

Dereham Church of England Infant and Nursery Academy- Mathematics

	Year group: 2	Area/topic: Mathematics- length and height
	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 Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ 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	

Prior learning	Future learning
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.	This knowledge will be used within the next block, covering mass, capacity and temperature

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

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

DCINA Reasonable adjustments for pupils with SEND

<i>Communication and Interaction</i> <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 Model task</i>	<i>Cognition and Learning</i> <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>
<i>Social, Emotional and Mental health</i> <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>	<i>Sensory and Physical</i> <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>