

Mathematics Foundation

Chapter 4 — Measurement: comparing things, and the shape of the day

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Length, capacity, mass and duration: naming the attribute and comparing directly

Measurement: comparing things, and the shape of the day · 4A · VC2MFM01

The teacher reads all the words. You look, you say, and you do. You do not need to read.

identify and compare attributes of objects and events, including length, capacity, mass and duration, use direct comparisons and communicate reasoning — VC2MFM01

Theory

Naming the attribute

Look at a thing. What can you say? You can say: it is long. You can say: it is heavy. You can say: it takes a long time.

These words name the attribute of the thing.

Length is an attribute. Capacity is an attribute. Mass is an attribute. Duration is an attribute.

A thing can be big in many ways. A big cup is tall. A big book is heavy. A big bag can have many things in it. Say which way it is big.

Length

Length is how long a thing is.

A pencil can be long. A pencil can be short. You are tall. The door is high. The mat is wide. (VC2MFM01.E01)

To compare length, put two things down. Line up the ends. Look. Which one is longer?

Capacity

Capacity is how much can go in a thing.

A cup can have water in it. A big cup can have more water. A little cup can have less.

To compare capacity, tip the water from one cup to the other. Look. Which cup can have more in it?

Mass

Mass is how heavy a thing is.

A book is heavy. A pencil is not so heavy.

To compare mass, put one thing in this hand and one thing in that hand. The heavy one takes your hand down.

Duration

Duration is how long something takes.

Getting your hat on takes a short time. A walk to the door and back takes a long time.

To compare duration, start two things at the same time. Look. The one still going takes longer.

How we compare

To compare is to look at two things and say which one.

- Length: put them down, and line up the ends.
- Capacity: tip the water from one cup to the other.
- Mass: one in this hand, one in that hand.
- Duration: start them at the same time.

Next, say which one. Say how you know.

Teaching sequence — what to say and do

The teacher says and does these.

Things to get:

- two pencils — one long, one short
- two cups — one big, one little
- water
- a tin of baked beans
- a packet of marshmallows
- two pairs of sandals
- a hat
- a mat
- a bag with books in it, and a pencil

We do not eat the beans or the marshmallows. We use them to compare mass.

1. Length

Say: I have two pencils. Which one is longer?

Do: Put the pencils on the mat. Line up the ends.

Say: Look. The red pencil is longer. The blue pencil is shorter. The red pencil goes on and on. The blue pencil stops here.

2. Capacity

Say: I have two cups. Which cup can have more water in it?

Do: Fill the little cup with water. Tip the water in the big cup.

Say: Look. The big cup is not full. It can have more water. The big cup can have more in it.

3. Mass

Say: I have a tin of baked beans and a packet of marshmallows. Which one is heavier?

Do: Heft them — one in this hand, one in that hand.

Say: The tin takes my hand down. The tin is heavier. The packet is lighter.

4. Duration

Say: Mia and Sam have sandals. They put on their sandals. They start at the same time.

Do: Give Mia and Sam the sandals. They put them on.

Say: Look. Mia has her sandals on. Sam is still going. Sam takes longer.

5. Say how you know

Say: We can compare! Getting your hat on takes a short time. Walking to the door takes a long time. The red pencil is longer than the blue pencil. The big cup can have more than the little cup. The tin is heavier than the packet. Sam takes longer than Mia. Say how you know!

Worked Examples

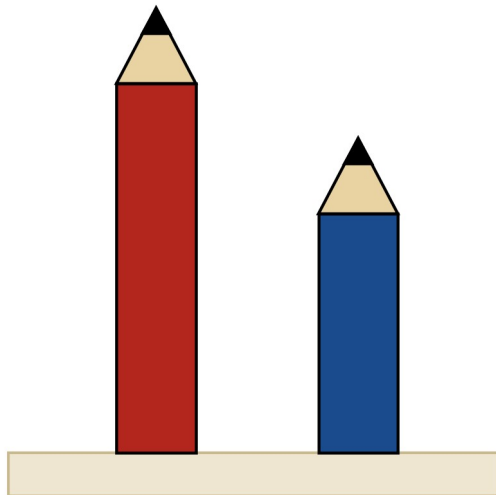
Do these with the teacher. Use the things. Say the words.

Worked example 1 — which pencil is longer?

The teacher has two pencils: a red pencil and a blue pencil. Which one is longer? (VC2MFM01.E02)

Working	Comment
Put the two pencils on the mat.	We compare two things.
Line up the ends.	Now they start at the same end.
Look at the other end.	One pencil goes on and on. One pencil stops.
The red pencil goes on and on. The blue pencil stops.	The red pencil is longer.

∴ The red pencil is longer than the blue pencil. The blue pencil is shorter than the red pencil.



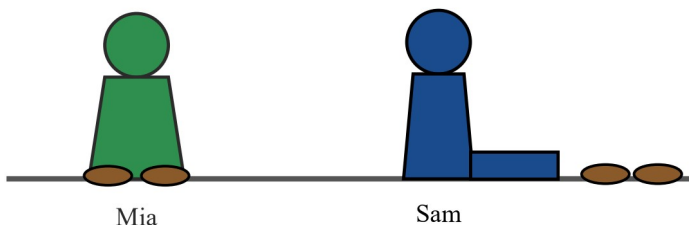
Two pencils on a mat. The red pencil is longer than the blue pencil.

Worked example 2 — who takes longer?

Mia and Sam put on their sandals. They start at the same time. Who takes longer? (VC2MFM01.E03)

Working	Comment
Mia and Sam start at the same time.	We compare two things that need time.
Mia stops. Her sandals are on.	Mia does not need more time.
Sam is still going. His sandals are not on.	Sam needs more time.
Sam takes longer.	The one still going takes longer.

∴ Sam takes longer than Mia.



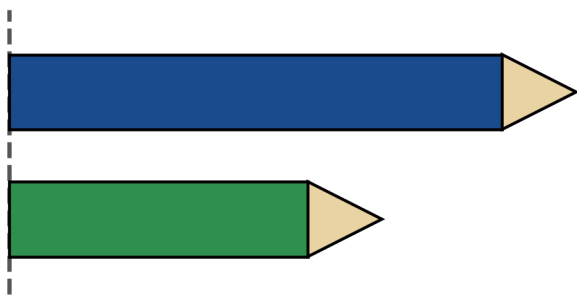
Mia has her sandals on. Sam is still going.

Practice questions

The teacher reads all the words. You say or do the answer. The teacher puts the answer down.

Do these with the teacher.

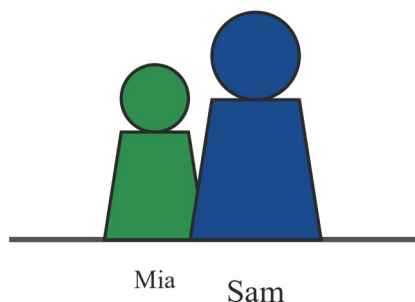
Q1. Two pencils.



Two pencils. The blue pencil is longer than the green pencil.

- a. Which pencil is longer? The ____ pencil.
- b. Which pencil is shorter? The ____ pencil.

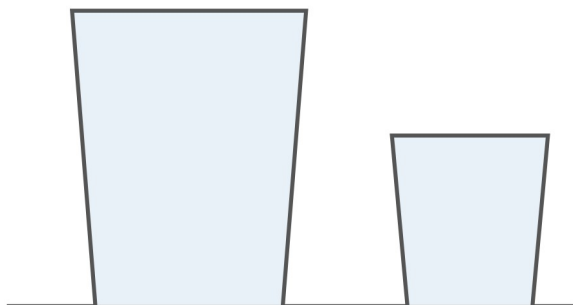
Q2. Mia and Sam are standing back to back.



Mia and Sam are standing back to back. Sam is taller than Mia.

- a. Who is taller? ____
- b. Who is shorter? ____

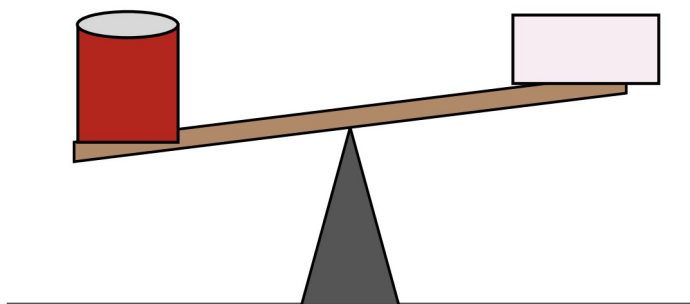
Q3. A big cup and a little cup.



A big cup and a little cup.

- a. Which cup can have more water in it? The ____ cup.
- b. Which cup can have less? The ____ cup.

Q4. A tin of baked beans and a packet of marshmallows. The tin is down. The packet is up. (VC2MFM01.E04)



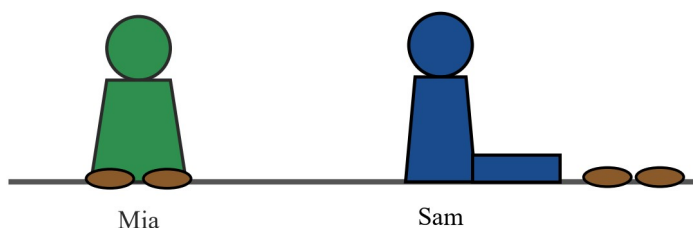
A tin of baked beans is down. A packet of marshmallows is up.

- a. Which one is heavier? The ____.
- b. Which one is lighter? The ____.

Q5. The teacher gives you a bag with books in it, and a pencil.

- a. Put the bag in this hand. Put the pencil in that hand.
- b. Which one is heavier? The ____.
- c. Which one is lighter? The ____.

Q6. Mia and Sam put on their sandals. They start at the same time.



Mia has her sandals on. Sam is still going.

- a. Who is still going? ____
- b. Who takes longer? ____

Now try these. The teacher still reads the words.

Q7. Find something here that is longer than your pencil. Get it. Put it by your pencil. Say: The ____ is longer than my pencil.

Q8. Get back to back with a friend. Who is taller? Say how you know. (VC2MFM01.E02)

Q9. The teacher has a big cup and a little cup. Which cup can have more water in it? The teacher tips the water to see. Say which cup, and say how you know.

Q10. Get your bag and a book. Which one is heavier? Say how you know.

Q11. You and a friend put 5 toys in a box. You start at the same time. Who gets 5 toys in first? Who takes longer? Say how you know.

Q12. You and a friend walk to the door and back. You start at the same time. Who takes longer? Say how you know.

Reasoning — how do you know?

The teacher does this with one at a time.

Say: Here is a spoon and a fork. Which one is longer? How do you know? (VC2MFM01.E02)

Do: Put the spoon and the fork on the mat. Do not help.

What to look for:

- They say which one is longer.
- They line up the ends.
- They say how they know.

All three? Good. That is the reasoning 4A looks for.

Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events. — VC2MFM01 achievement standard

CP4 looks at all four attributes — length, capacity, mass and duration — one at a time.

Answers

Q1. a. blue b. green

Q2. a. Sam b. Mia

Q3. a. big b. little

Q4. a. the tin of baked beans b. the packet of marshmallows

Q5. b. the bag with books in it c. the pencil

Q6. a. Sam b. Sam

Q7. For example, the door. (The door is longer than my pencil.)

Q8. For example: My friend is taller. Their head is up more.

Q9. The big cup. For example: Tip the water from the little cup to the big cup. The big cup is not full.

Q10. For example: The bag with books in it is heavier. It takes my hand down.

Q11. For example: My friend gets 5 toys in first. It takes me longer.

Q12. For example: My friend takes longer.

Worked answers

Q1. Look. The blue pencil goes on and on. The green pencil stops. $\therefore$ The blue pencil is longer. The green pencil is shorter.

Q2. Look. Sam's head is up more. $\therefore$ Sam is taller. Mia is shorter.

Q3. The big cup can have more water in it. $\therefore$ The big cup can have more. The little cup can have less.

Q4. The tin is down. The down one is heavier. $\therefore$ The tin of baked beans is heavier. The packet of marshmallows is lighter.

Q5. The bag with books in it takes your hand down. $\therefore$ The bag is heavier. The pencil is lighter.

Q6. Sam is still going. $\therefore$ Sam takes longer.

Q7. Put the thing by your pencil. Line up the ends. It goes on and on. $\therefore$ For example: the door is longer than my pencil.

Q8. Get back to back. Look at the heads. $\therefore$ For example: My friend is taller. Their head is up more.

Q9. Tip the water from the little cup to the big cup. Look. The big cup is not full. $\therefore$ The big cup can have more in it.

Q10. Put the bag in this hand. Put the book in that hand. The bag takes your hand down. $\therefore$ The bag is heavier.

Q11. They start at the same time. My friend stops first. I am still going. $\therefore$ It takes me longer.

Q12. They start at the same time. My friend is still going. $\therefore$ My friend takes longer.

Days of the week and times of the day

The teacher reads all the words. You look, say and play. You do not need to read.

sequence days of the week and times of the day, including morning, lunchtime, afternoon and night-time, and connect them to familiar events and actions — VC2MFM02

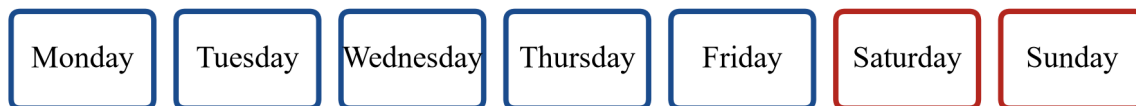
Theory

The days of the week

There are 7 days in a week.

The days have names. We say them in order:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.



Seven day name cards in order: five blue and two red

The days always go in the same order. After Sunday comes Monday. The week repeats. It is a repeating pattern, like the patterns of 3A.

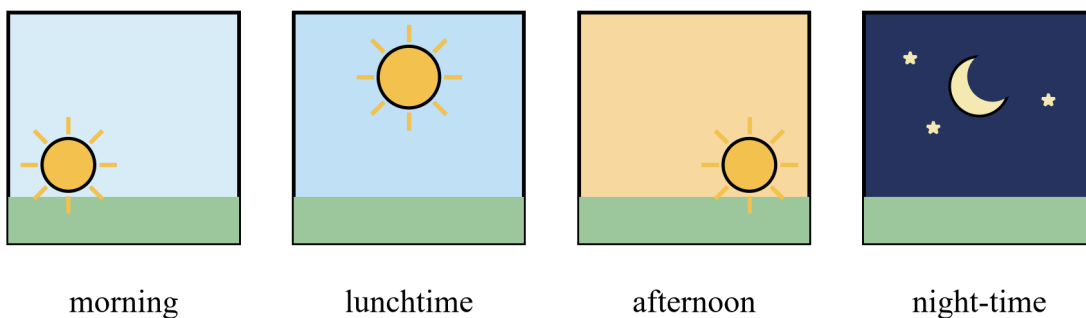
School days and weekends

Monday, Tuesday, Wednesday, Thursday and Friday are school days (Victorian Government, School Term Dates, 2026-08-19).

The days Saturday and Sunday are not school days. We call them the weekends. The weekends have 2 days.

The times of the day

The day has 4 times: morning, lunchtime, afternoon and night-time.



Four sky cards in order: morning, lunchtime, afternoon and night-time

In the morning, we get up. We go to school.

At lunchtime, we eat lunch.

In the afternoon, we play. We read books.

At night-time, the moon and the stars are in the sky. We go to bed. We sleep.

Every day is the same: morning, lunchtime, afternoon, night-time.

Today and yesterday

Today is now. The day before today is yesterday. The day after today is next.

Teaching sequence — for the teacher

You need: 7 day cards, 4 sky cards, a string, a mat, paper, pencils and glue.

1. Say the day names in order. Put the day cards in order on the mat.
2. Put the string up in the room. Put the 4 sky cards on the string in order. Say the time of the day for a card: morning, lunchtime, afternoon, night-time.
3. Put the day cards on two mats: school days on one mat, weekends on the other mat.
4. Make a roster to water the classroom garden. Ask: Who watered the garden yesterday? Whose turn is it today?
5. Read a story with the days of the week in it: *The Very Hungry Caterpillar* by Eric Carle. Say: this happened first, this happened next.
6. Make a picture diary for the week: a drawing for every day.
7. The week repeats, like the patterns of 3A. CP4 looks at 4B.

Worked Examples

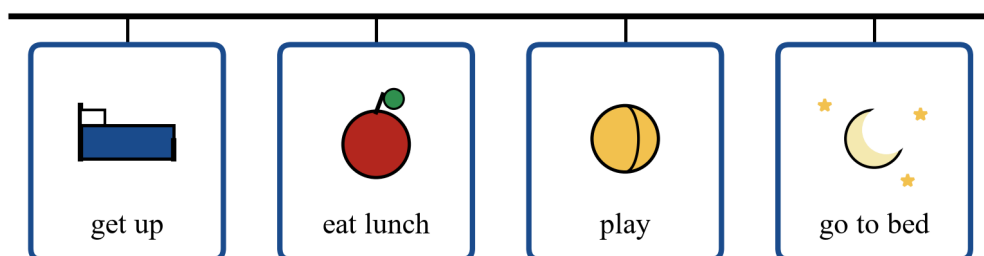
Do this with your teacher, with the cards and the string.

Worked Example 1 — Sky cards on the string line

The string is up in the room. Four cards are on the string: get up, eat lunch, play, go to bed.

Working	Comment
Get up is in the morning.	The get up card is first.
Eat lunch is at lunchtime.	The eat lunch card is next.
Play is in the afternoon.	The play card is next.
Go to bed is at night-time.	The go to bed card is last.

∴ Morning, lunchtime, afternoon, night-time — the cards go in the same order every day.



A string with four cards in order: get up, eat lunch, play, go to bed

Worked Example 2 — The day after Sunday

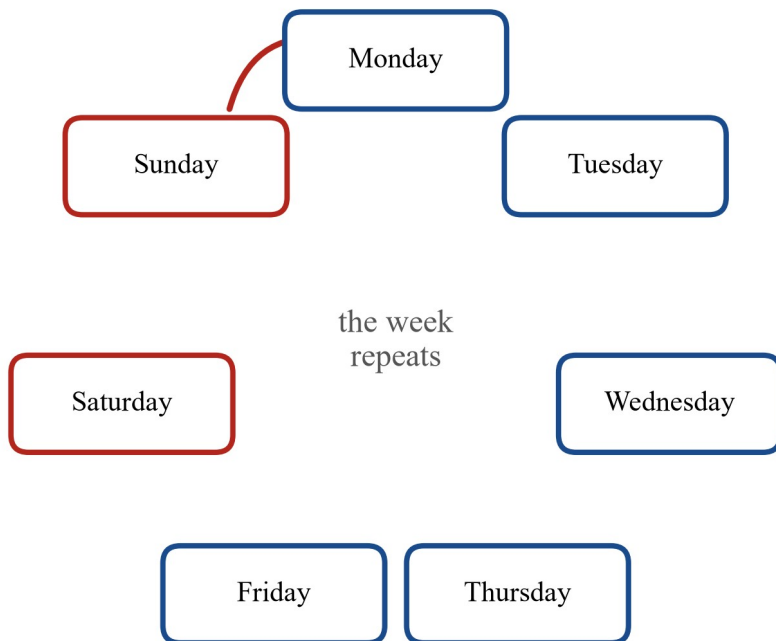
The day cards are in a circle. Today is Sunday. What day is next?

Working	Comment
The days go in order: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.	The circle comes back to the start.

After Sunday comes Monday.

The week repeats.

∴ After Sunday comes Monday.

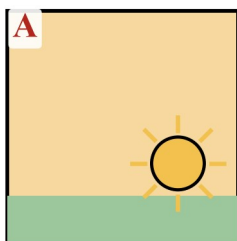


Seven day cards in a circle with a red line from Sunday to Monday

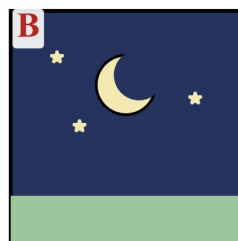
Practice Questions

The teacher reads all the words. You say or do the answer. The teacher puts the answer down.

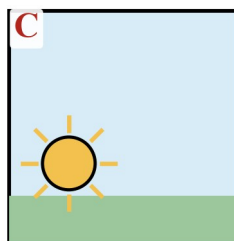
Q1. Put the sky cards in order.



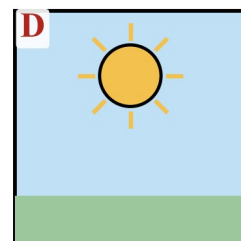
A



B



C



D

Four sky cards: A a sun at the end, B a moon with stars, C a sun at the start, D a sun at the top

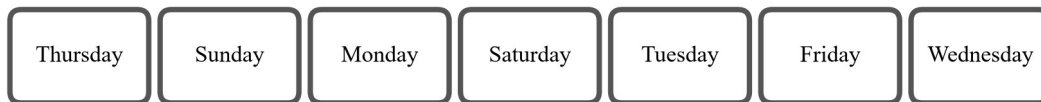
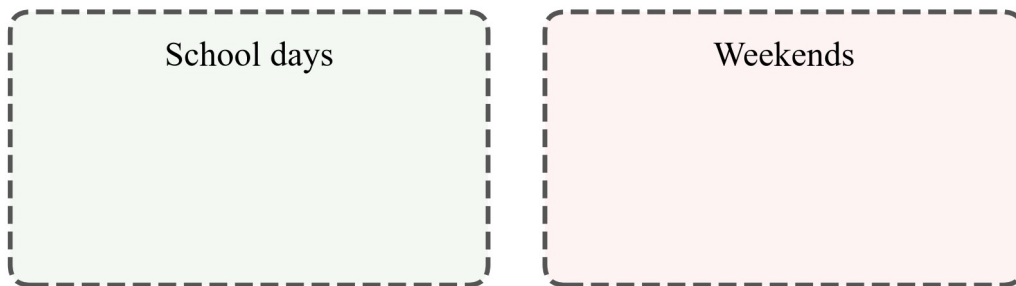
- The first card is ____.
- The last card is ____.

Q2. Say the next day.

- Monday, Tuesday, ____

- b. After Thursday comes Friday. The next day is ____ .
- c. After Saturday comes Sunday. The next day is ____ .

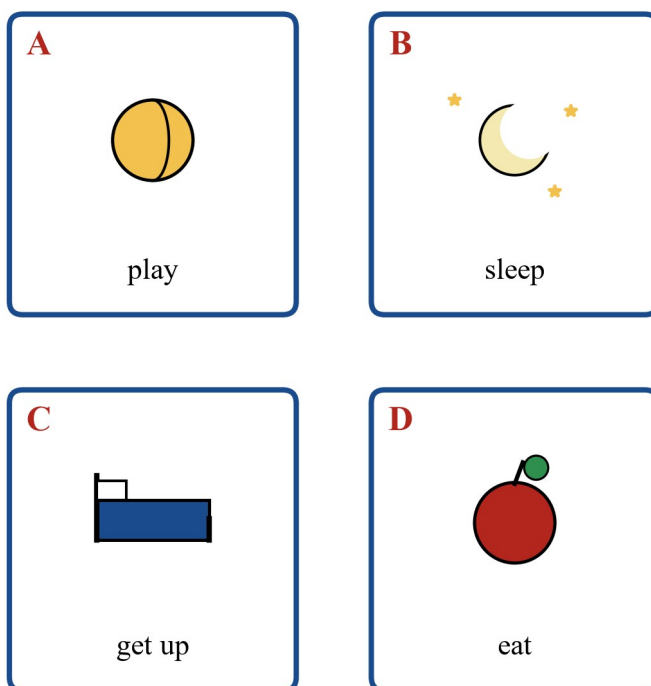
Q3. Put the day cards on the right mats.



Two mats, one for school days and one for weekends, with seven day name cards under them

- a. How many school days? ____
- b. How many days are not school days? ____

Q4. Put the story cards in order. Say: this happened first, this happened next.



Four story cards: A a ball, B a moon with stars, C a bed, D an apple

Q5. Look at the roster.

Water the garden

Day	Name
Monday	Mia
Tuesday	Ben
Wednesday	Jack
Thursday	Zara
Friday	Sam

A roster for the garden: Monday Mia, Tuesday Ben, Wednesday Jack, Thursday Zara, Friday Sam

- Who waters the garden on Monday? ____
- Who waters the garden on Wednesday? ____
- Whose turn is it on Friday? ____

Q6. Say the time of the day.

- We eat lunch at ____ .
- We get up in the ____ .
- We play in the ____ .
- We sleep at ____ .

Q7. Look at the roster. Today is Wednesday.

- Who watered the garden yesterday? ____
- Whose turn is it today? ____

Q8. Say the next day.

Today	The next day
Sunday	_____
Friday	_____

Today is Tuesday. The next day is ____ .

Q9. Say the day before.

- The day before Monday is ____ .
- The day before Thursday is ____ .

Q10. Make a picture diary for the week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Seven white boxes, one for every day of the week, with the day names under the boxes

Make a drawing for every day. Say the day names.

Q11. Sam puts the moon card in the morning. Is that right? Say why.

Q12. Put the 7 day cards in order. Start with Monday.

Wednesday	Sunday	Friday	Monday	Thursday	Saturday	Tuesday
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Seven day name cards not in order

What day is after Sunday? ____

Answers

Q1. a. C (morning) b. B (night-time)

Q2. a. The next day is Wednesday. b. The next day is Saturday. c. The next day is Monday.

Q3. a. 5 b. 2 — Saturday and Sunday.

Q4. First C, next D, next A, last B.

Q5. a. Mia b. Jack c. Sam

Q6. a. lunchtime b. morning c. afternoon d. night-time

Q7. a. Ben watered the garden yesterday. b. It is Jack.

Q8. After Sunday comes Monday. After Friday comes Saturday. After Tuesday comes Wednesday.

Q9. a. The day before Monday is Sunday. b. The day before Thursday is Wednesday.

Q10. A drawing for every day of the week, in order.

Q11. No. The moon and the stars are in the sky at night-time.

Q12. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. After Sunday comes Monday.

Fully-worked Solutions

Q1. A sun at the start is the morning. A sun at the top is lunchtime. A sun at the end is the afternoon. The moon and the stars are night-time.

∴ First C, next D, next A, last B.

Q2. The days always go in the same order. After Tuesday comes Wednesday. After Thursday comes Friday. After Sunday comes Monday.

∴ a. The next day is Wednesday. b. The next day is Saturday. c. The next day is Monday.

Q3. School days: Monday, Tuesday, Wednesday, Thursday, Friday — 5 days. Not school days: Saturday and Sunday — 2 days.

∴ a. 5 b. 2

Q4. C is get up, in the morning. D is eat, at lunchtime. A is play, in the afternoon. B is sleep, at night-time.

∴ First C, next D, next A, last B.

Q5. The roster says: Monday Mia, Tuesday Ben, Wednesday Jack, Thursday Zara, Friday Sam.

∴ a. Mia b. Jack c. Sam

Q6. Lunch is at lunchtime. We get up in the morning. We play in the afternoon. We sleep at night-time.

∴ a. lunchtime b. morning c. afternoon d. night-time

Q7. Today is Wednesday. The day before today is Tuesday. The roster says Ben on Tuesday and Jack on Wednesday.

∴ a. Ben b. Jack

Q8. The day after Sunday is Monday. The day after Friday is Saturday. The day after Tuesday is Wednesday.

∴ Monday, Saturday, Wednesday.

Q9. The day before Monday is Sunday. The day before Thursday is Wednesday.

∴ a. The day before Monday is Sunday. b. The day before Thursday is Wednesday.

Q10. One drawing for every day: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

∴ The days go in the same order every week.

Q11. The moon and the stars are in the sky at night-time, not in the morning.

∴ No, that is not right. The moon card goes at night-time.

Q12. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

∴ After Sunday comes Monday.

BUILD METADATA — 4B (VC2MFM02). Not student text; excluded from the vocab gate.

Sources (house format):

Source: Victorian Government, School Term Dates 2026, retrieved 2026-08-19.

Source: World Publishing Company, The Very Hungry Caterpillar, Eric Carle (1969), retrieved 2026-08-19.

Facts (Victoria): school Monday to Friday; 4 terms a year; Term 1 starts late January (2026: Tuesday 27 January). No clock anywhere in 4B: clock reading is Level 2 (VC2M2M04), out of scope (TOC D11). No units, no estimation (D11). No 'tomorrow': not in the CD.

Exemptions applied at the gate:

1. curriculum words: whole-book CD+elaboration set from maths_F.json (--cds);
2. subject terms defined at first use: Tuesday, Wednesday, Thursday, Friday, Saturday (the day names this CD sequences; Monday and Sunday are named in elaboration E02 and are curriculum-exempt outright);
3. proper nouns: Mia, Ben, Jack, Zara, Sam, Victoria, Victorian, Eric Carle, The Very Hungry Caterpillar; numerals.

Gate record: reports/vocab_level_check.py check_text at ceiling rank 0 – CLEAN after exemptions; S:\Files_pool\vocab_check.py --ceiling F --cds maths_F.json exit 0.

Checkpoint CP4

Measurement: comparing things, and the shape of the day · CP4 · VC2MFM01 · VC2MFM02

The teacher reads all the words. You look, you say, and you do. You do not need to read.

identify and compare attributes of objects and events, including length, capacity, mass and duration, use direct comparisons and communicate reasoning — VC2MFM01

sequence days of the week and times of the day, including morning, lunchtime, afternoon and night-time, and connect them to familiar events and actions — VC2MFM02

CP4 is 8 marks in all: 4 marks for VC2MFM01 and 4 marks for VC2MFM02 (TOC §7). CP4 looks at 4A and 4B. The student says and does, and the teacher looks. The teacher puts the answer down.

How to run CP4 (TOC §7, D10)

- CP4 is not an exam.
- We do not time the student. The student can take all the time they need.
- There is no calculator.
- There is no written answer. The student does not need to read or write.
- The things are on the table. The student can touch them, take them and put them down.
- Do CP4 with one student, or with some students, in one week: a little today, a little the next day. Task 4 needs two students — a friend helps.

Things to get

- a spoon and a fork
- a mat
- two cups — one big, one little
- water
- a tin of baked beans
- a packet of marshmallows
- two pairs of sandals with buckles or Velcro
- the 7 day cards from 4B
- the 4 sky cards from 4B

We do not eat the beans or the marshmallows. The water goes in the cups, not on the table.

Task 1 — length: which is longer?

Say: Look. A spoon and a fork. Which one is longer? How do you know?

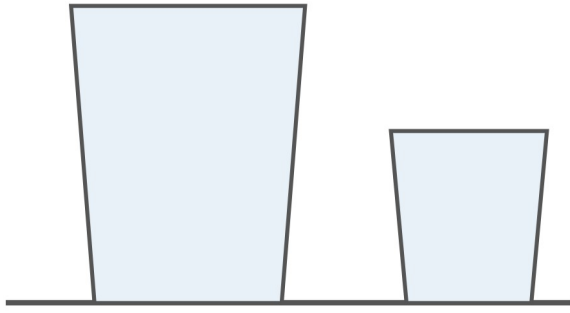
Do: The spoon and the fork go on the mat. The student can take them and put them down. Do not help. (VC2MFM01.E02)

The teacher puts the answer down.

Task 2 — capacity: which cup can have more?

Say: Look. Two cups. Which cup can have more water in it? How do you know?

Do: The water is on the table. The student can tip the water from one cup to the other. (VC2MFM01)



A big cup and a little cup.

The teacher puts the answer down.

Task 3 — mass: which is heavier?

Say: Look. A tin of baked beans and a packet of marshmallows. Which one is heavier? How do you know? (VC2MFM01.E04)

Do: The student hefts them — one in this hand, one in that hand.

The teacher puts the answer down.

Task 4 — duration: who takes longer?

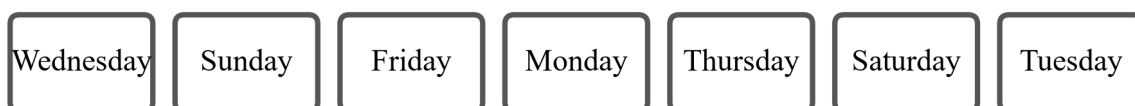
Task 4 looks at duration, and duration only (TOC §7).

Say: You and your friend have sandals. Put the sandals on. You start at the same time. Who takes longer? How do you know? (VC2MFM01.E03)

Do: Two students put on their sandals. They start at the same time. The teacher does not help. If only one student is there, the teacher and the student put on sandals.

The teacher puts the answer down.

Task 5 — the days of the week



Seven day name cards not in order

a. Say: Put the day cards in order. Start with Monday. (VC2MFM02.E02)

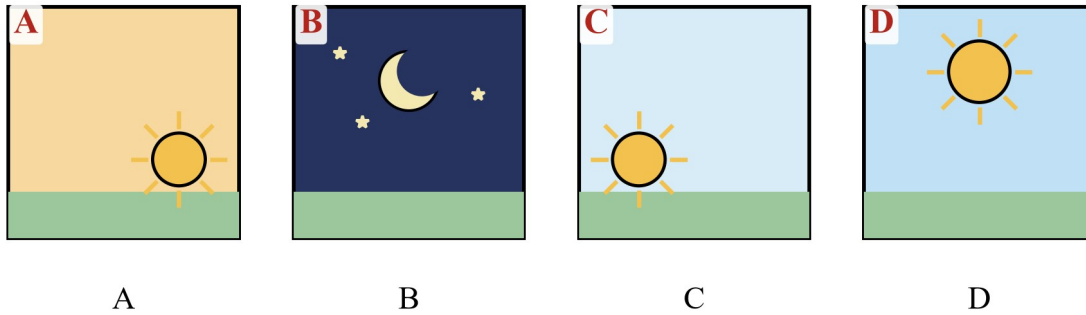
Do: The student puts the 7 day cards in order.

b. Say: Which days are school days? Which days are not school days? What day comes after Sunday?

Do: The day cards go on two mats — the school days here, the weekends there. The student says the day after Sunday.

The teacher puts the answer down.

Task 6 — the times of the day



Four sky cards: A a sun at the end, B a moon with stars, C a sun at the start, D a sun at the top

a. Say: Put the sky cards in order. What comes first? What comes next? What comes last? (VC2MFM02.E01)

Do: The student puts the 4 sky cards in order.

b. Say: What do we do at each time of the day? Say one thing for morning, lunchtime, afternoon and night-time.

Do: The student says an event for each time of the day.

The teacher puts the answer down.

That is all of CP4.

Marking guide

CP4 is **8 marks: 4 for VC2MFM01** (Tasks 1 to 4) and **4 for VC2MFM02** (Tasks 5 and 6). Each line is 1 or 0.

Mark with the words of the achievement standard for each CD. VCAA's words:

Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events. — VC2MFM01 achievement standard

They sequence and connect familiar events to the time of day. — VC2MFM02 achievement standard

(An attribute is a way a thing is: how long it is, how much it can have in it, how heavy it is, or how long it takes. See 4A.)

VC2MFM01 — 4 marks (Tasks 1 to 4)

VC2MFM01 says “*communicate reasoning*”, so we mark the reasoning, not only the answer (TOC §7). For 1 mark, the student does all three:

1. **They identify the attribute.** They say which one: longer, can have more, heavier, takes longer.
2. **They use a direct comparison.** They compare the two things with the things: line up the ends, tip the water, heft one in this hand and one in that hand, or start at the same time.
3. **They communicate reasoning.** They say how they know, or they demonstrate how they know.

Task	Attribute	What to look for	Mark
1 — spoon and fork	length	The student lines up the ends of the spoon and the fork, says which one is longer, and says or demonstrates how they know.	1 or 0
2 — two cups and water	capacity	The student compares the cups with the water, says which cup can have more, and says or demonstrates how they know. For example: “The big cup is not full.”	1 or 0
3 — tin and packet	mass	The student hefts the tin and the packet, says which one is heavier, and says or demonstrates how they know. For example: “It takes my hand down.”	1 or 0
4 — sandals	duration	The two students start at the same time. The student says who takes longer, and says or demonstrates how they know. For example: “He is still going.”	1 or 0

Duration (Task 4) is one mark, and Tasks 1 to 3 are one mark each — all four attributes get one mark, one at a time (TOC §7). Duration is the one students lose. A student can lose Task 4 and still get 3 out of 4.

VC2MFM02 — 4 marks (Tasks 5 and 6)

What	What to look for	Mark
5a — the days in order	All 7 day cards in order: Monday, Tuesday, Wednesday, Thursday,	1 or 0

What	What to look for	Mark
	Friday, Saturday, Sunday.	
5b — school days and weekends	The school days and the weekends on the right mats — 5 school days, 2 weekend days (Victorian Government, School Term Dates, 2026-08-19). The student says the day after Sunday: Monday. The week repeats.	1 or 0
6a — the times in order	All 4 sky cards in order: morning, lunchtime, afternoon, night-time.	1 or 0
6b — events at the times	The student says an event for each time of the day: get up in the morning, eat lunch at lunchtime, play in the afternoon, go to bed at night-time.	1 or 0

The CD for VC2MFM02 does not say “*reasoning*”, so we do not mark reasoning in Tasks 5 and 6. If the student says why, the teacher can put that down. The mark is the same. In 6b, more than one event is right for a time of the day: “We read in the afternoon” is right too.

Put the marks down

What	CD	Mark
Task 1 — length	VC2MFM01	/1
Task 2 — capacity	VC2MFM01	/1
Task 3 — mass	VC2MFM01	/1
Task 4 — duration (one mark for duration only)	VC2MFM01	/1
Task 5a — the days in order	VC2MFM02	/1
Task 5b — school days, weekends, the day after Sunday	VC2MFM02	/1
Task 6a — the times of the day in order	VC2MFM02	/1
Task 6b — events at the times of the day	VC2MFM02	/1
CP4 in all		/8

The teacher can put down what the student said, next to the mark.

What the marks say

- **VC2MFM01 — 4 out of 4:** the student identifies the attributes of mass, capacity, length and duration, and uses direct comparison strategies to compare objects and events, with reasoning.
- **VC2MFM01 — 2 or 3 out of 4:** look at which attribute the student did not get. Do more with it in class, with the things from 4A.
- **VC2MFM01 — 0 or 1 out of 4:** go back to 4A with the things and the words.
- **VC2MFM02 — 4 out of 4:** the student sequences and connects familiar events to the time of day — the days of the week and the times of the day, in order.
- **VC2MFM02 — 2 or 3 out of 4:** look at which one the student did not get, the days or the times. Do more with it in class, with the cards from 4B.
- **VC2MFM02 — 0 or 1 out of 4:** go back to 4B with the cards and the string.

Notes for the teacher

- Say the words one more time if the student needs it.
- The student can demonstrate with the hands, not only with words.
- Do not help with the answer. The reasoning is the student's.
- No numbers on the things. Direct comparison only (D11).
- The student does not read or write in CP4.

BUILD METADATA – CP4 (VC2MFM01, VC2MFM02). Not student text; excluded from the vocab gate.

Instrument (TOC §7, CP4 row): observed practical comparison of real objects and events; oral sequencing of the day and week. 8 marks = 4 per owned CD (TOC §7 mark rule: 4 marks per CD, floor 6 per chapter). Both CDs carry at least one separately scored observation; the four attributes of VC2MFM01 are scored one at a time with duration on its own, per §7.

Rubric language (TOC §7): the rubric is written in the language of each CD's achievement-standard extract, quoted verbatim from maths_F.json:

VC2MFM01: "Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events."

VC2MFM02: "They sequence and connect familiar events to the time of day." Reasoning is scored for VC2MFM01 only: its CD text says "communicate reasoning", and §7 binds "Reasoning is scored, not just the answer" for 4A. The VC2MFM02 CD does not require reasoning, so none is scored in Tasks 5–6 (stated in the Marking guide).

Sources (house format):

Source: Victorian Government, School Term Dates 2026, retrieved 2026-08-19. (5 school days, 2 weekend days – same citation as 4B.)

Facts (Victoria): school Monday to Friday; the week repeats, Monday after Sunday (VC2MFM02.E02). No clock anywhere in CP4: clock reading is Level 2 (VC2M2M04), out of scope (D11). No units – not even informal – and no estimation (D11). No written number sentences; recording with numerals is not required of the student (D12). Assessment is observed and oral, not written; nothing timed; no calculator (D10). MCQ bank is not this assessment (D9).

Vocab gate record: gate_4a.py on wb_cp4.md (reports/vocab_level_check.py load_ladder/check_text), ceiling rank 0, whole-book CD scope from maths_F.json. Student-facing text – the Say/Do scripts, the run steps, materials list and image alt text – is at or below the Foundation ceiling, after the curriculum and proper-noun exemptions (VERDICT would be CLEAN with the six teacher-facing words below removed). Six distinct non-exempt words remain, all in teacher-facing instrument prose, none student-facing: exam (Yr3), calculator (Yr3) – the D10 rules §7 requires the paper to state ('CP4 is not an exam', 'There is no calculator'); mark, marks (Yr1) – the mark scheme's own unit (8 marks = 4 + 4); lose (Yr1) – §7's own reason duration is on its own ('it is the one children lose'); guide (Yr2) – occurs only in the mandated level-2 heading '## Marking guide' (house pagination keyword; BLOCK_BREAK_RE in assemble_chapter.py). Same posture as the 'For the teacher' sections shipped elsewhere in this build (e.g. 3A), which the per-file gate reports for their adult prose.