# Year 1 maths – Summer 2 Week beginning: 06.07.20

| Theme | Mass Lesson 1 (of 5) Comparing mass | Mass Lesson 2 (of 5) Comparing mass | Mass Lesson 3 (of 5) Finding mass | Mass Lesson 4 (of 5) Finding mass | Space Lesson 1 (of 5) Describing position |
|---|---|---|---|---|---|
| Factual fluency (to aid fluency) | **Number bonds to 20.** Adult says a number child writes how many more to make 20. e.g. 15   15  + 5=20 | **Doubles** Adult says a number.  Child doubles that number. e.g. 9   double 9 is 18 | **Halves** Adult says a number. Child writes what is half that number. e.g. 14   half of 14 is 7 | **1 more/ 1 less** Adult says a number between 40 and 100. Child writes 1 more than that number and 1 less than that number. e.g.  52   1 more than 52 is 53, 1 less than 52 is 51 | **2 more/ 2 less** Adult says a number between 40 and 100. Child writes 2 more than that number and 2 less than that number. e.g.  52   2 more than 52 is 54, 2 less than 52 is 50 |
| **Problem/ activity of the day**  **Remember, just like in class, you can still show the depth of your knowledge LINK** | (Lesson 1 resources below) **MAKING LINKS:** In year 1 we have learnt that an 'er' suffix means more. Like in the word faster (more fast). Today we will be using the words heavier and lighter to describe objects mass. **THINK: (support below)** Can you help me with this problem? Can you group the objects in the picture into heavy and light objects? Then my friend wants to know which object is heavier and which is lighter.  They are using a balance scale. Watch this video to learn how to use a balance scale. Click here to practice using a balance scale. Our problem is on textbook page 124. Look at it now. Finished? Do you notice any similarities between the heavy objects? Is this always true? **SEE: (model below)** Different ways to solve the problem are shown on page 24 and 25 of your textbook. **DO:** Use what you have learnt today to solve: Part 1: Question 1 on textbook page 126. Part 2: Activity below and deepening. | (Lesson 2 resources below) **MAKING LINKS:** Yesterday we described mass using the words lighter and heavier.  We also learnt how use a balancing scale. Today we will be continuing with this.  Click here to practice these skills.  **THINK: (support below)** Can you help me with this problem?  My friend is comparing the weight of pieces of fruit. Which is heavier and which is lighter? How do you know?  Our problem is question 2a on textbook page 126. Look at it now.  Finished? Explain how to use a balance scale.  **SEE: (model below)** Different ways to solve the problem are shown below.  **DO:** Use what you have learnt today to solve: Part 1: Questions 2b and 2c on textbook page 126. Part 2: Workbook Pages 135-136 and deepening. | (Lesson 3 resources below) **MAKING LINKS:** We have used different units to measure length and capacity. Today we will be using different units to measure the mass of objects.  **THINK: (support below)** Can you help me with this problem? How can we find the mass of the toy car? We will use cubes as our unit of measure.  Watch this video example of how to find the mass of an object.  Our problem is on textbook page 127. Look at it now.  Finished? What would the mass of 2 toy cars be if they were measured with the same unit? How do you know?  **SEE: (model below)** Different ways to solve the problem are shown on page 127 of your textbook.  **DO:** Use what you have learnt today to solve: Part 1: Textbook page 128. Part 2: Workbook pages 137-138 and deepening. | (Lesson 4 resources below) **MAKING LINKS:** This week we have been learning how to describe, compare and measure mass.  Today we will use all the skills we have learnt this week.  **THINK: (support below)** Can you help me with this problem? My friend has measured the mass of a pair of scissors and a roll of tape.  She has used a different unit of measure to find the mass of each objects. She thinks the scissors are heavier than the roll of tape because its mass is more units than the tape. Is she right?  Which is heavier?  Our problem is on textbook page 129. Look at it now.  Finished? Explain how to solve this problem correctly.  What does my friend need to remember?  **SEE: (model below)** Different ways to solve the problem are shown below.  **DO:** Use what you have learnt today to solve: Part 1: Textbook page 130. Part 2: Workbook pages 140-142 and deepening. | (Lesson 5 resources below) **MAKING LINKS:** In year 1 we have used different words to describe positions like 1st, 2nd, 3rd, left and right.  We will be building on this knowledge today.  **THINK: (support below)** Can you help me with this problem? My friends are watching a show.  Can you describe how each person is seated? Use the words top, middle, bottom, in front and behind.  Our problem is on textbook page 132. Look at it now.  Finished? Describe the position of the people in your room or classroom.  **SEE: (model below)** Different ways to solve the problem are shown on page 132-134 of your textbook.  **DO:** Use what you have learnt today to solve: Part 1: Textbook page 135. Part 2: Workbook pages 143-144 and deepening. |
| Methods, tips, clues & checks | See answer sheet below. | See answer sheet below. | See answer sheet below. | See answer sheet below. | See answer sheet below. |

**See below for resources to support you to THINK-SEE-DO**

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**THINK:** Group the objects in the picture into heavy and light objects.



**DO:**
**Part 1:** Question 1 on textbook page 126.

**Part 2:**
Draw the room you are in.
Group the objects into heavy and light.
The use the words **heavier, lighter and as heavy as** to estimate the mass of these objects.

**Deepening:**
My friend has measured the mass of 2 different objects.
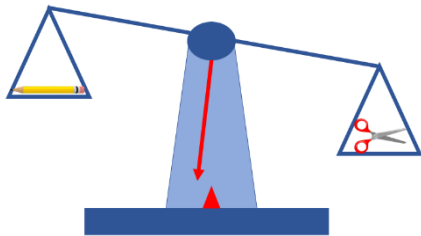


My friend says the scissors are lighter than the pencil. The pencil is heavier than the scissors.

Is my friend correct?
Explain how you know.

**SEE:** Watch this [video](#) to learn how to use a balance scale.

| Heavy | Light |
|---|---|
|  |  |

| These are all **heavy** objects: | These are all **light** objects: |
|---|---|
| • Chair<br>• Table<br>• Piano<br>• Pin board<br>• Computer monitor | • Cube<br>• Marble<br>• Keyboard<br>• Rubber<br>• Sweet |

These are balance scales. We use them to see which object is heavier and which object is lighter.
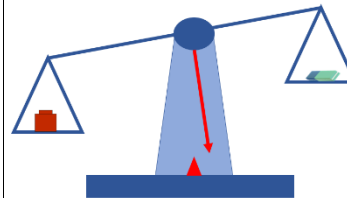


The cube is **heavier** than the rubber. You can tell because the side of the balance scale with the cube on is lower than the side with the rubber on and the arrow is pointing to the opposite side of the scale.
The rubber is **lighter** than the cube.
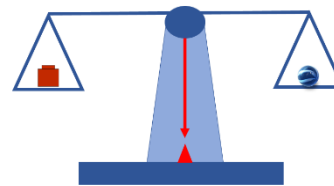


The cube is **as heavy as** the marble. You can tell because the two sides of the balance scale are equal and the arrow is pointing to the centre. The scale is balanced.

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**THINK:** Which is heavier and which is lighter? How do you know?
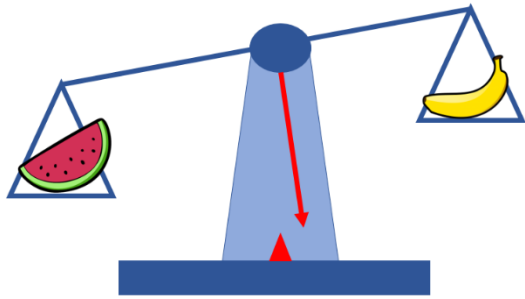


**DO:**

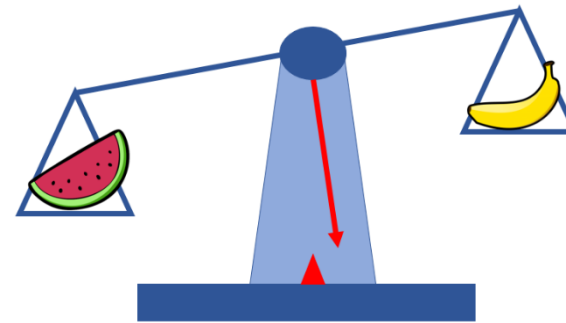**Part 1:** Questions 2b and 2c on textbook page 126.

**Part 2:** Workbook pages 135-136.

**Deepening:**
My friend wants to find out which is heavier, a balloon or an apple? They will use a balance scale to find out.

Draw what my friend's balance scale would look like.
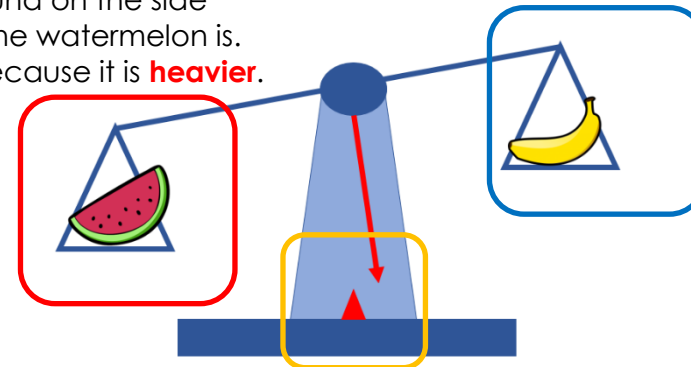Explain your thinking.

**SEE:**



The 🍉 is **heavier** than the 🍌

The 🍌 is **lighter** than the 🍉

The scale is tipped towards the ground on the side where the watermelon is. This is because it is **heavier**.

The scale is higher up on the side where the banana is. This is because it is **lighter**.



This arrow shows if the scale is balanced, which object is heavier and which is lighter.
It shows that the watermelon is heavier.

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**DAY 3 resources:**

**THINK:** How can we find the mass of the toy car? We will use cubes as our unit of measure.

1 🟥 = 1 unit

**DO:**

**Part 1:** Questions 1 and 2 on textbook page 128.

**Part 2:** Workbook pages 137-138.

**Deepening:**
My friend measured the mass of 2 objects. The mass of the glues sick was about 7 units. The mass of the pen was about 5 units. Which object was heavier? How do you know? Draw and write to explain.
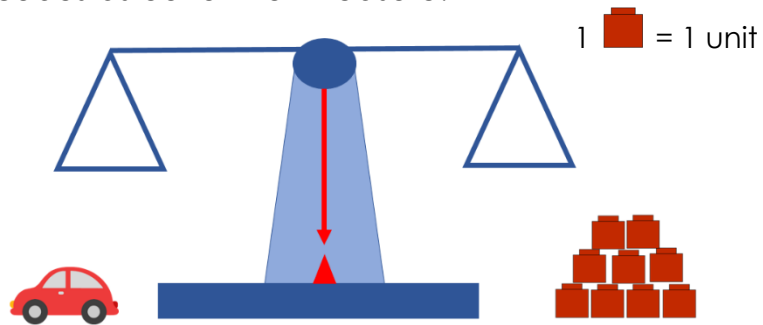
**SEE:** Watch this video example of how to find the mass of an object.

1 🟥 = 1 unit
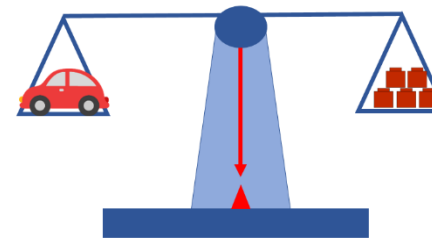
The toy car is **as heavy as** 5 🟥

The **mass** of the toy car is about 5 units.

Now let's find out the **mass** of the shoes.
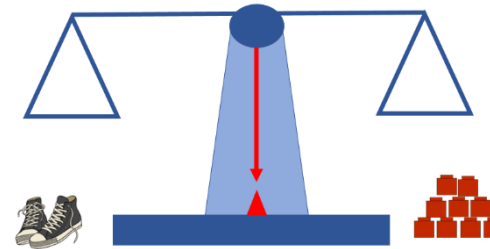
The shoes are **as heavy as** 8 🟥
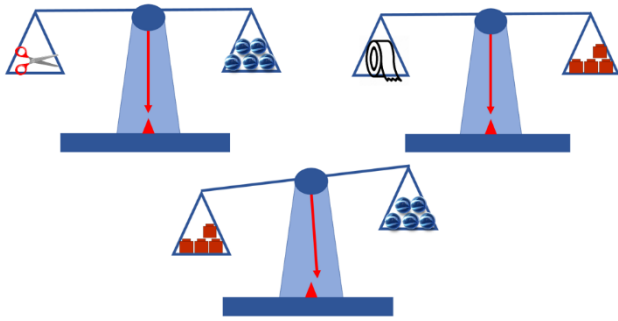
The **mass** of the shoes is about 8 units.
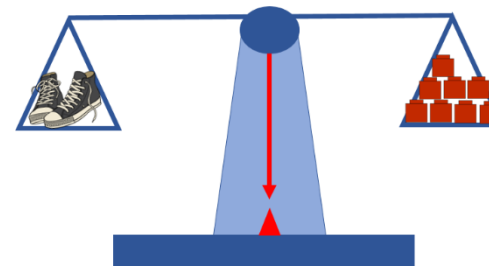
The **mass** of the shoes is **greater** than the mass of the toy car.
8 units is **more than** 5 units.

The **mass** of the toy car is **less than** the mass of the shoes.
5 units is **less than** 6 units.

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**THINK:** My friend thinks the scissors are heavier than the roll of tape because its mass is more units than the tape.



Is she right?
Which is heavier?

**DO:**

**Part 1:** Textbook page 130.

**Part 2:** Workbook pages 140-142.

**Deepening:**
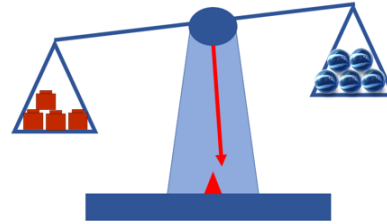My friend says that the more units an objects mass is, the heavier the object.

Are they always right?
Are they sometimes right?
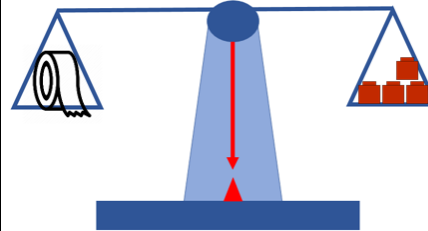Are they never right?

Draw and write to explain your thinking.

**SEE:**



The cubes are **heavier** than the balls.

The balls are **lighter** than the cubes.
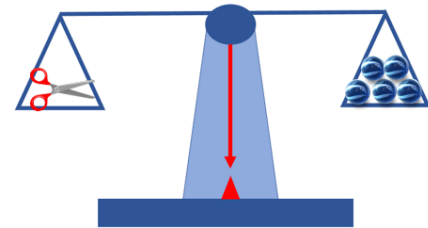
🟥 are **heavier** than 🔵



The tape is about **as heavy as** 4 🟥

The **mass** of the tape is about 4 units.

The tape has been weighed with a **heavier** unit than the scissors.

The tape is **heavier** than the scissors.



The scissors are about **as heavy as** 5 🔵

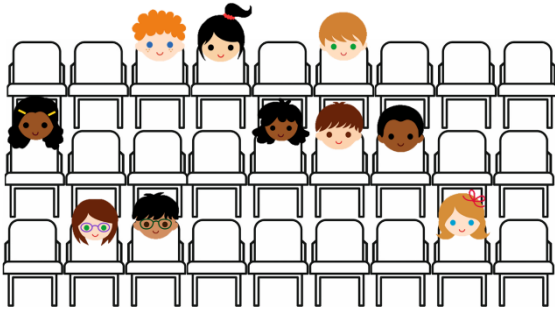The **mass** of the scissors is about 5 units.

The scissors have been weighed with a **lighter** unit than the tape.

The scissors are **lighter** than the tape.

My friend is not correct. Even though there are more balls than cubes, the cubes are heavier which means the tape is the heavier object.
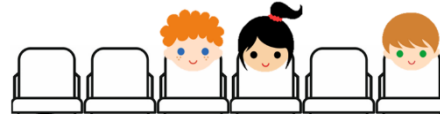
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**THINK:** Describe how each person is seated.

Use the words **top, middle, bottom, in front and behind**.

**DO:**

**Part 1:** Textbook page 135.

**Part 2:** Workbook pages 143-144.

**Deepening:**
Describe the positions of the toys on these shelves.
Use the words **top, middle, bottom, bellow, above, close** and **near**.

**SEE:**

These children are sitting on the **top** row.
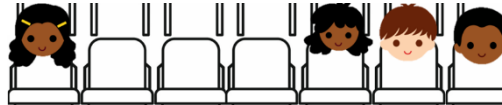
These children are sitting in the **middle** row.

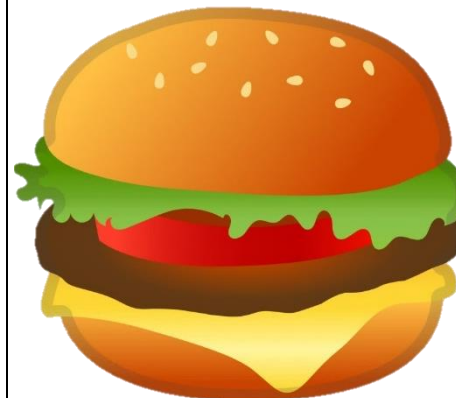These children are sitting on the **bottom** row.

is sitting **behind**

is sitting **in front** of

Now let's describe the position of each part of the burger.

There is a bun on the **top** and a bun on the **bottom**.

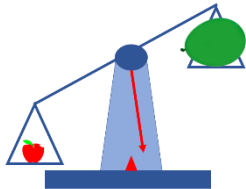The lettuce is **above** the tomato, meat and cheese.

The tomato is **above** the meat and cheese.

The meat is **on top** of the cheese.
The cheese is **on top** of the bun.

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# ANSWERS – part 1:

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|
| <table><tr><td>Heavy</td><td>Light</td></tr><tr><td>Car</td><td>Feather</td></tr><tr><td>Television</td><td>Apple</td></tr><tr><td>House</td><td>Paper</td></tr><tr><td>Whale</td><td>Football</td></tr></table> | 2b. as heavy as<br>2c. lighter than | 1.  6<br>2.  3 | **Maths journal**<br>The beach ball is bigger.<br>The tennis ball is heavier.<br>This is not true. Just because an object is bigger does not mean it is heavier. | 1a. top<br>1b. middle<br>1c. bottom<br><br>2a. in front of<br>2b. on top of<br>2c. above<br><br>3a. around<br>3b. near<br><br>4a. far from<br>4b. close to |

# ANSWERS – Part 2:

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|
| Your answers will be different depending on what objects are in your room. Share your answers with your teacher on Seesaw.<br><br>**Deepening:**<br>No your friend is not correct.<br>The scissors are heavier than the pencil. The pencil is lighter than the scissors.<br>I know this because the balance scale is lower on the side which has the scissors. This shows that the scissors are heavier. | 1a.<br><table><tr><td>heavy</td><td>Light</td></tr><tr><td>Plane</td><td>Rubber</td></tr><tr><td>Cupboard</td><td>Crayon</td></tr><tr><td>Elephant</td><td>Ice cream</td></tr><tr><td>Bus</td><td>Strawberry</td></tr></table><br>2a. as heavy as<br>2b. lighter than<br>2c. heavier than<br><br>**Deepening:**<br>Your friends balance scale would look like this because the apple is heavier than the balloon. | 1a. 5<br>1b. 2<br>1c. 3<br>1d. 4<br><br>**Deepening:**<br>The glue stick is heavier than the pen because 7 units is more than 5 units.<br><br>Tip: You could draw the balance scales for each object. | 1.Heavy objects: horse, crane and bed<br>Light objects:    cupcake, toothbrush and tape measure<br><br>2a. 2<br>2b. 7<br>2c. 4<br><br>3a. lighter than 3 units<br>3b. as heavy as 6 units<br>3c. heavier than 2 units<br><br>**Deepening:**<br>Your friend is sometimes right. If they are measuring 2 objects using the same unit then the object which has the mass of more units is heavier. But if they are using different units to measure each object they are not right. | 1a. top<br>1b. middle<br>1c. bottom<br><br>2a. above<br>2b. on top of<br>2c. in front of<br><br>3a. around<br>3b. near<br><br>4a. far<br>4b. close<br><br>5a. S<br>5b. T and U<br>**Deepening:**<br>Answers will vary.<br>Example: the car and the bunny are on the middle shelf.  The bunny is next to the car. |