

# What is Length? : Maths : Year 3 : Autumn Term

|                 | Learning Objective   | Overview  | Assessment Questions  | Resources   |
|-----------------|--|---|---|---|
| <b>Lesson 1</b> | To know the relationship between kilometres, metres and centimetres. | Children will explore the relationship between centimetres, metres and kilometres, and start to think about how long these units of measurement are. They will identify different objects that are best measured in these different units and start to estimate the length of a variety of objects and distances.   | <ul style="list-style-type: none"> <li>Do children know that centimetres, metres and kilometres are all units of measurement to measure length?</li> <li>Do children know the relationship between centimetres, metres and kilometres?</li> <li>Can children estimate and measure lengths?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Metre stick</li> <li>Measurement Cards (FSD? activity only)</li> </ul>                            |
| <b>Lesson 2</b> | To be able to estimate, measure and record lengths.                  | Children will find out how to measure items accurately using a ruler before estimating distances between British towns and cities using other distances as a basis for their estimates. They can also estimate and measure distances around the school.   | <ul style="list-style-type: none"> <li>Can children select an appropriate unit of measurement?</li> <li>Can children make reasonable estimates?</li> <li>Can children measure accurately?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Map of Britain sheet</li> <li>Trundle wheels</li> <li>Question Cards (FSD? activity only)</li> </ul> |
| <b>Lesson 3</b> | To be able to estimate, measure and record lengths.                  | Children will recap which units of measurement (centimetres, metres or kilometres) would be best for measuring different lengths before looking at millimetres and how to use rulers to accurately measure shorter distances. Children will learn to express measurements in different ways, including as decimals. | <ul style="list-style-type: none"> <li>Can children select appropriate units of measurement?</li> <li>Can children make reasonable estimates?</li> <li>Can children measure accurately?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Rulers, metre sticks, tape measures, trundle wheels</li> </ul>                                       |
| <b>Lesson 4</b> | To be able to compare and order lengths using the < and > symbols.   | Children will order a variety of lengths from shortest to longest, including measurements in different units. They will learn to use the < and > symbols to compare measurements.   | <ul style="list-style-type: none"> <li>Can children order centimetre lengths?</li> <li>Can children order mixed lengths?</li> <li>Can children use the &lt; and &gt; symbols?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Length Cards A/B/C (FSD? activity only)</li> <li>Symbol Cards (FSD? activity only)</li> </ul>        |
| <b>Lesson 5</b> | To be able to solve problems involving length.                       | Children will solve a variety of problems relating to length, including addition and subtraction problems, and reasoning problems. Higher-ability children will solve problems that include measurements expressed in decimals.   | <ul style="list-style-type: none"> <li>Can children solve problems involving length?</li> <li>Can children check their answers?</li> <li>Can children convert units of measurement, using decimals?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Question Sheets A/B/C (FSD? activity only)</li> </ul>  |