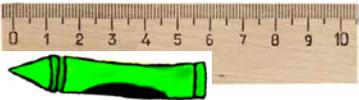
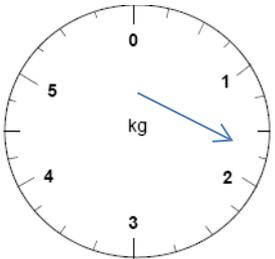
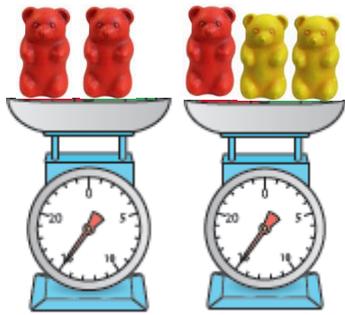
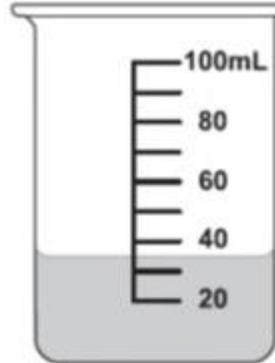


	National Curriculum Statement	All students		
		Fluency	Reasoning	Problem Solving
Measurement	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers and scales.</p>	<ul style="list-style-type: none"> How long is the car?  How tall is the teddy bear?  How much do the cubes weigh?  	<ul style="list-style-type: none"> How much do the 2 red bears weigh?  <p>Which is heavier the red or the yellow bear? Explain your reasoning.</p> <ul style="list-style-type: none"> Can you use the ruler below to measure an item that is longer than 10cm? Explain your answer.  Decide which item to use to measure the following items. <ul style="list-style-type: none"> The length of the hall. The width of the table. The weight of a book. 	<ul style="list-style-type: none"> Get five boxes that each have a different amount of sand in them. Some tall, some long, some small. Work out which the children think is the biggest (they can measure with a ruler), then introduce the idea: the biggest box is the heaviest. Children then can choose how they work out the answer through weighing. Choose 5 objects from around the classroom, estimate how long they are. Then measure them, choosing the most appropriate equipment and unit. How close was your estimate?

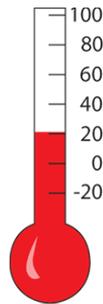
Measurement

Choose and use appropriate standard units to estimate and measure capacity (l/ml) and temperature ($^{\circ}\text{C}$) to the nearest appropriate unit, using thermometers and measuring vessels.

- How much water is in the container?



- What temperature is the classroom?



- Choose the appropriate unit to measure how much water is used in a shower.
ml or l

- Class 2 were recording the temperatures of 2 classes at different times of the day.

Two classrooms, in the same building, had a difference of 6°C at 12 noon. Why might this be?

- Sometimes, always, never**
Liquid can be measured in millilitres.

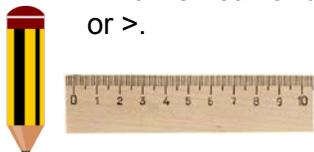
- Sarah's 1L bucket has a hole in it. She needs exactly 1L to water the plants. She has a 250ml measuring jug. Can she use this?

- Below is a table of temperatures. Write a story about each place and what they will be doing at 1pm. Relate this to the temperature.

City	Temp ($^{\circ}\text{C}$) at 1pm
Leeds	14°C
Barcelona	32°C

- Gather different sized containers in width and height. Estimate how much is in each container. Record your results in the table below.

Container	Estimate	Actual

	National Curriculum Statement	All students		
		Fluency	Reasoning	Problem Solving
Measurement	<p>Compare and order length and mass and record the results using $>$, $<$ and $=$.</p>	<ul style="list-style-type: none"> Order the lengths below from shortest to longest: 12cm, 25cm, 20cm, 15cm Weigh the items below, write a number sentence showing which is heavier using $<$ or $>$. 	<ul style="list-style-type: none"> How long is the pen?  How much shorter is the pencil? Show me. Helen says 'I think the bigger something is, the heavier it is' Do you agree? Use objects in your classroom to prove your answer. True or False? $24\text{cm} < 36\text{cm}$ $45\text{cm} > 46\text{cm}$ $31\text{m} > 30\text{m}$ <p>Explain your reasoning.</p>	<ul style="list-style-type: none"> Four students measured their heights. Lucy was taller than Katie, but not as tall as Tim. Gary was taller than Tim. Write down their names in order of their heights, from shortest to tallest. Usain Bolt can run 100m in 9.58 seconds (just below 10 seconds). How far do you think you can run in 10 seconds? Measure how far you and your friends can run in 10 seconds. Order your distances from longest to shortest. Hannah is weighing three bags.  <p>The green bag is heavier than the pink bag. The orange bag is lighter than the pink bag. Order the bags from heaviest to lightest. If the pink bag weighs 7kg, what could the other bags weigh?</p>
		<ul style="list-style-type: none"> Fill in the boxes using $<$, $>$ 12 <input type="text"/> 17m Table length <input type="text"/> Chair height 3kg <input type="text"/> 7kg 		

<h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">Measurement</h2>	<p>Compare and order volume/capacity & record the results using $>$, $<$ and $=$.</p>	<ul style="list-style-type: none"> Complete the sentences using the following symbols $<$, $>$ or $=$ <p>30ml <input type="radio"/> 60ml</p> <p>1L jug <input type="radio"/> Two half litre jugs</p> <p>52L <input type="radio"/> 25L</p> <ul style="list-style-type: none"> Order the results from largest to smallest: 500ml, 750ml, 250ml, 1L Who has more pop? <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Eric</p>  <p>"I have these 2 bottles."</p>  </div> <div style="text-align: center;"> <p>Sasha</p>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>"I have a 750ml bottle."</p> </div> </div> </div>	<ul style="list-style-type: none"> True or false? The taller a container is, the more liquid there is. Explain why you agree or disagree. Work out these values: 40ml – 20ml = 20ml – 10ml = 10ml – 5ml = What do you notice about the answers? Why do you think this happening? True or false? You can use both $<$ and $>$ if you are ordering 25ml and 30ml. 	<ul style="list-style-type: none"> Sahil, Marta & John have 700ml of pop between them. Sahil and John drink the same amount. Marta has 100ml more than Sahil and John. How much do they all drink? These 3 bottles each have more than 20ml of water in but less than 50ml. The green bottle has 5ml more than the red bottle. The blue bottle has 10ml more than the green bottle. How much could each bottle have in? <div style="text-align: center;">  </div>
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