



SILVER

School name: _____ **MATHS PLANNING YEAR A**



Teacher: _____

Class: _____

Year: _____

Term: Summer 1

Week Commencing: Week 1

Topic: Measurement: Length and Height	<p><u>NC Links</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Measure length (cm) • Measure Length (m) • Compare Lengths • Order Lengths • Four operations with Length
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Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	To be able to recall my times tables	<p><u>TMM</u></p> <p>Children to complete activities linked to times tables (See Slides)</p>	<p><u>L.O. To be able to measure to the nearest cm</u></p> <ul style="list-style-type: none"> • I must be able to use a ruler accurately • I should be able to measure to the nearest cm • I could discuss the mm marks and how they may be used. 	<p>Explain to the children that we are going to begin working on measurement. Discuss different measurements. How do we measure? What measure units do we use? Discuss all the units of measure. Work through the 'What could you use to measure' Power point.</p> <p>Look at a problem together</p>	<p>BARE: Children to measure using non measuring units and work through the measuring cards.</p> <p>ARE: Children to measure using the units of measure. Children to work through the measure cards.</p> <p>AARE: Children to complete the unit of measure challenge cards.</p>	<p>Measure Length Centimetres Metres Units Ruler Ordering Different Same Longer Shorter Nearest</p>	<p>Discuss the challenge. Will the spaghetti get longer, shorter or stay the same when we cook it?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

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Tues	<u>To be able to recall my times tables</u>	TMM Children to complete activities linked to times tables (See Slides)	<p><u>L.O. To be able measure to the nearest cm</u></p> <ul style="list-style-type: none"> •I must be able to use a ruler accurately •I should be able to measure to the nearest cm •I could discuss the mm marks and how they may be used. 	Explain to the children that we will be continuing with our measure activity. Recap the power point and discuss the units of measure. Model for the children how to use a ruler and discuss what each mark on the ruler is.	<p>BARE: Children to complete the caterpillar measuring worksheet.</p> <p>ARE: Children to complete the draw and measure lines activity. Children complete this with an adult to support.</p> <p>AARE: Children to complete the draw and measure lines activity.</p>	Measure Length Centimetres Metres Units Ruler Ordering Different Same Longer Shorter Nearest	Show children a drawing. Is this 22cm? Why? Why not?	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

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Wed	To be able to recall my Number Bonds to 100	TMM Children to complete activities linked to Number bonds to 100 (See Slides)	<p>L.O. To be able to measure larger objects using metre units.</p> <p>I must be able to use a metre ruler accurately</p> <ul style="list-style-type: none"> •I should be able to measure to the nearest m •I could discuss the cm marks and how they may be used. 	<p>Explain to the children that we will still be looking at units of length. Today we will be looking at measuring using metres. What do you think we could measure using metres? List some ideas on the IWB with the children. Show children a metre sticks. Explain to the children that this is the tool that we will use to measure various items around the school. Model for children how to use a metre stick.</p>	<p>BARE: To estimate and measure lengths in metres.</p> <p>ARE: To estimate and measure lengths in metres. Children to complete the template showing estimates and accurate measuring.</p> <p>AARE: To estimate and measure lengths in metres. Children to complete the template showing estimates and accurate measuring. Children can move onto converting.</p>	<p>Measure Length Centimetres Metres Units Ruler Ordering Different Same Longer Shorter Nearest</p>	<p>What units of measure will you use to measure the items on the IWB?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Thurs	<u>To be able to recall my 2 times tables</u>	TMM Children to complete activities linked to 2 times tables (See Slides)	<u>L.O. To be able to compare lengths</u> <ul style="list-style-type: none"> I must be able to make a comparison. I should be able to discuss longer and shorter. I could measure accurately using a ruler or metre ruler. . 	Explain to the children that we will look at ordering and comparing lengths and heights. Model in class using different equipment. At this point create various class tasks. Ask the children to order themselves into height order. From smallest to tallest. Ask the children to compare the size of the teddy bears from smallest to biggest. Discuss the class work before the children attempt it.	BARE: Children to complete the caterpillar ordering worksheet. ARE: Children to complete the beanstalk ordering worksheet. AARE: Children to complete the beanstalk ordering worksheet and then to attempt the length and height challenge cards.	Measure Length Centimetres Metres Units Ruler Ordering Different Same Longer Shorter Nearest	What have you completed today? Discuss the different ordering the children were asked to do. What is the difference between height and length?	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Fri	<u>To be able to recall my 5 times tables</u>	TMM Children to complete activities linked to 2 times tables (See Slides)	<u>Assessment</u>	Explain to the children that we will be assessing that we have learnt.	Children to complete assessment.	Measure Length Centimetres Metres Units Ruler Ordering Different Same Longer Shorter NearestShare multiplication	Discuss the assessment with the children and work through the answers.	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>