

Focus: Length and Height
Time: 2 week

## NC

Measure and begin to record length and heights.
Compare, describe and solve practical problems for: length and heights (eg. long/short, longer/shorter, tall/short, double/half).

## Concept Sequence

Compare lengths and heights - use language of length.
Recognise that this changes, depending on what type of length they are describing/comparing. Know that height is a type of length. Look at lengths equal to one another.

Measure length using objects - use non-standard units (cubes, hands, straws...). Units need to be of equal length and in-line with one end of the object with no gaps to be accurate. Longer units are more suitable for measuring the length/height of longer/taller objects.

Measure length using cms - Measure using a ruler. Know that objects can vary in length/size so standard units are required. Measure from 0 cm .

What is the length of the chocolate bar?


The chocolate bar is
 cm .

## Planning Links

Maths No Problem/Aspire Maths/Power Maths
White Rose Scheme of Work:
https://assets.whiterosemaths.com/new-
schemes/Year\%201\%20Spring\%20Block\%204\%20SOL\%20Le ngth\%20and\%20height.pdf

Teddy measures the length of the pencil.


He says,

## Resources

Cubes, Hands, Straws, ruler, metre sticks, non-standard units
Gordons Maths Games, Mathletics, TTRockstars, BBC Super Movers: https://www.bbc.co.uk/teach/supermove rs/ks1-maths-collection/z6v4scw

## Existing Vocabulary

## Measure

Size, compare
Guess, estimate, enough, not enough
Too much, too little, to many, too few
Nearly, close to, about the same as
Just over, just under, same
Metre
Length, height, width, depth
Long, short, tall
High, low
Wide, narrow
Thick, thin
Longer, shorter, taller, higher......
Longest, shortest, tallest, highest....
Far, near, close


Do you agree with Teddy?
Explain why.

