Maths home learning tasks 01/06/2020:

Focus: Geometry

* Monday:

Outcome: Types of triangles

Task: Ask your child what a triangle is. Encourage them to give as many properties of a triangle as they can (3 sides, 3 vertices, 2D shape). Explain that there are 4 different types of triangles. Equilateral triangles are ones that have all sides and corners be the same size. They have 3 lines of symmetry. Isosceles triangles have two sides/angles that are the same and one side/angle that is different. Scalene triangles have all the sides and angles be of different sizes. Right-angle triangles have a 90-degree angle as one of the vertices (these triangles may also be scalene or isosceles but never equilateral).

Once your child familiarises themself with these terms have them create a poster that shows the properties of these triangles.

* Tuesday:

Outcome: To recap angle types and to identify these angles.

Task: Check your child’s memory on the different types of angles and what their properties are.

Right angles are always 90 degrees (quarter turn). Acute angles are less than 90. Obtuse angles are more than 90 but less than 180. Explain that these angles can also be referred to as “turns”. Show them a 90-degree clockwise turn, and ask them how you moved, then correct/confirm their answer. Next show a 90-degree anti clockwise. Then a 180 turn (but break it up into two 90 degree turns). Then a 270, and finally a full 360 degree. Mix up whether you are showing a clockwise or anticlockwise turn.

Once your child has a comfortable grasp of the language, set them to create an accurate treasure map, set in the house. Task them to hide three or so objects, then create a map with instructions.

E.g.: Starting in the kitchen, looking towards the living room, take 5 steps forward, then make a 90-degree clockwise turn… etc.

If time allows, make one for them to try and follow. Perhaps hide their Nintendo Switch or something they like, as to really motive them to follow the instructions carefully.

If you have access to squared paper, it will make the following sections a great deal simpler – If not, might have to get a little creative.

* Wednesday:

Outcome: To start learning to read co-ordinates on a 2-dimensional grid.

Task: Show your child the 10x10 coordinate grid. Explain that the horizontal axis is called the **x-axis**, then explain that the vertical line is called the **y-axis.** Show them point A and ask them to try and guess how they would explain where that is using the grid. Explain that they must read the x axis before the y axis. Show them a way that they may remember it easier (e.g. “Along the corridor (x-axis) then up the stairs” (y-axis) or “In the alphabet, X comes before Y”.). Have them name what points B, C, and D are.

Give your child the worksheet for the day. They choose their own difficulty (they know how this works).

* Thursday:

Outcome: To draw shapes using coordinates

Task: Show them the 10x10 grid. Draw 4 points at (1,1) (1,5) (5,1) and (5,5). Ask your child that if they were to join the dots, what shape would it make (square).

Using a different colour if possible, draw 4 new dots at (3,1) (7,1) (3,5) and (7,5). Ask what happened to the shape now. Explain that this movement is called “translation”. The shape doesn’t change how it looks, but the corners move to different locations. Ask them how they would describe the movement (2 space to the right).

Give your child the worksheet for the day. They choose their own difficulty (they know how this works).

* Friday:

Outcome: To work on translating shapes using coordinates

Task: Recap what you have done with them yesterday regarding translation.

Give your child the worksheet for the day. They choose their own difficulty (they know how this works).