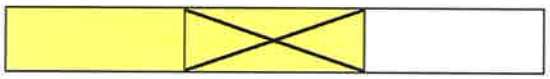
Tuesday 23rd February

# Subtract fractions

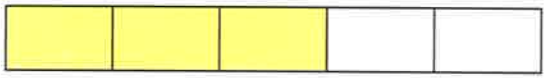
White Rose Maths

**1** Complete the subtractions.

Use the bar models to help you.

a)  $\frac{2}{3} - \frac{1}{3} = \square$

b)  $\frac{2}{5} - \frac{1}{5} = \square$

c)  $\frac{3}{5} - \frac{1}{5} = \square$

d)  $\frac{4}{5} - \frac{1}{5} = \square$

**2** Jack has $\frac{7}{8}$ of a chocolate bar.

He eats $\frac{4}{8}$ of the chocolate bar.

What fraction of the chocolate bar does he have left?

Jack has $\square$ of the chocolate bar left.

**3** Complete the subtractions.

Simplify your answers where possible.

a) $\frac{7}{10} - \frac{1}{10} = \square = \square$

b) $\frac{7}{10} - \frac{2}{10} = \square = \square$

c) $\frac{7}{10} - \frac{3}{10} = \square = \square$

d) $\frac{7}{12} - \frac{3}{12} = \square = \square$

e) $\frac{8}{12} - \frac{4}{12} = \square = \square$

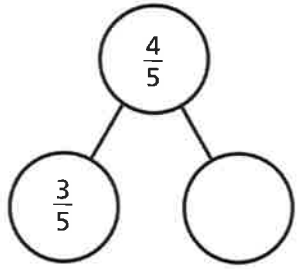
f) $\frac{9}{12} - \frac{5}{12} = \square = \square$

g) $\frac{9}{59} - \frac{5}{59} = \square$

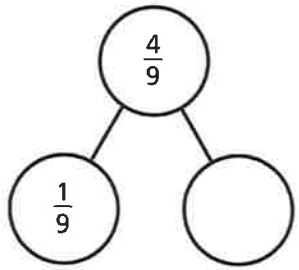
h) $\frac{13}{127} - \frac{9}{127} = \square$

**4** Complete the part-whole models.

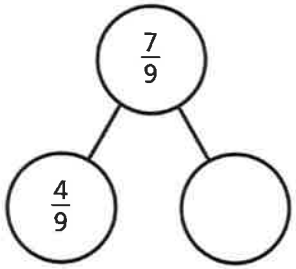
a)



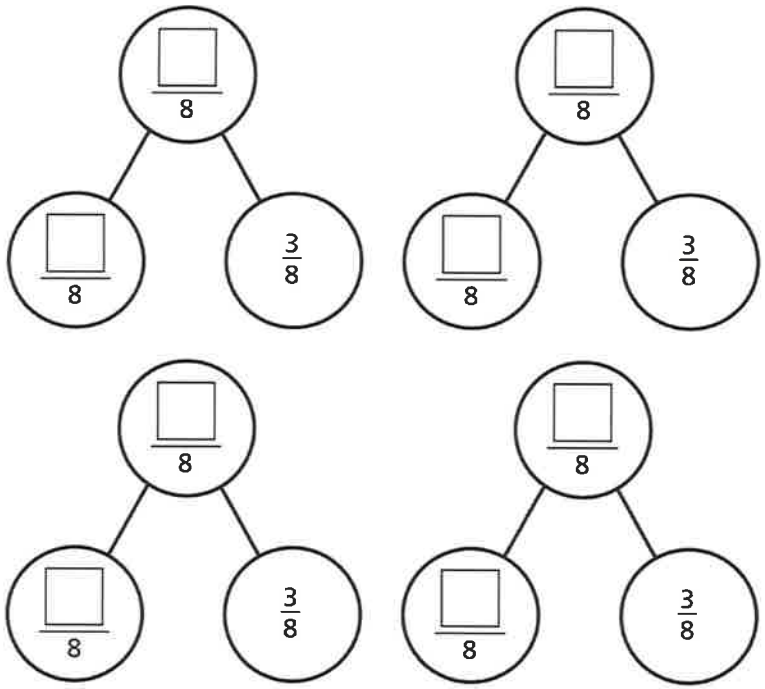

b)




c)



**5** Complete the part-whole model in four different ways.




**6** Kim has read $\frac{6}{7}$ of her book.

Tom has read $\frac{2}{7}$ of his book.

**a)** Shade the bar models to represent this information.

Kim

Tom

**b)** How much more has Kim read than Tom?

Kim has read $\square$ more of her book than Tom.

**7** Write the missing numerators.

**a)** $\frac{8}{9} - \frac{\square}{9} = \frac{7}{9}$

**b)** $\frac{5}{11} - \frac{\square}{11} = \frac{4}{11}$

**c)** $\frac{8}{9} - \frac{\square}{9} = \frac{3}{9} + \frac{4}{9}$

**d)** $\frac{7}{9} - \frac{5}{9} = \frac{\square}{9} - \frac{4}{9}$

**e)** $\frac{7}{10} - \frac{5}{10} = \frac{1}{10} + \frac{\square}{10}$

**f)** $\frac{\square}{4} - \frac{1}{4} = \frac{1}{4} + \frac{1}{4}$

**g)** $\frac{\square}{5} - \frac{2}{5} = \frac{1}{5} + \frac{2}{5}$

**h)** $\frac{4}{5} + \frac{1}{5} = \frac{3}{7} - \frac{2}{7} + \frac{\square}{7}$

**8** Complete the table to show three possible values of the square and triangle.

$\frac{\triangle}{92} - \frac{\square}{92} = \frac{13}{92}$

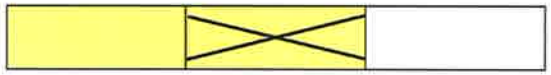
| | |
|---|---|
| | |
| | |
| | |

How many other answers can you find?

# Subtract fractions

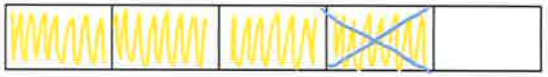
**1** Complete the subtractions.

Use the bar models to help you.

a)  $\frac{2}{3} - \frac{1}{3} = \boxed{\frac{1}{3}}$

b)  $\frac{2}{5} - \frac{1}{5} = \boxed{\frac{1}{5}}$

c)  $\frac{3}{5} - \frac{1}{5} = \boxed{\frac{2}{5}}$

d)  $\frac{4}{5} - \frac{1}{5} = \boxed{\frac{3}{5}}$

**2** Jack has $\frac{7}{8}$ of a chocolate bar.

He eats $\frac{4}{8}$ of the chocolate bar.

What fraction of the chocolate bar does he have left?

Jack has $\boxed{\frac{3}{8}}$ of the chocolate bar left.

**3** Complete the subtractions.

Simplify your answers where possible.

a) $\frac{7}{10} - \frac{1}{10} = \boxed{\frac{6}{10}} = \boxed{\frac{3}{5}}$

b) $\frac{7}{10} - \frac{2}{10} = \boxed{\frac{5}{10}} = \boxed{\frac{1}{2}}$

c) $\frac{7}{10} - \frac{3}{10} = \boxed{\frac{4}{10}} = \boxed{\frac{2}{5}}$

d) $\frac{7}{12} - \frac{3}{12} = \boxed{\frac{4}{12}} = \boxed{\frac{1}{3}}$

e) $\frac{8}{12} - \frac{4}{12} = \boxed{\frac{4}{12}} = \boxed{\frac{1}{3}}$

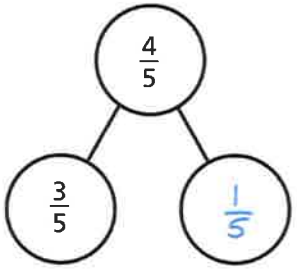
f) $\frac{9}{12} - \frac{5}{12} = \boxed{\frac{4}{12}} = \boxed{\frac{1}{3}}$

g) $\frac{9}{59} - \frac{5}{59} = \boxed{\frac{4}{59}}$

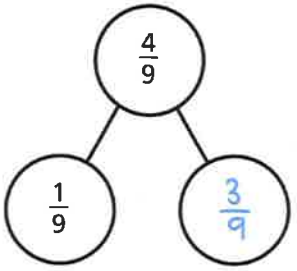
h) $\frac{13}{127} - \frac{9}{127} = \boxed{\frac{4}{127}}$

**4** Complete the part-whole models.

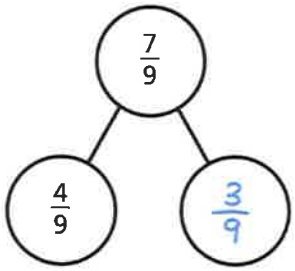
a)




b)

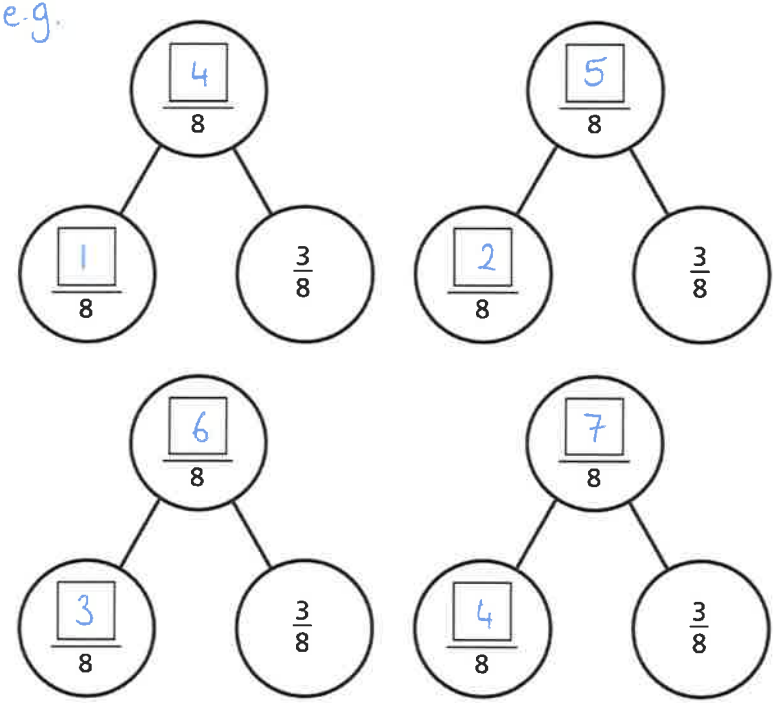



c)



**5** Complete the part-whole model in four different ways.

e.g.




**6** Kim has read $\frac{6}{7}$ of her book.

Tom has read $\frac{2}{7}$ of his book.

**a)** Shade the bar models to represent this information.

Kim

Tom

**b)** How much more has Kim read than Tom?

Kim has read $\frac{4}{7}$ more of her book than Tom.

**7** Write the missing numerators.

**a)** $\frac{8}{9} - \frac{1}{9} = \frac{7}{9}$

**b)** $\frac{5}{11} - \frac{1}{11} = \frac{4}{11}$

**c)** $\frac{8}{9} - \frac{1}{9} = \frac{3}{9} + \frac{4}{9}$

**d)** $\frac{7}{9} - \frac{5}{9} = \frac{6}{9} - \frac{4}{9}$

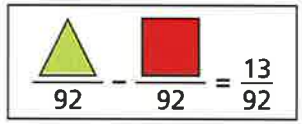
**e)** $\frac{7}{10} - \frac{5}{10} = \frac{1}{10} + \frac{1}{10}$

**f)** $\frac{3}{4} - \frac{1}{4} = \frac{1}{4} + \frac{1}{4}$

**g)** $\frac{5}{5} - \frac{2}{5} = \frac{1}{5} + \frac{2}{5}$

**h)** $\frac{4}{5} + \frac{1}{5} = \frac{3}{7} - \frac{2}{7} + \frac{6}{7}$

**8** Complete the table to show three possible values of the square and triangle.




e.g.

| △ | □ |
|---|---|
| 14 | 1 |
| 20 | 7 |
| 30 | 17 |

How many other answers can you find?

Teaching sheet Wednesday 24th



# Subtract 2 Fractions

## Notes and Guidance

Children use practical equipment and pictorial representations to subtract fractions with the same denominator.

Encourage children to explore subtraction as take away and as difference. Difference can be represented on a bar model by using a comparison model and making both fractions in the subtraction.

## Mathematical Talk

Have you used take away or difference to subtract the eighths using the strips of paper? How are they the same? How are they different?

How can I find a missing number in a subtraction? Can you count on to find the difference?

Can I partition my fraction to help me subtract?

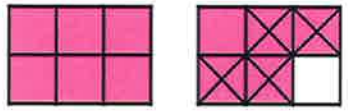
## Varied Fluency

- Use identical strips of paper and fold them into eighths. Use the strips to solve the calculations.

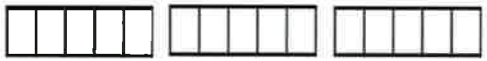
$\frac{8}{8} - \frac{3}{8} =$ $\frac{7}{8} - \frac{3}{8} =$ $\frac{16}{8} - \frac{9}{8} =$ $\frac{13}{8} - \square = \frac{7}{8}$

- Use the bar models to subtract the fractions.

$\frac{6}{7} - \frac{2}{7} =$

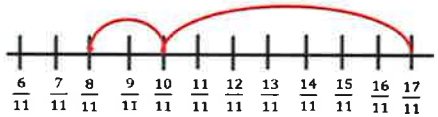


$\frac{11}{6} - \square = \square$



$\frac{13}{5} - \square = \frac{6}{5}$

- Annie uses the number line to solve $\frac{17}{11} - \frac{9}{11}$




Use a number line to solve:

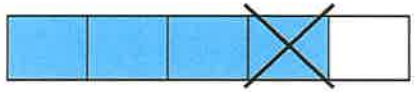
$\frac{16}{13} - \frac{9}{13}$ $\frac{16}{9} - \frac{9}{9}$ $\frac{16}{7} - \frac{9}{7}$ $\frac{16}{16} - \frac{9}{16}$

Wednesday 24th

# Subtract 2 fractions

**1** Complete the subtractions.

a)



$\frac{4}{5} - \frac{1}{5} = \square$

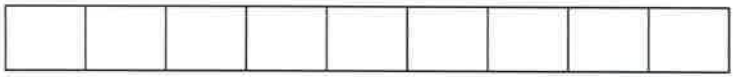
b)

$\frac{4}{5} - \frac{2}{5} = \square$

c)

$\frac{5}{7} - \frac{3}{7} = \square$

d)



$\frac{7}{9} - \frac{4}{9} = \square$

**2** Complete the calculations.

a) $\frac{7}{10} - \frac{3}{10} = \square$

b) $\frac{2}{3} - \frac{1}{3} = \square$

c) $\frac{6}{6} - \frac{6}{6} = \square$

d) $\frac{3}{4} - \frac{1}{4} = \square$

e) $\frac{9}{11} - \frac{3}{11} = \square$

f) $\frac{6}{7} - \frac{4}{7} = \square$

g) $\frac{8}{93} - \frac{2}{93} = \square$

h) $\frac{10}{991} - \frac{3}{991} = \square$

**3** Complete the subtractions

a) $\frac{9}{5} - \frac{6}{5} = \square$

b) $\frac{9}{5} - \frac{5}{5} = \square$

c) $\frac{9}{5} - \frac{4}{5} = \square = \square$

d) $\frac{9}{2} - \frac{4}{2} = \square = \square$

e) $\frac{8}{3} - \frac{4}{3} = \square = \square$

f) $\frac{11}{3} - \frac{4}{3} = \square = \square$

g) $\frac{14}{3} - \frac{4}{3} = \square = \square$

h) $\frac{15}{3} - \frac{5}{3} = \square = \square$

**4** Jack has $2\frac{1}{4}$ kg of potatoes.

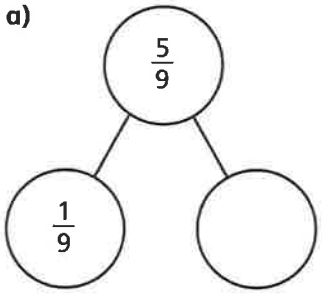
He uses $\frac{5}{4}$ kg of potatoes.

How many kilograms does he have left?

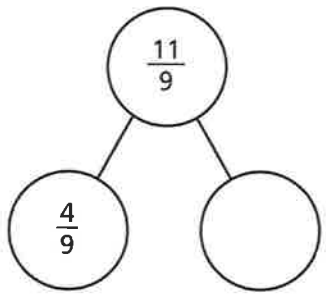

Jack has ☐ kg left.

**5** Complete the part-whole models.

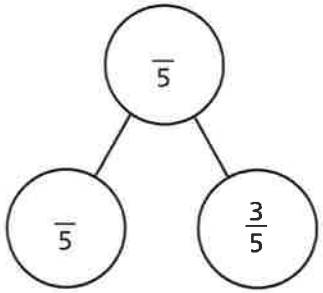
a)

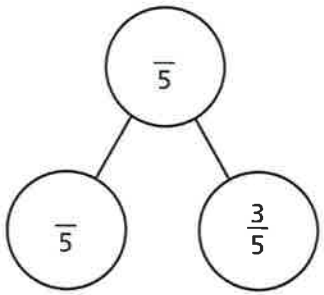



b)




**6** Complete the part-whole model in two different ways.




**7** Fill in the missing numerators.

a) $\frac{10}{11} - \frac{\square}{11} = \frac{7}{11}$

b) $\frac{10}{11} - \frac{\square}{11} = \frac{7}{11} - \frac{4}{11}$

c) $\frac{10}{11} - \frac{4}{11} = \frac{\square}{11} - \frac{7}{11}$

d) $\frac{15}{4} - \frac{\square}{4} = 2$

e) $\frac{9}{4} - \frac{1}{4} = \frac{\square}{4} + 1$

f) $\frac{11}{4} - \frac{3}{4} = \frac{11}{3} - \frac{\square}{3}$

**8** Alex and Annie are taking turns playing a computer game.

Annie plays for a total of $2\frac{1}{4}$ hours.

Annie plays for $\frac{3}{4}$ of an hour more than Alex.

How much time do they spend in total playing on the game?

☐ hours

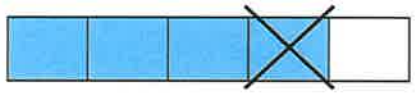
Wednesday 24th

# Subtract 2 fractions

White Rose Maths

**1** Complete the subtractions.

a)



$\frac{4}{5} - \frac{1}{5} = \boxed{\frac{3}{5}}$

b)

$\frac{4}{5} - \frac{2}{5} = \boxed{\frac{2}{5}}$

c)

$\frac{5}{7} - \frac{3}{7} = \boxed{\frac{2}{7}}$

d)

$\frac{7}{9} - \frac{4}{9} = \boxed{\frac{3}{9}}$

**2** Complete the calculations.

a) $\frac{7}{10} - \frac{3}{10} = \boxed{\frac{4}{10}}$

b) $\frac{2}{3} - \frac{1}{3} = \boxed{\frac{1}{3}}$

c) $\frac{6}{6} - \frac{6}{6} = \boxed{0}$

d) $\frac{3}{4} - \frac{1}{4} = \boxed{\frac{2}{4}}$

e) $\frac{9}{11} - \frac{3}{11} = \boxed{\frac{6}{11}}$

f) $\frac{6}{7} - \frac{4}{7} = \boxed{\frac{2}{7}}$

g) $\frac{8}{93} - \frac{2}{93} = \boxed{\frac{6}{93}}$

h) $\frac{10}{991} - \frac{3}{991} = \boxed{\frac{7}{991}}$

**3** Complete the subtractions

a) $\frac{9}{5} - \frac{6}{5} = \boxed{\frac{3}{5}}$

b) $\frac{9}{5} - \frac{5}{5} = \boxed{\frac{4}{5}}$

c) $\frac{9}{5} - \frac{4}{5} = \boxed{\frac{5}{5}} = \boxed{1}$

d) $\frac{9}{2} - \frac{4}{2} = \boxed{\frac{5}{2}} = \boxed{2\frac{1}{2}}$

e) $\frac{8}{3} - \frac{4}{3} = \boxed{\frac{4}{3}} = \boxed{1\frac{1}{3}}$

f) $\frac{11}{3} - \frac{4}{3} = \boxed{\frac{7}{3}} = \boxed{2\frac{1}{3}}$

g) $\frac{14}{3} - \frac{4}{3} = \boxed{\frac{10}{3}} = \boxed{3\frac{1}{3}}$

h) $\frac{15}{3} - \frac{5}{3} = \boxed{\frac{10}{3}} = \boxed{3\frac{1}{3}}$

**4** Jack has $2\frac{1}{4}$ kg of potatoes.

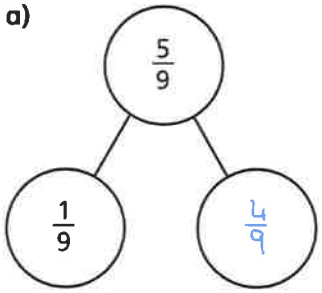
He uses $\frac{5}{4}$ kg of potatoes.

How many kilograms does he have left?

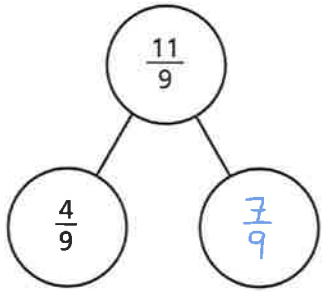

Jack has [ 1 ] kg left.

**5** Complete the part-whole models.

a)

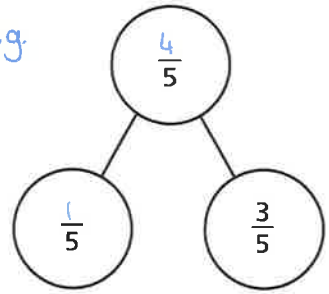


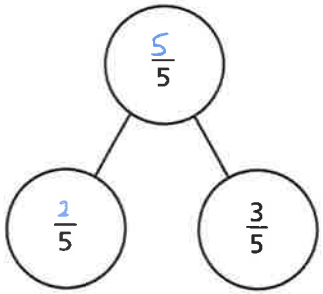

b)




**6** Complete the part-whole model in two different ways.

e.g.




**7** Fill in the missing numerators.

a) $\frac{10}{11} - \frac{[3]}{11} = \frac{7}{11}$

b) $\frac{10}{11} - \frac{[7]}{11} = \frac{7}{11} - \frac{4}{11}$

c) $\frac{10}{11} - \frac{4}{11} = \frac{[13]}{11} - \frac{7}{11}$

d) $\frac{15}{4} - \frac{[7]}{4} = 2$

e) $\frac{9}{4} - \frac{1}{4} = \frac{[4]}{4} + 1$

f) $\frac{11}{4} - \frac{3}{4} = \frac{11}{3} - \frac{[5]}{3}$

**8** Alex and Annie are taking turns playing a computer game.

Annie plays for a total of $2\frac{1}{4}$ hours.

Annie plays for $\frac{3}{4}$ of an hour more than Alex.

How much time do they spend in total playing on the game?

[ $3\frac{3}{4}$ ] hours

Mastery Wednesday 24th



# Subtract 2 Fractions

## Reasoning and Problem Solving

Match the number stories to the correct calculations.

| | |
|---|---|
| Teddy eats $\frac{7}{8}$ of a pizza. Dora eats $\frac{4}{8}$<br>How much do they eat altogether? | $\frac{7}{8}+\frac{3}{8}=-$ |
| Teddy eats $\frac{7}{8}$ of a pizza. Dora eats $\frac{4}{8}$ less.<br>How much do they eat altogether? | $\frac{7}{8}+\frac{4}{8}=-$ |
| Teddy eats $\frac{7}{8}$ of a pizza. Dora eats $\frac{3}{8}$ less.<br>How much does Dora eat? | $\frac{7}{8}-\frac{3}{8}=-$ |

1st question matches with second calculation.
2nd question with first calculation.
3rd question with third calculation.

How many different ways can you find to solve the calculation?

$$\frac{\square}{7}-\frac{3}{7}=\frac{\square}{7}+\frac{\square}{7}$$

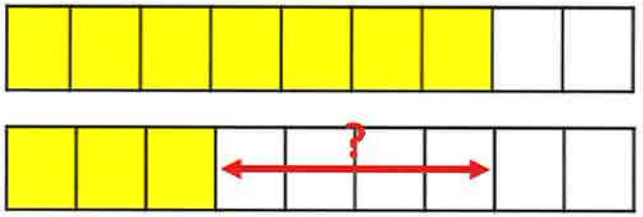
$$\frac{\square}{7}-\frac{3}{7}=\frac{\square}{7}-\frac{\square}{7}$$

Children may give a range of answers as long as the calculation for the numerators is correct.

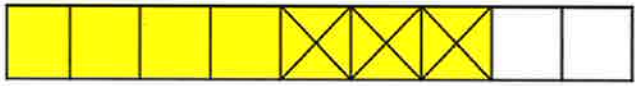
Annie and Amir are working out the answer to this problem.

$$\frac{7}{9}-\frac{3}{9}$$

Annie uses this model.




Amir uses this model.



Which model is correct? Explain why.

Can you write a number story for each model?

They are both correct. The first model shows finding the difference and the second model shows take away.

Ensure the number stories match the model of subtraction. For Annie's this will be finding the difference. For Amir this will be take away.

Teaching sheet Thursday 25th

# Subtract from Whole Amounts

## Notes and Guidance

Children continue to use practical equipment and pictorial representations to subtract fractions.

Children subtract fractions from a whole amount. Children need to understand how many equal parts are equivalent to a whole e.g. $\frac{9}{9} = 1$, $\frac{18}{9} = 2$ etc.

## Mathematical Talk

What do you notice about the numerator and denominator when a fraction is equal to one whole?

Using Jack's method, what's the same about your bar models? What's different?

How many more thirds/quarters/ninths do you need to make one whole?

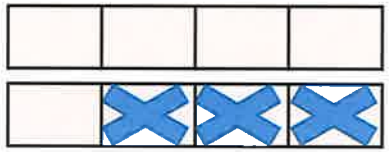
## Varied Fluency

Use cubes, strips of paper or a bar model to solve:

$\frac{9}{9} - \frac{4}{9} = \square$ $\frac{9}{9} - \square = \frac{2}{9}$ $\frac{13}{9} - \frac{9}{9} = \square$

What's the same? What's different?

Jack uses a bar model to subtract fractions.

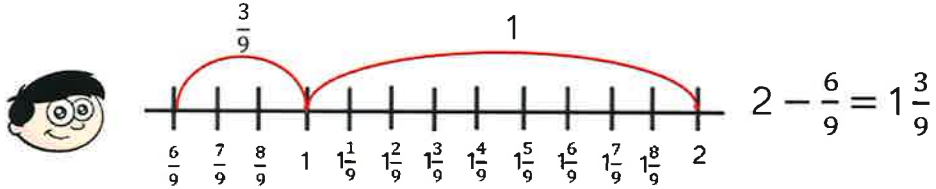


$2 - \frac{3}{4} = \frac{8}{4} - \frac{3}{4} = \frac{5}{4} = 1\frac{1}{4}$

Use Jack's method to calculate.

$3 - \frac{3}{4} =$ $3 - \frac{3}{8} =$ $3 - \frac{7}{8} =$ $3 - \frac{15}{8} =$

Dexter uses a number line to find the difference between 2 and $\frac{6}{9}$




$2 - \frac{6}{9} = 1\frac{3}{9}$

Use a number line to find the difference between:

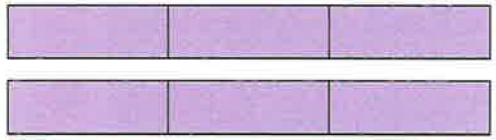
2 and $\frac{2}{3}$ 2 and $\frac{2}{5}$ $\frac{2}{5}$ and 4

Thursday 25th

# Subtract from whole amounts

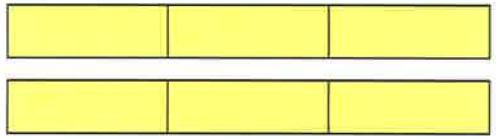
**1** Use the bar models to help you subtract the fractions.

a)



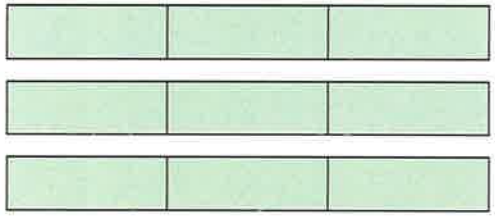
$2 - \frac{2}{3} = \square$

b)



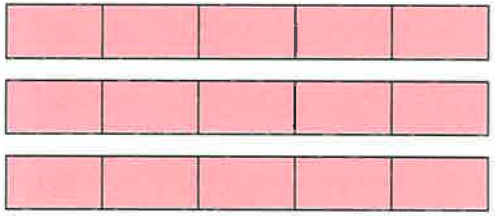
$2 - \frac{5}{3} = \square$

c)



$3 - \frac{5}{3} = \square$

d)



$3 - \frac{8}{5} = \square$

**2** Complete the subtractions.

a) $\frac{8}{8} - \frac{5}{8} = \square$

b) $1 - \frac{5}{8} = \square$

c) $2 - \frac{5}{8} = \square$

d) $2 - \frac{5}{7} = \square$

e) $4 - \frac{5}{7} = \square$

f) $4 - \frac{7}{5} = \square$

**3** Match the numbers with a difference of $\frac{3}{4}$

| | |
|---|---|
| 3 | $2\frac{3}{4}$ |
| 1 | $\frac{1}{4}$ |
| 2 | $\frac{9}{4}$ |

**4** Aisha has 4 pies.

**a)** Aisha gives $\frac{5}{8}$ of a pie to Mo.

How many pies does Aisha have left?

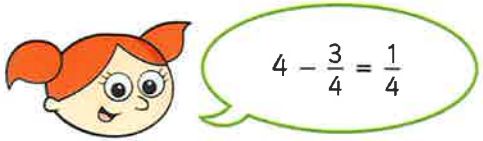
Aisha has ☐ whole pies and ☐ of a pie left.

**b)** Aisha then gives 2 pies to Jack.

Calculate the difference between how much pie Aisha now has and how much pie Mo has.

☐

**5** Alex is subtracting fractions.




Explain why Alex is incorrect.

**6** Complete the calculations.

**a)** $3 - \square = 2\frac{3}{10}$

**b)** $4 - \square = 3\frac{3}{8}$

**c)** $\square - \frac{7}{12} = 3\frac{5}{12}$

**d)** $\square - \frac{5}{12} = 13\frac{7}{12}$

**7** Teddy has 4 litres of juice and 3 jugs.


Teddy pours $\frac{3}{4}$ of a litre into each jug.

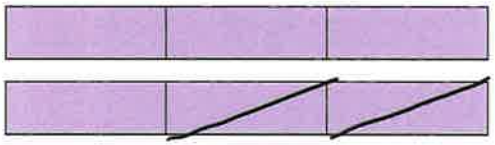
How much juice does Teddy have left?

Teddy has ☐ litres of juice left.

# Subtract from whole amounts

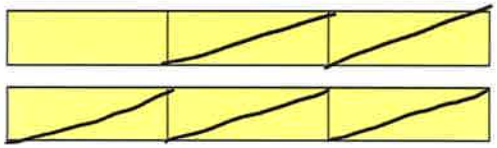
**1** Use the bar models to help you subtract the fractions.

a)



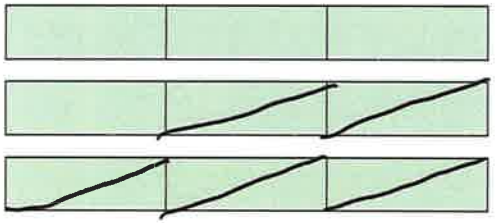
$2 - \frac{2}{3} = 1\frac{1}{3}$

b)



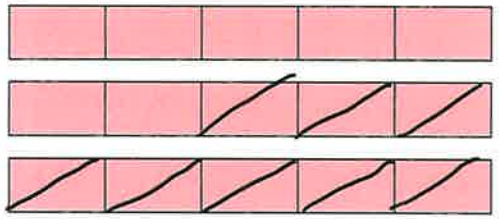
$2 - \frac{5}{3} = \frac{1}{3}$

c)



$3 - \frac{5}{3} = 1\frac{1}{3}$

d)



$3 - \frac{8}{5} = 1\frac{2}{5}$

**2** Complete the subtractions.

a) $\frac{8}{8} - \frac{5}{8} = \frac{3}{8}$

b) $1 - \frac{5}{8} = \frac{3}{8}$

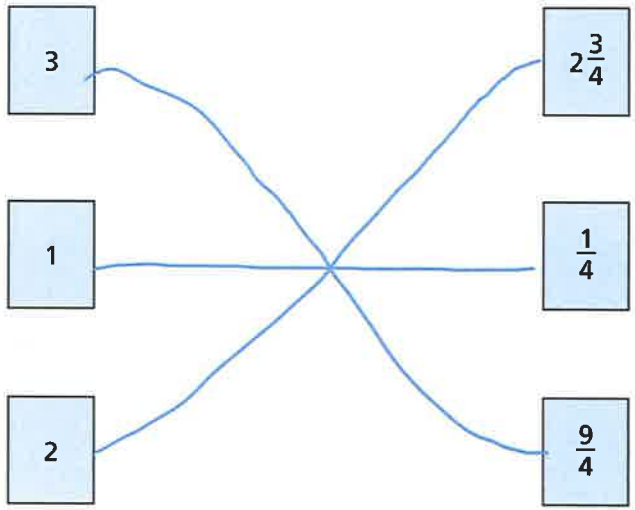
c) $2 - \frac{5}{8} = 1\frac{3}{8}$

d) $2 - \frac{5}{7} = 1\frac{2}{7}$

e) $4 - \frac{5}{7} = 3\frac{2}{7}$

f) $4 - \frac{7}{5} = 2\frac{3}{5}$

**3** Match the numbers with a difference of $\frac{3}{4}$



**4** Aisha has 4 pies.

**a)** Aisha gives $\frac{5}{8}$ of a pie to Mo.

How many pies does Aisha have left?

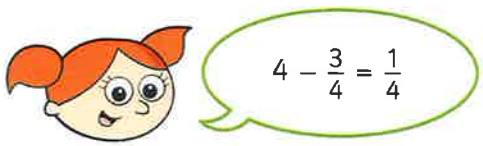
Aisha has [3] whole pies and [$\frac{3}{8}$] of a pie left.

**b)** Aisha then gives 2 pies to Jack.

Calculate the difference between how much pie Aisha now has and how much pie Mo has.

[$\frac{3}{4}$]
of a pie

**5** Alex is subtracting fractions.




Explain why Alex is incorrect.

**6** Complete the calculations.

**a)** $3 - [\frac{7}{10}] = 2\frac{3}{10}$

**b)** $4 - [\frac{5}{8}] = 3\frac{3}{8}$

**c)** $[4] - \frac{7}{12} = 3\frac{5}{12}$

**d)** $[14] - \frac{5}{12} = 13\frac{7}{12}$

**7** Teddy has 4 litres of juice and 3 jugs.


Teddy pours $\frac{3}{4}$ of a litre into each jug.

How much juice does Teddy have left?

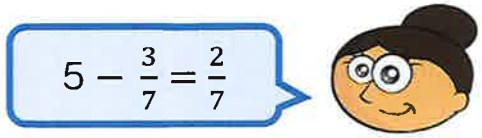
Teddy has [$1\frac{3}{4}$] litres of juice left.

Mastery Thursday 25th

# Subtract from Whole Amounts

## Reasoning and Problem Solving

Dora is subtracting a fraction from a whole.




Can you spot her mistake?

What should the answer be?

How many ways can you make the statement correct?

$$2 - \frac{\square}{8} = \frac{5}{8} + \frac{\square}{8}$$

Dora has not recognised that 5 is equivalent to $\frac{35}{7}$

$5 - \frac{3}{7} = \frac{33}{7} = 4\frac{5}{7}$

Lots of possible responses.
e.g.

$2 - \frac{1}{8} = \frac{5}{8} + \frac{10}{8}$

$2 - \frac{7}{8} = \frac{5}{8} + \frac{4}{8}$

$2 - \frac{9}{8} = \frac{5}{8} + \frac{2}{8}$

Whitney has a piece of ribbon that is 3 metres long.

She cuts it into 12 equal pieces and gives Teddy 3 pieces.

How many metres of ribbon does Whitney have left?

Cutting 3 metres of ribbon into 12 pieces means each metre of ribbon will be in 4 equal pieces.
Whitney will have $\frac{12}{4}$ to begin with.

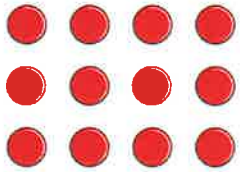
$\frac{12}{4} - \frac{3}{4} = \frac{9}{4} = 2\frac{1}{4}$

Whitney has $2\frac{1}{4}$ metres of ribbon left.

Friday 26th

# Fractions of a set of objects (1)

**1** Here are some counters.



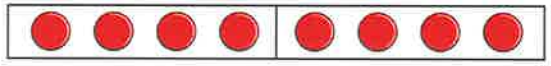
**a)** Circle $\frac{1}{4}$ of the counters.

**b)** How many counters did you circle? ☐

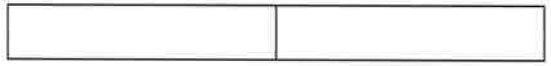
**c)** What is $\frac{1}{4}$ of 12? ☐

**2** Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

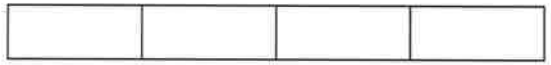
**a)** $\frac{1}{2}$ of 8 = 4



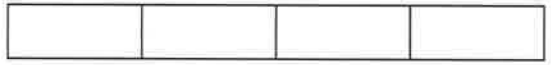
**b)** $\frac{1}{2}$ of 16 = ☐



**c)** $\frac{1}{4}$ of 8 = ☐



**d)** $\frac{1}{4}$ of 16 = ☐



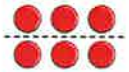
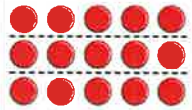
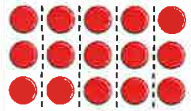
**3**

To find a half I need to divide by 2

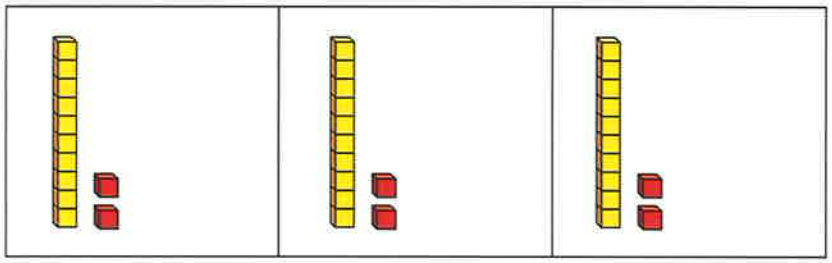
Do you agree with Dexter? _____

Talk about it with a partner.

**4** Complete the table.

| Fraction | Division | Example | Drawing |
|---|---|---|---|
| one half | divide by 2 | $\frac{1}{2}$ of 6 = 3 |  |
| one quarter | | $\frac{1}{4}$ of 8 = 2 | |
| | | |  |
| | | |  |

**5** Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36



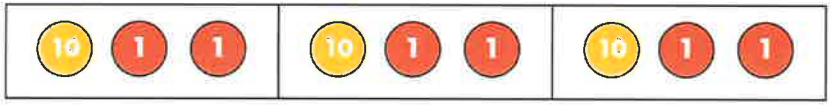
Use Huan's method to complete the calculations.

**a)** $\frac{1}{3}$ of 63 = ☐

**b)** $\frac{1}{4}$ of 48 = ☐

**c)** $\frac{1}{4}$ of 92 = ☐

**6** Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36




Use Nijah's method to complete the calculations.

**a)** $\frac{1}{3}$ of 96 = ☐

**b)** $\frac{1}{5}$ of 60 = ☐

**c)** $\frac{1}{4}$ of 52 = ☐

**7** Which amount is greater? Tick your answer.

| $\frac{1}{3}$ of £75 | or | $\frac{1}{5}$ of £75 |
|---|---|---|

Show your workings.

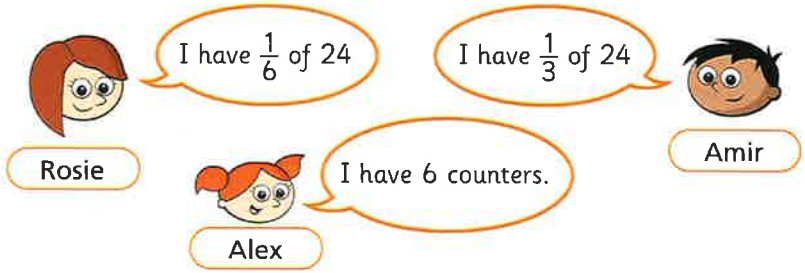
**8** Complete the number sentences.

**a)** $\frac{1}{2}$ of ☐ = 30

**b)** $\frac{1}{4}$ of ☐ = 20

**c)** $\frac{1}{5}$ of ☐ = 50

**9** Rosie, Amir and Alex each find a fraction of 24 using counters.




**a)** Order the children from least counters to most counters.

_____ _____ _____

least counters most counters

**b)** What fraction of the counters does Alex have? ☐

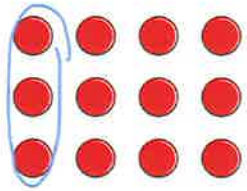
**c)** Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24

☐

# Fractions of a set of objects (1)

**1** Here are some counters.



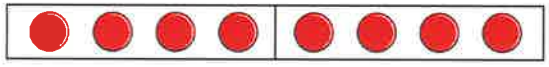
**a)** Circle $\frac{1}{4}$ of the counters.

**b)** How many counters did you circle? 3

**c)** What is $\frac{1}{4}$ of 12? 3

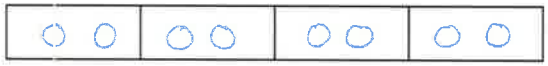
**2** Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

**a)** $\frac{1}{2}$ of 8 = 4



**b)** $\frac{1}{2}$ of 16 = 8

**c)** $\frac{1}{4}$ of 8 = 2



**d)** $\frac{1}{4}$ of 16 = 4

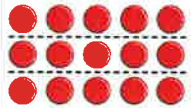
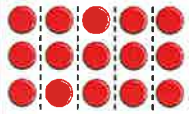
**3**

To find a half I need to divide by 2

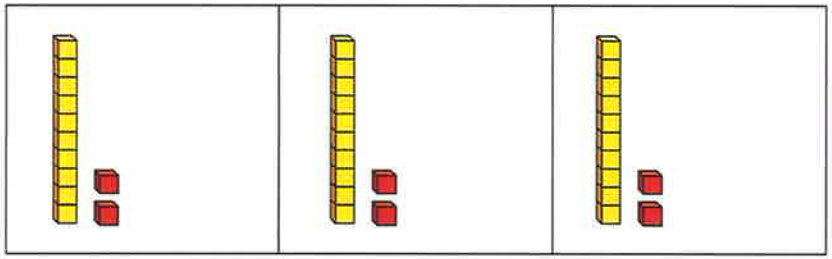
Do you agree with Dexter? yes

Talk about it with a partner.

**4** Complete the table.

| Fraction | Division | Example | Drawing |
|---|---|---|---|
| one half | divide by 2 | $\frac{1}{2}$ of 6 = 3 |  |
| one quarter | divide by 4 | $\frac{1}{4}$ of 8 = 2 |  |
| one third | divide by 3 | $\frac{1}{3}$ of 15 = 5 |  |
| one fifth | divide by 5 | $\frac{1}{5}$ of 15 = 3 |  |

**5** Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36



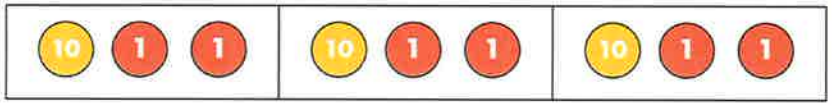
Use Huan's method to complete the calculations.

**a)** $\frac{1}{3}$ of 63 = 21

**c)** $\frac{1}{4}$ of 92 = 23

**b)** $\frac{1}{4}$ of 48 = 12

**6** Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36




Use Nijah's method to complete the calculations.

**a)** $\frac{1}{3}$ of 96 = 32

**c)** $\frac{1}{4}$ of 52 = 13

**b)** $\frac{1}{5}$ of 60 = 12

**7** Which amount is greater? Tick your answer.

$\frac{1}{3}$ of £75 ✓ or $\frac{1}{5}$ of £75

Show your workings.

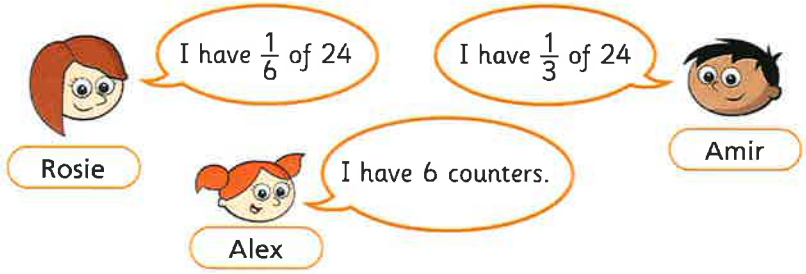
**8** Complete the number sentences.

**a)** $\frac{1}{2}$ of 60 = 30

**c)** $\frac{1}{5}$ of 250 = 50

**b)** $\frac{1}{4}$ of 80 = 20

**9** Rosie, Amir and Alex each find a fraction of 24 using counters.




**a)** Order the children from least counters to most counters.

Rosie, Alex, Amir

least counters ... most counters

**b)** What fraction of the counters does Alex have? $\frac{1}{4}$

**c)** Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24

$\frac{12}{24}$

Year 4 Pack 7 Target your Maths answers. Please mark all questions.



*Page 31*

**A**

| | | | |
|---|---|---|---|
| **1** A 8 | **2** D 8 | **3** K 6 | **4** P 3 |
| B 7 | E 5 | L 6 | Q 5 |
| C 9 | F 7 | M 8 | R 7 |

**B**

| | | | |
|---|---|---|---|
| **1** S 6 | **2** X 7 | **3** B 11 | **4** E 2 |
| T 8 | Y 4 | C 9 | F 8 |
| U 9 | Z 11 | D 7 | G 10 |

**C**

| | | | |
|---|---|---|---|
| **1** J 9 | **2** M 21 | **3** Q 10 | **4** T 20 |
| K 14 | N 13 | R 17 | U 11 |
| L 18 | P 15 | S 20 | V 15 |

*Page 32*

**A**

| | | | |
|---|---|---|---|
| **1** 20 | **7** 9 | **13** 8 | **19** 22 |
| **2** 12 | **8** 7 | **14** 5 | **20** 30 |
| **3** 15 | **9** 16 | **15** 7 | **21** 5 |
| **4** 100 | **10** 60 | **16** 12 | **22** 1 |
| **5** 11 | **11** 110 | **17** 45 | **23** 8 |
| **6** 9 | **12** 8 | **18** 70 | **24** 12 |

**B**

| | | | |
|---|---|---|---|
| **1** 8 | **10** 10 | **19** 36 | **28** 11 |
| **2** 9 | **11** 20 | **20** 20 | **29** 7 |
| **3** 120 | **12** 55 | **21** 32 | **30** 5 |
| **4** 14 | **13** 15 | **22** 21 | **31** 9 |
| **5** 6 | **14** 24 | **23** 32 | **32** 4 |
| **6** 11 | **15** 56 | **24** 96 | **33** 11 |
| **7** 40 | **16** 30 | **25** 8 | **34** 6 |
| **8** 50 | **17** 44 | **26** 9 | **35** 12 |
| **9** 12 | **18** 64 | **27** 6 | **36** 9 |

**C**

| | | | |
|---|---|---|---|
| **1** 5 | **10** 9 | **19** 240 | **28** 40 |
| **2** 10 | **11** 3 | **20** 360 | **29** 110 |
| **3** 40 | **12** 44 | **21** 480 | **30** 40 |
| **4** 24 | **13** 270 | **22** 330 | **31** 120 |
| **5** 1 | **14** 280 | **23** 480 | **32** 70 |
| **6** 12 | **15** 880 | **24** 720 | **33** 100 |
| **7** 20 | **16** 180 | **25** 100 | **34** 70 |
| **8** 56 | **17** 160 | **26** 60 | **35** 80 |
| **9** 3 | **18** 240 | **27** 80 | **36** 120 |

*Page 33*

**A**

| | | | |
|---|---|---|---|
| **1** 18 | **7** 24 | **13** 5 | **19** 2 |
| **2** 42 | **8** 72 | **14** 9 | **20** 6 |
| **3** 30 | **9** 0 | **15** 4 | **21** 10 |
| **4** 60 | **10** 48 | **16** 7 | **22** 3 |
| **5** 12 | **11** 6 | **17** 11 | **23** 8 |
| **6** 54 | **12** 36 | **18** 1 | **24** 12 |

**B**

| | | | |
|---|---|---|---|
| **1** 4 | **7** 66 | **13** 9 | **19** 42 |
| **2** 6 | **8** 30 | **14** 0 | **20** 72 |
| **3** 60 | **9** 5 | **15** 12 | **21 a)** 8 |
| **4** 48 | **10** 12 | **16** 54 | **b)** 20 |
| **5** 1 | **11** 24 | **17** 3 | **c)** 11 |
| **6** 8 | **12** 36 | **18** 7 | |

**C**

| | | | |
|---|---|---|---|
| **1** 120 | **10** 100 | **19** 144 | **28** 9 |
| **2** 480 | **11** 60 | **20** 108 | **29** 4 |
| **3** 720 | **12** 110 | **21** 60 | **30** 8 |
| **4** 420 | **13** 70 | **22** 96 | **31** 3 |
| **5** 180 | **14** 90 | **23** 36 | **32** 6 |
| **6** 360 | **15** 50 | **24** 72 | **33 a)** 144 |
| **7** 240 | **16** 80 | **25** 5 | **b)** 180 |
| **8** 540 | **17** 48 | **26** 7 | **c)** 480 |
| **9** 30 | **18** 84 | **27** 2 | |

*Page 34*

**A**

| | | | |
|---|---|---|---|
| **1** 14 | **7** 21 | **13** 3 | **19** 1 |
| **2** 42 | **8** 63 | **14** 8 | **20** 6 |
| **3** 28 | **9** 0 | **15** 5 | **21** 9 |
| **4** 56 | **10** 49 | **16** 10 | **22** 4 |
| **5** 77 | **11** 70 | **17** 12 | **23** 11 |
| **6** 35 | **12** 84 | **18** 7 | **24** 2 |

**B**

| | | | |
|---|---|---|---|
| **1** 4 | **7** 3 | **13** 42 | **19** 77 |
| **2** 7 | **8** 5 | **14** 70 | **20** 35 |
| **3** 12 | **9** 1 | **15** 7 | **21** 14 |
| **4** 9 | **10** 8 | **16** 56 | **22** 63 |
| **5** 0 | **11** 2 | **17** 21 | **23** 28 |
| **6** 6 | **12** 11 | **18** 49 | **24** 84 |

**C**

| | | | |
|---|---|---|---|
| **1** 140 | **9** 30 | **17** 28 | **25** 56 |
| **2** 350 | **10** 80 | **18** 84 | **26** 84 |
| **3** 630 | **11** 120 | **19** 42 | **27** 147 |
| **4** 420 | **12** 50 | **20** 98 | **28** 364 |
| **5** 770 | **13** 70 | **21** 70 | **29** 6 |
| **6** 560 | **14** 40 | **22** 126 | **30** 13 |
| **7** 280 | **15** 90 | **23** 154 | **31** 21 |
| **8** 490 | **16** 60 | **24** 112 | **32** 35 |

*Page 35*

**A**

| | | | |
|---|---|---|---|
| **1** 27 | **7** 0 | **13** 5 | **19** 10 |
| **2** 54 | **8** 72 | **14** 9 | **20** 12 |
| **3** 90 | **9** 9 | **15** 2 | **21** 3 |
| **4** 81 | **10** 108 | **16** 11 | **22** 8 |
| **5** 99 | **11** 36 | **17** 4 | **23** 1 |
| **6** 45 | **12** 63 | **18** 7 | **24** 6 |

**B**

| | | | |
|---|---|---|---|
| **1** 2 | **7** 9 | **13** 63 | **19** 45 |
| **2** 7 | **8** 5 | **14** 90 | **20** 54 |
| **3** 4 | **9** 3 | **15** 18 | **21** 36 |
| **4** 10 | **10** 12 | **16** 81 | **22** 9 |
| **5** 1 | **11** 0 | **17** 27 | **23** 72 |
| **6** 6 | **12** 8 | **18** 99 | **24** 108 |

**C**

| | | | |
|---|---|---|---|
| **1** 450 | **8** 630 | **15** 10 | **22** 80 |
| **2** 810 | **9** 90 | **16** 90 | **23** 50 |
| **3** 180 | **10** 360 | **17** 40 | **24** 110 |
| **4** 990 | **11** 1080 | **18** 60 | **25** £576 |
| **5** 720 | **12** 540 | **19** 100 | **26** 333 kg |
| **6** 900 | **13** 30 | **20** 120 | **27** 648 |
| **7** 270 | **14** 70 | **21** 20 | |

*Page 21*

**A**

**1** 25
**2** 70
**3** 93
**4** 521
**5** 76
**6** 730
**7** 54
**8** 726
**9** 27
**10** 398
**11** 36
**12** 7
**13** 12
**14** 82
**15** 87
**16** 262
**17** 74
**18** 91
**19** 65
**20** 44
**21** 97
**22** 79
**23** 85
**24** 25
**25** 55
**26** 74
**27** 42
**28** 97
**29** 27
**30** 64
**31** 49

**B**

**1** 1353
**2** 78
**3** 495
**4** 113
**5** 6905
**6** 2542
**7** 9932
**8** 5992
**9** 3070
**10** 55
**11** 7329
**12** 8574
**13** 1120
**14** 4005
**15** 67
**16** 131
**17** 3607
**18** 7608
**19** 3940
**20** 144
**21** 3105
**22** 122
**23** 34
**24** 116
**25** 81
**26** 35
**27** 69
**28** 96
**29** 47
**30** 74
**31** 19

**C**

**1** 440
**2** 370
**3** 1009
**4** 1800
**5** 380
**6** 78
**7** 227
**8** 250
**9** 5·1
**10** 33
**11** 46
**12** 159 200
**13** 360
**14** 2·7
**15** 146
**16** 737
**17** 86
**18** 16 000

*Page 22*

**A**

**1** 81
**2** 98
**3** 127
**4** 83
**5** 150
**6** 294
**7** 407
**8** 638
**9** 435
**10** 714
**11** 493
**12** 342
**13** 440 g

**B**

**1** 2664
**2** 2820
**3** 4058 ~~4083~~
**4** 3436
**5** 8843
**6** 3830
**7** 7047
**8** 6463
**9** 7828
**10** 9468
**11** 6306
**12** 8782
**13** 4704

**C**

**1** 28 522
**2** 54 370
**3** 60 732
**4** 99 083
**5** 55 511
**6** 65 480
**7** 83 324
**8** 90 370
**9** 84 461
**10** 64 171
**11** 96 651
**12** 72 465
**13** £35 334
**14** 84 131

*Page 23*

**A**

**1** 276
**2** 592
**3** 438
**4** 776
**5** 729
**6** 552
**7** 921
**8** 701
**9** 945
**10** 810
**11** 427
**12** 342
**13** 405

**B**

**1** 8489
**2** 3932
**3** 7560
**4** 4726
**5** 4386
**6** 9139
**7** 6522
**8** 8620
**9** 9816
**10** 6464
**11** 4032
**12** 9441
**13** £5963

**C**

**1** 32 421
**2** 59 214
**3** 60 625
**4** 80 434
**5** 48 370
**6** 69 230
**7** 55 163
**8** 50 430
**9** 80 614
**10** 91 850
**11** £96 462
**12** 84 311
**13** 56 077

*Page 24*

**A**

**1** 327
**2** 157
**3** 618
**4** 430
**5** 234
**6** 275
**7** 119
**8** 141
**9** 456
**10** 342
**11** 133
**12** 162

**B**

**1** 263
**2** 674
**3** 3194
**4** 544
**5** 5180
**6** 2482
**7** 4153
**8** 6236
**9** 5856
**10** 428
**11** 1478
**12** 1283
**13** 1723

**C**

**1** 12 282
**2** 12 440
**3** 14 123
**4** 6588
**5** 20 853
**6** 58 763
**7** 18 358
**8** 11 644
**9** 47 717
**10** 34 915
**11** 31 666
**12** 35 842
**13** £3764
**14** 22 957 kg

*Page 25*

**A**

**1** 76
**2** 215
**3** 286
**4** 313
**5** 144
**6** 419
**7** 77
**8** 486
**9** 256
**10** 446
**11** 166
**12** 388
**13** 73
**14** 253

**B**

**1** 815
**2** 2564
**3** 1492
**4** 1327
**5** 2584
**6** 1815
**7** 1080
**8** 4773
**9** 2473
**10** 4965
**11** 1452
**12** 4935
**13** 1453 miles

**C**

**1** 22 392
**2** 12 805
**3** 18 971
**4** 24 585
**5** 57 304
**6** 5652
**7** 7418
**8** 36 490
**9** 15 944
**10** 22 714
**11** 39 447
**12** 14 664
**13** £4161
**14** 36 776

*Page 26*

**A**

**1** 394
**2** 659
**3** 692
**4** 836
**5** 463
**6** 916
**7** 345
**8** 183
**9** 316
**10** 76
**11** 326
**12** 136
**13** 164
**14** 876
**15** 345 m

**B**

**1** 2222
**2** 4060
**3** 7542
**4** 9517
**5** 8015
**6** 6742
**7** 4879
**8** 695
**9** 2488
**10** 4759
**11** 3899
**12** 2503
**13** 876
**14** £6481
**15** 2652

**C**

**1** 72 263
**2** 90 852
**3** 45 051
**4** 61 572
**5** 109 111
**6** 87 203
**7** 45 656
**8** 23 935
**9** 19 708
**10** 45 676
**11** 6978
**12** 36 194
**13** 15 147
**14** 100 432

*Page 27*

**A**

**1** 850
**2** 603
**3** 902
**4** 902
**5** 490
**6** 658
**7** 306
**8** 64
**9** 325
**10** 268
**11** 168
**12** 455
**13** 179
**14** 715 miles
**15** 66

**B**

**1** 9089
**2** 8260
**3** 4063
**4** 5023
**5** 9416
**6** 8304
**7** 2295
**8** 3986
**9** 2573
**10** 4859
**11** 820
**12** 1749
**13** 245 miles
**14** 8124

**C**

**1** 69 325
**2** 57 954
**3** 71 080
**4** 90 433
**5** 61 456
**6** 85 063
**7** 19 647
**8** 39 934
**9** 15 576
**10** 17 197
**11** 15 625
**12** 58 968
**13** 95 080
**14** 25 558
**15** 12 856

*Page 28*

**A**

**1** 79
**2** 143
**3** 184
**4** 102
**5** 71
**6** 49
**7** 26
**8** 84
**9** 109
**10** 129
**11** 58
**12** 72
**13** 770
**14** 870
**15** 260
**16** 370

**B**

**1** 251
**2** 329
**3** 39
**4** 384
**5** 6153
**6** 5305
**7** 7707
**8** 1420
**9** 631
**10** 782
**11** 511
**12** 329
**13** 3902
**14** 9696
**15** 5408
**16** 2512

**C**

**1** 2168
**2** 2705
**3** 1123
**4** 2051
**5** 16 840
**6** 18 198
**7** 13 374
**8** 15 322
**9** 2215
**10** 4109
**11** 4597
**12** 1633
**13** 35 757
**14** 30 603
**15** 14 844
**16** 47 307

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**A**

**1**

| | | |
|---|---|---|
| 6 | 4 | 11 |
| 12 | 7 | 2 |
| 3 | 10 | 8 |

**2**

| | | |
|---|---|---|
| 14 | 6 | 7 |
| 2 | 9 | 16 |
| 11 | 12 | 4 |

**3**

| | | |
|---|---|---|
| 14 | 16 | 6 |
| 4 | 12 | 20 |
| 18 | 8 | 10 |

**4**

| | | |
|---|---|---|
| 9 | 22 | 17 |
| 24 | 16 | 8 |
| 15 | 10 | 23 |

**B**

**1**

| | | |
|---|---|---|
| 21 | 24 | 15 |
| 14 | 20 | 26 |
| 25 | 16 | 19 |

**2**

| | | |
|---|---|---|
| 9 | 30 | 15 |
| 24 | 18 | 12 |
| 21 | 6 | 27 |

**3**

| | | |
|---|---|---|
| 19 | 17 | 33 |
| 37 | 23 | 9 |
| 13 | 29 | 27 |

**4**

| | | |
|---|---|---|
| 32 | 15 | 28 |
| 21 | 25 | 29 |
| 22 | 35 | 18 |

**C**

**1**

| | | |
|---|---|---|
| 3 | −2 | −1 |
| −4 | 0 | 4 |
| 1 | 2 | −3 |

**2**

| | | |
|---|---|---|
| 2 | 3 | −2 |
| −3 | 1 | 5 |
| 4 | −1 | 0 |

**3**

| | | |
|---|---|---|
| 1 | 0 | 5 |
| 6 | 2 | −2 |
| −1 | 4 | 3 |

**4**

| | | |
|---|---|---|
| −2 | −1 | 6 |
| 9 | 1 | −7 |
| −4 | 3 | 4 |

*Page 30*

**A**

**1**
27
15 12
6 9 3

**2**
25
14 11
10 4 7

**3**
35
13 22
5 8 14

**4**
37
16 21
4 12 9

**5**
43
26 17
15 11 6

**6**
50
30 20
23 7 13

**B**

**1**
55
27 28
12 15 13
3 9 6 7

**2**
50
28 22
16 12 10
11 5 7 3

**3**
94
59 35
37 22 13
20 17 5 8

**4**
102
46 56
19 27 29
7 12 15 14

**5**
116
62 54
27 35 19
8 19 16 3

**C**

**1**
103
59 44
39 20 24
25 14 6 18

**2**
149
75 74
36 39 35
9 27 12 23

**3**
183
95 88
42 53 35
13 29 24 11

**4**
170
84 86
39 45 41
22 17 28 13

**5**
211
100 111
41 59 52
15 26 33 19

Isle Pack 7 English

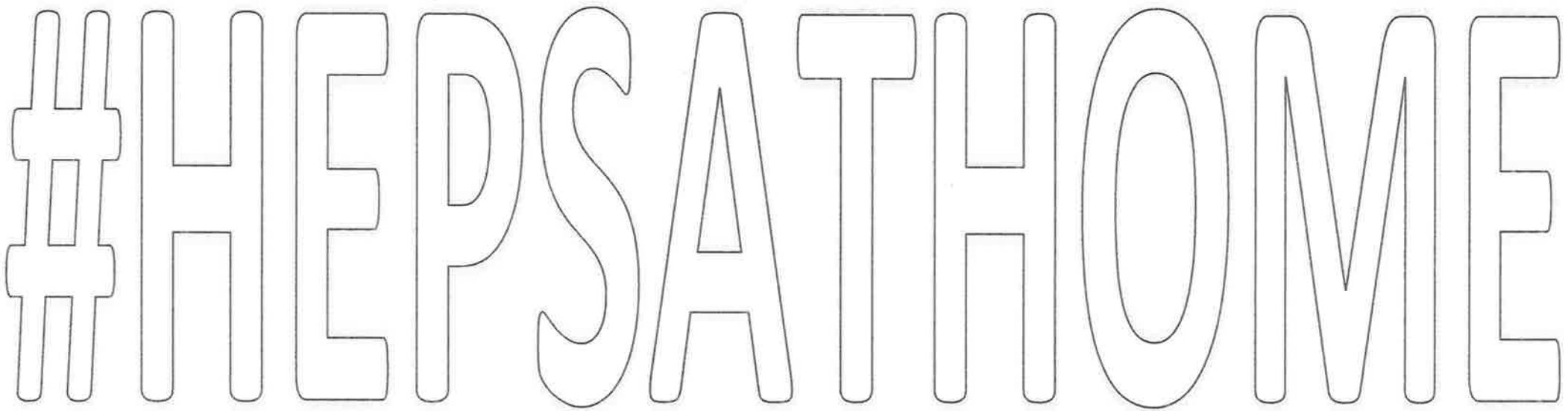
| Mon 22nd Feb | |
|---|---|
| Reading | Read one of your assigned books on GetEpic. They are differentiated to match your Reading Range on AR.<br>Class code: teq0763<br><br>Take the week to read it through and then have a go at the quiz on Friday. Remember, if the book is shorter, you will need to read it more than once to remember the facts or story!<br>You can also read your own book at home, there are lots to pick from on epic. |
| Spelling | Practise these spellings:<br>**Year 4:**<br>acted<br>acting<br>react<br>reacting<br>reaction<br>activate<br>activation<br>deactivate<br>actor<br>actress<br>activist<br>**Year 5:**<br>available<br>adorable<br>considerable<br>considerably<br>probably<br>understandable<br>horrible<br>horribly<br>incredible<br>incredibly<br>possible<br>sensibly |
| Writing | You will be starting the Wonderful Wizards unit of work. Read or listen to the model text on the wonderful world of wizards (p.4) before completing the activities What Do Words Mean? (p.5) and Which Synonym? (p.6) |

| Tues 23rd Feb | |
|---|---|
| Reading | Read one of your assigned books on GetEpic. They are differentiated to match your Reading Range on AR.<br>Class code: teq0763<br><br>Take the week to read it through and then have a go at the quiz on Friday. Remember, if the book is shorter, you will need to read it more than once to remember the facts or story!<br>You can also read your own book at home, there are lots to pick from on epic. |
| Spelling | Practise your spellings from yesterday, revisiting those you got incorrect.<br><br>**Year 4:**<br>acted<br>acting<br>react<br>reacting<br>reaction<br>activate<br>activation<br>deactivate<br>actor<br>actress<br>activist<br><br>**Year 5:**<br>available<br>adorable<br>considerable<br>considerably<br>probably<br>understandable<br>horrible<br>horribly<br>incredible<br>incredibly<br>possible<br>sensibly |
| Handwriting | Select some of the definitions of the above spellings and copy in your neatest handwriting. I would select spellings/definitions you do not know very well. |
| Writing | Complete the activities Finish The Sentence (p.7) and Wizard Words (p.8/9) |

| Weds 24th Feb | |
|---|---|
| Reading | Read one of your assigned books on GetEpic. They are differentiated to match your Reading Range on AR.<br>Class code: teq0763<br><br>Take the week to read it through and then have a go at the quiz on Friday. Remember, if the book is shorter, you will need to read it more than once to remember the facts or story!<br>You can also read your own book at home, there are lots to pick from on epic. |
| Spelling | Practise your common exception spellings in the back of your planner. Revisit any that you have got incorrect or do not understand what they mean. Remember that we would have moved on to the next column! |
| Writing | Complete the activities Wizard Comprehension (p10) and The 'fill the gaps' Game (p.12). You must read page 11 before completing the activity on page 12. |

| Thurs 25th Feb | |
|---|---|
| Reading | Read one of your assigned books on GetEpic. They are differentiated to match your Reading Range on AR.<br>Class code: teq0763<br><br>Take the week to read it through and then have a go at the quiz on Friday. Remember, if the book is shorter, you will need to read it more than once to remember the facts or story!<br>You can also read your own book at home, there are lots to pick from on epic. |
| Spelling | **Year 4:** How many other words can you find that contain the word 'act' in the beginning, middle or end? Make a list in your English books and don't repeat the same words that are in your spelling list.<br><br>**Year 5:** How many other words can you find which use the suffixes able, ably, ible, ibly,? Make a list in your English books and don't repeat the same words that are in your spelling list. |
| Writing | Complete the activities Weasel Phrases (p.13) and Bossy Verbs, Leading Questions (p.14) |

| Fri 26th Feb | |
|---|---|
| Reading | Read one of your assigned books on GetEpic. They are differentiated to match your Reading Range on AR.<br>Class code: teq0763<br><br>Take the week to read it through and then have a go at the quiz on Friday. Remember, if the book is shorter, you will need to read it more than once to remember the facts or story!<br>You can also read your own book at home, there are lots to pick from on epic. |
| Spelling/ Handwriting | Practise these spellings in neatly joined handwriting before asking a parent/guardian to test you.<br><br>**Year 4:**<br>acted<br>acting<br>react<br>reacting<br>reaction<br>activate<br>activation<br>deactivate<br>actor<br>actress<br>activist<br><br>**Year 5:**<br>available<br>adorable<br>considerable<br>considerably<br>probably<br>understandable<br>horrible<br>horribly<br>incredible<br>incredibly<br>possible<br>sensibly |
| Writing | Complete the activities Alliteration (p.15) and Design Your School (p.16). |

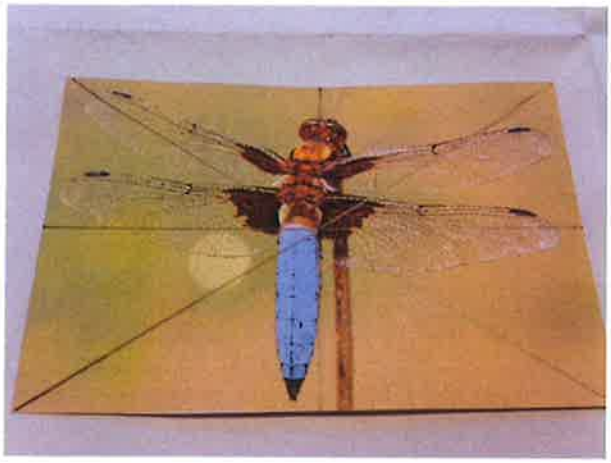

#HEPSATHOME

Wednesday 24th

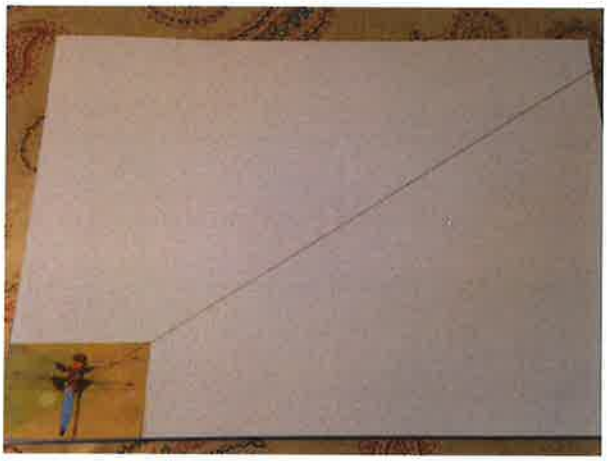
# Invertebrates

Wednesday 24th

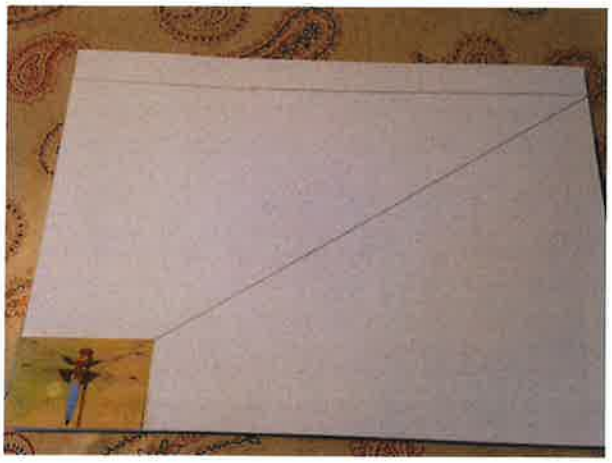
# How to expand an image.



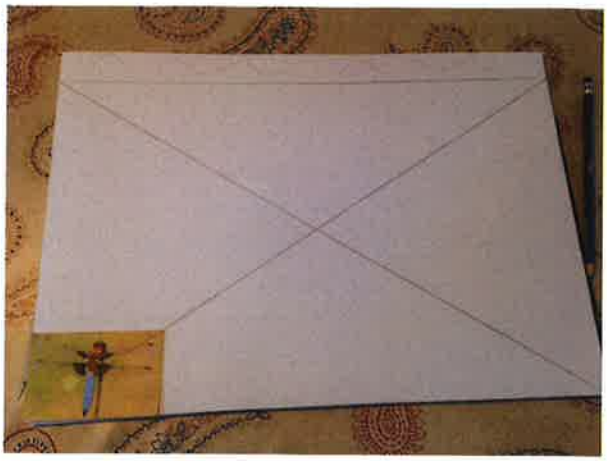
1. Choose a close-up image of an insect. Draw 4 straight lines – diagonally corner to corner, vertically through the centre point and horizontally through the centre point.



2. Place the image in the corner of a large piece of drawing paper (the bigger the better). Using a large ruler, continue the diagonal line until you come to the edge of the large paper.



3. As shown, draw a line from the end of the diagonal line across the paper to create a new edge.



4. Faintly draw the other lines on the large sheet.

5. Cut along all of the lines to create 8 triangles. Mark them on the back to indicate their position. Give each triangle to a different child. They will need to coordinate with the other children who have the surrounding triangles to make sure they cross the joins at the same place. Chn carefully draw the details of the insect within their triangle.

6. Encourage chn to choose how to colour the details in. Join the triangles and display the large insect.

7. Alternatively, chn can work independently to create their own large scale image. They should follow steps 1-4, then draw the details of each triangle independently.