Maths year 2 week beginning 12.7.21

**Year 2 objectives: Capacity**

Choose and use appropriate standard units to estimate and measure capacity – litres/ml to the nearest appropriate unit, using measuring vessels

Compare and order capacity and record results using > < =

**Vocabulary:**

estimate measure litres millilitres

Please all do the mental maths starter as detailed below.

I have included White Rose worksheets for those of you that want to use them and can print them out.

This is the link to the White Rose video lessons if you have access to a laptop:

The first 2 lessons are recaps from year 1 so you may be able to do them both in the same day.

<https://whiterosemaths.com/homelearning/year-2/summer-week-10-measurement-mass-capacity-and-temperature/>

This is the link to the four operations with volume worksheet

<https://whiterosemaths.com/homelearning/year-2/summer-week-11-measurement-mass-capacity-and-temperature/>

If you don’t have access to a laptop/ prefer to work offline – there are suggested activities below. Or you could do a combination of both!

**Day 1** – 15mins mental maths using number bond sheet – say/point to a number bond – can your child say the answer quickly by using different strategies (see sheet in homework book) , or work it out using their fingers to count on from the largest number?

**Main-** **Measure capacity using millilitres**

Explain we are going to measure how much liquid a container can hold – the capacity ***What units of measurement do we use for finding the capacity ?*** Show vocab – millilitres/litres

Explain that 1000ml =1litre

Show a 1 litre container and a 5 ml spoon

**What tools can we use to measure capacity – show a measuring jug marked in millilitres and litres and a 5ml spoon.** Show 4 small containers( less than a litre) – how much liquid will it hold? Which one has the smallest/ largest capacity? Demo how to estimate, fill each container, then pour into a measuring jug.

Choose 4 different containers.

How much does each container hold?

Put in order from the one that has the smallest capacity to the one that has the largest capacity.

Write the name of each in order and how much it can hold in your book/ piece of paper

**Day 2** –15mins mental maths using number bond sheet – say/point to a number bond – can your child say the answer quickly by using different strategies (see sheet in homework book) , or work it out using their fingers to count on from the largest number?

**Main-** **Measure capacity using litres**

Remind that yesterday they were measuring how much a container holds in millilitres. Explain that when we measure larger containers we need to use litres. How many millilitres = 1 litre? Show a litre measure jug. Can they estimate and then measure the capacity of 4 larger containers from around the house.

They can record each container in their home learning book and record the capacity of each eg. Bucket – 7 litres and 500 millilitres

**Day 3 –** 15mins mental maths using number bond sheet – say/point to a number bond – can your child say the answer quickly by using different strategies (see sheet in homework book) , or work it out using their fingers to count on from the largest number?

**Main - Compare and order capacity and record results using > < =**

True or false? – show these and ask if they are true or false? Discuss any answers – can they explain their thinking? Show using your measuring jug.

45ml<65ml

1l < 1 millilitre

½ litre = 100ml

150ml > 50ml

Can they find food/ drinks that are measured in millilitre or litres around the house and compare using < > =

Record in their home learning book

e.g milk carton 1 l and 136 ml > soy sauce 375 ml

**Day 4** **–** 15mins mental maths using number bond sheet – say/point to a number bond – can your child say the answer quickly by using different strategies ( if they are confident with the addition bonds work on the subtraction ones) e,g 17 – 8 = 9 because I know 8 + 9 = 17

Main Measure accurately using millilitres

Ask - How can I make the tastiest drink of juice? Use squash that needs diluting - can they experiment with different amounts of squash with the same amount of water each time. Record in a table like this:

|  |  |  |
| --- | --- | --- |
| squash | water | Tasting comments |
| 10ml | 100ml |  |
| 20ml | 100ml |  |
| 50ml | 100ml |  |

**Day 5** - 15mins mental maths using number bond sheet – say/point to a number bond – can your child say the answer quickly by using different strategies ( if they are confident with the addition bonds work on the subtraction ones) e,g 17 – 8 = 9 because I know 8 + 9 = 17

**Main -** Solve problems with millilitres and litres Record the answers in their home learning book.

Show a litre bottle of juice – how many millilitres?

If I had 2 litres – how may litres would that be? How many hundreds make 1000? – count in 100’s to 1000

If I had 1 litre and I used 200ml, how much will be left? **What would the number sentence be?**

If I use 400ml, how much will be left?

I spill half of it – how much will be left?

Show a cup – this cup holds 200ml of juice – If I drink 3 cups in one day, how much will I have drunk?

Show a sand bucket – this bucket holds 2 litres of sand.

If I make a sandcastle with 8 buckets, how many litres of sand have I used?

Can your child think of their own capacity problem to solve?

Please continue to work on the addition and subtraction bonds during the summer. Thank you

<https://www.topmarks.co.uk/maths-games/hit-the-button>