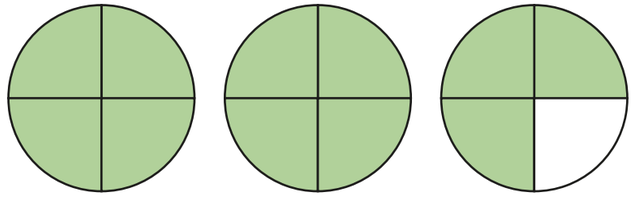
Mon 1 Feb

Mixed numbers to improper fractions

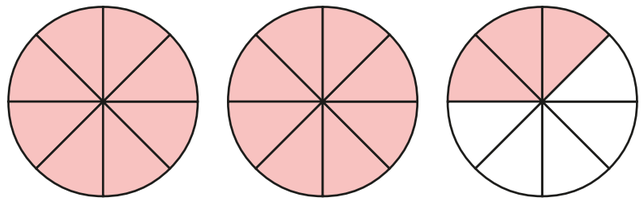
1 Convert the mixed numbers to improper fractions.

a)



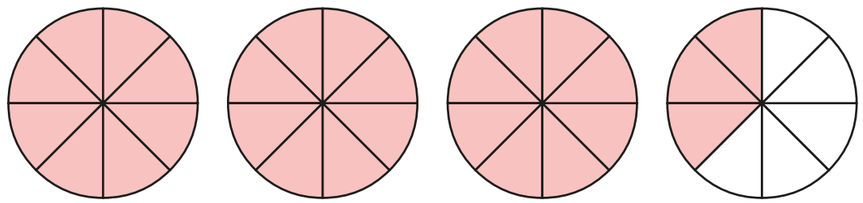
$2\frac{3}{4} = \frac{\square}{4}$

b)



$2\frac{3}{8} = \frac{\square}{8}$

c)

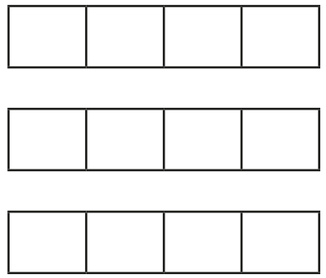


$3\frac{3}{8} = \frac{\square}{8}$

2 Convert the mixed numbers to improper fractions.

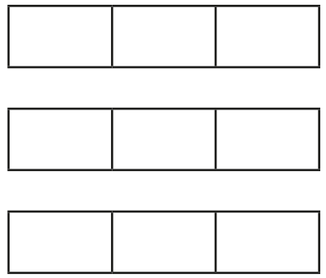
Colour the bar models to help you.

a)



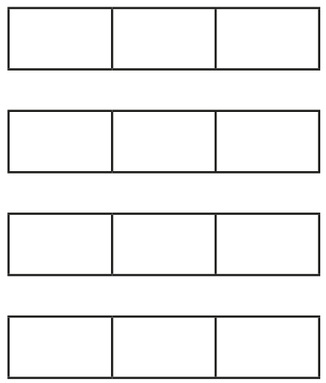
$2\frac{1}{4} = \square$

b)



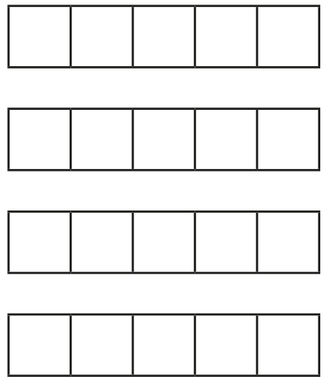
$2\frac{1}{3} = \square$

c)



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

d)



$3\frac{2}{5} = \square$

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3 Convert the mixed numbers to improper fractions.

Write the next conversion in each part.

a)

$2\frac{1}{7} = \square$

$2\frac{2}{7} = \square$

$2\frac{3}{7} = \square$

$\square = \square$

b)

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

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

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

$\square = \square$

c)

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

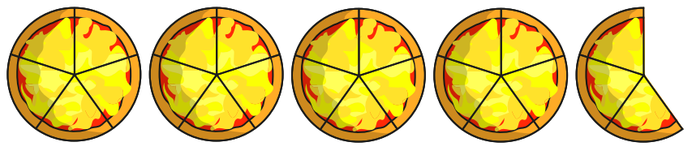
$5\frac{1}{4} = \square$

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

$\square = \square$

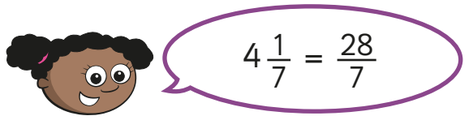
Talk to a partner about any patterns you spot.

4 Here are 4 whole pizzas and $\frac{3}{5}$ of a pizza.



How many children can have $\frac{1}{5}$ of a pizza? $\square$

5 Whitney is converting mixed numbers to improper fractions.



Do you agree with Whitney? _____

Explain your answer.

_____

_____

6

$\bigcirc \frac{3}{5} = \frac{\triangle}{5}$

The table shows some possible values of the circle.

Use this to find the corresponding value of the triangle.

○	△
1	
2	
4	
8	
16	
	88
	803

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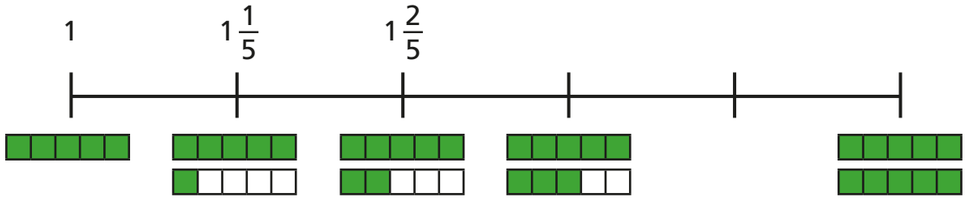
Tues 2 Feb

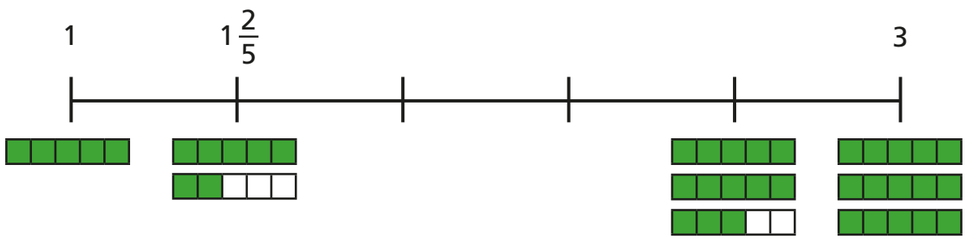
Number sequences

1 Complete the number lines.

a)

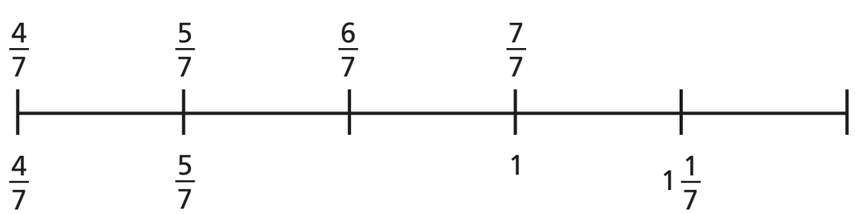


b)

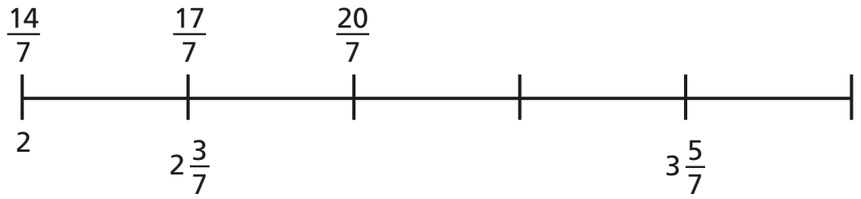


2 Complete the number lines.

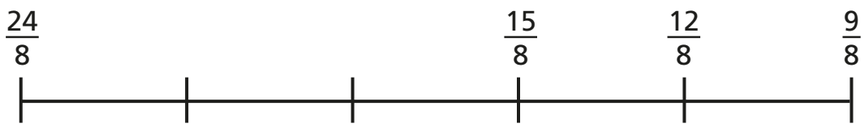
a)



b)



c)



3 Continue the sequences.

a) $2\frac{7}{8}$, $3\frac{1}{8}$, $3\frac{3}{8}$, ☐, ☐, ☐

b) $5\frac{6}{7}$, $5\frac{3}{7}$, 5, ☐, ☐, ☐

c) $5\frac{6}{11}$, $5\frac{3}{11}$, 5, ☐, ☐, ☐

What is the same and what is different about the sequences in parts b) and c)?

Talk about it with a partner.

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4 Match each sequence to its rule.

$2\frac{2}{3}, \ 3\frac{1}{3}, \ 4, \ 4\frac{2}{3}$	add three quarters
$2\frac{1}{2}, \ 3\frac{1}{4}, \ 4, \ 4\frac{3}{4}$	subtract two thirds
$4\frac{1}{3}, \ 3\frac{2}{3}, \ 3, \ 2\frac{1}{3}$	add two thirds
$4\frac{1}{4}, \ 3\frac{3}{4}, \ 3\frac{1}{4}, \ 2\frac{3}{4}$	subtract one half

5 Teddy and Rosie are finding the missing numbers in the sequence.

3, ☐, ☐, ☐, ☐, ☐, ☐, ☐, 4

a)

I think the missing fractions are sevenths because there are seven blank number cards.

Do you agree with Teddy? _____

Explain your answer.

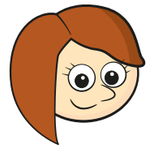
_____

_____

b) Complete the sequence.

3, ☐, ☐, ☐, ☐, ☐, ☐, ☐, 4

c)



I think one of the missing fractions is equivalent to $3\frac{1}{2}$

Is Rosie correct? _____

Explain how you know.

_____

_____

d) Which other fractions in the sequence can you find equivalent fractions for?

6

I am thinking of a number sequence. The 1st and 4th terms are consecutive integers.

Write the rule for Amir's sequence.

_____

_____

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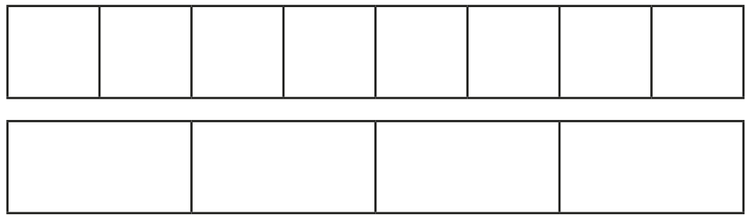
Wed 3 Feb

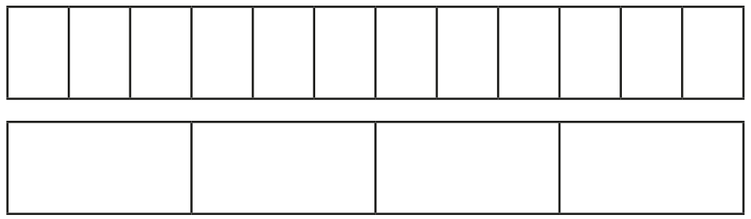
Compare and order fractions less than 1

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

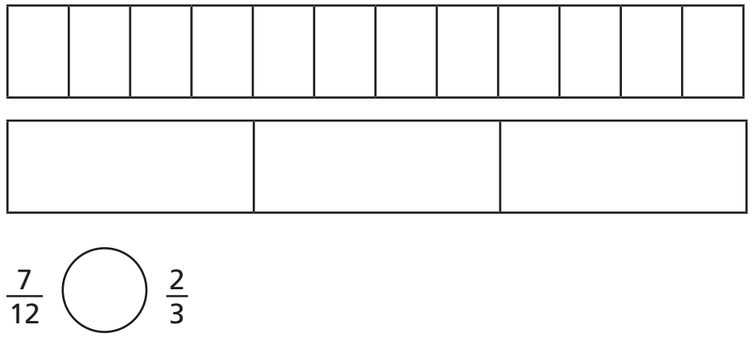
Use the bar models to help you.



$\frac{7}{8}$ ◯ $\frac{3}{4}$



$\frac{9}{12}$ ◯ $\frac{3}{4}$



$\frac{7}{12}$ ◯ $\frac{2}{3}$

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

a) $\frac{1}{5}$ ◯ $\frac{4}{15}$

b) $\frac{2}{5}$ ◯ $\frac{4}{15}$

c) $\frac{2}{5}$ ◯ $\frac{6}{15}$

d) $\frac{2}{3}$ ◯ $\frac{6}{15}$

e) $\frac{2}{3}$ ◯ $\frac{6}{12}$

f) $\frac{2}{3}$ ◯ $\frac{6}{9}$

g) $\frac{2}{9}$ ◯ $\frac{1}{3}$

h) $\frac{4}{9}$ ◯ $\frac{1}{3}$

i) $\frac{4}{12}$ ◯ $\frac{1}{3}$

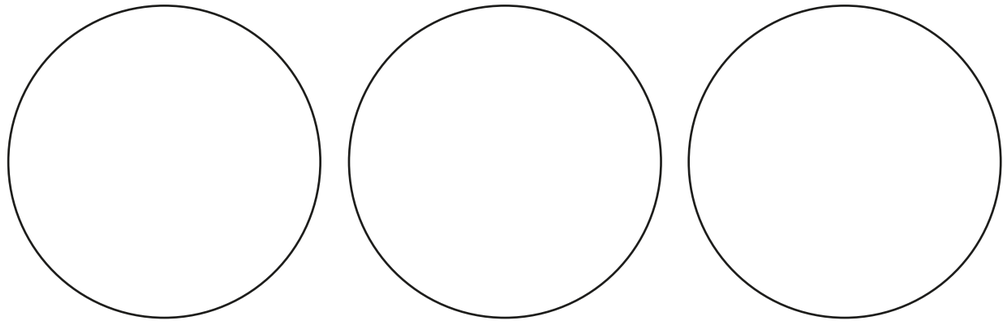
j) $\frac{8}{12}$ ◯ $\frac{2}{3}$

k) $\frac{8}{12}$ ◯ $\frac{3}{3}$

l) $\frac{8}{12}$ ◯ $\frac{3}{4}$

3 Sort the fractions into the circles.

greater than $\frac{1}{3}$ | equal to $\frac{1}{3}$ | less than $\frac{1}{3}$



$\frac{2}{3}$	$\frac{1}{6}$	$\frac{1}{2}$	$\frac{2}{6}$	$\frac{2}{9}$	$\frac{5}{12}$	$\frac{4}{12}$	$\frac{4}{15}$	$\frac{5}{15}$

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4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

a) $\frac{\square}{5} < \frac{5}{15}$

b) $\frac{\square}{6} < \frac{5}{12}$

c) $\frac{\square}{12} < \frac{5}{6}$

d) $\frac{\square}{3} < \frac{5}{6}$

e) $\frac{3}{5} < \frac{5}{\square}$

f) $\frac{5}{6} < \frac{5}{\square}$

g) $\frac{6}{9} < \frac{5}{\square}$

h) $\frac{10}{12} < \frac{5}{\square}$

i) $\frac{23}{24} < \frac{5}{\square}$

Stop here!
Questions 5, 6 and 7 are for tomorrow Thursday 4 Feb

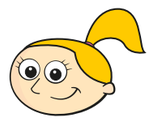
5 Tommy and Eva are comparing fractions.

$\frac{2}{3}$ $\frac{8}{12}$ $\frac{4}{9}$

I found a common denominator of 36 to compare the fractions.

Tommy

I found a common numerator of 4 to compare the fractions.



Eva

Whose method is more efficient? _____

Talk about your answer with a partner.

6 Write the fractions in ascending order.

a) $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$

b) $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$

c) $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$

d) $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

7 What could the missing numerator be?

$\frac{3}{5} < \frac{\square}{15} < \frac{9}{10}$

Write all four possibilities.

$\frac{\square}{15}$ $\frac{\square}{15}$ $\frac{\square}{15}$ $\frac{\square}{15}$

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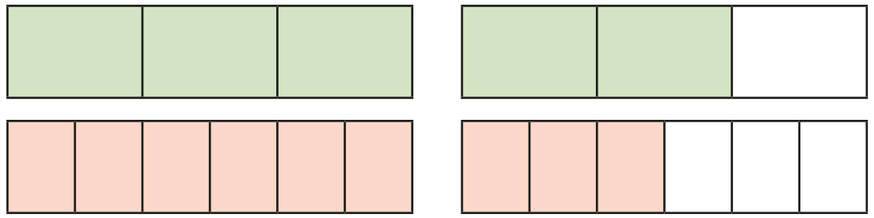
Friday 5 Feb

Compare and order fractions greater than 1

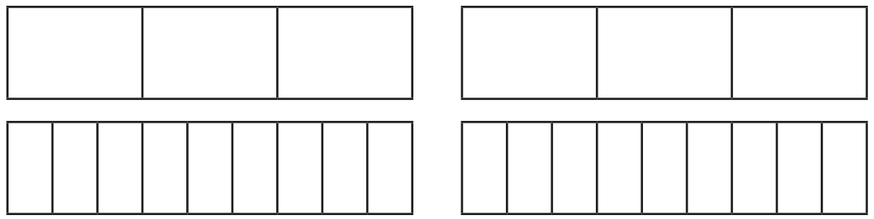
1 Write <, > or = to compare the fractions.

Use the bar models to help you.

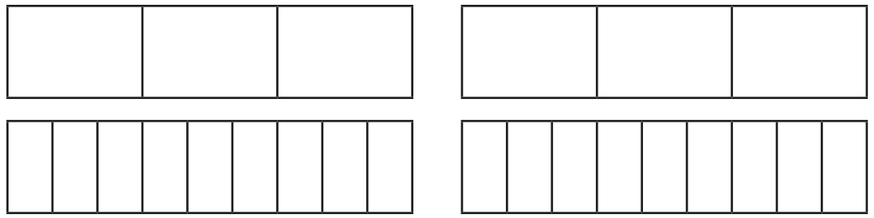
a) $\frac{5}{3}$ ◯ $\frac{9}{6}$



b) $\frac{5}{3}$ ◯ $\frac{15}{9}$



c) $\frac{4}{3}$ ◯ $\frac{13}{9}$



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

a) $\frac{7}{4}$ ◯ $\frac{12}{8}$

b) $\frac{7}{4}$ ◯ $\frac{22}{12}$

c) $\frac{22}{12}$ ◯ $\frac{10}{6}$

d) $\frac{10}{6}$ ◯ $\frac{5}{3}$

e) $\frac{10}{6}$ ◯ $\frac{5}{2}$

f) $\frac{5}{2}$ ◯ $\frac{18}{8}$

g) $\frac{18}{8}$ ◯ $\frac{32}{16}$

h) $\frac{18}{8}$ ◯ $\frac{9}{4}$

i) $\frac{9}{4}$ ◯ $\frac{18}{2}$

3 Filip has $3\frac{3}{16}$ bottles of juice.

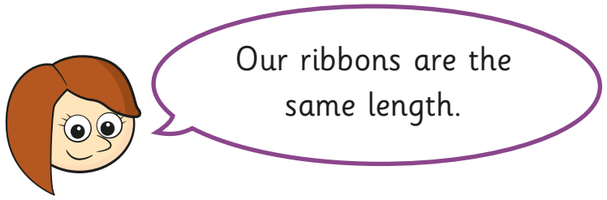
Scott has $3\frac{1}{4}$ bottles of juice.

Who has more juice?

_____ has more juice.

4 Rosie's ribbon is $\frac{7}{4}$ metres long.

Teddy's ribbon is $\frac{7}{8}$ metres long.



Explain why Rosie is wrong.

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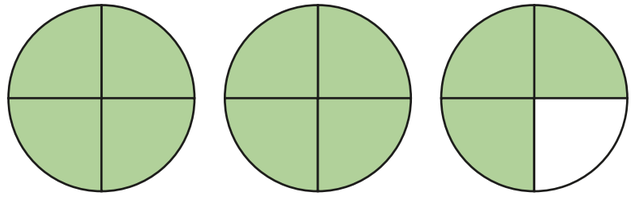
Mon 1 Feb

Mixed numbers to improper fractions

Answers

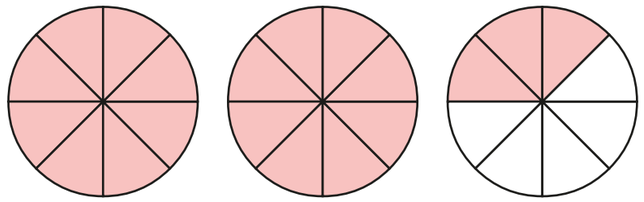
1 Convert the mixed numbers to improper fractions.

a)



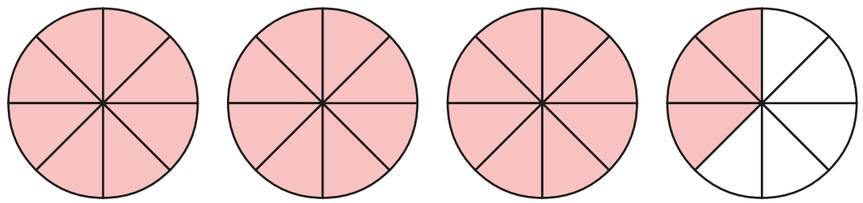
$2\frac{3}{4} = \frac{11}{4}$

b)



$2\frac{3}{8} = \frac{19}{8}$

c)

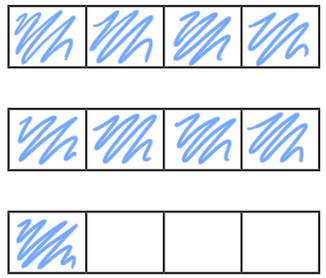


$3\frac{3}{8} = \frac{27}{8}$

2 Convert the mixed numbers to improper fractions.

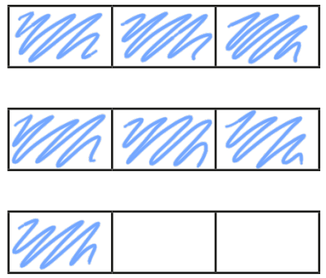
Colour the bar models to help you.

a)



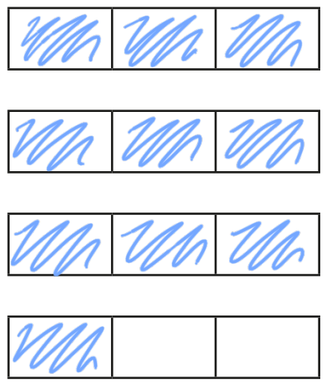
$2\frac{1}{4} = \frac{9}{4}$

b)



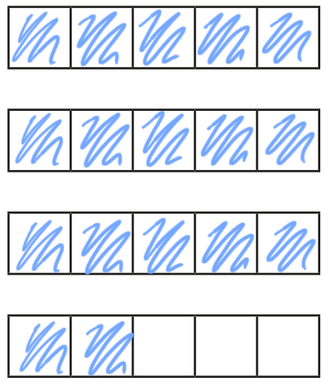
$2\frac{1}{3} = \frac{7}{3}$

c)



$3\frac{1}{3} = \frac{10}{3}$

d)



$3\frac{2}{5} = \frac{17}{5}$

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3 Convert the mixed numbers to improper fractions.

Write the next conversion in each part.

a)

$2\frac{1}{7} = \frac{15}{7}$

$2\frac{2}{7} = \frac{16}{7}$

$2\frac{3}{7} = \frac{17}{7}$

$2\frac{4}{7} = \frac{18}{7}$

b)

$3\frac{1}{5} = \frac{16}{5}$

$4\frac{1}{5} = \frac{21}{5}$

$5\frac{1}{5} = \frac{26}{5}$

$6\frac{1}{5} = \frac{31}{5}$

c)

$5\frac{1}{2} = \frac{11}{2}$

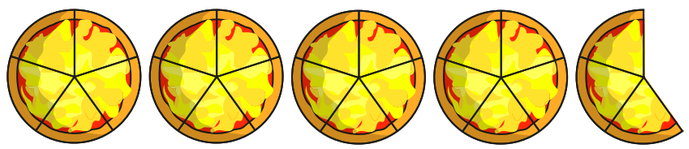
$5\frac{1}{4} = \frac{21}{4}$

$5\frac{1}{8} = \frac{41}{16}$

$5\frac{1}{16} = \frac{81}{16}$

Talk to a partner about any patterns you spot.

4 Here are 4 whole pizzas and $\frac{3}{5}$ of a pizza.



How many children can have $\frac{1}{5}$ of a pizza?

23

5 Whitney is converting mixed numbers to improper fractions.

$4\frac{1}{7} = \frac{28}{7}$

Do you agree with Whitney? No

Explain your answer.

She has converted 4 wholes to $\frac{28}{7}$ but forgotten to add the extra seventh.

6

$\bigcirc\frac{3}{5} = \triangle\frac{}{5}$

The table shows some possible values of the circle.

Use this to find the corresponding value of the triangle.

○	△
1	8
2	13
4	23
8	43
16	83
17	88
160	803

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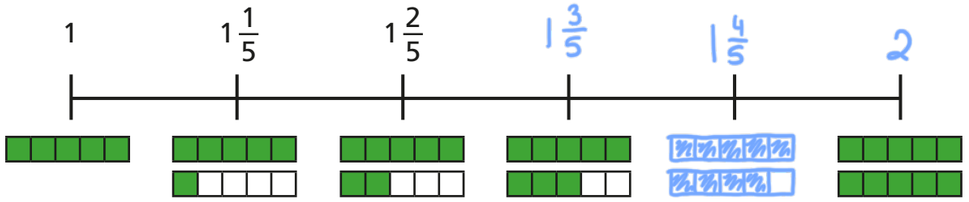
Number sequences

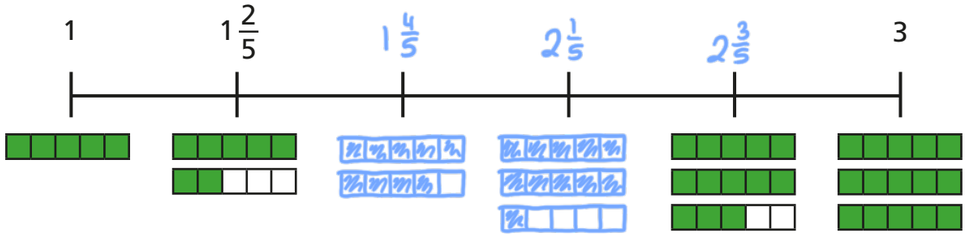
Tues 2 Feb

1 Complete the number lines.

a)

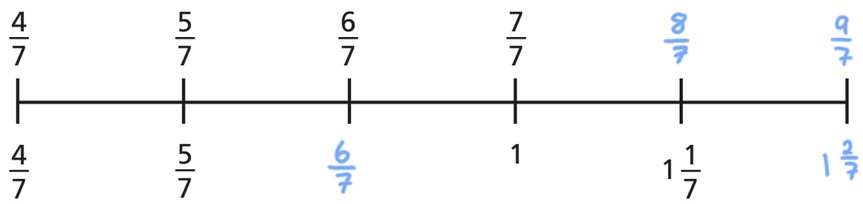


b)

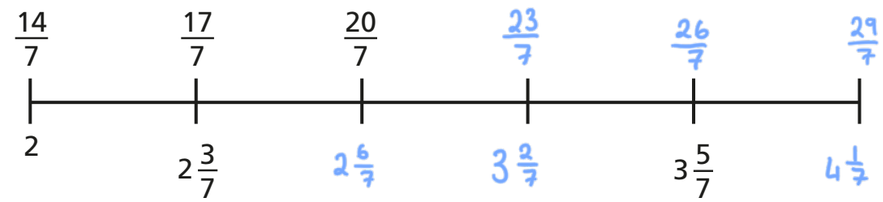


2 Complete the number lines.

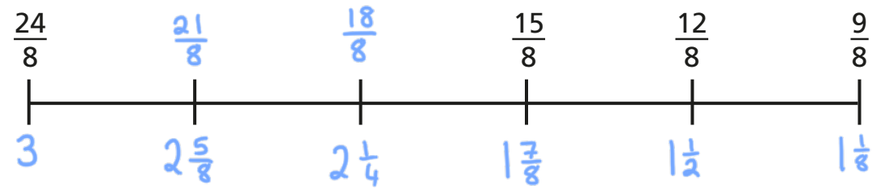
a)



b)



c)



3 Continue the sequences.

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

b) $5\frac{6}{7}$, $5\frac{3}{7}$, 5, $4\frac{4}{7}$, $4\frac{1}{7}$, $3\frac{5}{7}$

c) $5\frac{6}{11}$, $5\frac{3}{11}$, 5, $4\frac{8}{11}$, $4\frac{5}{11}$, $4\frac{2}{11}$

What is the same and what is different about the sequences in parts b) and c)?

Talk about it with a partner.

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4 Match each sequence to its rule.

$2\frac{2}{3}$, $3\frac{1}{3}$, 4, $4\frac{2}{3}$	add three quarters
$2\frac{1}{2}$, $3\frac{1}{4}$, 4, $4\frac{3}{4}$	subtract two thirds
$4\frac{1}{3}$, $3\frac{2}{3}$, 3, $2\frac{1}{3}$	add two thirds
$4\frac{1}{4}$, $3\frac{3}{4}$, $3\frac{1}{4}$, $2\frac{3}{4}$	subtract one half

5 Teddy and Rosie are finding the missing numbers in the sequence.

3, ☐, ☐, ☐, ☐, ☐, ☐, ☐, 4

a)

I think the missing fractions are sevenths because there are seven blank number cards.

Do you agree with Teddy? No

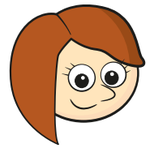
Explain your answer.

If they were sevenths there would only be 6 blank cards because $3\frac{7}{7} = 4$

b) Complete the sequence.

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

c)



I think one of the missing fractions is equivalent to $3\frac{1}{2}$

Is Rosie correct? Yes

Explain how you know.

$\frac{4}{8}$ is equivalent to $\frac{1}{2}$ so $3\frac{4}{8}$ is equivalent to $3\frac{1}{2}$.

d) Which other fractions in the sequence can you find equivalent fractions for?

6

I am thinking of a number sequence. The 1st and 4th terms are consecutive integers.

Write the rule for Amir's sequence.

Add one third. (Accept subtract one third)

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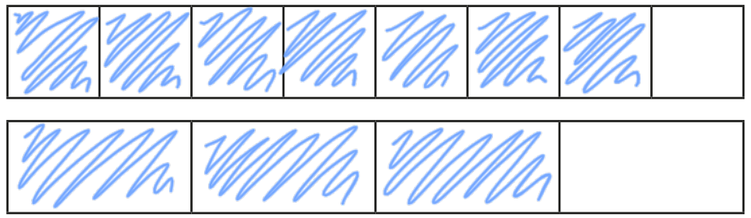
Wed 3 Thurs 4 Feb

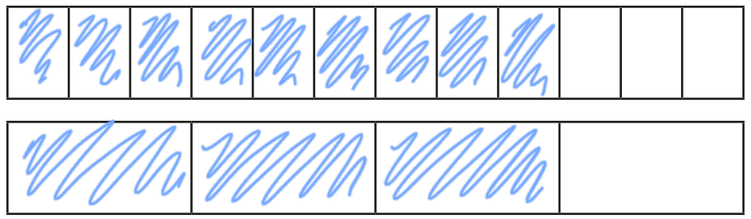
Compare and order fractions less than 1

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

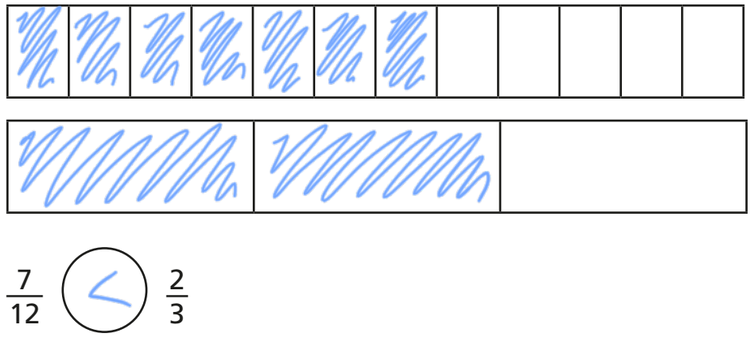
Use the bar models to help you.



$\frac{7}{8}$ > $\frac{3}{4}$



$\frac{9}{12}$ = $\frac{3}{4}$



$\frac{7}{12}$ < $\frac{2}{3}$

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

a) $\frac{1}{5}$ < $\frac{4}{15}$

b) $\frac{2}{5}$ > $\frac{4}{15}$

c) $\frac{2}{5}$ = $\frac{6}{15}$

d) $\frac{2}{3}$ > $\frac{6}{15}$

e) $\frac{2}{3}$ > $\frac{6}{12}$

f) $\frac{2}{3}$ = $\frac{6}{9}$

g) $\frac{2}{9}$ < $\frac{1}{3}$

h) $\frac{4}{9}$ > $\frac{1}{3}$

i) $\frac{4}{12}$ = $\frac{1}{3}$

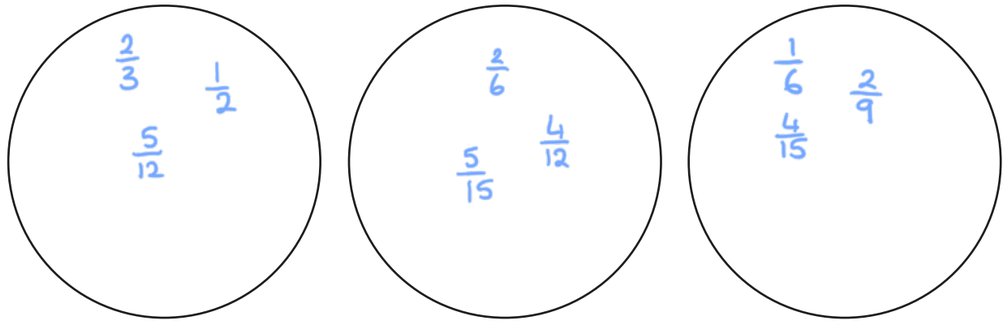
j) $\frac{8}{12}$ = $\frac{2}{3}$

k) $\frac{8}{12}$ < $\frac{3}{3}$

l) $\frac{8}{12}$ < $\frac{3}{4}$

3 Sort the fractions into the circles.

greater than $\frac{1}{3}$ | equal to $\frac{1}{3}$ | less than $\frac{1}{3}$



$\frac{2}{3}$	$\frac{1}{6}$	$\frac{1}{2}$	$\frac{2}{6}$	$\frac{2}{9}$	$\frac{5}{12}$	$\frac{4}{12}$	$\frac{4}{15}$	$\frac{5}{15}$

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4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

e.g. $\frac{1}{5} < \frac{5}{15}$

a) $\frac{\boxed{1}}{5} < \frac{5}{15}$

b) $\frac{\boxed{2}}{6} < \frac{5}{12}$

c) $\frac{\boxed{5}}{12} < \frac{5}{6}$

d) $\frac{\boxed{1}}{3} < \frac{5}{6}$

e) $\frac{3}{5} < \frac{5}{\boxed{5}}$

f) $\frac{5}{6} < \frac{5}{\boxed{5}}$

g) $\frac{6}{9} < \frac{5}{\boxed{6}}$

h) $\frac{10}{12} < \frac{5}{\boxed{4}}$

i) $\frac{23}{24} < \frac{5}{\boxed{5}}$

Compare answers with a partner.

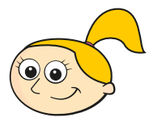
5 Tommy and Eva are comparing fractions.

$\frac{2}{3}$ $\frac{8}{12}$ $\frac{4}{9}$

I found a common denominator of 36 to compare the fractions.

Tommy

I found a common numerator of 4 to compare the fractions.



Eva

Whose method is more efficient? Various

Talk about your answer with a partner.

6 Write the fractions in ascending order.

a) $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$

$\frac{2}{10}$ $\frac{2}{7}$ $\frac{2}{5}$ $\frac{2}{4}$ $\frac{2}{3}$

b) $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$

$\frac{1}{9}$ $\frac{2}{9}$ $\frac{5}{9}$ $\frac{2}{3}$ $\frac{5}{6}$

c) $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$

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

d) $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

$\frac{2}{7}$ $\frac{1}{3}$ $\frac{6}{17}$ $\frac{3}{8}$ $\frac{12}{30}$

7 What could the missing numerator be?

$\frac{3}{5} < \frac{\square}{15} < \frac{9}{10}$

Write all four possibilities.

$\frac{10}{15}$ $\frac{11}{15}$ $\frac{12}{15}$ $\frac{13}{15}$

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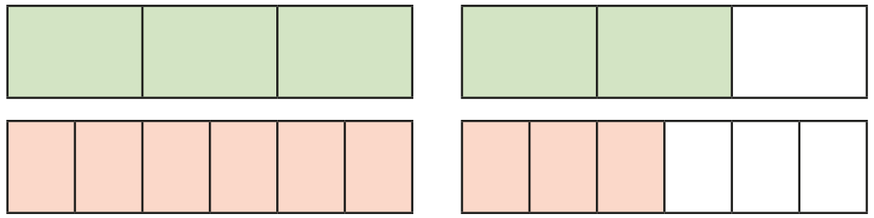
Compare and order fractions greater than 1

Fri 5 Feb

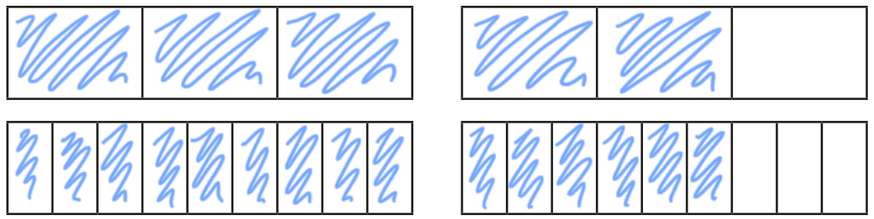
1 Write <, > or = to compare the fractions.

Use the bar models to help you.

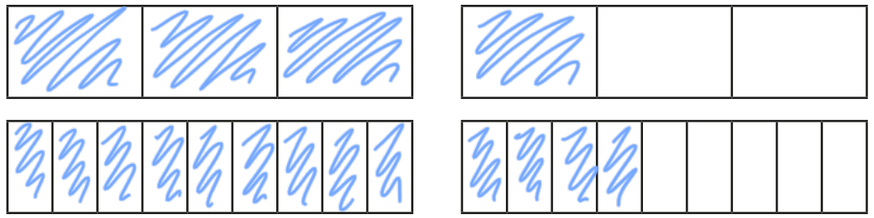
a) $\frac{5}{3}$ > $\frac{9}{6}$



b) $\frac{5}{3}$ = $\frac{15}{9}$



c) $\frac{4}{3}$ < $\frac{13}{9}$



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

a) $\frac{7}{4}$ > $\frac{12}{8}$

b) $\frac{7}{4}$ < $\frac{22}{12}$

c) $\frac{22}{12}$ > $\frac{10}{6}$

d) $\frac{10}{6}$ = $\frac{5}{3}$

e) $\frac{10}{6}$ < $\frac{5}{2}$

f) $\frac{5}{2}$ > $\frac{18}{8}$

g) $\frac{18}{8}$ > $\frac{32}{16}$

h) $\frac{18}{8}$ = $\frac{9}{4}$

i) $\frac{9}{4}$ < $\frac{18}{2}$

3 Filip has $3\frac{3}{16}$ bottles of juice.

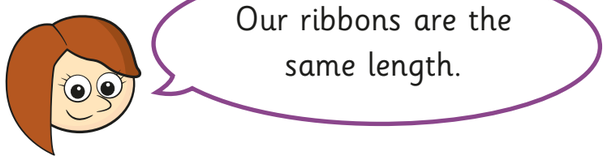
Scott has $3\frac{1}{4}$ bottles of juice.

Who has more juice?

Scott has more juice.

4 Rosie's ribbon is $\frac{7}{4}$ metres long.

Teddy's ribbon is $\frac{7}{8}$ metres long.



Explain why Rosie is wrong.

The number of parts is the same but the size of their parts is different. Rosie's ribbon is longer.

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

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

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

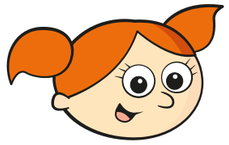
c) $\frac{4}{5} < \frac{8}{\boxed{8}} < \frac{8}{4}$

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

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

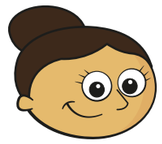
7 Alex and Dora each have two identical cakes.

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

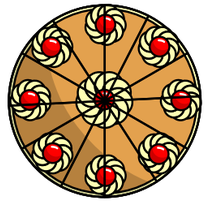


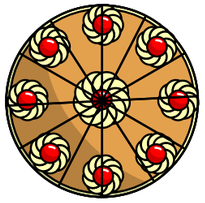
Alex

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. $\frac{3}{17} < \frac{1}{2}$

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Dear Year 5 Parents

In Monday's Computing Database task, the children will be **designing their own database**.

They will **choose a topic** and think of at least 4 '**fields**' and then add at least 8 **record cards** to their database.

They can either do this on a topic they are interested in **or** they could use a set of Top Trumps cards which they may have at home.

I am writing to ask your child to **think about this before Monday** - either to **think up the topic** for their database and then some headings/fields for information (at least 4) and then the actual data for their record cards. They could **select a Top Trumps set from home and take it in to school on Monday** or **write out a data sheet beforehand**, using the cards, similar to the one below, with fields along the top and record card names down the left-hand side. Home Learners could have it ready for the afternoon session.

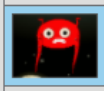
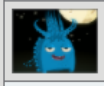
I have included a blank grid for filling in if that is helpful (or draw a grid on any piece of paper).

Thank you

Mr Alford

record cards (rows)

Fields (column headings)

	Name	Eyes	Planet	Strength	Special Powers	Earth Habitat	Favourite Food
	Doom Lord	1	Saturn	12	bad breath	old house	frogs and old bread
	Doorak	1	Saturn	55	deadly tentacles	toilet	jelly sweets and peas
	Erb	1	Moon	88	laser eye ray	sewer	rotton burgers
	Eyezee	7	Zorg	45	laser eye ray	toilet	toasted insects
	Gullah	2	Saturn	76	bad breath	sewer	Cress and Chips
	Gulpee	2	Zorg	45	laser eye ray	old house	jelly sweets and rats
	Gurp	1	Zorg	67	deadly tentacles	toilet	mouldy apples
	Kingbo	2	Moon	129	deadly tentacles	cave	dirt soup

3 record cards from Top Trumps sets

These are the 'fields'

Data collection sheet: Name of Database: _____

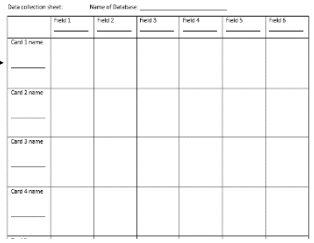
	Field 1 _____	Field 2 _____	Field 3 _____	Field 4 _____	Field 5 _____	Field 6 _____
Card 1 name _____						
Card 2 name _____						
Card 3 name _____						
Card 4 name _____						
Card 5 name _____						
Card 6 name _____						
Card 7 name _____						
Card 8 name _____						

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.



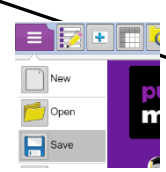
You are very familiar with the grid layout. We used it with *aliens*, *countries* and *holidays* and all the maths murder mysteries.

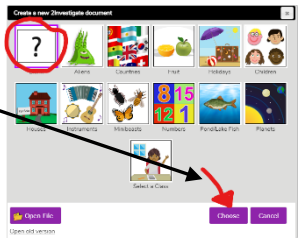
If you haven't yet made your grid, do that now. If you have brought Top Trumps cards - use those. If you have nothing, there are some sheets with some Top Trumps cards you could use: choose from Beast Quest, Wonders or Roald Dahl characters.

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



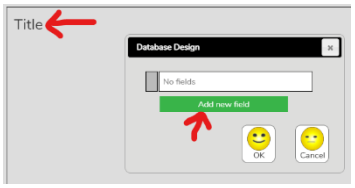


Next, type in the database **title** (where it says 'title')

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

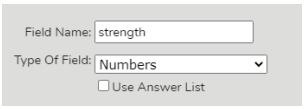
We are in the **design** stage now - adding the **'fields' before** making record cards

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

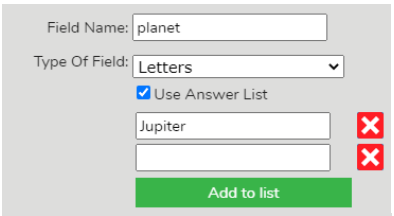


Now you have 3 choices: letters, numbers, or answer list

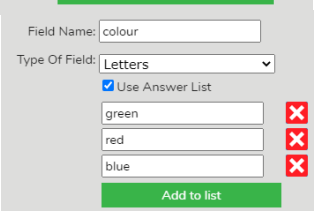
Choose **numbers** to type in a number (no letters at all) - **OK**



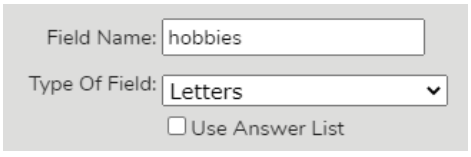
Choose **use answer list** where you will choose from a list of choices - you will need to add in all the possible choices - click add to list for another choice - click cross to remove any choices from the list - only click **OK** when the list is complete:



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

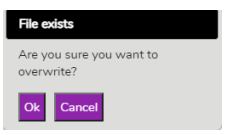


When all the fields are added (at least 4) - OK



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

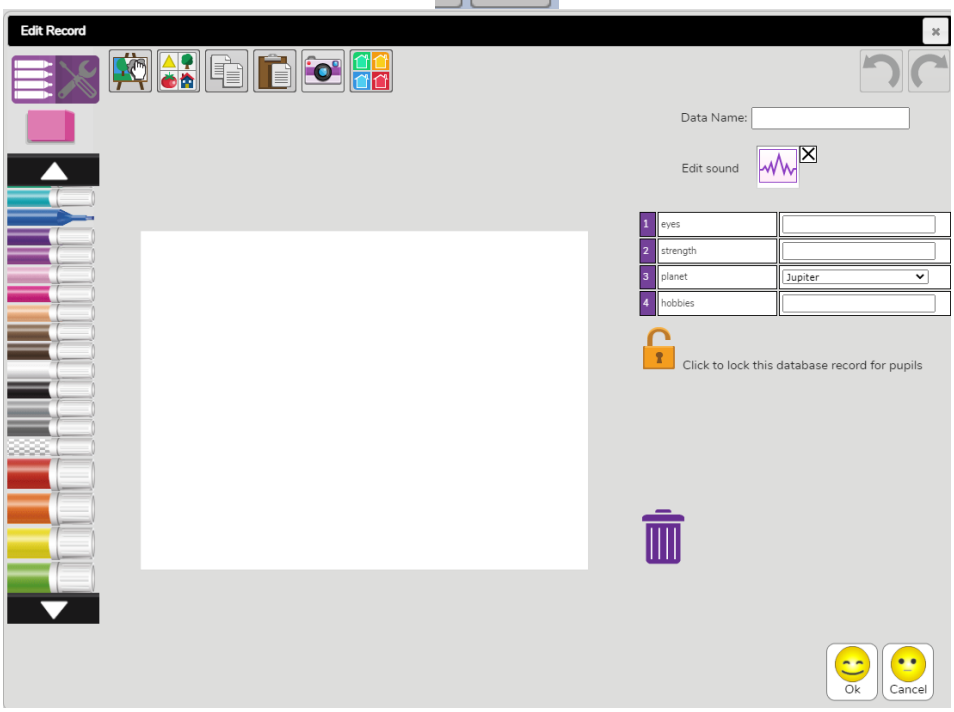
Save again here! Each time you save a bit more, it will ask you if you want to save this one instead of the one before (overwrite). Assuming you have not gone wrong, click OK or you could put a 1 at the end of the save name and then change it to a 2 next time and a 3 after that and so on.



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.

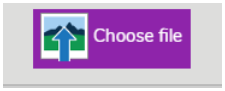
To edit any of the cards again, click on that record card in the window where you can see them all.

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): 

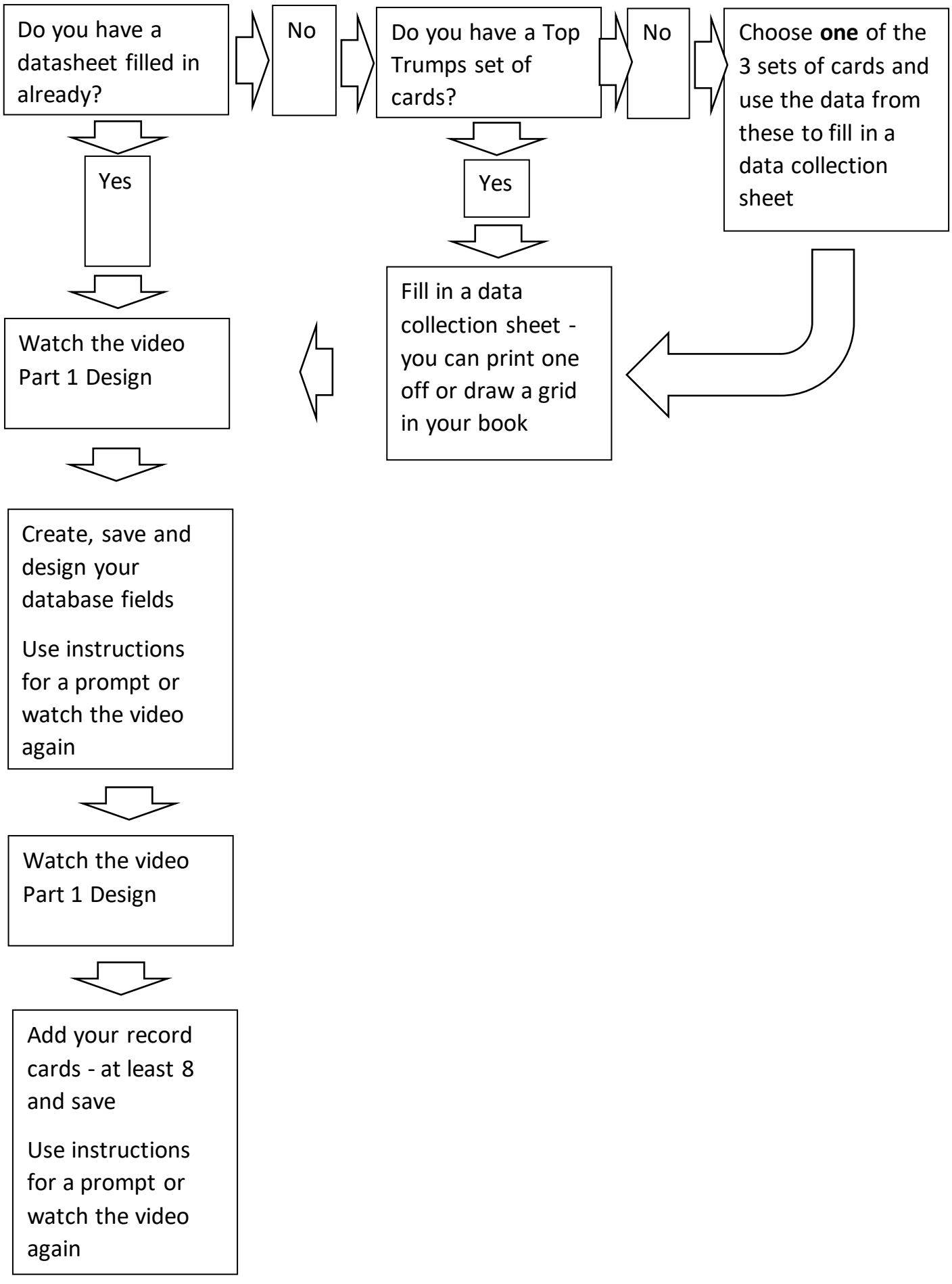
Make sure your database has saved.

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!

Creating a Database



RE Lesson 5 People and their Place in the World Part 1 **Name:** **Date:**

I want you to look at those pictures again - how your senses would respond to them?

Look at the sentence starters in column 1 - think of something you can add to finish the sentences in **column 1**.

When they are done, think about how you could finish off the sentence starters in **column 2**. Use descriptive words.

You have written a poem! **Read across the rows** to hear it! - Take a pic of it and send it in!

I see...	I notice...
I hear...	I want to say...
I feel...	It reminds me of...
I wonder...	It makes me think...

Hint: pick a starter (**I hear**), choose a slide (mountain/lake), pick a thing (river/**stream**), what **sound** could the river make (trickling/roaring/**crashing**) - **I hear mountain streams crashing** (simple) - you could try 2 verbs: **I hear mountain streams crashing and roaring** or you could add something else to do with them: **I hear mountain streams crashing** high above and **gliding** silently into the lake below (more complex) - simple is really good.

Psalm 8: (pronounced sarm)

[1] LORD, our Lord,
how majestic is your name in all the earth!

You have set your glory
in the heavens.
[2] Through the praise of children and infants
you have established a stronghold against your enemies,
to silence the foe and the avenger.
[3] When I consider your heavens,
the work of your fingers,
the moon and the stars,
which you have set in place,
[4] what is mankind that you are mindful of them,
human beings that you care for them?

[5] You have made them a little lower than the angels
and crowned them with glory and honour.
[6] You made them rulers over the works of your hands;
you put everything under their feet:
[7] all flocks and herds,
and the animals of the wild,
[8] the birds in the sky,
and the fish in the sea,
all that swim the paths of the seas.

[9] LORD, our Lord,
how majestic is your name in all the earth!

This poem has **3 themes** in it: **1** about God; **2** the things God created; **3** God made people and gave them a job to do

Use 3 different colour highlighters to show the lines about each of those 3 themes (or underline with different crayons)

List some words in each box to show how the psalm describes:

God:	**people:**

How would reading this psalm make Christians or Jews feel about God, the Earth, creatures and themselves as people?

Your ideas here:

Write in the word '**humans'**, where you think God puts them on this order of importance line**.**

Use the space below, to **illustrate** part of Psalm 8 - you could choose: verse 3, or verses 7/8 or even try verses 4/5/6.

I have chosen verse(s): _____

French - Nouns for Fruits (and colours) **Name:** **Date:**

Load pdf called **Lockdown Lesson 1** then click on the orange rectangle to start the video

Click Here to start the lesson

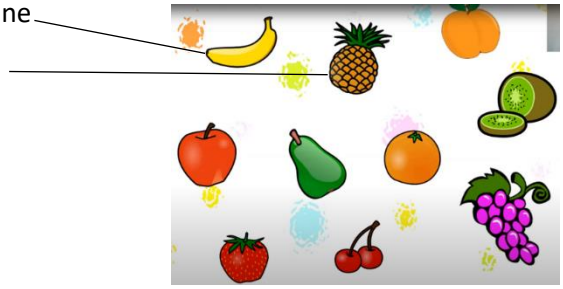
Practice counting to 10 in French

Identify all the fruit names in English

Now mimic her as she says all the names in French - Challenge - Can you remember them all French without looking

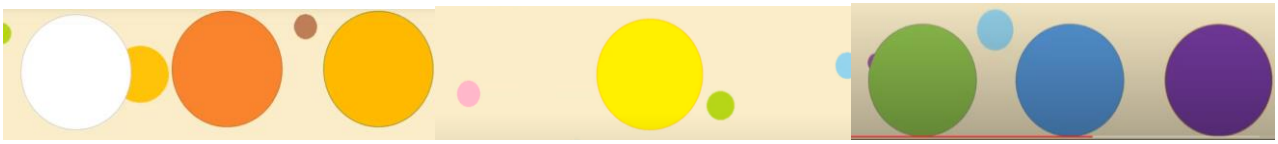
Pause and use a ruler to write labels for all the names in French

une banane



The word cognate is used when the word in French is similar to the English word -e.g. abricot and apricot are **cognate**

Pause at 5:34 Write in colours you remember <u>in French</u> - restart video, pausing to correct any if you need to:



Pause at 8:21 to play the **colour** game (if you have somebody you can play it with).

Pause at 10:29 and write down the French adjectives for **size** (and the English in brackets if you are not sure):

Now your independent task: Draw each fruit and write a sentence about it using the words for colours and sizes. Start each sentence with **C'est…** - which means: It is… Can you do more than one sentence if you can think of more than one adjective for it. 9 more fruits to do….

une banana: C'est long.

C'est jaune. C'est moyen.