I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object. *MNU 2-11c*

Over the next few weeks we are going to be learning to:

- Through practical investigation, devise and explain their own "shortcuts" for finding the perimeter of a simple 2D shape
- Know and understand the terms square centimetre and square metre, and the abbreviations cm² and m²
- Appreciate that the volume of a simple 3D object can be found by counting cubes
- Investigate the volume of simple 3D objects by building simple prisms (i.e. cubes and cuboids) from layers of cubes and generalising about the number of cubes along the sides and the total number of cubes in the shape and know cm3

Here are some ideas of how you can help me at home!

A room plan – Ask your child to choose a room at home and draw a floor plan of this room on cm squared paper. He/she should use steps to measure the dimensions of the room and furniture items and mark these on their plan, writing the scale on their plan, i.e. 1 cm:1 step.

The need for accuracy? Ask your child to think of situations (at home or at work) where people need to measure accurately or where an estimate will be adequate. Remind him/her that measuring involves area, perimeter, length, weight, capacity and volume. They write two headings, Accurate and Estimate, and record examples under the headings. Back in class he/she can share and discuss their examples.

Here are some websites that you may find useful to use with me!

http://nrich.maths.org/10382
A practical activity to try at home!

http://primarygamesarena.com/Maximum-Capacity10473
Fit as many gorillas in the lift as you can!