***Focus:*** Choose and use appropriate standard units to estimate and measure mass

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|  | Context for learning  - Question | Activity |
| Day one  **Learning Focus:**  Compare and order given objects using <, > and =.  Choose appropriate unit of measure for given objects e.g. chair compared with pencil. | Question:  What do all of these words have in common?  (write on board)  mass, weight, grams, kilograms, heavy, light, heavier, lighter, balance, equal.  Input – heavier or lighter powerpoint | Set 1:  Comparing and ordering objects using the correct weight terminology  Starter: cut and order objects from heaviest to lightest  Discuss our findings  Differentiated worksheet to apply different weight terminology when comparing different objects |
| Set 2:  Comparing and ordering objects using the correct weight terminology  Starter: cut and order objects from heaviest to lightest  Discuss our findings  Differentiated worksheet to apply different weight terminology when comparing different objects |
| Day two  **Learning Focus:**  Estimating weight and recording the correct weight in kg | Question:  Which do you think is heavier 100 kilograms of feathers or 100 kilograms of bricks?  Introduce estimation  KG for large items  Grams for smaller items | Set 1:  Estimate and record the weight of a variety of objects in grams  e.g. apple, pear, banana, pencil, ruler, books etc  Use the scales to weigh the objects  Discuss which are heavier/lighter did we expect this? |
| Set 2:  Estimate and record the weight of a variety of everyday objects in grams  e.g. apple, pear, banana, pencil, ruler, books etc  As a group, use the scales to weigh the objects  Discuss which are heavier/lighter did we expect this?  Compare the larger and smaller numbers, this gives us the information about which is heavier/lighter |
| Day three  **Learning Focus**:  Introducing grams  Estimating the weight in grams and recording the correct weight | Question:  Would you weigh a double bed in KG or grams?  Sorting objects into grams and KGs  Larger items and smaller items (Starter) | Set 1:  Introduce reading grams on a weighing scale  Reading scales worksheet  Counting in 2s, 5s, 10s |
| Set 2:  Introduce reading grams on a weighing scale  Reading scales worksheet  Counting in 10s |
| Day four  **Learning Focus:**  Recording our own findings with different objects using the scales  Pair work - estimating and recording weight in grams | Question:  What is does estimating mean?  When do we use estimation? | Set 1:  In pairs, children to estimate the weight of a variety of objects using grams  Record their estimations and then their findings by using the skills learnt in the previous lesson, reading scales |
| Set 2:  In pairs, children to estimate the weight of a variety of objects using grams  Record their estimations and then their findings by using the skills learnt in the previous lesson, reading scales |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | |