


Dereham Church Infant and Nursery School- Mathematics

	Year group: 1	Area/topic: Mathematics- Length and height
	<ul style="list-style-type: none"> • Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time • Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time 	

Prior learning	Future learning
<p>Children have had lots of hands on practical experience of measuring in the EYFS</p>	<p>Children will apply these skills and knowledge when learning to order length and height in year 2.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Compare lengths and heights</p> <p>Measure length using objects</p> <p>Measure length in centimetres</p>	<p>Children to stand back to back with a friend. Who is taller/who is shorter?</p> <p>Photos of children using cubes to measure a stick</p> <p>Photos of children measuring a selection of paper straws using a ruler</p>
Key vocabulary	
<p>Longer, taller, shorter, equal, non-standard, standard, centimetres, length, height,</p>	

<i>Common misconceptions</i>	<i>Books linking to this area</i>
<ul style="list-style-type: none"> • Children may confuse the words “longer” and “taller”. • If children do not line up the objects they are comparing, they may decide incorrectly which is longer/taller. • Children may think that two different objects cannot be equal in length/height. • Children may think that they can use a combination of different objects to measure a length. • When comparing lengths, children may think that they can use a different unit of measure for each item. • Children may measure from the start of the ruler rather than from zero. • Children may just look at the final number without ensuring that the ruler is lined up so that zero is at the beginning of the object. • For measures that are not an exact number of centimetres, children may be unsure what to do. 	
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<p>Measuring height standing back to back with friends</p> <p>Measuring a selection of natural objects using cubes</p>	<p>Ask key questions and discuss</p> <p>Discuss and answer stem sentences provided by White Rose</p> <p>Discuss/debate What's the same/what's different?</p>

DCINS Reasonable adjustments for pupils with SEND

<p><i>Communication and Interaction</i></p> <p><i>Use a range of visual aids</i> <i>Give clear instructions one at a time</i> <i>Repetition</i> <i>Provide simple instructions</i> <i>Pre teach vocabulary</i> <i>Use working wall where modelling is displayed</i> <i>Give children thinking time</i> <i>Model task</i></p>	<p><i>Cognition and Learning</i></p> <p><i>Check understanding regularly</i> <i>Allow rest breaks</i> <i>Give thinking time</i> <i>Colour code signs that could be confusing</i> <i>Work checklists</i> <i>Break down tasks into small steps</i> <i>Give opportunities for over-learning</i></p>
<p><i>Social, Emotional and Mental health</i></p> <p><i>Allow access to a quiet and calm space</i> <i>Give child a special role to increase self esteem</i> <i>Provide a visual support- what to do if you are stuck</i> <i>Provide a movement break</i> <i>Seat pupil by more confident peer</i> <i>Now and next board</i> <i>Sand timers</i> <i>Movement breaks</i> <i>Break down tasks into small steps</i></p>	<p><i>Sensory and Physical</i></p> <p><i>Consider carpet space position</i> <i>Reduce background noise</i> <i>Provide a range of manipulatives- dienes may be too small</i> <i>Appropriate seating</i> <i>Wobble boards</i> <i>Writing slope</i> <i>Enlarge text</i> <i>Variety of writing tools available</i></p>