

5<sup>th</sup> class Math Group Work- Ms. C Sheridan

Week: Monday 8<sup>th</sup> June – Friday 12<sup>th</sup> June

Hello girls,

I hope everyone had a lovely weekend and enjoyed the beautiful sunshine. 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 – x9.  
If possible, play this game to revise your 9 times tables.

<https://www.timestables.co.uk/times-tables-memory.html>


**Subtracting fractions**

If you can add simple fractions, then subtracting simple fractions will be easy! Mike found some pizza in the fridge.




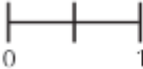







What fraction had this pizza been divided into?  
He ate 4 slices of the pizza.

Write a subtraction sentence to show how much was left. Simplify your answer.

$\frac{\square}{\square} - \frac{\square}{\square} = \frac{\square}{\square} = \frac{\square}{\square}$



**A** What fraction is each item divided into? What fraction would be left if one part was taken away?

<p>1. </p> <p>(a) Sixths (b) <math>\frac{5}{6}</math></p>	<p>2. </p> <p>(a) _____ (b) _____</p>	<p>3. </p> <p>(a) _____ (b) _____</p>	<p>4. </p> <p>(a) _____ (b) _____</p>	<p>5. </p> <p>(a) _____ (b) _____</p>	<p>6. </p> <p>(a) _____ (b) _____</p>
<p>7. </p> <p>(a) _____ (b) _____</p>	<p>8. </p> <p>(a) _____ (b) _____</p>	<p>9. </p> <p>(a) _____ (b) _____</p>	<p>10. </p> <p>(a) _____ (b) _____</p>	<p>11. </p> <p>(a) _____ (b) _____</p>	

## Tuesday

- Maths Challenge – 1 per day. Continue on from where you have stopped.
- Tables- Multiplication – x10.  
If possible, play this game to revise your 10 times tables.  
<https://www.timestables.co.uk/times-tables-memory.html>

Remember  
simplifying (or  
reducing) fractions  
means to make the  
fraction as simple as

### **B** Subtract. Where possible simplify your answer.

1. (a)  $\frac{5}{6} - \frac{1}{6} = \underline{\quad}$  (b)  $\frac{9}{20} - \frac{2}{10} = \underline{\quad}$  (c)  $\frac{8}{10} - \frac{3}{10} = \underline{\quad}$  (d)  $\frac{1}{2} - \frac{1}{2} = \underline{\quad}$  (e)  $\frac{3}{4} - \frac{1}{4} = \underline{\quad}$   
2. (a)  $1 - \frac{1}{2} = \underline{\quad}$  (b)  $1 - \frac{1}{5} = \underline{\quad}$  (c)  $2 - \frac{3}{8} = \underline{\quad}$  (d)  $2 - \frac{3}{4} = \underline{\quad}$  (e)  $2 - \frac{5}{10} = \underline{\quad}$

## Wednesday

- Maths Challenge – 1 per day. Continue on from where you have stopped.
- Tables- Multiplication – x11.  
If possible, play this game to revise your 11 times tables.  
<https://www.oxfordowl.co.uk/api/interactives/27283.html>

### **C** Use your knowledge of equivalence to solve these subtraction questions. Where possible simplify your answer.


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

## Thursday

- 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>


**Adding mixed numbers 1**  
A mixed number is made up from a whole number and a fraction.

**Example 1**  
Can you write an addition sentence for this?



$1\frac{\square}{6} + \square\frac{5}{6} = 2\frac{\square}{\square} = \square$

**Example 2**  
Now write the addition sentence for this one.  
How will you add the different denominators?



$1\frac{\square}{4} + 1\frac{\square}{8} = 1\frac{\square}{8} + 1\frac{\square}{8} = \square\frac{\square}{\square}$

**A Add and simplify.**

1. (a)  $1\frac{1}{2} + 1\frac{1}{4} = \underline{\quad}$  (b)  $2\frac{1}{2} + \frac{3}{10} = \underline{\quad}$  (c)  $1\frac{1}{3} + 2\frac{1}{6} = \underline{\quad}$  (d)  $3\frac{2}{3} + 2\frac{1}{6} = \underline{\quad}$

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

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

## Friday

- Ask someone at home to test you on your 9, 10, 11 & 12 times tables. Then test them on their tables.

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