

Follow this link for the weekly videos – Session 1, 2 and 4

<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8-week-3/>

Reception – Spring Phase 5 – Growing 6, 7 & 8



Length and Height

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 bigger than something else. Encourage them to use more specific mathematical vocabulary relating to length (longer, shorter), height (taller, shorter), and breadth (wider, narrower)

Encourage the children to make indirect comparisons using objects such as blocks or cubes to measure items. E.g. The sand tray is 4 blocks long. The table is 5 blocks long. The sand tray is shorter than the table.

Other Resources

The Giraffe who got a Knot – John Bush
Titch – Pat Hutchins
Tall – Jez Alborough
Jack and the Beanstalk – Traditional
Jim and the Beanstalk – Raymond Briggs

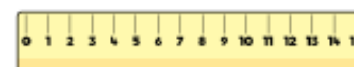
Prompts for Learning

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



Support each child to make 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 a selection of measuring items for the children to explore. E.g. rulers, tape measures, trundle wheels, height charts. The children may also like to create their own height charts and tape measures and use them to measure items inside and out.



Provide pots and soil and seeds for the children to plant. Encourage them to find ways to measure, compare and record the height of their plants as they grow.



Length and Height

Construction

Build a tower or a road. Challenge the children to build a tower the same height as yours, a shorter tower, a taller tower. A longer road, a shorter road.



How tall is the tallest tower they can build?
Can they build beds or chairs 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.

They could also investigate who can push their car the furthest?

How will they measure this?



Enhancements to areas of learning



Workshop

Provide a variety of ribbon, lace, string. Ask the children to cut pieces and make direct comparisons with a given length (E.g. a piece of ribbon taped to the table) Can they 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.

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?