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| **Learners are able to:**  | **Nursery** * Compare, sort and order two objects or more in terms of size, weight or capacity by direct observation
 | **Reception** Use direct comparisons with: * Length, height and distance *e.g. longer/shorter than*
* Weight/mass e.g. heavier/lighter than
* Capacity *e.g. holds more/less than*
 | **Year 1** * Use non-standard units to measure:
* Length, height and distance
* Weight/mass
* Capacity
 | **Year 2*** Use standard units to measure:
* Length, height and distance: metres, half metres or centimetres
* Weight/mass: kilograms or 10 gram weights
* Capacity: litres
* Use symbols related to length, weight/mass and capacity
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| **Use measuring skills** **Length, weight/mass, capacity**  | * Stories and songs about heavy/light objects
* Vocabulary – heavy and light
* Things that I can lift easily – too heavy, too light
* Make sets of heavy/light objects
* Directly compare two objects – the heaviest/lightest
* Justify choices
* Order objects according to their mass by estimating and measuring, using pictures and objects
* Use a balancing scale
* What happens to the scale?
* Put something that is heavier than a \_\_\_ on the scales
* Which is the heaviest? How do you know? Practical activity and draw a picture
* Make/collect objects that are lighter/heavier than a \_\_\_
* How can I make a \_\_\_ heavier?
* How many red bags will balance a yellow bag?
* Balance 2 red bags and 3 green bags
 | * Non-standard measuring – use a variety of objects
* Estimate first, then check
* What will balance 10 multilinks?
* What is the mass of \_\_\_? *e.g. find the mass of a bag of seeds/sand/clay/rice* (non-standard measuring)
* Estimate and justify choices
* Order objects according to their mass. Check with balance scales
* Use bags of sand/rice to find the mass of objects (50g, 100g)
* Use non-standard measures to fill containers *e.g. will 10 multilinks of rice fill the pot?*
* Does this bag hold more than \_\_\_?
* See the need for standard units for gram and kilogram
* Introduce 10g and 100g – make a clay object with a mass of 10g and 100g
* How much is 100g of sand/multilinks?
* What has the same mass as 100g? More/less mass than 100g?
* Make a collection of objects with a mass of 100g (clay, bags of rice…)
* Estimate how many objects there are in 100g. Check by using scales. Count in 10s, 20s, 50s and 100s
* Does \_\_\_ have a mass of more or less than 20g?
* Use balance scales and 20g and 50g weights to balance objects/bags/stones – up to 100g.
* Check with a spring balance
* Introduce 1 kg – an awareness of the mass of 1kg e.g. how much is 1kg of rice?
* Objects more/less than 1kg
* 10x 100g = 1 kg = 1000g
* Fractions of mass – half 1kg = 500g, quarter 1kg = 250g
* Count in 250s and 500s (grams)
* Group objects according to mass (between 10g and 50g; 50g and 100g; 100g and 200g)
* Which object has a mass of 150g?
* Use a balance scale and 10g, 50g, 100g and 200g weights to balance objects/bags/stones – up to 500g
* Check with a spring balance – read a scale accurately
* Use appropriate equipment to measure mass
* Mark the mass of an object on a picture of a scale, recognising divisions
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