

Year 1 maths – Summer 2 Week beginning: 13.07.20

Theme	Lesson 1 (of 3) Describing movements	Lesson 2 (of 3) Making turns	Lesson 3 (of 3) Space consolidation	Lesson 4 (1of 1) Time and money consolidation	Lesson 5 (1of 1) Capacity, mass and space consolidation
Factual fluency (to aid fluency)	Place value to 100 Choose a number from 40-100 show this number in as many different ways as you can.	Place value to 100 Choose a number from 40-100 show this number in as many different ways as you can.	Counting in 2s Choose a number count forwards and backwards from this number in 2s. Repeat with another number.	Counting in 5s Choose a number count forwards and backwards from this number in 5s. Repeat with another number.	Counting in 10s Choose a number count forwards and backwards from this number in 10s. Repeat with another number.
<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>LINK</p>	<p>(Lesson 1 resources below) MAKING LINKS: Last week we described position using words like top, bottom, around, above etc. Today we will be describing movement.</p> <p>THINK: (support below) Can you help me with this problem? My friend is at the park. She is playing on the slide. Describe her movements.</p> <p>Describe the movement of the car.</p> <p>Describe how she goes into and out of her house.</p> <p>Our problem is on textbook page 136. Look at it now.</p> <p>Finished? Describe the movements you have made today using these words.</p> <p>SEE: (model below) Different ways to solve the problem are shown on page 136-137 of your textbook.</p> <p>DO: Use what you have learnt today to solve: Part 1: Questions 1, 2 and 3 on textbook page138. Part 2: Workbook pages 145 -146.</p>	<p>(Lesson 2 resources below) MAKING LINKS: In year 1 we have learnt about halves, quarters, 3 quarters and wholes. We have also learnt which way round the hands of a clock move. We call this clockwise. Today we will be using these words to describe turns.</p> <p>THINK: (support below) Can you help me with this problem? My friends are turning on the spot. Stand up and have a go. How can we describe the different ways we turn our bodies?</p> <p>Our problem is on textbook page 139. Look at it now. Watch my friend making turns. Practice making these turns yourself. The look at a clock. What turns can the hour hand make? Watch this video. Finished? Ask an adult or partner to direct you by saying what kind of turn and clockwise or anticlockwise. Make that turn.</p> <p>SEE: (model below) Different ways to solve the problem are shown on page 139-140 of your textbook.</p> <p>DO: Use what you have learnt today to solve: Part 1: Questions 1, 2 and 3 on textbook page 142. Part 2: Workbook pages 147-148.</p>	<p>(Lesson 3 resources below) MAKING LINKS: In this chapter we have learnt how to describe positions, movements and turns. Today we will be consolidating this learning.</p> <p>THINK: (support below) Can you help me with this problem? My friend has shown how she could get to her friend's desk. Look at the picture and describe her movements.</p> <p>Our problem is on textbook page 144. Look at it now.</p> <p>Finished? Describe how you would get to another person in the room or classroom you are in. Use the words we have used this week to describe movement and turns.</p> <p>SEE: (model below) Different ways to solve the problem are shown below.</p> <p>DO: Use what you have learnt today to solve: Part 1: Mind workout on textbook page 143. Part 2: Workbook pages150-152.</p>	<p>(Lesson 4 resources below) MAKING LINKS: In year 1 we have learnt about the different coins and notes we use in this country. We have also learnt to tell the time to the hour (o'clock) and half hour (half past). Today we will be consolidating our learning.</p> <p>THINK: (support below) Can you help me with this problem? My friend has been out to the shop. She brought a fizzy drink that cost 60 pence. What coins do you think she used? Is there another combination of coins she could have used? What time was she at the shop?</p> <p>Our problem is in the THINK section below. Look at it now.</p> <p>Finished? If she went to the shop 1 hour later what time would that be?</p> <p>SEE: (model below) Different ways to solve the problem are shown in the SEE section.</p> <p>DO: Use what you have learnt today to solve: Part 1: Activity below. Part 2: Questions 1, 2, 3 and 4 on workbook pages 153 and 154.</p>	<p>(Lesson 5 resources below) MAKING LINKS: In year 1 we have learnt to describe and measure mass and capacity. We have also learnt to describe positions, movements and turns. Today we will be consolidating our learning.</p> <p>THINK: (support below) Can you help me with this problem? Three of my friends have described what they think a picture shows. Who is correct? Explain where my other friends went wrong.</p> <p>Our problem is in the THINK section below. Look at it now.</p> <p>Finished? Explain to a friend what volume, capacity and mass are.</p> <p>SEE: (model below) Different ways to solve the problem are shown in the SEE section.</p> <p>DO: Use what you have learnt today to solve: Part 1: Activity below. Part 2: Questions 5-10 on workbook pages 154- 156.</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.

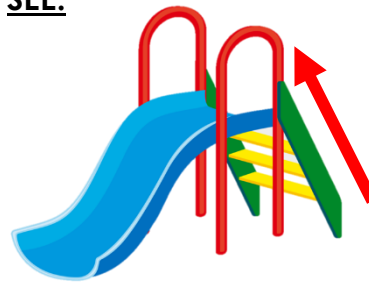
See below for resources to support you to THINK-SEE-DO

DAY 1 RESOURCES:

THINK: My friend is at the park. She is playing on the slide.
Describe her movements.
Describe the movement of the car.
Describe how she goes into and out of her house.



SEE:



She can climb **up** the ladder.



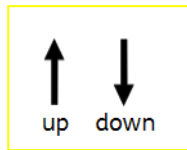
She can slide **down** the slide.

DO:

Part 1: Questions 1, 2 and 3 on textbook page 138.

Part 2: Workbook pages 145 -146.

Question 1

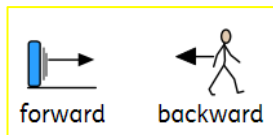


The shadow of the ball shows if it is moving up or down.



Use these words.

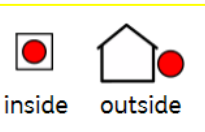
Question 2



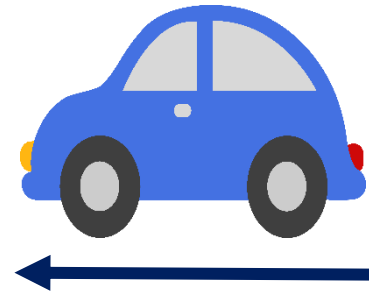
When the numbers get bigger it's forward.
When they get smaller it's backward.

Use these words.

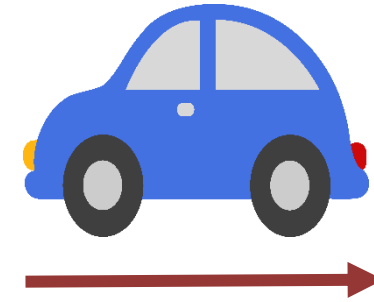
Question 3



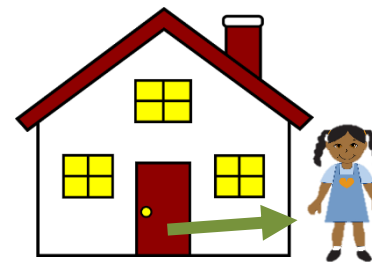
Use these words.



The car can move **forward**.



The car can move **backward**.



She can stand **outside** her house.

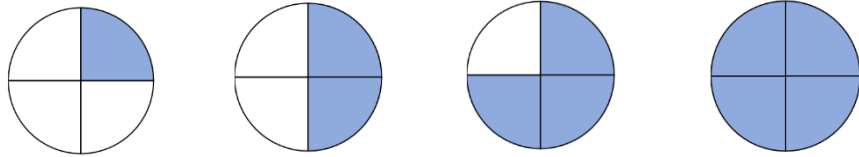


She can stand **inside** her house.

DAY 2 RESOURCES:

THINK My friends are turning on the spot. Stand up and have a go. How can we describe the different ways we turn our bodies? Our problem is on textbook page 139. Look at it now.

Remember:



a quarter half 3 quarters whole

Practice making these turns yourself.

DO:

Part 1: Questions 1 and 2 on textbook page 142.

Part 2: Workbook pages 147-148.

Question 1



Use a teddy or toy to help you. Start off with the teddy facing you. Turn your teddy on the spot until it is facing the same way as the person in the picture. Say the turn has you go (quarter turn, half turn, three-quarter turn, whole turn).

Question 2

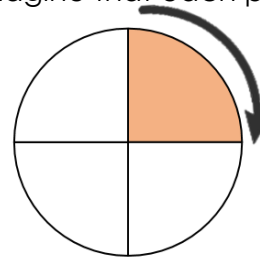


half turn quarter turn three-quarter turn

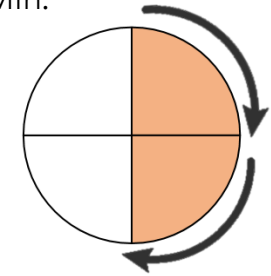
Point to the hour hand on the picture of the clock. Imagine your finger is the hour hand making turns. Use your finger move round the clock saying the turns as you go (quarter turn, half turn, three-quarter turn, whole turn).

SEE: [Watch](#) my friend making turns for support.

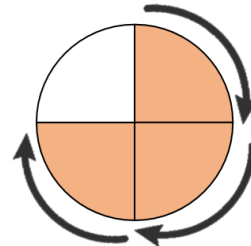
Imagine that each person is facing us to start with.



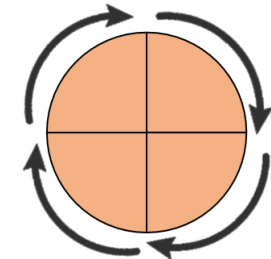
Ruby made a quarter turn. She is now facing towards the side.



Elliot made a half turn. His back is now to us.



Lulu made a 3 quarter turn. She turned to the side, then to the back, she carried on turning so she is facing towards the other side.



Amira made a whole turn. She has turned all the way around and is facing us again.



They have turned **clockwise**. Clockwise is the direction that hands of the clock move.



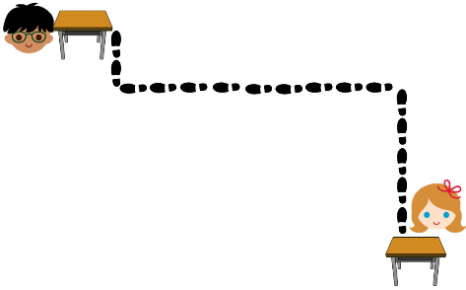
Anticlockwise is the opposite way to the way the hands on the clock move.

Watch this [video](#) see where the hour hand would be if it made a quarter turn, half turn, three quarter turn or whole turn.

DAY 3 RESOURCES:

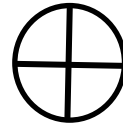
THINK:

My friend has shown how she could get to her friend's desk. Look at the picture and describe her movements.



SEE:

Remember: a quarter is a whole split into 4 equal parts.



Clockwise is the direction that the hands of a clock move.

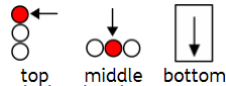


DO:

Part 1: Mind workout on textbook page 143. Describe the bird's movements in the picture.

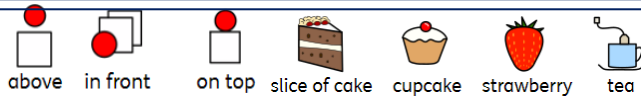
Part 2: Workbook pages 150-152.

Question 1



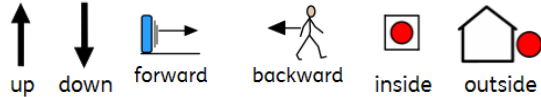
Use this word bank to help you describe the position of the books. Each book has a letter on it.

Question 2



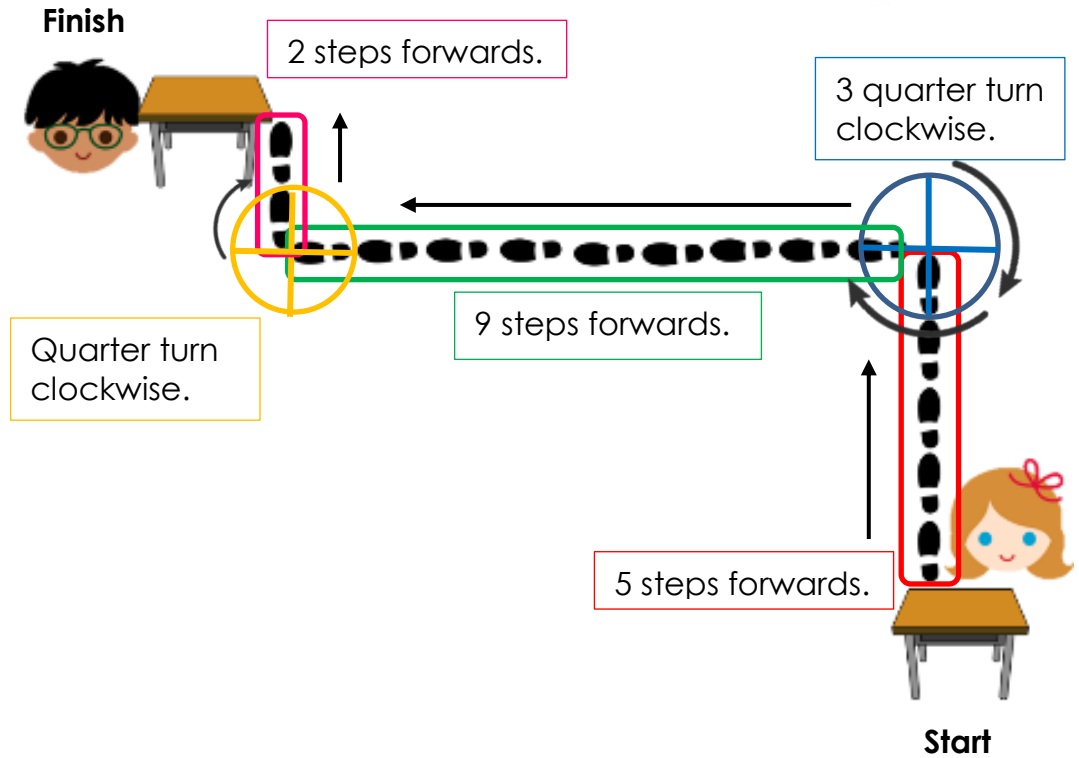
Use this word bank to help you work out the position of the different foods. Use your phonics sounds to help you.

Question 3



Look at the way the arrow is pointing to help you work out the direction of the vehicle.

Question 4 For a and c use your toy or teddy to make turns. For b and d point at the hour hand and use your finger to make turns. Say the turns.



DAY 4 RESOURCES:

THINK: What coins do you think my friend used to buy this fizzy drink? Is there another combination of coins she could have used? What time was she at the shop?



SEE:

+ = 60p

She could use a 50 pence coin and a 10 pence coin to buy the fizzy drink.

= 60p

She could also use 6 10 pence coins to buy the fizzy drink.
Count in 10s to 60. 10, 20, 30, 40 50, 60

She goes to the shop at half past 12.

The **hour hand** is past the 12 and the **minute hand** is pointing to the 6.

DO:
Part 1: Activity below.

1a. Name these notes.

1b. Name these coins.

2a. What time is it?

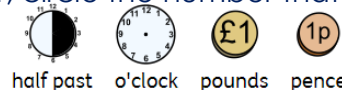
o'clock Half past o'clock

2b. What time is it?

Half past Half past o'clock

Part 2: Questions 1, 2, 3 and 4 on workbook pages 153 and 154.

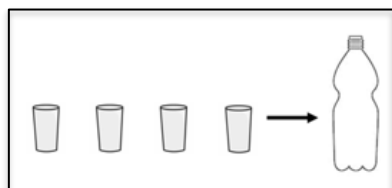
Remember: When it is half past, the **minute hand** (longer hand) points to the 6. To help you identify the hour, circle the number that the **hour hand** has just past. When it is o'clock the **minute hand** (longer hand) points to the 12. To help you identify the hour, circle the number that the **hour hand** is pointing to.



Use this word bank to help you.

DAY 5 RESOURCES:

THINK: What does this picture show? My 3 friends have all said what they think.



Abby

The mass of the bottle is about 4 units.

Dan

The capacity of the bottle is about 4 units.

Tom

The bottle has a volume of 4 units.

Who is correct? Explain where my other friends went wrong.

SEE:



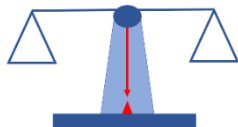
Dan

Dan is correct. Capacity is how much a container can hold. This bottle can hold 4 cups of water. Each cup is a unit.

The capacity of the bottle is about 4 cups. Each cup is a quarter of the capacity of the bottle.

Abby

Abby is not correct. We measure mass using a scale. We have used balance scales and different units of measure like cubes to find out the mass of objects.



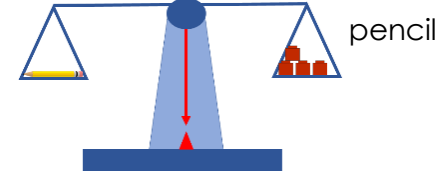
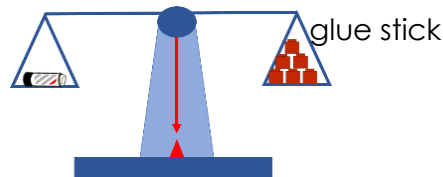
Balance scales look like this.

Tom

Tom is not correct. Volume is how much water is in a container. This bottle is empty. If this bottle was full of water, we could say that its volume was about 4 units.

DO:

Part 1: Activity below.



- 1a. The mass of the glue stick is about units.
- 1b. The mass of the pencil is about units.
- 1c. The pencil is than the glue.



jar



jug



2a. The capacity of the jar is about units.

2b. The capacity of the jug is about units.

2c.

The capacity of the is greater than the capacity of the

Part 2: Questions 5-10 on workbook pages 154-156.

Use these word banks to help you.

Question 5

empty full half-full

Question 6

half quarter





Question 9

above in front on top
fish and chips table plate
knife and fork Charles

Question 10

whole half quarter three quarter

ANSWERS – part 1:

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
<p>1a. up 1b. down 1c. up 1d. down</p> <p>2. forward backward</p> <p>3a. inside 3b. outside 3c. outside 3d. inside</p>	<p>1a. three- quarter 1b. quarter 1c. half 1d. whole</p> <p>2a. whole 2b. half 2c. quarter 2d. three-quarter</p>	<p>Your answers will vary. Share these answers with your teacher.</p>	<p>1a. Name these notes.</p>  <p>1b. Name these coins.</p>  <p>2a. What time is it?</p>  <p>2b. What time is it?</p> 	<p>1a. 6 1b. 4 1c. lighter</p> <p>2a. 4 2b. 3 2c. jar, jug</p>

ANSWERS – Part 2:

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
1a. up 1b. down 1c. up 1d. down 2a. forward 2b. backward 2c. backward 2d. forward 3a. inside 3b. outside 3c. outside 2. inside	1a. whole 1b. three-quarter 1c. half 1d. quarter 2a. half 2b. three-quarter 2c. whole 2d. quarter	1a. bottom 1b. middle 1c. top 2a. fork 2b. tea 2c. slice of cake 3a. up 3b. forward 3c. backward 3d. down 3e. inside 3f. outside 4a. half 4b. quarter 4c. three- quarter 4d. whole	1a. half past 3 1b. 9 o'clock 2a. C 2b. B 2c. half past 11 3a. 20 pence 3b. 5p 3c. 2 pounds 3d. £10	5. Full Half-full Empty 6a. half 6b. a quarter 7. Lego picture tissue box 8. 6 9a. on top of 9b. above 9c. in front of 10a. quarter 10b. whole 10c. half 10d. three-quarter