**Maths Medium Term Planning**

**Year Three**

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| **WR Block: Measurement: Mass and Capacity**  | **Spring Term** |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
 | * Use scales
* Measure mass in grams
* Measure mass in kilograms and grams
* Equivalent masses (kilograms and grams)
* Compare mass
* Add and subtract mass
* Measure capacity and volume in millilitres
* Measure capacity and volume in litres and millilitres
* Equivalent capacities and volumes (litres and millilitres)
* Compare capacity and volume
* Add and subtract capacity and volume
 | **Y2:*** 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 =.
 | **Y4:*** Convert between different units of measure [for example, kilometre to metre; hour to minute].
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| **Key Vocabulary****New Vocabulary:**DivisionApproximatelyMillimetre,kilometre, miledistance apart ... between ... to ... fromperimeterCentigrade | **Key Vocabulary:****Previous Year Group:**measuring scaleGram, Millilitre, containsconjecture | **Stem Sentences**The numberline is counting up in \_\_\_\_s. The start of the scale is \_\_\_ grams. The end of the scale is \_\_\_ grams. There are \_\_\_\_ intervals. The scale is counting up in \_\_\_\_s. The mass of the \_\_\_ is \_\_\_ grams.\_\_\_\_ grams is equal to \_\_\_\_ kilograms.I need \_\_\_\_ more grams to make a kilogram. The total grams/ kilograms is \_\_\_\_.The difference between the two is \_\_\_\_\_.The scale has been split into \_\_\_\_ equal parts, so each mark represents \_\_\_ ml.The water is full to the \_\_\_ mark so the volume of water is \_\_\_\_.There are \_\_\_\_ ml in 1 litre. |
| **Concrete, Pictorial, Abstract Models/ Calculations**    |