

# 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

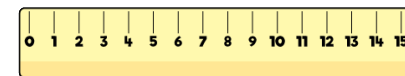
## Prompts for Learning

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?



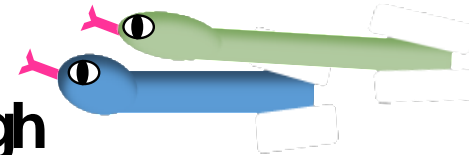
## Enhancements to areas of learning



## 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?

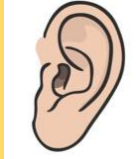
A thick snake? A thin snake?

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



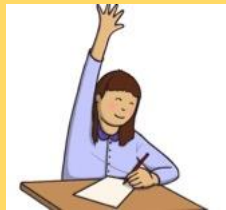
2. Good sitting



3. Good looking



4. Wait for your turn to speak/ answer



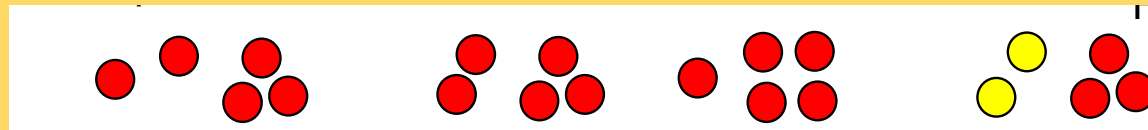
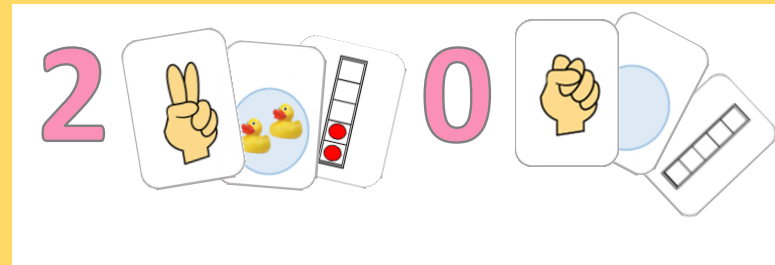
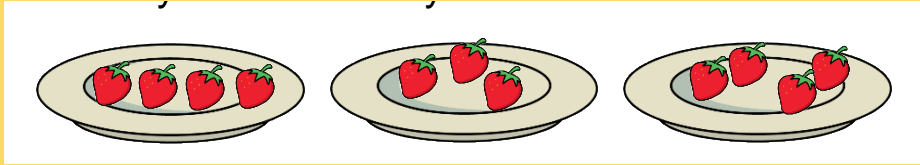
5. Hands to your self



## Word bank

Alive in 5

Date: Spring 1  
(WRM)



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: Wednesday

Smallest/  
small

medium

Biggest/  
big



Can you compare the different sizes?

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

LO: To order objects in size order



Order:  
Tall → Short



Recap: 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: Wednesday



Recap: Can you find 3 objects at home and put them in length order, from longest to shortest

You could even cut up strips of paper and put them in order.

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

LO: To order objects in size order

Date: Tuesday

Can you make your body  
wide?  
Can you make your body thin?



Recap:

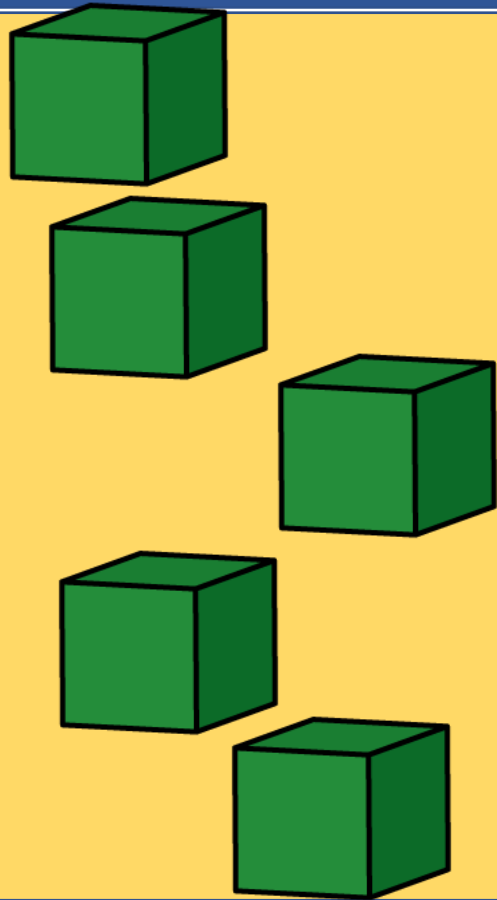


Growing 6,7,8

LO: To use key vocabulary to describe different sizes

LO: To measure different lengths and heights

Date: Wednesday



\*remember to always start at the top/ bottom..never the middle. Make sure there are no gaps.

Where shall I start from?  
How do I know when to stop?  
How big is the flower?  
The flower is.....cubes tall.

Long  
Short  
Tall  
Big  
Small  
Tiny  
Wide  
narrow

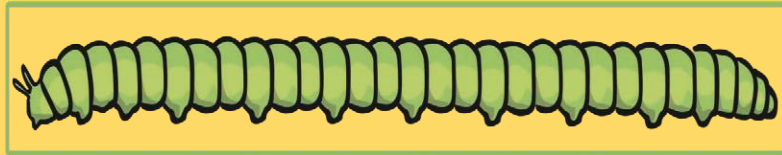
Today we will be learning how to measure different sizes using a range of objects.  
How could I measure the flower using the blocks?

Growing 6,7,8

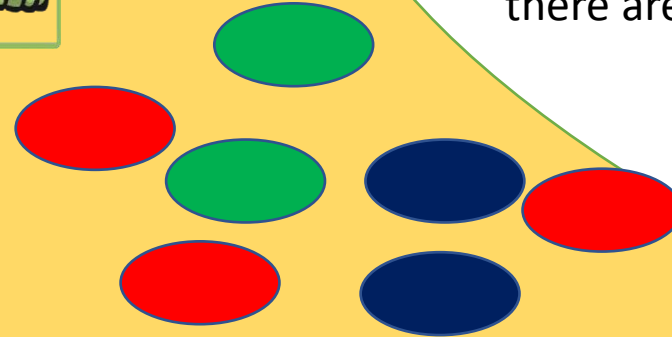
LO: To use key vocabulary to describe different sizes

LO: To measure different lengths and heights

Date: Wednesday



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Make an estimate.. How long do you think it will be?

Where shall I start from?  
How do I know when to stop?  
How big is the caterpillar?  
The caterpillar is.....beans long.

Long  
Short  
Tall  
Big  
Small  
Tiny  
Wide  
narrow

Today we will be learning how to measure different sizes using a range of objects.  
How could I measure the caterpillar using the magic beans?

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

LO: To measure different lengths and heights

Date: Wednesday



Long  
Short  
Tall  
Big  
Small  
Tiny  
Wide  
narrow

Your turn!

Can you find something in your house to measure (spoon/ toy/ coaster etc) – get a few objects  
Now you need the same set of objects to use when measuring (1p coins/ marbles/ dry beans etc)

Growing 6,7,8

LO: To use key vocabulary to describe different sizes

LO: To measure different lengths and heights

Key Questions:

Where will you start from?

How do you know when to stop?

How big is it

Record your findings.



Make an estimate.. How long do you think it will be?

“the spoon is 7 pasta shells long”

\*remember to always start at the top/ bottom..never the middle. Make sure there are no gaps.

Date: Wednesday

Long  
Short  
Tall  
Big  
Small  
Tiny  
Wide  
narrow

Your turn!

I would like you to try measuring household items using something that may substitute cubes/ counters.

Record your findings by making your own worksheet and practise explaining the measurement in a full sentence (verbal).