

5th class Math Group Work- Ms. C Sheridan

Week: Monday 25th May – Friday 29th May

Hello girls,

I hope everyone is keeping nice and safe. I have attached below a list of daily work for you to complete over the next week if you can. Just try your best. If you get stuck, please don't worry just move on to the next question.

I am really looking forward to seeing everyone again 😊

See you soon,

Ms. Sheridan

Monday

- Maths Challenge – 1 per day. Continue on from where you have stopped.
- Tables- Multiplication – x12.
If possible, play this game to revise your 12 times tables.
<https://www.timestables.co.uk/times-tables-memory.html>

Simplifying (or reducing) fractions means to make the fraction as simple as possible.

Simplifying Fractions

*To simplify a fraction, divide the top and bottom by the **highest number** that can divide into both numbers exactly.*

$$\frac{\cancel{2}^1}{\cancel{10}^5}$$

Simplifying fractions

Simplifying fractions or writing fractions in their lowest term means to make a fraction as simple as possible. Why say $\frac{25}{100}$ when you mean $\frac{1}{4}$?

Which of these fractions is in its simplest form? $\frac{6}{27}$ $\frac{14}{63}$ $\frac{2}{9}$ $\frac{20}{90}$ $\frac{24}{108}$

The correct answer is $\frac{2}{9}$. Did you notice that all the other fractions can be simplified to $\frac{2}{9}$?

Simplifying a fraction is easy – divide the numerator (top) and the denominator by the same number until they cannot be divided any more. Can you fill in the missing numbers?

$$\frac{24}{108} \xrightarrow{\div 2} \frac{12}{54} \xrightarrow{\div 2} \frac{6}{27} \xrightarrow{\div 3} \frac{2}{9}$$

Or, if you know the **highest common factor** you can do the division in one step. This is the biggest number that will divide evenly into both numbers.

$$\frac{24}{108} \xrightarrow{\div 12} \frac{2}{9}$$

Now, have a go at simplifying the fractions below 😊

B Simplify each of these fractions.

- | | | | | | | |
|----|----------------------|----------------------|-----------------------|---------------------|-----------------------|------------------------|
| 1. | (a) $\frac{6}{10}$ | (b) $\frac{8}{10}$ | (c) $\frac{12}{14}$ | (d) $\frac{10}{20}$ | (e) $\frac{12}{20}$ | (f) $\frac{14}{20}$ |
| 2. | (a) $\frac{20}{30}$ | (b) $\frac{80}{100}$ | (c) $\frac{95}{100}$ | (d) $\frac{30}{50}$ | (e) $\frac{40}{100}$ | (f) $\frac{50}{90}$ |
| 3. | (a) $\frac{60}{120}$ | (b) $\frac{90}{120}$ | (c) $\frac{150}{200}$ | (d) $\frac{84}{96}$ | (e) $\frac{180}{200}$ | (f) $\frac{100}{1000}$ |

Tuesday

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<https://www.oxfordowl.co.uk/api/interactives/27283.html>

C Change the improper fractions to mixed numbers and simplify.

- | | | | | | | | |
|----|---------------------|---------------------|---------------------|---------------------|---------------------|--------------------|---------------------|
| 1. | (a) $\frac{14}{12}$ | (b) $\frac{12}{9}$ | (c) $\frac{10}{8}$ | (d) $\frac{14}{10}$ | (e) $\frac{25}{20}$ | (f) $\frac{10}{4}$ | (g) $\frac{26}{10}$ |
| 2. | (a) $\frac{16}{6}$ | (b) $\frac{26}{12}$ | (c) $\frac{32}{10}$ | (d) $\frac{18}{4}$ | (e) $\frac{34}{6}$ | (f) $\frac{60}{8}$ | (g) $\frac{30}{20}$ |

Wednesday

- Maths Challenge – 1 per day. Continue on from where you have stopped.
- Tables- Multiplication – x12.
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Adding fractions

What fraction of the chocolate bar is each square?



Can you write an addition sentence to show that Ailish ate two squares and Peter ate three squares of the bar? What fraction of the chocolate bar did they eat altogether?



Ailish ate two pieces



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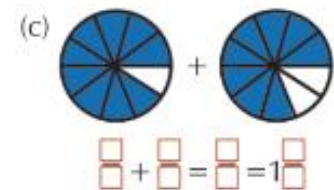
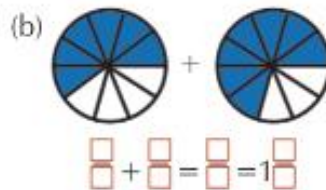
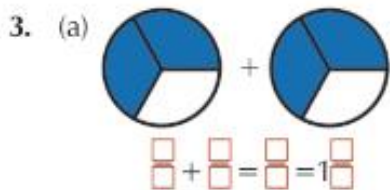
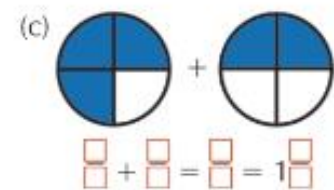
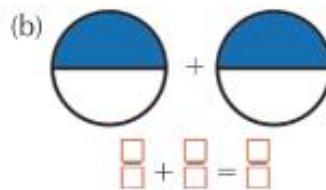
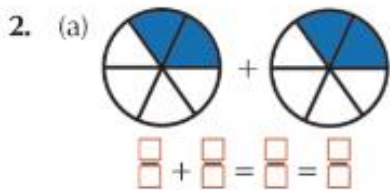
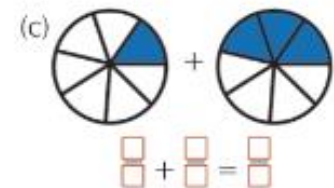
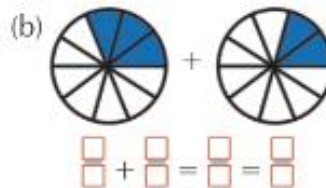
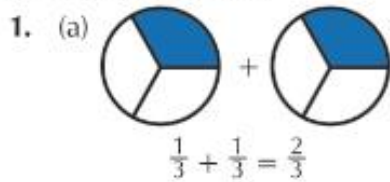
Peter ate three pieces



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A Write an addition sentence for each diagram. Where possible simplify your answer. The first one is done for you.



Thursday

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3 Add the following fractions. Where possible simplify your answer.

1. (a) $\frac{1}{6} + \frac{3}{6} = \underline{\quad}$ (b) $\frac{1}{10} + \frac{6}{10} = \underline{\quad}$ (c) $\frac{2}{9} + \frac{4}{9} = \underline{\quad}$ (d) $\frac{1}{5} + \frac{3}{5} = \underline{\quad}$ (e) $\frac{1}{8} + \frac{2}{8} = \underline{\quad}$
2. (a) $\frac{2}{6} + \frac{2}{6} = \underline{\quad}$ (b) $\frac{5}{10} + \frac{7}{10} = \underline{\quad}$ (c) $\frac{7}{8} + \frac{4}{8} = \underline{\quad}$ (d) $\frac{7}{12} + \frac{6}{12} = \underline{\quad}$ (e) $\frac{3}{4} + \frac{3}{4} = \underline{\quad}$
3. (a) $\frac{8}{9} + \frac{6}{9} = \underline{\quad}$ (b) $\frac{11}{12} + \frac{9}{12} = \underline{\quad}$ (c) $\frac{2}{3} + \frac{2}{3} = \underline{\quad}$ (d) $\frac{9}{10} + \frac{6}{10} = \underline{\quad}$

Friday

- Ask someone at home to test you on your 12 times tables. Then test them on their tables.

Well done girls on another great week's work!!! 😊