



# 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?

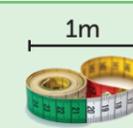


**TIME**  
Identify days and dates in a month



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 cm<sup>3</sup>



**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"> <li>An emerging awareness of attribute and comparative language.</li> </ul>	<ul style="list-style-type: none"> <li>Able to match and compare pairs of shapes using informal units or use a go-between to make a comparison.</li> </ul>	<ul style="list-style-type: none"> <li>Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size.</li> </ul>	<ul style="list-style-type: none"> <li>Able to measure quantities with a consistent unit and use a more formal standard unit that relates well to the attribute.</li> </ul>	
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	Understands everyday comparative language associated with length, mass, area, capacity and time				
	<b>AREA</b> Which is bigger?	<b>AREA</b>	Measures the size of an object by using a suitable informal uniform unit repeatedly to match the object	<b>AREA</b> How big? How much bigger?	<b>AREA</b>
	Distinguishes between the attributes when comparing things and uses a go-between that relates well to the attribute				
			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.
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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"> <li>Able to use scaled, calibrated instruments to measure and compare the attributes of length and area using standard units.</li> </ul>	<ul style="list-style-type: none"> <li>Can connect between standard units of measurement to choose the appropriate unit for length and area.</li> </ul>	<ul style="list-style-type: none"> <li>Able to convert between common metric units of length and area and able to connect decimal representations to the metric system.</li> </ul>	<ul style="list-style-type: none"> <li>Able to establish formulas for areas of rectangles, triangles and parallelograms to solve problems.</li> </ul>
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	AREA	AREA	AREA	AREA
Can choose an appropriate instrument and count uniform units whilst reading whole number scales		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.
			How much longer? Taller?	
			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 - 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"> <li>An emerging awareness of attribute and comparative language.</li> </ul>	<ul style="list-style-type: none"> <li>Able to match and compare pairs of objects using informal units or use a go-between to make a comparison.</li> </ul>	<ul style="list-style-type: none"> <li>Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size.</li> </ul>	<ul style="list-style-type: none"> <li>Able to measure quantities with a consistent unit and use a more formal standard unit that relates well to the attribute.</li> </ul>	
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	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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# 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"> <li>Able to use scaled, calibrated instruments to measure and compare the attributes of capacity using standard units.</li> </ul>	<ul style="list-style-type: none"> <li>Can connect between standard units of measurement to choose the appropriate unit for mass.</li> </ul>	<ul style="list-style-type: none"> <li>Able to convert between common metric units of mass and able to connect decimal representations to the metric system.</li> </ul>	<ul style="list-style-type: none"> <li>Able to establish formulas for areas of rectangles, triangles and parallelograms to solve problems.</li> </ul>	→
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	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.
			How much heavier?	

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"> <li>An emerging awareness of attribute and comparative language.</li> </ul>	<ul style="list-style-type: none"> <li>Able to match and compare pairs of objects using informal units or use a go-between to make a comparison.</li> </ul>	<ul style="list-style-type: none"> <li>Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size.</li> </ul>	<ul style="list-style-type: none"> <li>Able to measure quantities with a consistent unit and use a more formal standard unit that relates well to the attribute.</li> </ul>	
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	Understands everyday comparative language associated with length, mass, area, capacity and time	<b>LENGTH (DISTANCE)</b> Which is longer? taller? further? 	<b>LENGTH</b> 	<b>LENGTH</b> How long? Tall? Far? How much longer? 	<b>LENGTH</b> How long is a metre? 
	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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# 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"> <li>Able to use scaled, calibrated instruments to measure and compare the attributes of length using standard units.</li> </ul>	<ul style="list-style-type: none"> <li>Can connect between standard units of measurement to choose the appropriate unit for length and area.</li> </ul>	<ul style="list-style-type: none"> <li>Able to convert between common metric units of length and able to connect decimal representations to the metric system.</li> </ul>	<ul style="list-style-type: none"> <li>Able to establish formulas for areas of rectangles, triangles and parallelograms to solve problems.</li> </ul>	→
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		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.
			How much longer? Taller?	
				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"> <li>An emerging awareness of attribute and comparative language.</li> </ul>	<ul style="list-style-type: none"> <li>Able to match and compare pairs of objects using informal units or use a go-between to make a comparison.</li> </ul>	<ul style="list-style-type: none"> <li>Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size.</li> </ul>	<ul style="list-style-type: none"> <li>Able to measure quantities with a consistent unit and use a more formal standard unit that relates well to the attribute.</li> </ul>	
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				
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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# 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"> <li>Able to use scaled, calibrated instruments to measure and compare the attributes of mass using standard units.</li> </ul>	<ul style="list-style-type: none"> <li>Can connect between standard units of measurement to choose the appropriate unit for mass.</li> </ul>	<ul style="list-style-type: none"> <li>Able to convert between common metric units of mass and able to connect decimal representations to the metric system.</li> </ul>	<ul style="list-style-type: none"> <li>Able to establish formulas for areas of rectangles, triangles and parallelograms to solve problems.</li> </ul>	→
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	MASS	MASS	MASS	MASS
Can choose an appropriate instrument and count uniform units whilst reading whole number scales		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.
			How much heavier?	
			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 - 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"> <li>An emerging awareness of attribute and comparative language.</li> </ul>	<ul style="list-style-type: none"> <li>Able to match and compare pairs of objects using informal units or use a go-between to make a comparison.</li> </ul>	<ul style="list-style-type: none"> <li>Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size.</li> </ul>	<ul style="list-style-type: none"> <li>Able to measure quantities with a consistent unit and use a more formal standard unit that relates well to the attribute.</li> </ul>	
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	TIME	TIME	TIME	TIME
Understands everyday comparative language associated with length, mass, area, capacity and time	Which is longer?	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	How long does it take? How much longer does it take?
				Can select the appropriate attribute to measure shapes, objects and events choosing familiar units of a sensible size to compare
				How long is a minute?

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 - 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"> <li>Able to use scaled, calibrated instruments to measure and compare the attributes of time using standard units.</li> </ul>	<ul style="list-style-type: none"> <li>Can connect between standard units of measurement to choose the appropriate unit for time.</li> </ul>	<ul style="list-style-type: none"> <li>Able to convert between common units of time and able to connect decimal representations to the metric system.</li> </ul>	<ul style="list-style-type: none"> <li>Able to establish formulas for activities involving various attributes in real life situations.</li> </ul>
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	TIME	TIME	TIME	TIME
Can choose an appropriate instrument and count uniform units whilst reading whole number scales		Understands and interprets numbered and unlabelled graduations on a scale as well as recognising part units combine to form whole units		How much longer does it take?
			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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