

Wk 1: Length & Measuring.

Maths	Objective	Resources	Task
Monday	Measure length (cm)	Ruler, Small objects of varying length.	Ask your child to collect some small objects from around the house. These could be toys, food packets (probably not pasta or loo roll), books etc. Show them how to measure using a ruler. Make sure that you demonstrate that we line the object up from the 0cm mark and not the edge of the ruler. Ask your children to measure the objects in cm one at a time. Ask your children to draw the object on paper and then write the measurement underneath.
Tuesday	Measure length (m)	Tape measure.	Show them how to measure using a tape measure. Explain that there are 100cm in 1m. Ask your children to measure a room in your home. Ask your children to write the name of the room on paper and then write the measurement underneath. Discussion.  A giraffe's neck is about 120/170/220 cm long. Which do you think is the most sensible answer and why?
Wednesday	Compare lengths	Objects of varying length.	Ask your child to find an object. Then ask them to find something shorter. Then something longer.

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			<p>Can they find something smaller than them or bigger? Discussion. The Man is much smaller than you and me. Here is a picture of him standing next to a mug.</p>  <p>Can you estimate how tall he is? Can you think of something that you have at school or home that is approximately twice as tall as the Man? What about something that is about half as tall as the Man? How tall do you think the Man's mug might be?</p>
Thursday	Order lengths	Work from Monday.	<p>Ask your children to find the objects from Monday (or new ones). Ask them to put them in order of length, from smallest to largest. Draw them in order with their lengths labelled underneath. They could also write the rooms in their home in order of length too. Discussion. Have a look at the statements below. Can you rank them in order from smallest to largest? To help you decide, you may need to find extra information or carry out some experiments. Can you convince us that your order is right?</p>

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				<ol style="list-style-type: none">1. How high you could jump up in the air2. How far you can kick a football3. How far you can run in half a minute4. The length of a bug
Friday	Four operations with lengths	Lego bricks or similar. Access to the internet.	<p>Explain to your children what the word 'twice' means. Ask them to take a small handful of Lego blocks (preferably the same sort, although colour is immaterial). Get them to count how many they have. Then ask them to double the number.</p> <p>Ask them to take another handful. Count them and then times this number by 3, then 4. If they struggle with this, encourage them to create 3 or 4 piles of blocks with the same number in each pile. Then count the total number of blocks.</p> <p>Explain to your child what half means. Show them how we can halve things by sharing them into 2 equal piles. Ask them to do the same. Repeat for quartering, but this time into 4 equal piles.</p> <p>Discussion.</p> <p><u>Making Longer, Making Shorter</u></p>	