

Guidance for Parents/Carers

This week's pack supports the [Week 10 timetable](#) on Classroom Secrets Kids.

Monday

Maths – Measure Mass in Grams (page 2)

Mass is the quantity of matter in an object. In everyday life, **mass** is often called weight, but **mass** and weight are not the same. The weight of an object changes according to gravity, but the **mass** stays the same. A brick would be weightless in space, even though it still has the same **mass** as on earth.

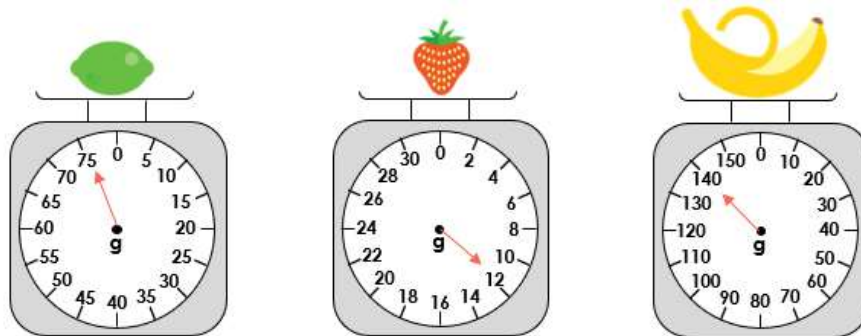
With all of these questions it is important that children look carefully at the dial on each set of scales as they are different. Some of the scales measure in intervals of 2s, 5s or 10s. Children may also need to be reminded that g is the abbreviation for grams. Grams are the smallest unit of measurement we use when measuring mass.

Question 1 – Children must match each item to the correct scale according to its **mass**.

The correct answers are **A. apple**, **B. raspberry**, **C. potato**.

Question 2 – In this question, children must draw the pointer on the dial of each set of scales according to the given **mass** for each item. Accuracy is important and it may help children if they have a ruler or any straight edge to draw the pointer.

Pointers should be drawn to 75g, 12g, and 140g (as shown below).



Question 3 – Children must first work out the **mass** of the pear, which is twice the **mass** of the strawberry. The strawberry has a **mass** of 15g, so $2 \times 15\text{g} = 30\text{g}$. Children then have to find three possible ways of making 30g using the 2g, 5g and 10g weights. They can use each weight more than once. As there are multiple answers to this question, some possible combinations are given below.

$$10\text{g} + 5\text{g} + 5\text{g} + 5\text{g} + 5\text{g}$$

$$10\text{g} + 10\text{g} + 10\text{g}$$

$$10\text{g} + 10\text{g} + 5\text{g} + 5\text{g}$$

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Tuesday

Maths – Measure Mass (kg) (page 4)

If you would like a reminder of what the term **mass** means, please see page 2.

With all of these questions it is important that children look carefully at the dial on each set of scales as they are different. Some of the scales measure in intervals of 1s, 2s, 5s or 10s. Children may also need to be reminded that kg is the abbreviation for kilograms and that kilograms are a bigger unit of measurement than grams.

Question 1 – Children should look carefully at the dial on each set of scales to see which number the pointer is pointing to. They must also remember that they are working in kilograms, not grams, and then they can match each set of scales to its correct measurement.

The correct answers are **A. 2kg; B. 7kg**.

Question 2 – In this question, children can see two sets of scales and they have to decide if a given statement for each set is correct or not. Again, they should look carefully at the dial on the scales to find the **mass** of each animal. On the second set of scales the pointer is pointing to an unnumbered line, so children have to work out if the measurements on the dial are going up in 1s, 2s, 5s or 10s and then they will be able to find what the **mass** of the panda is.

The correct answers are: **A. Correct; B. Incorrect**

Question 3 – In this question, children are shown three sets of scales and they must read the **mass** of each pumpkin from the dials on the scales in order to order the pumpkins from heaviest to lightest. The dials on all three scales are going up by the same amount. For scales A and B, the pointer is not pointing to a numbered line, so children will have to work out what the **mass** of those pumpkins is first. It may help children to write down the **mass** of each pumpkin to help them decide how to order them from heaviest to lightest.

The correct answers are: **A. 1st; B. 3rd; C. 2nd**

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Wednesday

Maths – Compare Capacity (page 6)

$>$ $<$ $=$ are comparison symbols used to represent more than ($>$), less than ($<$) and equal to ($=$).

Capacity refers to how much a container can hold when it is full.

The **volume** of a container can be described using full, nearly full, half full, nearly empty and empty. These terms refer to the amount of space that is taken up within the container.

Question 1 – In this question, children can see two sets of jugs and they must use the comparison symbols ($<$ $>$ $=$) to compare how much water is in each set.

The correct answers are A. $<$; B. $>$

Question 2 – Children are shown three containers and what their **capacity** is (i.e. how many cups of water it would take to fill each one). They then have to use this information to order the containers from the smallest **capacity** to the largest **capacity**. The comparison symbols are already given.

The correct answer is B $<$ C $<$ A.

Question 3 – In this question there are two characters (Sam and Aisha) each making a statement about the total volume of their glasses (a reminder on volume is given at the top of this page). In order to decide which character's statement is correct, children should look at how much water is in the glasses. Once they have decided this, they should also write a short explanation of their answer.

The correct answer is that Aisha is correct. Although Sam has more glasses, each glass is nearly empty.

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Thursday

Maths – Millilitres (page 8)

Millilitres are the smallest unit of measurement we use when measuring **capacity**.

If children would like a reminder of what **capacity** is, they should see page 6.

Question 1 – In this question, children can see a container that has 30ml of water in it. In order to work out how much water will be left in the container after 15ml has been poured out, children can use the scale on the side of the container to help them. They can see that the numbers on the scale are in intervals of 5. If they start with their pencil/pen on 30ml and count to 15 in 5s, whilst moving their pencil/pen down the scale one interval each time they say a number, they will end on the number of millilitres that will be left.

The correct answer is **15ml**.

Question 2 – Children have been told that the **capacity** of each cup is 25ml and there are two cups. They can use their knowledge of addition, multiplication or doubling to find the total capacity of the two cups. Once they know how many millilitres the capacity of the two cups is, they can draw a line on the jug to show this.

The correct answer is **50ml**.

Question 3 – This question is a two-step problem. First children should work out how much water and glue Sam needs in total by adding 35 and 45. The second step is to work out how much more glue Sam needs to add to what is already in the container. They should subtract the amount of slime already in the container from the total amount of water and glue needed.

The correct answer is that **Sam is incorrect. He has already added the correct amount to make 80ml in total, so he does not need to add any more.**