

# Master Measuring Length in Metres A

## Rationale

In this practical step, pupils build upon measuring a metre in Year 1. They will measure multiple lengths of metres and describe the lengths of objects to the nearest metre, placing the metre stick, tape measure or trundle wheel correctly and judging whether the object is nearer to the previous or next whole metre.

They will develop their learning by estimating the length of objects in metres, selecting the appropriate equipment, a metre stick, measuring tape or trundle wheel, to check the accuracy of their estimations to the nearest metre.



## Key Stem Sentences

- The length / height of the \_\_\_\_ is exactly \_\_\_\_ metres.
- The length / height of the \_\_\_\_ is \_\_\_\_ metres to the nearest metre.
- An estimation for the length / height of the \_\_\_\_ is \_\_\_\_ metres.



## Key Vocabulary

- length / height
- metres / m
- exactly / estimation
- to the nearest metre



## Common Errors or Misconceptions

- Pupils may misread the measurement.
- Pupils may not align the metre sticks accurately.
- Pupils may make inappropriate estimates of lengths.



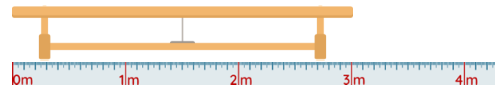
## Key Equipment

### Metre stick



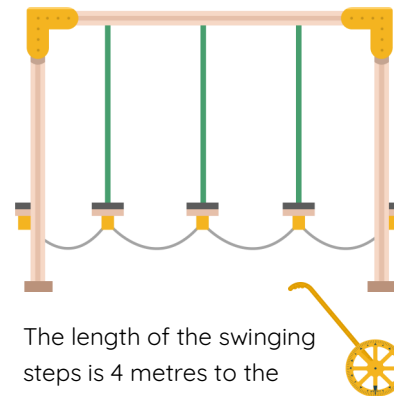
An estimation for the height of the door is 2 metres.

### Tape measure



The length of the bench is exactly 3 metres.

### Trundle wheel



The length of the swinging steps is 4 metres to the nearest metre.



## Pupils will FLOURISH if they can...

- choose appropriate equipment for measuring lengths or heights in metres.
- accurately measure lengths or heights to exact measurements and to the nearest metre.
- make appropriate estimates of lengths or heights in metres.
- explain their understanding using written sentences, concrete apparatus and given representations.

