Poldark and Levant Distance Learning for week beginning 1st June

Learning Objective One

Poldark- I am aiming to understand fractions of numbers and quantities.

Levant- I am aiming to understand fractions of numbers and quantities.

* Teaching input;
* Show children a set of ‘Fraction number lines’ (*see resources*).
* Count in steps of 1/2 on the first number line. *Where does 31/2 belong on this line?*
* Remind children that fractions can be both *numbers* (positions on the number line, above) and *operators* (used as a *calculation* to find a *proportion* of an amount, e.g. 100m is halfway through a 200m race, ‘100 is 1/2 of 200’).
* Ask children to write their own ‘\_\_ is 1/2 of \_\_’ number sentence and share with another pair.
* Count in steps of 1/4 on the next line. *Where does 23/4 belong on this line?*
* Ask children how we can find 1/4 of an amount. *How might we find 1/4 of 24? (Divide by 4, or halve and halve again)*. Poldark children find 1/4 of 24, Levant find 1/4 of 240.
* Count in 1/3s on the next line. Write 1/3 of 12. *How can we find 1/3 of 12? (Y4 1/3 of 120).* Remind children that they can use division facts to help: 1/3 of 12 *=* 12 ÷ 3.
* Show the ‘Finding 1/3 of 12’ bar model (*see resources*). Remind children how the same number must be in each third. *How would the bar model be different if it showed 1/3 of 120?*

Applying Learning;

* Play *Fraction Buzz:* Children each have a card showing one of the following 2-digit numbers: 16, 20, 24, 28, 32, 36. The set of ‘Fraction cards’ (*see resources*) are placed in a pile, facedown.
* Children take turns to turn over a Fraction card. They call ‘Buzz’ if they think their 2-digit number can be split into the proportion shown on the fraction card (whole-number answer), e.g. 20 *can* be split in to 1/5s, but not into 1/12s.
* Everyone to buzz correctly can take a counter.
* After all the Fraction cards have been used, children should swap for a new 2-digit number and play again.

*Did some numbers get more buzzes than others?*

Learning Objective Two

Poldark- I am aiming to find non-unit fractions of amounts

Levant- I am aiming to find non- unit fractions of amounts

Learning input;

* Show children a (real) long strip of paper with 24 evenly spaced items on it, e.g. ice creams (*see resources*). *What is 1/4 of 24?*Discuss, then ask children to come and fold it into 1/4s.  
  Write: 1/4 of 24 is 6.
* *How can we find 3/4* *of 24?* Agree that we need 3 ‘sections’, each of which is 1/4.  
  Write: 3/4 of 24 is 3 lots of 1/4 of 24. 3 × 6 = **18**
* Ask children to come and fold the strip into 1/8s. Show just 1/8 of the strip. *How many in 1/8?* Write a number sentence:  
  1/8 of 24 is 3.
* *Which is greater: 3/4 of 24 or 5/8 of 24?* Children use their ‘Strips of 24’ and/or calculate to compare these non-unit fractions.
* *.* Show children bar models for 1/5s of 20 and 1/6s of 24 (*see resources*). *Which is greater: 3/5 of 20 or 4/6 of 24?*
* *How would we find 3/5 of 20?* Take feedback and agree the two steps: first find 1/5 of 20, then multiply by 3 to find 3/5 (12). Repeat for 4/6 of 24 (16).
* Record: *3/5 of 20 < 4/6 of 24.*

Ask Poldark children to find 1/3 and 2/3 of 36, Geevor to find 1/8 and 3/8 of 160.

Applying Learning

Poldark

* show children a multiple of 5, e.g. 20, and write this in the top of a bar model showing fifths:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 20 | | | | |
|  |  |  |  |  |

* The first player writes 1/5 of 20, the second player 2/5 of 20, the first player 3/5 of 20 and the second player 4/5 of 20. *How will each of you calculate your answer?*
* Repeat with other multiples of 5, e.g. 30, 35, 40, 45 and 50. Children swap roles with parents each time, to practise finding different non-unit fractions.

Levant and Poldark Challenge

* Children turn a card over from ‘Non-unit fraction cards’ Sheet 3 (*see resources*) and calculate the amount being described.
* The first player to find the amount scores that number, making a note of the number.
* After all the cards have been played, children use a calculator to find their total. The greatest total wins.

Learning Objective Three

Poldark- I am aiming to find fractions that are equivalent to ½ and ¼

Levant – I am aiming to find equivalent fractions including decimals

**Look at fraction wall A**

* Children relate fractions are equivalent to 1/2, e.g. 2/4, 3/6, etc.
* Now use the fraction wall to discuss any other fractions which are equivalent.

**Further teaching for Levant and Poldark Challenge**

Show a 0–2 line marked ineighths (*see resources*). Ask children to count along the line in eighths. 1/8, 2/8 … 1, 11/8, 12/8 … 2. Then ask to call out 1/2 or 11/2, when you reach a fraction equivalent to 1/2.

Repeat, this time with a third group calling out each 1/4.

* Repeat with a line marked in sixths (*see resources*). count in sixths, then call out halves whenever you reach equivalent halves.

Repeat, and call out the thirds.

* Repeat with the line marked in steps of 0.1 (*see resources*). first count in steps of 0.1 and then shout out halves.

Repeat, this time call out fifths. Mark a few of these to begin with, to help.

* Finally show a 0–1 line marked in 0.01s with 0.1s labelled (*see resources*). Ask children up to mark on 1/4, 1/2, 3/4 above the line and the equivalent decimals under the line (0.25, 0.5, 0.75)

**Applying Learning**

**Poldark**

* Give each pair of children a fraction wall (*see resources*) to cut into strips. This wall shows bars for 1 to 1/12s.
* Children take 1/2 and compare this with each of the other strips to find as many fractions equivalent to 1/2 as they can.
* Challenge them to write some fractions equivalent to 1/2 which are *not* on the fraction wall.
* Repeat with the strip of 1/4s, placing this alongside other strips to find fractions which are equivalent to 1/4.

**Levant**

* Children place a coin or counter in each part of a ‘Finding tenths grid’ (*see resources*), two coins in each part of a second grid and three coins in each part of a third grid to find 1/10 of 10, 20 and 30. They write a fraction sentence for each, e.g. 1/10 of 30 is 3.
* Without coins they find 1/10 of 40, 50, 60, 70, 80, 90 and 100.
* Together, discuss how to use coins to help find: 3/10 of 30 and 4/10 of 50.
* Using the ‘Finding tenths’ activity sheet (*see resources*), children find 1/10, then several tenths of multiples of 10, initially visualizing by sharing cubes between the 10 spaces on the grid.