				Independent / Group Activities (Remember if correct, no more than 3 questions at same level)				

Learning Wall content available from day one for the block e.g WAGOLL, visual representations, etc
Working wall:
Shapes showing length and width.
Range of shapes showing how to emasure perimeter.

Year group/class:	M / O starter	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	WBA	Support	Core	Extension	Plenary
Monday	Adapted maths problems from arithmetic and reasoning paper	**D1 LO: To measurement problems.** 1. To use number facts, and place value knowledge 2. To solve missing number problems. 3. To solve subtraction. and more complex addition problems. **Year 1:** **Year 2:** Compare and order lengths using >, < and =	**Teaching input:** Recap adding and subtracting amounts of measurements from previous learning. Go through exampkles of the board with the children adressing any misconceptions. Use this time to highlight children who are needing further support with converting the measuremnts. **Task** **Children are to solve a range of measurement problems in their books using knowledge learned throughout the wee to conislate learning.** If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery	children to solve addition and subtraction caluclations in the their books. **Year 2 target moving to moving to year 3 differentiated task.**	children are to solve missing number problems, converting and more complex addition and subtraction questions with adult support **Consolidating year 2 target moving to moving to year 3 differentiated task for next section.**	children are to solve missing number problems, converting and more complex addition and subtraction questions **Year 3 target children move to extensions and mastery.**	Which of the calculations are correct and why? **Please see maths masteries**	Whole class to discuss different ways on solving the mastery so all children have access. Mini plenaries throughout to address misconception on solving the questions / problems.
Tuesday	Adapted maths problems from arithmetic and reasoning paper	**D2 LO: To measure the perimeter of simple 2-D shapes.** 1.To name basic 2D shapes. 2. To be able to add simple measurements.	**Teaching input:** Introduce the concept of perimeter. Introduce Peri who likes to go for a walk around buildings and measures in mm/cm/m/km. Discuss the real-life implications of perimeter, for example when you want to get a fence or carpet you need to know the room measurements.	Children to name basic 2D shapes and to add simple measurements in cm. **Pictures**	Chldren to name 2D shapes and to measure shapes to find perimter to the nearest cm.	Chldren to name 2D shapes and to measure shapes to find perimter to the nearest	Which of the calculations are incorrect and why?	Whole class to discuss different ways on solving the mastery so all children have access.

		3. To use repeated addidition to solve the perimeter. Year 1: Year 2: Compare and order lengths using >, < and =	**Task** Children to have a variety of 2D shapes and need to use a ruler to measure the perimeter and record this on a WOWO board. If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery	**Year 2 target moving to moving to year 3 differentiated task.**	**Pictures** **Consolidating year 2 target moving to moving to year 3 differentiated task for next section.**	cm and half cm. **Pictures** **Year 3 target children move to extensions and mastery.**		Mini plenaries throughout to address misconception on solving the questions / problems.
Wednesday	Adapted maths problems from arithmetic and reasoning paper	**D3 LO: To measure the perimeter of simple 2-D shapes.** 1. To be able to add simple measurements. 2. To use repeated addidition to solve the perimeter. 3. To use division facts to create a 4 sided shape Year 1: Year 2: Compare and order lengths using >, < and =	**Teaching input:** Recap concept of measuring perimeter. Go through examples on the board. Address any misconceptions. Show children how if you know the total perimeter of the shape, you can make your own shape! Go through examples. **Task** Children to consolidate measuring 2D shapes to find the perimter from previous lesson if needed. If children are secure on measureing give children the total perimeter and the shape. Children to solve what the length of each shape could be. If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery	children to measure 2D shapes and work out perimeter on WOWO boards using repeated addition. **Consolidating previous days learning.**	children to draw their own shapes in their books and then measure the perimeter of each shape. **Guided group to consolidate.** **Consolidating year 2 target moving to moving to year 3 differentiated task for next section.**	Children to draw their own shapes for total perimeters of 24cm, 36cm and 44cm knowing that 1 square in their maths books is equal to 1cm. **Year 3 target children move to extensions and mastery.**	Which of the following calculations are the odd one out?	Whole class to discuss different ways on solving the mastery so all children have access. Mini plenaries throughout to address misconception on solving the questions / problems.
Thursday	Adapted maths problems from arithmetic and reasoning paper	**D4 LO: To measure the perimeter of simple 2-D shapes.**	**Teaching input:** Recap perimeter from this weeks learning. What is the perimeter? How do we find it? Draw a shape on the board and ask a child to measure the perimeter. Address any misconceptions.	Children to draw their own shapes in their books and then	Children to draw their own shapes for total perimeters of	Children to draw their own shapes for total perimeters of	Which of the following calculation	Whole class to discuss different ways on solving the mastery so all

	Counting stick starter.	1. To be able to add simple measurements. 2. To use repeated addidition to solve the perimeter. <mark>3. To use division facts to create a 4 sided shape</mark> **Year 1:** **Year 2:** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)	Keep rest of children on carpet and go through how to draw a shape using a given perimeter. Using division facts – To draw a square, divide the perimeter by 4. Each side must equal that length. Triangle – divide by 3 and so on. Remind children that their perimeter may not be able to be split by 4, for example, so you couldn't draw a square. **<u>Task</u>** If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery	measure the perimeter of each shape. **Guided group CT** **Year 2 target moving to moving to year 3 differentiated task.**	18cm, 21cm and 23cm **Guided group TA** **Consolidating year 2 target moving to moving to year 3 differentiated task for next section.**	25cm, 28cm and 30cm **Year 3 target children move to extensions and mastery.**	s are incorrect?	children have access. Mini plenaries throughout to address misconception on solving the questions / problems.
Friday	Adapted maths problems from arithmetic and reasoning paper	**D5 LO: To measure the perimeter of simple 2-D shapes.** 1. To use division facts to draw my own shapes from a given perimeter length. <mark>2. To use repeated addidition to solve the perimeter using m 3. To use mental methods to solve perimeter problems.</mark> **Year 1:** **Year 2:**	**<u>Teaching input:</u>** Recap how to measure perimter and how to find the perimter of 2D shapes Go through examples on the board with children and address any misconptions. Explain new challenge to the children and how to solve the problem with MA / Ha children who have gathered a good understanding of measuring 2D shapes. **<u>Task</u>** LA Children to consolidate measuring 2D shapes and creating their own with different problems. HA Children to be given the perimeter of a new playground in m. The children must then work out a series of problems relating to the perimeter. The children must work out how many fence panels, flower beds, benches and playground lines they will	Children to draw their own shapes in their books and then measure the perimeter of each shape. Work with children who did not secure concept in a guided group to work on misconception s **Year 2 target moving to moving to**	2 Fence panels = 2m, 2 Flower beds = 6m, 2 benches = 3m and 2 playground lines = 4m **Consolidating year 2 target moving to moving to year 3 differentiated task for next section.**	3 Fence panels = 2m, 3 Flower beds = 6m, 3 benches = 3m and playground lines = 4m **Year 3 target children move to extensions and mastery.**		Whole class to discuss different ways on solving the mastery so all children have access. Mini plenaries throughout to address misconception on solving the questions / problems.

		Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)	need to put around the whole perimeter of the playground. All children will have the same perimeter of 12m x 24m but the value of each object will be different. If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery	**year 3 differentiated task.**				

Instructions for additional adults

Day	Staff Member	Pupils to work with	Instructions