

Measure - Comparing by order and size

Children learn that objects can be compared by order and size. They explore and compare length and height. They are taught about items being tall and short and long or short. They are taught about this through a range of experiences - such as through modelling or construction.

Language: big, little, large, small, compare, tall, short, long, short

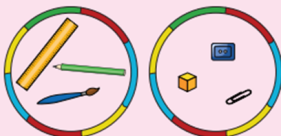
Give children a variety of different length ribbon or string.



Ask children to find someone who has a longer or shorter piece of ribbon than them.



Prompt children to hunt for objects around the classroom. Encourage them to look for long objects, such as a long pencil, or short objects, such as a paper clip.



Sort objects into two hoops: a hoop of long objects and a hoop of short objects.



As a class, prepare for a teddy bears' picnic with one large bear and one small bear.

Unpack a picnic basket of plates, cups, spoons and food items of two different sizes.

Discuss which size item would be best for each bear, using the language 'little' and 'big', and 'large' and 'small'.





Encourage children to use simple non-standard units to measure the heights of different objects. For example, use paperclips strung together to measure the height of a pot.



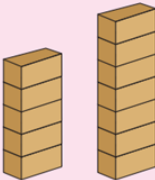
After reading the story *Jack and the Beanstalk*, support children to explore different heights by making their own beanstalk. Provide children with rolled up paper, tubes and recyclable junk modelling to use for building.
Who can make a tall beanstalk? Who can make a short beanstalk?



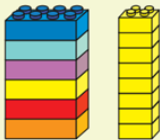
Provide children with large pieces of paper on the floor. Prompt them to lie down on the paper and help them to draw around each other. Pin the paper up to support children to see how tall they are.



Prompt children to use a range of materials to build a tower. Challenge them to build a tower the same height as yours, a shorter tower and a taller tower.
What is the tallest tower they can build?
Support children by modelling effective methods for building taller structures.



Put children into pairs and ask them to build a tower. How tall can they build their tower before it falls down?
Support them to build a tower the same height as their partner's tower and record how many bricks there are in each.
Discuss that two towers the same height can have different amounts of bricks.



Comparing Mass

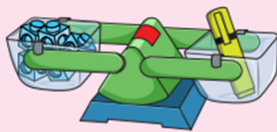
Children compare and order objects by their mass. They are taught to understand that heavier items are lower on the scales. They are taught that objects that have the same mass will balance on the scales.

Language - heavy, light, heavier, lighter



Place classroom objects on a balance scale. Add cubes to the other side until the scale is balanced and point out what this looks like.

Prompt children to count how many cubes made the scale balance. Will they need more or fewer cubes to make a different object balance the scale?



Wrap up a range of boxes, each with a different mass.

Ensure that some of the small boxes are heavy and some of the large boxes are light.

Pick up a box and ask children to predict if it will be heavy or light.

Ask them to test their predictions using a balance scale.

Are all small boxes light?



Capacity

Children learn to compare and order by their capacity. They explore different containers and boxes and their capacity. They explore the idea that capacity is the maximum amount something can hold. They are encouraged to talk about the biggest capacity. They explore capacity and how non-standard units can be used to measure (such as cups full). They explore different containers and how much each container can hold.

Language - Capacity, more, less, most, least, full, empty, tall, thin, narrow, wide, shallow



Have a range of different boxes including some small, large, tall and thin.
Show children one of the boxes and ask what could be inside.
Could they fit in the box? Why or why not?
Present a range of objects from around the classroom.
Could these objects fit in the box?



Provide children with some coloured water and different-sized containers in a water tray to make different potions.
Encourage children to compare the different containers and investigate which containers hold less/more.




Provide children with a tall, thin container and a shallow, wide container.
Ask them to predict which will hold more water.
How could they check? Encourage children to try different methods and prompt them to record the capacity of each container.
To extend further, more containers could be added, and children could order them from the smallest capacity to the greatest capacity.



Shape

Children are taught 2D and 3D shapes and begin to describe their properties. They explore 2D shapes and are supported in understanding that 2D shapes are completely flat. They find shapes in their environment. They compare 2D shapes they find. They extend their knowledge of recognising and naming 2D and 3D shapes to finding and identifying the 2D shapes on the flat faces of 3D shapes. They explore 3D shapes and talk about their faces and surfaces. They are taught that 3D shapes are solid and look for 3D shapes in their environment.



Language - sides, straight, corners, flat, solid, face, surface,




Hide a range of squares, rectangles, circles and triangles for children to find. Prompt them to find, identify and name the shapes.

Provide two hoops and encourage children to sort the shapes into those that have 4 sides and those that do not have 4 sides.


As children are sorting, ask them to explain why they are placing each shape in that group.





Provide a selection of real-life scenes to show children, such as buildings or street scenes.

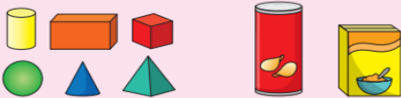
Task children to find the squares and rectangles in the pictures.



Where can they see shapes within shapes?



Show children a range of 3-D shapes and model naming and describing their properties.



Hold up an object such as a crisp tube or a cereal box. Which of the 3-D shapes is the same as this object? How do you know it is the same? Encourage children to talk about the properties of the 3-D shapes when explaining how they know.

Provide children with a range of 3-D shapes and real objects. Encourage them to sort the shapes into groups within hoops.

Prompt children to talk about why they have sorted the shapes that way. Is there another way we could sort them?



Go on a shape hunt around the classroom. Encourage children to recognise and name the 3-D shapes they find and prompt them to describe their properties.



Ask the children to find another object that is the same shape or a different shape.

Provide a range of photographs showing a variety of real-life scenes comprising of 3-D objects. Prompt children to find all the 3-D shapes in the images. What do they notice? How can they describe the shapes they see?



Encourage children to talk about the shapes they can see within shapes.

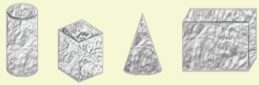


After reading books such as *Shapes, Shapes, Shapes* by Tana Hoban, encourage children to go on their own 3-D shape hunt around school or outside.

Prompt children to take photographs of the shapes they see. These could be used to make a class shape book.



Wrap a range of objects tightly in brown paper or foil. Encourage children to explore the shapes and predict which objects might be inside.



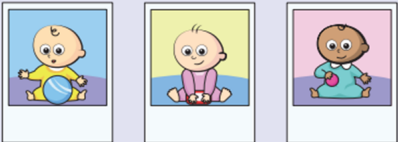
Prompt them to talk about the properties of each shape to explain why they think it is a particular object.

Activate Windows
Go to Settings to activate Windows.

Time

Children discuss time and learn how to order and sequence simple events. They are shown how to use calendars and how time passes. They are taught key timings such as lunchtime on the clock. They are taught the days of the week, the months of the year and the difference between day and night.

Ask children and key adults to bring in a photograph of themselves from when they were younger. Prompt them to look at the photos carefully – whose picture is whose? How have they changed?



Sing the *Days of the Week* song. Sequence the days of the week to make a class timetable. Order key events that happen on certain days during the week, such as P.E. Place these on the correct days on the weekly timetable.

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
			P.E.   			



Provide children with different pictures illustrating things that we do during the day and at night.



Encourage children to sort the images into two piles and talk about what we do in the day and at night.

