**LENGTH 1 – STAGE 2**

**OUTCOMES**

A student:

* MA2-1WM - uses appropriate terminology to describe, and symbols to represent, mathematical ideas
* MA2-2WM - selects and uses appropriate mental or written strategies, or technology, to solve problems
* MA2-3WM - checks the accuracy of a statement and explains the reasoning used
* MA2-9MG - measures, records, compares and estimates lengths, distances and perimeters in metres, centimetres and millimetres, and measures, compares and records temperatures

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| **CONTENT** | **plan** |
| **Measure, order and compare objects using familiar metric units of length (ACMMG061)** |  |
| measure lengths and distances using metres and centimetres | 1 |
| record lengths and distances using metres and centimetres, eg 1 m 25 cm http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 1 |
| compare and order lengths and distances using metres and centimetres | 1 |
| estimate lengths and distances using metres and centimetres and check by measuring | 2 |
| explain strategies used to estimate lengths and distances, such as by referring to a known length, eg 'My handspan is 10 cm and my desk is 8 hand spans long, so my desk is about 80 cm long' (Communicating, Problem Solving) CT | 2 |
| recognise the need for a formal unit smaller than the centimetre to measure length | 3 |
| recognise that there are 10 millimetres in one centimetre, ie 10 millimetres = 1 centimetre | 3 |
| use the millimetre as a unit to measure lengths to the nearest millimetre, using a ruler | 3 |
| describe how a length or distance was measured (Communicating) | 4 |
| record lengths using the abbreviation for millimetres (mm), eg 5 cm 3 mm or 53 mm http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 4 |
| estimate lengths to the nearest millimetre and check by measuring | 4 |

**LENGTH 2 – STAGE 2**

**OUTCOMES**

A student:

* MA2-1WM - uses appropriate terminology to describe, and symbols to represent, mathematical ideas
* MA2-2WM - selects and uses appropriate mental or written strategies, or technology, to solve problems
* MA2-3WM - checks the accuracy of a statement and explains the reasoning used
* MA2-9MG - measures, records, compares and estimates lengths, distances and perimeters in metres, centimetres and millimetres, and measures, compares and records temperatures

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| **CONTENT** | **plan** |
| **Use scaled instruments to measure and compare lengths (ACMMG084)** |  |
| use a tape measure, ruler and trundle wheel to measure lengths and distances | 5 |
| select and use an appropriate device to measure lengths and distances (Problem Solving) | 5 |
| explain why two students may obtain different measures for the same length (Communicating, Reasoning) CT | 5 |
| select and use an appropriate unit to estimate, measure and compare lengths and distances | 5 |
| recognise the features of a three-dimensional object associated with length that can be measured, eg length, height, width, [perimeter](http://syllabus.bos.nsw.edu.au/glossary/mat/perimeter/?ajax" \t "_blank" \o "Click for more information about 'perimeter') http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 6 |
| use the term 'perimeter' to describe the total distance around a two-dimensional shape http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 6 |
| estimate and measure the perimeters of two-dimensional shapes | 6 |
| describe when a perimeter measurement might be used in everyday situations, eg determining the length of fencing required to enclose a playground (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.pngCT | 6 |
| convert between metres and centimetres, and between centimetres and millimetres | 7 |
| describe one centimetre as one-hundredth of a metre and one millimetre as one-tenth of a centimetre (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 7 |
| explain the relationship between the size of a unit and the number of units needed, eg more centimetres than metres will be needed to measure the same length (Communicating, Reasoning) CT | 7 |
| record lengths and distances using [decimal](http://syllabus.bos.nsw.edu.au/glossary/mat/decimal/?ajax" \t "_blank" \o "Click for more information about 'decimal') notation to two decimal places, eg 1.25 m | 7 |
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| **Use scaled instruments to measure and compare temperatures (ACMMG084)** |  |
| identify temperature as a measure of how hot or cold something is http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 8 |
| use everyday language to describe temperature, eg 'cold', 'warm', 'hot' | 8 |
| recognise the need for formal units to measure temperature | 8 |
| use a thermometer to measure and compare temperatures to the nearest degree Celsius | 8 |
| record temperatures to the nearest degree Celsius using the symbol for degrees (°) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 8 |
| use a thermometer to take and record daily temperature readings (Communicating) E | 8 |