

<p>Learning Wall content available from day one for the block e.g WAGOLL, visual representations, etc</p> <p>Working wall:</p> <p>1cm = 10mm, 100cm = 1m, 1000m = 1km 26cm < 54cm 5m 65cm > 3m 24cm 7.5cm = 75mm 1m 32cm + 4m 56cm = 5m 88cm 7m 75cm – 3m 43cm = 3m 32cm</p>								
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
				WBA	Support	Core	Extension	
Monday	Adapted maths problems from arithmetic and reasoning paper	<p>D1 LO: To compare different lengths.</p> <p>1. Understand different units of measure for length m/cm/mm 2. To estimate the length of objects using cm and m 3. To order different lengths from smallest to largest</p> <p>Year 1:</p> <p>Year 2: Compare and order lengths using >, < and =</p>	<p>Teaching input: Ask children what they know about measuring. What do we measure in? What different types of measurements are there?</p> <p>Go through mm/cm/m to remind children of these measurements and identify any children who may need extra support.</p> <p>Children to match up measurements on the board. Use this starter to identify children who may need further support in lesson.</p> <p>Eg: 40cm 6cm 60mm 4m 400mm 0.6m</p> <p>Task Children are to estimate the lengths of objects around the room.</p> <p>If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery.</p>	<p>Children to have list of objects (table, chair, whiteboard, glue stick etc) and a list of measurements (10cm, 50cm, 2m etc). Children to match the names and lengths together. Then order the using < > =.</p> <p>Year 2 target moving to year 3 differentiated task.</p> <p>Observation sheet</p>	<p>Children to have list of objects and are to work in pairs to estimate the length for each object. Working in /cm/m. To order different lengths from smallest to largest.</p> <p>Consolidating year 2 target moving to year 3 differentiated task for next section.</p> <p>Observation sheet</p>	<p>Children to have a list of objects that they need to estimate the length for using mm/cm/m. Children to then have list of measurements that they have to find appropriate objects for to match the length. To order different lengths from smallest to largest.</p> <p>Year 3 target children move to extensions and mastery.</p> <p>Observation sheet</p>	<p>Which of the calculations are correct and why?</p> <p>Please see maths masteries</p>	<p>Whole class to discuss different ways on solving the mastery so all children have access.</p> <p>Mini plenaries throughout to address misconception on solving the questions / problems.</p>

<p>Tuesday</p>	<p>Adapted maths problems from arithmetic and reasoning paper</p>	<p>D2 LO: To measure and compare lengths.</p> <ol style="list-style-type: none"> To compare and order objects of different lengths. To measure lengths to the nearest cm. To measure lengths to the nearest half cm. <p>Year 1:</p> <p>Year 2: Compare and order lengths using >, < and =</p>	<p>Teaching input: Recap learning from yesterday. Children who struggled with estimating lengths to work with CT in guided group, looking closely at measuring and discussing the differences between mm/cm and m. Use the online ITP to demonstrate using a ruler to accurately measure objects. Discuss and demonstrate accurately measuring and using decimal places. http://www.taw.org.uk/lic/itp/ruler.html</p> <p>Task Children are to build upon their estimations from yesterday's lesson and using rulers or metre sticks, they are to measure the objects and see if their estimations were correct. Children to work on white boards.</p> <p>If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery.</p>	<p>Children to begin measuring using a ruler and writing down the lengths using the correct measurement to the nearest cm. Then order the using < > =.</p> <p>Year 2 target moving to moving to year 3 differentiated task.</p> <p>Observation sheet</p>	<p>If secure with understanding of mm/cm/m. Children to accurately measure using the correct measuring tool the objects from yesterday's lesson. Were they correct? Children to write down accurate reading to the nearest half cm. Children to order the objects from smallest to largest.</p> <p>Consolidating year 2 target moving to year 3 differentiated task for next section.</p> <p>Observation sheet</p>	<p>Children to accurately measure objects around the classroom using decimal places to the nearest mm if possible. Children to write down correct readings and order objects from smallest to largest.</p> <p>Year 3 target children move to extensions and mastery.</p> <p>Observation sheet</p>	<p>Which of the calculations are incorrect and why?</p>	<p>Whole class to discuss different ways on solving the mastery so all children have access.</p> <p>Mini plenaries throughout to address misconception on solving the questions / problems.</p>
<p>Wednesday</p>	<p>Adapted maths problems from arithmetic and reasoning paper</p>	<p>D3 LO: To measure and compare lengths.</p> <ol style="list-style-type: none"> To compare and order objects of different lengths. To measure lengths to the nearest half cm. To measure lengths to the nearest cm and mm 	<p>Teaching input: Recap learning from yesterday. Children who struggled with estimating lengths to work with CT in guided group, looking closely at measuring and discussing the differences between mm/cm and m. Use the online ITP to demonstrate using a ruler to accurately measure objects. Discuss and demonstrate accurately measuring and using decimal places. http://www.taw.org.uk/lic/itp/ruler.html</p> <p>Task</p>	<p>Children to begin measuring using a ruler and writing down the lengths using the correct measurement to the nearest cm. Then order the using < > =.</p>	<p>If secure with understanding of mm/cm/m. Children to accurately measure using the correct measuring tool the objects from yesterday's</p>	<p>Children to accurately measure objects around the classroom using decimal places to the nearest mm. Children to write down correct readings</p>	<p>Which of the following calculations are the odd one out?</p>	<p>Whole class to discuss different ways on solving the mastery so all children have access.</p> <p>Mini plenaries throughout to address misconception</p>

		<p>Year 1:</p> <p>Year 2: Compare and order lengths using >, < and =</p>	<p>Children are to use their estimations from yesterday's lesson and using rulers or metre sticks, they are to measure the objects and see if their estimations were correct. Children to work on white boards.</p> <p>If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery.</p>	<p>Year 2 target moving to moving to year 3 differentiated task.</p> <p>Observation sheet</p>	<p>lesson. Were they correct? Children to write down accurate reading to the nearest half cm. Children to order the objects from smallest to largest.</p> <p>Consolidating year 2 target moving to moving to year 3 differentiated task for next section.</p> <p>Observation sheet</p>	<p>and order objects from smallest to largest.</p> <p>Year 3 target children move to extensions and mastery.</p> <p>Observation sheet</p>		<p>on solving the questions / problems.</p>
<p>Thursday</p>	<p>Adapted maths problems from arithmetic and reasoning paper</p> <p>Counting stick starter.</p>	<p>D4 LO: To add different lengths.</p> <p>1. To measure and add accurately to the nearest cm.</p> <p>2. To measure and add accurately to the nearest mm.</p> <p>Year 1:</p> <p>Year 2: Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)</p>	<p>Teaching input: Recap on addition using expanded column and mentally. Get children to answer differentiated questions on board using measurements of m/cm/mm.</p> <p>Go through misconceptions with children – reminding children to add the units of measurements to answer.</p> <p>Task Children to choose and accurately measure objects around the room. Children write the measurements with the 2 objects underneath and then must add the 2 measurements together using a written method or mental methods.</p> <p>If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery.</p>	<p>Children to choose different objects from around the room and to measure the object to the nearest cm, if secure children to measure to the nearest half cm, and then add those two objects together to get a total measurement.</p> <p>Year 2 target moving to moving to year 3 differentiated task.</p>	<p>Children to choose different objects from around the room and to measure the object to the nearest half cm, if secure children to measure to the nearest mm, and then add those two objects together to get a total measurement.</p> <p>Consolidating year 2 target</p>	<p>Children to choose different objects from around the room and to measure the object to the nearest mm, if secure can the convert the measurement from cm to m and then add those two objects together to get a total measurement.</p> <p>(Guided group with class teacher)</p>	<p>Which of the following calculations are incorrect?</p>	<p>Whole class to discuss different ways on solving the mastery so all children have access.</p> <p>Mini plenaries throughout to address misconception on solving the questions / problems.</p>

				Observation sheet	moving to moving to year 3 differentiated task for next section. Observation sheet	Year 3 target children move to extensions and mastery. Observation sheet		
Friday	Adapted maths problems from arithmetic and reasoning paper	<p>D5 LO: To subtract different lengths.</p> <p>1. To measure and subtract accurately to the nearest cm.</p> <p>2. To measure and subtract accurately to the nearest mm.</p> <p>Year 1:</p> <p>Year 2: Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)</p>	<p>Teaching input: Recap on addition using expanded column and mentally. Get children to answer differentiated questions on board using measurements of m/cm/mm.</p> <p>Go through misconceptions with children – reminding children to add the units of measurements to answer.</p> <p>Task Children to choose and accurately measure objects around the room. Children write the measurements with the 2 objects underneath and then must add the 2 measurements together using a written method or mental methods.</p> <p>If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery</p>	<p>Children to choose different objects from around the room and to measure the object to the nearest cm, if secure children to measure to the nearest half cm, and then add those two objects together to get a total measurement.</p> <p>Year 2 target moving to year 3 differentiated task.</p> <p>Observation sheet</p>	<p>Children to choose different objects from around the room and to measure the object to the nearest half cm, if secure children to measure to the nearest mm, and then add those two objects together to get a total measurement.</p> <p>Consolidating year 2 target moving to year 3 differentiated task for next section.</p> <p>Observation sheet</p>	<p>Children to choose different objects from around the room and to measure the object to the nearest mm, if secure can the convert the measurement from cm to m and then add those two objects together to get a total measurement.</p> <p>(Guided group with class teacher)</p> <p>Year 3 target children move to extensions and mastery.</p> <p>Observation sheet</p>		<p>Whole class to discuss different ways on solving the mastery so all children have access.</p> <p>Mini plenaries throughout to address misconception on solving the questions / problems.</p>

Instructions for additional adults

Day	Staff Member	Pupils to work with	Instructions