

Introduce Capacity and Volume

Adult Guidance with Question Prompts



Children are introduced to volume and capacity, where capacity describes how much a container can hold altogether and volume describes how much is actually in the container. Children use the terms 'less', 'more', 'full', 'nearly full', 'nearly empty' and 'empty' to order and compare volume. They could use water and a range of containers to do these activities practically – you could add food colouring to the water to help children measure the volume.

Do these bottles have the same capacity?

Do they have the same volume of juice inside them?

Do the glasses have the same capacity?

Are they holding the same volume of juice?

Do the glasses have the same capacity?

What can you tell me about the volume of water in each one? Can you put them in order from empty to full?

Can you show me an empty/full container?

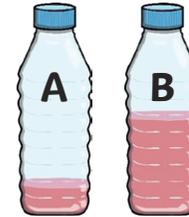
Can you change the volume so that it is nearly full/empty?

Use a different container to show these volumes: empty, nearly empty, nearly full and full.

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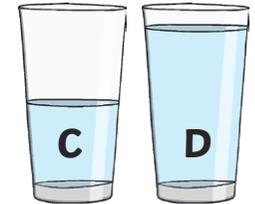


More or less?



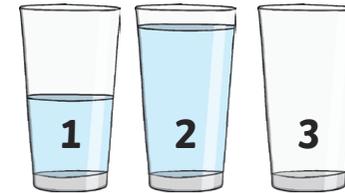
less

more



A has _____ than B.

C has _____ than D.



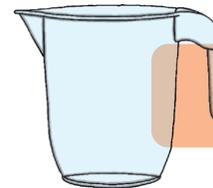
Put them in order from empty to full.



empty



full



Pour water to show each capacity.

empty

nearly empty

nearly full

full

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Children are introduced to volume and capacity, where capacity describes how much a container can hold altogether and volume describes how much is actually in the container. Children use the terms 'full', 'nearly full', 'half full', 'nearly empty' or 'empty' to compare volume. They match key vocabulary to pictures, work out which vocabulary is missing and investigate different sizes of containers that are half full.

Do these bottles have the same capacity?

Do they have the same volume of water in them?

Can you find the labels to match the different volumes of water? How can you work out which labels are missing?

Do the soap bottles have the same capacity?

Which one has the greatest/smallest capacity?

If each bottle were full, which would hold the most/least?

Do you agree with the girl? Do the soap bottles have the same volume of soap?

Could you use containers and water to make a challenge like this for your friend? What can you tell me about the capacity of the containers? Can you investigate these volumes: nearly full, nearly empty or full?

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Match the labels with the pictures.



half full

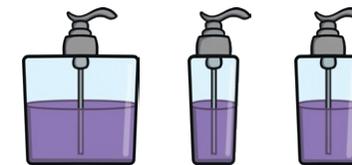
nearly empty

nearly full

Which labels are missing?



These are all half full so they all have the same amount of soap.



Do you agree?

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Children are introduced to volume and capacity, where capacity describes how much a container can hold altogether and volume describes how much is actually in the container. They use the terms 'full', 'nearly full', 'nearly empty' or 'empty' to compare volume. They match the correct soap bottle to each child and then investigate a statement about capacity and volume (they could investigate this practically).

Will a taller container always have a greater capacity than a shorter container? Can you think of any examples?

Will a taller container always have a greater volume than a shorter container? Can you find a way to prove it?

Do these soap bottles all have the same capacity? How do you know? Which soap bottle has a greater volume than the green soap bottle? Is there more than one answer?

Which soap bottle has a smaller volume than the red soap bottle? Is there more than one answer?

How could the children describe the volume of their soap bottles more clearly? Here are some words that might help: full, nearly full, half full, nearly empty, empty.

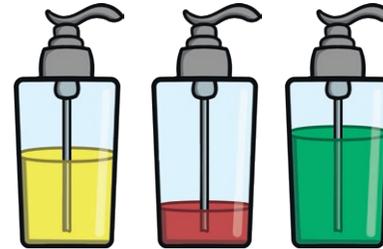
Can you make a similar challenge for your friend?

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Match the soap bottles with the children.

Is there more than 1 answer?



My soap bottle has less soap than the green soap bottle.

My soap bottle has more soap than the red soap bottle.



A taller container will always hold more than a shorter container.

What do you think?