**Length**

Understand and use the language associated with length, eg length/height, width/thickness or the same length as, about the same as, just under.

- Compare and talk about the length of two objects.
- Compare and talk about the "length" of two objects:
  - by lining up;
  - using balance scales.

**Weight**

Understand and use the language associated with "weight", eg heavy/light, weigh/heavier, the same as, lightest, almost the same as.

- Compare and talk about the "weight" of two objects:
  - by lining up;
  - using balance scales.

- Compare and talk about the capacity of two containers.

**Capacity/Volume**

- Compare using non-standard units, eg stones and pounds.
- Be aware of the Imperial units of weight used in everyday life, eg pounds, ounces.
- To place value in context such as maps and drawings.

**Area**

Understand and use the language associated with capacity, eg empty/full, just under/over, about the same as, almost the same as.

- Compare and talk about the capacity of two containers.

- Cover surfaces using non-standard units which shape:
  - right triangles, squares.

**Time**

- Time is fixed and the time is measured.
- Develop further vocabulary for time, eg before, after, just a minute, once again.

- The day of the week.
- Know the names of the days of the week.
- Know the names of the months of the year.
- Tell the time in hours on the analogue clock.

- Tell the time in analogue form.
- Carry out practical activities to estimate and measure the length.

- Use the relationship between minutes and hours to perform simple mental calculations.

- Understand and use the relationship between metres and millimetres.

- Appreciate the conservation of length through practical investigations.

- Explore and count minute intervals on a clock face.

- Appreciate the conservation of "weight" through practical investigations.

- Estimate and measure the capacity of a range of containers in litres and millilitres using a variety of instruments.

- Discuss and select the appropriate unit and instrument;• know how to use these instruments with reasonable accuracy.

**Measures**

- Use the relationship between millimetres and centimetres.

- Appreciate the conservation of "weight" through practical investigations.

- Develop an appreciation of a litre, eg by sorting containers into those which hold more/less than a litre.

- Appreciate and use, in practical situations, the relationship between kilometres and metres, eg 1 km 250 m is 1250 m.

- Introduce the kilometre. Appreciate and use the relationship between kilometres and metres, eg 1 km 250 m is 1250 m.

- Discuss the need for a greater degree of accuracy. Introduce, measure and record in millimetres.

- Introduce the concept of the millimetre. Find, by measuring and calculating, perimeters of simple shapes.

- Understand and use the relationship between millimetres and centimetres.

- Use the relationship between centimetres and millimetres.

- Measure using the kilometre as the standard unit.

- Estimate and compare lengths in metres, introduce shorter lengths, eg half metre, quarter metre, decimetre, centimetre.

- Discuss the use of "benchmark" to help to develop estimation skills.

- Estimate and measure in metres and centimetres using a variety of instruments:

- Introduce the ‘same unit’.

- Discuss and select the appropriate unit and instrument;• know how to use these instruments with reasonable accuracy.

- Discuss the use of "benchmark" to help to develop estimation skills.

- Appreciate the conservation of "weight" through practical investigations.

- Estimate and measure the capacity of a range of containers in litres and millilitres using a variety of instruments.

- Discuss and select the appropriate unit and instrument;• know how to use these instruments with reasonable accuracy.

- Discuss the use of "benchmark" to help to develop estimation skills.

- Appreciate the conservation of "weight" through practical investigations.

- Estimate and measure the capacity of a range of containers in litres and millilitres using a variety of instruments.

- Discuss and select the appropriate unit and instrument;• know how to use these instruments with reasonable accuracy.