



Maths

Measurement

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

Lesson Breakdown

Below is our suggestion for the most coherent and progressive sequence to teach this area of Plant Maths steps on the White Rose Maths scheme of learning although we have not aimed to mirror the exact order in which the resources are presented.

Understanding Length and Height (1): Height Comparison
 This lesson teaches children to compare the heights of familiar objects, in height such as tall, short, taller, shorter, tallest and shortest. In this lesson all children are encouraged to compare objects with the presentation, activity sheets and our fantastic Diving in Mastery Cards that are available in the Year 1 pack.

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
 Allow children to explore measuring the height of objects using non-standard units. The children are encouraged to use the understanding of measuring length and height that they have developed in the previous lesson. The lesson pack also includes our Diving in Mastery Cards that give opportunities for children to apply their 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, in length including long, longer, longest, short, shorter and shortest. The lesson pack also includes our Diving in Mastery Cards that give opportunities for children to apply their 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 measurement and develop their reasoning 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 wider range of real life contexts. They also learn to sequence events in chronological order, use 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 length, 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 length, heights, capacities, weights and times using standard and non-standard units;
- know the value of coins and notes;
- sequence familiar events in chronological order;
- 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 a ruler or measuring jug;
- reason about measurements to solve practical problems.

Measurement
 Maths Year 1 Steps to Progression Overview

The aim of this overview is to support teachers using Plant 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 Plant Maths. Wherever possible, lesson packs have been matched to each of the small 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			
Summer	Number: Multiplication and Division (Multiples of 2, 5 and 10 to be included)		Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Time		Consolidation	

Height Comparisons



Aim

- To compare the heights of objects.

Success Criteria

- I can identify which object is taller.
- I can identify which object is shorter.
- I can use accurate vocabulary to describe and compare heights.

Remember It



How are these dolls the same?
How are they different?



Describe one of the dolls and see if your friend
can spot the one you are describing.

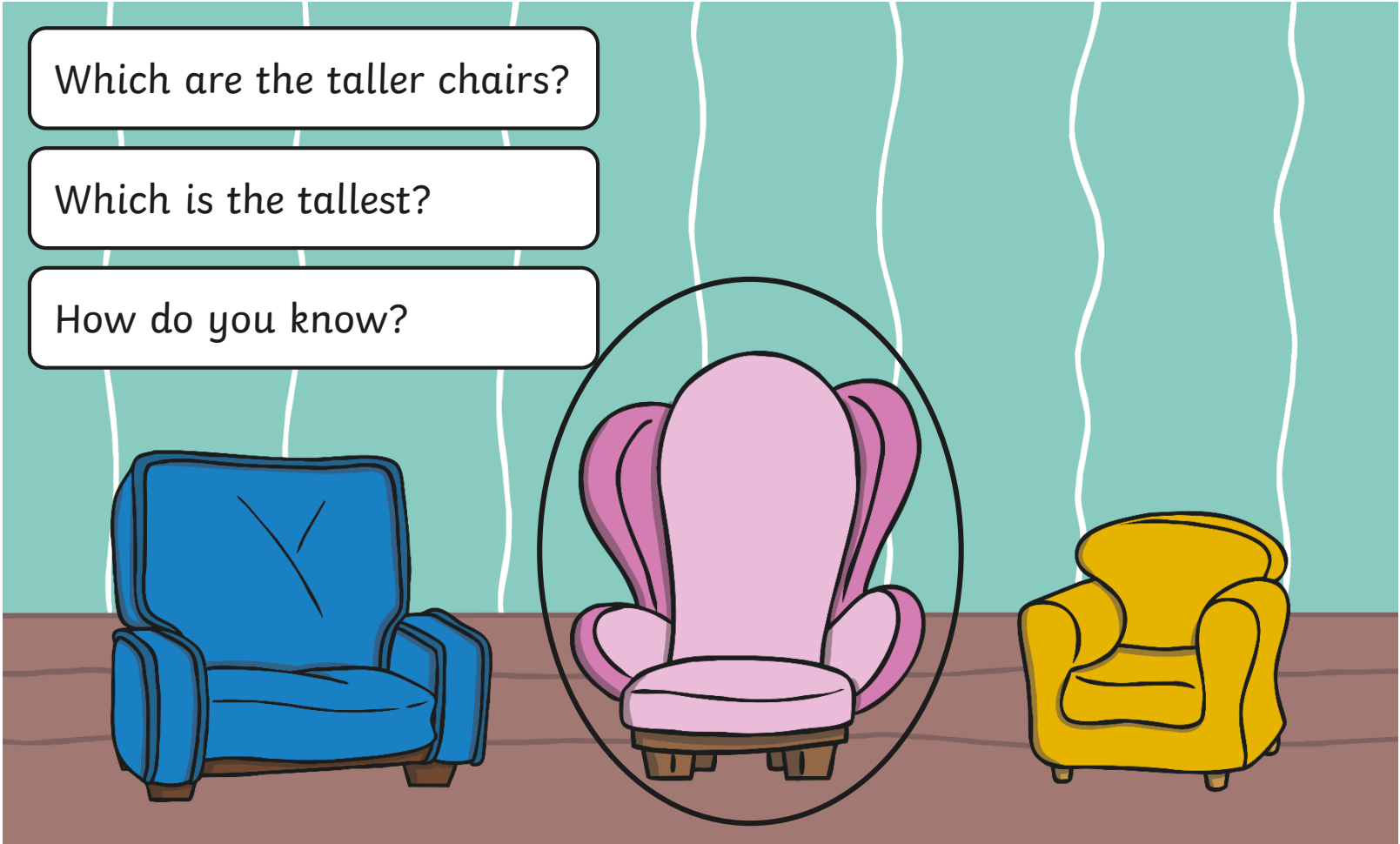
Tallest



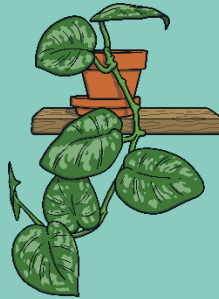
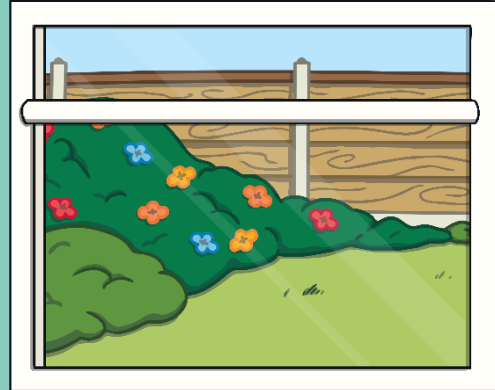
Which are the taller chairs?

Which is the tallest?

How do you know?



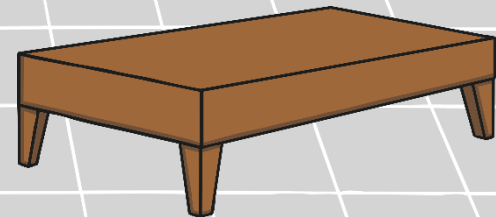
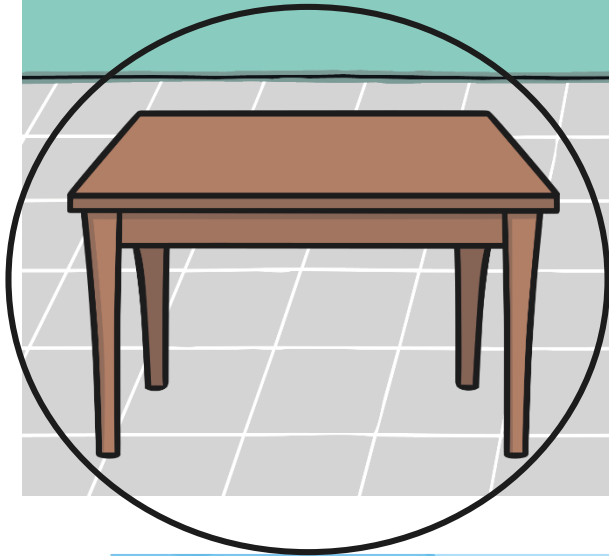
Tallest



Which tables are taller?

Which is the tallest?

How can you prove it?



Tallest



Which children are taller?

Who is the tallest?

Convince me.

Can you find someone taller than you?



Shortest



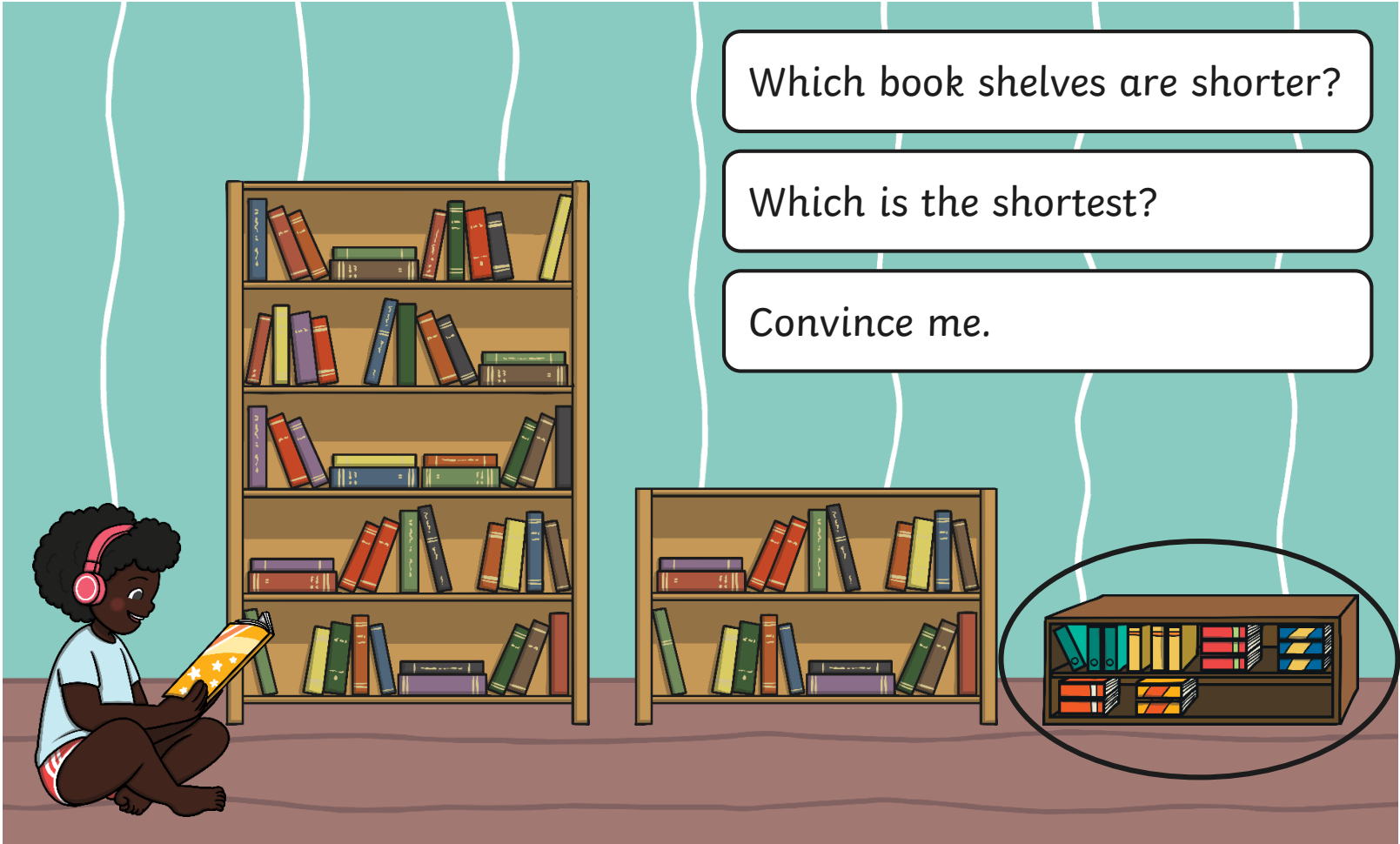
Which hoop stands are shorter?

Which is the shortest?

How do you know?



Shortest



Which book shelves are shorter?

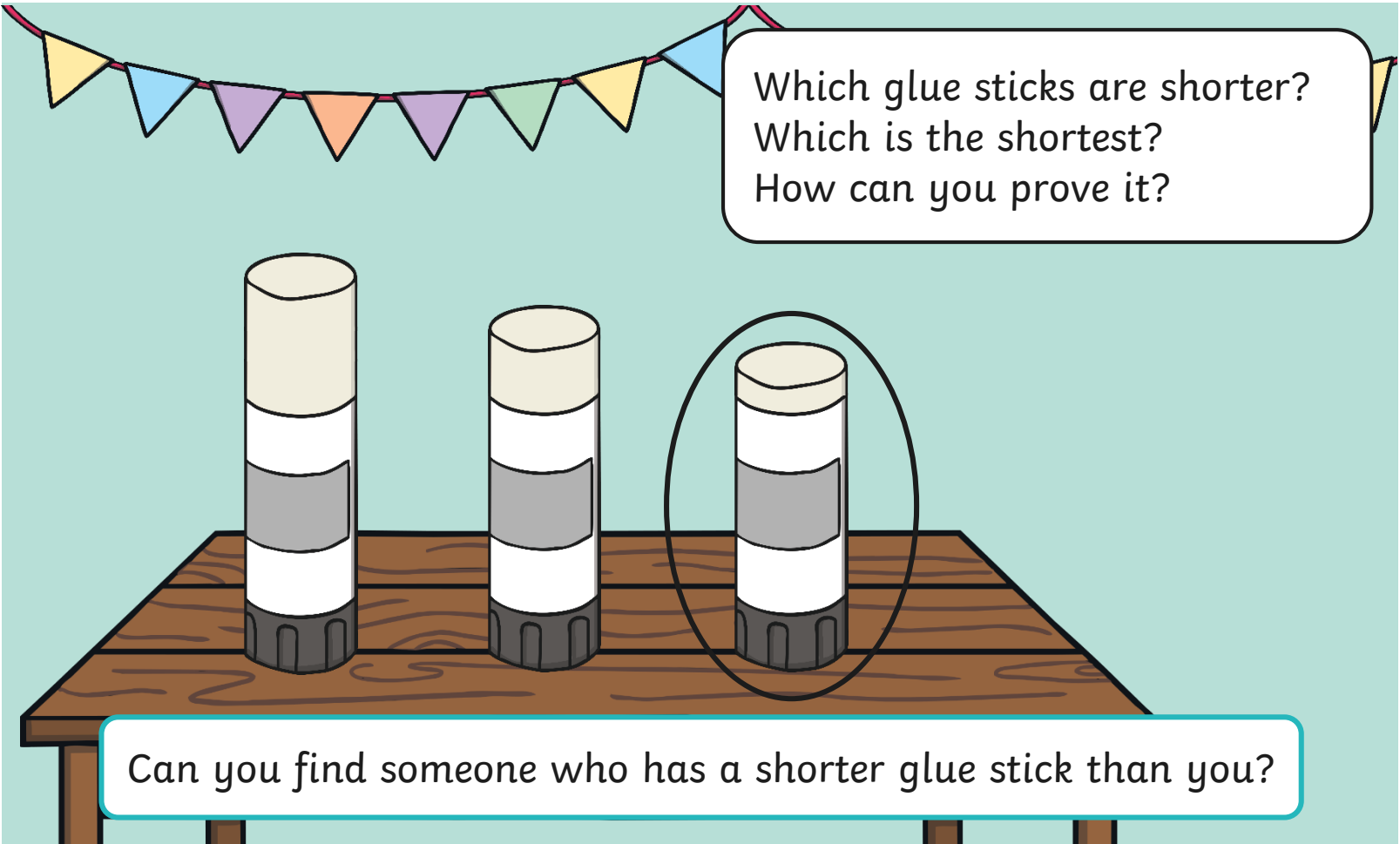
Which is the shortest?

Convince me.

Shortest



Which glue sticks are shorter?
Which is the shortest?
How can you prove it?



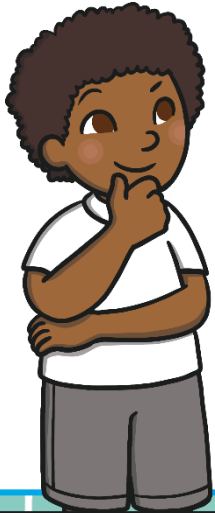
Can you find someone who has a shorter glue stick than you?

Compare Heights



Is it easy to see which house is taller? Why not?

Which is taller?



If possible, we should line objects up to make comparing them easier.

Compare Heights



Who is taller? Who is shorter?

Ruby is **taller** than Ross.

Ross is **shorter** than Ruby.



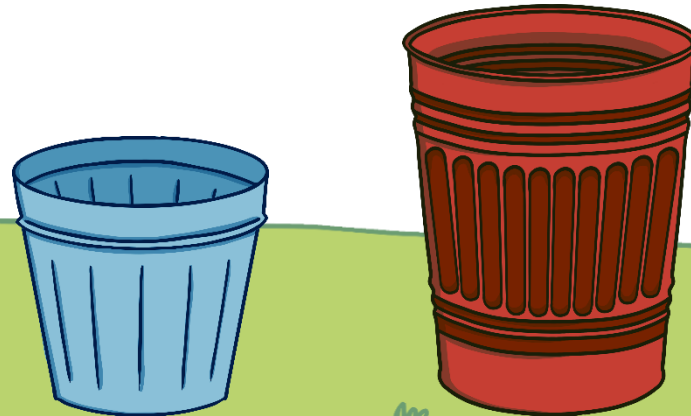
Compare Heights



Which is shorter? Which is taller?

The blue bin is **shorter** than the red bin.

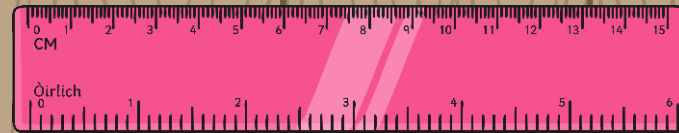
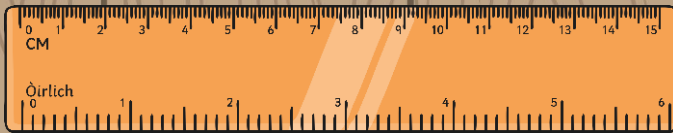
The red bin is **taller** than the blue bin.



Compare Heights



How would you compare these rulers?
Is it possible to use **taller** or **shorter**?



The rulers are neither **taller** or **shorter** than each other.

The orange ruler is the **same** height as the pink ruler.
The pink ruler is the **same** height as the orange ruler.

Compare Heights



Use the words **shorter** and **taller** to complete these sentences.



The purple paintbrush is taller than the green paintbrush.

The green paintbrush is shorter than the purple paintbrush.

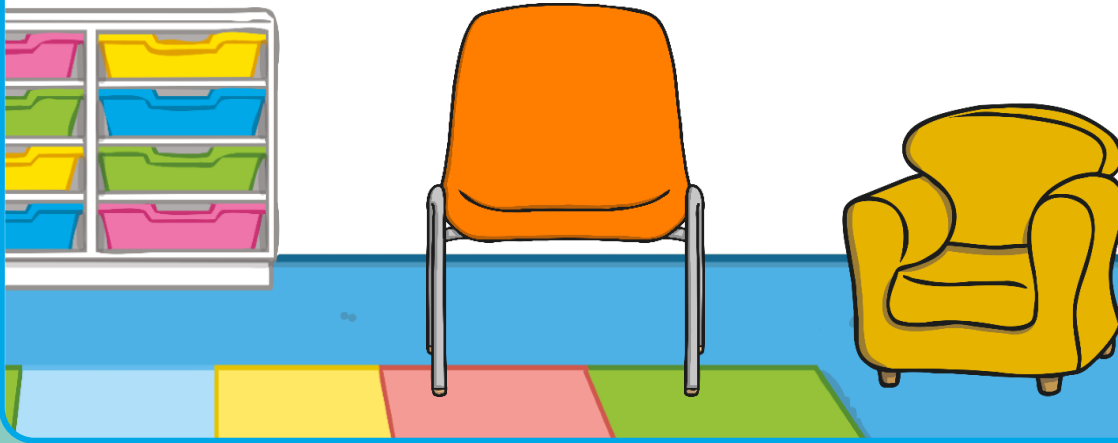
Compare Heights



Use the words **shorter** and **taller** to complete these sentences.

The yellow chair is shorter than the orange chair.

The orange chair is taller than the yellow chair.



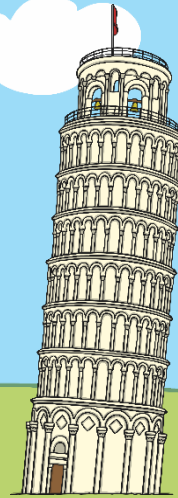
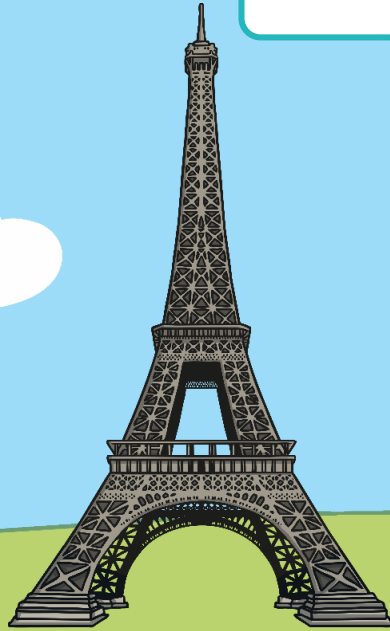
Compare Heights



The Eiffel Tower is **taller** than the Leaning Tower of Pisa.
The Leaning Tower of Pisa is **shorter** than the Eiffel Tower.

True or False? **Prove it!**

True



Compare Heights

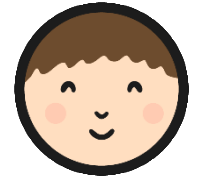


Do you agree? Explain your answer.



The blue paint tin is the **same** height as the purple paint tin.
The purple paint tin is the **same** height as the blue paint tin.

Shorter or Taller?



Shorter or Taller?
To compare the heights of objects.

Tick the shortest.

Tick the tallest.

Complete the sentences using taller or shorter.

The glass is _____ than the jug.
The jug is _____ than the glass.

Shorter or Taller?
To compare the heights of objects.

Draw a taller bin.

Complete the sentences using taller, shorter or the same.

The girl is _____ than the boy.
The boy is _____ than the girl.

Complete the sentences using taller, shorter or the same.

The glass is _____ than the jug.
The jug is _____ than the glass.

Shorter or Taller?
To compare the heights of objects.

Draw a bin that is taller than A but shorter than B.

Complete the sentences using shorter and taller.

The boy is _____ than the girl.
The girl is _____ than the boy.

Complete the sentence.

Glue stick A is _____ than glue stick B.

Complete the sentence.

Three books are _____ than two cushions.
Two cushions are _____ than three books.

Order the books from tallest to shortest.

Complete the sentence.

The chair is the _____ height as the stool.
The stool is the _____ height as the chair.

Diving into Mastery

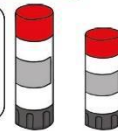
Dive in by completing your own activity!



Height Comparisons

Complete the sentences.

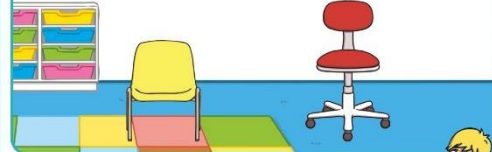
My glue stick is _____
than yours.



My glue stick is _____
than yours.

yellow chair

red chair



The _____ chair is taller
than the _____ chair.

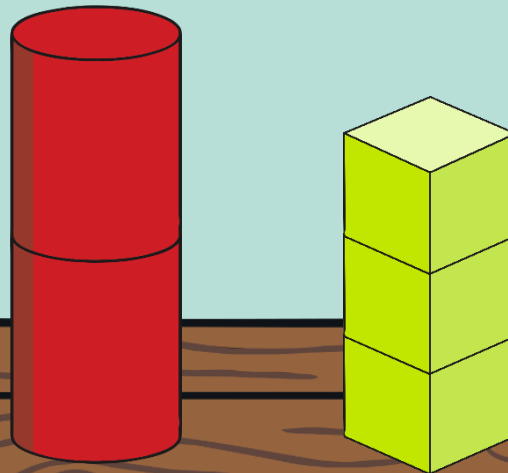
The _____ chair is shorter
than the _____ chair.

Find objects with a friend and compare who
has the tallest or shortest object.

Stack It Up



Which is taller, 2 red blocks or 3 green blocks?
Explain how you know.



2 red blocks are taller than 3 green blocks.

Aim



- To compare the heights of objects.

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