Reception Maths Home Learning - Week Beginning 01.03.21

This week we will continue to look at measure. We will look at weight, volume and capacity.

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| **See Tapestry observation: Measuring weight**Support your child to gather a range of objects of differing sizes and weights and place all together. Firstly, take 2 objects and ask your child to estimate which is heavier.Now they can hold one object in each hand and see if they were right.Think - Are the small objects always lighter?If you have scales (any kind) you can compare the weights and check.**Extra: Happy Camel weight game**[Happy Camel . Games . peg + cat | PBS KIDS](https://pbskids.org/peg/games/happy-camel) | **See Tapestry observation: Weight Game**Take 2 bags which are of the same or similar size. Put various items into each bag and then ask your child to hold one in each hand.Ask: Which bag is heavier/lighter? Encourage them to use language of comparison:\*This\* bag is heavier/lighter than \*this\* bag.You can now attach each to the far ends of a coat hanger to check to see if they were correct.**Extra Watch** [Is It Heavy or Light? | Jack Hartmann Measurement Song - YouTube](https://www.youtube.com/watch?v=qUOQrXmfwDM) | **See Tapestry observation: Capacity Investigation**Capacity – The amount of liquid a container can hold.Gather 5 containers of different sizes and a jug **full** of water. Before you begin, ask:‘Which container do you think will hold the most liquid?’ ‘Why?’‘Which container do you think will hold the least liquid?’ ‘Why?’Now pour the jug of water into the container that your child thinks will hold the least. Is there any water left in the jug? Fill the jug again and pour into the container which your child thinks has the next biggest capacity. How much water is left, is it more or less than before? Continue to explore the capacity of the other containers. ‘Do taller containers always hold more?’ | **See Tapestry observation:** **Describing Volume**Volume – The amount of liquid a container is actually holding.Have 6 cups of the same size ready.Have a bigger vessel full of water to fill the cups. Ask your child to fill as follows:EmptyNearly EmptyHalf EmptyHalf FullNearly FullFull**Extra**Your child may like to draw the cups with the different volumes. | **Screen free Friday**It’s time to make cakes! You can use any cup as long as the same cup is used for all of the ingredients.1 cup of flour1 cup margarine or butter1 cup caster sugar2 large eggs2 tsp baking powderButtercream1 cup butter2 cups icing sugarHow do you know a cup is full?How many full cups do you need?Does it matter if you don’t fill the cups?Why do you fill the cases nearly full, not completely full, when baking? |
| **Resources**Tapestry observationObjects to weigh – different sizes & weights.Scales (any kind). | **Resources**Tapestry ObservationObjects for bags2 carrier bagsCount hanger | **Resources**5 containers (transparent if possible).Jug and water | **Resources**6 cups of the same sizeJug and water | **Resources**Cake ingredients as above. |