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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 lengths  and weights in treasure baskets to excite and  encourage babies’ interests including larger and  smaller 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 for  children to play with and compare.  • Share picture books showing objects of  contrasting 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, heavy  and awkward ones that can be transported, both indoors and outdoors.  • Provide different sizes and shapes of bags, boxes and containers so that children can experiment  with 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 encounter  the language of size.  • Provide resources with clearly different weights to support direct comparison, and something to carry them in.  • Provide equipment with varied capacities and  shapes in the sand, water, mud kitchen and role  play 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 indoors  and outdoors for comparing length, weight and  capacity, 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?* using  visual timetables, books and stories.  • Provide items that can be ordered by size, such as  plates 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 the  properties 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 height  charts, 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. |