



## Year 1 Maths Home Learning | Summer Term



Week beginning 18<sup>th</sup> May

### 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 having a go at the 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 - Compare length and height

Children use and understand the language of length such as long, longer, short, shorter, tall, taller. They recognise this language will change depending on what type of length they are describing and comparing. Children understand that height is a type of length.

<https://www.bbc.co.uk/bitesize/tags/zjpqgp3/year-1-and-p2-lessons/1>

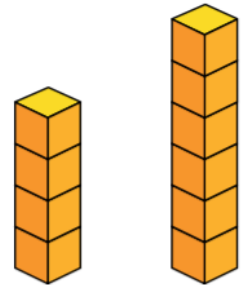
<https://whiterosemaths.com/homelearning/year-1/>

### Mild

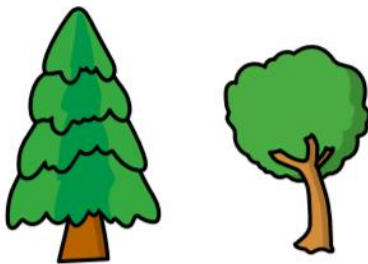
**i** a) Tick the taller flower.



d) Tick the taller tower.



b) Tick the shorter tree.



c) Tick the longest ribbon.



2a. Choose a word to complete the sentence.



The pig is \_\_\_\_\_ than the cat.



taller

shorter

VF

2b. Choose a word to complete the sentence.



The chick is \_\_\_\_\_ than the sheep.



taller

shorter

VF

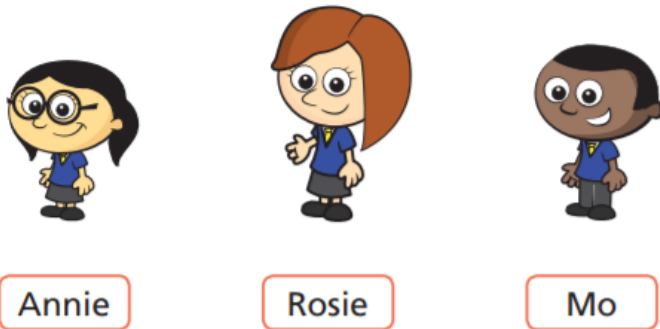
## Medium

1. Complete the sentences.



- C is longer than \_\_\_\_\_
- \_\_\_\_\_ is the longest train.
- \_\_\_\_\_ is the shortest train.

2. Complete the sentences.

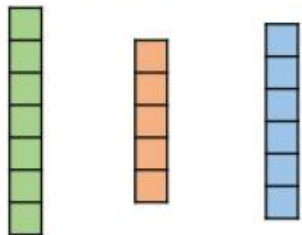


- a) \_\_\_\_\_ is the tallest.
- b) Mo is taller than \_\_\_\_\_.
- c) \_\_\_\_\_ is the shortest.

Can you compare the heights of your family members?

## Spicy

1a. Tick the tallest tower.



A. ☐ B. ☐ C. ☐

VF

b. Use the pictures to complete the sentences.



The hen is shorter than the \_\_\_\_\_.

The \_\_\_\_\_ is shorter than the hen.

c. Complete the sentence to make the statement correct.

A. 

B. 

C. 

C is \_\_\_\_\_ than A.

2a. Ryan is comparing items at school.



He says,



The glue stick is shorter than the pencil and taller than the paintbrush.

Do you agree? Explain your answer.

b. Make comparison statements about the length of the items below.



Find 3 possibilities.

c. Alina is thinking of 2 animals.



She says,



My animals are shorter than the pig.

Which 2 animals is Alina thinking of?

## Tuesday- Measure length and height

*A non-standard unit means using an object to measure instead of cm and m.*

Children use non-standard units such as cubes, hands and straws to measure length and height. Ensure children understand the units they use need to be of equal length. Children recognise that longer, non-standard units are more suitable for measuring the length and height of longer/taller objects. Children need to understand that non-standard units should be exactly in line with one end of the object with no gaps between them to get an accurate measurement.

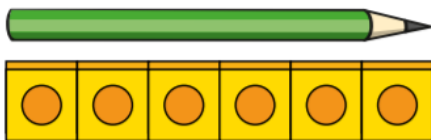
<https://www.bbc.co.uk/bitesize/tags/zjpqgp3/year-1-and-p2-lessons/1>

<https://whiterosemaths.com/homelearning/year-1/>

### Mild

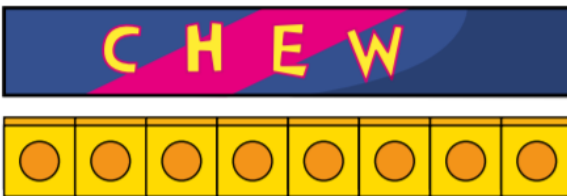
**I** How long is each object?

a)



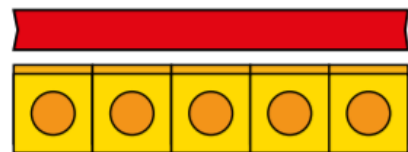
The pencil is  cubes long.

b)



The chew bar is  cubes long.

c)



The ribbon is  cubes long.

### Mathematical Talk

What other things could you use to measure how long a pencil is?

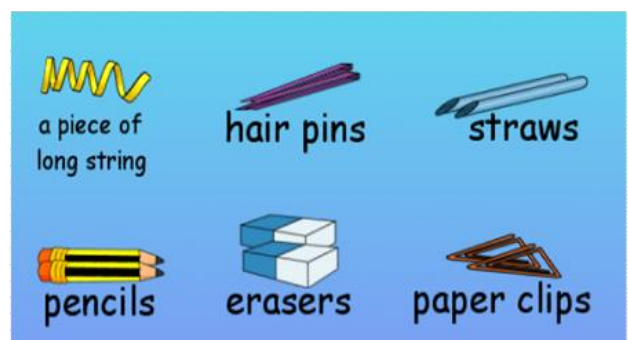
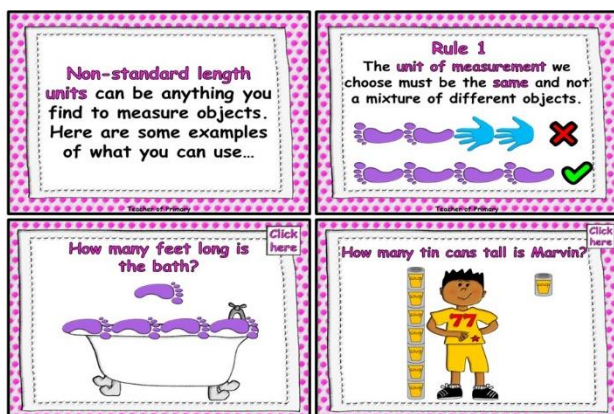
What could you use to measure how tall you are? Is it easier to measure someone lying down or standing up?

What could you use to measure the length of your classroom?

Why is it important to measure in a straight line?

2. Use some cubes/Lego bricks/Duplo bricks/coins (anything that is the same size) to measure some objects around your house.

Some other examples of what you could measure using:

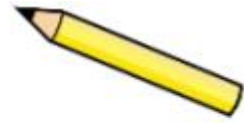


## Medium

1. Use some cubes/Lego bricks/Duplo bricks/coins (anything that is the same size - see the rule in Question 2 in Mild) to measure some objects around your house.

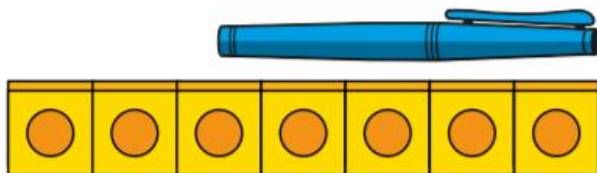
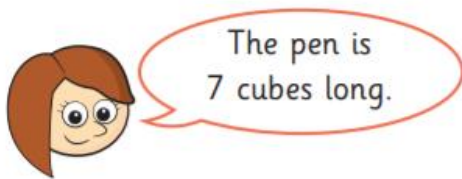
**Write or say a sentence for each object e.g.**

The pencil is  cubes long.



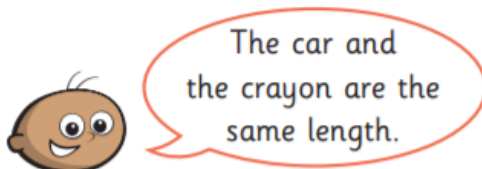
The  is  cubes long.

2.



Do you agree with Rosie? \_\_\_\_\_

3. Tommy is measuring objects.



Do you agree with Tommy? \_\_\_\_\_

## Spicy

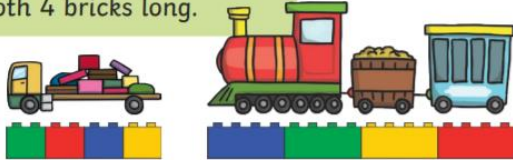
1.

### Measure Length



#### True or False?

The truck and the train are the same length because they are both 4 bricks long.



The height of the doll's house is 10 blocks.



Both boxes are 3 cars long.

### Measure Length

#### Adult Guidance with Question Prompts



Children use non-standard units, such as counters or blocks to measure length and height. They should understand that units need to be an equal length and recognise that longer, non-standard units are more suitable to measure longer/taller objects. To measure accurately, children must ensure the first unit is in line with the beginning of the object and the last unit matches the end, without leaving any gaps between units.

Do you think this is true or false?

Explain your reasoning.

How could you find out?

Do you agree that the height of the doll's house is 10 blocks?

What do we need to do to check?

Explain what the girl needs to do?

How can you check if both boxes are 3 cars long?

Are the cars the same size?

Did he measure from one side of the box to the other?

Are there any gaps?

Explain what the problem is.

2.

I can use non-standard units to measure length and height.



Choose something to measure with.  
Estimate the size of the picture.  
Measure it and write down the answer.

This is what I will use to measure:

| Object | Estimate | Measurement |
|--------|----------|-------------|
|        |          |             |
|        |          |             |
|        |          |             |
|        |          |             |

**Estimating** means roughly calculating or judging a number or value.

1. Choose something from around the house or garden to measure.

2. Choose the non-standard unit of measure that you want to use to measure your object (cubes, coins, Lego bricks, Duplo bricks (anything that is the same size - see the rule in Qu.2 in Mild)

3. Estimate the height or length of your object.

4. Measure it using your non-standard unit of measure choice and write down the answer.

## Wednesday- Solving problems involving length and height

Children build on prior knowledge of measuring length and height using non-standard units and apply this to measuring using a ruler. They should be able to understand that objects can vary in length and size, so a standard unit of measurement is required. It is important that children know to measure from 0 cm.

<https://www.bbc.co.uk/bitesize/tags/zjpqgp3/year-1-and-p2-lessons/1>  
<https://whiterosemaths.com/homelearning/year-1/>

### Mathematical Talk

What do the numbers on the ruler mean? (1 cm etc.)

Where should we place the object to start measuring it?

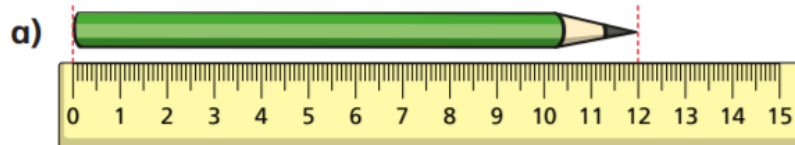
Does the ruler look like anything else we have used? (number line)

Can you count how many cm the \_\_\_\_\_ measures?

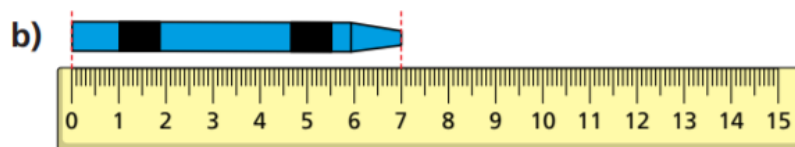
How does using a ruler help us to compare objects?

### Mild

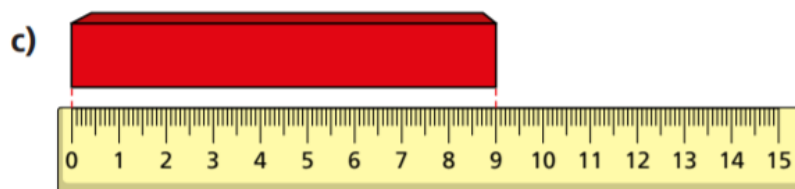
**I** How long is each object?



The pencil is  cm long.



The crayon is  cm long.

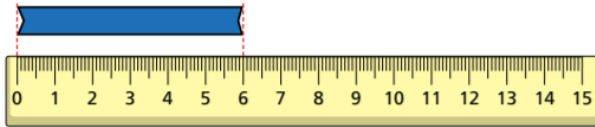


The brick is  cm long.

2. If you have a ruler or number line at home, use this to have a go at measuring some objects around your house 😊

## Medium

1. a) How long is the blue ribbon?



The blue ribbon is  cm long.

- b) How long is the red ribbon?



The red ribbon is  cm long.

- c) Which piece of ribbon is longer?

The \_\_\_\_\_ ribbon is longer.

## 2. Measure Length (cm)

Which is the odd one out?  
Explain why.



Can you write some tips  
to help a friend measure  
accurately?

## Measure Length (cm)

Adult Guidance with Question Prompts

Children apply what they have learnt about measuring in cm to recognise how a ruler should be used accurately. They are able to explain where to start and stop measuring.

Look at the pictures.

Where should we start measuring?

Where should we stop?

How do the numbers on the ruler help?

How long are the scissors?

How long is the car?

How tall is the teddy?

How tall is the glass?

Has each object been placed at 0 on the ruler?

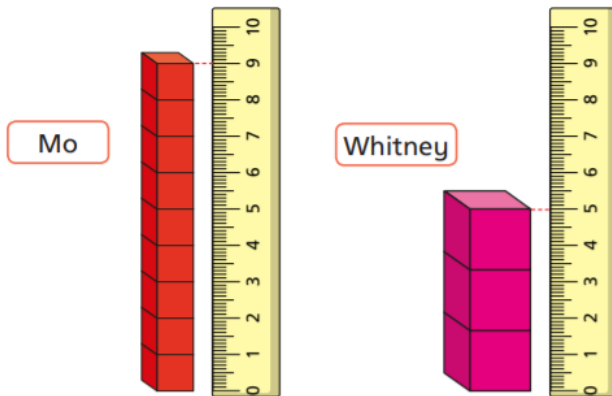
Which object doesn't start at 0?

Will the measurement be accurate if we don't start at 0?

Which is the odd one out?

## Spicy

1. Mo, Whitney and Eva are building towers.



- a) How tall is Mo's tower?

Mo's tower is  cm tall.

- b) How tall is Whitney's tower?

Whitney's tower is  cm tall.

- c)



My tower is taller than Whitney's, but shorter than Mo's.

How long could Eva's tower be?  cm

Is there more than one answer?

- 2.

### Measure Length (cm)



My longest animal is between 22cm and 26 cm.

My shortest animal is between 12cm and 16cm.



What are all the possible lengths of the longest animal?

What are all the possible lengths of the shortest animal?

What lengths could the other animals be?

### Measure Length (cm)

Adult Guidance with Question Prompts



Children use the information given to solve problems relating to length. Following this activity, children could create their own similar problems involving length and height for a friend to solve. They could use a ruler as a number line for this activity.

What do we know about the longest animal?

What numbers come in-between 22 and 26?

Can you think of all of them?

What do we need to write after each number to show that we are working in centimetres?

What do we know about the shortest animal?

What numbers come in-between 12 and 16?

Can you think of all of them?

What do we need to write after each number to show that we are measuring in centimetres?

How would we find the lengths of the other animals using the numbers we have?

If the shortest animal was 13cm and the longest was 25cm, what numbers would come in-between?

Can you write them all down?

What clues could you give a friend so they can work out the length of your toys?

## Thursday- Compare mass

Children continue to use non-standard units to weigh objects and now focus on comparing the mass of two objects. They use balance scales to compare two objects and use the language of 'heavier', 'lighter' and 'equal to'. Once children are confident using this language they can use and = to compare mass.

<https://www.bbc.co.uk/bitesize/tags/zjpqgp3/year-1-and-p2-lessons/1>  
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### Mathematical Talk

How many cubes weigh the same as \_\_\_\_\_?

Which object is heavier? Which object is lighter?

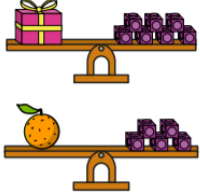
Can we order the objects from heaviest to largest?

Explain why it is important to use the same non-standard unit if we want to compare the mass of two objects.

### Mild

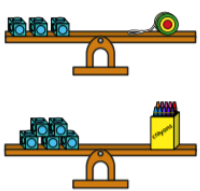
**I** Which object is heavier? How do you know?

a)



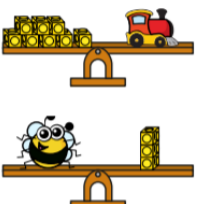
 or 

b)



 or 

c)



 or 

2. Can you order the objects from heaviest to lightest?

|                                                                                     |             |                                                                                     |             |                                                                                      |             |
|-------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------|-------------|
|  | = 3 pencils |  | = 8 pencils |  | = 4 pencils |
| Ball                                                                                |             | Teddy Bear                                                                          |             | Sock                                                                                 |             |

## Medium

1. Look at the scales.



Choose a word to complete each sentence.

heavier

lighter

- a) The orange is \_\_\_\_\_ than the cherries.
- b) The apple is \_\_\_\_\_ than the orange.
- c) The cherries are \_\_\_\_\_ than the apple.
- d) The apple is \_\_\_\_\_ than the cherries.

2. The basketball is heavier than the football.

Draw cubes to complete the scales.



Is there more than one answer?

## Spicy

1. Can you match the clue to the images?
- My object weighs more than the car.
  - My object is less than 5 cubes.
  - My object is not the heaviest or the lightest.



2. Look at the balance scales below.



Which statements are true?

- The car is heavier than the van.
- The van is heavier than the car.
- The car is lighter than the van.
- The van is lighter than the car.
- The car and van weigh the same amount.

3.

### Compare Mass

How heavy are these pots?

The red pot is \_\_\_\_\_ than the green pot.

4 cubes heavier than the red pot.

Lighter than the green pot.

Lighter than the red pot but heavier than the green pot.

Write a clue about the yellow pot so that your friend can find how many cubes it weighs.

### Compare Mass

Adult Guidance with Question Prompts

Children continue to use non-standard units and balance scales to weigh objects. They use the terms 'heavier', 'lighter' and 'equal to' as they compare the mass of two objects. Children then use these symbols to compare mass  $<$ ,  $>$  and  $=$  once they are confident. Children use their knowledge of weight and mass to solve problems about other objects.

What can you tell me about the weight of the red/green pot? How many cubes does each one weigh? Which is heavier/lighter?

How can we find the weight of the orange pot?

If the blue pot is lighter than the green pot, how many cubes could it weigh? Why can't it weigh 6 cubes?

Use the weight of the red pot and green pot to help you find the weight of the white pot.

How many possible answers can you think of?

Here are some useful words for your clue: 'weigh', 'heavier', 'lighter', 'equal to'. For example, 'Heavier than the green pot.'

Can you use the symbols  $<$ ,  $>$  and  $=$  to compare the mass of the pots?

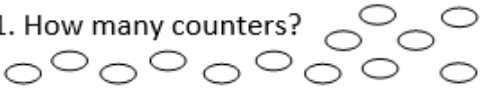
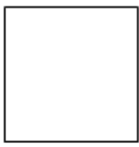
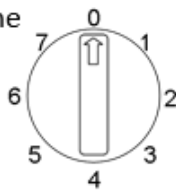
## Friday- Challenge of the week

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

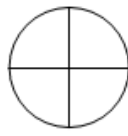
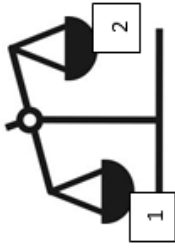
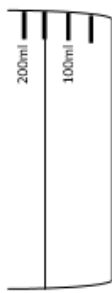
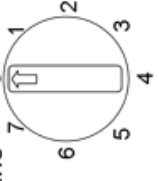
<https://whiterosemaths.com/homelearning/year-1/>

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

| Number and Place Value                                                                                  |      | Measure and Geometry                                                                  |      |
|---------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------|------|
| 1. How many counters?  | 1:1  | 11. If today is Monday, tomorrow is:<br>a. Sunday<br>b. Tuesday<br>c. Friday          | 1:11 |
| 2. What is the missing number?<br>10 20 <input type="text"/> 40 50                                      | 1:2  |                                                                                       |      |
| 3. What number is one <b>more</b> than 49?                                                              | 1:3  | 12. How many <b>months</b> are in a year?<br>a. 7<br>b. 12<br>c. 52                   | 1:12 |
| 4. Write a number that is <b>less than</b> 8.                                                           | 1:4  |                                                                                       |      |
| 5. Write this number in numerals:<br>nineteen                                                           | 1:5  | 13. Draw the hands to show:<br>Half past nine.                                        | 1:13 |
| 6. What symbol is missing?<br>7 <input type="text"/> 3 + 4                                              | 1:6  |  |      |
| 7. What is the missing number?<br>13 + <input type="text"/> = 20                                        | 1:7  | 14. What is this shape?<br>a. square<br>b. triangle<br>c. circle                      | 1:14 |
| 8. 9 + 18 =                                                                                             | 1:8  |  |      |
| 9. Mike has 12 sweets. He eats 8 of them. How many does he have left?                                   | 1:9  | 15. What number will the dial be pointing to after being turned through half a turn?  | 1:15 |
| 10. 2 cakes come in a box. If you buy 5 boxes, how many cakes do you have?                              | 1:10 |  |      |

## Medium/Spicy

| A: Number and Place Value |                                                                                                           | B: Fractions and Measure |                                                                                                                                       | C: Measure and Geometry |                                                                                                                                                                          |
|---------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1:1                       | 1. How many counters?  | 1:11                     | 11. What <b>fraction</b> of the balls is circled?  | 1:16                    | 16. If today is Monday, tomorrow is:<br>a. Sunday<br>b. Tuesday<br>c. Friday                                                                                             |
| 1:2                       | 2. What is the missing number?<br>10 20 <input type="text"/> 40 50                                        | 1:12                     | 12. Colour in $\frac{1}{4}$ of this shape.         | 1:17                    | 17. How many <b>months</b> are in a year?<br>a. 7<br>b. 12<br>c. 52                                                                                                      |
| 1:3                       | 3. What number is one <b>more</b> than 49?                                                                | 1:13                     | 13. Which pan has the <b>lighter</b> weight in it?  | 1:18                    | 18. Draw the hands to show:<br>Half past nine.                                                                                                                           |
| 1:4                       | 4. Write a number that is <b>less than</b> 8.                                                             | 1:14                     | 14. How much water is in the bowl?                | 1:19                    | 19. What is this shape? <br>a. square<br>b. triangle<br>c. circle                      |
| 1:5                       | 5. Write this number in numerals:<br>nineteen                                                             | 1:15                     | 15. How much altogether?                          | 1:20                    | 20. What number will the dial be pointing to after being turned through half a turn?  |
| 1:6                       | 6. What symbol is missing?<br>7 <input type="text"/> 3 + 4                                                |                          |                                                                                                                                       |                         |                                                                                                                                                                          |
| 1:7                       | 7. What is the missing number?<br>$13 + \text{ } = 20$                                                    |                          |                                                                                                                                       |                         |                                                                                                                                                                          |
| 1:8                       | 8. $9 + 18 =$                                                                                             |                          |                                                                                                                                       |                         |                                                                                                                                                                          |
| 1:9                       | 9. Mike has 12 sweets. He eats 8 of them. How many does he have left?                                     |                          |                                                                                                                                       |                         |                                                                                                                                                                          |
| 1:10                      | 10. 2 cakes come in a box. If you buy 5 boxes, how many cakes do you have?                                |                          |                                                                                                                                       |                         |                                                                                                                                                                          |