

Home learning - Tuesday 24th March 2020

PE- While children are not in school it is still important for them to keep fit and exercise at home. If your child would prefer some exercise to music, try typing "Just Dance Kids" into YouTube. We have used many of these in school so your child may have a favourite already.

Alternatively type in Jump Start Jonny into a search engine and there are also video clips available here for children to keep active.

As you can appreciate we are unable to send home differentiated work across email so please do judge what you think would be appropriate for your child's ability as some of the work sheets may be too easy or difficult.

Maths- Day 2 Continued learning focus- fractions of amounts.

Year 1- Recognise $\frac{1}{2}$ and $\frac{1}{4}$ of an amount.

Year 2- Recognise $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$ of an amount.

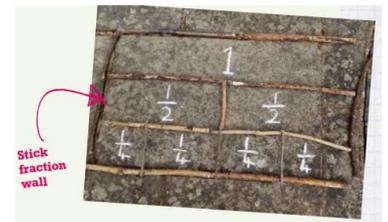
Continue to find fractions of amounts. If your child tried $\frac{1}{2}$ they could try moving onto $\frac{1}{4}$ of an amount. Once confident, a method for finding $\frac{1}{4}$ of a number is to halve and halve again. If they tried $\frac{1}{2}$ and $\frac{1}{4}$ move onto the other fractions. For children that are confident finding fractions of the above, we would move onto bigger amounts, e.g. by breaking numbers up to help solve it mentally- $\frac{1}{2}$ of 90 = $\frac{1}{2}$ of 80 and $\frac{1}{2}$ of 10 or $\frac{1}{2}$ of 74 = $\frac{1}{2}$ of 60 and $\frac{1}{2}$ of 14.

There is also an interactive fractions game online which the children could try. Follow this link-

https://phet.colorado.edu/sims/html/fractions-equality/latest/fractions-equality_en.html

Click on 'Game' option and choose Level 1. Drag a fraction into the first circle and choose the picture that represents the fraction to go in the other circle. Press check then press OK to start a new fraction. Once there are no numerical fractions left the children match the pictures of the fractions.

Remember you could also find fractions of amounts practically, e.g. counting an amount of Lego bricks then finding $\frac{1}{2}$ or $\frac{1}{4}$, or you could go outside and create a fraction wall using sticks.



English- Learning focus- To sequence events. To plan what they are going to write about.

Towards the end of the week we will be asking the children to write a story based upon the magical door and the potions that we had in class. Hopefully they have already had a go at the first three boxes:

- Box 1 was showing who was in the story.
- Box 2 was showing where they find the magical door and how they shrink.
- Box 3 was the new setting showing the magical place or world they end up in.

We have attached an example storyboard which you may like to use. Today we would like the children to complete their storyboard. The fourth box will be meeting a 'bad' character and the fifth box will be a big problem! What is the bad character trying to do? (chase them, trap them, be friends with them but they don't realise?!). The last box is them deciding on a potion to use to escape and get home safely! Remember more confident writers would be expected to add vocabulary to each box, e.g. exciting adjectives or adverbs.

Please also include time in the day to share and discuss a **reading book** and/or practise some **phonics**. We have often used a website called PhonicsPlay in school which is now free to use whilst schools are closed. The username is **march20** and the password is **home**. The link is below:

<https://www.phonicsplay.co.uk/>

Many thanks, The Year 1/2 team