



Learning Outcomes Pupils will:	Learning Activities Pupils will:	Teaching & Learning Approaches, Organisation/Timing	Resources	Assessment
<p>Calculate the area of simple 2D shapes/spaces in centimetres and meters and explain their choice of method.</p> <p><i>I can estimate the area of a shape by counting squares or other methods.</i> MNU 1-11b</p> <p>Area is a measure of the amount of 2D space inside a boundary.</p>	<p>Introduction: Each child is to go and find two item. These can be natural or manmade. Demonstrate how to use a ruler, tape measure and trundle wheel. Ask them what would be the most appropriate piece of equipment to use to measure the items they have collected. <i>(This has already been done in last lesson so just a recap)</i></p> <p>Ensure the appropriate vocabulary is used when measuring length and width. These are the terms used for 2D shapes.</p> <p>Development: In groups the children should each get a card with the dimensions of a shape they are going to draw (cut up from sheet A). Using chalk and tape measures and/or trundle wheels have them draw the shapes in chalk on the playground. When all of the shapes have been drawn give the children sheet B and in groups they are to measure 2 of the shapes. Ensure children have a clear understanding of length and width.</p> <p>Conclusion: Bring all of the children together and on one of the shapes demonstrate how to calculate area by splitting the shape into metre squares ie</p> <div style="border: 1px solid black; width: 60px; height: 60px; margin-left: 20px; margin-top: 20px; display: flex; flex-wrap: wrap;"> <div style="width: 30px; height: 30px;"></div> <div style="width: 30px; height: 30px;"></div> <div style="width: 30px; height: 30px;"></div> <div style="width: 30px; height: 30px;"></div> </div>	<p>5mins Active learning, independent</p> <p>5 mins Class discussion</p> <p>15 mins in groups, collaboration</p> <p>15 minutes Whole group Active learning, peer support,</p> <p>10 mins model/demonstration</p>	<p>Chalk</p> <p>Rulers</p> <p>Tape measures</p> <p>Trundle wheels</p> <p>Worksheets A (1 for each group)</p>	<p>Focus Using instruments to measure spaces correctly.</p> <p>Method/s Observation</p> <p>Assessor/s Class teacher</p> <p>Pupils 1 group</p>

<p>Draw a rectangle which is 3 meters in length and 2 meters in width.</p>	<p>Draw a rectangle which is 3 meters in length and 2 meters in width.</p>	<p>Draw a rectangle which is 4 meters in length and 1 meters in width.</p>	<p>Draw a rectangle which is 5 meters in length and 2 meters in width.</p>
<p>Draw a square which is 3 meters in length and 3 meters in width.</p>	<p>Draw a square which is 2 meters in length and 2 meters in width.</p>	<p>Draw a square which is 4 meters in length and 4 meters in width.</p>	<p>Draw a square which is 5 meters in length and 5 meters in width.</p>

Names in group:

Date:



Find 2 different spaces in the playground which have been drawn. **Measure** the length and the width.

Name of Space 1	Name of Space 2
<u>Draw a rough sketch of the space</u>	<u>Draw a rough sketch of the space</u>
<u>Measured Length</u>	<u>Measured Length</u>
<u>Measured Width</u>	<u>Measured Width</u>

