

# Year 1 Measurement Knowledge Organiser



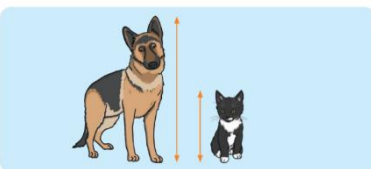
## ★ Star Vocabulary ★

<b>Compare</b>	Looking at the difference.
<b>Height</b>	The measurement of something from the top to the bottom. Saying how tall or short something is.
<b>Length</b>	Say how short or long something is.
<b>Unit of measurement</b>	Measuring and recording a number that shows the amount e.g. cm, mm, ml, m, l
<b>Weight</b>	To measure how heavy or light something is.
<b>Capacity</b>	To measure an amount in ml or l.
<b>Estimate</b>	To have a sensible guess.

Make direct comparisons between objects relating to size.

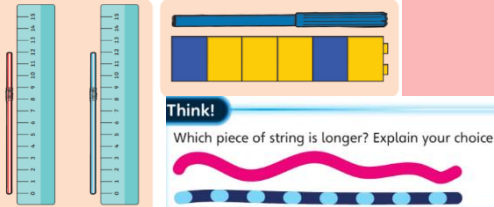
The dog is **taller** than the cat.

The cat is **shorter** than the dog.




The same height.

This pen is 6 cubes long.



**Think!**  
Which piece of string is longer? Explain your choice.



Compare objects using standard and non standard measurements.

We can use different types of scales to measure mass.



**Compare Mass**

The duck is **heavier** than the ball.  
The ball is **lighter** than the duck.



**Measure Mass**

The teddy **weighs** the same as 5 cubes.  
They are **balanced**.



We can use different containers to measure volume.



## Sentence Stems

We can measure length in \_\_\_\_\_.

We can measure height in \_\_\_\_\_.

How many cubes tall/short is....?

The \_\_\_\_\_ is shorter than \_\_\_\_\_.

The \_\_\_\_\_ is longer than \_\_\_\_\_.

The \_\_\_\_\_ is heavier than \_\_\_\_\_.

The \_\_\_\_\_ is lighter than \_\_\_\_\_.

\_\_\_\_\_ holds more or less than \_\_\_\_\_.

### Misconceptions: Why?

Children may measure objects wrong  
By not aligning the object correctly with the cubes or a ruler.

Remember to start on 0 when measuring accurately.

## Factual & Conceptual Fluency progression

Use the language of length such as long, longer, short, shorter, tall, taller. They recognise this language will change depending on what type of length they are describing and comparing. To understand lengths that are equal to one another.

Children are introduced to millimetres for the first time and build on their understanding of centimetres and metres.

To measure the perimeter of shapes using decimals.

Explore the area of triangles and parallelograms. To use the knowledge of factors to draw shapes with different measures and

Children should begin by holding objects and describing them using vocabulary such as heavy, light, heavier than, lighter than before using the scales to check.

Recognise that 100cm is equivalent to 1m and to use this when converting other multiples.

To measure the area and perimeter of regular and compound shapes