



‘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.



Kents Hill Park School

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.

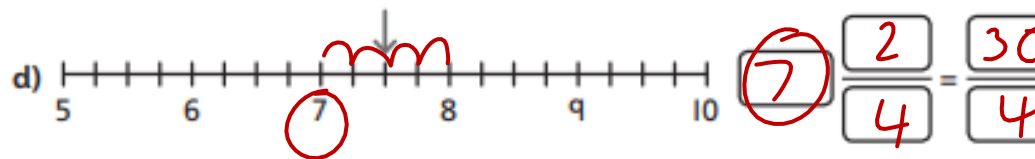
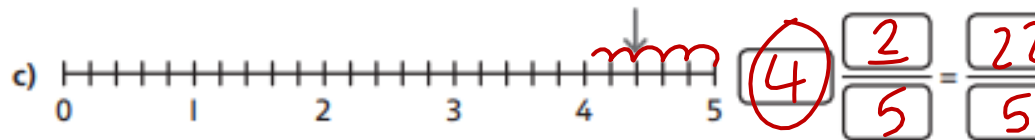
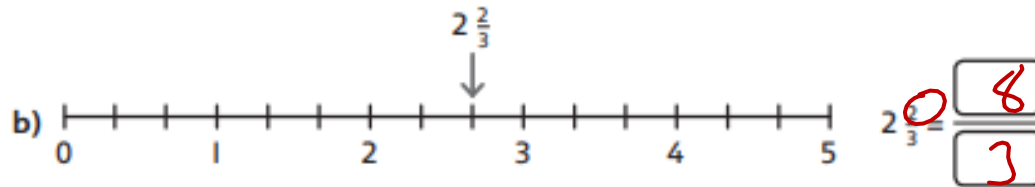
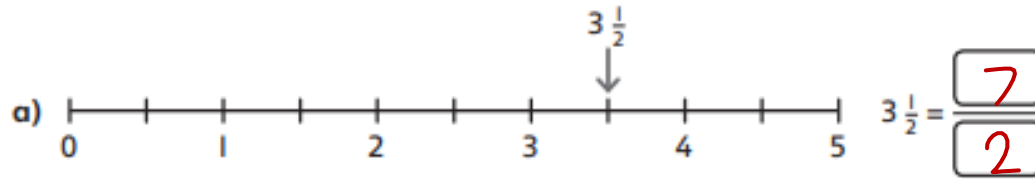
This includes:

- 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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3 Write the improper fraction for each mixed number shown.



4 Convert the mixed numbers into improper fractions.

a) $4\frac{1}{5} = \frac{\boxed{21}}{\boxed{5}}$

b) $4\frac{2}{5} = \frac{\boxed{22}}{\boxed{5}}$

c) $4\frac{4}{5} = \frac{\boxed{24}}{\boxed{5}}$

5 A waiter has $3\frac{1}{2}$ litres of juice. A glass holds $\frac{1}{4}$ of a litre. How many glasses can the waiter fill?

$3\frac{1}{2} - \frac{1}{4}$
 $\frac{7}{2} - \frac{1}{4}$

$\frac{7}{2} \times 2 = \frac{14}{4}$
 $\frac{14}{4} - \frac{1}{4}$



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

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

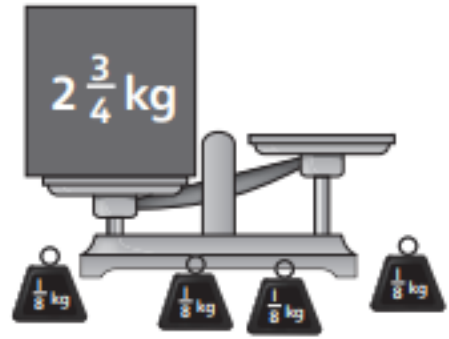
$1 = \frac{5}{5}$

$4 = \frac{20}{5}$

$\frac{14}{4} - \frac{1}{4} = \underline{\underline{14}}$

6 How many $\frac{1}{8}$ kg weights would balance the box?

$2\frac{3}{4} \rightarrow \frac{11}{4} \xrightarrow{\times 2} \frac{22}{8}$
 $= 22 \text{ weights}$



7 Complete the missing numbers.

a) $\frac{14}{4} = 3\frac{1}{2} = \frac{7}{2} = \frac{14}{4}$
 $\frac{28}{8} = 3\frac{1}{2}$

$\frac{7}{2} = \frac{28}{8}$
 $\times 4$

$\frac{21}{6} = 3\frac{1}{2} = \frac{7}{2} = \frac{21}{6}$

$\frac{72}{15} \leftarrow \frac{144}{30} \leftarrow \frac{48}{10}$

b) $4\frac{5}{10} = \frac{9}{2}$
 $4\frac{6}{10} = \frac{23}{5}$
 $4\frac{7}{10} = \frac{94}{20}$
 $4\frac{8}{10} = \frac{72}{15}$



$4\frac{6}{10} = \frac{46}{10} = \frac{23}{5}$
 $4\frac{7}{10} = \frac{47}{10} = \frac{94}{20}$
 $\frac{48}{10} \neq \frac{24}{5}$

1. $\frac{4}{7} = \frac{12}{21}$
Handwritten: $\times 3$ (above), $\div 3$ (below)

2. $\frac{1}{6} = \frac{9}{54}$
Handwritten: $\times 9$ (below)

3. $\frac{3}{5} = \frac{9}{15}$
Handwritten: $\times 3$ (above), $\times 3$ (below), -8 (below)

4. $\frac{8}{12} = \frac{56}{84}$

5. $\frac{1}{2} = \frac{6}{12}$
Handwritten: $\times 6$ (above), $\times 6$ (below)

6. $\frac{2}{4} = \frac{16}{32}$

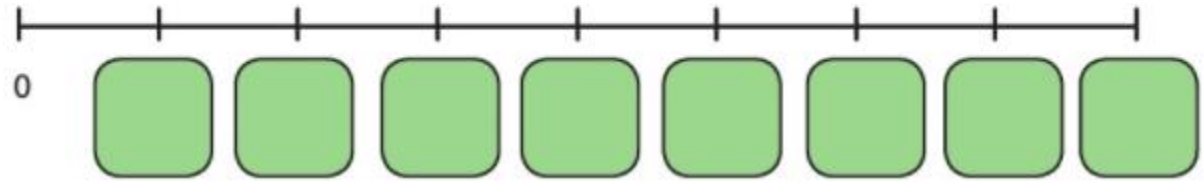
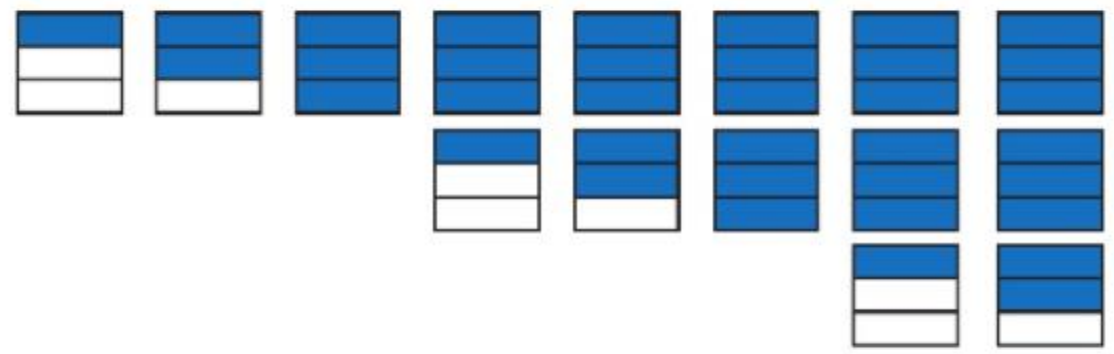
7. ~~$\frac{2}{3}$~~ $\frac{18}{27}$
Handwritten: $\div 9$ (above), $\div 9$ (below)

8. $\frac{2}{8} = \frac{20}{80}$
Handwritten: $\times 10$ (below)

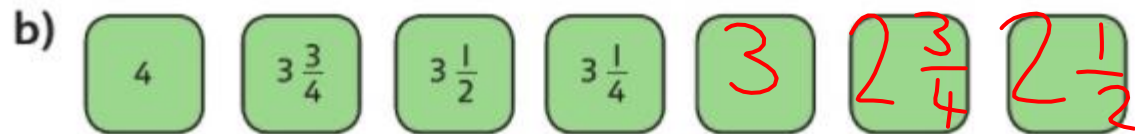
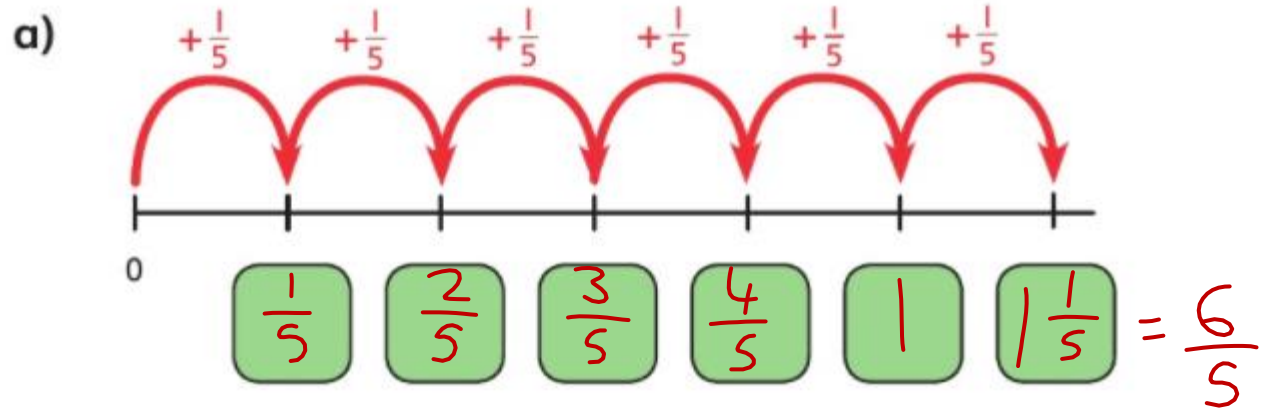
9. $\frac{5}{10} = \frac{25}{50}$
Handwritten: $\times 5$ (above), $\times 5$ (below), -8 (left), -5 (left)

1 Another machine counts in intervals of $\frac{1}{3}$.

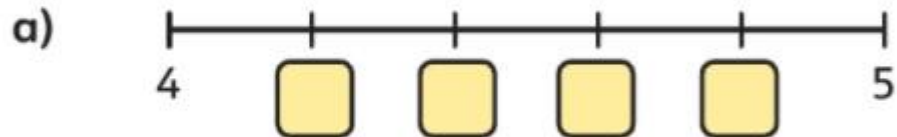
Put the cards in order and work out the missing numbers.



2 Complete and continue each sequence.



- 3 Work out the rule of each sequence and find the missing numbers.



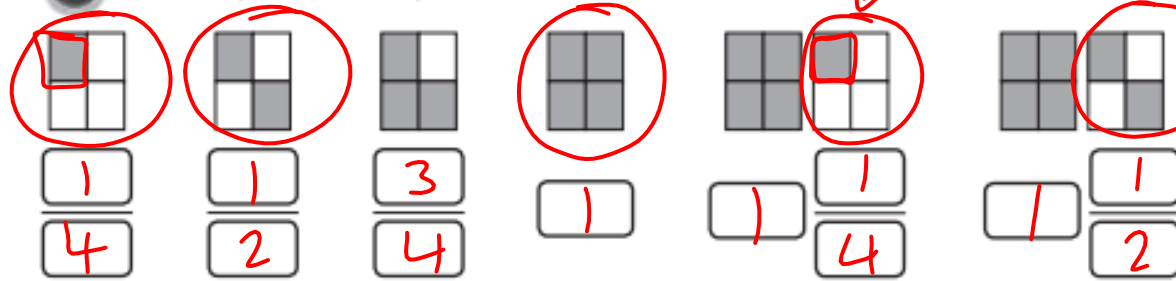
The first sequence has 4 blanks, so I think it must count in quarters.



There are four gaps, but I think you need to count 5 times from the start to the finish.

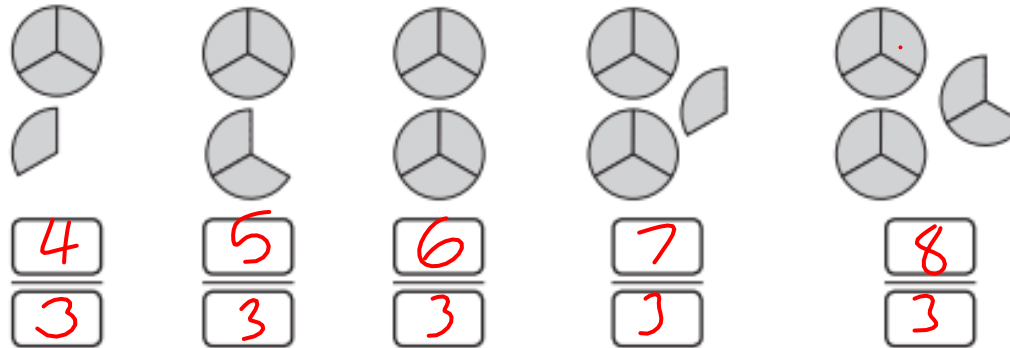


1 a) Complete the sequence as mixed numbers.



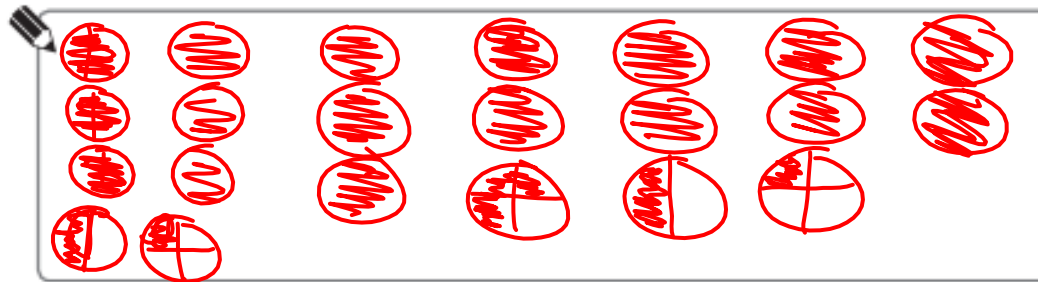
$\frac{2}{4} = \frac{1}{2}$

b) Complete the sequence as improper fractions.



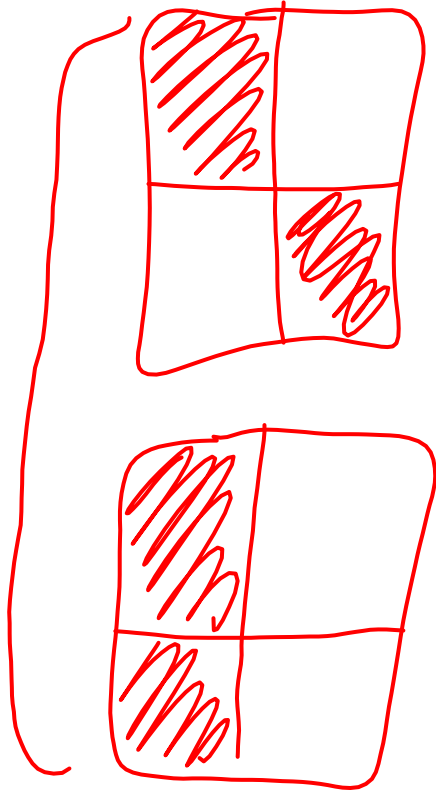
c) Draw diagrams to match this sequence.

$3\frac{1}{2}$ $3\frac{1}{4}$ 3 $2\frac{3}{4}$ $2\frac{1}{2}$ $2\frac{1}{4}$ 2



Describe the rule for this sequence.

Decreasing in quarters ($\frac{1}{4}$)



$\frac{2}{4}$

$\frac{3}{4}$

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

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

begins on 2

counts down in halves

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

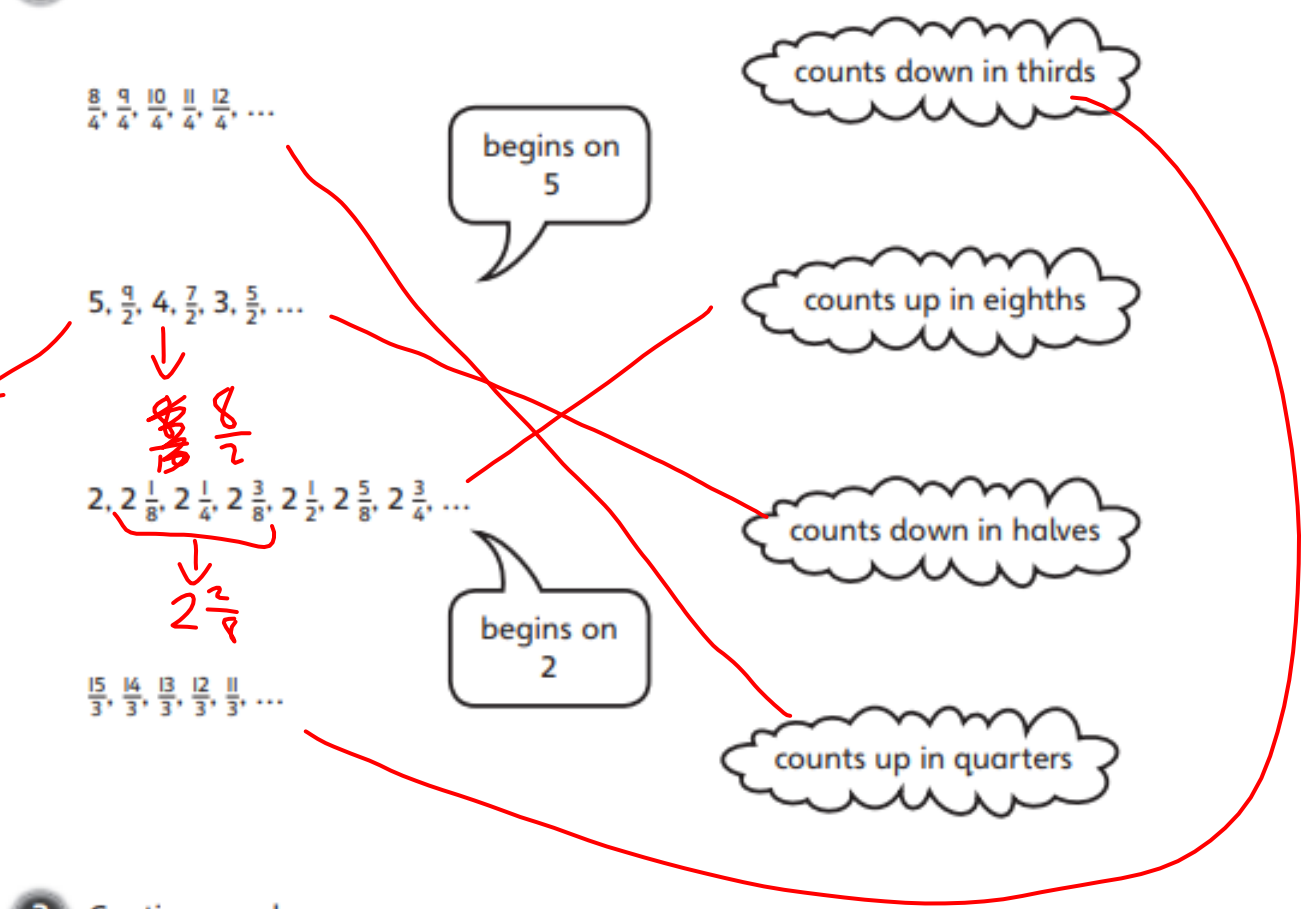
counts up in quarters

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

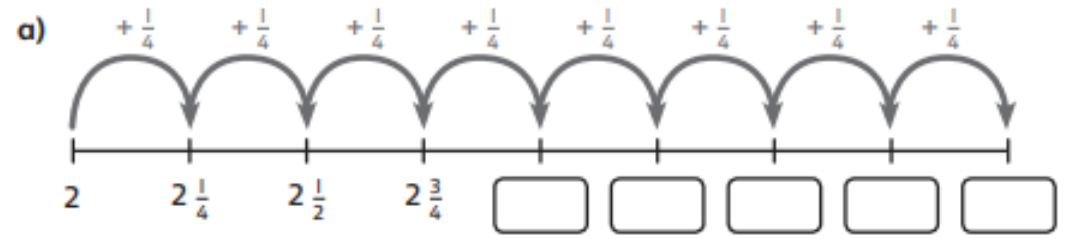


$\frac{10}{2}$
 $\frac{9}{2}$

$2\frac{2}{4}$

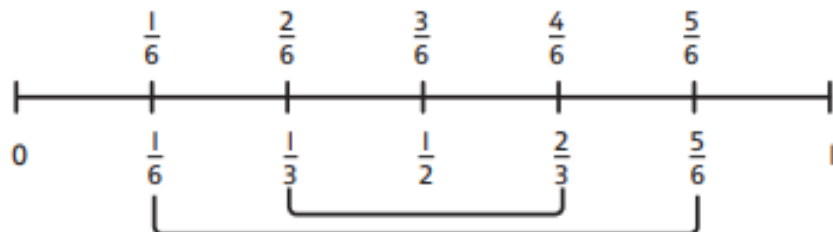


3 Continue each sequence.



- b)
- | | | | | | | | |
|----|----------------|----------------|--|--|--|--|--|
| 10 | $9\frac{3}{4}$ | $9\frac{1}{2}$ | | | | | |
|----|----------------|----------------|--|--|--|--|--|

- 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.

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

