



MASTER SHEET

MEASUREMENT MAP

Which is Bigger?

How Big?

How much Bigger?

PP (F)

Year 1

Year 2

Year 3



STAGE OF DEVELOPMENT

- An emerging awareness of attribute and comparative language.

- Able to match and compare pairs of objects using informal units or use a go-between to make a comparison.
- Can tell time to the hour and half hour.

- Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size.
- Can tell time to the quarter hour.

- Able to measure quantities with a consistent unit and use a more formal standard unit that relates well to the attribute.

ACHIEVEMENT STANDARD AC

Student directly compares objects and events to say which has more length, mass, capacity or time. Connects time to days of the week.

Students directly and indirectly compare pairs of objects and events using uniform informal units and describe duration using months, weeks, days and hours.

Students directly compare and order shapes, objects and events using a uniform unit which is a good match with the attribute being measured.

Can select the appropriate attribute to measure shapes, objects and events choosing familiar units of a sensible size to compare.

KEY UNDERSTANDING

Understands everyday comparative language associated with length, mass, area, capacity and time

LENGTH (DISTANCE)
Which is longer? taller? further?



MASS (HEAVINESS)
Which is heavier?



AREA (LARGENESS)
Which is bigger?



CAPACITY (FULLNESS)
Which holds more?



TIME (DURATION)
Which takes longer?



Distinguishes between the attributes when comparing things and uses a go-between that relates well to the attribute

LENGTH
Which is longer?



MASS
Which is heavier?



AREA
Which is bigger?



CAPACITY
Which holds more?



TIME
Which takes longer?



Measures the size of an object by using a suitable informal uniform unit repeatedly to match the object

LENGTH
How long? Tall? Far?
How much longer?



MASS
How heavy?
How much heavier?



AREA
How big?
How much bigger?



CAPACITY
How much does it hold?
How much more?

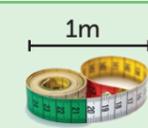


TIME
Identify days and dates in a month



Can select the appropriate attribute to measure shapes, objects and events choosing familiar units of a sensible size to compare

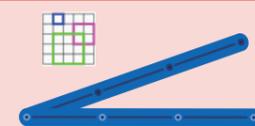
LENGTH
How long is a metre?



MASS
How heavy is a kilogram?



AREA
Angle: Amount of turn?



CAPACITY / VOLUME
How much is a litre?
How many cubic centimetres?



TIME
How long is a minute?
seconds, minutes, hours, days, months.



STATEMENT OF LEARNING

Students make judgements about size and order without actually measuring. We can compare things by how much of a particular attribute each has. Different attributes may result in different orders.

There are special words and phrases that help students describe and compare quantities.

Students trust the count as being the key to measuring the repetitions of a uniform unit. We measure by choosing a unit and working out how many of the unit it takes to match the thing being measured.

Standard units help to interpret, communicate and calculate. The choice of unit depends upon what is being measured and why. We can improve the ability to estimate by knowing the size of common units and practise judging the size of things.





MASTER SHEET

MEASUREMENT MAP

Which is Bigger?

How Big?

How much Bigger?

Year 4

Year 5

Year 6

Year 7



STAGE OF DEVELOPMENT

• Able to use scaled, calibrated instruments to measure and compare the attributes of length, mass, capacity, time and temperature using standard units

• Can connect between standard units of measurement to choose the appropriate unit for length, mass, area, volume, capacity and time.

• Able to convert between common metric units of length, mass and capacity and able to connect decimal representations to the metric system.

• Able to establish formulas for areas of rectangles, triangles and parallelograms to solve problems.

ACHIEVEMENT STANDARD AC

Students directly compare and order objects and events using instruments to find duration, how long, how heavy, how big and how much it holds.

Students use their understanding of length relationships to calculate the perimeter and area of rectangles using familiar metric units.

Students solve problems involving the comparison of lengths and areas using appropriate units and connect common units for volume, capacity and also time.

Students come to trust information and use relationships between attributes and units to calculate volume of rectangular prisms and travel time of objects.

KEY UNDERSTANDING

Can choose an appropriate instrument and count uniform units whilst reading whole number scales

LENGTH
mm cm m km



MASS
gm kg tonne



AREA
Angle
How big is a square metre?



CAPACITY / VOLUME
mls litre cm³



TIME
Converts between units of time. am/pm



Understands and interprets numbered and unlabelled graduations on a scale as well as recognising part units combine to form whole units

LENGTH
mm cm m km
Perimeter

MASS
gm kg tonne



AREA
Angle: How big is 90 degrees?



CAPACITY / VOLUME
How big is a cubic metre?

TIME
Compares 12 and 24 hour time



Can measure shapes, objects and events directly and use operations to determine measurements that cannot be obtained directly.

LENGTH
How much longer?
Perimeter

MASS
How much heavier?



AREA
Angle: How much bigger?



CAPACITY / VOLUME
How much bigger?



TIME
Interprets and uses timetables



Understands relationships involving perimeter and area of polygons, volume of prisms and events and can use these for practical purposes.

LENGTH
Perimeter

MASS
Decimal measure



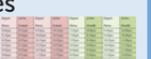
AREA
Angle



CAPACITY / VOLUME
Which holds more?



TIME
Interprets and uses timetables



STATEMENT OF LEARNING

Calibrated scales can be used as a substitute for repeating units. Focus should be on the types of tools and techniques people have developed. The Instrument we choose to represent our unit should relate well to the attribute being measured.

Units are quantities so we can use different representations of the same unit. Students can calculate one measurement from others using relationships between quantities. We can use information we know to judge whether results are reasonable.

Scale drawings and models have the same shape as the original object. This is useful for comparing and calculating dimensions. The relationships between standard units helps us to judge size, move between units and calculate.

Students can use a range of whole number and decimal scales and understand the effect of scaling linear dimensions and movement over time.



MEASUREMENT MAP - AREA

	Which is Bigger?	How Big?	How much Bigger?	
	PP (F)	Year 1	Year 2	Year 3
STAGE OF DEVELOPMENT	<ul style="list-style-type: none"> An emerging awareness of attribute and comparative language. 	<ul style="list-style-type: none"> Able to match and compare pairs of shapes using informal units or use a go-between to make a comparison. 	<ul style="list-style-type: none"> Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size. 	<ul style="list-style-type: none"> Able to measure quantities with a consistent unit and use a more formal standard unit that relates well to the attribute.
ACHIEVEMENT STANDARD AC	Student directly compares shapes to say which has more area.	Students directly and indirectly compare two shapes by matching or altering without affecting the quantity.	Students directly compare and order shapes using an informal uniform unit which is a good match with the object being measured.	Students directly compare and order shapes using familiar metric units.

KEY UNDERSTANDING	AREA	AREA	AREA	AREA
Understands everyday comparative language associated with length, mass, area, capacity and time	Which is bigger?		How big? How much bigger?	
	TASKS Which is bigger? Picnic Blankets	TASKS Which is bigger? (Ext) Picnic Blankets (Ext)	TASKS impact of Materials Picnic Blankets (Ext)	TASKS Impact of Materials 2 Shapes 1 Tiling Problem
	LANGUAGE length width nearly close shape about the same wide narrow square high low short rectangle	LANGUAGE length width nearly close shape about the same wide narrow square high low long short rectangle	LANGUAGE length width face side edge shape about the same wide narrow square high low long short rectangle	LANGUAGE length width face side edge shape triangle circle wide narrow square high low long short rectangle
	RESOURCES paper squares rectangles	RESOURCES paper squares rectangles	RESOURCES paper squares rectangles pattern blocks	RESOURCES paper squares rectangles triangles circles pattern blocks

STATEMENT OF LEARNING	Students make judgements about size and order without actually measuring. We can compare things by how much of a particular attribute each has. Different attributes may result in different orders.	There are special words and phrases that help students describe and compare quantities.	Students trust the count as being the key to measuring the repetitions of a uniform unit. We measure by choosing a unit and working out how many of the unit it takes to match the timing.	Standard units help to interpret, communicate and calculate. The choice of unit depends upon what is being measured and why.
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MEASUREMENT MAP - AREA

	Which is Bigger?	How Big?	How much Bigger?	
	Year 4	Year 5	Year 6	Year 7
STAGE OF DEVELOPMENT	<ul style="list-style-type: none"> Able to use scaled, calibrated instruments to measure and compare the attributes of length and area using standard units. 	<ul style="list-style-type: none"> Can connect between standard units of measurement to choose the appropriate unit for length and area. 	<ul style="list-style-type: none"> Able to convert between common metric units of length and area and able to connect decimal representations to the metric system. 	<ul style="list-style-type: none"> Able to establish formulas for areas of rectangles, triangles and parallelograms to solve problems.
ACHIEVEMENT STANDARD AC	Students directly compare and order objects and events using instruments to find how big.	Students use their understanding of length relationships to calculate the perimeter and area of rectangles using familiar metric units.	Students solve problems involving the comparison of lengths and areas using appropriate units and connect common units for surface area of prisms.	Students come to trust information and use relationships between attributes and units to calculate the surface area of prisms and pyramids.

KEY UNDERSTANDING	Year 4	Year 5	Year 6	Year 7	
Can choose an appropriate instrument and count uniform units whilst reading whole number scales	AREA	AREA	AREA How much longer? Taller?	AREA	
	TASKS Impact of Materials 3 Shapes 2 Tiling Problem	TASKS Impact of Materials 4 Ice Cream Puddles What is the Area?	TASKS Impact of Materials 5 What is the Area? Ice Cream Puddles	TASKS Oil Spills What is the Area? Surface Area?	
	LANGUAGE length width face side edge shape triangle circle wide narrow square square centimetre cm x cm rectangle	LANGUAGE length width face side edge shape triangle circle square metre surface square centimetre cm x cm rectangle	LANGUAGE length width face side edge shape triangle circle square metre surface square centimetre cm x cm rectangle	LANGUAGE length width face side edge shape triangle circle square metre surface square centimetre cm x cm rectangle	
	RESOURCES paper squares rectangles triangles circles pattern blocks	RESOURCES irregular shapes leaves various 2D paper shapes	RESOURCES irregular shapes leaves various 2D paper shapes	RESOURCES irregular shapes various 2D paper shapes	
Understands and interprets numbered and unlabelled graduations on a scale as well as recognising part units combine to form whole units			Can measure shapes, objects and events directly and use operations to determine measurements that cannot be obtained directly.		
Understands relationships involving perimeter and area of polygons, volume of prisms and events and can use these for practical purposes.					

STATEMENT OF LEARNING	Year 4	Year 5	Year 6	Year 7
	Calibrated scales can be used as a substitute for repeating units. Focus should be on the types of tools and techniques people have developed. The Instrument we choose to represent our unit should relate well to the attribute being measured.	Units are quantities so we can use different representations of the same unit. Students can calculate one measurement from others using relationships between quantities. We can use information we know to judge whether results are reasonable.	Scale drawings and models have the same shape as the original object. This is useful for comparing and calculating dimensions. The relationships between standard units helps us to judge size, move between units and calculate.	Students can use a range of whole number and decimal scales and understand the effect of scaling linear dimensions.

MEASUREMENT MAP - CAPACITY

	Which is Bigger?		How Big?	How much Bigger?	
	PP (F)	Year 1	Year 2	Year 3	→
STAGE OF DEVELOPMENT	<ul style="list-style-type: none"> An emerging awareness of attribute and comparative language. 	<ul style="list-style-type: none"> Able to match and compare pairs of objects using informal units or use a go-between to make a comparison. 	<ul style="list-style-type: none"> Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size. 	<ul style="list-style-type: none"> Able to measure quantities with a consistent unit and use a more formal standard unit that relates well to the attribute. 	
ACHIEVEMENT STANDARD AC	Student directly compares objects to say which has more capacity.	Students directly and indirectly compare two shapes or objects using other objects as a go-between.	Students directly compare and order objects using an informal uniform unit which is a good match with the attribute being measured.	Students directly compare and order shapes and objects using familiar metric units.	

KEY UNDERSTANDING	CAPACITY (FULLNESS) Which holds more?	CAPACITY	CAPACITY How full? How much more does it hold?	CAPACITY How much is a litre?
Understands everyday comparative language associated with length, mass, area, capacity and time	<p>TASKS Pour to Decide Full and Empty</p> <p>LANGUAGE full empty holds pour just over just under half full container same different compare close</p> <p>RESOURCES containers of various sizes water sand etc</p>	<p>TASKS Organising Drink Containers Pour to Decide</p> <p>LANGUAGE full empty holds pour just over just under half full container same different compare close roughly</p> <p>RESOURCES containers of various sizes water sand etc</p>	<p>TASKS Organising Drink Containers (Ext) Different Containers Pour to Decide (Ext)</p> <p>LANGUAGE full empty holds pour just over just under half full container same different compare litre millilitre</p> <p>RESOURCES containers of various sizes water sand rice etc</p>	<p>TASKS Cupfuls, Pouring and Scooping Spoonfuls Estimate a Litre</p> <p>LANGUAGE full empty holds pour just over just under half full container same different compare litre millilitre</p> <p>RESOURCES standard cups spoons rice sand containers of various sizes water</p>
	Distinguishes between the attributes when comparing things and uses a go-between that relates well to the attribute		Measures the size of an object by using a suitable informal uniform unit repeatedly to match the object	Can select the appropriate attribute to measure shapes, objects and events choosing familiar units of a sensible size to compare

STATEMENT OF LEARNING	Which is Bigger?	How Big?	How much Bigger?
Students make judgements about size and order without actually measuring. We can compare things by how much of a particular attribute each has. Different attributes may result in different orders.	There are special words and phrases that help students describe and compare quantities.	Students trust the count as being the key to measuring the repetitions of a uniform unit. We measure by choosing a unit and working out how many of the unit it takes to match the timing.	Standard units help to interpret, communicate and calculate. The choice of unit depends upon what is being measured and why. We can improve the ability to estimate by knowing the size of common units and practise judging the size of things.

MEASUREMENT MAP - CAPACITY

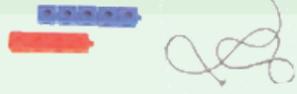
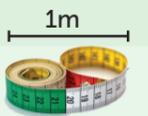
	Which is Bigger?	How Big?	How much Bigger?		
	Year 4	Year 5	Year 6	Year 7	
STAGE OF DEVELOPMENT	<ul style="list-style-type: none"> Able to use scaled, calibrated instruments to measure and compare the attributes of capacity using standard units. 	<ul style="list-style-type: none"> Can connect between standard units of measurement to choose the appropriate unit for mass. 	<ul style="list-style-type: none"> Able to convert between common metric units of mass and able to connect decimal representations to the metric system. 	<ul style="list-style-type: none"> Able to establish formulas for areas of rectangles, triangles and parallelograms to solve problems. 	→
ACHIEVEMENT STANDARD AC	Students directly and indirectly compare and order objects using instruments to find out how much it holds.	Students use their understanding of length relationships to calculate the capacity of familiar 3D objects using metric units.	Students solve problems involving the comparison of lengths and areas using appropriate units and connect common units for volume and capacity.	Students come to trust information and use relationships between attributes and units to calculate the volume and capacity of various objects.	

KEY UNDERSTANDING	CAPACITY	CAPACITY	CAPACITY	CAPACITY
Can choose an appropriate instrument and count uniform units whilst reading whole number scales	TASKS Make a Measuring Cup How Much is a Litre?	TASKS Make a Measuring Cup (Ext) How much is a Litre? (Ext)	TASKS Make a Measuring Cup (Ext)	TASKS
	LANGUAGE full empty holds capacity cylinder scale half full container measure standard unit compare litre millilitre	LANGUAGE Full empty holds capacity cylinder scale half full container measure standard unit compare litre millilitre	LANGUAGE Full empty holds capacity cylinder scale half full container measure standard unit compare litre millilitre	LANGUAGE
	RESOURCES standard cups sand water rice measuring cups/cylinders rulers	RESOURCES standard cups sand water rice measuring cups/cylinders rulers	RESOURCES standard cups sand water rice measuring cups/cylinders rulers	RESOURCES
	Understands and interprets numbered and unlabelled graduations on a scale as well as recognising part units combine to form whole units	Can measure shapes, objects and events directly and use operations to determine measurements that cannot be obtained directly.	Understands relationships involving perimeter and area of polygons, volume of prisms and events and can use these for practical purposes.	

STATEMENT OF LEARNING	Calibrated scales can be used as a substitute for repeating units. Focus should be on the types of tools and techniques people have developed. The Instrument we choose to represent our unit should relate well to the attribute being measured.	Units are quantities so we can use different representations of the same unit. Students can calculate one measurement from others using relationships between quantities. We can use information we know to judge whether results are reasonable.	Scale drawings and models have the same shape as the original object. This is useful for comparing and calculating dimensions. The relationships between standard units helps us to judge size, move between units and calculate.	Students can use a range of whole number and decimal scales and understand the effect of scaling linear dimensions.
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MEASUREMENT MAP - LENGTH

	Which is Bigger?	How Big?	How much Bigger?	
	PP (F)	Year 1	Year 2	Year 3
STAGE OF DEVELOPMENT	<ul style="list-style-type: none"> An emerging awareness of attribute and comparative language. 	<ul style="list-style-type: none"> Able to match and compare pairs of objects using informal units or use a go-between to make a comparison. 	<ul style="list-style-type: none"> Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size. 	<ul style="list-style-type: none"> Able to measure quantities with a consistent unit and use a more formal standard unit that relates well to the attribute.
ACHIEVEMENT STANDARD AC	Student directly compares objects and events to say which has more length.	Students directly and indirectly compare two shapes or objects using other objects as a go-between.	Students directly compare and order shapes, objects and events using an informal uniform unit which is a good match with the attribute being measured.	Students directly compare and order shapes, objects and events using an familiar metric units.

KEY UNDERSTANDING	LENGTH (DISTANCE) Which is longer? taller? further?	LENGTH	LENGTH	LENGTH How long is a metre?
Understands everyday comparative language associated with length, mass, area, capacity and time				
	TASKS Snail Trails Which Line is Longer? Who is Taller?	TASKS Which Line is longer? Who is Taller?	TASKS Desk Through the Doorway? Put Your Foot In It	TASKS Broken Ruler Put Your Foot In It
	LANGUAGE longer shorter higher lower thicker thinner taller smaller further nearer length same compare	LANGUAGE longer shorter higher lower thicker thinner taller smaller further nearer length same compare	LANGUAGE longer taller shorter higher wider metre centimetre further furthest gap overlap measure compare	LANGUAGE distance apart between scale longest tallest centimetre (cm) metre (m) unit kilometre (km) ruler edge highest
	RESOURCES string paper tape ribbon popsticks straws wool objects of various length	RESOURCES string paper tape ribbon popsticks straws wool objects of various length	RESOURCES pencils popsticks straws paperclips MAB rods matchsticks rulers etc	RESOURCES rulers pencils various objects metre ruler
	Distinguishes between the attributes when comparing things and uses a go-between that relates well to the attribute	Measures the size of an object by using a suitable informal uniform unit repeatedly to match the object	Can select the appropriate attribute to measure shapes, objects and events choosing familiar units of a sensible size to compare	

STATEMENT OF LEARNING	Students make judgements about size and order without actually measuring. We can compare things by how much of a particular attribute each has. Different attributes may result in different orders.	There are special words and phrases that help students describe and compare quantities.	Students trust the count as being the key to measuring the repetitions of a uniform unit. We measure by choosing a unit and working out how many of the unit it takes to match the timing.	Standard units help to interpret, communicate and calculate. The choice of unit depends upon what is being measured and why. We can improve the ability to estimate by knowing the size of common units and practise judging the size of things.
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STATEMENT OF LEARNING



AISWA

MEASUREMENT MAP - LENGTH

	Which is Bigger?	How Big?	How much Bigger?	
	Year 4	Year 5	Year 6	Year 7
STAGE OF DEVELOPMENT	<ul style="list-style-type: none"> Able to use scaled, calibrated instruments to measure and compare the attributes of length using standard units. 	<ul style="list-style-type: none"> Can connect between standard units of measurement to choose the appropriate unit for length and area. 	<ul style="list-style-type: none"> Able to convert between common metric units of length and able to connect decimal representations to the metric system. 	<ul style="list-style-type: none"> Able to establish formulas for areas of rectangles, triangles and parallelograms to solve problems.
ACHIEVEMENT STANDARD AC	Students directly compare and order objects and events using instruments to find length.	Students use their understanding of length relationships to calculate the perimeter and area of rectangles using familiar metric units.	Students solve problems involving the comparison of lengths and areas using appropriate units and connect common units for volume and capacity.	Students come to trust information and use relationships between attributes and units to calculate volume of rectangular prisms and travel time of objects.

KEY UNDERSTANDING	LENGTH	LENGTH	LENGTH	LENGTH
Can choose an appropriate instrument and count uniform units whilst reading whole number scales	TASKS Put Your Foot In It (Ext) Ruling the Court Broken Ruler (Ext)	TASKS Granny's Rug Ruling the Court (Ext)	TASKS Granny's Rug (Ext)	TASKS
	LANGUAGE edge perimeter millimetre (mm) length width breadth thick thin corner sides standard unit	LANGUAGE conversion proportion edges reasonableness estimate scale standard unit perimeter	LANGUAGE appropriate conversion perimeter standard unit scale circumference boundary compass formula	LANGUAGE formula conversion comparison relationship estimate indirect
	RESOURCES rulers pencils 1D and 2D shapes tape measures metre ruler	RESOURCES rulers pencils 2D shapes tape measures trundle wheel	RESOURCES rulers pencils metre ruler tape measures trundle wheel	RESOURCES
	Understands and interprets numbered and unlabelled graduations on a scale as well as recognising part units combine to form whole units	Can measure shapes, objects and events directly and use operations to determine measurements that cannot be obtained directly.	Understands relationships involving perimeter and area of polygons, volume of prisms and events and can use these for practical purposes.	

STATEMENT OF LEARNING	Calibrated scales can be used as a substitute for repeating units. Focus should be on the types of tools and techniques people have developed. The Instrument we choose to represent our unit should relate well to the attribute being measured.	Units are quantities so we can use different representations of the same unit. Students can calculate one measurement from others using relationships between quantities. We can use information we know to judge whether results are reasonable.	Scale drawings and models have the same shape as the original object. This is useful for comparing and calculating dimensions. The relationships between standard units helps us to judge size, move between units and calculate.	Students make judgements about size and order without actually measuring. We can compare things by how much of a particular attribute each has. Different attributes may result in different orders.
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MEASUREMENT MAP - MASS

	Which is Bigger?		How Big?	How much Bigger?	
	PP (F)	Year 1	Year 2	Year 3	→
STAGE OF DEVELOPMENT	<ul style="list-style-type: none"> An emerging awareness of attribute and comparative language. 	<ul style="list-style-type: none"> Able to match and compare pairs of objects using informal units or use a go-between to make a comparison. 	<ul style="list-style-type: none"> Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size. 	<ul style="list-style-type: none"> Able to measure quantities with a consistent unit and use a more formal standard unit that relates well to the attribute. 	
ACHIEVEMENT STANDARD AC	Student directly compare objects to say which has more mass.	Students directly and indirectly compare two objects using other objects as a go-between.	Students directly compare and order objects using an informal uniform unit which is a good match with the attribute being measured.	Students directly compare and order objects using an familiar metric units.	

KEY UNDERSTANDING	MASS (HEAVINESS) Which is heavier?		MASS		MASS How Heavy? How much heavier?		MASS How heavy is a kilogram?	
	Understands everyday comparative language associated with length, mass, area, capacity and time	TASKS Hefting Objects Which Tin is Heavier? Which Frog is Heavier?	TASKS Ordering Tins Matching Fruit Balance Scales	TASKS How Heavy is the Tin? Smaller but Heavier? Sharing Playdough	TASKS Soft Toys How Heavy is the Tin? (Ext) Lucky Dip	LANGUAGE heavy light heavier lighter heaviest lightest weight balance scales	LANGUAGE balance weighs scales weight heavier lighter heaviest lightest heavy light	LANGUAGE balance scales heavy light heavier lighter heaviest lightest compare kilogram gram unit quantity
	RESOURCES balance, scales, 3D objects	RESOURCES balance, scales, 3D objects, tins of varying mass	RESOURCES balance, scales, weights of various mass, playdough, teddies, marbles	RESOURCES balance, scales, kitchen scales, standard weights, teddies, marbles				

STATEMENT OF LEARNING	Students make judgements about size and order without actually measuring. We can compare things by how much of a particular attribute each has. Different attributes may result in different orders.	There are special words and phrases that help students describe and compare quantities.	Students trust the count as being the key to measuring the repetitions of a uniform unit. We measure by choosing a unit and working out how many of the unit it takes to match the timing.	Standard units help to interpret, communicate and calculate. The choice of unit depends upon what is being measured and why. We can improve the ability to estimate by knowing the size of common units and practise judging the size of things.
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MEASUREMENT MAP - MASS

	Which is Bigger?	How Big?	How much Bigger?	
	Year 4	Year 5	Year 6	Year 7
STAGE OF DEVELOPMENT	<ul style="list-style-type: none"> Able to use scaled, calibrated instruments to measure and compare the attributes of mass using standard units. 	<ul style="list-style-type: none"> Can connect between standard units of measurement to choose the appropriate unit for mass. 	<ul style="list-style-type: none"> Able to convert between common metric units of mass and able to connect decimal representations to the metric system. 	<ul style="list-style-type: none"> Able to establish formulas for areas of rectangles, triangles and parallelograms to solve problems.
ACHIEVEMENT STANDARD AC	Students directly compare and order objects and events using instruments to find out how heavy.	Students use their understanding of mass relationships to calculate weights of various objects using metric units.	Students solve problems involving the comparison of masses.	Students come to trust information and use relationships between attributes and units to calculate the mass of various objects.

KEY UNDERSTANDING	Year 4	Year 5	Year 6	Year 7
Can choose an appropriate instrument and count uniform units whilst reading whole number scales	MASS TASKS Mass Units Ordering Tins (Ext) Order Objects (Ext) LANGUAGE balance scales weights mass kitchen scales standard units kilogram (kg) grams (gm) RESOURCES pattern blocks, standard weights, kitchen scales, balance scales	MASS TASKS Conversion of Units Kitchen Scales 1 & 2 Food Packages LANGUAGE balance scale conversion standard unit kilogram (kg) grams (gm) mass half RESOURCES kitchen scales (different types)	MASS How much heavier? TASKS Kitchen Scales 3 & 4 Food Packages (Ext) LANGUAGE balance scale conversion standard unit kilogram (kg) grams (gm) mass half RESOURCES kitchen scales (different types)	MASS TASKS LANGUAGE RESOURCES
	Understands and interprets numbered and unlabelled graduations on a scale as well as recognising part units combine to form whole units	Can measure shapes, objects and events directly and use operations to determine measurements that cannot be obtained directly.	Understands relationships involving perimeter and area of polygons, volume of prisms and events and can use these for practical purposes.	

STATEMENT OF LEARNING	<p>Calibrated scales can be used as a substitute for repeating units. Focus should be on the types of tools and techniques people have developed. The Instrument we choose to represent our unit should relate well to the attribute being measured.</p>	<p>Units are quantities so we can use different representations of the same unit. Students can calculate one measurement from others using relationships between quantities. We can use information we know to judge whether results are reasonable.</p>	<p>Scale drawings and models have the same shape as the original object. This is useful for comparing and calculating dimensions. The relationships between standard units helps us to judge size, move between units and calculate.</p>	<p>Students make judgements about size and order without actually measuring. We can compare things by how much of a particular attribute each has. Different attributes may result in different orders.</p>
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MEASUREMENT MAP - TIME

	Which is Bigger?	How Big?	How much Bigger?	
	PP (F)	Year 1	Year 2	Year 3
STAGE OF DEVELOPMENT	<ul style="list-style-type: none"> An emerging awareness of attribute and comparative language. 	<ul style="list-style-type: none"> Able to match and compare pairs of objects using informal units or use a go-between to make a comparison. 	<ul style="list-style-type: none"> Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size. 	<ul style="list-style-type: none"> Able to measure quantities with a consistent unit and use a more formal standard unit that relates well to the attribute.
ACHIEVEMENT STANDARD AC	Students directly compare and order the duration of events using the everyday language of time and connects days of the week to familiar events.	Students directly describe duration using months, weeks, days and hours and can tell the time to the hour and half hour.	Students use a calendar to identify the date and determine the number of days in each month. Orders months and seasons and tells the time to the quarter hour.	Students tell time to the minute and investigate the relationships between standard units of time to order familiar events within a year.

KEY UNDERSTANDING	Year 0	Year 1	Year 2	Year 3
Understands everyday comparative language associated with length, mass, area, capacity and time	TIME Which is longer?	TIME	TIME How long does it take? How much longer does it take?	TIME How long is a minute?
	TASKS Compare length of 2 or more events Ordering Events Days of the week	TASKS Bingo Board On the hour How long since...	TASKS Check the Clues Draw a Calendar A Length of Time	TASKS Draw a Clock Draw a Calendar (Ext) A Length of Time (Ext)
	LANGUAGE before after morning afternoon today yesterday tomorrow now early late quicker slower shorter longer calendar clock o'clock	LANGUAGE before after morning afternoon o'clock today yesterday tomorrow now early late quicker slower shorter longer months of the year days of the week	LANGUAGE months of the year seasons am pm calendar days of the week before after minute second quarter to half past analogue quarter past duration date	LANGUAGE months of the year seasons century calendar days of the week before after minute second quarter to digital am/pm analogue quarter past duration date
	RESOURCES analogue clock calendar	RESOURCES analogue/digital clock calendar	RESOURCES analogue/digital clock calendar	RESOURCES analogue/digital clock calendar

STATEMENT OF LEARNING	Students make judgements about size and order without actually measuring. We can compare things by how much of a particular attribute each has. Different attributes may result in different orders.	There are special words and phrases that help students describe and compare quantities.	Students trust the count as being the key to measuring the repetitions of a uniform unit. We measure by choosing a unit and working out how many of the unit it takes to match the timing.	Standard units help to interpret, communicate and calculate. The choice of unit depends upon what is being measured and why. We can improve the ability to estimate by knowing the size of common units and practise judging the size of things.
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STATEMENT OF LEARNING



AISWA

MEASUREMENT MAP - TIME

	Which is Bigger?	How Big?	How much Bigger?	
	Year 4	Year 5	Year 6	Year 7
STAGE OF DEVELOPMENT	<ul style="list-style-type: none"> Able to use scaled, calibrated instruments to measure and compare the attributes of time using standard units. 	<ul style="list-style-type: none"> Can connect between standard units of measurement to choose the appropriate unit for time. 	<ul style="list-style-type: none"> Able to convert between common units of time and able to connect decimal representations to the metric system. 	<ul style="list-style-type: none"> Able to establish formulas for activities involving various attributes in real life situations.
ACHIEVEMENT STANDARD AC	Students use am and pm notation to convert between periods of time and solve simple problems related to time.	Students use their understanding of standard units to calculate elapsed time in relation to calendars, programming and timetables.	Students solve problems involving the comparison of time using appropriate units and connect common units to other attributes.	Students come to trust information and use relationships between attributes and units to calculate the travel time of objects.

KEY UNDERSTANDING	Year 4	Year 5	Year 6	Year 7
Can choose an appropriate instrument and count uniform units whilst reading whole number scales	TIME TASKS Travel Plans Television Showtimes Timelines LANGUAGE months of the year seasons century calendar days of the week timetable minute second digital am pm phases analogue quarter past duration date RESOURCES calendars TV guides maps	TIME TASKS Travel Plans (Ext) Swiss Clock Timetables LANGUAGE timetable seasons century date 12 hour and 24 hour measure minute second digital leap year duration phases arrival duration RESOURCES calendars bus/TV guides maps	TIME How much longer does it take? TASKS Timetables Travel Plans (Ext) LANGUAGE timetables timezones millenium arrival departure difference 12hour and 24hour measure takes longer takes less time RESOURCES calendars train / bus / TV guides maps	TIME TASKS LANGUAGE RESOURCES
	Understands and interprets numbered and unlabelled graduations on a scale as well as recognising part units combine to form whole units	Can measure shapes, objects and events directly and use operations to determine measurements that cannot be obtained directly.	Understands relationships involving perimeter and area of polygons, volume of prisms and events and can use these for practical purposes.	

STATEMENT OF LEARNING	Calibrated scales can be used as a substitute for repeating units. Focus should be on the types of tools and techniques people have developed. The Instrument we choose to represent our unit should relate well to the attribute being measured.	Units are quantities so we can use different representations of the same unit. Students can calculate one measurement from others using relationships between quantities. We can use information we know to judge whether results are reasonable.	The relationships between standard units helps us to judge size, move between units and calculate.	Students can use a range of whole number and decimal scales and understand the effect of scaling linear dimensions.
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