



W.C. 6th July

Maths

After watching the videos have a go at some of the suggested activities.

We appreciate and are fully aware that families can only do their best with the technology and resources they have available.

(Please note these links are dated week 29th June. We have selected activities and work that is best suited to our Reception children)

Monday – Describe capacities of objects.

For today's learning you will need:

- Container/ big bowl of water (you may wish to colour the water with food colouring or a drop of paint).
- Selection of containers to pour water into.

Language:

Most/least/full/nearly full/empty/nearly empty.

Please follow link: <https://classroom.thenational.academy/lessons/describe-capacities-of-objects/activities/1>

Activity 1 –

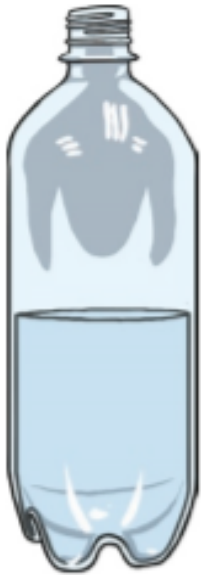
Set up a big bowl/container of water (you may wish to colour the water with food colouring or paint). Show your child the different pictures below:



full



nearly full



half full



nearly empty



empty

Discuss the different bottles and what they look like. Ask your child if they can say what the bottle shows before reading / revealing the word. Using the small containers, you have gathered challenge your child to fill a container to match each picture e.g. show the picture that shows a full bottle and ask your child to fill up a container that shows "full". Repeat for the different pictures.

Activity 2 -

Look at the potion bottle pictures on page below and discuss which box the potions would go into one by one. You may wish to start with empty or full to help your child visualise order and to discuss changes. Your child could also draw or make potion bottles and cut and stick them in order from empty to full.

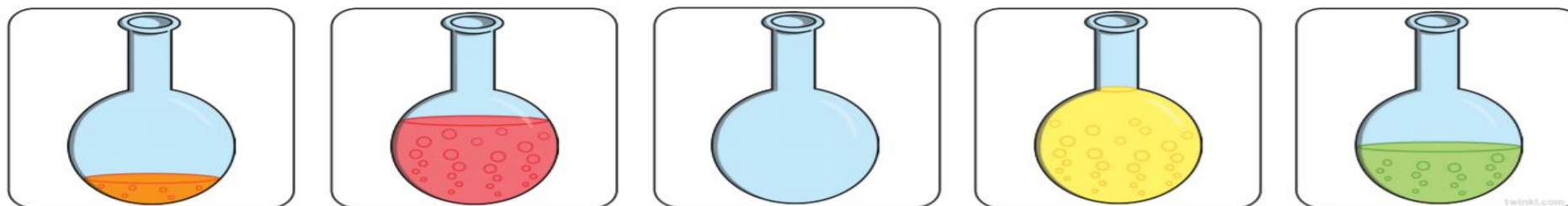
See if you can make your own magic potions at bathtime - use the language - full/ nearly full/ half full/ nearly empty and empty.



Welcome to my wizard workshop! Can you help me put my magic potion bottles on to the shelf? They need to be in order from empty to full so read the labels carefully.



You could use some empty bottles in a water tray to make your own magic potions. Can you fill a bottle to the top? Can you make a half-full potion?



Tuesday - Compare volumes of liquids.

For today's learning you will need:

- Measuring jug.
- Water / sand/ rice or pasta
- Small containers to pour things in to.
- Different sized cups/beakers.

Language - Most/least/full/nearly full/empty/nearly empty.

Please follow link: <https://classroom.thenational.academy/lessons/compare-volume-of-liquids/activities/1>

Activity 1 -

Sing song : (to the tune of "The wheels on the bus")

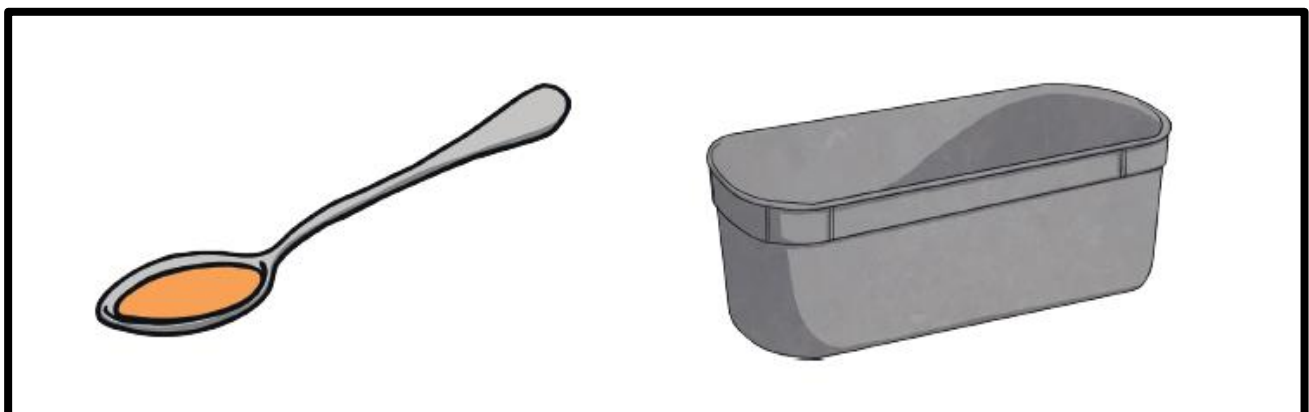
Capacity is how much something holds, something holds, something holds.

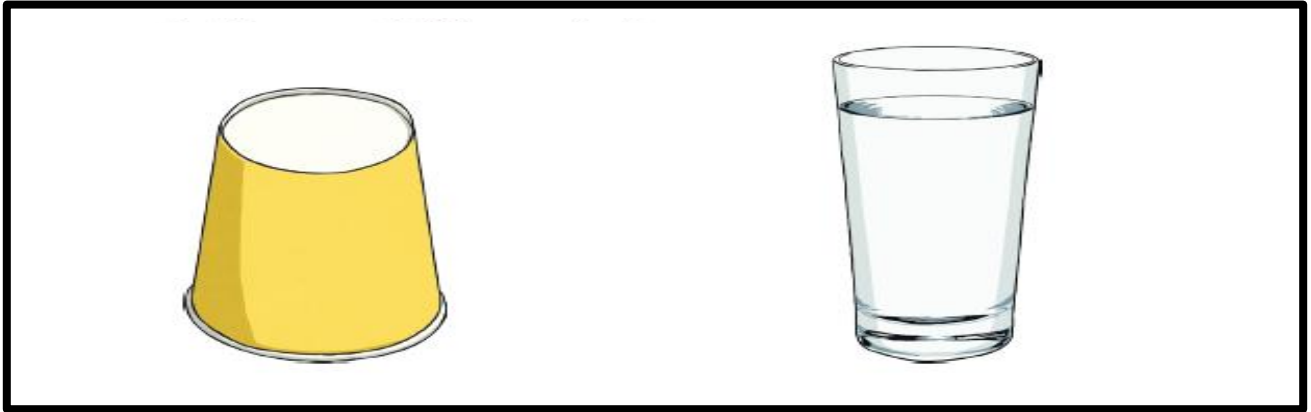
Capacity is how much something holds, that's its capacity.

Discuss how we can compare the capacity of different containers by using water/sand/pasta etc to compare quantities. Show your child three different sized cups. Fill your jug with water to the top (you may wish to colour the water so it is more easily visible). Pour water into your first beaker (to the top) and put a line on your measuring jug to show how much water is left. Describe what the jug looks like - is it full/ nearly empty/ empty etc. Pour the water back into the jug and repeat with another sized cup. How much water is left in the jug - is there more left in the jug or less? (if there is less the second cup holds more water) repeat with another cup and discuss what you have found out. Which cup held the most water? Which cup held the least amount of water?

Complete the activity above but use bowls and cereal/pasta. Compare the different quantities. Which held the most/ least etc.

Look at the pictures below and ask your child to discuss what they can see - ask questions: what do you think would hold the most/ least. Ask your child to discuss their reasons:





Activity 2 -

Look at the picture below and ask your child to sort the drinks for the children at the party. You may wish to print out the sheet and complete the activity as a cut and stick activity. Alternatively your child could point to the drink to match the statements for each child.

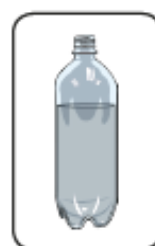
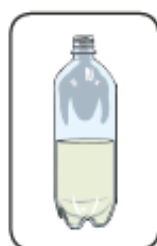
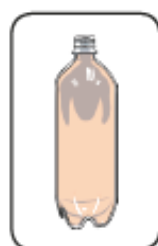


In a Muddle Capacity Activity

All the children are at Eli's birthday party. They need your help as their drinks have been muddled up. Can you cut out the drinks and stick them next to the correct child?



visit [twinkl.com](https://www.twinkl.com)



Wednesday - Estimate Lengths of Objects

Please follow link: <https://classroom.thenational.academy/lessons/estimate-lengths-of-objects-0a31b3>

For today's learning you will need:

- Objects from around your home that you can measure (shoe, piece of paper, toy, cereal box).
- Two or three pots of smaller objects that are all the same e.g. pasta, cubes, blocks, Lego, chocolate buttons, hair grips etc.

Activity 1:

Create chart on paper or print. Select one object from your home and draw it within the item column. Measure the length of the object using smaller objects that are the same just like in today's video. We have included an example below.

Item	How many?	

Example:

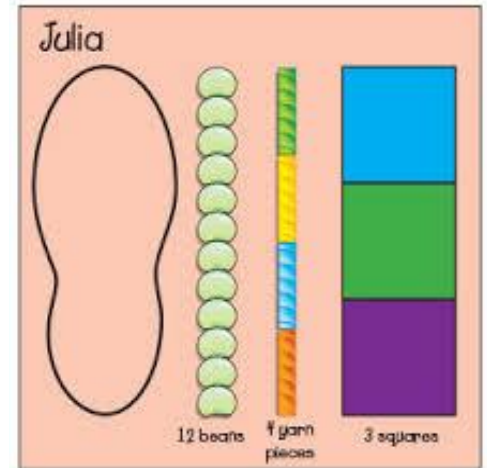
Item	How many?	
	 hair grip	5
	 pasta	7

Activity 2:

Ask your child to draw neatly around their shoe to create an outline and label with their name. Then using smaller objects allow your child to explore measuring the length of their foot using their measuring resources. Encourage your child to make predictions and to explain their thinking. You could ask, how many ____ long do you think it will be? Will it be more or less ____ in length?

After your child may want to write some sentence's to accompany their work e.g.

1. My foot is ____ long.



Thursday - Compare weights of objects

Please follow link: <https://classroom.thenational.academy/lessons/compare-weights-of-objects>

For today's learning you will need:

- Scales if you have any
- Objects of different weights to feel and compare (food packages)

Activity 1

Look at the chart showing objects weighed in today's video. Discuss which item is heaviest? Which item weighed the most amount of marbles? Which item of food was the lightest? How many more marbles did the bread weigh compared to the biscuit?

Name of food	Weight of food
Apple 🍏	24 marbles
Sweet Potato 🍠	35 marbles
Biscuit 🍪	1 marble
Bread 🍞	5 marbles

Weight- which weighs more?

Gather these objects from around your home (If you cannot find any of these use alternative objects from around your home). Place them into your hands and circle the item that feels heaviest:

scissors



or

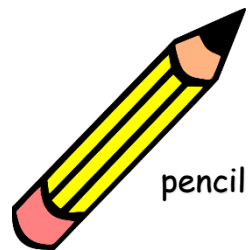


tin



mug

or

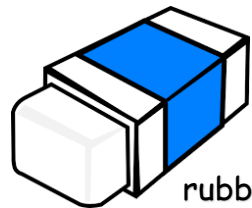


pencil



spoon

or



rubber



mobile
phone

or



Milk

Friday – Measure objects.

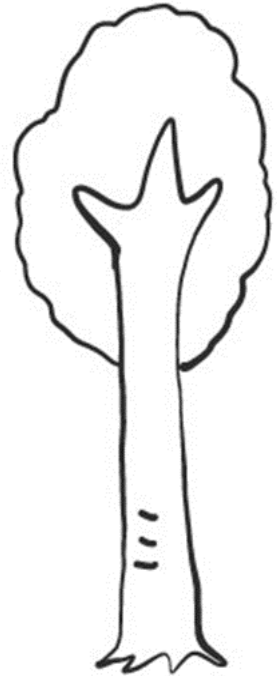
Please follow link: <https://classroom.thenational.academy/lessons/measure-objects/activities/1>

Activity 1 -

Draw a taller giraffe



Draw a shorter tree



Draw a longer leaf

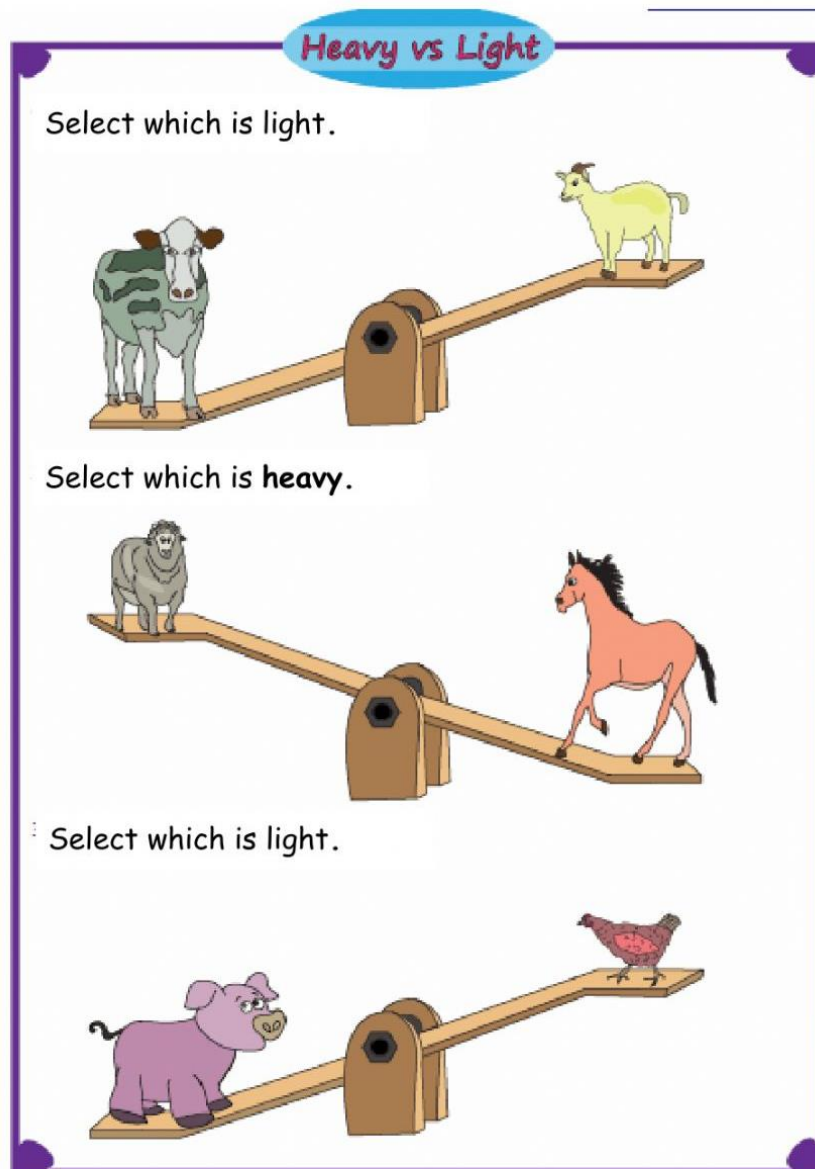


Draw a shorter pencil



Activity 2:

Challenge 1 - Discuss the scales and identify the heavy or light object.



Challenge 2:

Comparing length revision, listen to description and click the matching object.

<https://www.splashlearn.com/measurement-games-for-kindergarteners>

Comparing height revision:

<https://www.splashlearn.com/measurement-games-for-kindergarteners>

Comparing weight - select the heavier or lighter of two objects:

<https://www.splashlearn.com/measurement-games-for-kindergarteners>