Year 2 Measures Planning (Weekly) **Term: Autumn2** **Week 3 (Lessons 46 to 50)**

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
M	Mental: To know number bonds (adding) up to 10 Main: Read scales Aut046	Mental: Play gladiators (have numbers up to 10 randomly spread around whiteboard. Have two children come to front. Give each a 'sword' e.g. paintbrush / ruler) Say a number and children need to find its complement to make 10 e.g. if you say 5, they need to touch 5. Quickest child wins. Start with lower ability children Main: Explain that we will be working on measuring this week. Why do we measure things? To explain the need for standard units of measurement, have two objects with the same name, but of different sizes to measure capacity, length and weight with e.g. 2 different sized pencils, 2 different sized bottles and 2 different sized packs of sweets. • Length – have two different sized pencils. Ask a child to measure the length of an object using one pencil. Record how many 'pencils' long it was. Have another child measure the length of the same object with the other pencil (they should come up with different measurements) Who was right? Explain how measuring in 'pencils' is no good because the pencil one person uses might be a different size to the pencil another person uses • Weight – use some balancing scales and have two different sized packs of sweets. Ask a child to measure the weight of an object using one pack. Record how many 'packs' it weighed. Have another child measure the weight of the same object with the other pack of sweets (they should come up with different measurements) Who was right? Explain how measuring in 'packs of sweets' is no good because the pack one person uses might be a different weight to the pack another person uses • Capacity – have some different sized bottles and a bowl / bucket. Ask a child to measure the bowl's / bucket's capacity using one bottle. Record how many 'bottles' long it was. Have another child measure the capacity of the same bowl / bucket with the other bottle (they should come up with different measurements) Who was right? Explain how measuring in 'bottles' is no good because the bottle that one person uses might be a different size to the bottle another person uses So that everyone in the world had some units of measurement that would be the same everywhere, cm, m, Km, ml, litres, grams and kilograms were invented. A cm, m etc is the same size anywhere in the world Ask children to think, pair, share as many things as they can that we use to measure Show children real examples of these e.g. ruler, measuring jug, scales etc Highlight how all of these use scales, which have some of the numbers missing. So before we can use them, we need to learn how to read these scales Model how to find the missing number on a scale by trial and error i.e. seeing what number would fit	Lower ability – read scales with labelled intervals of 2 Middle ability – read scales with labelled intervals of 5 and 10 Higher ability – read scales with labelled intervals of 10 and 100 Extension – give blank copies of scales to make up their own	Have scales on the board with some missing numbers filled in incorrectly. Ask children to spot these with their partner and fix them. Ask children how they could tell if there was a mistake or not

To access the complete version, termly planning and all of the resources needed to teach these lessons, visit

http://www.saveteacherssundays.com/maths/year-2/114/year-2-maths-planning-autumn-2/