

Thursday 4<sup>th</sup> February

Learning Objectives:

Home sweet home - Write a story from a character's perspective.	Equivalent fractions 3	PE
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English

Today we are going to write our stories.

You are going to retell the story of the film from the perspective of one of the houses.

Before we start we are going to look at how sentence lengths help your writing.  
Read the passage below.

This sentence has five words. Here are five more words.  
Five-word sentences are fine. But several together become monotonous.  
Listen to what is happening. The writing is getting boring. The sound  
of it drones. It's like a stuck record. The ear demands some variety.

Now listen. I vary the sentence length, and I create music. Music.  
The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use  
short sentences. And I use sentences of medium length. And sometimes  
when I am certain the reader is rested, I will engage him with a sentence  
of considerable length, a sentence that burns with energy and builds  
with all the impetus of a crescendo, the roll of the drums, the crash of the  
cymbals – sounds that say listen to this, it is important.

So write with a combination of short, medium, and long sentences.  
Create a sound that pleases the reader's ear. Don't just write words.  
Write music.

Can you see how varying the length of your sentences helps your story to come alive.  
As you write your story try to include sentences of different lengths.

Remember you are writing from the perspective of one of the houses. So you are writing in  
the first person e.g. **I** turned to watch **my** friend catch up with **me**.

Having a first-person narrative can be a very effective technique as it allows the reader to  
get inside the character's head and watch the story unfold through their eyes. It also give a  
sense of 'being there', which in turn makes the story engaging.

Look at the success criteria below:

Have I included relevant punctuation?	
Have I included the events of the story in order?	
Have I varied my sentence lengths?	
Have I included tension and atmosphere with the use of descriptive language?	
Have I written in the first person?	
Challenge: Have I included repetition, personification and other devices?	

You can write or type your story. It doesn't have to be long - just effective!

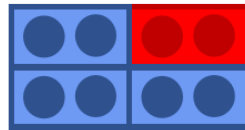
## Maths

Starter:



### Explain

What fraction of the shape is blue?



**Kam**

$\frac{6}{8}$  as 6 out of 8 circles are blue

**Jack**

$\frac{3}{4}$  as 3 out of 4 rectangles are blue

I agree with Kam    I agree with Jack    I agree with both

Explain:

Today we will be completing our learning on Equivalent Fractions.

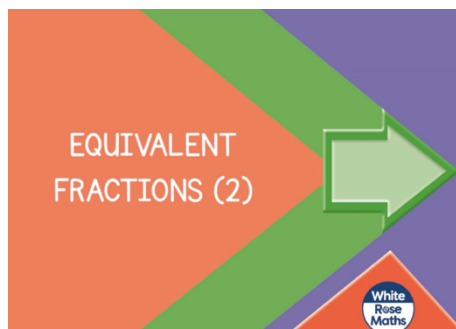
I have planned for both year groups today so please follow the activities for your year.

## Year 4:

Today we will use bar models, number lines and written methods to find equivalent fractions.

Go over to the video blog to watch me teach - videos 1 and 2 are relevant for you, or watch the video below.

<https://vimeo.com/504801539>



This video teaches you that by multiplying or dividing the top (numerator) and the bottom (denominator) numbers by the same number, you will find equivalent fractions. Like these below:

$$\begin{array}{ccc} & \times 2 & \\ \frac{2}{3} & & \frac{4}{6} \\ & \times 2 & \end{array}$$

$$\begin{array}{ccc} & \div 3 & \\ \frac{3}{12} & & \frac{1}{4} \\ & \div 3 & \end{array}$$

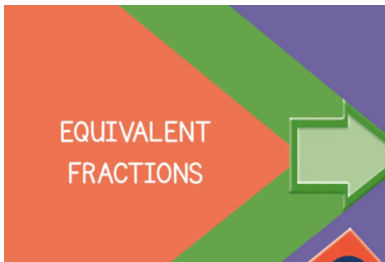
Use this method to complete two of the coloured sheets - Green, Orange, Red and Blue.

## Year 5

Today we will use bar models, number lines and written methods to find equivalent fractions.

Head over to the video blog to watch me teach - all three are relevant to you - or watch the video below and pause it when you need to practise.

<https://vimeo.com/498327611>



This video teaches you that by multiplying or dividing the top (numerator) and the bottom (denominator) numbers by the same number, you will find equivalent fractions.

It also shows you that when you have a unit fraction - like  $\frac{1}{4}$  - the numerator is  $\frac{1}{4}$  of the bottom number - eg divided by 4. See below to understand:

$$\begin{array}{c} \times 2 \\ \text{---} \\ \frac{1}{4} = \frac{2}{8} \\ \text{---} \\ \times 2 \end{array} = \frac{3}{12} = \frac{5}{20} = \frac{10}{40} \begin{array}{c} \div 4 \\ \text{---} \\ \end{array}$$

Now complete two of the coloured sheets - Green, Orange, Red and Blue.

## PE ideas

- Go for a walk
- Go cycling
- Yoga
- Joe Wicks
- Make up a dance and put it on the video blog!
- Skipping