

Skill - I can order lengths

Summer 1 - Week 6
Lesson 1

Rapid Recall

Write the number 50 in the middle of a piece of paper

How many calculations can you think of, where 50 is the answer?

For example:

$$42 + 8$$

$$60 - 10$$

Try to include addition, subtraction and multiplication number sentences.
CHALLENGE: Can you think of any divisions?

Big Question

“The youngest person in a family is the shortest.”

**Always, sometimes or never?
Why?**

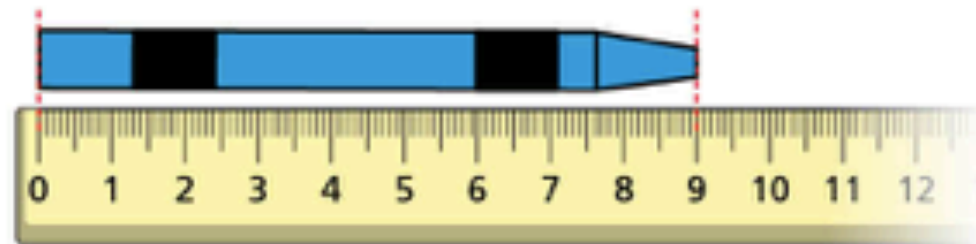
Activities

Ron, Annie and Mo each have a crayon.

They are measuring the length of their crayons.



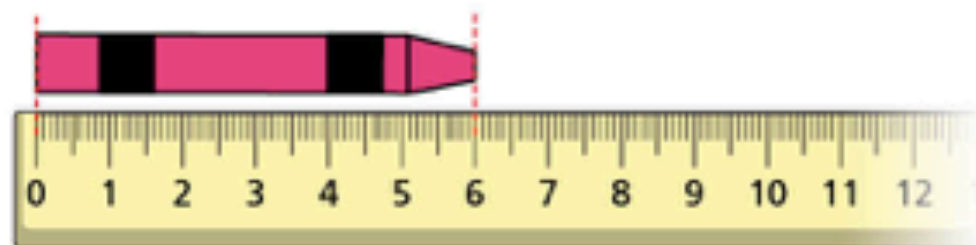
Ron



Annie



Mo

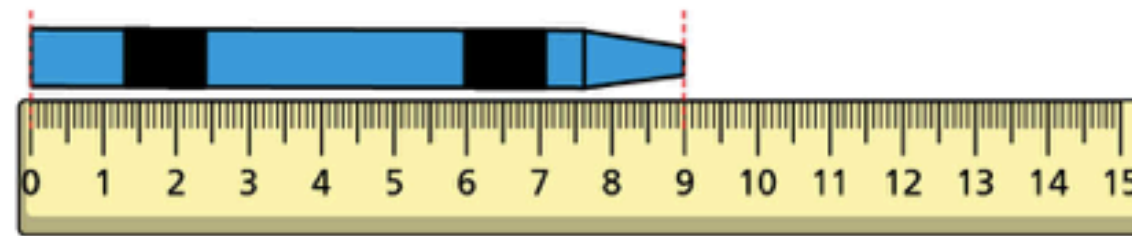


a) Who has the shortest crayon? _____

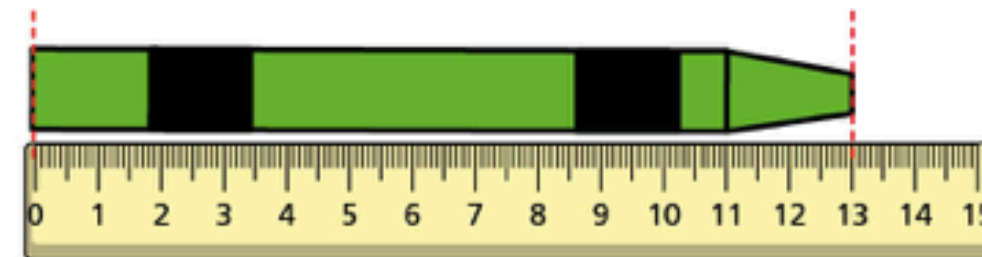
b) Who has the longest crayon? _____

Ron compares the length of his crayon with Dora and Whitney's crayons.

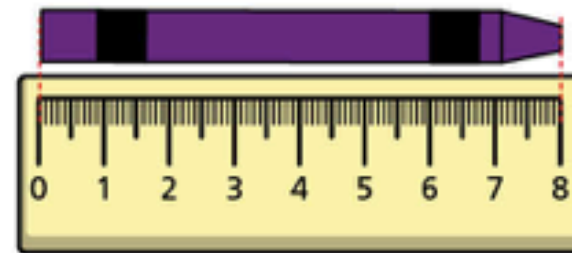
Ron



Dora



Whitney



a) How long is Dora's crayon?

cm

b)



I have the longest crayon because my crayon goes all the way to the last number on my ruler.

Why is Whitney wrong?

Choose 5 objects from your house.

a) How could you estimate which will be the longest?

b)

Use a ruler to measure the length of the objects to the nearest centimetre.

Complete the table.

Object	Length
	cm
	cm
	cm
	cm
	cm

- c) Write your objects in order of length.
Start with the shortest object.

shortest

longest

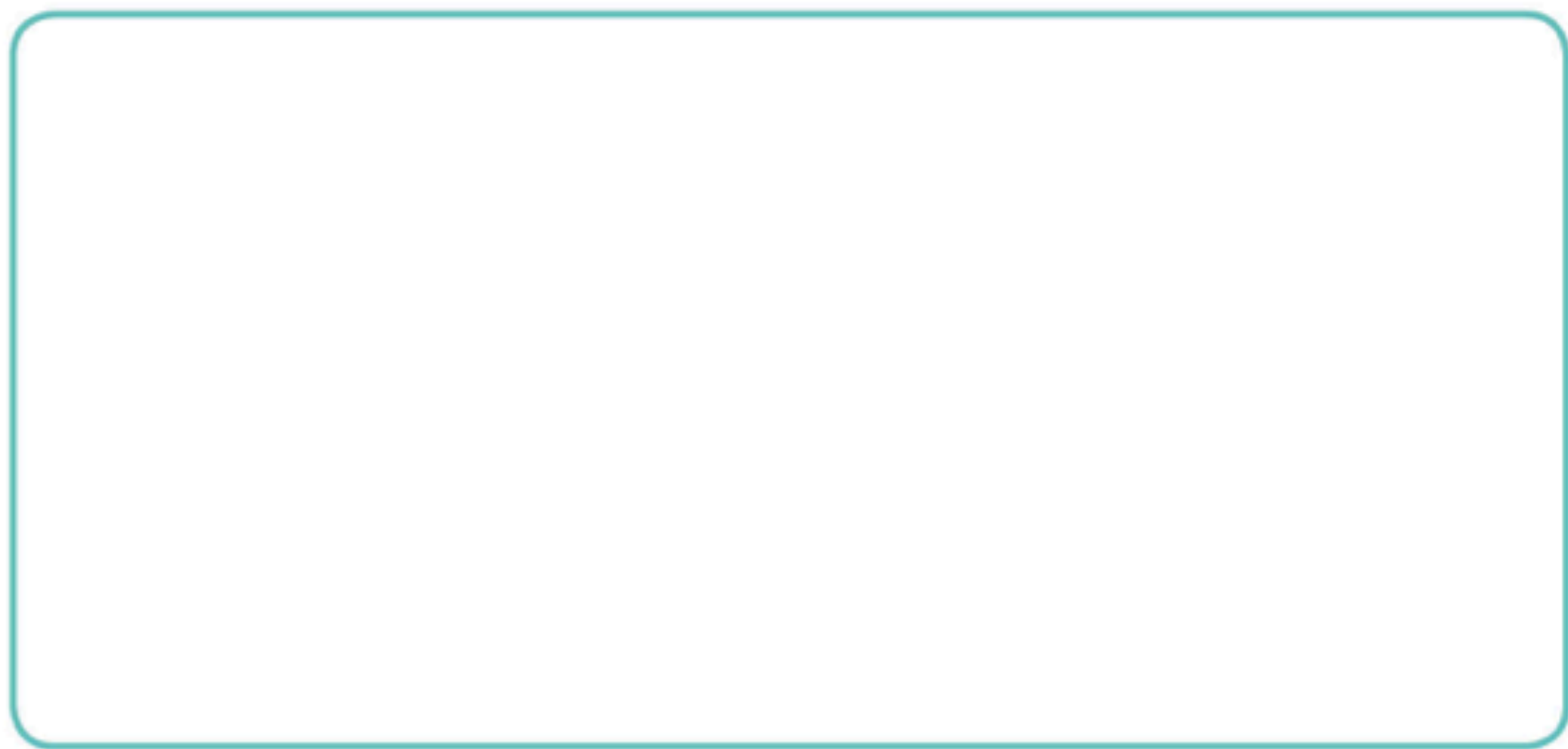
Problem Solving

There are four buildings.

- Building A is 22 m tall.
- Building B is half the height of building A.
- Building C is 14 m tall.
- Building D is double the height of building C.

Put the buildings in order from tallest to shortest.

Draw a picture to help.



tallest

Building _____

Building _____

Building _____

shortest

Building _____

End of Lesson 1

**Skill - I can solve calculations
involving measures**

**Summer 1 - Week 6
Lesson 2**

Rapid Recall

Roll a dice twice (real or online!)

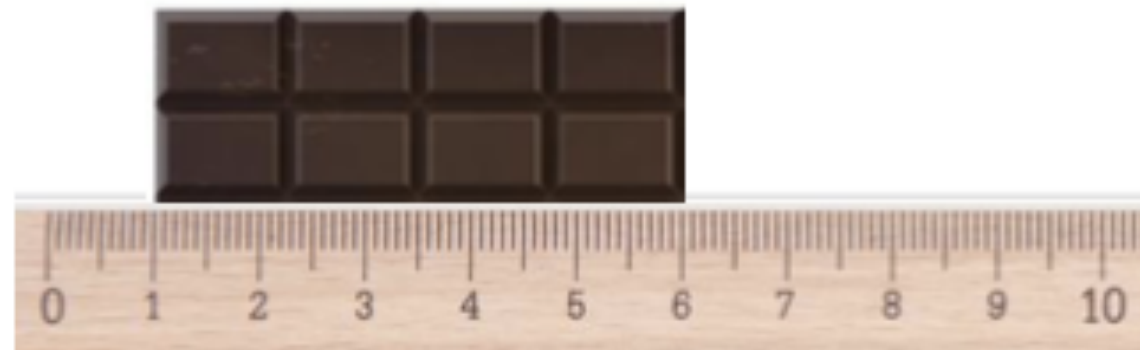
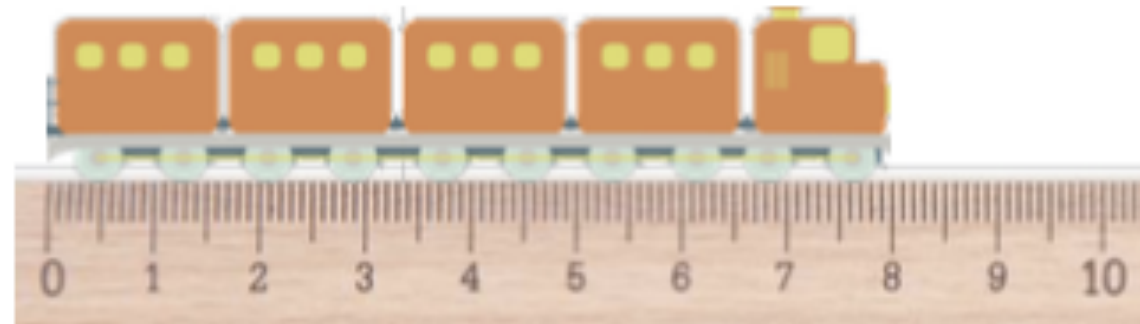
How quickly can you add the two numbers together?

Could you make that same total with any other numbers?

How many different totals can you make?

Big Question

Which is the odd one out?



Explain your answer

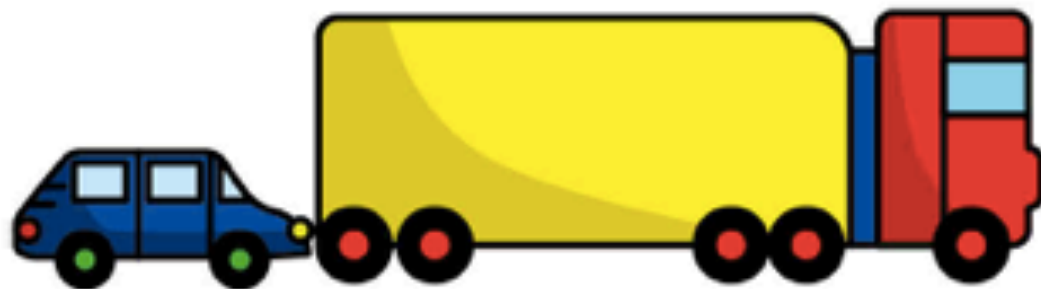
Activities

- I** 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?

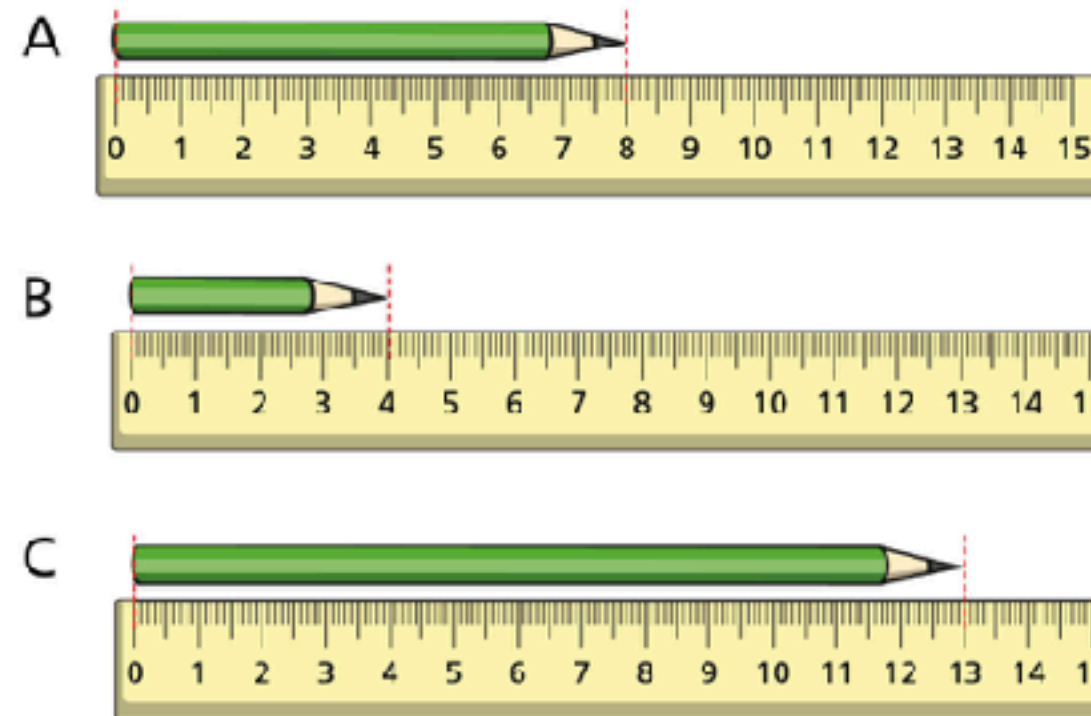


- I** **b)** What is the total length of both toys together?



cm

- 2 Mo measures his pencil at the start of Year 2, halfway through Year 2 and at the end of Year 2



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- 2 a) Which picture (A, B or C) shows the pencil at the start of Year 2?

Picture _____

How do you know?

- b) What is the difference between the longest and shortest length?

--

 cm

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



- 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.

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

 cm

- b) What is the height of Aisha's card?

 cm

- c) What is the difference in height between Jack's card and Aisha's card?

 cm

4 Kim is 87 cm tall and Huan is 78 cm tall.

Kim is taller than Brett.

Huan is shorter than Brett.

Circle all the heights that Brett could be.

80 cm

87 cm

78 cm

86 cm

5 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?



5 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?



End of Lesson 2

Summer 1 - Week 6
Lesson 3

Skill - I can describe movement

Summer 1 - Week 6
Lesson 3

Rapid Recall

30 second challenge:

How many circular objects can you touch in the room?

How many square?

How many rectangular?

How many triangular

Which shape was the easiest to find?

Big Question

The answer is 20cm.
What could the question be?

Try to think of at least 3
different questions

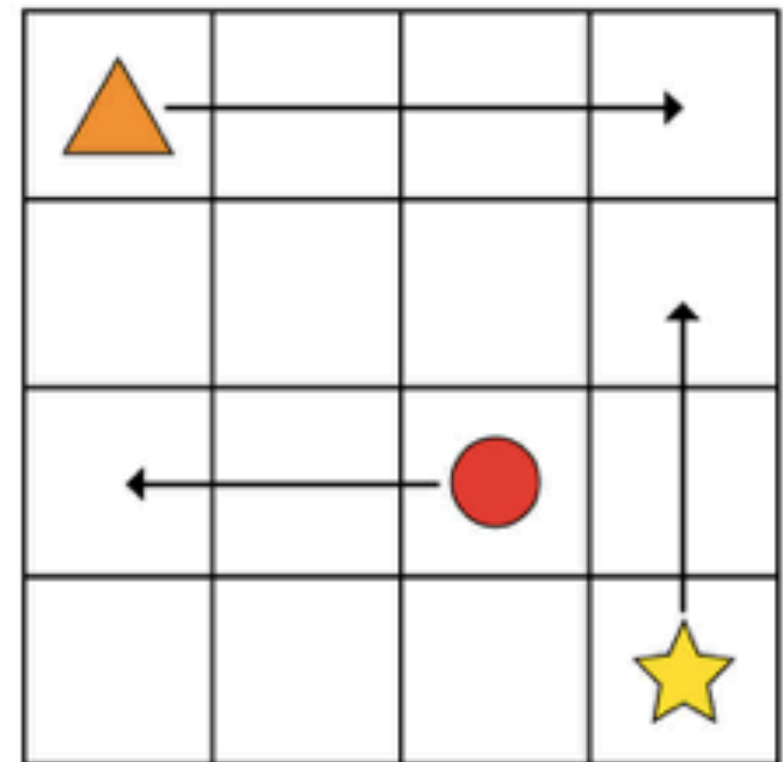
Activities

- 1 The arrows show where the shapes are moving to on the grid.
Use the word bank to help you complete the sentences.

up

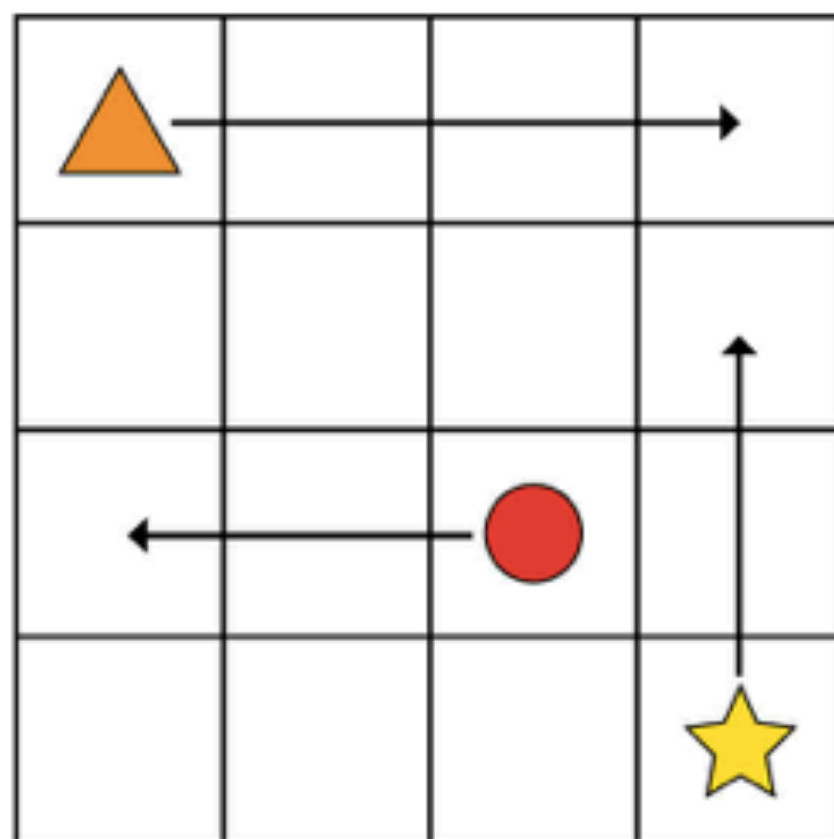
left

right



The triangle is moving squares _____.

1



The star is moving squares _____.

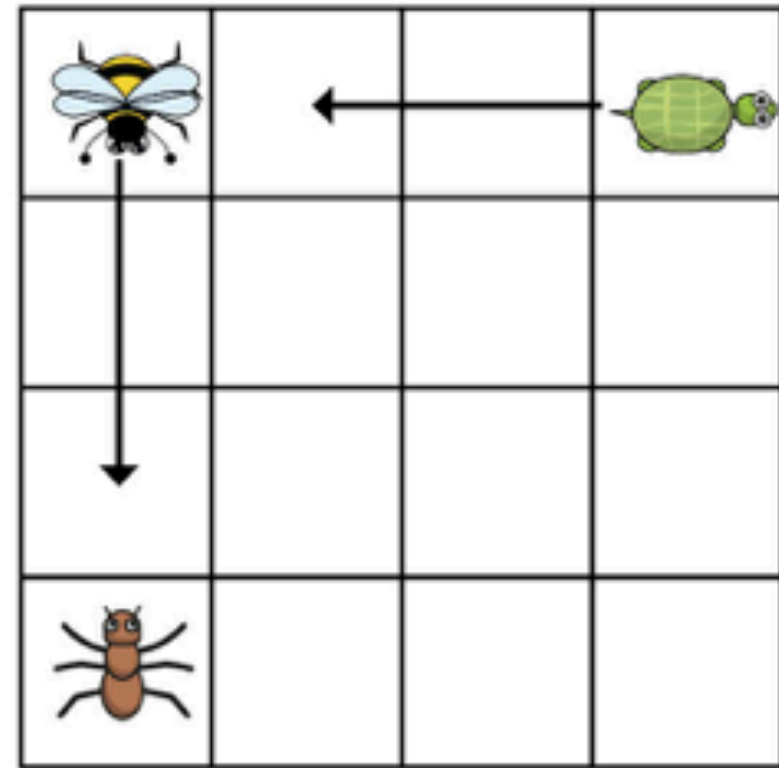
The circle is moving squares _____.

- 2 The arrows show where the animals are moving to on the grid.

a) Use the word bank to help you complete the sentences.

backwards

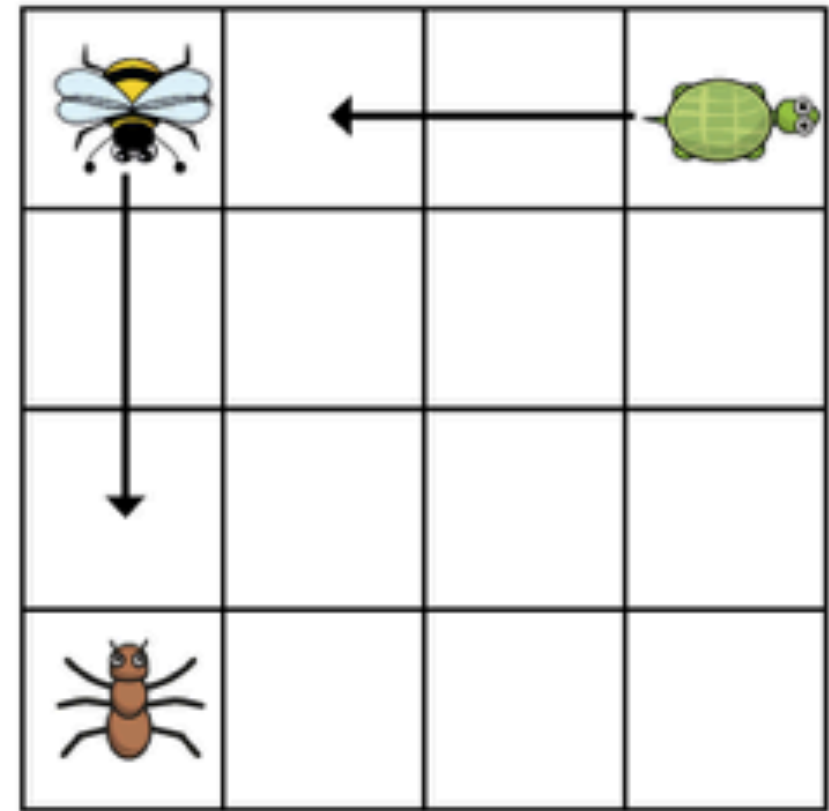
forwards



The bee is moving squares _____.

The tortoise is moving squares _____.




- 2** **b)** Draw an arrow to show the ant moving 3 squares to the right.



- c)** Does it matter which way the animals are facing?




3 Annie, Teddy and Amir are moving on a grid.

a) Draw an arrow to show Amir moving 2 squares forwards.

 Teddy		cinema	school
 Annie			
 Amir		park	shop

Where does Amir end up? _____

- 3** **b)** Draw arrows to show Annie moving 3 squares forwards and 2 squares left.

 Teddy		cinema	school
 Annie			
 Amir		park	shop

Where does she end up? _____

- c)** Teddy needs to get to the shop.
How could he get there?

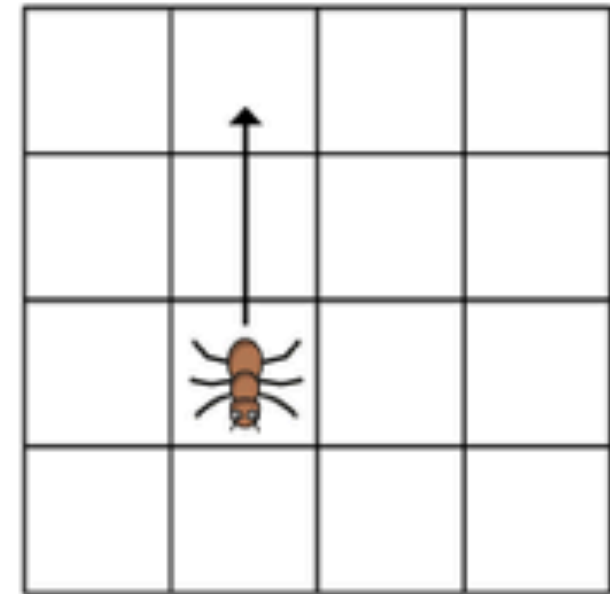
4 Whitney and Tommy are describing movement.



Whitney

The ant is moving
2 squares up.

The ant is moving
2 squares backwards.



Tommy

Who do you agree with?

Talk about it with a partner.

End of Lesson 3

Summer 1 - Week 6
Lesson 3

**Skill - I can describe
turns**

**Summer 1 - Week 6
Lesson 4**

Rapid Recall

← Left and Right Position →

Circle the left hand



Circle the right hand



Circle the right foot



Circle the left foot



Circle the left leaf



Circle the right butterfly



Circle the left heart



Circle the right flower



Big Question

12a. True or false? The kangaroo is to the left of the bird and the right of the frog.



v

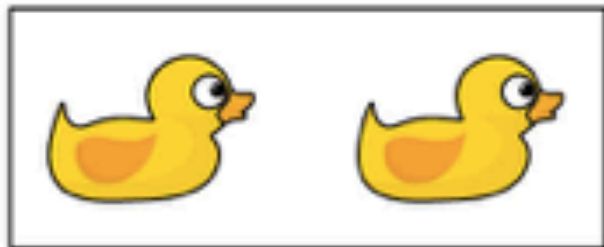
12b. True or false? The tiger is to the right of the ladybird and the left of the bird.



v

Activity

1 Match the picture to the turn.



full turn

half turn

quarter turn

- 2** First, the arrow is pointing up.
Then, it turns half a turn.



- a)** Draw to show what the arrow looks like now.

A large, empty rounded rectangle with a blue border, intended for a student to draw the arrow's new position.

- b)** Complete the sentence.

Now, the arrow is pointing _____.

Look closely at the hands of a clock, and notice the direction they are moving in.

We call this **clockwise**.

Can you turn in a clockwise direction?



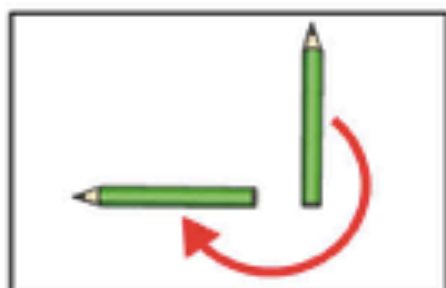
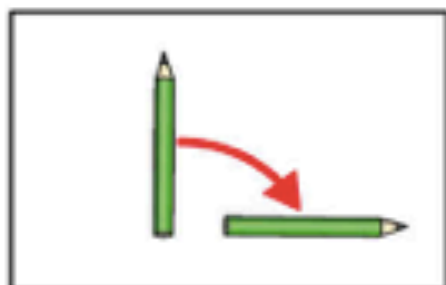
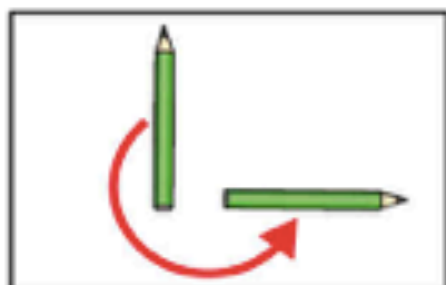
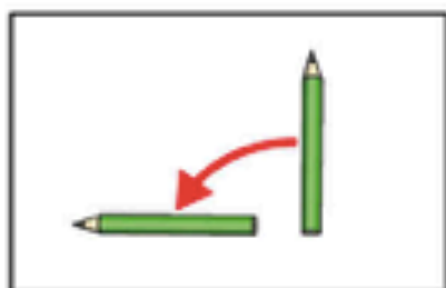
Look again at the clock's hands.

We call the opposite direction **anti-clockwise**

Practise completing full, half and quarter turns in a clockwise direction. What are you facing when you stop?

Now try the turns in an anti-clockwise direction.
Try not to get too dizzy!

3 Match the picture to the turn.



quarter turn
clockwise

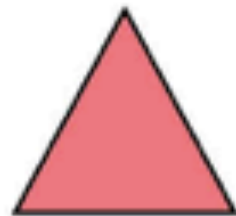
quarter turn
anticlockwise

three-quarter turn
clockwise

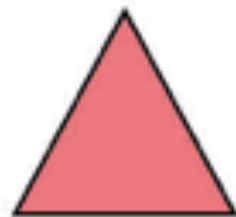
three-quarter turn
anticlockwise

- 4** Draw to show what the triangle will look like after each turn.

a) A quarter turn clockwise.



b) A three-quarter turn anticlockwise.



What do you notice?

- 5 Choose words from the word bank to complete the sentences.

quarter

half

three-quarter

clockwise

anticlockwise

a)

before



after



The ladybird has turned a _____
turn _____.

5

quarter

half

three-quarter

clockwise

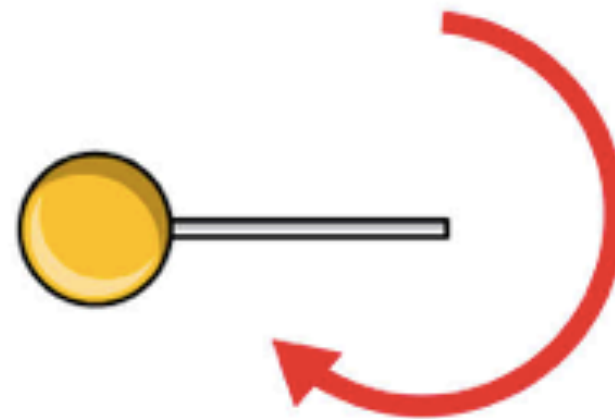
anticlockwise

b)

before



after



The lollipop has turned a _____
turn _____.

5

quarter

half

three-quarter

clockwise

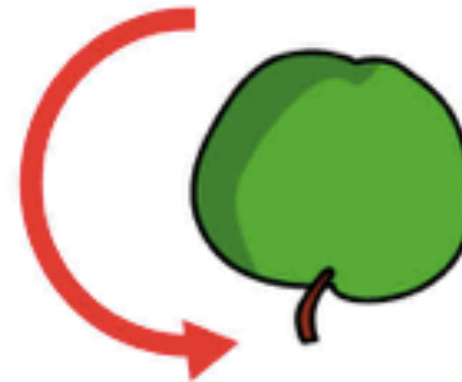
anticlockwise

c)

before



after



The apple has turned a _____
turn _____.

- 6 A square has been turned.

before



after



Complete the sentence.

The square has turned a _____

turn _____.

Is there more than one answer?

End of Lesson 4

Summer 1 - Week 6
Lesson 4