

Monday

Watch Seesaw lesson video

Collect a range of objects around your house or garden. You could even use things you might find out on your daily walk, like leaves, or sticks. Compare the height and length of your items, like in the video. Can you line up your objects in height or length order? Can you describe which is the longest and which is shortest? Show us a photo on seesaw!



CHALLENGE: can you find something that is **half** the length or height of another object?

Year 1 Home and In School Learning

Maths - w/c 25.01.21

This week we are focusing on

Length and Height



Key learning area:

- Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
- Measure and begin to record lengths and heights

Remember to share anything you have done on SeeSaw!

Thursday

Choose something you can use as a unit to measure. It needs to be something that is the same size- e.g. dried pasta, cubes, lego pieces, or paper clips.

1 item= 1 unit. **See seesaw video for guidance.** Use them to measure the following items to find out how many units in length:

- Your foot
- A pen or pencil
- A book

Then, find objects that measure:

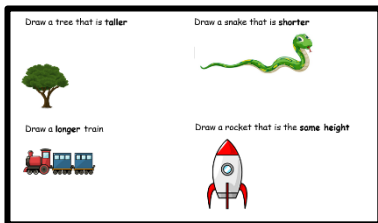
- 2 units
- 4 units
- 6 units
- 10 units



Record your findings in the table below.

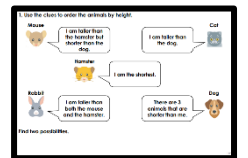
Tuesday

Have a look at the pictures below. Can you follow the instructions to draw a picture next to it? Look out for the words that will give you a clue - longer, shorter, taller, same. This activity is also set on seesaw (to reduce the need for printing).



Friday

Have a look at the selection of reasoning problems below. Choose at least 2 that you would like to solve (or all of them if you're up for a challenge!).



Games:

- Can you use your hands or feet to measure? E.g. measure the size of the rooms in your house, or the height of your family members.
- <https://uk.splashlearn.com/measurement-games>

Tuesday

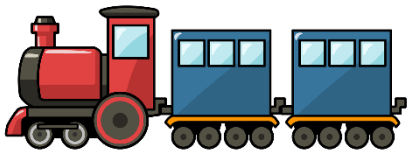
Draw a tree that is **taller**



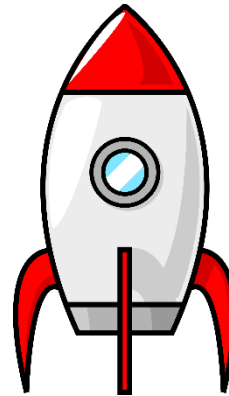
Draw a snake that is **shorter**



Draw a **longer** train






Draw a rocket that is the **same height**



Thursday

I am using _____ to measure.

| Object | Length |
|---|------------------|
| Your foot  | _____ units long |
| Pen or pencil  | _____ units long |
| Book  | _____ units long |
| | 2 units long |
| | 4 units long |
| | 6 units long |
| | 10 units long |

The _____ is longer than the _____ .

The _____ is shorter than the _____ .

Friday

Making Longer, Making Shorter

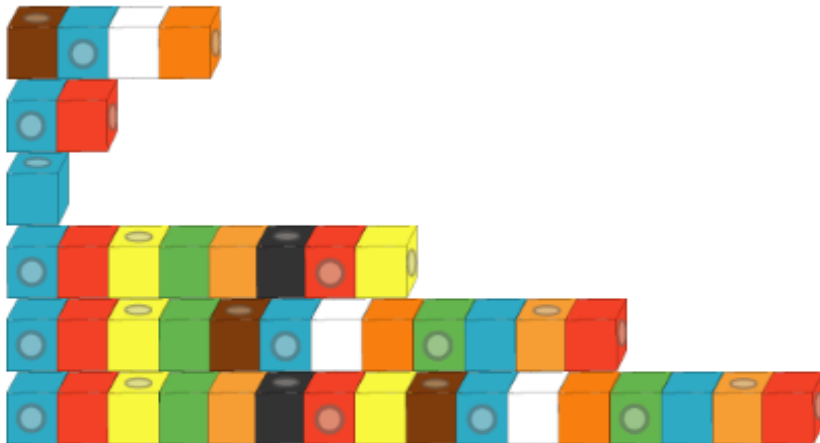
Age 5 to 7 ★★

First, Ahmed used interlocking cubes to make a rod four cubes long:



- How many cubes did he need to make a rod twice the length of that one?
- How many cubes did he need to make one three times the length?
- How many cubes did he need to make one four times the length?
- How many cubes did he need to make a rod half the length of his first one?

These rods are the ones Ahmed made:



- Which one is twice the length of Ahmed's first rod?
- Which one is three times the length?
- Which one is four times the length?
- Which one is half the length of his first rod?

4a. Sam measured an object in his classroom.

The object was 7 straws long.

What could Sam have measured?

Explain your reasoning.

5a. Jenny's shoe is 5 sticks long.

Her coat is 15 sticks long.

Her school bag is longer than her shoe but shorter than her coat.



How many sticks long could her bag be?



Friday

1. Use the clues to order the animals by height.

Mouse



I am taller than the hamster but shorter than the dog.

Cat



I am taller than the dog.

Hamster



I am the shortest.

Rabbit



I am taller than both the mouse and the hamster.

Dog



There are 3 animals that are shorter than me.

Find two possibilities.