

Dereham Church of England Infant and Nursery Academy- Mathematics

	Year group: 1	Area/topic: Mathematics- Length and height
	• 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
Children have had lots of hands on practical experience of measuring in the EYFS	Children will apply these skills and knowledge when learning to order length and height in year 2.

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

Key vocabulary	
Longer, taller, shorter, equal, non-standard, standard, centimetres, length, height,	
Common misconceptions	Books linking to this area
• 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.	
Memorable first hand experiences	Opportunities for communication
Measuring height standing back to back with friends Measuring a selection of natural objects using cubes	Ask key questions and discuss Discuss and answer stem sentences provided by White Rose Discuss/debate What's the same/what's different?

DCINA Reasonable adjustments for pupils with SEND

Communication and Interaction 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	Cognition and Learning 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
Social, Emotional and Mental health 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	Sensory and Physical 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