

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

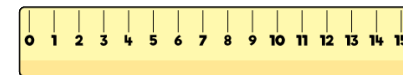
Prompts for Learning

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. 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.



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

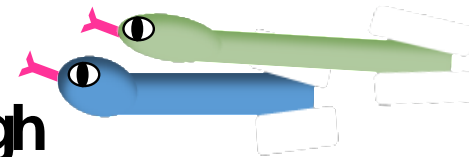


Workshop

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?

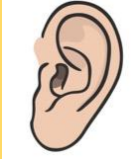
A thick snake? A thin snake?

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



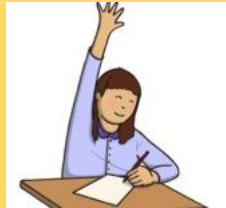
2. Good sitting



3. Good looking



4. Wait for your turn to speak/ answer



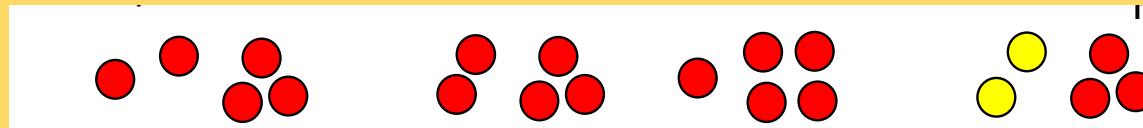
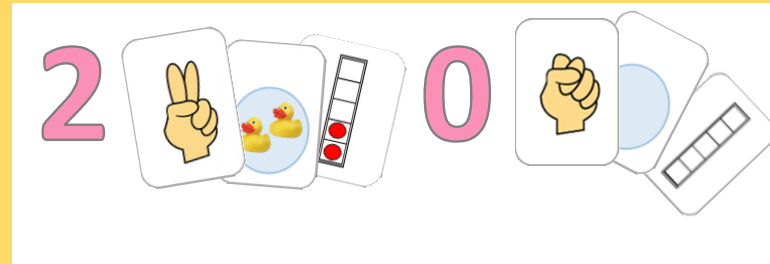
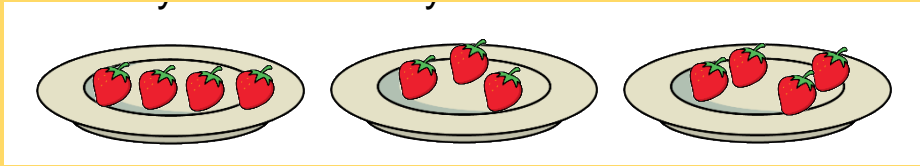
5. Hands to your self



Word bank

Alive in 5

Date: Spring 1
(WRM)



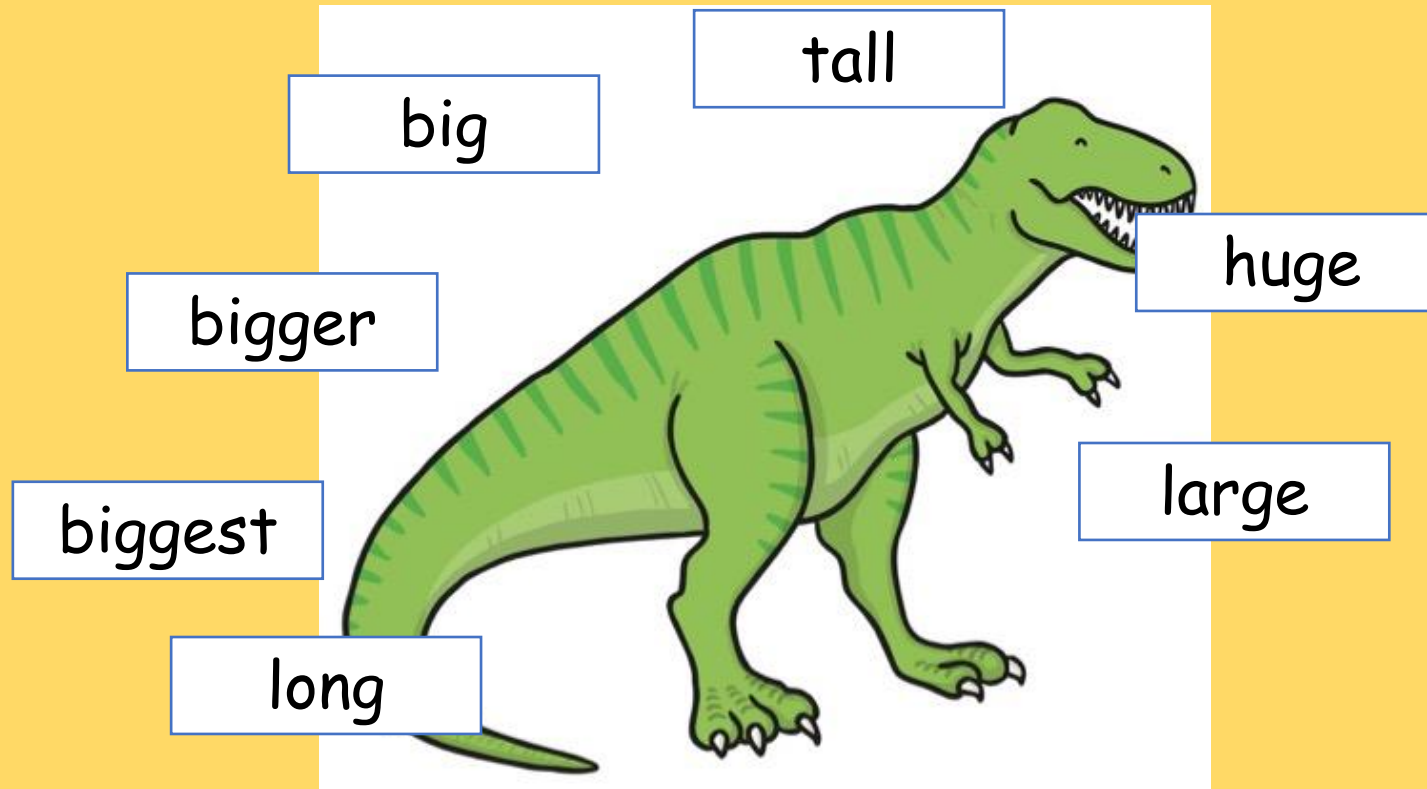
Word bank

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.

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

Date: Tuesday



Recap vocabulary.

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

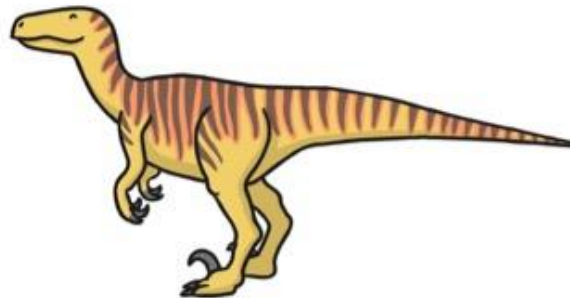
Date: Tuesday

small

smaller

smallest

tiny



short

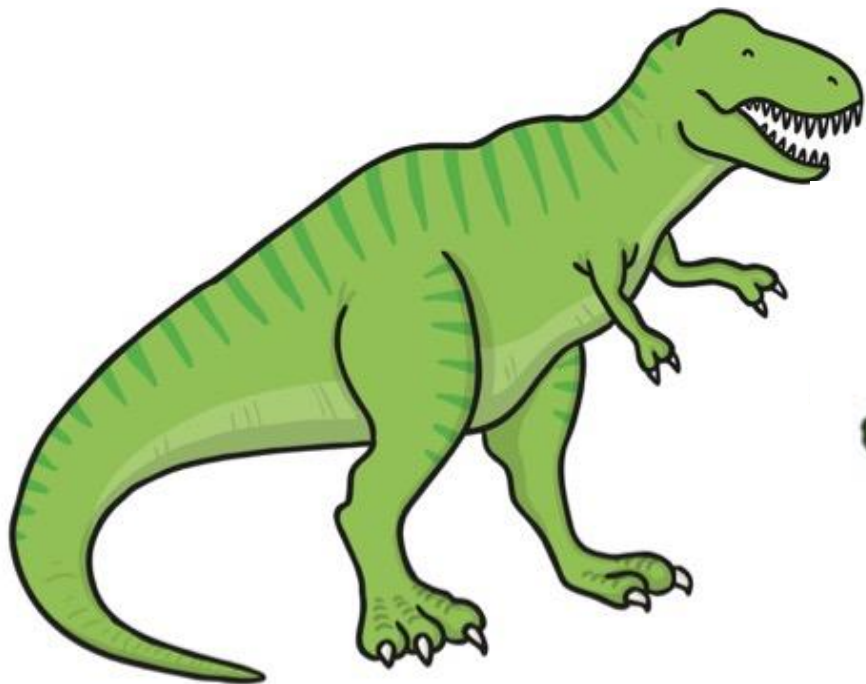
Recap

Growing 6,7,8

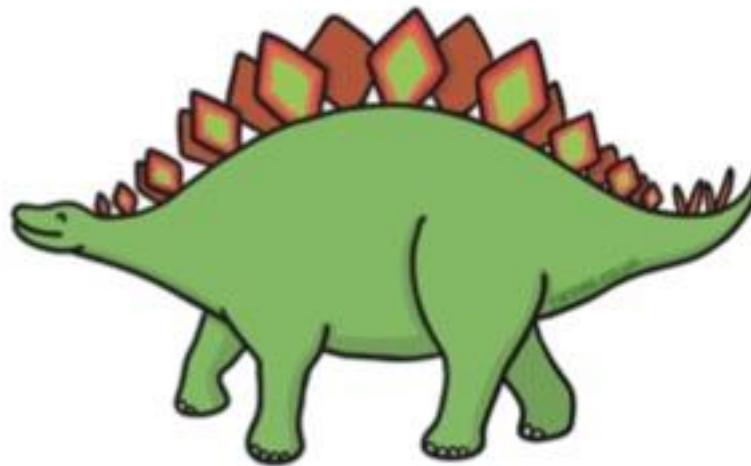
LO: To use key vocabulary to describe different sizes

Date: Tuesday

Biggest/
big



medium



Smallest/
small



recap

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

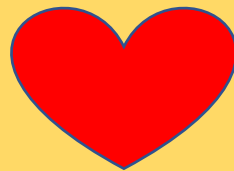
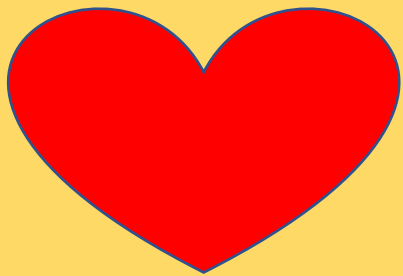
Date: Tuesday

SIZE

Biggest/ big

medium

Smallest/ small



LENGTH



HEIGHT



Recap. Can you make your body tall/ short/ long/ small

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

Date: Tuesday

Wide
Thick



Narrow
Thin



Can you make your
body wide?
Can you make your
body narrow?



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

LO: To order objects in size order

Date: Tuesday

Order:
Big → Small



Can you find 3
different sized
objects and put
them in order
from biggest to
smallest?

Are the pictures in size order?

Can you spend a few seconds putting them in size order/ talking about it?

Can you compare the sizes?

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

LO: To order objects in size order

Date: Tuesday

Order:
Short → Long



Can you find 3
different sized
objects and put
them in order
from shortest
to longest?

Are the pictures in size order?

Can you spend a few seconds putting them in size order/ talking about it?

Can you compare the sizes?

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

LO: To order objects in size order

Date: Tuesday

Order:
Tall → small/short



Can you find 3
different sized
objects and put
them in order
from tallest to
shortest?

Are the pictures in size order?

Can you spend a few seconds putting them in size order/ talking about it?

Can you compare the sizes?

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

LO: To order objects in size order

Date: Tuesday

Order:

widest → narrow
Thick → thin

Can you find 3
different sized
objects and put
them in order
from thickest to
thinnest?

Are the pictures in size order?

Can you spend a few seconds putting them in size order/ talking about it?

Can you compare the sizes?

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

LO: To order objects in size order

Date: Tuesday

Main task

Continue to find objects around your house and put them in size order.

Try with 3 different sized objects and then challenge yourself with 4 or 5 different sized objects.

Can you use the correct vocabulary to compare and describe them

You could even have a go at some of the size ordering worksheets if you want.

