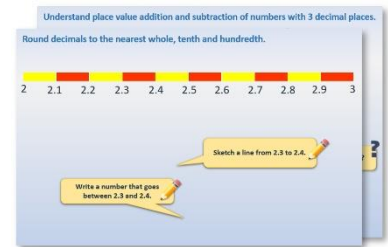


# Year 1: Week 4, Day 5

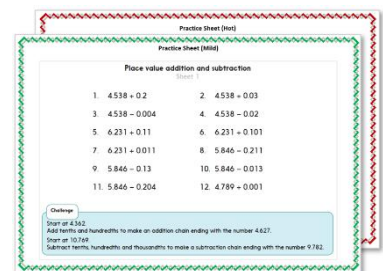
## Measuring height and length (2)

Each day covers one maths topic. It should take you about 1 hour or just a little more.

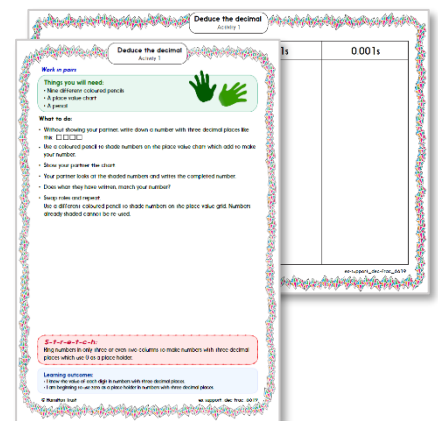
1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



2. Tackle the questions on the **Practice Sheet**. There might be a choice of either **Mild** (easier) or **Hot** (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

## Learning Reminders

Estimate/measure length using cubes/bricks.

Make a tower of bricks and use it to measure your hand span.

Record the hand span measurement on a sticky note.



Amy  
11 bricks

## Learning Reminders

Estimate/measure length using cubes/bricks.

Measure three  
or four others'  
hand spans.

Work together to put  
the hand spans in  
order, smallest first.

Put any identical  
measurements  
alongside one  
another.

10  
bricks

11  
bricks

13  
bricks

14  
bricks

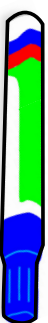
15  
bricks

# Practice Sheet Mild

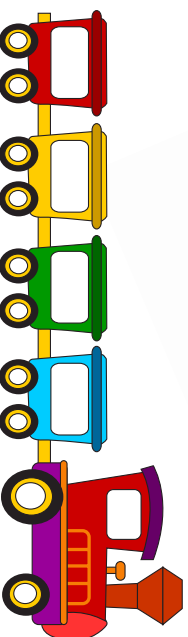
## Measuring with small blocks/Lego bricks

Estimate how many small blocks/ Lego bricks long each pictured object is before measuring and recording the actual length.  
[Estimation is an important skill that helps children to secure their 'mental map' of the relative sizes of numbers.]

A.




B.




C.




D.




E.




F.

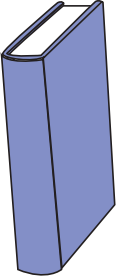



### Challenge

Write the objects in order from longest to shortest.

## Practice Sheet Hot or shorter than a r

Ask an adult to show you how long one metre is on a tape measure. Think of objects which might be shorter or longer than 1 metre. Write or draw them in the table.

Shorter than one metre	Longer than one metre
	

## Challenge

Find something as close to one metre as possible

## Practice Sheet Answers

### Measuring with small blocks/Lego bricks (mild)

#### Challenge

Write the objects in order from longest to shortest.

**B, F, E, D, A, C**

### Longer or shorter than a metre (hot)

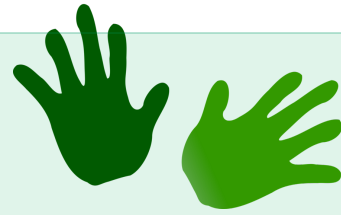
Shorter than a metre	Longer than a metre
<i>Classroom items could include:</i> exercise books short rulers pencils crayons teddy bear...	<i>Classroom items could include:</i> tables if measured along their length drawers measured along their length

## A Bit Stuck? Teddy long legs

### Work in pairs

#### Things you will need:

- Teddies
- Small blocks/Lego bricks
- A pencil



#### What to do:

- Take two teddies.  
Which do you think has longer legs?  
Which do you think has shorter legs?
- Use small blocks/Lego bricks to measure the teddies' legs.
- Write the two numbers of small blocks/Lego bricks. Ring the bigger number.
- Put the teddies back.  
Take two different teddies.  
Measure their legs using small blocks/Lego bricks.  
Write down the two numbers.  
Ring the bigger number.
- Repeat with another pair of teddies.

12 small bricks/Lego cubes	7 small blocks/ Lego cubes
----------------------------------	-------------------------------

#### **S-t-r-e-t-c-h:**

Write all the leg lengths in order, from shortest to longest.

Did the tallest teddy have the longest legs?

Did the shortest teddy have the shortest legs?

#### Learning outcomes:

- I can compare heights and lengths.
- I can measure heights and lengths using small blocks/Lego bricks.
- I can use words like shorter, taller and longer.
- I am beginning to compare more than two heights or lengths.



## Investigation

### Make a stick

1. Find items from around your home which are shorter than one metre. Place them on the carpet.
2. With an adult, find a group of items that - when they are placed end to end - measure one metre in total.
3. Try again with another group of items. You've made a 'metre stick' of things!
4. Turn your back on your metre stick of things. Can you hold your hand above the floor to show an estimate of a metre? Ask someone to check. How close were you?