Reception numeracy – lesson 39

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## Video transcript

Welcome reception learners. My name's Olivia and this is our lesson number 39. If you've joined in some of our other lessons, you might remember that we've been comparing objects according to their length. We made a kite and we added some streamers for the tail. We've also been talking about lining objects up so that we can compare the length. Today's learning intention is to consolidate our understanding of length, capacity, mass and estimation. Do you remember some of those mathematical words? Let's have a look. Length: that's how long something is. Capacity: you might remember capacity is how much something can hold.

Mass: mass is how much something weighs or how heavy it is, and we've also been talking about estimation: remember, estimation is a bit like a guess but with some more information. Now, we're going to use all of the things that we've learned and our mathematical thinking to do one of my favourite things today. I've got some things here that might be a clue for you. I've got some flour and some oil. I've got some water, some spoons, a bowl, a rolling pin, some salt, some measuring cups, some cream of tartar and some green food colouring.

Can you guess what we're going to make today? I'll give you another clue. On my easel today, I have a recipe. It tells me the steps that I need to use to make, have you guessed? That's right. Play-doh. Do you like to make play-doh at home? You might be able to follow this recipe with an adult to help you.

To begin with, we need a bowl, a tablespoon, one cup, that's the bigger one, and a half a cup. These are all tools that help us to measure things. The first thing that we need to do is measure. Let's get our bowl ready. We need to measure and pour two cups of plain flour into our bowl. Let's do it together. Here's our plain flour. Can you remember which one was the one cup? It's the biggest one, isn't it? It's the one with the most capacity. This is one cup. Put it in the packet. One cup. How many did we need again? Can you remember? Two. Two cups. We need one more. Dig it right in. Pop it in the bowl.

What's the next thing we need to do? Measure and add half a cup of salt. Can you remember which cup was half a cup? That's right. This one with the smaller capacity. We need less salt than we do flour. Let's measure. In goes the salt. Half a cup. Oh you can see the cup's at capacity. That's half a cup. So, we've got the flour and we've got the salt. What's next? Next add two tablespoons of cream of tartar. Cream of tartar's in this, here.

We need two tablespoons. A tablespoon is another type of measurement. It's one tablespoon. In it goes and the second tablespoon. Oh, I'm just going to have to tip that in there. There we go. In it goes. What's next? Let's have a look at our recipe. Stir in two tablespoons of vegetable oil. We need to use our tablespoon again. Two tablespoons.

Help me count while I'm pouring. One tablespoon. In it goes and two tablespoons. I might leave that spoon in there. Now, it'll be a bit messy. Carefully add two cups of boiling water. Now, boiling water is very hot. I have some water out of my kettle. Remember, if you're trying to do this at home, you really need an adult to help. I need my one cup again. I'm going to pour very carefully, one cup of water. In it goes and I need two cups. There we are; two cups of water.

Lastly, add a few drops of food colouring. I've got green food colouring today but you could use any colour you like. How many drops should we use? Dark green or light green? Pop some in. Can you guess what we need to do next? We've popped all the ingredients in. That's right. It's time for mixing. I'm mixing all of the ingredients together. You see it's going green. Oh, look at that. Lovely play-doh.

We're going to use our play-doh today to practise some of the mathematical concepts that we've been learning about. My play-doh is a little bit warm so I'm going to set that aside and I'm going to use some play-doh that I've made earlier to do some mathematical thinking. Now, we're going to use our play-doh to help us think about mass and length. Let's have a look at mass first. Let's divide our play-doh into two different groups. Let's make some balls. Roll the play-doh. Squish it up. It's nice and squishy. I've made two balls, here. I'm going to compare the mass of my balls and see which one might be heavier. Let's do some hefting. Hmm, which one feels heavier? Definitely the bigger green ball feels heavier. Did you guess that? Now, let's have a go at using our play-doh to think about the length.

Have you used play-doh before? Maybe at kindy or at school? You might have made some. Rolled out some snakes. Let's do that. There's one. Squish the play-doh. Oh, oh, it feels

nice. There's two. Let's make one more. We've got three play-doh snakes. Let's compare them. Let's think about length and see which one might be the longest. Can you remember the word that we need to use when we're lining things up to compare their length? That's right. It's finding the baseline, isn't it? Let's line them up so we can see which one's the longest snake.

They're all in line. Can you see which one's the longest? They're very close aren't they? I think the middle snake is the longest and the front one is the shortest. You might like to ask an adult to help you make some play-doh at home. If you're comparing the different lengths of your play-doh, don't forget that you need to use the baseline or line them up so that you can compare the length. Thanks for your help, today. See you next time. Bye.

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