

Year 1 – Measure: Length and Height (Approximately 2 weeks)	
Objectives from Progression Document	measure and begin to record lengths and heights compare and describe lengths and heights, e.g. long/short, longer/shorter, tall/short, double/half solve practical problems for lengths and heights
Previous Learning	compare length, using comparative language, such as ‘than’ use comparative language to group objects
Vocabulary	estimate, close to, about the same as, just over, just under, too many, too few, not enough, enough, length, width, height, depth, long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest, Low, wide, narrow, deep, shallow, thick, thin, far, near, close, metre, ruler, metre stick
Key fact(s)	To know that height is a type of length To know that a ruler can be used to measure items, using centimetres To know that ‘cm’ means centimetres
Number facts for fluency	Fluency Bee Stage 3: Add 2 (including commutativity)
DfE Ready to Progress Guidance Pages https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf	1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = pages 13-15
NCETM Ready to Progress Exemplification https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/	1NPV-2 Numbers to 20 in the linear number system
Problem Solving and Reasoning Skills Objectives	identify the key information given in a one-step puzzle or word problem
Pre-assessment:	EYFS measure: length - compare length, using comparative language



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Sequence of Learning						
White Rose Small Steps	Learning Intention	Key Questions	Sentence Stems	Problem-solving links	Comments	Extension and Greater Depth Opportunities
Compare lengths and heights (1NPV-2)	To use mathematical language to compare lengths and heights of objects	Which object is longer? How do you know? Which object is taller? How do you know? Which object is shorter? How do you know? What is the difference between "longer" and "taller"? Why is it important that you line the objects up before you compare them? Can two different objects have the same length? How do you know?	___ is longer than ____. ___ is taller than ____. ___ is shorter than ____. Before I can compare lengths or heights, I need to make sure that...	How Tall? (maths.org) Problem-solving skills Compare Length and Height (BBC) Long and Short Tall and Short	Children may confuse the words "longer" and "taller". If children do not line up the objects they are comparing, they may decide incorrectly which is longer/taller. Children may think that two different objects cannot be equal in length/height.	Eva, Dexter and Rosie are comparing ribbons that they have. Unfortunately, Dexter has lost his ribbon. He says, "My ribbon is shorter than Rosie's, but longer than Eva's." Eva Rosie Dexter How long could Dexter's ribbon be? A long brick is twice the length of a short brick. Which is longer: 2 long bricks or 3 short bricks? 3 long bricks or 5 short bricks? Measure objects in your classroom with these items. • cubes • hands • sticks Which object is the longest? Which is the shortest? How do you know? Using classroom equipment, can you find an object which is longer than your rubber but shorter than your pencil? Can you find a friend who is shorter than you but taller than your other friend? Challenge to add length of 2 or 3 objects and then compare with different set.
Measure length using objects	To measure lengths and heights using non-standard units of measure	What could you use to measure the length/height of this object? Why do you have to use objects that are the same size to measure something? What would happen if you chose a different unit to measure the object? Where do you need to start/end measuring? Which object is longer/taller/shorter? How do you know? How much longer/taller/shorter is the ___ than the ___?	The length/height of the ___ is ___ cubes. The ___ is longer/taller/shorter than the ____. The ___ is ___ cubes longer/shorter than the ____.	Measure using objects Measure length with cubes Build cube trains to measure length Measure height with cubes Build cube trains to measure height	Children may think that they can use a combination of different objects to measure a length. When comparing lengths, children may think that they can use a different unit of measure for each item.	
Measure length in centimetres (1NPV-2, 1NPV-2)	To measure lengths and heights using a ruler, and centimetres	What does "cm" mean? Why is it helpful to have a standard unit of measure? Where do you need to begin measuring from? How does using a ruler help you to compare the lengths/ heights of objects? Which object is longer/taller/shorter? How do you know? How much longer/taller/shorter is the ___ than the ___? What could you do if the object is not lined up exactly with a number on the ruler?	The ___ is ___cm long/tall. The ___ is longer/taller/shorter than the ____.	Measuring in cm Measure using a cm ruler	Children may measure from the start of the ruler rather than from zero. Children may just look at the final number without ensuring that the ruler is lined up so that zero is at the beginning of the object. For measures that are not an exact number of centimetres, children may be unsure what to do.	
Post-assessment:		WRH end of block length and height assessment – snip as feel appropriate				