



Maths

Measurement

Need a coherently planned sequence of lessons to complement this resource?

Lesson Breakdown

Returns our suggestion for the most coherent and progressive sequence to teach this area of Year 1 Maths. Works on the White Rose Maths scheme of learning although we have not aimed to mirror the exact order of the scheme.

Understanding Length and Height (1): Height Comparison
This lesson teaches children to compare the heights of familiar objects, of height such as tall, short, taller, shorter, tallest and shortest. The lesson includes a presentation, activity sheets and our favourite Drawing in Memory Cards that we use to consolidate learning.

NC Statement: Compare, describe and solve practical problems for lengths and heights.
Lesson Aim: To compare the heights of objects.

Measuring Length and Height (1): Measure Height (Using Non-Standard Units)
This lesson teaches children to measure the height of objects using non-standard units. The lesson includes a presentation, activity sheets and our favourite Drawing in Memory Cards that we use to consolidate learning.

NC Statement: Measure and begin to record lengths and heights.
Lesson Aim: To measure height using non-standard units.

Understanding Length and Height (2): Length Comparisons
This lesson teaches children to compare the length of various objects. They are taught to use the words 'longer', 'shorter', 'taller', 'shorter and shorter'. The lesson includes a presentation, activity sheets and our favourite Drawing in Memory Cards that we use to consolidate learning.

NC Statement: Compare, describe and solve practical problems for lengths and heights.
Lesson Aim: To compare the length of objects.

Introduction

This unit will introduce children to the concept of measurement in different areas, such as length and height, capacity, weight, money and time. Children learn the vocabulary they will need to compare and describe measurements and develop their measuring skills through solving practical problems. The children explore both non-standard and standard units of measure and apply their skills of measuring and recording in a wide range of real-life contexts. They also learn to recognise events in chronological order, an language related to dates and begin to tell the time on an analogue clock.

Assessment Statements

By the end of this unit, children working towards the expected level will be able to:

- describe and compare lengths, heights, capacities, weights and times using simple vocabulary;
- measure lengths, heights, capacities, weights and using non-standard units;
- recognise some coins and notes;
- put two or three simple events in chronological order;
- recognise and use the names of the days of the week and know some months of the year;
- tell the time to the hour on an analogue clock and draw the hands;
- reason about measurements to solve simple practical problems.

Children working at the expected level will be able to:

- describe and compare lengths, heights, capacities, weights and times using mathematical vocabulary;
- measure lengths, heights, capacities, weights and times using a standard and non-standard unit;
- know the value of coins and notes;
- sequence four or five events in chronological order;
- order the days of the week and months of the year;
- tell the time to the hour and half past the hour on an analogue clock;
- draw the hands on an analogue clock face to the hour and half past the hour;
- understand fully numbered scales such as mass or money (to 100);
- reason about measurements to solve practical problems.

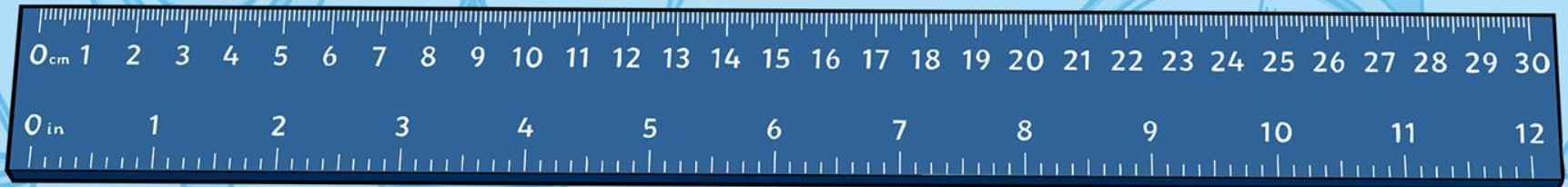
Measurement
Maths Year 1 (1) Core and Progression Overview

The aim of this overview is to support teachers using First Maths to show the most coherent and progressive sequence to teach each area of maths. We also want to fully support teachers who use the White Rose Maths scheme of learning to make full use of the resources available within First Maths, whenever possible. Lesson packs have been matched to each of the annual steps on the White Rose Maths scheme of learning.

Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)		Number: Addition and Subtraction (within 10)			Geometry: Shape		Number: Place Value (within 20)		Consolidation		
Spring	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume			Consolidation
Summer	Number: Multiplication and Division (Multiples of 2, 5 and 10 to be included)		Number: Fractions		Geometry: Capacity and Volume	Number: Place Value (within 100)		Measurement: Money	Time		Consolidation	

Length Comparisons



Aim

- To compare the length of objects.

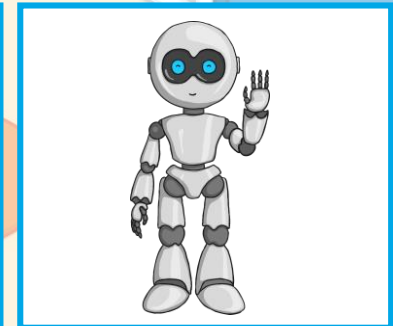
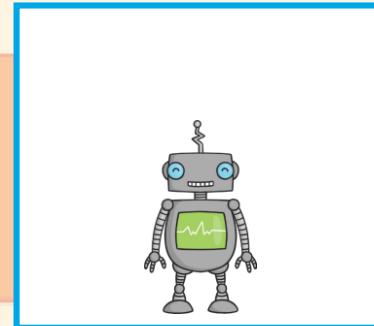
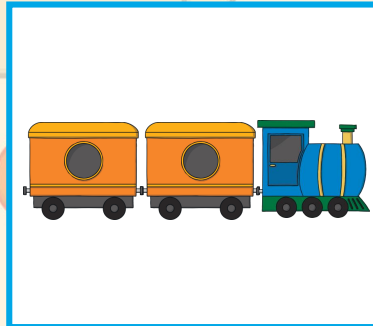
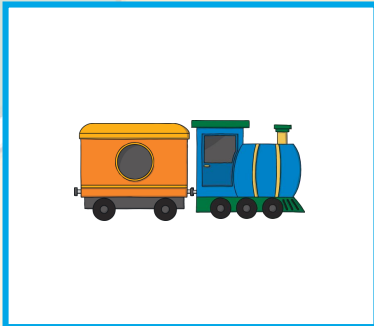
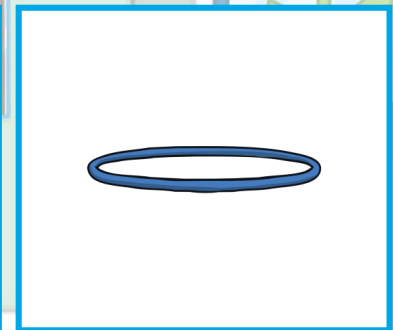
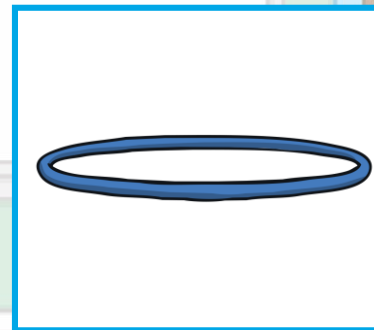
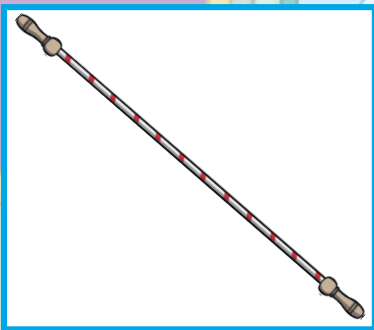
Success Criteria

- I can say which object is longer.
- I can say which object is shorter.
- I can describe and compare lengths.

Remember It



Look at each pair of toys.
How are they **similar**? How are they **different**?



Describe a toy and see if your friend can spot the toy you are describing.

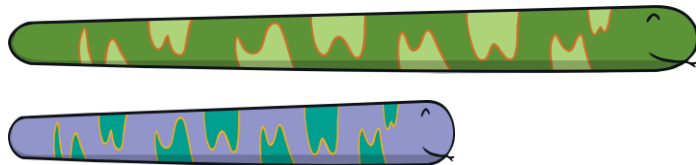
Remember It



length

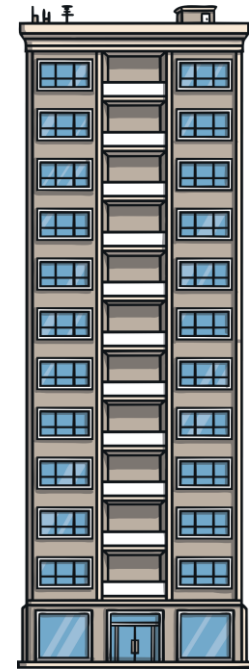
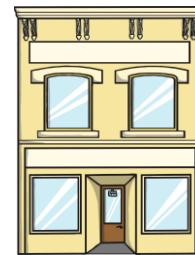
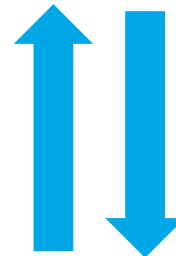


Describes how **long** or **short** something is.



height

Describes how **tall** or **short** something is.

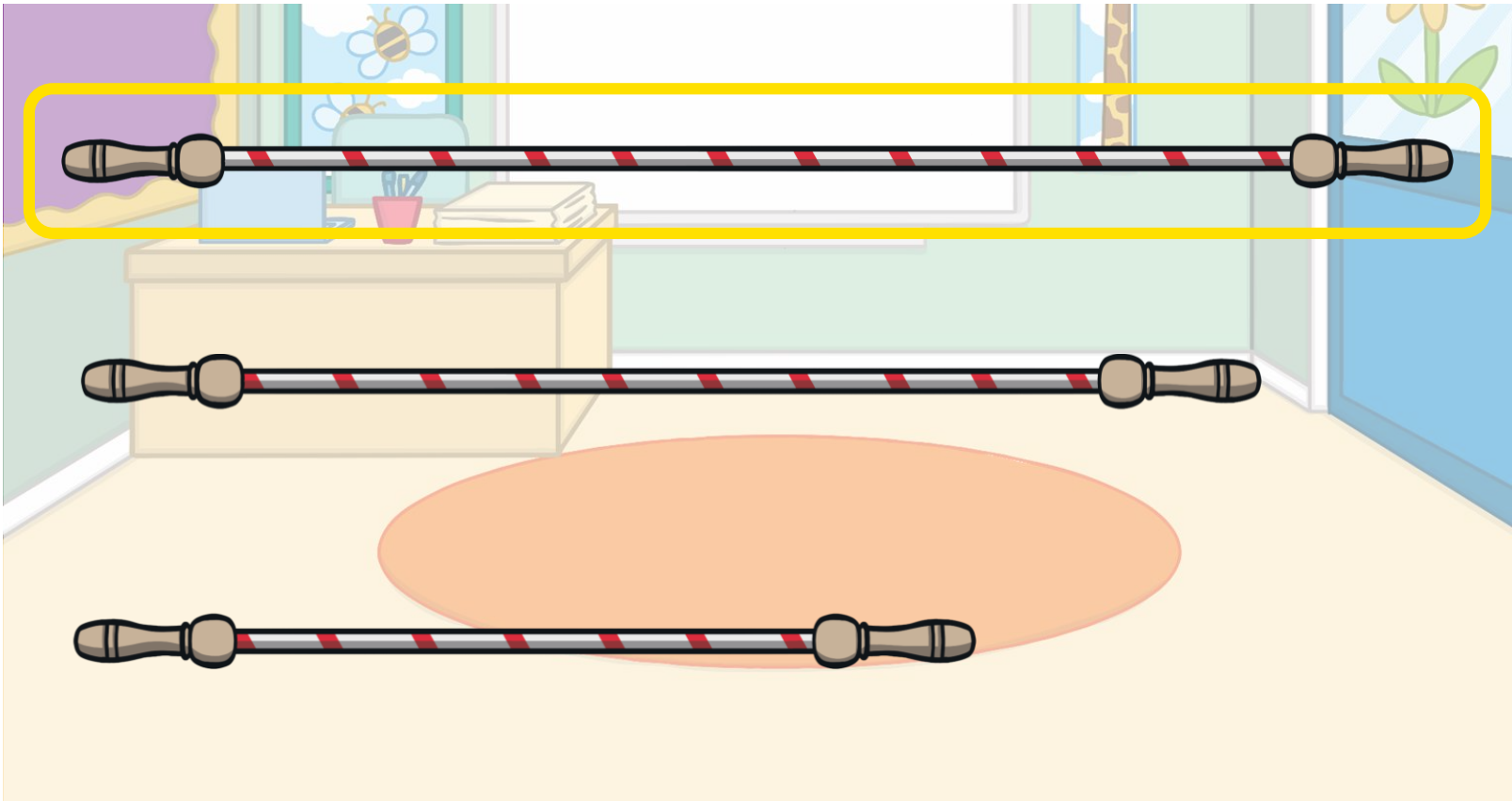


Today we will be describing **length** using these words:
long longer longest **short shorter shortest**

Longest



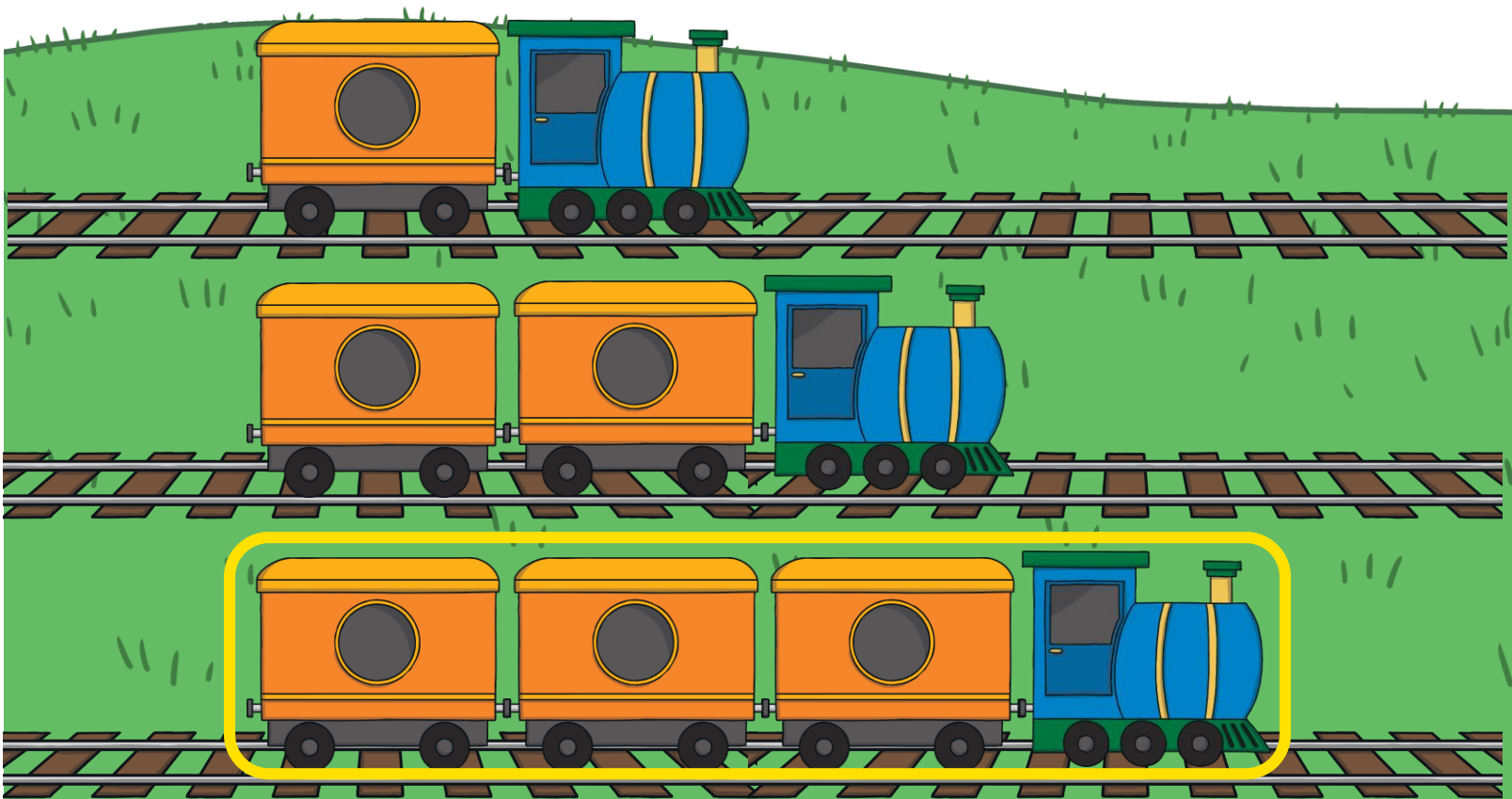
Which is the longest? How do you know?



Longest



Which is the longest? How can you prove it?



Longest



Which doll has the longest arms? Convince me.

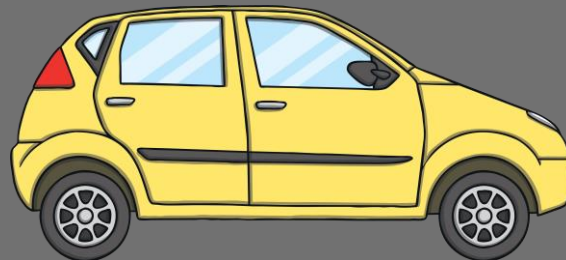
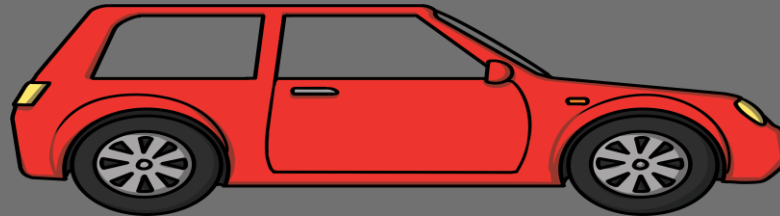
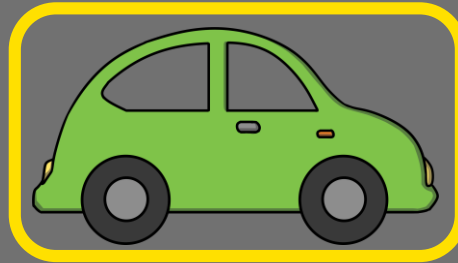


Can you find someone with longer arms than you?

Shortest



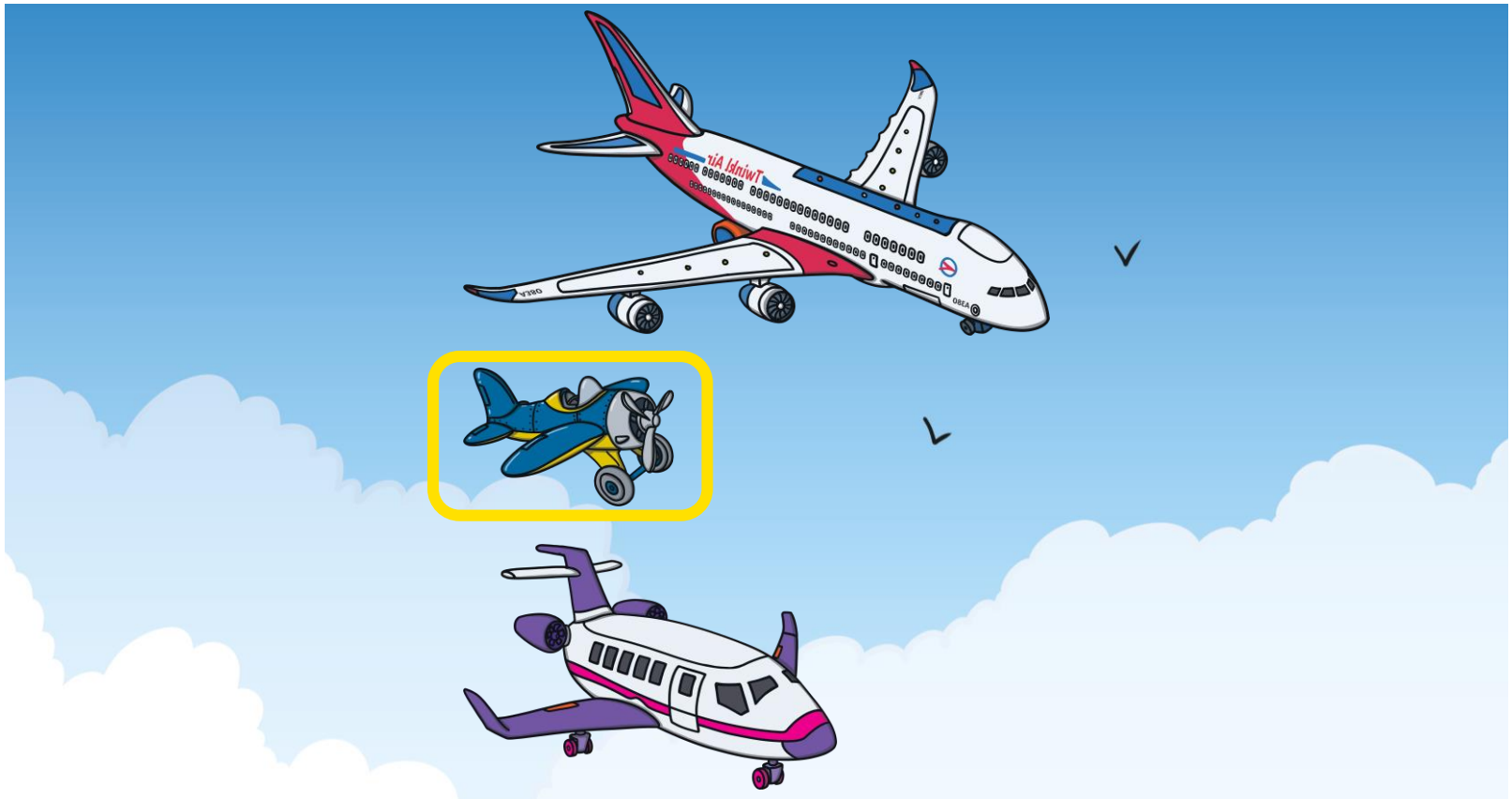
Which is the shortest? How do you know?



Shortest



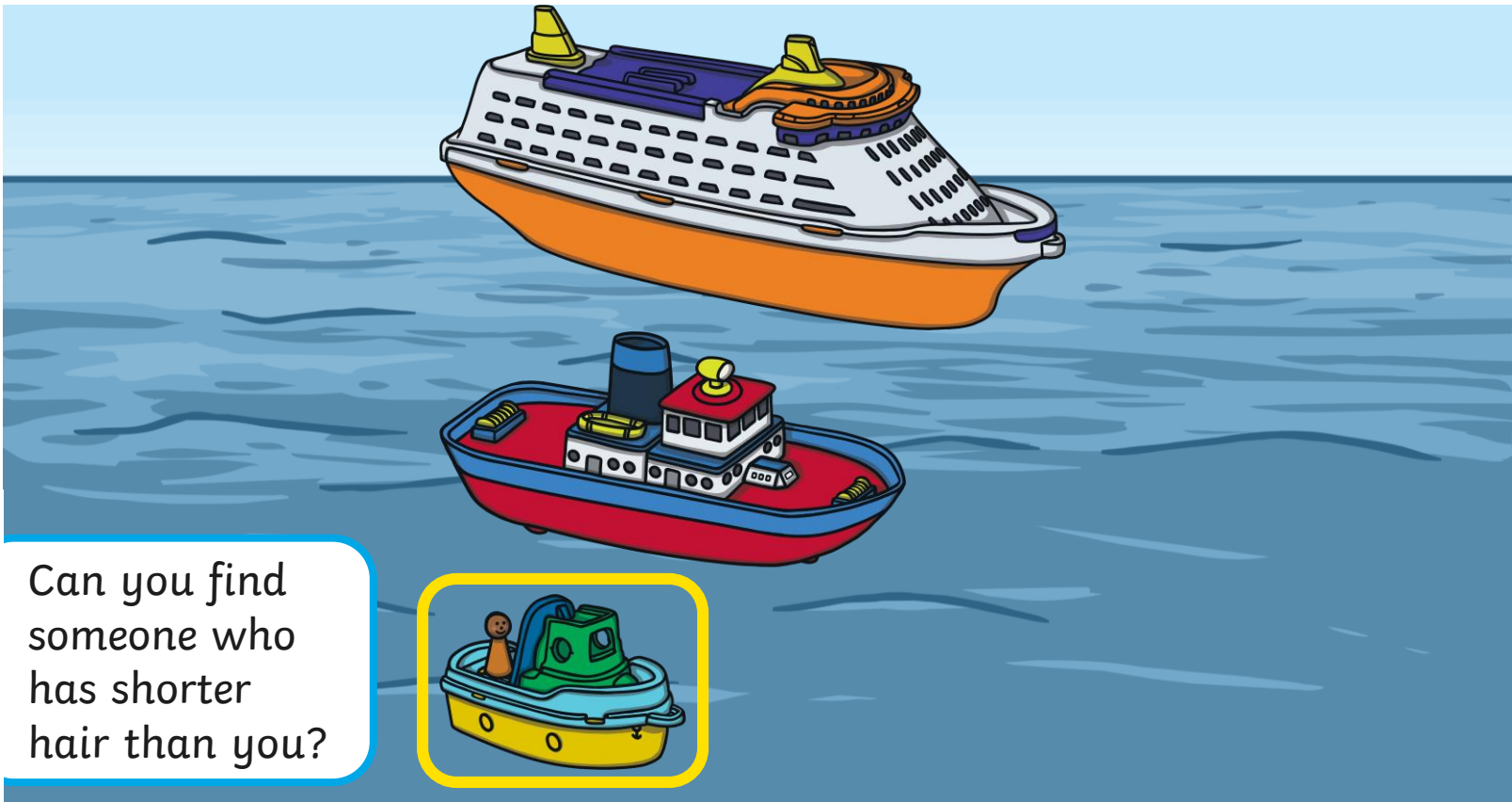
Which is the shortest? How can you prove it?



Shortest



Which is the shortest? Convince me.



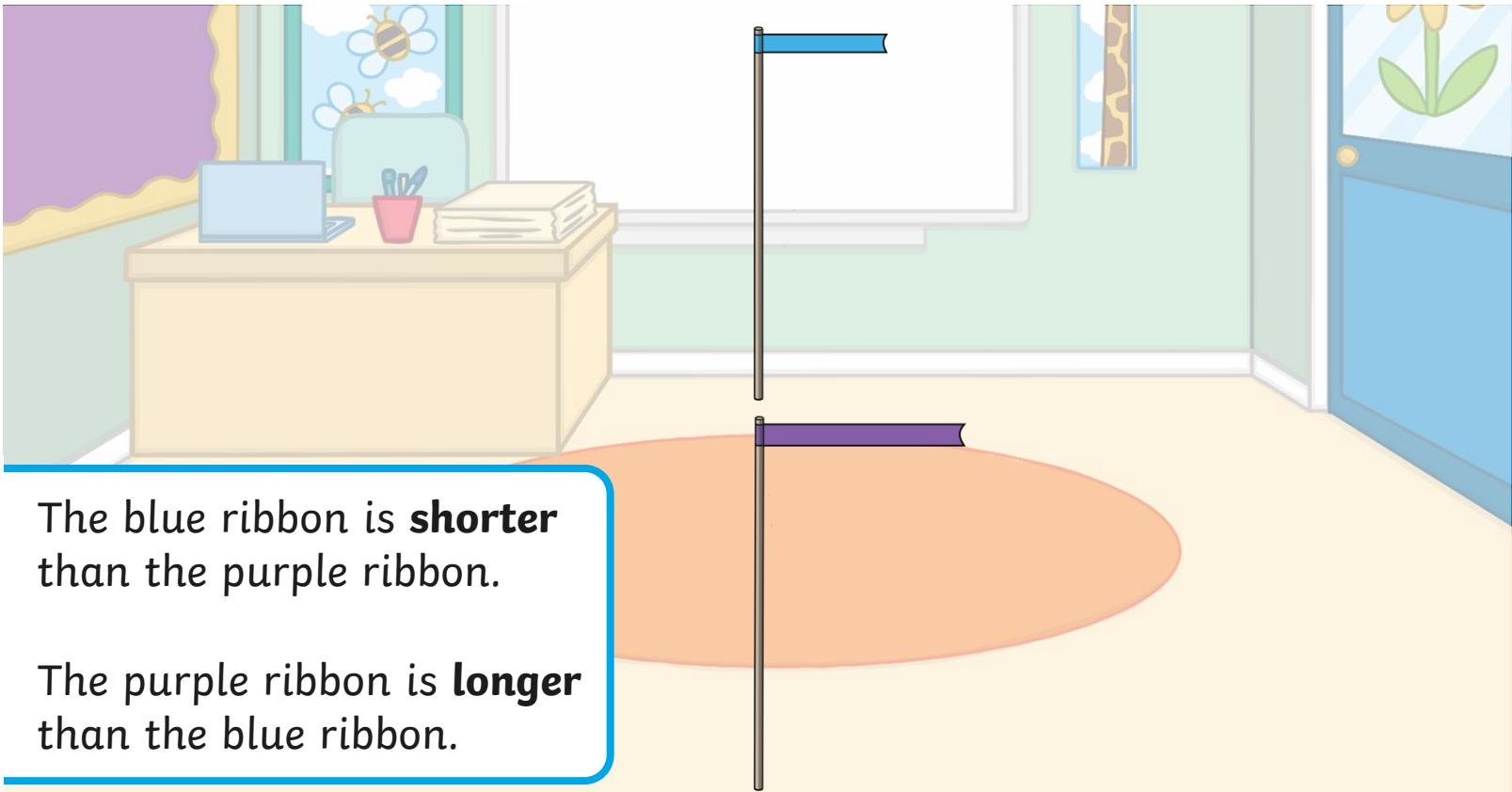
Can you find someone who has shorter hair than you?



Compare Lengths



Which ribbon is shorter? Which is longer?



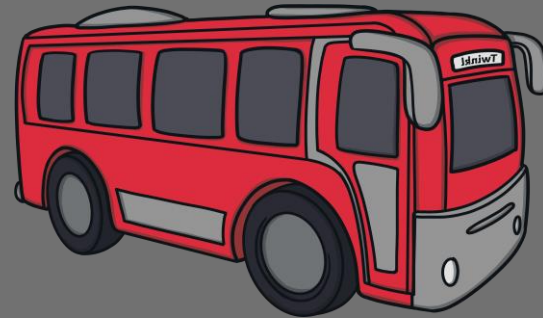
The blue ribbon is **shorter** than the purple ribbon.

The purple ribbon is **longer** than the blue ribbon.

Compare Lengths



Which is shorter? Which is longer?



The yellow bus is **longer** than the red bus.

The red bus is **shorter** than the yellow bus.

Compare Lengths



We should line objects up carefully (if we can) to see which is longer or shorter.

Which is longer?

Pencil A is longer than pencil B.

A



B



Is Jakob correct? How do you know?

Compare Lengths

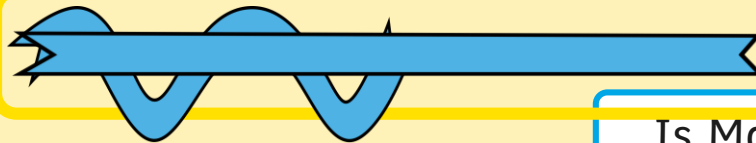


We should straighten objects (if we can) to see which is longer or shorter.

Which is longer?

I think ribbon B is longer than ribbon A.

A



B

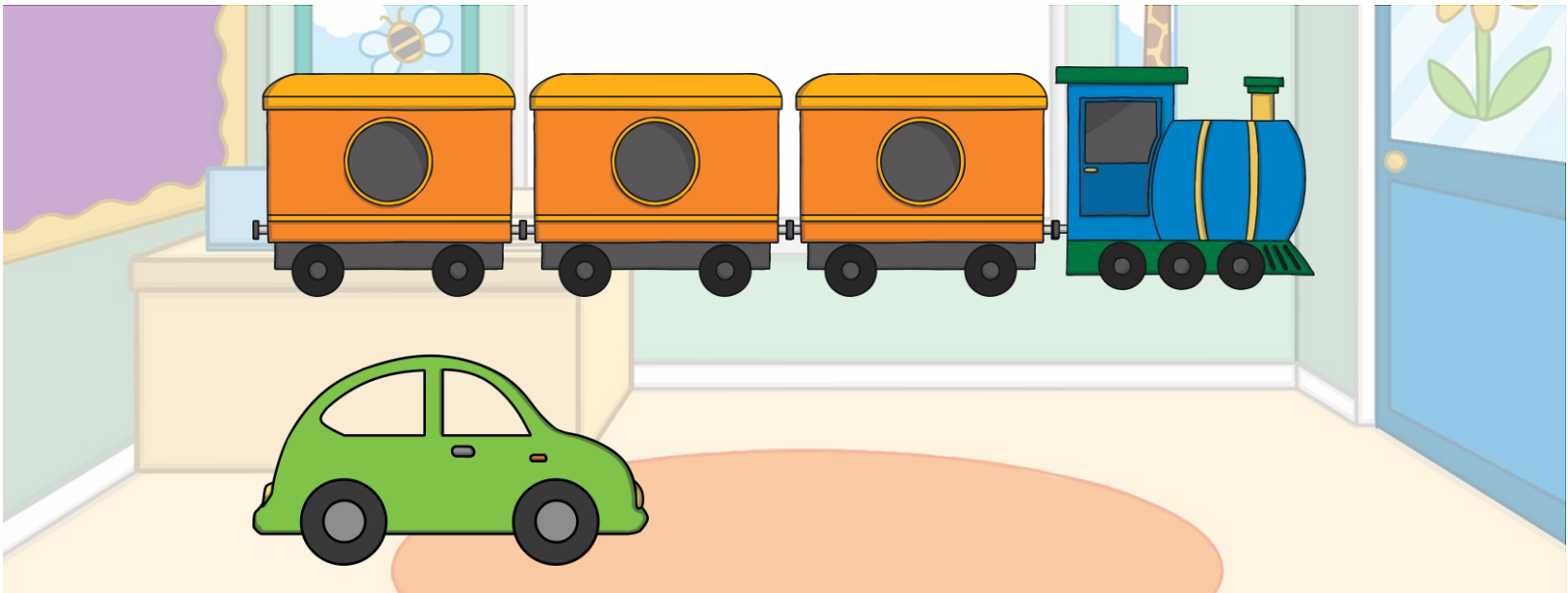


Is Maya correct?
How do you know?

Compare Lengths



Use the words **shorter** and **longer** to complete these sentence.



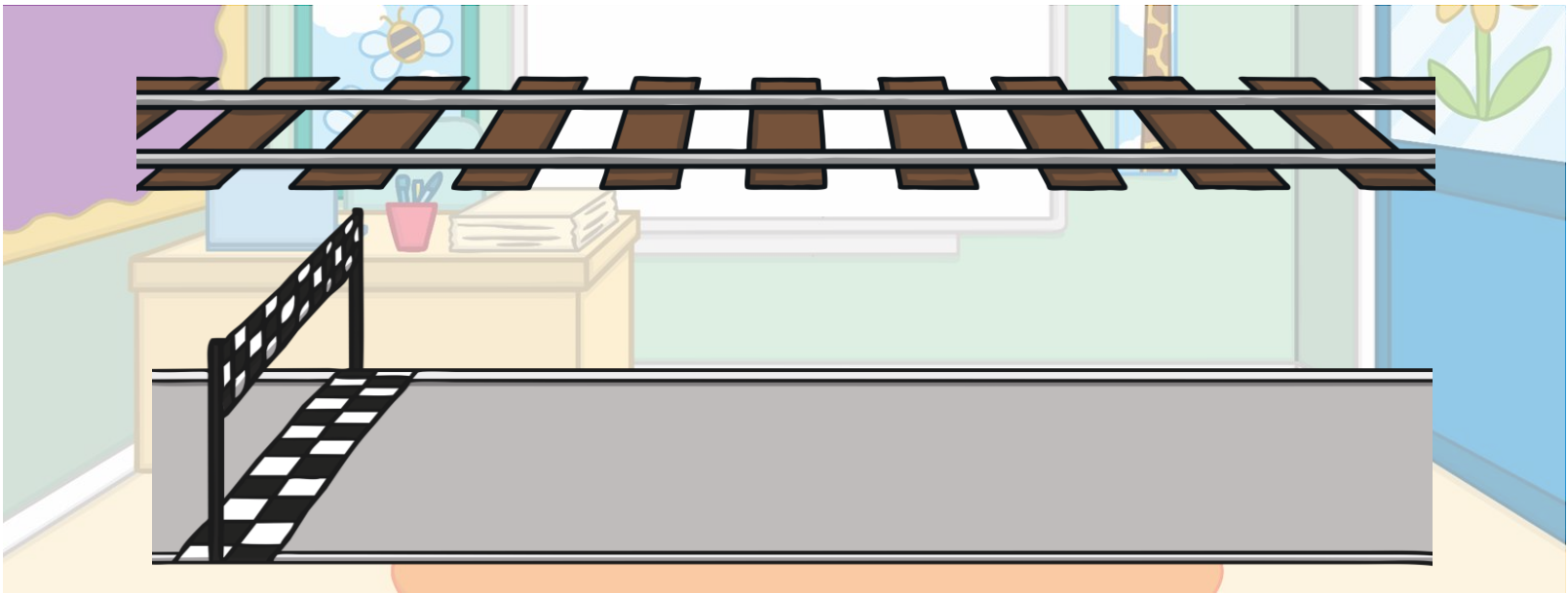
The train is longer than the car.

The car is shorter than the train.

Compare Lengths



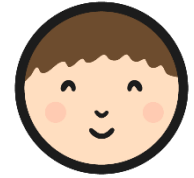
Compare the length of the tracks.



The train track is the **same** length as the car racing track.

The car racing track is the **same** length as the train track.

Longer or Shorter?



Longer or Shorter?

To compare the length of objects.

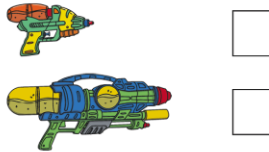
Tick the shortest.



Tick the longer.



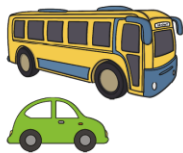
Tick the longest.



Tick the shortest.



Complete the sentences using longer or shorter.



The bus is _____ than car.
The car is _____ than bus.

Complete the longer or shorter.



The tractor is _____ than the train is _____.

Longer or Shorter?

To compare the length of objects.

Draw a longer toy.



Draw a shorter.



Complete the sentences using longer or shorter.



The motorbike is _____ than the plane.
The plane is _____ than the motorbike.

Complete the longer or shorter.

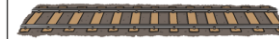


The dinosaur is _____ than the hedgehog.
The hedgehog is _____ than the dinosaur.

Longer or Shorter?

To compare the length of objects.

Draw a toy that is longer than the snake but shorter than the train track.



Complete the sentences using shorter and taller.



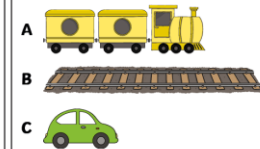
The ribbon is _____ than the skip ball.
The skip ball is _____ than the ribbon.

Complete the sentence.



C is _____ than B.

Order the toys from longest to shortest.



Diving into Mastery

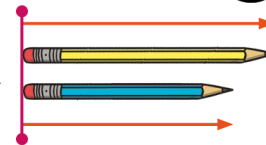
Dive in by completing your own activity!



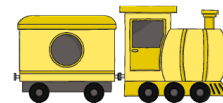
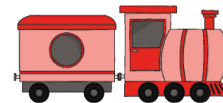
Length Comparisons



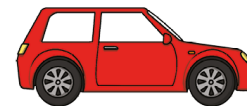
Which pencil is the longest? Which pencil is the shortest?



Compare the toys using the words **longer**, **shorter** and the **same**.



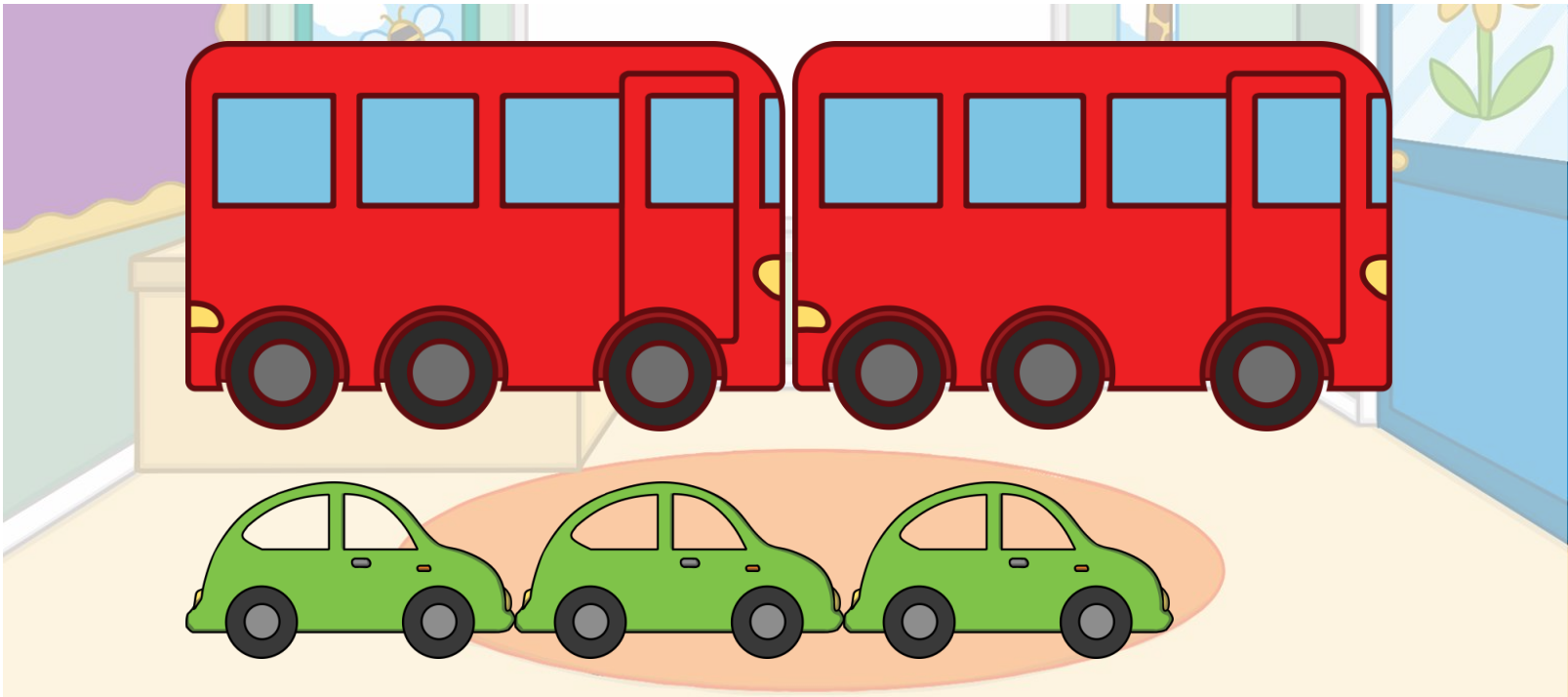
Find three things **longer** than this toy car.



More Than One



Which is longer, 2 buses or 3 cars? Explain how you know.



2 buses are longer than 3 cars.

Aim



- To compare the length of objects.

Success Criteria

- I can say which object is longer.
- I can say which object is shorter.
- I can describe and compare lengths.

