**Maths week beginning 12.7.21**

**Year 1**

**Objectives:**

compare, describe and solve practical problems for capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]

measure and begin to record capacity and volume

**Vocabulary:**

full/empty, more than, less than, half, half full, quarter

Please do the mental maths starters every day.

I have put some White Rose worksheets in the file for you to use if you would like/ are able to print out. There are also some reasoning and problem solving activities related to weight and volume in the file which would be good to do too. If you have access to a laptop you can use the following videos too:

<https://whiterosemaths.com/homelearning/year-1/spring-week-11-measurement-weight-and-volume/>

If you don’t have access to a laptop you can just follow the lessons below.

**Day 1** – 15mins mental maths using the number bond sheet – say/ point to different number bonds – can your child say the answer quickly or work out using their fingers (put the biggest number in their head and count on)

**Main** – Show 3 different containers – e.g cups/ pans/ bowls – which one holds the most? Which one holds the least? How could we find out? Show how to compare by filling one and pouring into another – does this one hold more or less?

Then explain that we can measure more accurately using cupfuls –**how many cupfuls of water/ sand/rice will fill each container? Need containers and cups-** Show how to measure using cups – show a container – how many cups do you think will fill this container? Show vocab – about/ just over/ just under take estimates then ask your child to demo measuring carefully as you count together. At the end discuss if it’s exactly e.g 3 cups or about/just over/just under – explain that they need to use these words when measuring.

Record the capacity of each container on a piece of paper/ book

**Day 2 -** 15mins mental maths using the number bond sheet – say/ point to different number bonds – can your child say the answer quickly or work out using their fingers (put the biggest number in their head and count on)

**Main** - Ask your child to look at 2 different containers – then ask them to choose correct vocab to go between them – holds more than/ holds less than

Which holds the least? The most?

The show vocab – full, empty, half full, nearly empty, nearly full

Show a cup and a jug – can they come and pour into the cup so that it is nearly full/ half full etc? Each time show how to pour the water back carefully into the jug. They could draw a glass in their book/ piece of paper and draw the level of water to match the vocab.

**Day 3** **-** 15mins mental maths using the number bond sheets – say/ point to different number bonds – can your child say the answer quickly or work out using their fingers ( if they are confident with the addition bonds work on the subtraction ones)

**Main** Explain that when we are measuring how much a container holds we can use litres – show the word and show a litre container – Ask them to look around the house to find things that hold less than a litre/ same as/ more than.. Record in a table like this:

|  |  |  |
| --- | --- | --- |
| Holds less than a litre | Holds about the same as a litre | Holds more than a litre |
|  |  |  |

**Day 4 -** 15mins mental maths using the number bond sheet – say/ point to different number bonds – can your child say the answer quickly or work out using their fingers ( if they are confident with the addition bonds work on the subtraction ones)

**Main** Remind them that yesterday they were looking for containers that hold less than a litre, the same, more than a litre. Show a litre measuring jug - can they look around the house to find 3 things they can measure using litres.

Write the name of the object, e.g bucket, then use your litre container to measure how many litres it holds. Record in your home learning book.

**Day 5 -** 15mins mental maths using the number bond sheet – say/ point to different number bonds – can your child say the answer quickly or work out using their fingers ( if they are confident with the addition bonds work on the subtraction ones)

**Main**

What does a litre puddle look like?

If you have a piece of chalk and access to a paved area – can they draw what they think a litre puddle looks like? Then pour a litre of water carefully into the middle – were they correct or was their estimate too small or too big? Can they find containers in the house that are marked in litres? Can they estimate how many litres of water would fill the bath?/ bucket? Etc

Have a go at some of the reasoning and problem solving activities today too.

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>