

## Home Learning- W/C Monday 6<sup>th</sup> July

The following learning is to be completed over the week at your own pace. Each day try to do spelling/phonics, reading and maths and select the other learning activities at your own pace.

Mrs Griffin will be contacting families over the coming weeks, so if you do have any concerns about the learning or want to share what has gone well please do so. You can also email Mrs Rowlands in the office and keep sending photos of your fantastic learning at home. **If you don't have access to a computer (e.g. you're using it for work) please let Mrs Griffin know.**

	Nursery/Reception	KS1 (Y1 & 2)	Lower KS2 (Y3 & 4)	Upper KS2 (Y5 & 6)
Spelling/Phonics	<p><b>Nursery</b> Sounds – i n m d <a href="https://www.youtube.com/watch?v=1Qpn2839Kro">https://www.youtube.com/watch?v=1Qpn2839Kro</a></p> <ul style="list-style-type: none"> <li>→ Continue to practise the sounds above</li> <li>→ Say the sound</li> <li>→ Write the sound in many different places (on paper, in the air, in sand, with a paintbrush and water or paint etc.)</li> <li>→ Find objects that begin with the sound or contain the sound</li> <li>→ Sing some nursery rhymes</li> <li>→ <a href="https://www.phonicsplay.co.uk/resources/phase/1">https://www.phonicsplay.co.uk/resources/phase/1</a></li> </ul> <p>Phonics play login Username: <b>march20</b> Password: <b>home</b></p> <p><b>Reception</b> Sounds – ur, ow, oi, er (see below for a word list)</p> <ul style="list-style-type: none"> <li>→ Read the sounds</li> <li>→ Write the sounds</li> <li>→ Read words containing</li> </ul>	<p><b>Y1 – alternative sound – ew, ue, u-e (see below for a word list)</b></p> <ul style="list-style-type: none"> <li>→ Read the sounds</li> <li>→ Write the sounds</li> <li>→ Read the sound within words</li> <li>→ Spell the words using the correct sound</li> <li>→ Write super sentences</li> <li>→ <a href="https://new.phonicsplay.co.uk/resources/phase/5/alt-spellings-ai">https://new.phonicsplay.co.uk/resources/phase/5/alt-spellings-ai</a></li> </ul> <p>Phonics play login Username: <b>march20</b> Password: <b>home</b></p> <p><b>Y2 – /s/ sound spelt c before e, i, and y</b></p> <ul style="list-style-type: none"> <li>→ Race</li> <li>→ Ice</li> <li>→ Cell</li> <li>→ City</li> <li>→ Fancy</li> <li>→ chance</li> </ul> <p>Practise spelling the words Find other words that follow the spelling pattern Use the words in super sentences</p>	<p>Learn the spell the words below. Can you find your own ways to remember how to spell them and can you use them in super sentences?</p> <p><b>Ff</b></p> <p>famous favourite February forward forwards fruit group guard grammar guide</p> <p><b>Gg</b></p> <p>Ask someone to test you at the end of the week</p> <p>Practise spelling the words below (/u/ sounds spelt ou): young touch double trouble country</p>	<p>Learn the spell the words below. Can you find your own ways to remember how to spell them and can you use them in super sentences?</p> <p><b>Dd</b></p> <p>definite desperate determined develop dictionary disastrous</p> <p>Ask someone to test you at the end of the week</p> <p>Practise spelling the words below (ant, ance/ancy, ation endings): observant observance observation expectant expectation hesitant hesitancy hesitation</p>

	the sounds → Spell words containing the sounds → Write sentences using words containing the sounds → <a href="https://new.phonicsplay.co.uk/resources/phase/3">https://new.phonicsplay.co.uk/resources/phase/3</a> Phonics play login Username: <b>march20</b> Password: <b>home</b>		→ Find out the meanings of the words → Use them in sentences → Can you find other words with the same spelling pattern	tolerant tolerance toleration → Find out the meanings of the words → Use them in sentences → Can you find other words with the same spelling pattern → Can you find any exceptions to the rule
Reading	<a href="https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&amp;query=&amp;type=book&amp;age_group=Age+7-9&amp;level=&amp;level_select=&amp;book_type=&amp;series=#">https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&amp;query=&amp;type=book&amp;age_group=Age+7-9&amp;level=&amp;level_select=&amp;book_type=&amp;series=#</a> <ul style="list-style-type: none"> <li>• Read to a family member as often as you can</li> <li>• An adult should read to you as often as they can (try a book that is above their reading ability)</li> <li>• Read a new book from the website above</li> <li>• Read a new book that you have at home</li> <li>• Read a book you have already read but really enjoy</li> <li>• <b>From the website above choose some non-fiction books to read or a non-fiction book at home or a newspaper (age appropriate)</b> <ul style="list-style-type: none"> <li>○ Explore the layout of the texts</li> <li>○ Explore the vocabulary used in the non-fiction texts</li> <li>○ Find out more about the topic</li> </ul> </li> </ul>			
Writing	<b>Non-chronological report/fact file</b> This week is all about non-fiction writing (writing about something that is real). You can choose what you write your fact file about but remember to include plenty of facts, here are some ideas: <ul style="list-style-type: none"> <li>• The Great Wall of China (see this week's virtual field trip)</li> <li>• An animal (maybe an animal you don't know much about)</li> <li>• The Queen</li> <li>• Your family or a fact file about you</li> <li>• Space</li> <li>• Your local area (you could use some of the information from last week's virtual field trip)</li> </ul>			
	<b>Nursery</b> <ul style="list-style-type: none"> <li>• Draw some pictures of the thing you have chosen to work on (you could try the life cycle of an animal and sequence the pictures)</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> <li>• Sub-heading</li> <li>• Facts written in good sentences</li> <li>• Use:             <ul style="list-style-type: none"> <li>○ Capital letters</li> <li>○ Full stops</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> <li>• Introduction (introduce what you are writing about)</li> <li>• Subheadings (sort your facts under appropriate subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> <li>• Introduction (introduce what you are writing about)</li> <li>• Subheadings (sort your facts under appropriate subheadings)</li> </ul>

	<ul style="list-style-type: none"> <li>• Talk about it, encourage good vocabulary</li> <li>• Label the pictures, sounding out the words</li> <li>• Create a model</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Write some simple sentences about what you have chosen – try using a capital letter for the start and a full stop to end the sentence</li> <li>• Use your sounds to sound out the words</li> <li>• Draw pictures and label them</li> </ul>	<ul style="list-style-type: none"> <li>•  <ul style="list-style-type: none"> <li>○ Conjunctions (and, but, or, so, if, when, that, because)</li> <li>○ Neat handwriting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Facts written in good sentences</li> <li>• Ending – you could finish with a did you know fact</li> <li>• Use: <ul style="list-style-type: none"> <li>○ Capital letters, full stops, commas, exclamation marks, question marks, speech marks if necessary</li> <li>○ Conjunctions (see the conjunctions sheet from previous – word mats)</li> <li>○ Different sentence openers</li> <li>○ Paragraphs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Facts written in good sentences</li> <li>• Conclusion (you could include a did you know fact)</li> <li>• Use: <ul style="list-style-type: none"> <li>○ Correct punctuation</li> <li>○ Conjunctions (see the conjunctions sheet from previous – word mats)</li> <li>○ Range of vocabulary, including technical vocabulary (vocabulary appropriate for the topic)</li> <li>○ Different sentence openers</li> <li>○ Paragraphs</li> </ul> </li> </ul>
<b>Maths</b>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/cbeebies/shows/numberblocks">https://www.bbc.co.uk/cbeebies/shows/numberblocks</a> - explore some of the number videos on number blocks.</li> <li>• Practise counting up to 10 <ul style="list-style-type: none"> <li>→ Match amount to the written numeral</li> <li>→ Put the numbers in order from smallest to biggest (groups of objects)</li> <li>→ Have a go at writing the numbers on paper, in water, in the air, in sand</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Numbots</li> <li>• Times tables Rock stars – <b>Don't forget the TTRS battles</b></li> <li>• Counting in multiples (forwards and backwards)</li> <li>• See below for arithmetic questions to practise (change the numbers if you want to practise daily)</li> <li>• <a href="https://www.cgpbooks.co.uk/resources/cgp-s-free-online-10-minute-tests">https://www.cgpbooks.co.uk/resources/cgp-s-free-online-10-minute-tests</a> - have a go at some of the activities on this website (there are SPAG, phonics and maths questions)</li> </ul> <p><a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p> <ul style="list-style-type: none"> <li>→ Visit the above website</li> <li>→ Select appropriate year group</li> <li>→ Work on the date of your choice, try to do the lessons in order (a new lesson is put up each day or you can go back and work on previous lessons)</li> </ul>		

- Try counting on from any number up to 10

### Doubling and halving

- Practise doubling and halving (by sharing) objects – use physical objects (dried pasta, toy cars etc.) – **using numbers below 10**
- Drawing ladybirds help to understand doubling
- Have a go at the challenges at the bottom of this document – **change the numbers so they are below 10 if needs be**

### Reception

- Counting objects up to 20
  - Reading and writing numbers up to 20
  - Matching amounts of objects with the number
  - Practise counting on from any number

<https://whiterosemaths.com/homelearning/early-years/>

- Visit the above website
- Work through the work on **Summer term – Week 3 (w/c 11<sup>th</sup> May)** (the dates will not match up with the current date)

**If you want extra maths work, Khan Academy is still available.**

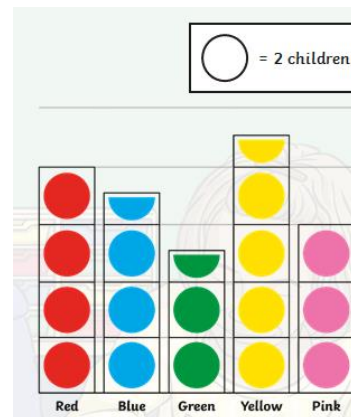
### Maths without the computer

#### Statistics (data)

- Talk about what a tally chart is, collect some data using a tally chart (you could do a traffic survey, favourite fruits, types of teddy bears, colours of toy cars), find the totals for your tally chart by counting in fives
- Talk about your tally chart – which is the most, which is the least, what if the difference between...
- Using your tally chart create a:
  - Pictogram (using pictures to represent 1 item, or even 2)
  - Bar chart – remember to use a title and labels for each axis

How we travel to school in Class 8	Number of votes
walk	8
school bus	6
car	10
bike	7

- Represent the data from the table above (feel free to change numbers or categories or add to the table) as a:
  - Tally chart
  - Pictogram
  - Bar chart



- Represent the data from the pictogram as a:
  - Tally chart
  - Bar chart
- Discuss the data above – talk about what the data is showing you, find differences

	<div><div><div>Summer Term - Week 9 (w/c 22nd June)</div><div>Summer Term - Week 8 (w/c 15th June)</div><div>Summer Term - Week 7 (w/c 8th June)</div><div>Summer Term - Week 6 (w/c 1st June)</div><div>Summer Term - Week 5 (w/c 18th May)</div><div>Summer Term - Week 4 (w/c 11th May)</div><div>Summer Term - Week 3 (w/c 4th May)</div><div>Summer Term - Week 2 (w/c 27th April)</div><div>Summer Term - Week 1 (w/c 20 April)</div><div>Week 2</div><div>Week 1</div></div><div><div><div><div>Doubling and halving</div><div><ul style="list-style-type: none"><li>• Practise doubling and halving (by sharing) objects – use physical objects (dried pasta, toy cars etc.)</li><li>• Drawing ladybirds help to understand doubling</li><li>• Have a go at the challenges at the bottom of this document</li></ul></div></div></div></div></div>	<div>between categories, find totals of 3 or 4 categories</div> <div><div><div>Total population of Thoraby</div><div><div><div>Total population</div><div><div>350</div><div>300</div><div>250</div><div>200</div><div>150</div><div>100</div><div>50</div><div>0</div></div><div><div>1870</div><div>1890</div><div>1910</div><div>1930</div><div>1950</div><div>1970</div><div>1990</div><div>2010</div></div></div></div><div><div>Year</div><div><div>1870</div><div>1890</div><div>1910</div><div>1930</div><div>1950</div><div>1970</div><div>1990</div><div>2010</div></div></div></div><div><div><ul style="list-style-type: none"><li>• Represent the data in a table (you may have to estimate)</li><li>• Answer the questions about the data<ul style="list-style-type: none"><li>○ When was the population at its highest?</li><li>○ Estimate the population in 1980</li><li>○ Between which years was the population less than 150?</li></ul></li><li>• Can you work out types of data that can be represented in a line graph (think about the weather, try plotting a line graph for the weather forecast over the day.)</li></ul></div><div><div>Active maths – activities to incorporate both maths and physical activity</div><div><a href="https://www.teachactive.org/my-account/?code=B1l6F">https://www.teachactive.org/my-account/?code=B1l6F</a></div></div></div></div>
PE	<div><div><div>Throwing and catching</div><div>This week practise throwing and catching</div><div><ul style="list-style-type: none"><li>• Throw and catch different sized balls to yourself</li><li>• Throw and catch different sized balls to a partner</li><li>• Throw and catch different sized balls against a wall (not a window!!)</li><li>• Play hot potato but make sure it doesn't fall on the floor</li><li>• Practise bouncing a ball to yourself standing still, then try moving around</li><li>• Learn how to throw using a chest pass, bounce pass and shoulder pass (try with different sized balls – do you have to change how you hold the ball?)</li><li>• Practise catching with 2 hands and just 1 hand</li><li>• If you have space practise throwing the ball as far as you can (put down something as a marker to see if you can beat your throw before)</li><li>• Set up targets to practise throwing the balls (you could have points for different targets and add up your score)</li><li>• Play some netball, basketball, cricket, dodgeball</li></ul></div></div></div>	
Science	<div>This week have a go at some mini science challenges (please send some photos)</div>	

	<div> <div> <b>Static Magic</b>  Can you pick things up without touching them? Blow up a balloon and tear up some paper shapes. Create some static electricity by rubbing the balloon on your top or hair. Hold the balloon over the paper shapes, can you collect them all? What is the largest shape you can pick up? How far away can you hold your balloon and it still collects the paper? </div> <div> <b>Bouncing egg</b>  Put an uncooked egg, shell and all, into a bowl or old jam jar. Pour vinegar into the jar, until it has covered the egg. Leave it for 24 hours and have a look at what is happening. What do you see? After 24 hours carefully take out the egg. What do you notice about it? Drop the egg from 10cm above a surface and see what it does.  <a href="https://bit.ly/2zRW7sX">https://bit.ly/2zRW7sX</a> </div> <div> <b>Celery science</b>  Look carefully at the end of a piece of celery. What do you see? What part of a plant is the celery stick? Get an empty yogurt pot or paper cup and fill it a third full with water. Add a few drops of food colouring. Carefully put the celery into the water the widest end down. Leave it a few hours and then overnight. Do you notice anything? Why has that happened?  <a href="http://www.stem.org.uk/rxytm">www.stem.org.uk/rxytm</a> </div> <div> <b>Can you see in the dark?</b>  Use a pencil to put a hole in the end of an old shoe box and one on the top of the box at the opposite end to your first hole. Place an object inside the box, under the hole on the top. Cover that hole with your finger. Now look through the hole at the end of the box. Can you see the object? How about if you uncover the hole on the top? Try other objects. Does the same thing happen? </div> <div> <b>Jelly race</b>  Time how long it takes to transfer cubes of jelly from one plate to another using chopsticks or the ends of two spoons. Add some orange juice, now try again. Which was easier? Why do you think this? </div> </div>
<b>Music</b>	<p>This week have a go at exploring music using your senses.</p> <ul style="list-style-type: none"> <li>Find out about some classical composers such as Beethoven, Mozart, Bach, Chopin, Brahms, Handel <ul style="list-style-type: none"> <li>→ Listen to some of the music the composers composed</li> <li>→ How does the music make you feel? What can you hear? Can you name the instruments being used? Can you clap to the beat?</li> <li>→ Draw a picture whilst listening to the music to show what is happening in the music – this could be a line that goes up and down to the music</li> </ul> </li> <li>Sing some songs (nursery rhymes, pop songs, songs from school) – try to keep in time with the music and try to stay in tune if you can</li> <li>Have a go at making your own musical instruments (if you have more people at home, you could try and make different instruments for an orchestra). You could make <ul style="list-style-type: none"> <li>→ A drum <a href="https://www.wikihow.com/Make-a-Homemade-Drum">https://www.wikihow.com/Make-a-Homemade-Drum</a></li> <li>→ A guitar</li> <li>→ A shaker</li> <li>→ A tambourine</li> </ul> </li> </ul> <p>Below are some websites with making musical instrument ideas</p> <p><a href="http://kiddley.com/2013/07/09/10-great-musical-instruments-to-make-at-home/">http://kiddley.com/2013/07/09/10-great-musical-instruments-to-make-at-home/</a></p> <p><a href="https://artsycraftsymom.com/diy-musical-instruments-for-kids-to-make-and-play/">https://artsycraftsymom.com/diy-musical-instruments-for-kids-to-make-and-play/</a></p>
<b>Virtual field trip</b>	<p>This week, you have a long way to travel for your virtual field trip. Take a trip all the way to China to explore the Great Wall of China.</p> <p><a href="https://www.thechinaguide.com/destination/great-wall-of-china">https://www.thechinaguide.com/destination/great-wall-of-china</a></p> <ul style="list-style-type: none"> <li>→ Take a walk along the Great Wall of China</li> <li>→ Sketch some of the things that you see on your walk</li> <li>→ Have a look on google maps for an aerial view</li> <li>→ Find out about the Great Wall of China <ul style="list-style-type: none"> <li>→ Create a poster</li> <li>→ Create an advert for visiting</li> <li>→ Write a fact file/non-fiction report</li> </ul> </li> </ul>



	→ Draw a birds eye view of the Great Wall of China
<b>Life skills</b>	<p>If you have some extra time you could have a go at some of the below skills that are important for the future</p> <ol style="list-style-type: none"> <li>1. Learn how to write and send an email (you could send one to school with a message in it)</li> <li>2. Learn how to make a cup of tea, coffee or hot chocolate (<b>you MUST ask an adult for help</b> and don't forget the marshmallows for your hot chocolate)</li> </ol> <p>Always check with an adult before you do any of these and ask them to teach/help you.</p>
<b>Story time</b>	<p>Enjoy listening to a story</p> <p><a href="https://www.youtube.com/watch?v=3oQcKxE-ck">https://www.youtube.com/watch?v=3oQcKxE-ck</a></p>
<b>Additional nursery activities</b>	<ul style="list-style-type: none"> <li>• Listen to/read the story 'Whatever Next!' <a href="https://www.youtube.com/watch?v=6c5cbouorPM">https://www.youtube.com/watch?v=6c5cbouorPM</a> <ul style="list-style-type: none"> <li>○ Answer questions about the story. How did Baby Bear get to the moon? What did he use as a space helmet and space boots? Who did he meet on the way? What did he do when he landed on the moon? Why did Baby Bear need a bath when he got home?</li> </ul> </li> <li>• Imagine and recreate roles and experiences in play situations           <ul style="list-style-type: none"> <li>○ Act out getting ready to go into space, put your spacesuit, space boots and space helmet on. Climb into your rocket and off you go to space (don't forget to close the door and count down from 10). Explore space when you get there, talk about what you've seen</li> <li>○ You could use a cardboard box to make a space rocket (or chairs and cushions would work too)</li> <li>○ You could act out being an alien from space!</li> <li>○ Make costumes using cardboard, paper or spare material if you have it</li> </ul> </li> <li>• Use things around your home to create sounds that you might hear when you're in space. You could make your own instruments by, for example, putting rice in a bottle, stretching elastic bands over a box or threading onto a string (milk bottle tops or foil cake cases, Cheerio's or pasta). You could record your music and play it back. What was the best part? Could we make this better?</li> </ul>

### Arithmetic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
$\_ + 8 = 20$	$9 + 7 =$	$573 + 300 =$	$\frac{3}{7}$ of 49	$538 - 90 =$	$1968 + 100$
$10 - \_ = 0$	$16 - 7 =$	$490 - 200$	$673 + 200 =$	$118 \div 8 =$	$59 + 278$

$13 + 8 =$	$20 - \underline{\quad} = 0$	$83 + 60 =$	$734 - 700 =$	$6382 + 1085 =$	$458 \div 0 =$
$15 - 8 =$	$39 + 5 =$	$\frac{7}{8}$ of 72 =	$562 + 70 =$	$7.9 + 0.6 =$	$89 \times 9 =$
Half of 24	$7 + 2 + 3 =$	$562 - 40 =$	$72 \div 4 =$	$379 \div 10 =$	$\underline{\quad} = 3029 + 847$
Double 11	$12 \times 10 =$	$626 + 185$	$\frac{6}{7} + \frac{1}{7} =$	$50\,000 - 7000 =$	$82\,478 + 3873 =$
9 groups of 5	$8 \times 2 =$	$605 - 386 =$	$\frac{8}{11} - \frac{3}{11} =$	$36\,028 - 7398 =$	$30 \times 500 =$
18 shared between 2	$30 + \underline{\quad} = 90$	$8 \times 8 =$	$67 \times 6$	$392\,837 - 93\,893 =$	$582 \times 6 =$
5, $\underline{\quad}$ , 20, 25, $\underline{\quad}$ , $\underline{\quad}$	$78 - \underline{\quad} = 73$	$376 - 300 =$	$4837 + 1000 =$	$7 \times 8 \times 3 =$	$100 \times 287 =$
$\underline{\quad}$ , $\underline{\quad}$ , 14, 16, 18, $\underline{\quad}$ , $\underline{\quad}$	$10 + 30 + 50 =$	$1000 - 845 =$	$3392 + 4309 =$	$11^2$	$30.09 + 8.56 =$
$10 + 3 =$	$39 - 10 - 10 =$	$59 \times 5 =$	$7362 - 837 =$	$560 \div 8 =$	$20\% \times 390 =$
$14 + 7 =$	$63 + 26 =$	$48 \div 4 =$	$23 \times 10 =$	$8 \times 500$	$593 \div 4 =$
$20 - 9 =$	$29 + 60 =$	$73 \times 8 =$	$37 \div 10 =$	$\frac{6}{10} + \frac{4}{5} =$	$5\frac{7}{10} \times \frac{4}{5} =$
Half of 4	$16 \div 2 =$	$88 \div 8 =$	$639 \times 7 =$	$\frac{1}{3} - \frac{1}{9} =$	$6^2 + 100$
Double 12	$\frac{3}{4}$ of 8 =	$\frac{2}{8} + \frac{5}{8} - \frac{3}{8} =$	$5.94 + 0.06 =$	$\frac{2}{4} \times 9 =$	$39 \times 57$
100, $\underline{\quad}$ , $\underline{\quad}$ , 70, 60, $\underline{\quad}$ , $\underline{\quad}$ , $\underline{\quad}$	$\frac{1}{2}$ of 12 =	$\frac{9}{10} + \frac{1}{10} =$	$74 \div 1 =$	$14.3 + 6.05 =$	$342\,847 - 27\,837$



### Reception – Sounds ear, air, ure

<b>ur</b>	<b>ow</b>	<b>oi</b>	<b>er</b>
Turn	Cow	Coin	Faster
Burn	Brown	boil	Teacher
Churn	Owl	Join	Lighter
Burst	Now	Foil	Sharper
Surf	Howl	Soil	Anger
church	frown	joint	farmer

### Year 1 – alternative ‘igh’ sound words

<b>ew</b>	<b>ue</b>	<b>u-e</b>
chew	glue	cube
screw	tissue	tune
grew	recue	cute
blew	blue	rule
drew	cue	flute
flew	queue	June

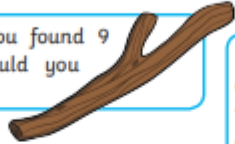
## Solving Problems - Doubling

Home Learning Challenges

If a ladybird has 4 spots on one side and 4 spots on the other side, how many does she have in total? Double 4.



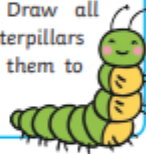
Collect 9 sticks. If you found 9 more, how many would you have altogether?



Collect 3 leaves outside. Collect 3 more. How many do you have altogether?



Draw 7 caterpillars on a large leaf. Double the amount. How many caterpillars are there in total? Draw all the caterpillars and count them to check.



Jordan made 6 cupcakes for her class, but she needs to make more. There are double that number of children in her class. How many cupcakes does she need in total? Can you make that many cupcakes?

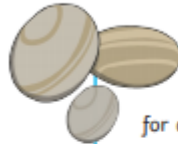
Some preschool children visit your class for an afternoon. There are usually 10 children in your class but today there are double that amount. How many children are there altogether?



## Solving Problems - Halving

Home Learning Challenges

April made 6 cupcakes and ate half of them. How many did she eat? How many did she have left? Can you draw a picture of the cupcakes April had left?



Count out 10 sticks or stones. Put half into the soil for animals to hide under and put half in a wooden box for an insect home. How many do you have in the box? How many in the soil?



Draw 8 bottles of paint on a classroom shelf. Colour half the paint bottles in blue. How many are blue?

If there were 16 cars in a car park at lunchtime and half were driven away, how many would be left in the afternoon? If you have some toy cars, you could work it out using those.



There are 22 footballers on a field and half of them are wearing red. How many footballers are in red? Draw 22 T-shirts and colour half in red to check.



There are 12 children in Mrs Peacock's class. Half of the children are girls. How many are girls? How many are boys?