

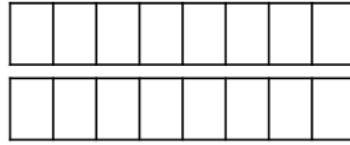
Numeracy

Compare the fractions using the comparison symbols $>$, $=$ or $<$.
Colour in the fraction bars to help you.

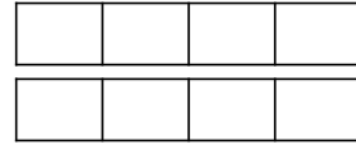
Monday

Please remember to complete these questions in your exercise book. Write the question and then complete the answer.

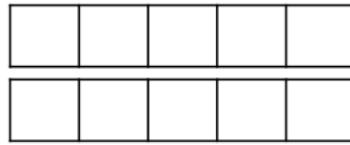
$$\frac{3}{8} \bigcirc \frac{7}{8}$$



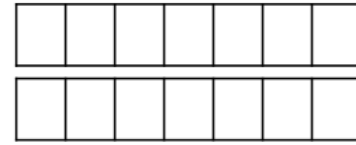
$$\frac{3}{4} \bigcirc \frac{2}{4}$$



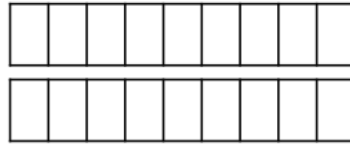
$$\frac{2}{5} \bigcirc \frac{5}{5}$$



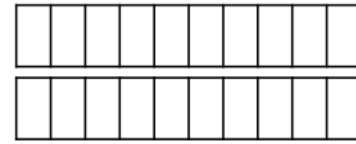
$$\frac{6}{7} \bigcirc \frac{2}{7}$$



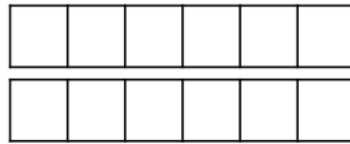
$$\frac{3}{9} \bigcirc \frac{8}{9}$$



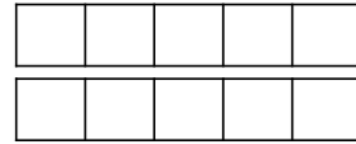
$$\frac{9}{10} \bigcirc \frac{7}{10}$$



$$\frac{3}{6} \bigcirc \frac{1}{6}$$



$$\frac{2}{5} \bigcirc \frac{1}{5}$$



Monday – reasoning and problem-solving

Complete the missing parts.

$$\frac{3}{7} < \frac{3}{\square} < \frac{\square}{6}$$

How many different options can you find?

Tia says,



I know that $\frac{2}{3}$ is smaller than $\frac{2}{4}$ because 3 is smaller than 4.

Do you agree with Tia?
Explain how you know.

Here are three fractions.

$$\frac{4}{9}$$

$$\frac{4}{7}$$

$$\frac{2}{9}$$

Which fraction is the largest?
How do you know?

Which fraction is the smallest?
How do you know?

Tuesday

Compare the fractions using the comparison symbols $>$, $=$ or $<$.
Colour in the fraction bars to help you.

$\frac{1}{8}$	○	$\frac{1}{9}$																								
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$\frac{5}{8}$	○	$\frac{2}{8}$																												
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$\frac{5}{5}$	○	$\frac{2}{5}$																						
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$\frac{1}{10}$	○	$\frac{1}{4}$																																
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Tuesday – reasoning and problem-solving

Use digit cards once to make each statement correct.



$$\frac{\square}{\square} < \frac{3}{7} < \frac{\square}{\square}$$



$$\frac{\square}{\square} < \frac{\square}{\square} < \frac{7}{7}$$

The children are thinking about fractions.

Tia



My fraction has 3 as numerator and 8 as denominator.

Rosie



My fraction has numerator 1 more than Tia's numerator and denominator 1 less than Tia's denominator.

Esin

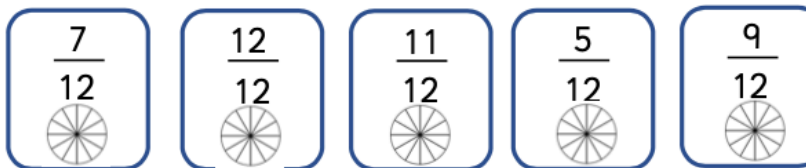
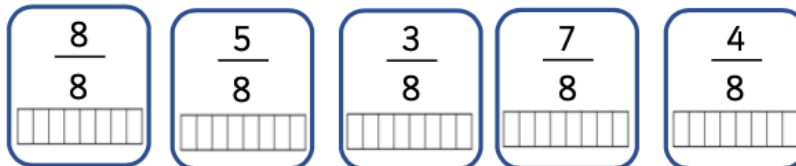
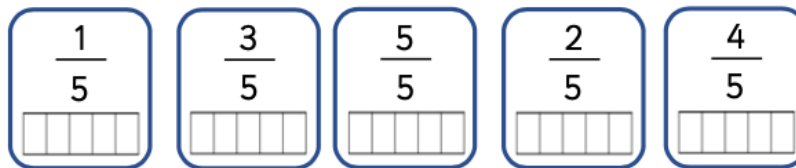


My fraction with denominator 7 is smaller than Rosie's fraction.

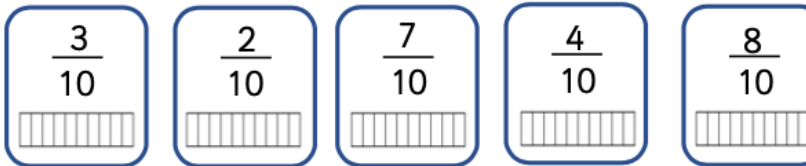
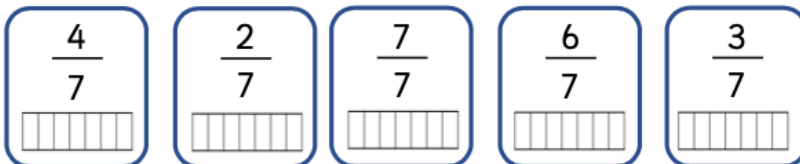
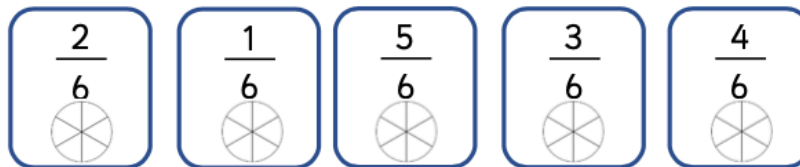
What could Esin's fraction be?

Wednesday

Cut the fractions out and order them in ascending order.



Cut the fractions out and order them in descending order.



Wednesday – reasoning and problem-solving

Do you agree with this statement?

Leanna



When the numerators are the same, the greater the denominator, the smaller the fraction.

Is Leanna correct?

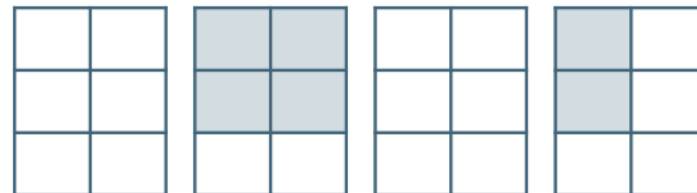
Why do you think so?

Shade each blank diagram so the fractions are ordered correctly.

Fractions in ascending order

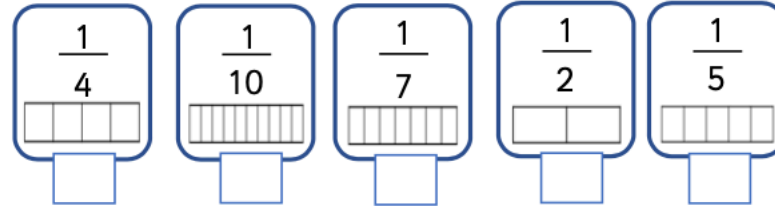
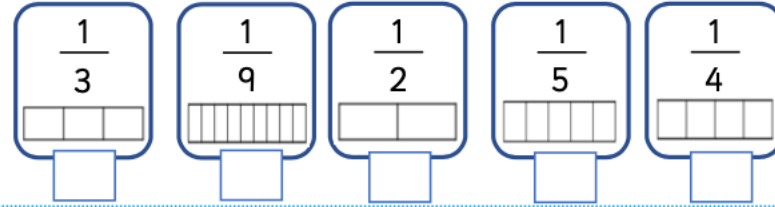
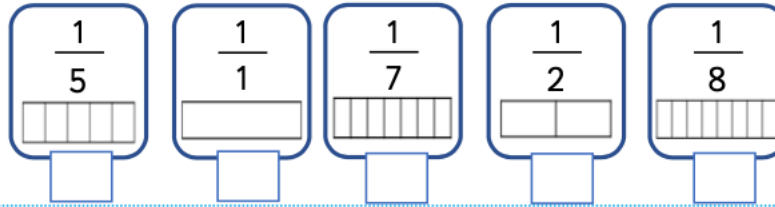


Fractions in descending order

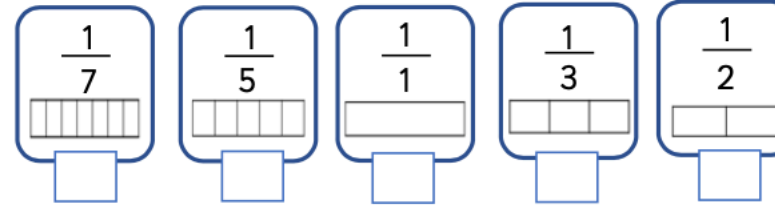
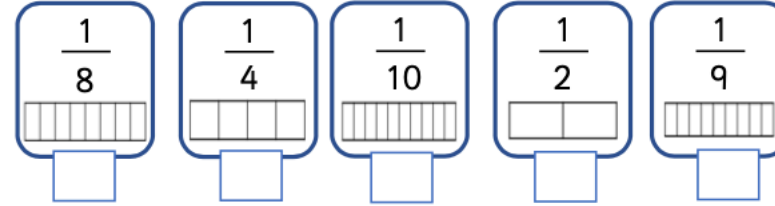
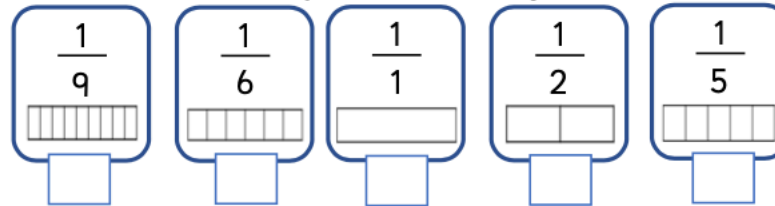


Thursday

Number the fractions in ascending order.



Number the fractions in descending order.



Thursday – reasoning and problem-solving

Do you agree with this statement?

Zach



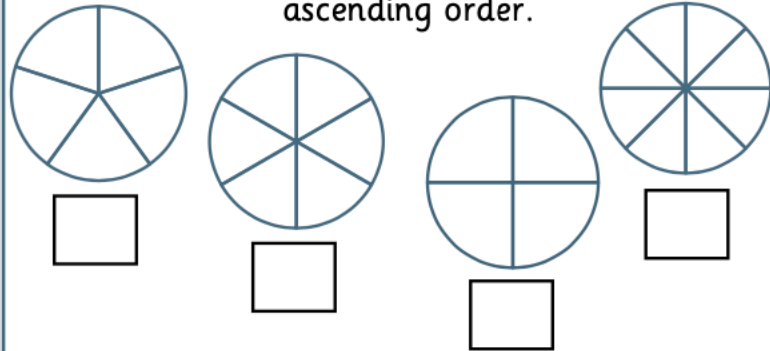
When comparing unit fractions, the greater the denominator, the greater the fraction.

Is Zach correct?

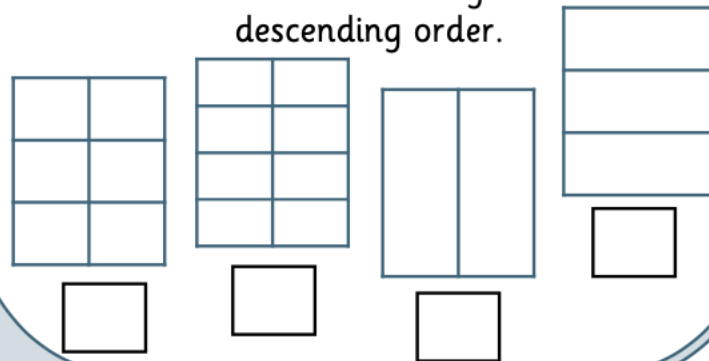
Why do you think so?

One part from each shape has been shaded but faded away.

Number them so they are in ascending order.



Number them so they are in descending order.



Friday

Number the fractions in ascending order.

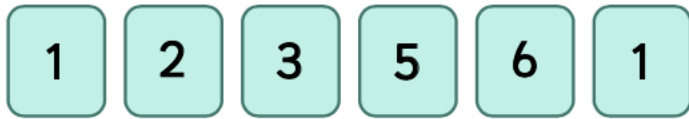
$\frac{11}{19}$	Nine nineteenths	$\frac{19}{19}$	$\frac{4}{19}$	Six nineteenths	$\frac{2}{19}$	$\frac{13}{19}$
One ninth	$\frac{1}{14}$	$\frac{1}{3}$	One twentieth	$\frac{1}{6}$	$\frac{1}{4}$	$\frac{1}{5}$
$\frac{1}{15}$	$\frac{1}{2}$	$\frac{1}{5}$	$\frac{1}{1}$	$\frac{1}{3}$	One seventh	One quarter

Number the fractions in descending order.

$\frac{1}{11}$	One sixth	$\frac{1}{13}$	$\frac{1}{19}$	One tenth	$\frac{1}{16}$	$\frac{1}{8}$
One eighteenth	$\frac{1}{6}$	One seventh	$\frac{1}{14}$	$\frac{1}{1}$	$\frac{1}{13}$	$\frac{1}{9}$
$\frac{6}{16}$	$\frac{5}{16}$	$\frac{11}{16}$	Sixteen sixteenths	$\frac{7}{16}$	Twelve sixteenths	$\frac{14}{16}$

Friday – reasoning and problem-solving

Use each digit card once to get fractions in ascending order.

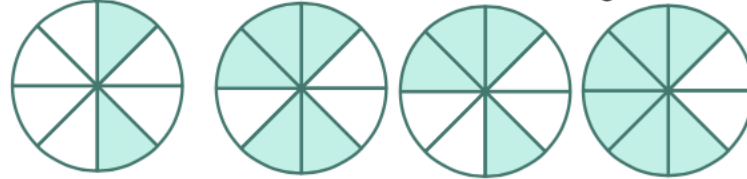


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<input type="text"/>	<input type="text"/>	<input type="text"/>

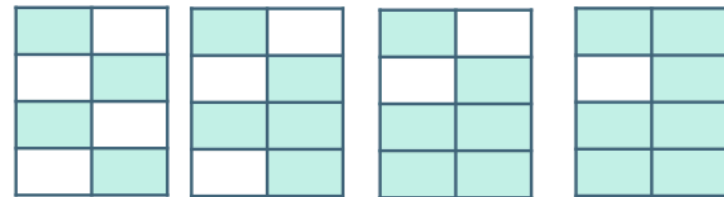
How many different solutions can you find?

Spot the mistakes.

The fractions are ordered in ascending order.



The fractions are ordered in descending order.



Extra challenges (if required)

Challenge 1

Can you work out the values of each shape?

$$\star + \star = 20$$

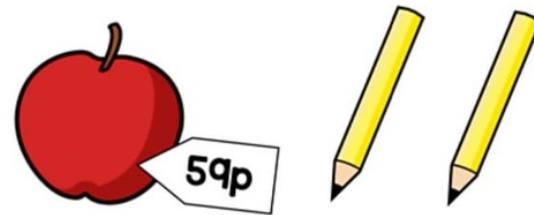
$$\heartsuit - \star = 7$$

$$\heartsuit - \heartsuit = \blacktriangle$$

Challenge 2

Tom has six 10p coins and three 5p coins. He buys an apple for 59p and two pencils.

He has no money left. How much does a pencil cost?



Challenge 3

Here are some digit cards.



Amir and Donna each make a three-digit number using all the cards.

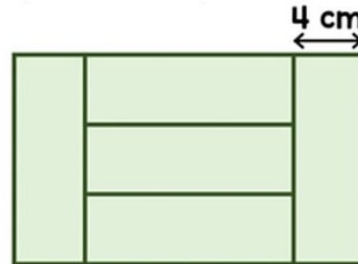
Amir notices that when he subtracts his number from Donna's number he gets an answer greater than 300 but less than 400.

What numbers did they make?

Challenge 4

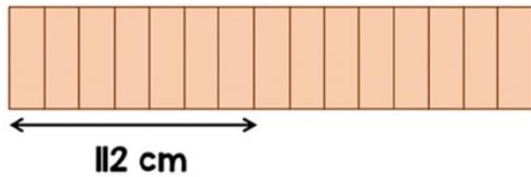
Five identical rectangles are put together to make a large rectangle.

The width of one rectangle is 4cm. Work out the perimeter of the large rectangle.



Challenge 5

15 identical blocks are lined up as shown.



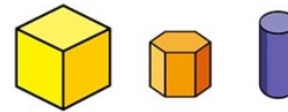
The length of each individual block is twice the width.

If all 15 blocks are then laid end to end lengthways, what is the total length of the blocks altogether now?

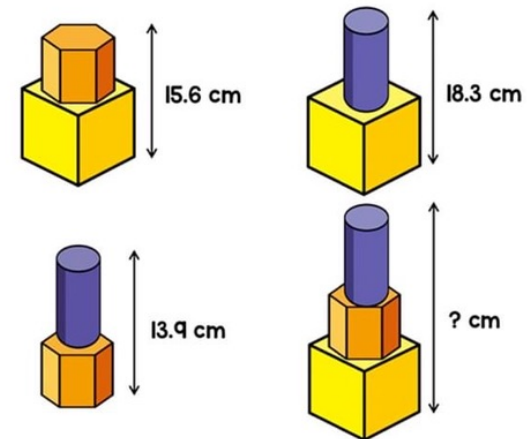


Challenge 6

Liam has these three shapes.



He uses them to make different towers. He measures the height of each tower he makes.



Liam stacks all three shapes to make one tall tower. How tall is the tower?

Literacy

Features of a Play Script

Key

Character names	Speech
Setting the scene	Character directions within speech
Stage directions	

No inverted commas are needed!

Look at this to help before starting tasks!



*The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.
Alice enters the scene, stage left.*

Mad Hatter: *(starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice)*
It's you.

Dormouse: *(exasperated)* No it's not! Hare brought us the wrong Alice!

Hare: *(gasps and throws his hands against his head)* It's the wrong Alice!

Mad Hatter: You're absolutely Alice, I'd know you anywhere!
(to the rest of the characters at the table)
I'd know her anywhere!

Dormouse and Hare laugh maniacally.

Well, as you can see we're still having tea.
You're terribly late you know... naughty.

Alice: I'm incredibly intrigued.

Mad Hatter: Yes yes of course, but now we must get onto the Frabjous Day!

Dormouse & Hare together: FRABJOUS DAY!!

Mad Hatter: We're investigating things that begin with the letter M.

(whispers) Have you any idea why a raven is like a writing desk?



Monday

LO: To explore features of a play script.

Read the following extract from the Little Red Riding Hood play script. Either use coloured pencils to underline examples of the following features in the text, or, write down a list of examples of each of the features.

Narrator

Stage directions

Scene number

Present tense in stage directions

Theatre words

Brackets/parenthesis

Description of setting

Character names on the left

Scene 1 – Mother's Kitchen

Lights up. The narrators, Big Rabbit and Little Rabbit, stand downstage.

Little Rabbit: Big Rabbit, Big Rabbit, is it time for a story?

Big Rabbit: What story would you like?

Little Rabbit: Do you know the story of Little Red Riding Hood?

Big Rabbit: *(excited)* Of course I do! Let me just think how it begins. Ah yes, I remember!

Lights up on a cottage on the outskirts of a great forest. It is a spring day.

Big Rabbit: Once upon a time – and a very fine time it was – a girl called Red lived with her mother, in a cottage on the outskirts of a great forest.

Mother takes a batch of fresh cupcakes from the oven and places them on the table.

Mother: Little Red! *(bangs the rolling pin on the table)* Little Red! Time to get up.

Red: *(offstage)* Coming, Mother!

Mother looks up at the clock (it's noon) and taps her foot angrily. Red enters the kitchen in a red cape. Seeing the cupcakes, she reaches out to take one, but her hand stops as Mother turns to glare.

Red: These smell delicious. *(backing away)* You've been busy, Mother. Who are they for?

Mother: They're for Granny, so keep your mucky fingers off. I didn't raise you to steal from little old ladies. Why, your poor granny lives alone in the forest, surrounded by fearsome creatures. The least I can do is bake her a cupcake or two every now and then.

Red: *(rubbing her tummy)* I wouldn't dream of touching Granny's cupcakes.

Mother piles the cupcakes into a wicker basket, then puts her hands on her hips.

Mother: *(huffing)* Now, you're to take this basket straight to Granny's. No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?

Red: *(sighing)* Yes, Mother.

Red takes the basket and hurries from the kitchen.

Big Rabbit: And with that, Little Red Riding Hood hurried from the kitchen into the glorious spring sunshine.

Lights down.

Tuesday

LO: Oliver Twist play script comprehension.

Read the following extract from the Oliver Twist play script, then answer the following questions.

Oliver Twist

Scene One – The Workhouse

(Narrator stands in front of the closed stage curtain, lit by a spotlight.)

Narrator: Through no fault of his own, Oliver Twist finds himself being cared for by an elderly woman three miles from where he once lived. He spends his days with 20 or 30 other children, who are lying on the floor with their stomachs rumbling. On his ninth birthday, Oliver is pale, thin, short and in need of a wash. Nevertheless, Oliver is in good spirits.

Unexpectedly, Mr Bumble – the man who had given Oliver his name – visits the workhouse. As Oliver has now turned nine years old, Mr Bumble explains to Mrs Mann that he is too old to stay in her care. He says that Oliver must return to the workhouse and takes him to begin yet another new life.

(Curtains open as Narrator exits to stage right. Five workhouse orphans, including Oliver, walk across the stage towards stage left. They are holding empty bowls in front of them. At stage left, the boys join the back of the queue that has formed in front of two women and The Master. These people wear aprons and ladle gruel into each boy's bowl.)

Boy 1: **(holding his stomach)** I'm so hungry. If I don't have an extra spoonful of gruel today, I'm scared that I might end up eating the boy who sleeps next to me!

Boy 2: **(quietly)** One of us should say something. We should ask for more food.

Boy 3 and

Boy 4: **(together)** Not me!

(All characters move forward one place in the queue. The children before move to sit around the table with their full bowl.)

Boy 2: What about you, Oliver?

Boy 1: Yes, Oliver, will you ask The Master for more supper?

Oliver: **(hesitant)** Well, I don't know. I guess we are hungry. Just another spoonful wouldn't hurt, would it?

Oliver Twist Scene One – The Workhouse

(All orphans move through the queue, receive their gruel and take their seats at the table. Boy 1 sits next to Oliver. The Master and the two women remain stood at stage left. They are watching the orphans as they eat.)

Boy 2: **(winks at Oliver)** Now's your chance, Oliver. Ask him.

Boy 1: Go on, Oliver. Ask. **(nudges Oliver with his elbow)**

(Oliver stands up and walks towards The Master. He carries his bowl and spoon in front of him. He has an unsure expression on his face.)

Oliver: **(quietly)** Please, sir, I want some more.

The

Master: **(open-mouthed, with a faint voice)** What?!

Oliver: Please, sir, I want some more.

(The Master tries to hit Oliver over the head with the serving spoon but Oliver ducks just in time. The Master grabs Oliver by the arm.)

The

Master: **(loudly calling to offstage right)** MR BUMBLE!

(Mr Bumble and Mr Limbkins enter quickly from stage right.)

The

Master: Mr Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!

(Orphans around the table gasp and look at one another with shocked faces.)

Mr

Limbkins: For more?! **(turns to Mr Bumble)** Mr Bumble, answer me clearly. Do I understand that Oliver asked for more after he had already eaten the supper he was allowed?

Mr

Bumble: He did, sir.

Mr

Limbkins: That boy will be hung! I know that boy will be hung!

(Lights fade. Curtains close.)

1. Why do the orphans gasp? Tick one.

- because The Master shouted loudly
- because Oliver Twist has asked for more
- because Mr Limbkins is scary
- because they are out of breath

2. Whom did Oliver live with before Mr Bumble took him to the workhouse? Tick one.

- his parents
- Mr Limbkins
- Mr Bumble
- Mrs Mann

3. Number the events 1-4 to show the order they happen in the stage directions.

- The Master loudly calls to offstage right.
- Boy 3 and Boy 4 speak at the same time.
- Boy 2 winks at Oliver.
- Mr Limbkins turns to Mr Bumble.

4. Draw **four** lines to match each character to one piece of their dialogue from the play script.

Boy 1

Oliver

The Master

Narrator

Nevertheless, Oliver is in good spirits.

Oliver Twist has asked for more!

I'm so hungry.

Well, I don't know.

5. Find and copy a phrase said by the Narrator which implies that the children living with the elderly woman are hungry.

6. **Well, I don't know. I guess we are hungry. Just another spoonful wouldn't hurt, would it?**

According to the stage directions, how should Oliver act when saying this line?

7. Why do you think that the narrator stands in front of the closed curtain at the start of the script?

8. Explain how Oliver feels about asking The Master for more supper. Give **two** points and give evidence from the text to support both.

Wednesday

LO: To act out parts of a play.

Read the following extract from The Firework Maker's Daughter play script.

Success criteria:

- I can use my voice to show how a character is feeling.
- I can use actions for a character.
- I can identify the features of a play script.
- I can recognize which parts of the script tell the reader how to do or say something.

Characters

- Narrator** Sets the scene for the audience.
- Lila** A brilliant girl. She wants to be a professional firework-maker
- Razvani** A fire-fiend, who lives inside Mount Merapi.
- Ghosts** Dead firework-makers trapped in Razvani's grotto.
- Fire Imps** Tiny creatures made out of fire and flames.

Scene: Razvani's Grotto on Mount Merapi

Inside the fire-fiend's grotto. It is dark and smells of sulphur.

Narrator: Now, Lila is surrounded by fire imps that are swarming all over the walls. Boiling lava is flowing across the floor.

*(Lila watches the glowing sparks in amazement.
Suddenly, Razvani leaps into the centre of the flames.)*

Razvani: *(booming)* How dare you come into my Grotto? What do you want?

Lila: *(stammering)* I...I want to be a firework-maker.

(Razvani laughs and glares at her)

Razvani: *(fiercely)* You? Never! And what do you want from me?

(Lila flaps her hands at her face to cool herself down.)

Lila: *(gasping)* Royal Sulphur.

(Razvani roars with laughter. The fire imps chatter and giggle at Lila.)

Razvani: *(sneering)* Oh that's good...that's funny! Well, speak girl. Have you the Three Gifts?

(Lila shrugs and shakes her head)

Lila: *(in a puzzled voice)* I don't know what they are.

Razvani: *(outraged)* What?!

(He looms over Lila, bringing his face close to hers.)

Razvani: So what were you going to exchange for the Royal Sulphur?

Lila: *(nervously)* I didn't know I had to bring anything.

(Lila bows her head, ashamed, and shrugs her shoulders. Razvani claps his hands.)

Razvani: *(commandingly)* Show her the ghosts!

(The fire imps clap their hands and rush around the stage.)

Fire Imps: *(squeakily)* Ghosts! Ghosts!

(The ghosts walk slowly towards Lila.)

Ghost 1: *(wailing)* Beware! Look at me! I came without the Three Gifts!

Ghost 2: *(moaning)* Maiden, turn back! I was arrogant – I didn't seek the water from the Goddess!

(Lila appears terrified.)

Lila: I'm sorry, I haven't got anything to give you.

(Razvani laughs and begins to dance in a circle while stamping his feet.)

Razvani: *(viciously)* Come, girl. You want to be a firework-maker? You must walk in my flames!

(Lila moves forward, shaking. She takes a step into the ring around Razvani.)

Lila: *(screaming)* Aaaahhhh! It's burning me. Someone help me, please!

Thursday

LO: To create a storyboard.

Recap the extract from The Firework Maker's Daughter play script.

Task: Use the play script to create a story board showing the conversation between the characters. Include speech bubbles to show what they are saying and remember to include a caption below explaining what is happening.

Storyboard template (if required)

More boxes can be added if needed.













Friday

LO: To write a play script.

Recap the extract from The Firework Maker's Daughter play script and look at your storyboard.

Task:

Using your storyboard and ideas from the play scripts that you have read this week, write your own play script. Follow on from one of the play scripts that you have read or be creative and write about anything you like!

Remember to include all the features of a play script:

- Cast list
- Scene setting
- Narrator sets the scene
- Speaker's name on the left
- Dialogue without inverted commas
- Speech stage direction in brackets
- Action stage direction in brackets
- Past tense

Play Script Layout Model

Characters

Who are they?

Tell us something about them.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
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Scene _____

Set the scene. Where does it take place? What is it like? Who is there?

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Narrator:

(Remember that the narrator's job is only to set the scene. Give all the action and speech to the characters.)

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(Stage directions - what the actors have to do.)

1st speaker's name : *(Stage directions - how they speak.)*

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2nd speaker's name : *(Stage directions.)*

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Play script template

Characters

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Scene _____

Narrator:

_____	_____
_____	_____
_____	_____
_____	_____

(

_____)

_____	(_____)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____