

Canonbury Home Learning
Year 1 Maths
Steppingstone activity



Lesson 11

LO: To use and understand the language of length

Success Criteria:

- | |
|--|
| 1. Use non-standard resources to measure |
| 2. Find a group of objects to use for your non-standard measuring resources (eg lego bricks or wooden blocks) |
| 3. Choose some objects to measure, eg a book |
| 4. You are going to find out how many pieces of lego or use other non-standard resources to measure the length of the objects. |

Model

Children use and understand the language of length such as long, longer, short, shorter. They recognise this language will change depending on what type of length they are describing and comparing.

Use the non-standard units to measure each item that you choose.



I measured my _____ using lego. The length is _____ lego bricks long.

Year 1 Maths

Lesson 11

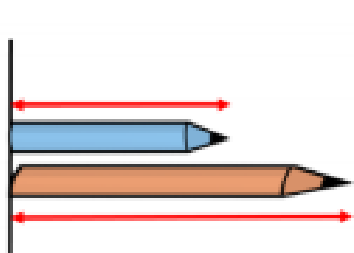
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Model:

Use the words **longer** and **shorter** in the sentence stems to compare the length of the blue pencil and the orange pencil.



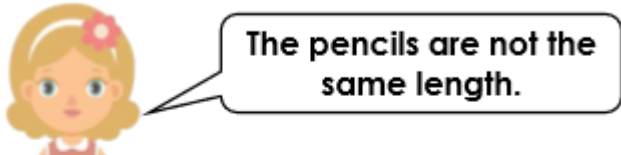


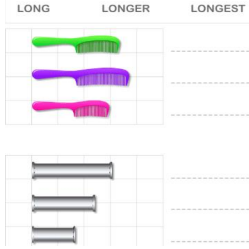



The blue pencil is than the orange pencil.

The orange pencil is than the blue pencil.

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

Year 1 Maths

Main activity Complete at least 2 tasks, more if you can.

Task 1	Task 2	Task 3
<p>Choose your own objects.</p> <p>1b. Millie has been measuring pencils.</p>  <p>A. </p> <p>B. </p> <p>Is Millie correct? Explain your answer.</p>	<p>Choose your own objects. Scroll down for larger version of this.</p> <p><small>Which of these objects is long, longer and longest?</small></p> <p>LONG LONGER LONGEST</p>  <p>Task 4</p> <p>7a. Sam has been measuring glue sticks.</p>  <p>A. </p> <p>B. </p> <p>Is Sam correct? Explain your answer.</p>	<p>Using blocks, find the length of four objects from around your house. Order them from shortest to longest.</p>

Which of these objects is long, longer and longest?

LONG

LONGER

LONGEST

