

DNPS MATHS CURRICULUM

Stage: 2 Strand: MEASUREMENT

Sub-Strand: Volume & Capacity

Class:

Group:

Term:(circle) 1 2 3 4

Weeks:

Outcome Code	Outcome Statement	Grade	CONTENT/ LEARNING EXPERIENCES (highlighted if current)	Q	A	C	R	Re
MS2.3	Estimates, measures, compares & records volumes & capacities using litres, millilitres and cubic centimetres.	3 4						
	<p style="text-align: center;">KEY IDEAS</p> <p>Estimate, measure, compare and record volumes and capacities using litres and millilitres Convert between litres and millilitres</p>	<p>Students learn about</p> <ul style="list-style-type: none"> recognising the need for a unit smaller than the litre estimating, measuring and comparing volumes and capacities using millilitres making a measuring device calibrated in multiples of 100 millilitres using a measuring device calibrated in millilitres eg medicine glass, measuring cylinder using the abbreviation for millilitre (mL) recognising that 1000 millilitres equal one litre converting between millilitres and litres eg 1250 mL = 1 litre 250 millilitres comparing the volumes of two or more objects by marking the change in water level when each is submerged in a container measuring the overflow in millilitres when different objects are submerged in a container filled to the brim with water 	<p>Working Mathematically</p> <p>Students learn to</p> <ul style="list-style-type: none"> explain the need for a standard unit to measure the volume of liquids and the capacity of containers (<i>Communicating</i>) estimate and measure quantities to the nearest 100 mL and/or to the nearest 10 mL (<i>Applying Strategies</i>) interpret information about capacity and volume on commercial packaging (<i>Communicating, Reflecting</i>) estimate the volume of a substance in a partially filled container from the information on the label detailing the contents of the container (<i>Applying Strategies</i>) relate the millilitre to familiar everyday containers and familiar informal units eg 1 teaspoon is approximately 5 mL, 250 mL fruit juice containers (<i>Reflecting</i>) estimate the change in water level expected when an object is submerged (<i>Applying Strategies</i>) 					
	<p style="text-align: center;">EVALUATION:</p>	<p style="text-align: center;">WORKING MATHEMATICALLY CODE:</p> <p>Q=Questioning A=Applying strategies C=Communicating R=Reasoning Re=Reflecting <i>(tick box at right for each learning experience)</i></p>	<p>Background Information</p> <p>The displacement strategy for finding the volume of an object relies on the fact that an object displaces its own volume when it is totally submerged in a liquid.</p> <p>The strategy may be applied in two ways:</p> <ul style="list-style-type: none"> using a partially filled, calibrated, clear container and noting the change in the level of the liquid when the object is submerged, or submerging an object into a container filled to the brim with liquid and measuring the overflow. <p>Language</p> <p>The abbreviation cm³ is read 'cubic centimetre(s)' and not 'centimetres cubed'.</p>					