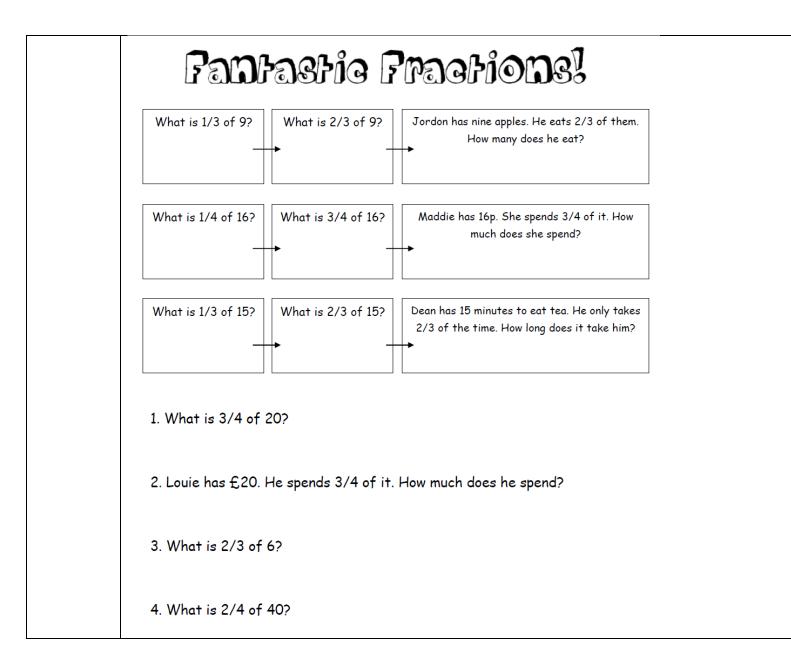
Day										
Monday	Starter: Using a piece of paper, fold it into quarters. How do you know you have successfully folded your piece of paper into quarters? Is there another way you can fold the paper to get quarters? How is this?									
	Learning Intention: I can identify fractions and create a fraction wall.									
	you to try and make your own fraction	on wall. You can use any materials yo	a are different parts of a whole. Today, I would like u wish; it could be a Lego fraction wall; you may wish wish to draw or create it! Here is a picture of a							
	Whol	$le \frac{1}{1}$	Once you have created your fraction wall think							
	<u>1</u> 2	$\frac{1}{2}$	about what you notice about the size of the different fractions. Can you remember the names of the different parts of a fraction? What do							
	$\frac{1}{3}$ $\frac{1}{3}$	$\frac{1}{3}$	they tell us?							
	$\frac{1}{4}$ $\frac{1}{4}$	$\frac{1}{4}$ $\frac{1}{4}$								
	$\frac{1}{5}$ $\frac{1}{5}$	$\frac{1}{5}$ $\frac{1}{5}$ $\frac{1}{5}$								
	$\frac{\frac{1}{6}}{\frac{1}{6}}$	$\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$								
	$\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$	$\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$								
	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\frac{1}{10} \frac{1}{10} \frac{1}{10} \frac{1}{10} \frac{1}{10} \frac{1}{10}$								
	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$								

Tuesday	Learning Intention: I can identify fractions in different environments.							
	Activity: Think about how we form fractions. We know that fractions are equal parts of a whole. Have a look around your house, the garden or when on a walk and see if you can come up with fractions to describe your environment. It may be that there are 4 rooms in your house, $\frac{1}{2}$ of those rooms have bathrooms. It could be there are flowers in your garden, think about how you could describe the colours using fractions.							
Wednesday	Learning Intention: I can use my knowledge of division to find fraction of amounts.							
	Activity: This year we have looked at finding a fraction of a whole number. Choose from the following activities to find fraction of amounts. We need to use our knowledge of division to help when finding fractions of amounts. To find a fraction of a number we need to divide by the bottom number (the denominator) and times by the top number (the numerator). For example, to find 2/4 of 8 you would divide 8 by 4 to give 2, then times 2 by 2 to give you the answer of 4.							
	Mild:							

 $\frac{1}{2}$ of 8 = $\frac{1}{2}$ of 12 = $\frac{1}{4}$ of 12 = 1/4 of 8 = $\stackrel{}{\leftrightarrow} \stackrel{}{\leftrightarrow} \stackrel{}{\leftrightarrow} \stackrel{}{\leftrightarrow} \stackrel{}{\leftrightarrow}$ $\left(\begin{array}{c} \circ \circ \end{array}\right)$ $(\circ \circ)$ $(\circ \circ)$ $\left(\begin{array}{c} \circ \circ \\ \circ \end{array} \right)$ $\left(\begin{array}{c} \bullet \bullet \\ \end{array}\right)$ ¹/₂ of 24 = $\frac{1}{2}$ of 20 = $\frac{1}{4}$ of 24 = $\frac{1}{4}$ of 20 = $\triangle \triangle \triangle \triangle \triangle \triangle \triangle$ $\mathcal{O}\mathcal{O}$ \bigcirc \bigcirc $\triangle \triangle \triangle \triangle \triangle \triangle |$ $\bigcirc \bigcirc$ \bigcirc \bigcirc \bigcirc $\odot \odot \odot \odot$ $\triangle \triangle \triangle \triangle \triangle \triangle$ \bigcirc $\frac{1}{2}$ of 28 = $\frac{1}{2}$ of 16 = ¹/₄ of 16 = ¹/₄ of 28= 0000 \Rightarrow \Rightarrow \Rightarrow \Rightarrow \Rightarrow 0000 ☆☆☆☆ ☆0000000 ☆☆☆☆0000000

Hot:



Spicy:

What is 3/4 of 48?
What is 2/5 of 45?
There are 60 minutes in an hour. How many minutes are there in 1/6 of an hour?
. How many minutes are there in 5/6 of an hour?
. What is 1/8 of 16?
Miss Bartlett has 28 books to mark. She gives 1/7 of them to Mrs Allison. How many res Mrs Allison get?
. What is 1/7 of 28?
. A milkshake has 80ml in it. Asher drinks 3/8 of it. How much is <u>left</u> ?
. A woman weighs 60 kg. She loses 2/12 of her weight. How much does she weigh <u>now</u> ?

ursday	Learning Inten [.]	tion: I can use me	ntal strategies to	o solve problems.		
	Activity: Choos	e from the follow	ing options and ti	ry to complete the	problems using me	ntal maths strategies.
	Mild:					
	5+7=	5×10=	3×5=	7+8=	4+8=	
	4×5=	4×2=	3+9=	9×5=	6+8=	_
	8+9=	6+7=	2×5=	5+8=	5×5=	_
	5×2=	6x2=	7x2=	6×10=	4+9=	
	3+8=	3×10=	5+6=	6+9=	4×10=	
	9×10=	5+9=	7×5=	2×2=	3×2=	
	4+7=	6×5=	8×2=	7+9=	7×10=	
	8×5=	8×10=	5+4=	2×10=	9×2=	

5+2=	8×7=	7+3=	8+6=	9×2=	9+3=	3×3=	7×7=
9×9=	9+9=	5×4=	7×4=	9+5=	5+3=	6×5=	8+7=
6+4=	7+7=	4+3=	6×4=	4+4=	8×5=	4×3=	8×3=
9+4=	4×2=	5x5=	6+2=	7+5=	8×2=	6×2=	7×6=
6+5=	7+6=	7+4=	3×2=	9×7=	9+2=	6+6=	8+5=
7×3=	8+8=	2×2=	9×6=	3+2=	6×3=	5+5=	6×6=
9+7=	9×3=	6+3=	7+2=	8+4=	9+6=	4×4=	3+3=
5+4=	5×3=	9×4=	9×8=	8×6=	2+2=	7×2=	8×4=
9+8=	9×5=	8+2=	8×8=	4+2=	5×2=	8+3=	7×5=

9+7=	6+3=	9×4=	7+7=	9×9=	6×4=	9×6=	6+5=
8×7=	5×3=	6+4=	9+5=	5+2=	6×5=	7+2=	7×3=
8+5=	7×5=	8+7=	7×6=	8+2=	7×7=	9×8=	5+3=
6×6=	9+4=	4×2=	8+3=	5×2=	4+3=	8+8=	2×2=
9×3=	9+3=	3×3=	7×2=	9×5=	8×3=	6+2=	5×5=
7+6=	2+2=	3×2=	3+2=	4+2=	6×2=	7+5=	8×2=
8+4=	9+6=	4×4=	8×4=	9+8=	6+6=	9×7=	9+2=
7+4=	7+3=	8+6=	5+4=	8×8=	4×3=	4+4=	8×5=