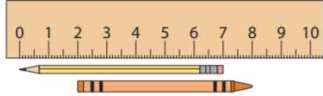




Learning Wall content available from day one for the block e.g. WAGOLL, visual representations, etc								
Year group/class:	M / O starter	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	Independent / Group Activities (Remember if correct, no more than 3 questions at same level)				Plenary
				D	C	B	A	
Mon	Rule-pattern sequence will be given – missing numbers going up and down in 2's. Start from a random number and from 0. Chn to complete on WOWO and CT to assess on post it notes	<p>LO: To choose and use appropriate standard units (cm/m) of measurement to estimate length/height in any direction</p> <p>1) Recall standard units of measurement used to</p> <p>2) Estimate and record length/height in cm/m</p> <p>3) <i>Make reasonable estimations</i></p> <p><b>Observation sheet</b></p>	<p>Introduce LO and SC to chn. Show vocabulary: length and height on IWB, and define for chn. Discuss the units of measurement we use to measure L/H. Share line that is a cm long on PP and line that is a m long on PP (can model this with m stick in classroom) to represent the size of each unit of measurement. Can anyone remember how many cm are in m? Explain that 100cm=1m. Emphasise the importance of making sure whatever you are measuring is at 0cm on the ruler or you will get the incorrect measurement and always writing our unit of measurement e.g. cm/m after we have written the numbers. Discuss and define what an estimation is for chn before sharing with chn a variety of different objects from around the classroom e.g. pencil pots, white board rubber, water bottles, work books etc. Chn are to write down estimations for the different items before CT measures them against ruler: <a href="https://iruler.net/">https://iruler.net/</a> or m stick if necessary in classroom.</p> <p>Whilst CT is carrying out observation sheet 1-1 with chn, chn are going to have WOWOs and pens and are going to select different items e.g. a felt tip, rubber etc. from around the room, write the item on their WOWO and record an estimation e.g. felt tip 9cm. Discuss the importance of making a reasonable estimation not a wild guess for each item. They will be checking their estimations in tomorrow's lessons. <b>Don't wipe WOWO boards after the lesson as they will be needed tomorrow. (use paper!)</b></p> <p><b>Remote learning chn – find different items from around the house and write down on paper different estimations of their length- remember to write the unit of measurement.</b></p>	<p><b>Task:</b> SC1 – chn will be recalling that we measure length in cm and m – questioned by CT.</p>	<p><b>Task:</b> SC 2 – chn will be estimating and recording length in cm and m.</p>	<p><b>Task:</b> SC 3 – chn will be making reasonable estimations using the correct unit of measurement – cm/m.</p>	Work through mastery on PP as a class.	
<p><b>Mastery Task:</b></p> <p>How long is the crayon?</p>  <p>The crayon is _____ cm long.</p> <p>How much longer is the pencil than the crayon?</p>				<p><b>Task:</b> SC 1 - chn will be estimating and recording length in cm and m.</p>	<p><b>Task:</b> SC 2 – chn will be measuring and recording length in cm/m.</p>	<p><b>Task:</b> SC 3 – chn will be accurately measuring length to the nearest cm.</p>	<p><b>Task:</b> Chn will be calculating the difference between their previous estimations and</p>	Finish lesson by playing as a class and measuring the different objects to the nearest cm on
Tues	What different fractions are being displayed on the IWB? How we know? Recap what is the	LO: To choose and use appropriate standard units of measurement to estimate and measure	Introduce LO and SC to chn. Give chn a mins in talk-partners to discuss yesterday's learning then feedback and share ideas as a class. Recap what length means on PP, what units of measurement are, what units of measurement we use to measure and record length. Share the cm and m line again to represent the size of each and explain that 1m=100cm again. <a href="https://www.topmarks.co.uk/maths-games/measuring-in-cm-level-2">https://www.topmarks.co.uk/maths-games/measuring-in-cm-level-2</a> Follow the link and complete a few rounds of the measuring game	<p><b>Task:</b> SC 1 - chn will be estimating and recording length in cm and m.</p>	<p><b>Task:</b> SC 2 – chn will be measuring and recording length in cm/m.</p>	<p><b>Task:</b> SC 3 – chn will be accurately measuring length to the nearest cm.</p>	<p><b>Task:</b> Chn will be calculating the difference between their previous estimations and</p>	Finish lesson by playing as a class and measuring the different objects to the nearest cm on

	<p>numerator/denominator and what they represent in a fraction. Fractions of amounts/shapes</p>	<p>length/height using rulers 1) Estimate length/height in cm/m 2) Measure and record length/height in cm/m 3) <b>Accurately measure length/height to the nearest cm</b></p> <p><b>Observation sheet</b></p>	<p>remind chn about the importance of beginning to measure the object at 0cm and the importance of writing the unit of measurement after the numbers. Using the online ruler: <a href="https://iruler.net/">https://iruler.net/</a>, model to accurately measure different shapes (2D shapes in classroom). Reinforce and model that we must start at 0cm and make sure we have the ruler the right way up. Discuss as a class which cm the end of the object is closest to and record to the <b>nearest cm</b>.</p> <p>Whilst CT is circulating with observation sheet, chn are to have the WOWOs (<b>paper</b>) from yesterday. Using a ruler chn will go and measure their items from yesterday to check how close their estimations were and write their actual measurement of the item next to it i.e. colouring pencil 12cm, 13cm. If chn have measured all of their items they can estimate and then measure the length/height of further items. Emphasise that chn must record the units of measurement also.</p> <p><b>Remote learning chn – Using your estimations you wrote yesterday, today you will measure the different items and write the actual length next to the estimation – don't forget our unit of measurement.</b></p>				<p>the actual measurements.</p>	<p>IWB. <a href="https://www.topmarks.co.uk/maths-games/measuring-in-cm-level-2">https://www.topmarks.co.uk/maths-games/measuring-in-cm-level-2</a></p>
<p>Weds</p>	<p>Recap fractions of amounts on PP.</p>	<p>LO: To choose and use appropriate standard units of measurement to measure length/height using rulers 1) Measure and record length in cm/m 2) Accurately measure length/height to the nearest centimetre 3) <b>Accurately measure length/height to the nearest half centimetre</b></p> <p><b>Observation sheet</b></p>	<p>Introduce LO and SC to chn. Give chn a few mins to discuss yesterday's learning about length, estimation and measuring the actual lengths. Were our estimations close? Using lesson PP recap what length means, units of measurement used to measure and record length. Display cm and m line and recap again that 1m=100cm. Using online ruler <a href="https://iruler.net/">https://iruler.net/</a> model accurately measuring 2D shapes (in classroom) to the nearest cm. Reinforce that when we measure using a ruler we must place the first line with a 0 underneath at the start of the object and not the end of the ruler to measure accurately. Discuss as a class which cm the end of the object is closest to and recording to the nearest centimetre.</p> <p>Whilst class teacher is circulating with obs sheets, different 2D shapes will be placed at different tables and using a WOWO board and pen chn will measure the length/height of different shapes and record them on their WOWO boards i.e. square 8cm. If chn have measured all of the shapes on their tables then chn can swap boards and measure the shapes again to check if their partners measured accurately and discuss any mistakes that they noticed.</p> <p><b>Remote learning chn – Chn need to work out the difference between their estimations and their actual measurements from the last 2 days and write this on their paper. Chn are then to find various items from</b></p>	<p><b>Task:</b> Chn will be measuring in cm and m accurately.</p>	<p><b>Task:</b> Chn will be accurately measuring to nearest cm.</p>	<p><b>Task:</b> Chn will be measuring to the nearest half a cm</p>		<p>Work through mastery as a class.</p>
				<p><b>Mastery Task:</b></p>	<p>Draw a line that is:</p> <ul style="list-style-type: none"> <li>• 5 cm long</li> <li>• 8 cm long</li> <li>• Longer than 4 cm but shorter than 7 cm.</li> </ul>			

			<p>around the house and accurately measure these to the nearest cm. If they succeed with this move on to measuring to the nearest half cm.</p>	<p>Amir has a metre stick.</p> <p>He wants to measure the length of his classroom.</p> <div data-bbox="1317 391 1836 574" style="border: 1px solid green; border-radius: 15px; padding: 10px; display: flex; align-items: center;"> <div style="flex: 1;"> <p>I can't measure the length of the classroom because my metre stick isn't long enough.</p> </div>  </div> <p>Explain to Amir how he could measure the length of his classroom.</p>					
Thurs	<p>Counting stick starter Thursdays 10 times tables</p>	<p>LO: To compare lengths using the &lt;, &gt; and = symbols 1) Use the language of longer/shorter and greater than/less than 2) Compare lengths with a different number of tens 3) Compare lengths with the same number of tens</p>	<p>Introduce LO and SC to chn. Give chn a few mins to discuss this week's learning on length and height and the units of measurement we have been using to measure items. Show symbols &lt;, &gt;, = on IWB and re-cap what they mean and the mathematical name for each- <a href="https://www.youtube.com/watch?v=M6Ejzu2slaI">https://www.youtube.com/watch?v=M6Ejzu2slaI</a> . Recap that the crocodile eats the biggest number/biggest length/height. Share different lengths on the IWB and discuss as a class which symbol we would place in between them. Repeat with an example that has a different number of tens and a number that has the same number of tens. Discuss that if something has more tens then it must be bigger, when the tens match we must look at the ones to view which one is larger or smaller.</p> <p>At tables chn will be given questions to write out in their books and then attempt to place a &lt;, &gt; or = symbol in between them. Questions will contain the same number of tens and a different number of tens.</p> <p><b>Remote learning chn - Chn are to write down different lengths and need to put the correct symbol - &lt;, &gt; or = between the different lengths.</b></p>	<p><b>Task:</b> CT to work with these chn, comparing different items and objects. Chn are to describe the objects using the language of longer/shorter than. Once done this move on to C task.</p> <p><b>Remote learning:</b> Find a variety of different items from around the house and discuss with a grown-up which is the longest/shortest? Ensure chn are using vocabulary</p>	<p><b>Task:</b> Chn will have different lengths, they then need to write these lengths in their books, placing either &lt;, &gt; or = in between them, comparing them accurately. Numbers to have different number of 10s.</p> <p><b>Remote learning:</b> 11cm 20cm 17cm 32cm</p>	<p><b>Task:</b> Chn will have different lengths, they then need to write these lengths in their books, placing either &lt;, &gt; or = in between them, comparing them accurately. Numbers to same amount of 10s.</p> <p><b>Remote learning:</b> 5cm 8cm 10cm 16cm 28cm 23cm 46cm 42cm 87cm 84cm</p>	<p><b>Task:</b> Chn will have different lengths, they then need to write these lengths in their books, placing either &lt;, &gt; or = in between them, comparing them accurately. Once chn have accurately put symbols between lengths they need to write the lengths underneath ordering them.</p> <p><b>Remote learning:</b> 12cm 19cm 7cm 5cm 32cm 38cm</p>	<p>Choose a few chn and ask them to line up in front of the IWB in order of their height. Can we estimate any of their heights in cm and then convert as a class to m and cm?</p>	

				correctly and confidently.	68cm 45cm 94cm 78cm 13cm 5cm 9cm 19cm	33cm 37cm	56.5cm 52.5cm 86.5cm 89.5cm 100cm 1m	
					<p><b>Mastery:</b> A green pencil is twice as long as a blue pencil.</p>  <p>Using this, complete the statements using <b>longer than</b>, <b>shorter than</b> or <b>equal to</b>.</p> <p>3 green pencils are _____ 2 blue pencils</p> <p>2 green pencils are _____ 5 blue pencils</p> <p>4 green pencils are _____ 8 blue pencils</p>			