Year 1 maths – Summer 2 Week beginning: 13.07.20

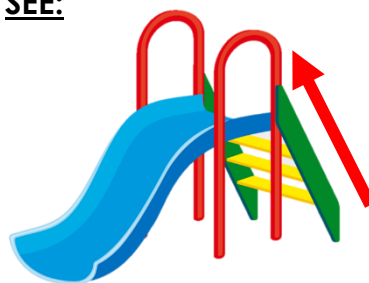| Theme	Lesson 1 (of 3) Describing movements	Lesson 2 (of 3) Making turns	Lesson 3 (of 3) Space consolidation	Lesson 4 (1of 1) Time and money consolidation	Lesson 5 (1of 1) Capacity, mass and space consolidation
Factual fluency (to aid fluency)	Place value to 100 Choose a number from 40-100 show this 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.
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:** Last week we described position using words like top, bottom, around, above etc. Today we will be describing movement. **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. Describe the movement of the car. Describe how she goes into and out of her house. Our problem is on textbook page 136. Look at it now. Finished? Describe the movements you have made today using these words. **SEE: (model below)** Different ways to solve the problem are shown on page 136-137 of your textbook. **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 and deepening.	(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. **THINK: (support below)** Can you help me with this problem? My friends are turning on the spot. How can we describe the different ways we turn our bodies? 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. **SEE: (model below)** Different ways to solve the problem are shown on page 139-140 of your textbook. **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 and deepening.	(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. **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. Our problem is on textbook page 144. Look at it now. 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. **SEE: (model below)** Different ways to solve the problem are shown below. **DO:** Use what you have learnt today to solve: Part 1: Mind workout on textbook page 143. Part 2: Workbook pages150-152.	(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. **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? Our problem is in the THINK section below. Look at it now. Finished? If she went to the shop 1 hour later what time would that be? **SEE: (model below)** Different ways to solve the problem are shown in the SEE section. **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 and deepening.	(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. **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. Our problem is in the THINK section below. Look at it now. Finished? Explain to a friend what volume, capacity and mass are. **SEE: (model below)** Different ways to solve the problem are shown in the SEE section. **DO:** Use what you have learnt today to solve: Part 1: Activity below. Part 2: Questions 5-10 on workbook pages 154-156 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: 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.

DO:
Part 1: Questions 1, 2 and 3 on textbook page138.
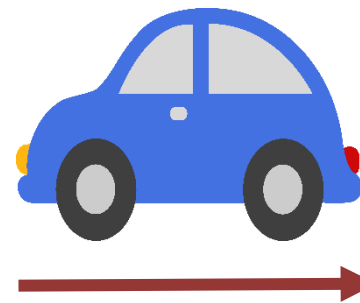
Part 2: Workbook pages 145 -146.

Deepening:
Write sentences to describe the movement of the children in the playground. Imagine what they are doing.
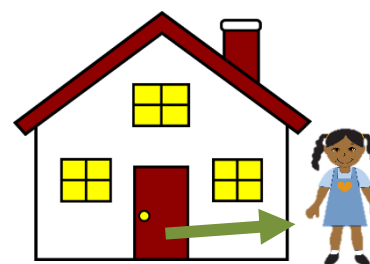Use the words:
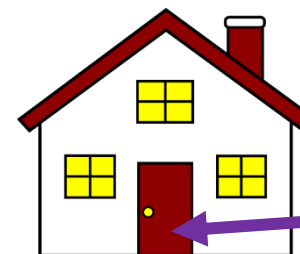**Forward, backward, up, down, inside** and **outside**.

SEE:

She can climb **up** the ladder.

She can slide **down** the slide.

The car can move **forward**.

The car can move **backward**.

She can stand **outside** her house.

She can stand **inside** her house.

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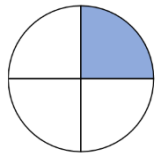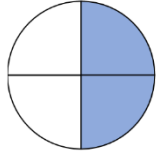
DAY 2 RESOURCES:

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 underlined textbook page 139. Look at it now.
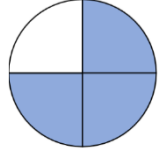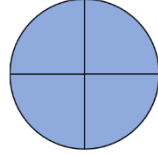
Remember:

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.

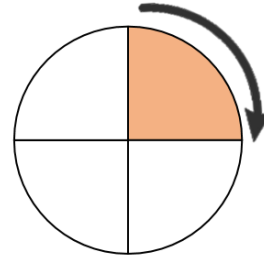**Deepening:** Describe the Beebot's route from the start to the flower.
Use the words:
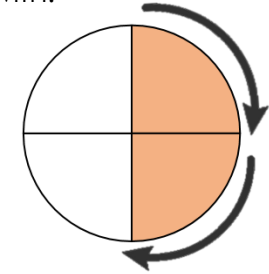**Forward, left, right, quarter turn** and **half turn.**

Draw your own Beebot route and describe its movements.

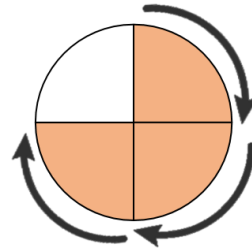**SEE:** Watch my friend making turns for support.
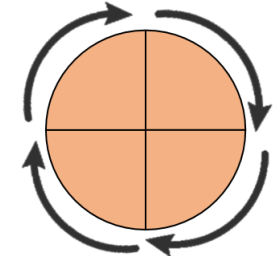Imagine that each person is facing us to start with.

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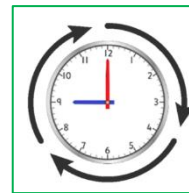She is now facing towards the side.

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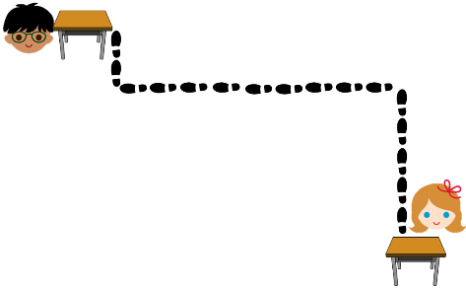
Anticlockwise is the opposite way to the way the hands on the clock move.

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

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THINK:

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

DO:

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

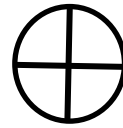**Part 2:** Workbook pages 150-152.

Deepening:
Describe how the pirate can get to the different landmarks on the map (like the treasure or the pirate ship).

Use the words:
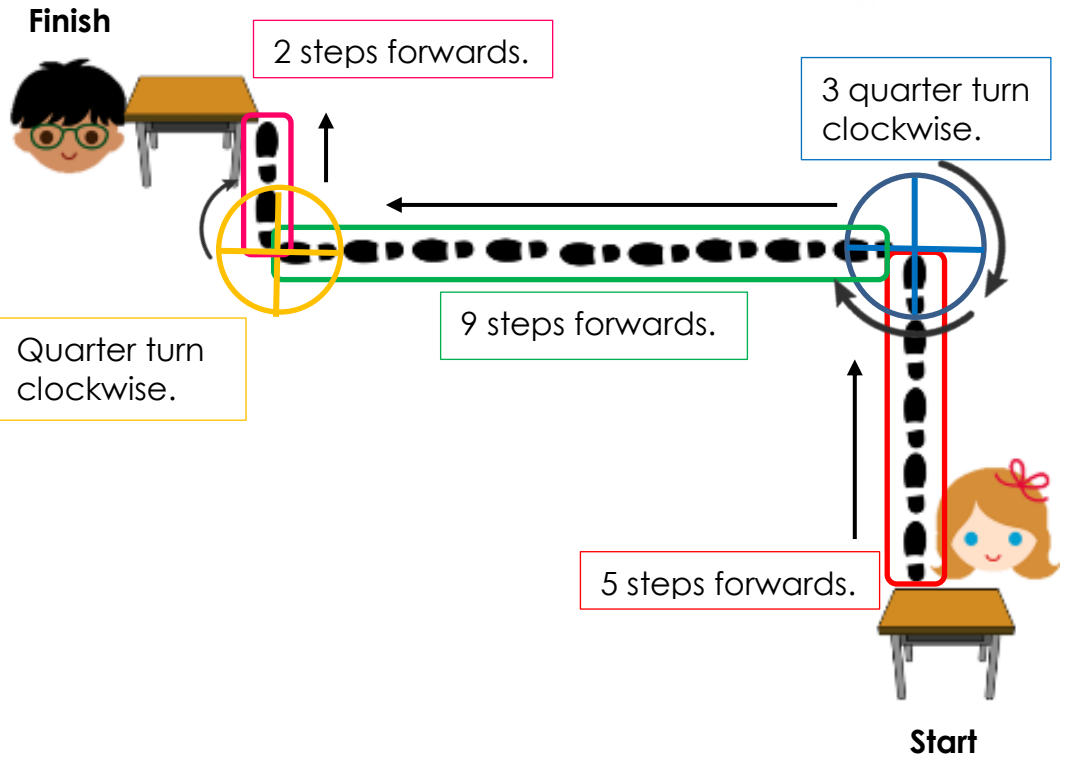Forwards
Backwards
Quarter turn
Half turn
Whole turn
Three quarter turn
Left
Right
Clockwise
Anticlockwise

SEE:

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

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

Finish

2 steps forwards.

3 quarter turn clockwise.

Quarter turn clockwise.

9 steps forwards.

5 steps forwards.

Start

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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?

60p

shop

SEE:

60p

50p + 10p = 60p
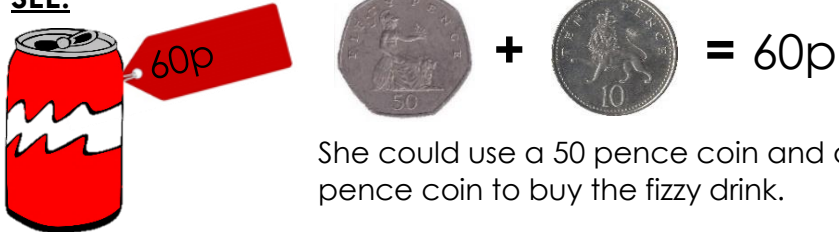
She could use a 50 pence coin and a 10 pence coin to buy the fizzy drink.

10 + 10 + 10 + 10 + 10 + 10 = 60p

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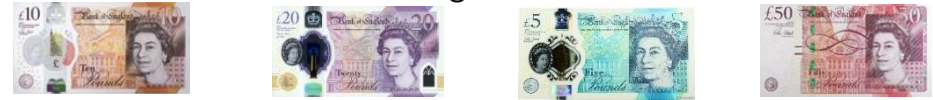Count in 10s to 60.   *10, 20, 30, 40 50, 60*

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. Order these notes starting with the **most valuable**.

1b. Order these coins starting with the **least valuable**.

2a. Order these times starting with the **earliest**.

2b. Order these times starting with the **latest**.

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

Deepening:
My friend wants to buy a new game. The game costs £12. They use 2 notes and 2 coins to buy the game. What notes and coins did they use? Draw and write to explain your thinking.

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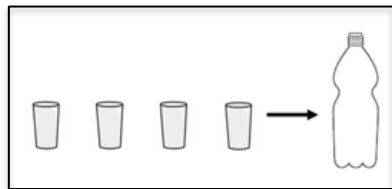
Abby

The mass of the bottle is about 4 units.

Dan
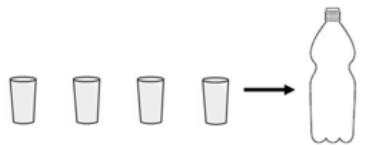
The capacity of the bottle is about 4 units.

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.
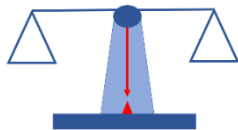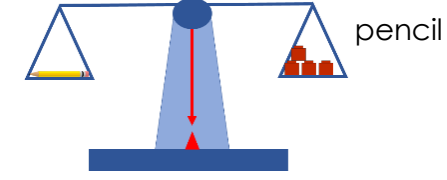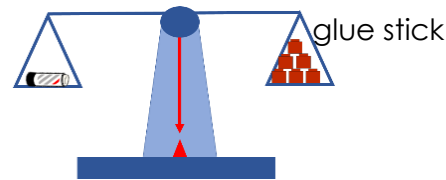
Balance scales look like this.

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.

glue stick   pencil

1a.   The mass of the glue stick is about [   ] units.

1b.   The mass of the pencil is about [   ] units.

1c.   The pencil is [   ] (heavier/lighter) 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.
Deepening:
Describe and compare the mass of these objects.
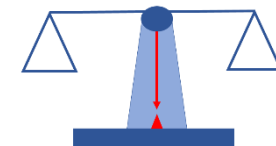Use the words: heavier, heaviest, lighter, lightest

balloon   watermelon   apple   cube

Draw what your balance scales might look like if you were measuring the mass of these objects.

ANSWERS – part 1:

Day 1	Day 2	Day 3	Day 4	Day 5
1a. up 1b. down 1c. up 1d. down 2. forward backward 3a. inside 3b. outside 3c. outside 3d. inside	1a. three- quarter 1b. quarter 1c. half 1d. whole 2a. whole 2b. half 2c. quarter 2d. three-quarter	Your answers will vary. Share these answers with your teacher.	1a. £50, £20, £10, £5 1b. 1p, 2p, 5p, 10p, 20p, 50p, £1, £2 2a. 7 o'clock, half past 7, 8 o'clock 2b. half past 10, half past 9, 9 o'clock	1a. 6 1b. 4 1c. lighter 2a. 4 2b. 3 2c. jar, jug

ANSWERS – Part 2:

Day 1	Day 2	Day 3	Day 4	Day 5
1a. up	1a. whole		1a. half past 3	5. Full
1b. down	1b. three-quarter	1a. bottom	1b. 9 o'clock	Half-full
1c. up	1c. half	1b. middle		Empty
1d. down	1d. quarter	1c. top	2a. C	
			2b. B	6a. half
2a. forward	2a. half	2a. fork	2c. half past 11	6b. a quarter
2b. backward	2b. three-quarter	2b. tea		
2c. backward	2c. whole	2c. slice of cake	3a. 20 pence	7. Lego picture tissue box
2d. forward	2d. quarter		3b. 5p	
		3a. up	3c. 2 pounds	8. 6
3a. inside	Deepening:	3b. forward	3d. £10	
3b. outside	The Beebot needs to travel	3c. backward		9a. on top of
3c. outside	forwards 1 square then do a	3d. down		9b. above
2. inside	quarter turn to the left. Then	3e. inside		9c. in front of
	forward 4 squares then	3f. outside	Deepening:	
Deepening:	quarter turn to the left. Then		Your friend could use two £5	10a. quarter
Your answers will vary. Share	forward 3 squares and	4a. half	notes and two £1 coins.	10b. whole
these answers with your	another quarter turn to the	4b. quarter		10c. half
teacher.	left. Forward 2 and a quarter	4c. three- quarter		10d. three-quarter
	turn to the left. Finally he must	4d. whole		
Example:	go forward 1 square to arrive			Deepening:
The boy can travel forward	at the flower.	Deepening:		There are lots of different
and backward on the swing.		Answers will vary. Share these		sentences you could write.
The boy has climbed up the		answers with your teacher.		Share these with your
ladder. Then he will go down				teacher.
the slide.				
				Example: The watermelon is
				the heaviest object. The
				balloon is the lightest object.
				The apple is heavier than the
				balloon. The cube is lighter
				than the watermelon.