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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 |
| **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 | |