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|  | Context for learning - Question | Activity  |
| Day one**Learning Focus**: Compare millimetres (mm), centimetres (cm) and metres (m)Comparing items | Which is bigger, 10mm or 3cm?VocabularyCompareMmCmMMore thanLess thanRulerMetre stick | Group 2Ask the children if they know how many mm are in 1cm (10), how many cm in 1m (100) and how many m in km (1000). Assess and discuss.Show ppt. which gives information/visual representations that there are 10mm in 1cm and 100cm in 1m. Model on the board comparing mm to cm (20mm = 2cm) moving on to comparing cm to m (200cm = 2m). Children to complete comparing activity.Spend some time looking at and using measuring equipment (ruler, tape measure, metre stick).Show the children a selection of objects (book, eraser, person, football pitch etc). Ask questions such as ‘What would you use to measure a football pitch? A person? A book? Ask why it wouldn’t be appropriate to use a ruler to measure a football pitch?Children to complete matching activity. |
| Day two**Learning Focus:**  measuring to the nearest cm and m | VocabularyMeasureNearestCentimetreMillimetreRulerlength | Group 2Recap on yesterday’s lesson, reinforcing some of the vocabulary used.Mention the term measuring to the nearest cm. Ask what they think this means. Model to the children, measuring the width of a book. Show them how we can measure to the nearest whole centimetre.Recap on how we round numbers up and down (round up if 5 or above and down if below 5). Explain that we can do the same thing when measuring to the nearest cm/m (the width of a book is 14.5cm, this can be rounded up to 15cm). Show the children visual examples of how we can measure to the nearest cm/m.Children are to measure a range of objects to the nearest cm.Extension: give the children some images with measurements in metres. They are to round the measurements to the nearest metre.  |
| Day three**Learning Focus:** drawing lines accurately mm, cm | VocabularyAccuracyMeasureCentimetresMetresRulerlengthChallengeDraw given shapes/objects accurately.  | Group 2Recap on measuring with rulers. Discuss the importance of starting at zero when measuring otherwise measuring wouldn’t be accurate. Recap on the meaning of the word accurate.Show short clip on measuring and drawing lines accurately using a ruler. Children are to practise drawing lines of given measurements on paper to start with. Move on to drawing lines in their books and writing the measurement using mm or cm. |
| Day four**Learning Focus:** Addition and subtraction (length) word problems | VocabularyAddition SubtractionWord problemLength | Group 2Recap on how to solve word problems effectively (read the problem, highlight the important information, understand what calculation to use, answer).Look at a measurement word problem and unpick as a group. Highlight the importance of using the units of measurement when answering (mm/cm/m).Children to answer a range of word problems in their books showing methods of working out. |
| Day five**Learning Focus:** Mental maths  | Quick recall of number facts | Group 2Children to answer mental maths calculations covering the four rules of number.Discuss questions, answers, and model strategies on the wb. |
| Evaluation/Reflection/Intervention (To be completed in PPA) |