



Addington School – Skills Sheets – Small Steps Assessment – Maths (Length, Height, Size)

| Subject: Measures – Length/Height/Size Term / Year: Class Group: | | PUPIL NAMES | | | | | | | | | |
|---|--|-------------|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | |
| LEARNING OUTCOMES – Pupil can..... (You do <u>not</u> need to assess <u>all</u> the outcomes listed, only those which you are currently teaching) | | | | | | | | | | | |
| P4 | Explore objects with marked difference in overall size | | | | | | | | | | |
| | Experiences working with an adult to explore the length of objects | | | | | | | | | | |
| | Join in with construction activity | | | | | | | | | | |
| P5 | Distinguish between two similar objects of vastly different sizes. | | | | | | | | | | |
| | Select big object on request | | | | | | | | | | |
| | Select little object on request | | | | | | | | | | |
| | Explore items with marked difference in length Selects appropriate sized objects for familiar tasks | | | | | | | | | | |
| P6 | Select an object that is the same size | | | | | | | | | | |
| | Select bigger and smaller of two objects, difference not great | | | | | | | | | | |
| | Begin to order objects of differing sizes | | | | | | | | | | |
| | Begin to order objects of differing lengths Begin to order objects of differing heights | | | | | | | | | | |
| P7 | Uses words/signs/symbols to describe objects: big Small | | | | | | | | | | |
| | On request makes an object: bigger smaller | | | | | | | | | | |
| | Longer shorter | | | | | | | | | | |
| | Hide an object under appropriate sized material | | | | | | | | | | |
| | | | | | | | | | | | |

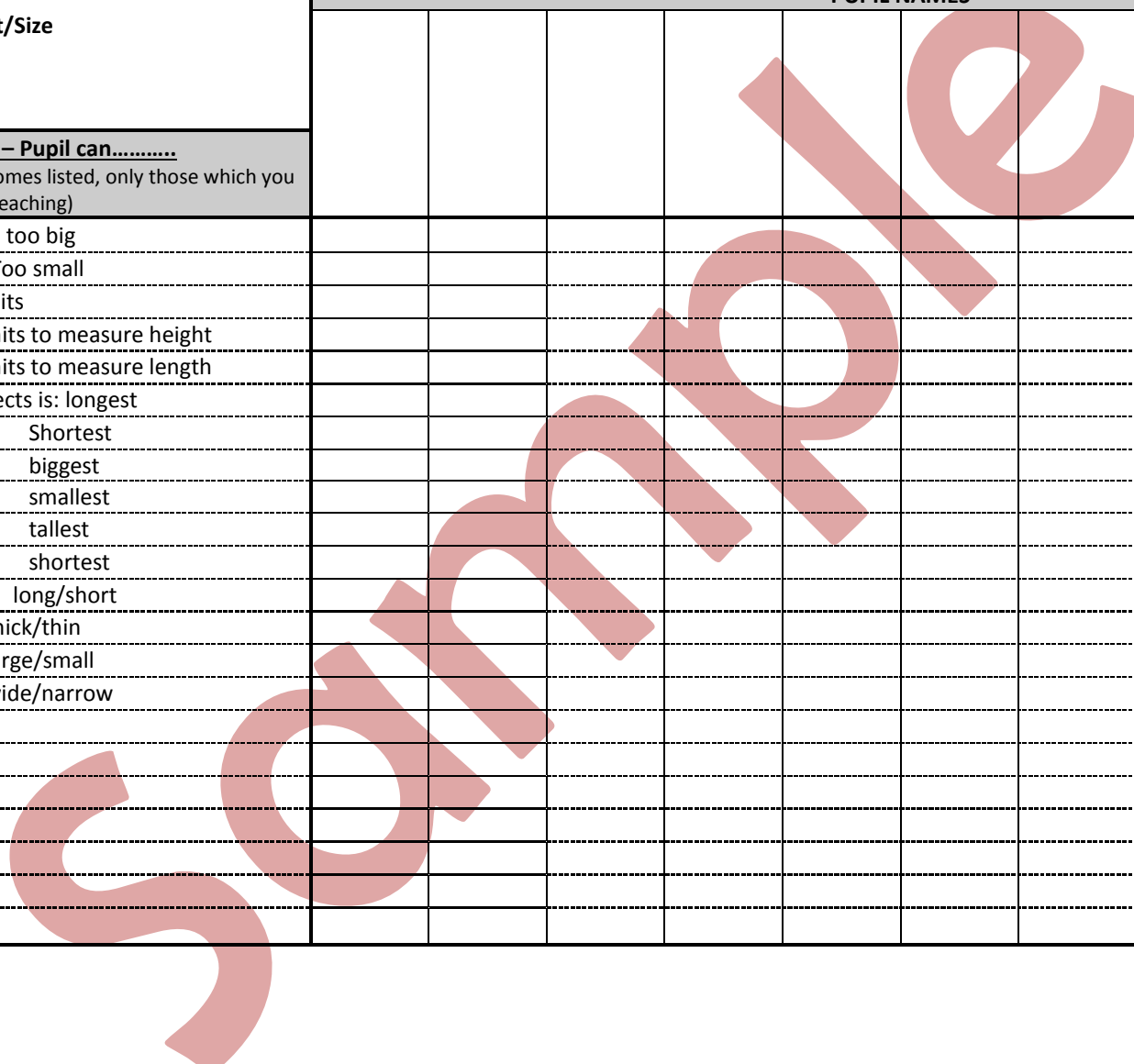
Recording: Experienced / With Help / Independent Consolidated

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| P8 | Uses vocabulary: too big | | | | | | | | | | | | | |
| | Too small | | | | | | | | | | | | | |
| | Fits | | | | | | | | | | | | | |
| | Begins to use non-standard units to measure height | | | | | | | | | | | | | |
| | Begins to use non-standard units to measure length | | | | | | | | | | | | | |
| | Communicates which of 2 objects is: longest | | | | | | | | | | | | | |
| | Shortest | | | | | | | | | | | | | |
| | biggest | | | | | | | | | | | | | |
| | smallest | | | | | | | | | | | | | |
| | tallest | | | | | | | | | | | | | |
| | shortest | | | | | | | | | | | | | |
| | Uses comparative vocabulary: long/short | | | | | | | | | | | | | |
| | thick/thin | | | | | | | | | | | | | |
| | large/small | | | | | | | | | | | | | |
| | wide/narrow | | | | | | | | | | | | | |



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| Level 1 | Understand and use in practical contexts: | | | | | | | | | | |
| | long | | | | | | | | | | |
| | short | | | | | | | | | | |
| | tall | | | | | | | | | | |
| | high | | | | | | | | | | |
| | low | | | | | | | | | | |
| | wide | | | | | | | | | | |
| | narrow | | | | | | | | | | |
| | deep | | | | | | | | | | |
| | shallow | | | | | | | | | | |
| | thick | | | | | | | | | | |
| | thin | | | | | | | | | | |
| | far | | | | | | | | | | |
| | near | | | | | | | | | | |
| | close | | | | | | | | | | |
| large | | | | | | | | | | | |
| small | | | | | | | | | | | |
| | Make direct comparison side by side of length | | | | | | | | | | |
| | Make direct comparison side by side of height | | | | | | | | | | |
| | Make direct comparison side by side of size | | | | | | | | | | |
| | Use non-standard units to measure length | | | | | | | | | | |
| | Use non-standard units to measure height | | | | | | | | | | |
| | Use standard units to measure length | | | | | | | | | | |
| | Use standard units to measure height | | | | | | | | | | |



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| Level 1 | Solve a length problem in a practical context | | | | | | | | | | |
| | Solve a height problem in a practical context | | | | | | | | | | |
| | Solve a size problem in a practical context | | | | | | | | | | |
| | Understand and use estimating vocab: guess | | | | | | | | | | |
| | roughly | | | | | | | | | | |
| | nearly | | | | | | | | | | |
| | close to | | | | | | | | | | |
| | about the same as | | | | | | | | | | |
| | too many | | | | | | | | | | |
| | too few | | | | | | | | | | |
| | enough | | | | | | | | | | |
| | not enough | | | | | | | | | | |
| | Make simple estimate of length and check | | | | | | | | | | |
| | Make simple estimate of height and check | | | | | | | | | | |
| Select an appropriate non-standard unit to measure | | | | | | | | | | | |
| Select an appropriate standard unit to measure | | | | | | | | | | | |
| Make a simple measuring device | | | | | | | | | | | |
| Level 2 | Know that 1 metre equals 100cm | | | | | | | | | | |
| | Find items longer/shorter than 1 metre | | | | | | | | | | |
| | Find items longer/shorter than 1 centimetre | | | | | | | | | | |
| | Find items longer/shorter than 10 centimetres | | | | | | | | | | |
| | Solve a problem using a ruler | | | | | | | | | | |
| | Solve a problem using a metre stick | | | | | | | | | | |

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| Level 2 | Understand and use the word estimate | | | | | | | | | | |
| | Estimate and measure an object/space | | | | | | | | | | |
| | Estimate and measure around an object/space | | | | | | | | | | |
| | Suggest object that is about 1cm long/tall/wide/deep | | | | | | | | | | |
| | Suggest object that is about 10cm long/tall/wide/deep | | | | | | | | | | |
| | Suggest object that is about 100cm long/tall/wide/deep | | | | | | | | | | |
| | Read a simple scale to nearest labelled division | | | | | | | | | | |
| Level 3 | Use ruler to draw a line to nearest cm | | | | | | | | | | |
| | Understand and use the word distance | | | | | | | | | | |
| | Know that 1 km equals 1000 metres | | | | | | | | | | |
| | Understand and use the word miles | | | | | | | | | | |
| | Know that e.g. 3.5m equals 3 and a half metres | | | | | | | | | | |
| | Know that e.g. 3.05m equals 3 metres & 5 centimetres | | | | | | | | | | |
| | Solve length problems using standard units | | | | | | | | | | |
| | Use standard measuring devices accurately: | | | | | | | | | | |
| | ruler / tape measure / metre stick | | | | | | | | | | |
| | Understand and use the word approximately | | | | | | | | | | |
| | Respond to multiple choice question relating to length | | | | | | | | | | |
| | Respond to multiple choice question relating to height | | | | | | | | | | |
| | Respond to multiple choice question relating to size | | | | | | | | | | |
| | Use ruler to draw a line to nearest ½ cm | | | | | | | | | | |
| Read a simple scale to nearest marked division (cm) | | | | | | | | | | | |
| Estimate & check using mixture of units (3m20cm) | | | | | | | | | | | |
| Record to the nearest half metre | | | | | | | | | | | |

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