2M014B Overview

Master Measuring Length in Metres B

Rationale

In this step, pupils build upon the practical element of the previous step to record their understanding. They will use the same vocabulary and concepts as they did practically, to state lengths / heights of given objects in pictorial form. Drawing on their work on reading scales, they will state measurements exactly and to the nearest metre.

They will begin to use the abbreviation 'm' to record length in metres.

Key Stem Sentences

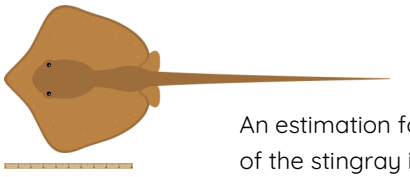
- The length / height of the _____ is exactly ___m.
- The length / height of the _____ is ___m to the nearest metre.
- An estimation for the length / height of the _____ is ___m.

Key Vocabulary

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

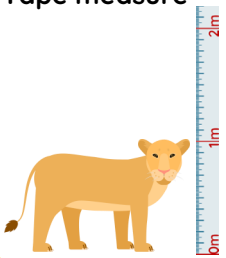
Key Representations

Metre stick



An estimation for the length of the stingray is 3m.

Tape measure



The height of the lioness is exactly 1 metre.

Trundle wheel

The length of the pond is 4 metres to the nearest metre.

Common Errors or Misconceptions

- Pupils may find it difficult to identify the nearest metre, especially when rounding down, for example stating that an object just over 5m is 6m to the nearest metre.

Pupils will FLOURISH if they can...

- accurately record lengths or heights to exact measurements and to the nearest metre.
- record lengths or heights using the abbreviation 'm'.
- make appropriate estimates of lengths or heights in metres.
- explain their understanding using written sentences and mathematical proof.