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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Measure** **(Length/height /weight/capacity)** | **To order 2 or 3 objects by length/height/weight/ capacity** | **To use everyday language of length/height/ weight/capacity to compare and describe** | **To estimate and begin to measure using non standard units** | **To calculate the difference and describe and compare length/height/ weight/capacity using measurements** | **To measure and record accurately using standard unit of measurement** | **Read scales in 2’s,5’s and 10’s** | **Read scales when not all numbers are given** |
| **Skill – Practical/Fluency** | C:\Users\lrobinson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\69AF99FF.tmpe.g. ordering 3 objects from shortest to longest by how they look visuallyMISCONCEPTION🡨 🡪 = length↑ ↓ = height | 1.MD.1 Ordering and Comparing Lengths Performance Assessment by ...e.g.Comparing one against the otherThe red pen is **shorter** than the green pen.The red pen is **taller** than the green penComparing one against all objectsThe yellow pen is the **shortest** | e.g. measuring using blocks or a non standard item of measurementMeasuring Length WorksheetsC:\Users\lrobinson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\5AB8C073.tmp  | Measuring Length WorksheetsMeasuring Length Worksheetse.g. The pencil is **1 block taller** than the cotton bud | e.g. length/heightMeasuring and Comparing Length, Weight, and Capacity: Overviewe.g. weightWeight Worksheets | Reading Scales: Not all numbers given | Teaching Resourcese.g  | e.gRead scales where not all numbers on the scale are given and ... |
|  | **To order 2 or 3 objects by length/height/weight/ capacity** | **To use everyday language of length/height/ weight/capacity to compare and describe** | **To estimate and begin to measure using non standard units** | **To calculate the difference and describe and compare length/height/ weight/capacity using measurements** | **To measure and record accurately using standard unit of measurement** | **Read scales in 2’s,5’s and 10’s** | **Read scales when not all numbers are given** |
| **Vocabulary** | ObjectLengthHeightWeightCapacityOrder | Language of lengthShort/shorter/shortestLong/longer/longestLanguage of heightShort/shorter/shortestTall/taller/tallestLanguage of weightLight/lighter/lightestHeavy//heavier/heaviestLanguage of capacityFull/nearly full/half fullEmpty/nearly emptyHolds most/holds least | LengthHeightWeightCapacityEstimateMeasureObjectLongShortTallHeavyLightMoreLess | LengthHeightWeightCapacityDescribeCompareMeasureObjectLongShortTallHeavyLightMoreLess | LengthHeightWeightCapacityMeasureRecordRulerScaleContainerMm/cm/mMl/cl/lMg/g/kg | MeasureLengthHeightWeightMassCapacityScales2’s5’s10’sUnits of measurementMm/cm/mMl/cl/lMg/g/kg | MeasureLengthHeightWeightMassCapacityScalesUnits of measurementMm/cm/mMl/cl/lMg/g/kg |
| **Skill – Knowledge****(Address this knowledge through taught input and diagnostic questioning)** | * Misconception between length and height
* Be able to recognise differences in objects by looking at them
 | * Understand the corresponding language for each measurement
 | * Know where to start to measure the object from e.g. the bottom or the end (length/height)
 | * Understand the ‘difference’
 | * Recognise and understand units of measurement and what they stand for
 | * Count in 2’s, 5’s and 10’s
* Be able to identify which unit of measurement
 | * Be able to read scales when only estimate points are given
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| **Skill - Evaluation** | Evaluate learning through REACH questioning and evidence of mathematical vocabulary in pupil voice and responses |