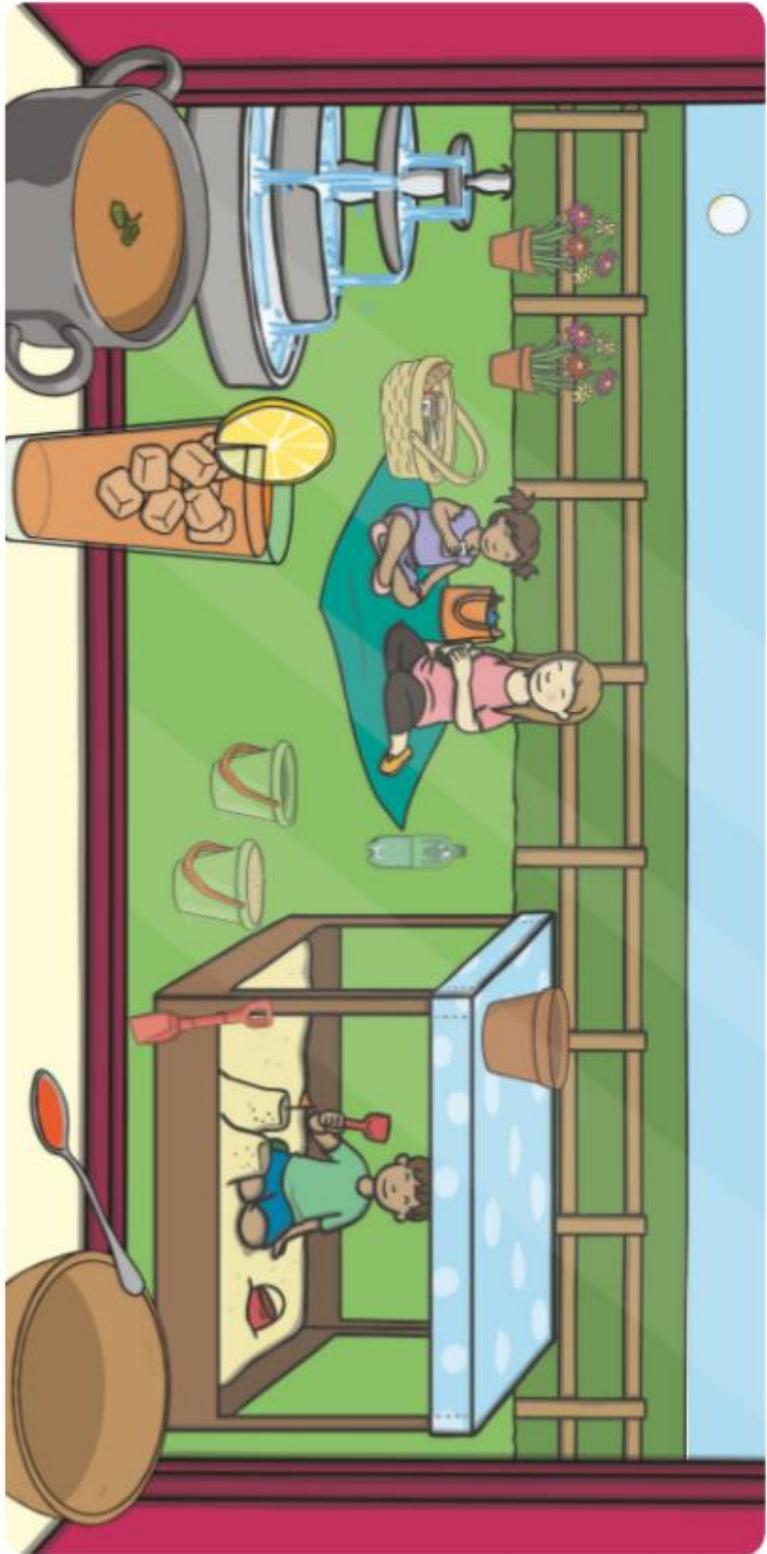


This week we are looking at capacity.

<p>Monday</p> <p>To know the number that is one more / one less than a given number.</p> <p>To use vocabulary related to capacity.</p>	<p>Quick warm-up: https://www.topmarks.co.uk/learning-to-count/chopper-squad</p> <p>Find the number that is one more / one less than a number to 20. Challenge: numbers to 30 or higher.</p> <p>Activity: Begin by pouring yourself a glass of water and talk your child through the process. For example: 'I am going to take this empty glass and fill it with some water to drink. As you get about half way, pause and ask them if they think it is full. What does full mean? How full is my glass at the moment? Can I add some more? Add more water until it is close to the top and ask if it is full now. Drink the glass and ask if it is still full? What do we say when there is nothing left in it? Yes, it is empty'.</p> <p>Have a look at the picture of the children on the grass below. Talk about the objects on the page that are empty and full. Ask them to circle the objects that are full in one colour and those that are empty in another colour. Can they add some full and empty objects of their own to the picture? If you don't have a printer, you can point to the objects.</p>
<p>Tuesday</p> <p>To recognise numbers to 10 /20/100.</p> <p>To know the terms empty, half full and full.</p>	<p>Quick warm-up: BINGO. Write 8 different numbers on a piece of paper for you and your child and another set of both numbers and cut these up and put them face down on the table. Take it in turns to turn over a card and ask your child to read the number. If you have the number on your piece of paper, cross it off. Whoever crosses all of their number off first calls out BINGO.</p> <p>Activity: For this you will need 5 cups the same size, a jug or water and a towel! It is also easier if you do it on a tray.</p> <div data-bbox="890 1048 1380 1751" style="border: 2px solid purple; padding: 10px;"> <p style="text-align: center;">Ordering Cups</p>  <ul style="list-style-type: none"> • Can you fill up a cup so that it is full? • Can you fill up a cup so that it is half full? • Can you leave a cup empty? • Can you order the cups from empty to full? • Can you order the cups from full to empty? • Can you add in 2 other cups? • Can you order all 5 cups correctly now? </div>
<p>Wednesday</p> <p>To sequence numbers.</p> <p>To use vocabulary related to capacity.</p>	<p>Quick Warm-up: Write three numbers on a whiteboard and your child needs to write them in order from smallest to largest. For example, if you wrote 8 4 5 they would write 4 5 8.</p> <p>Activity: You can play this with a partner or in groups of 3 or 4. While you are playing, reinforce the vocabulary: empty, half full, nearly full, full, overflowing.</p>

	<div style="text-align: right; border: 1px solid blue; border-radius: 50%; padding: 5px; color: white; font-weight: bold;">Activity Time</div> <p>Play in groups of 3 to 4.</p> <p>① Start with an empty .</p> <p>② Each player takes turns to fill  with either one or two .</p> <p>③ The first player to fill the  so that the water overflows loses the game. The player who went before this wins the game.</p> <div style="border: 1px dashed gray; padding: 5px; display: inline-block;"> <p>What you need:</p>    </div> <p style="text-align: center;">Make it full and you lose.</p> 
<p>Thursday</p> <p>To describe and reason relate to capacity.</p>	<p>Quick warm-up: Post-it note Missing Number Game Stick a post-it note with a number onto your child's back. Then count in either Other 1s,2s,5s, or 10s, missing out that number. Your child has to say which number is on his/her back.</p> <p>Activity: Nrich Water, Water activity – see below.</p>
<p>Friday</p> <p>To solve simple word problems.</p> <p>To solve problems related to capacity.</p>	<p>Quick warm-up: Number stories – Sam had 6 sweets but he ate one on the way home. How many does he have left? Lad, the sheepdog, was rounding up the sheep. He herded 6 sheep into one pen and 4 into another. How many sheep were there altogether? Choose numbers that suit your child.</p> <p>Activity: In a muddle capacity worksheet – see below. If you don't have a printer you can use real cups with different amounts of water and favourite toys or teddies as the party guests.</p>



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Teachers: Early Years

Water, Water ...

Comparing capacities
Counting



Children often enjoy playing with water, pouring and filling containers.

Adults could set up a water tray with coloured water and some bottles and flasks of varying dimensions, with some plastic cups.

The Activity

We want to take some bottles of lemonade (homemade!) to the park for our outing. Which bottles will hold the most?

Encouraging mathematical thinking and reasoning:

Describing

What do you notice about the bottles? How are they different?
What happens if you pour this one into this other one?

Reasoning

How can we find out which hold the most?
How do you know which one holds more?

Opening Out

How many cups will they each fill up?
Can we put them in order from the smallest to the biggest / from which holds the most to the least?

Recording

Can we put labels on the bottles to help us remember how much is in them?

The Mathematical Journey

Same and different

- Discussing how some containers are different shapes or have a greater capacity than others, progressing from just 'bigger' to 'shorter', 'fatter', 'taller', 'thinner' and 'holds more than'.

Counting and cardinality

- counting how many cups are filled

Matching numerals and amounts

- Making labels to show how many cups each bottle hold

Properties of shapes

- Describing shapes e.g. 'round', 'bendy' or 'straight' and 'square'.

Size and measures

- explaining how they know containers hold more: 'this is smaller because when you pour from the bigger one it overflows'; 'This is smaller because when you pour it into the bigger one the water only comes up to there'; or 'This is bigger because you get 6 cups and that one only fills 4 cups.'

Conservation

- explaining that the water levels are different in different containers because . . .

Development and Variation

How much lemonade do we have to make so that everyone can have a cupful? Two cups-full?

Plan for a smaller group of children, or some toys having a party.

Pour one cupful of coloured water into each of some tall, thin and short fat transparent containers. Discuss what happens to the water level in each and why.



Resources

A varied collection of bottles, containers and flasks for lemonade and cups

Funnels, jugs and tray

A collection of transparent containers - some short and fat, some tall and thin

Food colouring



nrich.maths.org/early-years
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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?



