

English Answers:

English Comprehension: The Crash

Purpose: Story

Understanding the text

1. The boys were going to look for a plane that had crashed.
2. They knew because a lump of the tail had fallen off and it bore the British colours of red, white and blue.
3. They were fighter planes.
4. Albert said "keep well back" because there was a terrible smell of petrol and Albert was afraid of a fire breaking out.
5. He saw the pilot with a ripped helmet and blood showing through.

Looking at language

6. The narrator describes the propellers as horseshoe shapes and they were bent out of shape.
7. He means that petrol could burn very easily.
- 8a. Unsayable means: too awful to be put into words.
- 8b. Vanished means: disappeared from view.
- 8c. Baled out means: jumped out.
- 8d. Mocking him means: making fun of him.
- 8e. Edged up means: went carefully and slowly.
- 8f. Asphyxiating means: making it difficult to breathe.

Exploring the characters

- 9a. "He might be....." – cannot bring himself to say 'He might be dead'.
- 9b. "Expecting at every corner....." - to see the plane crashed.
10. Answers to suggest that below a certain height there would not be enough time for a parachute to open.
11. He was scared of finding the pilot dead and the plane exploding.
12. Adult to mark answers that suggest that the narrator was braver because, although he put himself in danger, he needed to see if he could help the pilot.
13. Adult to mark personal answers. Making sure children use P.E.E. to answer the text.
 - Point – make your point
 - Explain – explain what you mean
 - Evidence – use evidence from the text to support your answer

Taking it further

14. Adult to mark personal answers. Making sure children use P.E.E. to answer the text.
 - Point – make your point
 - Explain – explain what you mean
 - Evidence – use evidence from the text to support your answer

English Comprehension: The Threat

Purpose: Playscript

Understanding the text

1. Mr Clarke is the teacher.
2. He wants to talk to Davy because he thinks there may be something wrong as Davy doesn't seem very happy.
3. Webbo and his mates are peering through the window.
4. Davy said nothing wrong.
5. Webbo wanted to know "what did Clarkey want?" / "What did you say?"

Looking at language

- 6a. Shrugs: moves shoulders up and down quickly
- 6b. Mumbling: speaking quickly and very quietly
- 6c. Not convinced: doesn't really believe in him
- 6d. Menacingly: threateningly

- 7a. The phrase 'a sec' means in a second.
- 7b. The phrase 'a hard time' making life difficult.
- 7c. The phrase 'a couple of weeks' two weeks.
- 7d. The phrase 'really get it' be in trouble.

Exploring the playscript

8. The scene is set in a classroom.
9. The characters are Davy and Mr Clarke in the classroom and Webbo and his mates outside.
- 10a. How a character says something: mumbling/menacingly
- 10b. What a character does: Mr Clarke looks at Davy/ Davy remains silent.
11. Adult to mark answers that suggest Mr Clarke is observant/kind/willing to help.
12. Adult to mark answers that suggest that children don't like to 'tell on' others in their class/ Davy is frightened of what Webbo would do if he found out.
13. Adult to mark answers that suggest that they are making sure that Davy knows they are there and are warning him to say nothing.
- 14a. Any problems, Davy? – kindly/sympathetically
- 14b. What did Clarkey want? – threateningly/sneeringly
- 14c. I didn't say anything, honest. – frightened/ shakily

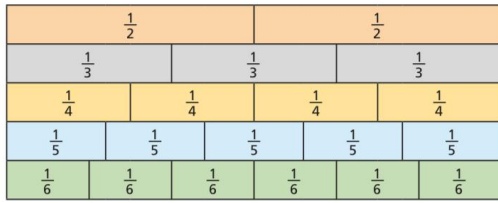
Taking it further

15. Adult to mark personal answers. Making sure children use P.E.E. to answer the text.
 - Point – make your point
 - Explain – explain what you mean
 - Evidence – use evidence from the text to support your answer

White Rose Maths answers:

Lesson 2 - Equivalent Fractions (1):

4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

- | | True | False |
|---|-------------------------------------|-------------------------------------|
| a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$ | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.

5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

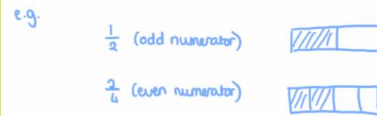
a) The greater the numerator, the greater the fraction.

always sometimes never



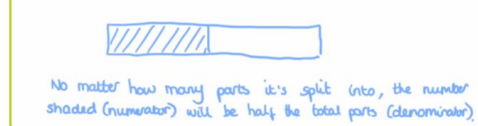
b) Fractions equivalent to one half have even numerators.

always sometimes never



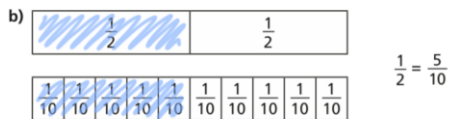
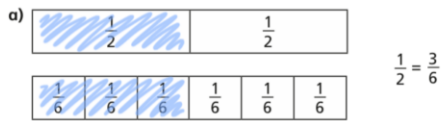
c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always sometimes never

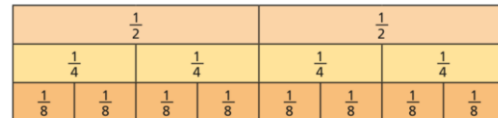


Equivalent fractions (1)

1 Shade the bar models to represent the equivalent fractions.



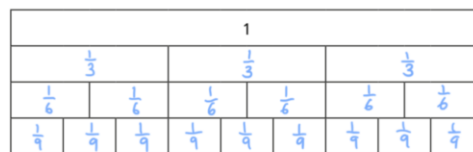
2 Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{2} = \frac{2}{4}$ c) $\frac{2}{4} = \frac{4}{8}$ e) $\frac{6}{8} = \frac{3}{4}$

b) $\frac{1}{2} = \frac{4}{8}$ d) $\frac{2}{8} = \frac{1}{4}$ f) $\frac{2}{2} = \frac{4}{4} = \frac{8}{8}$

3 a) Label the fractions on the fraction wall.



b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$ $\frac{2}{3} = \frac{4}{6} = \frac{6}{9}$

$\frac{3}{3} = \frac{6}{6} = \frac{9}{9} = 1$

Lesson 3 - Equivalent Fractions (2):

Equivalent fractions (2)



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

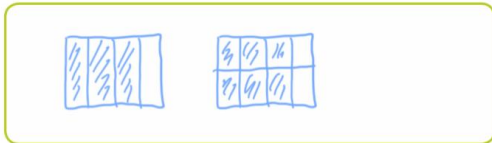
The first one has been done for you.

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

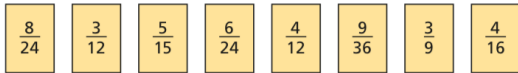
b) $\frac{1}{2} = \frac{5}{10}$

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

2 Draw a diagram to show that $\frac{3}{4} = \frac{6}{8}$



5 a) Write the fractions in the correct place on the sorting diagram.



	equivalent to $\frac{1}{3}$	equivalent to $\frac{1}{4}$
odd denominator	$\frac{5}{15}$ $\frac{9}{27}$	
even denominator	$\frac{8}{24}$ $\frac{4}{12}$	$\frac{3}{12}$ $\frac{6}{24}$ $\frac{9}{36}$ $\frac{4}{16}$

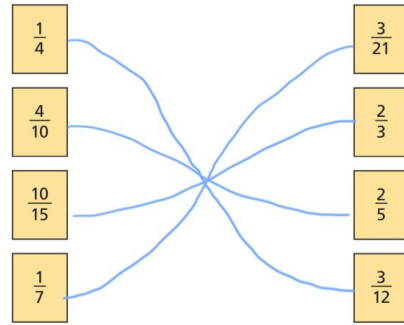
b) Are any of the boxes empty?

Why do you think this is?

Talk about your answer with a partner.



3 Match the equivalent fractions.



4 Complete the equivalent fractions.

a) $\frac{1}{5} = \frac{2}{10}$ d) $\frac{3}{10} = \frac{9}{30}$ g) $\frac{8}{12} = \frac{2}{3}$
 b) $\frac{4}{5} = \frac{8}{10}$ e) $\frac{6}{8} = \frac{3}{4}$ h) $\frac{2}{5} = \frac{10}{25}$
 c) $\frac{3}{10} = \frac{6}{20}$ f) $\frac{8}{12} = \frac{2}{3}$ i) $\frac{1}{7} = \frac{4}{28}$

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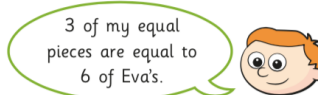
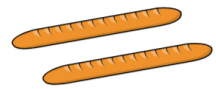
6 Find three ways to make the fractions equivalent. Various answers e.g.

a) $\frac{2}{2} = \frac{4}{4}$ $\frac{2}{5} = \frac{4}{10}$ $\frac{2}{7} = \frac{4}{14}$
 b) $\frac{1}{5} = \frac{4}{20}$ $\frac{1}{2} = \frac{4}{8}$ $\frac{1}{10} = \frac{4}{40}$
 c) $\frac{2}{3} = \frac{6}{9}$ $\frac{1}{3} = \frac{3}{9}$ $\frac{3}{3} = \frac{9}{9}$

7 Eva and Ron have a baguette each.

The baguettes are the same size.

Eva cuts her baguette into 8 equal pieces.



How many equal pieces has Ron cut his baguette into?



Ron has cut his baguette into $\boxed{4}$ equal pieces.



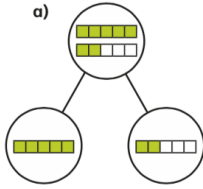
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Challenge! Lesson 4 - Fractions Greater than 1:

Fractions greater than 1

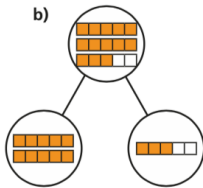


1 Complete the sentences.



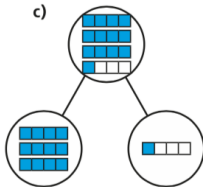
There are 7 fifths altogether.

7 fifths = whole + fifths



There are fifths altogether.

fifths = wholes + fifths



There are quarters altogether.

quarters = wholes + quarter

3 Complete the statements.

- a) $\frac{12}{2} = \text{6}$ wholes e) $\frac{15}{3} = \text{5}$ wholes
 b) $\frac{12}{4} = \text{3}$ wholes f) $\frac{15}{5} = \text{3}$ wholes
 c) $\frac{12}{6} = \text{2}$ wholes g) $\frac{15}{4} = \text{3}$ wholes + quarters
 d) $\frac{12}{3} = \text{4}$ wholes h) $\frac{15}{2} = \text{7}$ wholes + half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?



Whitney can fill boxes.

b) How many more muffins does Whitney need to fill another box?

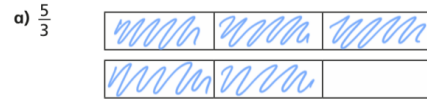
Whitney needs muffins to fill another box.

Explain how you know.

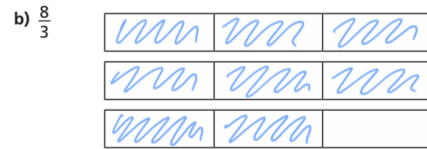
She will fill 6 boxes with 2 left over so another 2 are needed to fill the seventh box.

How does writing $\frac{26}{4}$ help you to answer this?

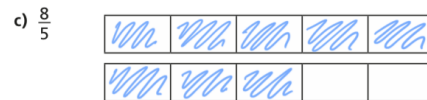
2 Shade the bar models to represent the fractions.



$$\frac{5}{3} = \text{1} \text{ whole} + \text{2} \text{ thirds} = \text{1} \frac{2}{3}$$



$$\frac{8}{3} = \text{2} \text{ wholes} + \text{2} \text{ thirds} = \text{2} \frac{2}{3}$$



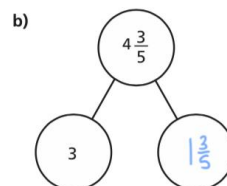
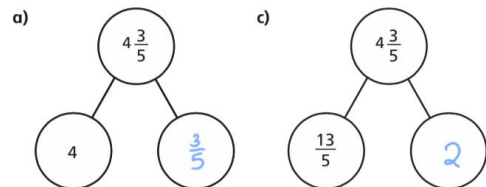
$$\frac{8}{5} = \text{1} \text{ whole} + \text{3} \text{ fifths} = \text{1} \frac{3}{5}$$

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5 Write <, > or = to complete the statements.

- a) 2 wholes and 3 quarters 5 quarters
 b) 2 wholes and 3 quarters 15 quarters
 c) 2 wholes and 3 sixths 15 sixths
 d) 2 wholes and 3 eighths 15 eighths
 e) $\frac{15}{3}$ $\frac{15}{5}$
 f) $\frac{15}{3}$ $\frac{20}{4}$

6 Complete the part-whole models.



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Maths Problem Solving Challenges answers:

Problem One Answers

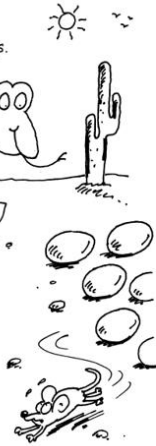
Susie the snake

Susie the snake has up to 20 eggs.

She counted her eggs in fours.
She had 3 left over.

She counted them in fives.
She had 4 left over.

How many eggs has Susie got?



Susie the snake

Susie has 19 eggs.

You could make up similar problems with, say, 21 eggs.

If you counted them in fours, there would be 1 left over.

If you counted them in fives, there would be 1 left over.

Problem Two Answers

Treasure hunt

Jed and Jake are pirates.
Between them they have three precious jewels:
a ruby (R), a diamond (D) and an emerald (E).



Complete the table.
Show what jewels each pirate could have.

Jed	Ⓡ								
Jake	Ⓢ								

Treasure hunt

Jed	Ⓡ	ⓓ	Ⓢ	Ⓡⓓ	ⓇⓈ	Ⓢⓓ	ⓇⓈⓓ	
Jake	ⓓⓈ	ⓈⓈ	Ⓢⓓ	Ⓢ	ⓓ	Ⓡ		Ⓢⓓ Ⓡ