

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 4) 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 5 + 15 =20	Doubles Adult says a number. Child writes what is double 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
<p>Problem/activity of the day</p> <p style="color: red;">Remember, just like in class, you can still show the depth of your knowledge</p> <p style="color: blue;">LINK</p>	<p>(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 bellow.</p>	<p>(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.</p>	<p>(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.</p>	<p>(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 do they 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.</p>	<p>(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.</p>
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

DAY 1 resources:

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 in your room into heavy and light. Use the words **heavier, lighter and as heavy as** to estimate the mass of the object. Use this template to help you.



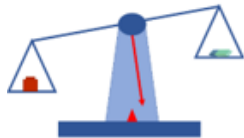
SEE: Watch this [video](#) example of how to find the mass of an object.

Heavy	Light

- These are all **heavy** objects:
- Chair
 - Table
 - Piano
 - Pin board
 - Computer monitor

- These are all **light** objects:
- Cube
 - Marble
 - Keyboard
 - Rubber
 - 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.

Heavy	Light

The _____ is **heavier** than the _____

The _____ is **lighter** than the _____

The _____ is **as heavy as** the _____

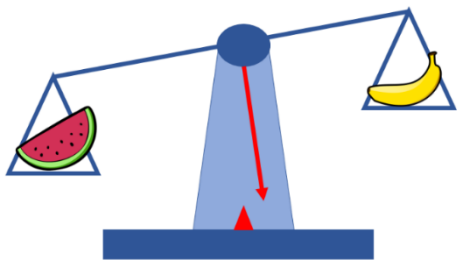
The _____ is **heavier** than the _____

The _____ is **lighter** than the _____

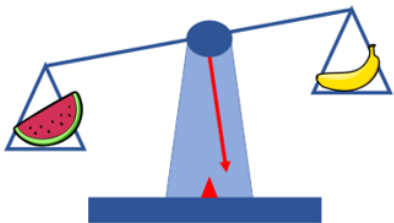
The _____ is **as heavy as** the _____

DAY 2 RESOURCES:

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



SEE:

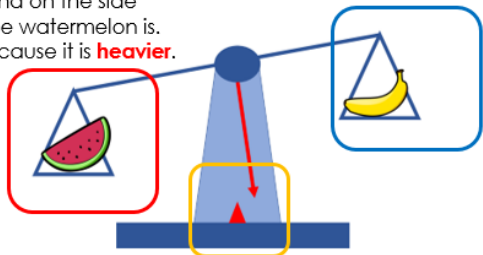


The  is **heavier** than the .

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**.

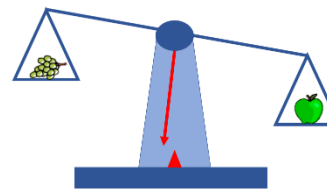
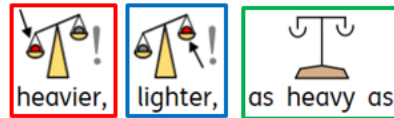


This arrow shows if the scale is balanced, which object is heavier and which is lighter. It shows that the watermelon is heavier.

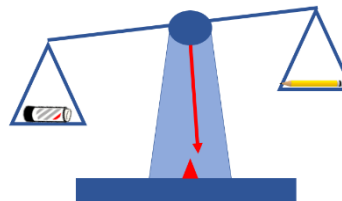
DO:

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

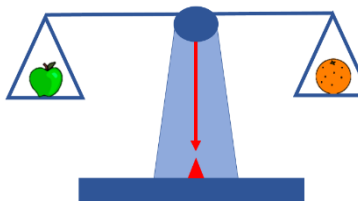
Part 2: Solve these problems below. The move onto workbook pages 135- 136.



a.  The apple is than the .



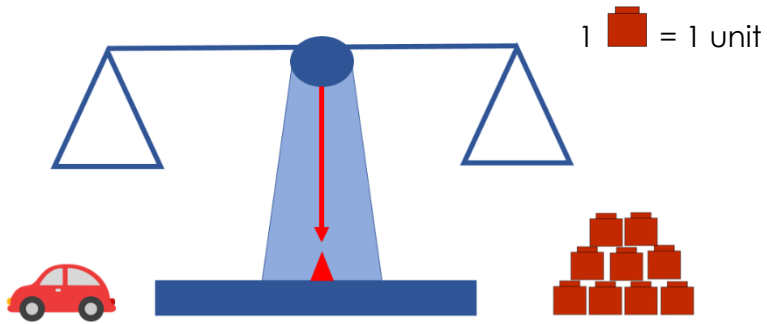
b.  The pencil is than the .



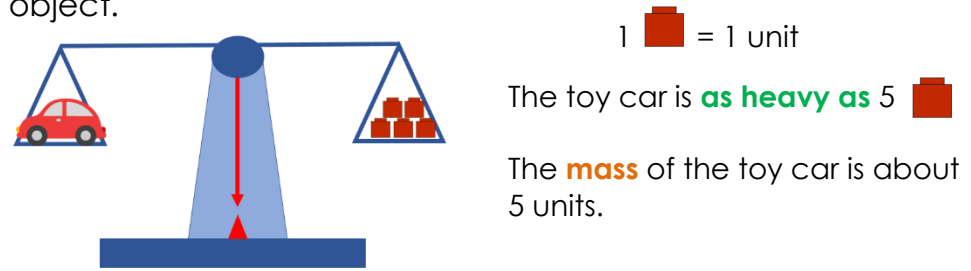
c.  The orange is the  apple.

DAY 3 resources:

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



SEE: Watch this [video](#) example of how to find the mass of an object.



DO:

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

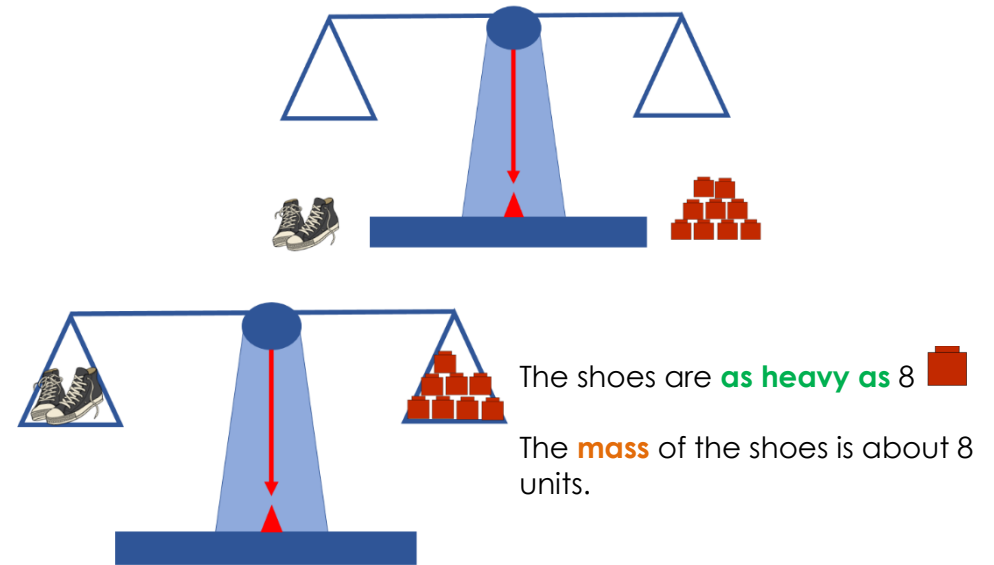
Part 2: Workbook pages 137-138.

Remember to count the units carefully and write your answer in the box.

 = **unit**

 = **unit**

Now let's find out the **mass** of the shoes.

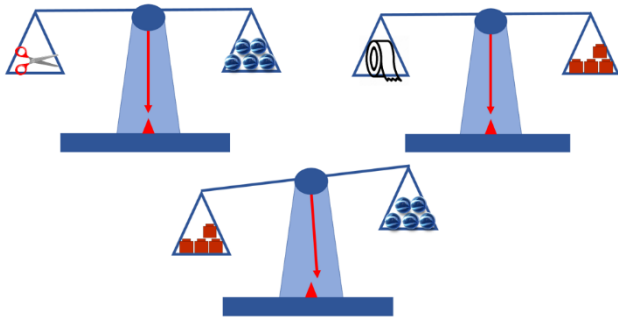


The **mass** of the shoes is **greater** than the mass of the toy car.
8 units is **more than** 5 units.

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

DAY 4 resources:

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:

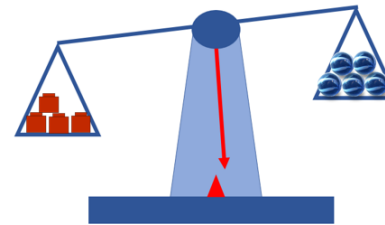
Part 1: Textbook page 130.

Part 2: Workbook pages 140-142.

Use this word bank to help you.



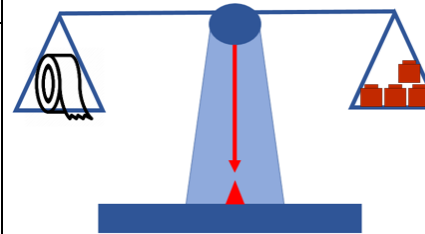
SEE:



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

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

 are **heavier** than 

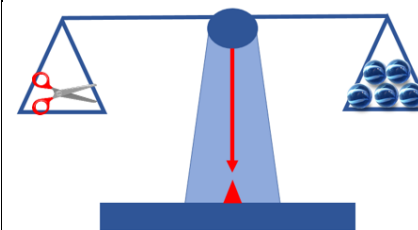


The tape is about **as heavy as** 4 

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.

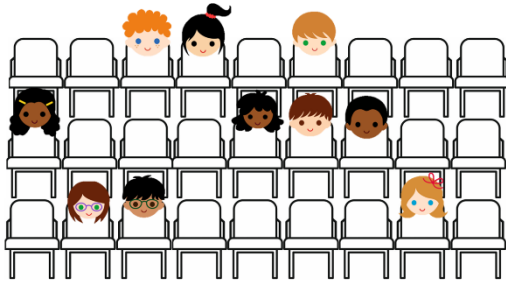
The scissors have been weighed with a **lighter** unit than the tape.

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.

DAY 5 resources:

THINK: Describe how each person is seated.



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

SEE:



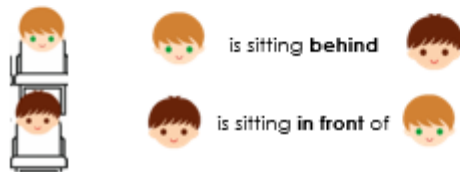
These children are sitting on the **top** row.



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



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



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.

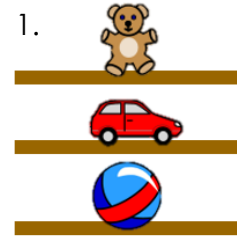
The tomato is **above** the meat and cheese.

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

Do:

Part 1: Textbook page 135.

Part 2: Solve the problems below. Then, workbook pages 143-144.

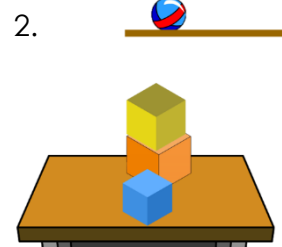
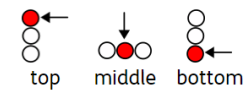


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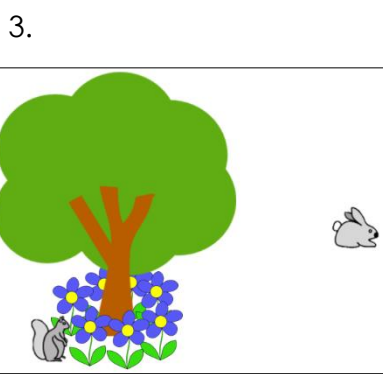
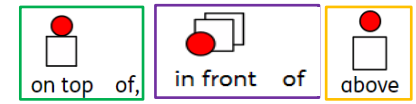


2.

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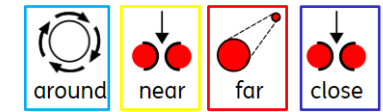
3.

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ANSWERS – part 1:

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

ANSWERS – Part 2:

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>										
Your answers will be different depending on what objects are in your room. Share your answers with your teacher on Seesaw.	a. heavier b. Lighter c. As heavy as Workbook 1a. <table border="1"> <thead> <tr> <th>heavy</th> <th>Light</th> </tr> </thead> <tbody> <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> </tbody> </table> 2a. as heavy as 2b. lighter than 2c. heavier than	heavy	Light	Plane	Rubber	Cupboard	Crayon	Elephant	Ice cream	Bus	Strawberry	1a. 5 1b. 2 1c. 3 1d. 4	1. Heavy objects: horse, crane and bed Light objects: cupcake, toothbrush and tape measure 2a. 2 2b. 7 2c. 4 3a. lighter than 3 units 3b. as heavy as 6 units 3c. heavier than 2 units	1. Top Middle Bottom 2. On top of In front of Above 3. Around Near Far Close Workbook 1a. top 1b. middle 1c. bottom 2a. above 2b. on top of 2c. in front of 3a. around 3b. near 4a. far 4b. close 5a. S 5b. T and U
heavy	Light													
Plane	Rubber													
Cupboard	Crayon													
Elephant	Ice cream													
Bus	Strawberry													