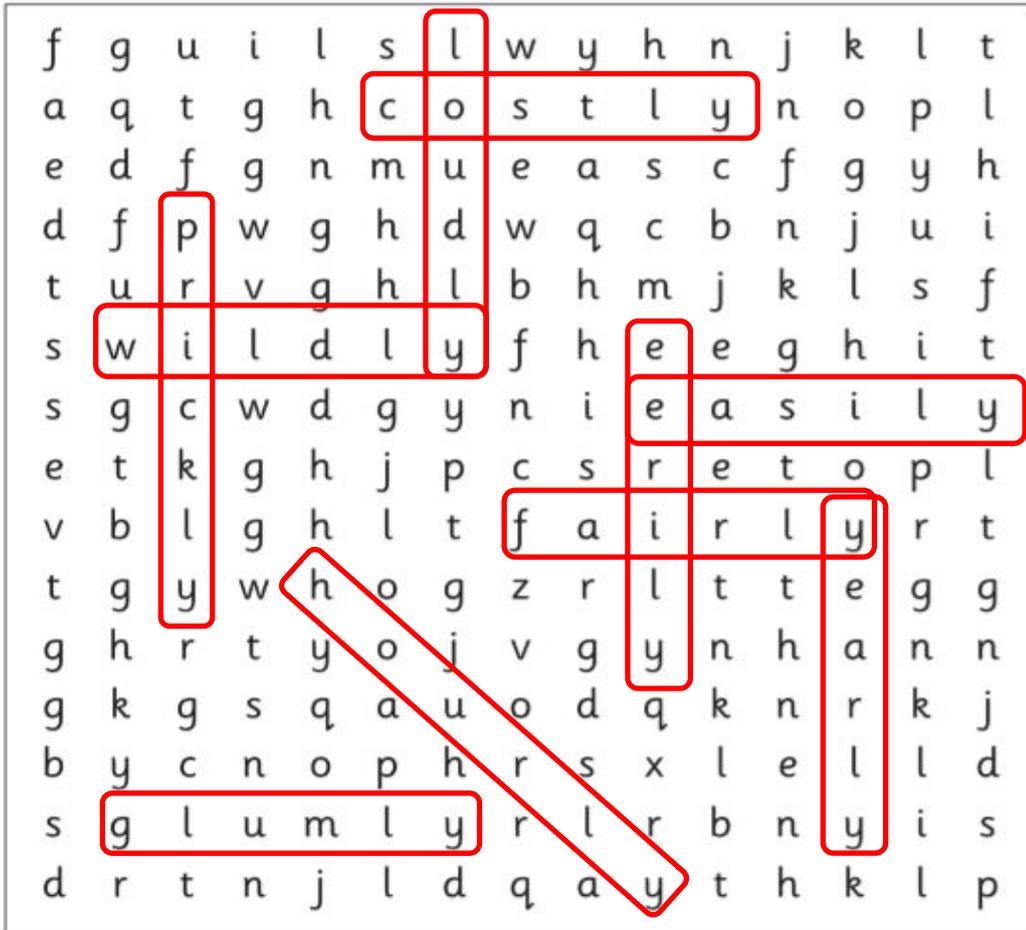
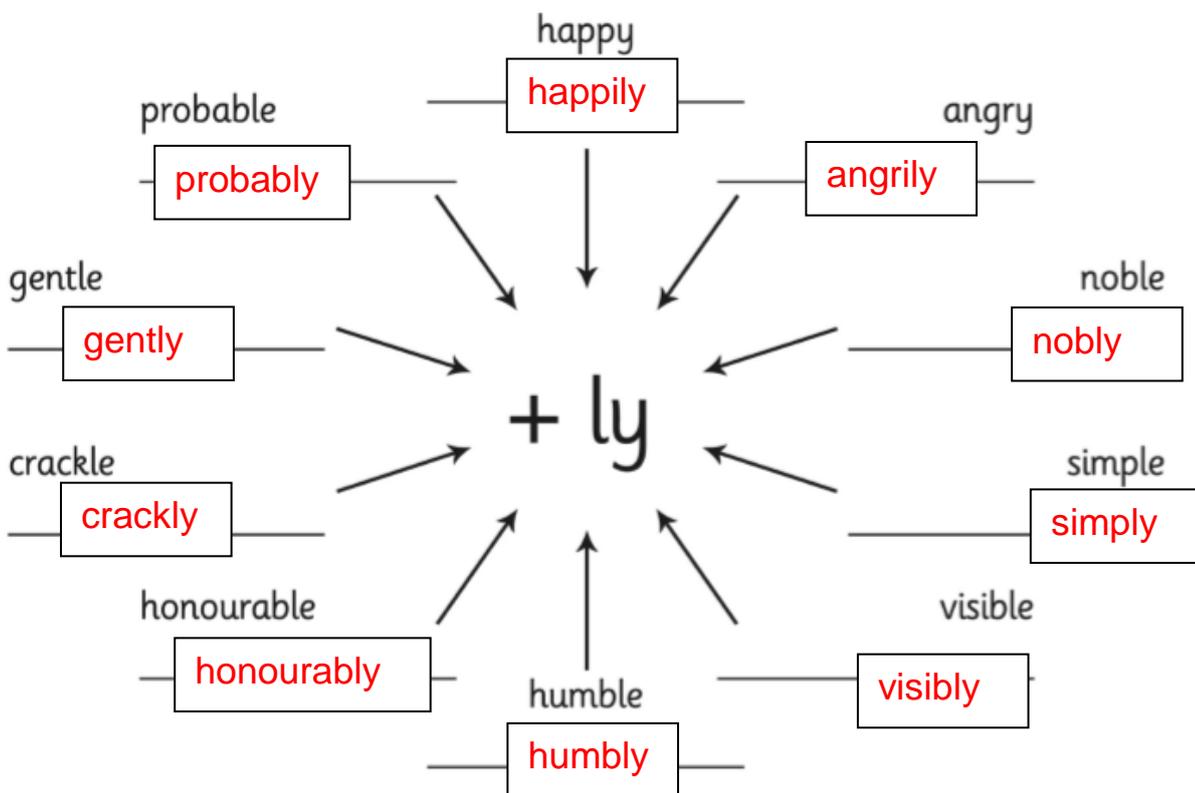


Answers – Spelling

WALT spell words with the suffix **ly**



| | | | | |
|--------|--------|--------|--------|---------|
| costly | eerily | fairly | hourly | glumly |
| loudly | easily | yearly | wildly | prickly |



3) Join up the two parts of the sentences with one of the words from the box down the side of the page.

Jake held up his certificate ___ proudly ____.

In the middle of winter, it can be _ bitterly _____ cold outside.

The moon shone ___ brightly ___ in the black velvet sky.

A ___ ghostly ____ figure stood still in the churchyard.

The fan looked ___ adoringly ___ at his idol on the stage.

Amusingly ____, the clown had a big orange wig, huge blue shoes and a purple nose.

A strange looking ghost hovered ___ spookily ____ into the darkened room.

James waited ___ anxiously ___ for his exam results.

The hikers walked _____ blindly ____ into the thick mist.

I'll ___ proudly ____ be going to the party if I start to feel better.

proudly

ghostly

blindly

bitterly

brightly

spookily

adoringly

amusingly

anxiously

certainly

1. Giganotosaurus was a large, meat-eating dinosaur.
2. Giganotosaurus was probably known as the biggest hunter. The word probably means that it is almost certainly or possibly the biggest hunter.
3. The clues that could have been left behind to suggest that the Giganotosaurus could have eaten very large plant-eating animals were the size of its teeth and the size of its bones.
4. Yes, experts think that the T-Rex had heavier bones because it says in the text that the Giganotosaurus had lighter bones.
5. I think it was named Giganotosaurus because part of the word 'gigantic' is in its name, which means huge or enormous, and it was probably the largest meat-eating dinosaur in the world.
6. Children can respond with their own opinions but should refer to the text to support their answer.

E.g. I think the T-Rex might have been scared because the Giganotosaurus was bigger than T-Rex.

1. The events are taking place on the cliff-top.
2. The two words that the author uses to describe the eyes are **green** and **headlamp**.
3. Answers should refer to the idea that the boy is eager to get home quickly because he is scared.
4. a) It tells us that the family are frightened of the Iron Man.
b) Answers should refer to the idea that the Iron Man is probably very scary or dangerous.
5. a) I think the father was going to shoot the Iron Man or took the gun to protect himself.
b) He locked the door so the Iron Man couldn't get into the house to hurt his family. He wanted to make sure that his family was safe.
6. The first farmer didn't believe the father and laughed at him. The second farmer believed the father and seemed concerned because he frowned when he heard the news and suggested to go and see the Iron man.
7. The men will use the foot tracks that the Iron Man has left in the earth to find him.
8. We can guess that the Iron Man has tried to eat the tractor.

Maths Arithmetic Answers

1) $8 \times 4 = 32$

2) $84 - 30 = 54$

3) $60 + 80 = 140$

4) $3 \times 7 = 21$

5) $593 = 318 + 275$

6) $5 \times 8 = 40$

7) $56 + 80 = 136$

8) $4 + 58 + 6 = 68$

9) $346 + 424 = 770$

10) $122 - 52 = 70$

11) $519 + 278 = 797$

12) $4 \times 12 = 48$

13) $563 - 237 = 326$

14) $48 \div 8 = 6$

15) $18 \div 6 = 3$

Maths Lesson 1 Answers



Equivalent fractions (1)

1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.

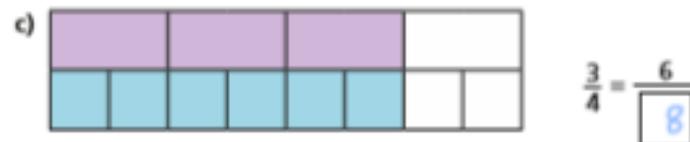
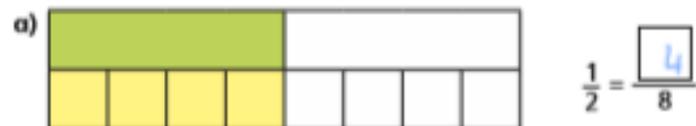


b) Shade $\frac{2}{4}$ of the bar model.

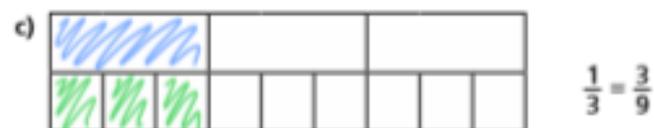
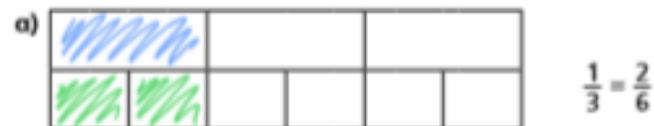


What do you notice?

2 Complete the equivalent fractions.

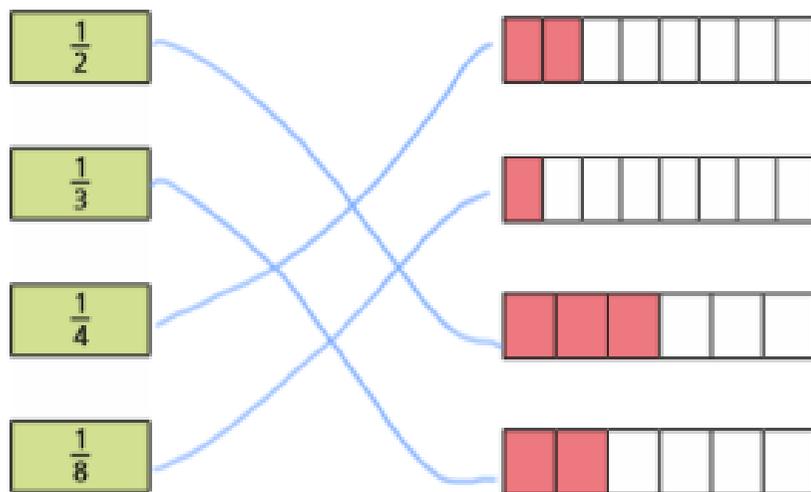


3 Shade the bar models to represent the equivalent fractions.



Can you find any more equivalent fractions using the bar models?

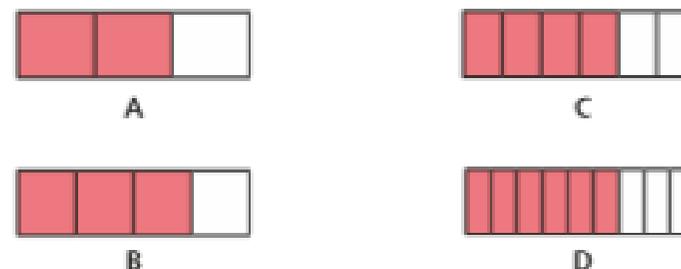
4 Match each bar model to its equivalent fraction.



5 Shade the bar models to complete the equivalent fractions.



6 The bar models represent fractions.



Which is the odd one out? B
Why do you think this?

7 This bar model represents $\frac{3}{4}$

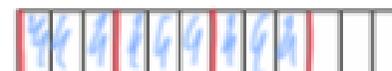


Tick the bar models that can be used to show a fraction that is equivalent to $\frac{3}{4}$

Shade the bar models to support your answers.







Talk to a partner about your answers.

Maths Lesson 2 Answers



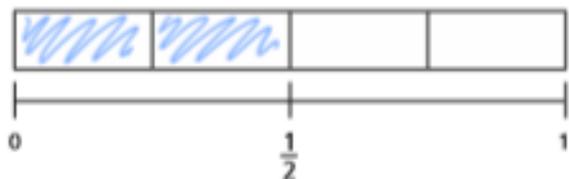
Equivalent fractions (2)

1 Shade the bar models to represent the fractions.

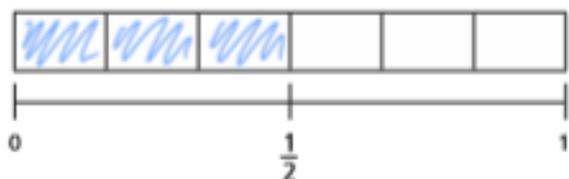
a) Shade $\frac{1}{2}$ of the bar model.



b) Shade $\frac{2}{4}$ of the bar model.



c) Shade $\frac{3}{6}$ of the bar model.



d) What do you notice?

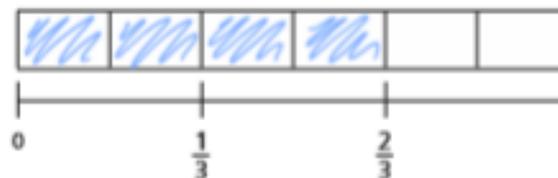
e) Write another fraction that is equivalent to $\frac{1}{2}$

e.g. $\frac{10}{20}$

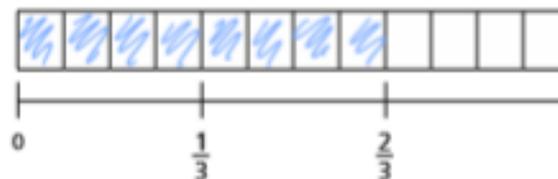


2 Shade $\frac{2}{3}$ of each bar model.

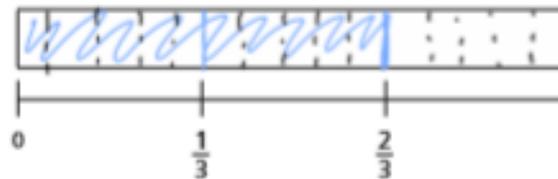
a)



b)



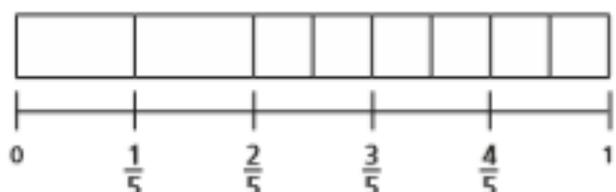
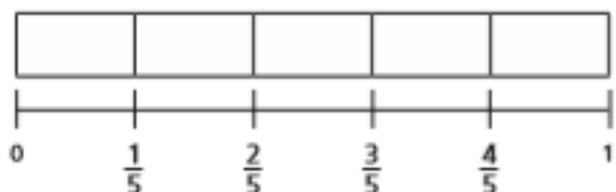
c)



d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{4}{6} = \frac{8}{12} = \frac{10}{15}$$

- 3 Mo is finding equivalent fractions.

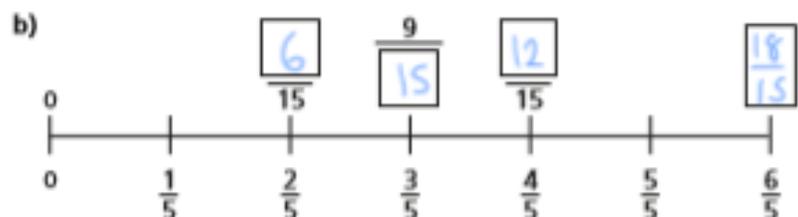
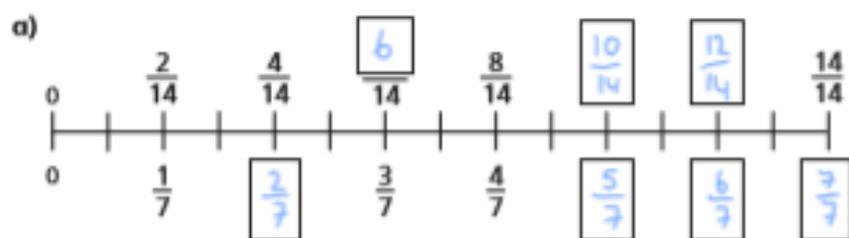


$\frac{6}{8}$ is equivalent to $\frac{4}{5}$

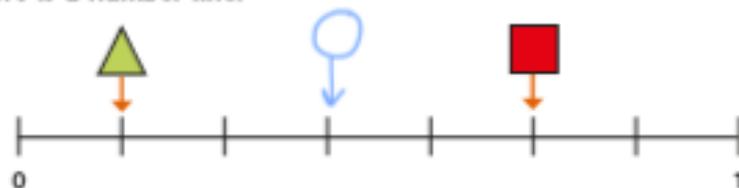
Do you agree with Mo? No

Explain your answer.

- 4 Find the missing numbers.



- 5 Here is a number line.



- a) What fraction is each shape pointing to?

$\triangle = \frac{1}{7}$ $\square = \frac{5}{7}$

- b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

- c)

The circle is pointing to $\frac{9}{21}$



Do you agree with Eva? Yes

Show how you worked this out.

- d) Write three equivalent fractions for each shape.

e.g.



$\frac{10}{70}$ $\frac{8}{56}$ $\frac{3}{21}$



$\frac{3}{7}$ $\frac{30}{70}$ $\frac{15}{35}$



$\frac{50}{70}$ $\frac{60}{56}$ $\frac{15}{21}$

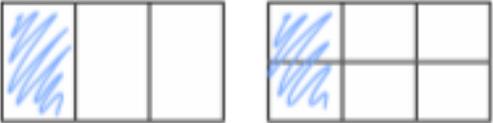
Compare answers with a partner.

Maths Lesson 3 Answers

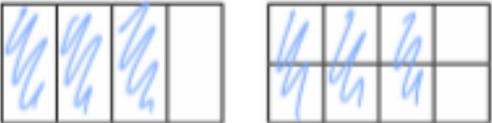
Equivalent fractions (3)



1 Shade the shapes to help you complete the equivalent fractions.

a)  $\frac{1}{3} = \frac{\boxed{2}}{\boxed{6}}$

b)  $\frac{1}{2} = \frac{\boxed{3}}{\boxed{6}}$

c)  $\frac{3}{4} = \frac{\boxed{6}}{\boxed{8}}$

d)  $\frac{3}{4} = \frac{\boxed{9}}{\boxed{12}}$



2 Use the fraction wall to complete the equivalent fractions.

| | | | | | | |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| $\frac{1}{3}$ | | $\frac{1}{3}$ | | $\frac{1}{3}$ | | |
| $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | |
| $\frac{1}{9}$ |

a) $\frac{1}{3} = \frac{\boxed{2}}{6}$ d) $\frac{2}{3} = \frac{6}{\boxed{9}}$

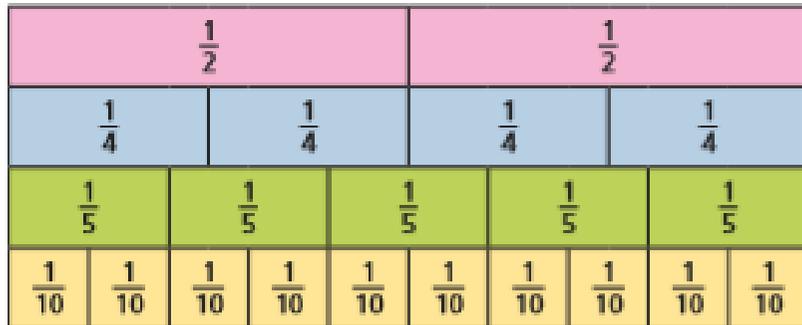
b) $\frac{1}{3} = \frac{\boxed{3}}{9}$ e) $\frac{4}{6} = \frac{6}{\boxed{9}}$

c) $\frac{2}{3} = \frac{4}{\boxed{6}}$ e) $\frac{1}{3} = \frac{\boxed{2}}{6} = \frac{\boxed{3}}{9}$

3 Draw a picture to show that one quarter is equivalent to two eighths.

e.g. 

- 4 Use the fraction wall to decide whether the fractions are equivalent or not.

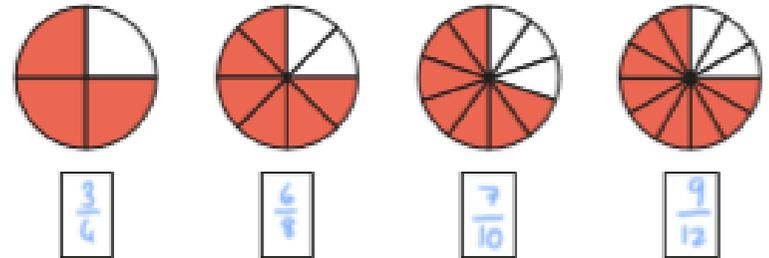


Complete the sentences using is or is not.

- a) $\frac{1}{2}$ is equivalent to $\frac{2}{4}$
- b) $\frac{1}{4}$ is not equivalent to $\frac{2}{10}$
- c) $\frac{1}{2}$ is equivalent to $\frac{5}{10}$
- d) $\frac{3}{10}$ is not equivalent to $\frac{2}{5}$
- e) $\frac{4}{5}$ is equivalent to $\frac{8}{10}$
- f) $\frac{3}{4}$ is not equivalent to $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.

- 5 a) What fraction of each shape is shaded?



- b) Use the fractions in part a) to complete the sentences.

e.g. $\frac{3}{4}$ is equivalent to $\frac{6}{8}$

$\frac{3}{4}$ is equivalent to $\frac{9}{12}$

$\frac{6}{8}$ is not equivalent to $\frac{7}{10}$

$\frac{7}{10}$ is not equivalent to $\frac{3}{4}$

Compare answers with a partner.

- 6 The bar model represents $\frac{1}{2}$

Write as many equivalent fractions as you can.

Various answers.

What is the same about all the fractions you have written?

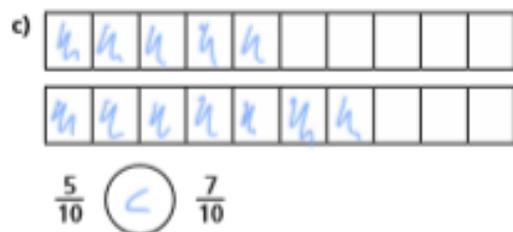
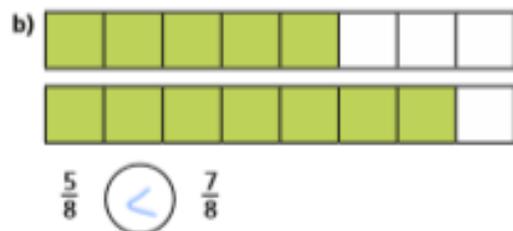
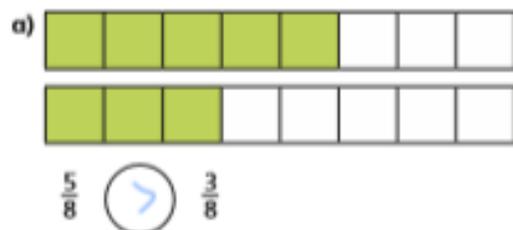


Maths Lesson 4 Answers



Compare fractions

- 1 Write $<$, $>$ or $=$ to compare the fractions.
Use the bar models to help you.



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

a) $\frac{1}{5} < \frac{3}{5}$ d) $\frac{6}{7} > \frac{2}{7}$

b) $\frac{2}{5} = \frac{2}{5}$ e) $\frac{6}{13} < \frac{12}{13}$

c) $\frac{2}{7} < \frac{6}{7}$ f) $\frac{13}{15} = \frac{13}{15}$

- 3 Here are some bar models.



- a) Shade the bar models to represent the fractions.

- b) Write $<$ or $>$ to compare the fractions.

Use the bar models to help you.

$\frac{1}{2} > \frac{1}{3}$ $\frac{1}{4} < \frac{1}{3}$ $\frac{1}{5} < \frac{1}{3}$

$\frac{1}{3} < \frac{1}{2}$ $\frac{1}{4} > \frac{1}{5}$ $\frac{1}{5} < \frac{1}{2}$



4 What could the missing numerators and denominators be?

Give three examples for each.

c.g. a) $\frac{1}{5} < \frac{\boxed{2}}{5}$ $\frac{1}{5} < \frac{\boxed{3}}{5}$ $\frac{1}{5} < \frac{\boxed{4}}{5}$

b) $\frac{1}{5} < \frac{1}{\boxed{4}}$ $\frac{1}{5} < \frac{1}{\boxed{3}}$ $\frac{1}{5} < \frac{1}{\boxed{2}}$

5 Jack is comparing fractions.

$\frac{1}{8}$ is greater than $\frac{1}{4}$
because 8 is greater than 4

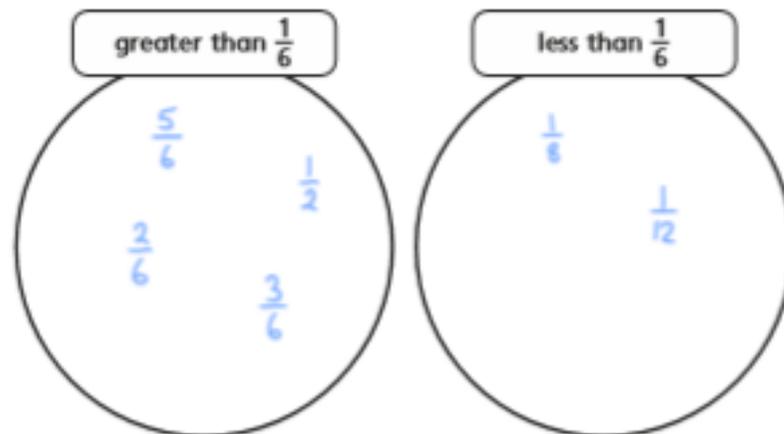


Draw bar models to show that Jack is wrong.

c.g.



6 Sort the fractions into the circles.



7 Complete the sentences using the word bank.

numerator

denominator

greater

smaller

a) When fractions have the same denominator, the greater the numerator, the greater the fraction.

b) When fractions have the same numerator, the greater the denominator, the smaller the fraction.



Friday Maths Answers

Dip and Pick Card 17

$$85 = 15 + 20 + ?$$

$$85 - 35 = 50$$

$$85 = 15 + 20 + 50$$

50 children were skipping.

| Skipping | Football | Running |
|----------|----------|---------|
| 25 | 5 | 5 |
| 20 | 10 | 5 |
| 20 | 5 | 10 |
| 15 | 15 | 5 |
| 15 | 10 | 10 |
| 15 | 5 | 15 |

etc.

45 children.

One possible approach...

I could choose six activities. I could have a scale of one smiley face representing 5 children. The numbers would total 50.

e.g. Running 20, skipping 5, jumping 10, hopping 5, hockey 5, netball 5.

45 children were playing football.

If half of the children skipping changed to football that would be 10 more children playing football.

$$45 + 10 = 55$$

No because I know that 4 lots of 20 is 80 and 4 lots of 4 is 16.

80 + 16 is 96 children not 92 children.

Friday Maths – Money Problems

1. a) False
b) True
c) True
d) False
e) True

2. a) £4.40
b) £4.60
c) 90p

3. a) False

b) False

c) True - £1 coin, 20p coin, 10p coin, 2p coin and 1p coin

d) True – two 50p coins, 20p coin, 10p coin, 2p coin and 1p coin

or £1 coin, three 10p coins, 2p coin and 1p coin

or £1 coin, 20p coin, two 5p coins, 2p coin and 1p coin

or £1 coin, 20p coin, 10p coin and three 1p coins