



Maths activities **Week beginning 29/06/20**

As well as these you can also do the week 10 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 29th</u>	<u>Challenge activities</u>
<p>Find at least 5 objects around your house and compare their weights to other objects.</p> <p>For example: My candle has the same mass as 2 coffee mugs.</p> <p>You can use a scale if you have one for a more precise comparison. If not, try your best to compare the weight by holding items in both your hands and estimating when they feel equal.</p> <p>You can record your estimates in your workbook. Remember to write down which items you're comparing.</p>	<p>Use the picture to answer the following questions:</p> <div data-bbox="1274 855 1464 1043"></div> <p>beach ball</p> <div data-bbox="1733 991 1800 1043"></div> <p>tennis ball</p> <ol style="list-style-type: none">1. Which ball is bigger?2. Which ball do you think is heavier?3. Your friend thinks that a bigger object is always heavier. Is that true or false? Can you explain and give examples?

Tuesday 30th

Place some ingredients on a table (real or make-believe) and ask your child to make a sandwich for you. Ask them to describe the arrangement of the ingredients (one slice of bread is on the bottom, the chicken is in the middle, another slice of bread is on top of the chicken and so on).

Additionally, this can be done with blocks or anything that can be stacked. Ensure your child is using the correct vocabulary when referring to positioning:

On the bottom

On the top

In between

On top of

Above

Below

Next to

Under

In the middle

Challenge activities

Solve the following problems using the correct vocabulary:

1



Compare using top, middle and bottom.

(a) The globe is on the [] shelf.

(b) The [] are on the [] shelf.

(c) The [] is on the [] shelf.

2



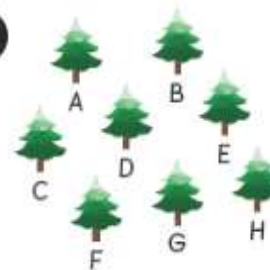
Describe using on top of, in front of and above.

(a) The pair of shoes is placed [] the pair of boots.

(b) One flip-flop is placed [] the other.

(c) The flip-flops are placed [] the pair of boots.

3



Describe using around and near.

(a) The trees are [] tree D.

(b) Tree E and tree G are [] tree H.

<u>Wednesday 1st</u>	<u>Challenge activities</u>
<p>With your child, have a discussion about the steps needed to successfully brush their teeth.</p> <p>For example: Go upstairs and into the bathroom, open the cabinet, pick up your toothbrush, turn on the tap, wet your toothbrush, pick up and open the toothpaste, put toothpaste on toothbrush, etc.</p> <p>Try to be as specific as you can. Additionally, you can do this with different routines your child is familiar with, such as making their bed or pouring a cup of cereal.</p> <p>The purpose of this activity is to have your child describing different movements using varied language, which is a Year 1 maths objective.</p>	<p>Play Follow The Leader.</p> <p>Take turns giving and listening to different instructions. Remember, try to be as specific as you can. Don't simply say, "read a book." You need to include the movement instructions to get there (walk toward the bookcase, reach to the top shelf, grab the yellow book, open the book to the first page, etc.)</p>

Thursday 2nd

Have a look at the following picture:



Do you think you'd be able to turn your bodies like the character in the picture?

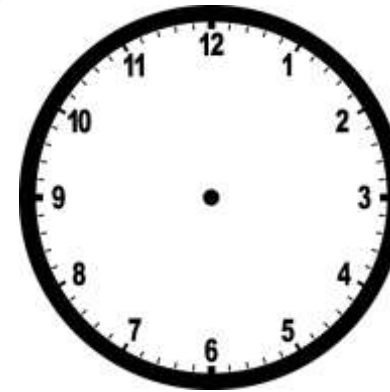
Ask your child how they would describe each of the turns. How do the arrows help us? Also, ask your child how they would describe the turn of a specific character.

For example: Elliott. He was facing us, but now his back is facing us. What happened? Did he turn all the way around?

Do this for each character. Use vocabulary such as full turn, half turn, quarter turn and 3-quarter turn. (You may need to remind your child about halves and quarters).

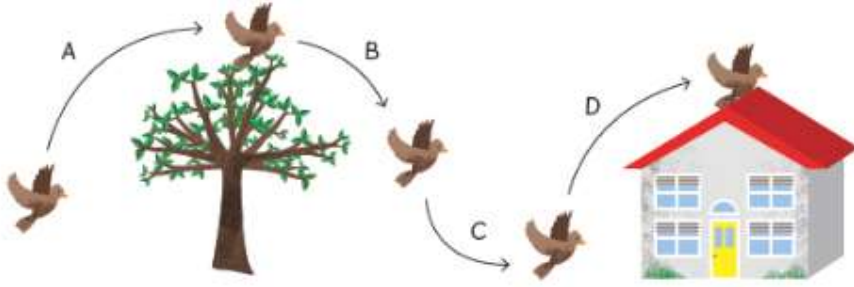
Challenge activities

Show your child an analogue clock. This can be one you have in your house or you can use the blank one provided below or draw your own:



Discuss with your child how Elliott's turn and half past the hour are similar.

Do this with each character (Amira's full turn = whole hour. Ruby's quarter turn = quarter past. Lulu's 3-quarter turn = quarter to).

<u>Friday 3rd</u>	<u>Challenge activities</u>
<p>Describe the movements of the bird in as much detail as you can:</p>  <p>Remember to use vocabulary words such as:</p> <ul style="list-style-type: none"> Up Down Forward Back On top of Above Below Under Next to Full, half, quarter or 3 quarter turn In between 	<p>Create a treasure map for someone in your household.</p> <p>In as much detail as you can, write down all the steps from a starting point all the way to where your treasure is located.</p> <p>For example: From the brown sofa, walk forward 5 steps. Make a quarter turn to your right. Walk forward 9 steps. Make a quarter turn to your left. Walk 2 steps and go up the stairs. Make a quarter turn to your left. Walk 10 steps. There is the treasure.</p>

Access any other apps and websites you feel are appropriate for your child.