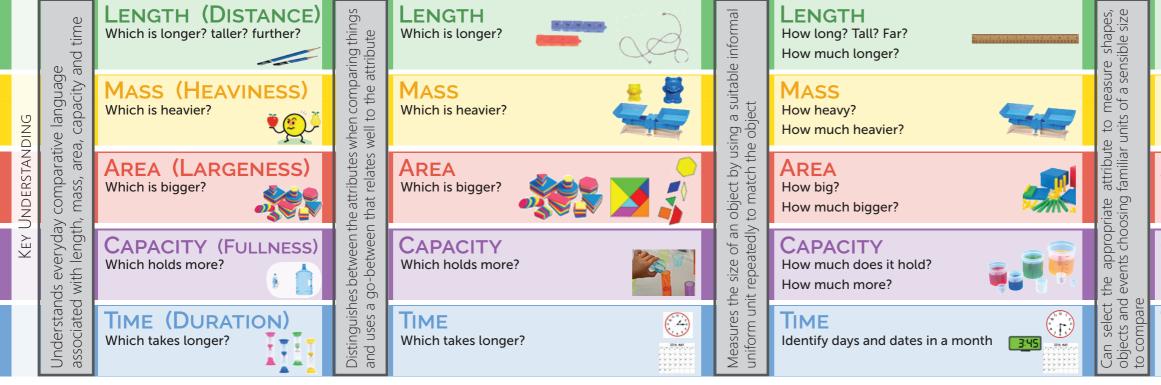


# Measurement Map

	Which is Bigger?		How Big?	
	PP (F)	Year 1	Year 2	
Stage of Development	<ul> <li>An emerging awareness of attribute and comparative language.</li> </ul>	<ul> <li>Able to match and compare pairs of objects using informal units or use a go-between to make a comparison.</li> <li>Can tell time to the hour and half hour.</li> </ul>	<ul> <li>Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size.</li> <li>Can tell time to the quarter hour.</li> </ul>	Able to r unit and that relat
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 measure s familiar ur



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.

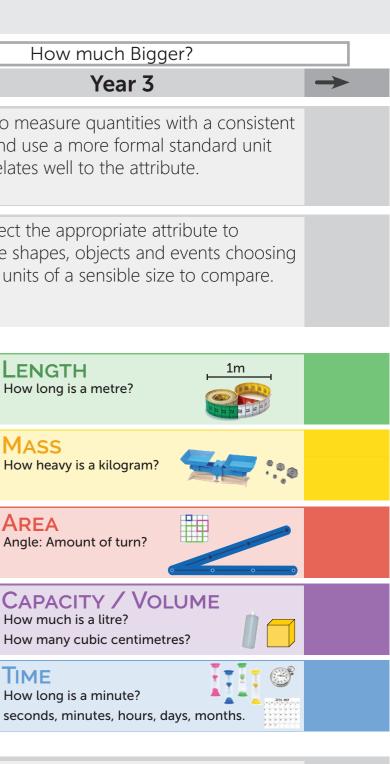
Statement

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.

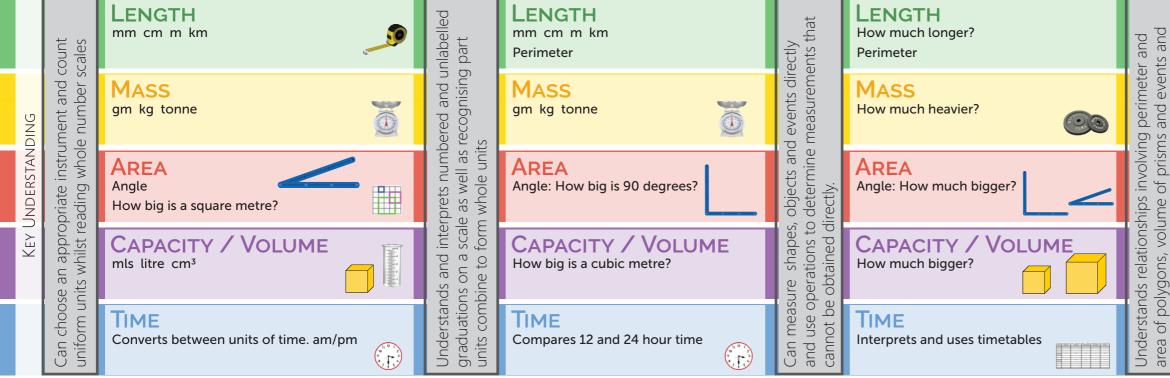
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# Measurement Map

	Which is Bigger?	How E	Big?	
	Year 4	Year 5	Year 6	
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 rectain to so
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.	Student relation calculat travel ti



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

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	How much Bigger?	
	Year 7	$\rightarrow$
tang	establish formulas for areas of gles, triangles and parallelograms e problems.	
onsł Ilate	come to trust information and use hips between attributes and units to volume of rectangular prisms and e of objects.	
le to tang solv ents onsl	LENGTH Perimeter	
ses.	Mass Decimal measure	
ctical purpo	AREA Angle	
	CAPACITY / VOLUME Which holds more?	
can use th	TIME Interprets and uses timetables	

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

### Measurement Map - Ar

	Which is Bigger?		How Big?	
	PP (F)	Year 1	Year 2	
STAGE OF Development	<ul> <li>An emerging awareness of attribute and comparative language.</li> </ul>	• Able to match and compare pairs of shapes using informal units or use a go-between to make a comparison.	• Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size.	Able to r unit and that relation
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 of using fam

	Ð	Area	gs	Area	nal	Area	ize	A
	time	Which is bigger?	when comparing things well to the attribute		informal	How big?	sure shapes, sensible size	
	je and		ring ttrib		e :	How much bigger?	re s insik	
			npa ie at		suitable ct		measure of a sens	
	e language capacity ar		i cor		a sui ect		s of	
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	comparative mass, area, o		attributes lat relates		object by to match t		attribute familiar u	
	compa mass,		att lat		bjed D mä		the appropriate events choosing t	
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	spr v b		nes b go		는 근		t the d eve e	
	Understands associated w		Distinguishes between the and uses a go-between th		Measures 1 uniform ur		Can select objects and to compare	
	soci		sting d us		easu iforr		n s( ject: com	
	Ur as		Disti and		л		to b	

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

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How much Bigger?	
Year 3	<b>→</b>
o measure quantities with a consistent nd use a more formal standard unit lates well to the attribute.	
s directly compare and order shapes miliar metric units.	
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### Measurement Map - Area

	Which is Bigger?	How E	Big?	
	Year 4	Year 5	Year 6	
STAGE OF Development	• Able to use scaled, calibrated instruments to measure and compare the attributes of length and area using standard units.	• Can connect between standard units of measurement to choose the appropriate unit for length and area.	• Able to convert between common metric units of length and area and able to connect decimal representations to the metric system.	<ul> <li>Able recta to so</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.	Studen relation to calcu pyrami

		Area	be	Area	at	Area	
	int es		and unlabelled nising part		ly s that	How much longer? Taller?	and s and
	count scales		unla 19 pi		directly ements t		
	ient and number		and nisir		uren		perimeter and event
DN NG			bered and ul recognising s		d events directl measurements		g per
AND	instrument whole num		numbered ell as recoç e units				involving of prisms a
Key Understanding					Di ts		- 0
INDE	appropriate hilst reading		as wh		es, objec to deter directly.		ionships volume ( practical
L EY L	prol st re		interp scale form				ionships volume practica
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	Can cho uniform		Understands graduations units combin		Can me and use cannot		Understands relationships area of polygons, volume can use these for practical
					0 0		

STATEMENT OF LEARNING

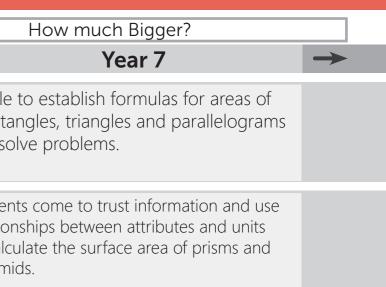
Calibrated scales can be used as a substitute for repeating units. Focus should be on the types of tools and techniques people have developed. The Instrument we choose to represent our unit should relate well to the attribute being measured. Units are quantities so we can use different representations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

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

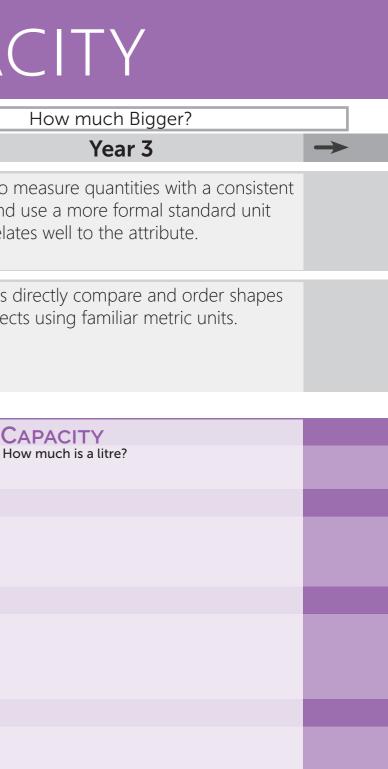
# Measurement Map - Capacity

	Which is Bigger?		How Big?	
	PP (F)	Year 1	Year 2	
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.	• Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size.	<ul> <li>Able to r unit and that related</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 of and object

	age y and time	CAPACITY (FULLNESS) Which holds more?	when comparing things well to the attribute	CAPACITY	able informal	CAPACITY How full? How much more does it hold?	sure shapes, sensible size	F
Key LINDERSTANDING	Understands everyday comparative language associated with length, mass, area, capacity a		Distinguishes between the attributes when comp and uses a go-between that relates well to the		Measures the size of an object by using a suitable uniform unit repeatedly to match the object		Can select the appropriate attribute to measure objects and events choosing familiar units of a sens to compare	

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

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# Measurement Map - Capacity

	Which is Bigger?	How E	Big?	How much Bigger?	
	Year 4	Year 5	Year 6	Year 7	$\rightarrow$
Stage of Development	• Able to use scaled, calibrated instruments to measure and compare the attributes of capacity using standard units.	• Can connect between standard units of measurement to choose the appropriate unit for mass.	• Able to convert between common metric units of mass 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 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.	

		CAPACITY	ed	Сарасіту	at	Сарасіту	
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(7)	ient and number				events neasure		ierim nd e
NDIN			bere s recc its		and ev ne me		
Key Understanding	instrum whole		rstands and interprets numbered lations on a scale as well as recog combine to form whole units		J ts		involving perimeter of prisms and event
NDEF	appropriate i hilst reading		orets as w whol		es, objects to determi directly.		
EΥ U	prop st rea		interp scale form		es, di		ionships volume
$\mathbf{r}$			and i on a s		measure shape use operations ot be obtained		Jons, for
			nds ons o nbine		measure use oper iot be ob		olyg
	cho orm		Understands graduations units combin				Understands relationships area of polygons, volume
	Can chc uniform		Unde gradu units		Can me and use cannot		Und area

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.

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

# Measurement Map - Length

	Which is Bigger?		How Big?	
	PP (F)	Year 1	Year 2	
STAGE OF Development	<ul> <li>An emerging awareness of attribute and comparative language.</li> </ul>	• Able to match and compare pairs of objects using informal units or use a go-between to make a comparison.	<ul> <li>Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size.</li> </ul>	<ul> <li>Able to r unit and that related</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 of objects an units.

	je and time	LENGTH (DISTANCE) Which is longer? taller? further?	ing things iribute	LENGTH	Ì	e informal	LENGTH How long? Tall? Far? How much longer?		sure shapes, sensible size	L F
<u>u</u>	nguag		when comparing things well to the attribute			l a suitable oject			of a	
	comparative mass, area, c		attributes wh∈ iat relates well		_	t by using a litch the object		_	attribute to familiar units	
	eve ith l		att nat			e size of an object by repeatedly to match t			the appropriate a events choosing fi	
	Understands associated w		Distinguishes between the and uses a go-between the			Measures the uniform unit r			Can select the objects and e to compare	

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

Students trust the count as being the key to<br/>measuring the repetitions of a uniform unit.S<br/>a<br/>uniform unit.We measure by choosing a unit and working<br/>out how many of the unit it takes to match the<br/>timing.V<br/>k



o measure quantities with a consistent nd use a more formal standard unit lates well to the attribute.

s directly compare and order shapes, and events using an familiar metric



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 - Length

	Which is Bigger?	How Big?				
	Year 4	Year 5	Year 6			
Stage of Development	• Able to use scaled, calibrated instruments to measure and compare the attributes of length using standard units.	• Can connect between standard units of measurement to choose the appropriate unit for length and area.	• Able to convert between common metric units of length and able to connect decimal representations to the metric system.	<ul> <li>Able recta to so</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.	Studen relation calculat travel t		

		Length	eq	Length	at	Length	
	count scales		part		tly ts th	How much longer? Taller?	and s and
					directly ements t		eter , /ents
( ワ	ient and number				events neasure		perimeter and and events and
Key Understanding			interprets numbered scale as well as recog form whole units		objects and events directly determine measurements that rectly.		
STAN	instrum whole		interprets numbe scale as well as r form whole units		tts ar mine		f prisms
NDEF	appropriate hilst reading		orets as w whol		es, objects to determi directly.		
EΥU	prop st rea		interp scale form				relationships Jons, volume
$\checkmark$	_ ≥ ≥				measure shapes, use operations to lot be obtained di		yons, for
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	cho orm		Understands graduations units combin		mea use ( not b		Understands relat area of polygons,
	Can unifo		Unde gradu units		Can me and use cannot		Und area

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.

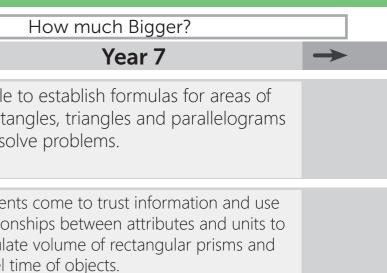
Units are quantities so we can use different representations of the same unit. Students can calculate one measurement from others using relationships between quantities. We can use information we know to judge whether results are reasonable.

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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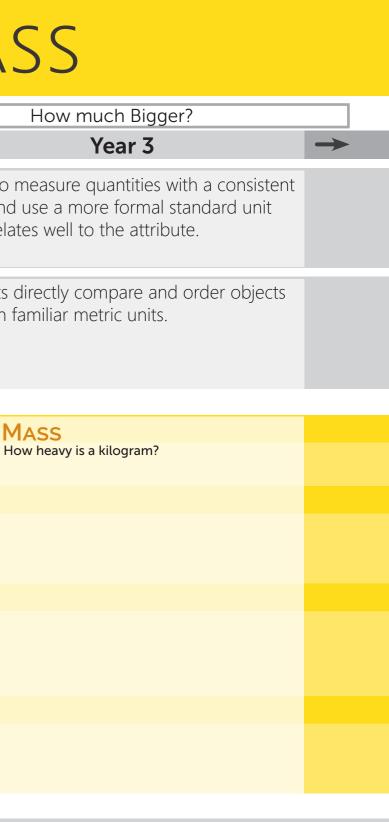
# Measurement Map - Mass

	Which is Bigger?		How Big?	
	PP (F)	Year 1	Year 2	
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.	<ul> <li>Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size.</li> </ul>	Able to r unit and that relation
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 of using an f

	je and time	MASS (HEAVINESS) Which is heavier?	comparing things o the attribute	Mass	e informal	MASS How Heavy? How much heavier?	sure shapes, sensible size	► F
Key Understanding	nguaç vacity		ributes when relates well t		object by using a suitable to match the object		attribute to mea familiar units of a	
Key Und	eve ith l		Distinguishes between the att and uses a go-between that		the size of an it repeatedly		lect the appropriate and events choosing to	
	Understands associated w		Distinguis and uses		Measures <sup>.</sup> uniform ur		Can select objects and to compare	

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

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# Measurement Map - Mass

	Which is Bigger?	How E	3ig?	
	Year 4	Year 5	Year 6	
STAGE OF Development	• Able to use scaled, calibrated instruments to measure and compare the attributes of mass using standard units.	• Can connect between standard units of measurement to choose the appropriate unit for mass.	• Able to convert between common metric units of mass and able to connect decimal representations to the metric system.	Able rectain to so
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.	Studen relation calculat

		Mass	elled	Mass	/ that	MASS How much heavier?	_ 0
	count scales		unlabe g part				er and nts and
	and Iber		and u gnising		nts dii surem		perimeter and and events and
	instrument whole num		and interprets numbered and unlabelled on a scale as well as recognising part e to form whole units		objects and events directly determine measurements rectly.		Understands relationships involving perimeter area of polygons, volume of prisms and events
Key LINDERSTANDING			ts numbe well as re iole units				ionships involving volume of prisms practical purposes
	appropriate hilst reading		interprets n scale as wel form whole		shapes, objects itions to determ ained directly.		Iships Iume (
Kr<	σĘ		nd interp a scale to form		asure shapes, operations to be obtained di		elation ns, vo
	ts a						ands relat oolygons, these for
	cho orm		Understands graduations units combin		meä use not k		Understands relationships area of polygons, volume can use these for practica
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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.

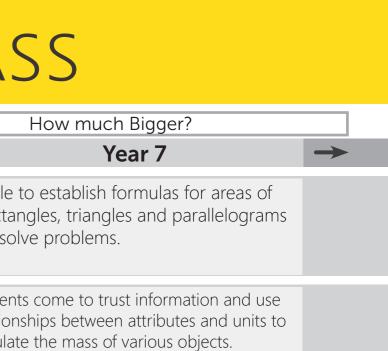
Units are quantities so we can use different representations of the same unit. Students can calculate one measurement from others using relationships between quantities. We can use information we know to judge

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.

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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

### Measurement Map - Time

	Which is Bigger? <b>PP (F)</b>	Year 1	How Big? Year 2	How much Bigger?	
Stage of Development	<ul> <li>An emerging awareness of attribute and comparative language.</li> </ul>	• Able to match and compare pairs of objects using informal units or use a go-between to make a comparison.	<ul> <li>Able to quantify shapes, objects and events using repetitions of a unit as an indicator of size.</li> </ul>	• 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.	

			when comparing things well to the attribute	Тіме	informal	Тіме	sure shapes, sensible size	T
		Which is longer?	thir ute		or	How long does it take?	le s	Н
		and	ng.		inf	How much longer does it take?	sib sib	
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	KEY UNDERSTANDING ryday comparative lai	mass	att		object by to match t		appropriate ents choosing	
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	Understands	associ	Distinguishes between the and uses a go-between th		Measures <sup>-</sup> uniform ur		Can select objects and to compare	
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There are special words and phrases that help Students trust the count as being the key to Students make judgements about Standard units help to interpret, communicate Statement of Learning size and order without actually and calculate. The choice of unit depends students describe and compare quantities. measuring the repetitions of a uniform unit. measuring. We can compare things upon what is being measured and why. We measure by choosing a unit and working by how much of a particular attribute out how many of the unit it takes to match the We can improve the ability to estimate by each has. Different attributes may knowing the size of common units and result in different orders. timing. practise judging the size of things.

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Тіме	
How long is a minute?	

### Measurement Map - Tin

Which is Bigger?		How Big?			
	Year 4	Year 5	Year 6		
Stage of Development	• Able to use scaled, calibrated instruments to measure and compare the attributes of time using standard units.	• Can connect between standard units of measurement to choose the appropriate unit for time.	• Able to convert between common units of time and able to connect decimal representations to the metric system.	<ul> <li>Able involv situat</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.	Studen relatior calcula	

		Тіме	0 0	Тіме	at	Тіме	
	count scales		and unlabelled nising part		ctly ts that	How much longer does it take?	and s and
			id unl sing p		directly ements t		neter events
DN					objects and events directly determine measurements rectly.		involving perimeter and of prisms and events and
Key Understanding	instrument whole num		interprets numbered scale as well as recog form whole units		and (		volving prisms
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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 a represent calcula relation We can whethe

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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.

1E	
How much Bigger?	
Year 7	$\rightarrow$
le to establish formulas for activities olving various attributes in real life lations.	
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ionships between attributes and units to late the travel time of objects.

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