

Phase 1 Measure

Phase 1 Progression Overview	Assessment Note	Marks
I can select an appropriate tool to measure.	Class work – can the children choose an appropriate non-standard unit to measure length or mass?	
I can compare, sort and order objects by size and capacity.	Question 3 & Question 4	Q3 /4 Q4 /4
I can recognise when measuring that there should be no gaps or overlaps.	Question 5	Q5 /1
I can share relevant experiences in which measurements of lengths, heights, mass and capacities are used, for example, in baking.	Classwork – have the children had experiences of measuring in real life contexts?	
I can describe common objects using appropriate measurement language including tall, heavy and empty	Question 1	Q1 / 4
I can compare and describe lengths, heights, mass and capacities using everyday language, including longer, shorter, taller, heavier, lighter, more and less.	Question 2	Q2 / 5
I can estimate then measure the length, height, mass and capacity of familiar objects using a range of appropriate non-standard units.	Classwork – can the children use non-standard units (e.g. cubes, hands, pencils etc) to measure? Can they estimate first?	
		Total marks /18

1

I can describe common objects using appropriate measurement language including tall, heavy and empty

Use the words to fill in the gaps

(a)



An elephant is _____.

(b)



A mouse is _____.

(c)



A snake is _____.

(d)



The cup is _____.

(e)



The giraffe is _____.

Long

Heavy

Small

Tall

Empty

2 (a) (b) (c) (d) (e)	I can compare and describe lengths, heights, mass and capacities using everyday language, including longer, shorter, taller, heavier, lighter, more and less. The hippo is _____ than the dog. The boy is _____ than the girl. The rocket is _____ than the cat. The ant is _____ than the rabbit This glass is _____ than this glass. heavier fuller taller smaller shorter
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3	I can compare, sort and order objects by size and capacity. Sort from largest capacity to smallest capacity: An illustration showing four objects: a red cup with orange floral patterns, a silver spoon, a blue bathtub with orange feet, and a silver bucket. 1 _____ 2 _____ 3 _____ 4 _____
4	I can compare, sort and order objects by size and capacity. Sort from shortest to tallest: An illustration showing four objects: a grey elephant, a black ant, an orange cat, and a tall grey skyscraper. 1 _____ 2 _____ 3 _____ 4 _____

5

I can recognise when measuring that there should be no gaps or overlaps.

Sam thinks the pencil is 4 cubes long. Jim thinks the pencil is 8 cubes long. Who is right and why?

