

Key Words

long/longer/longest
short/shorter/shortest
tall/taller/tallest
big/bigger/biggest
small/small/smallest

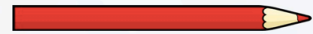
Year One Home Support Guidance - Length and Height

In this unit, children will learn and understand key language such as: long/longer, short/shorter and tall/taller. Children will explore different lengths and will understand that height is a type of length.

Compare Lengths and Heights

First, we will look at comparing objects and people. Children will use key language to create their own sentences. They will also be able to say if anything is the same, building on their previous knowledge of the equals sign (=).

Complete the sentences.



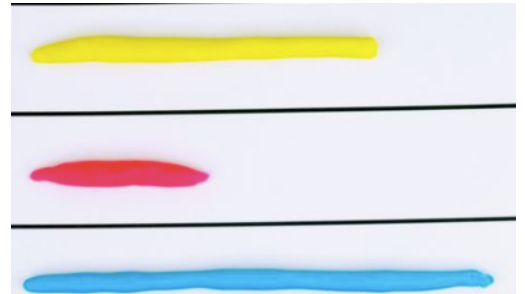
The _____ pencil is shorter than the _____ pencil.

The _____ pencil is longer than the _____ pencil.

How can you help at home?

You could ask your child to pick two or three objects. Which one is taller? Which is longer? Which is shorter? Which is the tallest? Which is the shortest? Which is the longest? How do you know? Encourage them to orally put this into a full sentence i.e. "This car is taller than this car." or "This stick is the longest because it is longer than the others. The rest are shorter."

You could look at using different colouring crayons, strips of paper, toy cars, cubes, carrots, balloons, sticks, socks, play doh etc. Encourage children to line up objects so that they can easily see which is longer, shorter etc. At this stage, focus on your child understanding the language and key words.



You could challenge your child by asking, "Can you find me an object around the house which is longer than X but shorter than Y?"

You could also challenge them to mini investigations. For example, "Which is longer, 10 paperclips or 10 coins?" You could use a variety of different objects to test.

Measuring Lengths and Heights


First, we will look at using non-standard units to measure such as cubes, hands, straws etc. Children need to understand that non-standard units should be exactly in line with one end of the object with no gaps between them to get an accurate measurement. We will then introduce standard measurement by using 15cm rulers.

How can you help at home?

You could use a variety of non-standard items to measure such as: 1p coins, buttons (same size), lego pieces (same size), hands, feet, paper clips, pieces of chocolate or sweets etc. Ask your child to measure different objects around the house.

When your child is familiar and confident, you could start to measure using a ruler. They might find starting at zero rather than the end of the ruler the tricky part! We will be focusing on objects 15cm or smaller. We won't be looking at decimals or halves. You could draw lines, stick masking tape to the floor, collect sticks, roll out play doh, cut pieces of ribbon, string or paper.

In class, we will be looking at answering questions such as:

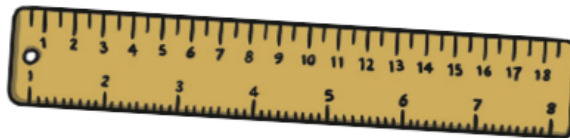
 What is the length of the chocolate bar?



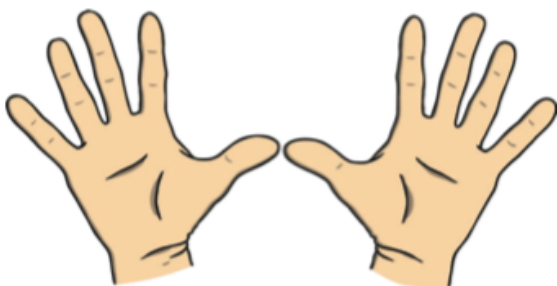
The chocolate bar is cm.

There are few ideas below which you could use to extend this learning to a greater depth.

How many things can you find which measure exactly 15 cm?



Who has the longest finger?
Can you find out?



How long is a £5 note?
Are all notes the same size?



Can you make your own ruler?



Measure the length of your foot. Then measure the distance between your wrist and your elbow. Compare the two distances.

