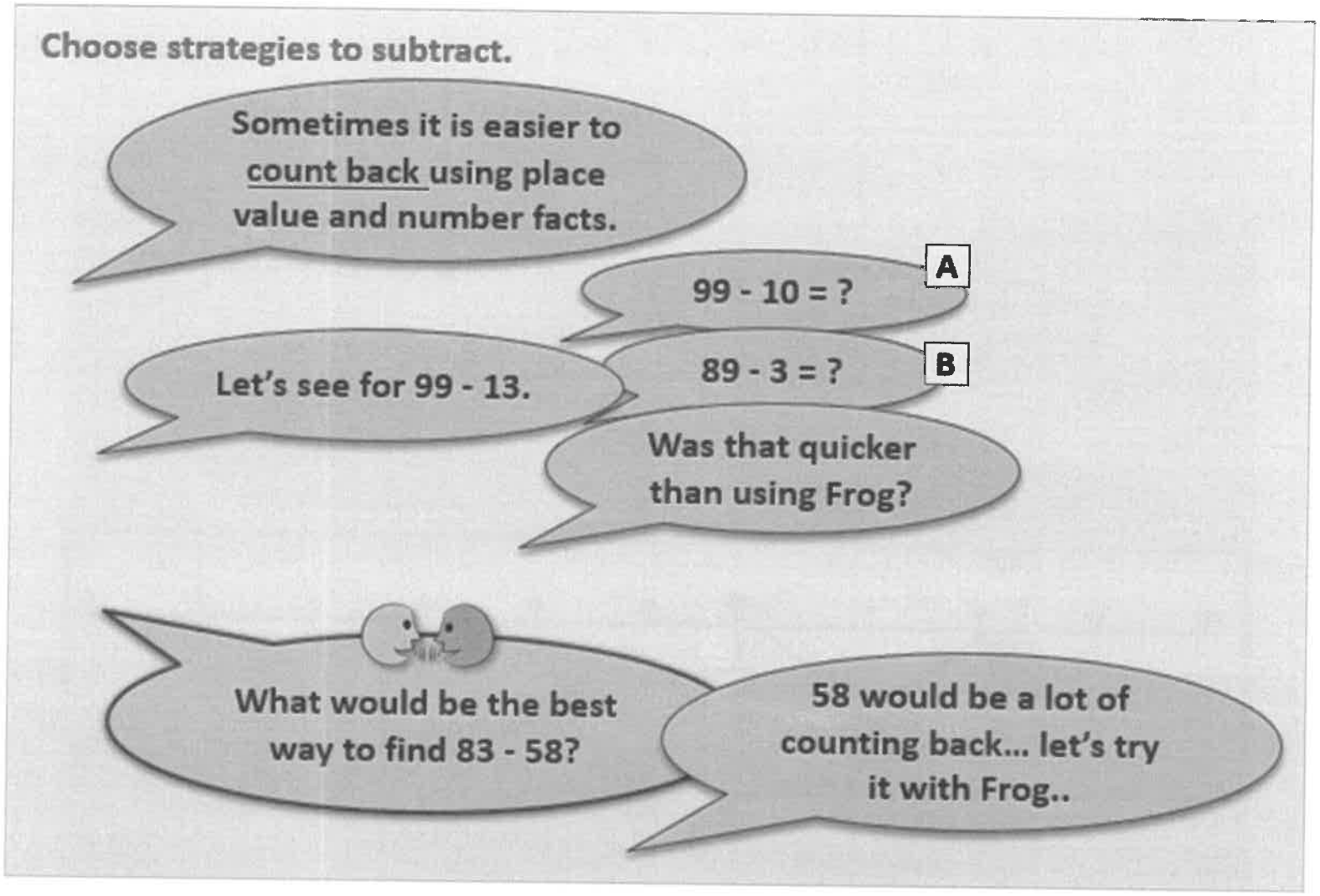
4. Have I mastered the topic? A few questions to **Check your understanding.** Fold the page to hide the answers!



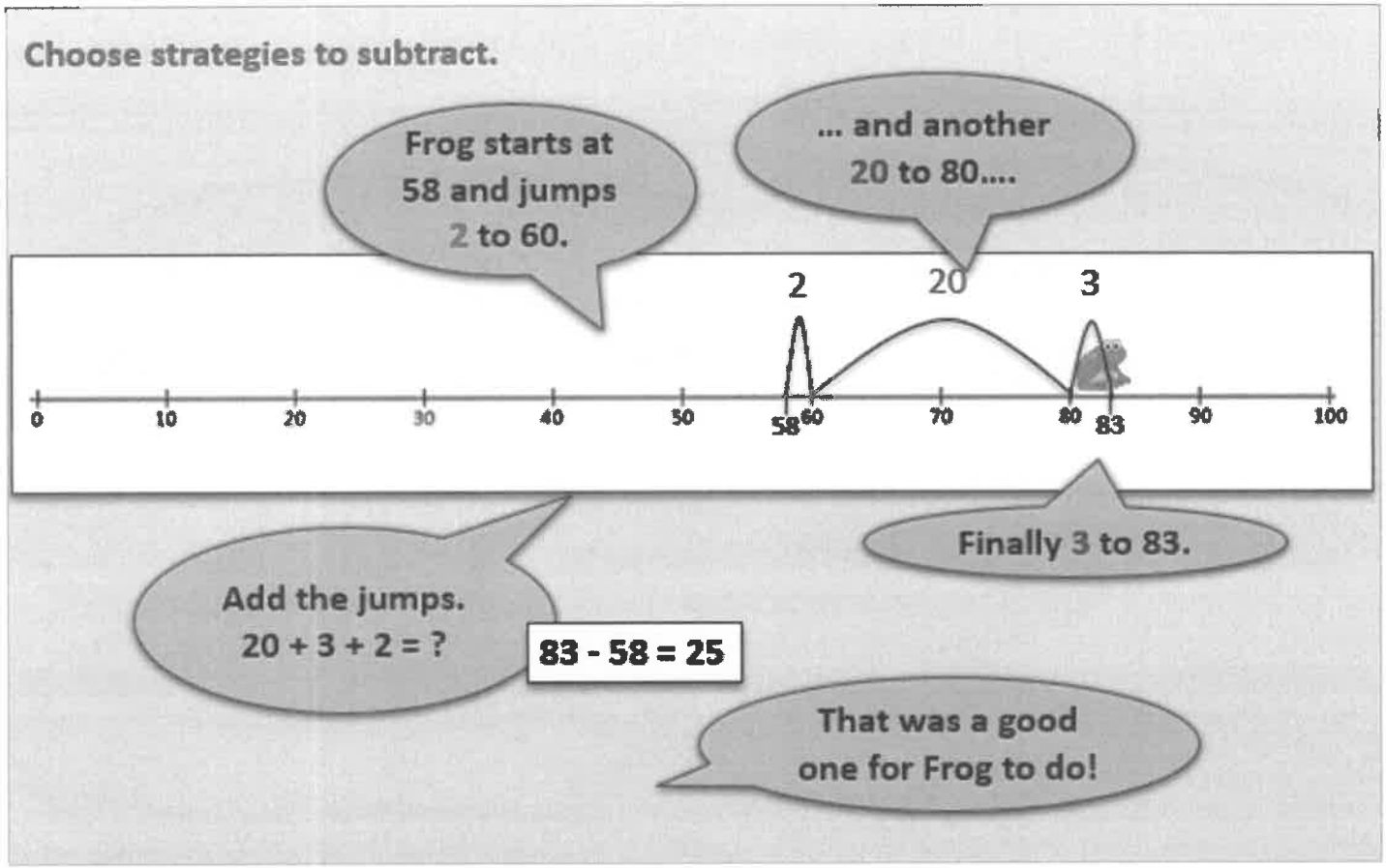
Learning Reminders



Learning Reminders



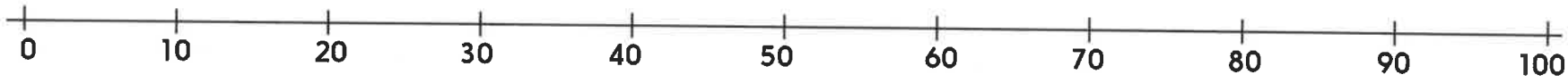
Learning Reminders



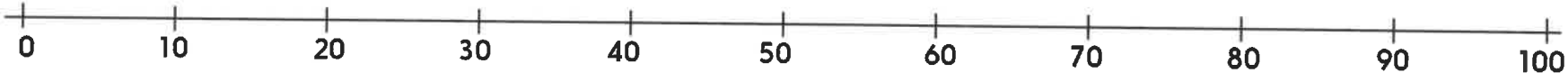
Practice Sheet Mild

Subtraction practice

Use Frog to work out 64 – 58.

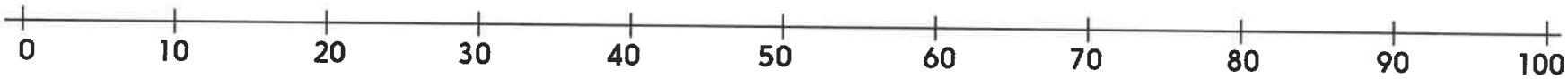


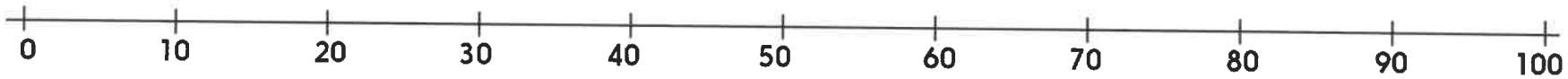
Use counting back to work out 64 – 9.

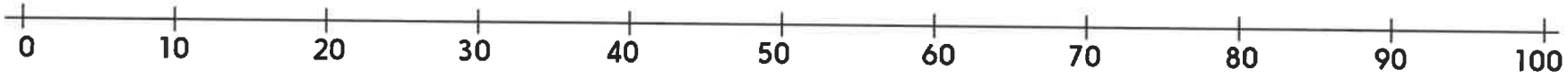


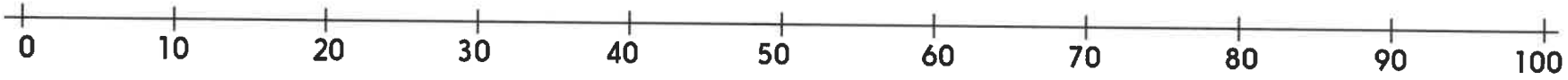
Choose two subtractions to work out using Frog and two to work out using counting back

42 – 39 42 – 5 83 – 78 83 – 11 54 – 20 54 – 47









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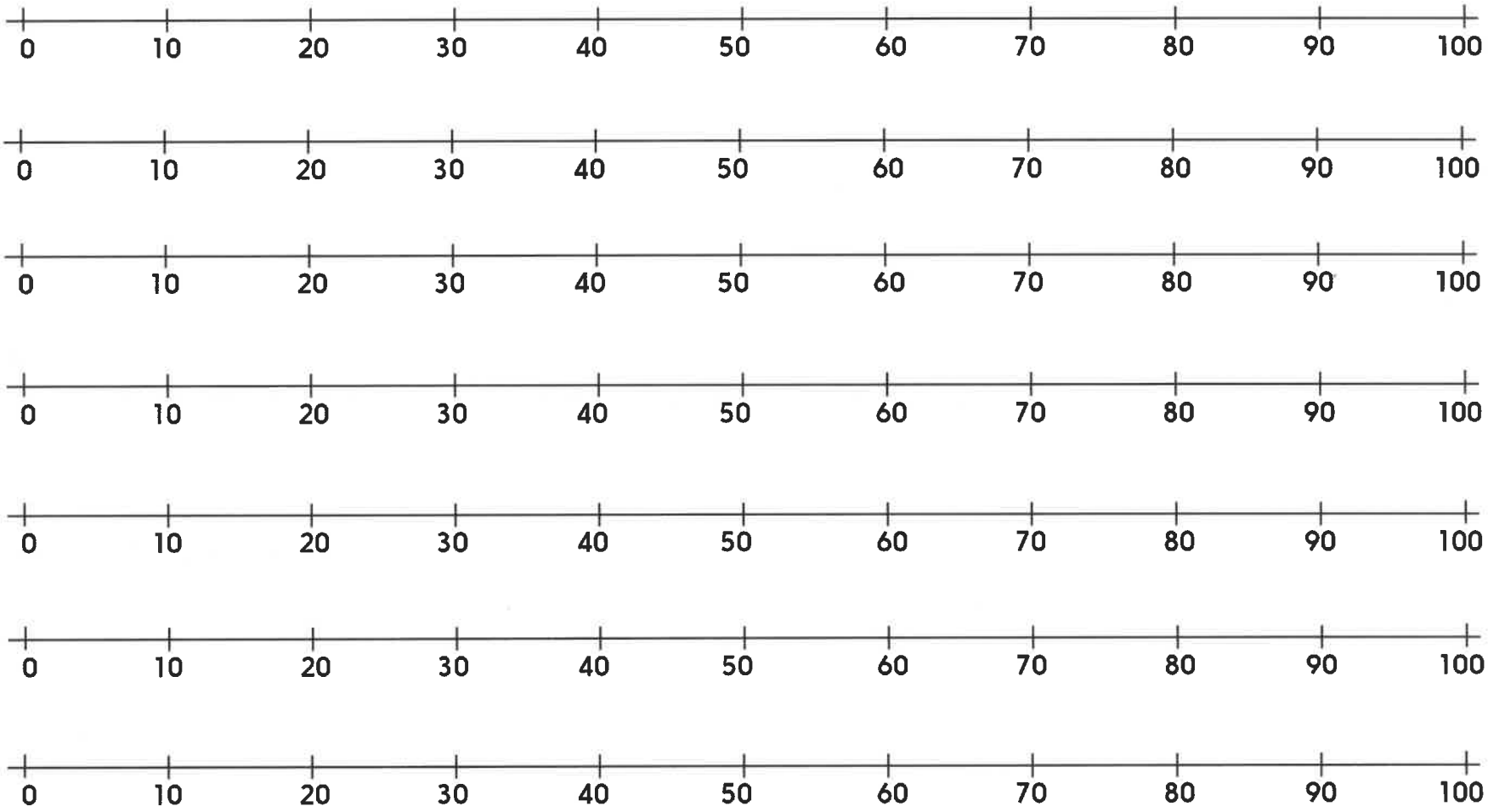
Practice Sheet Mild

Subtraction practice

Use these number lines to help you work out the answers to Sheet 1.



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Practice Sheet Hot
Subtraction practice

Which strategy will you use? **Frog** or **Counting Back**?
Write these two headings in your book, and write the subtractions under each. Work out each answer.

58 – 11 =

88 – 75 =

77 – 9 =

45 – 13 =

34 – 21 =

95 – 33 =

98 – 49 =

98 – 14 =

74 – 37 =

When is it more efficient to use Frog?

Challenge

Write some more examples in each column in your book.

Practice Sheet Answers

Subtraction practice (Mild)

64 - 58 = 6
64 - 9 = 55

42 - 39 = 3
42 - 5 = 37
83 - 78 = 5
83 - 11 = 72
54 - 20 = 34
54 - 47 = 7

Subtraction practice (Hot)

58 - 11 = 47
88 - 75 = 13
77 - 9 = 68
45 - 13 = 32
34 - 21 = 13
95 - 33 = 62
98 - 49 = 49
98 - 14 = 84
74 - 37 = 37

Allow children to explain their preference for counting back or Frog. They should recognise that counting back is more straightforward when the digits in the larger number are both greater than those in the smaller number, e.g. 98 – 14.

A Bit Stuck?
Frog or not?

Things you will need:
- Beaded lines
- 1-100 grid
- Sorting sheet
- Glue stick and scissors

What to do:

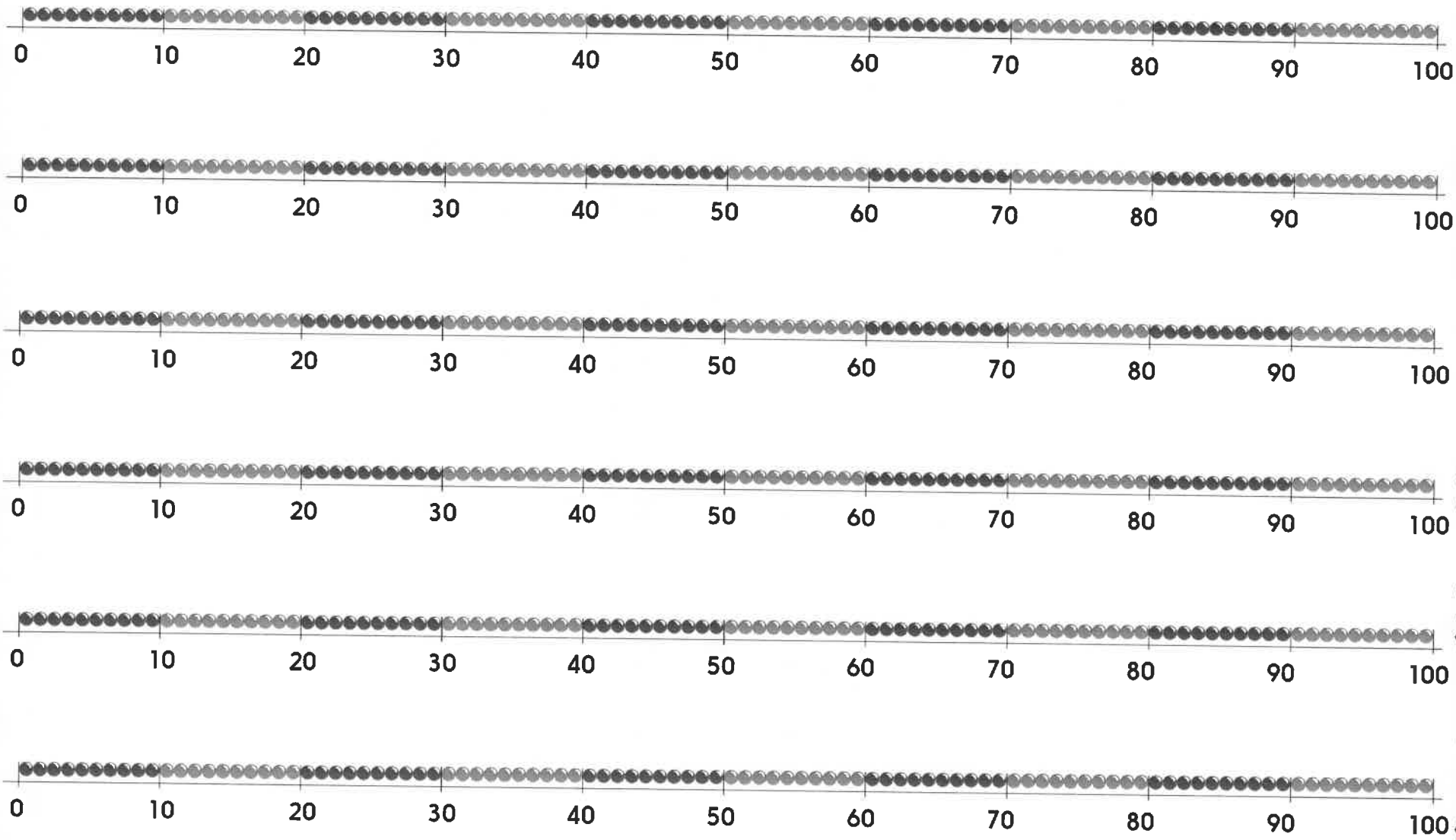
- Cut out the subtraction cards. Spread them out.
- Choose one. Look at the pair of numbers.
  Think... Would it be more efficient to solve this subtraction using Frog or not.
  If you are not sure, try it both ways!
- Calculate the answer. If using Frog, you can use the beaded lines to help.
  If you're not using Frog you might like to use the 1-100 grid to help.
- What do you think about your choice of method? Stick the card on the sorting sheet according to how you found it 'best' to work out the answer.
- Repeat for each card.

S-t-r-e-t-c-h:
Look at your sorting sheet. Do the subtractions in the Frog 'set' have anything in common? What about those in the Not Frog set?

A Bit Stuck?
Frog or not?

65 - 9	50 - 38
84 - 11	95 - 20
45 - 38	72 - 59
45 - 10	92 - 85

A Bit Stuck?
Frog or not?



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A Bit Stuck?
Frog or not?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A Bit Stuck?
Frog or not?

Count up: Frog	Not Frog

Check your understanding:
Questions

Frog, Counting back (CB) and subtracting multiples of 10 or near multiples (NM) are 3 different ways of subtracting.
Write CB, NM or Frog beside each subtraction below, according to how you'd choose to solve it.

(i) 64 – 56

(ii) 53 – 9

(iii) 72 – 57

(iv) 86 – 5

(v) 37 – 19

(vi) 62 – 28

Write the missing numbers

(a) ☐ + 30 = 55

(b) 100 - 79 = ☐

(c) ☐ + 19 = 65

(d) 73 – ☐ = 58

(e) 50 – ☐ = 43

(f) ☐ + 47 = 62

Padma spends 39p on a drink.
She uses a 50p coin to pay.
How much change does she get?

Sam has 76 cards.
Tom has 92.
How many more does Tom have than Sam?

Answers on the next page

Check your understanding:

Answers

Frog, Counting back (CB) and subtracting multiples of 10 or near multiples (NM) are 3 different ways of subtracting.
Write CB, NM or Frog beside each subtraction below.

(i) 64 – 56 = 8 Frog

(ii) 53 – 9 = 44 NM

(iii) 72 – 57 = 15 Frog

(iv) 86 – 5 = 81 CB

(v) 37 – 19 = 18 NM

(vi) 62 – 28 = 34 Frog

Write the missing numbers

(a) $\boxed{25} + 30 = 55$

(b) $100 - 79 = \boxed{21}$

(c) $\boxed{46} + 19 = 65$

(d) $73 - \boxed{15} = 58$

(e) $50 - \boxed{7} = 43$

(f) $\boxed{15} + 47 = 62$

Errors may be due to children choosing less efficient strategies, mixing up addition or subtraction or basic arithmetic. Ask children to talk through how they solved questions to find out.

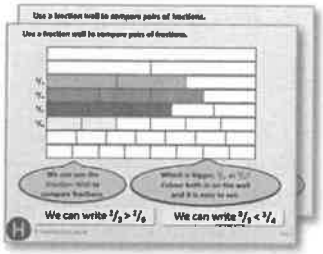
Padma spends 39p on a drink. She uses a 50p coin to pay.
How much change does she get? 11p.

Sam has 76 cards. Tom has 92.
How many more does Tom have than Sam? 16 more.

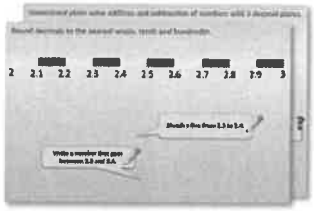
Week 7, Day 4
Find fractions of amounts (1)

Each day covers one maths topic. It should take you about 1 hour or just a little more.

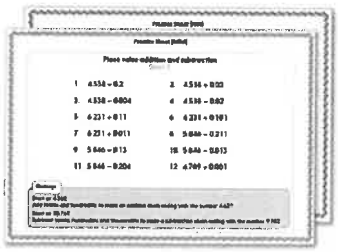
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



OR start by carefully reading through the **Learning Reminders.**



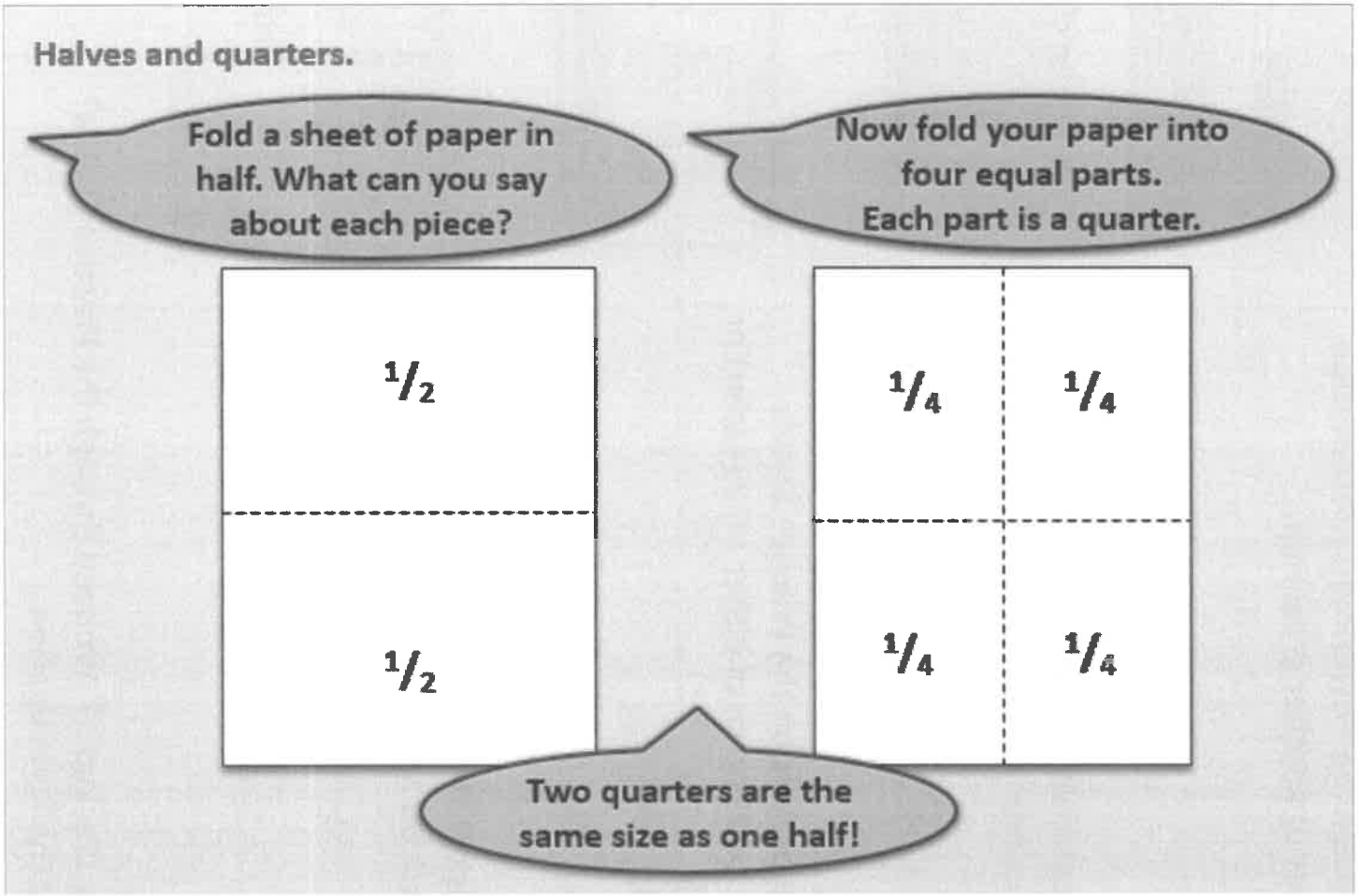
2. Tackle the questions on the **Practice Sheet.**
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.



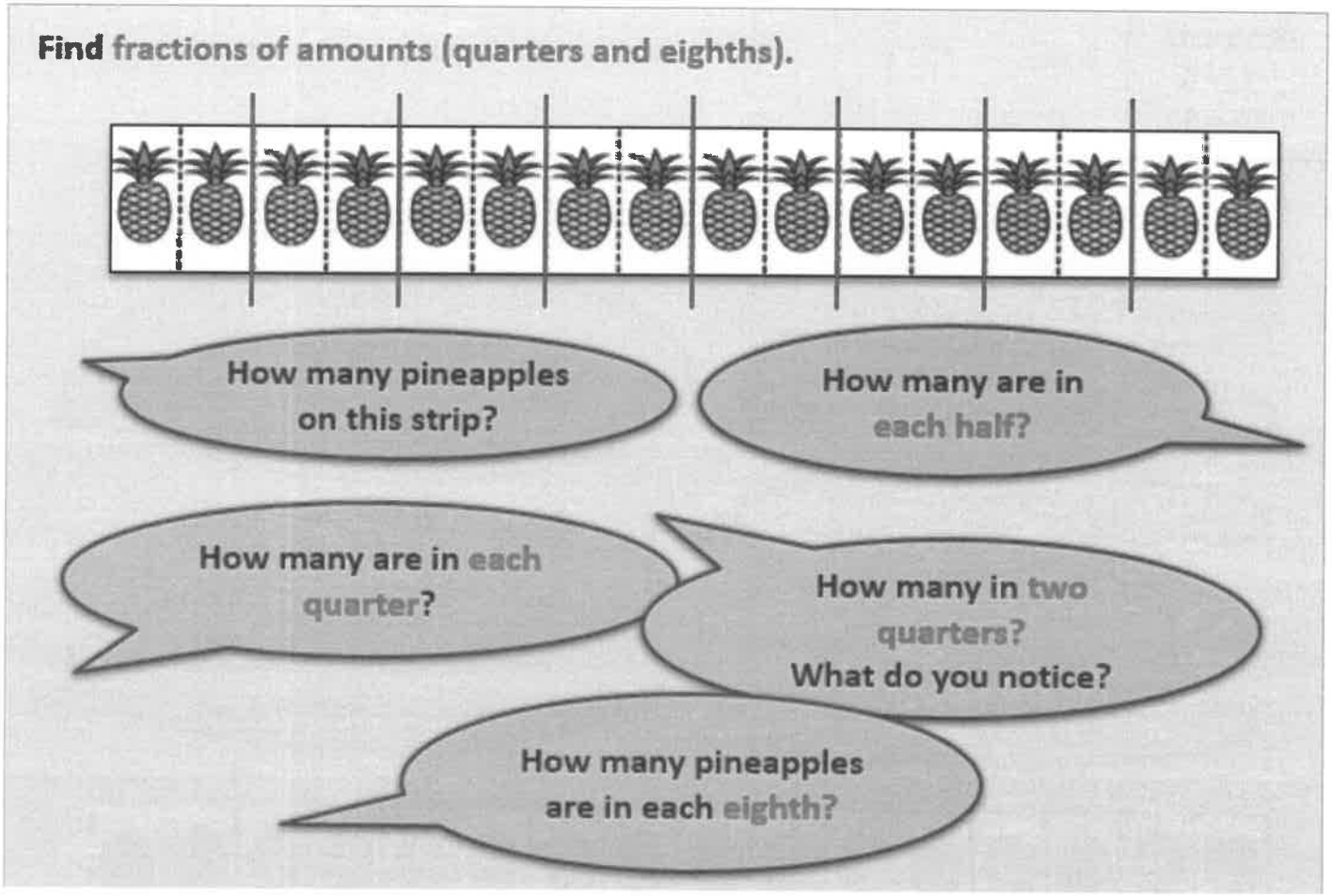
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation...**

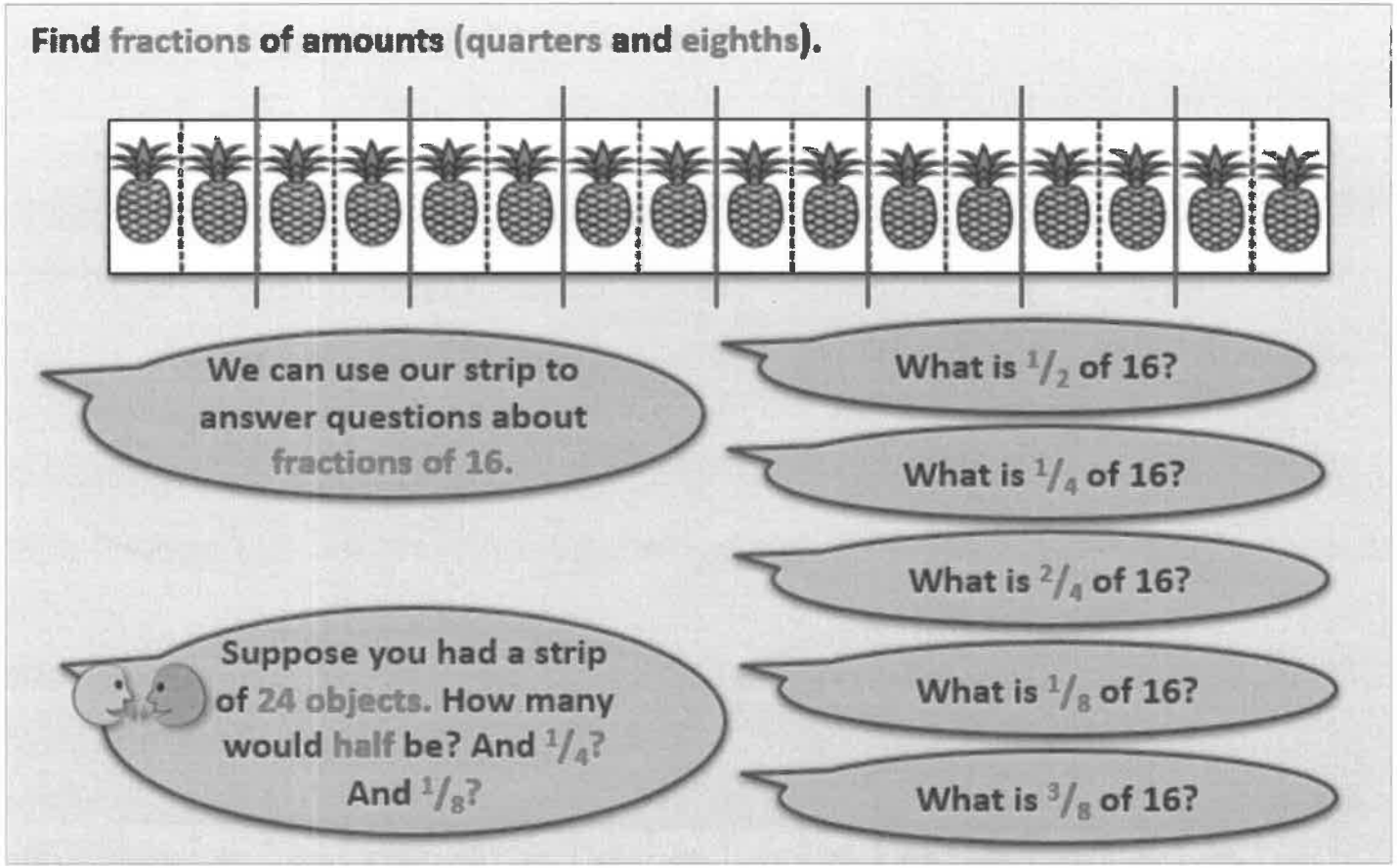
Learning Reminders



Learning Reminders



Learning Reminders



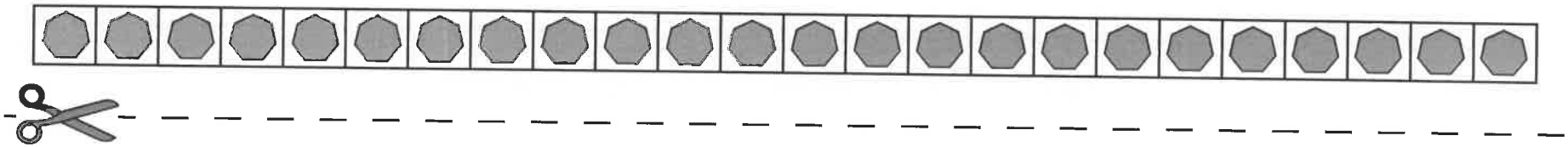
Answers

24 objects

$^1/_2 = 12$ $^1/_4 = 6$ $^1/_8 = 3$ $^3/_8 = 9$

Practice Sheet Mild

Fractions practice



$\frac{1}{2}$ of 24 = ☐

$\frac{1}{4}$ of 24 = ☐

$\frac{2}{4}$ of 24 = ☐

$\frac{3}{4}$ of 24 = ☐

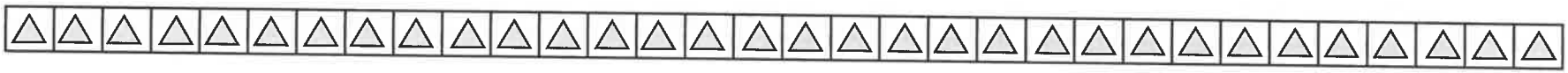
$\frac{1}{8}$ of 24 = ☐

$\frac{3}{8}$ of 24 = ☐

$\frac{5}{8}$ of 24 = ☐

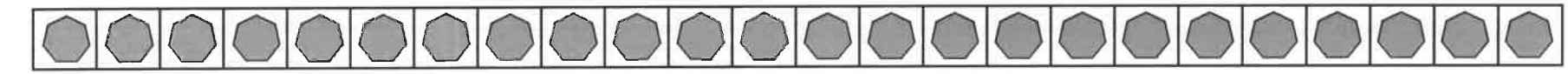
$\frac{7}{8}$ of 24 = ☐

Now find different numbers of quarters and halves of 32.



Practice Sheet Hot

Fractions practice



$\frac{1}{8}$ of 24 = ☐

$\frac{5}{8}$ of 24 = ☐

$\frac{4}{8}$ of 24 = ☐

$\frac{8}{8}$ of 24 = ☐

$\frac{7}{8}$ of 24 = ☐

$\frac{3}{8}$ of 24 = ☐

Now find different numbers of eighths of 48.

Practice Sheet Answers

Fractions practice (Mild)

$\frac{1}{2}$ of 24 = 12
$\frac{1}{4}$ of 24 = 6
$\frac{2}{4}$ of 24 = 12
$\frac{3}{4}$ of 24 = 18
$\frac{1}{8}$ of 24 = 3
$\frac{3}{8}$ of 24 = 9
$\frac{5}{8}$ of 24 = 15
$\frac{7}{8}$ of 24 = 21

$\frac{1}{2}$ of 32 = 16
$\frac{1}{4}$ of 32 = 8
$\frac{2}{4}$ of 32 = 16
$\frac{3}{4}$ of 32 = 24

Fractions practice (Hot)

Day 1 Finding $\frac{1}{8}$s Sheet 2

$\frac{1}{8}$ of 24 = 3
$\frac{4}{8}$ of 24 = 12
$\frac{7}{8}$ of 24 = 21
$\frac{5}{8}$ of 24 = 15
$\frac{8}{8}$ of 24 = 24
$\frac{3}{8}$ of 24 = 9

$\frac{1}{8}$ of 48 = 6
$\frac{2}{8}$ of 48 = 12
$\frac{3}{8}$ of 48 = 18
$\frac{4}{8}$ of 48 = 24
$\frac{5}{8}$ of 48 = 30
$\frac{6}{8}$ of 48 = 36
$\frac{7}{8}$ of 48 = 42

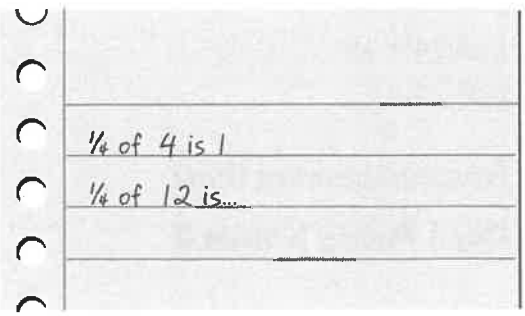
A Bit Stuck?
Fruit strips

Work in pairs

Things you will need:
- Fruit strips
- A pencil

What to do:

- Take it in turns to choose a strip of fruits.
- Fold it in half and then in half again. It is now folded into quarters.
- How many fruits are in each quarter? Write the matching fraction sentence.
- Repeat for as many strips of fruit as you can.



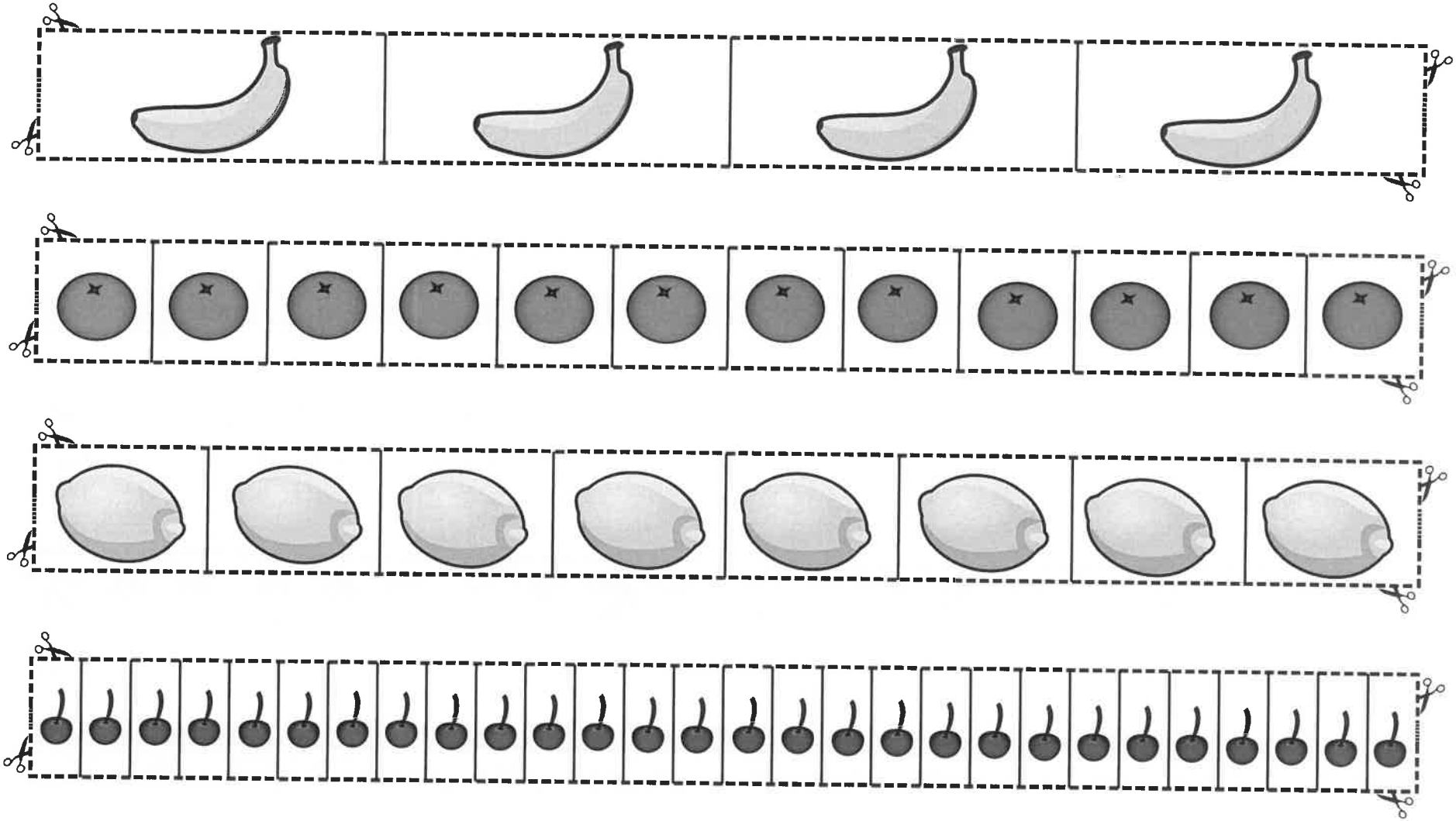
S-t-r-e-t-c-h:

Choose one strip. Count how many fruits are in several quarters.

¼ of ☐ is ☐
¾ of ☐ is ☐
¾ of ☐ is ☐

Learning outcomes:
- I can find ¼ of amounts by folding strips (whole number answers).
- I am beginning to find several quarters of amounts (whole number answers).

A Bit Stuck?
Fruit strips



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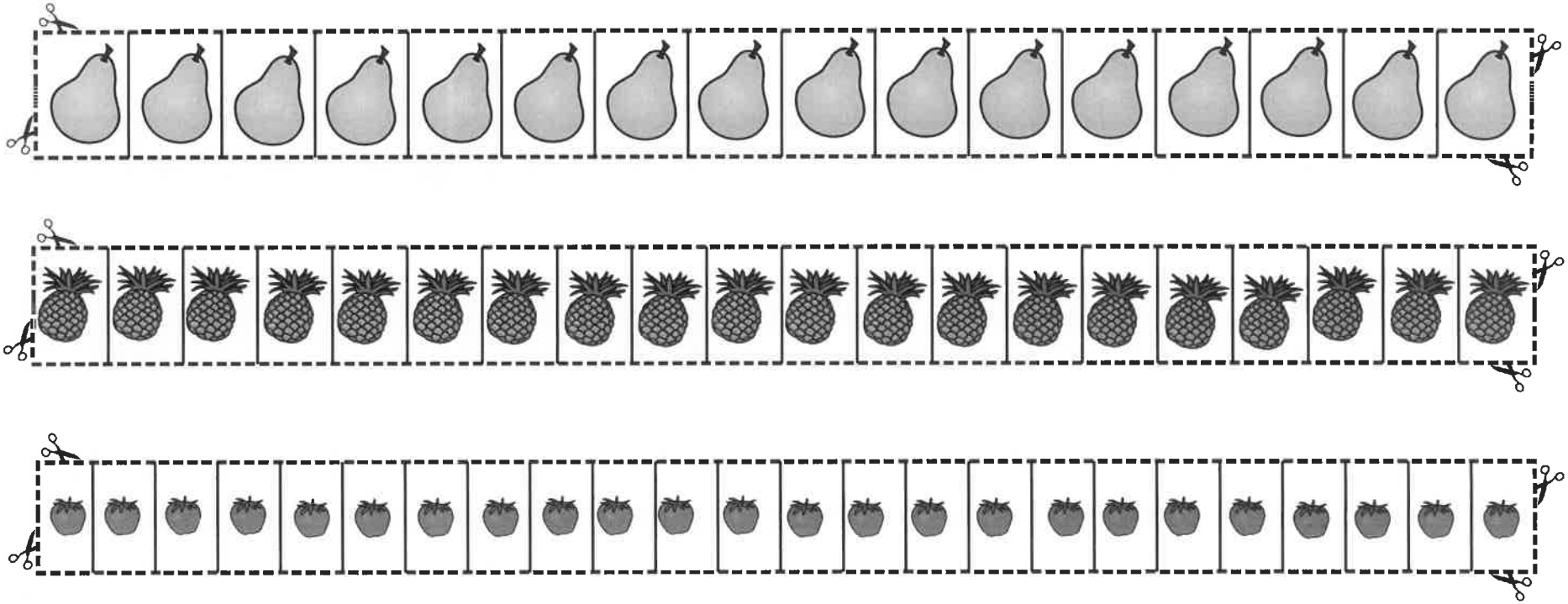
A Bit Stuck?
Fruit strips



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Investigation
Fraction clues

1. Use your knowledge about finding fractions of numbers to solve this logic puzzle:

> I am a whole number between 10 and 25.
> If you halve me, your answer will not be a whole number.
> If you find $\frac{1}{3}$ of me, your answer will be a multiple of 5.
> If you try to find $\frac{1}{4}$ of me, you may get a headache!
> If you find $\frac{1}{5}$ of me, your answer will be a whole number.
> What am I?

2. Have a go at this one!

> I am a very special number between 10 and 20.
> I am special because if you find $\frac{1}{2}$ of me, $\frac{1}{3}$ of me, $\frac{1}{4}$ of me, or even $\frac{1}{6}$ of me, you will get a whole number answer!
> What am I?

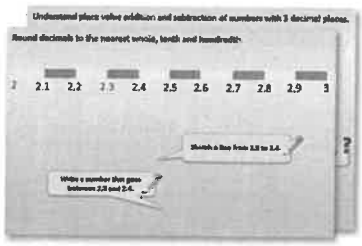
Challenge

What if the number in puzzle two was between 20 and 30? Or between 30 and 40? Can you think of any other numbers that would satisfy all the other clues? What do you notice about them?
Think of another 'special' number and write your own fraction clues about it for someone else to work out.

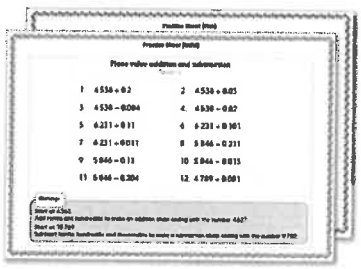
Week 7, Day 5
Fractions of amounts (2)

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**.
   They come from our *PowerPoint* slides.

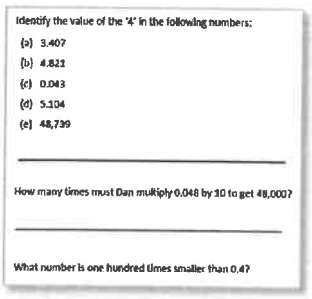


2. Tackle the questions on the **Practice Sheet**.
   There might be a choice of either Mild (easier) or Hot (harder)!
   Check the answers.

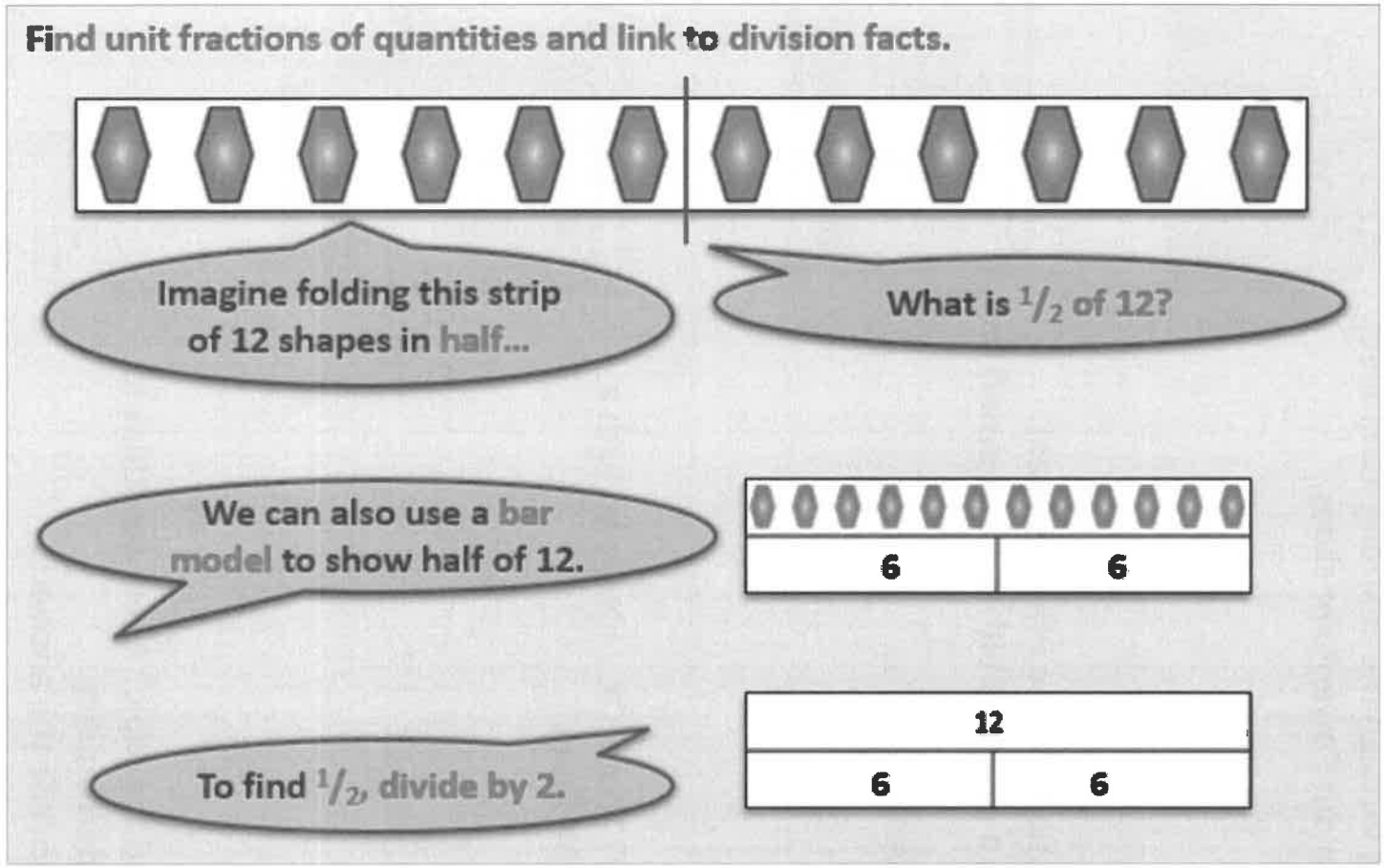


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

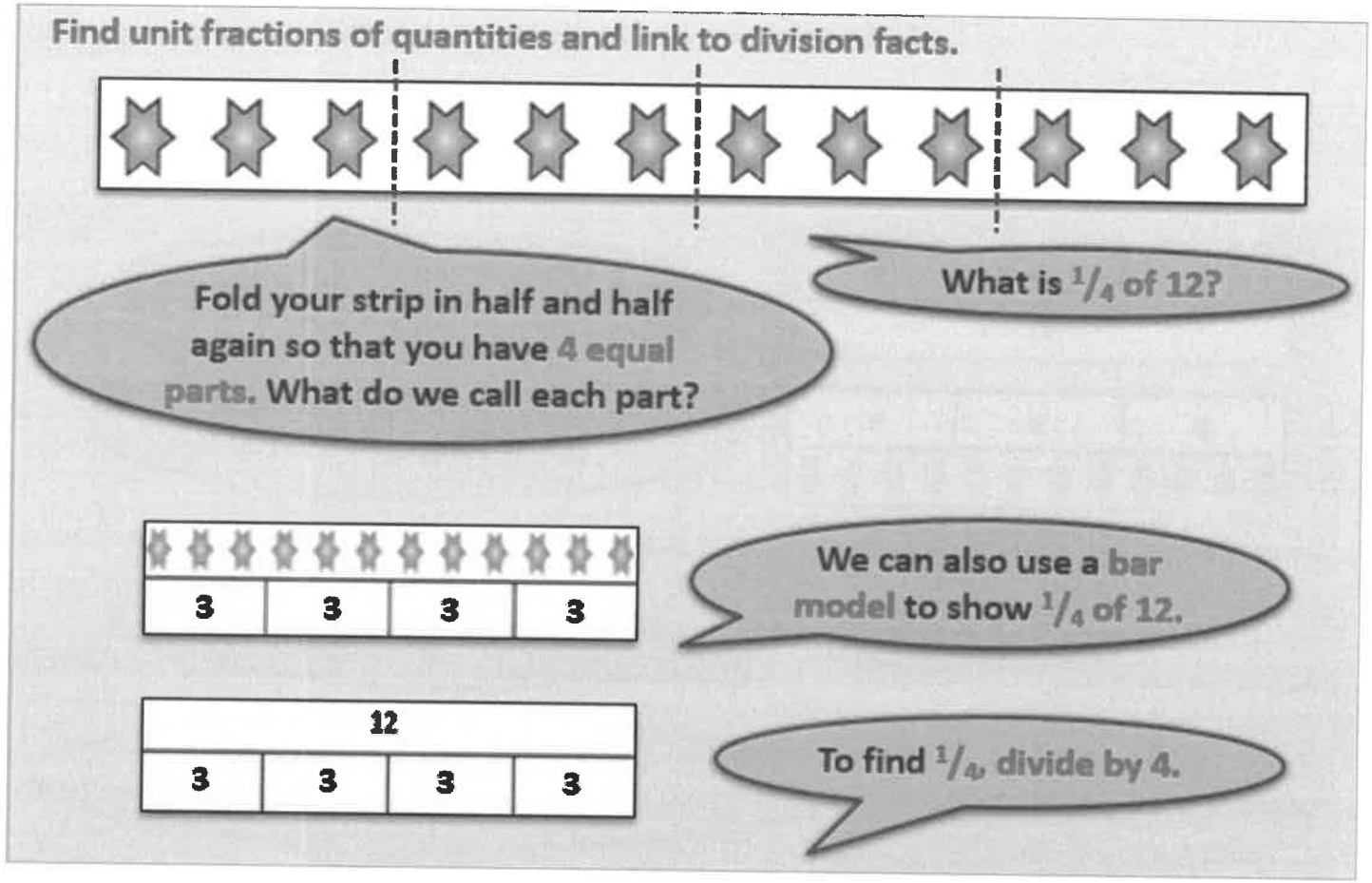
4. Have I mastered the topic? A few questions to **Check your understanding.**
   Fold the page to hide the answers!



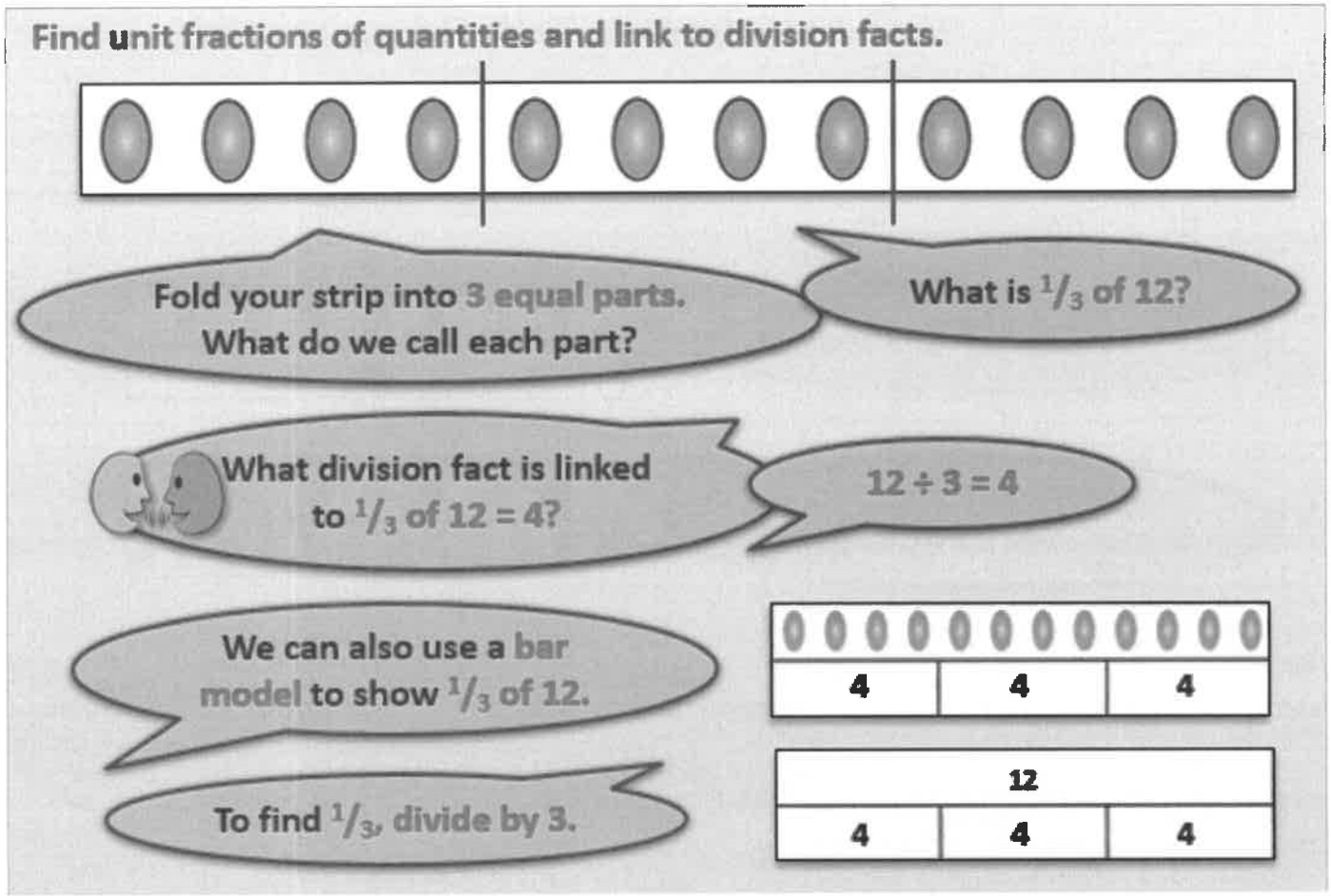
Learning Reminders



Learning Reminders

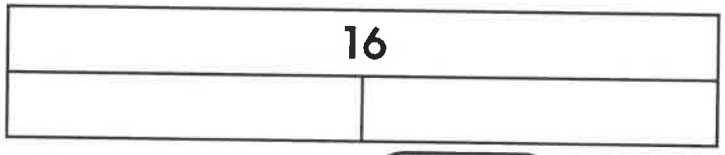


Learning Reminders

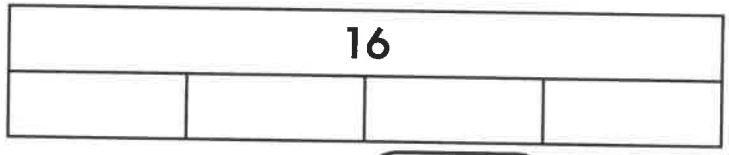


Practice Sheet Mild

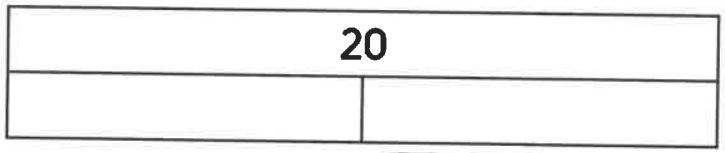
Fractions practice



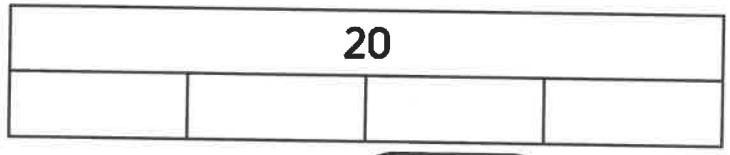
$\frac{1}{2}$ of 16 =



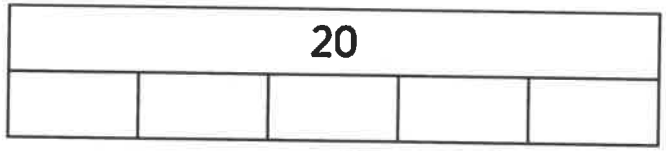
$\frac{1}{4}$ of 16 =



$\frac{1}{2}$ of 20 =



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



$\frac{1}{5}$ of 20 =

$\frac{1}{2}$ of 40 =

$\frac{1}{4}$ of 40 =

$\frac{1}{5}$ of 40 =

$\frac{1}{5}$ of 35 =

$\frac{1}{2}$ of 14 =

$\frac{1}{4}$ of 28 =

Practice Sheet Hot

Fractions practice

$\frac{1}{2}$ of 16 = ☐

$\frac{1}{4}$ of 16 = ☐

$\frac{1}{8}$ of 16 = ☐

$\frac{1}{2}$ of 20 = ☐

$\frac{1}{4}$ of 20 = ☐

$\frac{1}{5}$ of 20 = ☐

$\frac{1}{10}$ of 20 = ☐

$\frac{1}{2}$ of 30 = ☐

$\frac{1}{3}$ of 30 = ☐

$\frac{1}{5}$ of 30 = ☐

$\frac{1}{10}$ of 30 = ☐

$\frac{1}{2}$ of 40 = ☐

$\frac{1}{4}$ of 40 = ☐

$\frac{1}{5}$ of 40 = ☐

$\frac{1}{8}$ of 40 = ☐

$\frac{1}{10}$ of 40 = ☐

Challenge

What different fractions can you find of 36?

Practice Sheet Answers

Fractions practice (Mild)

$\frac{1}{2}$ of 16 = 8
$\frac{1}{4}$ of 16 = 4

$\frac{1}{2}$ of 40 = 20
$\frac{1}{4}$ of 40 = 10
$\frac{1}{5}$ of 40 = 8

$\frac{1}{2}$ of 20 = 10
$\frac{1}{4}$ of 20 = 5
$\frac{1}{5}$ of 20 = 4

$\frac{1}{5}$ of 35 = 7
$\frac{1}{2}$ of 14 = 7
$\frac{1}{4}$ of 28 = 7

Fractions practice (Hot)

$\frac{1}{2}$ of 16 = 8
$\frac{1}{4}$ of 16 = 4
$\frac{1}{8}$ of 16 = 2

$\frac{1}{2}$ of 20 = 10
$\frac{1}{4}$ of 20 = 5
$\frac{1}{5}$ of 20 = 4
$\frac{1}{10}$ of 20 = 2

$\frac{1}{2}$ of 30 = 15
$\frac{1}{3}$ of 30 = 10
$\frac{1}{5}$ of 30 = 6
$\frac{1}{10}$ of 30 = 3

$\frac{1}{2}$ of 40 = 20
$\frac{1}{4}$ of 40 = 10
$\frac{1}{5}$ of 40 = 8
$\frac{1}{8}$ of 40 = 5
$\frac{1}{10}$ of 40 = 4

Challenge

What different fractions can you find of 36?

Children's answers could include:

$\frac{1}{2}$ of 36 = 18
$\frac{1}{4}$ of 36 = 9
$\frac{3}{4}$ of 36 = 27
$\frac{1}{3}$ of 36 = 12
$\frac{2}{3}$ of 36 = 24

$\frac{1}{6}$ of 36 = 6
$\frac{2}{6}$ of 36 = 12
$\frac{3}{6}$ of 36 = 18
$\frac{4}{6}$ of 36 = 24
$\frac{5}{6}$ of 36 = 30

$\frac{1}{9}$ of 36 = 4
$\frac{2}{9}$ of 36 = 8
$\frac{4}{9}$ of 36 = 16
$\frac{5}{9}$ of 36 = 20
$\frac{7}{9}$ of 36 = 28
$\frac{8}{9}$ of 36 = 32

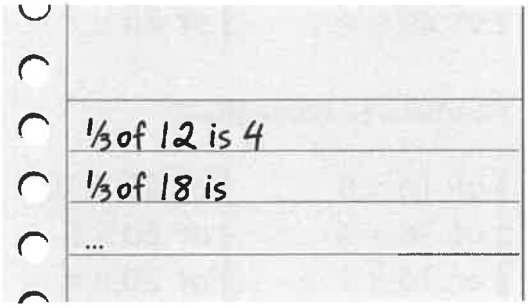
A Bit Stuck?
Alien adventure

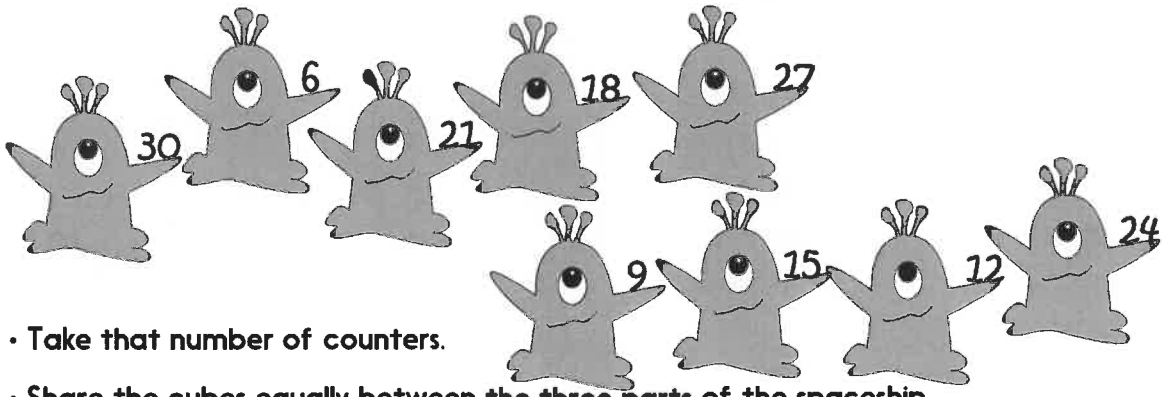
Work in pairs

Things you will need:
- An outline of a spaceship
- 30 counters/pennies
- A pencil

What to do:

- The aliens are going on an adventure!
- Each ⅓ of the spaceship must have the same number of aliens. Otherwise the spaceship will become unstable.
- Choose an alien with a number.





- Take that number of counters.
- Share the cubes equally between the three parts of the spaceship.
- Write the fraction sentence.
- Choose at least four other aliens with numbers to go on an adventure. Each time, work out how many aliens need to be in each ⅓ of the spaceship.

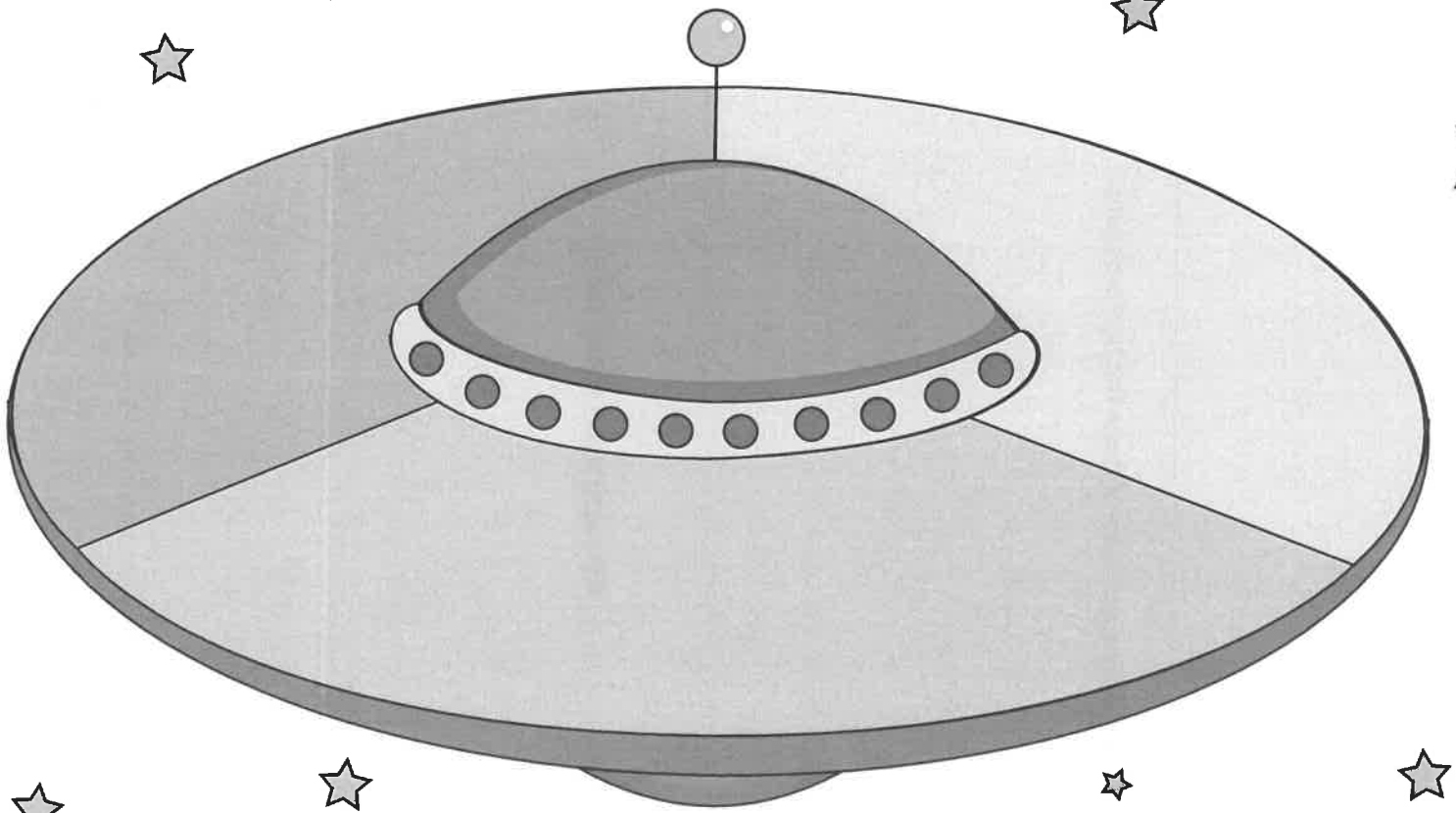
S-t-r-e-t-c-h:

Find ⅓ of 12, ⅔ of 12 and ⅔ of 12.

Find ⅓, ⅔ and ⅔ of another number of aliens.

Learning outcomes:
- I can understand that thirds are equal parts of a whole.
- I can find ⅓ of numbers (whole number answers)
- I am beginning to find ⅔ of numbers (whole number answers).

A Bit Stuck?
Alien adventure



 Explore more Hamilton Trust Learning Materials at https://wrht.org.uk/hamilton

Check your understanding:
Questions

Complete each sentence:

$\frac{1}{3}$ of 15 = ☐

$\frac{1}{5}$ of 40 = ☐

$\frac{1}{6}$ of 24 = ☐

Draw three bar models, one to represent each of these fraction problems.

$\frac{1}{3}$ of 24

$\frac{1}{8}$ of 24

$\frac{1}{5}$ of 30

Answers on next page

Check your understanding:
Answers

Complete each sentence:

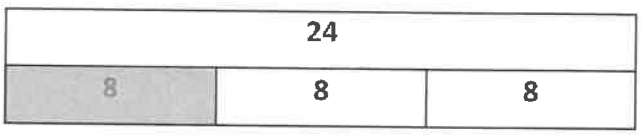
$\frac{1}{3}$ of 15 = 5

$\frac{1}{5}$ of 40 = 8

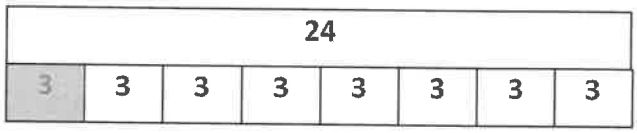
$\frac{1}{6}$ of 24 = 4

Draw three bar models, one to represent each of these fraction problems. A common error is to write the denominator number rather than the fractional amount in the bar model cells.

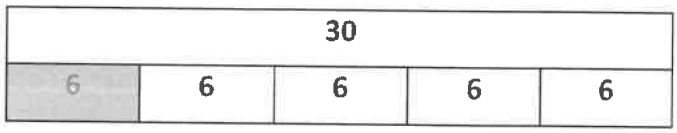
$\frac{1}{3}$ of 24 = 8



$\frac{1}{8}$ of 24 = 3



$\frac{1}{5}$ of 30 = 6



What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read a profile

- Read *Mario Profile*. What questions does this profile answer? What other questions could be answered? Do you know any other information about this video-game character?
- Look at *Colourful Writing*. Can you work out what each of these colours means? Write a key to the colours on the table provided.

2. Remind yourself about word classes

- Use the ***PowerPoint*** *teaching word classes*. If this not possible, remind yourself using the *Revision Card* on the same subject.
- Read *Profiles 1-3*. Collect examples of different word classes from these profiles. Write them on the *Word Class Grid*.
- Challenge yourself to read *Profiles 4-6* and to collect different words from here too.

Well done! Now show a grown-up the words that you have collected. You can check your answers at the end of the pack.

3. Write some sentences

- Write some sentences about a video-game that you know.
- When you have written them, highlight the different classes of words that you have used. Can you add any adjectives or adverbs to your writing?

Try this Fun-Time Extra

- Use the descriptions in the profiles to draw each of the characters.
- Add labels to your drawings to show the different things that you have included.

Mario Profile

Mario is a short, Italian plumber with a round portly tummy. He lives within the Mushroom Kingdom with his younger brother, Luigi. Mario usually wears a long-sleeved red shirt, a pair of blue overalls with yellow buttons and a red cap. Mario has countless adventures that usually result in him bravely rescuing Princess Peach from the villain, Bowser.

Mario jumps high and is widely known for his jump-stomp move which can entirely crush smaller enemies. This attack often enables Mario to quickly knock the turtle-like Koopa Troopas into or out of their shells. He can also perform an impressive back-flip and the *Wall Kick*, which rapidly propels him upwards by kicking off walls.

Mario - Colourful Writing

Mario is a short, Italian plumber with a round portly tummy. He lives within the Mushroom Kingdom with his younger brother, Luigi. Mario usually wears a long-sleeved red shirt, a pair of blue overalls with yellow buttons and a red cap. Mario has countless adventures that usually result in him bravely rescuing Princess Peach from the villain, Bowser.

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Write the word classes here

blue	pink	orange	green

Revision Card – Word Classes

Nouns

A noun names a person, place, idea, thing or feeling.

a plumber
the rescue
a race
a mushroom

In front of a noun, we often have

a an the ← **determiners**

Verbs

Verbs indicate that someone or something is doing, feeling or being.

Mario gasped.
The kart hurtled.
He has Princess Peach.
I win!

Usually verbs have the name of a person or thing or a pronoun in front of them.

Adjectives

An adjective is a describing word.
It tells you more about a noun.

those funny clothes
some exciting news
a nice, normal day
his clenched fist

The clothes were funny.

Adjectives sometimes come next to 'their' nouns...
but sometimes they do not.

Adverbs

An adverb tells you more about a verb.
It helps us express manner, time and place.

spoke quickly

arrived last

ran away

Profiles 1 to 3

Princess Peach

Princess Peach has long, blonde hair and blue eyes. She is tall and usually wears a pink evening gown with frilly trimmings. Her hair is sometimes pulled back into a high ponytail.

Peach is mostly kind and does not show an aggressive nature, even when she is fearlessly fighting or confronting her enemies.

Although often kidnapped by huge Bowser, Peach is always happy to have Bowser on the team when a bigger evil threatens the Mushroom Kingdom. She puts previous disagreements aside.

Bowser

Bowser is the King of the Koopas. Koopas are active turtles that live in the Mushroom Kingdom. Bowser has a large, spiked turtle shell, horns, razor-sharp fangs, clawed fingers and toes, and bright red hair. He is hugely strong and regularly breathes fire. Bowser can also jump high. He often kidnaps Princess Peach to lure poor Mario into a trap. Bowser occasionally works with Mario and Luigi to defeat a greater evil. Then they work together.

Luigi

Luigi is taller than his older brother, Mario, and is usually dressed in a green shirt with dark blue overalls. Luigi is an Italian plumber, just like his brother. He always seems nervous and timid but is good-natured. He is calmer than his famous brother. If there is conflict, Luigi will smile and walk away. It is often thought that Luigi may secretly love Princess Daisy.

Profiles 4 to 6

Yoshi

Yoshi is a human-like dinosaur who faithfully acts as Mario and Luigi's faithful sidekick. Wherever the brothers are, Yoshi is often found nearby. The Yoshi species, to which Yoshi belongs, appear in various colours. His grasping tongue can extend a huge distance to successfully grab distant objects or out-of-reach areas. Yoshi sometimes makes high-pitched babyish squeals as well as recognisable words.

Wario

Wario is Mario's wicked arch enemy. He has a large head and chin, huge muscular arms, a wide and short, tubby body, and a zig-zag moustache. He always wears a yellow and purple outfit. Wario was a childhood rival to Mario and Luigi who gradually became jealous of their success. He cackles aggressively and often uses exploding bombs. He throws them everywhere.

Toad

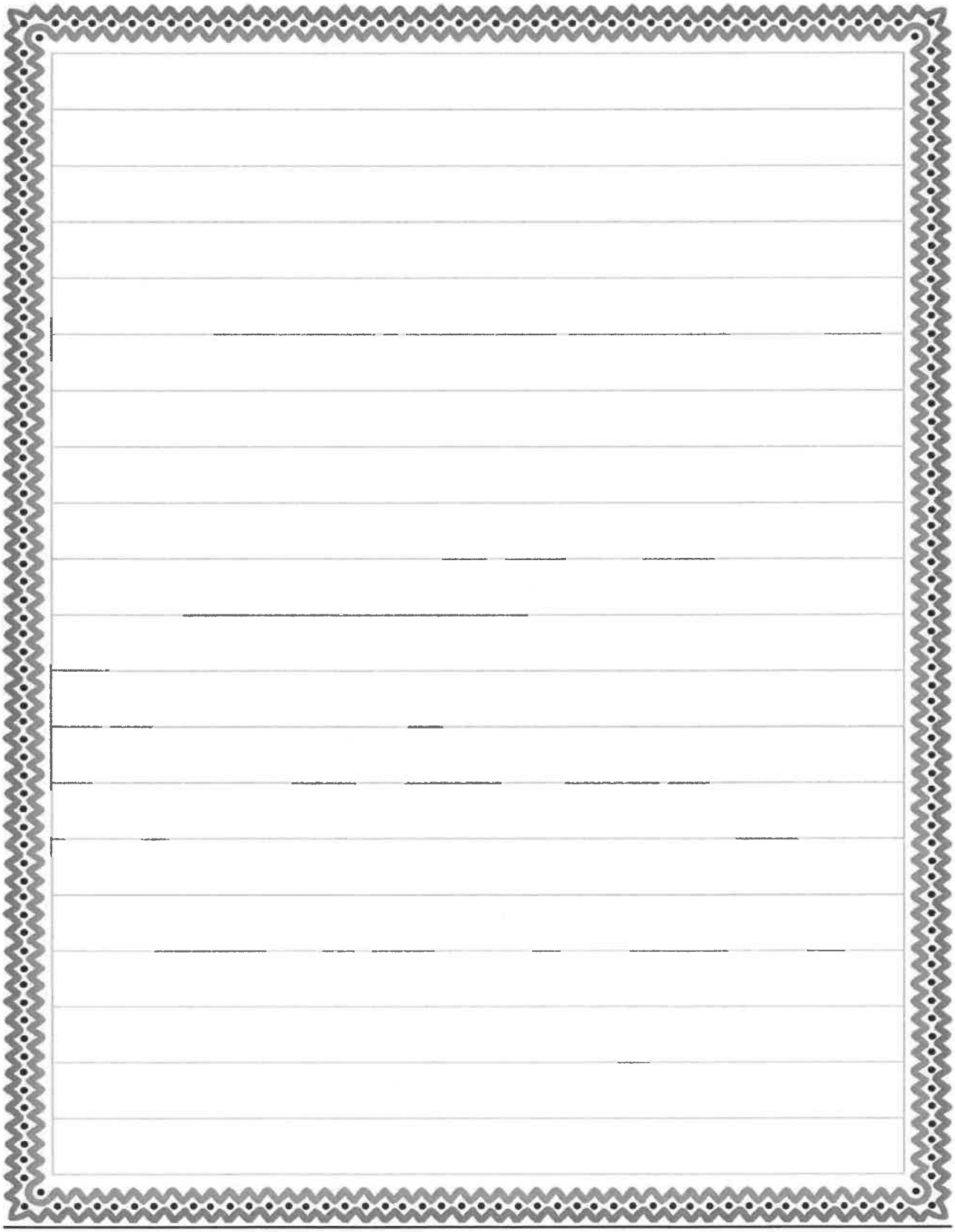
Toad is one of Princess Peach's loyal attendants; constantly working on her behalf. He is very small in size but has a large head that hugely resembles a mushroom in shape and colour. Sometimes, Toad appears with a red vest, though he is usually seen with his blue vest. Toad is generally a cheerful character, and quite shy, but he can suddenly become extremely distressed when a major event happens nearby.

Word Classes Grid

adjective	noun	verb	adverb

Video Game Sentences

Write some sentences about a game that you know about. Highlight your words to show the different word classes.



Profiles (answers)

You are not expected to identify every example!

Nouns Verbs Adjectives Adverbs

Princess Peach

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What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Look closely at an illustration

- Look at *New Characters*. These are six possible new characters that could join Mario in a game.
- Label each character, writing about 3-5 things that you notice about them.

2. Remind yourself about word classes

- Use the *Revision Card* to remind yourself about word classes.
- Complete *Character Sentences*. Invent a name for each of the six new characters, fill in the grid for them and then write a sentence about them.

3. Now for some writing

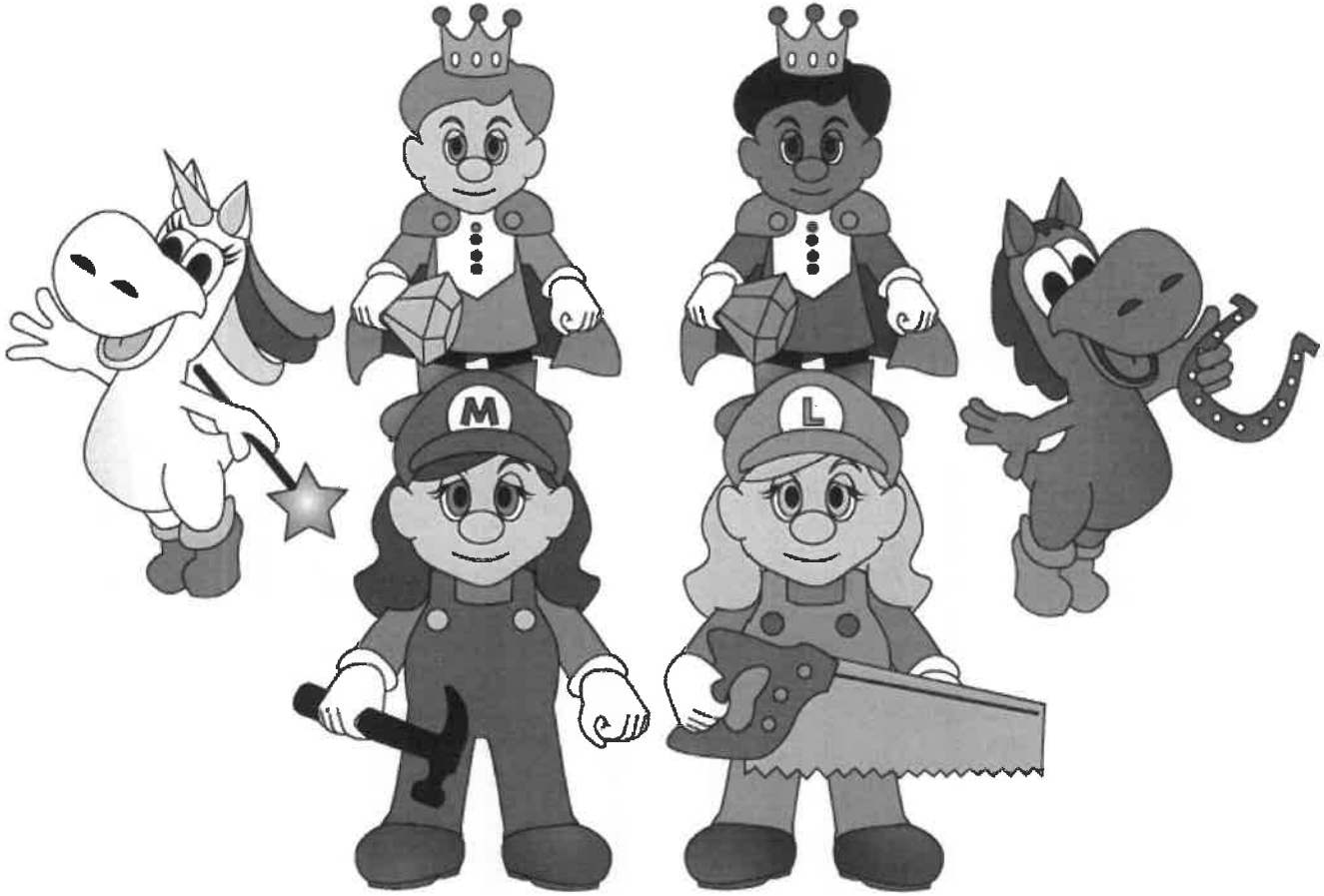
- Make up a story about some of the new characters.
- Try to include adjectives and adverbs in your story.

Well done! Now read your story to a grown-up. Can you tell them the adjectives and adverbs that you have used? Can you ask them to spot any nouns or verbs that you have used?

Try these Fun-Time Extra

- Can you make a scene from your story? You could act it out with others or could use toys.
- Can you read your story to someone who isn't in your house?
- Can you look in books to collect some really good nouns, adjectives, adverbs and verbs?

New Characters



Revision Card – Word Classes

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a nice, normal day
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The clothes were funny.

Adjectives **sometimes come next to 'their' nouns...**
but sometimes they do not.

Adverbs

An adverb tells you more about a verb.
It helps us express manner, time and place.

spoke quickly

arrived last

ran away

Character sentences

Invent a name for each character. Complete the grid and then use those words to make a sentence for them.

Proper noun	adjective	noun	verb	adverb
Mario	*enthusiastic*	*plumber*	*jumps*	*high*

Mario is an enthusiastic plumber who jumps high.

Mario Character Story

Take up to three of the characters. Make up a story that involves them. Try to use adverbs and adjectives in your writing.

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read a dictionary entry

- Read *Dictionary Entry*.
- Use different colours to show the different parts as indicated.
- Look at the *Revision Card*. Why does the word 'Fast' have two versions?

2. Find out about some words

- Read the words on *Word Grid.*
- Use a dictionary or the dictionary website to work out what they can mean.
  https://kids.britannica.com/kids/browse/dictionary
- The words in blue might belong to more than one word class.
- Choose three words and make dictionary entries for them, using the *Template*.

3. Write some sentences

- Write sentences that use the words from the *Word Grid*.
- Challenge yourself to write a crazy story that uses all these words at least once!

Well done! Now show a grown-up your story. Talk to them about the meanings of the words from the Word Grid.

Try these Fun-Time Extra

- Can you find five new words in the dictionary that you don't think anyone in your house will know.
- Learn to spell them, learn what they mean and then impress the people you live with!

Dictionary Entry

plumber noun

A person whose job is to fit and repair things such as water pipes, toilets, etc.
*I think we'll have to call the **plumber** to fix that tap.*

wooden adjective

To be made of wood.
*The karts were **wooden**.*

fast adverb

To move quickly.
*She drove **fast** in her kart.*

fast adjective

Moving or capable of moving at high speed.
*He won as he had a **fast** bike while my car was too slow.*

Use different colours to show these parts of each entry:

- The word
- The word class
- A definition
- An example sentence

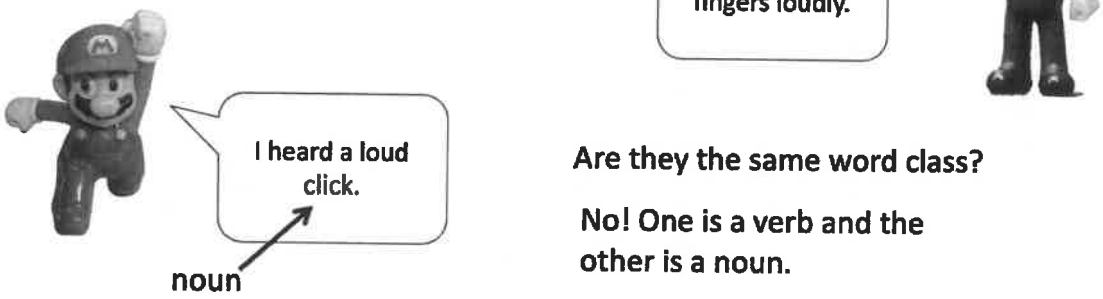
The first has been done for you.

Make a key to show what your colours mean.

Revision Card – Word Classes

Multiple word classes

Look at how Mario and Luigi are using the word 'click'.

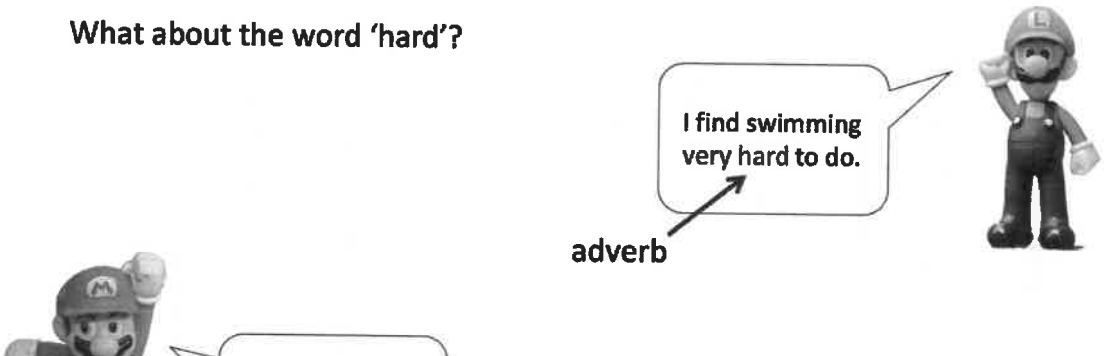


Are they the same word class?

No! One is a verb and the other is a noun.

Multiple word classes

What about the word 'hard'?



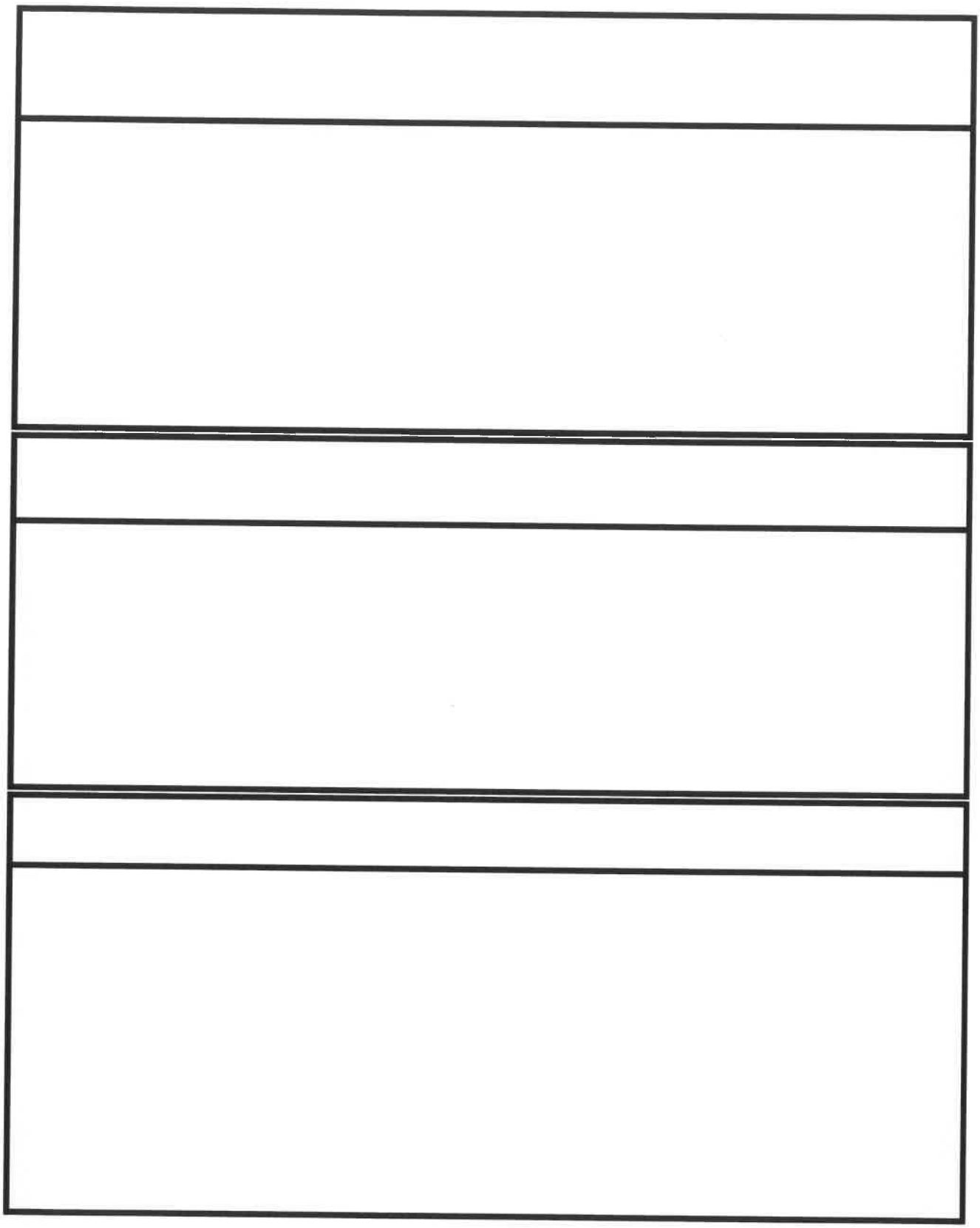
Are they the same word class?

No! One is an adverb and the other is an adjective.

Word grid

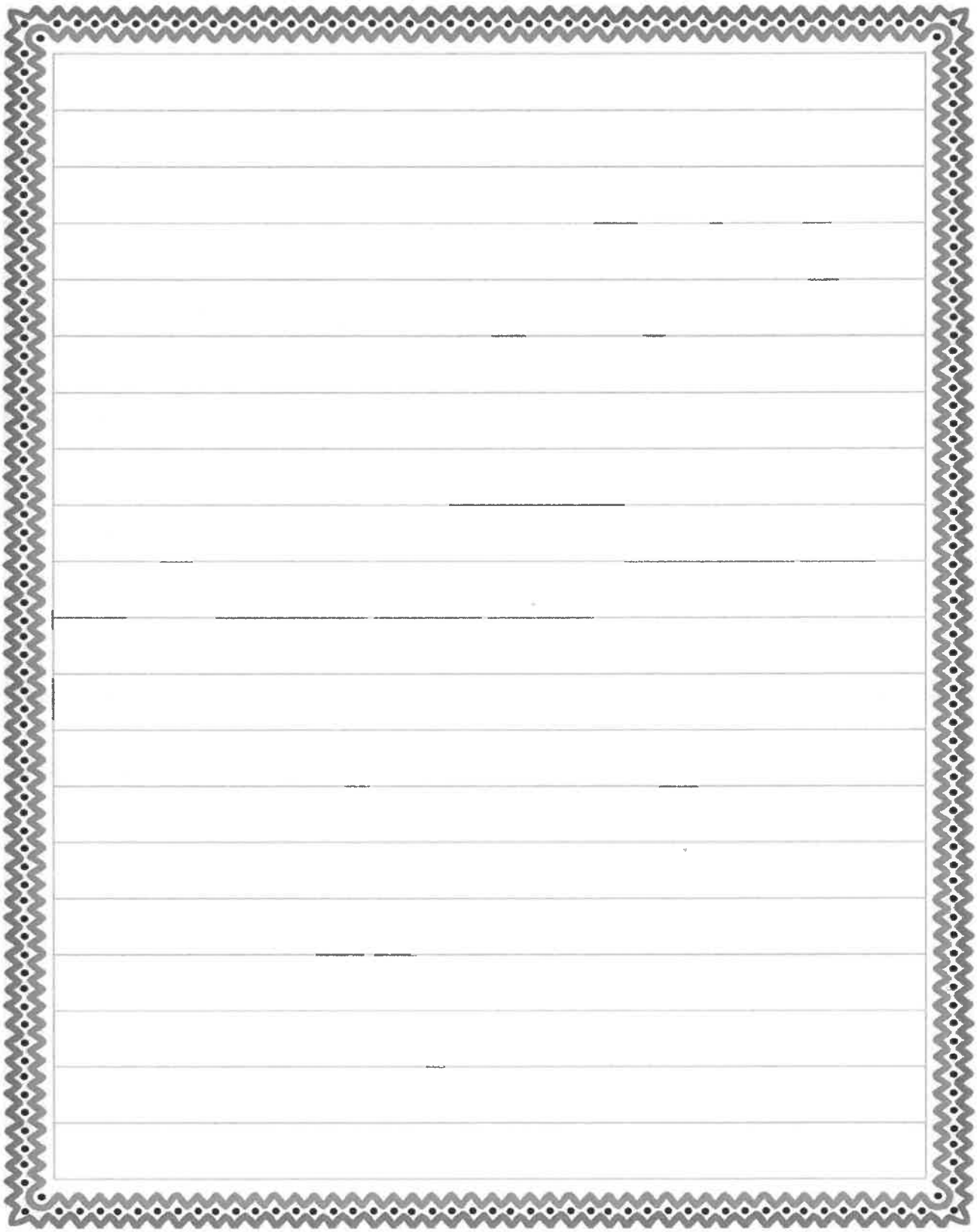
spikey	plumber	difficult	kick
slowly	jump	run	fast
bumpy	track	kart	trick
hard	level	race	aggressively
high	skid	helmet	wooden

Dictionary definitions template



Word Grid Writing

Write sentences that use some of the words from the Word Grid OR Challenge yourself to write a crazy story that includes all of them.



What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Think about a picture

- Look at the picture: *My Pet*. What do you think has happened just before this picture was taken? What might happen next? What names would you give these dogs? Who might own them?
- Can you think of three reasons why people like to keep pets?
- Make notes about your answers or tell someone about them.

2. Read a poem

- Read the poem: *My Dog*. Read it two times, once in your head once out loud.
- Read and think about the *Poetry Questions*. Write some of your answers as clear sentences.

3. Read a poetry collection

- Read the poems in *Animal Poetry Collection*.
- Read at least three of the poems. Challenge yourself to read them all.
- Complete *Poetry Notes* and write about your favourite poem.

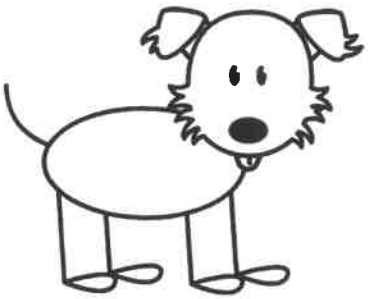
Well done. Share the poems with a grown-up. Do they have the same favourite as you?

Try these Fun-Time Extras

- Can you practise reading your favourite animal poem, then record it and share your recording with someone else?
- Can you make an illustration for your favourite animal poem?

My Pet

My Dog by Vernon Scannell



My dog belongs to no known breed,
A bit of this and that,
His head looks like a small haystack,
He's lazy, smelly, fat.

If I say, 'Sit!' he walks away,
When I throw stick or ball
He flops down in the grass as if
He had no legs at all.

Then looks at me with eyes that say,
'You threw the thing, not me,
You want it back? Then get it back,
Fair's fair, you must agree.'

He is a thief. Last week but one
He stole the Sunday roast
And showed no guilt at all as we
Sat down to beans on toast.

The only time I saw him run –
And he went like a flash –
Was when a mugger in the park
Tried to steal my cash.

My loyal brave companion flew
Like a missile to the gate
And didn't stop till safely home,
He left me to my fate.

And would I swap him for a dog
Obedient, clean and good,
An honest, faithful, lively chap?
Oh boy, I would, I would!

(Read Me Out Loud p310)

Poetry Questions

What do you like about the poem? Is there anything that you dislike about it?	Does the poem remind you of anything that you have ever read? Does it remind you of any person you know? Does it remind you of anything that has happened to you?
What patterns can you find in the poem? Are any of the words or phrases linked with other words or phrases? How?	What puzzles does the poem leave? What questions does it make you want to ask?

Animal Poetry Collection

Mother doesn't want a dog

Mother doesn't want a dog.
Mother says they smell,
And never sit when you say sit,
Or even when you yell.
And when you come home late at night
And there is ice and snow,
You have to go back out because
The dumb dog has to go.

Mother doesn't want a dog.
Mother says they shed,
And always let the strangers in
And bark at friends instead,
And do disgraceful things on rugs,
And track mud on the floor,
And flop upon your bed at night
And snore their doggy snore.

Mother doesn't want a dog.
She's making a mistake.
Because, more than a dog, I think
She will not want this snake.

by Judith Viorst

The Dog Lovers

So they bought you
And kept you in a
Very good home
Central heating
TV
A deep freeze
A very good home-

No one to take you
For that lovely long run-
But otherwise
'A very good home'
They fed you Pal and Chun
But not that lovely long run,

Until, mad with energy and boredom
You escaped- and ran and ran and ran
Under a car.
Today they will cry for you-
Tomorrow they will buy another dog.

by Spike Milligan

Black Cat

Sleepy-purred cat peers out
from the nest of my duvet
eyes glinting green gold black

He yawns
mouth prawn-pink.

Settles.

Sleek black paw
over coal black nose
and sleeps.

by Suzanne Elvidge

The Dog

The truth I do not stretch or shove
When I state that the dog is full of love.
I've also found, by actual test,
A wet dog is the lovingest.

By Ogden Nash

Barry's Budgie... Beware!

Dave's got a dog the size of a lion
Half-wolf, half-mad, frothing with venom
It chews up policemen and then spits them out
But it's nothing to the bird I'm talking about.

Claire's got a cat as wild as a cheetah
Scratching and hissing, draws blood by the litre
Jumps high walls and hedges, fights wolves on its own
But there's one tough budgie it leaves well alone.

Murray my eel has teeth like a shark
Don't mess with Murray, he'll zap out a spark
But when Barry's budgie flies over the houses
Murray dims down his lights, blows his own fuses.

This budgie's fierce, a scar down its cheek
Tattoos on its wings, a knife in its beak
Squawks wicked words, does things scarcely legal
Someone should tell Barry it's really an eagle.

by David Harmer

My Praying Mantis

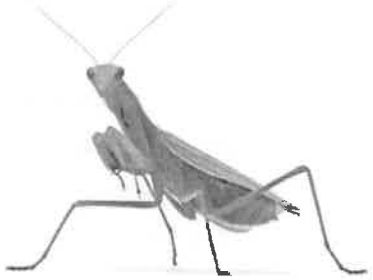
I once had a mantis as a pet
A praying mantis, you must not forget,

is the tiger of the insect world,
hungry, fierce and extremely bold,

and if you are an insect, keep away
should a mantis be lurking where you play.

Anyway my mantis was my very best friend.
He sat on my shoulder and I did defend his

insect's right to stay with me,
protect him from people's curiosity;



for they thought it very strange
the way his body was arranged.
For a start his neck was very long,
and his heart-shaped head did not belong

to that thin neck and bulbous abdomen
or toothed arms as strong as ten,

wings which gave him speed in flight
when he attacked and with delight

grabbed a cockroach for his supper,
tore and ate it with his choppers.

However, one day, Phoebe, the neighbour's cat,
gobbled up my mantis and that was that.

Phoebe licked her lips, seemed satisfied
with a chewed up mantis in her inside.

I suppose, for a mantis, the moral to this story
Is, look out for cats or you'll be sorry.

by John Lyons

The Gerbil

"Can we have a gerbil, Mum?"
"We can't," is what Mum said.
"I'm sorry, love," she added.
"I'm having a baby, instead."

"I'd rather have a gerbil, Mum
I'd like a pet," I said,
But what I'll get is a baby,
With a face all screaming and red.

"I'll tell you what," said Mother,
"I'll tell you what we'll do.
If you help me with the baby,
You can have a gerbil, too."

I got the gerbil I wanted,
And I help Mum every day.
The baby isn't too bad –
But the gerbil's quieter, I'd say.

by Tony Bradman

Rabbit Poem

To keep
a rabbit
is a good
habit.

A rabbit is truly curious:
his eyes are soft
but his whiskers wiggle
and his nose twitches
and his ears jiggle

and his tail
is a bump
on
his rump.

A rabbit
Is cheerful
but not especially
careful
about multiplying:
the answers
he gets
to the simple
sum
of one and one
are mystifying...

A rabbit Is easy
to care for:
to munch on grass
is what he's hare for.

So if you get
the chance
to have a rabbit
grab it!

by Pamela Mordecai

Feedback on poems

Poem	Like or not? (Give a score)	Patterns I noticed.	Questions I have.
Mother doesn't want a dog			
The Dog Lovers			
Black Cat			
The Dog			
Barry's Budgie... Beware!			
My Praying Mantis			
The Gerbil			
Rabbit Poem			

My favourite poem is... _____

My reasons are....

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read a poem

- Read the poem: *Claws*. Read it twice: once in your head and once out loud.
- Read the *Poetry Questions*. Think about your answers and then write some of them as sentences.

2. Remind yourself about metaphors and similes

- Use the *Revision Card* to remind yourself about metaphors and similes.
- Complete *Metaphors and Similes Practice*. Try writing a metaphor or simile for each of the pets. Challenge yourself to write more than one for some of them. Which is your favourite metaphor or simile? Why?

3. Plan and write a poem

- Think about a pet that you know or have seen or imagine one from the pictures.
- Write ideas in *Poem Ideas*.
- Try organising your ideas so that they look and sound like a poem. What patterns can you use? Write your poem out carefully.

Well done! Now show a grown-up your poem. Show them any metaphors or similes that you have used.

Try these Fun-Time Extras

- Can you perform your poem, record your performance and share it with somebody else?
- Can you make an illustration for your poem?

Claws

If my cat
were a fish, he'd be a shark.
A big shark.
A big, mean shark.
A Great White Shark.

But he's not a fish.
He's a cat.
A big cat.
A big, mean cat.
A Great White Cat

who cruises the neighbourhood
terrorising any creature
he happens to meet.

Birds wing away
when he prowls the gardens.
Other cats scat
when he struts his stuff
and even dogs make sure
they're somewhere else
when he's around.

He's rough. He's tough.
He's terrible to behold.
More terrible
than any tiger.

Sometimes he disappears
for days and days
and days

but just when
I start to think
I'll never see him again

in he strolls
pushing through the cat-flap
as if he's never been away

and he jumps up
into my lap
and curls himself
around himself

and falls asleep
purring like a Porsche
while I stroke him
and stroke him

and tell him
over and over again
that he's

the Best Cat
in the Whole Universe.

By Tony Langham

Poetry Questions

What do you like about the poem? Is there anything that you dislike about it?	Does the poem remind you of anything that you have ever read? Does it remind you of any person you know? Does it remind you of anything that has happened to you?
What patterns can you find in the poem? Are any of the words or phrases linked with other words or phrases? How?	What puzzles does the poem leave? What questions does it make you want to ask?

Revision Card – Metaphors and Similes

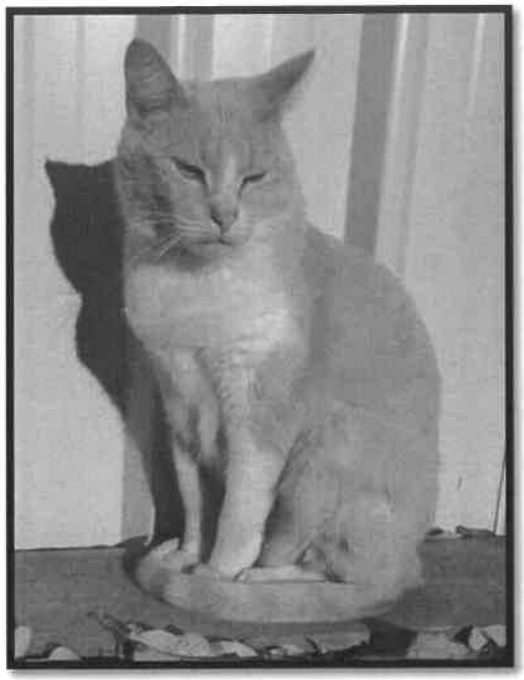
To describe something, we often compare it to something else.

Sometimes we write a **simile**

The cat was as regal as the Queen of Sheba

The cat was as still as a statue.

A **simile** is a comparison where we say one thing is like something else.



Sometimes we say that something IS something else in order to make a strong comparison. This is a **metaphor**.

My cat is a flash of lightning.
This means that the cat is <u>like</u> a flash of lightning – it runs really fast!

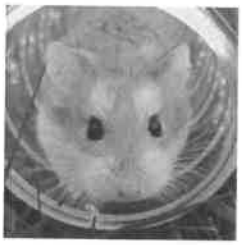
My dog is a pig.
This means that the dog is like a pig – it is very greedy about food.

To write a simile or a metaphor....

Think of a characteristic of your pet	E.g. My rabbit is really soft
Think of something which is known for having that characteristic.	E.g. A baby's blanket
Compare your pet to that thing	My rabbit is like my favourite blanket (simile) My rabbit is my favourite blanket. (metaphor)

Metaphors and Similes Practice

Write a simile or metaphor for each of these pets. Think of something about them, think of something else that has that characteristic, then compare the pet to that thing.

Poem Ideas

What is special about the pet?

What do you notice most about its appearance?

What's the funniest thing it has done?

How would you describe its character?

What metaphors or similes describe this pet?

Pet Poem

Write your poem out carefully.