Maths Measure curriculum

Concepts in Maths

Maths Concepts

1	2	3	4	5	6	7

Estimation   Reasoning   Equivalence   Number line and place value   Basic number facts   Patterning & sequencing Algebra

Oakwood 1

Key vocabulary	Concrete	Abstract
lengths and heights e.g. long/short, longer/shorter, tall/short, double/half, Metre, centimetre mass or weight e.g. heavy/light, heavier than, lighter than, gram, kilogram, roughly capacity/volume full/empty, more than, less than, quarter, Litre, millilitre, roughly Time quicker, slower, earlier, later, hours, minutes, seconds, before, after, next, first, yesterday, tomorrow, morning, afternoon , evening, days of the week, months of the year, weekend, midnight, half past, O'clock, seasons, fast, faster, fastest Money coin, penny, pence, pound (£),price, cost, buy, bought, sell, sold, value, note. total, how much?	They build on their experience of measuring by direct comparison. They use uniform non-standard units such as wooden bricks to balance an object, egg cups to fill a container and straws to fit along a line or their own steps to measure a longer distance. Children begin to use standard units to measure and sort objects. For example they sort objects according to whether they are taller than 1metre or not. They make a collection of items that together weigh just over 1kilogram, they use a balance to find how many pencils or counters weigh the same as a 100 g weight. They use a measuring jug to measure a litre of water to find out how many yogurt pots could be filled from a litre of water. They add 10 g weights to a balance scale, and see that 10 of the weights balance a 100 g weight.	Children use a context, such as the story n-standard units can lead to different results: They use their experience of standard units to make realistic estimates, answering questions such as: Is the table taller or shorter than a metre? Children become familiar with minutes and seconds. They estimate and time how long activities take. Children solve simple problems set in realistic contexts using role play to support.

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	Lengths and height	Weight and volume	Time	Money
	• Children use and understand the language of length such as long, longer, short, shorter, tall, taller. • They recognise this language will change depending on what type of length they are describing and comparing. Children understand that height is a type of length. • They should also be exposed to lengths that Children use non-standard units, such as cubes, hands and straws to measure length and height • Children recognise that longer, non-standard units are more suitable for measuring the length and height of longer/taller objects • They should be able to understand that objects can vary in length and size, so a standard unit of measurement is required.	• Explore language of heavy and light from their own experience of carrying objects. • Children should begin by holding objects and describing them using vocabulary such as heavy, light, heavier than, lighter than before using the scales to check. • The children may believe that larger objects are always heavier and this misconception should be explored. • Children begin by using a variety of non-standard units (e.g. cubes, bricks) to measure the mass of an object. • They see that when the scale is balanced, the number of nonstandard units can be used to determine the mass. E.g. One apple weighs _____ bricks.	• Sequence events in chronological order • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Measure and begin to record time • Pupils should use the language of time, including telling the time throughout the day, first using o'clock and then half past	• Children will recognise and know the value of different denominations of coins. • Children will use their knowledge of place value to match coins with equivalent values. For example, ten 1 pence coins is equivalent to one 10 pence coin. This could be linked with the concept of exchanging.