DR BAKER'S YEAR 5 MATHS MONDAY 27TH APRIL

WELCOME

"Good Morning. The answers to the arithmetic tests are on the next page so make sure you mark them first of all. Then I am still having problems with the 8 on my keyboard so I would like your help.

Can you write me some calculations in which neither the calculation nor the answer has an 8 in it? I need three addition and three subtraction with 2, 3 or 4 digits in both numbers. You can let me know what you come up with through email or Facebook if you want to because I am really missing hearing how you are getting on.

ARITHMETIC TEST ANSWERS

1	**787**
2	**138**
3	**217**
4	**17**
5	**682**
6	**293**
7	**934**
8	**154**
9	**48**
10	**8**
11	**200**
12	**300**
13	**18**
14	$\frac{5}{7}$
15	$\frac{6}{10}$ or $\frac{3}{5}$

1	**560**
2	**569**
3	**24**
4	$\frac{10}{12}$ or $\frac{5}{6}$
5	$\frac{2}{5}$
6	**4557**
7	**5667**
8	**56**
9	**108**
10	**2562**
11	**3.4**
12	**3.8**
13	**18**
14	**87 089**
15	**39 100**
16	**39 910**
17	**144**
18	**5400**

TASKS FOR TODAY

L.O. To find equivalent fractions

Today we are going to be looking at equivalent fractions. We have done this before so for some of you it may just be a recap – which is why I have given you a challenge at the end.

First watch this video if you can: HTTPS://WWW.YOUTUBE.COM/WATCH?V=MU5249BHGUC

Then pick which work you are doing from the following slides.

TASKS FOR TODAY

For those of you who have Number Textbook 1

Page 25 Q1 – 20. Use the technique from the video or the fraction lines to help you.

For those of you who have Evolve Textbook 1

Page 78 Q1-13. Use the technique from the video or the fraction lines to help you.

If you find that very straightforward try the challenge on the next two slides instead. If you can let me see a picture of your thinking for this work on Facebook or by email I would be really pleased as I can't give you a mark scheme – it is really about doing some mathematical thinking.

This challenge is about chocolate. You have to imagine (if necessary!) that everyone involved in this challenge enjoys chocolate and wants to have as much as possible.

There's a room in your school that has three tables in it with plenty of space for chairs to go round. Table 1 has one block of chocolate on it, table 2 has two blocks of chocolate on it and, guess what, table 3 has three blocks of chocolate on it.

Now … outside the room is a class of children. Thirty of them all lined up ready to go in and eat the chocolate. These children are allowed to come in one at a time and can enter when the person in front of them has sat down. When a child enters the room they ask themself this question:

"If the chocolate on the table I sit at is to be shared out equally when I sit down, which would be the best table to sit at?"

However, the chocolate is not shared out until all the children are in the room so as each one enters they have to ask themselves the same question.

It is fairly easy for the first few children to decide where to sit, but the question gets harder to answer, e.g.

It maybe that when child 9 comes into the room they see:

- 2 people at table 1
- 3 people at table 2
- 3 people at table 3

So, child 9 might think:

"If I go to:

- *table 1 there will be 3 people altogether, so one block of chocolate would be shared among three and I'll get one third.*

- *table 2 there will be 4 people altogether, so two blocks of chocolate would be shared among four and I'll get one half.*

- *table 3, there will be 4 people altogether, so three blocks of chocolate would be shared among four and I'll get three quarters.*

Three quarters is the biggest share, so I'll go to table 3."

Go ahead and find out how much each child receives as they go to the "best table for them". As you write, draw and suggest ideas, try to keep a note of the different ideas, even if you get rid of some along the way.

ANSWERS TO NUMBER TEXTBOOK 1

1. 2
2. 8
3. 1
4. 6
5. 3
6. 3
7. 4
8. 6

9. 2

10 – 20 There are lots of possible answers here. Check on a calculator (you can find one online if you don't have one) that when you divide the numerator (top) by the denominator (bottom) on each fraction you get the same answer for your answer as the question.

ANSWERS TO EVOLVE TEXTBOOK

1. 2

2. 2

3. 2

4. 6

5. 4

6. 2

7. 6

8. 2

9. 8

10. 2

11. 10

12. A and G, B and N, C and I, D and K, E and J, F and M, H and L

13. There are lots of possible answers here. Check on a calculator (you can find one online if you don't have one) that when you divide the numerator (top) by the denominator (bottom) on each fraction you get the same answer for your answer as the question.

REMEMBER:

- Talk to someone on your network hand if you are worried about something.

- If nobody is listening to your worries or there is nobody to talk to, you can google Childline or call them on 08001111. Adults at Childline are used to talking to children with worries and can help you.

- If you feel unsafe at home or are worried that a friend is not safe, call Mrs Patchett on 07787261064.