


Dereham Church Infant and Nursery School- Mathematics

	Year group: 2	Area/topic: Mathematics- length and height
	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	

Prior learning	Future learning
<p>In Year one children completed a block of learning on length and height. Non standard units were mainly used. Children had opportunities to compare and describe measure. Centimetres were briefly introduced.</p>	<p>This knowledge will be used within the next block, covering mass, capacity and temperature</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Measure in centimetres</p> <p>Measure in metres</p> <p>Compare lengths and heights</p> <p>Order lengths and heights</p> <p>Four operations with lengths and heights</p>	<p>Measure a selection of classroom resources</p> <p>Use metre sticks to measure a selections of items around the school</p> <p>Use reasoning to explain</p> <p>Accurate ordering</p> <p>Complete word problems</p>

Key vocabulary	
Ruler, centimetre, CM, length, height, metre, M, longer, taller, shorter,	
Common misconceptions	Books linking to this area
<p>Children may try to use a ruler to measure the lengths of lines that are not straight.</p> <p>Children may not line up the object they are measuring with zero on the ruler.</p> <p>Children may not include units with their answer.</p> <p>Children may think that centimetres are bigger than metres because the word is longer.</p> <p>Children may confuse the words "longer" and "taller"</p>	<p>Is a blue whale the biggest thing there is?</p> <p>Spaghetti and meatballs for all</p>
Memorable first hand experiences	Opportunities for communication
Many opportunities to measure using a range of measuring apparatus.	<p>Completing sentence stems provided by White Rose</p> <p>Reasoning their ideas and thinking</p> <p>Partner and group work</p>

DCINS Reasonable adjustments for pupils with SEND

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