

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

School Code	T
Practitioner Code	T3
Curriculum Area(s)	Numeracy and Technology
Level	First
Stage(s)	P3
Specific subject (if applicable)	

Experiences and Outcomes:

I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a

During practical activities and design challenges, I can estimate and measure using appropriate instruments and units. TCH 1-13a

Learning Intentions:

To estimate the amount an object holds using everyday containers

To begin to use standard units of measurement

To read a variety of different scales

Success Criteria:

To estimate the amount an object holds using everyday containers

- I can investigate volume using non-standard units.
- I can estimate the volume of different every day containers
- I can compare my estimations with my measurements

To begin to use standard units of measurement

- I can understand the need to use standard units of measurement
- I can locate these on packaging
- I can understand and use the terms litres and millilitres and how they relate to each other.

To read a variety of different scales

- I can practise my measuring skills by using a variety of scales.
- I can select appropriate measuring equipment to measure a given volume
- I can measure out the water for our healthy soup recipe accurately

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Lesson 1

Whole class discussion of the difference between measuring volume and weight. The class were told about the need to measure accurately in order to make a healthy soup. The children brainstormed all of the different liquids that could be measured. Next, the children were asked to work in pairs to find containers around the classroom and discuss whether each could hold 'more than' or 'less than' another. The children then estimated how many cups it would take to fill a variety of containers using a supporting worksheet. In pairs they examined the containers and made their predictions. Pairs were then selected to come forward and measure how many cups were necessary. The children compared their estimations with the results and tried to identify if there was a more accurate way to measure volume rather than using cups.

Lesson 2

A number of containers to hold liquids were presented to the children. The class discussed what they would usually find in each of the containers (milk, juice, cream etc). The children were then challenged to place the containers in a running order from holding the least to the most. The children were given the chance to suggest why they felt one bottle would hold more liquid than another etc., whilst the more able were being encouraged to use vocabulary such as "narrow," "wide" and "deep". Once opinions had been shared, the children's attention was drawn to the litre and millilitre volume measurements printed on the containers. They were then placed in the correct order and the estimations assessed. That night for homework the children were asked to look at containers at home and bring in any bottles etc. to add independently to our volume scale.

Lesson 3

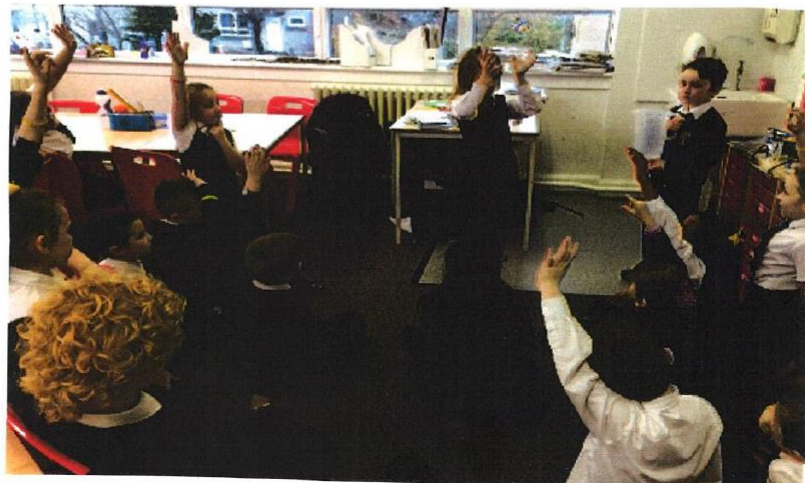
The children were presented with a selection of measuring equipment and each group was asked to select the appropriate instrument for measuring volume. The children were then set challenges to measure a certain amount of liquid using their jug. The children took on role of water retriever, level checker and pourer. The class discussed the relationship between ml and l and the more able also practised converting between millilitres and litres within the activity. The children were then told about the morning's cooking activity where they would follow their recipe (written during that week's writing lesson) and work in small groups to prepare a 500ml stock for a Healthy Soup. The soup was then made and tasted, and the children were able to discuss why being accurate in our water measurement was necessary.

Learner Evidence



- Estimating and measuring using non-standard units.

Using the chosen measuring jug to discuss 'ml' and 'l' and how these relate to each other.



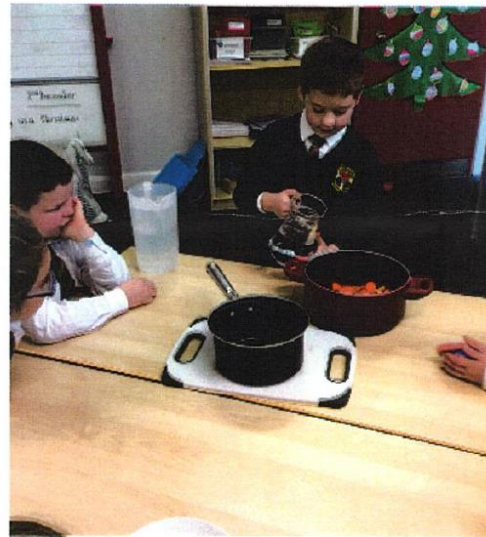
Practitioner Moderation Template

Learner Evidence



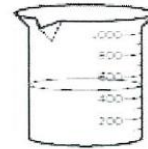
- Practising measuring skills using a measuring jug (selected from a range of scales).

Measuring and adding the water for the recipe accurately.



Volume and capacity – millilitres

To measure the capacity of smaller containers we use millilitres. The symbol for millilitres is mL. There are 1 000 mL in 1 litre. This litre jug is filled half way so it contains 500 mL of liquid.



Volume and capacity – millilitres

1 Label each of these containers with the amount of water in each:

a ✓

b ✓

c ✓

d ✓

2 How many litres are in:

a 5 000 ml = l ✓

b 2 000 ml = l ✓

c 3 000 ml = l ✓

d 1 000 ml = l ✓

e 12 000 ml = l ✓

f 20 000 ml = l ✓








g 7 000 ml = l ✓

h 9 000 ml = l ✓

i 4 000 ml = l ✓

Excellent! You have understood the terms 'litres' and 'millilitres' and how they relate to each other. ★

Volume and capacity – capacity of containers

You will need:  a partner  a spoon  a cup  a bucket
 sand or  water  a lunchbox

What to do:

a How many spoonfuls of water or sand will fill your cup?

estimate

measure

b How many cups of water or sand will fill your lunchbox?

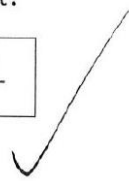
estimate

measure


c How many lunchboxes of water or sand will fill your bucket?

estimate

measure










I think it will take 3 and a quarter cups.

Great estimating and measuring skills! 
You have used non-standard units of measurement.



Volume and capacity – compare and order

You will need:  a partner  a cup  a mug  a jug
 sand or  water  a lunchbox





What to do:

- a Order your containers from the one that holds the least to the one that holds the most. How will you prove this?



I think the cup holds the least because it is the smallest and very thin. I think the lunchbox hold the most because it is very wide and big.

- b Draw the containers in order in the boxes below and explain how you worked it out.

			
least			most

I can prove it by measuring all of the things by using a measuring jug.

Well done! You have compared and ordered everyday containers by volume!

