

Y3 - Measures

By the end of Year 3, children are expected to know the following about **measures**:

How to measure, compare, and add and subtract lengths (m/cm/mm), mass (kg/g) or volume/capacity (l/ml).

How to tell, and write, the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.

How to estimate and read the time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as *a.m./p.m., morning, afternoon, noon and midnight*.

The number of seconds in a minute and the number of days in each month, year and leap year.

How to compare durations of events, for example to calculate the time taken by particular events or tasks.

Activities & Games!

☆☆ Find a recipe for your favourite meal or dessert and write it down. Next, imagine you need to make twice as much. What would change about the ingredients? Calculate how much of each ingredient you would need and record your new recipe. Now think about how much of each ingredient would you need if you were only making half the recipe. Bring your altered recipes into class so we can see what has changed. You could even make and enjoy your recipe at home!

★ Take a sheet of paper, divide it into three columns and use the headings: *Length, Mass (weight)* and *Capacity*. Look in your fridge, your cupboards, or anywhere in your house where things are stored. Look for a measurement on the packaging and write down the item and its measurement in the correct column. Can you rearrange them so they are in order, starting with the smallest amount?

☆☆☆ Measure challenges: find two items that weigh *exactly* the same; find two objects, where one is exactly 10cm shorter than the other; find two containers that have a difference in capacity of exactly half a litre.

☆☆ Guess the measure! Ask an adult to either measure the length of, weigh, or find out the capacity of a particular item/object/container. You must then try to guess its length/weight/volume. You could even create a scoring system that awards you more points, the closer you are to the correct value.

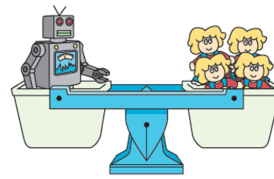
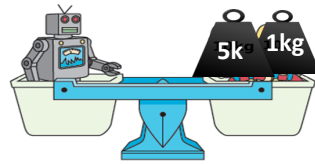
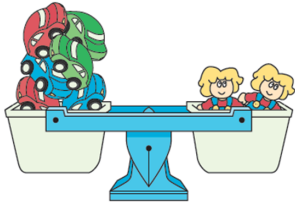
☆☆ Create a timetable for your ideal day. Use either the 12 hour clock and AM and PM, or the 24 hour clock, to show what time you begin each new activity. Make sure you include everything that happens during the day, including meals, activities, relaxation time and other daily tasks, such as getting washed and dressed.

☆☆☆ At various points during the day, a grown up is going to ask you the time. You must be able to tell them what it is using both the 12 and 24 hour clock. Can you then tell them how many minutes there will be until the next activity you are doing that day?

Rachel's Daily Schedule

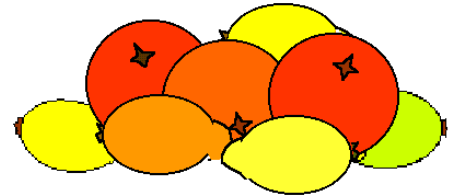
7:00 AM	Wake up and get ready for school	
7:30 AM	Get dressed and eat breakfast	
8:00 AM	Go to school	
8:30 AM	Arrive at school and start lessons	
9:00 AM	Break time	
10:00 AM	Get ready for lunch	
10:30 AM	Play with friends	
11:45 AM	Get ready for afternoon lessons	
12:30 PM	Lunch	
3:30 PM	Break time	
4:30 PM	Play with friends	
5:30 PM	Get ready for dinner	
6:00 PM	Time with family	
6:30 PM	Get ready for bed	
7:30 PM	Go to bed	

Going deeper...



There are 6 cars in the end container. What is the weight of one car? How do you know? Explain your reasoning using pictures and a written explanation.

On the table there is a pile of oranges and lemons that weighs exactly one kilogram. The oranges all weigh 130 grams. The lemons are also all the same weight, which is less than $\frac{2}{3}$ of the weight of an orange. There are twice as many lemons as oranges in the pile. How many lemons are there and how much does each one weigh?



Wonderful websites

My Maths

Use our school log in (Username: **coleridge1**, Password: **success74**), and then your own log in details to access activities related to our current topic on the MyMaths website. Ask your class teacher to print you a new letter if you have lost your log in details.

This half term, our MyMaths activities are all to do with measurement and telling the time. Have a go at as many as you can, but don't worry if you find some of them a bit too tricky!

[On Time!](#)

[Time](#)

[Scale Reader](#)

[Volume](#)

[Do you measure up?](#)

Whilst it can be very tempting to encourage your child to have a go at the more challenging activities, it is far better to work with them at a level they feel confident with. Significant and regular practise of even the most basic skills outlined in this document will lead to a much deeper understanding and greater proficiency, and ultimately a much more pleasant 'homework' experience for you and your child!