

# Maths Week Three.

This week your Maths learning videos are on the White Rose Website and the learning sheets are below. The learning sheets can be accessed through the BBC Bitesize if you would like to download them directly. The first two sessions of learning link to BBC's Daily lessons for 3<sup>rd</sup> and 4<sup>th</sup> June.

This week's third session is linked to our Sports Week learning enjoy!

## Session 1.

Warm up	<p>Our focus this week is measure. It is still important to keep practising our counting. Make sure you are pronouncing 'ty' and 'teen' numbers correctly.</p> <p><a href="https://www.youtube.com/watch?v=e0dJWfQHF8Y">https://www.youtube.com/watch?v=e0dJWfQHF8Y</a></p>
Main activity	<p>Go to the White Rose Maths website. <a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a></p> <p>Select lesson <u>Summer Term Week 6 Lesson 3.</u> <b>'Introduce Capacity and Volume.'</b> Watch the video and join in with the activities it asks you to do. Complete the learning sheet below.</p> <p>There are also extra activities/videos on BBC Bitesize lesson 3<sup>rd</sup> June, if you would like to do those too! <a href="https://www.bbc.co.uk/bitesize/articles/zkrf382">https://www.bbc.co.uk/bitesize/articles/zkrf382</a></p>
Game	<p>Have a jumping competition with someone in your family. Who can jump the furthest? See if you can use non-standard units of measure to measure your jumps. (a non-standard unit can be anything you like eg your hand, foot, pencils, books....etc)</p>



Well done Year One!

## Compare Capacity

### Adult Guidance with Question Prompts



Children continue to use non-standard units to measure the capacity of different containers. They measure with accuracy, using the same unit each time and ensuring that it is completely full. They use the terms 'more', 'less' and 'equal to' as they compare capacity.

How many glasses does the apple/orange juice carton fill?

Which container has the largest/smallest capacity? How do you know?

Which cereal box can hold the most/least? So which box has the smallest/largest capacity?

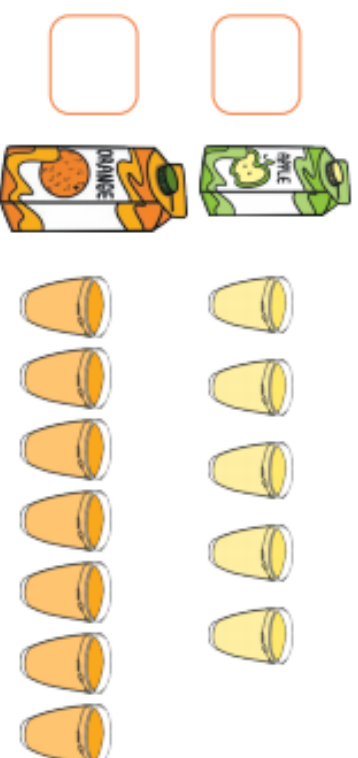
Practical challenge (with an adult):

Find three containers and one smaller container to use as a non-standard unit. Count the number of units used to fill each container. Then, order the containers from the smallest to the largest capacity. Which container do you think will have the smallest/largest capacity? How can you check? What can you use to measure the capacity? (Choose a non-standard unit.)  
Were you right?

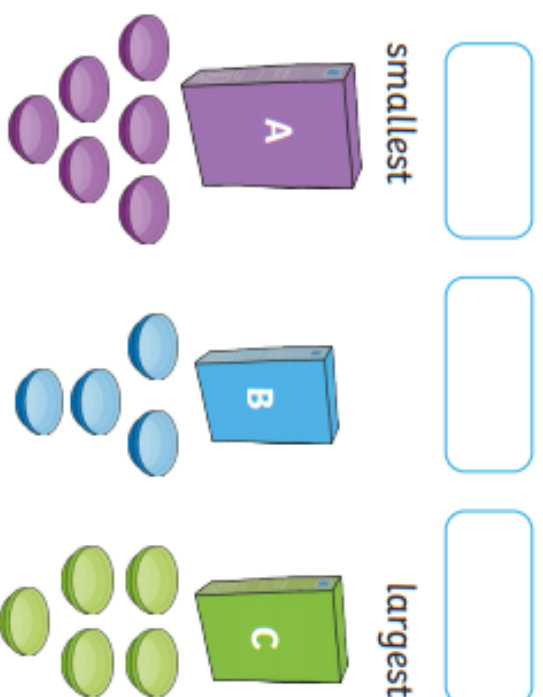
## Compare Capacity



Tick the carton that can hold the most.



Put these boxes in order from smallest to largest capacity.



## Compare Capacity

### Adult Guidance with Question Prompts



Children continue to use non-standard units to measure the capacity of different containers. They measure with accuracy, using the same unit each time and ensuring that it is completely full. They use the terms 'more', 'less' and 'equal to' as they compare capacity.

How many glasses have the same capacity as one bottle?

So how many would have the same capacity as two bottles?

How many glasses can you see?

How many lots of two glasses are there?

Would one bottle be less than one glass? How about two glasses?

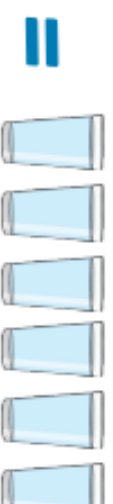
How can you find out?

How many glasses could you draw here?

Practical challenge (with an adult):

Find a large container, and a smaller container to use as a non-standard unit of measure. Can you create a similar challenge to the bottle and glass activity for your friend to investigate?

## Compare Capacity



Complete these statements.

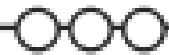
is less than

is more than



# Spoon Challenge

I can use non-standard units to measure capacity.



Collect some small containers, a spoon, and some free-flowing material like rice or sand.

Choose a container. How many spoons of the material do you think it will hold? Test to see if you are right.



Container	Prediction	Result
	spoons	spoons
	spoons	spoons
	spoons	spoons

Which container held the most? \_\_\_\_\_

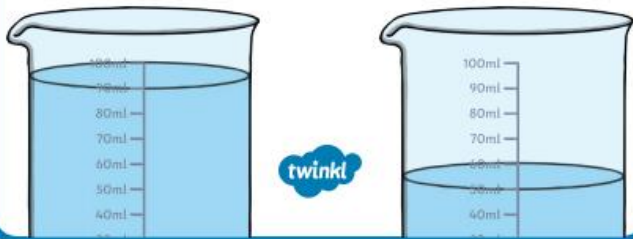
Which container held the least? \_\_\_\_\_

## Session 2.

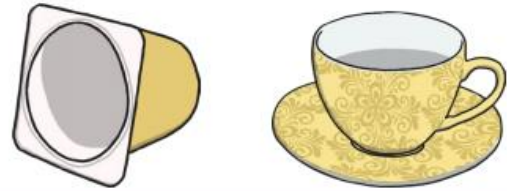
Warm up	<p>Our focus this week is measure. It is still important to keep practising our counting. Make sure you are pronouncing 'ty' and 'teen' numbers correctly.</p> <p><a href="https://www.youtube.com/watch?v=yTeUqWGCKjA">https://www.youtube.com/watch?v=yTeUqWGCKjA</a></p>
Main activity	<p>Go to the White Rose Maths website. <a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a></p> <p>Select lesson <u>Summer Term Week 6. Lesson 4</u> <b>'Measure Capacity'</b>.</p> <p>Watch and join in with the video, then have a go at some of the challenge cards below.</p> <p>You can download the learning sheet and do extra activities on a farm here on the BBC Website (Lesson 4<sup>th</sup> June). <a href="https://www.bbc.co.uk/bitesize/articles/zhgsy9g">https://www.bbc.co.uk/bitesize/articles/zhgsy9g</a></p>
Game	<p>Guess one minute!</p> <p>In this game you and one member of your household both need to see who can count 60 seconds and say 'stop' when you think a minute has passed. You can use a timer on a phone or the second hand on a watch and say when to start. The person who guessed closest to how long a minute is with their eyes closed is the winner! It's harder than you think.</p>



# Capacity Challenge Cards



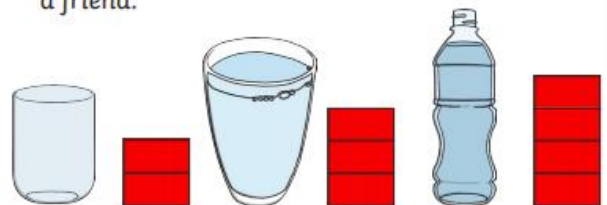
1. Choose 3 containers. Take a cup or a yoghurt pot and find out how many scoops it takes to fill each container. Line your containers up in order from smallest to largest.



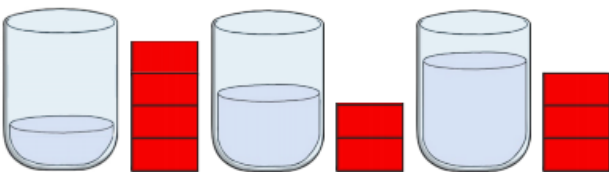
2. I fill my container with 5 cups of water. My friend's container takes 3 more cups to fill. How many cups does it take to fill my friend's container?



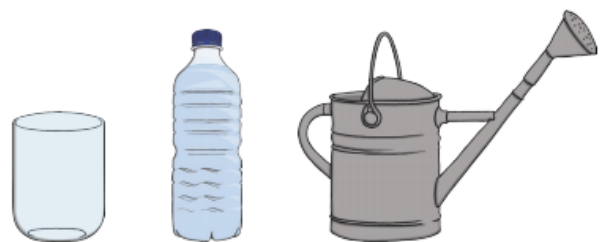
3. I fill some containers. I make a tower of bricks, one brick for each cupful of water I use. Which is the largest container? Which is the second largest? Which is the smallest? Try this with a friend.



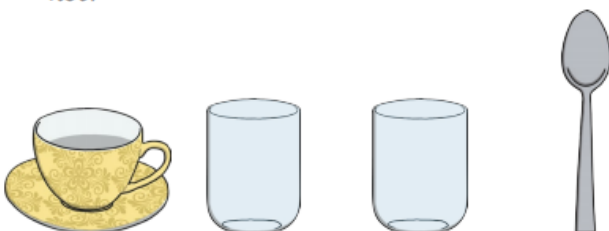
4. I fill some containers. I make a tower of bricks, one brick for each cupful of water I use. Which tower should go next to which container? Try this with a friend.



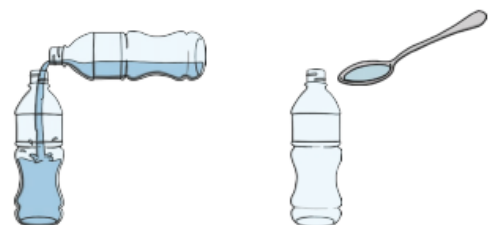
5. Choose some different containers. Does the tallest container always hold the most water? Why? Why not?



6. Have a race with a friend to fill a container each. One person use a spoon to fill, and the other use a cup. Who is the winner? Is this fair? Why? Why not?



7. Leo and Larry are racing to fill their containers. Who will be the winner? What would you do to make the race fairer?





## Session 3. – Sports Week Maths

Warm  
up

Our focus this week is measure. It is still important to keep practising our counting. Make sure you are pronouncing 'ty' and 'teen' numbers correctly.

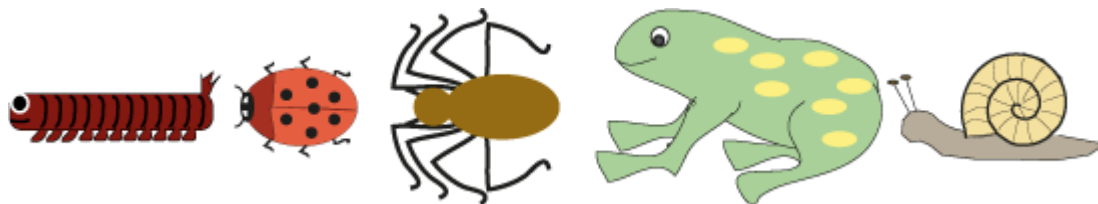
<https://www.youtube.com/watch?v=umClEyu0rA>

Main  
activity

Read The Animal Sports Day and answer the questions. (An adult can help you to read it together). You need to explain your answers too! This activity helps us to think about how important language is in our maths learning!

### The Animals' Sports Day

One day, five small animals in my garden decided to have a sports day.



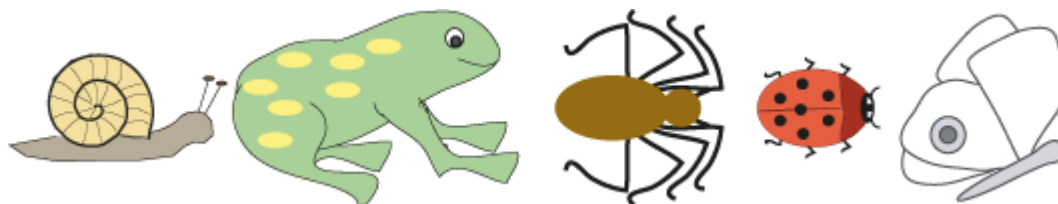
They were a large, sleepy caterpillar, a busy little ladybug, a long-legged spider, a small, jumpy frog and a slow, slimy snail.

They decided to have a swimming race, a running race, a high jump and a long jump. Who do you think won each event?  
Why do you think this?

The next day four of the animals wanted another sports day, but the caterpillar had gone to sleep and would not wake up!

"When he wakes up, we'll have another sports day!" said the frog. The three others agreed.

Some days later the caterpillar did wake up. He crawled out of his sleeping bag. He looked quite different!



What had happened?

Again, they decided to have a swimming race, a running race, a high jump

and a long jump.

Who do you think won each event this time?  
Has the caterpillar's change made any difference?



Why do you think this?

Game

## Can You Do it Too?

**Age 5 to 7**

Here are some pictures of people throwing things in Olympic events.  
The first one shows a man throwing a hammer and the second shows a man throwing a discus.



They can throw them a long way. A recent Olympic record for throwing the hammer was about 80 adult paces and for throwing the discus was about 70 adult paces.

How far can you throw a beanbag or pair of socks?

Can you throw a beanbag or pair of socks 70 paces?

Can you throw a beanbag or pair of socks 80 paces?

Well done Year One! You have done so well this week.





### Bonus Activity!

Look at the pictures below from the Olympic games. What different shapes can you see in the pictures? If you follow the link you will be able to see even more pictures!

Some of the pictures show lots and lots of people in lines, or squares, or circles. Can you (and lots of your friends!) make shapes like these? Can you plan your own opening ceremony?

<https://nrich.maths.org/8286>





