

How this scheme of work links to school vision and values (wellbeing, independence, communication, achievement):

**Independence:** Students will undertake tasks which require working independently i.e. the Kahoot quizzes, therefore increasing their self-confidence and abilities to work as individuals.

**Communication:** Students will work on communication through group work and undertaking tasks which require working with others. Also contributing to work, as a whole class, i.e. the clicker 7 posters.

**Achievement:** Students will demonstrate achievement by undertaking practice exam questions, with the skills they have developed and consolidated, in their maths lessons. These skills and independence will transfer to when they undertake exams.

	Topic	Learning Objectives	Student should be able to	Task
w 1	measurement - mass	<ul style="list-style-type: none"> <li>To be able to weigh and record objects of different mass.</li> <li>Practice how to read a scale</li> <li>To convert weight from g to kg and kg to g.</li> <li>To solve problems involving weight.</li> </ul>	<p><u>Link steps</u></p> <ul style="list-style-type: none"> <li>LS9 – To be able to measure &amp; compare, and order: length, mass, capacity in standard metric units.</li> <li>To be able to measure &amp; compare, and order: length, mass, capacity in standard metric units.</li> <li>LS10 – To be able to use all measuring apparatus accurately to estimate and measure length, mass, temperature and capacity.</li> <li>LS11 – To be able to measure and compare lengths (m,cm,mm), mass (kg,g) and volume/capacity (l,ml) and calculates perimeter.</li> <li>LS12 – To be able to convert between different units of measure e.g. mm to cm to m to km, ml to l, g to kg., hours to mins.</li> </ul>	<ul style="list-style-type: none"> <li>Children will weigh different objects and record the different weights in g and kg.</li> <li>Children to find a link between the different weights.</li> <li>Children to recap the different weights and the link between them. They will then convert g to kg and vice versa</li> <li>Children will solve word problems involving mass</li> <li>Children will predict and estimate which objects are heavier and which are lighter. And weigh to see.</li> </ul>

w 2	measurement volume and capacity	<ul style="list-style-type: none"> <li>To be able to measure the volume and capacity of different items and record the results.</li> <li>To be able to add and subtract volume.</li> <li>To convert weight from l to ml and ml to l.</li> <li>To solve word problems involving weight</li> </ul>	<p><b>Link steps</b></p> <ul style="list-style-type: none"> <li>LS9 – To be able to measure &amp; compare, and order: length, mass, capacity in standard metric units.</li> <li>To be able to measure &amp; compare, and order: length, mass, capacity in standard metric units.</li> <li>LS10 – To be able to use all measuring apparatus accurately to estimate and measure length, mass, temperature and capacity.</li> <li>LS11 – To be able to measure and compare lengths (m,cm,mm), mass (kg,g) and volume/capacity (l,ml) and calculates perimeter.</li> <li>LS12 – To be able to convert between different units of measure e.g. mm to cm to m to km, ml to l, g to kg., hours to mins.</li> </ul>	<ul style="list-style-type: none"> <li>Measure containers of different sizes and let children compare capacities by filling and pouring from one to another.</li> <li>Children will use practical understanding to help them understanding and multiplication to understand how to convert g to kg and kg to g lesson 4 word problems</li> </ul>
w 3	measurement investigations	<ul style="list-style-type: none"> <li>To be able to independently measure ingredients using mass and volume skills.</li> </ul>	<p><b>Link steps</b></p> <ul style="list-style-type: none"> <li>LS9 – To be able to measure &amp; compare, and order: length, mass, capacity in standard metric units.</li> <li>To be able to measure &amp; compare, and order: length, mass, capacity in standard metric units.</li> <li>LS10 – To be able to use all measuring apparatus accurately to estimate and measure length, mass, temperature and capacity.</li> <li>LS11 – To be able to measure and compare lengths (m,cm,mm), mass (kg,g) and volume/capacity (l,ml) and calculates perimeter.</li> <li>LS12 – To be able to convert between different units of measure e.g. mm to cm to m to km, ml to l, g to kg., hours to mins.</li> </ul>	<ul style="list-style-type: none"> <li>Back a cake using a recipe and use skills learnt from previous weeks. And teacher will do wrong measurements to see how product comes out the next day.</li> </ul>
w 4	measurement length perimeter	<p>To be able to add lengths</p> <p>To be able to work out and measure</p>	<p><b>Link steps</b></p> <ul style="list-style-type: none"> <li>LS9 – To be able to measure &amp; compare, and order: length, mass, capacity in standard metric units.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be given a ruler and a meter stick to measure items in the class room. Children will record results and compare which items were the tallest and the smallest.</li> </ul>

			<ul style="list-style-type: none"> <li>• To be able to measure &amp; compare, and order: length, mass, capacity in standard metric units.</li> <li>• LS10 – To be able to use all measuring apparatus accurately to estimate and measure length, mass, temperature and capacity.</li> <li>• LS11 – To be able to measure and compare lengths (m,cm,mm), mass (kg,g) and volume/capacity (l,ml) and calculates perimeter.</li> <li>• LS12 – To be able to convert between different units of measure e.g. mm to cm to m to km, ml to l, g to kg., hours to mins.</li> <li>• LS15 – To be able <b>to use own and suggested strategies to make corrections and improvement.</b></li> <li>• To be able <b>to use formulae for area and volume of shape and calculates volumes of cubes and cuboids (cm<sup>3</sup> &amp; m<sup>3</sup>).</b></li> </ul>	<ul style="list-style-type: none"> <li>• Children will be introduced to decimal point numbers</li> <li>• Children will add and subtract different lengths. Including decimal numbers</li> <li>• Children will convert lengths. Children will begin by discovering the link between mm cm and m measurements.</li> </ul>
w 5	measurement perimeter	<ul style="list-style-type: none"> <li>• To be able to work out and measure the perimeter.</li> </ul>	<b>Link steps</b> <ul style="list-style-type: none"> <li>• LS9 – To be able to measure &amp; compare, and order: length, mass, capacity in standard metric units.</li> <li>• To be able to measure &amp; compare, and order: length, mass, capacity in standard metric units.</li> <li>• LS10 – To be able to use all measuring apparatus accurately to estimate and measure length, mass, temperature and capacity.</li> <li>• LS11 – To be able to measure and compare lengths (m,cm,mm), mass (kg,g) and volume/capacity (l,ml) and calculates perimeter.</li> <li>• LS12 – To be able to convert between different units of measure e.g. mm to cm to m to km, ml to l, g to kg., hours to mins.</li> <li>• LS15 – To be able <b>to use own and suggested strategies to make corrections and improvement.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Children to be introduced to what the perimeter is and practice adding 3 or more numbers.</li> <li>• Children will practice finding the perimeter of different spaces.</li> <li>• Children will be walking around the playground measuring the perimeter.</li> <li>• Word problems</li> </ul>

			<ul style="list-style-type: none"> <li>To be able to use formulae for area and volume of shape and calculates volumes of cubes and cuboids (<math>\text{cm}^3</math> &amp; <math>\text{m}^3</math>).</li> </ul>	
W 6	time	<ul style="list-style-type: none"> <li>To know all the events that happen in a year.</li> <li>To be able to read the time in 5 minute intervals</li> <li>To be able to read the time in 1 minute intervals</li> <li>To be able to read roman numerals.</li> </ul>	<p><b>Link steps</b></p> <ul style="list-style-type: none"> <li>Ls7 Can order up to significant three events in a day</li> <li>Ls 8 Is aware of significant times of the day and ca mealtimes)</li> <li>Ls 9 Can tell the time to the nearest o'clock</li> <li>Ls10 Tells the time to the nearest half hour and recognises and uses language relating to days &amp; dates.</li> <li>Ls11 tells the time to the nearest 5 minutes (knowing number of minutes in hour and hours in day)</li> <li>Ls 13 Reads writes and converts time between analogue and digital 12 and 24 hr clocks.</li> </ul>	<ul style="list-style-type: none"> <li>Children will look at different tasks and how long these tasks will take. E.g. Months, hour's, mins or seconds.</li> <li>Children will create their own analogue clocks and mark the 5 min intervals on it.</li> <li>Children to answer questions on the time.</li> <li>Children will create an analogue clock with roman numerals and answer questions answering the time.</li> </ul>
w 7	time	<ul style="list-style-type: none"> <li>To convert a digital clock to analogue.</li> <li>To tell the time on a 24hour clock</li> <li>To read timed problem events.</li> </ul>	<p><b>Link steps</b></p> <ul style="list-style-type: none"> <li>Ls7 Can order up to significant three events in a day</li> <li>Ls 8 Is aware of significant times of the day and ca mealtimes)</li> <li>Ls 9 Can tell the time to the nearest o'clock</li> <li>Ls10 Tells the time to the nearest half hour and recognises and uses language relating to days &amp; dates.</li> <li>Ls11 tells the time to the nearest 5 minutes (knowing number of minutes in hour and hours in day)</li> <li>Ls 13 Reads writes and converts time between analogue and digital 12 and 24 hr clocks.</li> </ul>	<ul style="list-style-type: none"> <li>convert 12-hour times to 24-hour and 24-hour to 12-hour (o'clock and <math>\frac{1}{2}</math> past times</li> <li>solve time problems which involve conversion from hours and minutes to minutes and vice versa (times 15 minute intervals);</li> <li>look at and compare the time on a digital clock and analogue clock. Children will be challenged by being given a time on a digital clock and the have to make the time on the analogue clock.</li> <li>Children will look at a digital clock and need to decide if the time is am or pm. Decided what events happen at each point to the day.</li> <li>Children to create a time line on 1 house increments for 24 hours.</li> <li>Children to be given word problems about time and how long events happen.</li> </ul>

