

Can I estimate a quantity (mass, length or capacity) and choose the most sensible unit of measure and equipment to use?

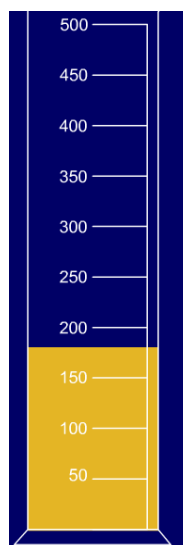
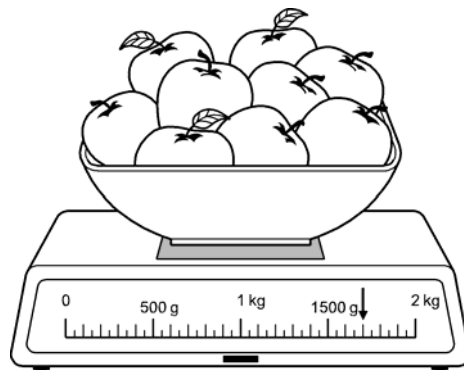
Teaching guidance

Key vocabulary

estimate, measure, compare, convert, approximate, accurate, relationship, scales, kilometre, metre, centimetre, millimetre, kilogram, gram, litre, millilitre, metric, unit, length, distance, mass, weight, capacity

Models and images

Provide children with plenty of practical experience of estimating quantities and then choosing and using suitable measuring equipment.



Teaching tips

- Plan for children to experience use of a variety of measuring equipment, including spring balances, calipers, different sized cooking spoons, so that they know what is available and can make sensible choices.
- Ensure that equipment is readily available for children to draw upon across the curriculum.
- Exemplify the purpose of estimation, in terms of developing a feel for the different units of measure, by providing children with benchmarks to help them to estimate; for example, the height of a door is approximately 2 metres, a pencil is approximately 20 cm long, a typical bag of sugar weighs one kilogram.
- Help children to improve and refine their estimations as they gain experience. For example, to estimate the mass of different objects, estimate and then weigh one object and then use that experience to inform estimates for the other objects.
- Children need to appreciate the different units that could be used to measure length, mass and capacity and be given opportunities to discuss which would be appropriate in different situations.
- Give children problems that involve making choices about the equipment and units used. Encourage them to discuss and compare choices.
- Give children experience in measuring in imperial units such as inches, feet and pints.