Fractions

The links below take you to 2 great resources teaching children what it means to find half:

https://www.bbc.co.uk/programmes/p017kztf

https://ec1.educationcity.com/content/index/35142/3/2/6/null/null/false/false/null/0

After watching the videos play some interactive games to consolidate the learning:

http://www.snappymaths.com/counting/fractions/interactive/halfornotimm/halfornotimm.htm (once confident recognising if half is shaded or not, why not challenge yourself to answer the questions in 5 minutes or even in 1 minute!)

https://ec1.educationcity.com/content_select/index/3/2/1/7#/c=26148

Fractions

Attached to this file you will find 2 Easter Egg activities. Both require the children to split an Easter Egg in half and copy the design from one half onto the other. If you don't have access to a printer, ask your child to draw an egg shape in their jotter, split it in half and draw the same design on each half.
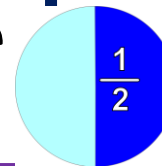
Fractions

This week we would have been introducing the children to the ½ sign and ¼ sign. In primary 1 we don't need to go into too much detail but I would explain that the **2** in ½ means we split the shape, objects or number into **2** parts, and the **4** means you split it into **4** parts. If you have access to paints/ chalks/ glitter ask your child to write the ½ and ¼ sign on paper.

Your child can draw some shapes in their jotter, split them in half or quarters (reminding them that each part is equal!) and writing a ½ sign in each half and ¼ sign in each quarter.

Maths Activities

Number

Using either the 100 square from your homework pack, or the interactive splat square https://www.primarygames.co.uk/pg2/splat/splatsq100.html, practise recognising numbers to 100. Begin by asking your child to put their finger on/ splat a number within 30 and then move onto numbers up to 100. So far we have only taught numbers to 30 so this would be a good opportunity to further your child's knowledge. While looking at the 100 square ask your child if they can spot any patterns. E.g all the 20 something numbers are in a line horizontally and each number going down vertically has the same end number. Some common difficulties children face might be confusing 12 and 20 (they both start with 't'!), or mixing up 39 and 93 etc, also be careful that they hear the difference between 13 and 30 etc.

Number

Find 2 or more dice from board games around your house. Ask your child to roll the 2 dice and add up the numbers. We encourage the children to put the value of the first dice in their head and then count on the second value. For example if the dice values were 4 and 3 many children would first count 4 (1,2,3,4) and then count on 3 (5,6,7). We would like them to say "4" and then "5,6,7". If they are confident doing this why not add in a 3rd or 4th dice?

Here is a link for interactive dice (if you go to the settings cog you can add in more dice.)

https://www.online-stopwatch.com/chance-games/roll-a-dice/full-screen