

Working Wall: Add each objective as the week moves on – going into additional detail with any strategies/example to support the children's Learning and examples of the chd's learning.

Maths Word of the Week:
Measure, length, height

Mon	<p>Mental Maths: Addition quick assessment: Robot addition – up to 10.</p> <p>Compare length – white rose: Comparing lengths video Can the children make 3 lines of cubes of various lengths and sort out from smallest to biggest? Up to 20 cubes. Purple group – lines of cubes under 10. Assessment: can they count the number of cubes in their towers – children who we have no home learning from.</p>
Tues	<p>Mental Maths: Addition quick assessment: Robot addition – up to 20.</p> <p>Compare height – white rose: Comparing heights Can the children make 3 towers of cubes? Order them from the shortest to the tallest. Purple group – towers up to 10. Assessment: can they count the number of cubes in their towers – children who we have no home learning from.</p>

To compare length and heights.

Main PowerPoint Year 1 – Spring Block 3 – Step 1 – Compare Length and Heights

White Rose: [Teaching PPT](#) and [Questions](#)

- Work through varied fluency questions (1-4) as a class (on WB/Using number fans/fingers etc.) (add useful strategies to working wall)
- Pose Reasoning Question 1&2 – Discuss in pairs – Ask them to explain their answer and reason why they think that is correct
- Pose Problem Solving Question 1 – Discuss with their Learning Partner. Take feedback.

Independent Work/Continuous Provision

Give children reasoning cards and problem-solving cards – Developing, Expected and Greater Depth – model the use of the reasoning language

Peer assessment – checking that the explanations make sense.

The image shows eight reasoning cards arranged in a row. Each card has a title, an illustration, and a 'CLASSROOM Secrets' logo at the bottom.

- Card 1:** Title: "Order the straws by length." Illustration: A red cup containing several colorful straws of different lengths.
- Card 2:** Title: "Use the cards to compare items." Illustration: Two pencils of different lengths, one yellow and one orange, with labels "taller" and "shorter" below them.
- Card 3:** Title: "Build and compare towers with a friend." Illustration: Two colorful block towers made of interlocking blocks.
- Card 4:** Title: "Create a pyramid." Illustration: A yellow pyramid made of stacked blocks.
- Card 5:** Title: "Which sandcastle is taller?" Illustration: Three sandcastles of different heights on a yellow background.
- Card 6:** Title: "Order the boats by length." Illustration: Three boats of different lengths on a blue background.
- Card 7:** Title: "Build 2 towers. Compare them." Illustration: Two towers made of stacked blocks, one taller than the other.
- Card 8:** Title: "Compare your heights. Who is the tallest?" Illustration: Two cartoon children, a girl and a boy, standing side-by-side.

To measure lengths.

Main PowerPoint Year 1 – Spring Block 3 – Step 2 – Measure Lengths

White Rose: [Teaching PPT](#) and [Questions](#) (Measuring [Non-Standard Units](#) Activity)

- Work through varied fluency questions (1-4) as a class (on WB/Using number fans/fingers etc.) *(add useful strategies to working wall)*
- Pose Reasoning Question 1 – Discuss in pairs – Ask them to explain their answer and reason why they think that is correct
- Pose Problem Solving Question 1&2 – Discuss with their Learning Partner. Take feedback.

Independent Work/Continuous Provision

Give children reasoning cards and problem-solving cards – Developing, Expected and Greater Depth – model the use of the reasoning language

Peer assessment – checking that the explanations make sense.