



ADULT GUIDE · KEEP THIS PAGE

Compare everyday measures

England national curriculum · Year 1 · measurement

What this pack helps with

Compare length, height, thickness, mass, capacity and time using precise everyday language and visible evidence.

Start here

The child can compare two visible objects and use words such as big, small, before and after. Use a pencil. Read each prompt aloud and ask the child to point to the evidence before circling or writing.

Print and use

Print A4 at actual size (100%). Child pages: **2-6**. Answers and feedback: **7**. Colour is optional; every task works in black and white.

Model page 2 together. Ask the child to point to the starting point or equal units before answering. Accept spoken reasoning and scribe when writing is the barrier.

What to try next

Compares from different starting points	Line up the starting ends, then compare where the other ends reach.
Chooses the bigger object as heavier	Use a balance or the pictured unit weights; size alone is not evidence of mass.
Confuses capacity with liquid level	Capacity is what a container can hold; level is how full it is now.
Works confidently	Ask for two true comparison sentences using opposite words.

Scope and source

Pictured like-for-like comparisons. It does not measure in centimetres or grams, teach clock reading or assume that a larger-looking object is always heavier. Based on DfE Year 1 mathematics and primary mathematics guidance (England; OGL v3.0). Original TheLearnDen tasks and artwork; not an official assessment. Free to print and share.



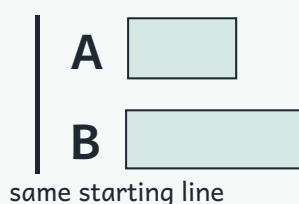
LEARN TOGETHER · FAIR MEASURES

Compare everyday measures

Name: _____ Date: _____

Try it together

Put two pencils at the same starting line. The one whose end reaches farther is longer; the other is shorter.



Say the rules

Start at the **same place**.

Use **equal units**.

Leave **no gaps**.

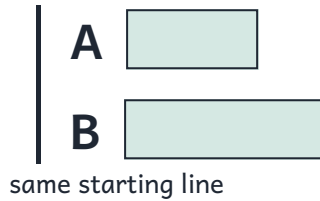
Count each **space once**.



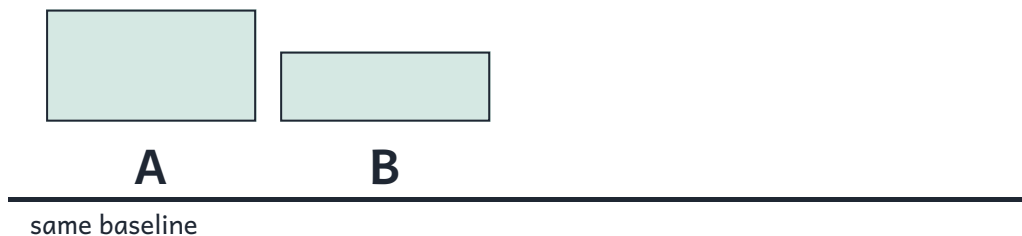
PRACTISE WITH SUPPORT · MEASUREMENT

Long and tall

- 1 Which is longer? Circle A or B.
Write a comparison sentence.



- 2 Which is taller? Circle A or B.
Write a comparison sentence.

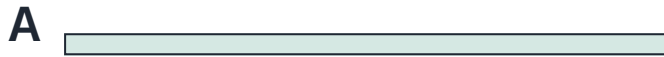




PRACTISE WITH SUPPORT · MEASUREMENT

Thick, heavy and light

- 3 Which is thicker? Circle A or B.
Write a comparison sentence.



same length

- 4 Which object is heavier? Circle A or B.
Use the equal unit weights as evidence.



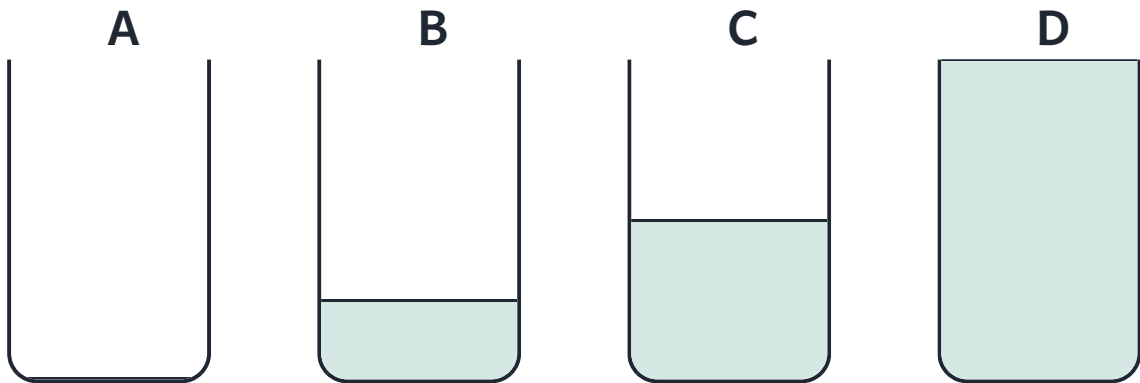
Each square is one equal unit weight.



PRACTISE WITH SUPPORT · MEASUREMENT

Capacity words

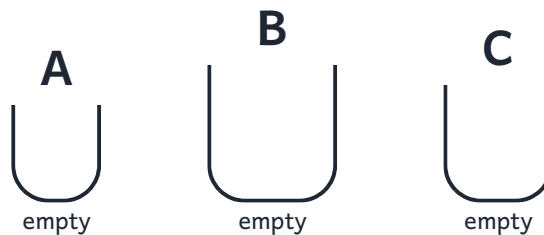
- 5 Write under each container:
empty, quarter full, half full, full.



- 6 The empty containers are the same shape.

Which holds the most?

Which holds the least?



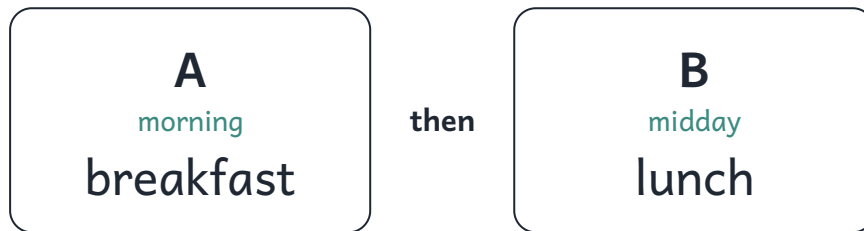


REASON AND RECORD · MEASUREMENT

Earlier, later, quicker

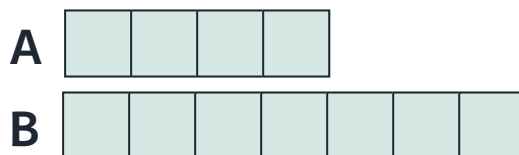
7 Which happens earlier, A or B?

Write: ____ is earlier than ____.



8 Which task is quicker, A or B?

How do the equal time units show this?



Each box is one equal time unit.



ADULT ANSWER GUIDE

Answers and next steps

Ask the child to point to the evidence: aligned ends, equal reference weights, container capacity or equal units. Record support; this is teaching practice.

- 1** **B.** Both start together; B reaches farther, so B is longer.
Accept the independently checked answer and a pointing, drawing or spoken explanation using the named measure.
- 2** **A.** A reaches higher from the same baseline, so A is taller.
Accept the independently checked answer and a pointing, drawing or spoken explanation using the named measure.
- 3** **B.** B has the wider thickness, so B is thicker.
Accept the independently checked answer and a pointing, drawing or spoken explanation using the named measure.
- 4** **B.** B needs more equal unit weights to balance, so B is heavier.
Accept the independently checked answer and a pointing, drawing or spoken explanation using the named measure.
- 5** **empty, quarter full, half full, full.** The four levels are empty, quarter full, half full and full.
Accept all four labels matched to the correct container.
- 6** **most: B, least: A.** B has the greatest capacity and A has the least.
Accept B for most and A for least; compare container capacity, not a drawn liquid level.
- 7** **A.** Breakfast happens earlier in the day than lunch.
Accept the independently checked answer and a pointing, drawing or spoken explanation using the named measure.
- 8** **A.** Task A takes fewer equal time units, so it is quicker.
Accept the independently checked answer and a pointing, drawing or spoken explanation using the named measure.

My practice trail



One thing to practise next: _____