

Maths Week 2

Measurement and Length

Lesson 1

In this lesson the children are learning how to measure accurately in cms using a ruler. The children will need to have a ruler to complete the tasks. Children need to understand how to start at 0, use the cm edge and how to read the numbers correctly.

This week we will be using a resource that includes teaching video clips. Please click on the video links and use the pause button to stop the presentation at any time.

The video will often ask children to pause the video to complete part of a worksheet. These have been attached and are optional.

However we suggest the video is watched until the end and children **choose** to complete the worksheet or the challenges on the screen.

Good Luck measuring!

<https://vimeo.com/403260451>

Please watch the video.

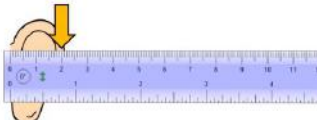
It starts with a quick mental warm up called **Flashback 4**. We used to do them in class! Pause the video so you have time to answer the questions.

Once you have watched the video click on the next slides to find out what to do next!

Can you remember these top tips and do some measuring?

Our top tips to help Eva measure ears.

- Make sure you're using the cm side of the ruler
- Try to get the 0 at the edge of the object you are measuring
- Look at the other edge of your object, which number is it nearest?




Can you find at least 10 things in your home that measure more than 10cm and less than 15cm?

As a challenge can you measure a teddy that is longer than your ruler and use the tips from the video to help you find it's height?

Some of you might also want to do the activity sheet but you will need to print it off. Some people do not have printers at home so this is optional.


Measure length (cm)

1 How long is the pen to the nearest centimetre?



The pen is cm long.

2 How tall is the doll to the nearest centimetre?



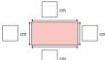
cm

1 Use a ruler to draw the lines.
a) 12 cm long

b) 7 cm long

c) 8 cm long

1 How long is each side to the nearest centimetre?
Measure and label the rectangle.



cm
 cm
 cm
 cm

Lesson 2

In this lesson we are measuring and estimating in m and m and cms. The children will need a metre 'stick' to measure with. I have attached a document that can be cut up to create a metre stick. Please use a tape measure or anything else you have at home. Please upload a picture of the work. Remember children only need to upload one piece of maths work.

I have included the activity sheet but this is **optional**. The activities are explained on the slides. Please ask the children to record their answers on paper.

Good luck measuring in metres!

<https://vimeo.com/403260691>

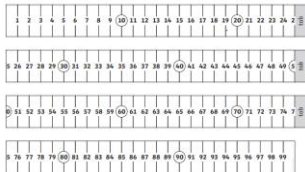
Please click on the video link.
Just like yesterday it starts with a flashback
4. Remember to press pause so you have
enough time to answer all the questions.

After you have watched the video link please
click onto the next slides to find out what you
need to do next.

Now you have watched the video can you find a measuring tape or make the paper metre stick?

Metre Tape Measure

Instructions: Carefully, cut the strips out. Then, add glue to the tabs and stick the strips together.



Choose 10 objects.

- a) Estimate which objects are longer than 1 metre and which are shorter than 1 metre.
- b) Draw each object in the correct part of the table.

Longer than 1 metre	Shorter than 1 metre

Can you find an object which is close to 1 metre?



Dexter

I am 1 metre and
8 centimetres tall.



Ron

You can write this as
1 m and 8 cm.

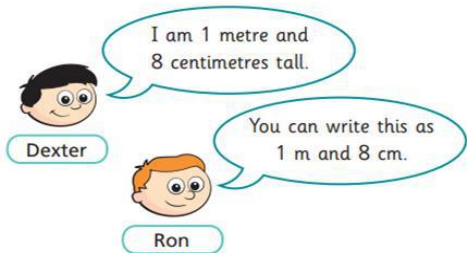
Now let's learn
more about
measuring in
metres and cm.

Do you agree with Ron? _____

Talk about it with a partner.

Complete the sentences.

Dexter is 1 _____ and 8 _____ tall.



We can say that
Dexter is...

**1 metre and
8cm tall**

Do you agree with Ron? _____

Talk about it with a partner.

Complete the sentences.

Dexter is 1 _____ and 8 _____ tall.

Have you got a piece of paper to write on?

Copy and complete the sentences.

Dani is 1 metre and 21 centimetres tall.

Dani is m and cm tall.

Scott is 1 metre and 11 centimetres tall.

Scott is and tall.

Some of you might want a
Challenge! Can you solve the bear
problem?



Daddy Bear is 2 metres tall.

Baby Bear is half as tall as Daddy Bear.

- a) How tall is Baby Bear?
- b) Mummy Bear is taller than Baby Bear, but shorter than Daddy Bear.
How tall could Mummy Bear be?

Is there more than one solution to Mummy Bear's possible height? Can you think of at least two possible solutions?

Some of you might also want to do the activity sheet but you will need to print it off. Some people do not have printers at home so this is **optional** and we have already answered lots of the questions from the slides.

Measure length (m)

1 Look around your classroom.
Choose 10 objects.
a) Estimate which objects are longer than 1 metre and which are shorter than 1 metre.
b) Draw each object in the correct part of the table.

Longer than 1 metre	Shorter than 1 metre

c) Use a metre ruler to measure your objects.
Did you put them in the correct column?
d) Which object is closest to 1 metre long?

2

Do you agree with Ben?
Talk about it with a partner.

Complete the sentences.

a) Doan is 1 _____ and 8 _____ tall.

b) Doan is 1 metre and 21 centimetres tall.
Doan is m and cm tall.

c) Scott is 1 metre and 11 centimetres tall.
Scott is m and cm tall.

Lesson 3

In this lesson the children are learning to compare lengths. They will use words such as - longer, longest, shorter and shortest. They are also using the symbols that represent, greater than, less than and equal to. The children will be familiar with these symbols however the video explains this in a way that all children will benefit from watching.

Keep up the good work!

<https://vimeo.com/403260907>

Please click on the video link.
Just like yesterday it starts with a
flashback 4. Remember to press pause so
you have enough time to answer all the
questions.

After you have watched the video link
please click onto the next slides to find
out what you need to do next.

Have you got a piece of paper ready?

Write $<$, $>$ or $=$ to compare the statements.

a) 9 cm 23 cm

b) fifty metres 50 m

c) one metre 1 cm

Top Tip - look at the units of measurement.
Remember cm are smaller than m!

Write digits in the boxes to make the statements correct.

a) cm < 41 cm


b) 14 m < m


c) 14 cm > cm


d) 12 m < m < 20 m

Is there more than one answer for each?

Write $<$, $>$ or $=$ to compare the statements.

a) $39 \text{ cm} + 9 \text{ cm}$  47 cm

b) $22 \text{ m} - 6 \text{ m}$  $0 \text{ m} + 15 \text{ m}$

c) $4 \text{ cm} + 13 \text{ cm}$  $20 \text{ m} - 3 \text{ m}$

$$5 \text{ m} = 5 \text{ cm}$$

a) Why is the statement wrong?

b) Write $<$ or $>$ to correct the mistake.

$$5 \text{ m} \bigcirc 5 \text{ cm}$$

Some of you might also want to do the activity sheet but you will need to print it off. Some people do not have printers at home so this is optional and we have already answered lots of the questions from the slides.

Compare lengths

1

Choose a word to complete the sentences.

shorter longer

The rubber is _____ than the sharpener.
The sharpener is _____ than the rubber.

2 Write <, > or = to compare the statements.

a) 8 cm 23 cm
b) fifty metres 50 m
c) one metre 1 cm

3 Write digits in the boxes to make the statements correct.

a) cm < 41 cm
b) 14 m < m
c) 14 cm > cm
d) 12 m < m < 20 m

Are there more than one answer for each?

4 Would you measure each one using centimetres or metres?

Tick your answer.

	centimetres	metres
a) the height of a baby	<input type="checkbox"/>	<input type="checkbox"/>
b) the length of a pencil	<input type="checkbox"/>	<input type="checkbox"/>
c) the height of a school	<input type="checkbox"/>	<input type="checkbox"/>
d) the height of your teacher	<input type="checkbox"/>	<input type="checkbox"/>

What else would you measure in metres?

Lesson 4

We hope the video clips are working well. Next week we will continue to use them when we think they are beneficial to the children's learning.

In today's lesson the children are using their addition and subtraction skills to solve measuring problems.

<https://vimeo.com/405439836>

Please click on the video link.
Just like yesterday it starts with a
flashback 4. Remember to press pause so
you have enough time to answer all the
questions.

After you have watched the video link
please click onto the next slides to find
out what you need to do next.

Let's start solving different problems about length and height.



Eva has a toy car and a toy truck.

The toy car is 12 cm long.

The toy truck is 7 cm longer than the toy car.

- a) How long is the toy truck?
- b) What is the total length of both toys together?

You can record your answers on a piece of paper.



Jack, Teddy and Aisha buy cards for Dora's birthday.



Read
carefully

- Teddy's card is 12 cm high.
- Jack's card is half the height of Teddy's card.
- Aisha's card is 3 cm taller than Teddy's card.

a) What is the height of Jack's card?

The Year 2 classroom is 13 m long.

The Year 3 classroom is 8 m longer than the Year 2 classroom.

a) How long is the Year 3 classroom?



m

b) The Year 4 classroom is 3 m shorter than the Year 2 and Year 3 classrooms together.

How long is the Year 4 classroom?

Remember,
sometimes when
you solve
problems you
have to solve
more than one
calculation!

Final Challenge:

Use these images and measurements. Can you write your own problems for a grown up to solve?



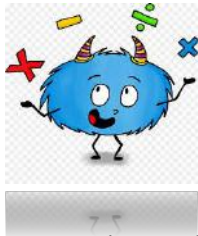
Mental Maths focus:

- Times tables

Please practise recalling the $\times 2$ $\times 5$ $\times 10$ times tables and some children might want to practise $\times 3$

- Add and subtract 2 digit numbers

Please practise mentally adding and subtracting two 2-digit numbers.



Well done for completing another week of home learning. We really appreciate all your hard work and love seeing all the things you have been doing.

Take care