Dear Parents/Carers,
This powerpoint takes the children through the learning sequence. If possible please talk through the slides with your child and check their understanding. The slides start at a basic level to re-cap previous learning.

Mass, Capacity and Temperature

14.5.20

14.5.20

LO: I can measure in litres

Mathematical Vocabulary

Capacity is the amount something can hold.

Volume is the amount of something in the container.

Try this out at home –

Get a jug. How many **millilitres (ml)** does the jug hold? This is the **capacity**.

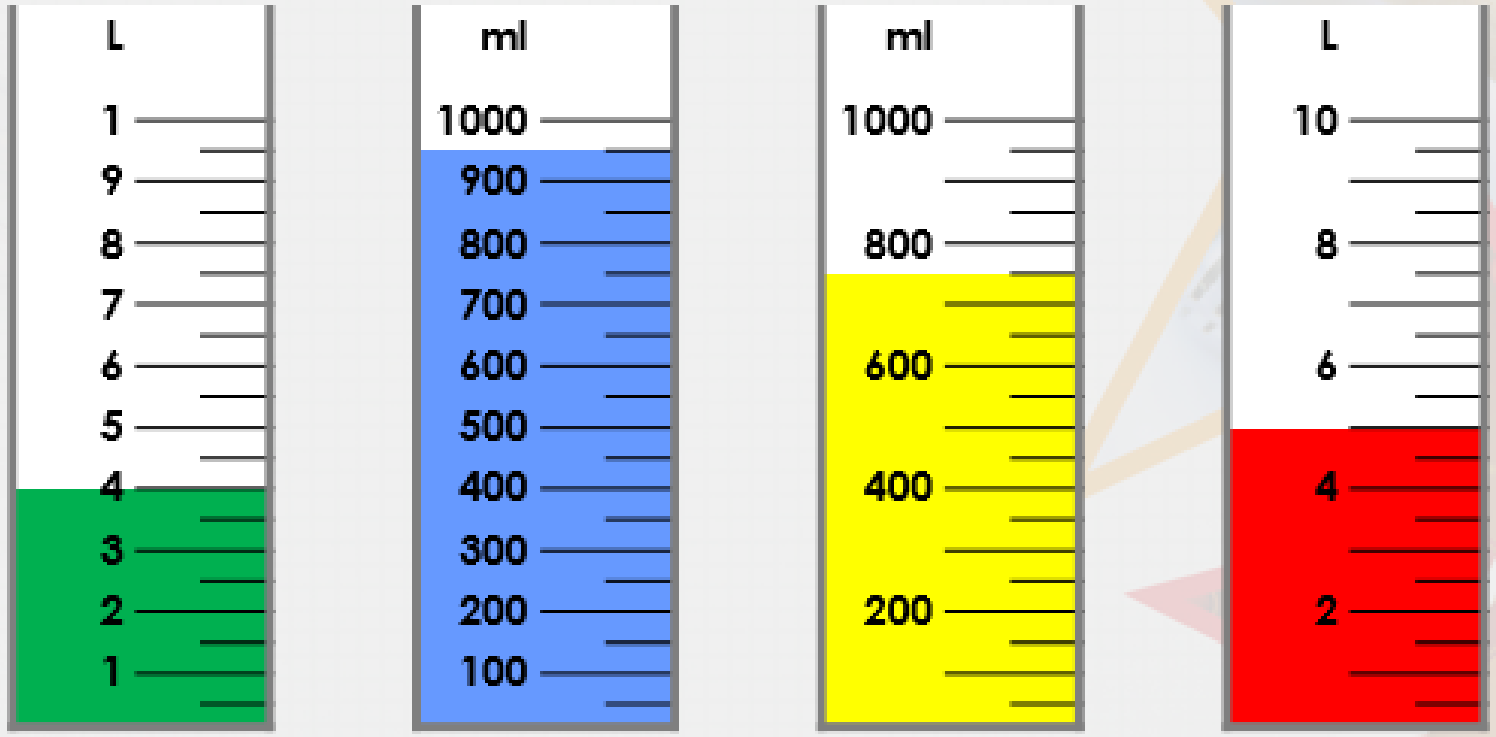
Fill the jug with 250ml of water. This is the **volume**.

We measure liquid in **millilitres (ml)** and **litres (l).**

There are 1000ml in 1l

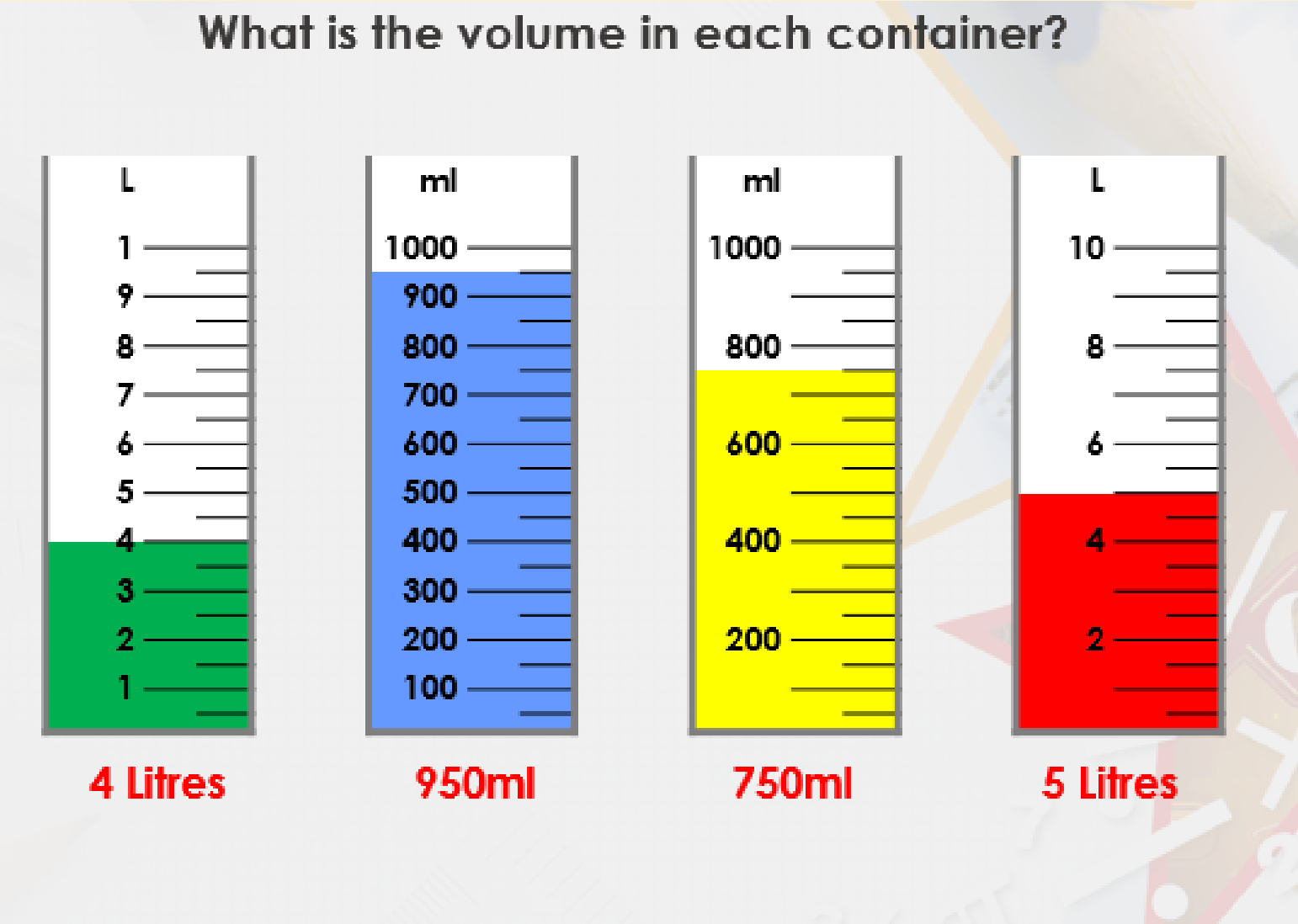
Starter

What is the volume in each container?



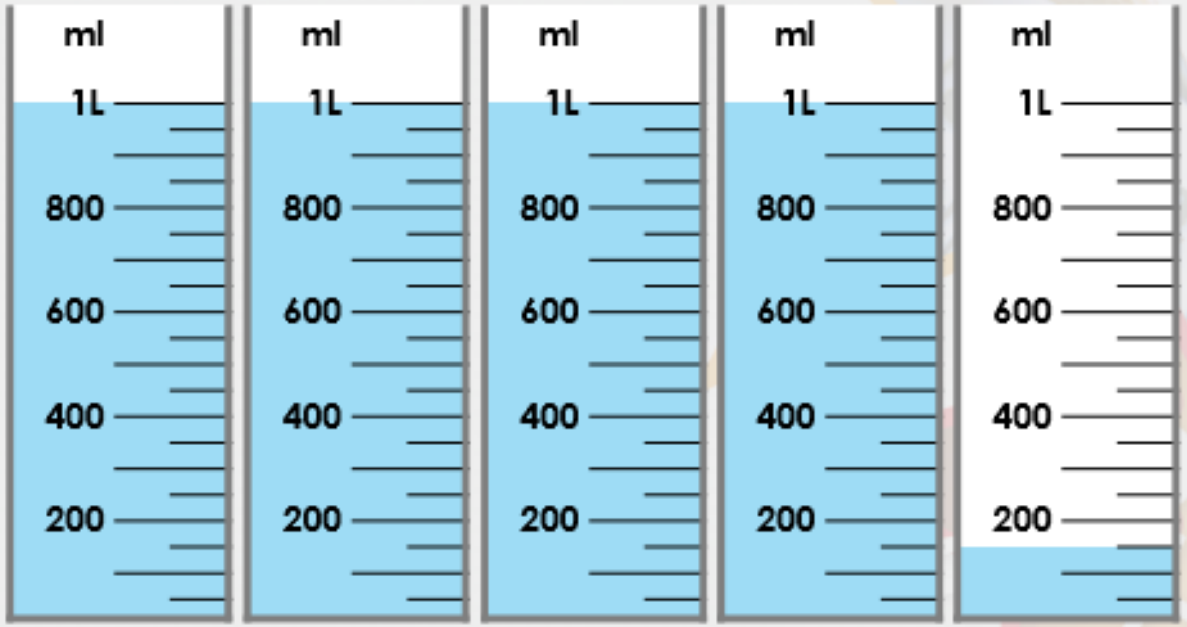
Look at what unit of measurement is on each container. Write the answers in your book.

Starter - answer



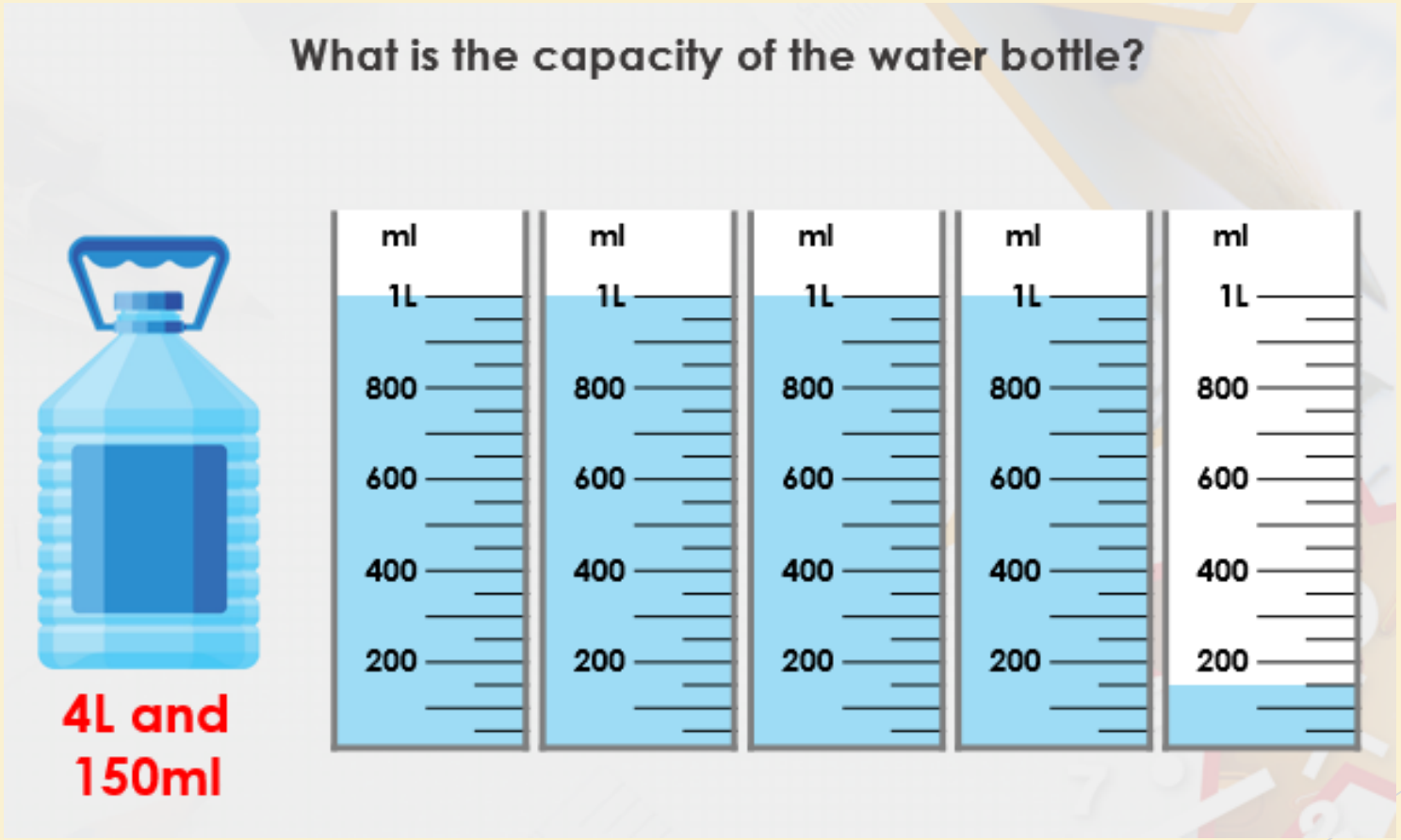
Descriptive Teaching

What is the capacity of the water bottle?



The water has been emptied into 4 containers. What operation do we need to use to find out the total capacity?

Descriptive Teaching - Answer

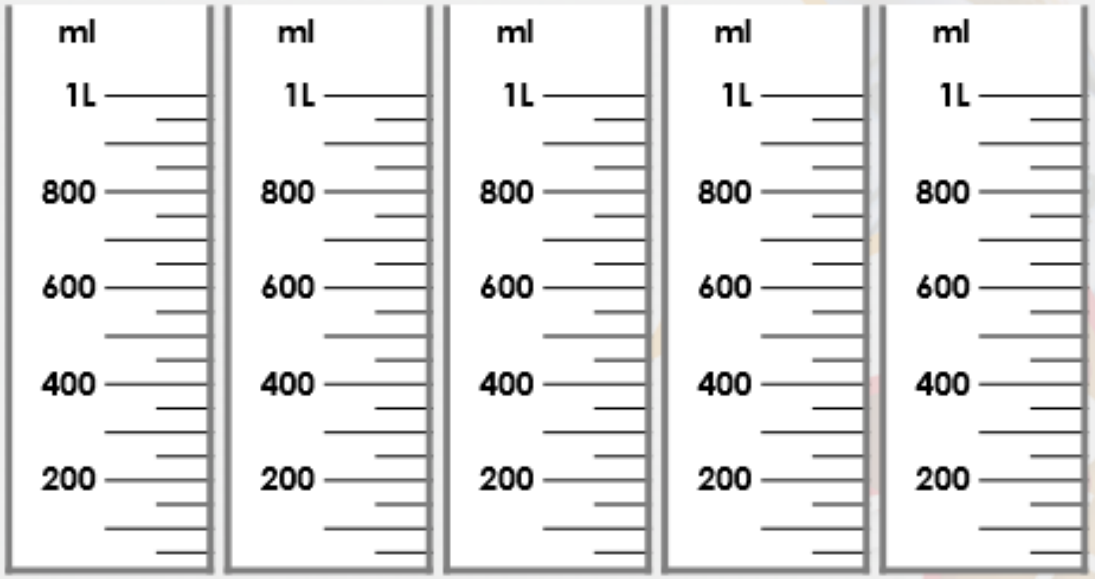


We had to use addition to work out the total amount.

Descriptive Doing

Colour the containers to show the given volume.

2L and 950ml

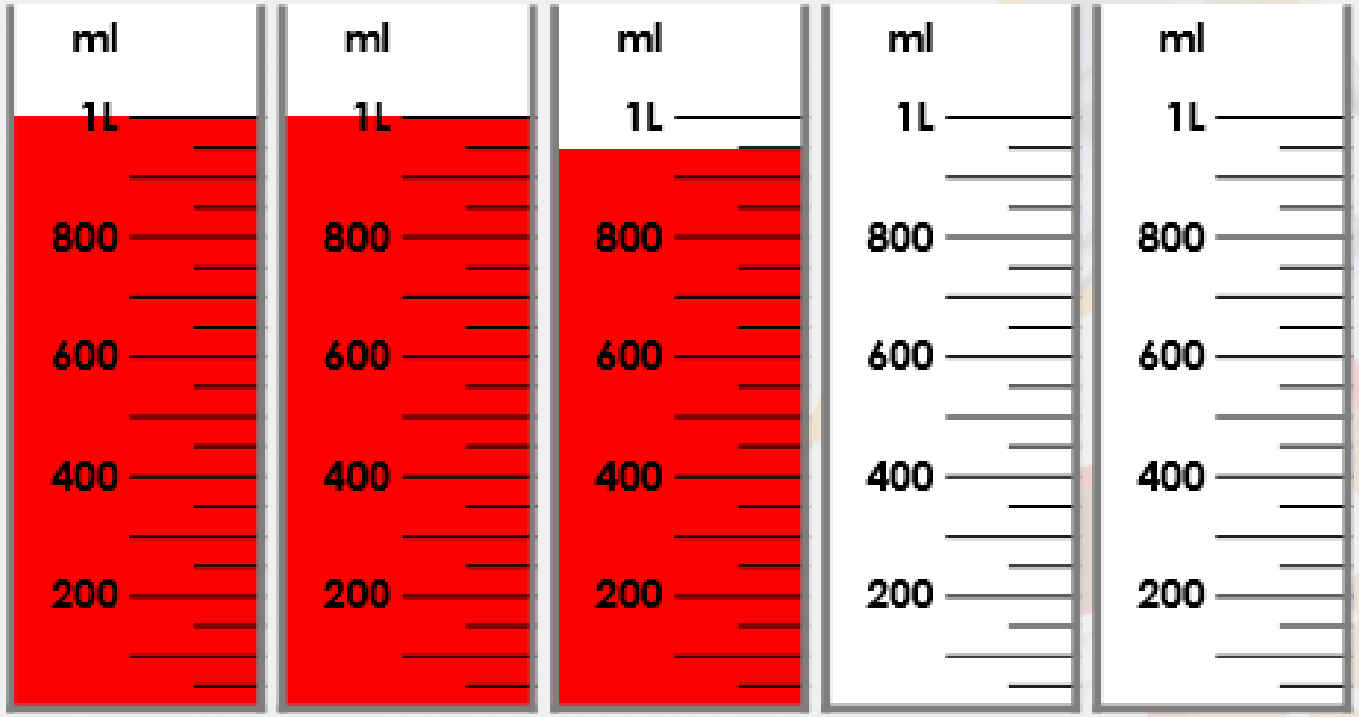


Draw the containers in your book and colour in the amount of water.

Descriptive Doing - Answer

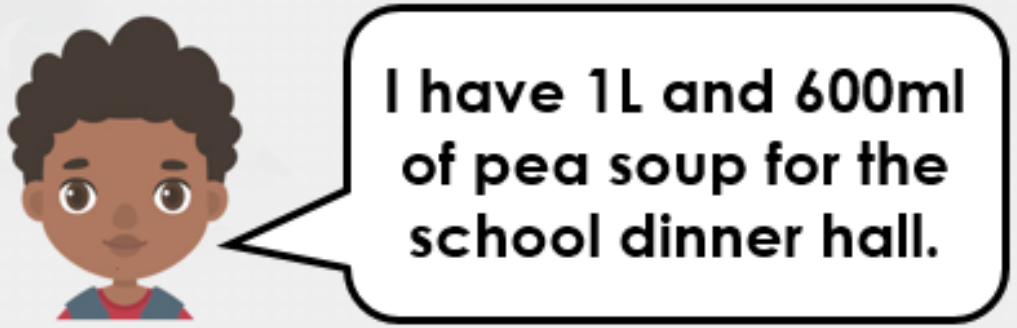
Colour the containers to show the given volume.

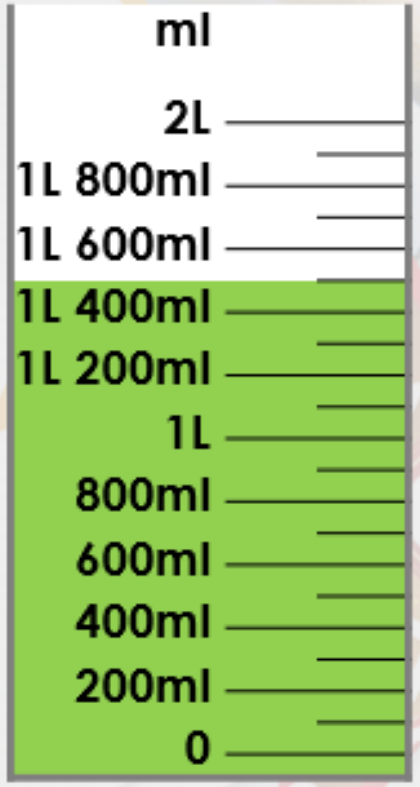
2L and 950ml



Reflective Teaching

True or false?



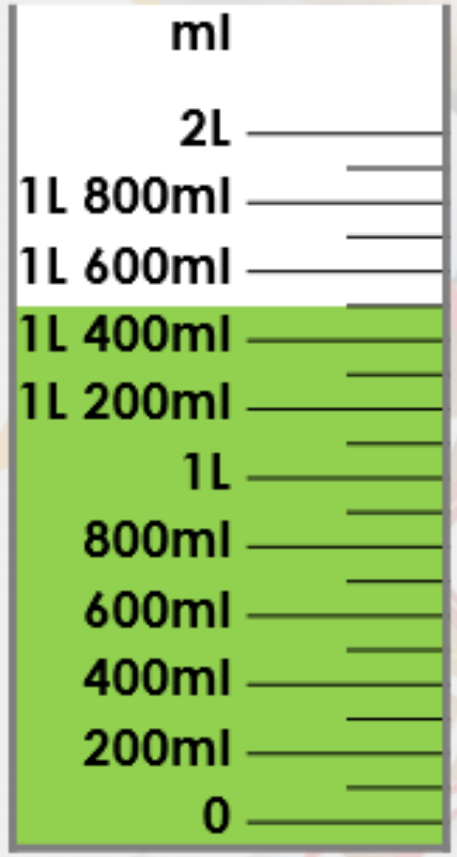


Tell an adult the answer.

Reflective Teaching - Answers

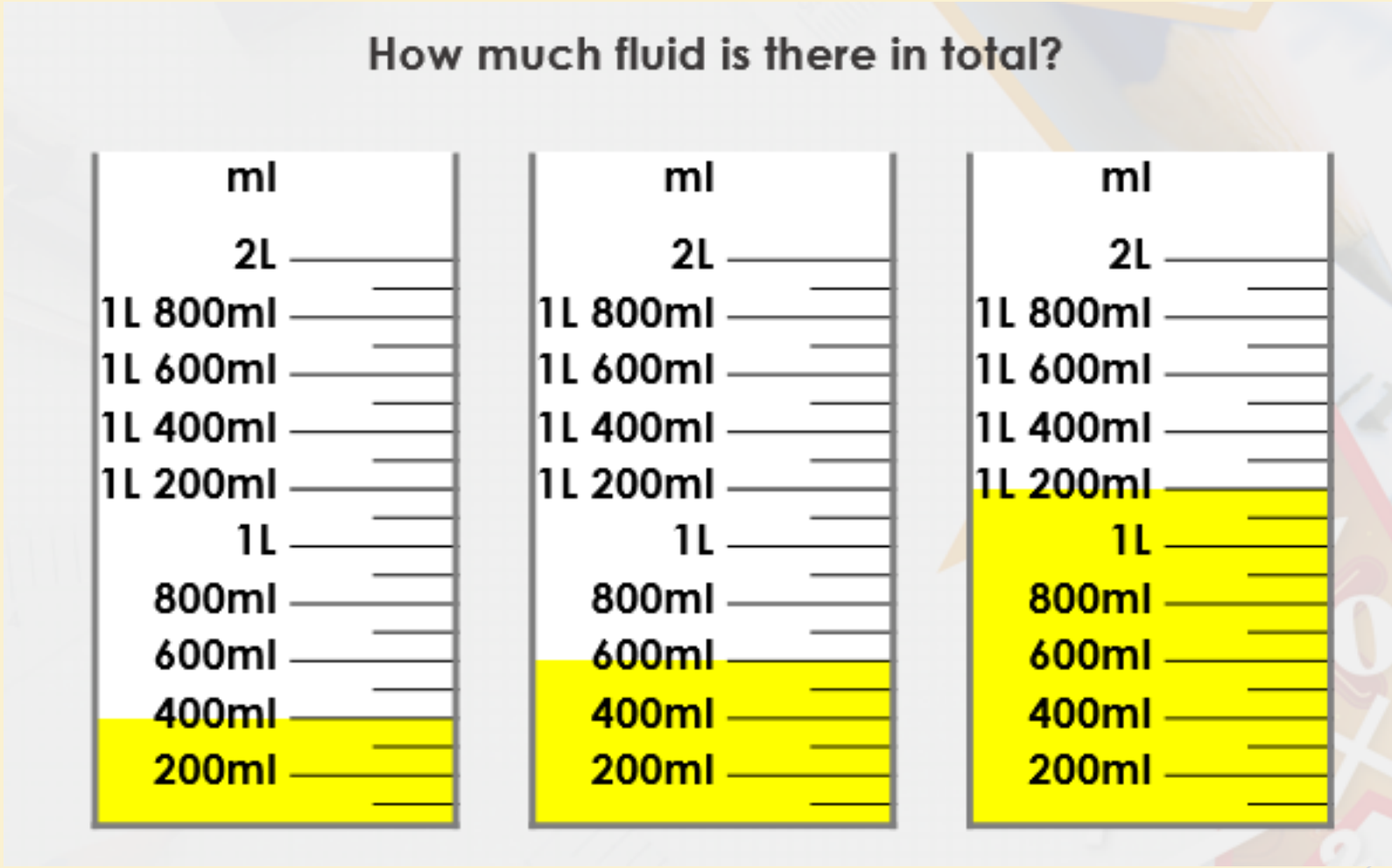
True or false?

I have 1L and 600ml of pea soup for the school dinner hall.



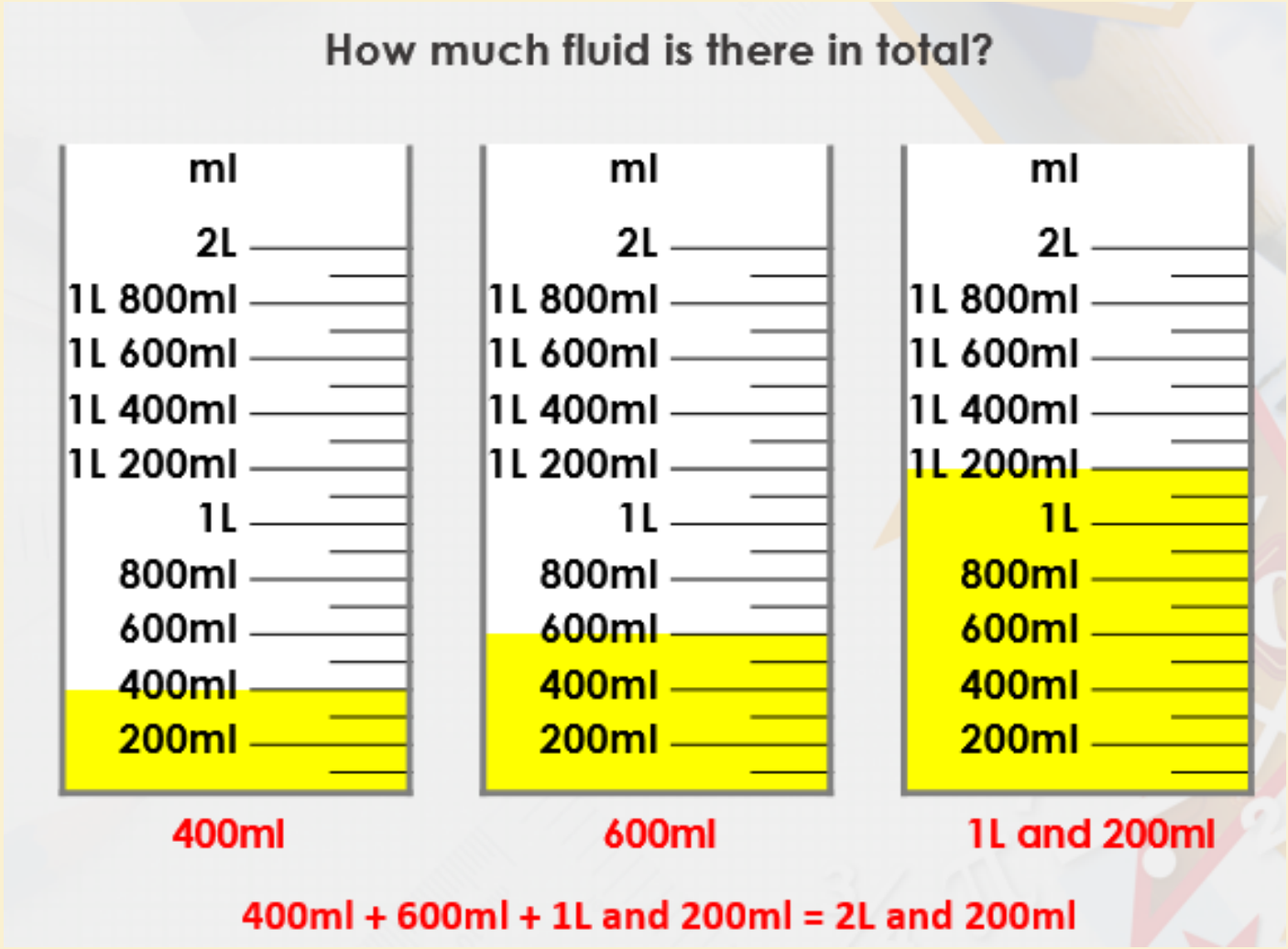
False. He has 1L and 500ml.

Reflective Doing



What operation do we use to find the total? Work out the answer in your book.

Reflective Doing - Answers



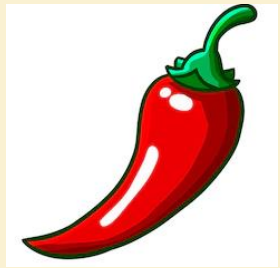
We use addition to work out the total amount.

Independent work

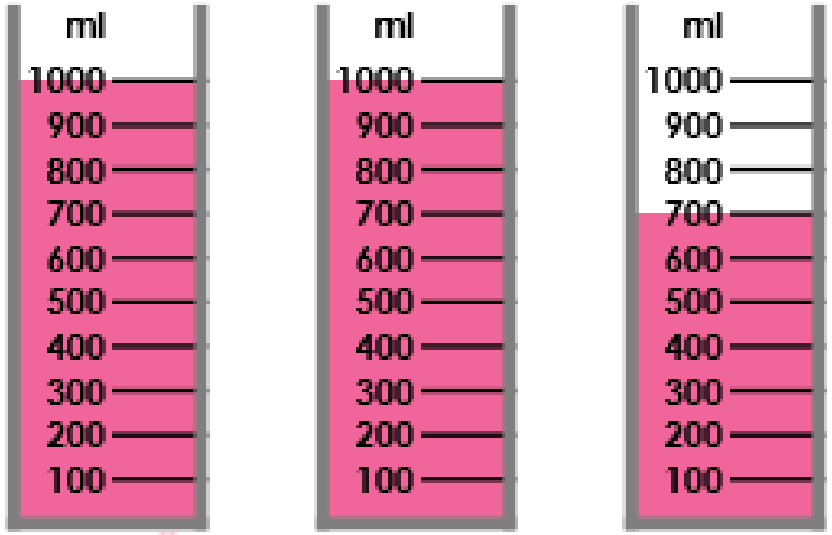
The following slides are questions for you to work through independently.

There are 3 sets of work - 1 chili (the easiest), 2 chilies, 3 chilies (the hardest). Choose one set you feel most comfortable with.

Independent work



1a. Circle the capacity of the teapot.

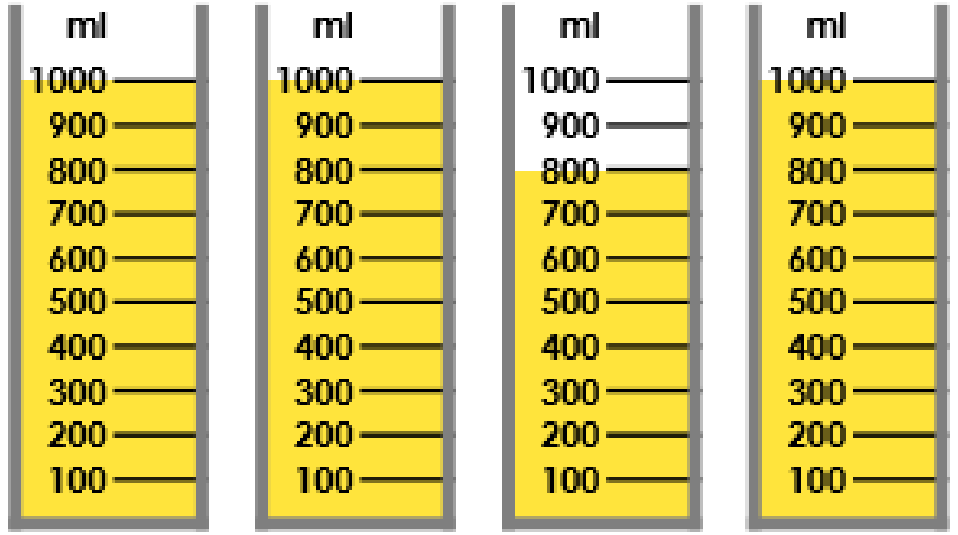


3L and 700ml

2L and 700ml

3 VF

1b. Circle the capacity of the honey pot.

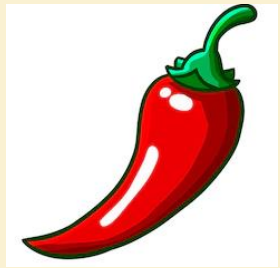


3L and 800ml

4L and 300ml

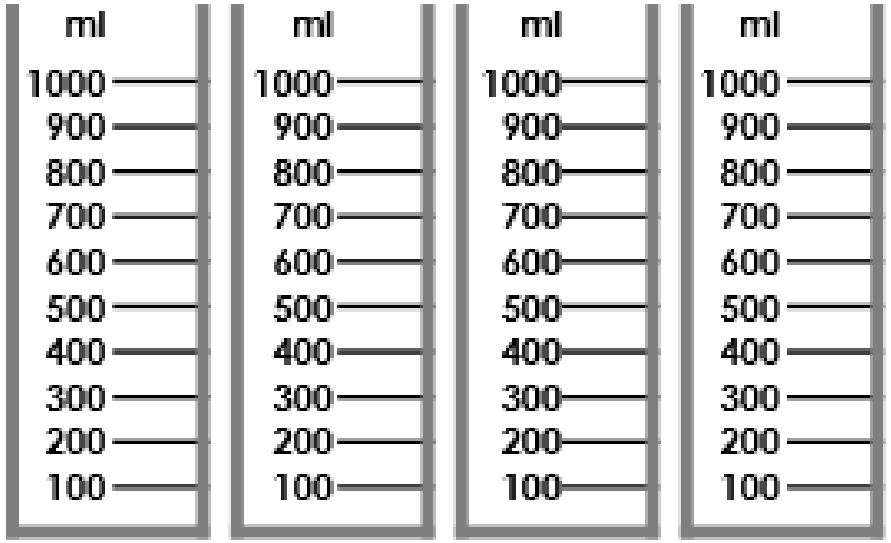
3 VF

Independent work



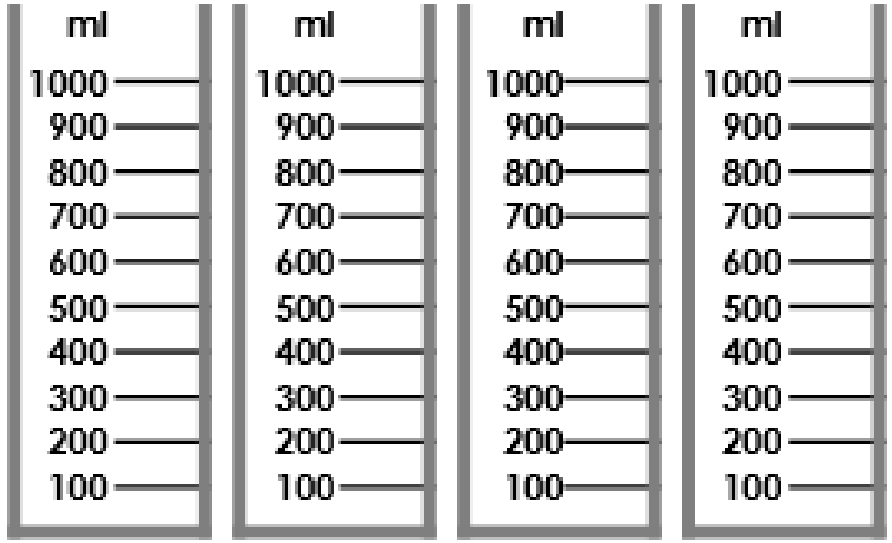
2a. Colour the containers to show the given volume.

3L and 500ml

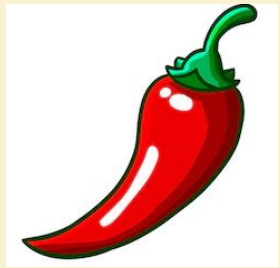


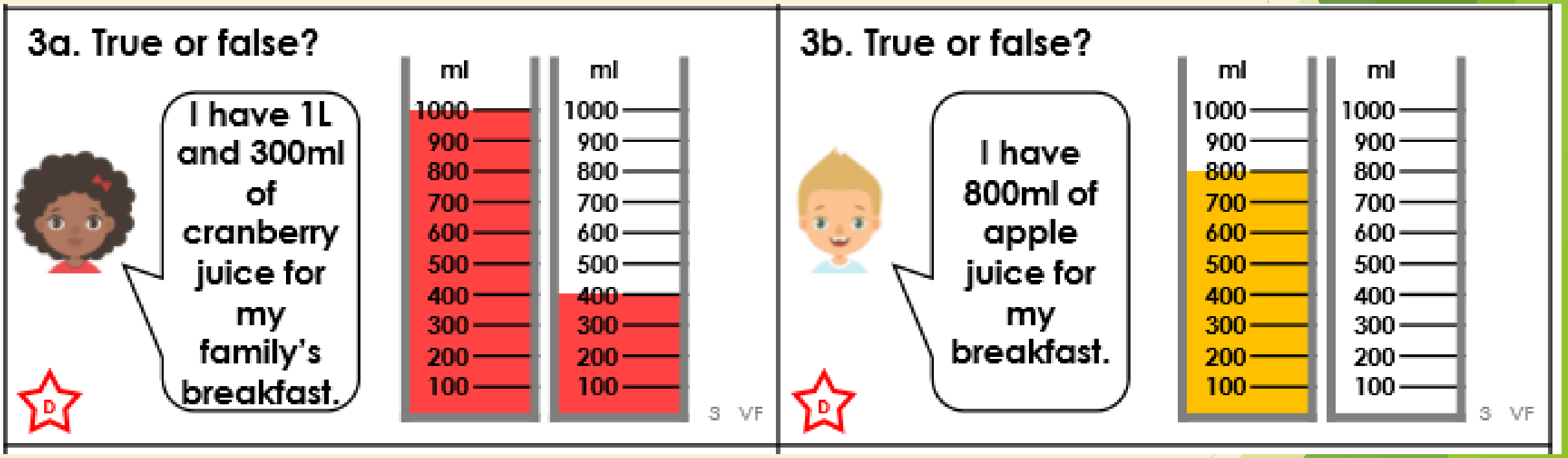
2b. Colour the containers to show the given volume.

2L and 700ml

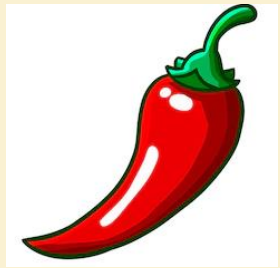


Independent work

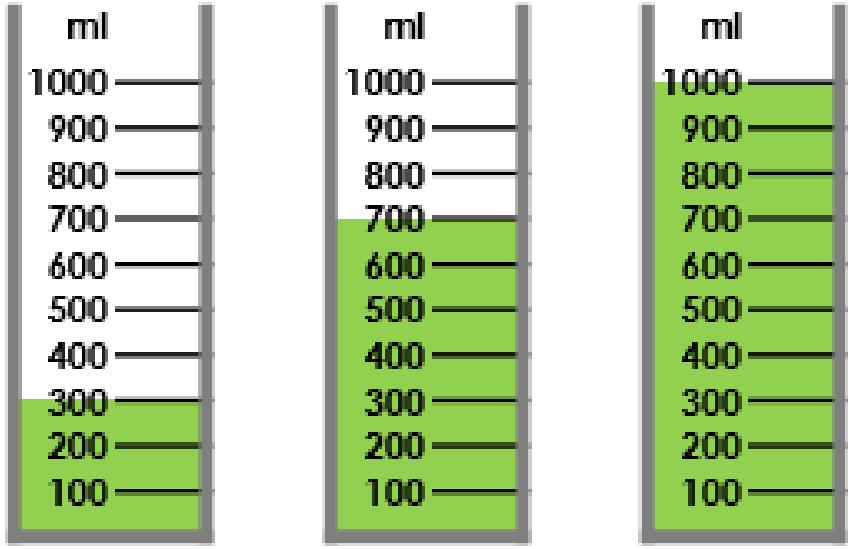




Independent work



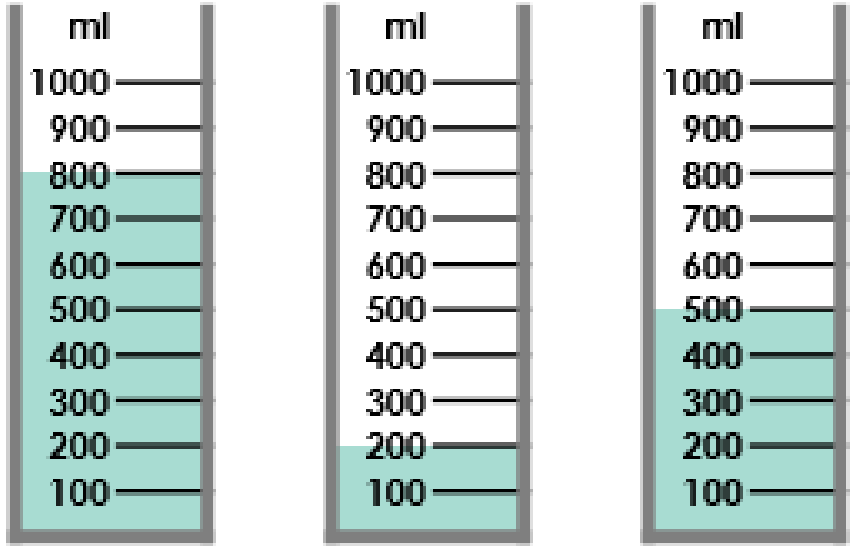
4a. How much liquid is there in total?



D

3 VF

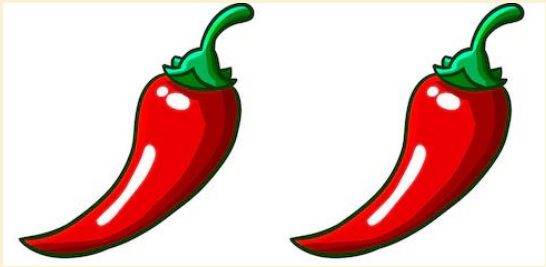
4b. How much liquid is there in total?



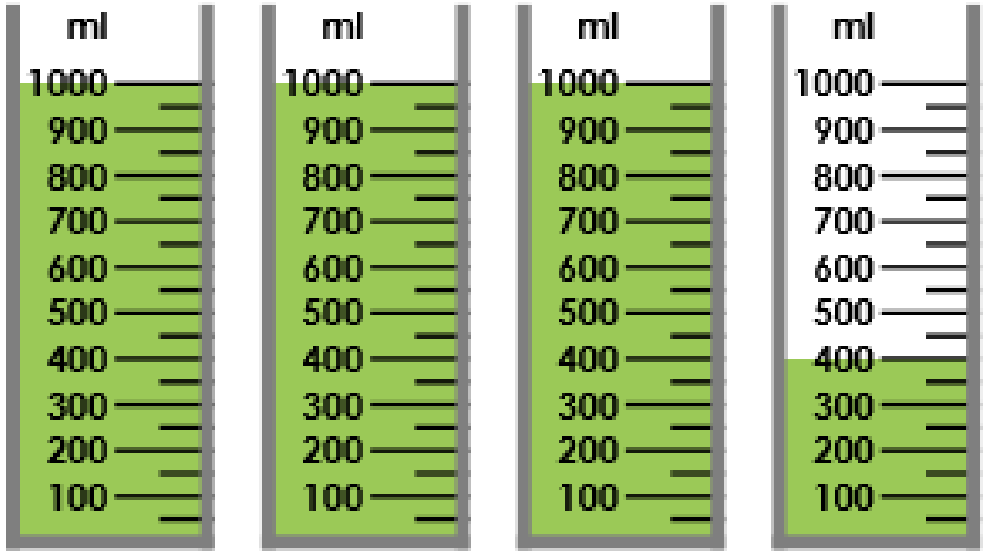
D

3 VF

Independent work



5a. Circle the capacity of the teapot.



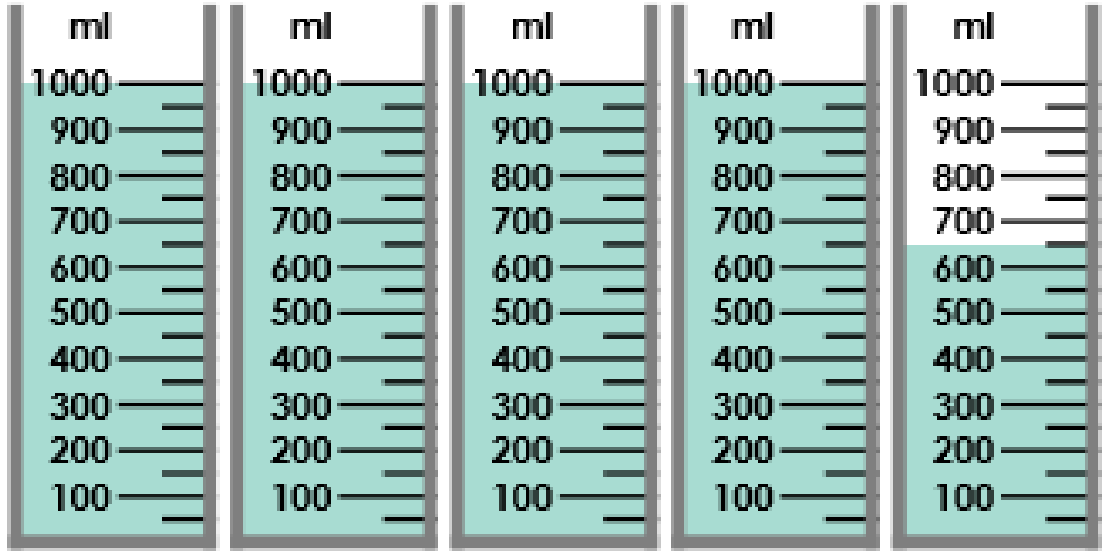
3L and 350ml

4L and 400ml

3L and 400ml

3 VF

5b. Circle the capacity of the teapot.



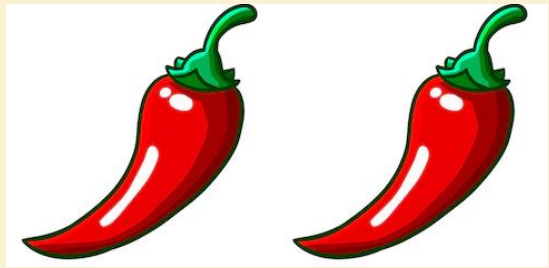
4L and 600ml

4L and 650ml

4L and 700ml

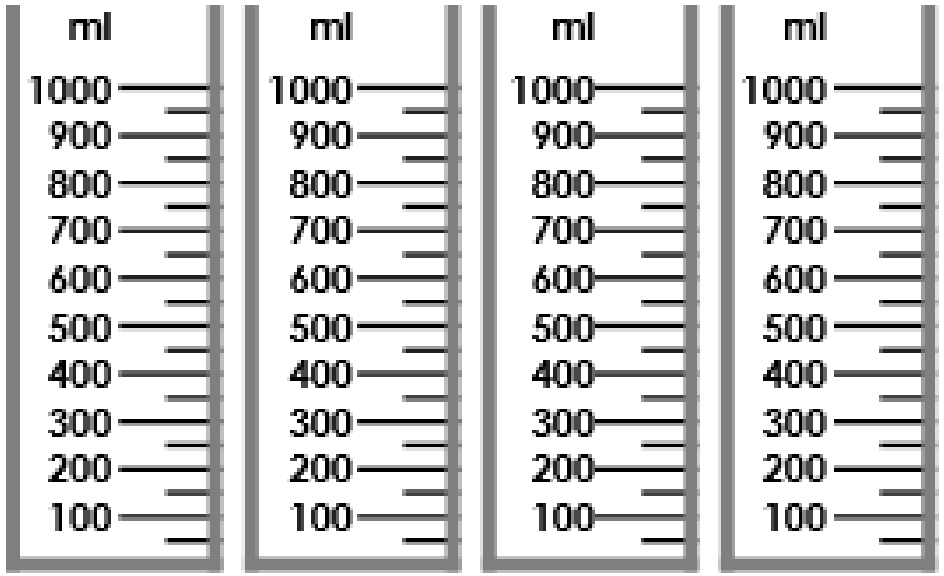
3 VF

Independent work



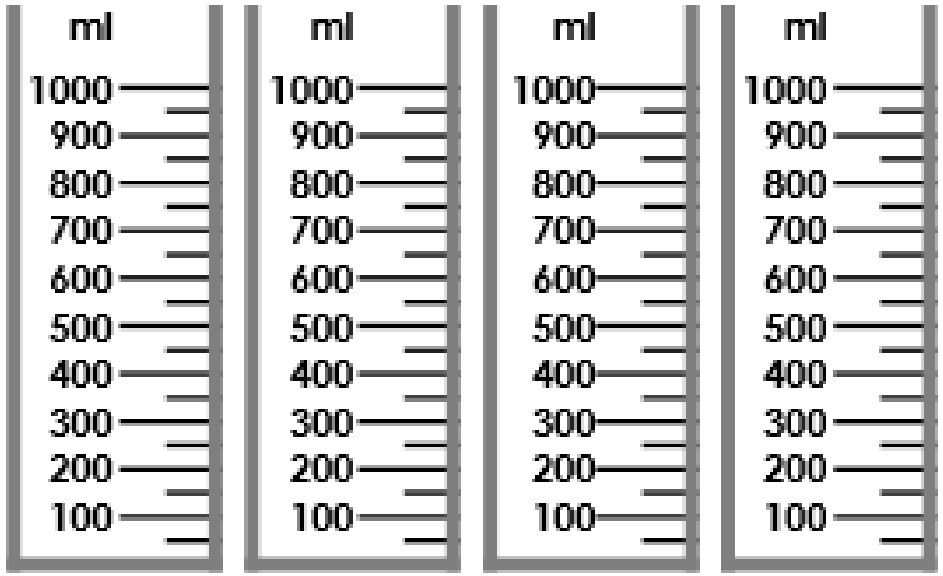
6a. Colour the containers to show the given volume.

3L and 650ml

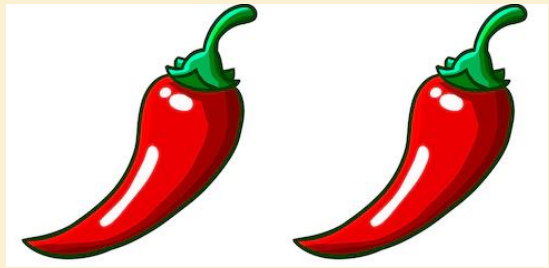


6b. Colour the containers to show the given volume.

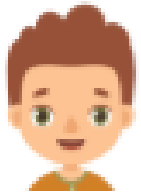
2L and 150ml



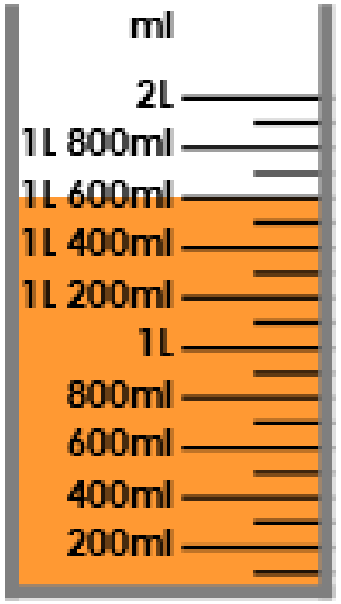
Independent work



7a. True or false?

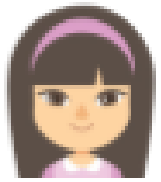


I have 1L and 500ml of orange juice for my family's breakfast.

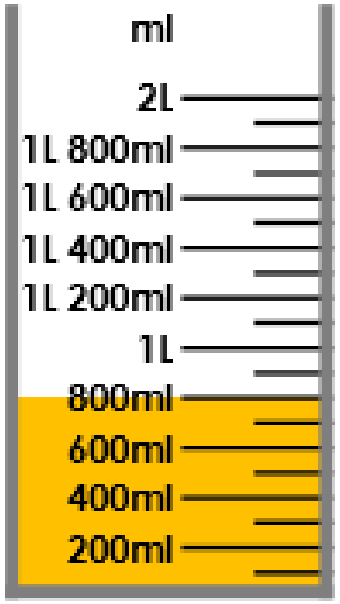


S VF

7b. True or false?

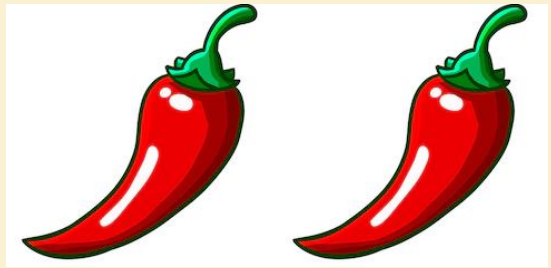


I have 1L and 800ml of syrup to bake some flapjacks.

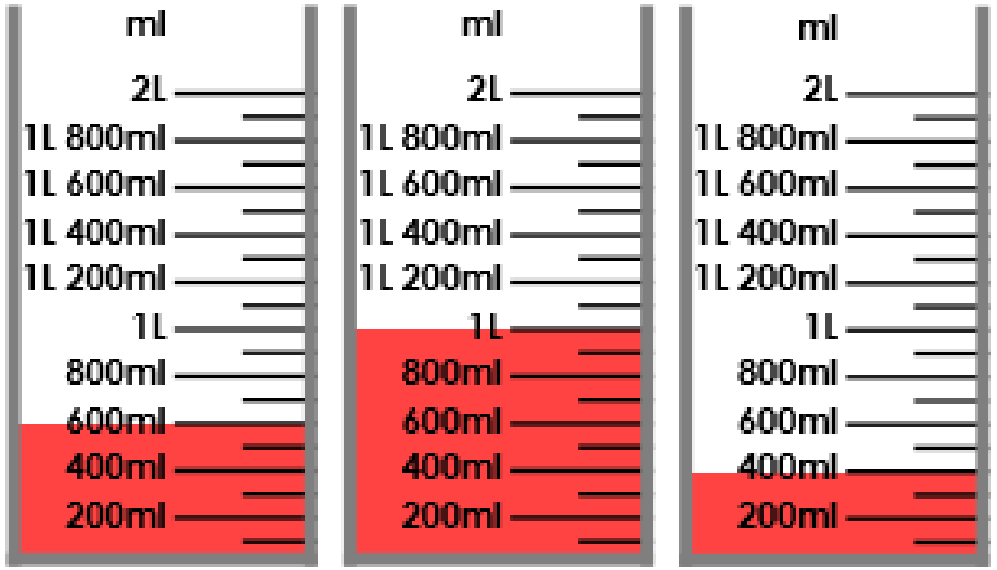


S VF

Independent work



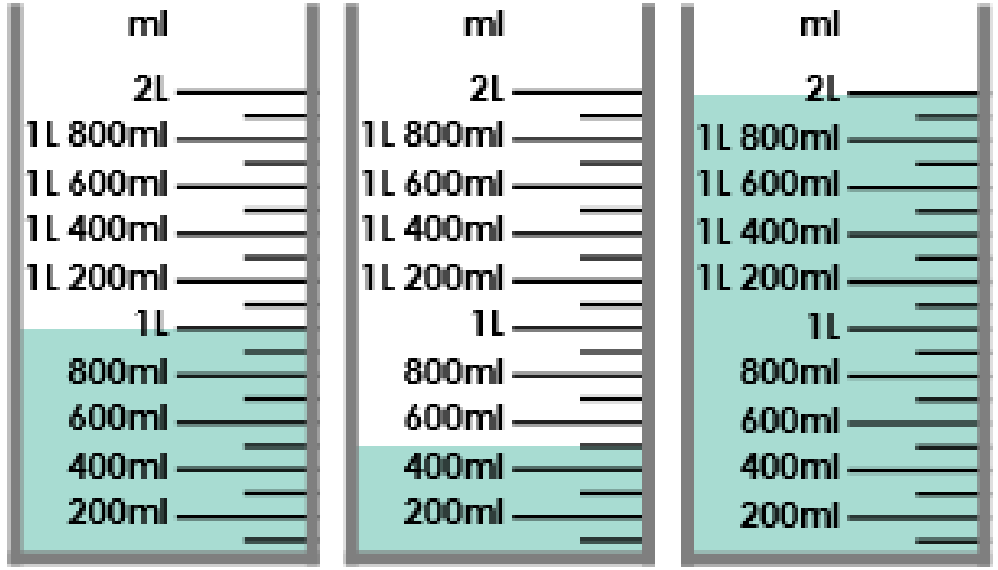
8a. How much liquid is there in total?



E

3 VF

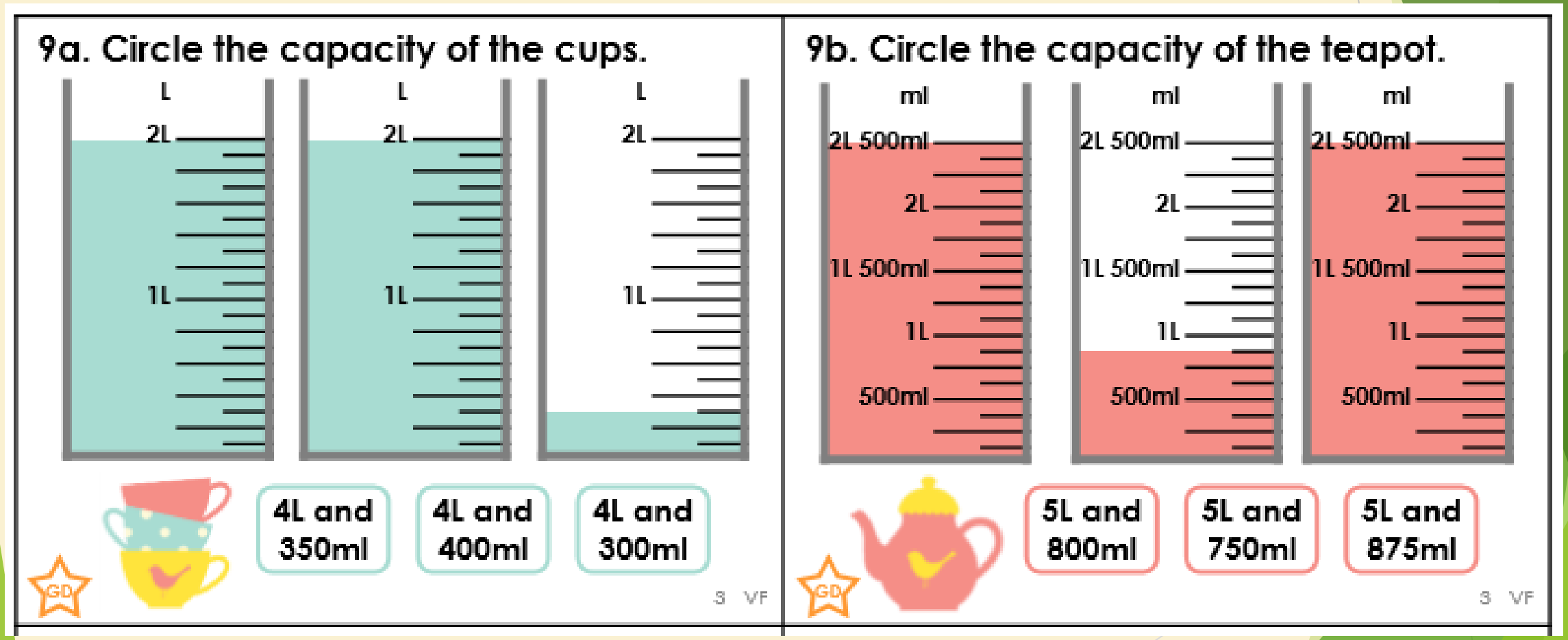
8b. How much liquid is there in total?



E

3 VF

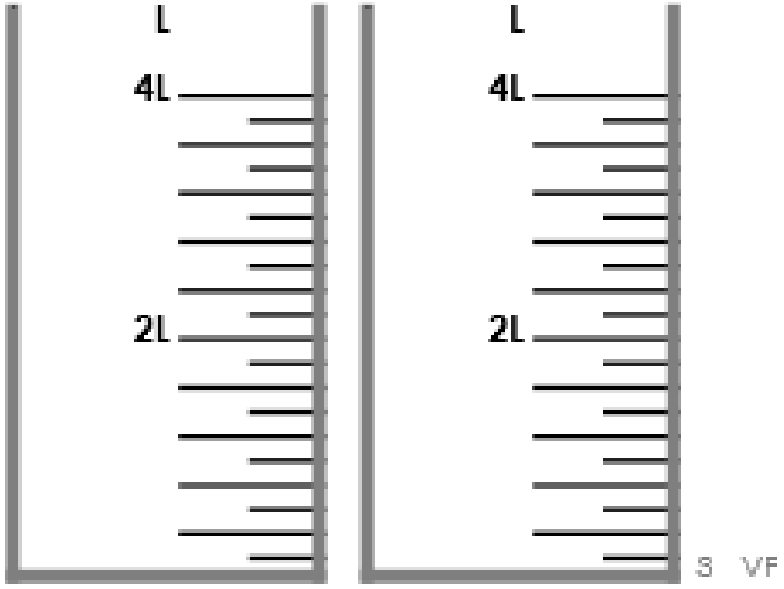
Independent work



Independent work

10a. Colour the containers to show the given volume.

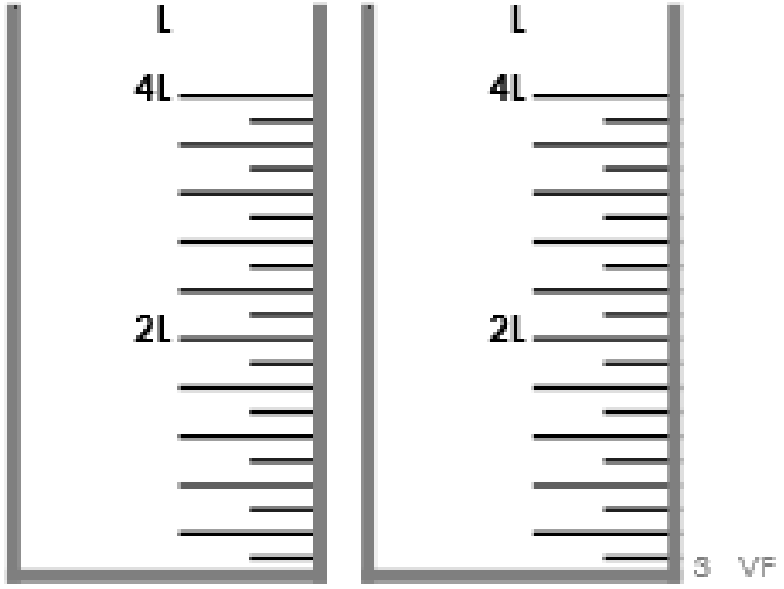
6L and 600ml



GD

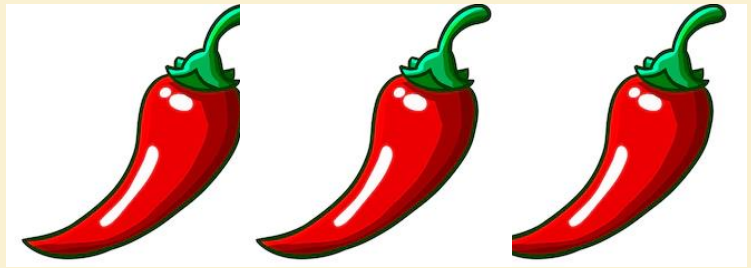
10b. Colour the containers to show the given volume.

7L and 200ml



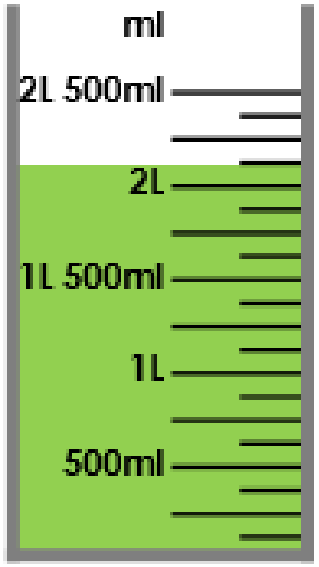
GD

Independent work



11a. True or false?

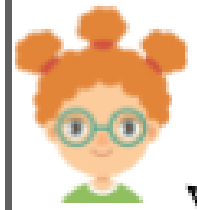
I have 2L and 250ml of kale smoothie for my class's lunch time.



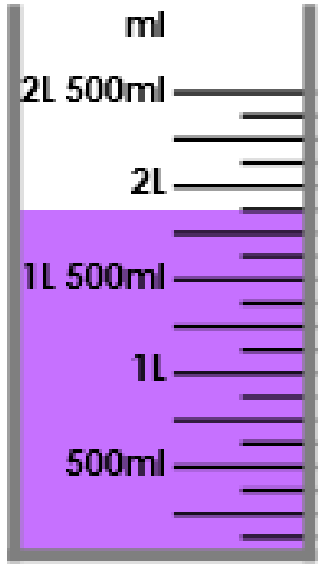
GD

3 VF

11b. True or false?



I have 1L and 750ml of blackcurrant squash for my class's play time.

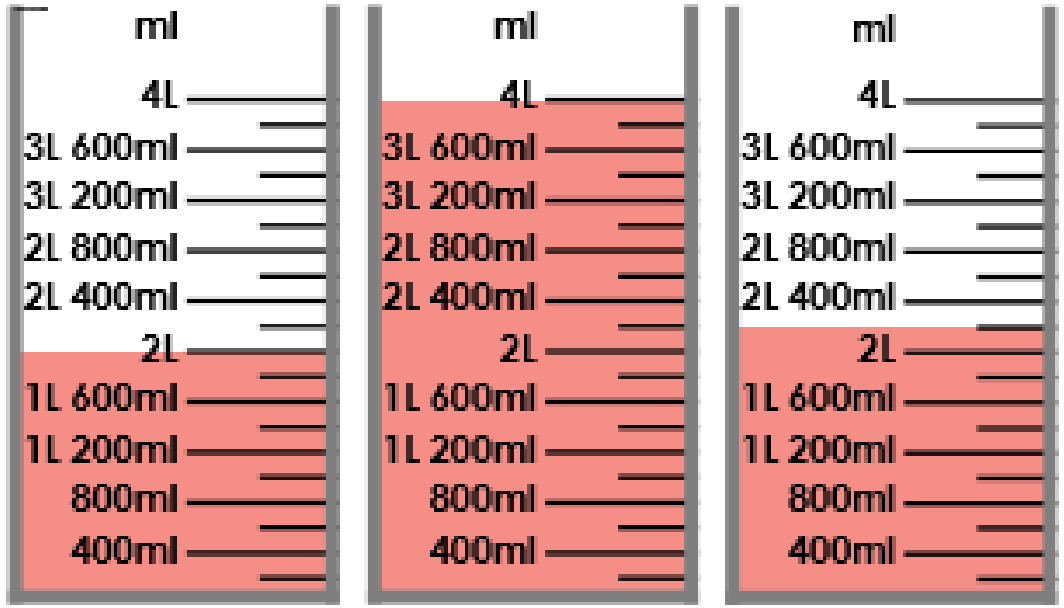


GD

3 VF

Independent work

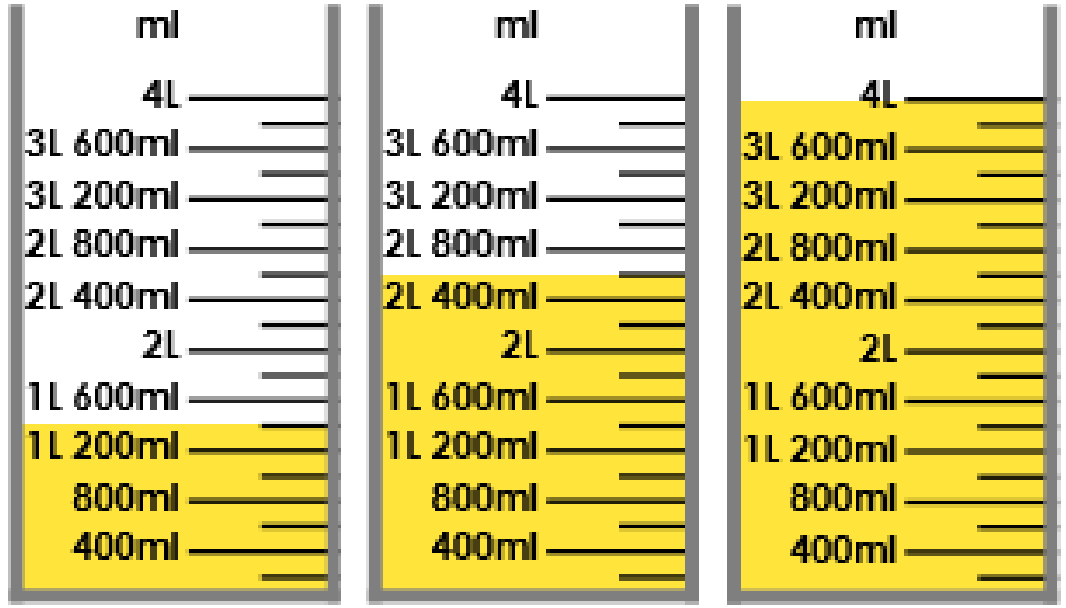
12a. How much liquid is there in total?



GD

S VF

12b. How much liquid is there in total?



GD

S VF

Answers

Developing

1a. 2L and 700ml
2a. Three with lines at 1,000ml and one with a line at 500ml
3a. False, she has 1L and 400ml
4a. 2L

Expected

5a. 3L and 400ml
6a. Three with lines at 1,000ml and one with a line at 650ml
7a. False, he has 1L and 600ml
8a. 2L

Greater Depth

9a. 4L and 300ml
10a. One with a line at 4L and the other at 2L 600ml.
11a. False, she has 2L and 125ml
12a. 8L and 200ml

Developing

1b. 3L and 800ml
2b. Two with lines at 1,000ml and one with a line at 700ml
3b. True
4b. 1L and 500ml

Expected

5b. 4L and 650ml
6b. Two with lines at 1,000ml and one with a line at 150ml
7b. False, she has 800ml
8b. 3L and 500ml

Greater Depth

9b. 8L and 875ml
10b. One with a line drawn at 4L and the other drawn at 3L 200ml.
11b. False, she has 1L and 875ml
12b. 8L

Reflection Time

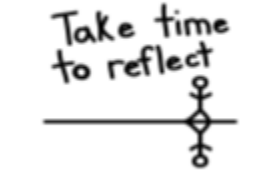
Carl fills the measuring cylinder with liquid. The volume is more than 1L and 400ml but less than 1L and 600ml. Which of these containers could he fill exactly?

A. 1L and 200ml

B. 1L and 650ml

C. 1L and 900ml

D. 1L and 500ml

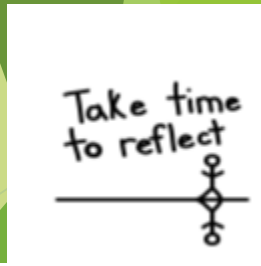


Reflection Time - Answers

Carl fills the measuring cylinder with liquid. The volume is more than 1L and 400ml but less than 1L and 600ml. Which of these containers could he fill exactly?

A. 1L and 200ml

B. 1L and 650ml

C. 1L and 900ml

D. 1L and 500ml ✓