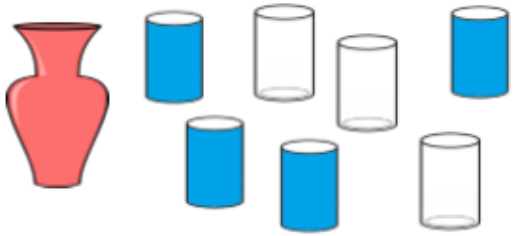
Canonbury Home Learning
Year 2 Maths
Steppingstone activity
Lesson 2 – 05.05.2020
LO: To measure and begin to record: capacity and volume
Success Criteria:

Capacity is the total amount of fluid that can be contained in a container. It is the word we use when we are **measuring liquids**.

1. Look at the model examples showing different capacities
2. Read the questions
3. Look at the pictures ***carefully***
4. Answer the questions in your book

Model:

1. Sally emptied the water from the vase into the glasses. The vase was full.



The capacity of the vase is ____ glasses.

2. Michael emptied the liquid from the tube into the jars. The tube was full.

The capacity of the tube is ____ jars.

3. Si emptied the sauce from the bottle into the egg cups. The bottle was full.

The capacity of the bottle is ____ egg cups.

4. Sam emptied the sauce bottle into these egg cups. The sauce bottle was full.

True or false? The capacity of the sauce bottle is 7 egg cups.

5. Kylie poured soap into the soap bottle using this many full thimbles.

True or false? The capacity of the soap bottle is 6 thimbles.

6. Dave emptied the paddling pool into these jugs. The paddling pool was full.

True or false? The capacity of the paddling pool is 7 jugs.

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LO: To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)

Task:

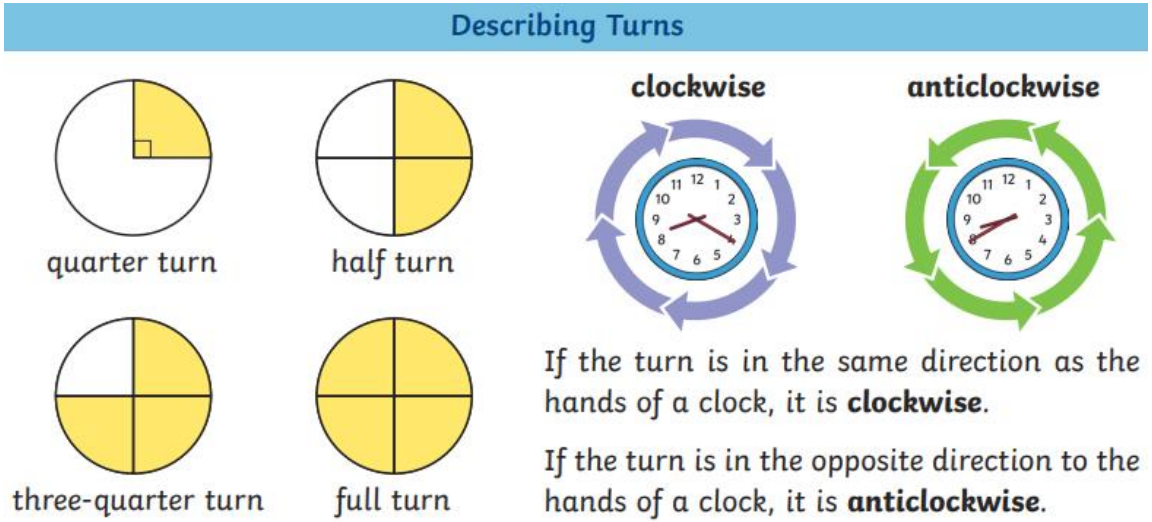
You are going to be **describing turns** using **mathematical vocabulary**

Success Criteria:

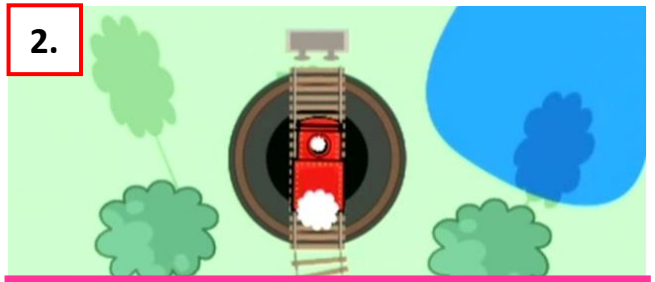
1. Read the vocabulary **describing turns**
2. Watch the video explaining **clockwise** and **anti-clockwise turns**
3. Look carefully at the image, ***paying attention to which direction the arrow/s are pointing in and what way the objects or creatures are facing!***
4. Answer the questions and complete the sentence stems in your book **(TIP: It might help if you turn the page a quarter at a time to draw each one)**

Model:

1.



2.



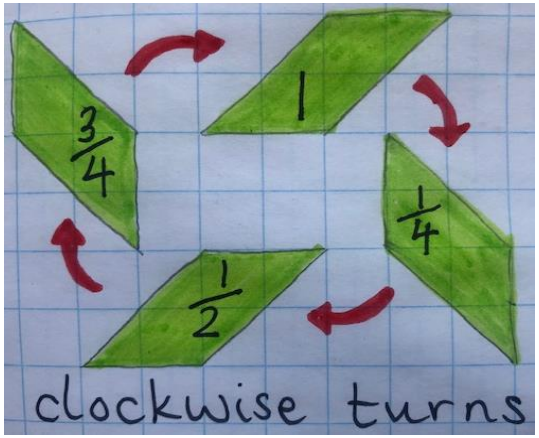
https://www.bbc.co.uk/bitesize/clips/zjyb9j6

3.

Draw what the shape will look like once it has turned a:

- **quarter turn (¼)**
- **half turn (½)**
- **three-quarter turn (¾)**
- **full turn**

4.



Canonbury Home Learning

Year 2 Maths

Main activity

Complete at least 2 columns, more if you can!

Task 1

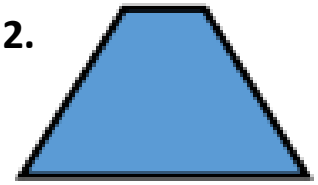
Practice

Draw what each shape will look like once it has turned a:

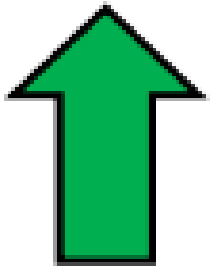
- **quarter turn (¼)**
- **half turn (½)**
- **three-quarter turn (¾)**
- **full turn**

1.

2.



3.



Task 2

Practice

Complete the sentence stems to describe how the triangle has moved.

1. This triangle has made a _____ turn.

2. This triangle has made a _____ turn.

3. This triangle has made a _____ turn _____.

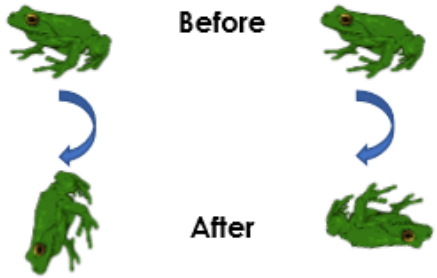
4. This triangle has made a _____ turn _____.

Task 3

Reasoning

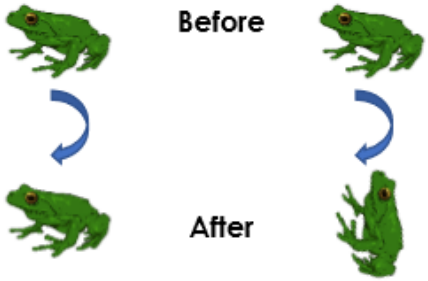
Explain your answers.

4a. Two frogs start in the same position. They want to turn the same amount in the same direction.



What mistake have they made? Explain.

4b. Two frogs start in the same position. They want to turn the same amount in the same direction.

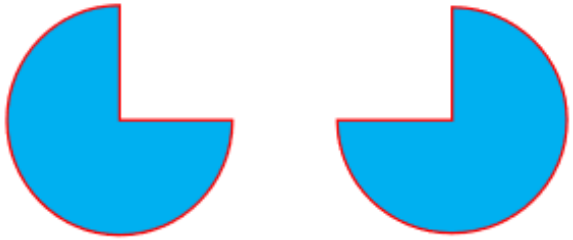


What mistake have they made? Explain.

Task 4

Problem solving

6a. How many different ways could Shape A have turned to get to the position of Shape B?



6b. How many different ways could Shape A have turned to get to the position of Shape B?