

This week's star mathematical words.
Try to use them at other times in the day.

Introduce children to the words at the top.

Help children to have some understanding of the words in the middle.

heavier
than

lighter
than

Children need to understand and use these words at the bottom

heavy heaviest

light lightest

Week:9 Measurement

Weight

Encourage children to make direct comparisons by using their hands to estimate which objects feel the heaviest or the lightest. Start by using objects that have an obvious difference in weight. Also try to avoid the misconception of the bigger the object the heavier it will be so try to find some smaller heavier objects and some large light objects. For example a tin of beans compared to a beach ball or toilet roll, a sponge with a pebble, a balloon with an apple. Use mathematical language

heavy heavier heaviest
light lighter lightest

You can do the following activities in any order.



Weight



For this activity, the children will be the weighing scales!



Show your child how to stand with their arms out and their hands faced up. Explore objects to see which feel heavier and which feel lighter.

Use a selection of different sized and different weight objects.
(for example, beach ball, balloon, sponge, tins, apple, toilet roll, pebble,
large plastic bag)



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Can you order 3 items from the lightest to the heaviest?
Support sentences using the language on the mathematical word slide.



Weight

For this activity, you will need a bucket with a handle and a strong piece of elastic.



Attach the elastic to the handle of the bucket and explore what happens when you drop an object into your bucket

- How far does the elastic stretch?
- What does this mean?
- Can you order objects by testing them this way?

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Help children to have some understanding of the words in the middle.

half full

nearly full

nearly empty

wide

narrow

tall

full

empty

thin

Children need to understand and use these words at the bottom

Week:9 Measurement Capacity

Children should already have some experience of full and empty. Encourage them to extend their understanding to show...

half full, nearly full, nearly empty

Use a variety of different shaped and size containers and prompt children to use language of...

tall, thin, narrow, wide

Compare the capacity of each container by pouring from one to the other, also use smaller containers to count how many it takes to fill a larger container

Capacity

For this activity, you will need a container and some water.

Can you make your container full?

Can you make your container empty?

Can you make your container nearly full?

Can you make your container nearly empty?

Can you find a container that holds more?

Can you find a container that holds less?

Capacity

Provide a selection of containers- investigate which container holds the most. Use a smaller cup to fill the containers and count how many small cups it takes to fill the other containers....record the results.

Repeat the activity using beads/stones/conkers/cubes/toy cars and see if the result is the same