

This week we are looking at measuring length and height.

<p>Monday</p>	<p>Quick warm-up: Draw a number line on your child’s whiteboard but only write the first number. Then silently point to a marker in the number line and ask your child what number it would be. Check by counting out loud. Repeat pointing to a different marker. Change the number you have written at the beginning of the number line, or write a number at the end of the number line instead, so that your child needs to count backwards.</p> <p>Activity: Have three objects on the table. Ask your child how they would go about putting them in order of height. Then ask them to put them in order from smallest to tallest.</p> <p>Have some non-standard units of measurement available (e.g lego, bricks of the same size, books the same thickness etc) and ask your child to find out how tall each of the objects are. Record the results.</p> <p>Challenge: How much taller is ___ than ___? (We count up from the smallest number. So for example, if the cup was 6 lego bricks high and the mug was 9 lego bricks, we would say to put 6 in your head and count on your fingers to 9 – the mug is three bricks taller than the cup).</p> <p>You can also ask ‘how much shorter is ___ than ___?’ or ‘what is the difference in height between ___ and ___?’</p>
<p>Tuesday</p>	<p>Quick warm-up: Do you remember the days of the week – sing the song together. If today is Tuesday, what day was it yesterday? What day will it be tomorrow? What day comes after ...?</p> <p>Activity: Today you will be making estimates and measuring in non-standard units.</p> <p>They should find one leaf, and then find another that is shorter and one that is longer than the first leaf. They arrange the three leaves in order and stick to a piece of paper.</p> <p>Show the non-standard units you will be measuring with (e.g lego, cubes, pennies), making sure that they are the same length. Ask your child to write an estimate of how long each of the leaves are.</p> <p>Then measure each of the leaves in turn. Remind your child that it is really important that when you measure, you align at the bottom and make sure that each unit is touching.</p>
<p>Wednesday</p>	<p>Quick warm-up: Practice number bonds to 10 – you say a number and they show on their fingers what you add to yours to make 10. Then swap roles and your child says the number and you show the fingers – but they have to check whether you are showing the correct number.</p> <p>Activity: Walk across or a short way around the garden, with your child following you in a line. Then say that we will do this again, but this time</p>

we will count as we go. Walk slowly counting in unison as you go. When you get back to where you started, discuss how many steps you counted – what a lot!

Repeat if possible. Is it the same number of steps this time?

Put different markers in the garden/ a room in your home and ask your child to estimate (make a good guess) at how many steps it would take to get there. Ask your child to write down their estimate. Do this for three different locations. Then check – how close were your estimates. Record the actual distances.

From door to tree		From the kitchen to the bathroom		From the bedroom to the garden	
Estimate	Actual steps	Estimate	Actual steps	Estimate	Actual steps

Thursday

Quick warm-up: Draw a toy on your child’s whiteboard and put a price tag on them (e.g.12p). Ask your child what coins they could use to pay for the toy. Have coins available for your child to use.

Activity: Look at the snake worksheet below (if you don’t have a printer, you can draw a few snakes instead). Have available some non-standard units to measure with and ask your child to estimate first how long each snake is. Then to measure and record the actual length.

Challenge: If your child is ready to could introduce them to standard units of measurement – cm and show them how to use a ruler accurately to measure the snakes.

Friday

Quick warm-up: Count forwards and backwards to 20. Or count forwards and backwards in 2’s, 5’s or 10’s.

Activity: Let your child experiment with homemade ramps (you can use books, board game lids) and cars to see which car travels the furthest distance. Create a table to record the results and then compare distances.



Your child might then adjust the height of the ramps by adding more blocks to raise the base, exploring whether this makes the cars travel further.

Measuring – this can be done in non-standard units, e.g. crayons, cards from a deck of cards). Your child might want to use a tape measure.

Which car travelled furthest? How do you know?

Does changing the height of the ramp make a difference to the distance the cars travel?

How do you think we could measure the distance?

Snake lines

The worksheet contains ten snakes, each with a corresponding empty box for labeling:

- Snake 1: A short, slightly curved snake with 5 segments. Box: []
- Snake 2: A medium-length snake with 8 segments. Box: []
- Snake 3: A short, slightly curved snake with 5 segments. Box: []
- Snake 4: A long snake with 12 segments. Box: []
- Snake 5: A medium-length snake with 8 segments. Box: []
- Snake 6: A long snake with 12 segments. Box: []
- Snake 7: A short, slightly curved snake with 5 segments. Box: []
- Snake 8: A long snake with 12 segments. Box: []
- Snake 9: A short, slightly curved snake with 5 segments. Box: []
- Snake 10: A short, slightly curved snake with 5 segments. Box: []

The page is framed by a blue border with numbers 1-100 in a snake-like path:

- Top edge: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
- Right edge: 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50
- Bottom edge: 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80
- Left edge: 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

