

DAY	OBJECTIVES	TEACHING ACTIVITIES (15 mins per activity)	Plenary (10 mins)	Success Criteria Must/should/could / can:	Evaluation
	Mental: Count in 10s Main: Ordering measures Y1018	Mental: Count up in tens on a hundred square, touching each multiple of ten as you say it. Repeat, counting back in tens. Have a child come and take the role of the teacher (pick a child that can count in tens) Main: (After each question below record key words in 2 columns on the board, with smaller, shorter, lighter, least in one column in small letters and bigger, taller, heavier and most in another column opposite.) Ask tallest and shortest children in the class to come to the front (as long as they are not sensitive about their size). How are these children different? (taller / shorter) Ask children to think about a mouse and an elephant. How are these animals different? (bigger / smaller, heavier / lighter) Ask children to look at two liquid containers which clearly hold different capacities. How are these different? (more / less, most / least) Display image from http://www.iboard.co.uk/curriculum.htm#3770 with farm animals. Explain how to complete activities. Children rotate around activities over two days. Activity 1 – Children to complete worksheet on: LA – ordering 3 objects from shortest to tallest, most to least liquid and lightest to heaviest HA – ordering 3 objects from shortest to tallest, most to least liquid and lightest to heaviest (Have actual real fruit for weight and containers for capacity on table) Activity 2 – Length: Children to find objects from around the room and lay them out from shortest to longest Take a photo when children finish Activity 3 – Capacity: Give children transparent plastic cups. Ask them to fill the cups with different amounts and put them in order from least full to most full. Take a photo when children finish Activity 4 – Weight: Give children a range of weights. Ask them to arrange the weights in order from lightest to heaviest. Take a photo when children finish Teacher to sit with group completing worksheets. TA to support other groups, asking questions to get children to use comparative language e.g. what is different about these two cups? How could you tell which order to put the weights in? etc	In talk partners, children to use comparative language. Ask green partner (HA) to describe some of the objects in the classroom using the words on the board, with blue partner listening. Swap over.	M: compare length, weight and capacity in a practical manner S: order objects based on measures C: use comparative language independently	
	Mental: Count in 5s Main: Ordering measures	Mental: Counting in fives – Count up in fives on a hundred square, touching each multiple of five as you say it. Repeat, counting back in fives. Have a child come and take the role of the teacher (pick a child that can count in fives) Carry on with previous day's lesson to rotate groups around all activities			