Mon 8 Feb

5 Write the fractions in descending order.

a) $\frac{8}{3}$, $\frac{4}{5}$, $\frac{8}{15}$, $\frac{8}{2}$, $\frac{16}{8}$

□ □ □ □ □

b) $\frac{7}{3}$, $\frac{12}{9}$, $\frac{15}{9}$, $\frac{15}{6}$, $\frac{7}{9}$

□ □ □ □ □

c) $\frac{14}{5}$, $\frac{17}{10}$, $\frac{27}{10}$, $\frac{3}{1}$, $\frac{42}{20}$

□ □ □ □ □

6 Find three possible ways to complete each statement.

a) $\frac{1}{4} < \frac{\square}{4} < \frac{9}{8}$

$\frac{1}{4} < \frac{\square}{4} < \frac{9}{8}$

$\frac{1}{4} < \frac{\square}{4} < \frac{9}{8}$

b) $\frac{1}{4} < \frac{\square}{15} < \frac{7}{15}$

$\frac{1}{4} < \frac{\square}{15} < \frac{7}{15}$

$\frac{1}{4} < \frac{\square}{15} < \frac{7}{15}$

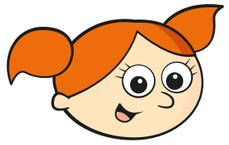
c) $\frac{4}{5} < \frac{8}{\square} < \frac{8}{4}$

$\frac{4}{5} < \frac{8}{\square} < \frac{8}{4}$

$\frac{4}{5} < \frac{8}{\square} < \frac{8}{4}$

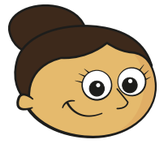
7 Alex and Dora each have two identical cakes.

Alex cuts each of her cakes into 6 equal pieces and gives 10 of her friends a piece each.

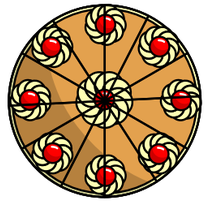


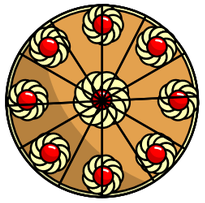
Alex

Dora cuts each of her cakes into 12 equal pieces and gives 18 of her friends a piece each.



Dora





Who has more cake left?

_____ has more cake left.

8 *The greater the numerator, the greater the fraction.*

Give at least three examples to show that the statement is not correct.

_____

_____

_____

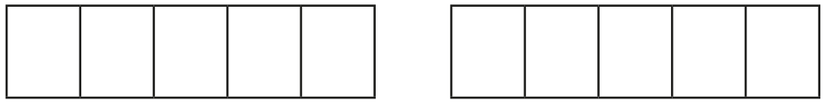
Add and subtract fractions

Tues 9 Feb

1 Complete the calculations.

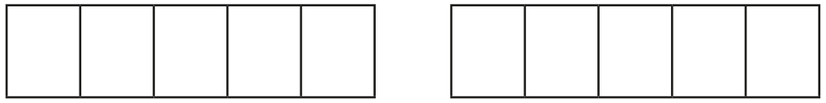
Use the bar models to help you.

a)



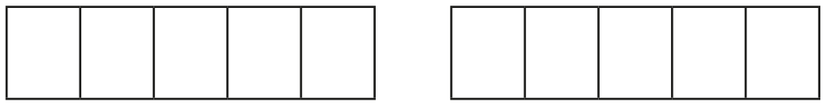
$\frac{4}{5} + \frac{3}{5} = \square = \square$

b)



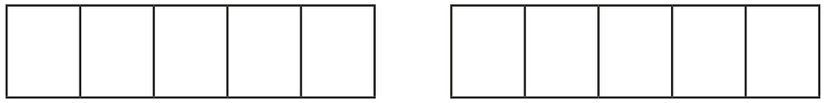
$\frac{6}{5} + \frac{3}{5} = \square = \square$

c)



$\frac{8}{5} - \frac{6}{5} = \square$

d)



$\frac{9}{5} - \frac{3}{5} = \square = \square$

2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \square$

b) $\frac{4}{7} + \frac{3}{7} = \square = \square$

c) $\frac{4}{7} + \frac{4}{7} = \square = \square$

d) $\frac{8}{7} - \frac{3}{7} = \square$

e) $\frac{7}{9} + \frac{8}{9} = \square = \square$

f) $\frac{17}{9} - \frac{8}{9} = \square = \square$

g) $\frac{16}{9} - \frac{8}{9} = \square$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \square = \square$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \square = \square$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \square$

3 $\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

What could the missing numerators be?

Give six different possibilities.

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

4 Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has ☐ litres left.

5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\square}{8} = \frac{13}{8}$

b) $\frac{13}{8} - \frac{\square}{8} = \frac{7}{8}$

c) $\frac{13}{8} - \frac{\square}{8} = 1$

d) $\frac{11}{9} + \frac{\square}{9} = \frac{22}{9} = 2\frac{\square}{9}$

e) $\frac{11}{9} + \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

f) $\frac{22}{9} - \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

g) $\frac{4}{7} + \frac{\square}{7} + \frac{4}{7} = 2$

h) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 2$

i) $\frac{6}{7} + \frac{\square}{7} + \frac{6}{7} = 2$

j) $\frac{14}{7} + \frac{\square}{7} + \frac{4}{7} = 3$

k) $\frac{15}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

i) $\frac{16}{7} + \frac{\square}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?

6 Here are some fraction cards.

$\frac{9}{8}$	$\frac{13}{8}$	$\frac{1}{8}$	$\frac{7}{8}$	$\frac{3}{8}$	$1\frac{7}{8}$

Use the cards to write pairs of fractions with a total of 2

☐ + ☐ = 2

☐ + ☐ = 2

☐ + ☐ = 2

7 Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?

Annie's rope is ☐ m long.

Dexter's rope is ☐ m long.

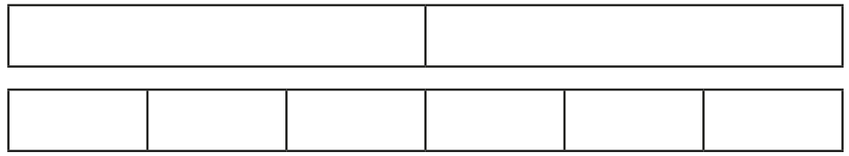
Add fractions within 1

Thur 11 Feb

1 Complete the additions.

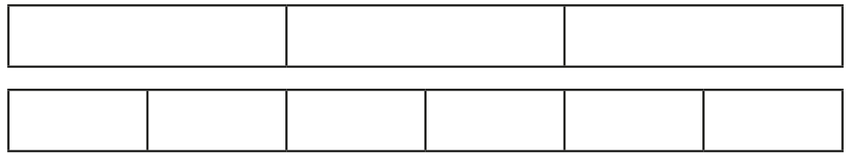
Use the bar models to help you.

a)



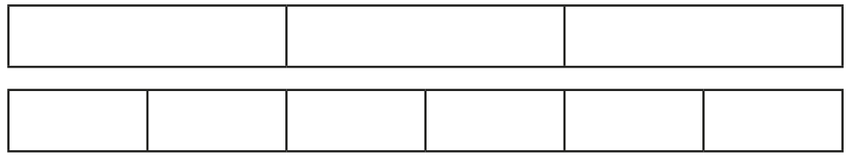
$\frac{1}{2} + \frac{1}{6} = \square$

b)



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

c)

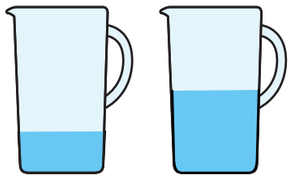


$\frac{2}{3} + \frac{1}{6} = \square$

2 Match the additions that have the same answer.

$\frac{3}{4} + \frac{1}{12}$	$\frac{10}{12} + \frac{1}{12}$
$\frac{2}{3} + \frac{1}{12}$	$\frac{6}{12} + \frac{1}{12}$
$\frac{5}{6} + \frac{1}{12}$	$\frac{9}{12} + \frac{1}{12}$
$\frac{1}{2} + \frac{1}{12}$	$\frac{8}{12} + \frac{1}{12}$

3 Here are two jugs.



One jug contains $\frac{5}{18}$ litres of water.

The other jug contains $\frac{4}{9}$ litres of water.

How many litres of water are there altogether?

There are $\square$ litres of water altogether.

4 **a)** Complete the calculations.

$\frac{1}{5} + \frac{1}{10} = \square$

$\frac{2}{5} + \frac{1}{10} = \square$

$\frac{3}{5} + \frac{1}{10} = \square$

$\frac{4}{5} + \frac{1}{10} = \square$

$\frac{1}{16} + \frac{5}{32} = \square$

$\frac{1}{8} + \frac{5}{32} = \square$

$\frac{1}{4} + \frac{5}{32} = \square$

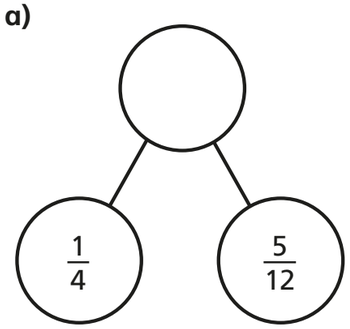
$\frac{1}{2} + \frac{5}{32} = \square$

b) Can you spot any patterns? Talk to a partner about it.

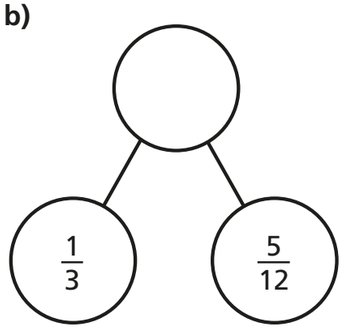
c) What calculation would come next in each set?

5 Complete the part-whole models.

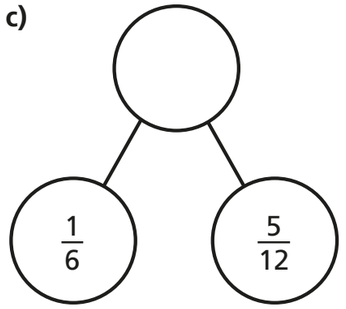
a)



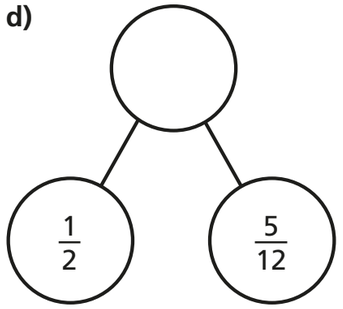
b)



c)



d)



6 $\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$

What could the missing numerators be?

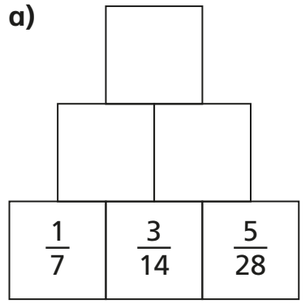
Give six different possibilities.

$\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$ $\quad$ $\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$ $\quad$ $\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$

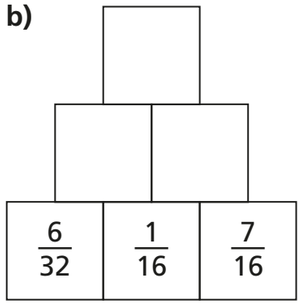
$\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$ $\quad$ $\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$ $\quad$ $\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$

7 Complete the addition pyramids.

a)



b)



c) What fraction is equivalent to both of the fractions at the top of the pyramids?

Add 3 or more fractions

Fri 12 Feb

1 Complete the additions.

Use the bar models to help you.

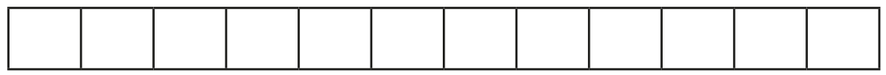
a)

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

b)

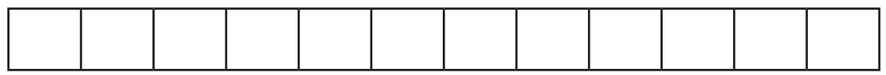
$\frac{1}{2} + \frac{1}{3} + \frac{1}{12} = \square$

c)



$\frac{2}{3} + \frac{1}{6} + \frac{1}{12} = \square$

d)



$\frac{1}{3} + \frac{1}{4} + \frac{1}{6} = \square$

2 Complete the additions.

a) $\frac{1}{5} + \frac{3}{10} + \frac{7}{20} = \square$

b) $\frac{1}{16} + \frac{5}{32} + \frac{3}{8} = \square$

c) $\frac{1}{4} + \frac{5}{24} + \frac{5}{12} = \square$

d) $\frac{3}{16} + \frac{1}{2} + \frac{1}{4} = \square$

e) $\frac{1}{2} + \frac{5}{18} + \frac{1}{9} = \square$

f) $\frac{1}{5} + \frac{8}{35} + \frac{2}{7} = \square$

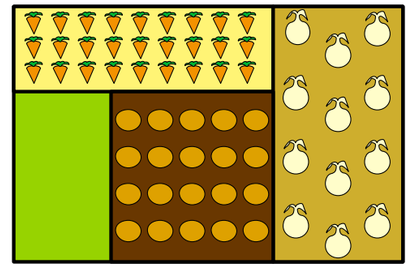
Explain how common multiples help when adding the fractions.

3 Rosie has a vegetable patch.

$\frac{2}{9}$ of the patch contains carrots.

$\frac{5}{18}$ of the patch contains potatoes.

$\frac{1}{3}$ of the patch contains onions.

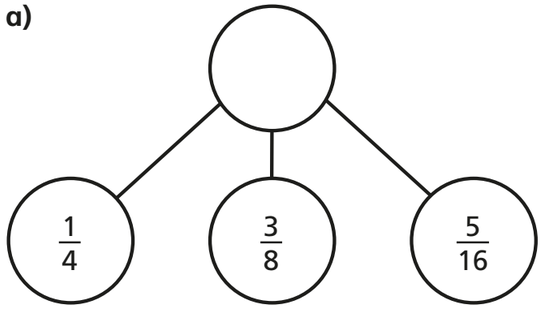


What fraction of the patch contains carrots, potatoes or onions?

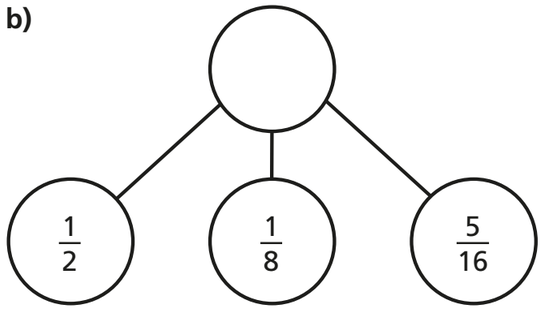
$\square$ of the patch contains carrots, potatoes or onions.

4 Complete the part-whole models.

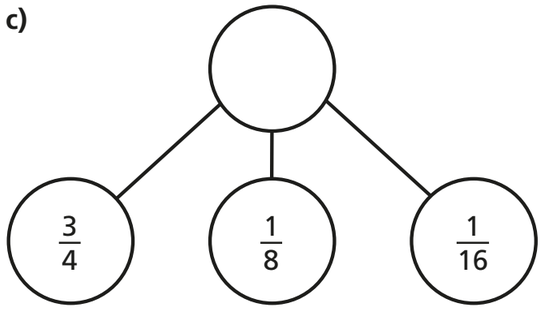
a)



b)



c)



d) Which one of the part-whole models is the odd one out?

Is there more than one answer?

Explain how you know.

5 Fill in the missing numerators.

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

b) $\frac{1}{8} + \frac{\square}{16} + \frac{3}{8} = \frac{7}{8}$

c) $\frac{1}{4} + \frac{\square}{16} + \frac{3}{8} = \frac{3}{4}$

d) $\frac{1}{8} + \frac{\square}{16} + \frac{1}{4} = \frac{3}{4}$

e) $\frac{1}{8} + \frac{1}{16} + \frac{\square}{16} = \frac{3}{4}$

f) $\frac{1}{4} + \frac{1}{16} + \frac{\square}{16} = \frac{3}{4}$

6 Complete the number square.

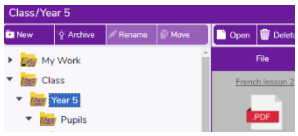
The total of each column is $\frac{4}{5}$

The total of each row is $\frac{4}{5}$

$\frac{3}{10}$	$\frac{2}{5}$	
	$\frac{1}{10}$	
$\frac{7}{20}$		

Create your own problem like this for a partner.

French Lockdown 2 Plural fruit and veg **Name:** **Date:**



You need the printed worksheet (and fruit cards and/or own plastic play fruit/veg. Go to Purple Mash - Year 5 Work folder - load Lesson 2 - click on 'Click here to start the lesson'.

Click Here to start the lesson

ananas
pommes
oignons
abricots
poires
carottes
bananes
fraises
tomates
cerises
kiwis
pommes de terre

Word in brackets tells you have to say it in French

Remember to repeat after her whenever she says a word in French (or répéter) and make it good mimicry!

Pause video at 5:00 - highlight the nouns that are **new** this week on the list:

Check and tick if you were right!

Which nouns are **cognate**? (remember that from last week?) - means *look like the English word*.

Write here the nouns (fruit and veg names) which are **not** cognate:

Create Market Stall Task:

On the next sheet, there are some fruit and veg pics - cut on the dashed lines and **use them to role play a market stall** - you could use some plastic fruit and veg if you have some at home, as well as these. If you have a helper - great! If not - you have to play both roles! Put on a disguise for the market trader role - e.g. Harry Potter glasses? Beret? Funny wig? Viking hat? Whatever you have? …Or all of it!!!

Use questions and answers:

Avez-vous …? Have you got…? *Oui! J'ai…* Yes! I have…

Je n'ai pas de… (d' with vowel clash) No! I haven't got…

After you have done some role play with the fruit and vegetable cards, write out 4 of the questions and answers. You could stick on 4 pics that go with your questions Q: /answers A:

Q

Your pic Image Here

A

Q

Your pic Image Here

A

Q

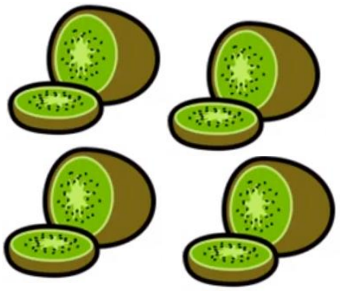
Your pic Image Here

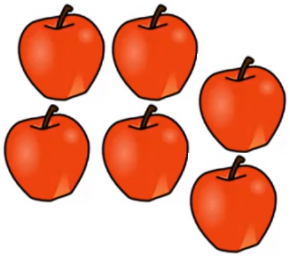
A

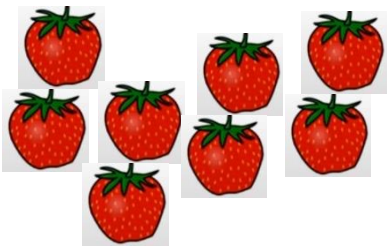
Q

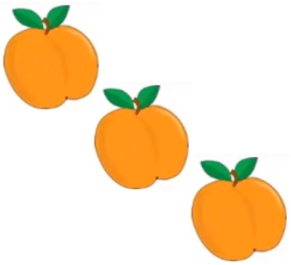
Your pic Image Here

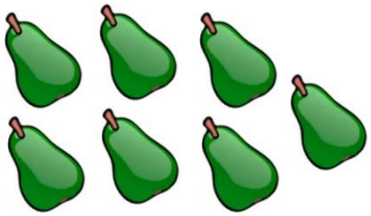
A

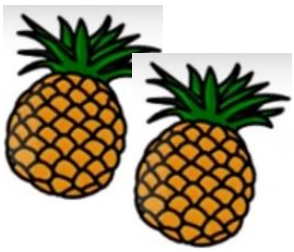





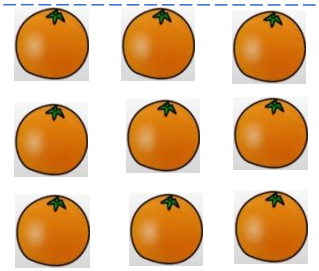


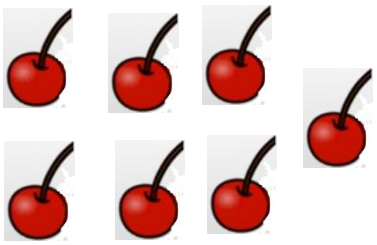
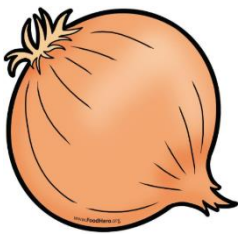
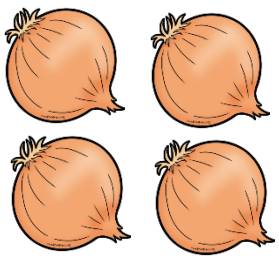


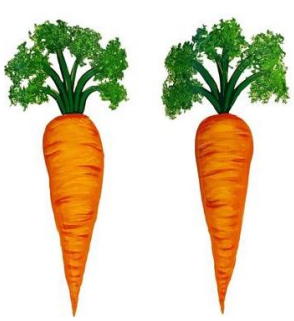
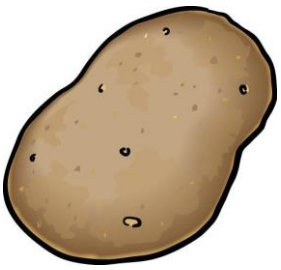
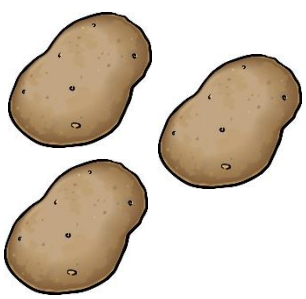








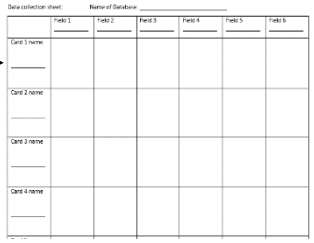




Databases Week 5 **Making your own Database - Part 1**

In previous weeks, we have searched databases created by others; today we are making our own!

First, you need a filled data sheet: with a title for your database, fields (at least 4) and information for each record card (at least 8 cards)

Hopefully, you put a set of data on to a grid before the lesson.



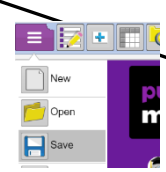
You are very familiar with the grid layout. We used it with *aliens*, *countries* and *holidays* and all the maths murder mysteries.

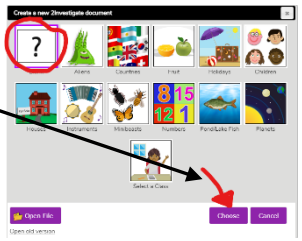
If you haven't yet made your grid, do that now. If you have brought Top Trumps cards - use those. If you have nothing, there are some sheets with some Top Trumps cards you could use: choose from Beast Quest, Wonders or Roald Dahl characters.

Remember you must write each of the chosen 'fields' along the column headings and the name of the card on the left (row heading). Fill in the boxes. Any units e.g. metres (m) go in brackets in the field heading - do not repeat them on in each rectangle of information (cell).

Next, you will load a blank database in 2investigate and **design**:

Login to Purple Mash - click Home - Tools - 2investigate - twice - launch app - if needed menu (3 lines top left) - new - Blank - Choose

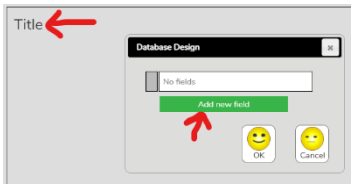




Next, type in the database **title** (where it says 'title')

Saving - let's do a save here - click the top left 3 dashes and click Save - give it your name and title and click Save

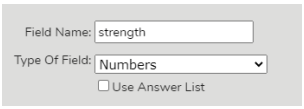
We are in the **design** stage now - adding the **'fields' before** making record cards



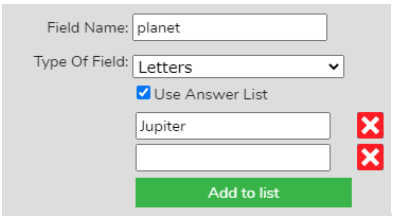
Name is **NOT** the first field, **put in your 2nd column heading.**

Now you have 3 choices: letters, numbers, or answer list

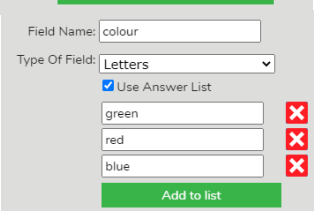
Choose **numbers** to type in a number (no letters at all) - **OK**



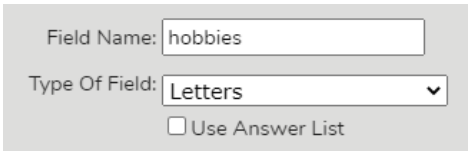
Choose **use answer list** where you will choose from a list of choices - you will need to add in all the possible choices - click add to list for another choice - click cross to remove any choices from the list - only click **OK** when the list is complete:



Choose **letters** if there are too many answers to put in an answer list - **OK**

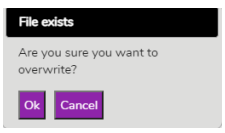


When all the fields are added (at least 4) - OK



The fields list disappears - **don't worry!**

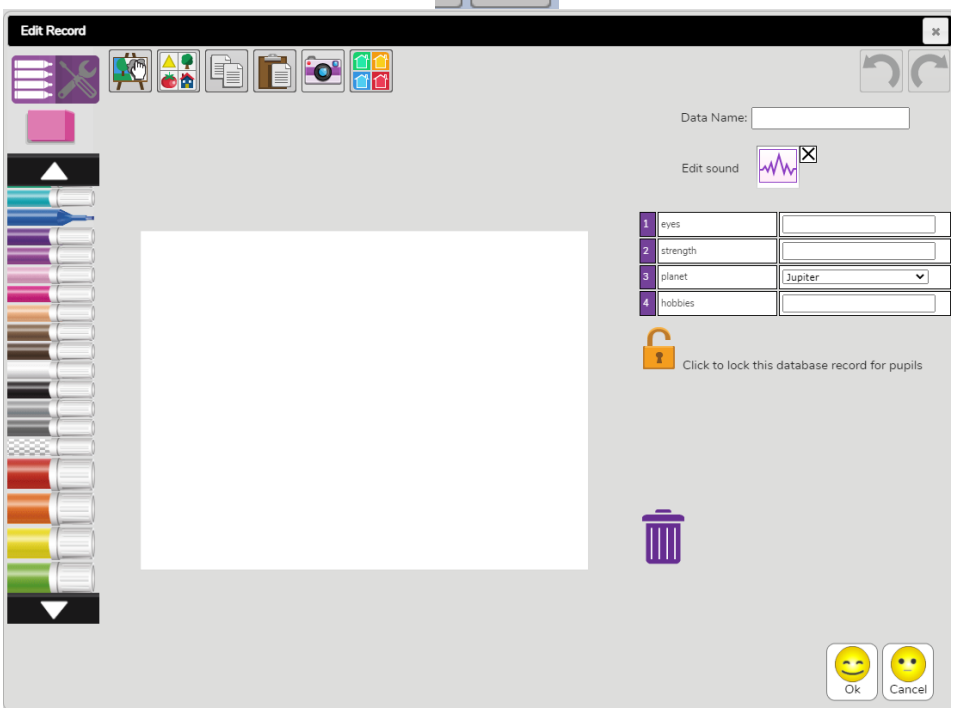
Save again here! Each time you save a bit more, it will ask you if you want to save this one instead of the one before (overwrite). Assuming you have not gone wrong, click OK or you could put a 1 at the end of the save name and then change it to a 2 next time and a 3 after that and so on.



Next, you will add the record cards:

Click on the large + button at the top - it opens the Edit record window

Use your data sheet to put in the Name of the first record card. Then click on the spaces next to the fields to enter the information about that record. Make sure spellings are all correct.



Click OK to save that card. Click on the + again for another record card.

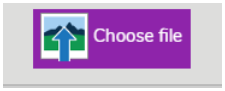
To edit any of the cards again, click on that record card in the window where you can see them all.

When you have done all your record cards, you can edit each one to put in a picture if you want to.

Pictures - 3 choices here:

You can either use the **painting tools** to do your own picture **or** you can click the **clip art** button and choose from the Purple Mash set of pictures **or**...

You can click the **Choose file** button to load a pic or photo from your device.



Remember **OK** as you finish one record card before opening another.

Use the **table view to check** all your record cards and fields are complete (no gaps):

Make sure your database has saved.

Now think about **4 questions** which will get somebody else to do searches on your database:

- **2 questions** which need simple searches using **one field** (e.g. How many aliens are green?)
- **2 questions** - more advanced -which use **2 or more fields** - practising the skills we have used in previous weeks (e.g. which beasts fly AND have a strength greater than 100
- **write down the answers** to those questions so you know if somebody else is correct?

Next week you will put those questions into a Quiz and set it as a 2Do for the rest of the class!

English, week beginning 8th February 2021

Tadeo Jones: https://youtu.be/2XxhNMbpE2A

Watch up to **3:30**

See  E.g. Pitch-black, winding tunnels.	Hear  E.g. Haunting, howling wind.
Smell  E.g. Damp earth.	Feel/touch  E.g. Close, claustrophobic feeling.

Tuesday 9th February

Cut up these words to help you make up similes and metaphors

black	light	silent	dry
death	quiet	clear	old
ice	hills	plain	life
brave	feather	coal	pale
mud	big	grave	day
dry	bone	time	cold
old	solid	Church mouse	lion
large	dust	elephant	rock

Re - Creation / Fall **Lesson 6** **God and the Environment** **Name:** **Date:**

natural	man-made

Seasons activity - Choose **one** season and think/write/draw:

What the weather would be like:

What animals could be seen?

What plants could be seen?

What clothes you would wear:

Can you think of any songs about this season?

Jobs to care for buildings/grounds:

Service boiler

Cut grass

What do you do in your home to look after the environment?

Green Christian's list of 7 things Christian's should do to care for the environment.

The list is not in order of importance.

Can you put it in the order of **importance for Christians (top down)**
R_____
R_____
R_____
R_____
R_____
R_____
R_____

Reduce: buy less, travel less. Reduce

Refuse to believe adverts designed t
not make you a better person.

Repair: don't bin something that ha

Rejoice: take delight in God's creatio

Reuse: avoid buying items that can

Recycle as a last resort. Recycling ca

Rent, borrow and share: don't wor
with friends, family or neighbours.

How might the order of **importance be different** for people who are **not Christians**
R_____
R_____
R_____
R_____
R_____
R_____
R_____

What is eaten by what?

The sun creates all of the energy on the earth. The sun gives energy for all of the plants to grow. The sun gives each flower energy to survive. Then, the butterfly comes along and uses the energy from the flower to keep it living. For the toucan to survive it needs energy, so it eats the butterfly. This process keeps continuing.

If you would take one animal out of the food web, it would drastically affect all of the other animals. In a food web animals rely on each other to survive. For example, if all of the ants in the rainforest died then everything that eats the ant would be hungry. The toucan would probably die and then the boa, the animal that eats the toucan, would probably also die because it wouldn't have any toucans to eat. The same thing goes for the monkey and the jaguar. The population number would definitely decrease if any of the animals would die.

Each of these lines in part of a food chain.

Your task is to draw in all the straight lines and arrows to show what eats what on the food web

Use a **RULER**

Make sure the **arrow goes into the mouth of the eater** (like the food does) **<u>not</u>** the other way around

howler monkey is eaten by jaguar

tapir is eaten by caiman

spider monkey is eaten by jaguar

palm tree is eaten by golden lion tamarin

mango tree is eaten by toucan

howler monkey is eaten by ocelot

calabash fruit is eaten by spider monkey

grass is eaten by tapir

howler monkey is eaten by caiman

three-toed sloth is eaten by jaguar

banana tree is eaten by howler monkey

bromeliad plant is eaten by three-toed sloth

toucan is eaten by caiman

golden lion tamarin is eaten by ocelot

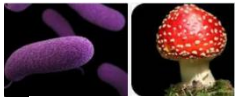
spider monkey is eaten by ocelot

decomposers – for example: mushrooms, insects and microorganisms

They break down all the dead bodies on the forest floor.

They recycle the bodies to become nutrients for the plant life (consumers)

What is eaten by what? **Rainforest Food Web**



decomposers

predators

Caiman

Jaguar

Ocelot

Producers and consumers

Brazilian Tapir

Golden Lion

Three Toed Sloth

Spider Monkey

Toucan

Howler Monkey

producers

Grass

Palm Tree

Bromeliad Plant

calabash fruit

Mango Tree

Banana Tree

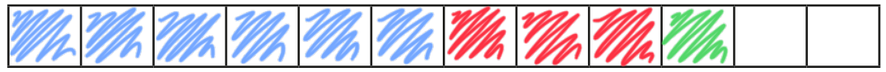
Add 3 or more fractions

Fri 12 Feb

1 Complete the additions.

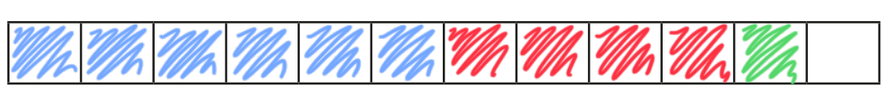
Use the bar models to help you.

a)



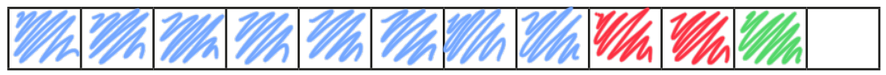
$\frac{1}{2} + \frac{1}{4} + \frac{1}{12} = \boxed{\frac{5}{6}}$

b)



$\frac{1}{2} + \frac{1}{3} + \frac{1}{12} = \boxed{\frac{11}{12}}$

c)



$\frac{2}{3} + \frac{1}{6} + \frac{1}{12} = \boxed{\frac{11}{12}}$

d)

$\frac{1}{3} + \frac{1}{4} + \frac{1}{6} = \boxed{\frac{3}{4}}$

2 Complete the additions.

a) $\frac{1}{5} + \frac{3}{10} + \frac{7}{20} = \boxed{\frac{17}{20}}$

b) $\frac{1}{16} + \frac{5}{32} + \frac{3}{8} = \boxed{\frac{19}{32}}$

c) $\frac{1}{4} + \frac{5}{24} + \frac{5}{12} = \boxed{\frac{7}{8}}$

d) $\frac{3}{16} + \frac{1}{2} + \frac{1}{4} = \boxed{\frac{15}{16}}$

e) $\frac{1}{2} + \frac{5}{18} + \frac{1}{9} = \boxed{\frac{8}{9}}$

f) $\frac{1}{5} + \frac{8}{35} + \frac{2}{7} = \boxed{\frac{5}{7}}$

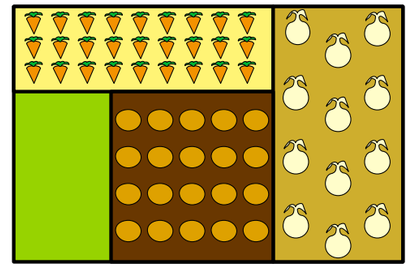
Explain how common multiples help when adding the fractions.

3 Rosie has a vegetable patch.

$\frac{2}{9}$ of the patch contains carrots.

$\frac{5}{18}$ of the patch contains potatoes.

$\frac{1}{3}$ of the patch contains onions.

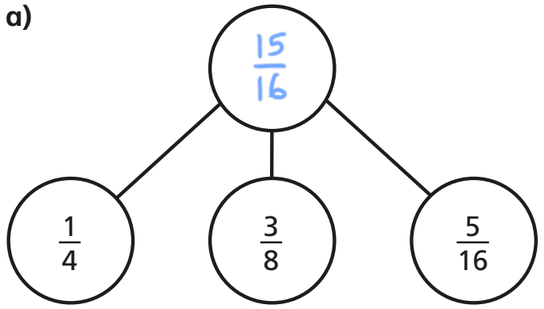


What fraction of the patch contains carrots, potatoes or onions?

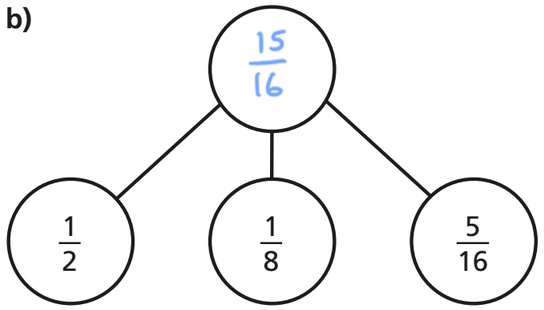
$\boxed{\frac{5}{6}}$ of the patch contains carrots, potatoes or onions.

4 Complete the part-whole models.

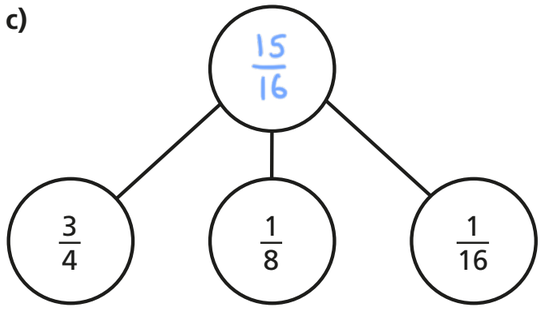
a)



b)



c)



d) Which one of the part-whole models is the odd one out?

Is there more than one answer?

Explain how you know.

Various answers.

5 Fill in the missing numerators.

a) $\frac{1}{8} + \frac{\boxed{2}}{16} + \frac{3}{8} = \frac{5}{8}$

b) $\frac{1}{8} + \frac{\boxed{6}}{16} + \frac{3}{8} = \frac{7}{8}$

c) $\frac{1}{4} + \frac{\boxed{2}}{16} + \frac{3}{8} = \frac{3}{4}$

d) $\frac{1}{8} + \frac{\boxed{6}}{16} + \frac{1}{4} = \frac{3}{4}$

e) $\frac{1}{8} + \frac{1}{16} + \frac{\boxed{9}}{16} = \frac{3}{4}$

f) $\frac{1}{4} + \frac{1}{16} + \frac{\boxed{7}}{16} = \frac{3}{4}$

6 Complete the number square.

The total of each column is $\frac{4}{5}$

The total of each row is $\frac{4}{5}$

$\frac{3}{10}$	$\frac{2}{5}$	$\frac{1}{10}$
$\frac{3}{20}$	$\frac{1}{10}$	$\frac{11}{20}$
$\frac{7}{20}$	$\frac{3}{10}$	$\frac{3}{20}$

Create your own problem like this for a partner.

Answers

Mon 8 Feb

5 Write the fractions in descending order.

a) $\frac{8}{3}, \frac{4}{5}, \frac{8}{15}, \frac{8}{2}, \frac{16}{8}$

$\frac{8}{2}$ $\frac{8}{3}$ $\frac{16}{8}$ $\frac{4}{5}$ $\frac{8}{15}$

b) $\frac{7}{3}, \frac{12}{9}, \frac{15}{9}, \frac{15}{6}, \frac{7}{9}$

$\frac{15}{6}$ $\frac{7}{3}$ $\frac{15}{9}$ $\frac{12}{9}$ $\frac{7}{9}$

c) $\frac{14}{5}, \frac{17}{10}, \frac{27}{10}, \frac{3}{1}, \frac{42}{20}$

$\frac{3}{1}$ $\frac{14}{5}$ $\frac{27}{10}$ $\frac{42}{20}$ $\frac{17}{10}$

6 Find three possible ways to complete each statement.

a) $\frac{1}{4} < \frac{\boxed{2}}{4} < \frac{9}{8}$

$\frac{1}{4} < \frac{\boxed{3}}{4} < \frac{9}{8}$

$\frac{1}{4} < \frac{\boxed{4}}{4} < \frac{9}{8}$

b) $\frac{1}{4} < \frac{\boxed{4}}{15} < \frac{7}{15}$

$\frac{1}{4} < \frac{\boxed{5}}{15} < \frac{7}{15}$

$\frac{1}{4} < \frac{\boxed{6}}{15} < \frac{7}{15}$

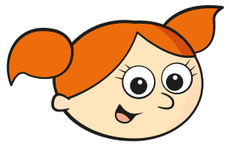
c) $\frac{4}{5} < \frac{8}{\boxed{8}} < \frac{8}{4}$

$\frac{4}{5} < \frac{8}{\boxed{7}} < \frac{8}{4}$

$\frac{4}{5} < \frac{8}{\boxed{6}} < \frac{8}{4}$

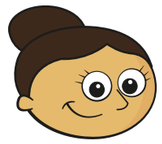
7 Alex and Dora each have two identical cakes.

Alex cuts each of her cakes into 6 equal pieces and gives 10 of her friends a piece each.

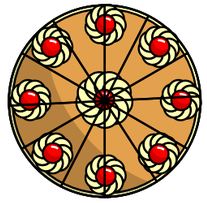


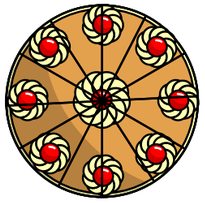
Alex

Dora cuts each of her cakes into 12 equal pieces and gives 18 of her friends a piece each.



Dora





Who has more cake left?

Dora has more cake left.

8 The greater the numerator, the greater the fraction.

Give at least three examples to show that the statement is not correct.

Various answers e.g. $\frac{3}{17} < \frac{1}{2}$

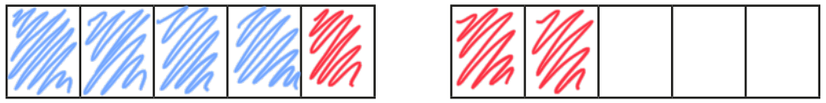
Add and subtract fractions

Tues 9 Feb

1 Complete the calculations.

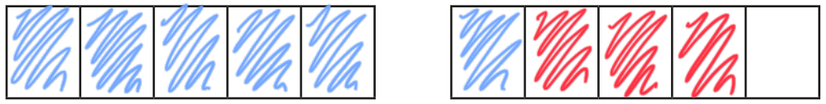
Use the bar models to help you.

a)



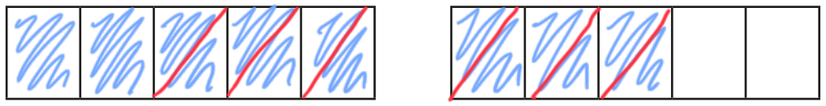
$\frac{4}{5} + \frac{3}{5} = \boxed{\frac{7}{5}} = \boxed{1\frac{2}{5}}$

b)



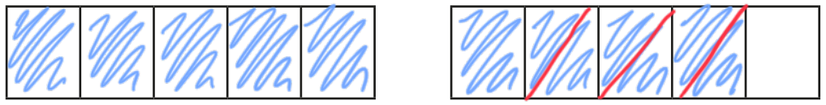
$\frac{6}{5} + \frac{3}{5} = \boxed{\frac{9}{5}} = \boxed{1\frac{4}{5}}$

c)



$\frac{8}{5} - \frac{6}{5} = \boxed{\frac{2}{5}}$

d)



$\frac{9}{5} - \frac{3}{5} = \boxed{\frac{6}{5}} = \boxed{1\frac{1}{5}}$

2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \boxed{\frac{6}{7}}$

b) $\frac{4}{7} + \frac{3}{7} = \boxed{\frac{7}{7}} = \boxed{1}$

c) $\frac{4}{7} + \frac{4}{7} = \boxed{\frac{8}{7}} = \boxed{1\frac{1}{7}}$

d) $\frac{8}{7} - \frac{3}{7} = \boxed{\frac{5}{7}}$

e) $\frac{7}{9} + \frac{8}{9} = \boxed{\frac{15}{9}} = \boxed{1\frac{2}{3}}$

f) $\frac{17}{9} - \frac{8}{9} = \boxed{\frac{9}{9}} = \boxed{1}$

g) $\frac{16}{9} - \frac{8}{9} = \boxed{\frac{8}{9}}$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \boxed{\frac{17}{9}} = \boxed{1\frac{8}{9}}$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \boxed{\frac{17}{15}} = \boxed{1\frac{2}{15}}$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \boxed{\frac{13}{15}}$

3

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

What could the missing numerators be?

Give six different possibilities.

e.g.

$\frac{\boxed{1}}{8} + \frac{\boxed{12}}{8} = \frac{13}{8}$

$\frac{\boxed{2}}{8} + \frac{\boxed{11}}{8} = \frac{13}{8}$

$\frac{\boxed{3}}{8} + \frac{\boxed{10}}{8} = \frac{13}{8}$

$\frac{\boxed{4}}{8} + \frac{\boxed{9}}{8} = \frac{13}{8}$

$\frac{\boxed{5}}{8} + \frac{\boxed{8}}{8} = \frac{13}{8}$

$\frac{\boxed{7}}{8} + \frac{\boxed{6}}{8} = \frac{13}{8}$

4 Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has $\boxed{1\frac{1}{4}}$ litres left.

5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\boxed{10}}{8} = \frac{13}{8}$

b) $\frac{13}{8} - \frac{\boxed{6}}{8} = \frac{7}{8}$

c) $\frac{13}{8} - \frac{\boxed{5}}{8} = 1$

d) $\frac{11}{9} + \frac{\boxed{11}}{9} = \frac{22}{9} = 2\frac{\boxed{4}}{9}$

e) $\frac{11}{9} + \frac{\boxed{9}}{9} = \frac{\boxed{20}}{9} = 2\frac{2}{9}$

f) $\frac{22}{9} - \frac{\boxed{2}}{9} = \frac{\boxed{20}}{9} = 2\frac{2}{9}$

g) $\frac{4}{7} + \frac{\boxed{6}}{7} + \frac{4}{7} = 2$

h) $\frac{5}{7} + \frac{\boxed{4}}{7} + \frac{5}{7} = 2$

i) $\frac{6}{7} + \frac{\boxed{2}}{7} + \frac{6}{7} = 2$

j) $\frac{14}{7} + \frac{\boxed{3}}{7} + \frac{4}{7} = 3$

k) $\frac{15}{7} + \frac{\boxed{1}}{7} + \frac{5}{7} = 3$

i) $\frac{16}{7} + \frac{\boxed{6}}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?

6 Here are some fraction cards.

$\frac{9}{8}$ $\frac{13}{8}$ $\frac{1}{8}$ $\frac{7}{8}$ $\frac{3}{8}$ $1\frac{7}{8}$

Use the cards to write pairs of fractions with a total of 2

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

$\boxed{\frac{13}{8}} + \boxed{\frac{3}{8}} = 2$

$\boxed{\frac{9}{8}} + \boxed{\frac{7}{8}} = 2$

7 Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?

Annie's rope is $\boxed{1\frac{1}{4}}$ m long.

Dexter's rope is $\boxed{2}$ m long.

Add fractions within 1

Thur 11 Feb

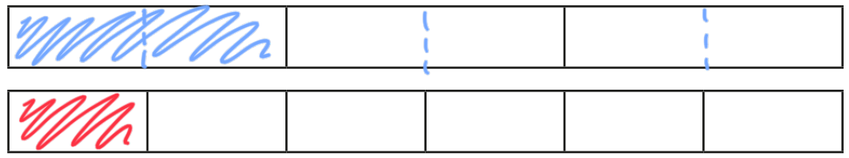
1 Complete the additions.

Use the bar models to help you.

a)

$\frac{1}{2} + \frac{1}{6} = \boxed{\frac{3}{6}}$

b)



$\frac{1}{3} + \frac{1}{6} = \boxed{\frac{1}{2}}$

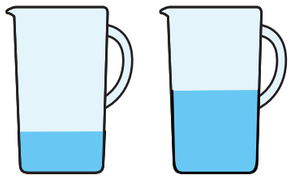
c)

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

2 Match the additions that have the same answer.

$\frac{3}{4} + \frac{1}{12}$	$\frac{10}{12} + \frac{1}{12}$
$\frac{2}{3} + \frac{1}{12}$	$\frac{6}{12} + \frac{1}{12}$
$\frac{5}{6} + \frac{1}{12}$	$\frac{9}{12} + \frac{1}{12}$
$\frac{1}{2} + \frac{1}{12}$	$\frac{8}{12} + \frac{1}{12}$

3 Here are two jugs.



One jug contains $\frac{5}{18}$ litres of water.

The other jug contains $\frac{4}{9}$ litres of water.

How many litres of water are there altogether?

There are $\boxed{\frac{13}{18}}$ litres of water altogether.

4 **a)** Complete the calculations.

$\frac{1}{5} + \frac{1}{10} = \frac{3}{10}$	$\frac{1}{16} + \frac{5}{32} = \frac{7}{32}$
$\frac{2}{5} + \frac{1}{10} = \frac{5}{10}$ $(\frac{1}{2})$	$\frac{1}{8} + \frac{5}{32} = \frac{9}{32}$
$\frac{3}{5} + \frac{1}{10} = \frac{7}{10}$	$\frac{1}{4} + \frac{5}{32} = \frac{13}{32}$
$\frac{4}{5} + \frac{1}{10} = \frac{9}{10}$	$\frac{1}{2} + \frac{5}{32} = \frac{21}{32}$

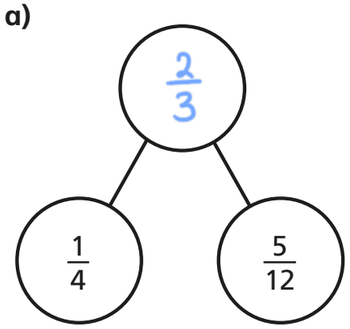
b) Can you spot any patterns? Talk to a partner about it.

c) What calculation would come next in each set?

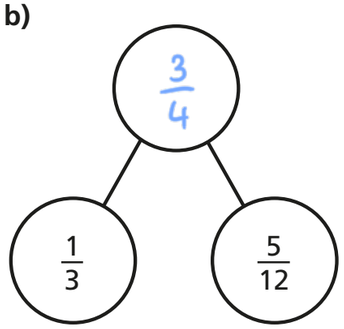
$\frac{5}{5} + \frac{1}{10} = \frac{11}{10} = 1\frac{1}{10}$ $\quad\quad$ $\frac{1}{1} + \frac{5}{32} = 1\frac{5}{32}$

5 Complete the part-whole models.

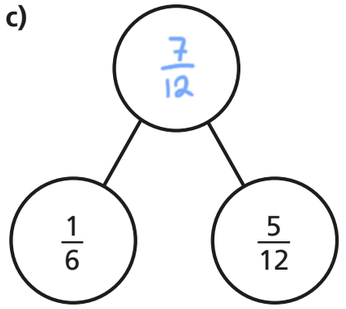
a)



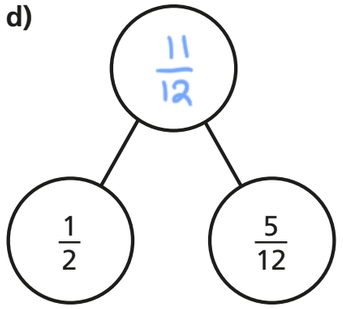
b)



c)



d)



6 $\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$

What could the missing numerators be?

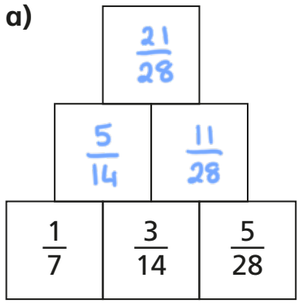
Give six different possibilities.

$\frac{1}{8} + \frac{12}{16} = \frac{7}{8}$ $\quad$ $\frac{3}{8} + \frac{8}{16} = \frac{7}{8}$ $\quad$ $\frac{5}{8} + \frac{4}{16} = \frac{7}{8}$

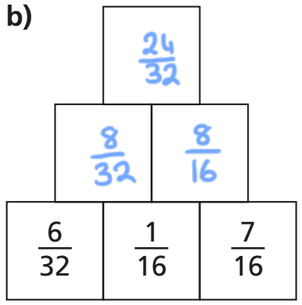
$\frac{2}{8} + \frac{10}{16} = \frac{7}{8}$ $\quad$ $\frac{4}{8} + \frac{6}{16} = \frac{7}{8}$ $\quad$ $\frac{6}{8} + \frac{2}{16} = \frac{7}{8}$

7 Complete the addition pyramids.

a)



b)



c) What fraction is equivalent to both of the fractions at the top of the pyramids?

$\frac{3}{4}$