Year 3 Spring 1: Week 4 Maths Planning				
Date	Learning Objective	Starter Activity	Main Teaching	Plenary Activity
25/1/2021	✓ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Can children compare lengths or heights of objects around the house? Organise them from smallest to largest and largest to smallest. Are they using appropriate vocabulary to compare?	https://www.bbc.com/bitesize/articles/zqf4cwx Watch the video above. This shows the size of metres and brings the importance of measuring to life a bit. Discuss when mm, cm and m should be used. How many mm in a cm, cm in a m? Pupils aim is to compare lengths using what they have learned. There is a variety of activities which involve comparing length. Select something suitable for your child EXT: Pupils could measure the objects to the nearest cm.	Go through the '**How would you measure'** Powerpoint. Can children select the correct unit of measurement?
26/1/2021	✓ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Go into **mymaths -> library -> measurement -> Y2 measures** Work through slides 1-4. Ensure you state the importance of starting at 0 on the ruler.	Today the pupils will aim to measure objects to the nearest cm. Demonstrate the size of 1 centimetre by using a ruler. Ask your pupils what sort of objects may we measure using a ruler?	http://mathszone.net/mw/ruler/ruler_cm.swf Finish with the activity above to consolidate.

			Model how to correctly measure to the nearest CM. Remind pupils of the importance of accuracy. Pupils should use the worksheet '**I am learning to measure to the nearest cm'.** The pupils will need to use the skills they've learned to measure various pieces of equipment to the nearest cm. EXT- can they convert cm to mm?	
27/1/2021	✓ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Pupils could start by working on the '**Best Measuring Units'** activity. This is to consolidate what the children learned on Monday.	Set your child 5 questions to answer. E.G. 3 cm + 8 cm = 14 cm + 5 cm = Extend them by adding/subtraction some mixed lengths e.g. 3 cm 7 mm + 5 cm 64 mm = Set your child some differentiated addition/subtraction questions using **CM and MM** or ask them to consolidate their ability to measure and choose two items in the classroom to measure (using same units) and add together. EXT - Can work from the '**Adding units of length'** activity. This is	Discuss any difficulties they may have encountered and how they can convert mm and cm easier. Model with them if needed.

			quite tricky and involves some converting.	
28/1/2021	✓ Measure the perimeter of simple 2-D shapes	Show the '**All the way around'** Perimeter video to recap what was learned in yesterday's lesson.	Go into **mymaths -> measurement -> Y3 introducing perimeter** You may want to go through just the first 3 slides. On slide 3 model how to correctly measure to the nearest CM and remind pupils of the importance of accuracy. Easy - Pupils should work on the activity that involves counting squares to calculate the perimeter. Middle - Should work from the '**Skillwise**' activity. They need to measure the rectangles to the nearest CM then calculate the perimeter. Extension - Using squared paper pupils could draw their own shapes and calculate the perimeter. Ask them to draw a rectangle with the perimeter of 14cm, 20cm, 24cm etc.	http://www.sheppardsoftware.com/mathgames/geometry/shapeshoot/PerimeterShapesShoot.htm Finish with the game above.

29/1/2021	✓ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Recap what we have taught this week. What do pupils know about length? How do we measure length? How do we calculate perimeter?	Open the 'length and perimeter reasoning' PPT and discuss the first question. Gather ways in which pupils can solve these types of questions. Go through the 'length' section and allow pupils time to solve the three questions available to them on the sheet in the folder (you can add more to it if you wish). Once they have finished this do the same for the 'perimeter' section.	Discuss questions that pupils may have found difficult, suggest strategies to tackle such questions.