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| **Mathematics: Shape, Space and Measures: MEASURES - Developing Knowledge and Skills Sequentially** |
| **Range/Knowledge** | **Positive Relationships** | **Enabling Environments** |
| 1. | • Responds to size, reacting to very big or very small items that they see or try to pick up | • Comment on the size and weight of objects when babies grasp objects that are *big* or *heavy*. • During water play and bathing routines, show filling and emptying containers.• At the end of mealtimes show and comment on the empty bowl, cup or bottle: *All gone!* | • Provide a range of objects of various lengthsand weights in treasure baskets to excite andencourage babies’ interests including larger andsmaller items. |
| 2. | • Shows an interest in objects of contrasting sizes in meaningful contexts• Gets to know and enjoys daily routine• Shows an interest in emptying containers | • During play and everyday contexts, comment on the sizes and weights of objects using a range of language such as *big, huge,* *enormous, long, tall, heavy*.• Talk about what is going to happen and what has happened during the day using *first, next and then.* | • Provide big and little versions of objects forchildren to play with and compare.• Share picture books showing objects ofcontrasting sizes |
| 3. | • Shows an interest in size and weight• Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram• Beginning to understand that things might happen now or at another time, in routines | • Use the language of size and weight as children are involved in every-day play and routines.• Use the language of capacity as children explore water or sand to encourage them to think about when something is *full, empty or holds* *more.*• Emphasise the sequence within familiar activities or routines. | • Provide a range of objects, including big, heavyand awkward ones that can be transported, both indoors and outdoors.• Provide different sizes and shapes of bags, boxes and containers so that children can experimentwith filling, experiencing weight and size.• Plan to share images and books which show the order of daily routines. |
| 4. | • Explores differences in size, length, weight and capacity• Beginning to understand some talk about immediate past and future• Beginning to anticipate times of the day such as mealtimes or home time | • Use everyday opportunities to describe everyday items and contexts using informal language of size (*giant, teeny, big, little, huge, small),* length *(long, tall, short)*, weight *(heavy, light)* and capacity *(full, empty)*.• Observe children’s problem-solving when ordering things by size, e.g. stacking cups, sensitively supporting by offering one if they are really struggling.• Look out for opportunities to compare things purposefully such as finding out whether a teddy will fit in a bed.• When children talk about their experiences at home and in the setting, use some language of time (*before, later, soon, next, after,* *morning, afternoon, evening, night-time*).• In everyday activities, make a commentary about the sequence of events.• When sharing stories and books, draw attention to routines and time sequences within them | • Provide similar items of contrasting sizes so that children have many opportunities to encounterthe language of size.• Provide resources with clearly different weights to support direct comparison, and something to carry them in.• Provide equipment with varied capacities andshapes in the sand, water, mud kitchen and roleplay areas. |
| 5. | • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items• Recalls a sequence of events in everyday life and stories | • During play, model comparing lengths and distances.• Look out for meaningful opportunities for children to compare by length, weight, capacity and time using comparative language (*longer/shorter, heavier/lighter, holds more/holds less, longer time/shorter time*).• Encourage children to participate in seesaw and balance scale play.• Encourage children to respond to and use words such as *before, after, soon* or *later* when talking about routines, recent events and eventsin a story or rhyme. | • Provide problem-solving opportunities indoorsand outdoors for comparing length, weight andcapacity, e.g. *Which is the best bottle so we’ll have**enough drink for everyone at the picnic?*• Ask children to predict *What happens next?* usingvisual timetables, books and stories.• Provide items that can be ordered by size, such asplates and clothes in role play. |
| 6.  | • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy• Becomes familiar with measuring tools in everyday experiences and play• Is increasingly able to order and sequence events using everyday language related to time• Beginning to experience measuring time with timers and calendars | • When comparing the length, weight and capacity of things in play and everyday activities, encourage children to predict and give reasons.• Discuss accuracy, for instance matching ends or starting points, balancing exactly or “fullness”.• Support timed challenges by timing runs, trails, obstacle courses, etc. and teach children how to use the stopwatch.• Discuss the order and sequence of events in routines and role play using the language of time (*first, then, after, before, next, sooner, later*).• Draw children’s attention to visual timetables and clock times, focusing on the hour hand. | • Have areas where children can explore theproperties of objects, compare lengths, weigh and measure.• Provide objects in a range of contexts varying in length, capacity or weight, including tall thin, short, fat, large light and small heavy things.• Provide pictorial sequences for instructions.• Model using measuring tools including heightcharts, rulers, tape-measures, scales and timers.• Sing songs about the days of the week and months of the year, referring to a calendar. Countdown to events. |