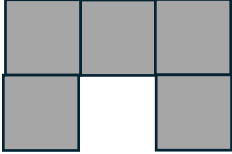


Phase 2 Measure

Phase 2 Progression Overview	Assessment Note	Marks
I can explore the difference between length, height, width, mass, area, volume and capacity.	Question 2	
I can use non-standard units measure length, height, width, mass, volume and area	Classwork – can the children use non-standard units to measure items (i.e. cubes, hands, pencils etc)?	
I can use appropriate language to describe units of measurement in a context	Question 1	Q1 /3
I can select the most appropriate tool to measure.	Question 2 Classwork – can the children select a tool that would measure in the correct way? For example, a ruler for length, scales for mass.	Q2 /3
I am beginning to measure the area of a 2D shape using squares and non-standard measures.	Question 3 Observe – Can the children use non-standard units to cover an object?	
I am aware of a relationship between units of measurement.	Question 4	Q4 /2 Total marks /8

Measurement Phase 2	
1	I can use appropriate language to describe units of measurement in a context
(a)	The pencil is 10 _____ long. 
(b)	The food weighs 25 _____ 
(c)	The bottle holds 2 _____ of water.  grams centimetres litres

2 (a) (b) (c)	I can select the most appropriate tool to measure. Fill in the gaps  I can measure _____.  I can measure _____.  I can measure _____. mass volume length
3 (a) (b)	I am beginning to measure the area of a 2D shape using squares and non-standard measures. This shape has an area of 5 squares.  What is the area of this shape?  _____ squares

4	I am aware of a relationship between units of measurement.
a)	Circle the smallest unit of length m mm cm km
b)	Circle the largest unit of weight kg g
c)	Circle the smallest unit of capacity ml L