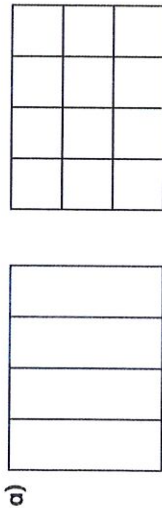


Year 5/6 Autumn 2 – Isolation Timetable (Week beginning 16<sup>th</sup> Nov)

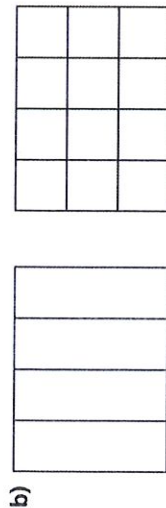
	Session 1	Session 2	Session 3	Session 4	Session 5
Mon	Grammar	Literacy – Hook	Maths	Geography - Features of a Mountain	PE – Can you do something active? Just Dance?
Tue	Grammar	Literacy – Vocabulary	Maths	PSHE	Music – practice singing ‘Snow is fallin’ <a href="https://www.youtube.com/watch?v=amclgN3VA3o">https://www.youtube.com/watch?v=amclgN3VA3o</a>
Wed	Read your own book – I’ll be checking diaries on Thurs 19 <sup>th</sup>	Literacy – Key Features	Maths	French – Toutes les couleurs	DT - Cams

# Equivalent fractions

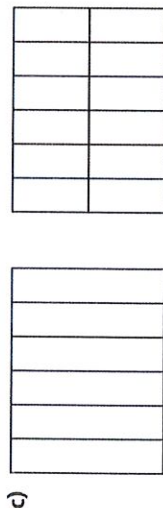
1 Shade the shapes to show the equivalent fractions.



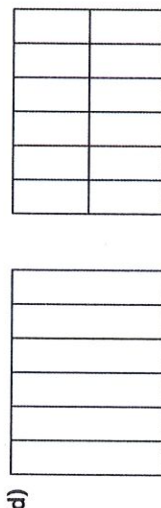
$$\frac{1}{4} = \frac{\boxed{\phantom{000}}}{12}$$



$$\frac{3}{4} = \frac{\boxed{\phantom{000}}}{12}$$



$$\frac{1}{6} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$$

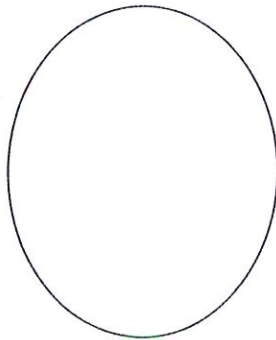


$$\frac{5}{6} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$$

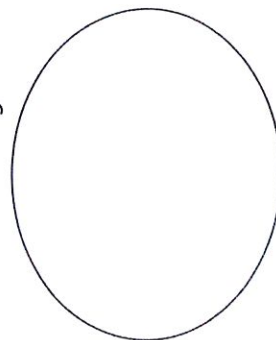
2 Draw two rectangles to show that  $\frac{1}{3} = \frac{4}{12}$

3 a) Sort the fractions into the groups.

Equivalent to  $\frac{1}{4}$



Equivalent to  $\frac{1}{3}$



$$\frac{5}{15}$$

$$\frac{2}{6}$$

$$\frac{3}{12}$$

$$\frac{6}{24}$$

$$\frac{8}{24}$$

$$\frac{5}{20}$$

$$\frac{4}{12}$$

$$\frac{2}{8}$$

b) Write one more fraction in each group.

4 Complete the equivalent fractions.

a)  $\frac{1}{7} = \frac{\boxed{\phantom{000}}}{14}$

d)  $\frac{3}{4} = \frac{6}{\boxed{\phantom{000}}}$

g)  $\frac{2}{\boxed{\phantom{000}}} = \frac{10}{15}$

b)  $\frac{5}{7} = \frac{\boxed{\phantom{000}}}{14}$

e)  $\frac{3}{4} = \frac{12}{\boxed{\phantom{000}}}$

h)  $\frac{2}{\boxed{\phantom{000}}} = \frac{10}{25}$

c)  $\frac{7}{8} = \frac{14}{\boxed{\phantom{000}}}$

f)  $\frac{3}{4} = \frac{\boxed{\phantom{000}}}{12}$

i)  $\frac{2}{7} = \frac{10}{\boxed{\phantom{000}}}$

j) Describe the pattern in part g), h) and i) to a partner.



- 5 Find three ways to make the fractions equivalent.

a)  $\frac{1}{\square} = \frac{7}{\square}$       b)  $\frac{7}{\square} = \frac{14}{\square}$       c)  $\frac{\square}{7} = \frac{\square}{14}$

$\frac{1}{\square} = \frac{7}{\square}$        $\frac{7}{\square} = \frac{14}{\square}$        $\frac{\square}{7} = \frac{\square}{14}$

$\frac{1}{\square} = \frac{7}{\square}$        $\frac{7}{\square} = \frac{14}{\square}$        $\frac{\square}{7} = \frac{\square}{14}$

- 6 Ron is finding equivalent fractions to  $\frac{1}{4}$



$\frac{1}{4}$  is equivalent to  $\frac{5}{8}$   
and  $\frac{9}{12}$

Do you agree with Ron? \_\_\_\_\_  
Draw a diagram to support your answer.

Compare answers with a partner.

- 7 Here are some equivalent fractions.

Find the values of A, B and C.

$\frac{A}{9}$        $\frac{3}{B}$        $\frac{2}{18}$        $\frac{C}{90}$

A =       B =       C =

- 8 Here are three fraction cards.

All the fractions are equivalent.

$\frac{3}{A}$        $\frac{B}{14}$        $\frac{12}{C}$

A + B = 13  
Work out the value of C.

C =

- 9  $\frac{1}{5} = \frac{3}{1 + \bullet}$   
Find the value of  $\bullet$

$\bullet =$

Week 1 (Fractions)

Monday

Mar 8-20:15

Counting

Count in fourths:

Count from 0

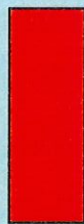
Count backwards

Mar 8-20:15

Fluent in 5

#stemsentence

$38292 + 19373 =$   
 $729273 - 28928 =$   
 $46 \times 7 =$   
 $2772 \text{ divided by } 22 =$   
 $456.4 \text{ divided by } \underline{\hspace{1cm}} = 45.64$   
 Simplify 10  
 $3 \times 5 + 3 = \overline{25}$



Mar 8-20:15

1. Problem:

How do you know?

Work out the value of each symbol.

 +  = 18

 +  = 20

 +  = 

Tanya bakes some cookies to sell.

- By 1pm she has sold 29 cookies.
- By 3pm she has sold 50% of all the cookies.
- At 3pm she has 72 cookies left.

How many cookies does she sell between 1pm and 3pm?

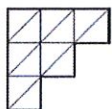
Mar 8-20:15

2. Problem:

How do you know?

Each diagram below is divided into equal sections.

Shade three-quarters of each diagram.



Mar 8-20:15

3. Problem:

How do you know?

A cat sleeps for 12 hours each day.

50% of its life is spent asleep.



Write the missing percentage.

A koala sleeps for 18 hours each day.

% of its life is spent asleep.



Mar 8-20:15



**Magic Mathematicians**  
Ben Jack Robbie

**Perfect Presenters**  
Ella T  
Ethan  
Joel  
Ella C

Mar 8-20:15

Look at yesterday's maths work and complete any *Think, Say, Pink* or challenges. If you need help, phone a friend or call an adult!!

Green for Growth  
✓ = My answer is correct

Think Pink  
— = Think again about your answer  
○ = Think again about this part

Mar 8-20:15

**LO: To find equivalent fractions** What do you notice? How do you know?

Prior Learning:  
A fraction tells us how many parts of a whole we have  
How can you show a quarter?

1 Whole  
 $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$

$\frac{1}{4}$

Mar 8-20:15

**LO: To find equivalent fractions** What do you notice? How do you know?

Discuss:  
Which representations of  $\frac{2}{5}$  are correct?

Mar 8-20:15

**LO: To find equivalent fractions** What do you notice? How do you know?

Discuss:  
What does equivalence mean?

Can you use this fraction wall to help you?

Mar 8-20:15

**LO: To find equivalent fractions** What do you notice? How do you know?

My Turn:  
Find three equivalent fractions for each of these using a fraction wall:

$\frac{1}{4}$  is equivalent to...

Mar 8-20:15




**LO: To find equivalent fractions** What do you notice?  
How do you know?

**Our Turn:**

Find three equivalent fractions for each of these using a fraction wall:

$\frac{1}{2}$  is equivalent to...



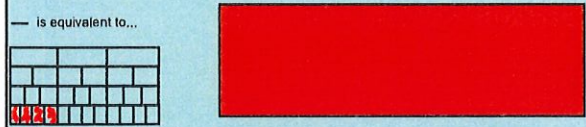
Mar 8-20:15

**LO: To find equivalent fractions** What do you notice?  
How do you know?

**Your Turn:**

Find three equivalent fractions for each of these using a fraction wall:

— is equivalent to...

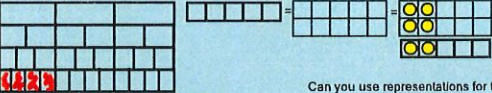


Mar 8-20:15

**LO: To find equivalent fractions** #explain it  
#represent it

**Your Work:**

Find three equivalent fractions for each:



Can you use representations for the following:

$\frac{4}{12} = \frac{\square}{3}$     $\frac{6}{12} = \frac{\square}{4}$     $\frac{9}{12} = \frac{\square}{2}$

Mar 8-20:15

**LO: To find equivalent fractions** #explain it  
#represent it

**Problem Solving - My Turn:**

Here are some fraction cards. All of the fractions are equivalent.

$\frac{4}{A}$

$\frac{B}{C}$

$\frac{20}{50}$

$A + B = 15$   
Calculate the value of C.

Ron thinks you can only simplify even numbered fractions because you keep on halving the numerator and denominator until you get an odd number.

Do you agree?  
Explain your answer.

Mar 8-20:15

**LO: To find equivalent fractions** #explain it  
#represent it

**Problem Solving - Your Turn:**

Rose says:

To find equivalent fractions, whatever you do to the numerator, you do to the denominator.

Using her method, here are the equivalent fractions Rose has found for  $\frac{2}{3}$ :

$\frac{2}{3} = \frac{4}{6}$     $\frac{2}{3} = \frac{6}{9}$     $\frac{2}{3} = \frac{8}{12}$

Are all Rose's fractions equivalent?  
Does Rose's method work?  
Explain your reasons.

Mar 8-20:15

Tuesday

Mar 8-20:15



### Counting

Count in 40s:

Count from 0

Count from 1,000

Mar 8-20:15

### Fluent in 5

#barmodel

$$79,968 + 3403 =$$

$$267.54 - 93.4 =$$

$$362 \times 28 =$$

$$161 \text{ divided by } 7 =$$

$$\text{Simplify } 18/27$$

Round 63832 to the nearest 10, 100, 1000 and 10,000

Mar 8-20:15

### 1. Problem:

How do you know?

This money



Is shared between 4 children.



How much does each child get?

Mar 8-20:15

### 2. Problem:

How do you know?

Write the two missing values to make these equivalent fractions correct.

$$\frac{\square}{3} = \frac{8}{12} = \frac{4}{\square}$$

Mar 8-20:15

### 3. Problem:

How do you know?

In this circle,  $\frac{1}{4}$  and  $\frac{1}{8}$  are shaded.



What fraction of the whole circle is not shaded?

Mar 8-20:15


**Magic Mathematicians**  
Ben Jack Robbie


**Perfect Presenters**  
Ella T  
Ethan  
Joel  
Ella C


Mar 8-20:15



Look at yesterday's maths work and complete any *Think* for *plum* or challenges. If you need help, phone a friend or call an adult!!

Green for Growth  = My answer is correct

Think Pink  = Think again about your answer

 = Think again about this part

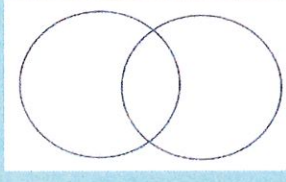
Mar 8-20:15

LO: To simplify fractions

How do you know?

Prior Learning:

What are the factors of 8 and 12?




Mar 8-20:15

LO: To simplify fractions

How do you know?

Discuss:

Jamie thinks that because there are four pieces left, four pieces must have been eaten. Do you agree?



#provelt

Mar 8-20:15


LO: To simplify fractions

How do you know?

My Turn:

The highest common factor of 8 and 12 is \_\_\_\_

8 is equivalent to \_\_\_\_



I know this because the numerator divided by the highest common factor is \_\_\_\_ and the denominator divided by the highest common factor is \_\_\_\_

Mar 8-20:15


LO: To simplify fractions

How do you know?

Our Turn:

The highest common factor of 2 and 10 is \_\_\_\_

2 is equivalent to \_\_\_\_



I know this because the numerator divided by the highest common factor is \_\_\_\_ and the denominator divided by the highest common factor is \_\_\_\_

Mar 8-20:15



LO: To simplify fractions

How do you know?

Your Turn:

The highest common factor of 3 and 9 is \_\_\_\_

3 is equivalent to \_\_\_\_

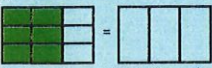
I know this because the numerator divided by the highest common factor is \_\_\_\_ and the denominator divided by the highest common factor is \_\_\_\_

Mar 8-20:15



**LO: To simplify fractions** #explainit #represent it

**Your Work:**  
The highest common factor of 6 and 9 is \_\_\_\_  
6 is equivalent to \_\_\_\_



I know this because the numerator divided by the highest common factor is \_\_\_\_ and the denominator divided by the highest common factor is \_\_\_\_

Use Alex's method to simplify these fractions:

$\frac{6}{9}$	$\frac{6}{18}$	$\frac{10}{18}$	$\frac{10}{15}$	$\frac{15}{50}$
---------------	----------------	-----------------	-----------------	-----------------

Mo has 3 boxes of chocolates. 2 boxes are full and one box is  $\frac{1}{2}$  full.  
To simplify  $2\frac{1}{2}$  keep the whole number the same and simplify the fraction.  $\frac{1}{2}$  simplifies to  $\frac{1}{2}$   
 $2\frac{1}{2} = 2\frac{1}{2}$


Use Mo's method to simplify:  
 $3\frac{5}{8} = 3\frac{5}{8}$ ,  $2\frac{7}{14} = 2\frac{1}{2}$ ,  $\frac{11}{18} = \frac{11}{18}$

Mar 8-20:15

**LO: To simplify fractions** #explainit #represent it

**Problem Solving - My Turn:**

Sam has simplified  $\frac{6}{12}$



Always, sometimes, never?  
To simplify a fraction you divide by 2 until you can't divide by 2 anymore.

What method has he used?  
Is this the most efficient method?  
Explain your answer.

Mar 8-20:15

**LO: To simplify fractions** #explainit #represent it

**Problem Solving - Your Turn:**

Sort the fractions into the table.

Simplifies to 2	Simplifies to 3	Simplifies to 4
$\frac{5}{15}$	$\frac{2}{4}$	$\frac{4}{16}$
$\frac{8}{16}$	$\frac{5}{10}$	$\frac{3}{9}$
$\frac{6}{12}$	$\frac{2}{8}$	

Can you see any patterns between the numbers in each column?  
What is the relationship between the numerators and denominators?  
Can you add three more fractions to each column?

Mar 8-20:15

Wednesday

Mar 8-20:15

**Counting**

Count in sixths:

Count from 0

Count backwards

Mar 8-20:15

**Fluent in 5** #partpartwhole

837,392 + 64,748 =

284,381 - 13,999 =


467 x 42 =

1608 divided by 6 =

Simplify 12/32

\_\_\_ x 1000 = 745

25 - (4 x 3) =



Mar 8-20:15



**1. Problem:** How do you know?

Shade in 2 more squares so that the black line is a line of symmetry.

Mar 8-20:15

**2. Problem:** How do you know?

Ali Ben said:

0.25 is smaller than  $\frac{1}{4}$ .

Explain why he is correct.

Mar 8-20:15

**3. Problem:** How do you know?

From the square below, make a fraction.

What fraction of each shape is shaded?

Write the fraction in the box.

Mar 8-20:15

**Magic Maths**

**Magic Mathematicians**

Ben Jack Robbie

**Perfect Presenters**

Ella T  
Ethan  
Joel  
Ella C

Mar 8-20:15

Look at yesterday's maths work and complete any *Think for yourself* or challenges. If you need help, phone a friend or call an adult!!

Green for Growth

✓ = My answer is correct

Think Pink

— = Think again about your answer

○ = Think again about this part

Mar 8-20:15

**LO: To convert improper fractions to mixed numbers**

Prior Learning: How do you know?

Can you explain each method?

Method 1:

$$\begin{array}{r} 0 \quad 1 \quad 4 \\ 3 \overline{) 4 \quad 3 \quad 1 \quad 4} \\ \underline{3 \quad 1} \phantom{4} \\ 1 \quad 2 \quad 4 \\ \underline{1 \quad 2} \quad 4 \\ 0 \end{array}$$

Method 2:

$$\begin{array}{r} 0 \quad 1 \quad 4 \\ 3 \overline{) 4 \quad 3 \quad 1 \quad 4} \\ \underline{3 \quad 1} \phantom{4} \\ 1 \quad 2 \quad 4 \\ \underline{1 \quad 2} \quad 4 \\ 0 \end{array}$$

	× 31
1	31
2	62
3	93
4	124
5	155
6	186
7	217
8	248
9	279
10	310

Mar 8-20:15



**LO: To convert improper fractions to mixed numbers**

**Key Vocabulary:**

Improper Fraction:  $2\frac{1}{5}$   $\frac{11}{5}$

Mixed Number Fraction:

What do you notice?  
Can you convert?  
How do you know?

Mar 8-20:15

**LO: To convert improper fractions to mixed numbers**

**My Turn:**

How do we make a whole?  
If I split something into quarters, how many parts will I need to make a whole?

What do you notice?  
How do you know?

Can you use this representation to help you explain?

Stem Sentence:  
There are \_\_\_\_\_ quarters altogether.  
\_\_\_\_\_ quarters equals \_\_\_\_\_ whole and \_\_\_\_\_ quarter

Mar 8-20:15

**LO: To convert improper fractions to mixed numbers**

**Our Turn:**

14 fifths as a mixed number fraction:

Stem Sentence:  
There are \_\_\_\_\_ fifths altogether.  
\_\_\_\_\_ fifths equals \_\_\_\_\_ whole and \_\_\_\_\_ fifths

Mar 8-20:15

**LO: To convert improper fractions to mixed numbers**

**Your Turn:**

27 eighths as a mixed number fraction:

Stem Sentence:  
There are \_\_\_\_\_ eighths altogether.  
\_\_\_\_\_ eighths equals \_\_\_\_\_ whole and \_\_\_\_\_ eighths.

Mar 8-20:15

**LO: To convert improper fractions to mixed numbers**

**Your Turn:**

1. 27 sixths as a mixed number fraction:

2. 11 fifths as a mixed number fraction:

Use either method to convert:

$\frac{11}{3}, \frac{25}{8}, \frac{27}{6}, \frac{18}{7}$  and  $\frac{32}{4}$

#explainit  
#represent it

Mar 8-20:15

**LO: To convert improper fractions to mixed numbers**

**Problem Solving - My Turn:**

Amir says,  
"28 is less than  $\frac{27}{7}$  because 28 is less than 37"

Do you agree?  
Explain why.

#explainit  
#represent it

Mar 8-20:15



**LO: To convert improper fractions to mixed numbers**

**Problem Solving - Your Turn:** #explainit  
#represent it

**Spot the mistake**

- $\frac{27}{5} = 5\frac{1}{5}$
- $\frac{27}{5} = 8$
- $\frac{27}{5} = 5\frac{2}{5}$
- $\frac{27}{5} = 20\frac{1}{10}$

What mistakes have been made?  
Can you find the correct answers?

Mar 8-20:15

Thursday

Mar 8-20:15

**Counting**

Count in 10,000s:

Count from 0

Count from 100,000

Mar 8-20:15

**Fluent in 5** #drawit

638,932 + 362,924 =

826,372 - 63,792 =

27 x 7 =

86 ÷ 2 =

902 ÷ 100 =


Simplify 30/48

Round 1,345,835 to the nearest 10, 100 and 1000

Mar 8-20:15

**1. Problem:** How do you know?

Beth buys these sweets.



She pays with a £1 coin.

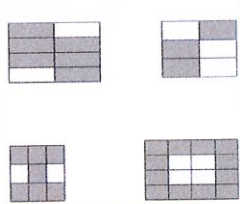
She gets 65p change.

How much does each sweet cost?

Mar 8-20:15

**2. Problem:** How do you know?

Tick two shapes that have  $\frac{2}{3}$  shaded.



Mar 8-20:15



3. Problem: How do you know?

Here are four fraction cards.

$\frac{3}{4}$

$\frac{5}{8}$

$\frac{6}{12}$

$\frac{7}{16}$

Use any **three** of the cards to make this correct.

<<

Mar 8-20:15

**Magic Mathematicians**  
Ben Jack Robbie

**Perfect Presenters**  
Ella T  
Ethan  
Joel  
Ella C

Mar 8-20:15

Look at yesterday's maths work and complete any *Thinks for pink* or challenges. If you need help, phone a friend or call an adult!!

Green for Growth

✓ = My answer is correct

Think Pink

= Think again about your answer

= Think again about this part

Mar 8-20:15

**LO: To convert mixed number fractions to improper fractions**

Prior Learning: How do you know?

1.  $\frac{1}{5} + \frac{3}{5} + \frac{2}{5} = \frac{9}{5}$

#representation

#mixednumberfraction

Mar 8-20:15

**LO: To convert mixed number fractions to improper fractions**

Discuss: How do you know?

Tell me everything you know about this fraction:

#representation

#mixednumberfraction

Mar 8-20:15

**LO: To convert mixed number fractions to improper fractions**

My Turn: How do you know?

Can you convert this to an improper fraction:

How many wholes?

$= \frac{18}{6}$

How many parts?

$= \frac{5}{6}$

$3 \frac{5}{6}$

3 and five sixths would be \_\_\_\_\_ as an improper fraction

$\frac{18}{6} + \frac{5}{6} = \frac{23}{6}$


Mar 8-20:15




**LO: To convert mixed number fractions to improper fractions**

**Our Turn:** How do you know?


Can you convert this to an improper fraction:


 $5\frac{1}{3}$

How many wholes?



How many parts?



Five and one third would be \_\_\_\_\_ as an improper fraction


$\square + \square = \square$

Mar 8-20:15


**LO: To convert mixed number fractions to improper fractions**

**Your Turn:** How do you know?


Can you convert this to an improper fraction:


 $2\frac{2}{5}$

How many wholes?



How many parts?



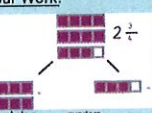
Two and two fifths would be \_\_\_\_\_ as an improper fraction

$\square + \square = \square$

Mar 8-20:15

**LO: To convert mixed number fractions to improper fractions**

**Your Work:**


 $2\frac{3}{5}$

One whole = \_\_\_\_\_ quarters

Two wholes = \_\_\_\_\_ quarters

\_\_\_\_\_ quarters + \_\_\_\_\_ quarters = \_\_\_\_\_

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

4.  $1\frac{3}{5} =$

5.  $4\frac{1}{3}$  and  $8\frac{2}{3}$

#represent it  
#explain it

Mar 8-20:15

**LO: To convert mixed number fractions to improper fractions**

**Problem Solving - My Turn:**

Three children have incorrectly converted  $2\frac{1}{2}$  into an improper fraction.

Acme:  $2\frac{1}{2} = \frac{6}{15}$

Bo:  $2\frac{1}{2} = \frac{15}{5}$

Mo:  $2\frac{1}{2} = \frac{32}{5}$

Doner: \_\_\_\_\_

What mistake has each child made?

#represent it  
#explain it

Mar 8-20:15

**LO: To convert mixed number fractions to improper fractions**

**Problem Solving - Your Turn:**

Fill in the missing numbers.

How many different possibilities can you find for each equation?

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

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

Compare the number of possibilities you found.

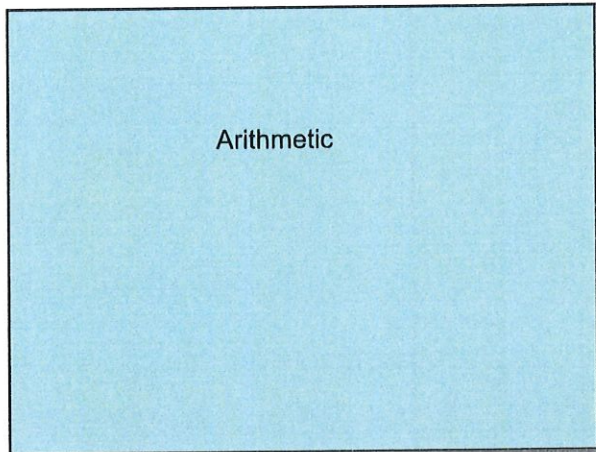
#represent it  
#explain it

Mar 8-20:15

Friday

Mar 8-20:15





Mar 8-20:15

**1. Problem:** How do you know?

Tanya bakes some cookies to sell.

- By 1pm she has sold 24 cookies.
- By 3pm she has sold 50% of all the cookies.
- At 3pm she has 72 cookies left.

How many cookies does she sell between 1pm and 3pm?

Mar 8-20:15

**2. Problem:** How do you know?

David has 3 number cards.

- The sum of A and B is 120
- The sum of B and C is 150
- If you subtract B from C you get 12

What is the value of A?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mar 8-20:15

**3. Problem:** How do you know?

On Saturday Lara read  $\frac{2}{5}$  of her book.

On Sunday she read the other 60 pages to finish the book.

How many pages are there in Lara's book?

Mar 8-20:15

**Magic Mathematicians**

Ben Jack Robbie

**Perfect Presenters**

Ella T

Ethan

Joel

Ella C

Mar 8-20:15

Look at yesterday's maths work and complete any "Think Again" or challenges. If you need help, phone a friend or call an adult!!

**Green for Growth** ✓ = My answer is correct

**Think Pink** — = Think again about your answer

**Think Pink** ○ = Think again about this part

Mar 8-20:15



**LO: To count in fractions** How do you know?

**Prior Learning:**

Work out the following:

$3 \frac{2}{5}$ 
 $\frac{39}{4}$

Mar 8-20:15

**LO: To count in fractions** How do you know?

**My Turn:**

Use the counting stick to count in these fractions:

$\frac{1}{4}$   
 $\frac{1}{3}$

$\frac{1}{5}$   
 $\frac{1}{7}$

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

Mar 8-20:15

**LO: To count in fractions** How do you know?

**Our Turn:**

Complete the missing values on the number line.

Mar 8-20:15

**LO: To count in fractions** How do you know?

**Your Turn:**

Complete the sequences.

$\frac{3}{4}, \frac{\square}{\square}, 1 \frac{3}{4}, 2 \frac{1}{4}$   
 $\frac{\square}{\square}, 5 \frac{1}{2}, 5 \frac{7}{10}, 5 \frac{9}{10}$

$\frac{\square}{\square}, 3 \frac{1}{3}, \frac{\square}{\square}, 2 \frac{2}{3}$   
 $\frac{3}{5}, \frac{\square}{\square}, \frac{\square}{\square}, 3$

Mar 8-20:15

**LO: To count in fractions** How do you know?

**Your Work:**

Play the fraction game for four players. Place the four fraction cards on the floor. Each player stands in front of a fraction. Players go in clockwise order, starting at 0. When you say a fraction place your foot on your fraction.

$\frac{1}{10}$

$\frac{1}{5}$

$\frac{3}{10}$

$\frac{1}{2}$

How can we make 4 fourths?  
 What is the highest fraction we can count to?  
 How about if we used two feet?

Mar 8-20:15

**LO: To count in fractions** #explain it  
#represent it

**Problem Solving - Your Turn:**

Three children are counting in quarters.

Whitney

Teddy

Eva

Who is counting correctly?  
 Explain your reasons.

Mar 8-20:15



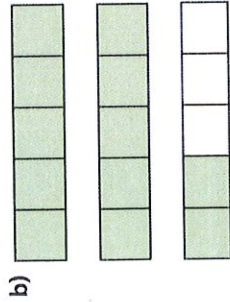
# Improper to mixed numbers

1

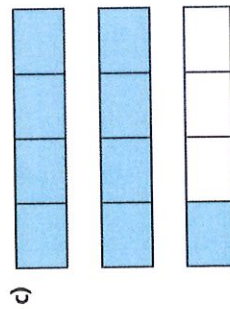
Convert the improper fractions to mixed numbers.



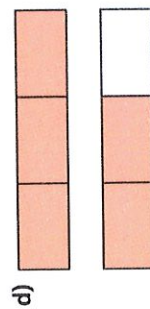
$$\frac{8}{5} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$



$$\frac{\boxed{\phantom{00}}}{5} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$



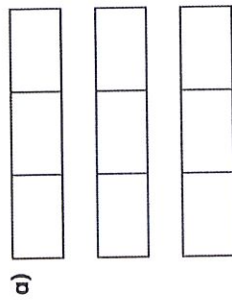
$$\frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$



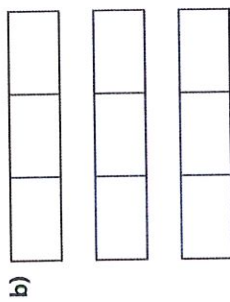
$$\frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

2

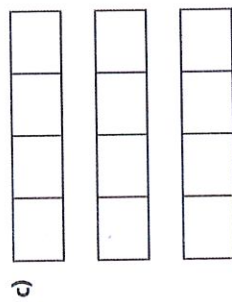
Shade the bar models to represent each improper fraction.  
Convert the improper fractions to mixed numbers.



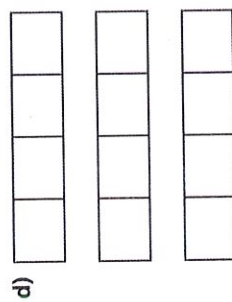
$$\frac{7}{3} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$



$$\frac{8}{3} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$



$$\frac{9}{4} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$



$$\frac{11}{4} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

3 Convert the improper fractions to mixed numbers.

a)  $\frac{10}{2} = \boxed{\phantom{00}}$  e)  $\frac{12}{5} = \boxed{\phantom{00}}$

b)  $\frac{10}{3} = \boxed{\phantom{00}}$  f)  $\frac{13}{6} = \boxed{\phantom{00}}$

c)  $\frac{10}{4} = \boxed{\phantom{00}}$  g)  $\frac{13}{7} = \boxed{\phantom{00}}$

d)  $\frac{10}{5} = \boxed{\phantom{00}}$  h)  $\frac{31}{8} = \boxed{\phantom{00}}$

4 Eva has 7 bottles of juice.

Each bottle contains half a litre of juice.



How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

5 Dexter is converting improper fractions.



Explain why Dexter is incorrect.

6 Find the value of ●

$\frac{27}{\text{●}} = 3 \frac{2}{\text{●}}$

● =

7 Find two possible values for ★ and ▲

$\frac{30}{\text{★}} = \text{▲} \frac{2}{\text{★}}$

★ =

▲ =

★ =

▲ =



## Lesson 1

Mar 8-20:15

Year 5 - To use Parenthesis (commas and dashes).

Year 6 - To use punctuation for effect

Mar 8-20:15

Year 5 - To use Parenthesis (commas and dashes).

Jamie's mother, who was a great cook, had been baking all day. We went into the kitchen to find that the cakes ⊖ all ten of them ⊖ had vanished!

What is circled? What is underlined?

Mar 8-20:15

Year 6 - To use punctuation for effect

"The ... the ... there's a monster out there," said Emily, trembling.

The clawing outside the door certainly sounded terrifying (but I pretended to be brave).

I approached the door – very slowly. I flung it open. You wouldn't believe it ...

There was Emily's 'monster' – it was a fluffy, white cat!



What punctuation has been used for effect?

Mar 8-20:15

*The note scrawled in green ink was on her desk.*

*Maisie quick as a flash picked it up and put it in her pocket.*

Can you punctuate one sentence with commas and the other with dashes?

*At that moment my dad thought it would be cool to get up and dance it was so embarrassing seriously well I had to go and hide I couldn't watch could I*

This currently has no punctuation, can you add in punctuation for effect?

Mar 8-20:15

Can you create your own character description using commas and dashes to add extra information?



Based on our previous unit, can you write a short dialogue for a story using punctuation for effect to emphasise the characters feelings?

Mar 8-20:15



## Lesson 2

Mar 8-20:15

Year 5 - To use adverbs and possibility

Year 6 - To understand synonyms

Mar 8-20:15

Year 5 - To use adverbs and possibility

Dan: I think we should try to get out of here.

Ruby: I agree. That is definitely the best idea.

Sunita: Perhaps ... but maybe we should wait for help.

Alex: We clearly can't stay here. Obviously, Dan is right.

What situation are they in?

Who is more certain of Dan's idea?

Mar 8-20:15

Year 6 - To understand synonyms

To help you stay healthy, we serve healthy meals made with healthy ingredients.

We were happy to be home.

The team's supporters were happy after the victory.

The brave knight walked towards his trusty horse ready to ride bravely into battle.

Are these examples of synonyms? Why/why not?

→ nutritious

Mar 8-20:15

*Should I enter the competition or not? I am certainly a good swimmer. I would definitely get to the final. Maybe, I would win it. It is probably too late to enter now.*

Can you underline the sentences where the adverbs show certainty?

*On Sunday, Ben was very late going to bed so he was extremely tired the next morning. His mum called him several times but Ben had many reasons for staying in bed that day.*

Can you underline the two words in each sentence that are synonyms?

Mar 8-20:15

*Can you complete this using adverbs to show certainty:*

*Olivia: I think all Year 5s should go horse riding.*

*Rose:*

*Sophie:*

*Emily:*

*James:*

*Can you find two synonyms for each of the underlined words?*

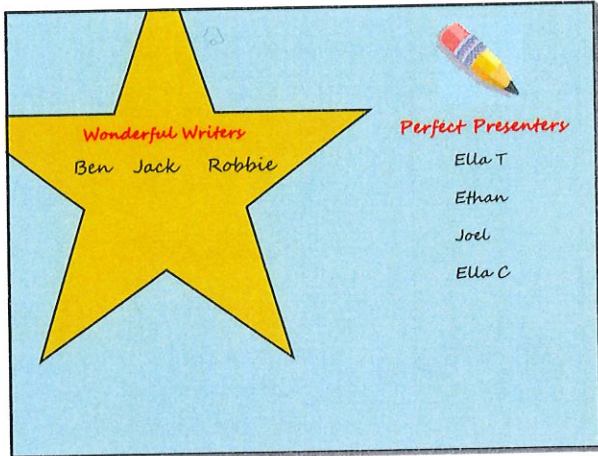
*She was worried that she would not be invited to the party.*

*Fiona walked to the park to meet her friends.*

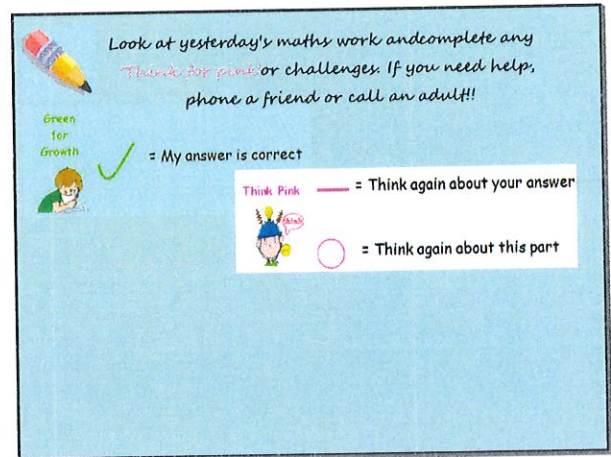
*Peter said, 'No! I hate Brussels sprouts! I am not going to eat them!'*

Mar 8-20:15

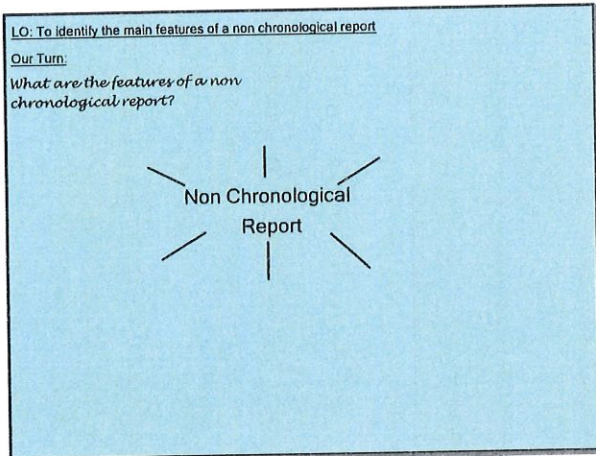




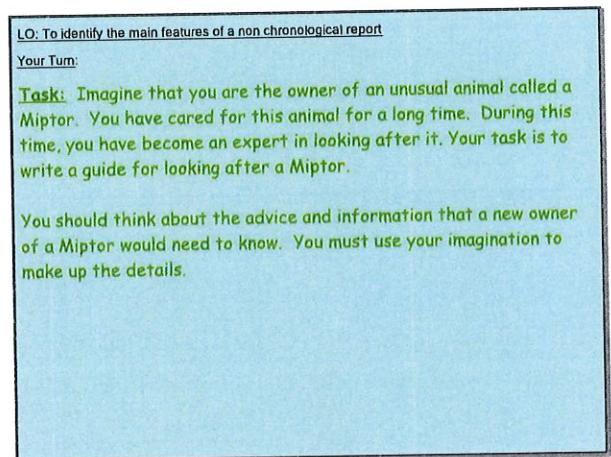
Mar 8-20:15



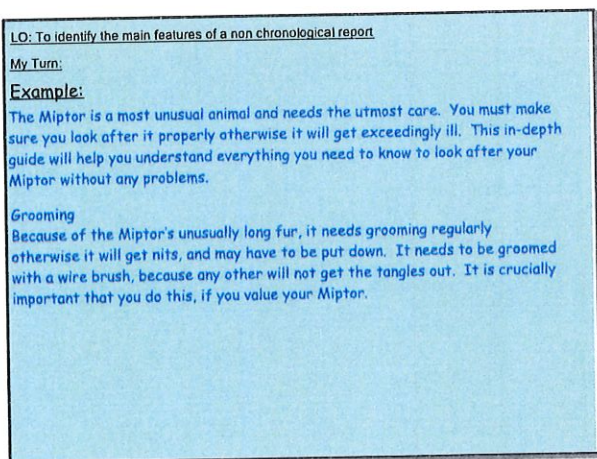
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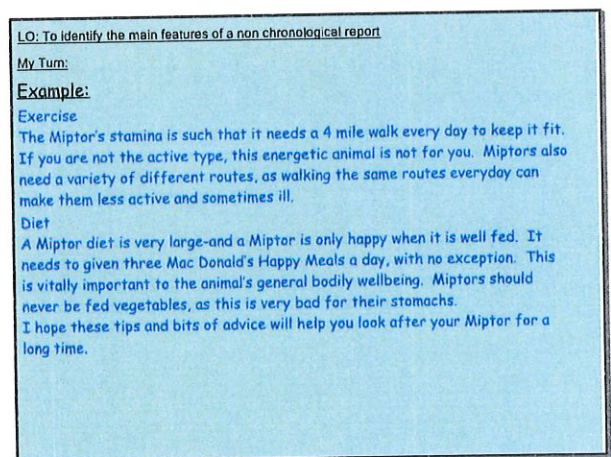
Mar 25-18:52



Mar 25-18:52



Mar 25-18:52



Mar 25-18:52



LO: To identify the main features of a non chronological report

My Turn: - Excellence Model

#### Prehistoric Britain

The story of life in Britain goes back to a time before people knew how to read and write, in an era known as prehistory. Although Britain's earliest inhabitants didn't write anything down, they did leave other clues behind. Traces of their houses, their tools and ornaments, and sometimes even their bodies, have survived down the ages. They help to build up a picture of how people lived in Britain from around 700,000 years ago.

#### The Ice Age

When early people first set foot in Britain, things were very different from today. It was a period when temperatures swung between extremes; for thousands of years at a time it was bitterly cold. The sea that now divides Britain from the continent of Europe wasn't there, as much of the water was frozen into ice. Rivers of ice criss-crossed the land, and people, animals and plants just couldn't survive. But, every hundred thousand years or so, the weather grew warmer and the ice melted. Plants grew, attracting herds of animals such as: mammoths, deer and wild horses, cattle and pigs. They walked to Britain on the dry land that connected it to Europe.

Mar 25-18:52

LO: To identify the main features of a non chronological report

My Turn:

#### Hunting and gathering

The first people arrived in Britain on foot, following the animals. They needed animals to survive - they ate their meat and used their skins for clothes. But many animals were huge and fierce, and people only had simple hunting tools, such as pointed wooden spears. So they chased animals for long distances to tire them out, or scared them off cliffs or into bogs (areas of wet, spongy ground), to make killing easier. They also made use of animals they found that were already dead. This saved the effort of hunting. But the hunters of the Ice Age didn't just eat meat. They also caught fish and gathered shellfish, wild nuts, fruits and roots. They twisted plant stems and leaves to make rope and twine. And, to help with all these tasks, they made themselves tools from wood, bone and stone.

Mar 25-18:52

LO: To identify the main features of a non chronological report

My Turn:

#### On the move

Because they relied so much on wild animals, Ice Age hunters didn't have fixed homes. They moved around, following herds as they migrated in search of the best grass. At night, people slept in caves - if any were handy - or in shelters made of things they found nearby. But, every hundred thousand years or so, the cold weather returned again, the ice expanded to cover more of the land, and people and animals had to leave once more.



#### Getting warmer

During the Ice Age, the weather kept swinging from very cold to warm - though this happened very slowly, about every 100,000 years. Plants, animals and people could only survive in Britain in the warm periods.

In 2003, archaeologists discovered that Ice Age art is more at Carnedd Crib in North Wales. Overlaid of deer, wild cattle and wild horses were carved into the cave walls.

Mar 25-18:52



## Prehistoric Britain

The story of life in Britain goes back to a time before people knew how to read and write, in an era known as prehistory. Although Britain's earliest **inhabitants** didn't write anything down, they did leave other clues behind. Traces of their houses, their tools and **ornaments**, and sometimes even their bodies, have survived down the ages. They help to build up a picture of how people lived in Britain from around 700,000 years ago.

### The Ice Age:

When early people first set foot in Britain, things were very different from today. It was a period when temperatures swung between extremes; for thousands of years at a time it was **bitterly** cold. The sea that now divides Britain from the continent of Europe wasn't there, as much of the water was frozen into ice. Rivers of ice **criss-crossed** the land, and people, animals and plants just couldn't survive. But, every hundred thousand years or so, the weather grew warmer and the ice melted. Plants grew, attracting herds of animals such as: mammoths, deer and wild horses, cattle and pigs. They walked to Britain on the dry land that connected it to Europe.

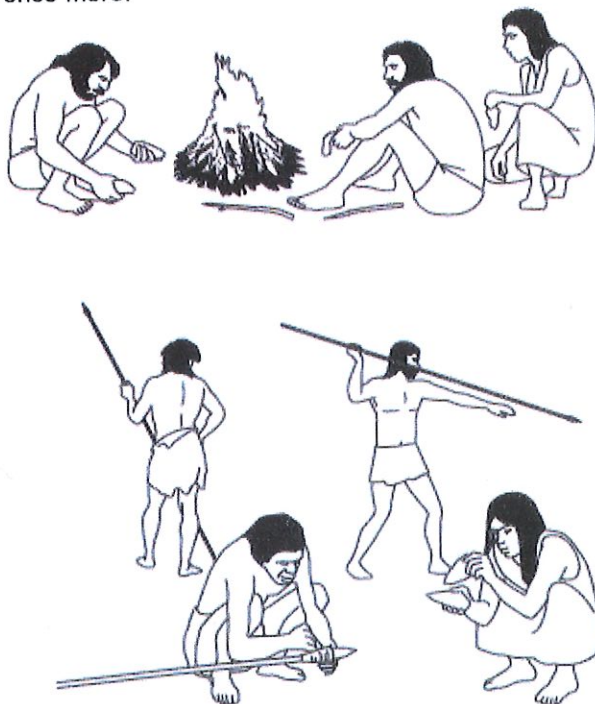
### Hunting and gathering:

The first people arrived in Britain on foot, following the animals. They needed animals to survive – they ate their meat and used their skins for clothes. But many animals were huge and fierce, and people only had simple hunting tools, such as pointed wooden spears. So they chased animals for long distances to tire them out, or scared them off cliffs or into bogs (areas of wet, spongy ground), to make killing easier.

They also made use of animals they found that were already dead. This saved the effort of hunting. But the hunters of the Ice Age didn't just eat meat. They also caught fish and **gathered** shellfish, wild nuts, fruits and roots. They twisted plant stems and leaves to make rope and twine. And, to help with all these tasks, they made themselves tools from wood, bone and stone.

### On the move:

Because they relied so much on wild animals, Ice Age hunters didn't have fixed homes. They moved around, following herds as they **migrated** in search of the best grass. At night, people slept in caves – if any were handy – or in shelters made of things they found nearby. But, every hundred thousand years or so, the cold weather returned again, the ice expanded to cover more of the land, and people and animals had to leave once more.

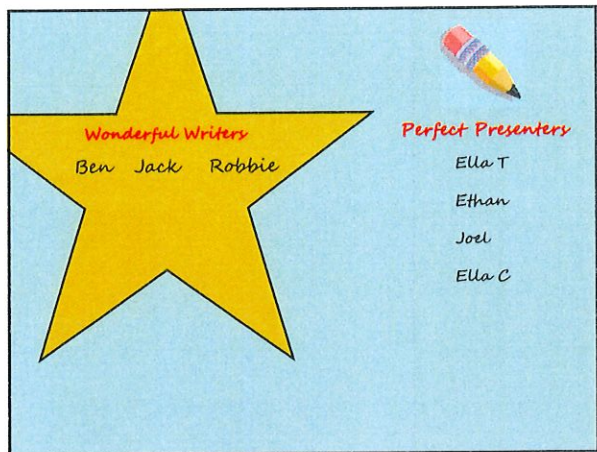


### Getting warmer

During the Ice Age, the weather kept swinging from very cold to warm – though this happened very slowly, about every 100,000 years. Plants, animals and people could only survive in Britain in the warm periods.

In 2003, archaeologists discovered rare Ice Age art in caves at Creswell Crags in Nottinghamshire. Outlines of deer, wild cattle and bird-like creatures survive, carved into the cave walls.

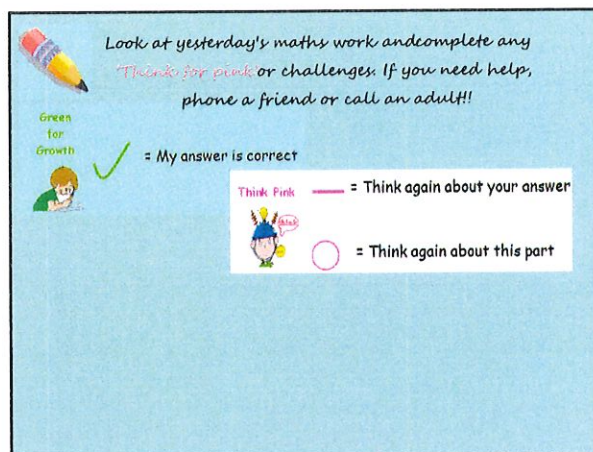




**Wonderful Writers**  
Ben Jack Robbie

**Perfect Presenters**  
Ella T  
Ethan  
Joel  
Ella C

Mar 8-20:15



Look at yesterday's maths work and complete any *Think for pink* or challenges. If you need help, phone a friend or call an adult!!

Green for Growth ✓ = My answer is correct

Think Pink = Think again about your answer

Think Pink = Think again about this part

Mar 8-20:15

**LO: To use a range of ambitious vocabulary**

**My Turn: - Excellence Model**

**Prehistoric Britain**

The story of life in Britain goes back to a time before people knew how to read and write. In an era known as prehistory. Although Britain's earliest inhabitants didn't write anything down, they did leave other clues behind. Traces of their houses, their tools and ornaments, and sometimes even their bodies, have survived down the ages. They help to build up a picture of how people lived in Britain from around 700,000 years ago.

**The Ice Age**

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Mar 25-18:52

**LO: To use a range of ambitious vocabulary**

**My Turn:**

**Hunting and gathering**

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Mar 25-18:52

**LO: To use a range of ambitious vocabulary**

**My Turn:**

**On the move**

Because they relied so much on wild animals, Ice Age hunters didn't have fixed homes. They moved around, following herds as they migrated in search of the best grass. At night, people slept in caves - if any were handy - or in shelters made of things they found nearby. But, every hundred thousand years or so, the cold weather returned again, the ice expanded to cover more of the land, and people and animals had to leave once more.



**Getting warmer**

During the Ice Age, the weather kept swinging from very cold to warm - though this happened very slowly, about every 100,000 years. Plants, animals and people could only survive in Britain in the warm periods.

In 2010, scientists discovered that Ice Age art is more at Grotto Caves in Northamptonshire. A thousand of deer, wild cattle and bison-like animals were, carved into the cave walls.

Mar 25-18:52

**LO: To use a range of ambitious vocabulary**

**Your Turn:**

Can you have a look through the excellence model and highlight any words that you don't know?

**Word Bank:**

Mar 25-18:52



LO: To use a range of ambitious vocabulary

My Turn:

Word I've Never Heard:

Word	Define it	Synonyms	Antonyms
gathered	come together, assemble or accumulate.	collected assembled grouped	scatter disperse repulse

Mar 25-18:52

LO: To use a range of ambitious vocabulary

Our Turn:

Word I've Never Heard:

Word	Define it	Synonyms	Antonyms
bitterly			

Mar 25-18:52

LO: To use a range of ambitious vocabulary

Your Turn:

Word I've Never Heard:

Word	Define it	Synonyms	Antonyms
gathered			
bitterly			
migrated			
criss-crossed			
inhabitants			
ornaments			

Mar 25-18:52

LO: To use a range of ambitious vocabulary

Our Turn:

Creating sentences:

Word	Divulge it (create a sentence with your word in it)
gathered	
bitterly	
migrated	
criss-crossed	
inhabitants	
ornaments	

Mar 25-18:52

LO: To use a range of ambitious vocabulary

My Turn:

Mucking about with sentences:

Change the Conjunction:

The queen was DESOLATE because...

The queen was DESOLATE but...

The queen was DESOLATE so...

Change the Conjunction:

The queen was MOMENTARILY ... because...

The queen was MOMENTARILY ... but...

The queen was MOMENTARILY ... so...

Mar 25-18:52

LO: To use a range of ambitious vocabulary

My Turn:

Continuums:

Place these words on the continuum:

scorching, tepid, roasting, blistering, sweetening

Warm Hot

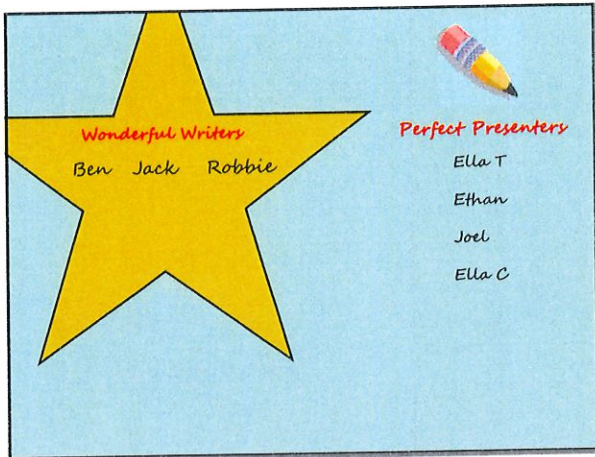
Justify your choice.

Your Turn:

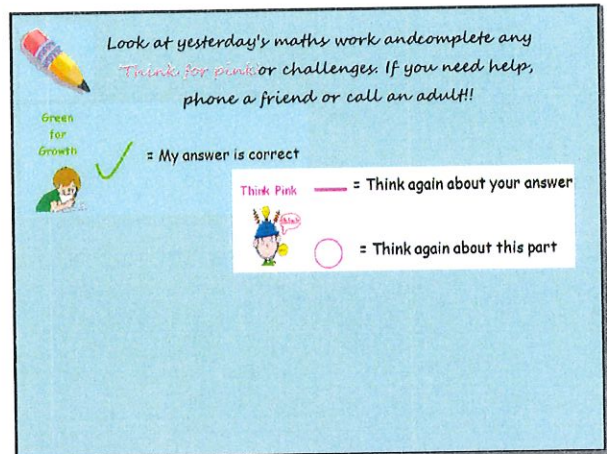
Can you use a word from your 'word I've never heard' list to create a continuum. Use the synonyms and antonyms to help you.

Mar 25-18:52





Mar 8-20:15



Mar 8-20:15

LO: To identify key features of a non chronological report

My Turn:

Prehistoric Britain

The story of life in Britain goes back to a time before people knew how to read and write, in an era known as prehistory. Although Britain's earliest inhabitants didn't write anything down, they did leave other clues behind. Traces of their houses, their tools and ornaments, and sometimes even their bodies, have survived down the ages. They help to build up a picture of how people lived in Britain from around 700,000 years ago.

The Ice Age

When early people first set foot in Britain, things were very different from today. It was a period when temperatures swung between extremes; for thousands of years at a time it was bitterly cold. The sea that now divides Britain from the continent of Europe wasn't there, as much of the water was frozen into ice. Rivers of ice criss-crossed the land, and people, animals and plants just couldn't survive. But, every hundred thousand years or so, the weather grew warmer and the ice melted. Plants grew, attracting herds of animals such as: mammoths, deer and wild horses, cattle and pigs. They walked to Britain on the dry land that connected it to Europe.

Mar 25-18:52

LO: To identify key features of a non chronological report

My Turn:

Hunting and gathering

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Mar 25-18:52

LO: To identify key features of a non chronological report

My Turn:

On the move

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**Getting warmer**  
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In 2003, archaeologists discovered rare Ice Age art in caves at Creswell Crags in Nottinghamshire. Outlines of deer, wild cattle and bird-like creatures were carved into the cave walls.

Mar 25-18:52

LO: To identify key features of a non chronological report

My Turn:

Today we are going to become detectives. We need to find out what toolkit a non chronological report includes. Let's look at the first section.

Prehistoric Britain

The story of life in Britain goes back to a time before people knew how to read and write, in an era known as prehistory. Although Britain's earliest inhabitants didn't write anything down, they did leave other clues behind. Traces of their houses, their tools and ornaments, and sometimes even their bodies, have survived down the ages. They help to build up a picture of how people lived in Britain from around 700,000 years ago.

Mar 25-18:52



LO: To identify key features of a non chronological report

Your Turn:

Using the box up as a writer, can you identify the key features of the non-chronological report?

Paragraph	Features	Examples
1 - Introduction		

Mar 25-18:52

LO: To identify key features of a non chronological report

Your Turn:

Using the box up as a writer, can you identify the key features of the non-chronological report?

Paragraph	Features	Examples
2 - The Ice Age		

Mar 25-18:52

LO: To identify key features of a non chronological report

Your Turn:

Using the box up as a writer, can you identify the key features of the non-chronological report?

Paragraph	Features	Examples
3 - Hunting & Gathering		

Mar 25-18:52

LO: To identify key features of a non chronological report

Your Turn:

Using the box up as a writer, can you identify the key features of the non-chronological report?

Paragraph	Features	Examples
4 - On the Move		

Mar 25-18:52



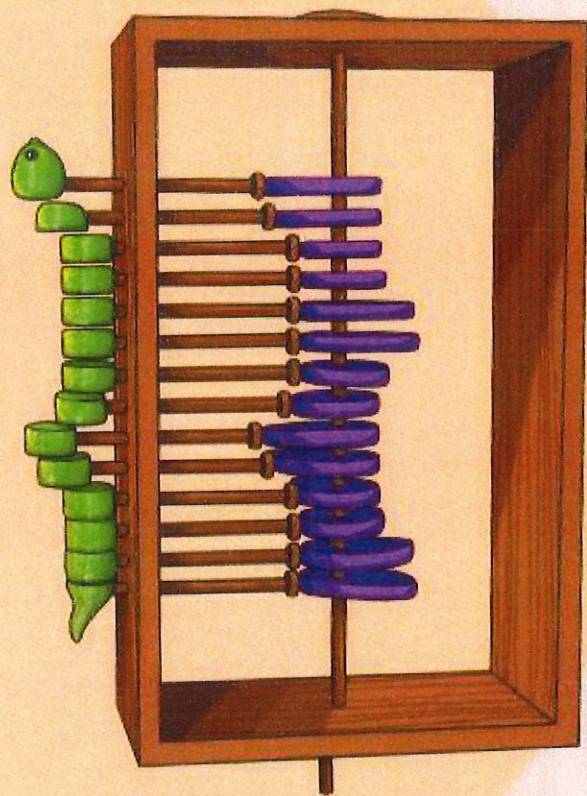


# Design and Technology

Automata Animals



# Cams and Followers





# Aim

- I can explain how simple cam mechanisms work.

# Success Criteria

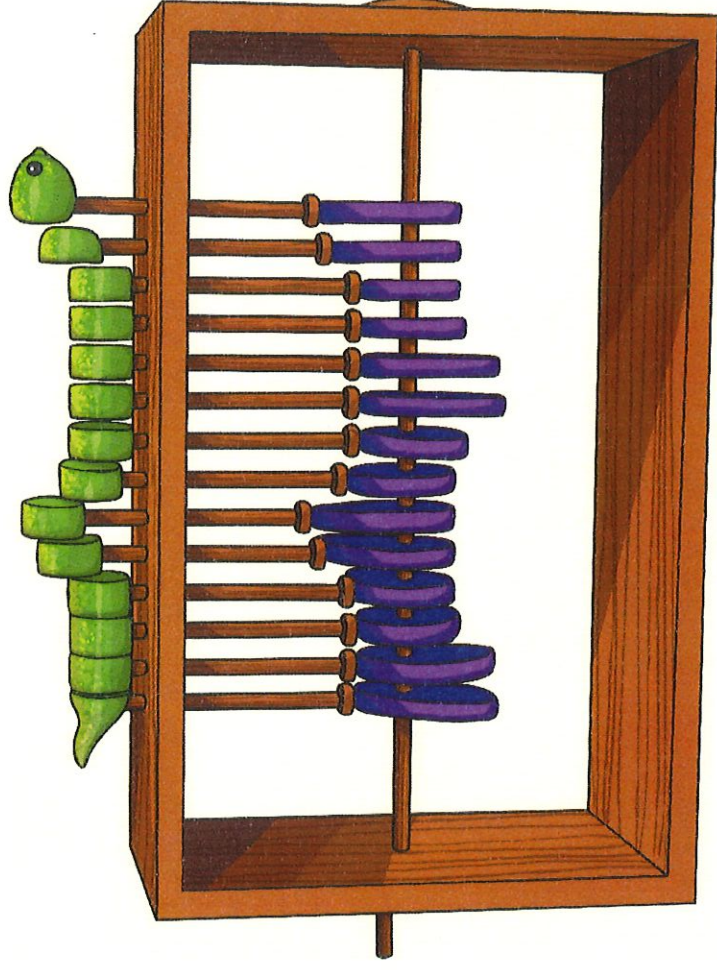
- I can explain what a cam and follower are.
- I can identify cams and followers on mechanisms.
- I can explain how rotary motion is converted into linear motion in a mechanical system.



# Look and Learn

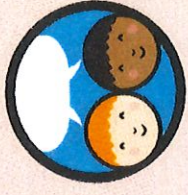


You will be using a mechanical system with cams, to make your animals move.

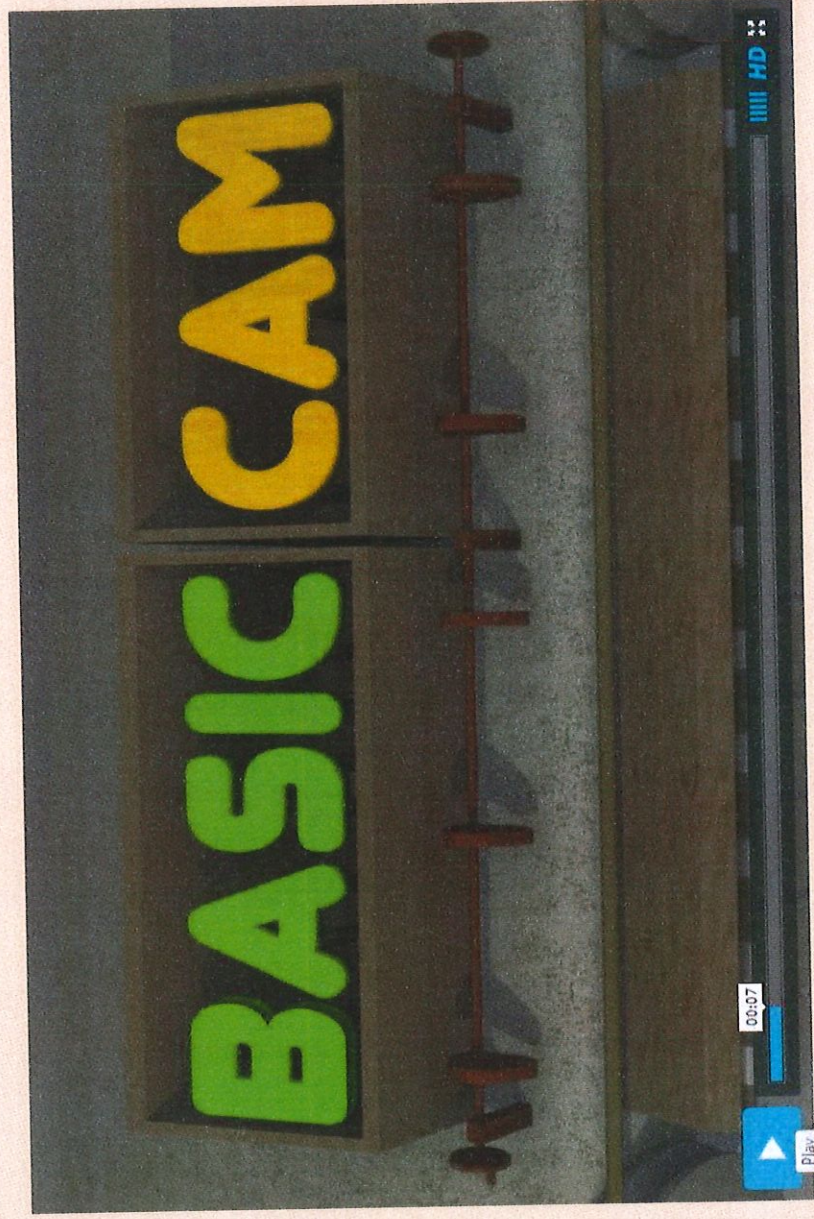




# Look and Learn



Watch the first section of the video clip and try to answer the questions below.



How is the wooden toy moving?

How many parts does it have?

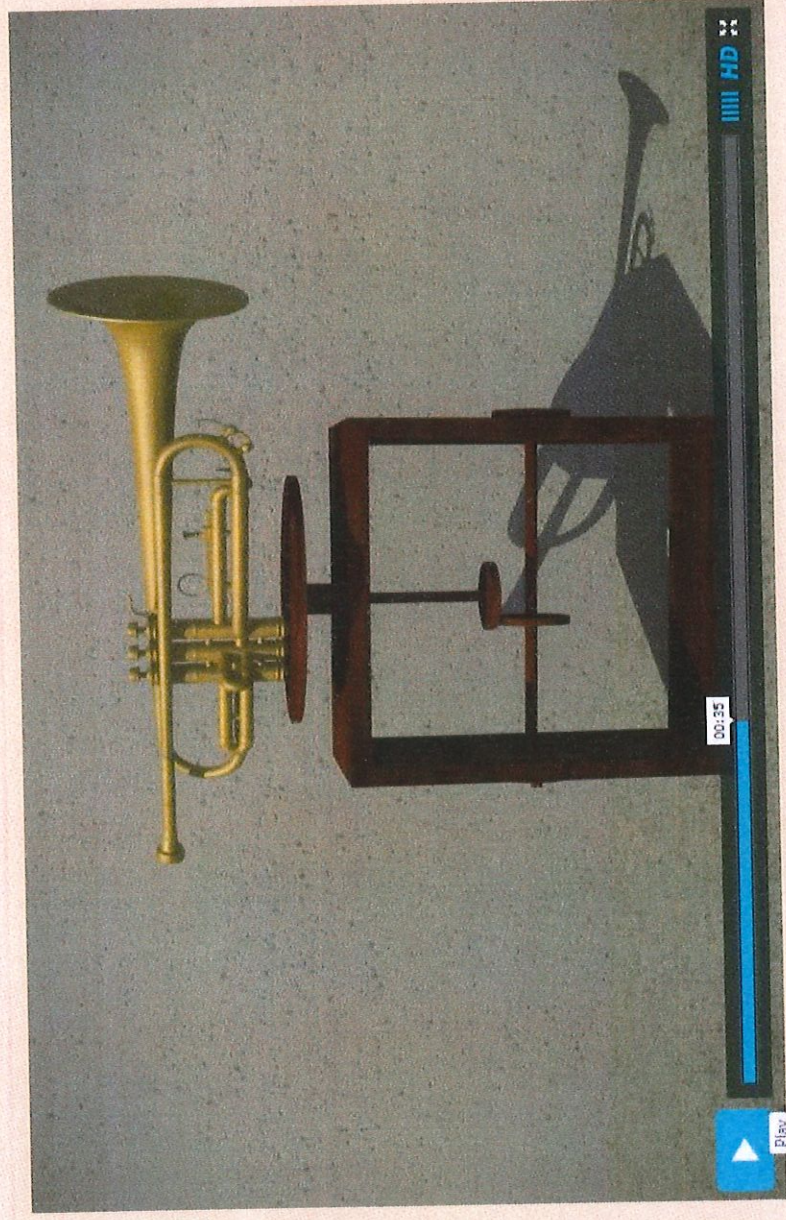
How are the parts joined?



# Look and Learn



Next, we will watch the rest of the video clip.



You will see some mechanisms which work in a similar way to the animal models you will make.

What else did you see or learn from the video clip?

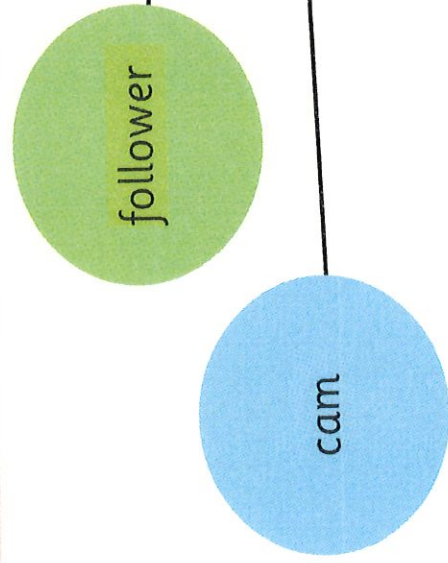


# Components



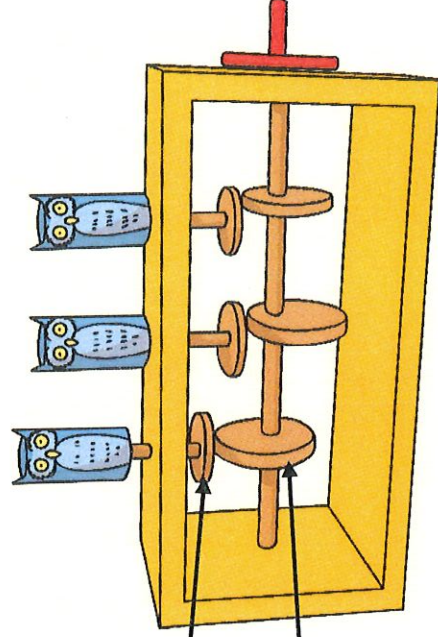
A cam mechanism is made up of two main components - a **cam** and a **follower**.

**Cam** - a rotating disk shaped to convert rotary into linear motion.



The **mechanism** causes **components** to move either in a **linear** motion (a straight line) or a **rotary** motion (goes round) .

**Follower** - the component which follows the movement of the cam.



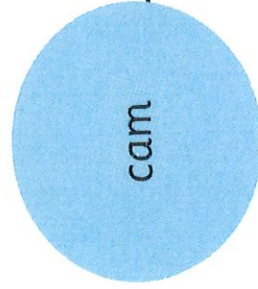
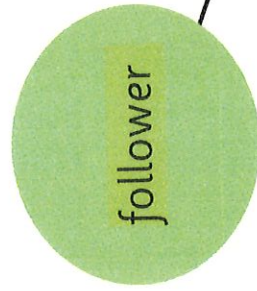


# Components



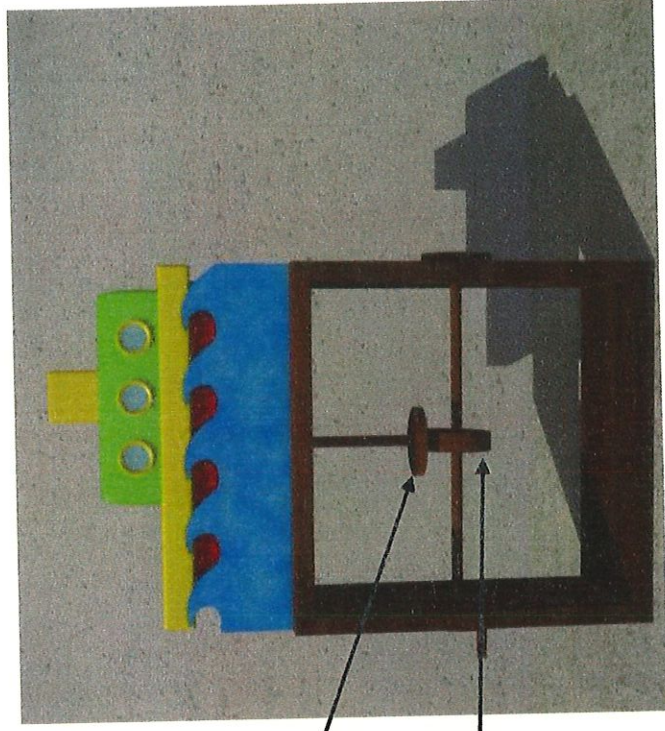
Can you identify the cam?

Where is the rotary motion used?



Can you identify the follower?

Where is the linear motion used?





# Components



Can you identify the cam?

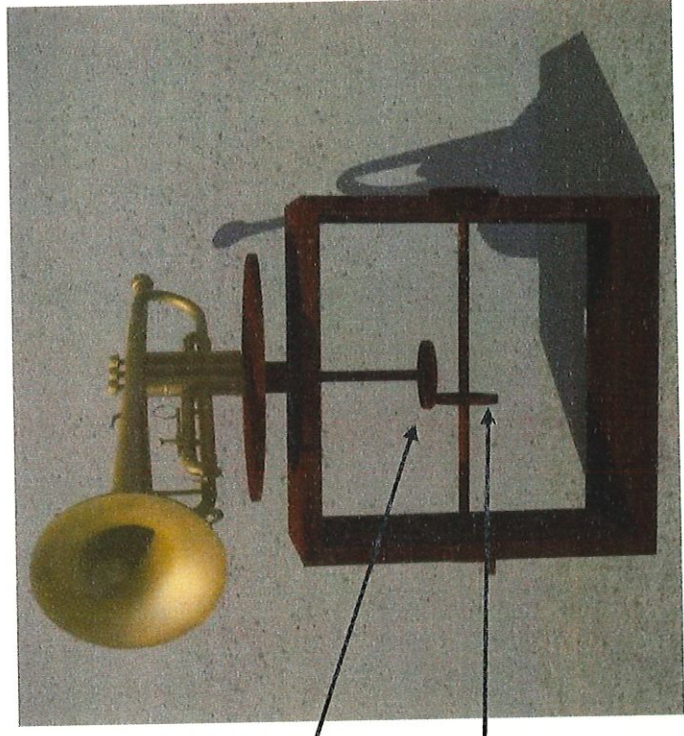
Where is the rotary motion used?

follower

cam

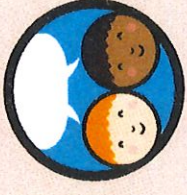
Can you identify the follower?

Where is the linear motion used?



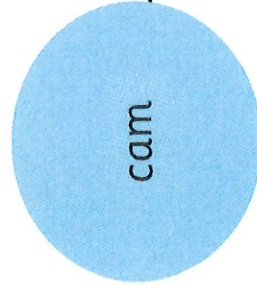
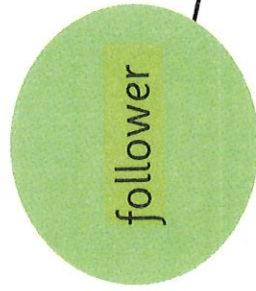


# Components



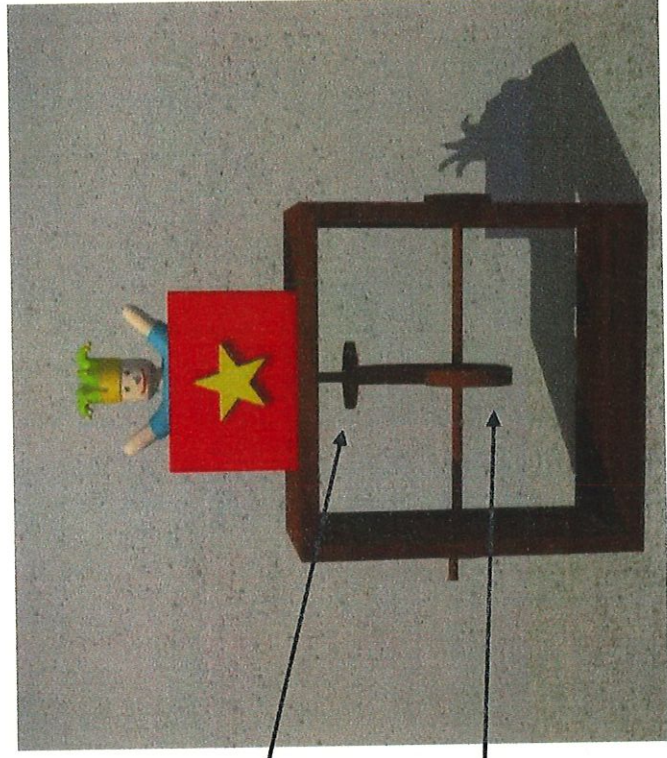
Can you identify the cam?

Where is the rotary motion used?



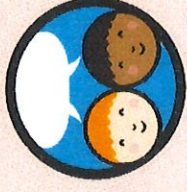
Can you identify the follower?

Where is the linear motion used?





# Components



Can you identify the cam?

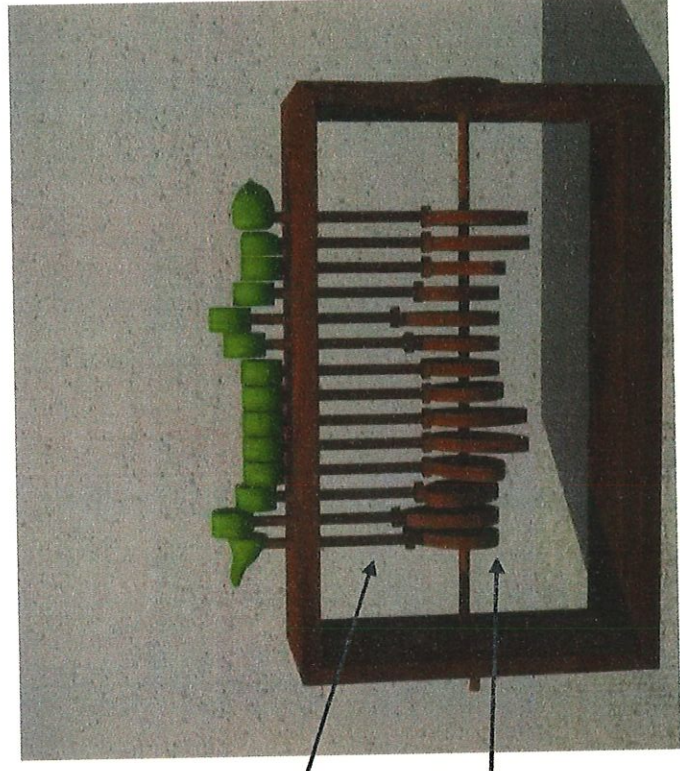
Where is the rotary motion used?

follower

cam

Can you identify the follower?

Where is the linear motion used?







# Cam Mechanisms

○○○

What is a cam?

What is a follower?

Draw and label one cam mechanism seen in the clip.

How does a cam mechanism help something move up and down?





# Cam Mechanisms

What is a cam?

What is a follower?

Draw and label three cam mechanisms seen in the clip.

--	--	--

How does a cam mechanism help something move up and down?

Any other findings.





# Cam Mechanisms

○ ○ ○

What is a cam?

What is a follower?

Draw and label one cam mechanism seen in the clip that creates linear motion.

Draw and label one cam mechanism seen in the clip that creates rotary motion.

Explain how a cam mechanism helps something move.



# What Have We Learnt?



Cam Mechanisms	Link Mechanisms	Slider Mechanisms
<p>What is a cam?</p> <p>What is a follower?</p> <p>Draw and label one cam mechanism seen in the clip that creates linear motion.</p> <p>Draw and label one cam mechanism seen in the clip that creates rotary motion.</p> <p>Explain how a cam mechanism helps something move.</p>	<p>What is a link mechanism?</p> <p>Draw and label one link mechanism seen in the clip that creates linear motion.</p> <p>Draw and label one link mechanism seen in the clip that creates rotary motion.</p> <p>Explain how a link mechanism helps something move.</p>	<p>What is a slider mechanism?</p> <p>Draw and label one slider mechanism seen in the clip that creates linear motion.</p> <p>Draw and label one slider mechanism seen in the clip that creates rotary motion.</p> <p>Explain how a slider mechanism helps something move.</p>

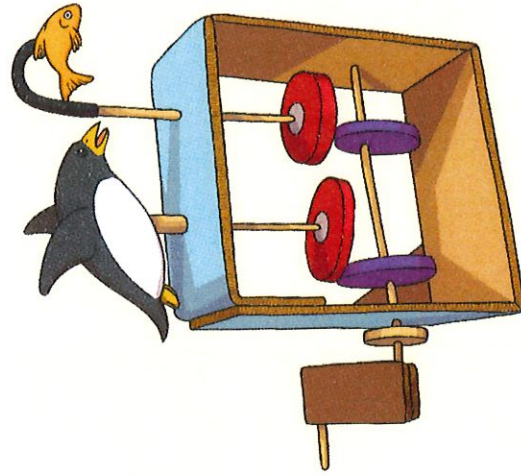


# Move It



Work in groups to recreate one of the mechanisms using your bodies.

You should show the different components working.





# Aim

- I can explain how simple cam mechanisms work.

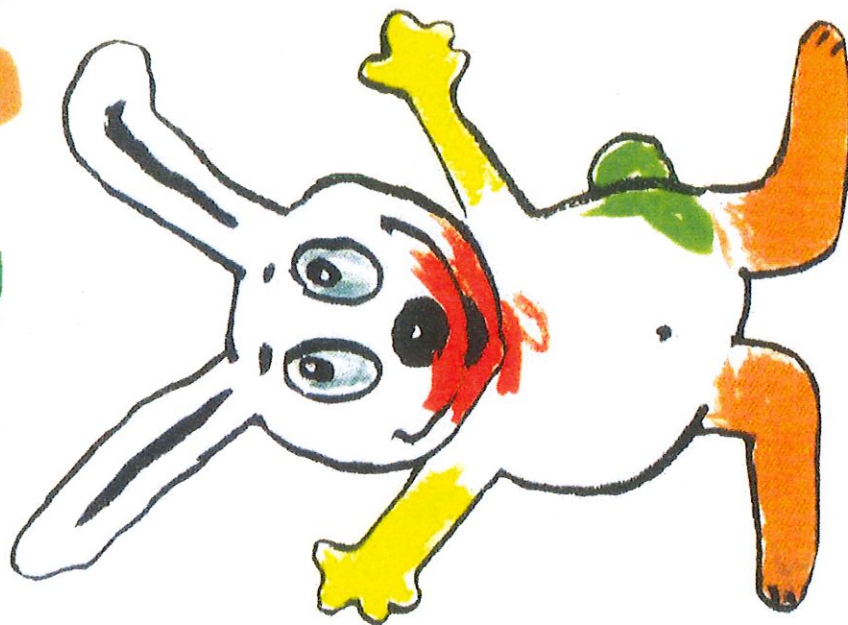
# Success Criteria

- I can explain what a cam and follower are.
- I can identify cams and followers on mechanisms.
- I can explain how rotary motion is converted into linear motion in a mechanical system.



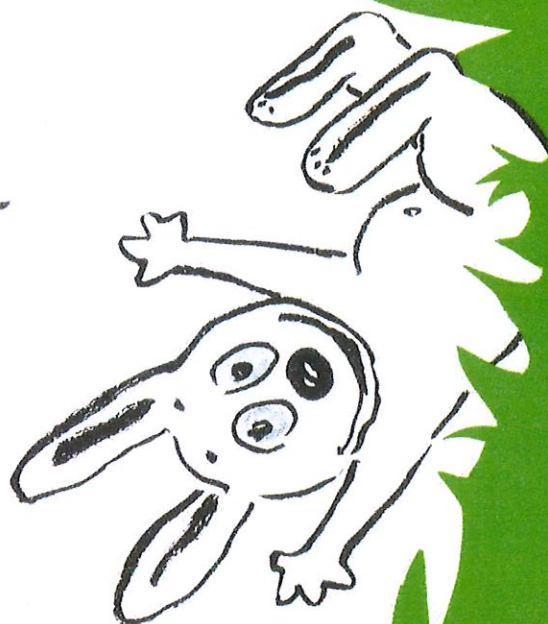
alex sanders

# TOUTES LES COULEURS





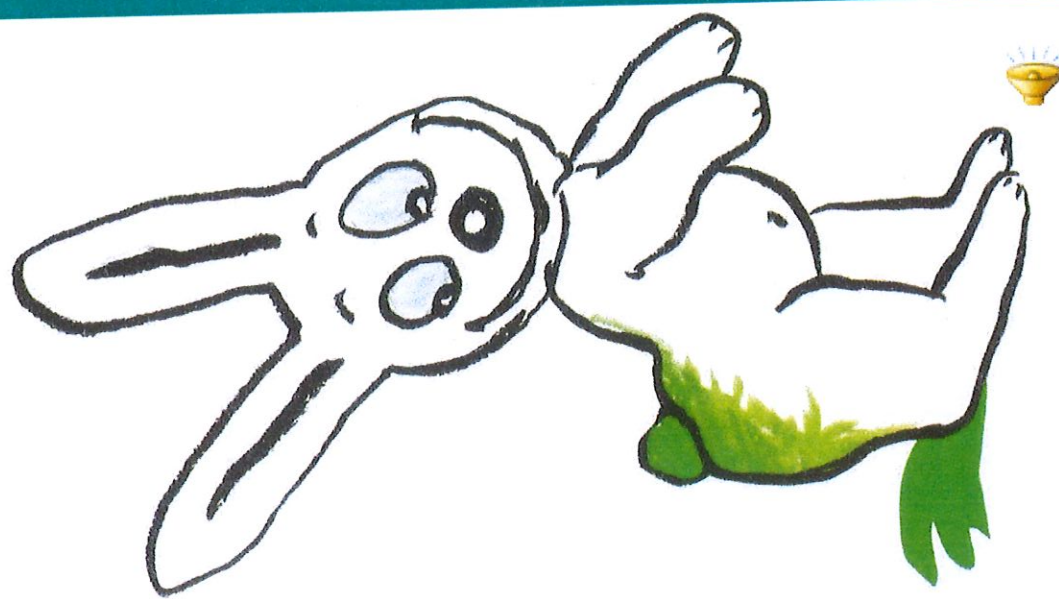
Yuppi!





j'ai le derrière  
tout

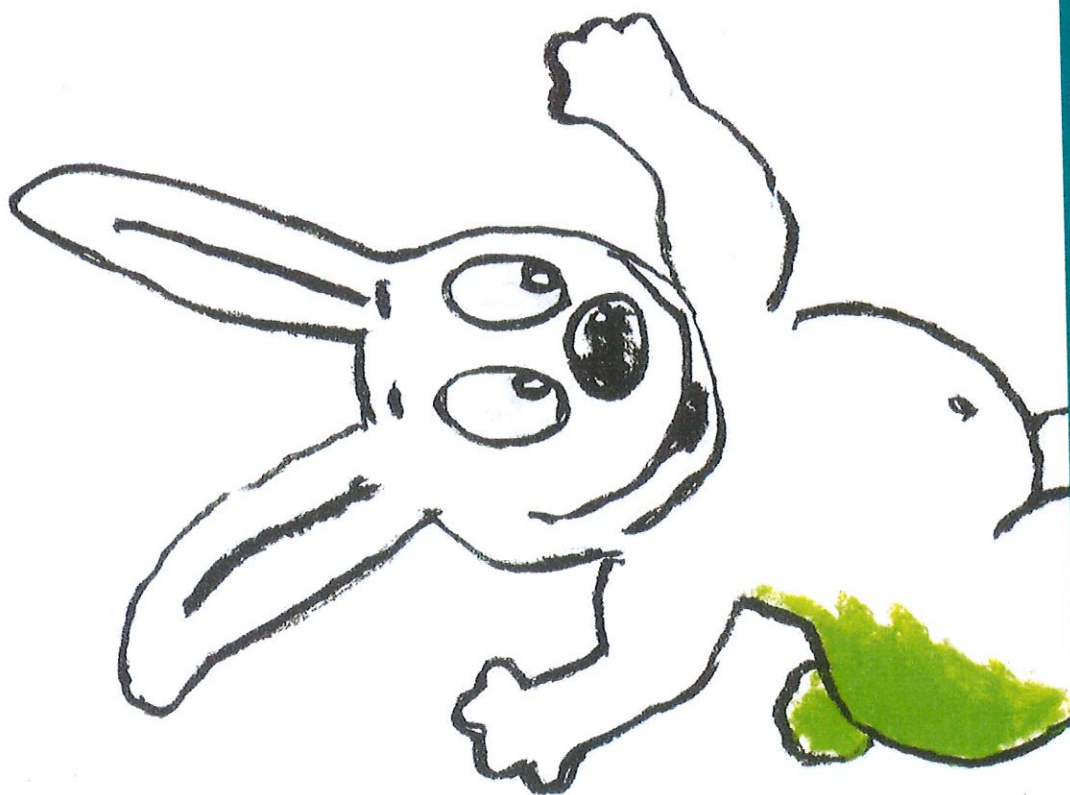
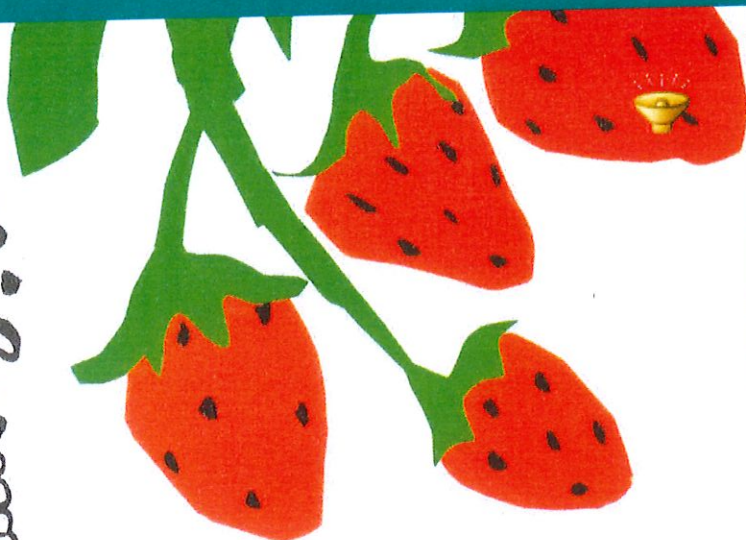
VERT





Miam! Miam!

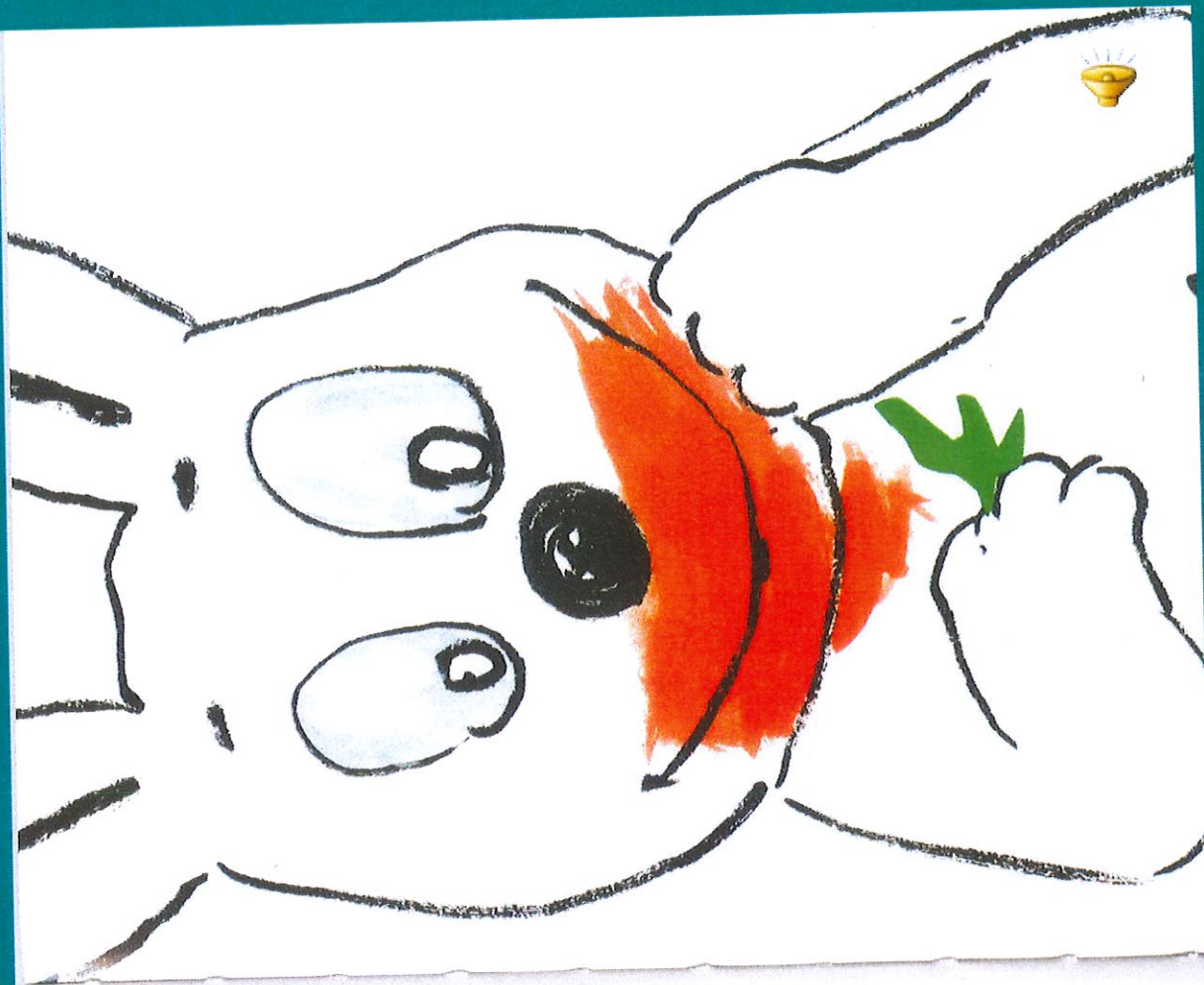
des fraises!...





Oh!  
j'ai la bouche  
toute

**ROUGE**





Plouf!





j'ai les  
pieds  
tout

MARRON!





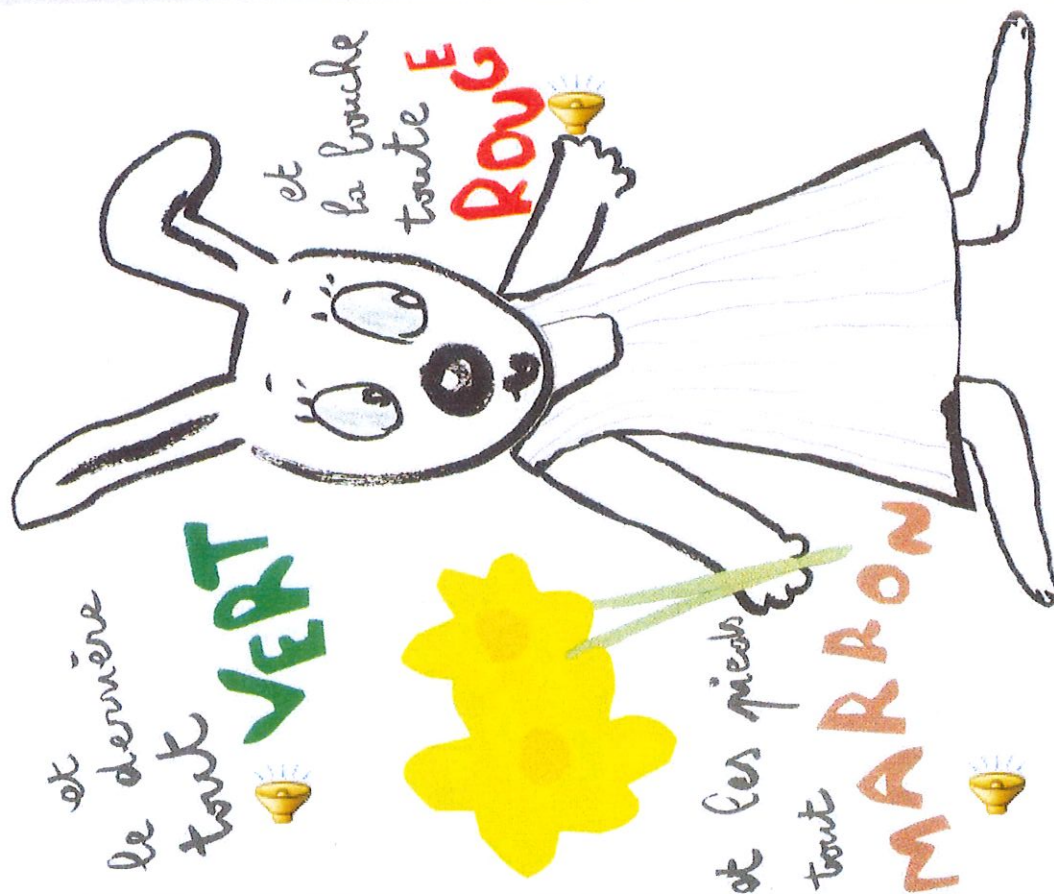
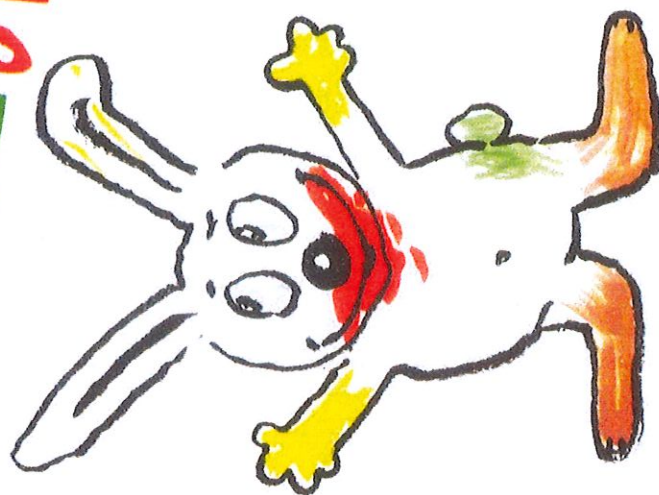








Oui maman !  
Je suis de **TOU**  
**ES COULEURS**

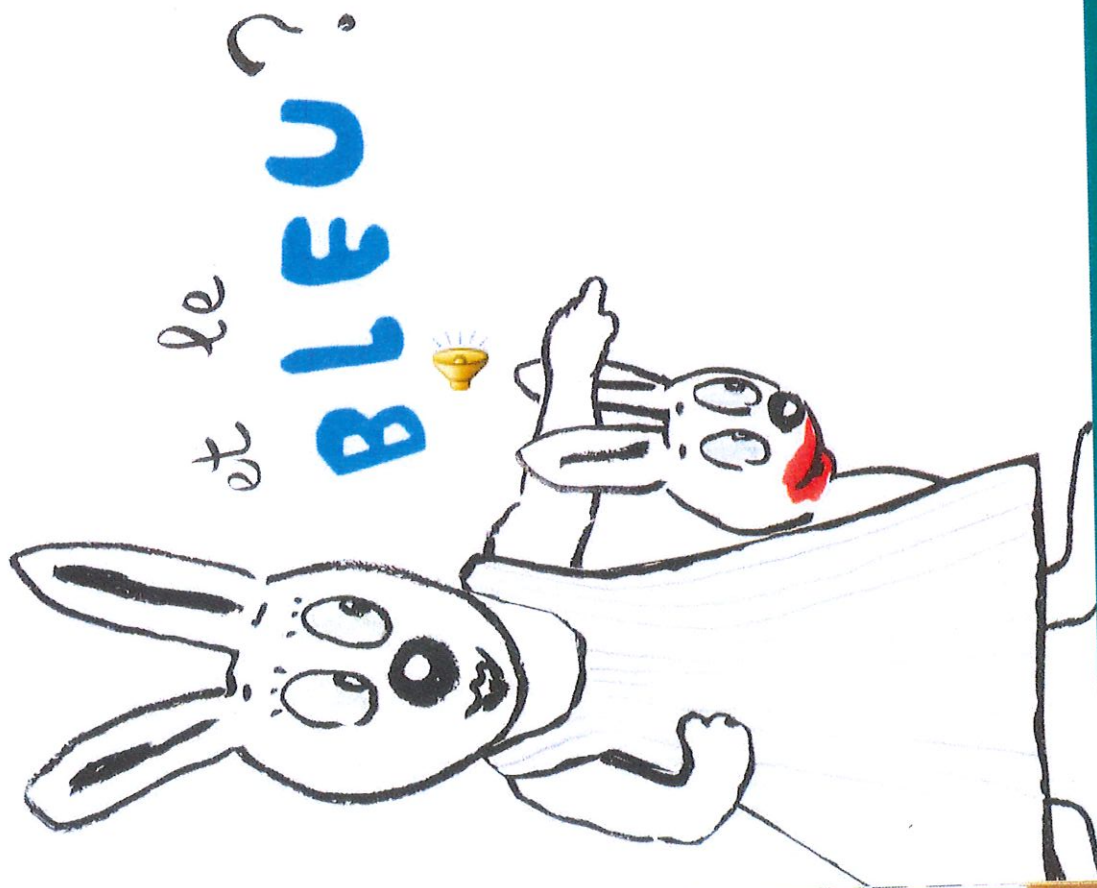


et  
le derrière  
tout **VERT**

et  
la bouche  
toute **ROUGE**

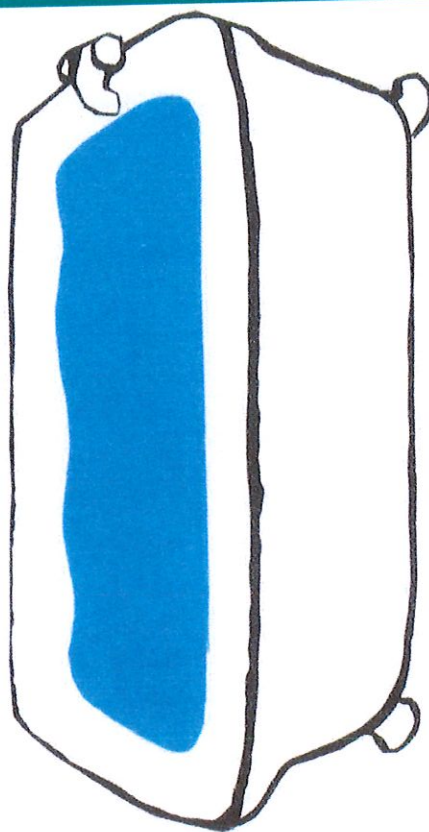
et les pieds  
tout **MARRON**





tu as oublié

le BLEU!







<p>Draw a mountain range that includes all the features listed below.</p> <p>Next, label the features on your drawing.</p>	summit	foot
	outcrop	valley
	ridge	slope



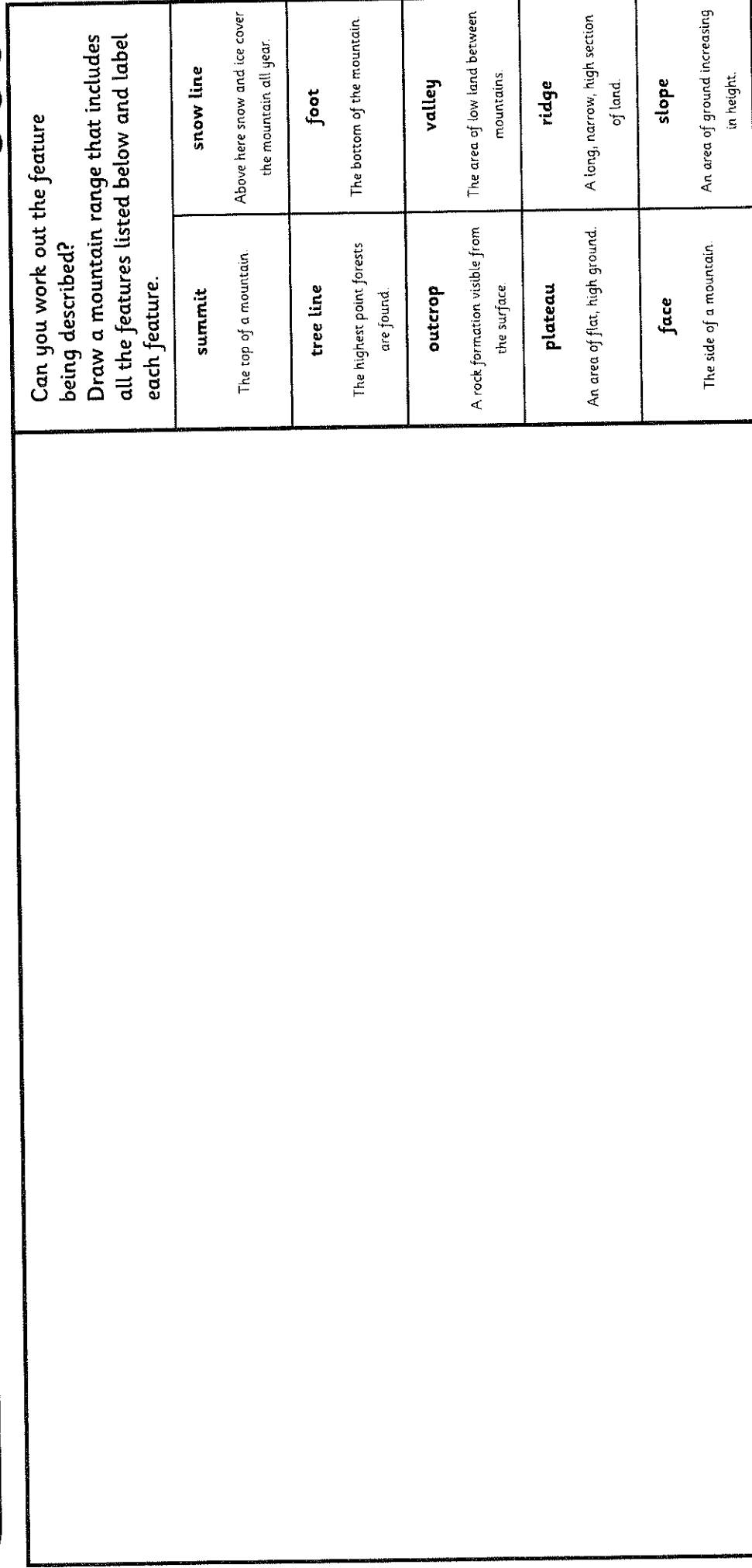


<p>Draw a mountain range that includes all the features listed below.</p> <p>Next, label the features on your drawing.</p>	summit	foot
	outcrop	valley
	ridge	slope
	snow line	tree line
	plateau	face













# Geography

## Magnificent Mountains



# Features of Mountains





# Aim

- I can describe the key features of a mountain range.

# Success Criteria

- I can tell you that not all mountains look the same.
- I can identify a valley and the summit, foot and slope of a mountain.
- I can identify an outcrop, a ridge, the tree line and the snow line.
- I can identify a plateau.
- I can draw a mountain range including the key features I have identified.



# Draw It!

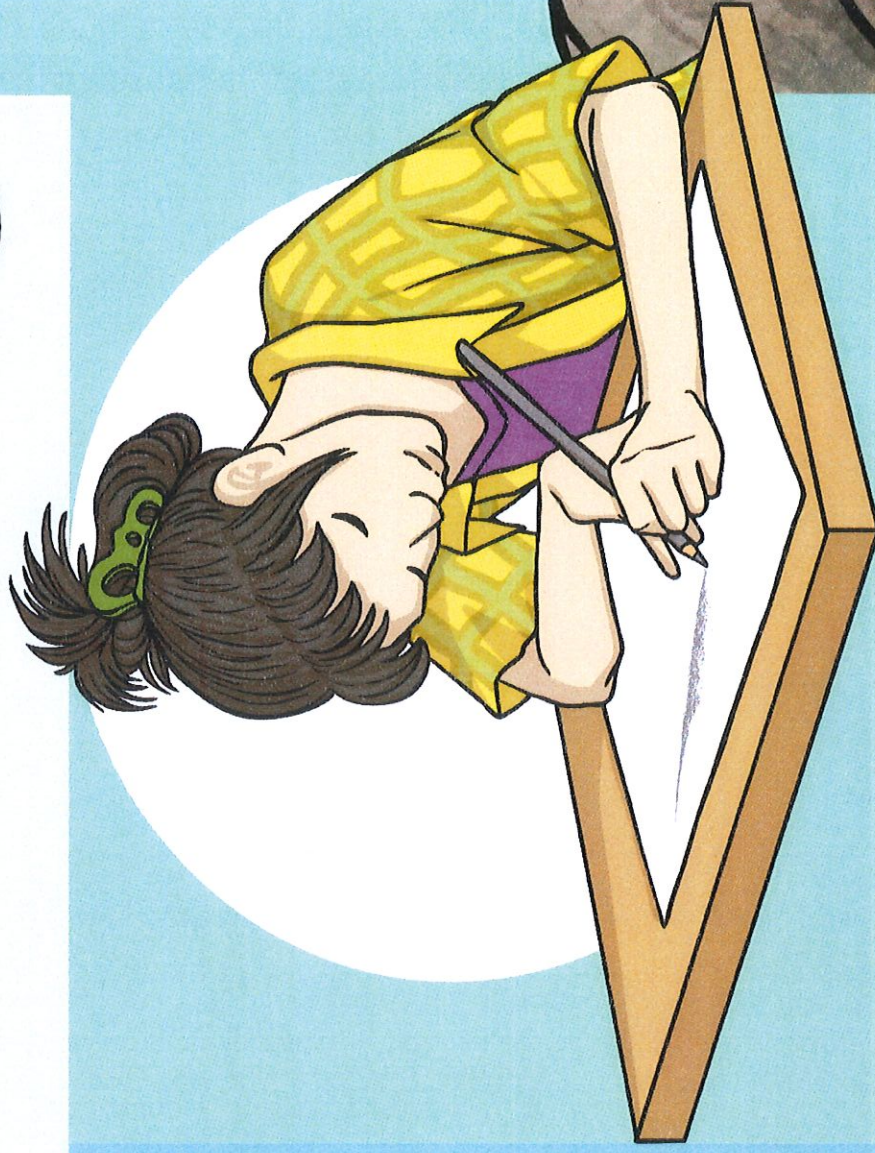


**Draw a mountain.**

**Show your picture to your partner.**

- How are your drawings similar?
- What differences are there?

Do all mountains look the same?





# Different Shapes

Watch this video clip.



Did the mountains look like your drawing?

- How are your drawings similar?
- What differences are there?

Were all the mountains the same?

- Some were single summits, some were in groups.
- Some were smooth-edged and some were rockier.

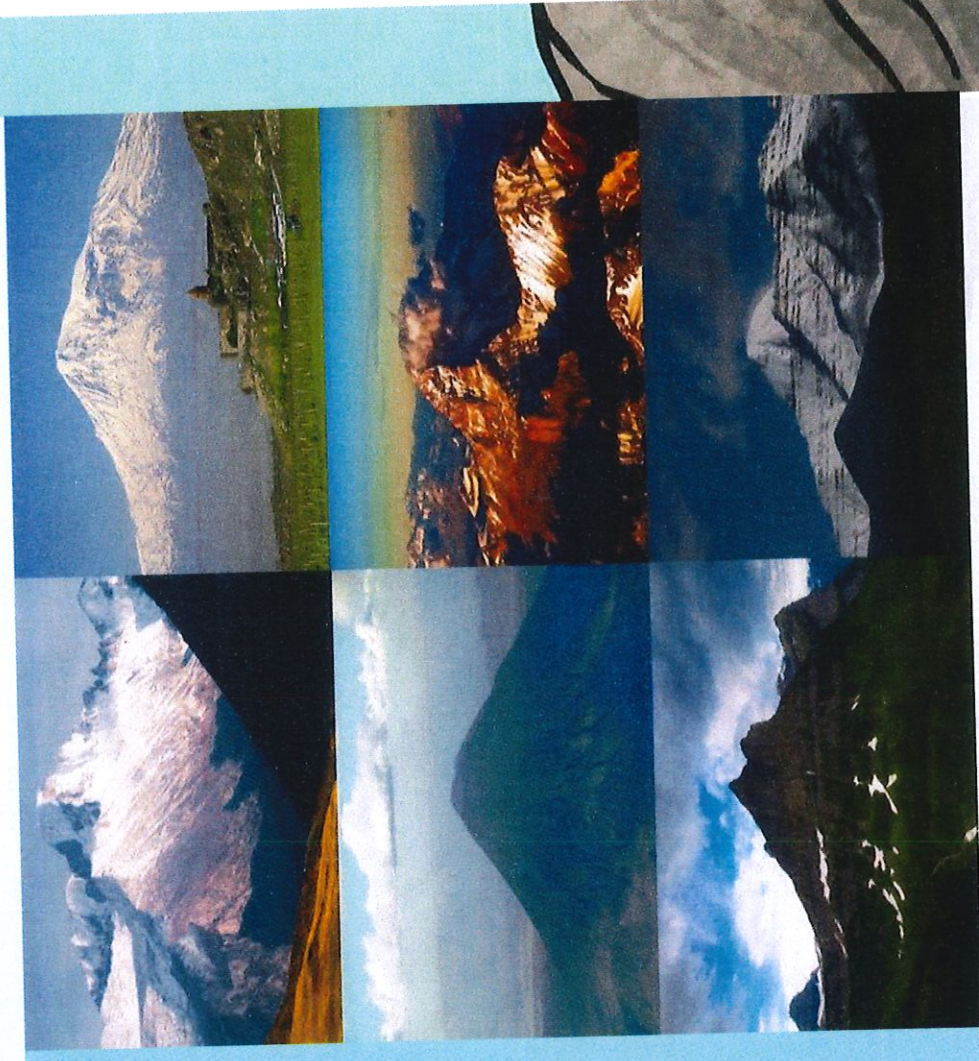
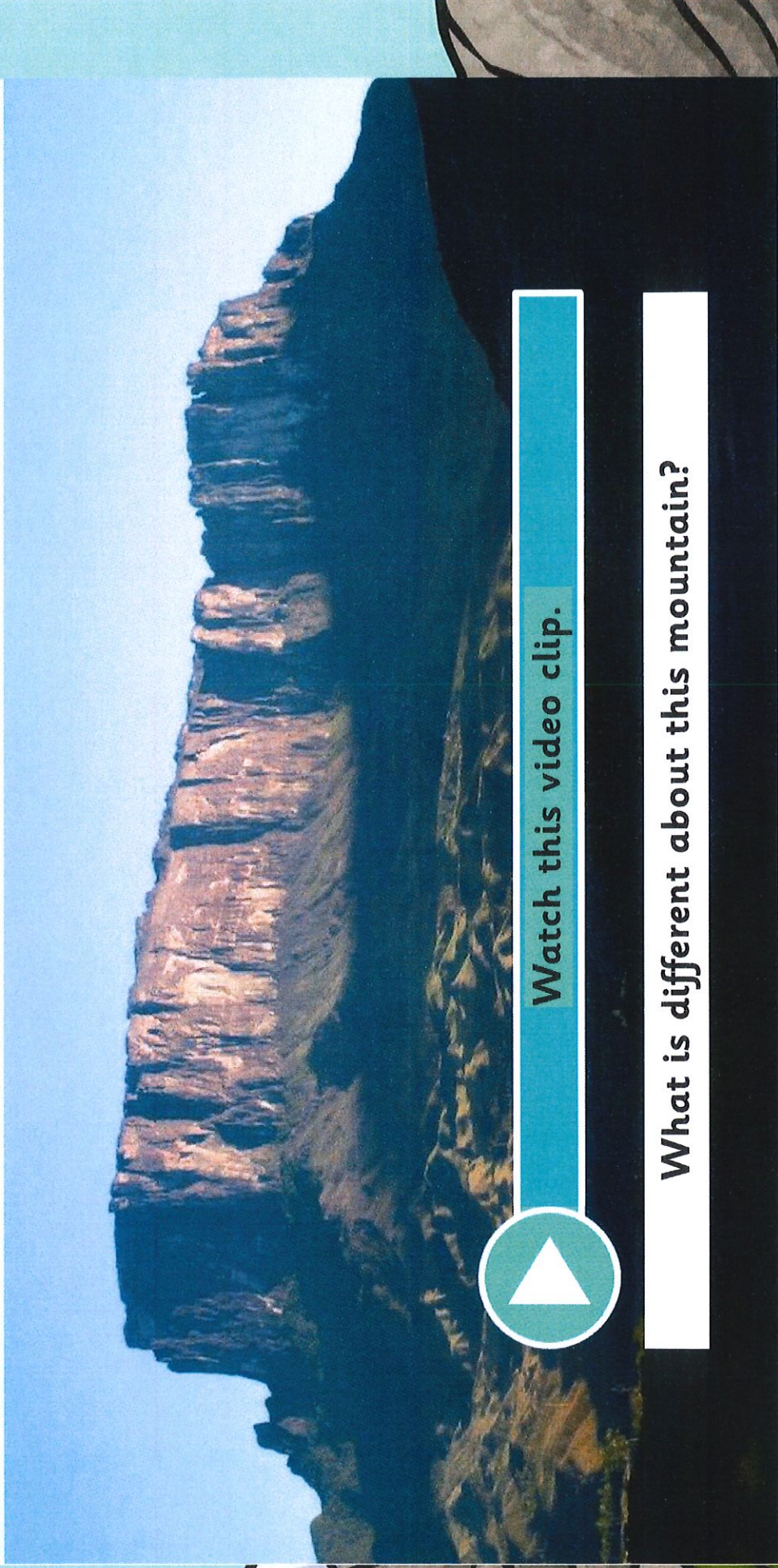


Photo courtesy of MaxGag, Alexander Minikaryan, Cassia 205, PhillipC, alexphotography, jipskran@tumblr.com - granted under creative commons licence - attribution



# Different Shapes



Watch this video clip.

What is different about this mountain?

Photo courtesy of MaxGag, Alexander Mkhitarayan, Cassia 206, PhilipC, deepphotography, vijaykiran, Paulo Fassina (iStock.com) - granted under creative commons licence - attribution



# Key Features



## **summit**

The top of a mountain.

## **snow line**

Above here snow and ice cover the mountain all year.

## **outcrop**

A rock formation visible from the surface.

## **slope**

An area of ground increasing in height.

## **plateau**

An area of flat, high ground.

## **valley**

The area of low land between mountains.

## **tree line**

The highest point forests are found.

## **ridge**

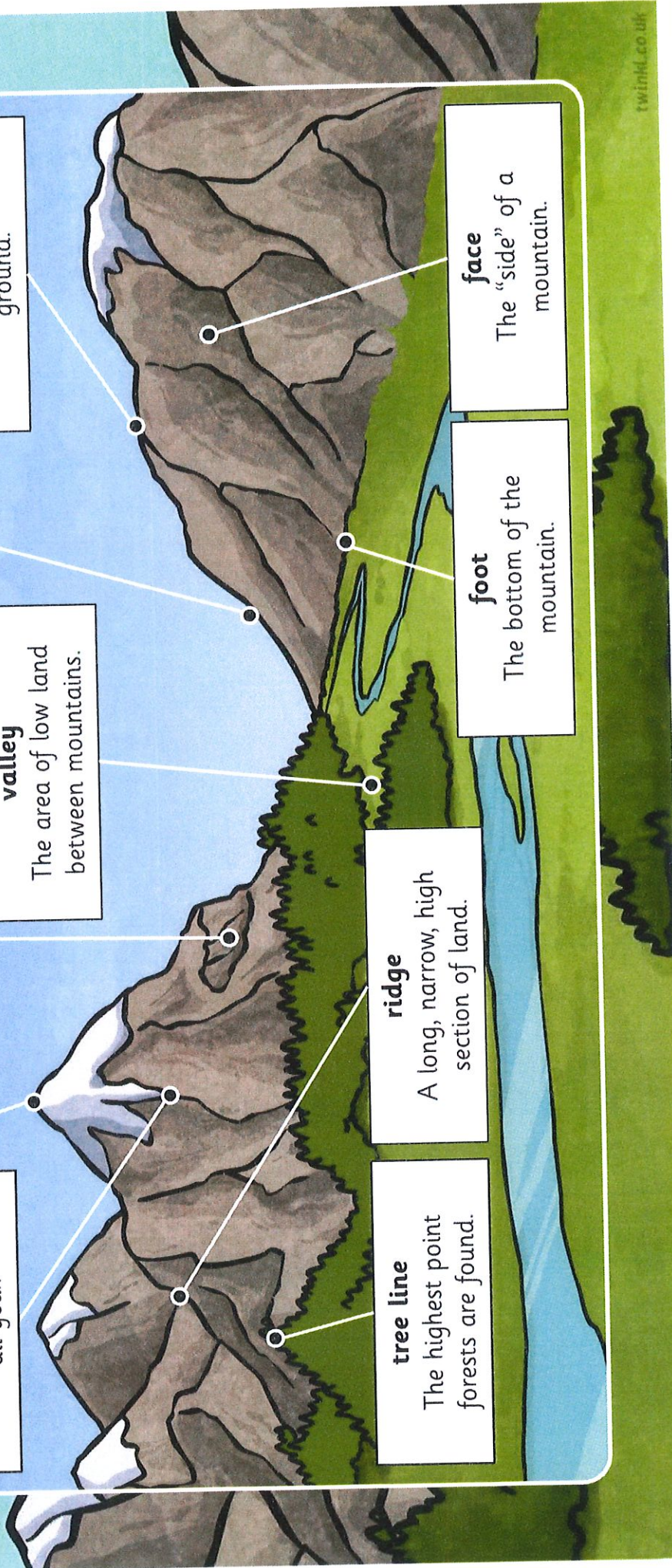
A long, narrow, high section of land.

## **foot**

The bottom of the mountain.

## **face**

The "side" of a mountain.

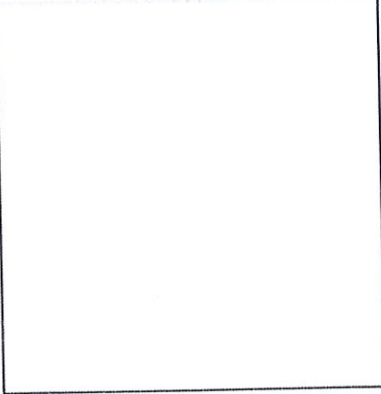
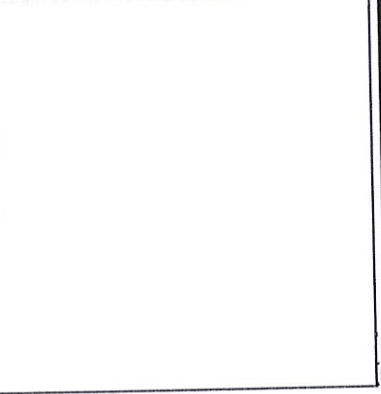
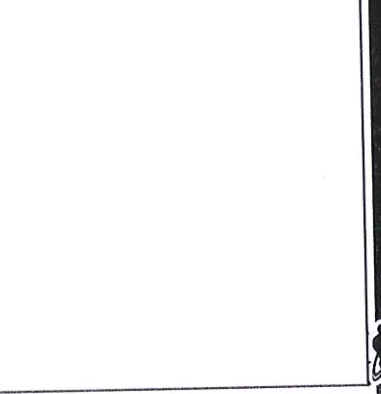




# What Part is It?



Can you draw an accurate diagram of some mountains including all the features?

*** Mountain	** Mountain	* Mountain	Mountain Features												
			<div><p>Draw a mountain range that includes all the features listed below. Next, label the features on your drawing.</p><table border="1"><thead><tr><th>summit</th><th>foot</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td>outcrop</td><td>valley</td></tr><tr><td></td><td></td></tr><tr><td>ridge</td><td>slope</td></tr><tr><td></td><td></td></tr></tbody></table></div>	summit	foot			outcrop	valley			ridge	slope		
summit	foot														
outcrop	valley														
ridge	slope														

twinkl planit twinkl planit twinkl planit



# Draw It... Again!

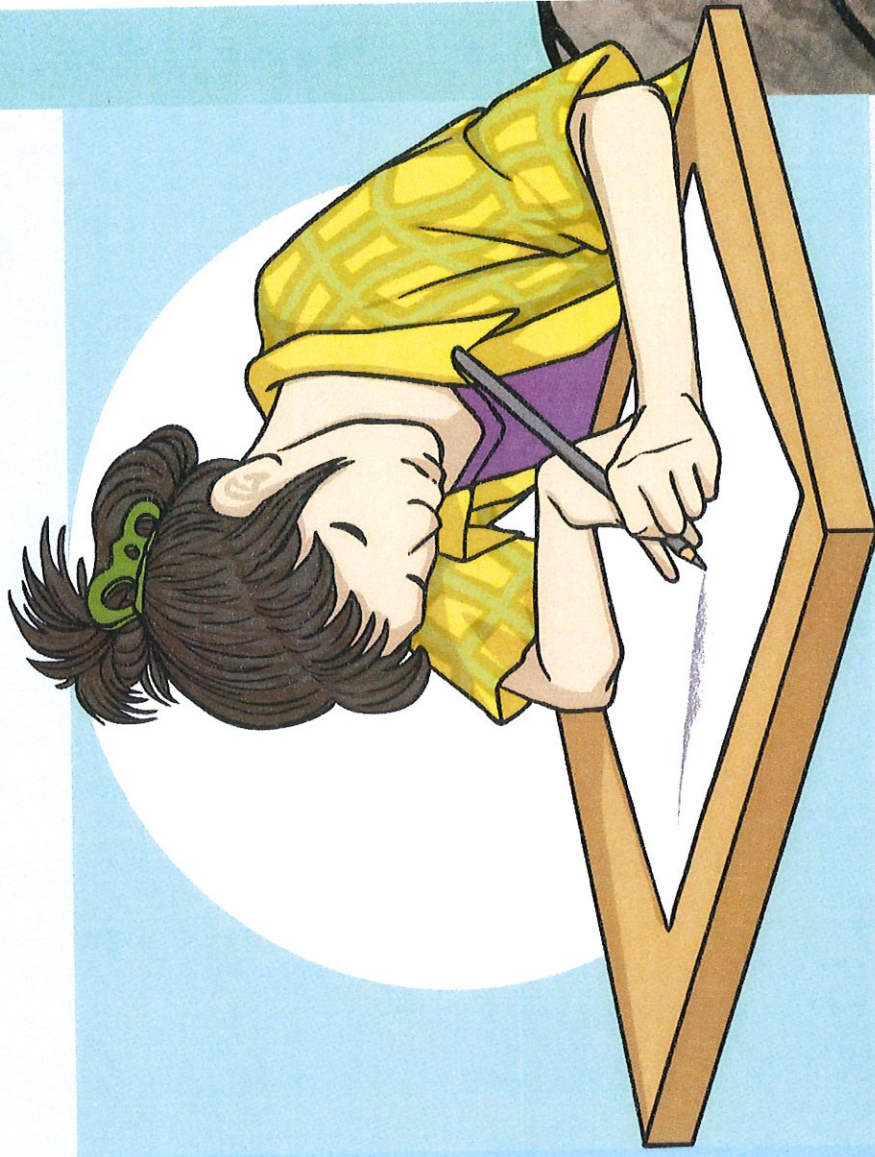


**Draw a mountain.**

**Compare it to the picture you drew at the start of today's lesson.**

- How are your drawings similar?
- What differences are there?

Did you include some of the key features you have learnt about today?





# Aim



- I can describe the key features of a mountain range.

# Success Criteria

- I can tell you that not all mountains look the same.
- I can identify a valley and the summit, foot and slope of a mountain.
- I can identify an outcrop, a ridge, the tree line and the snow line.
- I can identify a plateau.
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