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. E.g. 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. E.g. 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.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

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?



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.

Enhancements to areas of learning



White R®se Maths



Alive in 5



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.

Date: Spring 1 (WRM)

Word bank

Growing 6,7,8 LO: To use key vocabulary to describe different sizes









Find the medium sized carrot.





Date: Thursday

Long Short Tall Big Small Tiny Wide narrow

Recap measuring different lengths and heights

Growing 6,7,8 LO: To use key vocabulary to describe different sizes LO: To measure different distances



Long Short Tall Big Small Tiny Wide narrow

Date: Thursday

Today we are going to learn how to measure different distances using our hands and feet. All you need is space, your hands and your feet. Do you have them? Growing 6,7,8 LO: To use key vocabulary to describe different sizes LO: To measure different distances



Places / objects you could measure:

- Dining table
- Living room
- Garden
- Bedroom
- Your sibling
- Kitchen
- Your adult could measure the door

Date: Thursday

Long Short Tall Big Small Tiny Wide narrow

- When you are measuring, make sure you start at the edge/ end 1.
- When you put your hand or feet in front of each other, make sure there are no gaps 2.
- Don't forget to count how many hands spans or feet spans you are using. 3.
- Practise this a few times and measuring different areas 4.
- Challenge: Can you make an estimate? How many feet/ hands long dp you think the area might be? 5.





Growing 6,7,8 LO: To use key vocabulary to describe different sizes LO: To measure different distances

Date: Thursday

Long Short Tall Big Small Tiny Wide narrow

- 1. The above task will be your main task
- 2. Can you make your own worksheet and record your findings.
- 3. How did you find it? Easy or hard?
- 4. Keep practising it over the next few days.