THEME: VIEWPOINTS

## HOME LEARNING

## Fractions, Decimals and Percentages

Which is greater? Show how you worked it out in your books. Use this video to help you with the first two, if you need help. Try to remember the equivalent fractions, decimals and percentages. Answers at the bottom, once you have had a go! Get an adult to tell you the clue first, if you are stuck.

| $\frac{3}{4}$ or $\frac{5}{8}$ | $\frac{6}{7}$ or $\frac{5}{6}$ |
| :---: | :---: |
| $50 \%$ or $\frac{8}{100}$ | $80 \%$ or $\frac{9}{10}$ |
| $15 \%$ or 0.18 | $20 \%$ or 0.4 |
| 0.5 or $\frac{3}{4}$ | 0.9 or $\frac{2}{10}$ |
| $75 \%$ or $\frac{19}{25}$ | $30 \%$ of $£ 1600$ or $\frac{2}{5}$ of $£ 1500$ |

Play Guardians: Defenders of Mathematica- BBC site. Once you have finished your 'training' enter the 'Forest of Fractions and Decimals'.

| ENGLISH |  |  |  |
| :--- | :--- | :--- | :--- |
| Reading $\quad \mathbf{3 0}$ mins | Spelling <br> mins | $\mathbf{1 0}$ | Writing $\quad \mathbf{2 0}$ mins |

## PHYSICAL ACTIVITY- Choose one

Joe Wicks Work Out
9am The Body Coach on You Tube or use a uploaded video

Oti Mabuse Dance
11.30 Oti Mabuse Official on You Tube or use previous uploaded video

## THEMED LEARNING- Choose one

## 45 minutes

The learning project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, personal viewpoints and those of others.

## Geography

If you tried out using Google Earth last week, then you might like to try this: Search for tall buildings such as The Eiffel Tower or any listed opposite. Use the 3D view to look at the viewpoint from this building from the top and 'fly' down to 'street view' to see a view

## Geography

What would the view be like from the top of the world's tallest skyscrapers?
Find out the heights in metres and countries of the following and order them smallest to largest:
The Shard
The Burj- Khalifa
Empire State Building
Eiffel Tower
Petronas Towers
from the bottom. Make sure you ask permission to download apps or change browsers.

Watch a 4 minute animated clip to see how Dubai has grown since the 1960s. One of the buildings listed above is here. Can you spot it?

## TEAM PLAYER SKILL

I am helping an adult prepare meals.

## INDEPENDENCE SKILL

I know my full address including my postcode

## MATHS ANSWERS

| $\frac{3}{4}$ or $\frac{5}{8}$ Clue: convert both to eighths $\frac{3}{4}=\frac{6}{8}$ so $\frac{3}{4}$ is larger | $\frac{6}{7}$ or $\frac{5}{6}$ Clue: convert to lowest common multiple $\frac{6}{7}=\frac{36}{42} \quad \frac{5}{6}=\frac{35}{42} \quad$ so $\frac{6}{7}$ is larger |
| :---: | :---: |
| $50 \%$ or $\frac{8}{100}$ Clue: convert the percentage to a fraction in hundredths <br> $50 \%=\frac{50}{100} \quad$ so $50 \%$ is larger | $80 \%$ or $\frac{9}{10}$ Clue: convert the percentage to a fraction in tenths <br> $80 \%=\frac{80}{100}=\frac{8}{10}$ so $\frac{9}{10}$ is larger |
| $15 \%$ or 0.18 Clue: convert the decimal to percentage by multiplying by 100 <br> $0.18 \times 100=18 \quad$ so 0.18 is larger | 20\% or 0.4 Clue: convert the decimal to percentage by multiplying by 100 <br> $0.4 \times 100=40 \quad$ so 0.4 is larger |
| 0.5 or $\frac{3}{4} \quad$ Clue: you can convert but these are fraction and decimal equivalents you should know now! <br> $0.5=\frac{1}{2}=\frac{2}{4} \quad$ so $\frac{3}{4}$ is larger | 0.9 or $\frac{2}{10}$ <br> Clue: convert the decimal to tenths <br> $0.9=\frac{9}{10} \quad$ so 0.9 is larger |
| $75 \%$ or $\frac{19}{25}$ Clue: convert the fraction to a percentage <br> $\frac{19}{25}=\frac{19 \times 4}{100}=\frac{76}{100}=76 \% \quad$ so $\frac{19}{25}$ is larger | $30 \%$ of $£ 1600$ or $\frac{2}{5}$ of $£ 1500$ <br> Clue: Find $10 \%$ of $£ 1600$ first then multiply by 3; find one fifth of $£ 1500$ then double. <br> $10 \%$ of $£ 1600=£ 160$ <br> $30 \%$ of $£ 1600=£ 160 \times 3=£ 480$ <br> $1 / 5$ of $£ 1500=£ 1500 \div 5=£ 300$ <br> $2 / 5$ of $£ 1500=£ 300 \times 2=£ 600$ <br> So 2/5 of £ 1500 is larger. |

