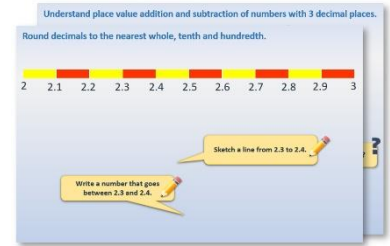


# Year 1: Week 5, Day 4

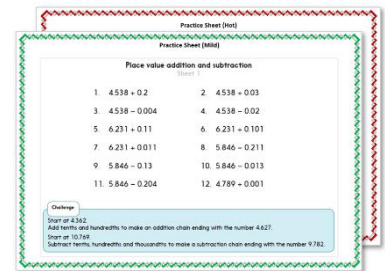
## Length

Each day covers one maths topic. It should take you about 1 hour or just a little more.

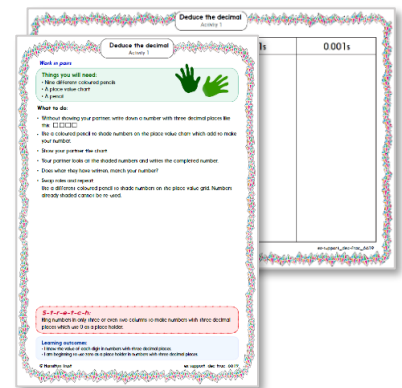
1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



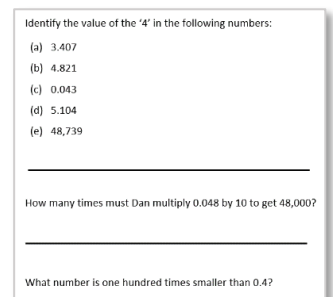
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either **Mild** (easier) or **Hot** (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!




## Learning Reminders

**Measuring lengths of string.**

Ask your child to cut a piece of string into two.  
Ask them to cut one of the pieces into two again.


Which is the shortest? ?

Which is the longest? ?



How long do you think the shortest and longest pieces will be in cubes/ Lego blocks?

How long could the 'in between' piece of string be? ?



## Learning Reminders

### Measuring lengths of string.

Use cubes/Lego® to model measuring the first piece of string. Reinforce accurate measuring.

Let's measure the string and find out.



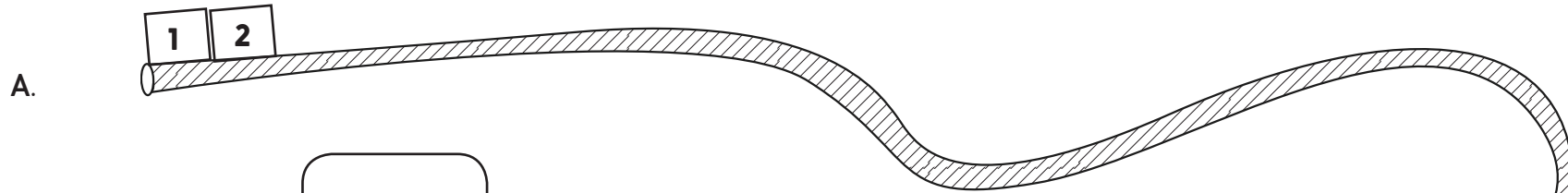
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Now measure the other pieces of string.

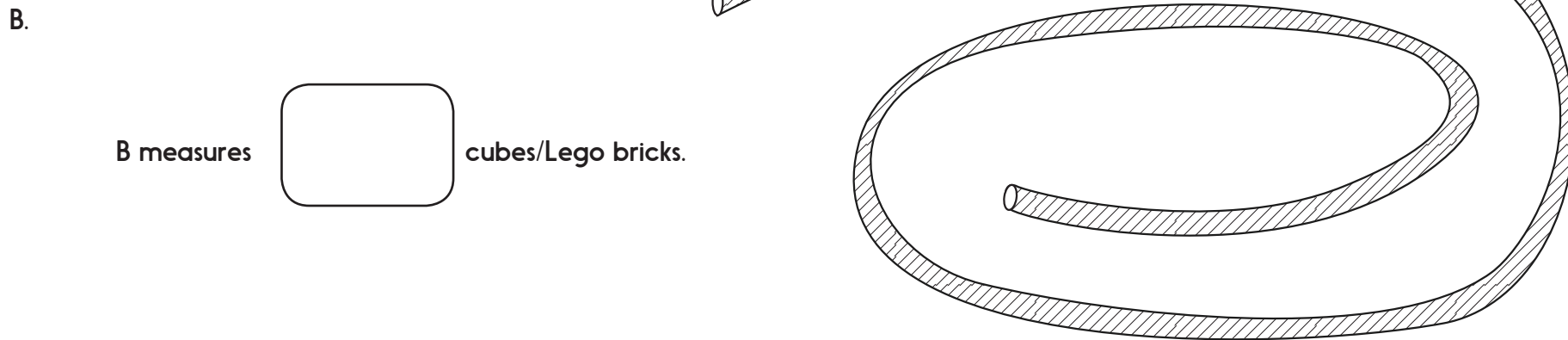
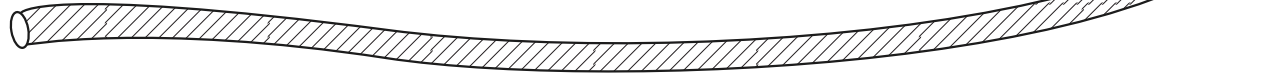
## Practice Sheet Mild

### Measuring string

Use cubes/Lego bricks to measure the length of these two strings:



A measures  cubes/Lego bricks.



B measures  cubes/Lego bricks.

## Practice Sheet Hot

### Measuring string

1. Draw a piece of string you think will be 12 cubes/Lego bricks long:

Now measure it! My drawing is  cubes/Lego bricks long.

2. Estimate, then measure this piece of spaghetti:

My estimate is  cubes/Lego bricks

The spaghetti measures  cubes/Lego bricks.

## Practice Sheet Answers

### Measuring string (mild)

Check children's measurements. They could draw around the cubes/Lego bricks as a record of their measuring.

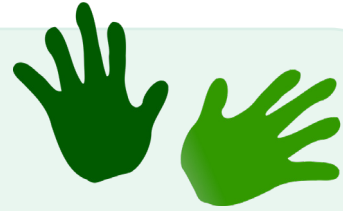
### Measuring string (hot)

1. Check children's drawing and measuring.
2. Are the children's estimates improving?

## A Bit Stuck? Family of worms

### Things you will need:

- Cubes/Lego bricks
- Playdough/Plasticine



### What to do:

- Make a line of 10 cubes/Lego bricks.
- Make four worms from playdough/Plasticine. Two should be shorter than the line of 10 cubes/Lego bricks. Two should be longer than the line of 10 cubes/Lego bricks.
- Put your four worms in order of length, shortest first.

### *S-t-r-e-t-c-h:*

Now make two new worms. One should be shorter than any of your worms, and one should be longer than any of them.

### Learning outcomes:

- I can measure lengths using non-standard units of measurement.

## Check your understanding

### Questions

Tom has used cubes to measure different animals. Some of his measurements are clearly wrong! Put a cross beside these.

- A mouse: 4 cubes
  - A cat: 6 cubes
  - A hamster: 20 cubes
  - A dog: 30 cubes
  - A pigeon: 2 cubes
- 

Which is the tallest? Which is the shortest?

- a) a car
  - b) a child's bike
  - c) a lamppost
  - d) a child
- 

Take off your jumper or cardigan.

Use pens laid end to end to measure its length with the sleeves spread out.

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Answers on next page



## Check your understanding

### Answers

Tom has used cubes to measure different animals. Some of his measurements are clearly wrong! Put a cross beside these.

- A mouse: 4 cubes
- A cat: 6 cubes X
- A hamster: 20 cubes X
- A dog: 30 cubes
- A pigeon: 2 cubes X

For this and the following question ask children to explain their answers.

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Which is the tallest? Which is the shortest?

- a) a car
  - b) a child's bike Shortest
  - c) a lamppost Tallest
  - d) a child
- 

Take off your jumper or cardigan.

Use pens laid end to end to measure the distance from cuff to cuff with the sleeves spread out.

Do children line up the pens end to end? Have they ensured that they have a set of pens that are all the same length?