# Maths

## Measurement



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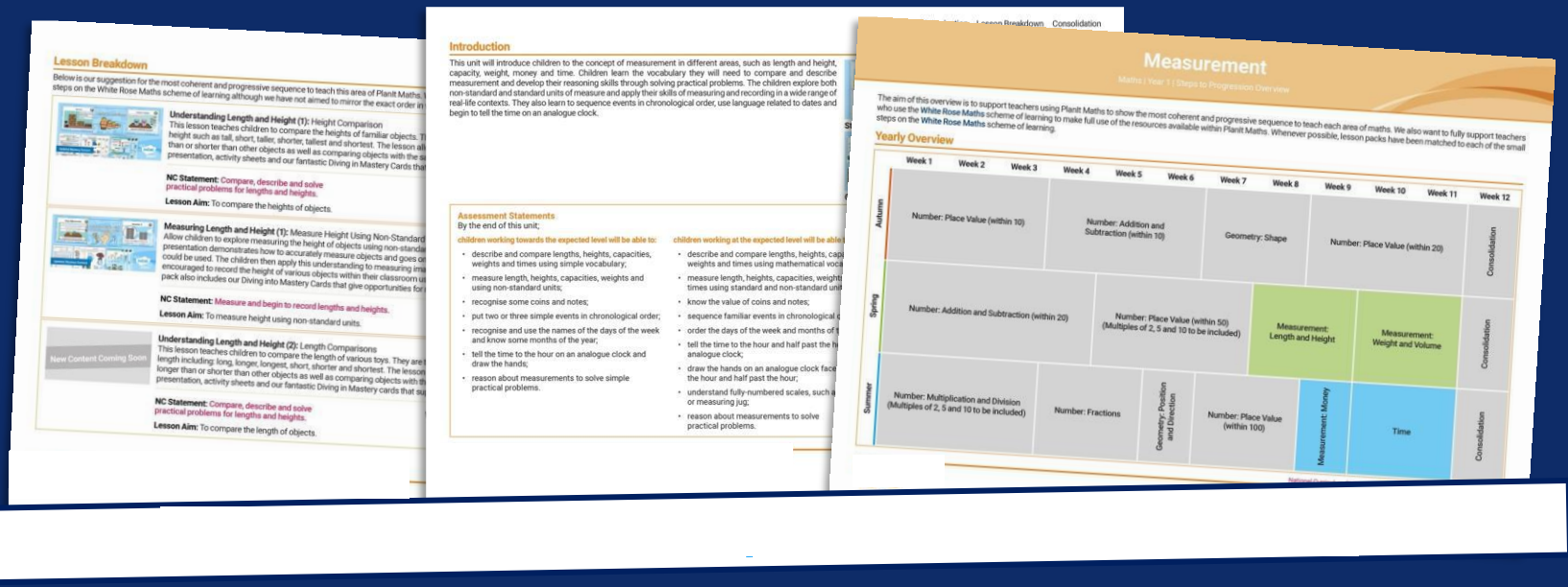
# Need a coherently planned sequence of lessons to complement this resource?



## Lesson Breakdown

Below is our suggestion for the most coherent and progressive sequence to teach this area of Planit Maths. steps on the White Rose Maths scheme of learning although we have not aimed to mirror the exact order in

**Understanding Length and Height (1):** Height Comparison
This lesson teaches children to compare the heights of familiar objects. T height such as tall, short, taller, shorter, tallest and shortest. The lesson al than or shorter than other objects as well as comparing objects with the s presentation, activity sheets and our fantastic Diving in Mastery Cards that

**NC Statement:** Compare, describe and solve practical problems for lengths and heights.

**Lesson Aim:** To compare the heights of objects.

**Measuring Length and Height (1):** Measure Height Using Non-Standard
Allow children to explore measuring the height of objects using non-standa presentation demonstrates how to accurately measure objects and goes o could be used. The children then apply this understanding to measuring ima encouraged to record the height of various objects within their classroom u pack also includes our Diving into Mastery Cards that give opportunities for

**NC Statement:** Measure and begin to record lengths and heights.

**Lesson Aim:** To measure height using non-standard units.

New Content Coming Soon

**Understanding Length and Height (2):** Length Comparisons
This lesson teaches children to compare the length of various toys. They are length including: long, longer, longest, short, shorter and shortest. The lesson longer than or shorter than other objects as well as comparing objects with th presentation, activity sheets and our fantastic Diving in Mastery cards that su

**NC Statement:** Compare, describe and solve practical problems for lengths and heights.

**Lesson Aim:** To compare the length of objects.

## Introduction

This unit will introduce children to the concept of measurement in different areas, such as length and height, capacity, weight, money and time. Children learn the vocabulary they will need to compare and describe measurement and develop their reasoning skills through solving practical problems. The children explore both non-standard and standard units of measure and apply their skills of measuring and recording in a wide range of real-life contexts. They also learn to sequence events in chronological order, use language related to dates and begin to tell the time on an analogue clock.

## Assessment Statements

By the end of this unit;

**children working towards the expected level will be able to:**

- describe and compare lengths, heights, capacities, weights and times using simple vocabulary;
- measure length, heights, capacities, weights and using non-standard units;
- recognise some coins and notes;
- put two or three simple events in chronological order;
- recognise and use the names of the days of the week and know some months of the year;
- tell the time to the hour on an analogue clock and draw the hands;
- reason about measurements to solve simple practical problems.

**children working at the expected level will be able t**

- describe and compare lengths, heights, cap weights and times using mathematical voca
- measure length, heights, capacities, weight times using standard and non-standard uni
- know the value of coins and notes;
- sequence familiar events in chronological
- order the days of the week and months of
- tell the time to the hour and half past the h analogue clock;
- draw the hands on an analogue clock face the hour and half past the hour;
- understand fully-numbered scales, such a or measuring jug;
- reason about measurements to solve practical problems.

## Measurement

Maths | Year 1 | Steps to Progression Overview

The aim of this overview is to support teachers using Planit Maths to show the most coherent and progressive sequence to teach each area of maths. We also want to fully support teachers who use the White Rose Maths scheme of learning to make full use of the resources available within Planit Maths. Whenever possible, lesson packs have been matched to each of the small steps on the White Rose Maths scheme of learning.

### Yearly Overview

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Autumn | Number: Place Value (within 10) | | | Number: Addition and Subtraction (within 10) | | | Geometry: Shape | | Number: Place Value (within 20) | | | Consolidation |
| Spring | Number: Addition and Subtraction (within 20) | | | | Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included) | | | Measurement: Length and Height | | Measurement: Weight and Volume | | Consolidation |
| Summer | Number: Multiplication and Division (Multiples of 2, 5 and 10 to be included) | | | Number: Fractions | | Geometry: Position and Direction | Number: Place Value (within 100) | | Measurement: Money | | Time | Consolidation |

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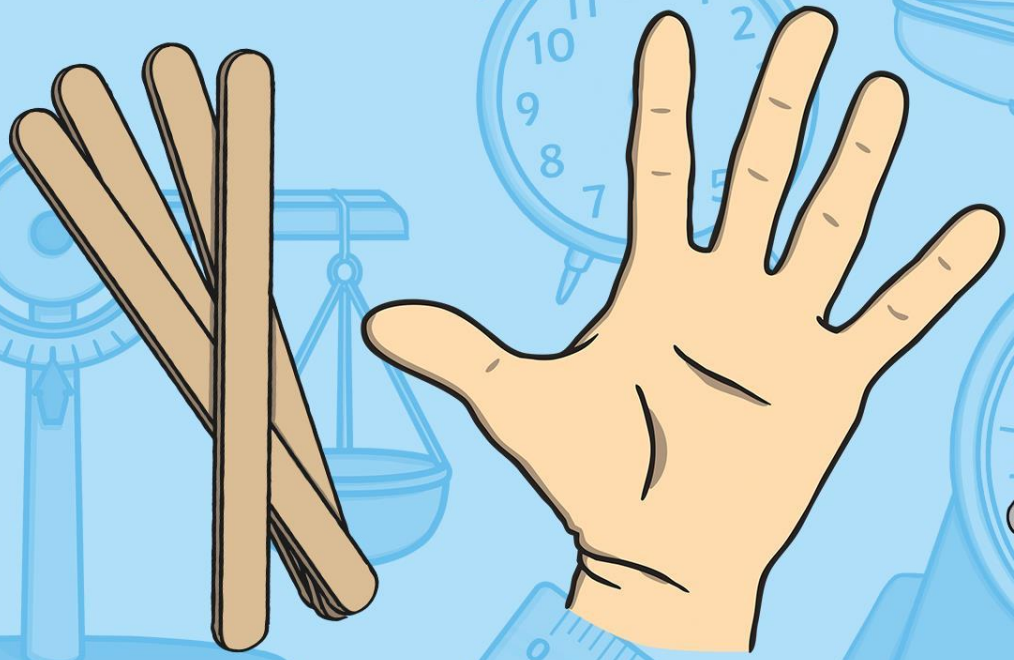
# Measure Height Using Non-Standard Units



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# Aim

- To measure height using non-standard units.

# Success Criteria

- I can accurately measure height using various non-standard units.
- I can record my measurements.

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# Remember It

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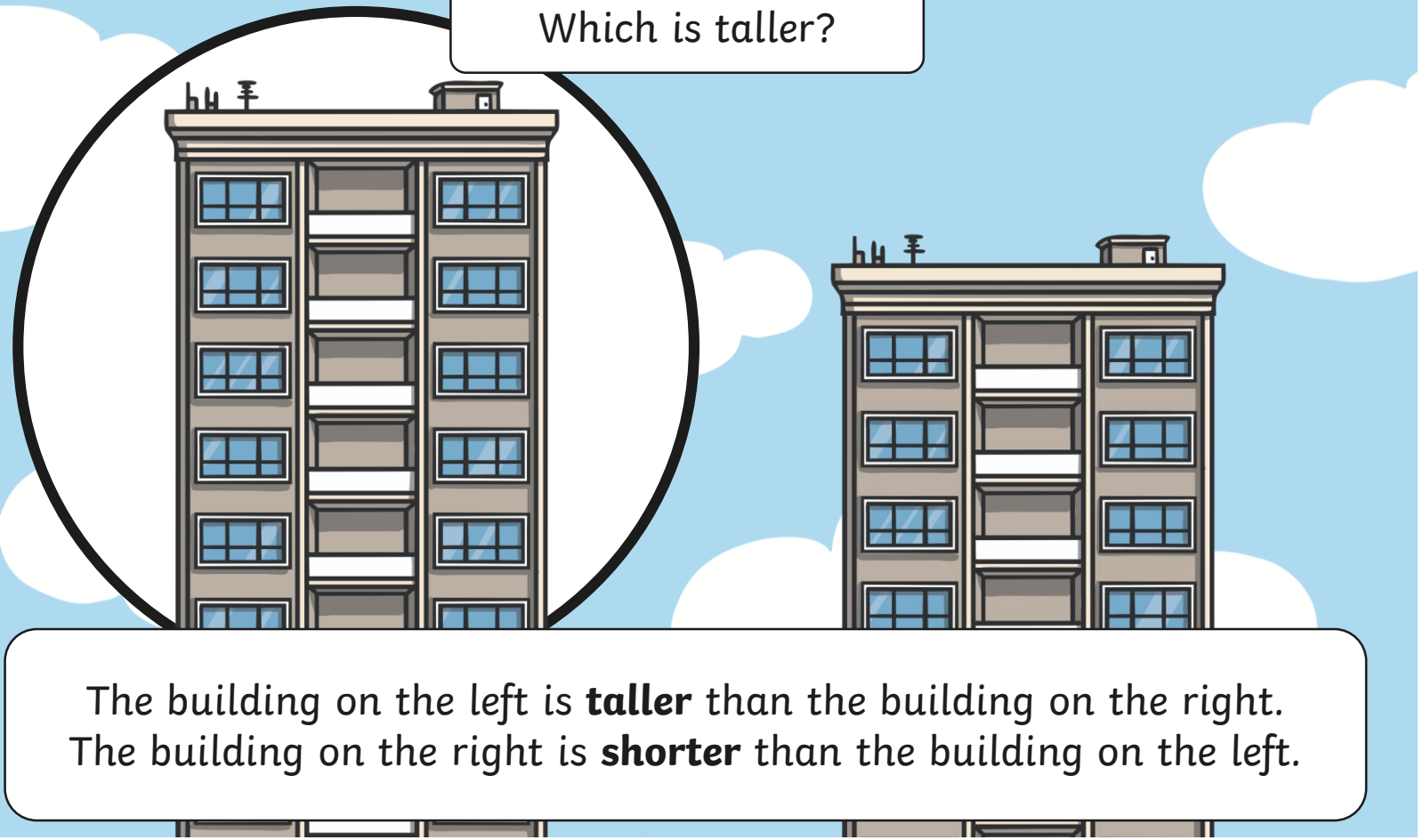
# Remember It

Which is taller?



The building on the left is **taller** than the building on the right.
The building on the right is **shorter** than the building on the left.

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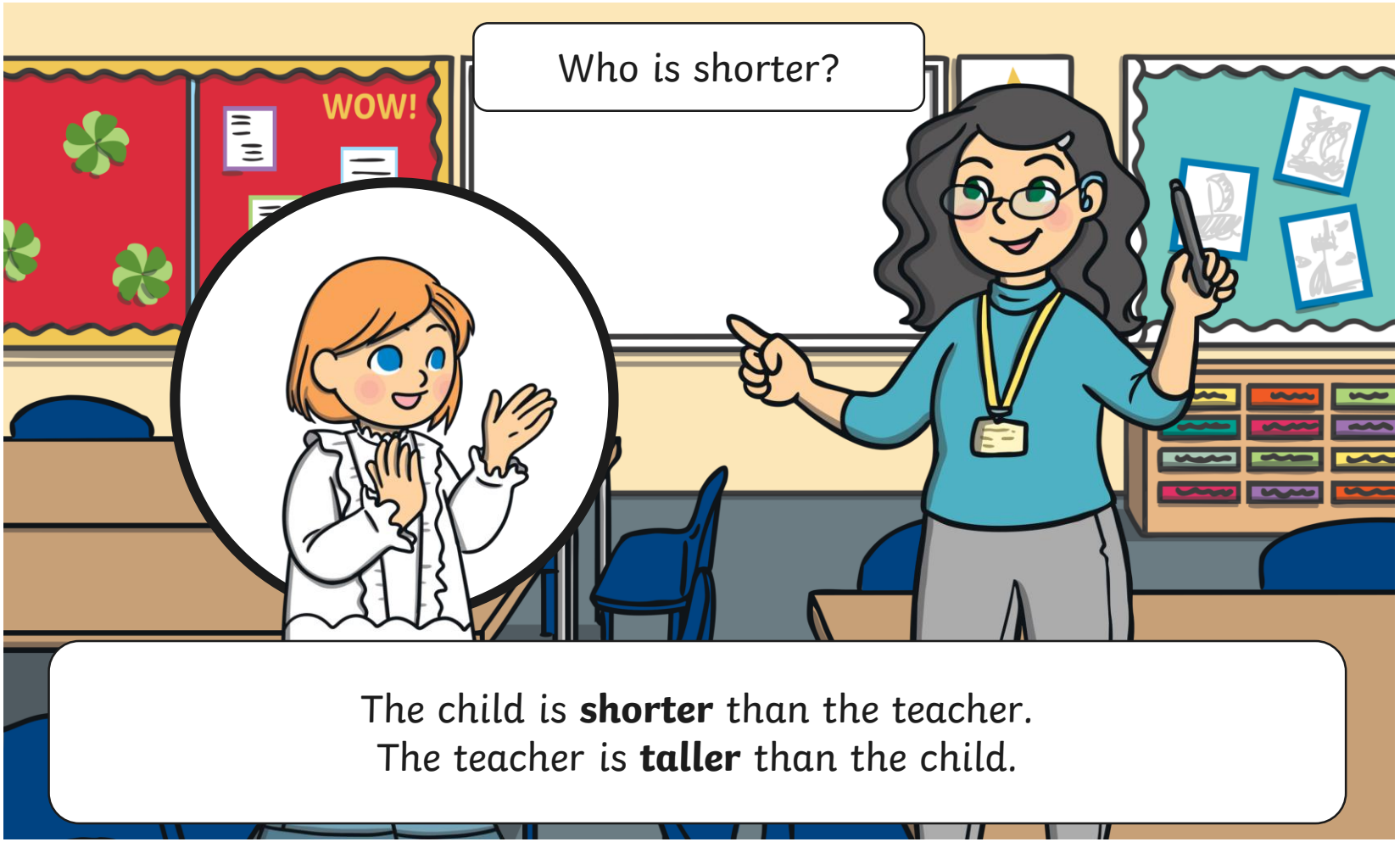
# Remember It




The child is **shorter** than the teacher.
The teacher is **taller** than the child.

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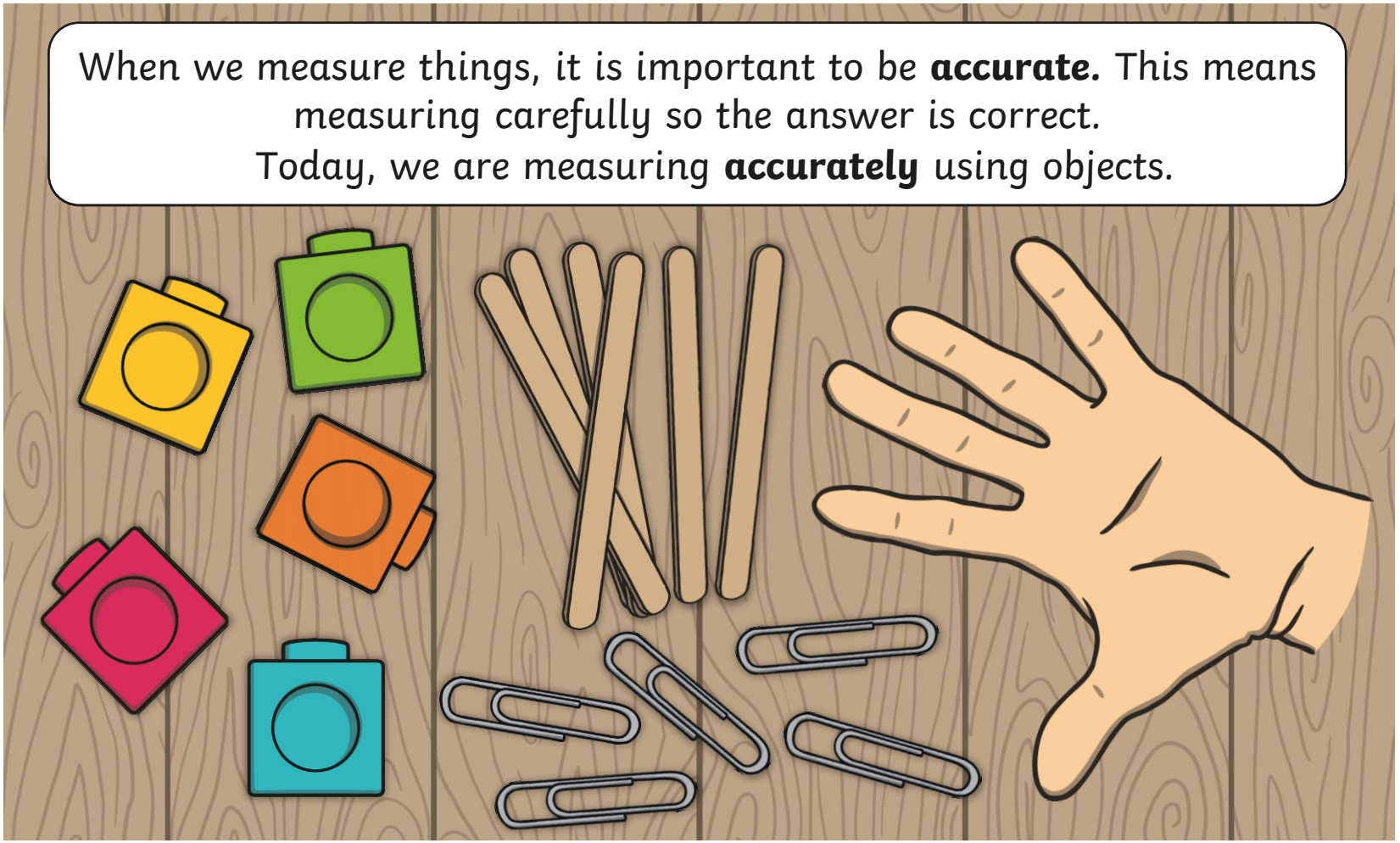
# Measure It

Whole Class

When we measure things, it is important to be **accurate.** This means measuring carefully so the answer is correct.
Today, we are measuring **accurately** using objects.



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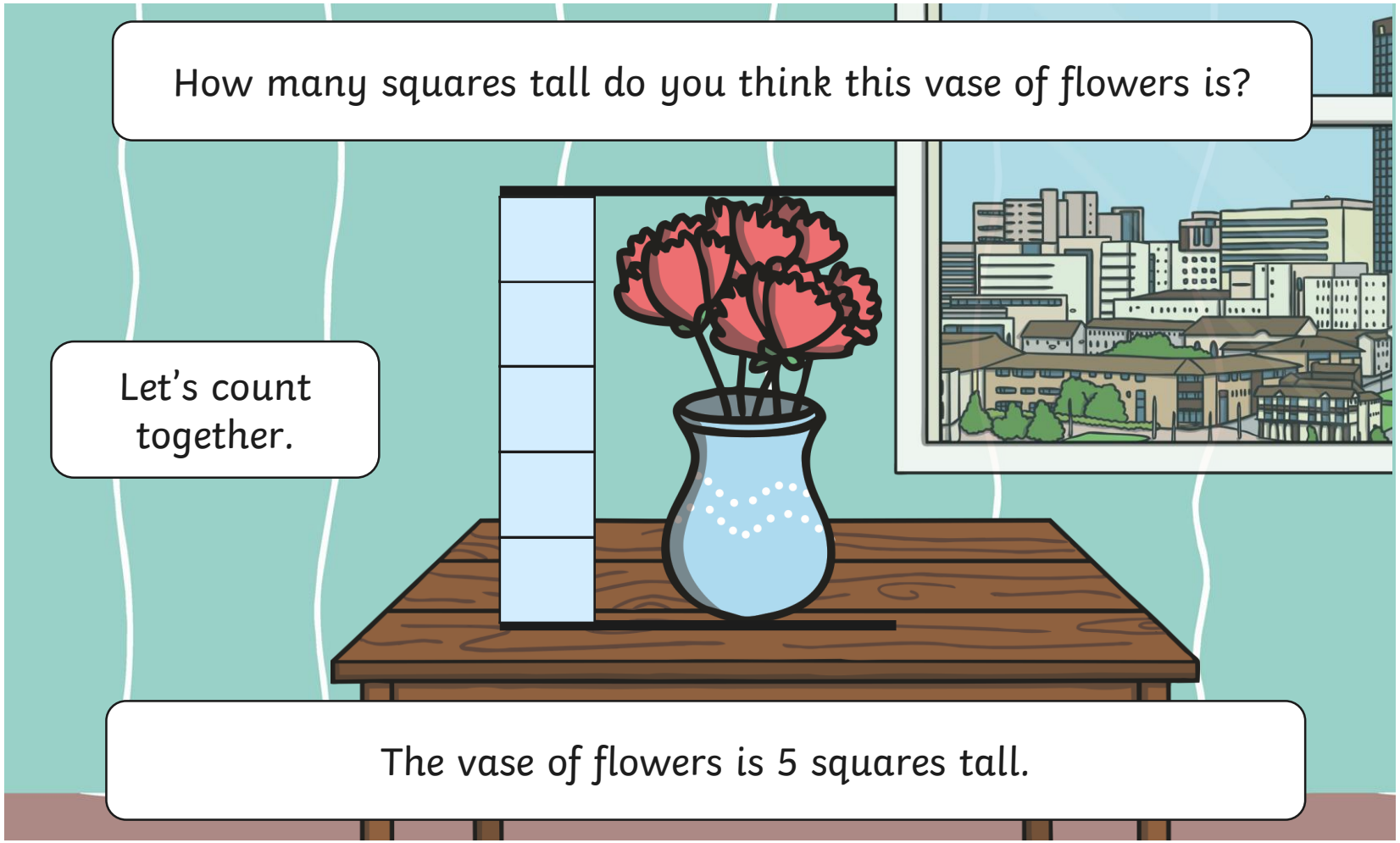
# Measure It

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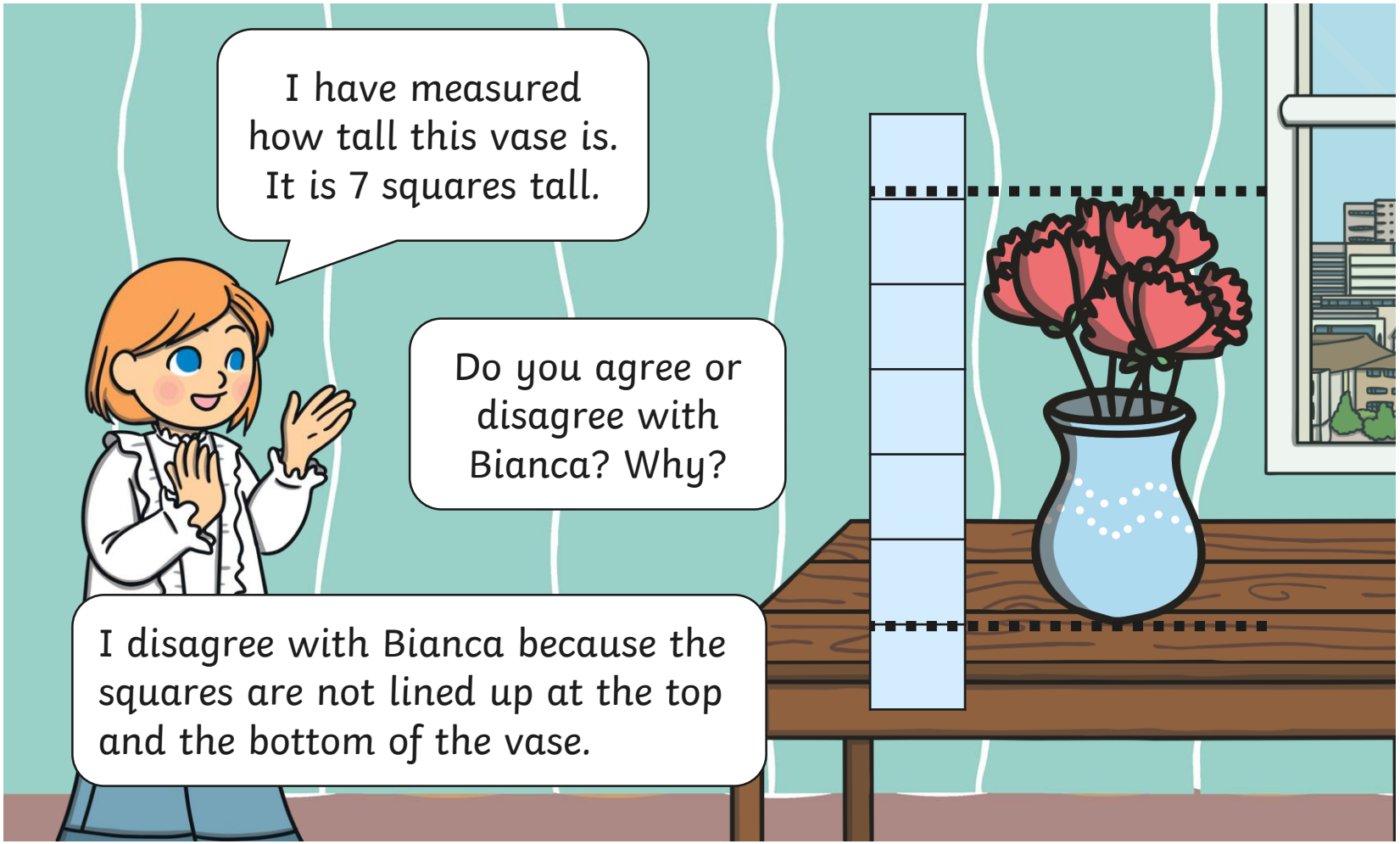
# Measure It

Whole Class

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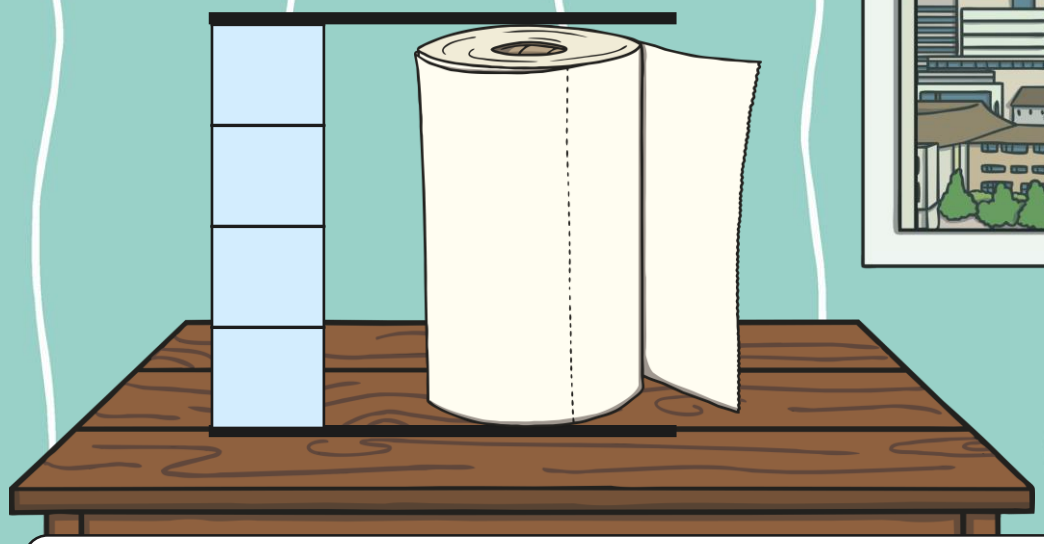
# Measure It

Whole Class

How many squares tall do you think the kitchen roll is?
Let's count together.



How can we be accurate when measuring?

The kitchen roll is 4 squares tall.

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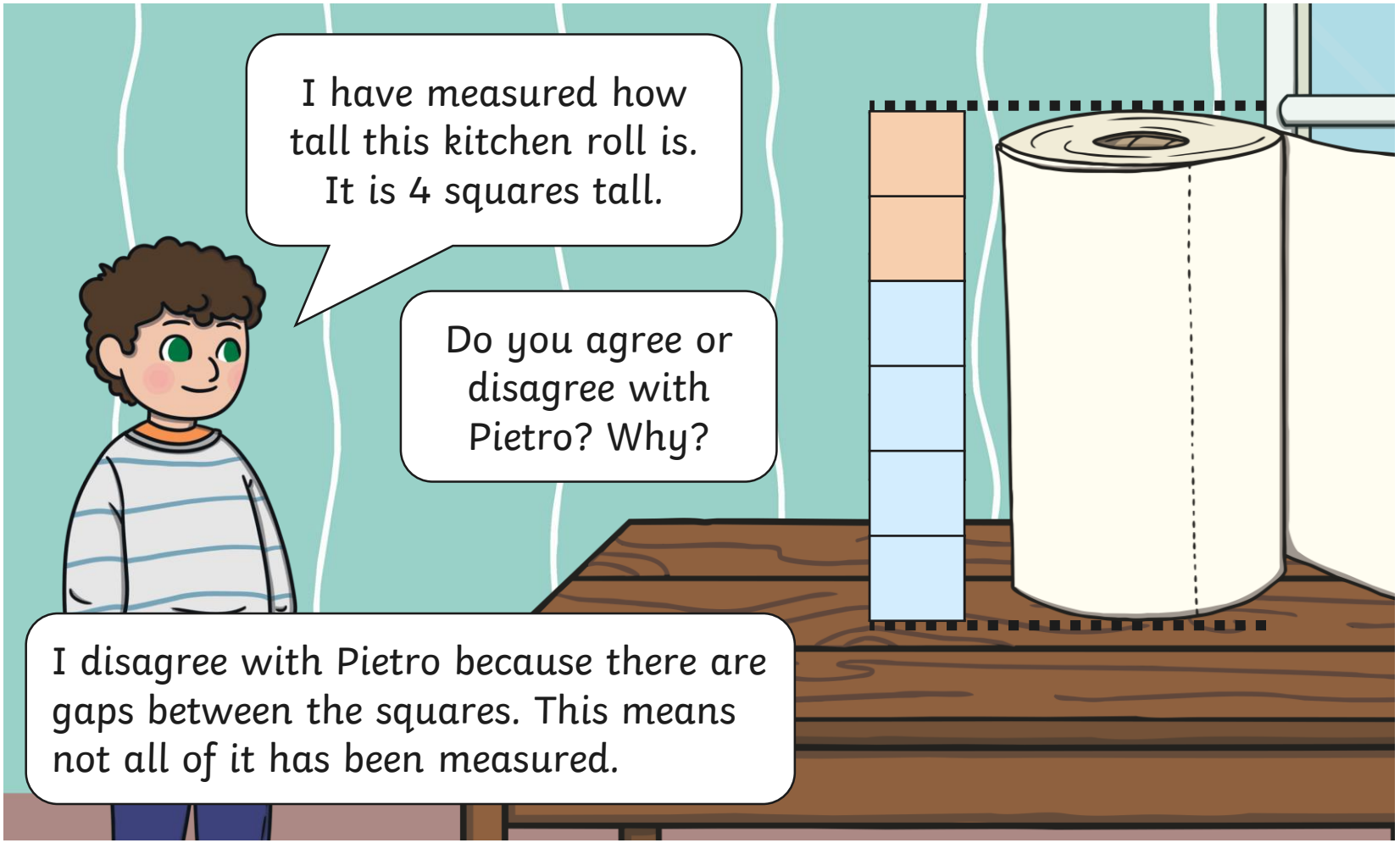
# Measure It

Whole Class

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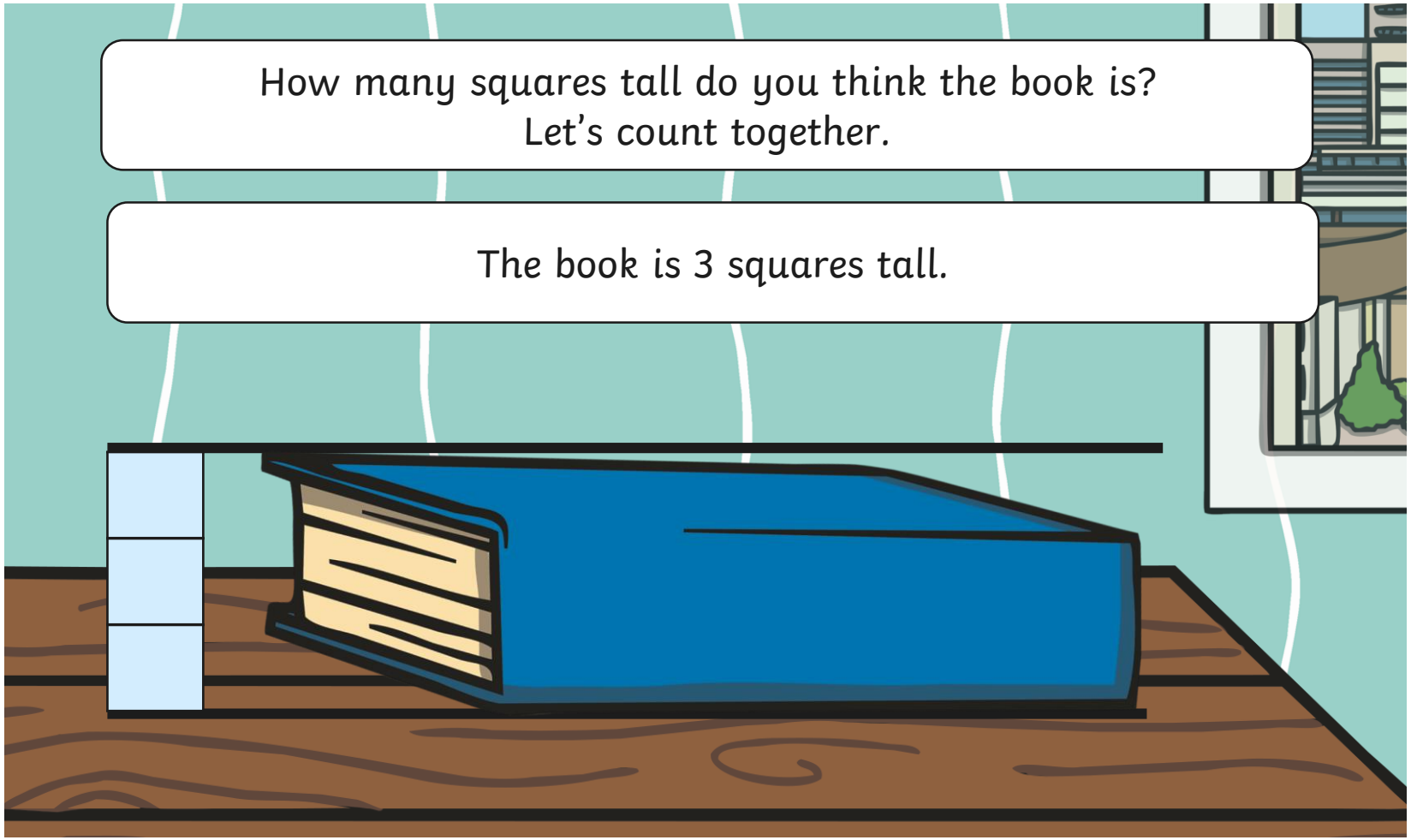
# Measure It

Whole Class

How many squares tall do you think the book is?
Let's count together.

The book is 3 squares tall.



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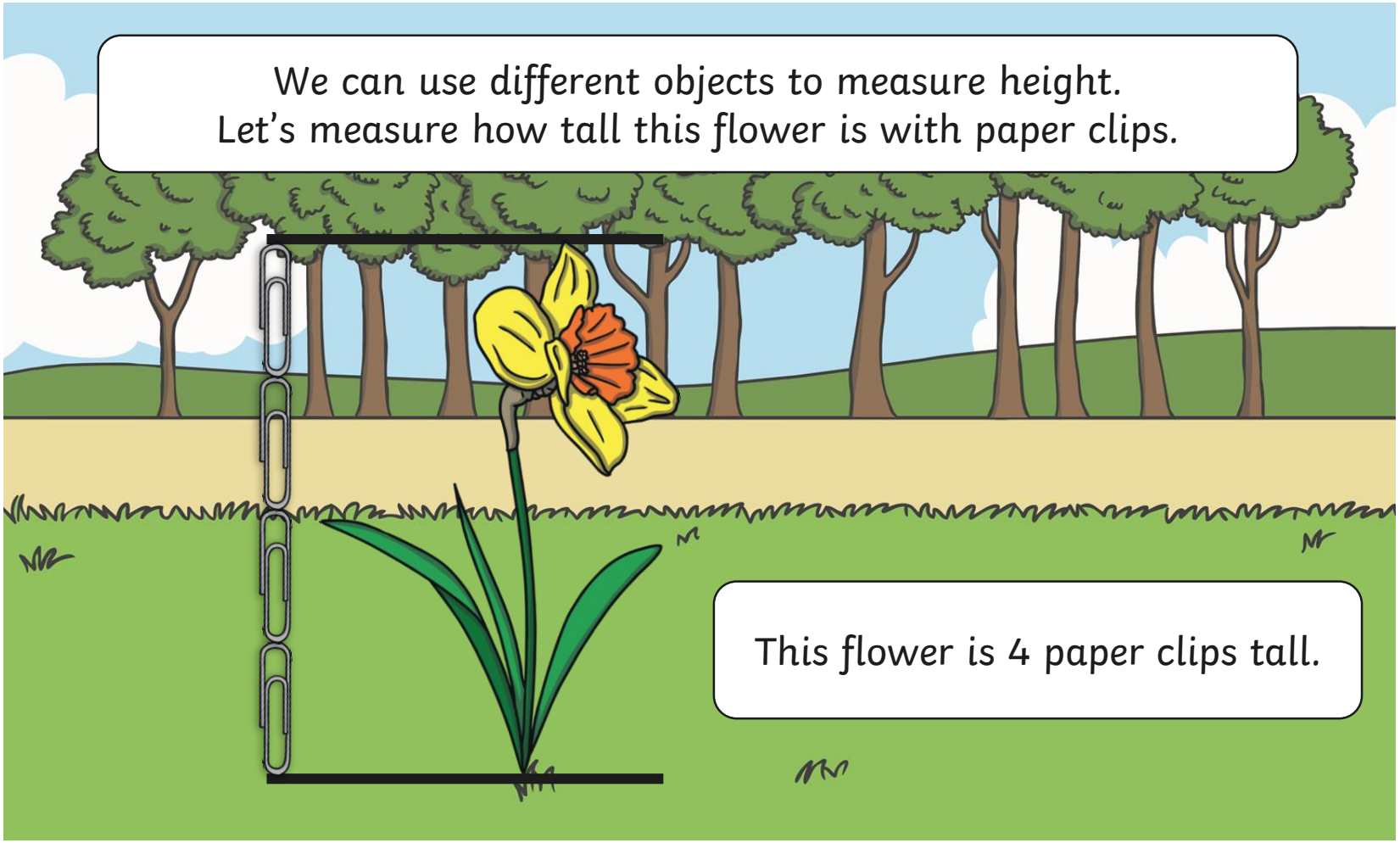
# Using Different Units

Whole Class

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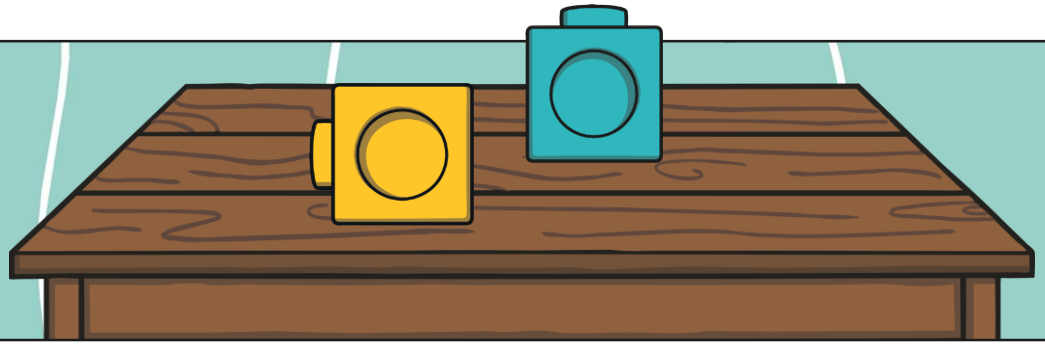
# Using Different Units

Whole Class

Let's have a go at measuring the height of a table using cubes.

How many cubes do you think it will be?

What did you notice? Was it easy?



It took quite a long time. What objects could we have used to measure with to make it quicker and easier?

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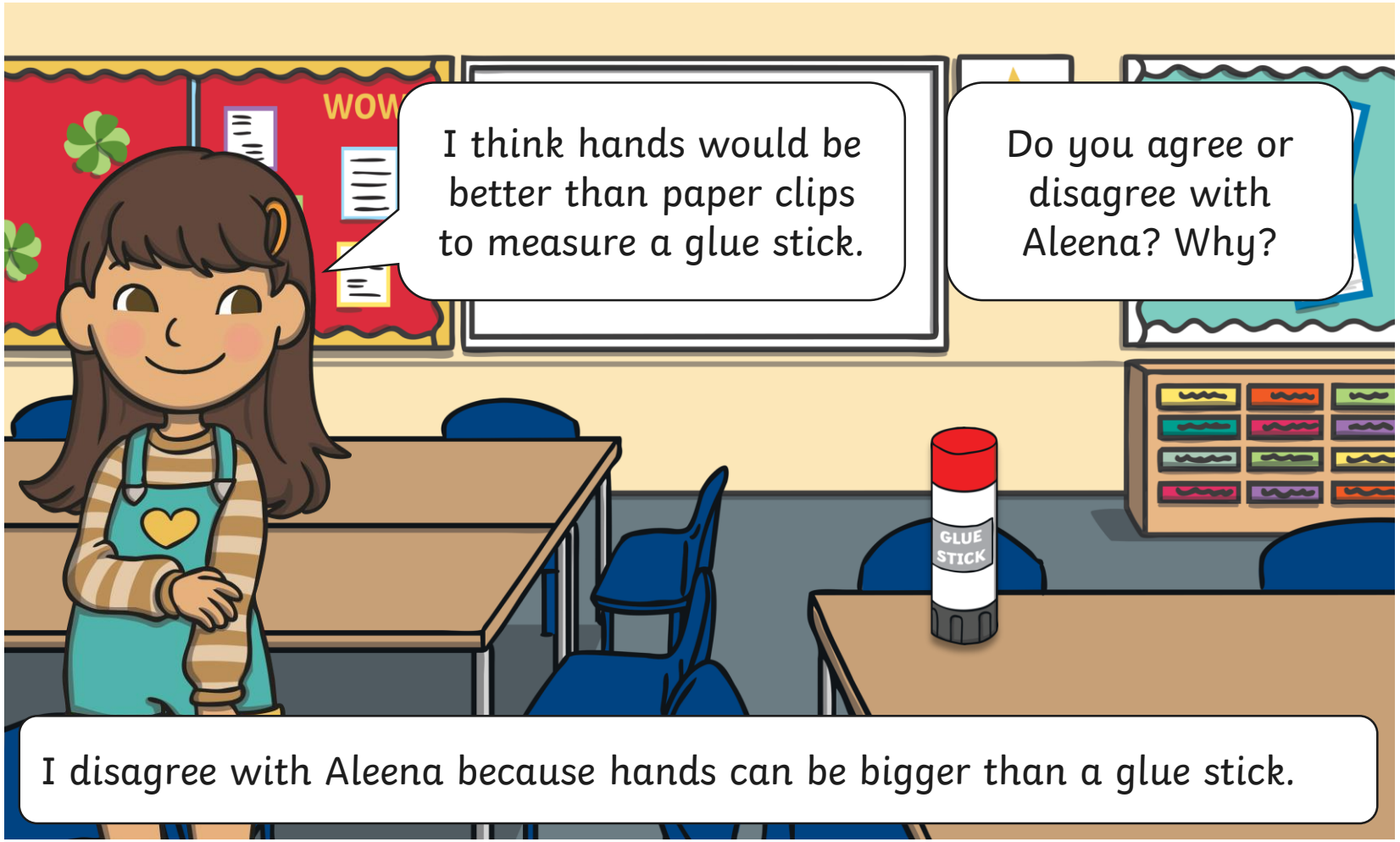
# Using Different Units

Whole Class

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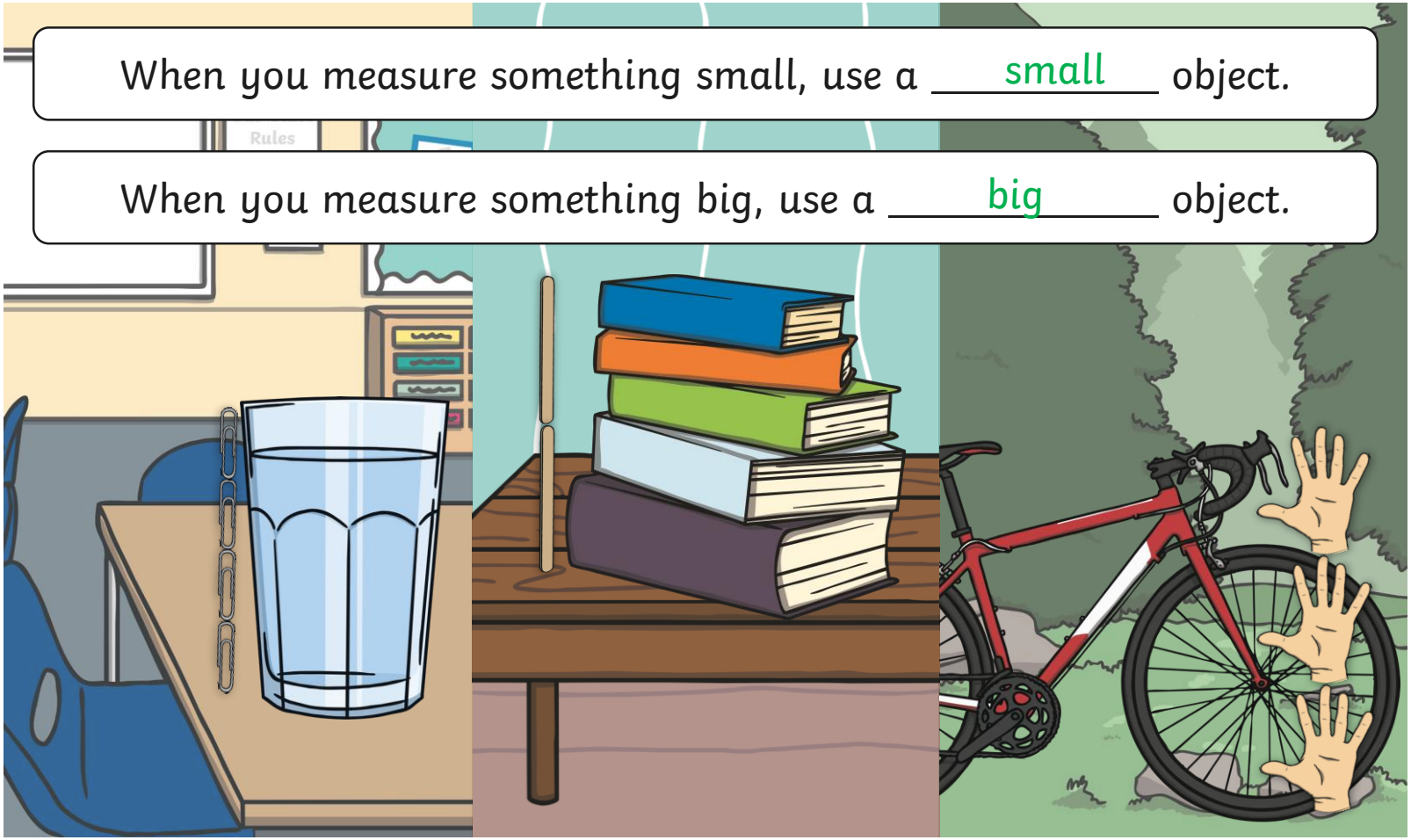
# Using Different Units

Whole Class

Can you complete the sentences?

When you measure something small, use a ____small____ object.

When you measure something big, use a ____big____ object.



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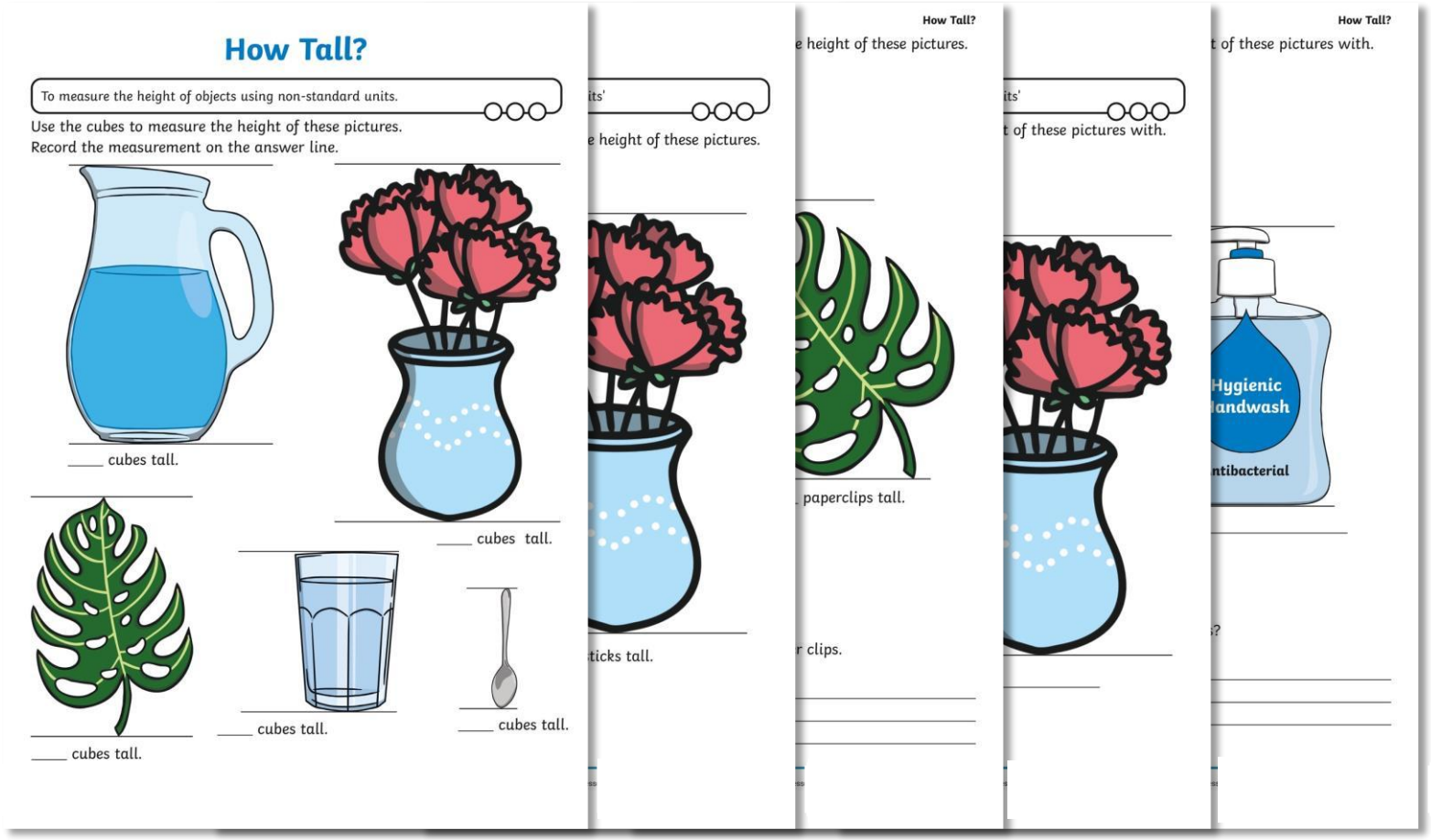
# How Tall?

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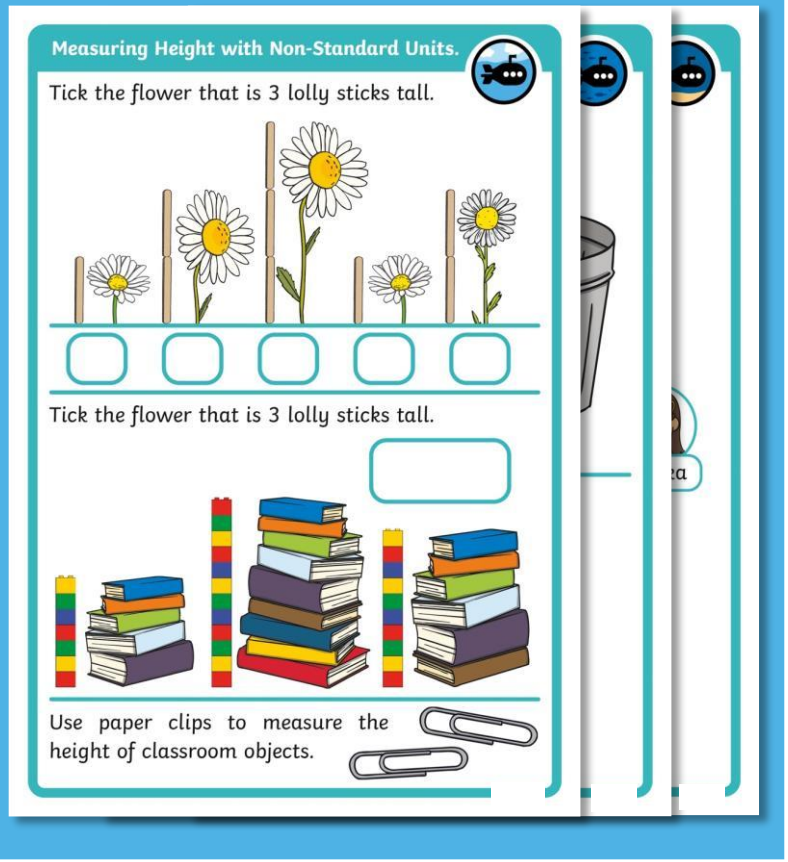
## Diving into Mastery

Dive in by completing your own activity!

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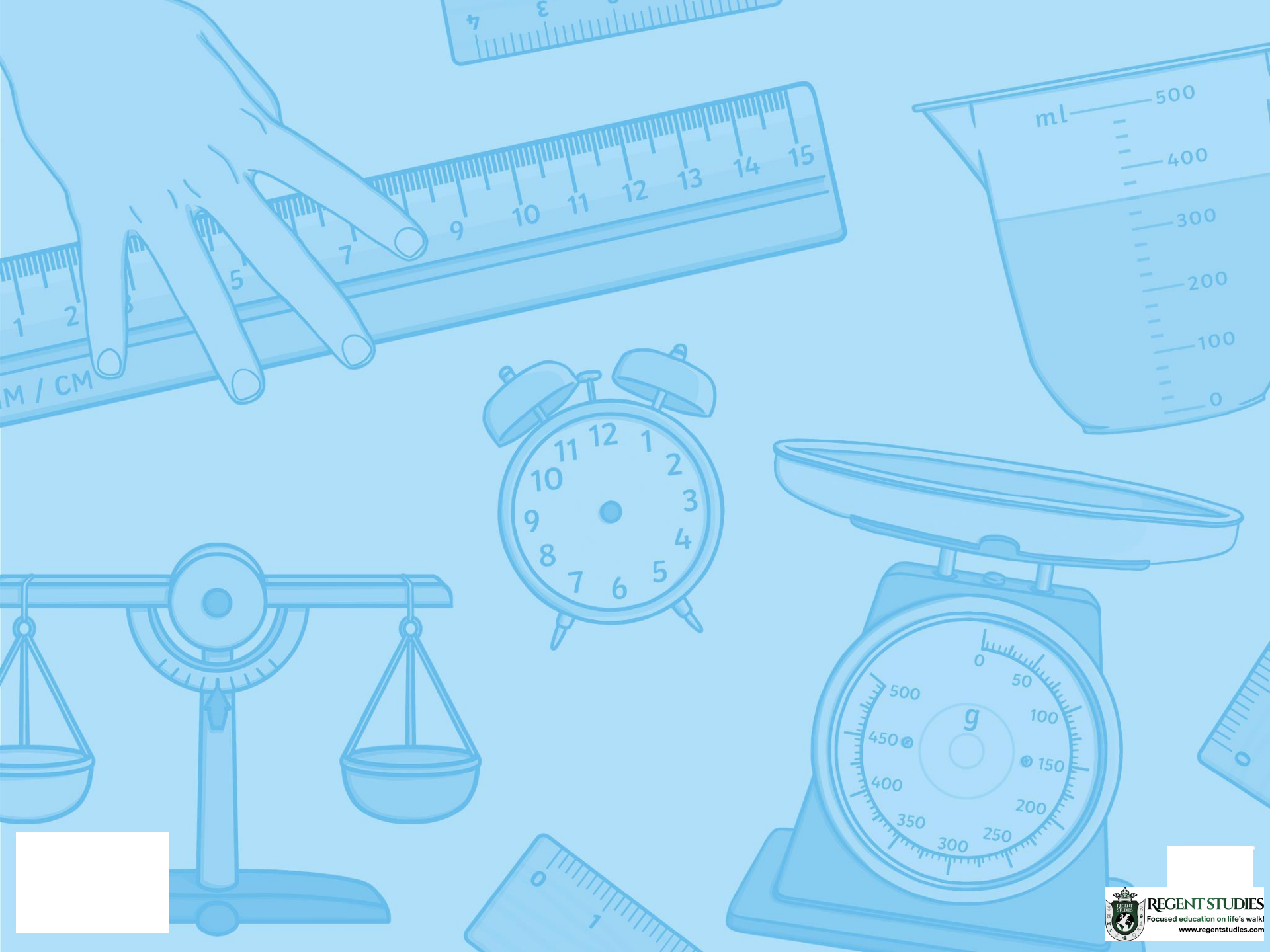
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