

Our Maths Learning Journey

Key vocabulary:

tens and ones

place value

compare

greater than

less than

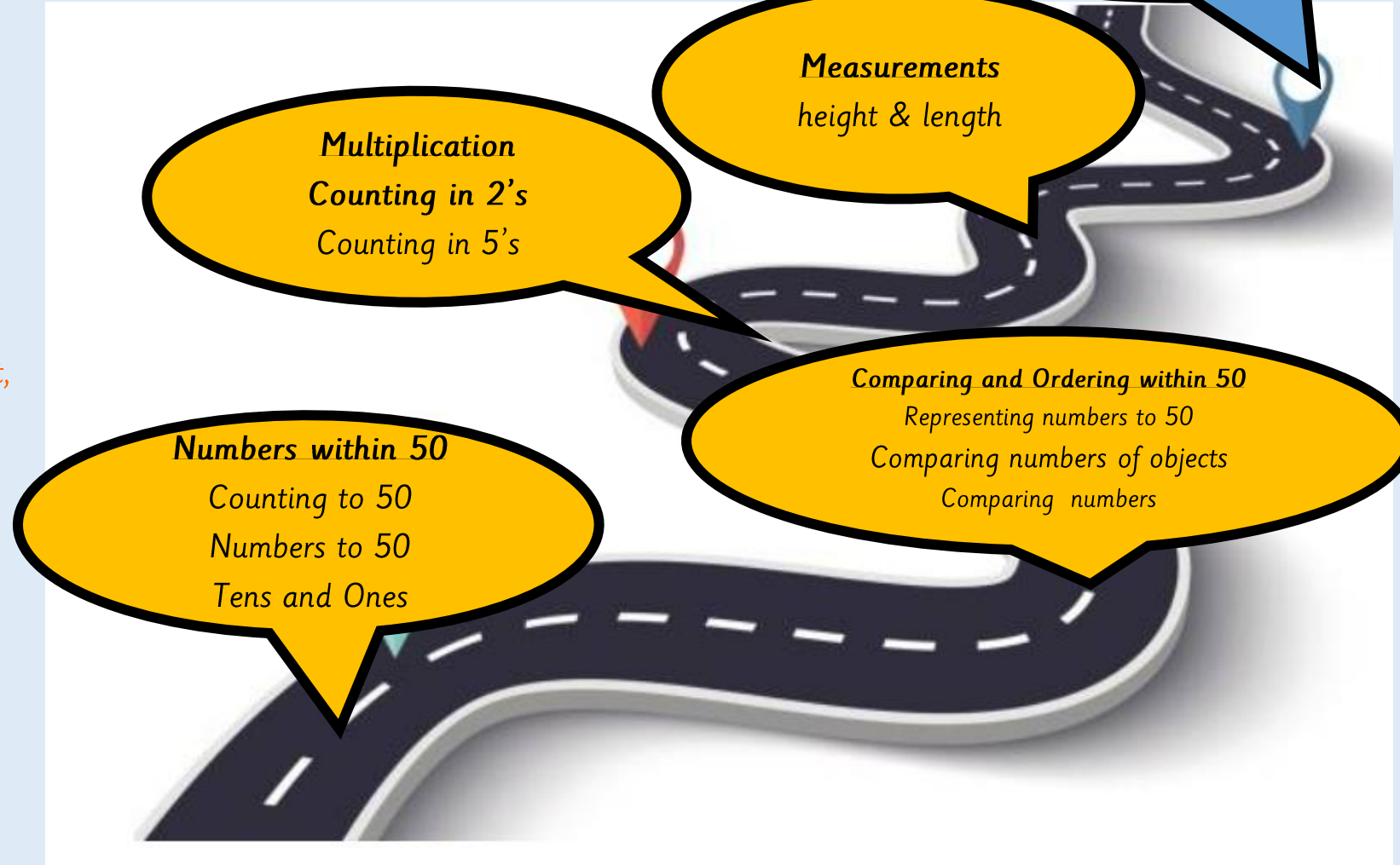
multiples

height / length

short, shorter, shortest, long, longer, longest,

tall, taller, tallest, non-standard unit,

standard unit, centimetres





Monday 26th January 2026




3




a) 12  are removed. How many  are left in the box?

There are  left in the box.



b) 12  are gold. The rest are silver.

How many silver  are there?

There are silver .

c) There are also 12  in the box.

How many more  than  are there?

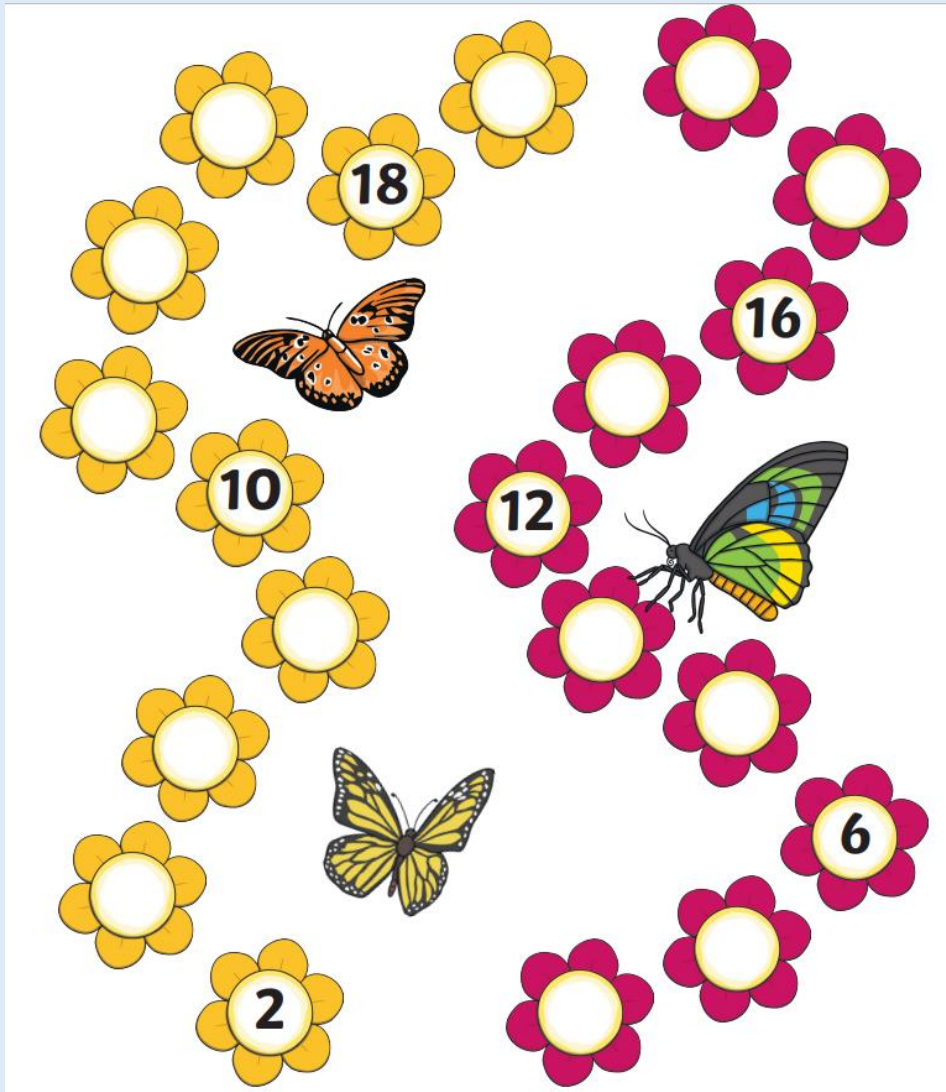
There are more  than .

d) What is the same about the questions and answers?



Revisit

Count in 2's to work out the missing numbers.



TPs- What number will be next?
Are the numbers **odd** or **even**
numbers? How do you know?

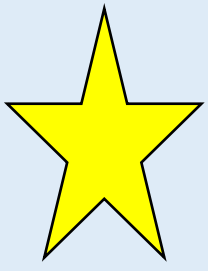


LQ: Can I compare the length of an object?

Steps to success

- *I can understand length.*
- *I can compare lengths.*
- *I can discuss the difference between lengths using comparative language.*

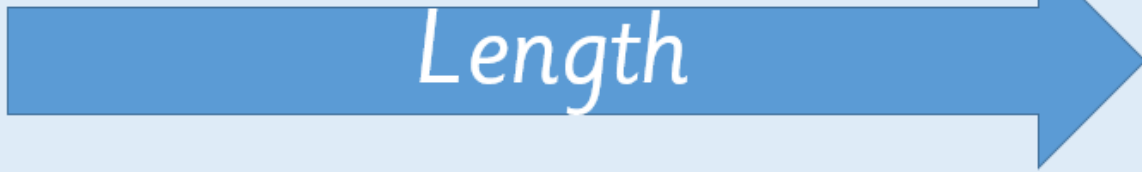




Star words



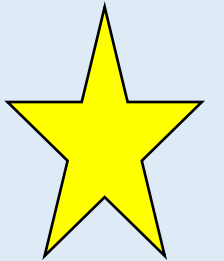
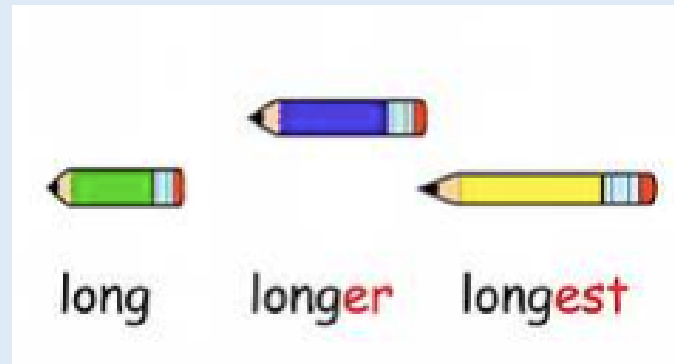
measurement



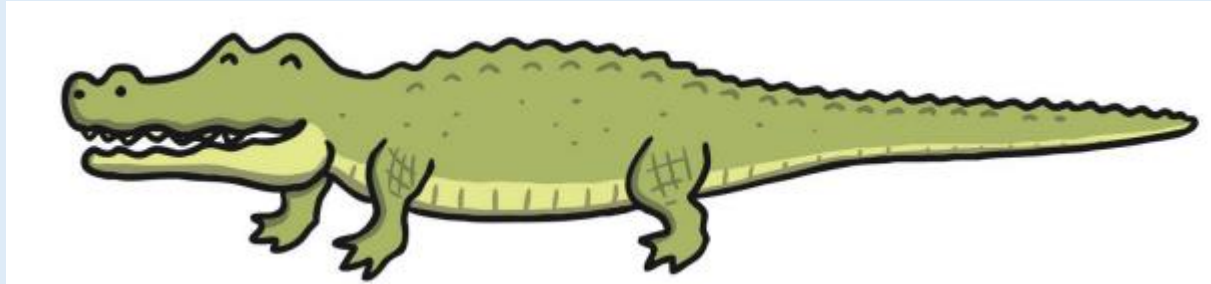
compare



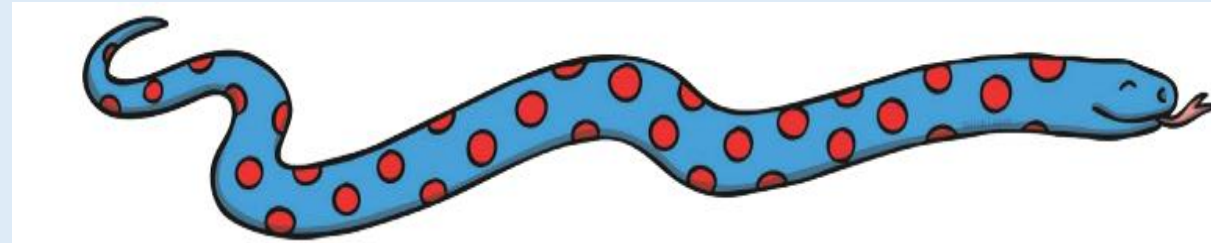
comparatives



LQ: Can I compare the length of an object?



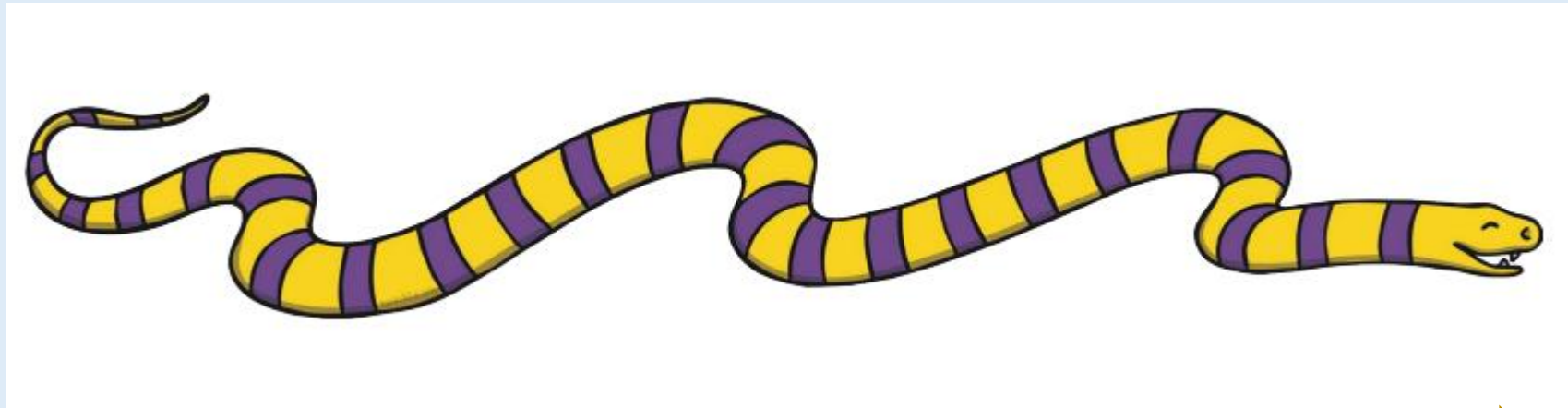
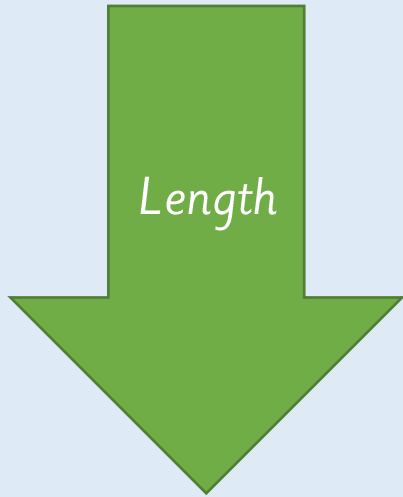
Length



Length

The **length** of an object is the distance from the start of an object to the end. You **measure across**.

TPs- Which arrow is *measuring* the *length* of the snake correctly, the green arrow or the yellow arrow?



Self Assessment

Do you understand length?



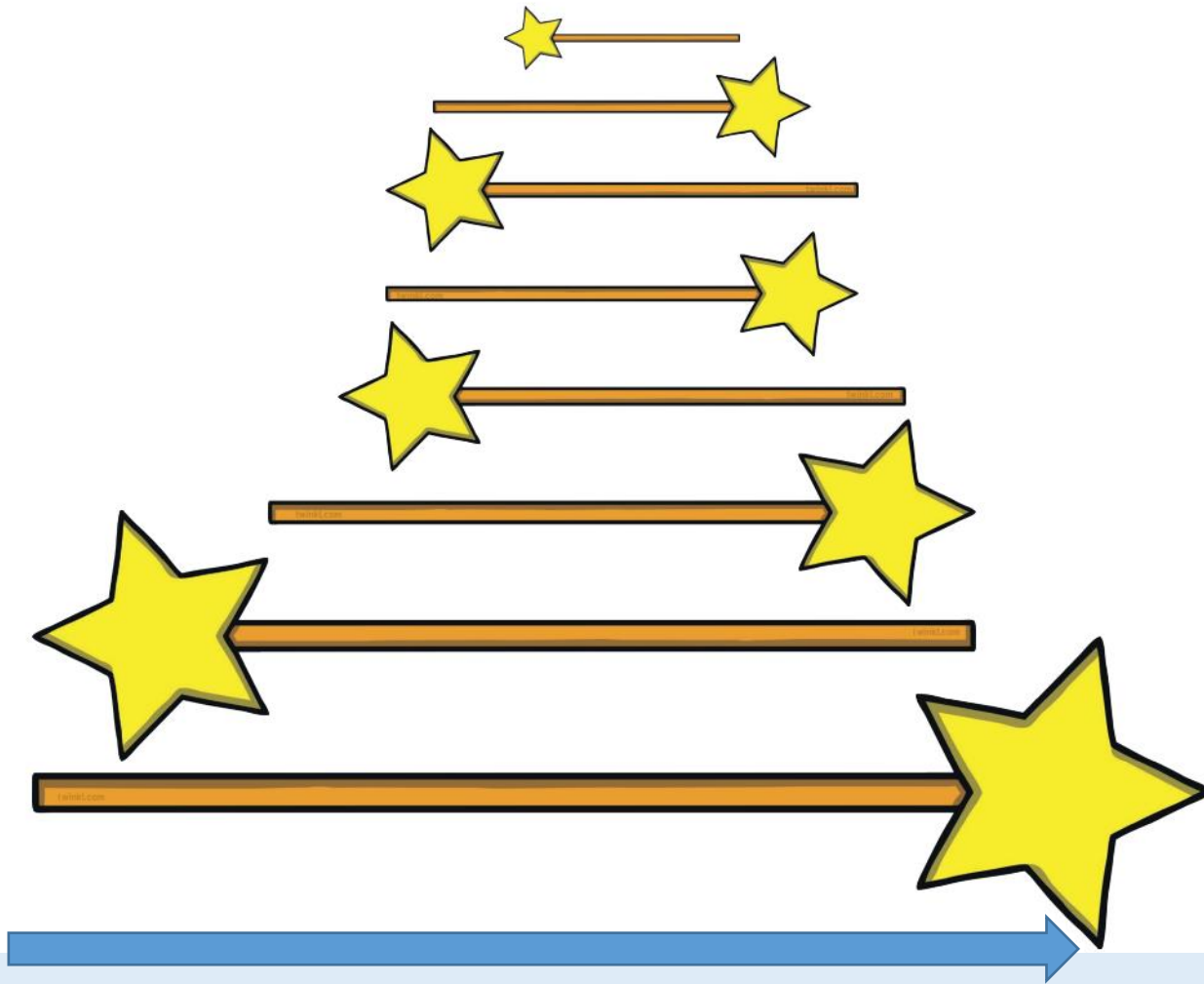
These magic wands have been **compared** and put in order.



TPs – What order are they in?
Is it by colour, shape or size?

They are in order of **length**.
The **length** of an object is
the **measurement across**
from one point to another.

These magic wands have been put in order of **length**.



TPs – Which magic wand is the **shortest**?

TPs- Which magic wand is **longest**?

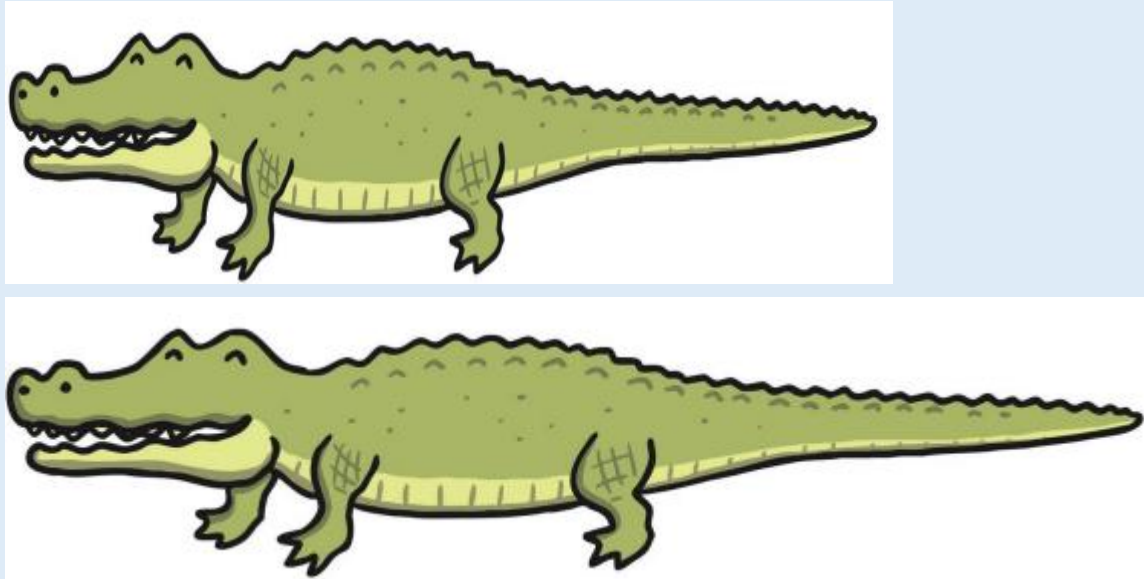
TPs- How do you know?

They are in order of **length**.

The **length** of an object is the **measurement across** from one point to another.

LQ: Can I compare the length of an object?

When **measuring** and **comparing** the **length** of an object you have to measure at the same point. This is called the **baseline point**, this makes the measurement fair.



Remember to line them up carefully.

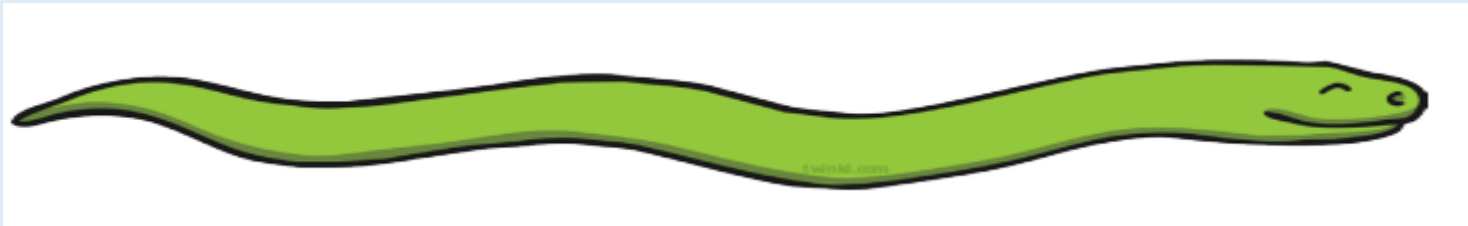
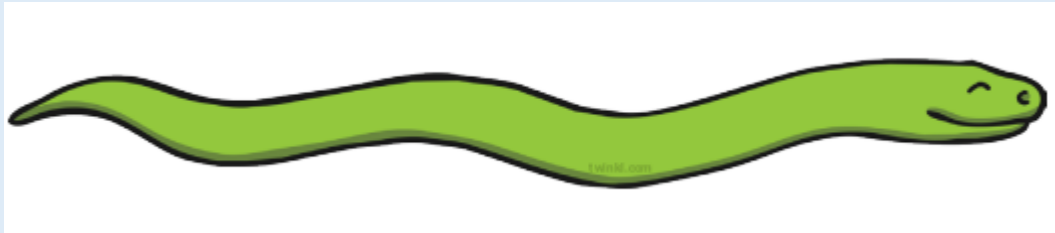
Self assessment

Do you understand how to
measure length?



LQ: Can I compare the length of an object?

TPs- Is this *measured* fairly?



TPs- Can you *compare* the *lengths* of these snakes?

Self Assessment
Do you understand the baseline point and how to measure fairly?

Three hand icons are shown in a row: a thumbs-up gesture, a hand pointing to the right, and a thumbs-down gesture.

LQ: Can I compare the length of an object?

Task

Practical activity!

Find objects in your class and **compare** their **lengths**, using **comparative language**.

short shorter shortest
long longer longest



Self Assessment

Do you understand the task?



Tuesday 27th January 2026

Revisit

What comes next: short, shorter, _____

What comes next: long, longer, _____





LQ: Can I compare length?

Steps to success



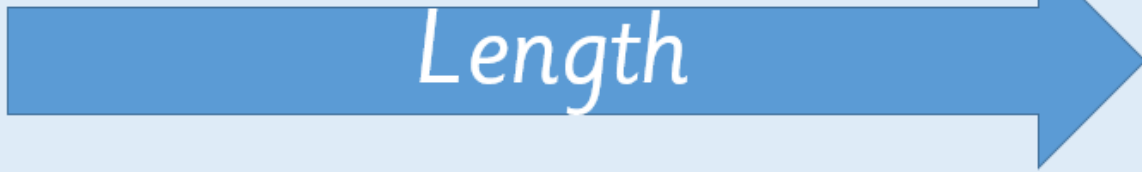
- *I can understand length.*
- *I can compare length.*
- *I can use comparative language to describe the lengths of objects.*



Star words



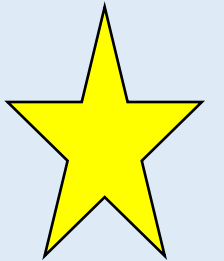
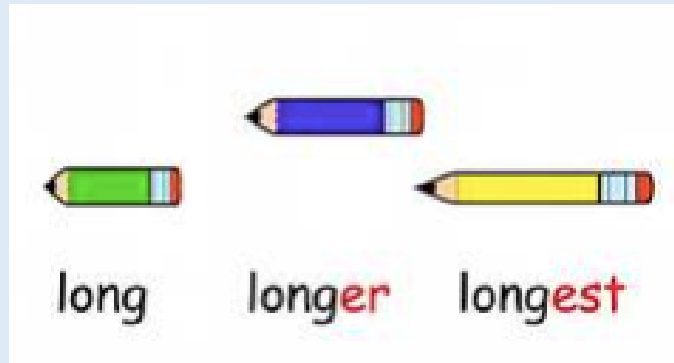
measurement



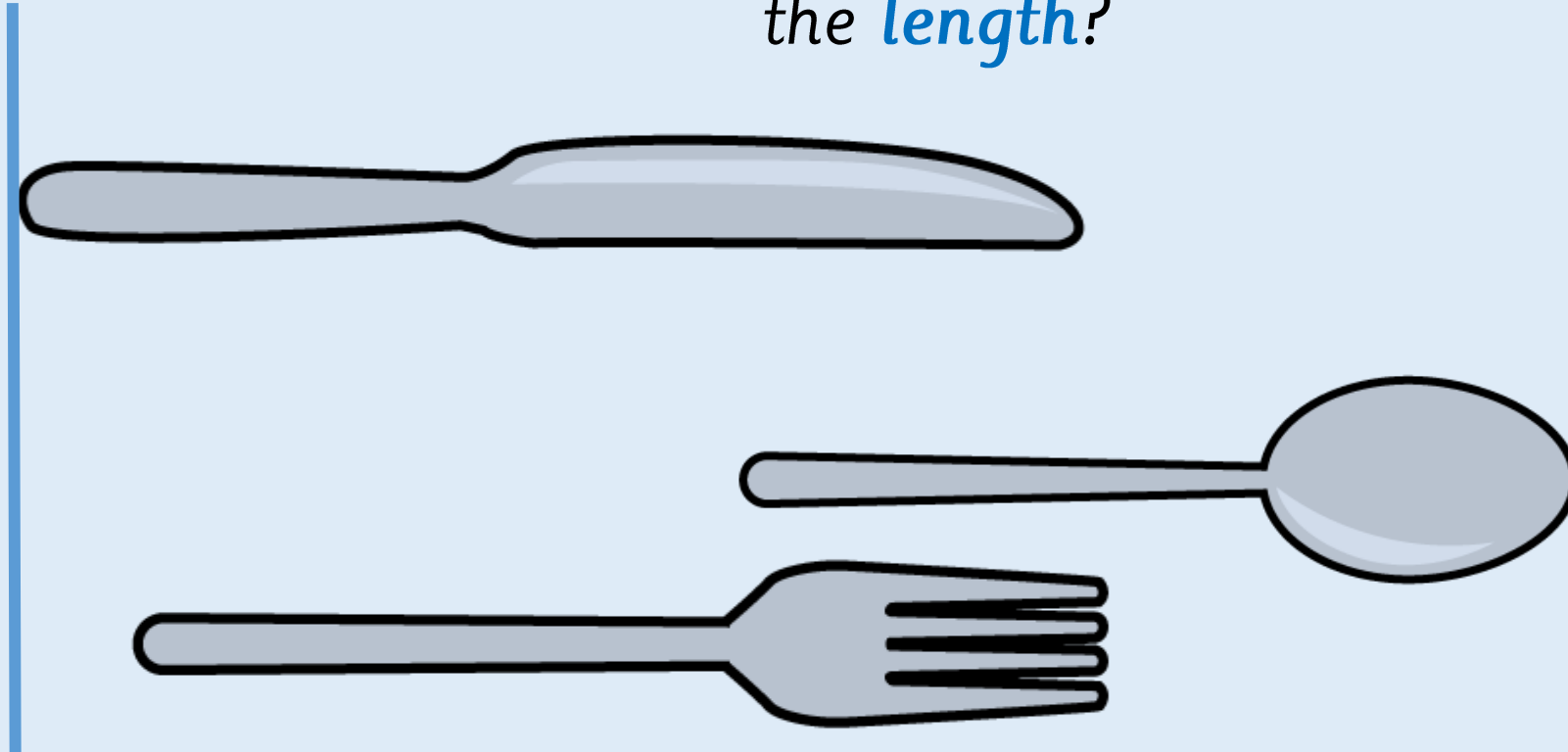
compare



comparatives

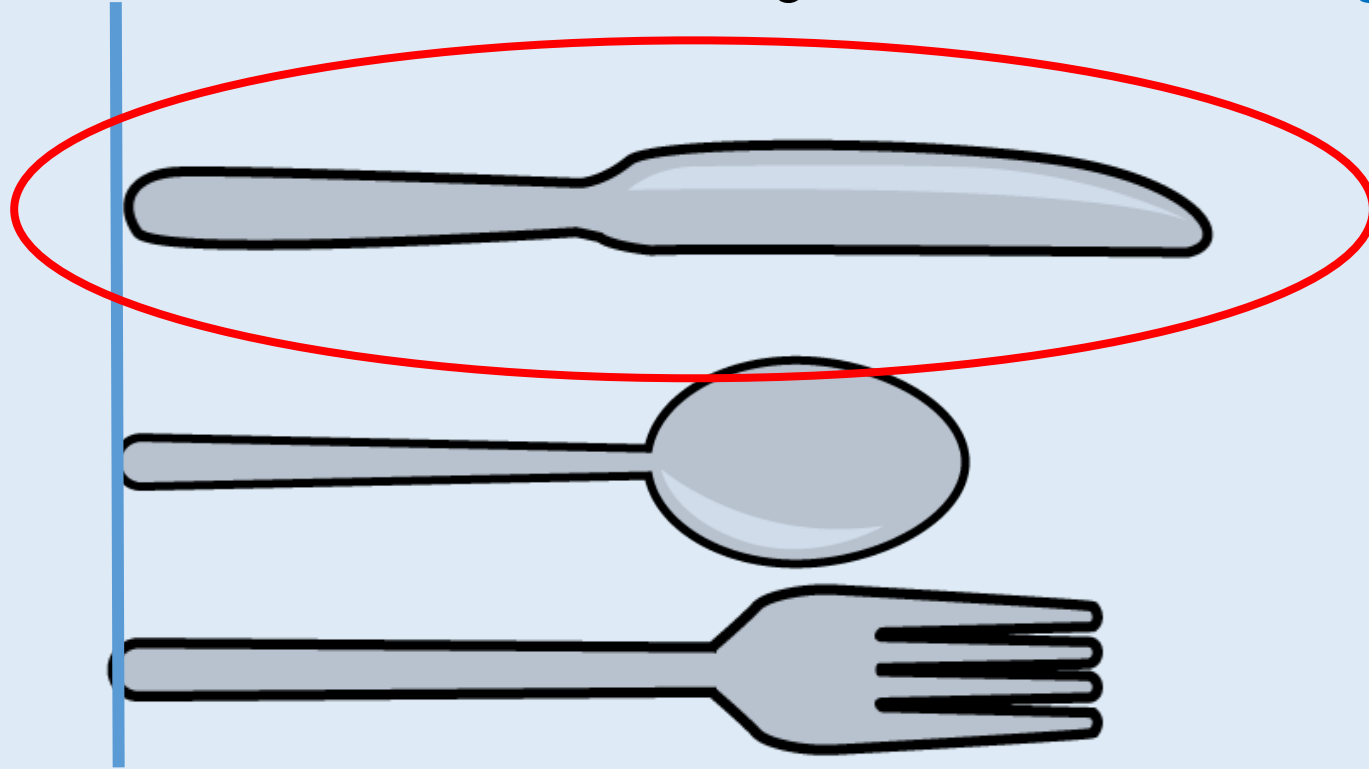


Which is the **longest**? How can we **compare** the **length**?



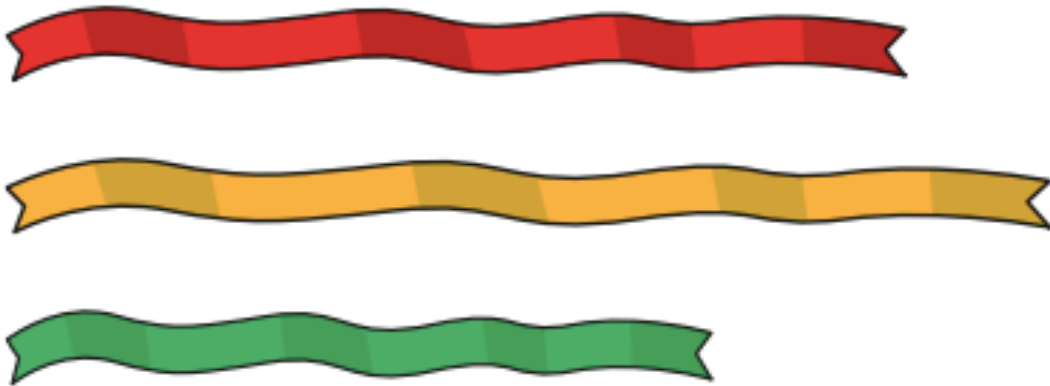
Remember to line them up carefully.

The knife is the *longest*.



LQ: Can I compare length?

Which is the longest ribbon?



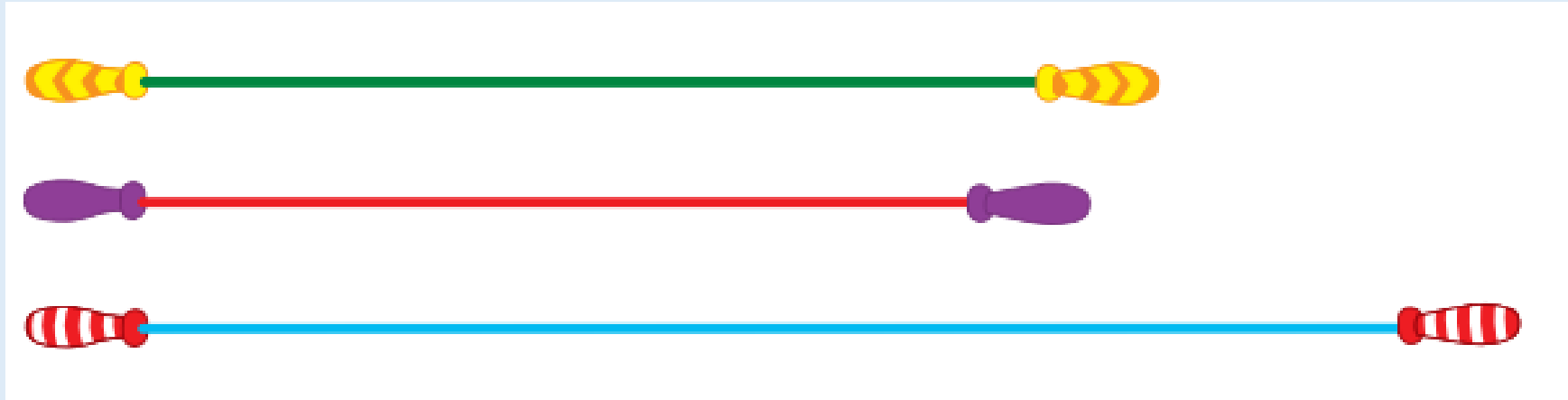
TPs – Are they
measured fairly?

Self assessment

Do you understand how to
count in 2's?



LQ: Can I compare length?



Complete the sentences.

The *green* rope is _____.

The *red* rope is _____.

The *blue* rope is the _____.

Your task



length, short, shorter, shortest, long, longer, longest, compare



1. Cut out and stick the images from **shortest** to **longest**. Compare and label the pictures using comparative language.

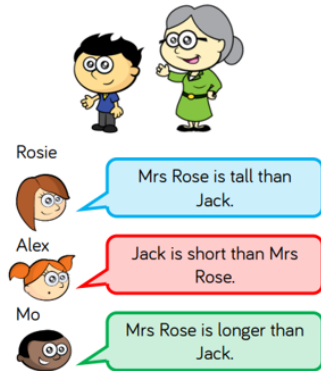
short, shorter, shortest
or
long, longer, longest

2. Jenny says the yellow pencil is the longest.



Is she correct?
Sentence starter
Yes, she is correct because _____.
No, she is incorrect because _____.

3. Rosie, Alex and Mo are comparing the height of Mrs Rose and Jack.



Can you improve their sentences to make them accurate?

Copy the sentences in your book with the improvement.

27.01.26

LQ: Can I compare the length of an object?

| | I | WS |
|--|---|-----|
| | 1 | 2 3 |

Today we worked with an adult to help us compare length. We selected three items and placed them across, ensuring the ends started from the baseline point. Then we used comparative language to explain which items were short, shorter, shortest or long, longer, longest.

Self Assessment

Do you understand the task?



Wednesday 28th January 2026

Revisit

Let's count in 5's



<https://www.youtube.com/watch?v=5FaBDqOmiyI>

TPs - Are the numbers **odd** or **even** numbers? How do you know?

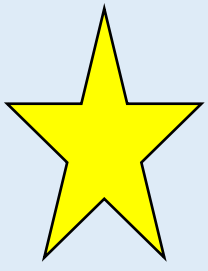


LQ: Can I compare the height of an object?

Steps to success



- *I can understand height.*
- *I can compare height.*
- *I can use comparative language to describe different heights of objects.*



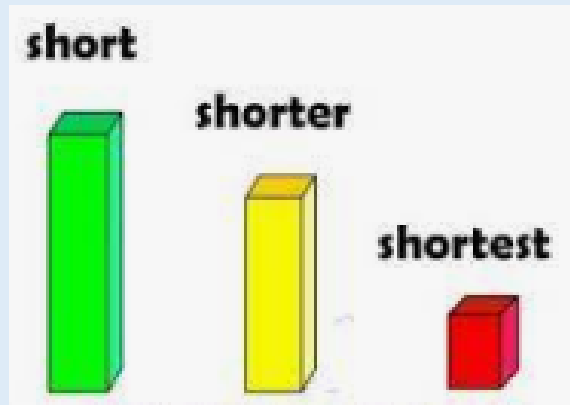
Star words

measurement

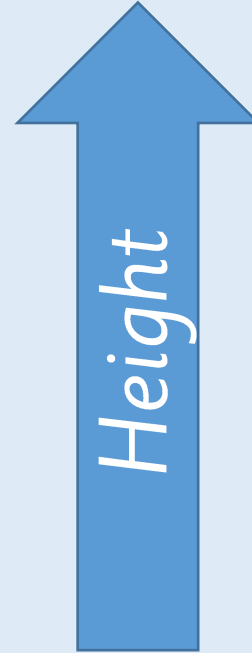
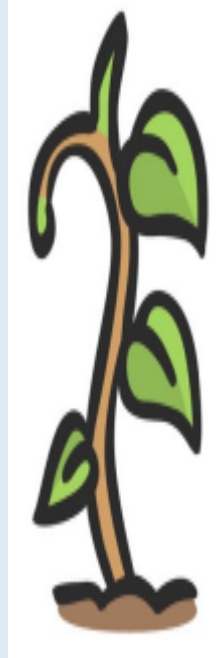
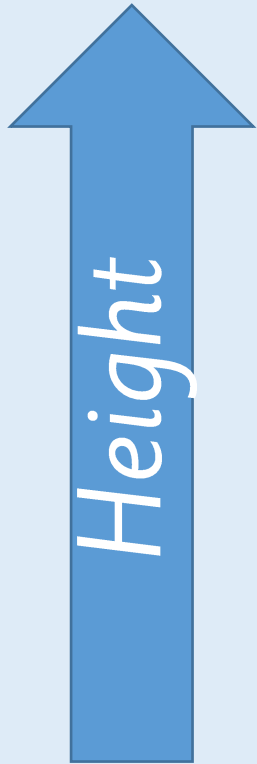
compare



comparatives



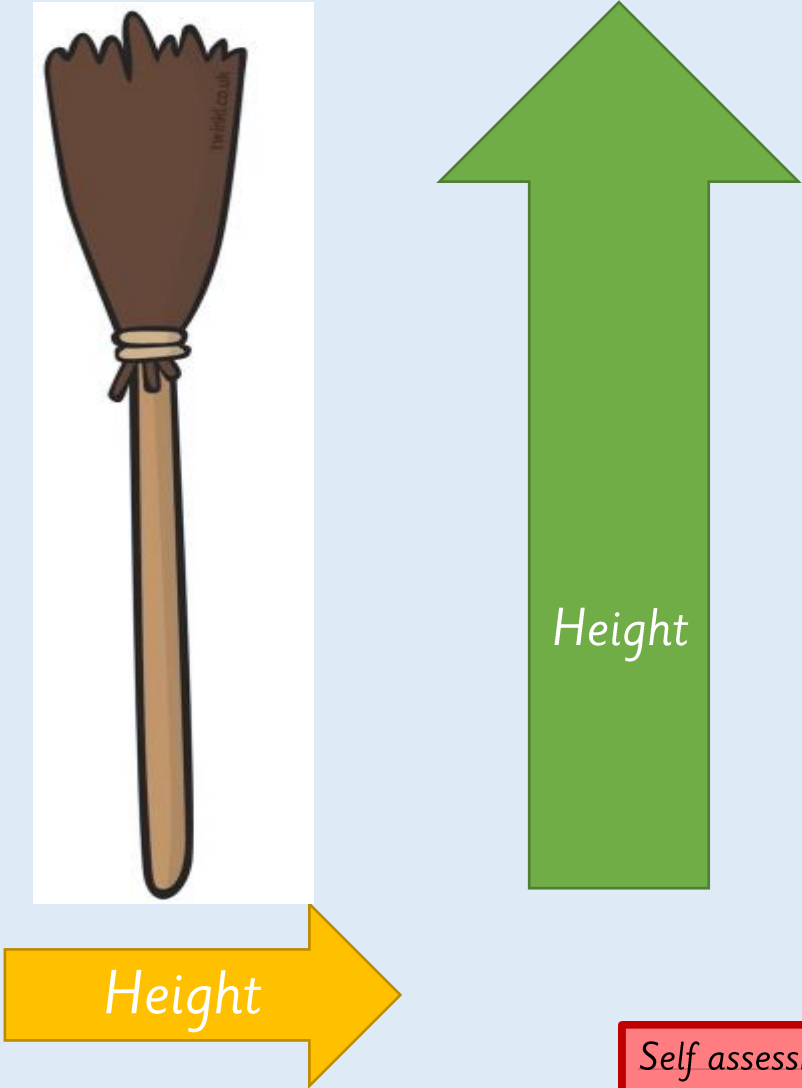
LQ: Can I compare the height of an object?






The **height** of an object is the distance from the start of an object to the end. You **measure up**.

LQ: Can I compare the height of an object?

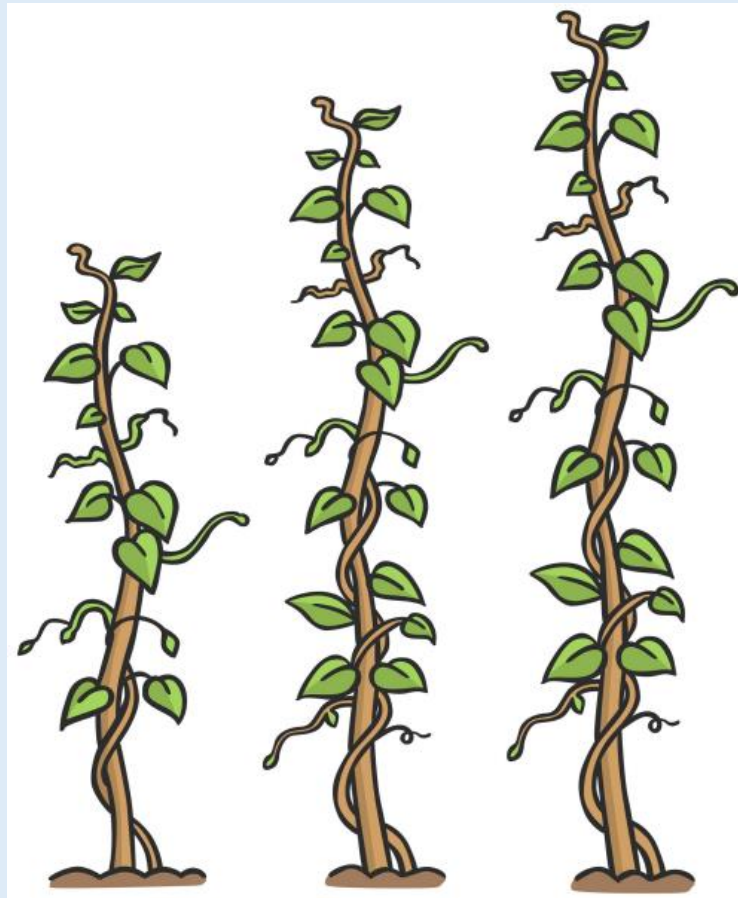
TPs- Which arrow is **measuring** the **height** of the broom correctly, the green arrow or the yellow arrow?



Self assessment
Do you understand how to measure height?
  

LQ: Can I compare the height of an object?

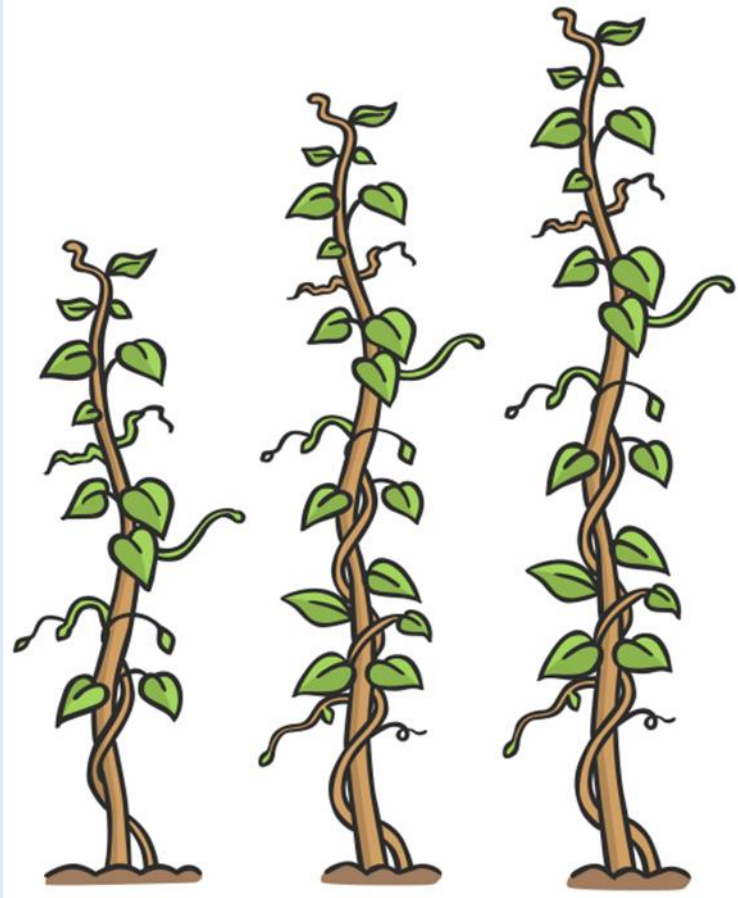
These beanstalks have been compared and put in order.



TPs – What order are they in?
Is it by colour, shape or size?

They are in order of **height**.
The **height** of an object is
the measurement from one
point to another, going **up**.

These beanstalks have been put in order of **height**.



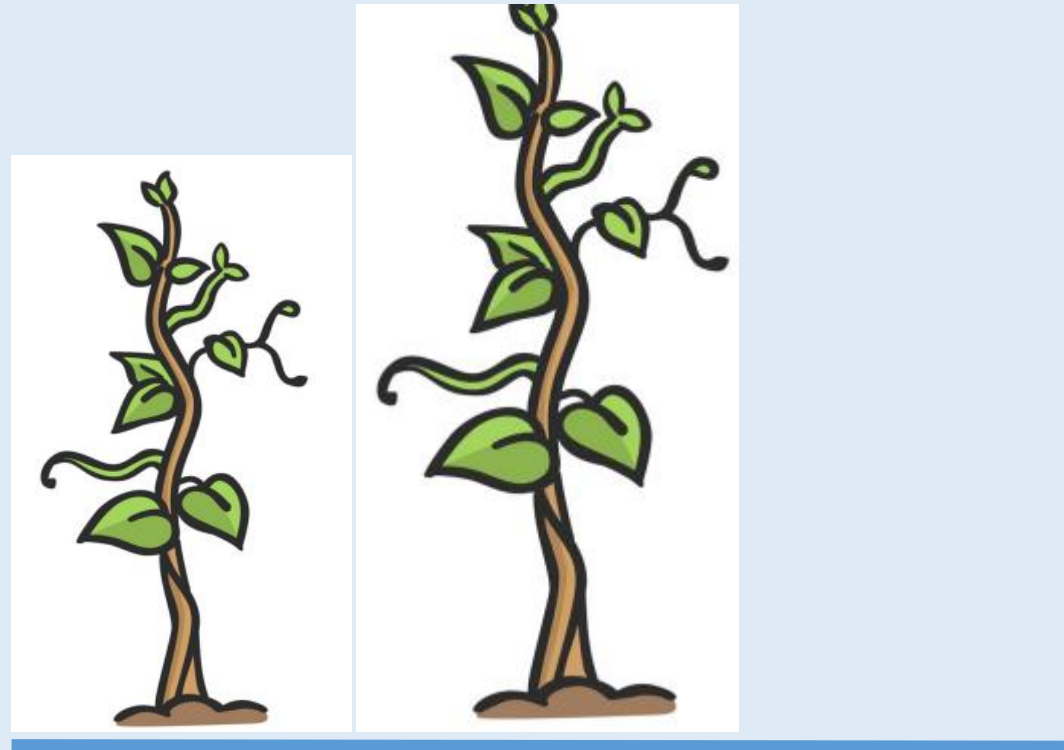
TPs – Which beanstalk is the **shortest**?

TPs- Which beanstalk is **tallest**?

TPs- How do you know?

They are in order of **height**. The **height** of an object is the measurement from one point to another, going **up**.

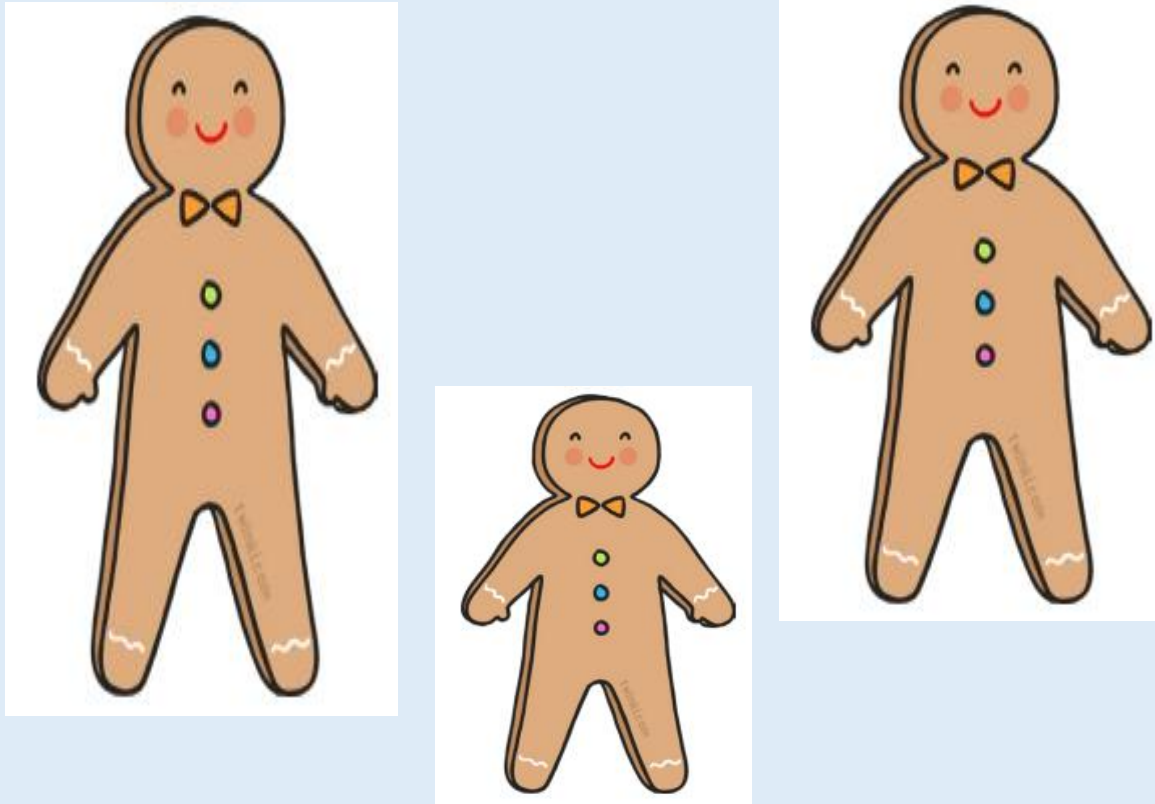
When measuring and **comparing** the **height** of an object you have measure at the same point. This is called the **baseline point**, this makes the measurement fair.



Remember to line them up carefully.

LQ: Can I compare the height of an object?

TPs- Is this *measured* fairly?



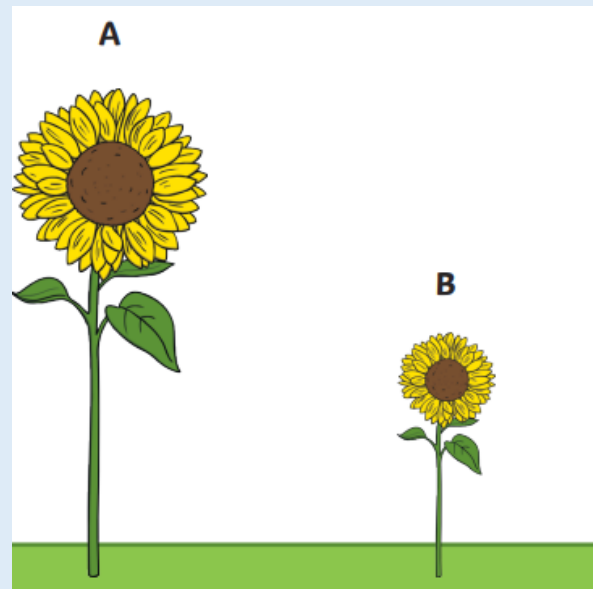
TPs- Can you *compare* the *heights* of the gingerbread men?

Task



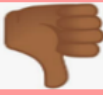
Practical activity!

Compare the **height** of objects and friends, using **comparative language**.

short shorter shortest
tall taller tallest



Self Assessment
Do you understand the task?

Thursday 29th January 2026

Pick 2 children and compare their height. Class to say the sentence “___ is taller than ___” or “___ is shorter than ___” to compare their height.

As a challenge pick 5 people of different height and get the children to put them in order from smallest to tallest.

_____ is taller than _____.

_____ is shorter than _____.

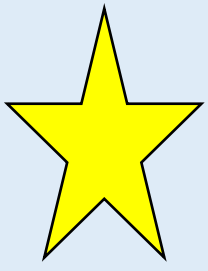


LQ: Can I compare height?

Steps to success



- *I can understand height.*
- *I can compare height.*
- *I can use comparative language to describe different heights of objects.*



Star words

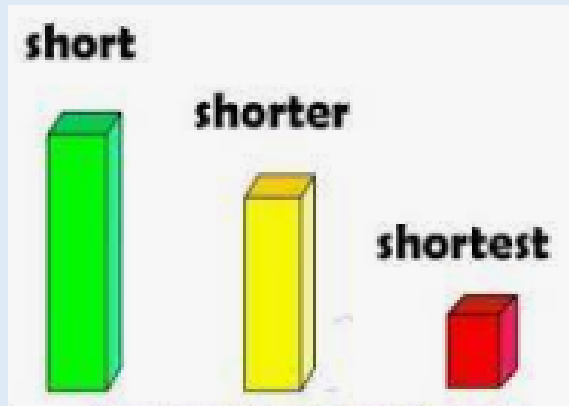
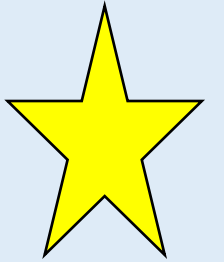


measurement

compare



comparatives

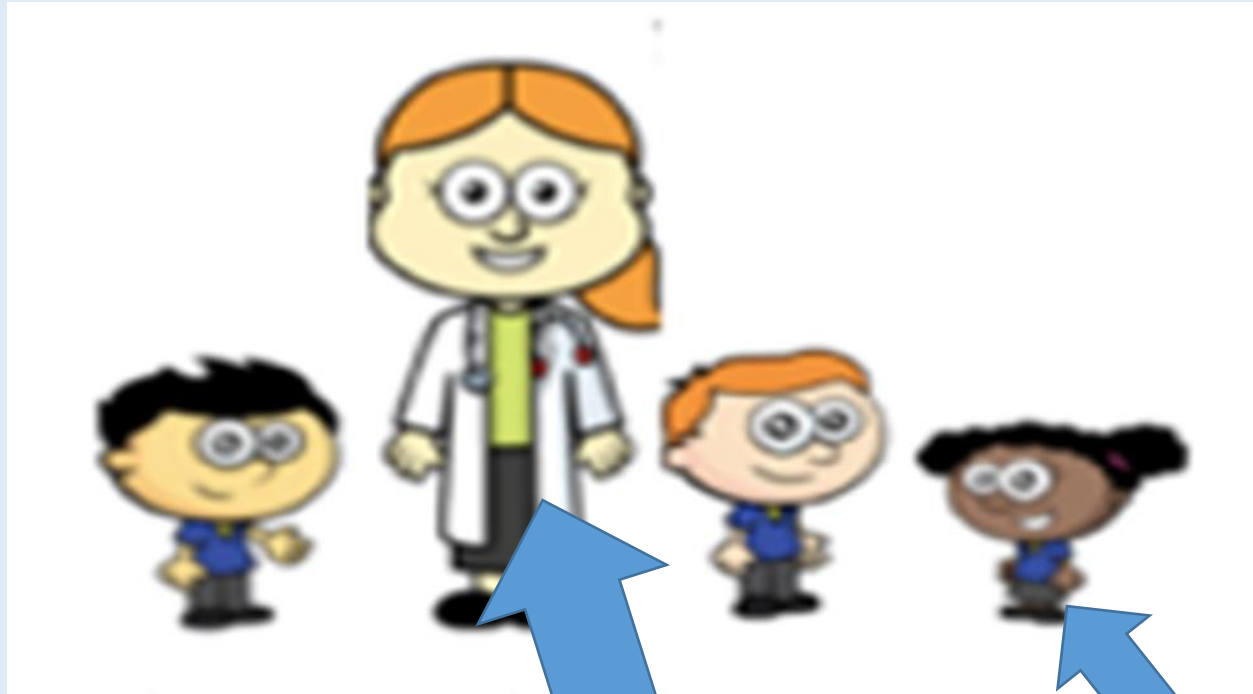




Can you compare their heights.

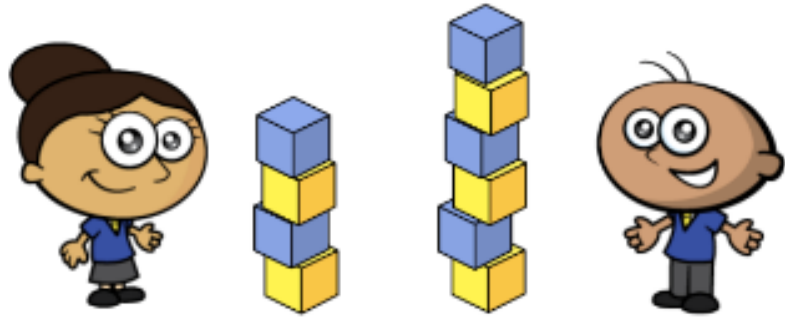
TPs- Who is the tallest?

TPs- Who is the shortest?



tallest

shortest



Dora's tower is shorter than Mo's.

*TPs- Do you agree?
TPs- Is it measured
fairly?*

Complete the sentences.

Jack is _____ than Anya.

Tariq is _____ than Anya.



Your task



height, short, shorter, shortest, tall, taller, tallest, compare



1.
Draw 1 object that is **taller**
and 1 object that is **shorter**
than you.
Compare the two objects you
drew using the sentence
starters.

Sentence starter

___ is taller than the ____.
___ is shorter than the ____.

2.
The flower is 8 cubes tall.

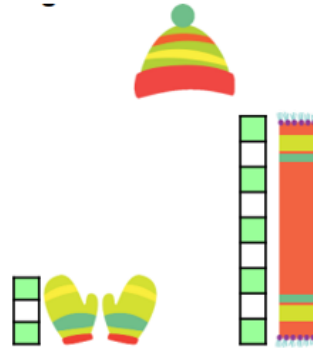


True or False
Explain your answer.

Sentence starter

___ because the flower is ____.

3.
A hat is shorter than the scarf
but taller than the gloves.



How many cubes could the hat
measure?

Today we worked with an adult to help us compare height. Then the adult helped us as we compared our height and put ourselves in order from tallest to shortest. We said the phrases "I am taller than ____" and "I am shorter than ____."

Take pictures of children to evidence in books.

Self Assessment

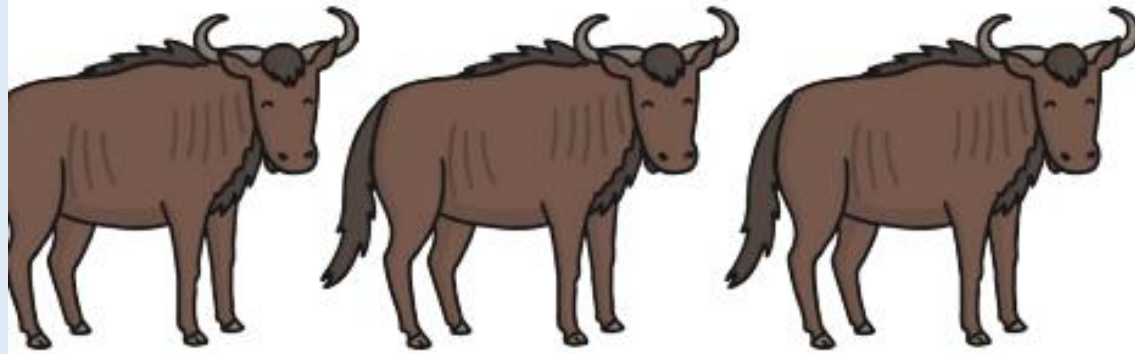
Do you understand the task?



Friday 30th January 2026

LQ: Can I solve a worded maths problem?

There are 17 wildebeest on the plain. 9 leave to find water.
How many are on the plain now?



TPs- Do we add or subtract to solve the problem?



LQ: Can I measure using non – standard units?

Steps to success



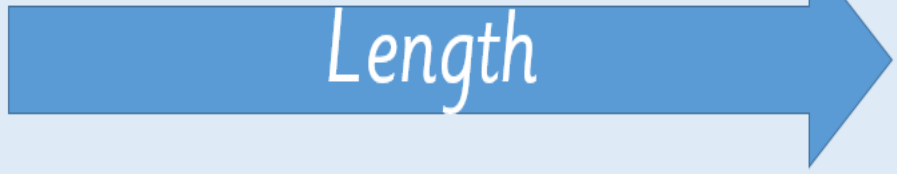
- *I understand measurement.*
- *I can measure the height and length of an object.*
- *I can use non standard units to measure the length and height of an object.*



Star words



measurement



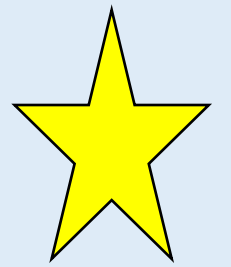
Length

measurement



Height

non- standard units



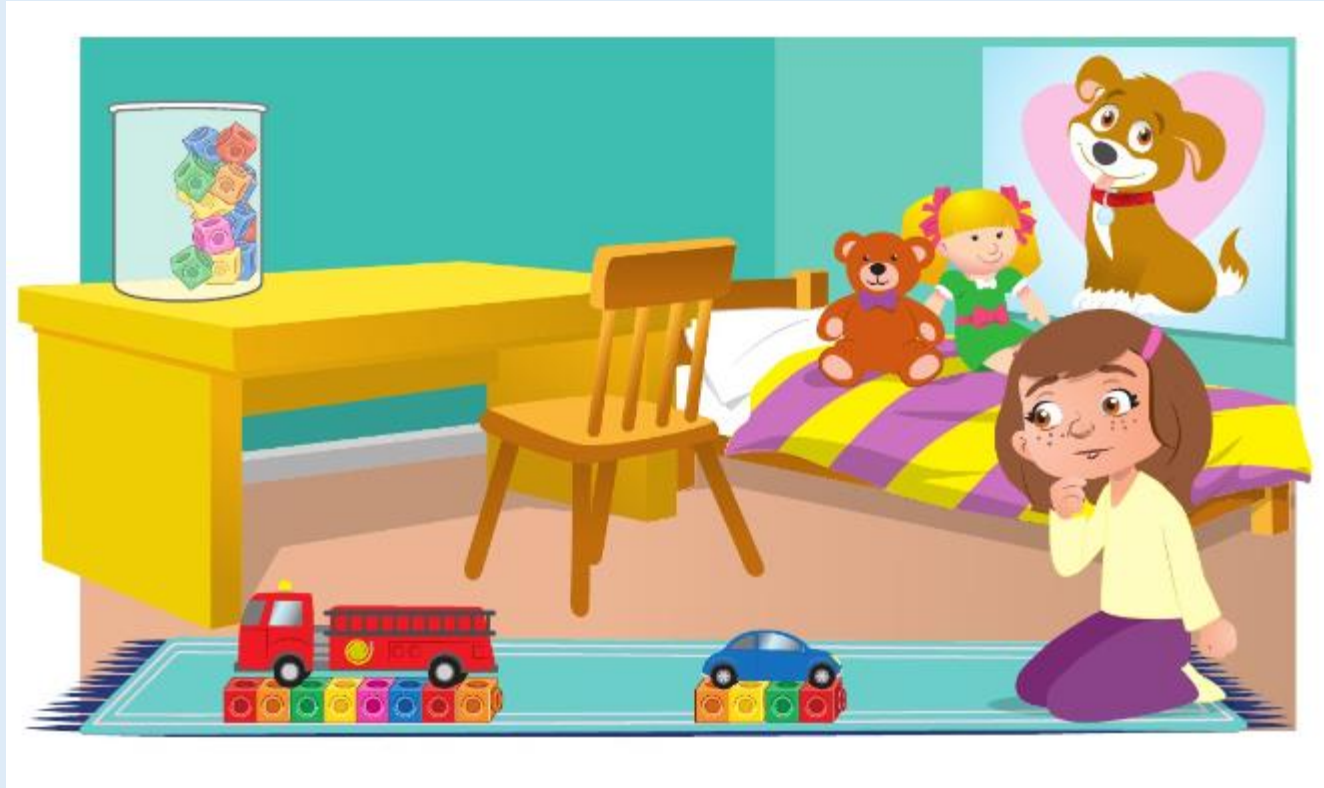
LQ: Can I measure using non standard units?

Let's look at the picture..



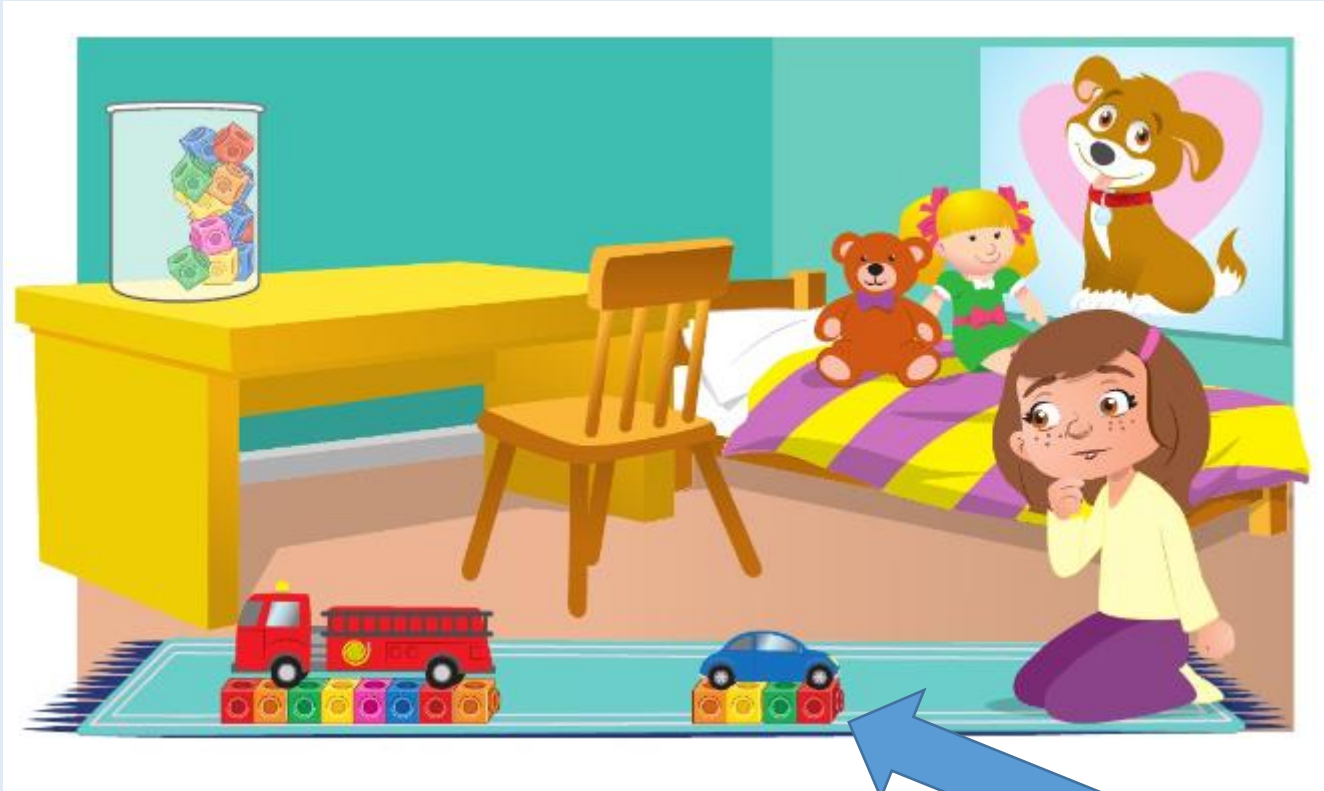
This girl is **measuring** the **length** of her toys .

TPs- What has she done with the cubes?



She has used **non- standard units** to **measure** the **length** of her toys.

TPs- How long is the car?



The car is 4 cubes long.

TPs- How long is the fire truck?

We can measure length using lots of different things:

A fingertip

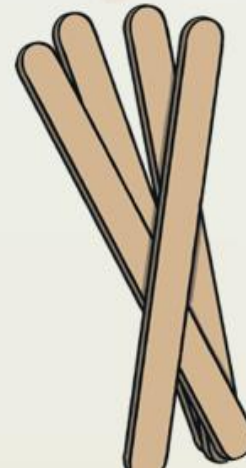
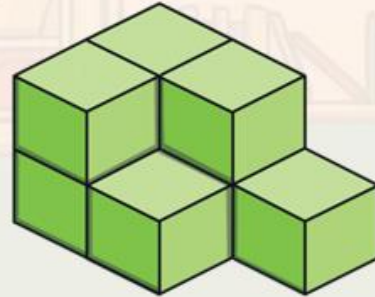
A hand

Cubes

Paperclips

Lolly sticks

A stride



These are called *non-standard units*.

These are called **non-standard units**.

A fingertip

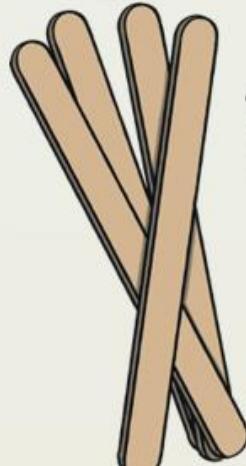
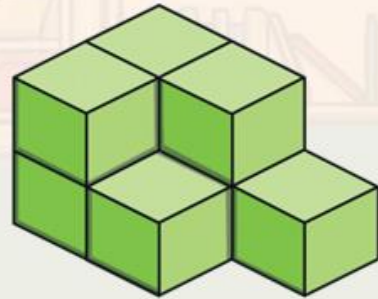
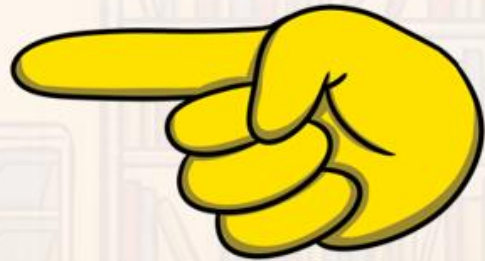
A hand

Cubes

Paperclips

Lolly sticks

A stride



Non-standard units

help us to measure,
using different tools
and resources.

Let's measure the **height** of a chair.



Use these **non-standard units**.



Remember to **measure up** and start at the **baseline point**.

TPs- How tall is the chair?

LQ: Can I measure using non standard units?

Lets measure the **length** of my remote.



Use these **non-standard units**.



Remember to **measure across**
and start at the **baseline point**.

TPs- How long is the remote control?

Which of the measuring tools are most suitable to use for measuring the length of these items?



Table

A simple illustration of a rectangular table with a grey top and a blue metal base, enclosed in an orange rounded rectangle.

fingertip lolly sticks hand

A yellow cartoon fingertip pointing to the left, enclosed in an orange rounded rectangle.A bundle of five brown lolly sticks, enclosed in an orange rounded rectangle.A cartoon hand with fingers slightly curled, enclosed in an orange rounded rectangle.

Time to Think

It is important to choose the item we measure with carefully. Why do you think that is?

We save time by using an item that is not too small when we are measuring something long.

It also makes it easier for us to measure.



Task

Practical activity!

Find objects in your class to **measure** their **length** & **height** using **non-standard units**.



Self assessment

Do you understand the task?

