

Our Maths Learning Journey

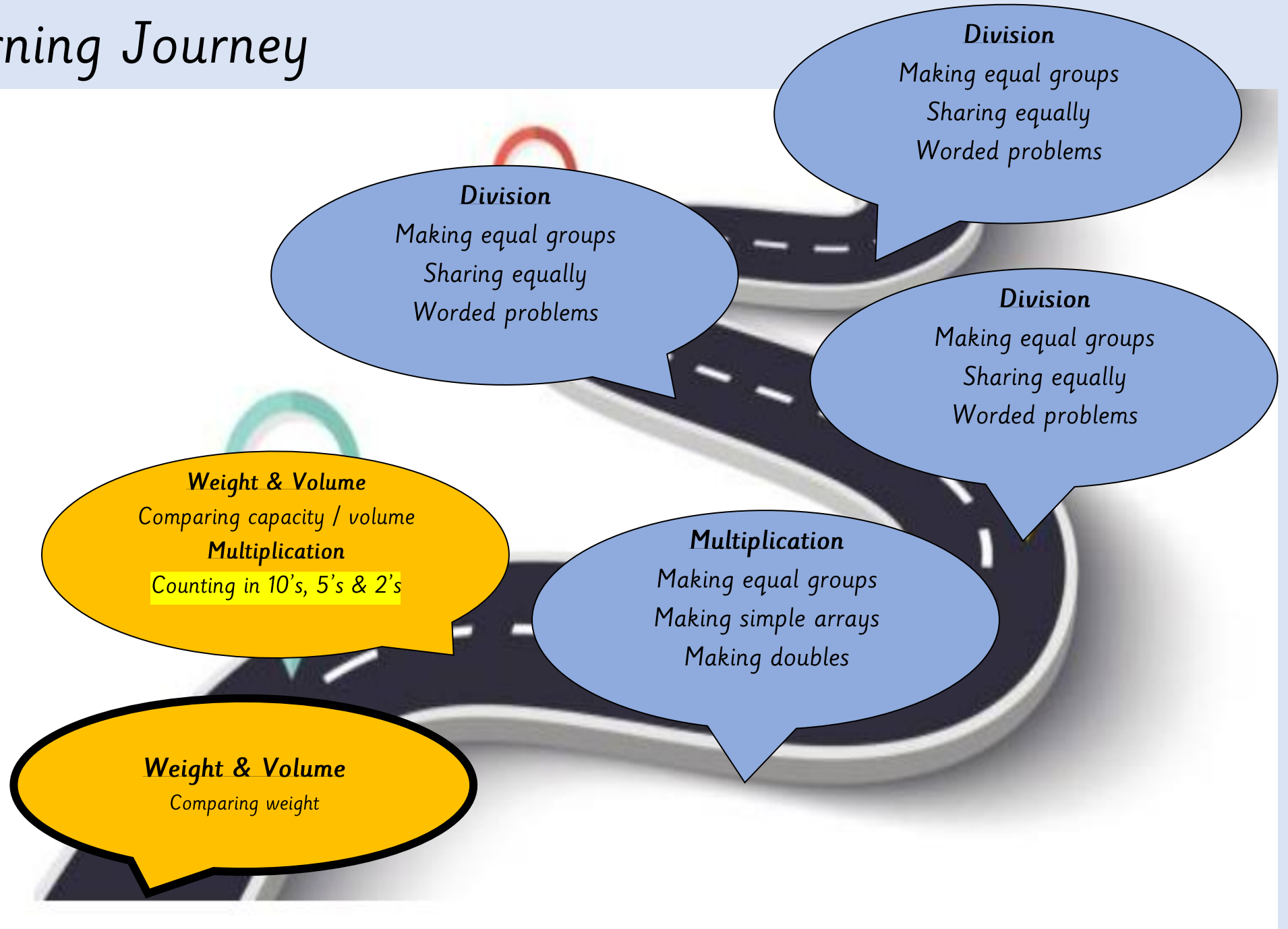
Key vocabulary:

measure weight,
capacity, volume,

2's, 5's, 10's,

pattern, sequence,
counting, groups,

pair, unequal,
share



Monday 23rd February 2026

Wow day

Tuesday 24th February 2026



3 Who is correct?



Sam

The balloon will go down because it is bigger.



Katie

They will be equal because they are the same shape.



Maria

The balloon will go up because it is lighter.



Hassan

The egg will go down because it is lighter.



I think the bigger items are heavier.



Is that always true?





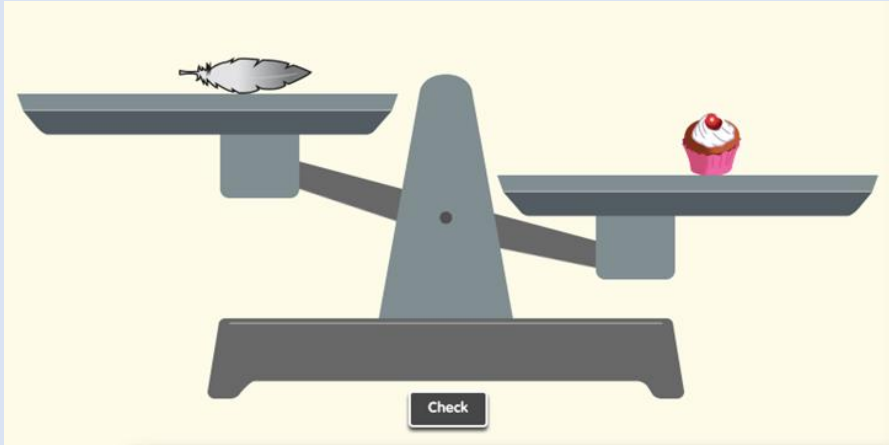
LQ: Can I compare capacity?

Steps to success

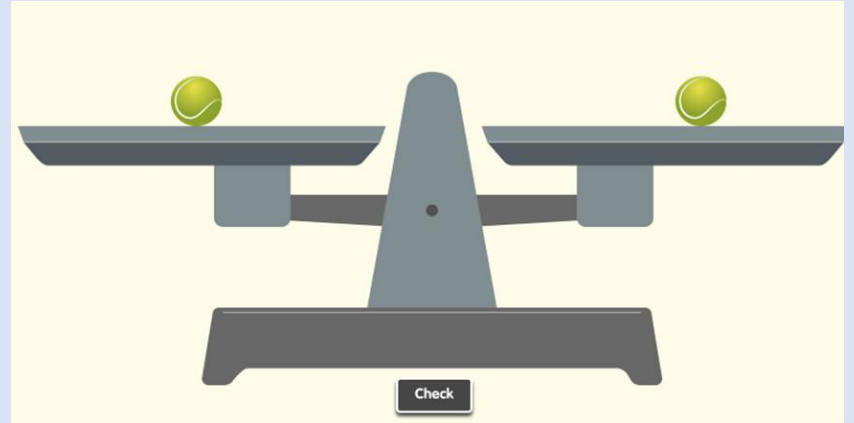
- I understand what capacity is.*
- I can compare and order a set of containers according to their capacity.*
- I can describe the volume of a container as full, empty, half full, nearly full, nearly empty.*



Let's recap our learning from last term.



TPs- How would you **compare** the weight of the feather and the cupcake?

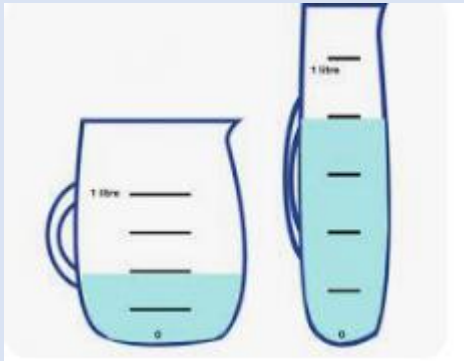










What does balanced or equal mean when using a scale?

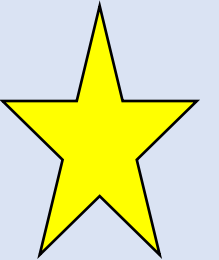


Star words

capacity



full 	nearly full 
empty 	nearly empty 
half full 	capacity 
half empty 	container 

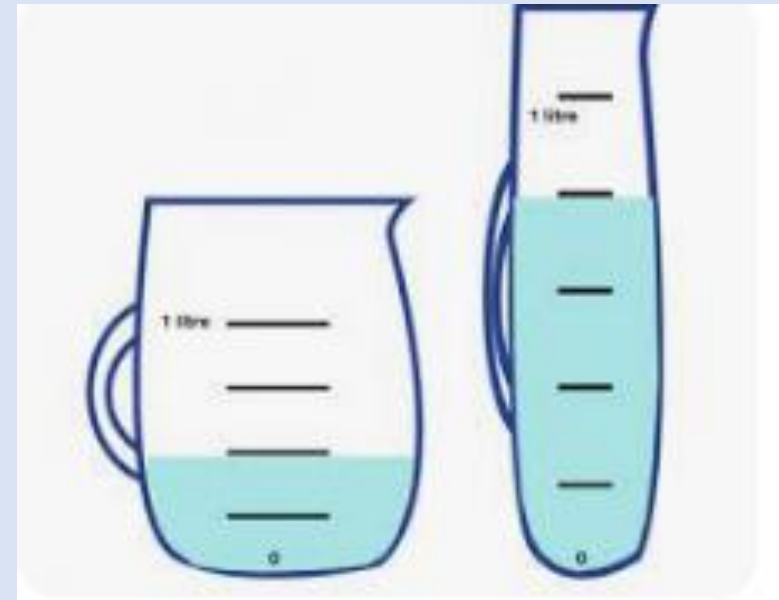


compare



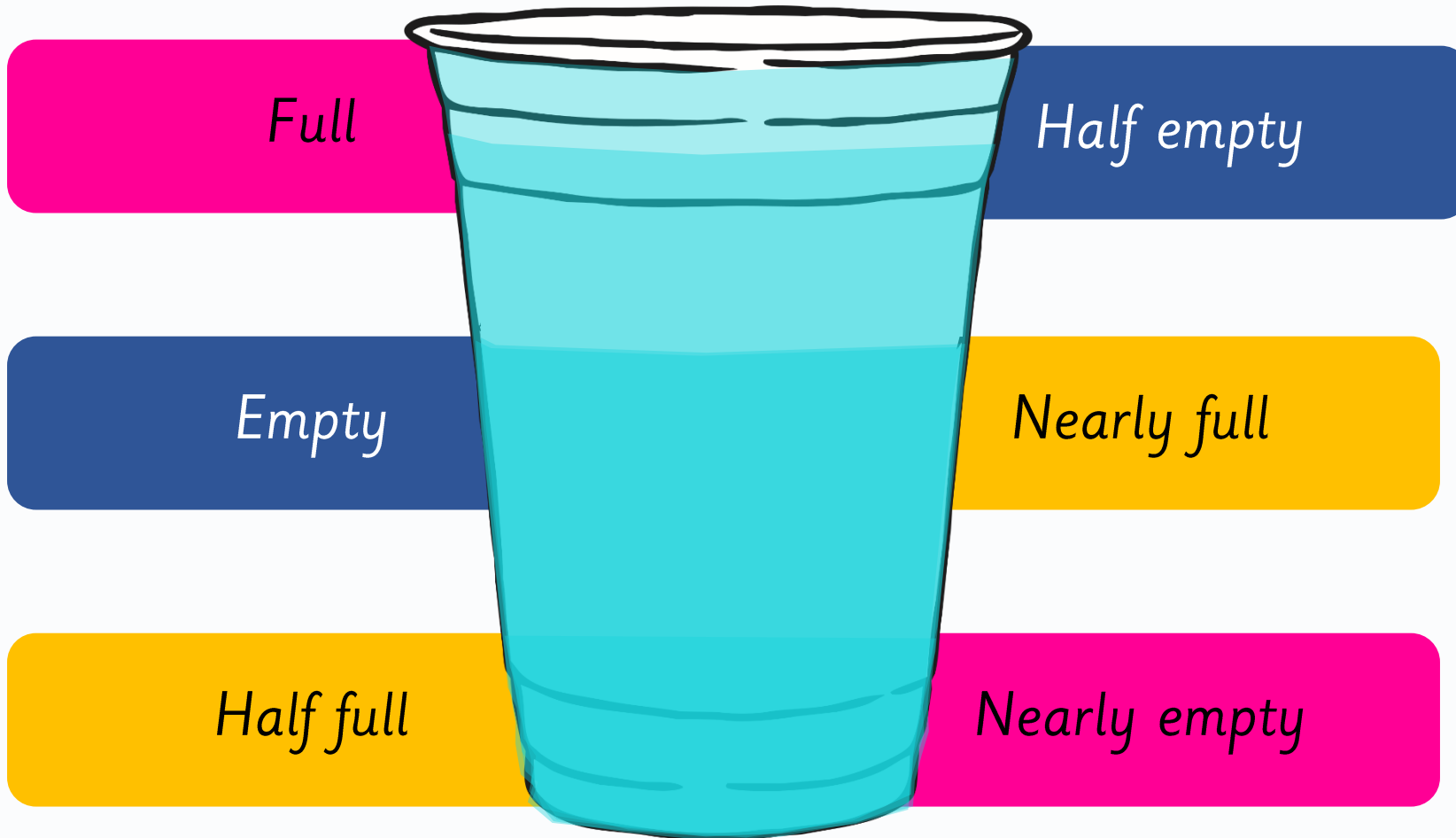
TPs- What is capacity?

<https://www.youtube.com/watch?v=dn4krNwKYEk>

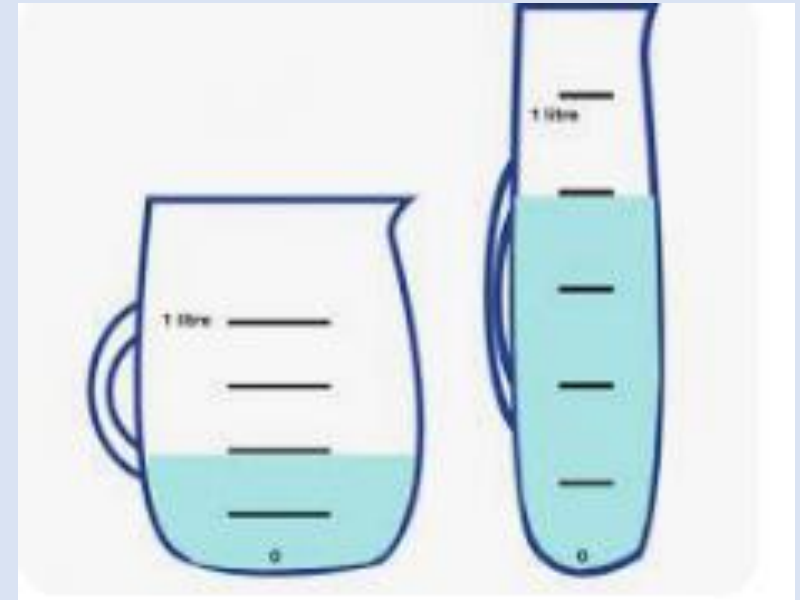
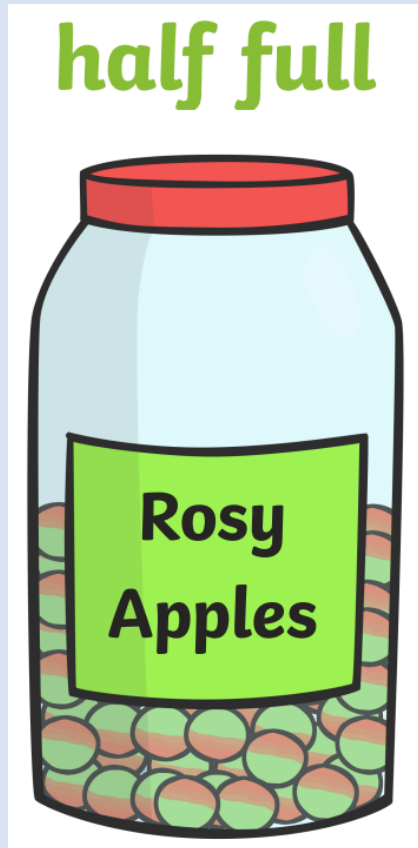


Capacity Vocabulary

Click on the words below to see their meaning.



Capacity means **the maximum amount that something can contain**. Usually we use **liquid** to measure capacity but you can also explore capacity using other items. E.g. Rice, flour, sugar, sweets etc.



TPs- How would you describe the capacity of these jugs?



Which bottle holds the most liquid?

Which bottle holds the most liquid?



Which bottle holds the most liquid?

Self Assessment

Do you understand how compare the capacity of liquid in objects?



Your task

Practical activity!

Use the containers, objects and water to explore capacity.



Self assessment

Do you understand the task?

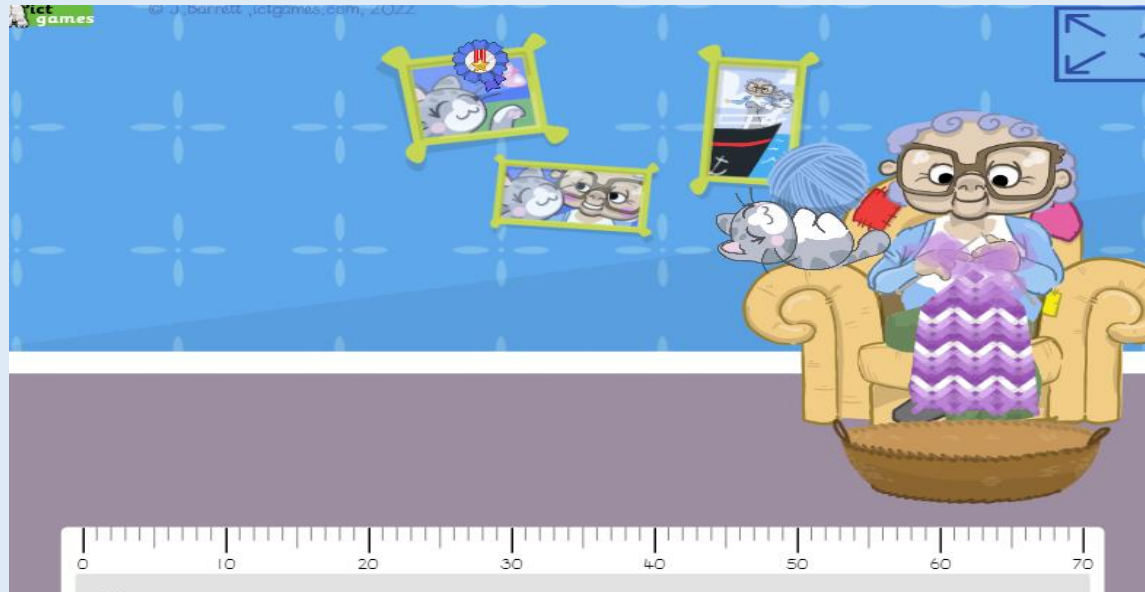


Wednesday 25th February
2026

Recap – Length

Let's measure in the **length** of Grans scarf using a **ruler**, record the **measurement** on your white board.

<https://ictgames.com/mobilePage/kittenKnittin/index.html>





L.Q. Can I compare capacity?

Steps to success

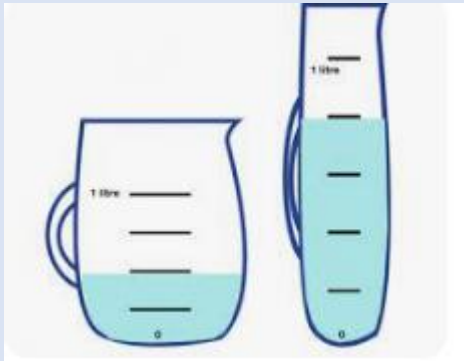
- I understand what capacity is.*
- I can compare and order a set of containers according to their capacity.*
- I can describe the volume of a container as full, empty, half full, less than half full, more than half full.*













Star words

capacity

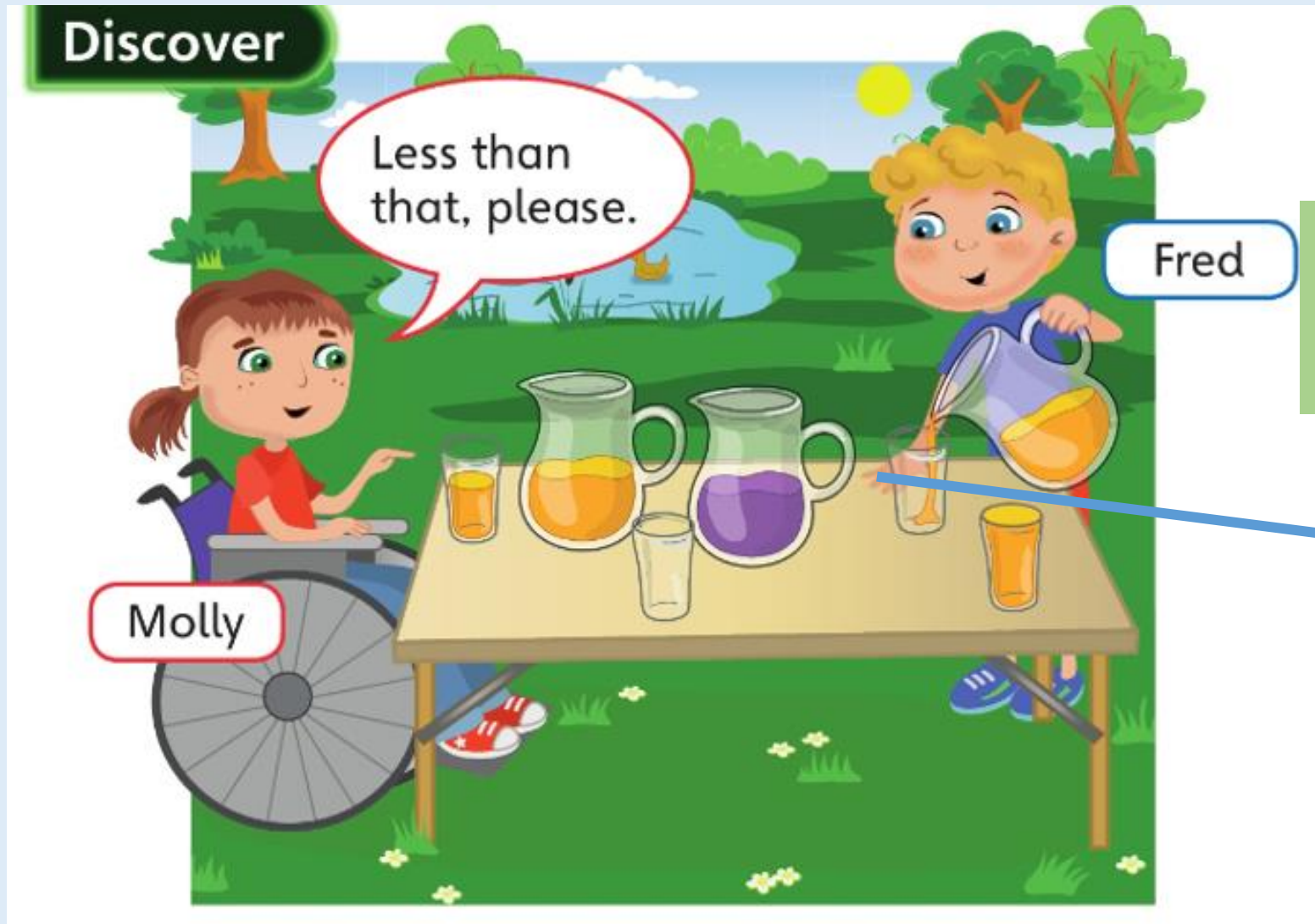


full 	nearly full 
empty 	nearly empty 
half full 	capacity 
half empty 	container 



compare





TPs – Which of these cups does Molly want?



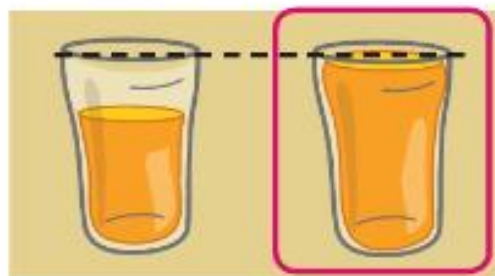
TPs – Which cup is *empty*? Which cup is *full*?


Share

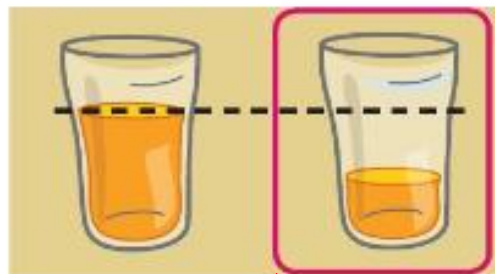
a)


I compared the glasses by looking for the level of squash.

Molly wants less than .



This glass has more than .



This glass has less than .
Molly wants this glass.



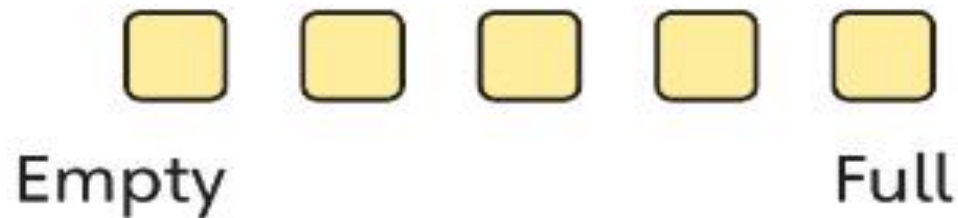
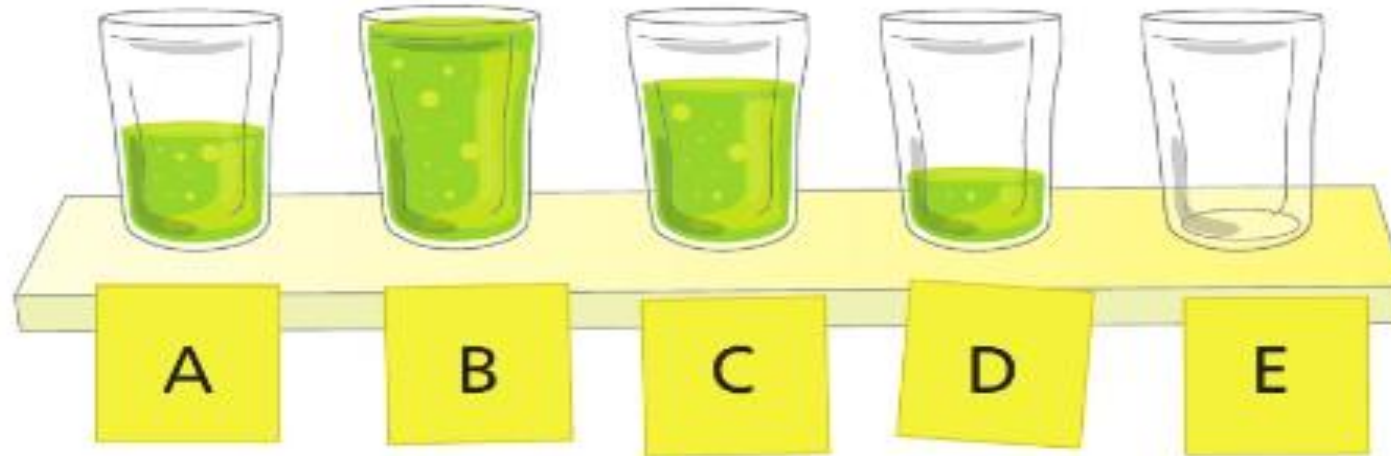
This glass is full.



This glass is empty.

Think together

- Put these in order, from empty to full.



Molly and Fred both pour their drinks into a jug.



The jugs have the same capacity. These are the drinks after they poured them into the jugs.
TP – Whose cups holds more drink?

Molly



Fred







LQ: Can I compare capacity?	I	WS
	1	2 3


Use the star words to help you explain your answers:




capacity, full, empty, half full, nearly full, compare, equal,



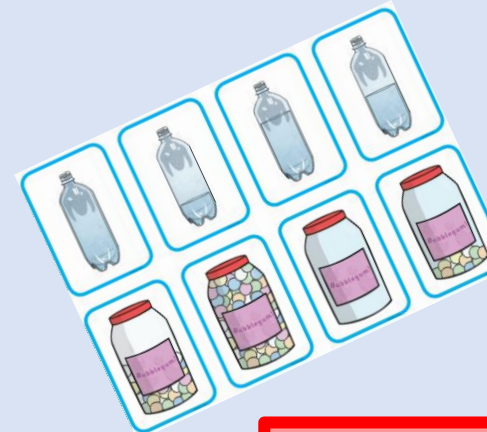
<p>1. Complete these sentences.</p> <p>a)  is _____.</p> <p>b)  is _____.</p>	<p>2. Lee says, his bottle is nearly full is he correct?</p>  <p>Is he correct? How do you know?</p> <p><i>Sentence starter</i> Yes, he is correct because _____. No, he is incorrect because _____.</p>	<p>3. Put these in order, from full to empty.</p> <p>Put these in order, from full to empty.</p>  <p>A B C D E</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Full Empty</p>
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a)  is _____.

b)  is _____.



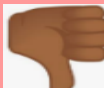
25.02.2026
 LQ: Can I compare capacity?

We worked with an adult to match the correct vocabulary card with its matching picture. Then we created that capacity independently using cubes and containers to consolidate our understanding of capacity.



- full
- nearly full
- half full
- half empty

Self Assessment
 Do you understand the task?

Thursday 26th February 2026

Let's recap counting in 2's and 5's....

Can we count in 2's and 5's?

[The Counting by Twos Song | Counting Songs | Scratch Garden - YouTube](#)



[The Counting by Fives Song | Counting Songs | Scratch Garden \(youtube.com\)](#)



LQ: Can I count in 10's?

Steps to success

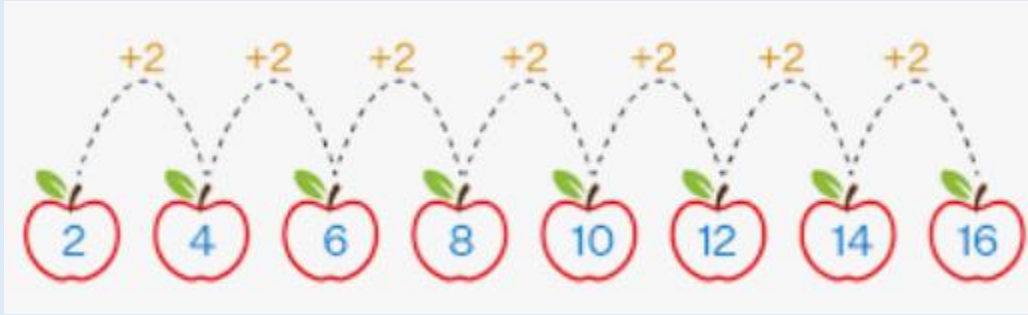


- *I can count in a sequence.*
- *I can recognise the pattern in number.*
- *I can count in 10's.*



Star words

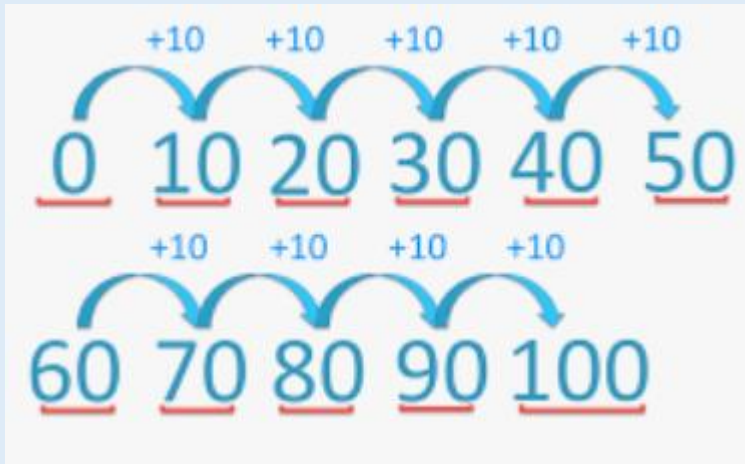
sequence



pattern



tens



counting



Look at the picture...

Jonathan is buying tins of paint to sell in his shop.



Jonathan bought 10 more tins of paint.
TPs- How many tins does he have now?

He now has 20 tins of paint. Did you know there is a quicker way that we can count?

We can count in **10's!!**

Let's practice together...

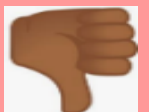
<https://www.youtube.com/watch?v=Ftati8iGQcs>



TPs- Did you notice a **pattern** in the numbers?
What does every number **end in**?

Self Assessment

Do you understand how to count in 10's?



Let's practice together...

Jonathan bought more cans of paint. Let's help him count in 10's.

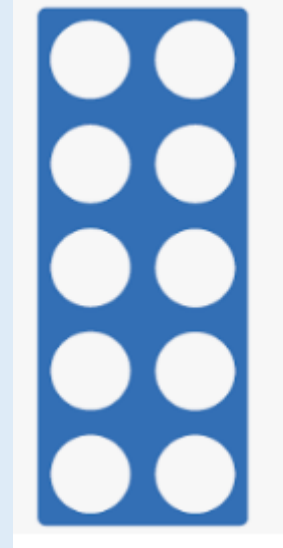
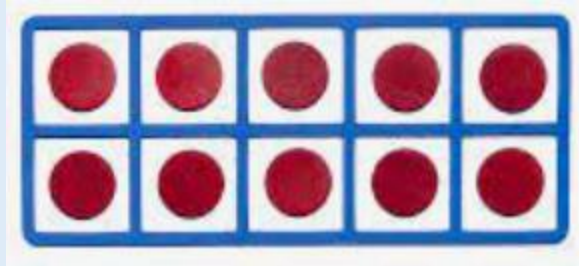
The image displays five groups of paint cans, each representing a different quantity:

- 10:** Two rows of five blue cans each.
- 20:** Two rows of five red cans each.
- 30:** Two rows of five green cans each.
- 40:** Two rows of five red cans each.
- 50:** Two rows of five purple cans each.

The numbers 10, 20, 30, 40, and 50 are written in colors matching their respective groups of cans.

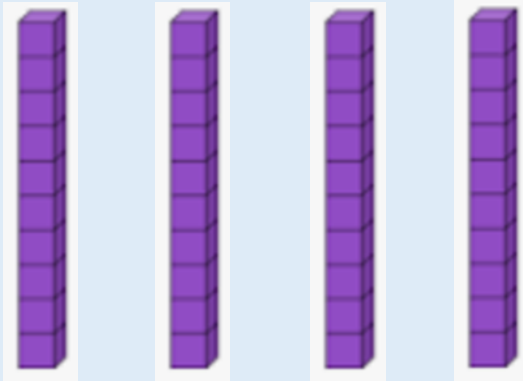
Let's practice together...

TPs- What do all these maths resources represent when we think of number and place value?



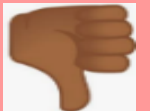
They all represent 10!!

TPs- Can you count these diene sticks in 10's?
How many are there?



Self Assessment

Do you understand how to count in 10's?



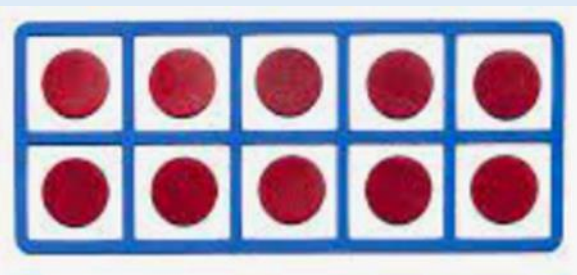
Your task

Practical activity!

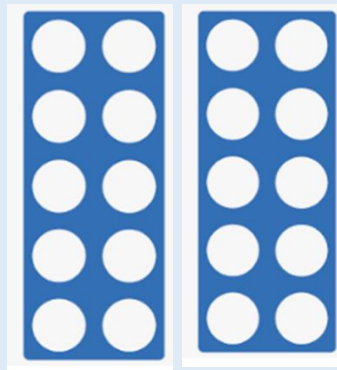
In partners, use math resources (dienne sticks, cubes, tens frames & numicon) to create numbers that match number cards.

Count in 10's to check that you have made the correct number.

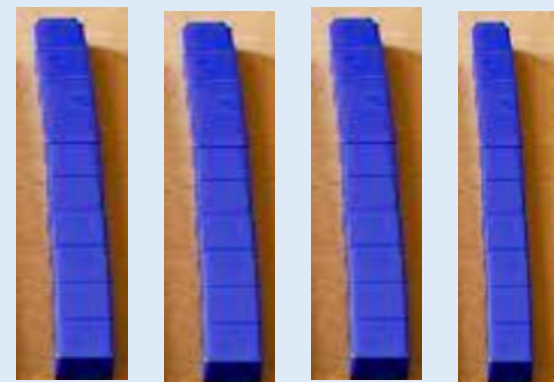
10



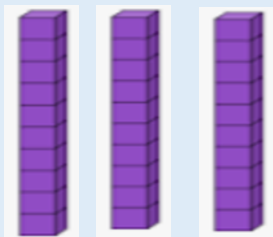
20



40

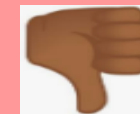


30



Self Assessment

Do you know what you have to do?



Friday 27th February 2026

Let's recap counting in 2's and 5's....

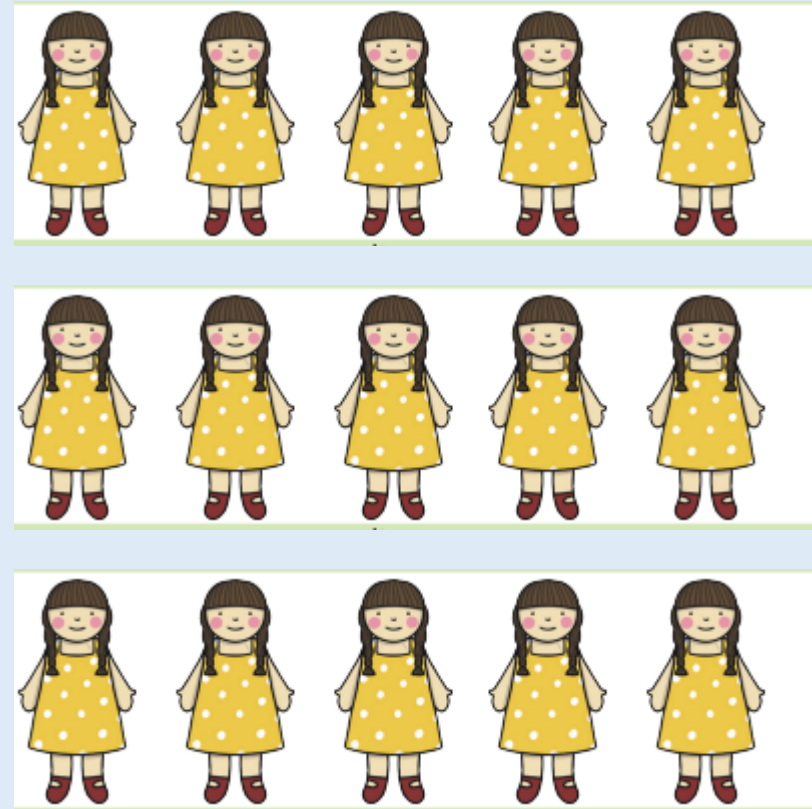
How many shoes are there?

Count in 2's.



How many dolls are there?

Count in 5's.



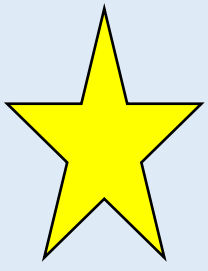


LQ: Can I count in 10's using a number line and 100 square grid?

Steps to success

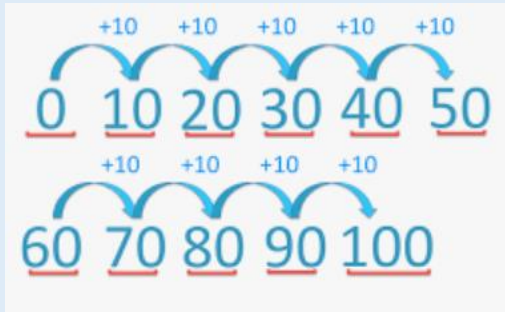


- I can count in a sequence.*
- I can recognise the pattern in number.*
- I can count in 10's using a number line and 100 square grid.*



Star words

sequence



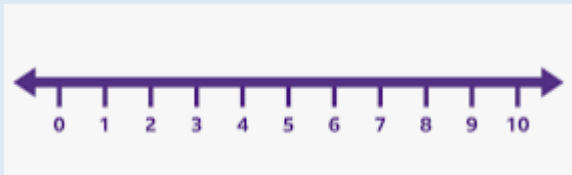
tens



pattern

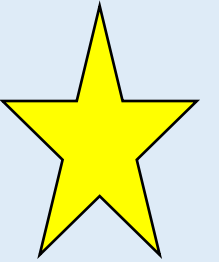
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

number line



100 square grid

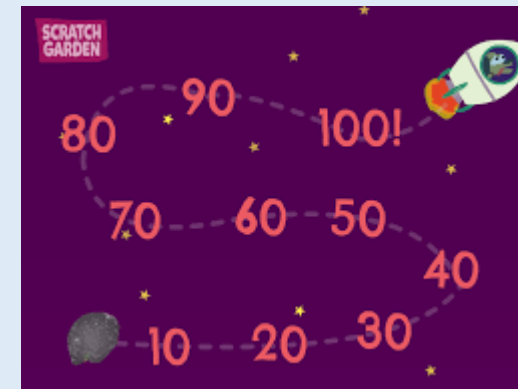
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Let's zap count to 100....

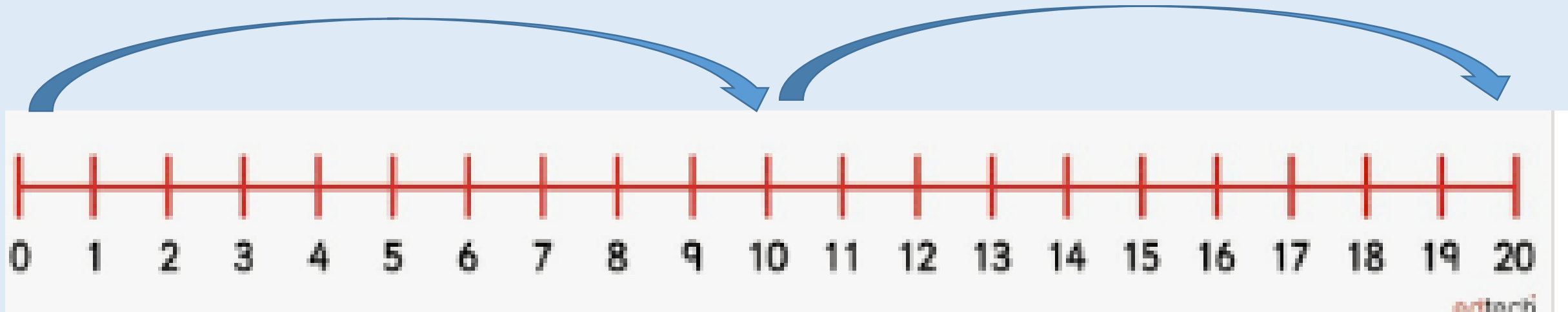
Numbers 1-100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

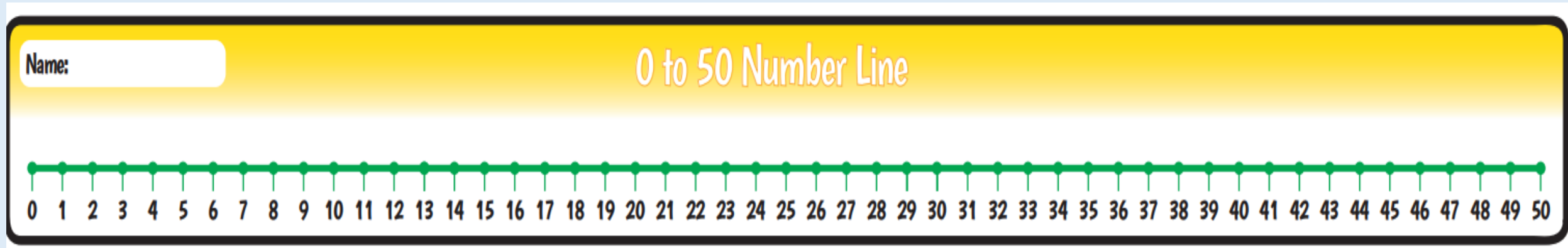


You count in 10's by following a pattern - All the numbers that end in a **zero**. This is also called **skip counting** - where you miss the other numbers and **ONLY count the tens**.

Let's skip count together using this number line.

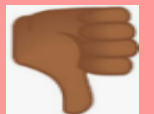


In partners, take it in turns to skip count in 10's to 50 on the number line.



Self Assessment

Do you understand how to skip count in 10s using a number line?



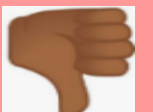
We can also skip count in tens using a 100 square grid.

<https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Self Assessment

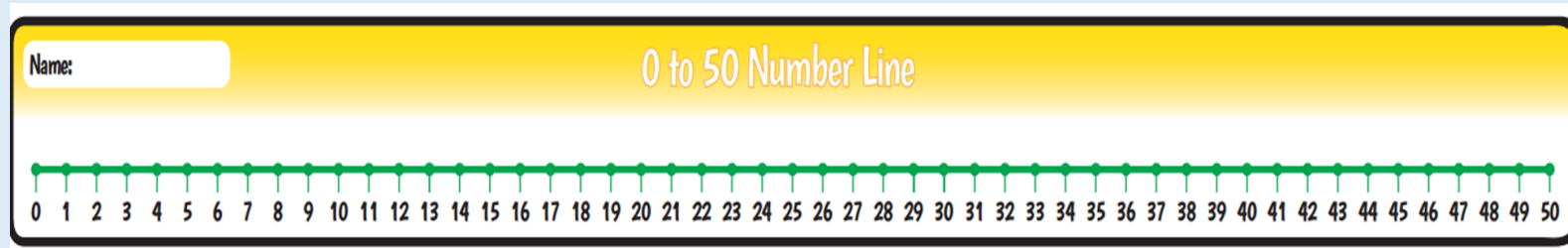
Do you understand how to count in 10's using a 100 square?



Your task

Practical activity!

1. Skip count to 50 showing jumps of ten using a number line.



2. Fill in missing numbers on a 100 square grid.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

3. Draw groups of ten to match the number card on your table.

Self Assessment

Do you understand the task?

