



Year 1 Maths Home Learning | Summer Term



Week beginning 1st June

Maths

<https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-and-p2-lessons/1>
<https://whiterosemaths.com/homelearning/year-1/>

After watching the videos and the online practice activities, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy.

Remember, these activities are to work from, not on. There is no expectation to complete all of the work or to print worksheets off – children can work on paper if they want to write it down. It is also fine for your child to just say the answer or for them to simply point to it! ☺

Extensions – You may wish to deepen your learning by looking at the worksheets provided by the BBC too.



Monday - Measure mass

Children begin by using a variety of non-standard units (e.g. cubes, bricks) to measure the mass of an object. They see that when the scale is balanced, the number of nonstandard units can be used to determine the mass. E.g. One apple weighs ____ bricks. Children may find that it is difficult to balance objects exactly using non-standard units. For example an object may be heavier than 3 bricks, but lighter than 4 bricks. Children need to understand that when the scales balance the weight is equal on either side.

A non-standard unit means using an object to measure instead of g and kg

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1 How much does each object weigh?

a)



The banana weighs cubes.

b)



The tennis ball weighs cubes.

c)



The slice of cake weighs cubes.

2 Draw cubes to balance the scales.

a) The toy car weighs 6 cubes.



b) The sweets weigh 4 cubes.



Medium

1. Put an 'X' next to the correct sentence.



A. The apple weighs 7 cubes.

☐


B. The carrot is lighter than 4 cubes.

☐


C. The pear weighs less than 6 cubes.

☐

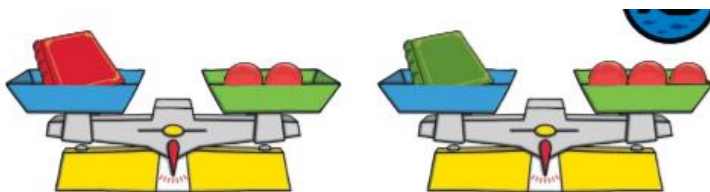
2. Which two items would balance the scales?



3 cubes	4 cubes	5 cubes	6 cubes	7 cubes
pinwheel	paint	spinning top	boat	trumpet

Find two possibilities.

3.



True or False?

The red book is heavier than the green book.

The green book is lighter than the red book.

They have the same mass.

How many apples weigh the same as the red book?

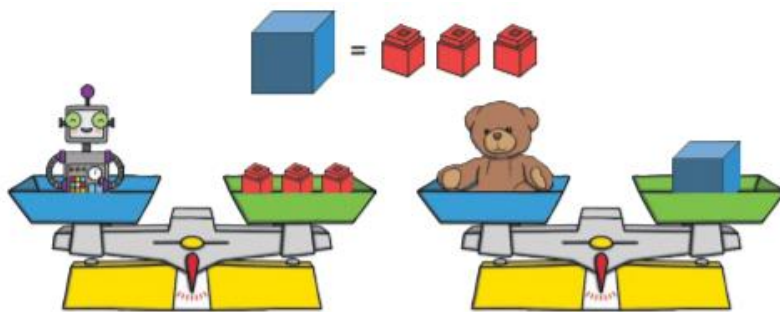
How many apples weigh the same as the green book?

Which book weighs more?

Is this sentence true or false? How do you know?

Spicy

1.



What can you find out about the weight of the toys?

Do you agree with either of the children? Why?

Can you make a question like this for your friend?

The robot is heavier than the bear.

They weigh the same.

What do you think?

2.

How many cubes does the blue cup weigh?

How can you find out?



Is the yellow cup lighter than the blue cup?

How can you find out?



Is the green cup heavier than the blue cup?

How can you find out?



Measure Mass

Adult Guidance with Question Prompts



Check that children understand that when scales are balanced, the mass is equal and both sides are the same height. They then start to use non-standard units such as cubes to measure the mass of an object. Children learn that the weight of an object can be determined by the number of units used to balance it. They use non-standard units to solve problems involving comparing the weight of objects.

Does the blue cup weigh the same as 3 blocks? Why not?

What happens if you take the cube away from the blue cup?

How can you make the scales balance again?

How many cubes does the blue cup weigh?

What can you do to work out the weight of the yellow cup?

Is the yellow cup lighter than the blue cup?

Can you find out how many cubes balance the green cup?

Is it heavier than the yellow cup?

Can you make a question like this for your friend?

Tuesday- Compare volume and capacity

Children compare the capacity of different containers using non-standard units of measure. They use 'more', 'less' and 'equal to' to compare as well as the symbols $<$ $>$ and $=$.

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Mild

1.

Compare Capacity

Tick the carton that can hold the most.

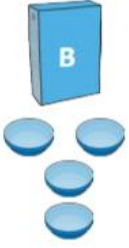
☐  

☐  

Put these boxes in order from smallest to largest capacity.

smallest





largest



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?

2.

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?

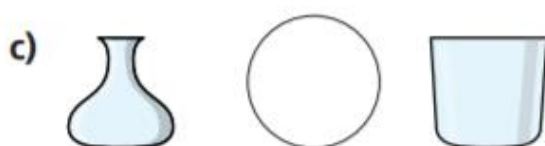
Medium

1 How many glasses of water will fit in each jug?

Match the jugs to the glasses.



2 Write $<$, $>$ or $=$ to compare the capacity of the containers.



Spicy

1. 8 glasses of water fill 1 jug.

3 jugs of water fill 1 bucket.

Which group of containers holds more water?



2.

Compare Capacity



=

=



Complete these statements.



is less than



is more than

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?

Wednesday - **measure capacity and volume**

Children measure the capacity of different containers using non-standard units of measure. They understand that the unit of measure must stay the same, for example the same cup, the same spoon etc. They understand to measure accurately; they must make each container or non-standard measure full.

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Mild

1.

Measure Capacity



How many cups of grain fill 1 tray?

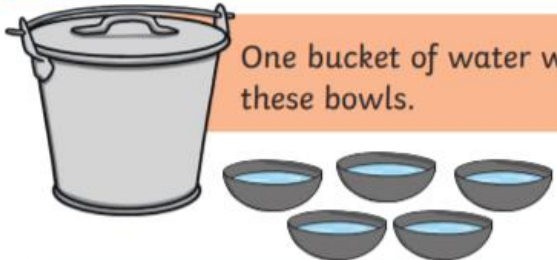


The capacity of 1 tray is _____ cups.

How many cups of grain would fill 2 trays?



One bucket of water will fill these bowls.



The capacity of 1 bucket is _____ bowls.

How many bowls can 2 buckets of water fill?

Measure Capacity

Adult Guidance **with Question Prompts**

Children use non-standard units to measure the capacity of different containers. They learn to measure with accuracy, using the same unit each time and ensuring that it is completely full. In this activity, children investigate how many small containers it would take to fill a larger container.

How many cups of grain fill one tray?

In cups, what is the capacity of one tray?

If two cups of grain fill one tray, how many cups of grain would fill two trays?

Is there a number pattern that could help you?

What if there were three trays?

What would come next? How do you know?

How many bowls has the bucket filled?

In bowls, what is the capacity of the bucket?

How many bowls would two buckets fill?

Can you see a number pattern? What would come next?

Can you use different containers with sand or water to make a capacity or volume challenge for your friend?

Medium

1.

Measure Capacity



One sack of soil will fill these pots.



The capacity of 1 sack is 4 pots. True or false?

These trowels of soil will fill the pot.



The capacity of 1 pot is 10 trowels.
True or false?

I had a full jug of water then I poured it all into the glasses.



The capacity of 1 jug is 3 glasses. True or false?

Measure Capacity

Adult Guidance with Question Prompts



Children use non-standard units to measure the capacity of different containers. They learn to measure with accuracy, using the same unit each time and ensuring that it is completely full. They reason how many small containers it would take to fill a larger container.

True or false? How do you know?

How many pots would two sacks of soil fill? What about three?

What number patterns do you know that will help you?

How many sacks of soil would I need to fill 20 pots?

True or false? How do you know?

If it takes ten trowels of soil to fill one pot, how many trowels will it take to fill two pots?

Have you spotted a number pattern?

Can you use it to solve this challenge?

How many pots could I fill with 30 trowels of soil?

How many glasses are there? Are they all full?

True or false? Why do you think that?

2 Teddy pours these 6 glasses of juice.

He uses a whole bottle of juice.



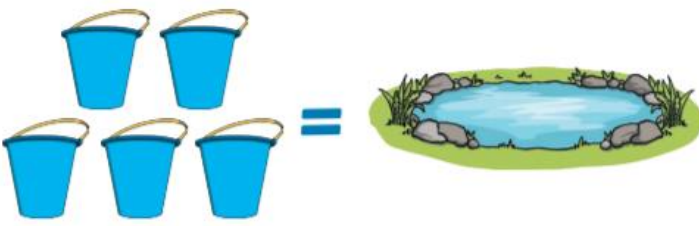
The bottle has a capacity of 6 glasses.

Do you agree with Teddy?

Spicy

1.

Measure Capacity



How many cans of water fill 1 bucket?

How many buckets of water fill 1 pond?

How many cans of water fill 1 pond?

How many cans of water will fill 2 ponds?

How many ponds can 10 buckets fill?

Measure Capacity

Adult Guidance with Question Prompts

Children use non-standard units to measure the capacity of different containers. They learn to measure with accuracy, using the same unit each time and ensuring that it is completely full. They solve a problem with more than one step about how many small containers it would take to fill a large container.

Which has the greatest capacity – the can or the bucket?

How do you know?

In cans, what is the capacity of one bucket?

In buckets, what is the capacity of the pond?

If you used cans of water instead of buckets, how many cans would you need?

What can you do to work this out?

How many cans would we need if there were two ponds to fill?

Which number pattern is helping you?

If five buckets fill one pond, how many ponds will ten buckets fill?

What about 20 buckets?

2. Can you use different containers with sand or water to make a capacity or volume challenge for a member of your family?

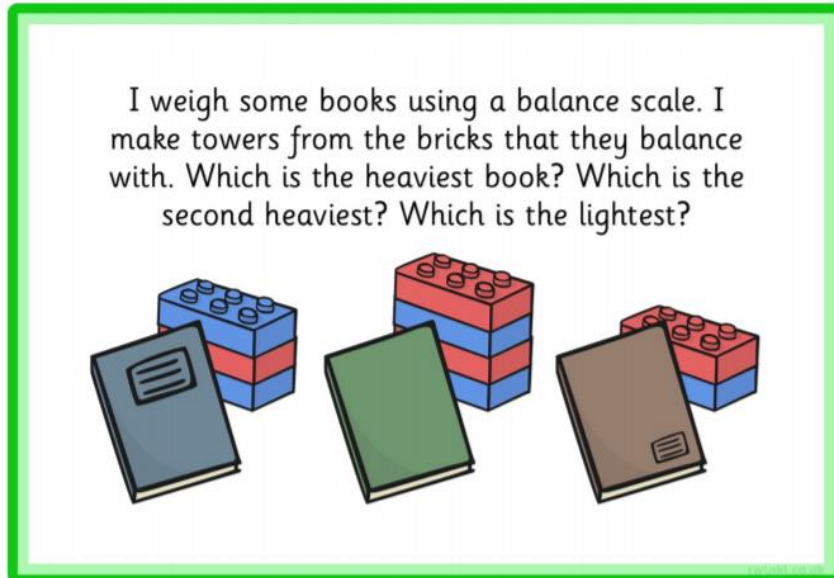
Thursday- solve problems involving mass and capacity

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Mild

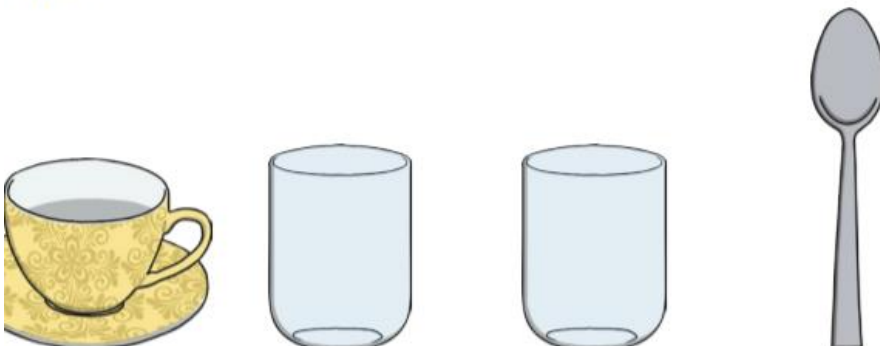
1.



2. The greengrocer has 5kg of oranges in one box. How many kilograms will he have if he has 2 boxes?

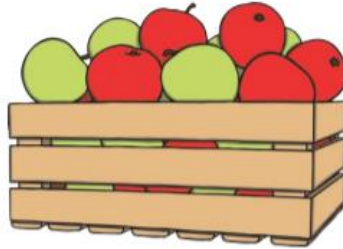
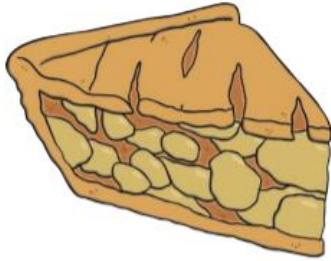


3. Have a race with a friend to fill a container each. One person use a spoon to fill, and the other use a cup. Who is the winner? Is this fair? Why? Why not?



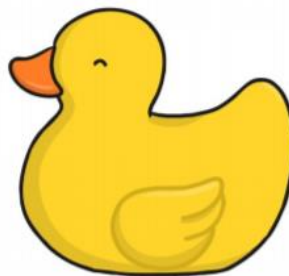
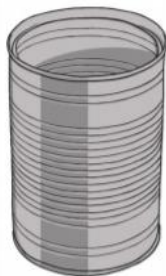
Medium

1. I need 2kg of apples to make 1 apple pie. How many kilograms of apples do I need to make 5 apple pies?



2.

Choose some different sized objects. Is the largest object always the heaviest? Why? Why not?

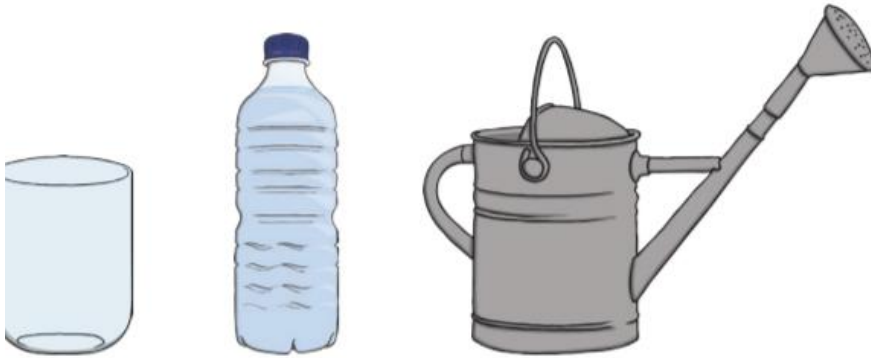


3.

Can you fill some cups so one is half full, one is less than half full and the other is full?



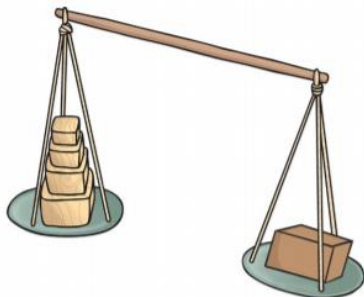
4. Choose some different containers. Does the tallest container always hold the most water? Why? Why not?



Spicy (it is important that the children understand the meaning of the word 'fewer')

1.

My box balances with 8 bricks, my friend's box takes 3 fewer bricks to balance. How many bricks does it take to balance my friend's box?



2.

Choose 3 tins, packets or boxes and find where the weight is written. Line them up in order by looking at their weight



3.

Bags of sugar weigh 2kg each. I buy 8 bags to bake treats for my party, how many kg of sugar is that?

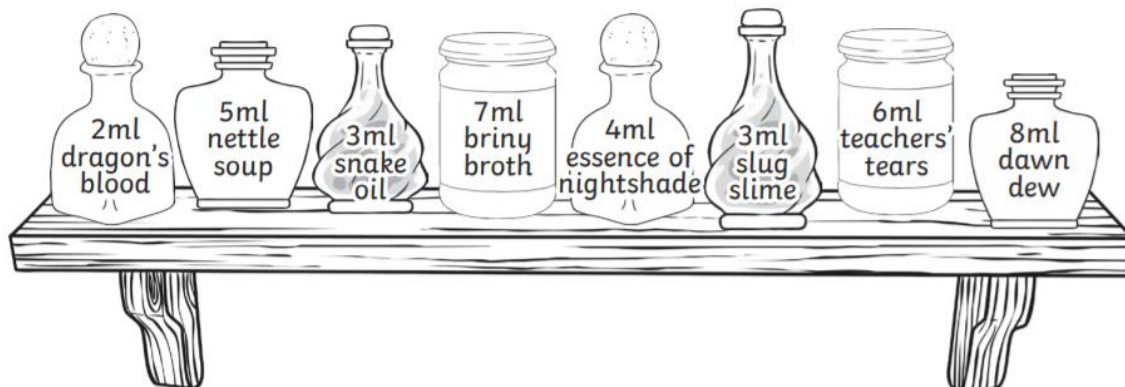


Top tip:

What steps could you count in to make this problem easier to solve?



3.



Wizard William and Witch Winifred are mixing potions. Can you help find all the possibilities for their recipes?

Wizard William can use any 2 ingredients. His potion needs to measure exactly 10ml. Which ingredients could he use?

4.

I have 4 buckets. One bucket is nearly empty, another is full, one is more than half full and the last one is a quarter full. Can you order my buckets from emptiest to fullest?

almost empty

quarter full

more than half full

full

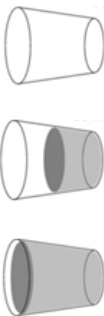
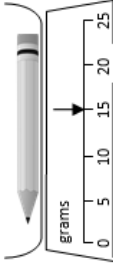
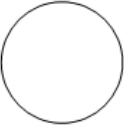
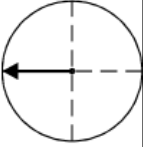
Maybe you could fill these 4 buckets (or 4 other containers that are the same size) yourself to help you solve this problem!

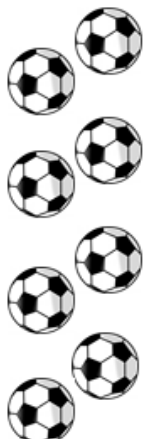
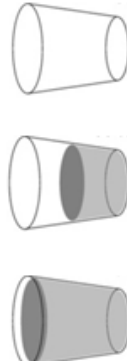
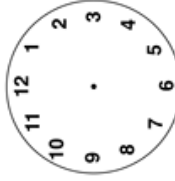
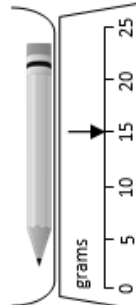
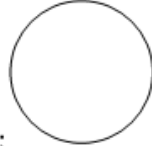
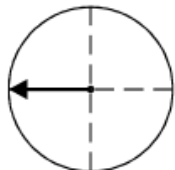
Friday- Challenge of the week

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Friday is challenge day on BBC Bitesize Daily. Alongside this, today we would like you to have a go at completing the following key skills questions. How much can you remember from your previous learning at both school and your home learning?

Mild

Pat has 3 sweets. Sam has 5. Who has the least ?		Colour in half ($\frac{1}{2}$) of the shape. 		Which comes latest in the day? a. tea b. lunch c. breakfast 	
Write this number in words. 15					
What symbol is missing? 15 4 = 11		Circle the empty glass. 		Draw the hands to show: 6 o' clock	
What is the missing number? 2 + 8 =					
18 - 5 =		How heavy is the pencil? 		What is this shape? a. square b. triangle c. circle 	
What is the missing number? 5 10 15 25		How much altogether? 		The arrow points: a. up b. down c. right 	
3 children each have 5 pens. How many pens do they have altogether?					

Number and Place Value		Fractions and Measure		Measure and Geometry	
1. What is the missing number? 82 83 84 85	1:1	11. Colour in half ($\frac{1}{2}$) of the shape. 	1:11	16. Which comes latest in the day? a. tea b. lunch c. breakfast 	1:16
2. What is the missing number? 5 10 15 25	1:2				
3. What number is one less than 38?	1:3	12. Circle a quarter ($\frac{1}{4}$) of the balls. 	1:12	17. How many weeks are in a year? a. 12 b. 30 c. 52	1:17
4. Pat has 3 sweets. Sam has 5. Who has the least ?	1:4				
5. Write this number in words. 15	1:5	13. Circle the empty glass. 	1:13	18. Draw the hands to show: 6 o' clock 	1:18
6. What symbol is missing? 15 4 = 11	1:6				
7. What is the missing number? 2 + 8 =	1:7	14. How heavy is the pencil? 	1:14	19. What is this shape? a. square b. triangle c. circle 	1:19
8. 18 - 5 =	1:8				
9. What is the missing number? 12 = - 6	1:9	15. How much altogether? 	1:15	20. The arrow points: a. up b. down c. right 	1:20
10. 3 children each have 5 pens. How many pens do they have altogether?	1:10				