

Numeracy/Maths:

Fractions

Day 1: Finding half of a shape.

Using an A3 or A4 sheet of paper, demonstrate how we can fold it and cut it in half.

Can we half it in any other way? (along a different line/fold) Demonstrate this with another sheet of paper the same size.

Discuss how **a half is one of two equal parts**.

Children to draw around 2D shapes (e.g. draw around a tin, box etc.) on coloured paper. Can they fold the shape in half? Can they cut it in half?

Half shapes can be displayed as a poster. Label each $\frac{1}{2}$.

Extension- Which shapes can be cut in half in more than one way?

Day 2: A half is one of two equal parts.

Prepare (before the lesson) some large paper shapes e.g. square, circle, rectangle, triangle and cut them in half. Can the children match the halves and name the 2D shapes that are formed?

Use language - whole / divide/ half / one of two equal parts. Reinforce $\frac{1}{2}$ as a symbol.

Cut a circle into two **unequal** parts. Ask the children if they are halves. Explain reasoning.

Complete attached worksheet - **Shapes to halve**.

Day 3: Finding half of a number

Use a strip of paper (bar) to demonstrate halving. Fold the bar in half. Children share counters, lego bricks or jellybeans to half a number. E.g. half of 6 = 3.



Record findings as number sentences: half of 6 = 3 $\frac{1}{2}$ of 6 = 3

Repeat for other examples.

Day 4: Finding half of an amount of money.

Using only pennies, demonstrate how we can share an amount of money into halves (two equal groups). Use a paper strip (as yesterday) and share the pennies out so that the two halves are equal. E.g. half of 6p is 3p.

Repeat for other examples and write the number sentence for each

Extension - use 2p coins to share into two equal groups on a paper strip.

Day 5: Finding half of a number.

Challenge your child to complete the Jungle race activity sheet!

Provide equipment (lego bricks, counters, smarties!) so that your child can work out the answer by splitting the number into two equal groups. It would be good to use a paper strip/bar again (folded in half) so that the equipment can be shared in half.

Literacy:

Writing a fairy tale

Day 1 to 5 will involve writing your own fairy tale.

Day 1: You will write your own fairy tale with own characters, unique problem and a happy ending. Make sure you include some sort of magic.

Write your story as a booklet. Today make the front cover (title, author, illustrator) and back cover of your book.(blurb, price, ISBN number, photo/description of author).

Day 2: Writing the beginning of your fairy tale.(aim for 6 to 8 sentences)

Using the ideas you have talked about, drawn and planned start to write your fairy tale.

Please try to write on lined paper and remember your neat handwriting!

Begin with a traditional sentence opener e.g. Once upon a time.....Long ago in a faraway land....etc.

Remember to **introduce the characters** of the story and where the tale is **set**. **Describe the characters and the setting** using powerful adjectives.

Your sentences should include conjunctions (and, but, so, because)

Check /edit your work to see you have included capital letters, full stops, finger spaces and conjunctions

Day 3: Writing the middle of your story (aim for 7 to 10 sentences)

Look back at your plan to remind yourself about the middle of your fairy tale and the problem that it will include.

Read through your work from yesterday.

Write the middle part of your story. Remember to describe the **problem** that your main character faces. Use wow words (adjectives) to make the descriptions exciting! Build the tension!

Again edit, checking for punctuation and spellings.

Remember to use capital letters, finger spaces, full stops, adjectives, conjunctions and neat handwriting.

Day 4:Writing the ending of the story (aim for 6 to 8 sentences)

Read through the fairy tale so far.

Write the ending to your story. Explain in detail how the **problem is solved**.

Finish with a closing sentence appropriate for a fairy tale....e.g. They lived happily ever after...the wicked witch was never seen again...etc.

Day 5 :Editing and completing your work

Spend 5/10 minutes reading through your whole story.

Can you add any adjectives to make the descriptions more effective?

Have you left any words out from your sentence?

Does your fairy tale use traditional language?

Enjoy drawing a picture of your story or completing your booklet.

Now set up *Author's chair* and read your fairy tale proudly to your family!

Topic:

Please choose two of the following activities:

- **Art**

Look at Paul Klee's 'A castle in the sun'.

Can you tell what the painting is? What might it look like to you?

What shapes can you see in the painting?

How might Klee create art like this?

Activities:

Explain that Klee used shapes to create the image of the castle and the sun. He also used colour - is that the colour of a real castle? Why would he use colours that aren't real?

1. Model creating a castle by drawing around lots of 2D shapes, first with pencil. Once you've created a pencil drawing with lots of shapes, you could use a crayon or pen to draw over the lines. Then model using pastels or coloured pencils to colour in the shapes.
2. Alternatively you can cut out shapes from coloured paper and stick these down, creating a castle.



- **ICT**

Design a fairy tale picture using 2Paint on purple mash.

Log in using your username and password.

Select 2Paint / Launch app.

Select background (icon on top bar)

Practise using different tools to give different effects.

Practise using different colours.

- **Science**

Last week we looked at different materials to see which material we thought would be the best to use to make a shield. We decided that strength was one of the main properties that would be important.

Using a variety of materials test them for strength.

(e.g. metal baking tray, wooden board, newspaper, foil, soft flexible plastic, hard plastic board etc.)

Take care to make this activity safe by children standing away from testing zone.

Place the material between the seats of two chairs so it is balanced (with a gap under the middle of the material).

Add the stone or brick on top of the material.

Does the material support the weight of the brick or does it collapse?

Is it strong? Is it hard?

Would it make a good shield? Discuss.

- **Outdoor learning**

In the garden or during a walk collect some nature objects that are interesting to touch e.g. pine cone, leaf, feather, catkin, twig, moss)

Place the objects carefully into a box or bag.

Ask your child to feel inside the bag and choose an object to describe. Your child must not remove the object from the bag or say the object's name. He/ She can only use adjectives to describe the objects eg. Bumpy, smooth, fluffy, etc. It is your job to guess the object!

- **PSHE-** see separate plans about kindness