



‘Confident, Independent, Forward-thinking’

Kents Hill Park Online Lesson

Recording of Online Lessons

Please be aware that all Online Lessons are recorded

Following all lessons the recording will be made available within Microsoft Teams to all staff and pupils for review and recap.



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Participating in an online lesson using an online learning platform

I understand that an online lesson is an extension of the classroom and that I should conduct myself as I would in a classroom environment.

This includes:

- Taking part in an online lesson in an environment that is safe, quiet and free from distractions (preferably not a bedroom)
- Being on time for the virtual lesson.
- Remaining attentive during lesson.
- Interacting patiently and respectfully with your teachers and peers.
- Not recording each other's online interactions.
- Remaining for the full duration of the lesson.
- Switching off my video camera and microphone before joining a lesson and when requested to do so by your teacher.
- Finishing the session when your teacher instructs you to do so.



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$$10. \frac{6}{9} = \frac{36}{\quad}$$

$$11. \frac{7}{12} = \frac{\quad}{36}$$

$$12. \frac{6}{\quad} = \frac{48}{56}$$

$$13. \frac{3}{5} = \frac{12}{\quad}$$

$$14. \frac{\quad}{6} = \frac{24}{36}$$

$$15. \frac{1}{2} = \frac{4}{\quad}$$

$$16. \frac{3}{\quad} = \frac{15}{125}$$

$$17. \frac{1}{4} = \frac{4}{\quad}$$

$$18. \frac{1}{\quad} = \frac{5}{10}$$

2 Match each sequence with the correct descriptions.

$\frac{8}{4}, \frac{9}{4}, \frac{10}{4}, \frac{11}{4}, \frac{12}{4}, \dots$

begins on 5

counts down in thirds

$5, \frac{9}{2}, 4, \frac{7}{2}, 3, \frac{5}{2}, \dots$

counts up in eighths

$2, 2\frac{1}{8}, 2\frac{1}{4}, 2\frac{3}{8}, 2\frac{1}{2}, 2\frac{5}{8}, 2\frac{3}{4}, \dots$

counts down in halves

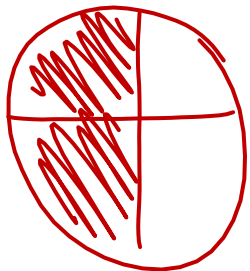
begins on 2

counts up in quarters

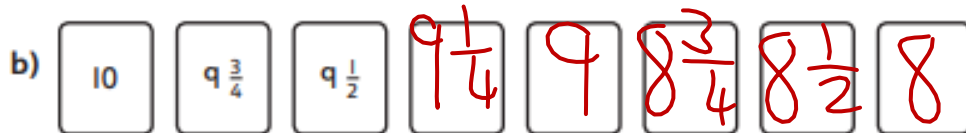
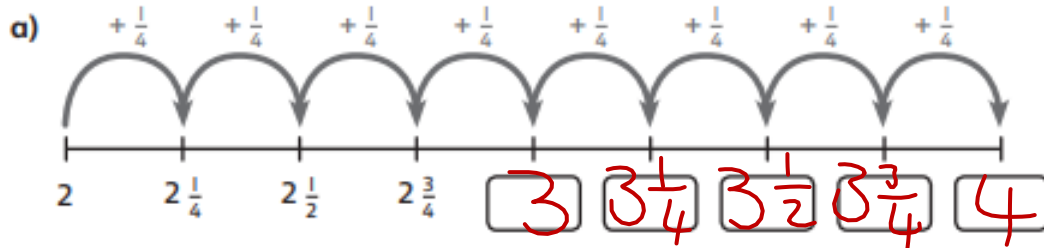
$\frac{15}{3}, \frac{14}{3}, \frac{13}{3}, \frac{12}{3}, \frac{11}{3}, \dots$

$$5 = \frac{10}{2}$$

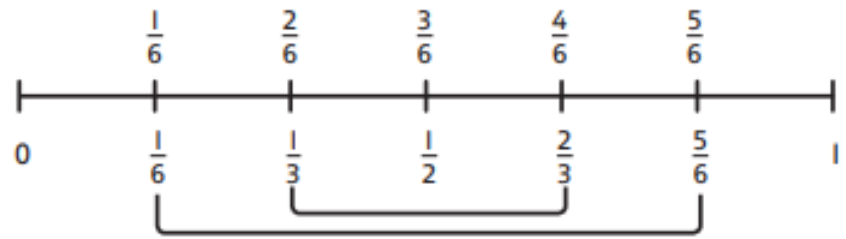
$$\frac{2}{4} = \frac{1}{2}$$



3 Continue each sequence.



- 4 a) Reena is investigating the different ways to write a sequence increasing in sixths between 0 and 1.

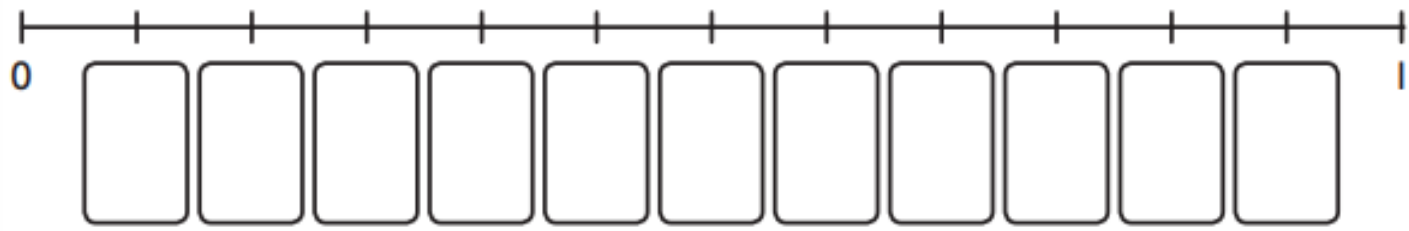


She notices that she can use three different denominators and that there is a pattern.

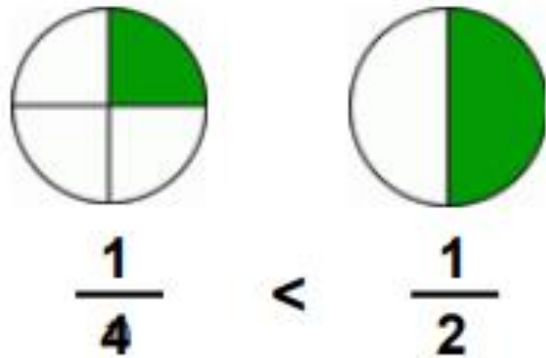
Explain why the denominators 2 and 3 appear in this number sequence, but the denominator 4 does not.

2 and 3 are factors of 6 but 4 is not

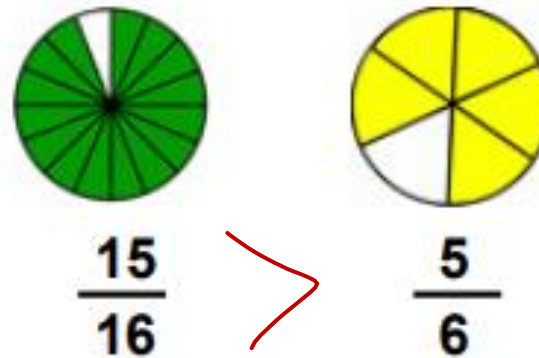
- b) Label the fractions on this number line. What patterns do you notice in the denominators in this sequence?



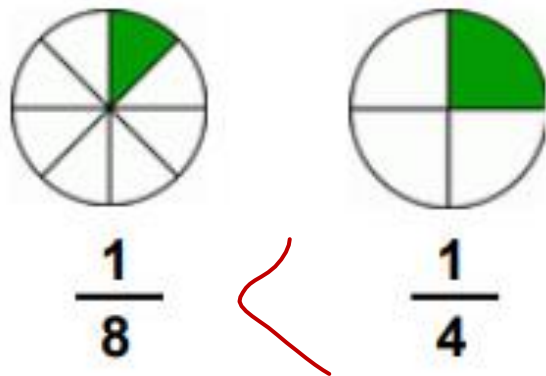
1)



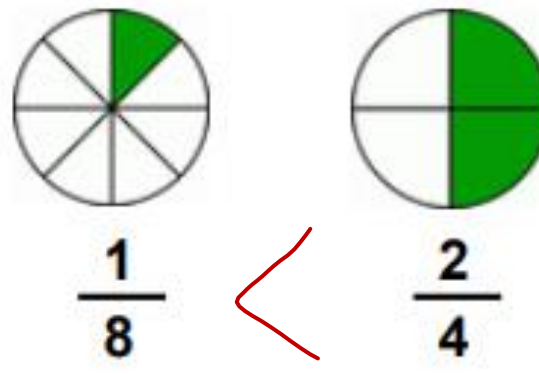
2)



3)



4)



~
-

5 $\frac{1}{10}$ $\frac{1}{9}$ $\frac{1}{8}$ $\frac{1}{7}$ $\frac{1}{6}$ $\frac{1}{5}$ $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$ 1 B

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

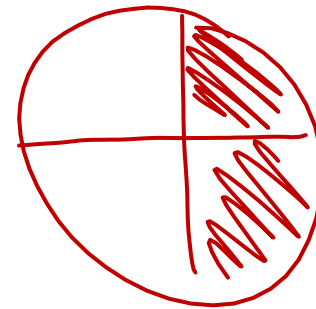
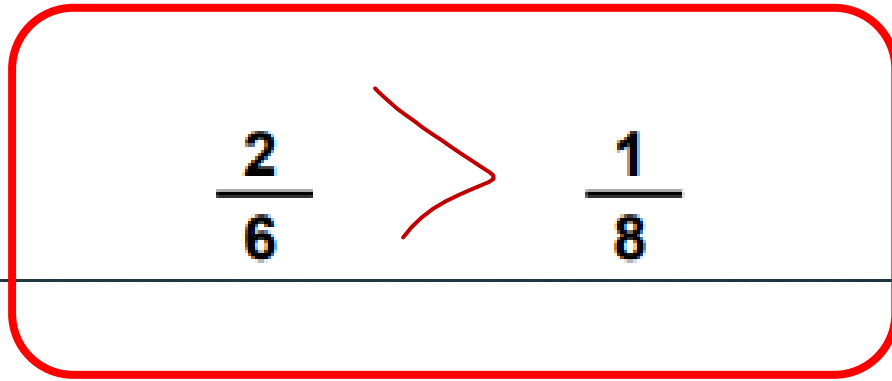
$$\frac{1}{3} > \frac{1}{6}$$

$$\frac{3}{6} > \frac{1}{3}$$

$$\downarrow$$
$$\frac{1}{2} > \frac{1}{3}$$

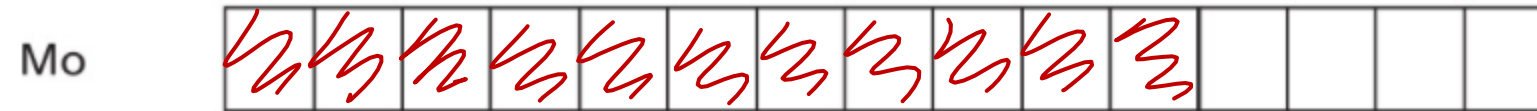
$$\frac{2}{6} > \frac{1}{8}$$

$$\frac{2}{4} > \frac{2}{8}$$



1 Amelia and Mo are reading the same book in class.

Amelia has read $\frac{4}{5}$, Mo has read $\frac{11}{15}$. Who has read more?



$\frac{4}{5} > \frac{11}{15}$
Amelia has read more.

$$\frac{4}{5} \stackrel{\times 3}{=} \frac{12}{15}$$

↘
x3

2 Put these cards in order from smallest to largest.

$$\frac{2}{6} \quad \frac{2}{3} \quad \frac{5}{12} \quad \frac{5}{6} \quad \frac{3}{6} \quad \frac{1}{6}$$

$$\frac{\square}{\square} \cdot \frac{\square}{\square} \cdot \frac{\square}{\square} \cdot \frac{\square}{\square} \cdot \frac{\square}{\square} \cdot \frac{\square}{\square}$$

First I will sort them into fractions which are greater than and less than a half.



- 3 a) Max is trying to find all the possible missing numbers.

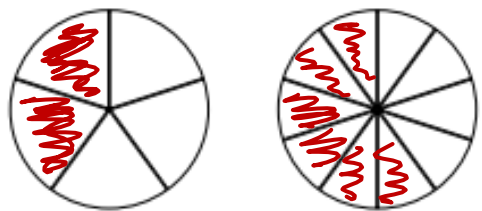
$$\frac{5}{9} > \frac{\square}{18}$$

$$\frac{\square}{6} < \frac{12}{18}$$

Max says, 'I think one of these has more solutions than the other.'

Do you agree? Explain your answer.





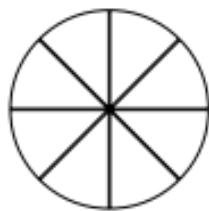
$\frac{2}{5}$



$\frac{6}{10}$



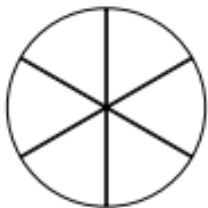
$\frac{3}{4}$



$\frac{6}{8}$



$\frac{2}{3}$



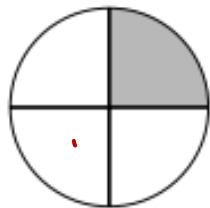
$\frac{4}{6}$



$\frac{3}{5}$



$\frac{4}{10}$



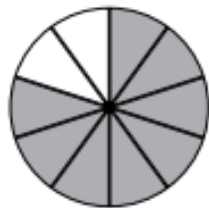
$\frac{1}{4}$



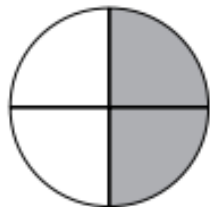
$\frac{3}{8}$



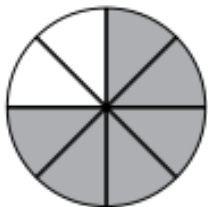
$\frac{3}{5}$



$\frac{3}{8}$



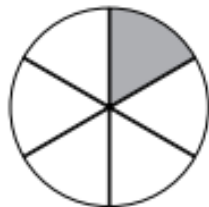
$\frac{2}{4}$



$\frac{4}{8}$



$\frac{2}{3}$



$\frac{4}{6}$

1 Compare these fractions by completing the diagrams.

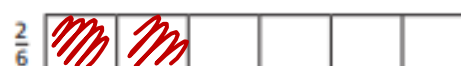
a) $\frac{1}{5} < \frac{3}{6}$



c) $\frac{4}{5} > \frac{3}{5}$



b) $\frac{2}{3} > \frac{2}{6}$

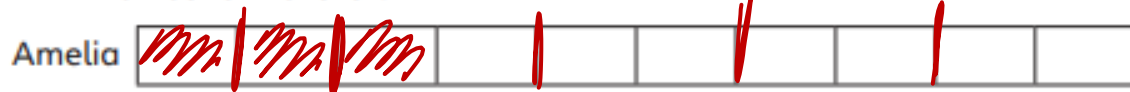


d) $\frac{3}{5} < \frac{3}{4}$



2 Amelia and Max are running a race.

a) Amelia has completed $\frac{3}{10}$ of the track and Max has completed $\frac{2}{5}$. Who has run further?



$$\frac{2}{5} > \frac{3}{10}$$

$\frac{2}{5}$

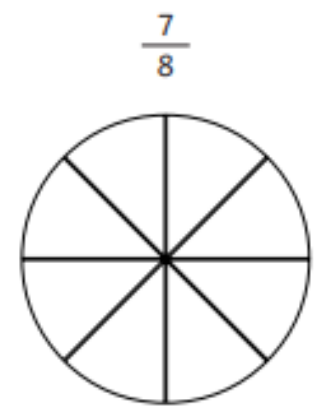
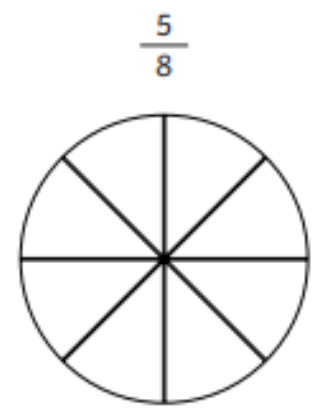
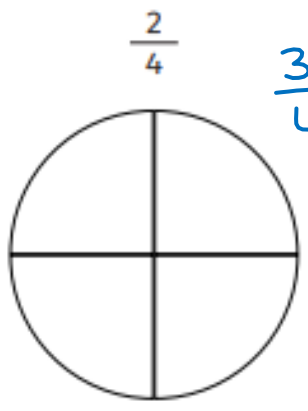
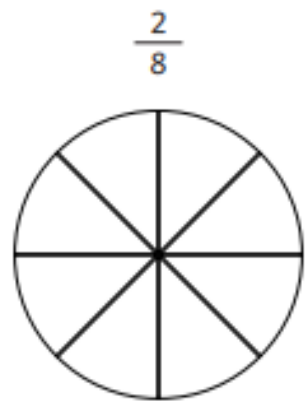
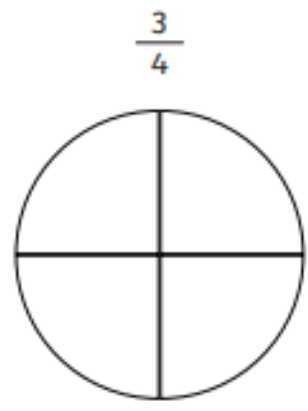
$$\frac{4}{5} = \frac{8}{10}$$

Max has run further.

b) Later, Max has completed $\frac{8}{10}$ and Amelia has completed $\frac{4}{5}$. Is one of them in the lead?

No - both the same

Colour in the circles to represent each fraction and then put each fraction in order from smallest to largest.



| | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

 Smallest Largest

$\frac{3}{4} = \frac{6}{8}$

$\frac{5}{6} = \frac{10}{12}$

3 Write each set of fractions in order from largest to smallest.

a) $\frac{3}{4}$ $\frac{3}{8}$ $\frac{7}{8}$

b) $\frac{1}{2}$ $\frac{5}{6}$ $\frac{5}{12}$

c) $\frac{3}{4}$ $\frac{7}{10}$ $\frac{17}{20}$ $\frac{4}{5}$

$\frac{7}{8}$ $\frac{3}{8}$ $\frac{3}{4}$ $\frac{3}{8}$

$\frac{5}{6}$ $\frac{1}{2}$ $\frac{5}{12}$

4 Bella says, 'I used these diagrams to compare $\frac{4}{5}$ and $\frac{6}{10}$. It looks like $\frac{6}{10}$ is bigger.'



Explain her mistake.

5 Use each card once to complete all the statements correctly.

1
9
12
5

$\frac{2}{5} > \frac{\square}{15}$
 $\frac{\square}{8} < \frac{1}{4}$
 $\frac{6}{\square} < \frac{3}{4}$
 $\frac{1}{\square} < \frac{5}{18}$



6 Write three different fractions that are in the shaded section of each number line.

