**Maths Medium Term Planning**

**Year Two**

|  |  |  |  |
| --- | --- | --- | --- |
| **WR Block: Measurement: Length and Height** | | **Spring Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°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 =. | * Measure in centimetres * Measure in metres * Compare lengths and heights * Order lengths and heights * Four operations with lengths and heights | **Y1:**   * Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]. * Measure and begin to record the following: lengths and heights. | **Y3**   * Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). * Measure the perimeter of simple 2-D shapes. |
| **Key Vocabulary**  **New Vocabulary:**  measuring scale, further, furthest, tape measure, gram  millilitre, contains, temperature  degree, conjecture | **Key Vocabulary:**  **Previous Year Group:**  Measurement, roughly  Centimetre, metre stick  kilogram, half kilogram  litre, half litre, capacity, volume  more than, less than, quarter full | **Stem Sentences**  The start of the object is lined up with \_\_\_\_ cm.  The end of the object is lined up with \_\_\_cm.  The length/ height of the object is \_\_\_\_ cm.  Cm is short for \_\_\_\_.  The object is \_\_\_ metre sticks long.  M is short for \_\_\_\_.  \_\_\_\_ is longer/ taller/ shorter than \_\_\_.  \_\_\_\_ is \_\_\_ cm/ m long/ tall. | |
| **Concrete, Pictorial, Abstract Models/ Calculations** | | | |