

| DAY | OBJECTIVES | TEACHING ACTIVITIES (15 mins per activity) | Plenary (10 mins) | Success Criteria Must/should/could I can: | Evaluation |
|-----|---|--|---|--|------------|
| | <p>Mental: Subtraction with fingers</p> <p>Main: Measuring length, weight and capacity</p> <p>Y1019</p> | <p>Mental: Revise how to subtract using our fingers. Give blue partners (LA) questions with each digit below 5. Give green partners (HA) questions with totals of more than 10.</p> <p>Main: Explain to children that we can use tools to measure how long something is, how heavy it is or what its capacity is. Ask them to think, pair, share tools for measuring length, weight and capacity. Introduce the word 'estimate' as another word for guess. Ask the children to repeat it. Explain how to use non-standard units (cubes and cups) to all children. Children using non-standard units start work. Explain how to use standard-units of measurement to children to children working on this. Cm only rulers available at http://www.sparklebox.co.uk/4361-4370/sb4366.html#.TvCseUrWbKk Measuring cylinder ITP available at http://www.taw.org.uk/lic/itp/meas_cylinder.html Children using standard units of measurement start work.</p> <p>Activity 1 – Length: LA – measure in non-standard units (unifix cubes) HA – measure in standard units (cm for length, on ruler with cm only rulers). All measurements to be below 25cm</p> <p>Activity 2 – Capacity: LA – measure in non-standard units (cups) HA – measure in standard units (millilitres) when a cup is empty, quarter full, half full, three-quarters full and nearly full. Use measuring jug with scales going up in 1s (or smallest increments possible and keep all measurements below 100ml</p> <p>Activity 3 – Weight, using balancing scales: LA – measure in non-standard units (unifix cubes) HA – measure in standard units (grams, using weights). All measurements to be below 100grams</p> <p>TA to support LA children. Teacher to support others, particularly those measuring in standard units.</p> | <p>Have a child who is shorter than 1 metre come to the front. Ask children who measured in cm to estimate his / her height in cm and ask others to estimate it in unifix cubes. Ask each person to tell their talk partner their estimate. Measure child in both cubes and cm (with metre stick)</p> | <p>M: use non-standard units of measurement to measure length, weight and capacity, with adult support</p> <p>S: use non-standard units of measurement to measure length, weight and capacity, without adult support</p> <p>C: use standard units of measurement to measure length, weight and capacity</p> | |