

Week beginning: 11.1.21
Measurement : Length and Height

YR 1

Session 1

Give your child a basic cm ruler, a number line or a tape measurer/tens stick. The difference between measuring length this week to last week is, that this time we will know exactly how long an object is. Last week we used non-standard measurements where we could use anything to measure with such as hand span, pencils, cubes, paper clips. This week we are using standard measurements such as rulers or tape.

Discuss the following questions with the children.

What do the numbers on the ruler mean? (focus mainly on cm, not so much on mm)

Where should we place the object to start measuring it? (We place it where 0 cm is not right at the beginning of the ruler)

Does the ruler look like anything else we have used? (number line)

Can you count how many cm a banana or a piece of fruit/food measures?

Activity: Give the children items to measure with the ruler or a tape

Record the measurements in your books to the nearest cm, such as: a cube is 2cm long, a felt tip pen is 13cm.

L.O. I can measure objects using a ruler. (This learning objective can be stuck at the top of the page to show the aim of the activity.)

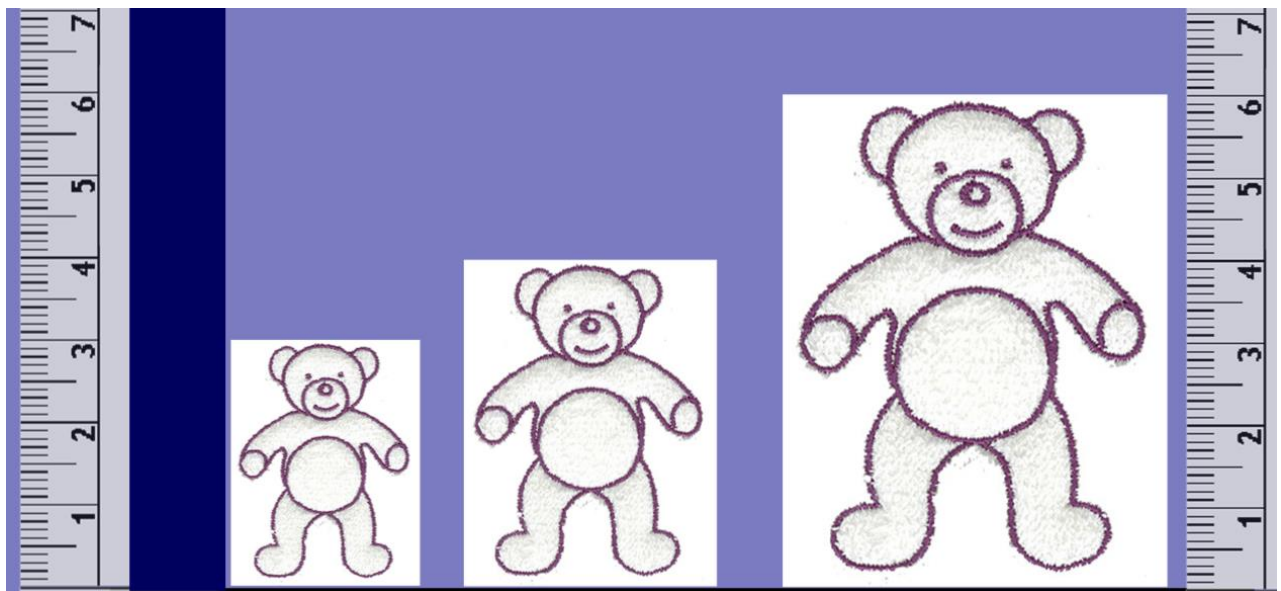
Independent/additional Activity:

Measuring flowers in cm (worksheet available, page 2). Children to measure from the top petal to the soil. Record measurement in the flower head in cm. Feel free to colour in the flowers afterwards.

Session 2

How does using a ruler help us to compare objects?

Using the picture below, ask children questions about the height of the 3 bears. Use mathematical language - tallest, shortest, taller, shorter, centimetres, height.



Activity:

Use some of your toys to measure height in cm. **Worksheet available.**

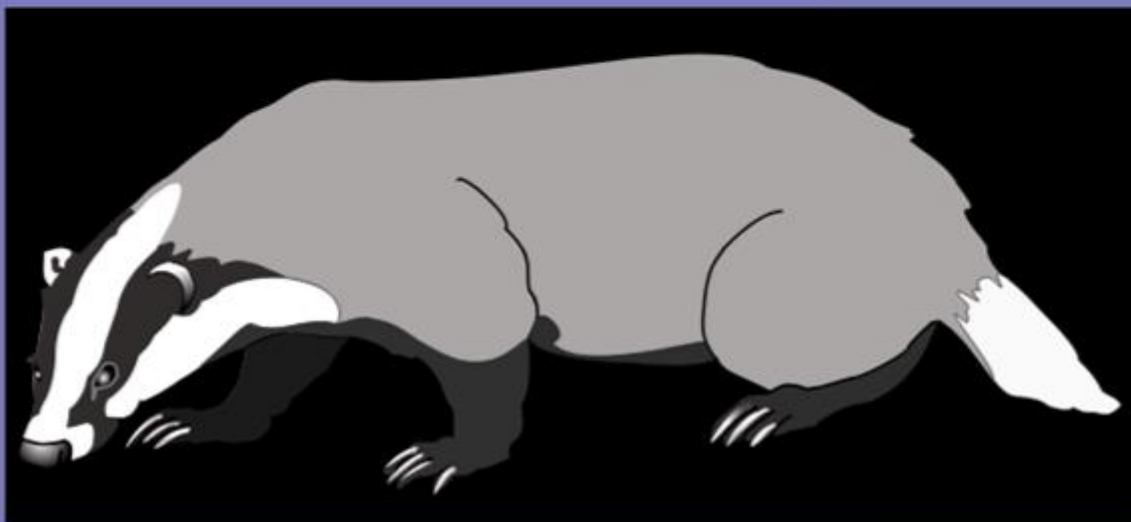
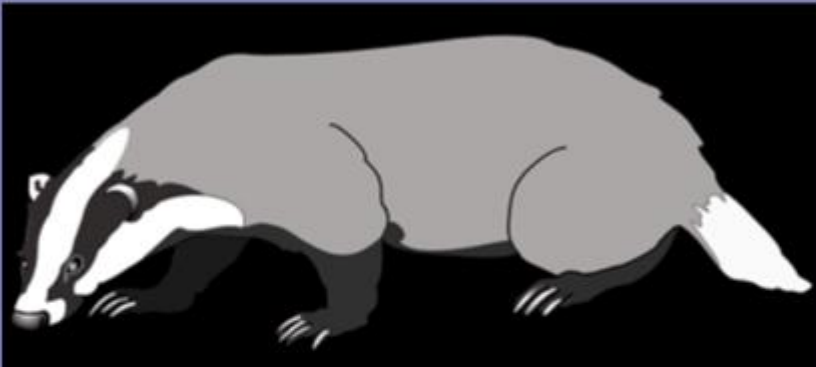
Remind children to use the ruler with zero at the base of the animal and to read the measurement at the animal's highest point. **Please return this piece of work back to school so teachers can mark it.**

Additional activity:

Using the Cuisenaire rods compare their length in cm. Use a basic cm ruler to measure the length of each rod. Record on a whiteboard or post it notes. (We understand parents might not have this resource so please don't feel that you have to do this. However children can build different sized towers using lego bricks and can measure them using a ruler)

Session 3:

Use the picture below to help you solve the problem. Measure and compare the different sizes of badger. Talk with talk partners (parents) about the differences using mathematical language - longest, shortest longer, shorter and length.



How can we record this information?(see below)

Badger 1 is ___ cm long.

Badger 2 is ___ cm long.

Badger 3 is ___cm long.

Badger ___ is the longest.

Badger ___ is the shortest.

Challenge - Can you explain why? E.g. Badger 3 is the longest because 7cm is more than 3 or 4cm.

Session 4

What is the difference in length?

Measure four different coloured pencils. Record your finding.

Pencil 1: Red=3cm

Pencil 2: Blue=5cm

Pencil 3: Green=10cm

Pencil 4: Yellow= 6 cm

How much longer Pencil 3 is to Pencil 1?

How about Pencil 4 to Pencil 2?

Calculate the difference between two numbers, start with the smallest number and count how many steps are until you reach the biggest number. (use your number line) or start with the biggest number and count backwards the steps until you reach the small number.

Session 5

Can you work out the difference between the following numbers? Use rulers, number lines or tape to help you work it out. Count up or down from one number to the other.

3 cm and 9 cm

10 cm and 13 cm

5 cm and 1 cm

14 cm and 7 cm

10 cm and 4 cm