

Week 8

Maths

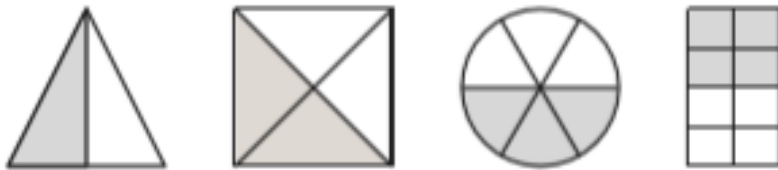
Day 1

Remember if you do not have a printer, write out the questions or find practical resources to help.

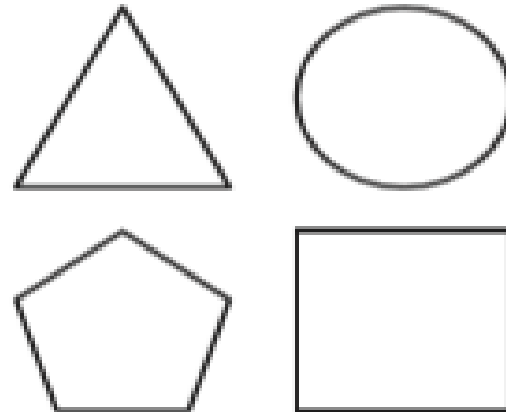
## One Half

One half can be written  $\frac{1}{2}$  or  $\frac{2}{4}$  or  $\frac{3}{6}$  or  $\frac{4}{8}$

One half of each of these figures is shaded:



Colour one half of each of these shapes:



What number is half of 2? \_\_\_\_\_

What number is half of 4? \_\_\_\_\_

What number is half of 6? \_\_\_\_\_

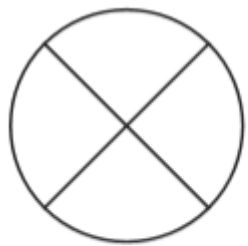
What number is half of 8? \_\_\_\_\_

What number is half of 10? \_\_\_\_\_

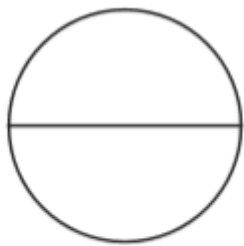
What number is half of 20? \_\_\_\_\_

Day 2

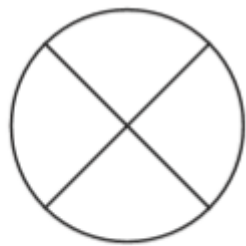
### Read and Colour the Fractions



one quarter



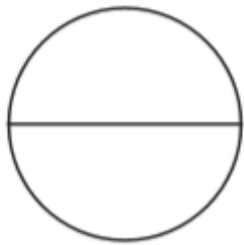
one half



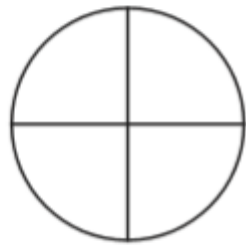
three quarters



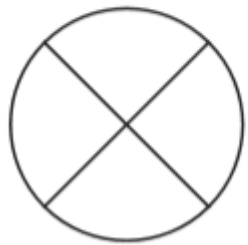
whole



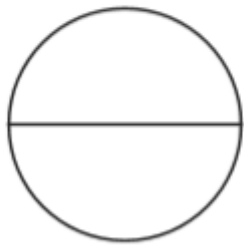
one half



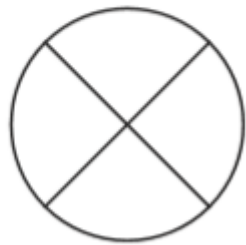
one quarter



$\frac{1}{4}$

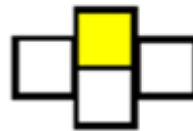


$\frac{1}{2}$



$\frac{3}{4}$

Which of these shapes has one quarter coloured?



## Halves and Quarters Fractions

Find the fractions of these numbers. Draw pictures to show your thinking.

Here is an example:



Now it's your turn!

$\frac{1}{2}$  of 8 =

$\frac{1}{4}$  of 12 =

$\frac{1}{4}$  of 24 =

$\frac{1}{4}$  of 20 =

$\frac{1}{2}$  of 14 =

$\frac{1}{2}$  of 18 =

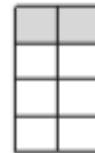
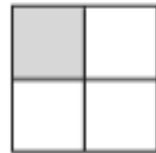
$\frac{1}{4}$  of 32 =

$\frac{1}{2}$  of 24 =

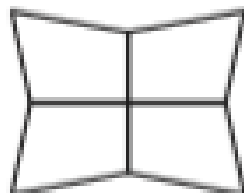
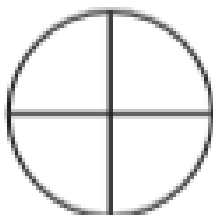
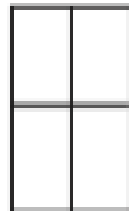
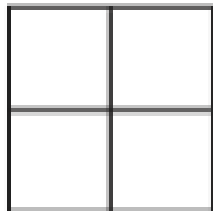
# One Quarter

One quarter can be written  $\frac{1}{4}$  or  $\frac{2}{8}$  or  $\frac{3}{12}$

One quarter of each of these figures is shaded:



Colour one quarter of each of these shapes:



What number is a quarter of 4? \_\_\_\_\_

What number is a quarter of 8? \_\_\_\_\_

What number is a quarter of 12? \_\_\_\_\_

What number is a quarter of 16? \_\_\_\_\_

What number is a quarter of 20? \_\_\_\_\_

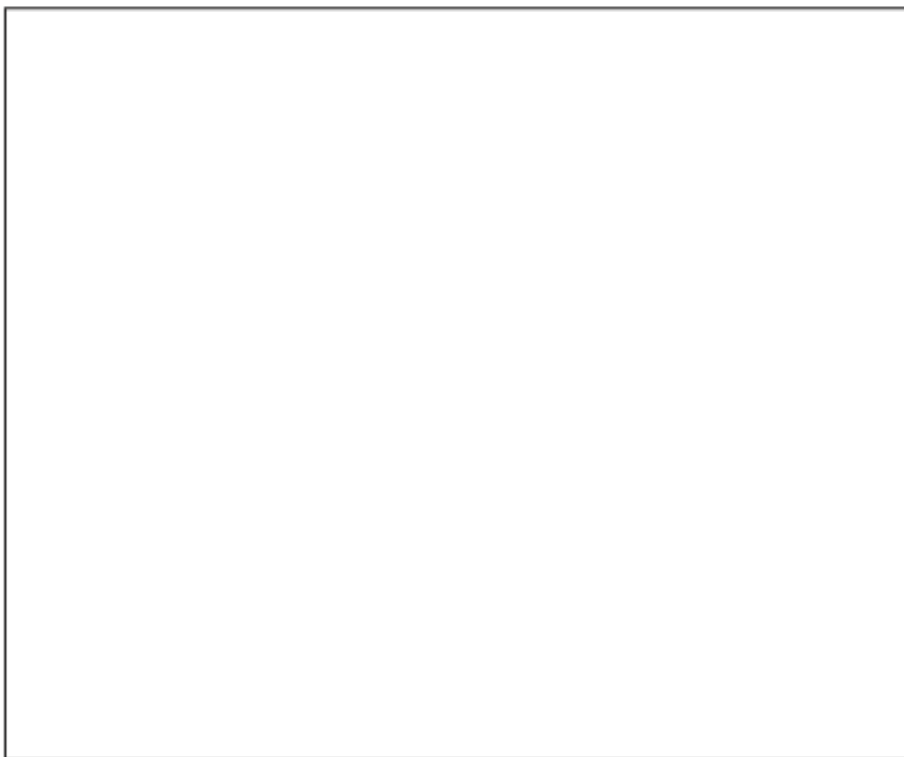
What number is a quarter of 40? \_\_\_\_\_

Day 5

# Find $\frac{1}{4}$ s

Colour each quarter a different colour. How many colours will you need?


There are 20 children.  $\frac{1}{4}$  of them are boys. Can you draw the boys?



Share 8 apples in to  $\frac{1}{4}$ s and draw them in the bags below.  
Share 16 oranges in to  $\frac{1}{4}$ s and draw them in the bags below.



English Year 1: Mon - Weds work from 'The Book of Hope's' on the school website, 'The Hope-o-potamus' Page 135

Monday	<p>Read the story carefully with an adult and answer the following questions in your home/school book. Remember to write your answers in full sentences.</p> <p>How did the hippopotamus feel at the start of the story? Why did he feel like this? Who said some words that helped the hippopotamus? Where did the hippo see the camel? Can you write the four adjectives used to describe the jungle? Did the other animals encourage the hippo to carry on his journey? How do you think the hippo felt at the end of the story?</p>
Tuesday	<p>In the centre of the page draw a picture of a hippopotamus, ask an adult to show you a picture of one online if you're unsure of what they look like. Around the page, can you write different adjectives to describe the way the hippo is feeling at different parts of the story?</p> <p>At the beginning you might use words such as upset, worried, anxious. Towards the end of the story these change to feelings such as proud, pleased, joyful. See how many you can think of!</p>
Wednesday	<p>Re-read the story. Think carefully about the words the giraffe says to the hippo. Are they kind words? What do you think that the words might mean?</p> <p>Write a short explanation of what you think that the giraffe's words mean and how they helped the hippo.</p> <p>Now, think about a time when you have thought you couldn't achieve something, or a time a friend has. In your home learning book, write down some things you might have liked to hear from a friend to encourage you to carry on trying. These can also be things you could say to a friend when they are doubting themselves!</p>
Thursday	<p>Watch and share the powerpoint 'Relationships - Our Special People' from the school website.</p> <p>Think about people who are special to you. Who are they? Why are they special? They may be people you are missing at the moment, talk to an adult about how you are feeling.</p> <p>In a page of your home learning book, can you write about two people who are special to you and why they are special? If you would like to write about more people you can choose as many as you like!</p>
Friday	<p>Today, we would like you for you to make a thank you card for one of your special people, to thank them for the things they do that make them special. You can make as many cards as you like for as many special people as you want to. We would like for you to copy up what you wrote yesterday in your neatest handwriting, remember to include pictures of nice times you've spent together.</p>

**Science**  
**Living things and their habitats**  
This week we are going to look at minibeasts. Go on <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z9fkwmn> and complete the activity. Next go in your garden or maybe on your daily walk and complete a tally chart of how many different minibeasts you find.

**R.E**  
**Jesus was special**  
We are looking at the stories that Jesus told.  
'Jesus heals a blind man'  
Watch a YouTube video clip on 'Jesus heals a blind man'  
Think of questions to ask the blind man from the story.  
Use hot seating to interview an adult as the blind man and the children ask relevant questions, to build up an idea of how the blind man might have felt, and what difference being able to see would now make to his life.

**Computing**  
Go on Espresso Coding and carry on creating your programmes. We can't wait to see what you are creating.

**History**  
**Changes in Living History**  
Watch: *Magic Grandad - 90 Years Ago (Cars and No Cars)* on YouTube. Write what you think it would have been like to living in the past only having the transport they had. Would you have like it? Do you prefer the cars we have now?

**VE Day**  
Friday 8<sup>th</sup> May was VE Day, How did you celebrate it? Write a recount of what you did to celebrate; if your grown-ups took photos of you remember to keep them so we can make a display of them.








**British Values**  
**Individual Liberty**  
We will be looking at freedom of choice, read the information and create a persuasive poster.

**Time Capsule**  
We have enclosed a time capsule booklet to complete, all the children in the school is receiving one. It is something that we can keep for a very long time to remind us what we have been though.

**Week 8**

Remember all your work can be done on paper if you do not have access to a printer.

MINIBEAST HUNT AND RECORDING SHEET

	slug 	woodlouse 	spider 	centipede 	fly 	beetle 	worm 
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Total in one week							



## What Are Your Rights?

What rights do you have?

Right to an education.

Respect for your private life and family.

Right to liberty and to be safe.

Protection from discrimination.

Freedom to have our own opinions, thoughts, beliefs and religion.

Freedom from slavery.



Design a poster to persuade Miss Barker to change the new school rules and to show how important it is to have the freedom to have own opinions, thoughts, beliefs and religions.

Persuasive Writing tells your opinion.



How would it make you feel if we took away the right to have freedom to have our own opinions, thoughts, beliefs and religion?

## New School Rules

1. Your teacher will tell you who you can be friends with.
2. You are not allowed to talk about PS4 or XBox at school to anyone.
3. You are only allowed to have green apples in your snack box.
4. You are only allowed to read books by Julia Donaldson.
5. You are not allowed to smile at school.

