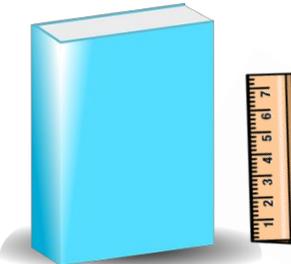
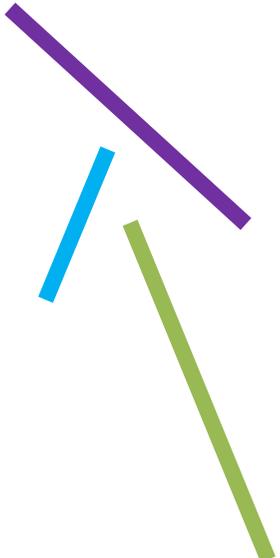


	National Curriculum Statement	All students		
		Fluency	Reasoning	Problem Solving
Measures	Measure and begin to record lengths and heights.	<ul style="list-style-type: none"> Find an object: <ol style="list-style-type: none"> Bigger than 10cm Shorter than 7cm Double your pencil Estimate the length of your exercise book then measure it. Were you close? Use a ruler to measure how long these lines are. 	<ul style="list-style-type: none"> Sal wants to measure the length of his house. He suggests using his feet to do this. Do you think this is the best way? Explain why. I measure a pencil at 9cm. My friend measures another at 7cm. Without looking at a ruler, which is bigger? How do you know? True or false? Everything is measured in cm. Prove it. 	<ul style="list-style-type: none"> Here is a ruler. Here is a book bigger in length than the ruler. Find the length of the book. 
			<ul style="list-style-type: none"> Gather 6 objects from around the classroom. Estimate them first then measure them. Work out the difference between your estimate and the actual measurement. 	

Measurement

Measure and begin to record mass/weight, capacity and volume.

- Choose four objects from around the classroom.
Which is heaviest? Which is the lightest?
What could you use to find out?
Can you find two objects that weigh the same?
- Choose five different containers.
How could you find out which container holds the most water?

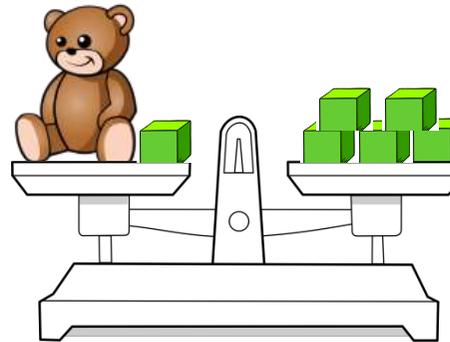
Fill up the containers using a cup.
How many cups of water do you need to use to fill each container?
- Follow the recipe below to make pancakes.

1 large free-range egg
1 cup of self-raising flour
1 cup of milk



Use the same cup for the flour and the milk.
How could we make more pancakes?
How could we make less?

- Look at the balance scales.



How many cubes does the teddy bear weigh the same as?

- Look at the balance scales.

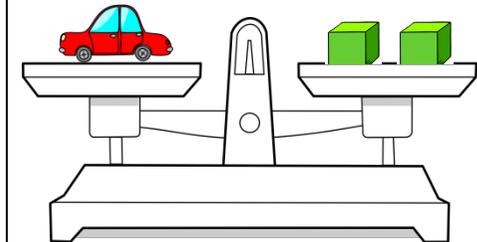
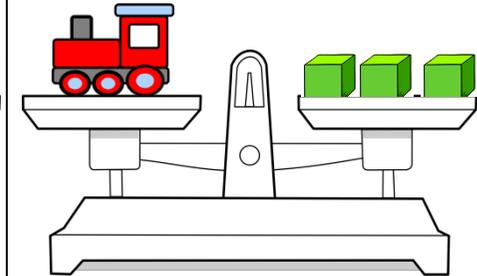


Which is heavier, the doll or the car?

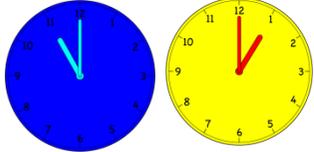
If you added another car to the scales, what might happen?

- Look at the balance scales below.

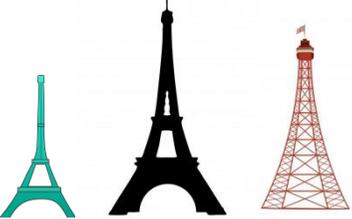
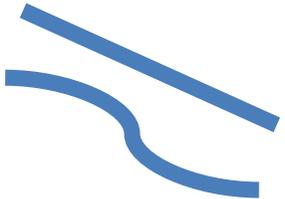
Which of the statements is true?



- The train is heavier than the car.
- The car is heavier than the train.
- The train is lighter than the car.
- The car is lighter than the train.
- The car and the train weigh the same amount.

	National Curriculum Statement	All students		
		Fluency	Reasoning	Problem Solving
Measurement - Time	<p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)</p>	<ul style="list-style-type: none"> Using a stop watch. Can you see who can do 10 stars jumps the quickest? Take it in turns to record each other. James took 35 seconds to read a page in a book. A class spent 4 minutes looking at a page in a book. Who was the slowest? Peter is eating his lunch at half past 12. Jane is eating her lunch half an hour later. Tick the clock which is showing when Jane eats her lunch. <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> Holly arrived at school at 8 o'clock. Megan arrived 9 minutes past 8. Holly says, "I arrived earlier." Do you agree? Explain why. Sarah explained to the class that she woke up for school at 6 o'clock. Her friend said, "I'm confused because I have my tea at that time." Why is Sarah's friend confused? Explain to a friend why the big hand moves round the clock faster than the small hand. 	<ul style="list-style-type: none"> On Saturday, I played at the park for 15 minutes. On Sunday, I played for longer. Can you write an amount of time I could have played for? Explain how you know it is correct. Mick, Seb and Annie all walk to a football match. Mick takes 8 minutes to walk there. Seb is 3 minutes slower than Mick. Annie is 5 minutes faster than Seb. Who arrived at the football match first? How do you know?

Measures

National Curriculum Statement	All students								
	Fluency	Reasoning	Problem Solving						
<p>Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half</p>	<ul style="list-style-type: none"> Complete the sentences based on the picture below using the flashcards. <table border="1"> <tr> <td>tall</td> <td>shortest</td> <td>tallest</td> </tr> <tr> <td>taller</td> <td>short</td> <td>shorter</td> </tr> </table>  <p>The black tower is tall. It is _____ than the red tower.</p> <p>The blue tower is _____. It is shorter than the red tower.</p> <p>The black tower is the _____. The blue tower is the _____.</p> <ul style="list-style-type: none"> Circle the longest line.  <ul style="list-style-type: none"> Balraj makes a tower of 4. Ryan makes a tower of 8. Ryan's tower is _____ Balraj's tower. 	tall	shortest	tallest	taller	short	shorter	<ul style="list-style-type: none"> Rick ate half a Mars bar and said, "My chocolate bar is longer now I have eaten some of it." Do you agree? Explain why. Pick two objects. Before you measure them, can you guess which is longer? How do you know? Which piece of string is longer? Explain why you think that? 	<ul style="list-style-type: none"> Look at the picture below. How many ways can you compare the different objects? Make a list.  <ul style="list-style-type: none"> Pick up your book. Find 5 items in the room that are shorter than it and 5 items that are longer. Record them in sentences. Helen has a mystery object. She says, "It is shorter than my work table. It is taller than my exercise book." What could Helen's object be?
tall	shortest	tallest							
taller	short	shorter							

Measurement

Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

- Which is heavier? Use a balance to help you investigate the items below.
 - A ruler and a shoe.
 - A pencil and a book
 - An apple and a bottle of water
 - A carrot and a banana

- Draw lines to match the pictures to the correct words.



Empty



Full



Half full

Use the words more or less to complete the sentence.



has _____ than



- **Always, sometimes, never.**

The tallest glass holds the most water.

- Hassan says, 'A bigger object is always heavier than a smaller object.'

Do you agree?

Convince me.

- Use balancing scales as shown below.



Place 4 cubes on one side and 2 cubes on the other, which is heavier?

__ cubes are heavier than __ cubes.

Can you balance the scales?
How many more cubes do you need to add on or take away?

- Tilly, Ben and Junaid are describing their glasses of water.

Tilly

My glass has more water than Ben's glass.

My glass is half full.

Ben

Junaid

My glass has less water than Tilly's.

Can you fill in how much water could be in each of the children's glasses?



Tilly

Ben

Junaid

Could you label the glasses using the vocabulary full, empty, half full or quarter full?