

Can I work out the area and perimeter of a rectangle?

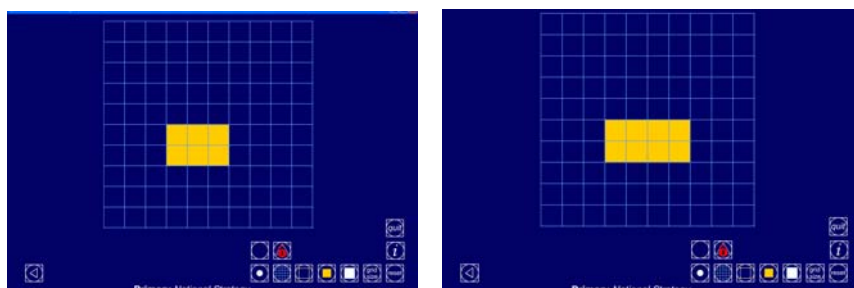
Teaching guidance

Key vocabulary

area, covers, surface, square centimetre (cm^2), square metre (m^2), square millimetre (mm^2)
edge, perimeter, metre, centimetre, millimetre

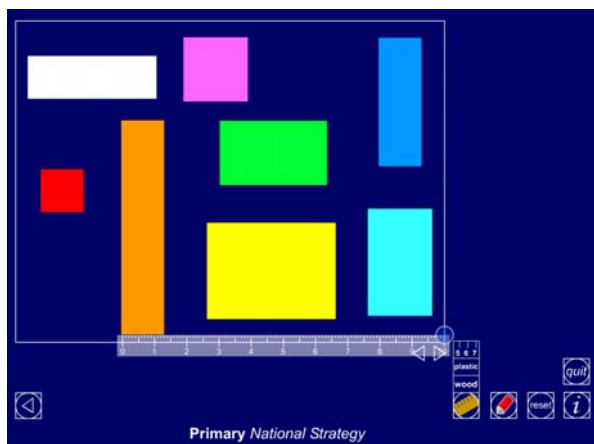
Models and images

Use the *Area ITP* to create a rectangle, and discuss its area and perimeter. Gradually increase the size of the rectangle. How does the area increase? How does the perimeter increase?



Area ITP

Ask children to measure the rectangles in the *Ruler ITP* and then use this information to find the area and perimeter of the shapes.



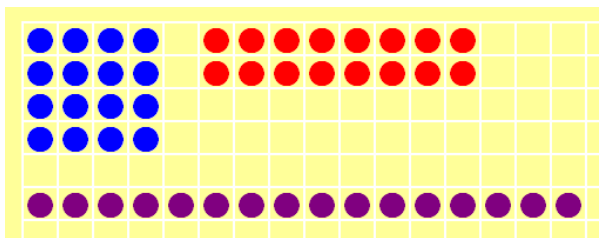
Ruler ITP

Teaching tips

- Develop children's understanding of perimeter while they are working on length, rather than only ever linking it with work on area. Provide practical tasks such as using art straws to make rectangles and then laying them out, end to end, to find the perimeters. Use a small object to model the concept of walking round a perimeter.
- Use equipment to work towards learning the formula for calculating perimeters of rectangles, for example, use art straws to make a rectangle and then place the lengths together and the widths together.



- Model how to annotate rectangles to keep an ongoing record when working out perimeters and areas.
- Link work on finding area with arrays and images for multiplication and division facts.



- Make sure that children have had experience of splitting rectangles into rows or columns to help them find the area and to derive the formula that the area of a rectangle equals its length multiplied by its width.
- Give children experience of exploring different rectangles with the same area and then investigating the perimeters of these rectangles.