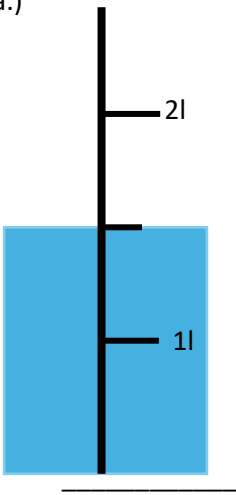
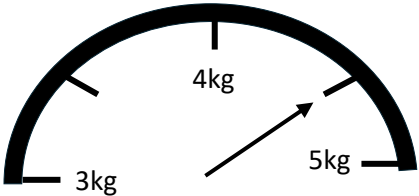
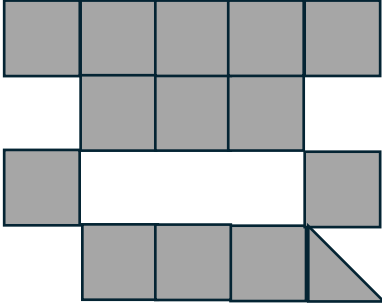
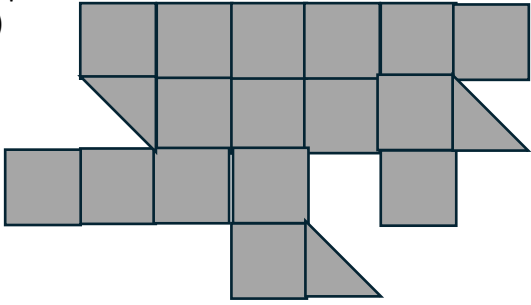
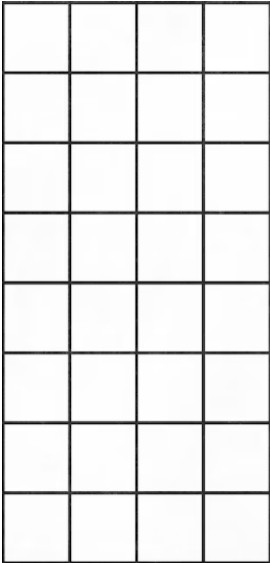
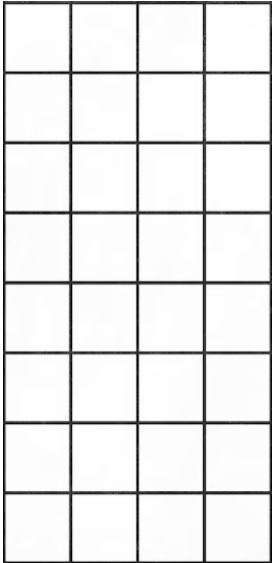


Phase 4 Measure

Phase 4 Progression Overview	Assessment Note	Marks
I can say that 1cm is 10mm, 1kg is 1000g, 1l is 1000ml and vice versa.	Question 1	Q1 /4
I can use knowledge of everyday objects to provide reasonable estimates of length, height, mass and capacity.	Question 2	Q2 /2
I can make accurate use of a range of instruments including rulers, metre sticks, digital scales and measuring jugs when measuring lengths, heights, mass and capacities using the most appropriate instrument for the task.	Classwork – can the children choose the correct instrument to measure? Are they able to use it accurately?	
I can record measurements of length, height, mass and capacity to the nearest standard unit. For example: mm, cm, g, kg, ml, l.	Classwork – in correlation with above. Can they accurately record	
I can compare measures with estimates.	Question 2 and 3	Q3 /5
I can use knowledge of relationships between units of measure to make simple conversions. For example, 1m 58cm = 158cm	Question 4	Q4 /6
I can read a variety of scales on measuring devices, including those with simple fractions for example $\frac{1}{2}$ litre.	Question 5	Q5 /2
I can use square grids to estimate then measure the areas of a variety of simple 2D shapes to the nearest $\frac{1}{2}$ square	Question 6	Q6 /2
I can create shapes with a given area to the nearest half square using square tiles or grids.	Question 7	Q7 /2
I can recognise that different shapes can have the same area (conversion of area	Question 8	Q8 /3
		Marks /28

Measurement Phase 4	
1	I can say that 1cm is 10mm, 1kg is 1000g, 1l is 1000ml and vice versa.
(a)	1 cm = _____ mm (b) 100cm = _____ m
(c)	1 kg = _____ g (d) 1l = _____ ml
2	I can compare measures with estimates. Estimate: a.) How wide is the classroom? _____ m b.) How tall is your table? _____ cm c.) How heavy is a chair? _____ g d.) What capacity does your water bottle have? _____ ml
3	I can compare measures with estimates. What unit of measure would you use to measure... a.) The length of the table _____ b.) The mass of an elephant _____ c.) The capacity of a bath _____ d.) The height of the school _____ e.) The mass of a pencil _____

4	I can use knowledge of relationships between units of measure to make simple conversions. For example, 1m 58cm = 158cm Convert: a.) 2l = _____ml b.) 4kg = _____g c.) 6m = _____cm d.) 1m 68cm = _____cm e.) 1l 750ml = _____ml f.) 2kg 430g = _____g
5	I can read a variety of scales on measuring devices, including those with simple fractions for example $\frac{1}{2}$ litre. Read the scales a.)  b.)  _____

6 (a)	I can use square grids to estimate then measure the areas of a variety of simple 2D shapes to the nearest $\frac{1}{2}$ square Estimate then measure the area of each shape (b)  Estimate _____  Estimate _____
7	I can create shapes with a given area to the nearest half square using square tiles or grids. Create a shape with an area of:  16 squares  21 $\frac{1}{2}$ squares

8

I can recognise that different shapes can have the same area (conversion of area

Show 3 different shapes all with an area of 18 squares.

