

Homework/Extension

Step 1: Introduce Weight and Mass

National Curriculum Objectives:

Mathematics Year 1: (1M1) [Compare, describe and solve practical problems for: mass/weight \[for example, heavy/light, heavier than, lighter than\]](#)

Mathematics Year 1: (1M2) [Measure and begin to record: mass/weight](#)

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Tick the image that matches a given statement. Using a seesaw scale and includes language of heavier and lighter.

Expected Tick the image that matches a given statement. Using a balance scale and includes language of heavier, equal and lighter.

Greater Depth Tick the images that prove a given statement. Using a balance scale and instances of where the weight of two objects must be used to determine the weight of another object. Includes language of heavier, equal and lighter.

Questions 2, 5 and 8 (Varied Fluency)

Developing Identify which statement is correct. Using a seesaw scale and includes language of heavier and lighter.

Expected Identify which statement is correct. Using a balance scale and includes language of heavier, equal and lighter.

Greater Depth Identify which statement is correct. Using a balance scale and instances of where the weight of two objects must be used to determine the weight of another object. Includes language of heavier, equal and lighter.

Questions 3, 6 and 9 (Reasoning and Problem Solving)

Developing Use the items to complete the statement. Using a seesaw scale and includes language of heavier and lighter.

Expected Use the items to complete the statement. Using a balance scale and includes language of heavier, equal and lighter.

Greater Depth Use the items to complete the statement. Using scales with instances of where the weight of two objects must be used to determine the weight of another object. Includes language of heavier, equal and lighter.

More [Year 1 Weight and Volume](#) resources.

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Introduce Weight and Mass

1. Tick the scale that matches the statement below.

The pear is lighter than the pumpkin.



A.

B.

C.



VF
HW/Ext

2. The children below are comparing the weight of toys.



Theo

The rocket is the heaviest.



Mia

The train is the heaviest.

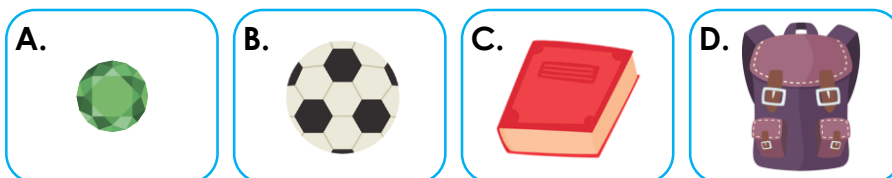


Who is correct?



VF
HW/Ext

3. The items are ordered from lightest to heaviest. Choose two items to complete the statement below.



_____ is lighter than _____.

Find 3 possibilities.



RPS
HW/Ext

Introduce Weight and Mass

4. Tick the scale that matches the statement below.

The book is heavier than the teddy.



A.



B.



C.



VF
HW/Ext

5. The children below are comparing the weight of fruit.



Max

The apple is the heaviest.



Zara

The fruits are an equal weight.



Who is correct?



VF
HW/Ext

6. The items are ordered from lightest to heaviest. Choose three items to complete the statement below.



_____ is heavier than _____ but lighter than _____.

Find 3 possibilities.



RPS
HW/Ext

Introduce Weight and Mass

7. Tick two scales that prove the statement is correct.

Two tins are heavier than the watermelon.



A.



B.



C.



VF
HW/Ext

8. The children below are comparing the weight of classroom items.



Zain

One bottle is lighter than one paint pot.



Lily

One bottle is heavier than one paint pot.



Who is correct?



VF
HW/Ext

9. Look at the scales below. Choose three items to make the statement correct.



One _____ is heavier than one _____ but lighter than one _____.

Find 3 possibilities.



RPS
HW/Ext

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Introduce Weight and Mass

Developing

1. **A**
2. **Theo**
3. **Various answers, for example: A is lighter than B; C is lighter than D; A is lighter than C**

Expected

4. **C**
5. **Max**
6. **Various answers, for example: E is heavier than D but lighter than F; B is heavier than A but lighter than C; C is heavier than A but lighter than E**

Greater Depth

7. **B and C**
8. **Lily**
9. **Various answers, for example: One banana is heavier than one apple but lighter than one melon; One carrot is heavier than one apple but lighter than one melon; One apple is lighter than one banana but heavier than one pear.**