

Uses everyday language to talk about capacity to compare quantities and to solve problems.

Compares, describes and solves practical problems for capacity and volume.

Tuesday

LI: To measure capacity.

Watch and discuss the capacity quiz.

1. At the sink or in the bath, play with a selection of different-sized containers. Can you fill and empty the containers? Can you show a container that is full, nearly full, half full, nearly empty and empty?
2. Take one container and fill it with water, rice or pasta. Can you find another container that would hold more? Can you find a container that would hold less? Can you put the containers in order?
3. Can you find out how much water will fill a cup? Using a large spoon, count how many spoonful's of water you need to fill the cup.

Take photos.

Wednesday

LI: To measure capacity.

1. Collect some different-sized spoons. How many different sizes have you found? How many small spoonful's does it take to fill a cup? What happens if you use the largest spoon?
2. Look at two different shaped containers, such as a narrow tube and a shallow dish. Which do you think will hold more? Can you find out by counting the number of spoonful's or small cups of water that each container can hold?
3. Create your own magic potion recipe by adding spoonful's of different items (such as water, squash, honey or sugar) to a cup or bowl. Can you record your recipe and show the number of spoonful's needed?

Take photos.

Thursday

**LI: To solve problems involving capacity.**

Prepare for the activity by filling a large container or tray with dry porridge oats and collect the other equipment needed (4 bowls: small, smallest, big, biggest, a spoon, labels: 'small', 'smallest', 'big', biggest).

Before the activity, read **The Magic Porridge Pot Story**.

What happened in the story?

Tell your child that you have received a letter from the girl in the story. Read the letter. It tells the children how the girl's friends are coming to her house for some porridge but she has a problem and needs their help. The friends all eat different amounts of porridge and she doesn't know which bowl to give each friend when they arrive.

Discuss the problem.

Tell your child that the girl has also sent them some information about her friends and this information may help them solve the problem.

Read the labels with the children and discuss the mathematical vocabulary of 'smallest', 'small', 'big', 'biggest'.

Prepare four bowls. Can you predict which bowl would hold the most/least? Can you predict which bowl should be given to which friend?

Once you have discussed their predictions, tell your child that we now need to find out if he/she is correct, by measuring the capacity of the bowls. Explain that capacity is the amount the bowl can hold.

Draw the children's attention to the porridge oats and the scoop/spoon on the table.

Can your child suggest how we could find out how much porridge each bowl will hold?

If your child comes up with a suitable method of working out which object has the largest capacity, follow his idea, otherwise suggest using the scoop to fill the bowls. By counting the amount of times we have to empty the scoop into the bowls, we will find out which holds the most porridge.

Fill in each bowl. Count together each time the children empty the spoon into the bowl. When the bowl is full, write the number of scoops on a sticky note and attach it to the bowl.

Can we put the bowls in order from the smallest bowl to the largest bowl?

Look once again at the information the girl sent us about her friends. Read the information once again.

Can you correctly match the friends to the correct bowl?

How can we find out which bowl holds the most porridge?

Which bowl do you think would hold the most porridge?  
How can we find out?  
How many scoops of porridge do you think this bowl will hold?  
Will this bowl hold more or less porridge?  
Which bowl do you think will hold the least porridge?  
Which bowl will hold the most porridge?

Can we order the bowls from smallest to biggest?

Friday

LI: To measure capacity.

See the worksheets.