

Maths activities **Week beginning 22/06/20**

As well as these you can also do the week 9 daily activities in Purple Mash, practise your times tables on TT Rockstars and complete daily lessons on MyMaths.

Email Mr Hiley or Miss Sylvester if you have any questions or want to send work.

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<u>Monday 22nd</u>	<u>Challenge activities</u>
Maths: In Focus  What coins are these?	Work with a grownup or an older brother or sister and play a guessing game. Pull coins out of a hat and describe the coins to them. For example: 'I am a big coin with straight edges. I am silver. I have the digits 5 and 0 on me. What coin am I? If you don't have any physical coins, you can search for a picture of UK coins online. Play a similar game with the notes. Cover a note partially and ask your partner which note it is and how they know.



What notes are these?

For example:



Tuesday 23rd

Challenge activities

Which notes can pay for the teddy bear?



Can you combine any notes to pay for the teddy bear? Why or why not?

Each book cost £5. Which notes could you use to get the greatest number of books?



How many books could you buy with the £5 note? £10 note? £20 note? £50 note?

Wednesday 24th

Find an empty jug or water bottle and fill it completely with water. Then find some smaller cups or containers that are empty but all the same size.

Make a prediction of how many of the smaller cups will be filled using the water from the bottle or jug.

You can repeat this activity using different sized bottles and cups.

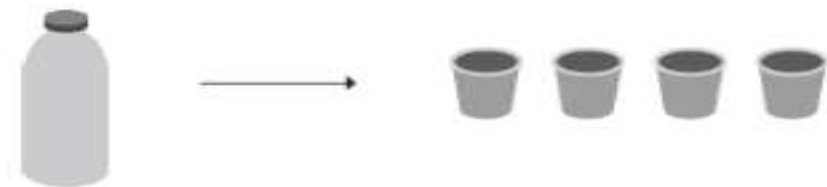
For example: 'I predict my water bottle will fill up 2 pint glasses' or 'I predict my water jug will fill 4 coffee mugs'.

Challenge activities

Imagine that each  is 1 unit.
Solve the following problems:
(Capacity means when something is full.)



The capacity of the fishbowl is about _____ units.



The capacity of the water bottle is about _____ units.



The capacity of the bucket is about _____ units.

<u>Thursday 25th</u>	<u>Challenge activities</u>
With a grownup, have a discussion as to what the words 'half' and 'quarter' mean. You can use different contexts to explain this or show your child through different visuals. For example: 'half a glass of water' or 'a quarter of a pizza has been eaten'. Discuss the following questions: a) How many halves are in a whole? b) How many quarters are in a whole? c) How many quarters are in a half? Draw a picture to represent a whole, a half and a quarter.	Provide your child with a container or jug to fill up. Ask them to try their best filling it up a quarter of the way. Then half of the way. And finally, filling it up completely.

<u>Friday 26th</u>	<u>Challenge activities</u>
Place a range of objects that are of different weights on or around a table. Ask your child to group the objects into two categories 'heavy' and 'light' and see what they come up with. Create a chart of heavy and light objects from around your house. Use vocabulary such as 'heavier than' and 'lighter than.'	Once you have created your chart of heavy and light objects, spend some time comparing items in the same category. For example: In your heavy section, you might have the fridge and a sofa. Have a discussion with your child about which item they think is heavier/lighter and why? Encourage your child to explain their thinking. Do this with different items listed in the light section of your chart as well.