

## Measure Activity Booklet – Advice for Parents for New Learning

Measure was due to be our next block in school. We have just done time and then were to move onto money revision (as money was a challenge last time), and measuring length, height, mass and speed. We have not covered this yet in class so much of the learning will be new to the children. Here are the key teaching points to introduce to your children to help with the activity booklet. We will go over as much of this as we can when we return to school, but the more they learn at home, the better!

In each section, the questions get harder as they go along so please don't panic if the later questions are tricky. Children may need support to understand what the question needs them to do 😊

### **Reading Scales (p3-6)**

- The arrow will point to the measurement we need to work out. Sometimes this is easy if the arrow points directly to a number.
- Sometimes you need to work out missing numbers on a scale, as the arrow isn't pointing directly to a number. Start from zero and 'test' what fits in with the numbers you can see by counting along the markings in 1s, then 2s, then 5s, then 10s. When you've figured out what fits, you can label the missing numbers on the scale.
- Make sure you give your answers in the correct unit (if you don't say what you're measuring in, I'll assume you mean sausages!). Unfortunately, some of the images in the booklet aren't labelled with their units but: *speedometer is miles per hour, bottles are millilitres, ruler is centimetres and thermometer is degrees Celsius*. This could be a good discussion point with the children before you start to see if they remember this from Y1.
- When using < or >, remind the children that these are like crocodiles and they eat the biggest number.
- When answering problems about different values, we always recommend working them out and labelling them first before trying to answer the main question (e.g. Question 3).

### **Compare and Order Lengths and Mass (p7-10)**

- Children will need to be taught which measurements to refer to for length (the cm measurements), which for heaviness (the kg measurements) and which for speed (the km/h measurements). Talk through with the children what these units mean and give them familiar examples to help them visualise them, e.g. "this is what a cm looks like" or "a km is about from Harrogate bus station to the Cairn".
- When ordering, we say to only worry about one side of the order and the other side will sort itself out. For example, if ordering from shortest to longest, start with the shortest, then the next shortest, then the next shortest, etc until complete. The longest will sort itself.
- For question 9, make sure they record the measurements next to the animal name to make it easier for them to compare.

### **Coins (p12-14)**

- Remind children what each coin looks like. Use real coins if possible. Remind of sequence: bronze, silver, gold (like the Olympic medals) in terms of increasing value.
- To count coins that are only in pence, start with largest value coin then count in tens, then 5s, then add the 2s and 1s. If children are not confident to count in 20s, they can count a 20p coin as two 10ps.
- If there are pounds, count the pounds first → stop and record. Then count the pence separately as above.
- For question 2 and 3, again, encourage children to record the amounts in the boxes before trying to answer the main question.
- For word problems, encourage children to write down a number sentence to help them solve it, then it is simply arithmetic which they're good at!
- **We have not done change yet.** For change problems, explain to children that the shopkeeper looks at the money you give him, takes away the money for the items, and gives you the rest back. Explain that 'change' always requires a take-away number sentence and that take-aways must always start with the bigger number. When they're recorded a number sentence, remind them to choose a sensible method to work it out (e.g. column method, or drawing tens and ones if not confident).
- If a problem has '£1' in it, encourage children to convert to 100p to make it easier to do their number sentence.

### Time (p15 – 20)

- We have a special method for time telling to the nearest 5 minutes. It's tricky but the children are getting used to the steps. We ALWAYS look at the minute hand first.
  1. Minute hand – is it a 'past' time or a 'to' time? (Look at which side of the clock it's on)
  2. Minute hand – count in 5s, how many minutes PAST the hour (if it's a past time, or TO the next hour (if it's a to time)?)
  3. Hour hand – check the hour hand to see which hour it has gone PAST (for a past time) or is going TO (for a to time)
- Remember if the big hand is at the top, it's not a past or to time, it's an 'o'clock' time.
- Remember, we don't say: 15 past (quarter past) 15 to (quarter to) or 30 past (half past). We link these numbers to 15 being a quarter of the whole 60 minutes, and 30 being half of the 60 minutes.