**Maths Medium Term Planning**

**Year Two**

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| **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.
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| **Key Vocabulary****New Vocabulary:**measuring scale, further, furthest, tape measure, grammillilitre, contains, temperaturedegree, conjecture | **Key Vocabulary:****Previous Year Group:**Measurement, roughlyCentimetre, metre stickkilogram, half kilogramlitre, half litre, capacity, volumemore 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**  |