Blakemere's Learning for today

15TH MARCH 2024

Blakemere's Learning for today.

Good morning Blakemere,

Sorry we couldn't be together today.

Please find some activities that you will be able to undertake at home. Lots of the activities here are based on learning we have done before so we should be confident with them.

Remember to also read your reading book and to log on to Timestables Rockstars.

Have a good day,
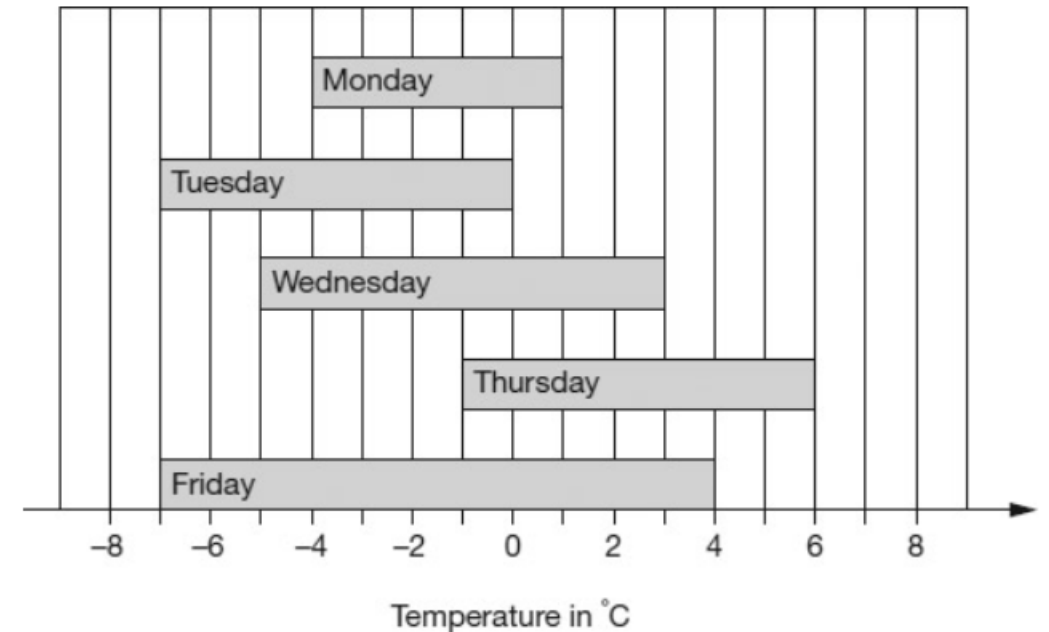
Mrs M ☺

Friday: First things first

Fast Maths: Maths Places

1. 345 x 0

2. 7678 x 31

3. 7/9 – 2/3 =

4. 2/3 + 4/5 =

5. $4 \times 5^3 =$

6. 3644 ÷ 26

Have a go at these questions on a whiteboard

This chart shows the range of temperatures each day during one week from Monday to Friday.

Temperature in °C

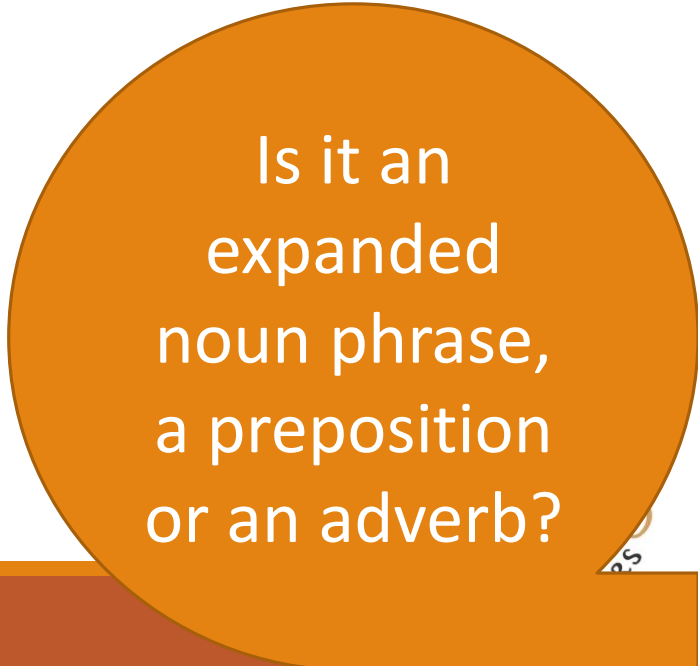What was the **lowest** temperature?

[ ] °C

What was the difference between the highest and lowest temperatures on **Wednesday**?

English

Flashback Learning

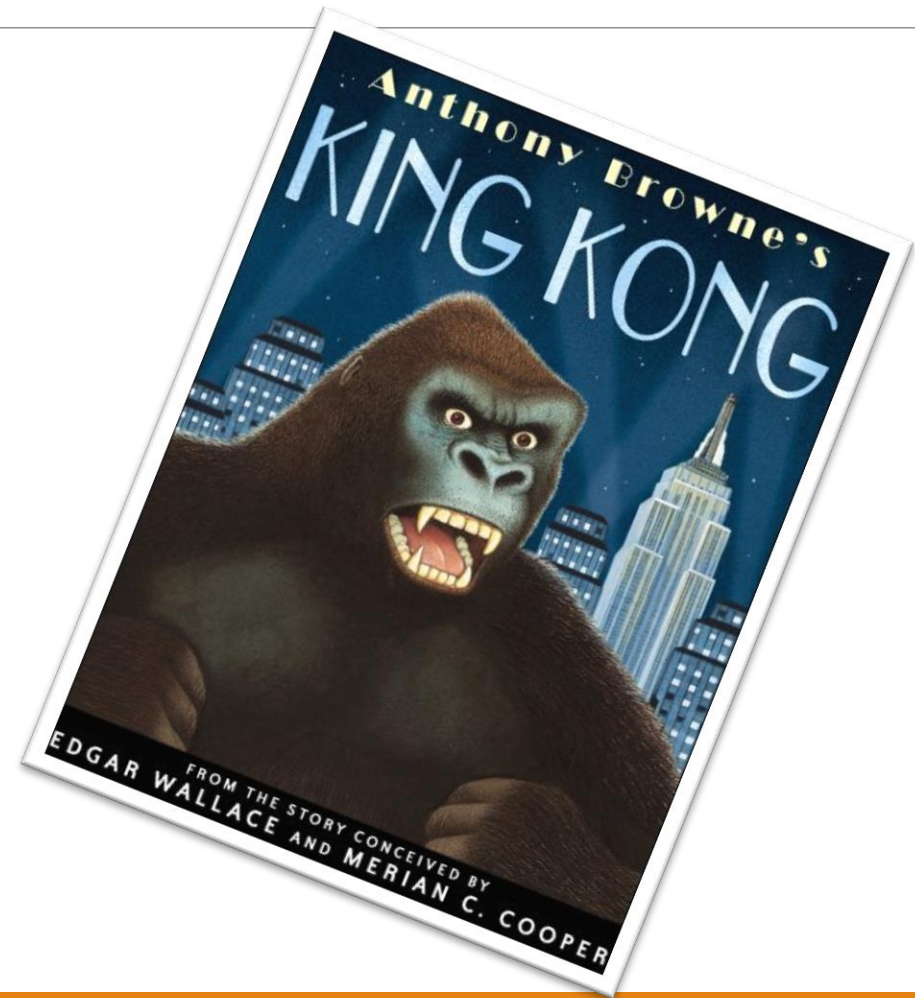What is the grammatical term for the underlined words in the sentence below?

My prize was a fluffy green pencil case with a gold zip.

_____

Is it an expanded noun phrase, a preposition or an adverb?

King Kong

We have just started our new unit on King Kong and read the first few pages about the city.

I can draw inferences about a character to help create a role on the wall.

During today's lesson, we are going to find out a little more about two of our characters – Ann Darrow and Carl Denham - today and then create a role on the wall for them.

We shall read the pages from the text (on the next two slides) to find out things about both characters then record our ideas around a picture of them or an outline of a gingerbread man.

Denham was tired, and there wasn't much time left. He stopped at a store to get something to eat. That was when he saw the hand. It was a very beautiful hand . . . and it was about to steal an apple.

"Gotcha!" screamed the shopkeeper. "You little thief! I'm callin' the cops!"

"No!" cried the woman. "I didn't take it. Let me go."

"That's true," Denham butted in. "She didn't touch the apples." He gave the shopkeeper a dollar. "Here, take this, and shut up!"

The woman looked up at Denham. "Thanks," she said.

It was only then that Denham saw her face. He was astounded – it was the face he had been searching for!

It was the face of Beauty.

What can we find out about Anne and Carl from these two pages?

Anne is hungry.

She has dark hair.

She lives alone.

Carl is a movie director.

Half an hour later Denham and the woman were sitting in a café. She had just finished her first proper meal for weeks. She told him that her name was Ann Darrow, she was down on her luck with no money and no job. Denham couldn't stop looking at her. She was a film director's dream – he'd never seen anyone so beautiful.

"Ever done any acting?" he asked.

"I've been an extra over on Long Island a few times. The studio's closed down now."

"I'm Carl Denham," he explained. "Ever heard of me?"

"Y-yes," said Ann. "You make moving pictures. In jungles and places."

"That's me. And *you're* going to star in my next picture. We sail at six!"

Ann gaped at him.

"Don't just sit there, Ann," Denham said. "Come on! We've got to buy you some new clothes and get you to the hairdresser."

16

Carl and Anne

What does the text tell us about the each of these characters?

Is the information obvious in our text, or do we need to infer and read between the lines?

What are they like? How do we know?

What do the pictures tell us? Can we add this to our hand?

This might be clear and direct in the text and picture or we may have to infer information based on what the author is saying.

Role on the wall

A 'role on the wall' includes all the descriptions about a character that we know:

- what they look like

- how they move

- what they wear

- how they behave

- what kind of person they are.

It can be single words or phrases.

We are going to be using description from the book. Those that the book tell us and those that the book imply (inferences) and from our own ideas to create our role on the wall about these two characters. I would like you to focus on the thoughts that they may also have in their head.

Can you suggest ideas for both characters? I will record ideas on the board.

I can draw inferences about a character to help create a role on the wall.

TASK

1. Pick either Anne or Carl and draw a gingerbread man to represent them

2. Draw lines from the image to a line in your book and record details about the character.

3. Remember to record everything you know about the character – what they look like, any specific features, how they behave, their personality etc. This could be from what the text has told us or what we have inferred. **I particularly want you to focus on any thoughts that they may have in their heads.**

4. I will be looking for at least 12 different things about the giant. We will then use these to create a character description for him.

LET YOUR *light shine* BEFORE OTHERS

MATTHEW 5:16
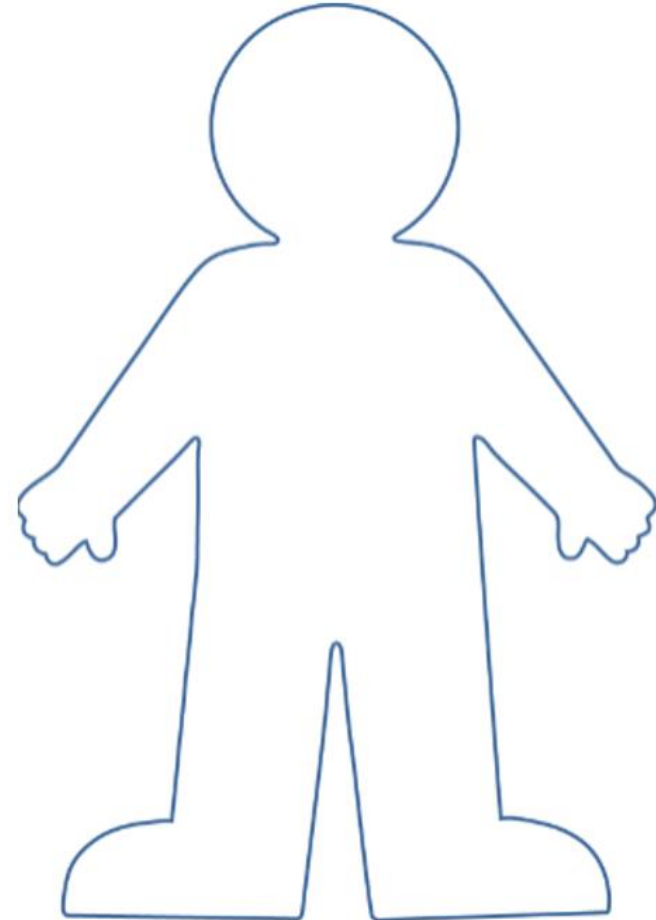
Maths

Percentages

We have been exploring percentages this week in maths and changes fractions to percentages when the denominator is not 100. You are going to recap and practise these skills today.

Flashback Learning

756 ÷ 100 = (Use a place value chart to help)

Write 45/100 as a percentage and a decimal.

4/5 x 2/3

7 – 12 =

I can find an equivalent percentage when the fraction denominator is not 100.

We are going to continue to learn about percentages and their fraction and decimal equivalents, but we are going explore finding the percentage equivalent to a fraction when the denominator is not 100.

What does this sign mean? %

What does percent mean?

We know that whenever we are thinking about percentages, just like when we were exploring fraction and decimals we need to think about the whole amount as being out of 100.

Change these fractions to their equivalent percentage and decimal.

23/ 100   34/100

9/100   66/100

45/100

99/100

1/100

ANSWERS.

23/ 100 = 23% 0.23   34/100 = 34%   0.34

9/100 = 9%   0.09   66/100 = 66%   0.66

45/100 =   45%   0.45

99/100 = 99%   0.99

1/100 = 1%   0.01
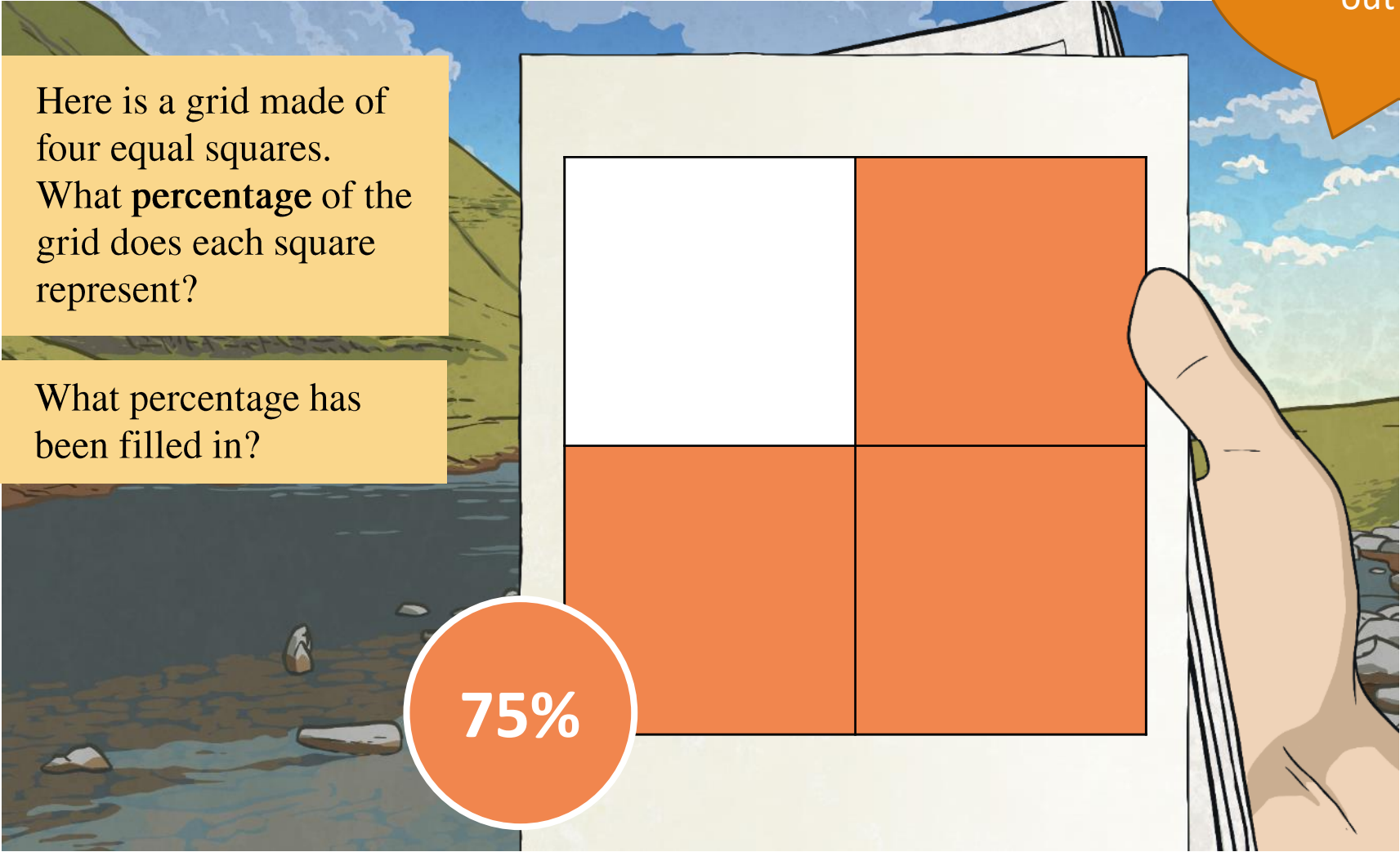
Percentage Diagrams

Here is a 10 by 10 grid made of 100 small, equal squares. Our whole amount is out of 100 What **percentage** of the grid is coloured?
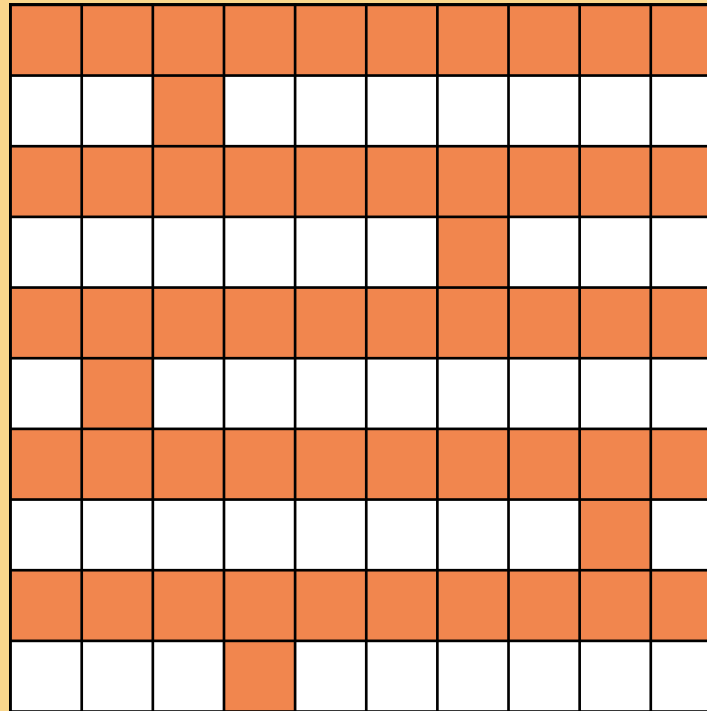
55%

Percentage Diagrams

How many squares would you need to shade to show?:

Percentage Diagrams

Here is a grid made of four equal squares. What **percentage** of the grid does each square represent?
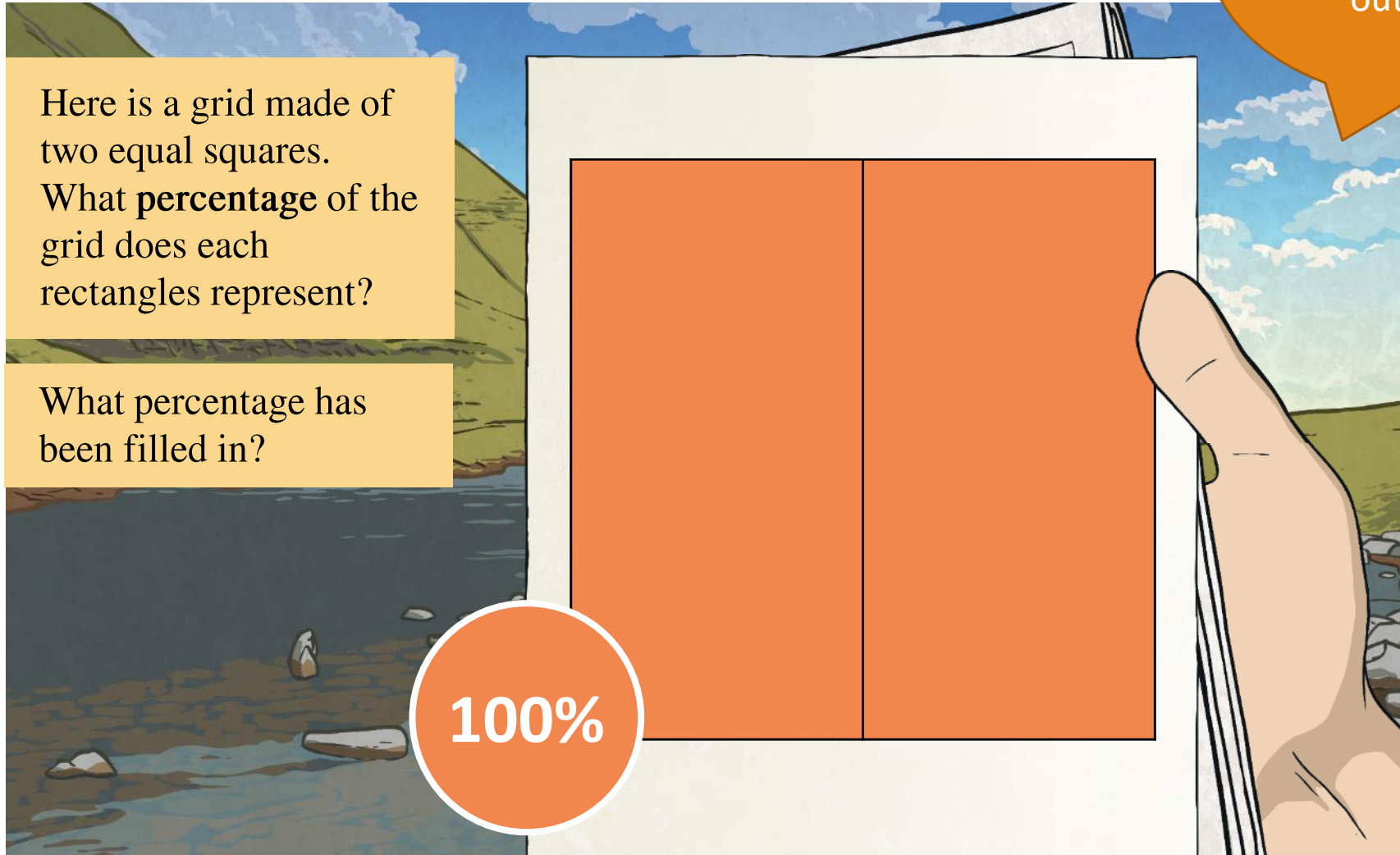
What percentage has been filled in?

75%

Percentage Diagrams

Here is a grid made of two equal squares. What **percentage** of the grid does each rectangles represent?

What percentage has been filled in?

100%

Matching Hundredths

Match up these equivalent percentages and fractions. Click on the percentage to find out if you are correct.

For any fractions or percentages that don't have a match, can you write down their equivalent match?

| 13% | 11% | 33% | 31% | 30% | 10% | 3% |

$\frac{31}{100}$

31%

$\frac{33}{100}$

33%

$\frac{11}{100}$

11%

$\frac{10}{100}$

10%

$\frac{30}{100}$

30%

$\frac{13}{100}$

13%

$\frac{1}{100}$

1%

$\frac{3}{100}$

3%

Percentages

We can see from changing those fractions to percentages that when the fraction denominator is 100 it is easy to convert to a percentage because percent means out of 100.

How would you change these?

You need to make the denominator 100.

20/25   8/10   12/50   16/20

You would need to think about what you would multiply the denominator by to make it 100. Then you would multiply the numerator by the same number.

Once you have it as a fraction over 100, you can change it to a percentage and decimal.

Now try the second two.

Squares/ Rectangles Task

Write the fraction on a piece of paper.

If the denominator is 100, jut change the fraction to a percentage.

If the denominator is not 100, think about what you need to multiply by that number to get 100 and then multiply the numerator by the same number.

Then write the fraction over 100 as a percentage then a decimal.

1. $\frac{8}{100}$ = 8%

2. $\frac{42}{100}$ = _____

3. $\frac{27}{100}$ = _____

4. $\frac{49}{100}$ = _____

5. $\frac{22}{100}$ = _____

6. $\frac{71}{100}$ = _____

7. $\frac{9}{100}$ = _____

8. $\frac{32}{100}$ = _____

9. $\frac{55}{100}$ = _____

10. $\frac{78}{100}$ = _____

11. $\frac{24}{100}$ = _____

12. $\frac{8}{10}$ = _____

13. $\frac{99}{100}$ = _____

14. $\frac{65}{100}$ = _____

15. $\frac{8}{20}$ = _____

16. $\frac{69}{100}$ = _____

17. $\frac{73}{100}$ = _____

18. $\frac{86}{100}$ = _____

19. $\frac{20}{100}$ = _____

20. $\frac{60}{100}$ = _____

21. $\frac{9}{20}$ = _____

22. $\frac{17}{100}$ = _____

23. $\frac{65}{100}$ = _____

24. $\frac{7}{10}$ = _____

25. $\frac{22}{100}$ = _____

Challenge:

26. $\frac{4}{50}$ = _____

27. $\frac{13}{20}$ = _____

28. $\frac{5}{25}$ = _____

29. $\frac{45}{50}$ = _____

30. $\frac{5}{100}$ = _____

Hexagon and Pentagons

Write the fraction on a piece pf paper.

If the denominator is not 100, think about what you need to multiply by that number to get 100 and then multiply the numerator by the same number.

Then write the fraction over 100 as a percentage then a decimal.

1) $\frac{1}{2} = \frac{}{100} = \underline{}\%$

2) $\frac{3}{10} = \frac{}{100} = \underline{}\%$

3) $\frac{7}{10} = \frac{}{100} = \underline{}\%$

4) $\frac{1}{4} = \frac{}{100} = \underline{}\%$

5) $\frac{1}{5} = \frac{}{100} = \underline{}\%$

6) $\frac{3}{4} = \frac{}{100} = \underline{}\%$

7) $\frac{2}{5} = \frac{}{100} = \underline{}\%$

8) $\frac{9}{10} = \frac{}{100} = \underline{}\%$

9) $\frac{1}{20} = \frac{}{100} = \underline{}\%$

10) $\frac{4}{5} = \frac{}{100} = \underline{}\%$

11) $\frac{7}{20} = \frac{}{100} = \underline{}\%$

12) $\frac{7}{50} = \frac{}{100} = \underline{}\%$

13) $\frac{4}{25} = \frac{}{100} = \underline{}\%$

14) $\frac{9}{20} = \frac{}{100} = \underline{}\%$

15) $\frac{11}{50} = \frac{}{100} = \underline{}\%$

16) $\frac{6}{5} = \frac{}{100} = \underline{}\%$

17) $\frac{5}{2} = \frac{}{100} = \underline{}\%$

18) $\frac{7}{4} = \frac{}{100} = \underline{}\%$

Try these word questions based on what we have learning on a piece of paper.

QUESTION IS ON ONE SLIDE AND THEN THE ANSWER IS ON THE SLIDE AFTER IT. WORK THROUGH EACH QUESTION AND HAVE A GO. YOU CAN DO THIS BLAKEMERE.

Choose a percentage to match the fraction

$$\frac{3}{20}$$

25% **20%** **15%**

How would you solve this ? Make the top fraction out of 100 and then change it to a percentage.

Choose a percentage to match the fraction

$$\frac{3}{20}$$

25%

20%

15%

Match the fractions to the correct percentages.

$\frac{6}{10}$	$\frac{82}{100}$	76%
$\frac{41}{50}$	$\frac{76}{100}$	60%
$\frac{9}{20}$	$\frac{60}{100}$	45%
$\frac{19}{25}$	$\frac{45}{100}$	82%

How would you solve this ? Make the top fraction out of 100 and then change it to a percentage.

Match the fractions to the correct percentages.

$\dfrac{6}{10}$	=	$\dfrac{60}{100}$	=	60%
$\dfrac{41}{50}$	=	$\dfrac{82}{100}$	=	82%
$\dfrac{9}{20}$	=	$\dfrac{45}{100}$	=	45%
$\dfrac{19}{25}$	=	$\dfrac{76}{100}$	=	76%

Shade the squares to show $\dfrac{7}{25}$ and write as a percentage.
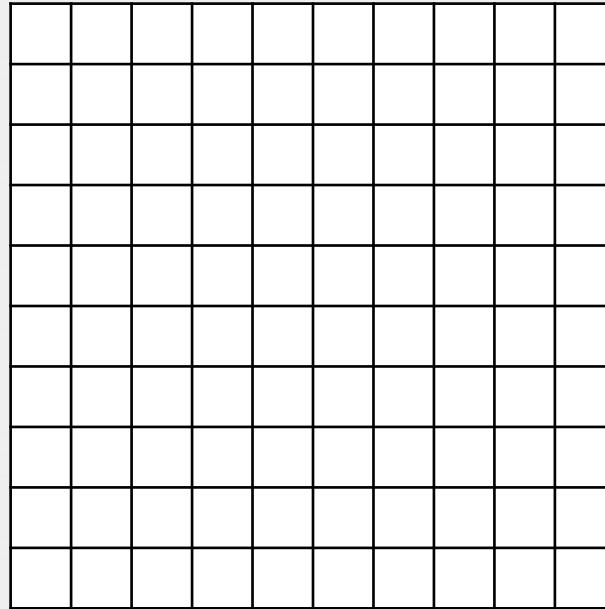
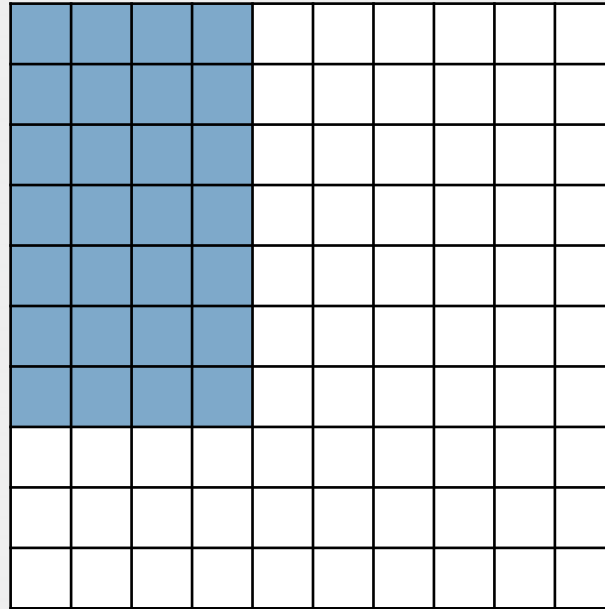How would you solve this ? Make the top fraction out of 100 and then change it to a percentage. Then shade in the number of questions.

Which numbers are the same value?

$\dfrac{2}{25}$ $\dfrac{54}{100}$ $\dfrac{9}{10}$

$\dfrac{8}{100}$ 90% $\dfrac{27}{50}$

54% $\dfrac{90}{100}$ 8%

Which numbers are the same value?

$\dfrac{2}{25}$ $\qquad$ $\dfrac{8}{100}$ $\qquad$ 8% =

=

$\dfrac{9}{10}$ $\qquad$ $\dfrac{90}{100}$ $\qquad$ 90%

=

=

$\dfrac{27}{50}$ $\qquad$ $\dfrac{54}{100}$ $\qquad$ 54%

=

=

True or false?

$$\frac{21}{25}$$ is equivalent to 85%

True or false?

$$\frac{21}{25}$$ is equivalent to 85%

False. $\frac{21}{25}$ is equal to 84%

George says,

40% is the same as $\frac{8}{20}$.

Is he correct? Convince me.

George says,

40% is the same as $\frac{8}{20}$.

Is he correct? Convince me.

George is correct because…

George says,

40% is the same as $\frac{8}{20}$.

Is he correct? Convince me.

George is correct because $\frac{8}{20}$ **= 40%**

Competitors in an archery competition need more than 60% to get to the final. What percent did each child score?

Name	Score
Maddie	$\dfrac{1}{10}$
Laila	$\dfrac{36}{50}$
Declan	$\dfrac{20}{25}$
Morris	$\dfrac{19}{100}$

Who gets to the final?

Competitors in an archery competition need more than 60% to get to the final. What percent did each child score?

Name	Score
Maddie	$\frac{1}{10}$
Laila	$\frac{36}{50}$
Declan	$\frac{20}{25}$
Morris	$\frac{19}{100}$

Who gets to the final?

Maddie 10%, Laila 72%, Declan 80%, Morris 19%
so Laila and Declan get through to the next round.

Convert the fractions to percentages and sort them into the correct columns.

Less than 50%	Equal to 50%	More than 50%

$$\frac{12}{20} \qquad \frac{9}{25} \qquad \frac{18}{50}$$

$$\frac{45}{50} \qquad \frac{41}{100} \qquad \frac{8}{10}$$

Convert the fractions to percentages and sort them into the correct columns.

Less than 50%	Equal to 50%	More than 50%
$\dfrac{9}{25} = 36\%$		$\dfrac{12}{20} = 60\%$
$\dfrac{18}{50} = 36\%$		$\dfrac{8}{10} = 80\%$
$\dfrac{41}{100} = 41\%$		$\dfrac{45}{50} = 90\%$

Answers

1. $\frac{8}{100}$ = 8%

2. $\frac{42}{100}$ = 42%

3. $\frac{27}{100}$ = 27%

4. $\frac{49}{100}$ = 49%

5. $\frac{22}{100}$ = 22%

6. $\frac{71}{100}$ = 71%

7. $\frac{9}{10}$ = 90%

8. $\frac{32}{100}$ = 32%

9. $\frac{55}{100}$ = 55%

10. $\frac{78}{100}$ = 78%

11. $\frac{24}{100}$ = 24%

12. $\frac{8}{10}$ = 80%

13. $\frac{99}{100}$ = 99%

14. $\frac{65}{100}$ = 65%

15. $\frac{8}{20}$ = 40%

16. $\frac{69}{100}$ = 69%

17. $\frac{73}{100}$ = 73%

18. $\frac{86}{100}$ = 86%

19. $\frac{20}{100}$ = 20%

20. $\frac{60}{100}$ = 60%

21. $\frac{9}{20}$ = 45%

22. $\frac{17}{100}$ = 17%

23. $\frac{65}{100}$ = 65%

24. $\frac{7}{10}$ = 70%

25. $\frac{22}{100}$ = 22%

Challenge

26. $\frac{4}{50}$ = 8%

27. $\frac{13}{20}$ = 65%

28. $\frac{5}{25}$ = 20%

29. $\frac{45}{50}$ = 90%

30. $\frac{5}{10}$ = 50%

1) $\frac{1}{2}$ = $\frac{50}{100}$ = 50 %

2) $\frac{3}{10}$ = $\frac{30}{100}$ = 30 %

3) $\frac{7}{10}$ = $\frac{70}{100}$ = 70 %

4) $\frac{1}{4}$ = $\frac{25}{100}$ = 25 %

5) $\frac{1}{5}$ = $\frac{20}{100}$ = 20 %

6) $\frac{3}{4}$ = $\frac{75}{100}$ = 75 %

7) $\frac{2}{5}$ = $\frac{40}{100}$ = 40 %

8) $\frac{9}{10}$ = $\frac{90}{100}$ = 90 %

9) $\frac{1}{20}$ = $\frac{5}{100}$ = 5 %

10) $\frac{4}{5}$ = $\frac{80}{100}$ = 80 %

11) $\frac{7}{20}$ = $\frac{35}{100}$ = 35 %

12) $\frac{7}{50}$ = $\frac{14}{100}$ = 14 %

13) $\frac{4}{25}$ = $\frac{16}{100}$ = 16 %

14) $\frac{9}{20}$ = $\frac{45}{100}$ = 45 %

15) $\frac{11}{50}$ = $\frac{22}{100}$ = 22 %

16) $\frac{6}{5}$ = $\frac{120}{100}$ = 120 %

17) $\frac{5}{2}$ = $\frac{250}{100}$ = 250 %

18) $\frac{7}{4}$ = $\frac{175}{100}$ = 175 %

History

We are learning about the salt industry in Winsford and Nantwich.

Why not carry out some research about the salt industry in Winsford and Nantwich and create a mind map about the facts that you find. Here are some links but see if you can find anymore.

Welcome to Winsford Rock Salt Mine

Nantwich Salt - Nantwich Museum

I look forward to hearing your facts.

Well done!
See you Monday. Have a great weekend ☺