

Length, Height, Distance

Guidance

Children begin by using language to describe length and height, e.g. the tree is tall, the pencil is short. When making direct comparisons, they may initially say something is big or bigger than something else. Encourage them to use more specific mathematical vocabulary relating to length (longer, shorter), height (taller, shorter), and breadth (wider, narrower)

They move onto make indirect comparisons using identical objects such as blocks or cubes to measure each item, e.g. The sand tray is 5 bricks long. The table is 4 is blocks long. The sand tray is longer than the table. They may also compare distances to see which is further or nearer.

Other Resources

Titch – Pat Hutchins

Tall – Jez Alborough

Where's My Teddy – Jez Alborough



Prompts for Learning

Opportunities for comparing length or height will arise naturally through the children's talk and play. For example, they may compare the height of their towers or sandcastles, or see who has the longest scarf, or who can thread the longest string of beads.

Ask them to compare heights with their friends.

Can they find a friend who is taller than them? Shorter than them? About the same size as them? Can they measure their heights using blocks?



Provide each child with a paper 'footprint' can they find items which are longer than their foot, shorter, about the same size? Can a small group arrange their footprints in size order by making direct comparisons?



Provide pots and soil for children to plant sunflower seeds. Encourage them to measure the height of their plants using cubes as they grow.

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Construction

Challenge the children to build towers the same height as themselves.

How tall is the tallest tower they can build?

Can they build a short tower?

Can they build beds for Daddy Bear, Mummy Bear and Baby Bear?



Small world






Provide materials for the children to construct bridges for the cars. They will need to consider how long, how wide and how high they want their bridges to be and select which blocks to use.

Who can push their car the furthest? How will they measure this?

Enhancements to areas of learning

Maths

Have a variety of pieces of ribbon, lace, string. Ask the children to make direct comparisons with a given length (E.g. a piece of ribbon taped to the table) and sort the lengths into the same as, longer than and shorter than the given length. They could also line the lengths up in order from longest to shortest.

Shorter	The same length	Longer
		

Dough



Encourage the children to use mathematical language relating to length as they play. Ask: Can you make a long snake? A short snake? A thick snake? A thin snake? Show me the longest snake you can make. How many blocks long is your snake