Maths Week 4- Shape

Instructions

For each session there is the "Daily 10". This includes a mixture of questions not specific to shape. This will help keep the maths skills you have learnt at the front of your brain ☺

Then there is a learning objective with a 'taught' session to complete. This week is all about shape.

Don't forget to share your work with your teacher by email ☺

Click for lessons

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

This button is on each page and will bring you back to this slide.

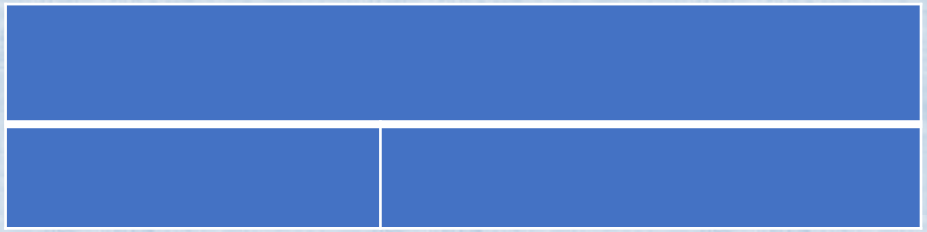
Lesson 1

Session 1- Daily 10 (Mixed fluency/ problem solving/ reasoning)

You can use the videos on the CVPS website to help you if you are stuck

1. 24 – 8 – 2 =
2. _____ = 0 x 3
3. 12 x 5 =___
4. Joe has 28 marbles. He shares them with himself and his 3 friends. How many marbles does each person get?

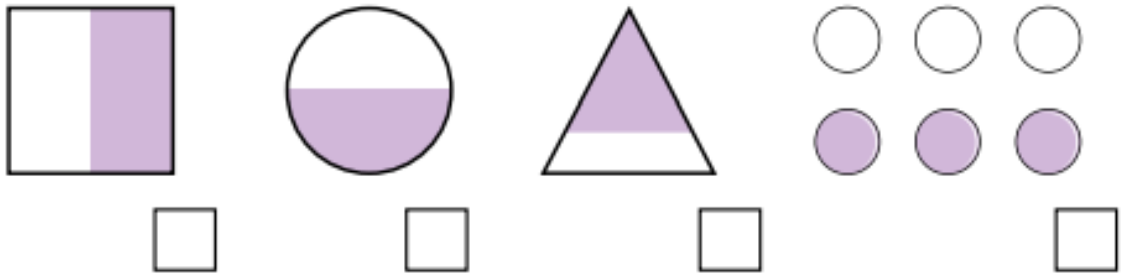
5. 13 + ___ = 32



6. _____ = 14 + 6 + 10

7. Complete the pattern: 112, 102, ___, 82, ___, ___, ____, 42, 32

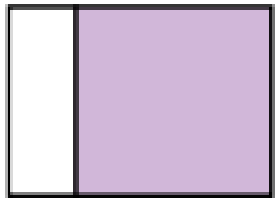
8. Tick the diagrams that have one half shaded.



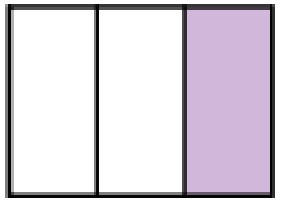
9. _____= 9 ÷ 3

10. Is $\frac{1}{2}$ of each shape shaded? How do you know?

a)

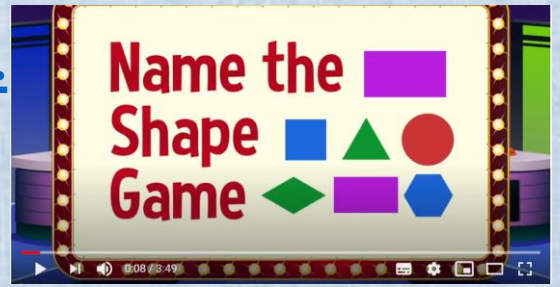


b)



To identify right angles in shapes

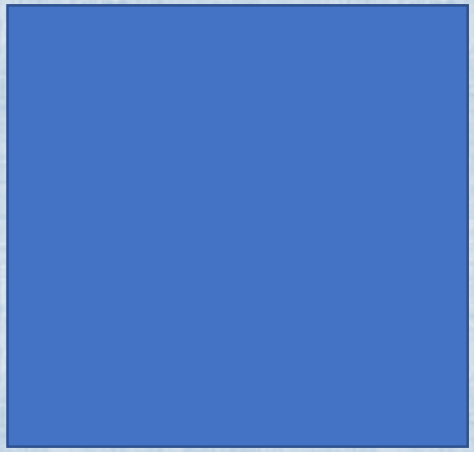
Before you start, have a quick recap of 2D shapes.
Click on the link to the video
https://www.youtube.com/watch?v=svrkthG2950



TOP TIP: *Remember, we also call rectangles 'oblongs'.*

- This is a link for today's lesson. It starts with a quiz to see what you already know. Don't worry if you don't know much- you're learning ☺

CLUE: A square has 4 right angles



https://www.thenational.academy/year-2/maths/to-identify-right-angles-in-shapes-year-2-wk1-2/

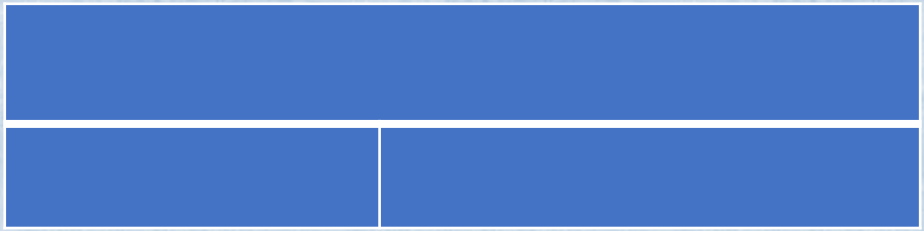
Lesson 2

Session 2- Daily 10

1. ___= 20 + 40 + 60
2. _____ = 7 x 3
3. 120 - 50 =___
4. TOP TIP: This question has + and – in. It is a 2 part question.

Aran went to shop with 50p. He bought a lolly for 30p and a pencil for 8p. How much change did he get?

5. 32 - ___ = 13



6. 73- 14=

7. Which of these number sentences can help you to work out 20 ÷ 4 =

Circle each number sentence that can help you.

20 ÷ 5 = 4

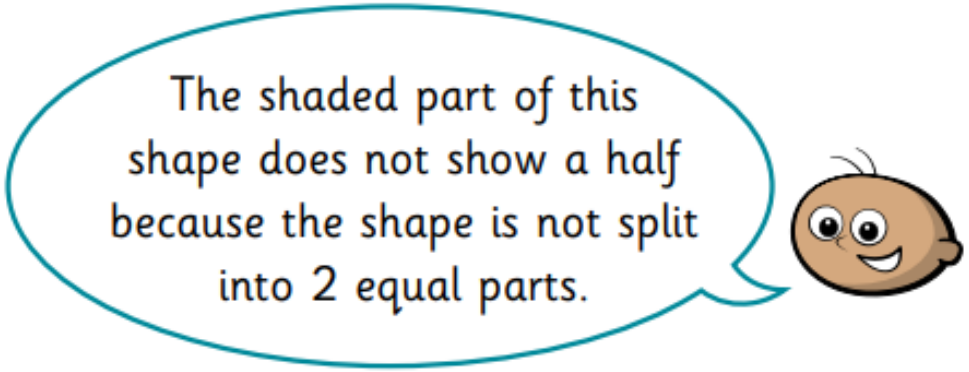
5 x 4 = 20

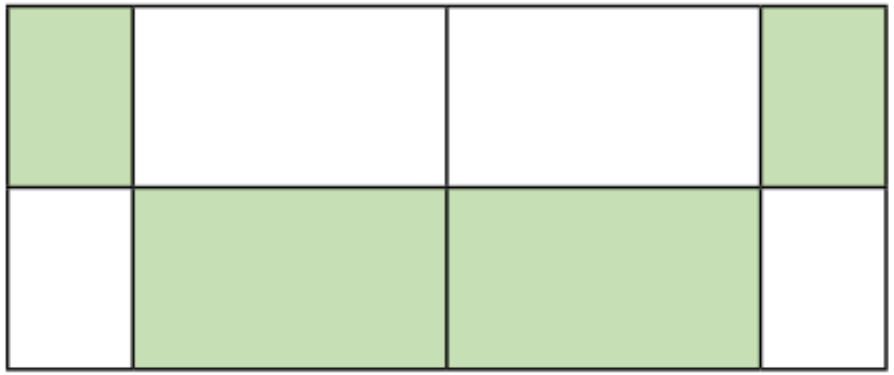
20 – 5 = 4

8. 3, 6, ___, 12, ___, ___, ___, 24

9. 0 x 1000,000 =

10.





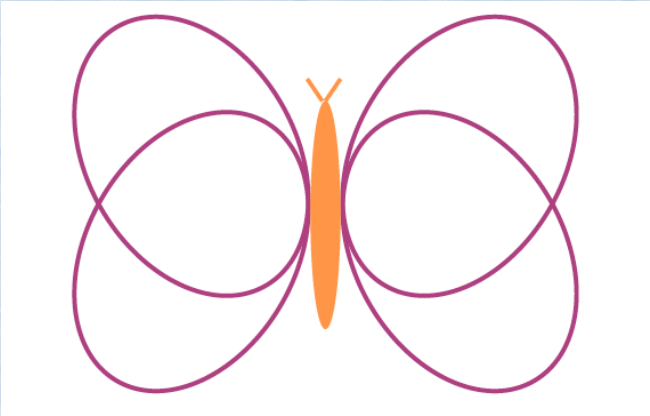
a) Is Tommy correct? _____

b) How do you know?

Talk about it with a partner.

To recognise lines of symmetry

Here is today's lesson on symmetry. We have done this before so hopefully you have remembered some of your learning, if not it doesn't matter because you can learn it now ☺



https://www.thenational.academy/year-2/maths/to-recognise-lines-of-symmetry-within-2-d-shapes-year-2-wk1-3/

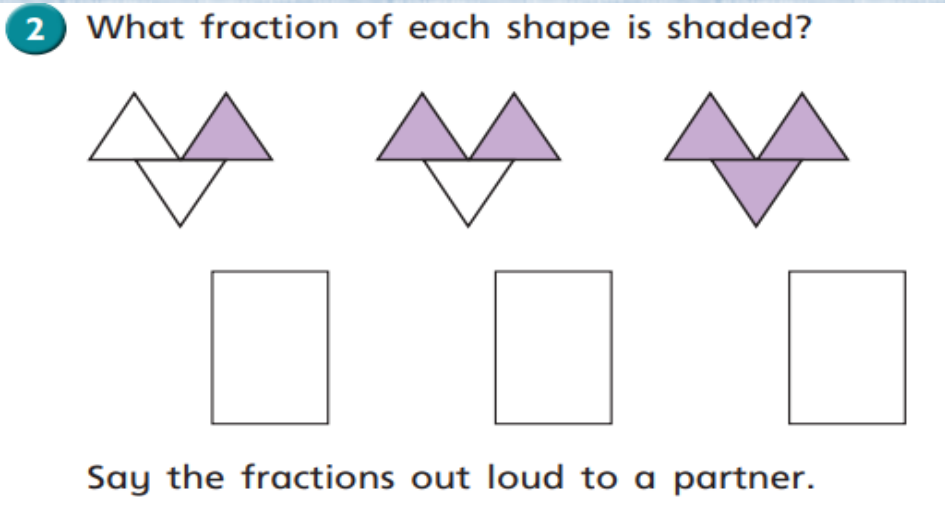
Now you've completed your lesson, watch this video to keep it fresh in your mind.

- https://www.youtube.com/watch?v=SJlhywRfvh8

Lesson 3

Daily 10

1. _____ = 9 x 10



3. 2/5 of 15 =

4. 100 ÷ 10 =

5.

Aisha is counting pieces of fruit.

How many strawberries are there altogether?

There are ☐ strawberries.

6. What do all of these numbers have in common?

(What is the same about them?)

13, 1, 17

7. __ = 45 + 13

8. 50 – 30 – 20 = _____

9. 2 x 3 = ___

10. ____ = 10 x 12

To name and describe 3D shapes

Here is the link for today's learning.

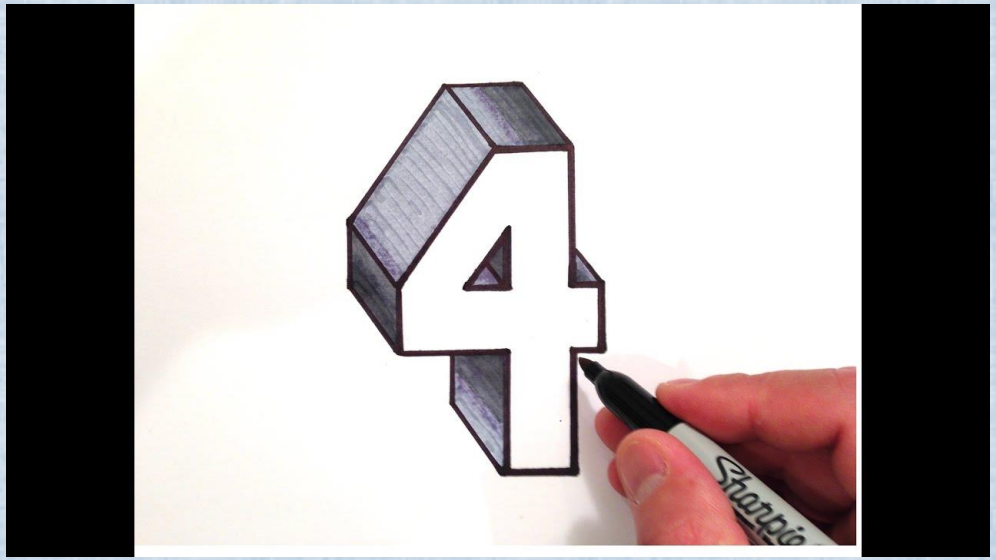
https://www.thenational.academy/year-2/maths/to-name-and-describe-3-d-shapes-year-2-wk1-4/#

- -

At the end of the lesson, you can watch the Youtube song about 3D shapes, the link is below. But I must warn you…… it's VERY catchy!

- https://www.youtube.com/watch?v=2cg-Uc556-Q)

Lesson 4-



JUST FOR FUN!

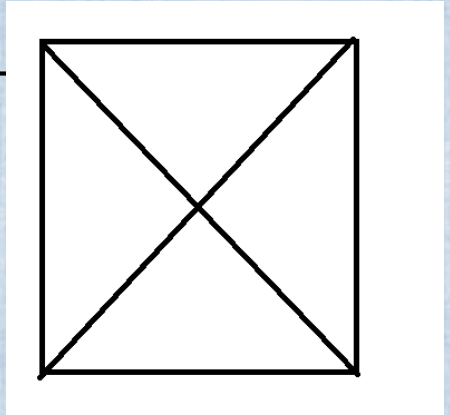
If you want to draw a number 4 like this there is a link below

https://www.youtube.com/watch?v=FVy8XxdJAq0

Daily 10

1. What is the difference between 55 and 75? (How many number in between?)
2. 99- 98 = __
3. My shape has 8 edges and 8 vertices. What is it? _____
4. What fraction is this square parted into? ___

How many equal parts are there? _____



5 The children in the class would like a whole apple each.

How many whole apples can be made from these quarters?

☐ whole apples can be made.

6. 3 x 6 = _____

7. 50 ÷ 5 = _____

8. 17 + 3 = _____

9. _____ = 12 x 2

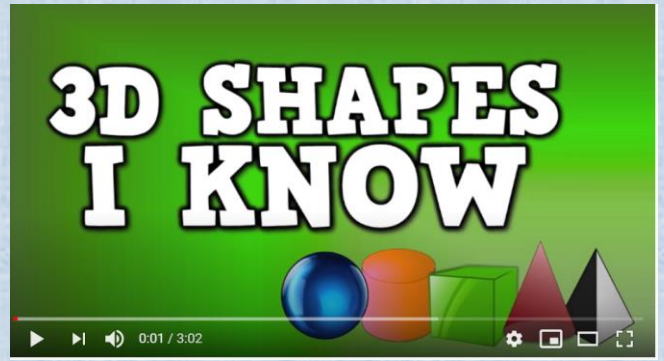
10. If… 1 x 4 = 4

10 x 4 = 40

Then…100 x 4 =

To identify 2D shapes on the faces of 3D shapes.

- Let's get warmed up with this 3D shapes song (https://www.youtube.com/watch?v=2cg-Uc556-Q)



Follow the instructions on this link. The first thing you need to do is the quiz- how much do you already know?

https://www.thenational.academy/year-2/maths/to-identify-2-d-shapes-on-the-surfaces-of-3-d-shapes-year-2-wk1-5/#

Lesson 5

Daily 10

1. 10 x 8 = ___
2. 45 – 13 = ___

3. ½ of 18 = ____
4. ___= 34 + 16

1. 30 + ____ = 50

Questions 5- 10

Rosie is sharing out 16 strawberries.

She shares them into 4 equal groups.

a) What is $\frac{1}{4}$ of the strawberries?

$\frac{1}{4}$ of 16 = ☐

b) What is $\frac{2}{4}$ of the strawberries?

$\frac{2}{4}$ of 16 = ☐

c) What is $\frac{3}{4}$ of the strawberries?

$\frac{3}{4}$ of 16 = ☐

d) What is $\frac{4}{4}$ of the strawberries?

$\frac{4}{4}$ of 16 = ☐

June says the cherries can not be shared equally between 5 people.
Is she correct? Explain.

Investigations!

- There are two investigations for you to choose from. You could do one or you could challenge yourself and do both!

Investigation 1

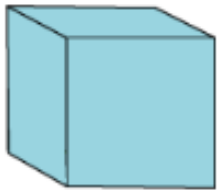
You can look at this investigation as a pdf online or read it on the powerpoint

- https://nrich.maths.org/233/note

Cubes Cut Into Four Pieces

Age 5 to 7 ★★★

Eight children sat round the big table at the end of the classroom. They each had a cube made from modelling clay.



"Cut your cube into four pieces which are all exactly the same shape and size," said their teacher, "and try to make your pieces different from everyone else's!"

When the children had cut the cubes up they put some of the pieces on the table in two rows with their names by them.

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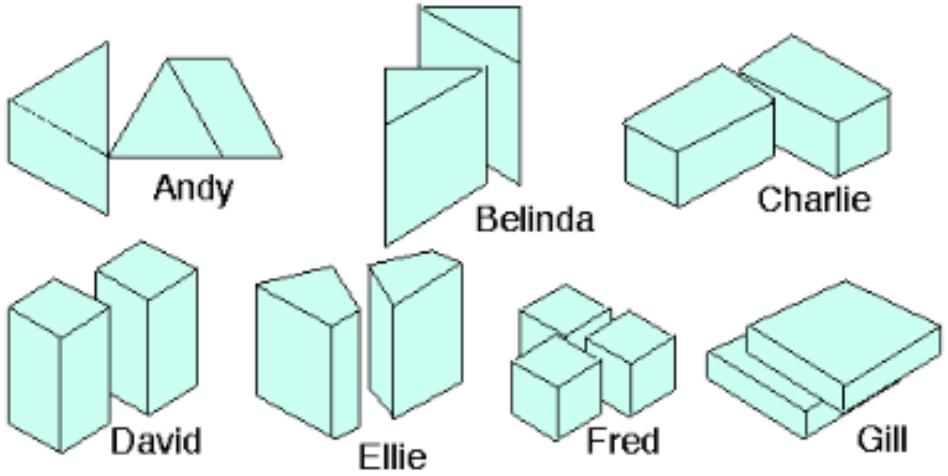

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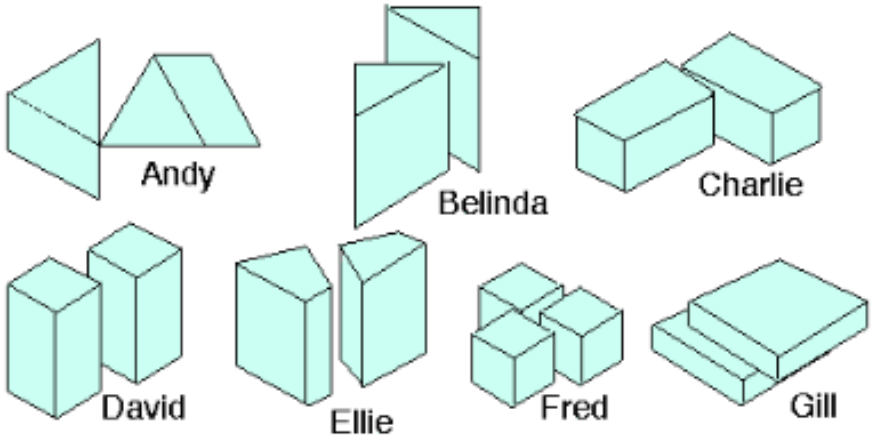


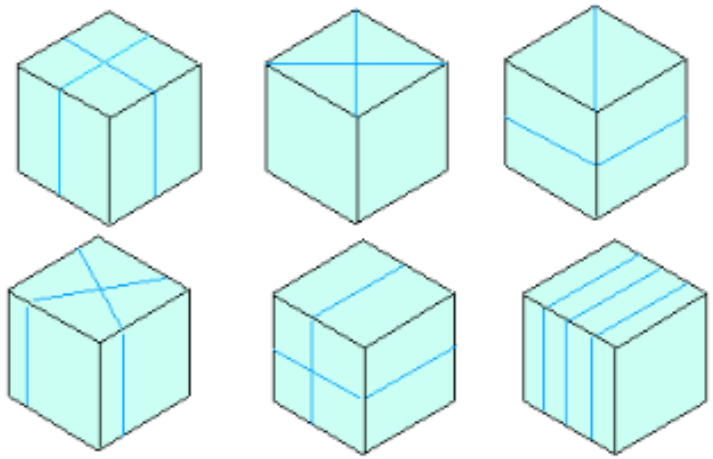
"**Someone** didn't cut theirs into four!" said Belinda pointedly.

Who was that and how many pieces were there?

"Two of us have made the same shapes!" shouted Charlie.

Who were they?

Here are six cubes showing the way the children cut them.



Whose are they?

Complete the Square

https://nrich.maths.org/content/id/2910/Complete%20the%20Square.pdf

Heading