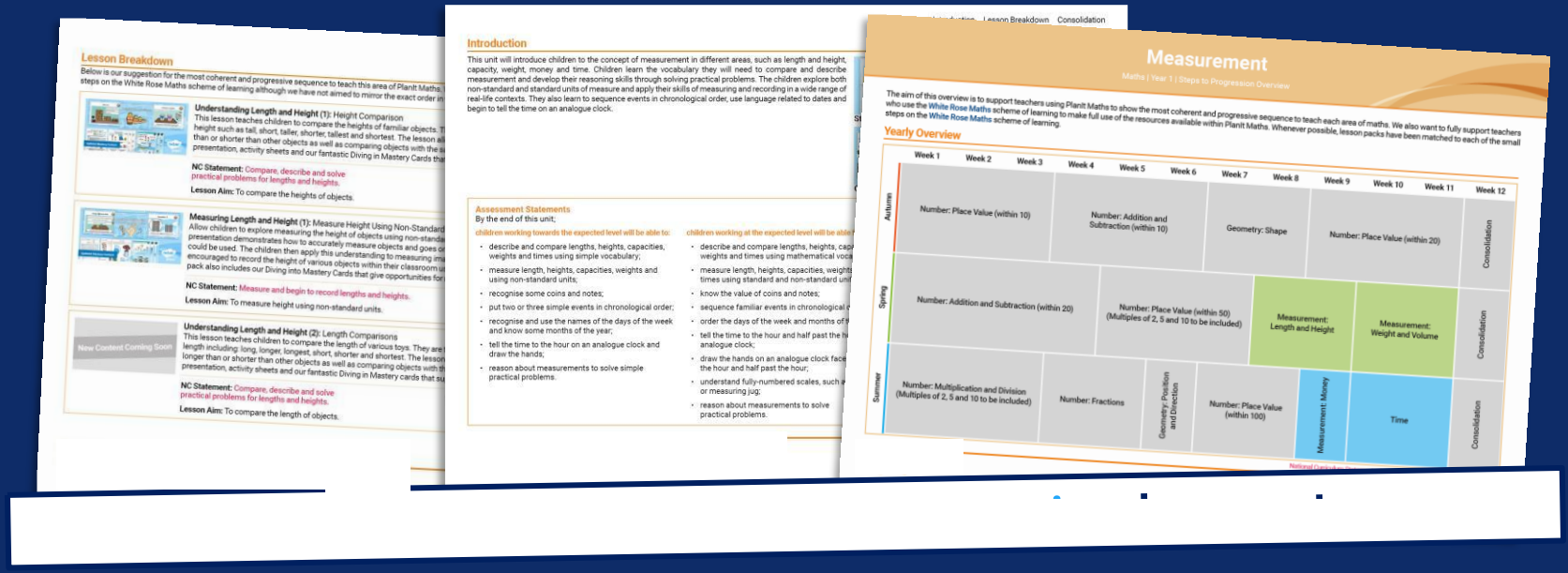
Maths

Measurement

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 tha

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 t 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

- 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

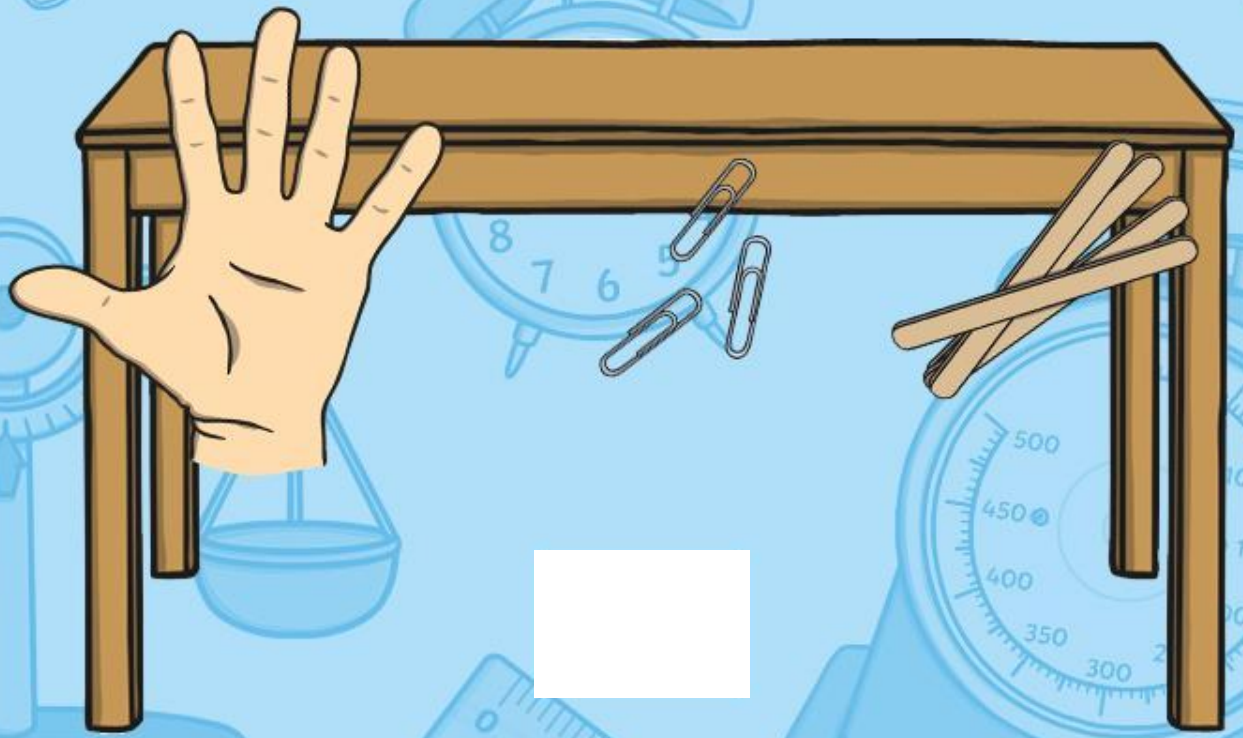
Maths | Year 1 | Steps to Progression Overview

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

Measure Length with Non-Standard Units



Aim

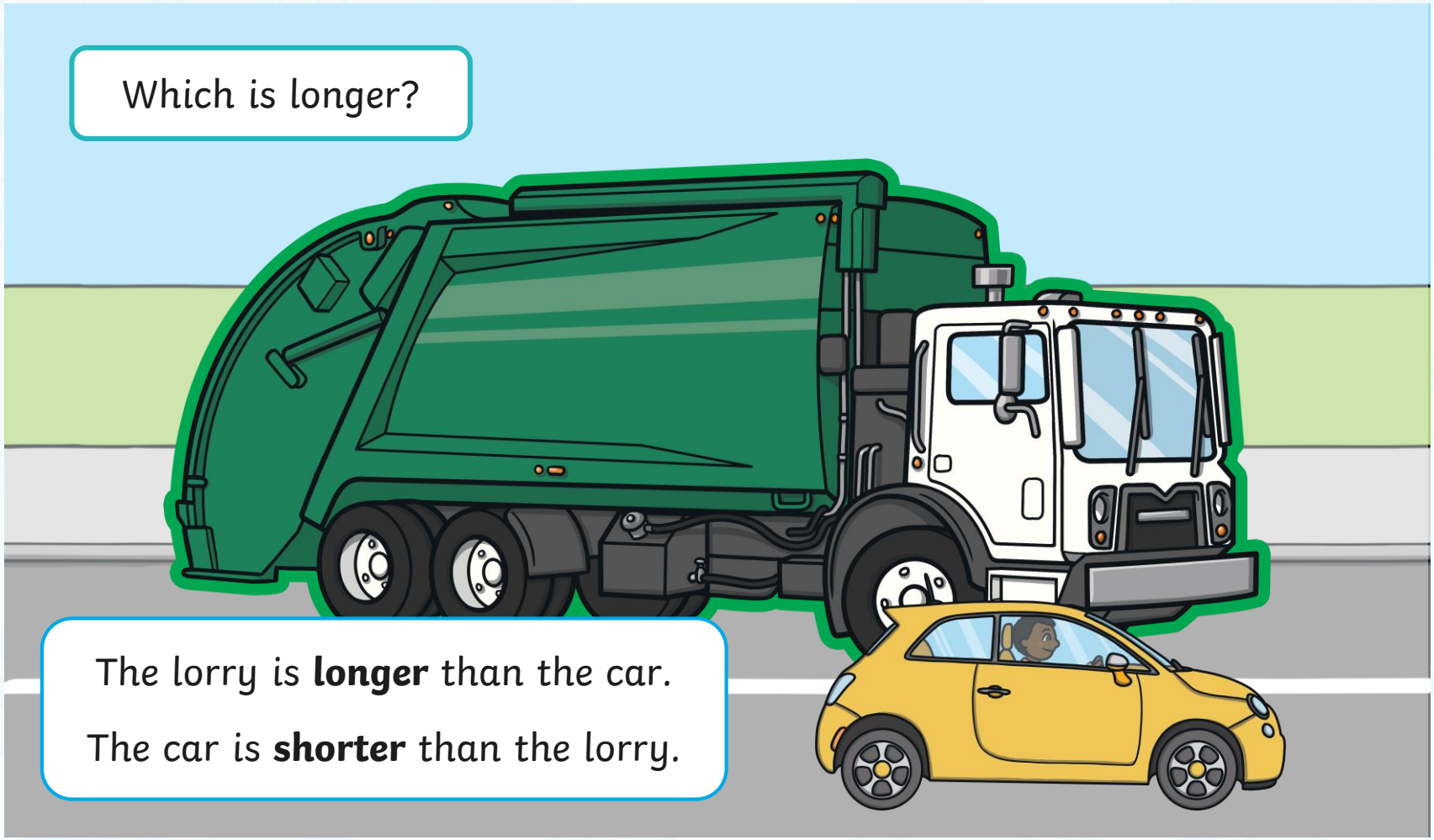
- To measure length using non-standard units.

Success Criteria

- I can accurately measure length using different non-standard units.
- I can write down my measurements.

Remember It

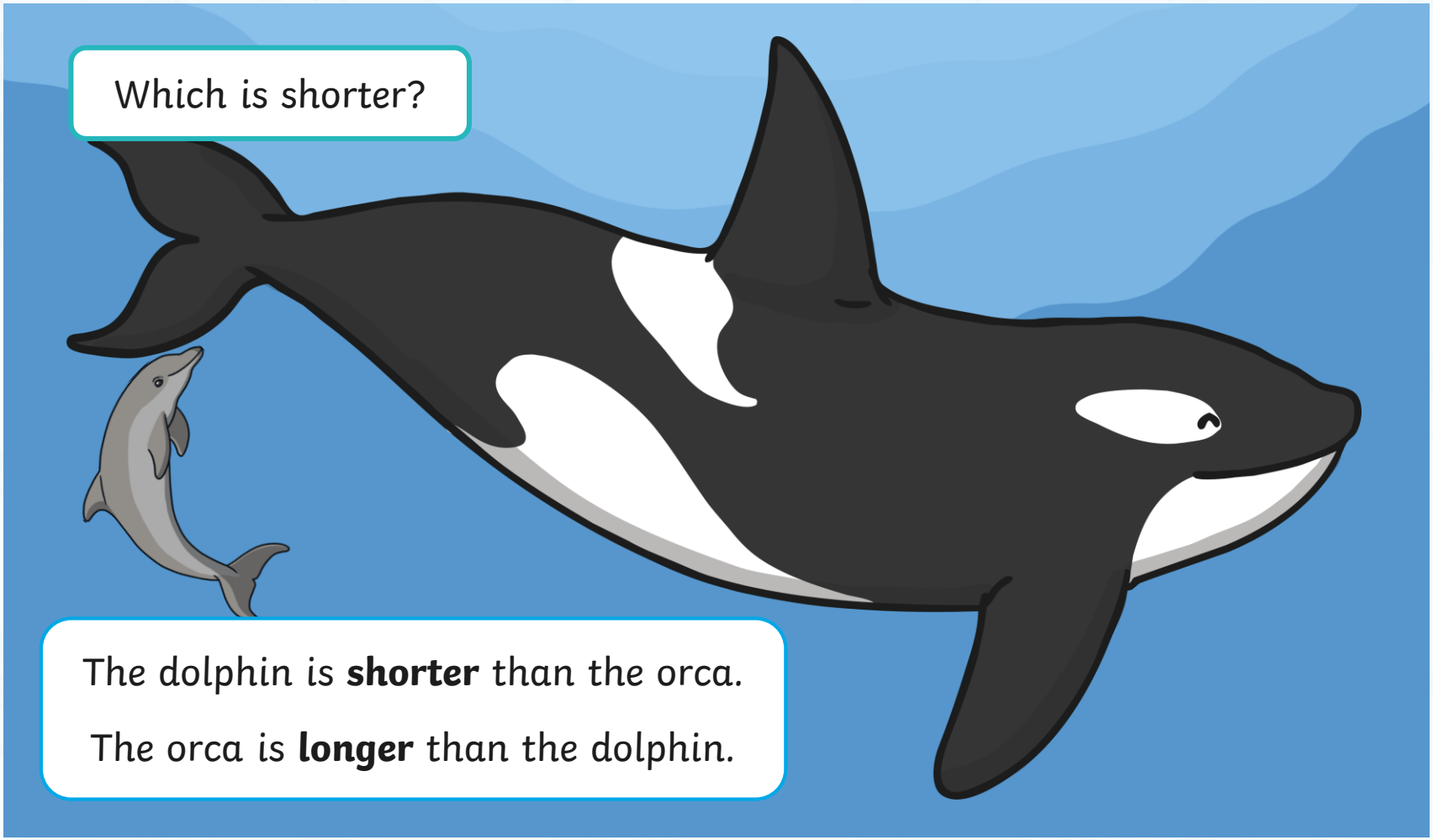
Which is longer?



The lorry is **longer** than the car.

The car is **shorter** than the lorry.

Remember It



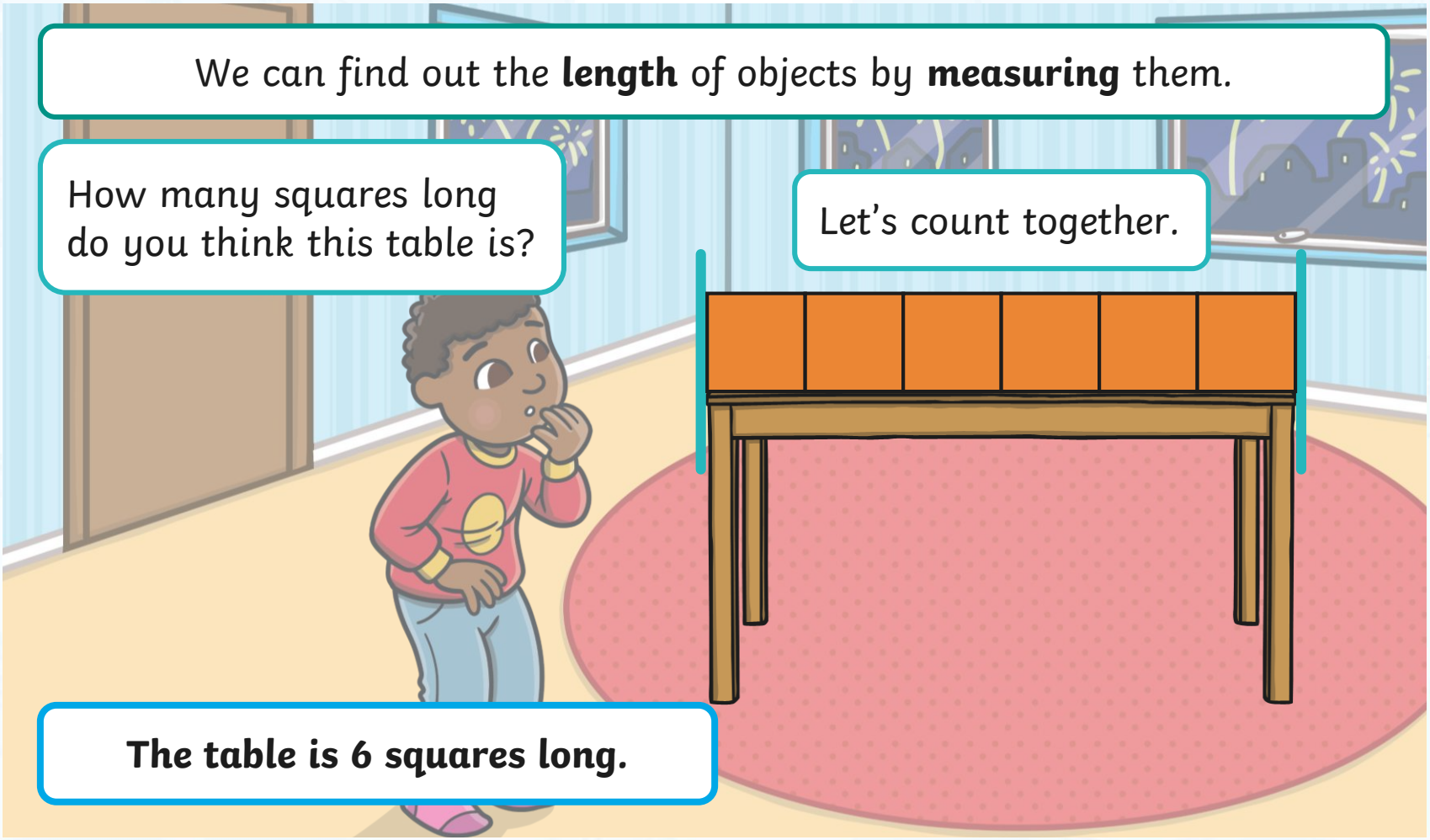
Measure It

Whole Class

We can find out the **length** of objects by **measuring** them.

How many squares long do you think this table is?

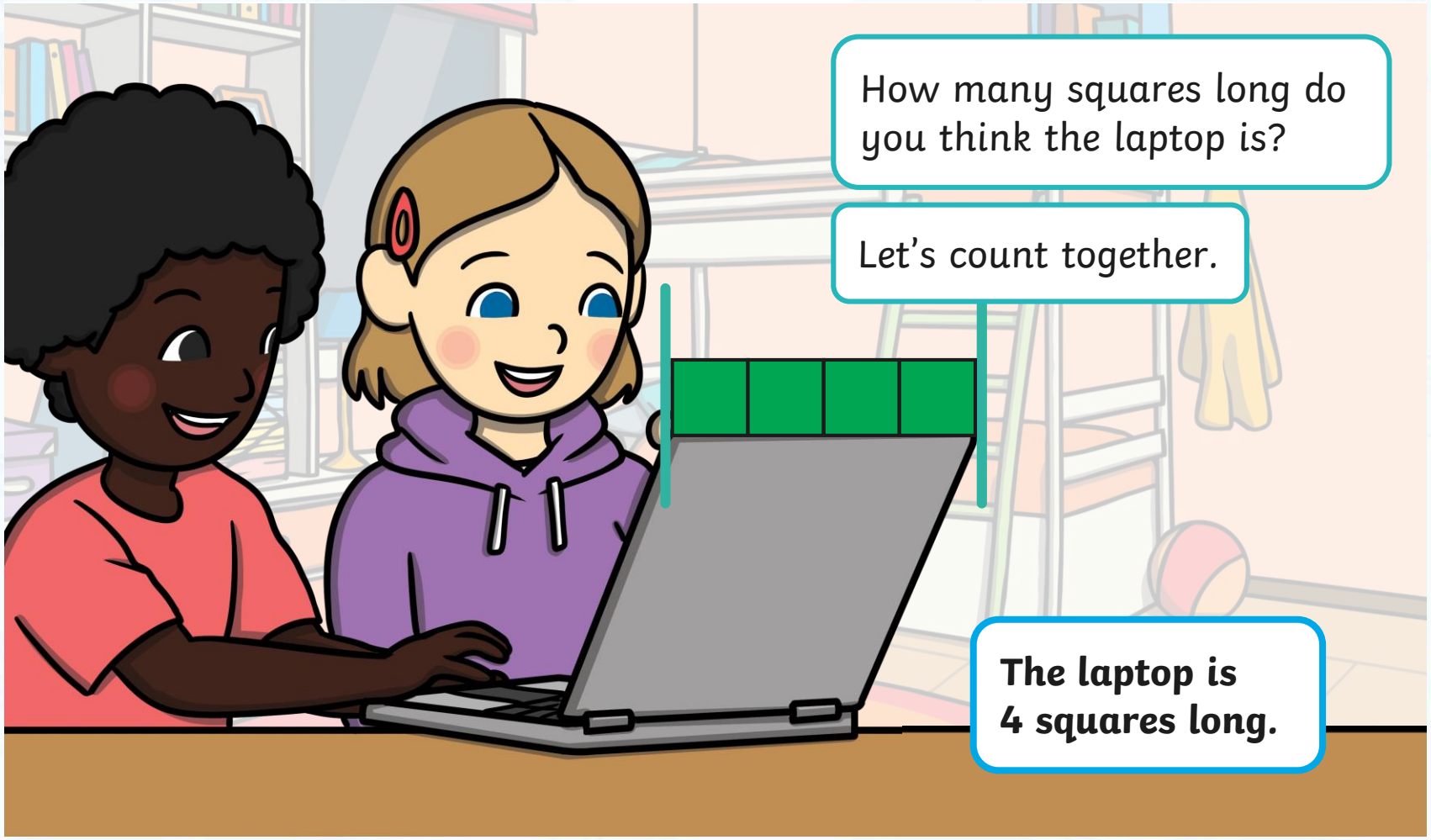
Let's count together.



The table is 6 squares long.

Measure It

Whole Class

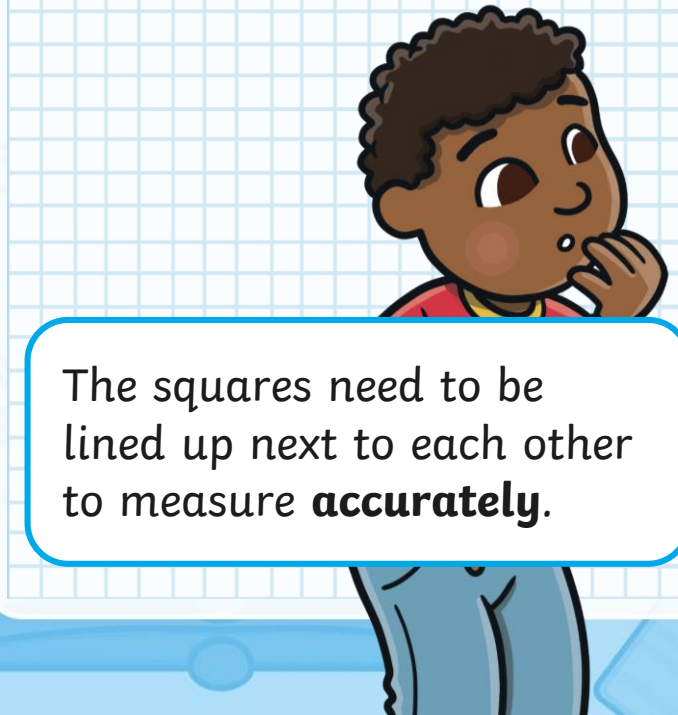


Measure It

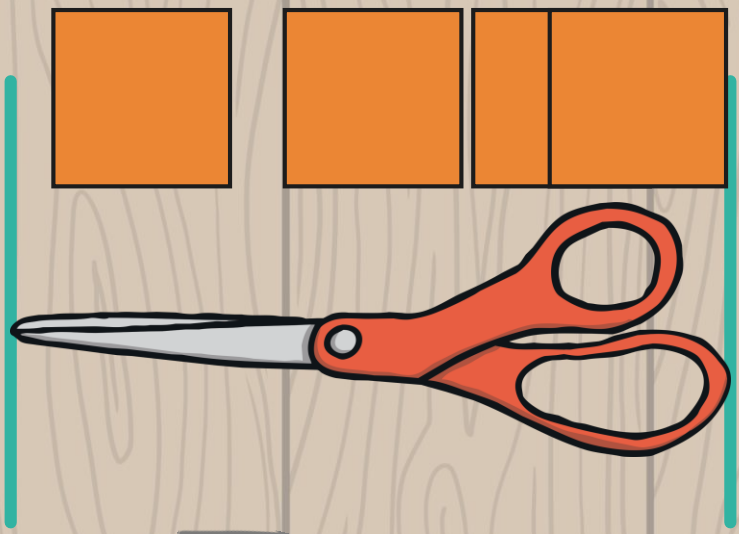
Whole Class

Is Leo correct? Why?

The scissors are 3 squares long.



The squares need to be lined up next to each other to measure **accurately**.

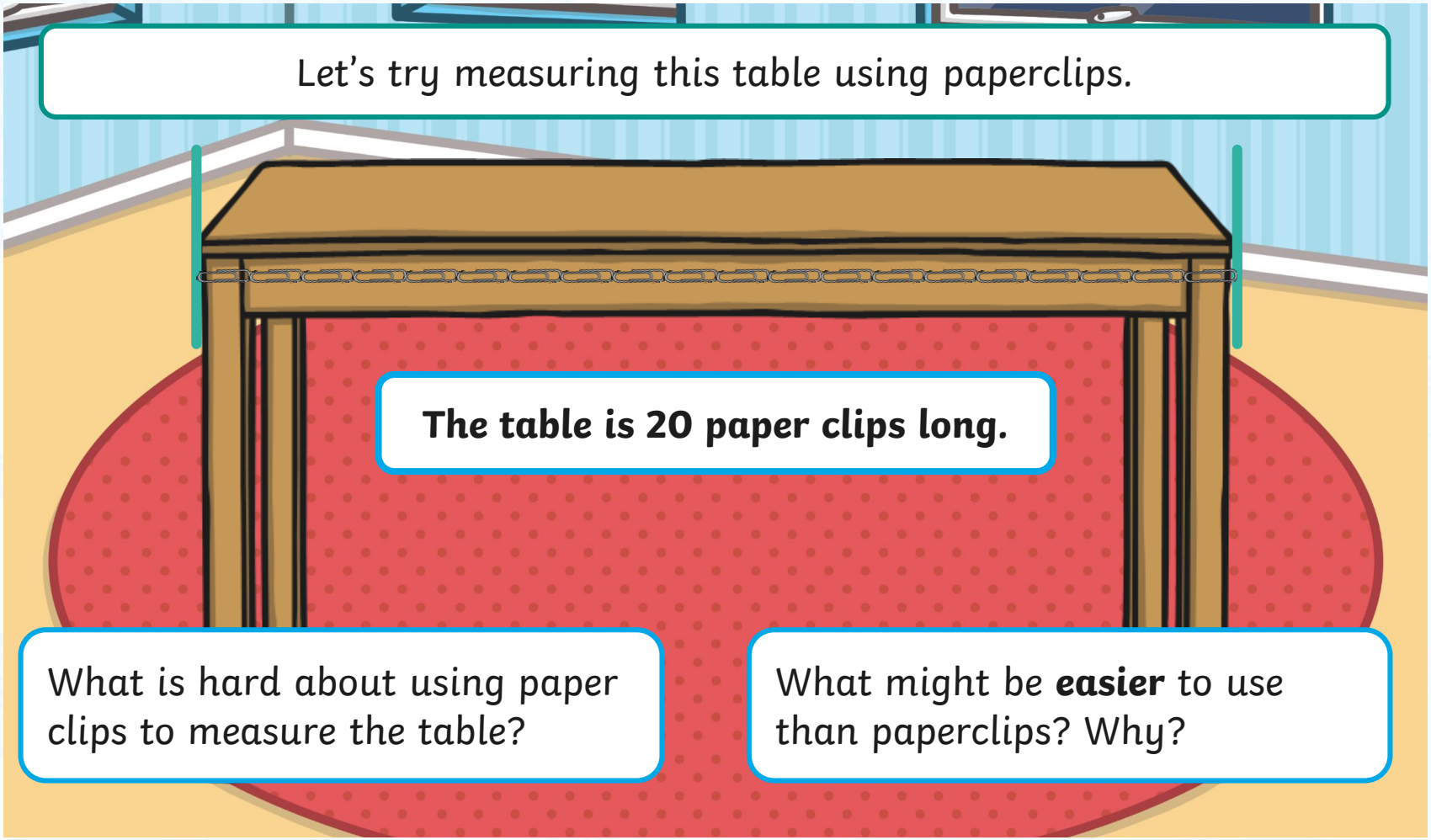


The scissors are 4 squares long.

Using Different Units

Whole Class

Let's try measuring this table using paperclips.



The table is 20 paper clips long.

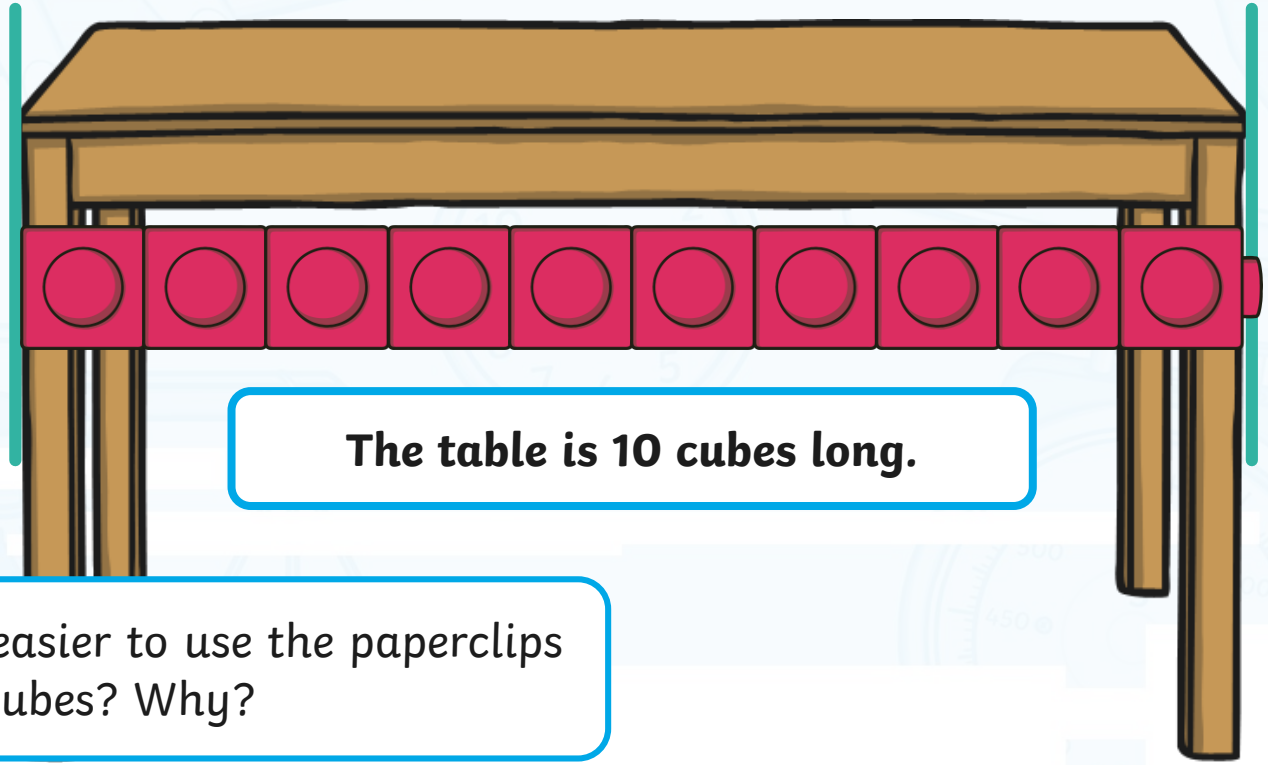
What is hard about using paper clips to measure the table?

What might be **easier** to use than paperclips? Why?

Using Different Units

Whole Class

Now, let's try measuring the table using cubes.

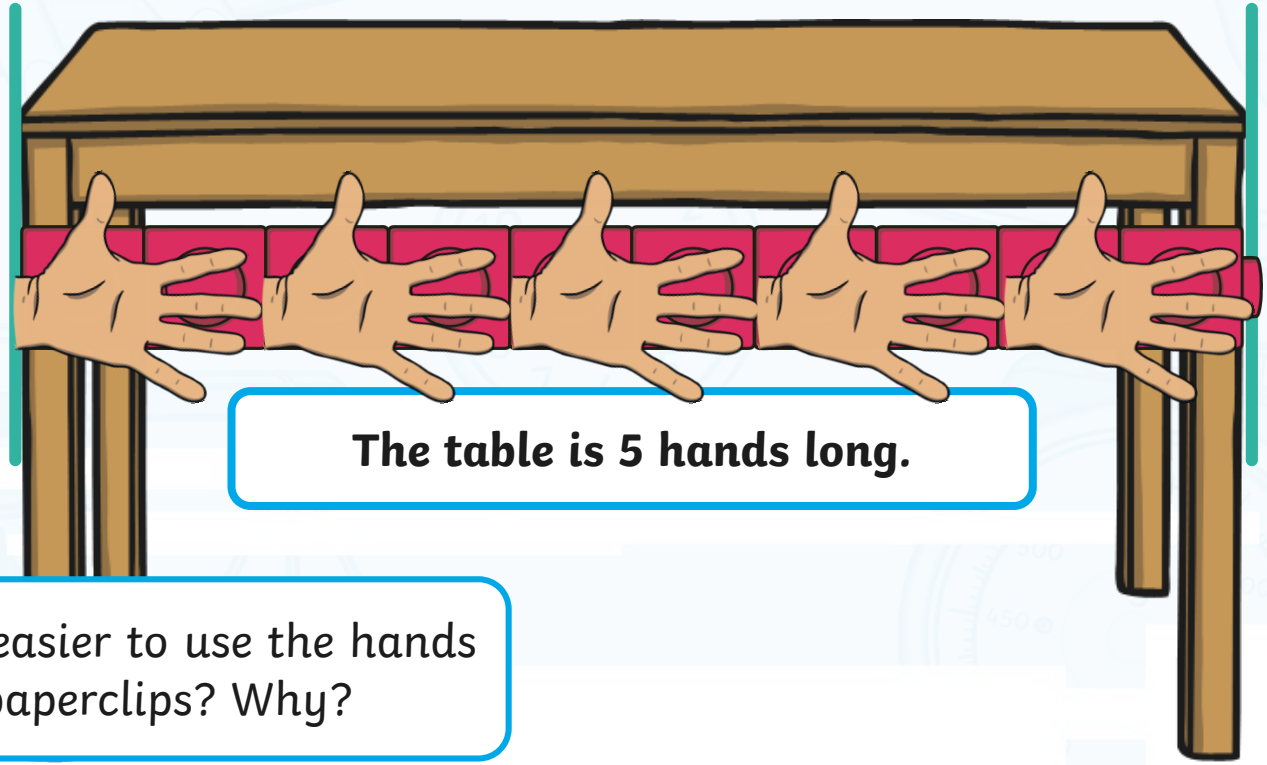


The table is 10 cubes long.

Was it easier to use the paperclips or the cubes? Why?

Using Different Units

This time, let's measure the table using hands.



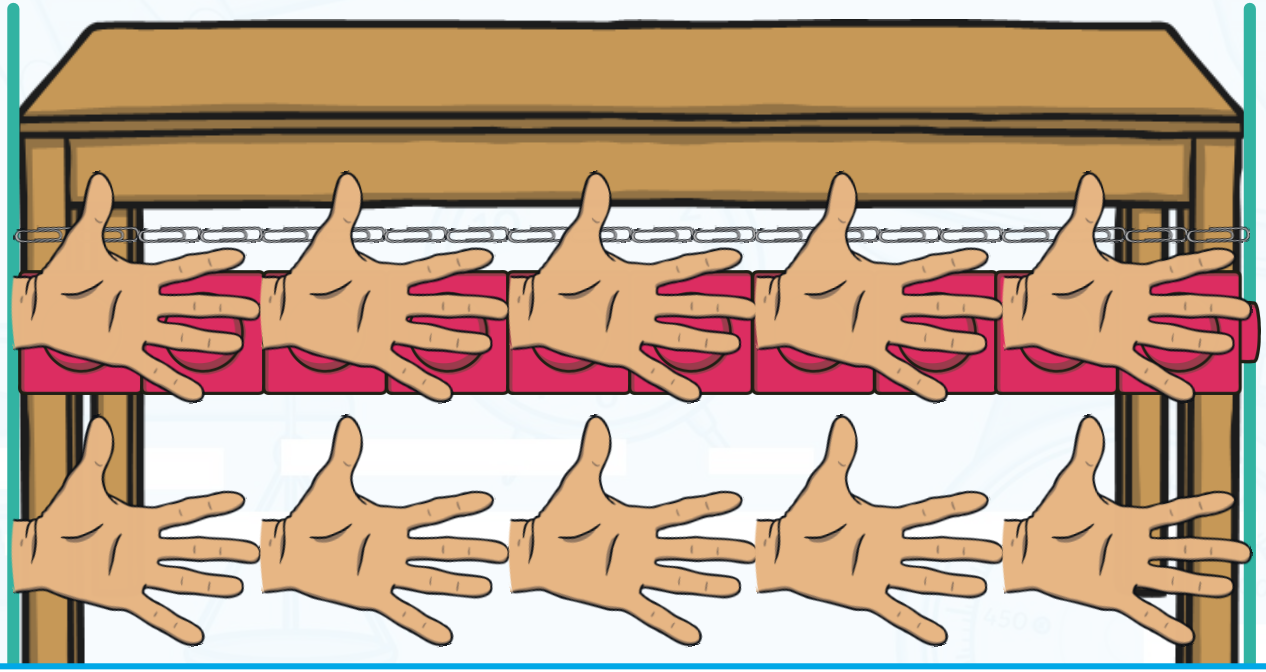
The table is 5 hands long.

Was it easier to use the hands or the paperclips? Why?

Using Different Units

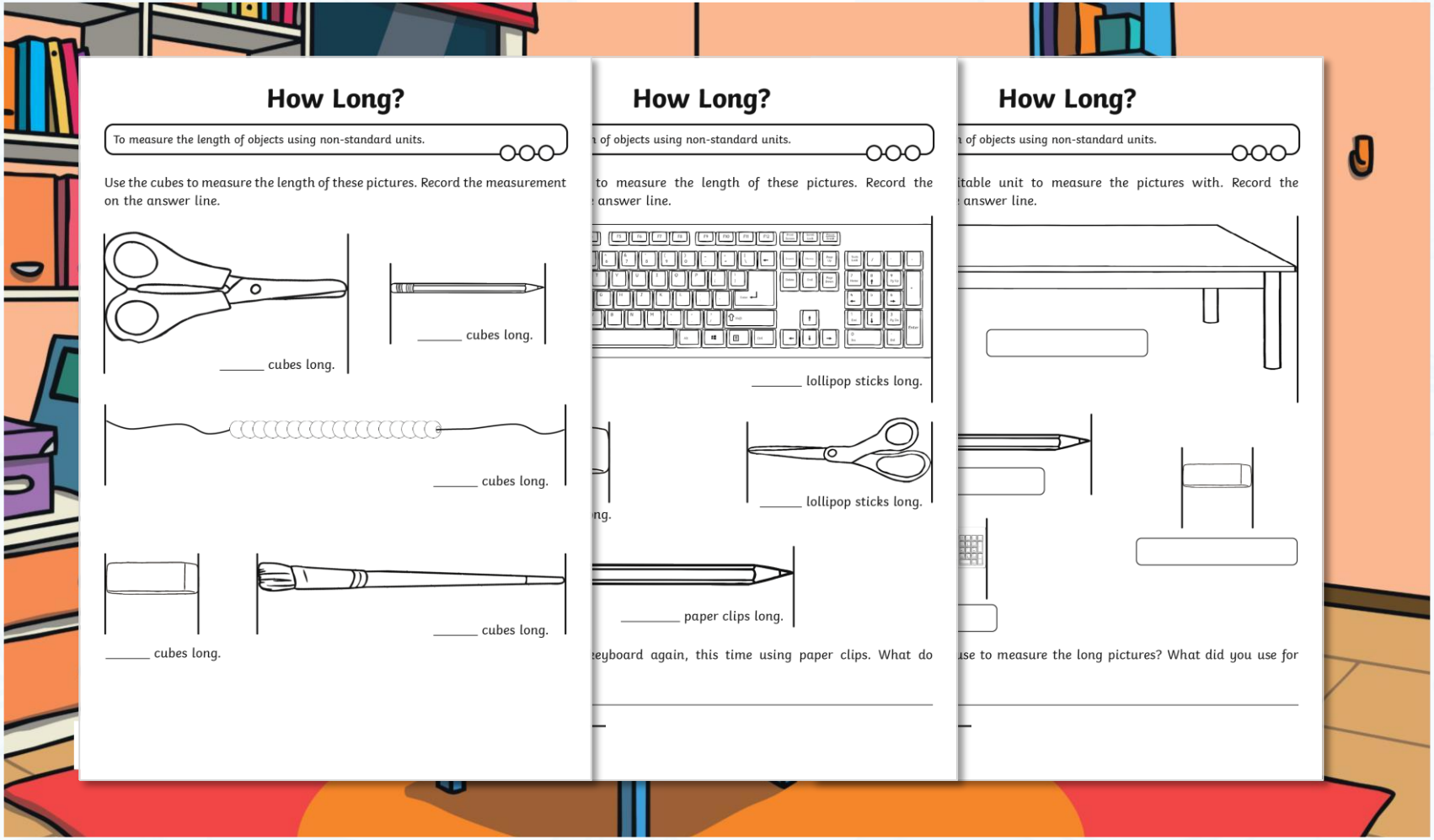
Whole Class

What do you notice?



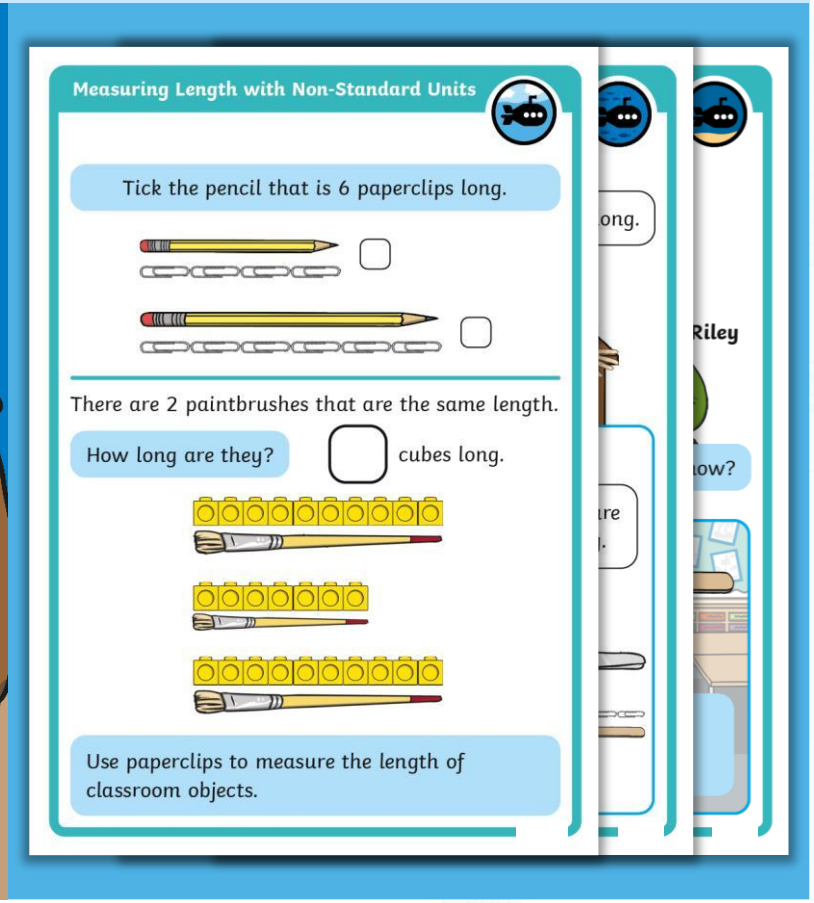
The smaller the unit you use to measure, the more you need.

How Long?


How Long?
To measure the length of objects using non-standard units.
Use the cubes to measure the length of these pictures. Record the measurement on the answer line.
_____ cubes long.
_____ cubes long.
_____ cubes long.
_____ cubes long.
_____ cubes long.
How Long?
of objects using non-standard units.
to measure the length of these pictures. Record the
answer line.
_____ lollipop sticks long.
_____ lollipop sticks long.
_____ paper clips long.
How Long?
of objects using non-standard units.
itable unit to measure the pictures with. Record the
answer line.

Diving into Mastery

Dive in by completing your own activity!



True or False?

Prove to a partner if what Ria says is true or false.

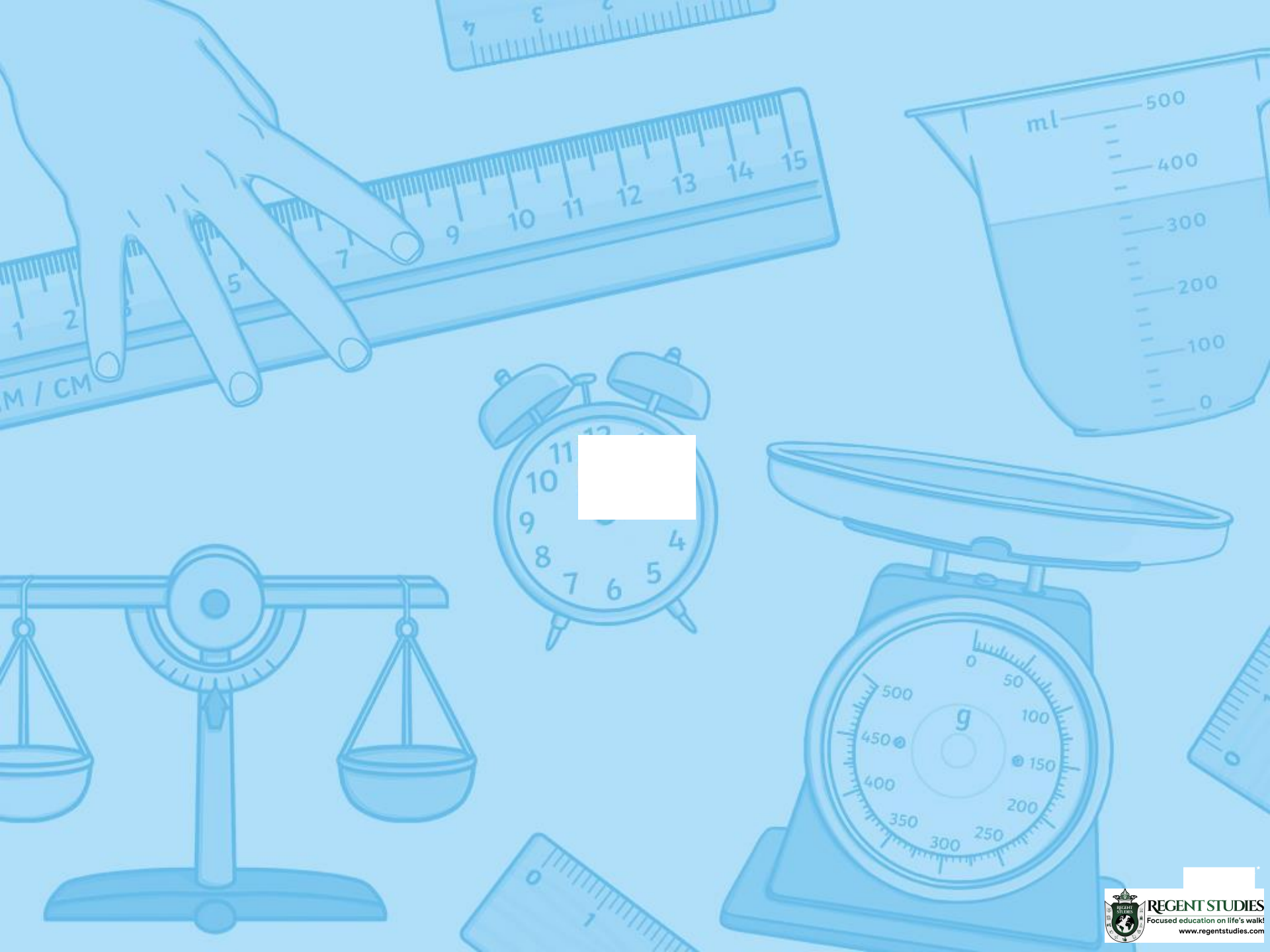
The piano is 7 pencils long.

Aim

- To measure length using non-standard units.

Success Criteria

- I can accurately measure length using different non-standard units.
- I can write down my measurements.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