Year 1: Spring term 2

Topics studied this half term:

- Length and height
- Weight and volume

Within length and height, your children will be learning to:

- Compare lengths and heights
- Measure length

Within weight and volume, your children will be learning to:

- Understand what weight and mass are
- Measure mass
- Compare mass
- Understand what capacity and volume are
- Measure capacity

Tips for good homework habits:

Take a break before your child gets bored or overwhelmed.

Measurement (length and height)

HERE'S THE MATHS

Your child is learning to use language to compare two measurements:

- longer/longest and shorter/shortest for length
- taller/tallest and shorter/shortest for height.

Your child is also measuring objects using his/her own body, for example: hand span, foot length, fingertip to elbow (cubit), stride. Encourage your child to choose a sensible unit of measurement depending on the size of the object they want to measure.

ACTIVITY

What to do

- Choose one type of measurement, e.g. hand span, and ask your child to measure the height or length of 6 different objects using that form of measurement.
- Help them to write their measurements on a piece of paper, for example:
  - The table is 7 hand spans high.
- When they have all 6 measurements, challenge your child to make up as many sentences as possible to compare different pairs of measurements and comment on the sizes, for example:
  - The table is taller than the stool. / The stool is shorter than the table.
  - The toy garage is longer than the toy truck. / The toy truck is shorter than the toy garage.
  - The table is the tallest object. / The toy truck is the shortest object.

You will need:

- pencil and paper

Variation

- Ask your child to use a different form of measurement. If your child shows an interest in using a ruler to measure objects, encourage them to do so and help them to write down the measurements using centimetres.

QUESTIONS TO ASK

How did you measure that object?

What is shorter/longer/taller than X?

Which is the shortest/longest/tallest object? How do you know?

Where did you measure from and to?

Measurement (mass)

HERE'S THE MATHS

Your child has been learning to compare the weights of up to three objects using the words 'heavy', 'heavier' and 'heaviest', and 'light', 'lighter' and 'lightest'.

The pencil is lighter than the book.
The book is heavier than the pencil.
The pencil is light but the feather is lighter.
The chair is heavy but the dining table is heavier.
There is a book, a feather and a pencil. The pencil is heavier than the feather but the pencil is lighter than the book. The feather is the lightest and the book is the heaviest.

ACTIVITY

What to do

- Take turns to choose two objects and challenge the other player to make up a sentence about the two objects using either 'lighter' or 'heavier' in their description.
- It is worth choosing objects where the weight difference is obvious when the objects are held (for smaller items) or where your child will recognise that one object weighs more than the other, for example a chair and a dining table.

You will need:

- a collection of toys and everyday household objects of varying weights

Variations

- Take turns to challenge each other to find an object that is lighter or heavier than a chosen object.
- Take turns to choose three objects for the other person and challenge them to arrange the objects in order from lightest to heaviest or heaviest to lightest.

QUESTIONS TO ASK

Which object is lighter/heavier? How can you tell?

Which objects are lighter/heavier than X?

How can you find out the weight of an object?

Which object is the lightest/heaviest?

Measurement (volume and capacity)

HERE'S THE MATHS

Your child has been comparing the capacity of containers, for example:

- A cup holds less than a saucepan.
- A saucepan holds more than a cup.

Your child has been learning to compare and order containers according to their capacity. It is important that they can choose a suitable non-standard measure (such as a spoon or cup) and use it consistently (full, not part or half full) to compare the capacities of different containers.

ACTIVITY

What to do

- Give your child a range of containers and encourage them to choose the smallest one to use as a measuring device for the larger containers.
- Work with them to test how many cups full of water, for example, it takes to fill each of the containers. As they work through the containers, make notes on paper and begin to place the containers in size order.

You will need:

- a range of kitchen containers such as spoons, cups, bowls, jugs, saucepans, buckets
- kitchen sink

Variation

- Challenge your child to organise the containers into two groups: one where they think the containers will hold less than 1 litre and the other where they think the containers will hold more than 1 litre. Give your child a litre jug or container to test their predictions by pouring 1 litre of water into each of the containers.

QUESTIONS TO ASK

Which container holds the least/most water?

Which container has the smallest/largest capacity?

How many spoons of water does the cup hold?

How many cups of water does the saucepan hold?