

# Length and Height

## Guidance

Children begin by using language to describe length and height, e.g. the tree is tall, the pencil is short.

When making direct comparisons, they may initially say something is bigger than something else. Encourage them to use more specific mathematical vocabulary relating to length (longer, shorter), height (taller, shorter), and breadth (wider, narrower)

Encourage the children to make indirect comparisons using objects such as blocks or cubes to measure items. Eg. The sand tray is 4 blocks long. The table is 5 blocks long. The sand tray is shorter than the table.

## Other Resources

The Giraffe who got a Knot – John Bush  
Titch – Pat Hutchins  
Tall – Jez Alborough  
Jack and the Beanstalk – Traditional  
Jim and the Beanstalk – Raymond Briggs

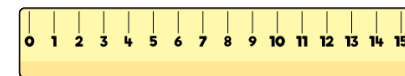
## Prompts for Learning

Opportunities for comparing length or height will arise naturally through the children's talk as they play. They may compare the height of their towers or length of their roads, or see who has the longest scarf, or who can thread the longest string of beads.



Support each child to make a paper 'footprint'. Can they find items which are longer than their foot, shorter, about the same size? Can a small group arrange their footprints in size order by making direct comparisons?

Provide a selection of measuring items for the children to explore. Eg. rulers, tape measures, trundle wheels, height charts. The children may also like to create their own height charts and tape measures and use them to measure items inside and out.



Provide pots and soil and seeds for the children to plant. Encourage them to find ways to measure, compare and record the height of their plants as they grow.



# Length and Height

## Construction

Build a tower or a road. Challenge the children to build a tower the same height as yours, a shorter tower, a taller tower. A longer road, a shorter road.



How tall is the tallest tower they can build?  
Can they build beds or chairs for Daddy Bear, Mummy Bear and Baby Bear?

## Small World

Provide materials for the children to construct bridges for the cars. They will need to consider how long, how wide and how high they want their bridges to be and select which blocks to use.

They could also investigate who can push their car the furthest?

How will they measure this?



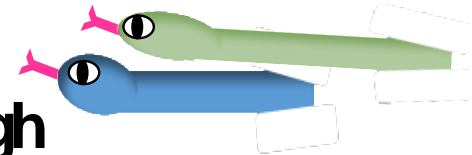
## Enhancements to areas of learning



## Workshop

Provide a variety of ribbon, lace, string. Ask the children to cut pieces and make direct comparisons with a given length (E.g. a piece of ribbon taped to the table) Can they sort the lengths into the same as, longer than and shorter than the given length? They could also line the lengths up in order from longest to shortest.

## Dough



Encourage the children to use mathematical language relating to length as they play.

Ask: Can you make a long snake?

A short snake?

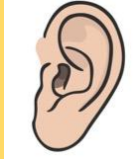
A thick snake? A thin snake?

Show me the longest snake you can make. How many blocks long is your snake?

# To be able to follow simple rules and expectations

Date:

1. Good listening



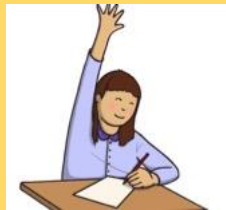
2. Good sitting



3. Good looking



4. Wait for your turn to speak/ answer



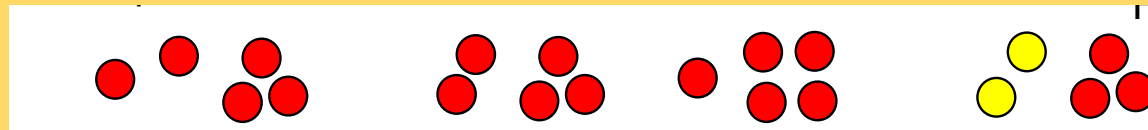
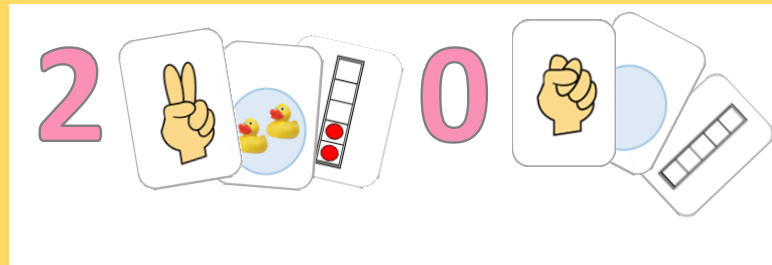
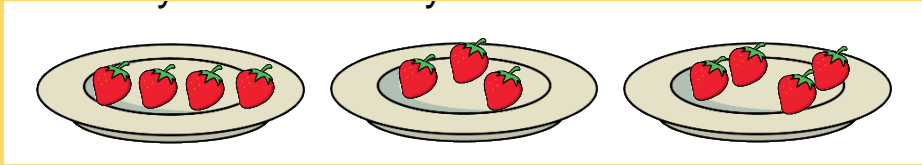
5. Hands to your self



## Word bank

Alive in 5

Date: Spring 1  
(WRM)



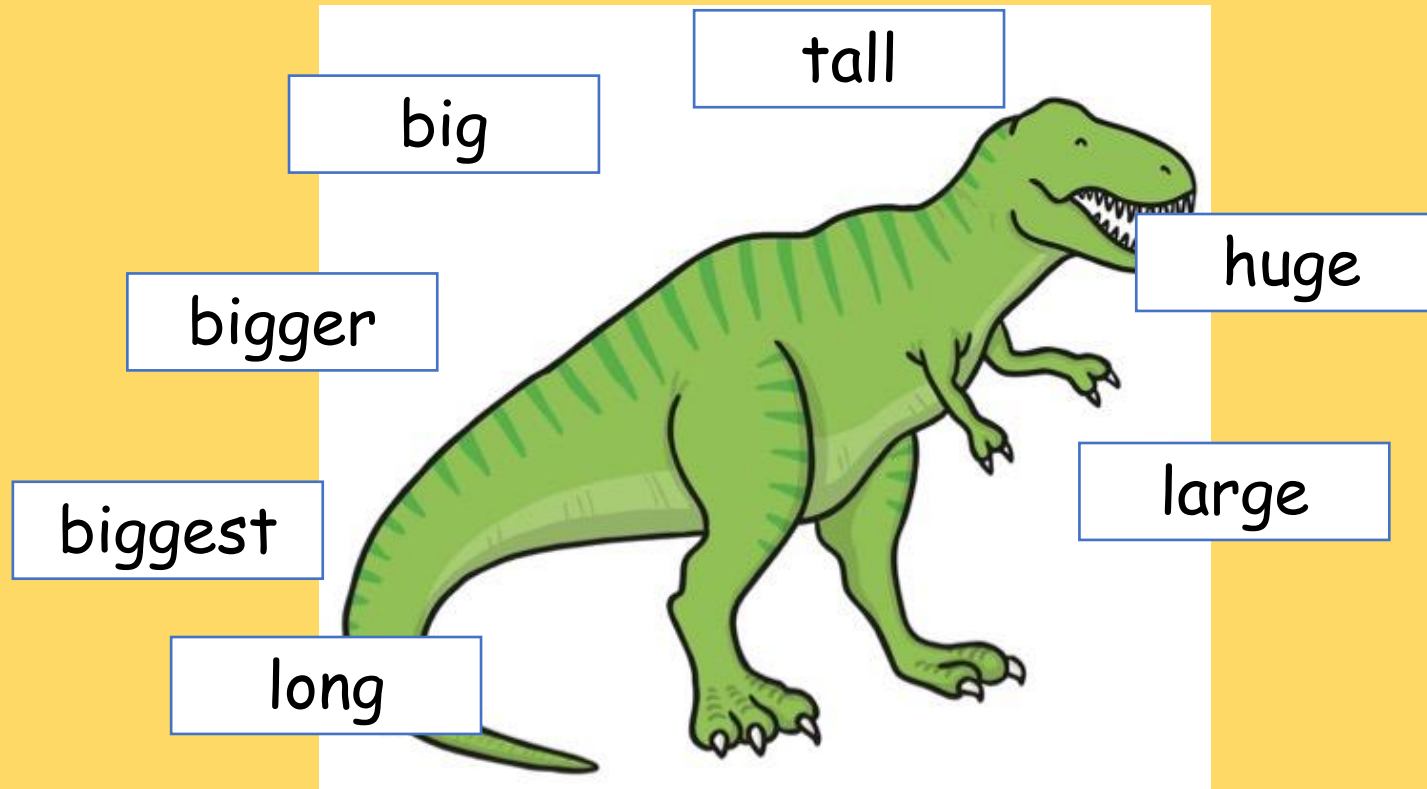
We will be learning about numbers again (0-5). We will focus on more, less, equal. We practise one more and one less. We will practise adding and taking away. We will also focus on weight, size and height.

Word bank

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

Date: Monday



Describe the size of the dinosaur.

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

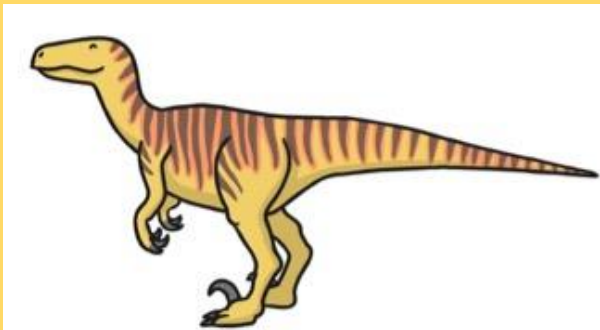
Date: Monday

small

smaller

smallest

tiny



short

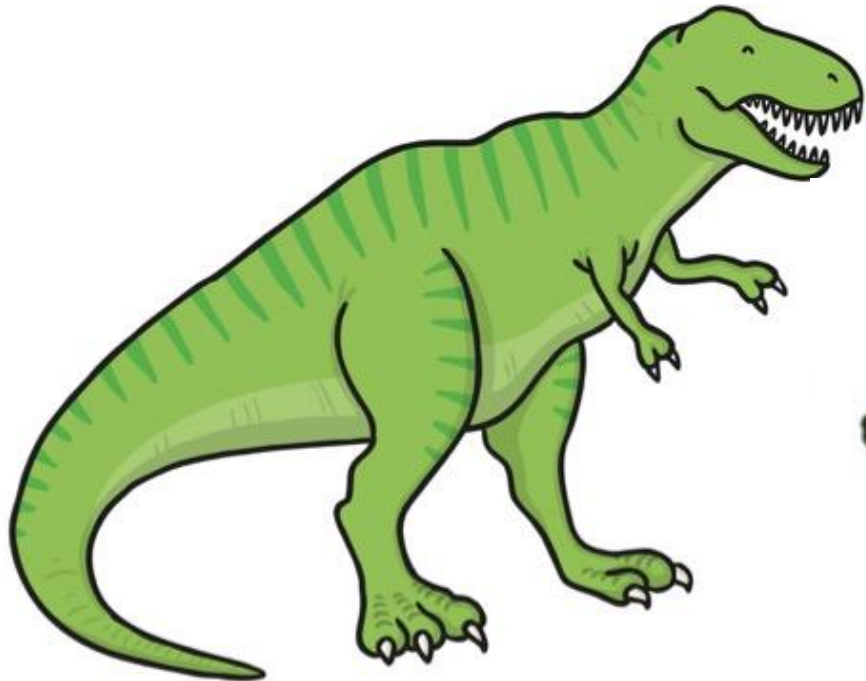
Can you describe the size of this dinosaur?

Growing 6,7,8

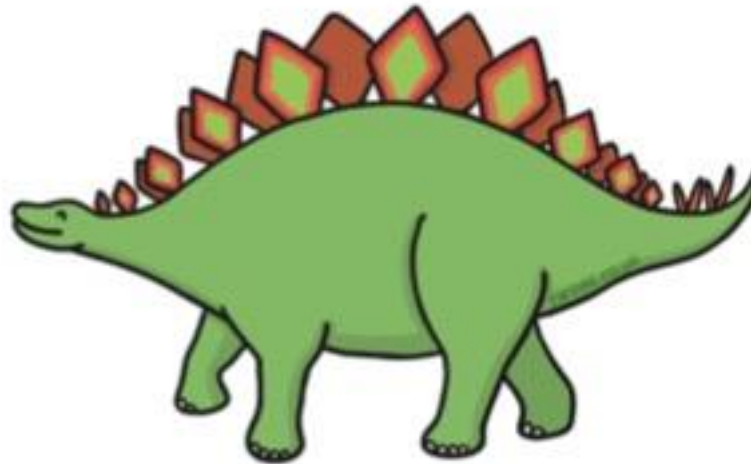
LO: To use key vocabulary to describe different sizes

Date: Monday

Biggest/  
big



medium



Smallest/  
small



Can you compare the dinosaurs now?

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

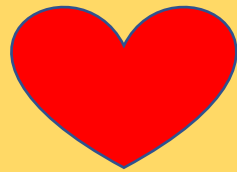
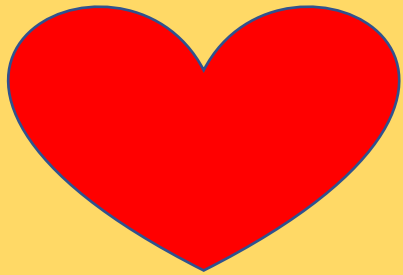
Date: Monday

## SIZE

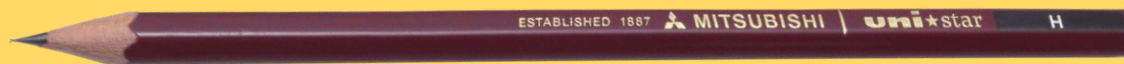
Biggest/ big

medium

Smallest/ small



## LENGTH



## HEIGHT



This week we are learning about different sizes and measuring different lengths and heights.



Growing 6,7,8

LO: To use key vocabulary to describe different sizes

Date: Monday



HEIGHT

tall

Can you make  
your body tall?  
Can you make  
your body  
small?

small



This week we are learning about different sizes and measuring different lengths and heights.

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

Date: Monday

LENGTH



long

Can you make  
your body  
long?  
Can you make  
your body  
short?

short



This week we are learning about different sizes and measuring different lengths and heights.

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

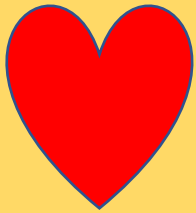
Date: Monday

## SIZE

Biggest/ big

medium

Smallest/ small



## LENGTH



## HEIGHT



### Main task

Look around your house or go for a walk. Can you identify different sized objects and use the vocabulary from today to describe the size?

Think about length and height. You can extend yourself to use words like thick/ narrow/ wide etc

Can you find any medium sized objects?

You can make a picture collage using your camera and send it in with a blurb or a video of how you described the sizes.