

Unit 8

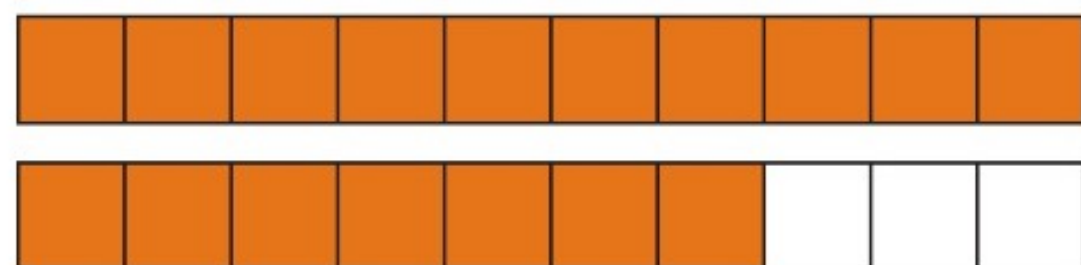
Fractions



In this unit we will ...

- ⚡ Look at fractions that are greater than 1
- ⚡ Convert between mixed numbers and improper fractions
- ⚡ Identify equivalent fractions
- ⚡ Simplify fractions

How many tenths are shown here?



We will need some maths words.
Which of these have you met before?

mixed number

improper fraction

numerator

denominator

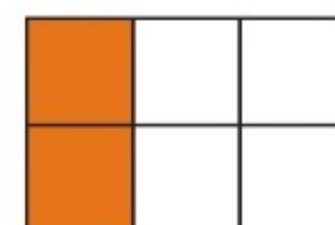
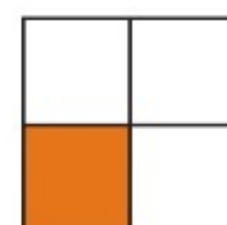
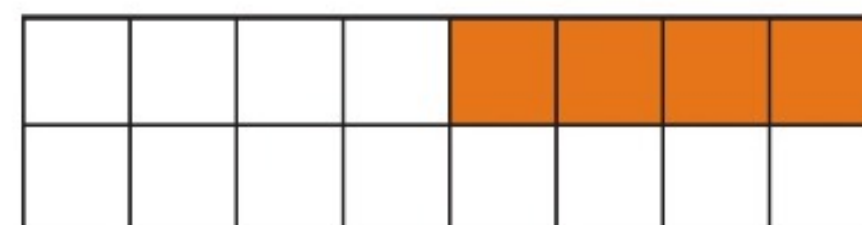
fraction

equivalent

simplify

simplest fraction

Which one of these fractions is not equivalent to the others?



Unit 9

Fractions 2

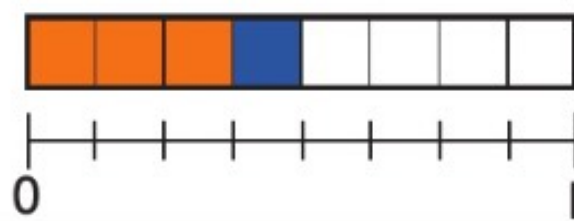
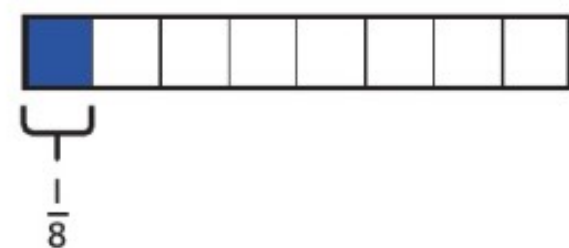
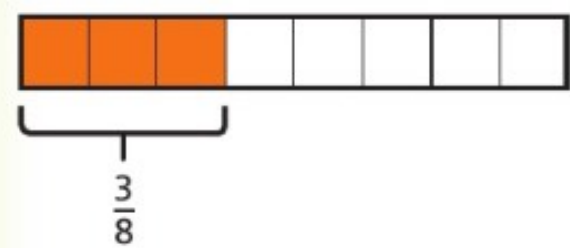


In this unit we will ...

- ⚡ Learn to add and subtract fractions with the same denominator
- ⚡ Learn to subtract a fraction from a whole number
- ⚡ Understand how to find a fraction of an amount

We will use fraction strips to add and subtract fractions.

$$\frac{3}{8} + \frac{1}{8} = \frac{4}{8}$$



We will need some maths words. How many of these do you remember?

numerator

denominator

add

subtract

improper fraction

mixed number

fraction of an amount

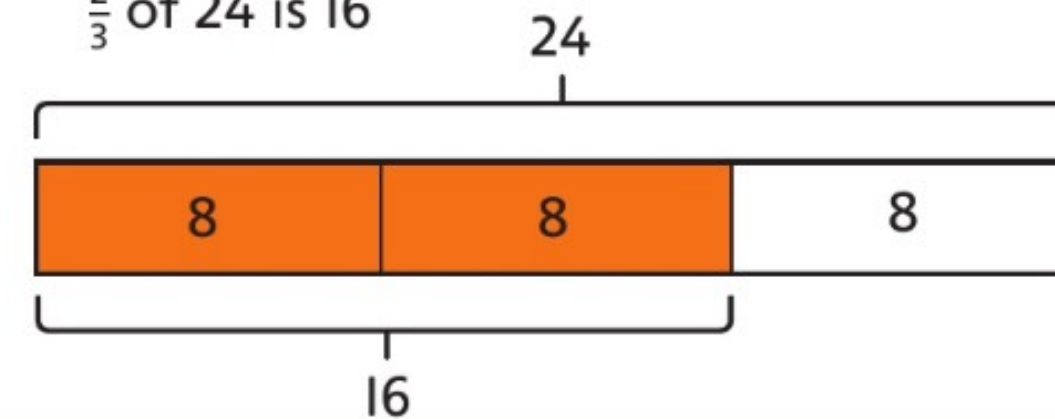
You need to be able to find a fraction of an amount.

Find $\frac{2}{3}$ of 24.

$$24 \div 3 = 8$$

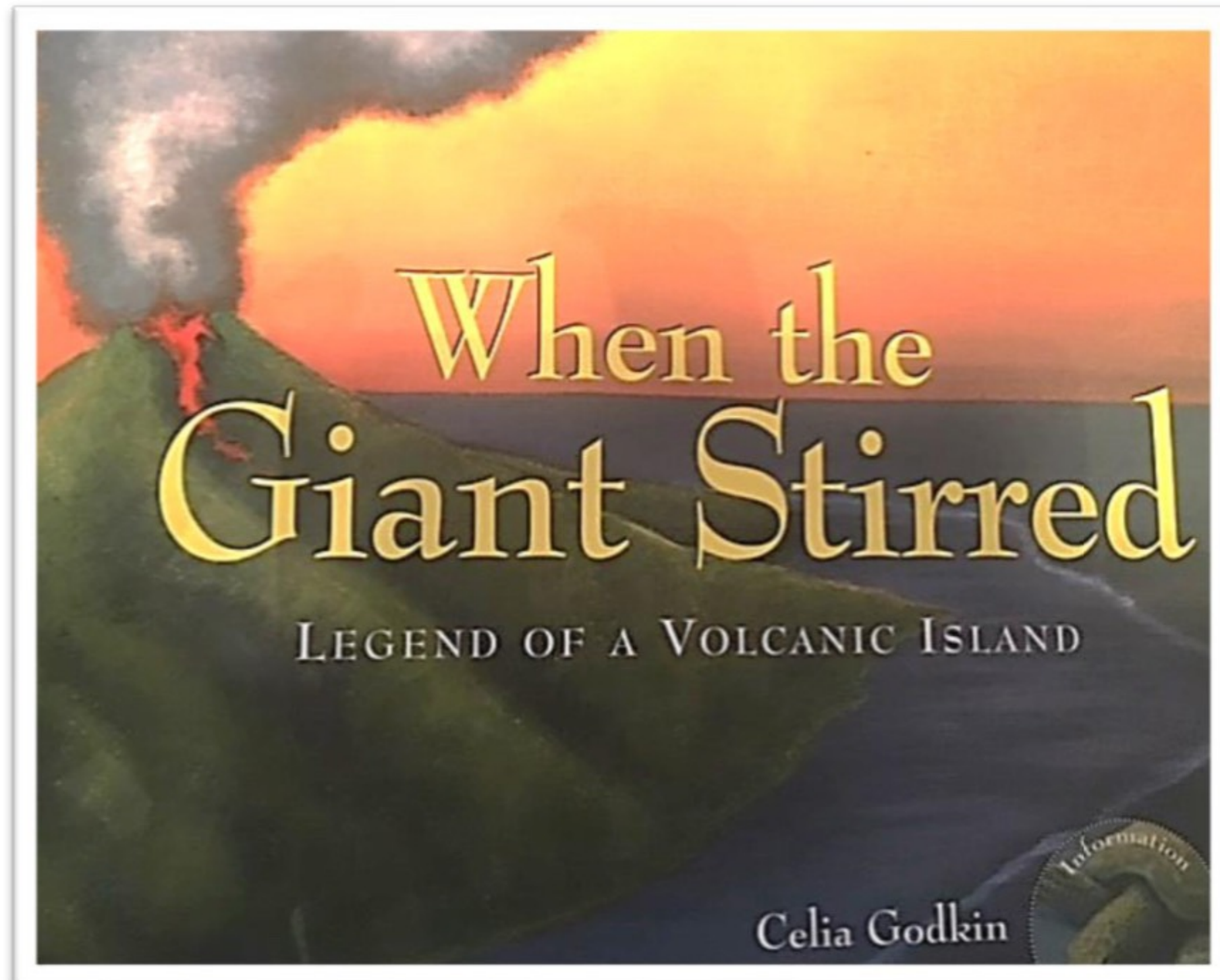
$$8 \times 2 = 16$$


$\frac{2}{3}$ of 24 is 16



When the Giant Stirred

by Celia Godkin



 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> • Use past and present tenses appropriately • Sequence events • Section story into beginning, middle and end • Use 3rd person consistently • Write expanded noun phrases (Y2) • Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use and punctuate direct speech • Use commas after fronted adverbials 	<ul style="list-style-type: none"> • Sequence stories in different stages: introduction, build up, climax, resolution • Create dialogue between characters that shows their relationship with each other • Use 1st or 3rd person consistently • Use small details to describe characters and for time, place and mood

National curriculum skills for this unit:

Spoken language:

- Build vocabulary
- Articulate and justify answers
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Participate in **discussions**, presentations, performances, **role play**, **improvisations** and debates

Reading comprehension:

- Use dictionaries to check the meaning of words
- Identify themes and conventions
- Check text makes sense
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise
- Participate in discussion about books

Writing Composition:

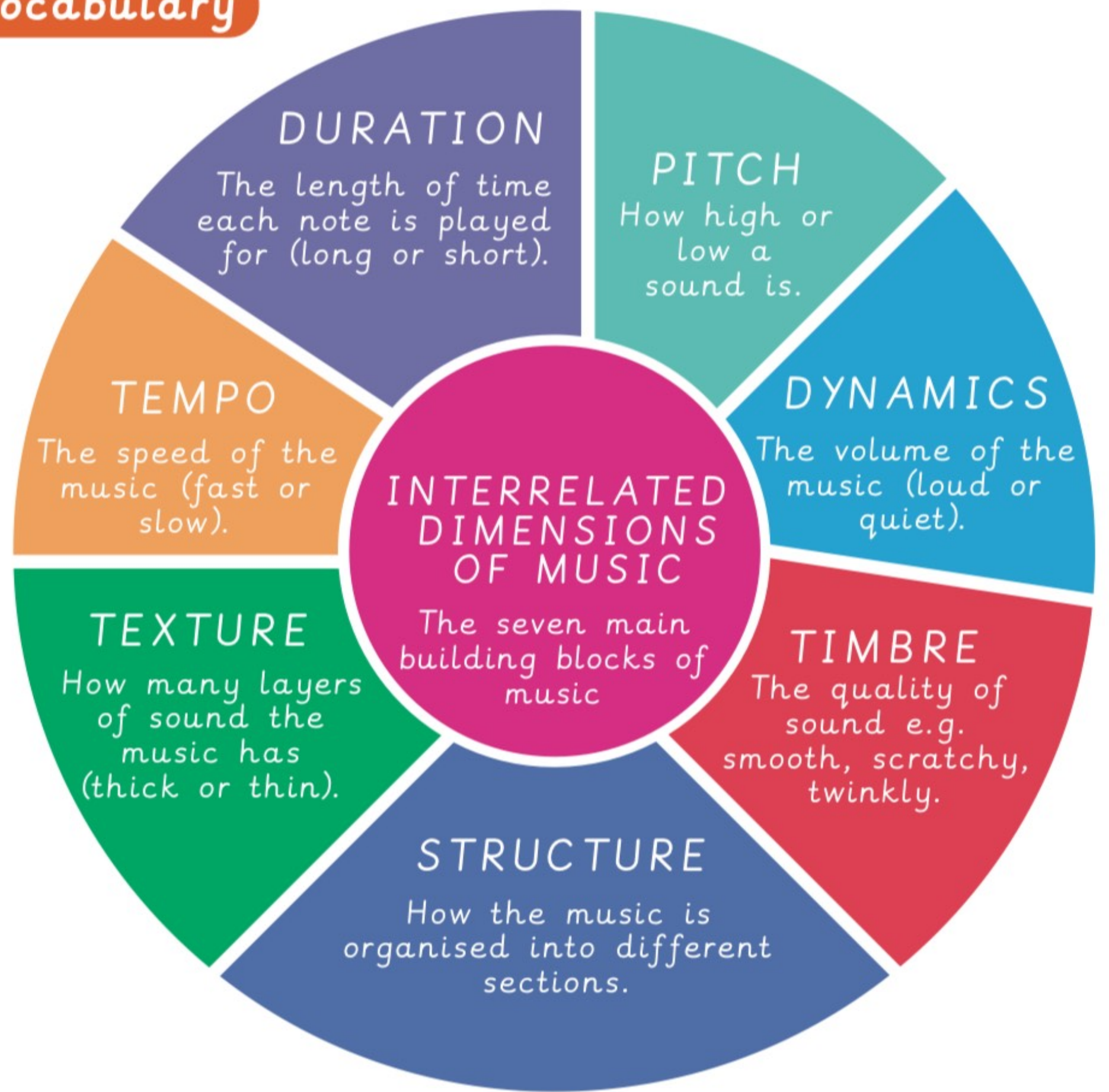
- Plan writing by discussing the structure, vocab and grammar of similar writing
- Build an increasing range of sentence structures
- In narratives, create settings, characters and plot
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Musical style: Classical

Exploring music inspired by trees, including the cherry blossom festival, Hanami. Learning how each composer uses different timbres in their pieces to describe the movements of trees in the wind and using this as inspiration for musical haiku compositions.



Vocabulary



Col legno

A way of playing a stringed instrument by striking the string with the wooden part of the bow.



Pizzicato

Staccato sounds played by plucking the strings.

Haiku

A Japanese three line poem which has a strict syllable structure of 5,7,5.

A Winter's Night ❄️

It is cold outside,
So we will stay warm indoors
Next to the log fire.

Glissando

A continuous slide upwards or downwards between notes.

Staccato

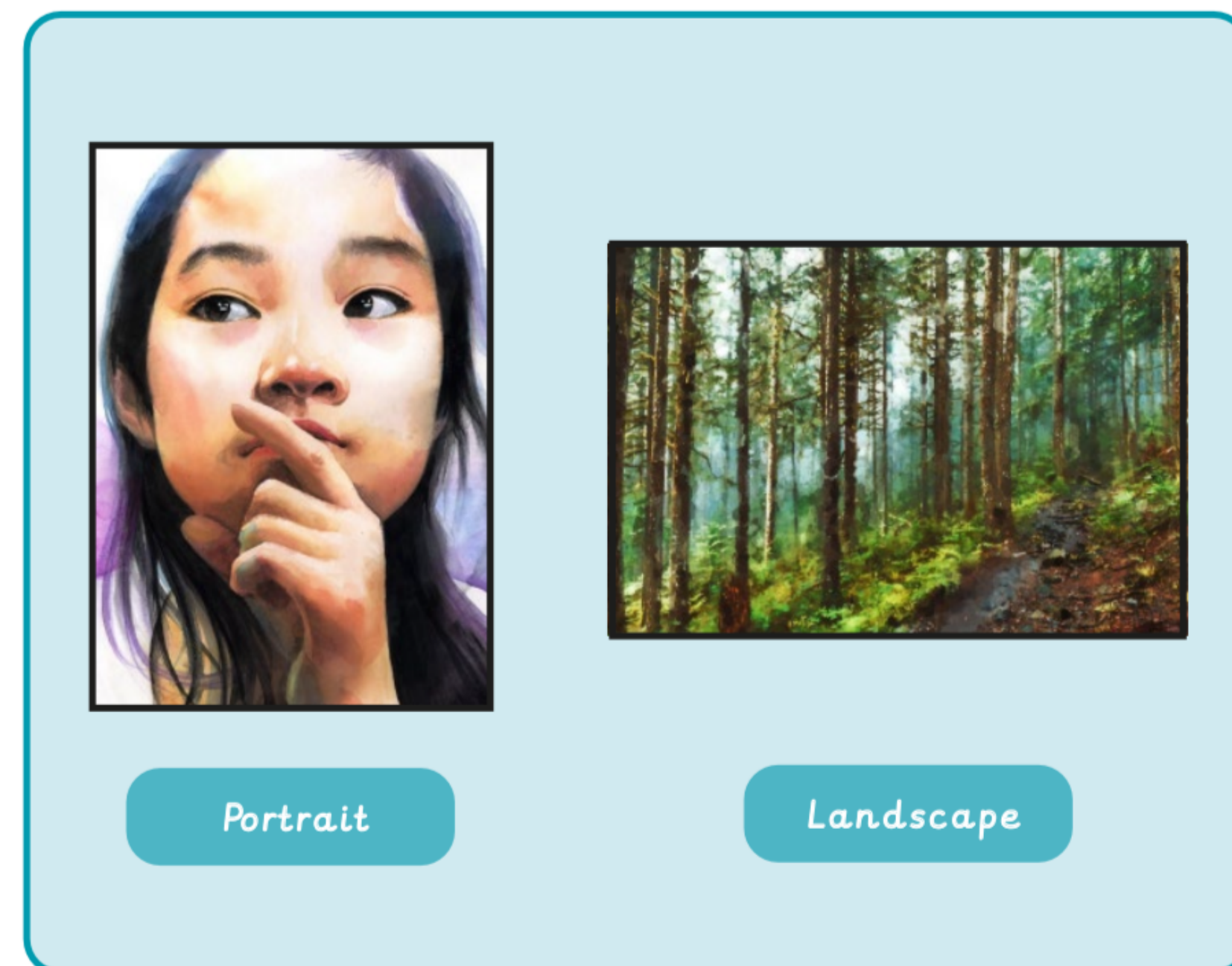
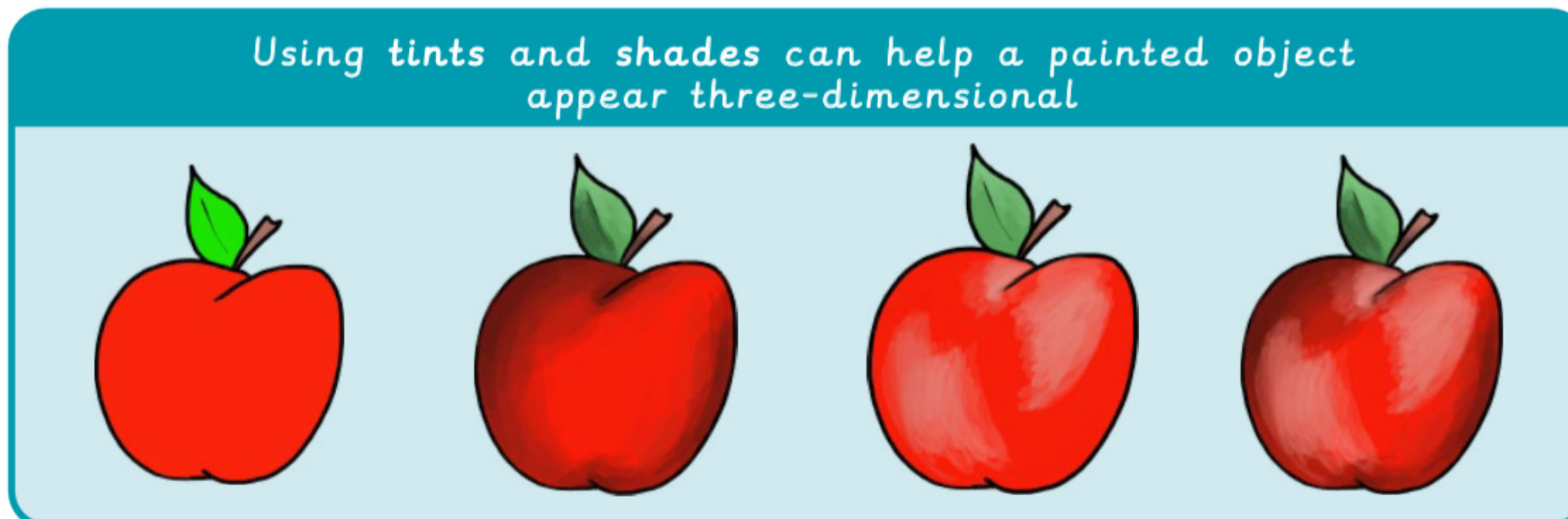
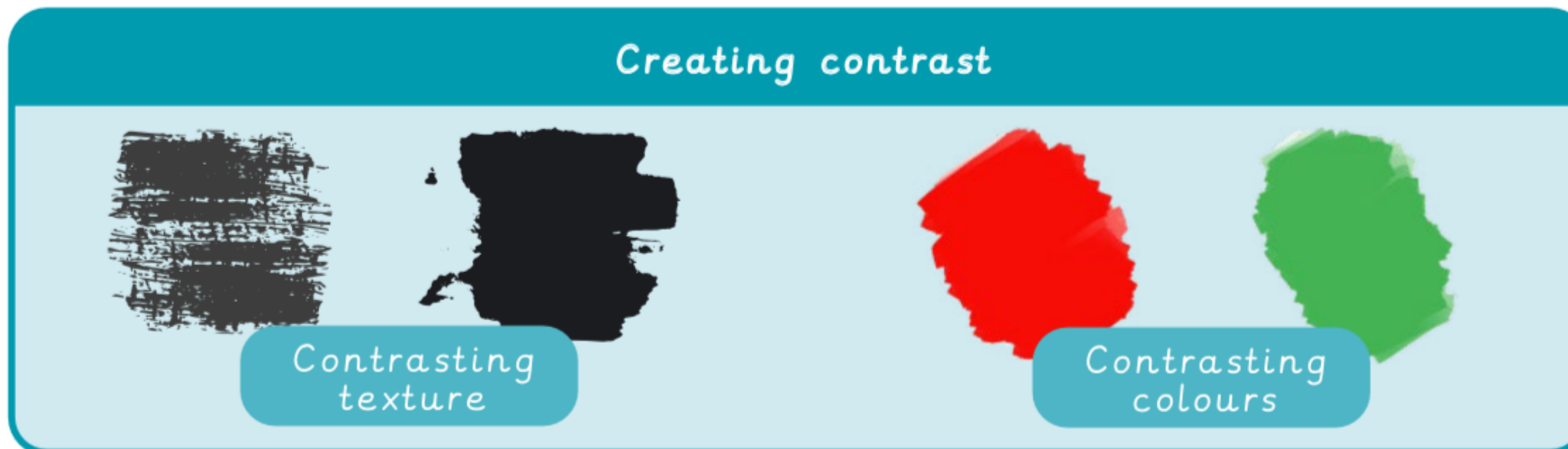
A musical term to describe short sounds.

Improvising Making up music as it is played or performed.

Melody Notes of different pitches played in a sequence to create a tune.

Inspiration Something that encourages you to be creative.

Composition	Putting different elements together in a pleasing way
Hue	Describing an exact colour: sky blue, dark green, rose pink
Proportion	How big a part of something looks compared to the rest of it
Shade	Adding black to a colour makes a shade
Shadow	A dark area created when light is blocked
Still life	An artwork showing a collection of things that don't move, e.g. objects rather than people
Tint	Adding white to a colour makes a tint
Tone	The light and dark something is

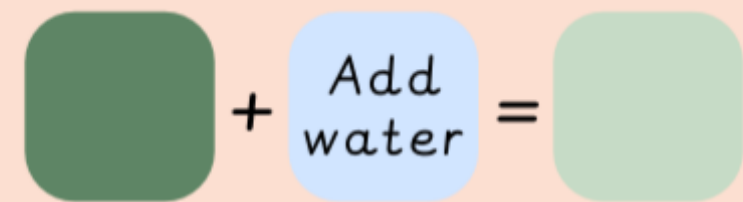


Colour mixing



Making colours lighter:

+ a lighter colour
+ water
+ white

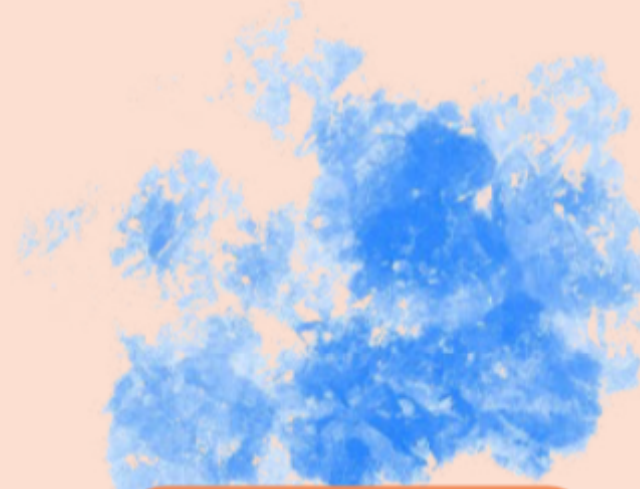


Making colours darker:

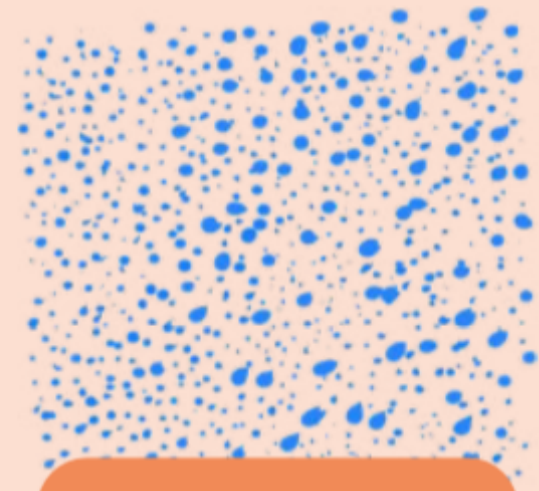
+ a darker colour
+ black



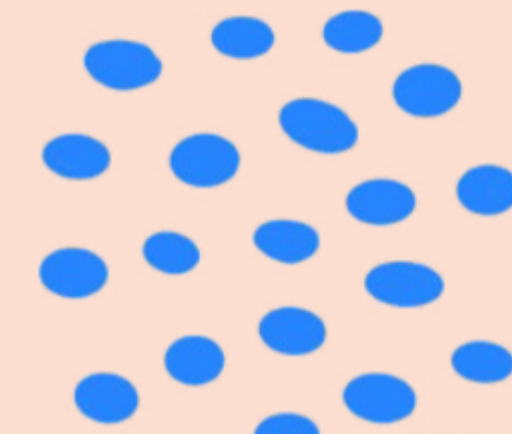
Painting techniques



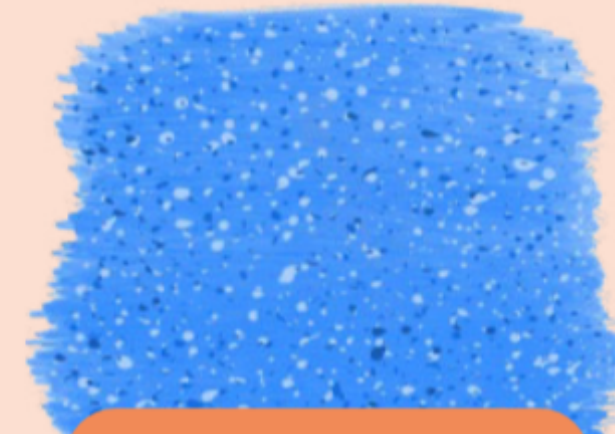
Dabbing



Stippling



Pointillism



Adding texture to paint



Washes



Using different tools

Vocabulary and pictures



la soupe
the soup



la pizza
the pizza



le hot-dog
the hot-dog



le hamburger
the hamburger



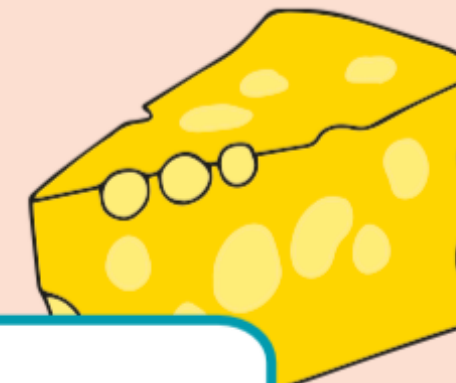
la baguette
the baguette



le croissant
the croissant



une crêpe
a pancake



le fromage
the cheese



un
croque-monsieur
a cheese
toasty



une limonade
a lemonade



un jus
d'orange
an orange
juice



un cola
a cola



une entrée
a starter



un plat
principal
a main
course



une boisson
a drink

Sentence structure and phrases



s'il vous plaît	please
merci	thank you
l'addition s'il vous plaît	bill please

The currency in France is the Euro - the euro symbol is €

French shops



les magasins	the shops
la boulangerie	the bakery
la pâtisserie	the cake shop
la chocolaterie	the chocolate shop
l'épicerie	the grocer's shop
le marché	the market
le supermarché	the supermarket

Cognates:

A cognate is a word that is exactly the same in both French and English. A near cognate is very similar!

Being a good "language detective" and spotting cognates can help us work out the meaning of French words.

Key phrases

Voilà!

Je n'aime pas la soupe de légumes

Je voudrais une boisson

J'aime les crêpes

Here you are!

I don't like vegetable soup

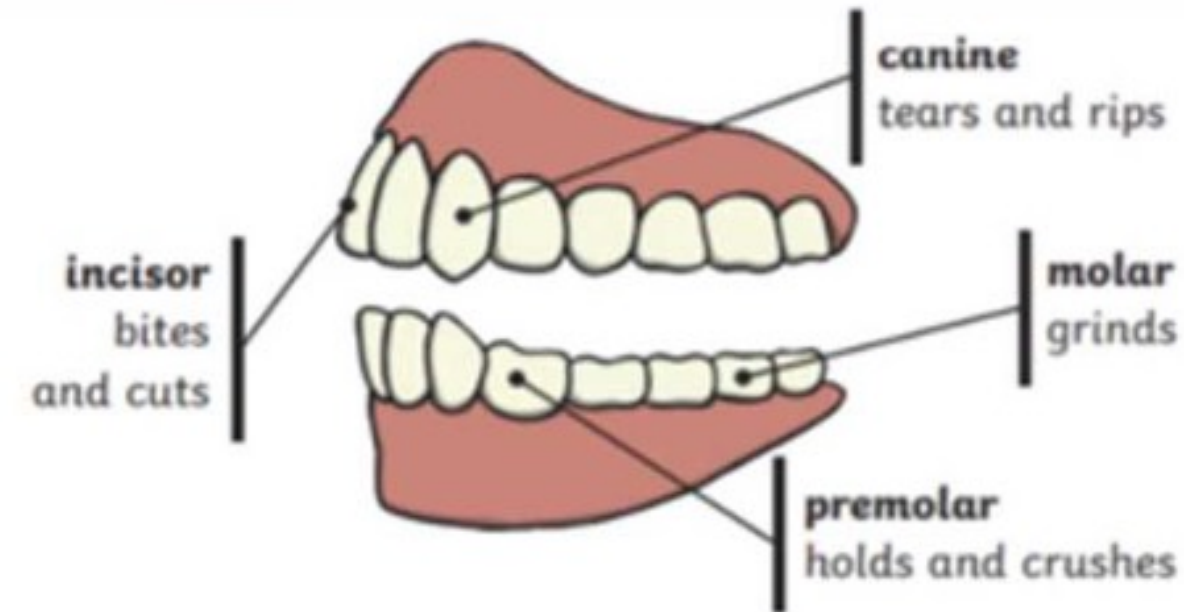
I would like a drink

I like crepes

Animals—including Humans

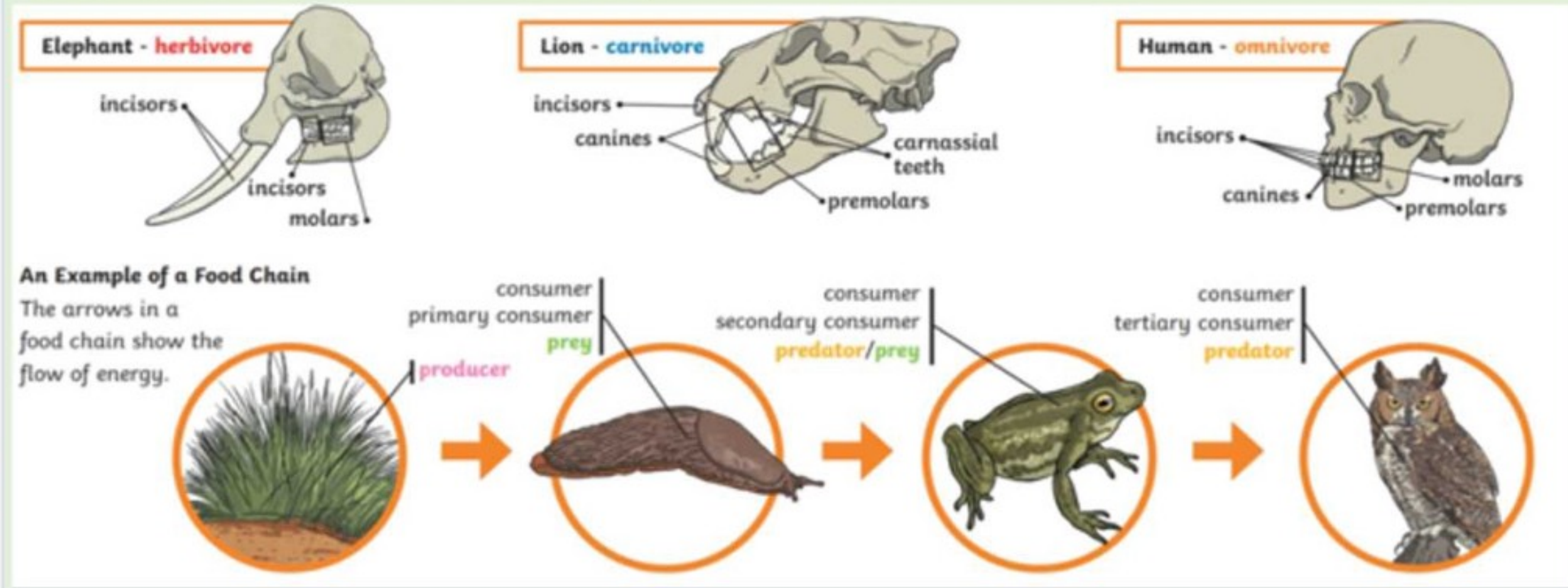
Human Teeth

You have two sets of teeth in your lifetime. Adults have 32 teeth whilst children only have 20. Some people have wisdom teeth but they have no function now.

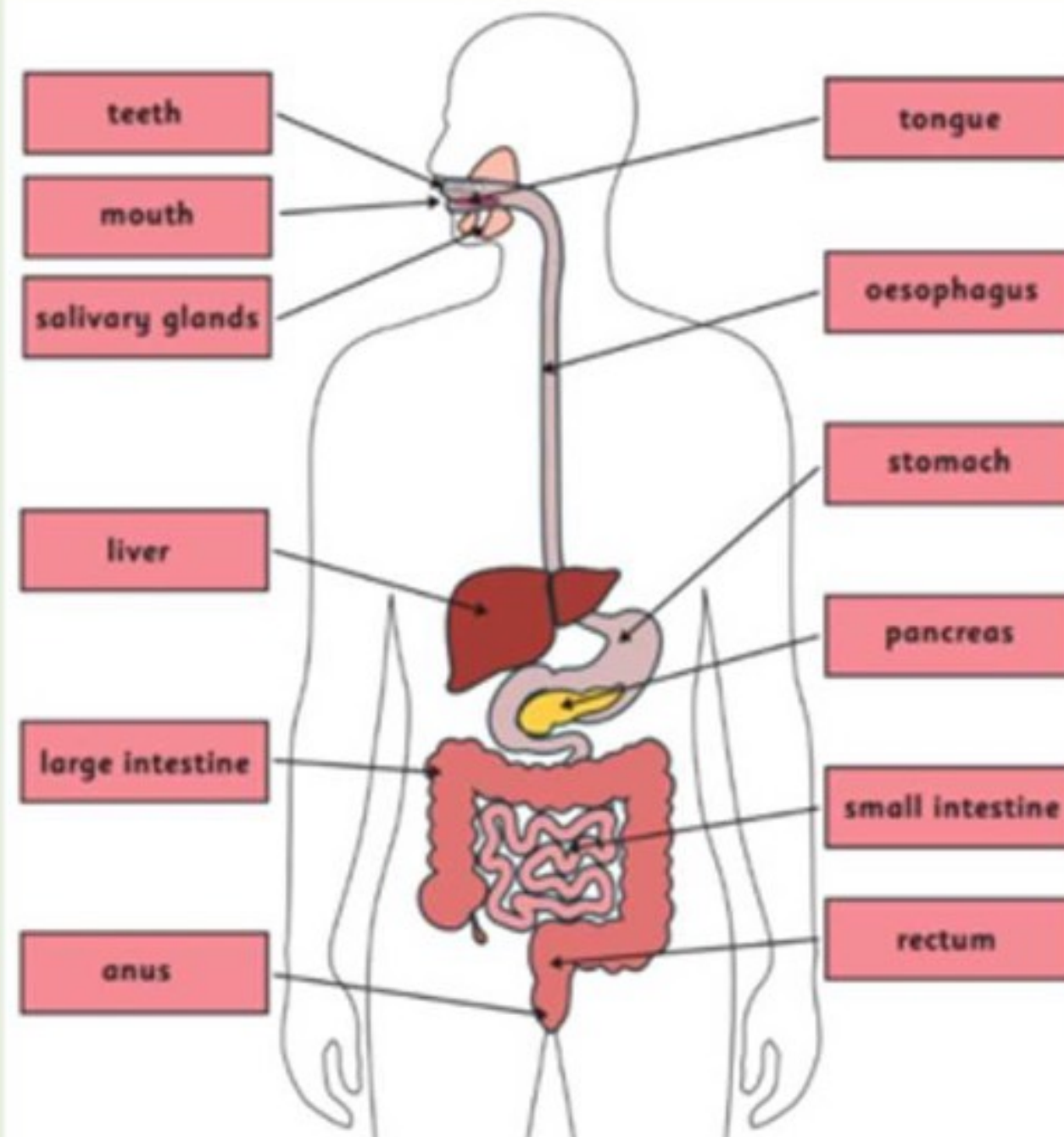


Animal Teeth & Food Chains

The teeth of an animal are designed to eat different foods depending on the diet of the animal. Examples of a herbivore, a carnivore and an omnivore skull:



Digestive System



Subject Vocabulary

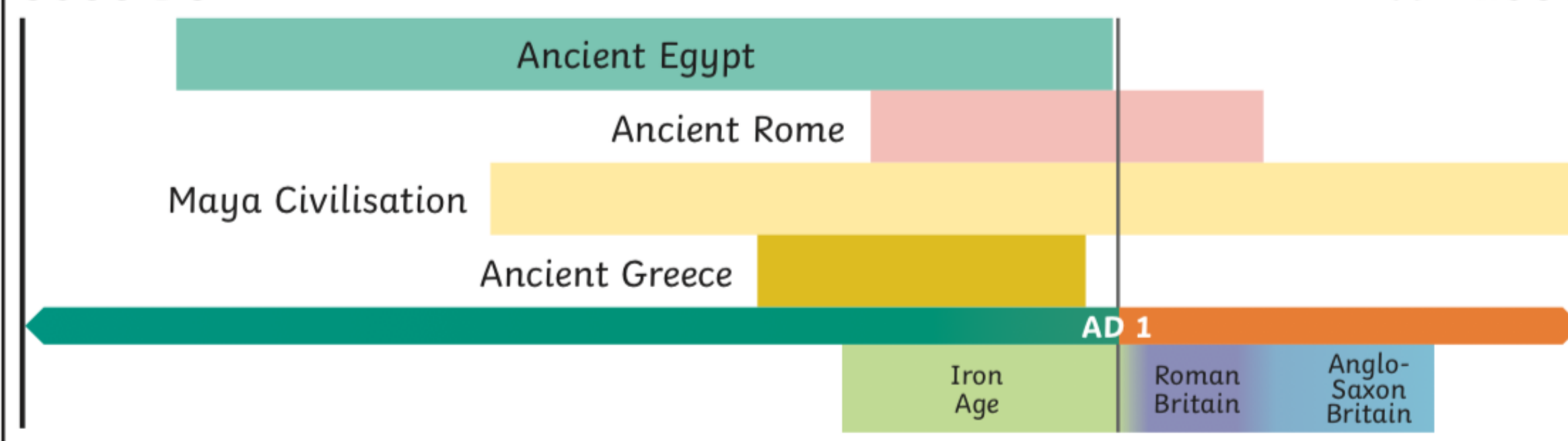
Digest	Break down food so it can be used by the body.	Herbivore	An animal that eats plants.
Oesophagus	A muscular tube which moves food from the mouth to the stomach.	Carnivore	An animal that feeds on other animals.
Stomach	An organ in the digestive system where food is broken down with stomach acid and by being churned around.	Omnivore	An animal that eats plants and animals.
Small intestine	Part of the intestine where nutrients are absorbed into the body.	Producer	An organism, such as a plant, that produces its own food.
Large Intestine	Part of the intestine where water is absorbed from remaining waste food. Faeces are formed in large intestine.	Predator	An animal that hunts and eats other animals.
Rectum	Part of the digestive system where faeces are stored before leaving the body through the anus.	Prey	An animal that gets hunted and eaten by another animal.

Key Vocabulary	
Celts	People living in Britain in tribes , including the Iceni, Brigantes and Catuvellauni.
citizen	A person with all the rights and protections of a nation or land. In the Roman Empire , only citizens were able to vote.
conquest	Taking control of a place by force, often with an army.
emperor	The ruler of an empire .
empire	A group of countries controlled by one ruler (emperor or empress) or government.
legion	A large section of the Roman army, made up of around 5000 soldiers.
rebellion	An uprising or revolt by people who want to challenge what they believe is unfair treatment by rulers.
Roman Empire	The name used for the land that was controlled by the Romans, including large parts of Europe plus parts of North Africa and West Asia.
tribe	A group of people who share the same culture and values.

Timeline

3500 BC

AD 1500



The first Romans lived in Italy nearly 3000 years ago. They founded the city of Rome in 753 BC and, over the centuries, **conquered** many lands to create a huge **empire**.



Julius Caesar Invades in 55 BC and 54 BC

The Roman General Julius Caesar made two attempts to **conquer** Britain. He wanted to add the rich land to the **Roman Empire** and punish the **Celts** for helping his enemies. His **legions** weren't able to overcome the **Celts** in 55 BC or 54 BC, but some leaders did pay tributes (a tax) so the Romans would leave. This meant the **Celts** could continue to live as they were.



Emperor Claudius Conquers Britain in AD 43

In AD 43, **Emperor** Claudius launched a third attack on Britain. He sent a powerful and well-organised army of around 40,000 men (that landed in southern England) to **conquer** the **Celtic tribes**. This time, much of Britain (or Britannia as the Romans called it) did become another province of Rome.

Boudicca Rebels in AD 60/61

The Romans seized the land and wealth of the Iceni **tribe** after King Prasutagus died. Queen Boudicca objected and she led a **rebellion** against the Romans. At first, her army was very successful but in the Battle of Watling Street, the Roman army finally defeated Boudicca and the **Celts**. Many people were killed in the **rebellion**.



Hadrian's Wall in AD 122

In AD 122, **Emperor** Hadrian gave an order to build a wall in the north of the country. Roman **legions** had tried to **conquer** Caledonia (Scotland), but the Picts would not give up their lands and they also raided land that the Romans controlled. Hadrian's Wall took around six years to build and it was 73 miles long. Around 15,000 troops lived at Hadrian's



Wall so they could defend this northern border of the **Roman Empire**.

Roman Roads and Towns

The Roman army are famous for building long, straight roads. Special engineers planned these roads and they criss-crossed the whole **Roman Empire**. They boosted trade, communication with the **Emperor** and helped the **legions** to keep control of all the different provinces.



The Romans built new towns all over Britain. Each one had a marketplace, town hall, shops, temples and homes; larger towns had an amphitheatre. Bath houses were elaborately designed and were popular places to relax and meet friends.



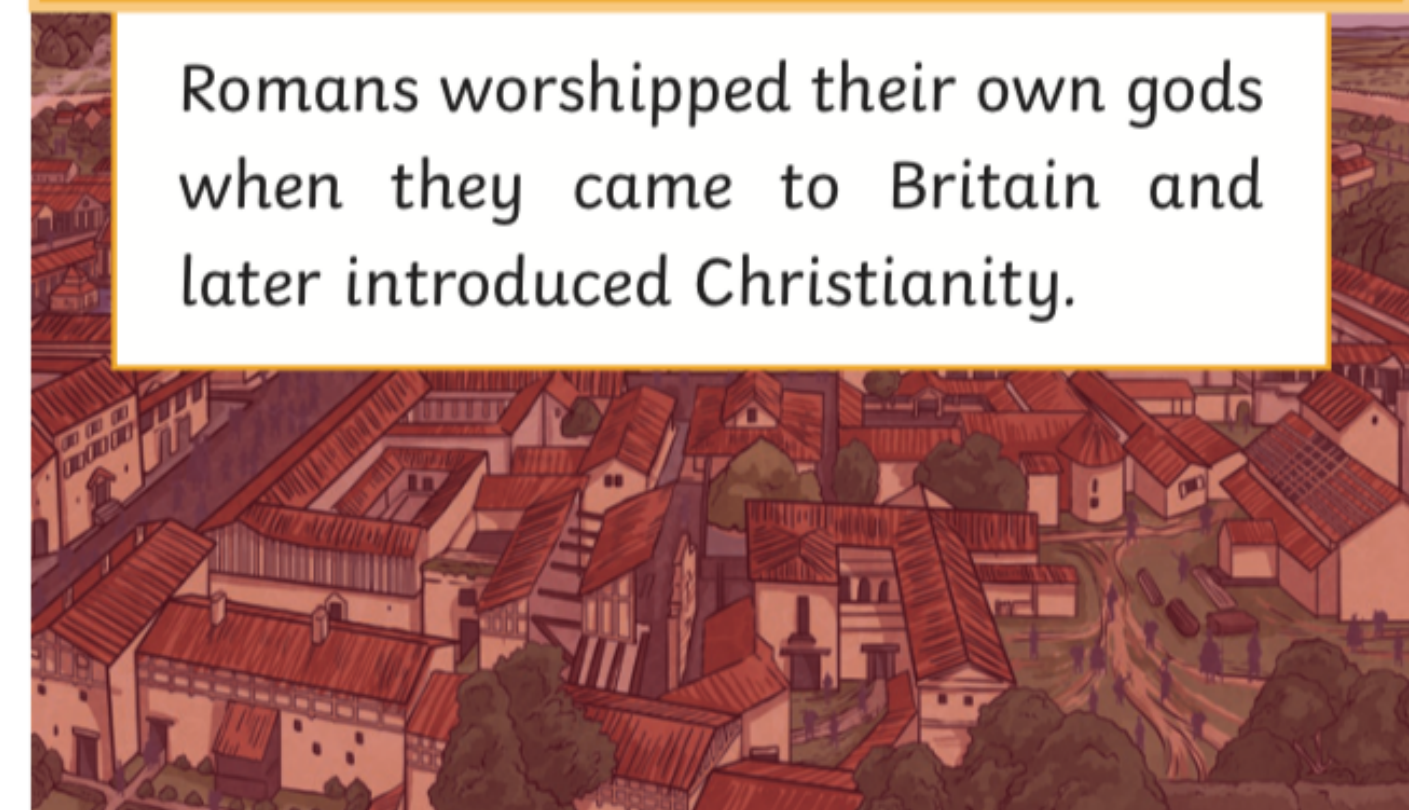
Roman Villas

Wealthy Romans and some **Celts** built large homes in the countryside called villas. The land attached to these homes was used for farming as agriculture was an important business for the Romans. Countryside villa complexes included a main house, bath house, workshops and gardens.



Did you know...?

Romans worshipped their own gods when they came to Britain and later introduced Christianity.



What? (Key Knowledge)	
Forgiveness	A conscious, deliberate decision to release feelings of resentment or vengeance toward a person or group who has harmed you.
Last supper	The Last Supper was the meal eaten by Christ with his disciples on the night before his Crucifixion.
Crucifixion	An ancient form of execution in which a person was nailed or bound to a cross.
The Lord's Prayer	The prayer taught by Christ to his disciples.
What are the Christian views about forgiveness?	Christians believe that Jesus' death was a sacrifice and offers them forgiveness from God. With Jesus' help they can do their best to forgive other people.

Possible experiences
<ul style="list-style-type: none"> Retell the Easter story in your own words using the stations of the cross. <u>Outdoor Learning</u>. – Sculpt something that represents what forgiveness means to you. Show how Christians show forgiveness in a modern world.

Attainment Targets
<ul style="list-style-type: none"> I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.
Key Questions
<ul style="list-style-type: none"> Is forgiveness always possible for Christians? How does it feel to forgive? Is it possible that Jesus forgave the people who killed him? Did Jesus always forgive people?

What? (Key vocab)	
Spelling	Definition
Disciples	The 12 followers of Jesus Christ.
Stations	The artistic representation of the different stages of the Easter story.
Salvation	Rescue
Temple	Jewish place of worship.
Peter	One of Jesus' disciples who denied knowing him three times.



Christians believe that Jesus died on the cross to forgive them of their sins.

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

This dance is inspired by a spy!

The Spy Set Phrase

Counts 1-4:
Creep forwards lightly on your toes, looking from side to side.

Counts 5-8:
Stand with your feet shoulder width apart, bend your knees. Transfer weight from left to right, turning your head from left to right. Repeat other side.

Counts 1-4:
Step whilst turning, travelling sideways to the left.

Counts 5 and 6:
Kick your right foot round in a circle.

Counts 7 and 8:
Run backwards quickly.

CARNIVAL TIME

Samba music has its roots in Brazilian and African music.

Music and dance play a major role in the Rio de Janeiro Carnival.

States of Matter				
	actions	dynamics	space	relationships
solid	kick lunge stamp step slide	strongly heavily robotically	same level straight pathways	unison side by side in contact matching
liquid	slide wave twist ripple	smoothly fluidly gently	curved pathways varied directions	some performers in contact canon
gas	spin leap roll jump kick	smoothly gently fluidly	varied directions pathways levels	random timing not in contact spaced

The Twist

- The twist was a dance inspired by rock and roll music.
- It became the first worldwide dance craze in the early 1960s.
- The actions are wild and spontaneous, with swivelling of the hips and toes as the dancer moves up and down.
- Big facial expressions and exaggerated moves.

Key Vocabulary

- action:** the movement a performer uses e.g. travel, jump, kick
- action and reaction:** one movement has an effect on another movement e.g. push/pull, up/down, forward/backward
- canon:** when performers complete the same action one after the other
- dynamics:** how an action is performed e.g. quickly, slowly, gently
- expression:** actions or gestures used to share thoughts or feelings
- flow:** actions that move from one to another easily
- formation:** where performers are in the space in relation to others
- match:** to perform the same action as someone else
- mirror:** reflecting the movements of another person as if they are a reflection
- mirror:** reflecting the movements of another person as if they are a reflection
- order:** the sequence of actions
- performance:** the complete sequence of actions
- phrase:** a short sequence of linked movements
- relationship:** the ways in which dancers interact; the connections between dancers
- represent:** to stand for something
- rhythm:** a strong, regular repeated pattern of movement
- space:** the 'where' of movement such as levels, directions, pathways, shapes
- structure:** the way in which a dance is ordered or organised
- timing:** moving to the beat of the music
- unison:** two or more people performing the same movement at the same time

Ladder Knowledge



- Actions:** Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea.
- Dynamics:** Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea.
- Space:** Space can be used to express a certain character, mood or idea.
- Relationships:** Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

- Social** co-operation, communication, inclusion, collaboration
- Emotional** confidence, empathy, determination
- Thinking** observe and provide feedback, select and apply skills, creativity, comprehension

Strategies

Being aware of other performers in your group will help you to move in time. You can select from a range of dance techniques to help translate your dance idea such as actions, space, dynamics and relationships.

Healthy Participation



You should be bare foot for dance. Ensure you always work in your own safe space when working independently.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Family Fun Dance

- How to play:**
- Think of the typical gestures and movements some of your family members do all of the time.
 - Decide on two or more typical movements for each person.
 - Link these into a dance performance and add some music to your dance.
 - Perform to your family.
 - If you have a brother or sister, you could create the dance with them about your parents.

You could even use your pets for ideas.

www.getset4education.co.uk

If you enjoy this unit why not see if there is a dance club in your local area.

How will this unit help your body?

Balance, co-ordination, flexibility.

Head to our youtube channel to watch the skills videos for this unit.



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