

Lessons 1 and 2 will be taught at school, whatever days your child attends. This means you can work on activities 3 and 4 from home on your 'off' days. If you are continuing to learn from home, then you can work through the activities in whichever order you wish.

Capacity

When looking at capacity in Foundation the children are expected to be able to order two items by capacity and use everyday language to talk about capacity.

Lesson	Activity	Guidance for Parents												
1	<p style="text-align: center;">Using Capacity Vocabulary</p> <p>Can you draw pictures of glasses with orange juice in (or your favourite drink), showing the following vocabulary?</p> <table border="1" data-bbox="226 774 1019 1198"> <thead> <tr> <th data-bbox="226 774 680 810">Vocabulary</th> <th data-bbox="680 774 1019 810">Picture</th> </tr> </thead> <tbody> <tr> <td data-bbox="226 810 680 890">Nearly full</td> <td data-bbox="680 810 1019 890"></td> </tr> <tr> <td data-bbox="226 890 680 970">Full</td> <td data-bbox="680 890 1019 970"></td> </tr> <tr> <td data-bbox="226 970 680 1050">Half full</td> <td data-bbox="680 970 1019 1050"></td> </tr> <tr> <td data-bbox="226 1050 680 1129">Nearly empty</td> <td data-bbox="680 1050 1019 1129"></td> </tr> <tr> <td data-bbox="226 1129 680 1198">Empty</td> <td data-bbox="680 1129 1019 1198"></td> </tr> </tbody> </table>	Vocabulary	Picture	Nearly full		Full		Half full		Nearly empty		Empty		<p>We would explain the term capacity to the children as 'measuring how much fluid fits inside a container.' Introduce your child to the fact it is measured in millilitres and litres or in imperial pints and gallons.</p> <p>The vocabulary the children would be expected to use when describing how much a container holds is-</p> <p>Full, half full. Nearly full, nearly empty and empty</p>
Vocabulary	Picture													
Nearly full														
Full														
Half full														
Nearly empty														
Empty														
2	<p style="text-align: center;">Capacity and volume worksheet (if you can print it out)</p> <p>If you can't print the sheet out, then divide a piece of paper in half. At the top write Greatest capacity on one side and Smallest capacity on the other. Ask the children to compare two containers. They can then draw which one they think has the Greatest capacity and which one has the Smallest capacity.</p>	<p>There is a worksheet that you can use if you have access to a printer. If you do not, you can go on a hunt around the house/garden. Which has the greatest capacity? A bucket or a bottle? Which has the smallest capacity? A cup or a bottle of milk? Encourage your child to find different containers to compare.</p>												

3

Containers in the kitchen

Have a look for containers that hold drink. Have you got any water bottles/fizzy drink bottles/squash bottles? Can you describe how much is in them are they full, half full, nearly full, nearly empty, empty? Can you write the word underneath to describe the bottle?



Can you help your child find the label that tells them what a full bottle would hold? What is it measured in, for example Millitres, litres, pints or gallons?

4

Ordering cups by capacity

Please see separate sheet-Ordering cups



You do not need to print this sheet out, but it provides you with instructions. Your children are asked to use water to fill different amounts in cups. You might want to do this activity outside!

