**Maths Medium Term Planning**

**Year One**

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| **WR Block: Measurement: Weight and Volume** | | **Spring Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Compare, describe and solve practical problems for: mass/ weight (for example, heavy/ light, heavier than, lighter than), capacity and volume (for example full/empty, more than, less than, half, half full, quarter). * Measure and begin to record the following: mass/ weight, capacity and volume. | * Heavier and lighter * Measure mass * Compare mass * Full and empty * Compare volume * Measure capacity * Compare capacity | **EYFS**  **3 and 4 year olds:**   * Make comparisons between objects relating to size, length, weight and capacity.   **Reception:**   * Compare length, weight and capacity. | **Y2**   * Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. * Compare and order lengths, mass, volume/capacity and record the results using >, < and =. |
| **Key Vocabulary**  **New Vocabulary:**  Measurement, roughly  centimetre, metre stick  kilogram, half kilogram  litre, half litre, capacity  volume, more than, less than  quarter full | **Key Vocabulary:**  **Previous Year Group:**  Measure, same, more, less, ruler, cubes, heavy, light, long, short, big, small | **Stem Sentences**  The \_\_\_ is heavier/ lighter than the \_\_\_.  The \_\_\_ has the same mass as the \_\_\_.  I know which object is heavier/ lighter because \_\_\_\_\_.  The mass of the \_\_\_ is the same as the mass of \_\_\_ cubes.  I think this container can hold more/ less water because \_\_\_.  The glass is full/ empty because \_\_\_\_.  \_\_\_ cubes are needed to fill the container.  The capacity of the container is \_\_\_ cups of water.  Container A has a \_\_\_\_ capacity than container B. | |
| **Concrete, Pictorial, Abstract Models/ Calculations** | | | |