

## Measure in metres and centimetres

### Notes and guidance

In Year 2, children used either metres or centimetres to measure the length of objects. In this small step, they revise these skills, initially using a ruler to measure objects in centimetres. They then combine both units of measurement, such as 1 m and 20 cm, for example by measuring the lengths of desks or the heights of children in the class.

Children do not need to convert between metres and centimetres at this stage, and as they have not yet been introduced to decimals, lengths should remain in the format \_\_\_\_ m and \_\_\_\_ cm.

Provide opportunities for children to use different measuring equipment, including rulers, tape measures, metre sticks and trundle wheels.

### Things to look out for

- Children may measure from the end of the ruler or measuring tape rather than measuring from zero.
- When using more than one ruler to measure, children may place them end to end, rather than lining up zero with the end point of the previous ruler.
- Children may measure using the non-metric side of a ruler.

### Key questions

- Where should you start measuring from on your ruler?
- What is the length of \_\_\_\_ in centimetres?
- What is the length of \_\_\_\_ in metres?
- What is the length of \_\_\_\_ in metres and centimetres?
- Would you measure the length of the classroom in centimetres or metres? Why?
- What equipment would you use to measure the length of \_\_\_\_?

### Possible sentence stems

- The \_\_\_\_ is \_\_\_\_ cm long.
- The \_\_\_\_ is \_\_\_\_ m long.
- The \_\_\_\_ is \_\_\_\_ m and \_\_\_\_ cm long.

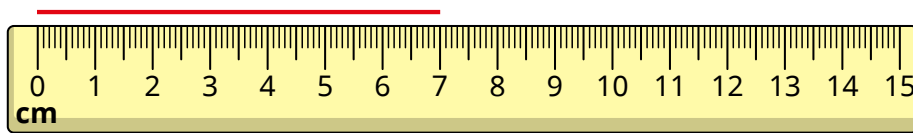
### National Curriculum links

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

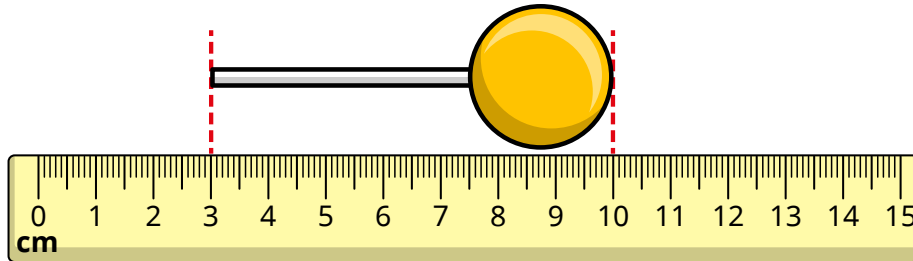
## Measure in metres and centimetres

### Key learning

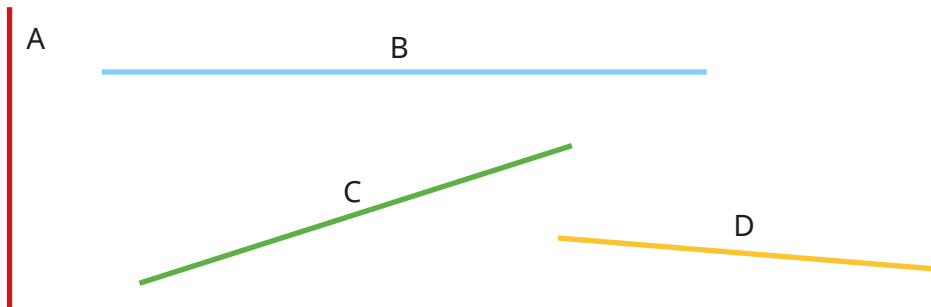
- What is the length of the line?



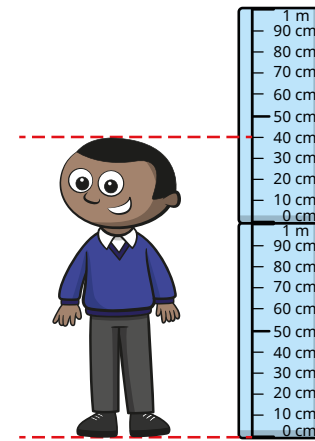
- What is the length of the lollipop?



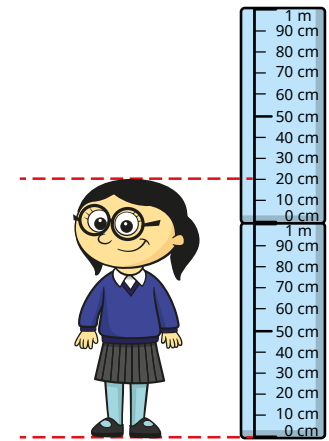
- Use a ruler to measure the lines.



- Mo and Annie use metre sticks to measure their height. How tall are they?



\_\_\_\_\_ m and \_\_\_\_\_ cm



\_\_\_\_\_ m and \_\_\_\_\_ cm

- Measure your classroom to complete the sentences.

The classroom is \_\_\_\_\_ m and \_\_\_\_\_ cm long.

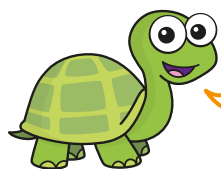
The classroom is \_\_\_\_\_ m and \_\_\_\_\_ cm wide.

- ▶ Use a metre ruler to measure some other items in your classroom.
- ▶ Use a metre ruler to measure some items outside.

## Measure in metres and centimetres

### Reasoning and problem solving

Tiny is trying to measure the length of the line.



I cannot measure the line because my ruler is not long enough.

Do you agree with Tiny?

Why?



No

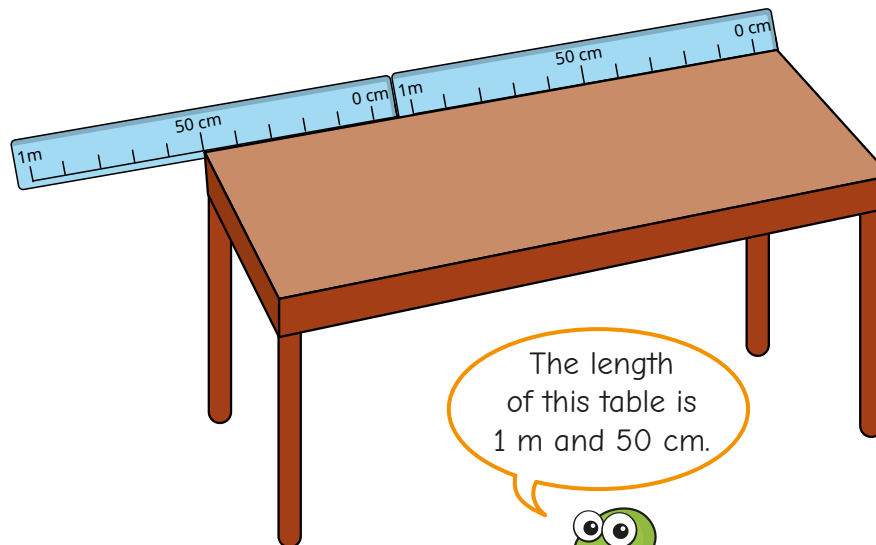
Dani draws a circle in chalk on the playground.

How could she measure the distance round the circle?

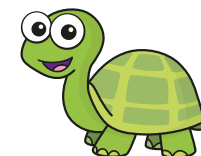


She could, for example, use a piece of string, wrap it round then measure the string.

Tiny is measuring the table top.



The length of this table is 1 m and 50 cm.



Do you agree with Tiny?

Explain your answer.



No