

Monday 2nd February 2026

Our Maths Learning Journey

Key vocabulary:

tens and ones

place value

compare

greater than

less than

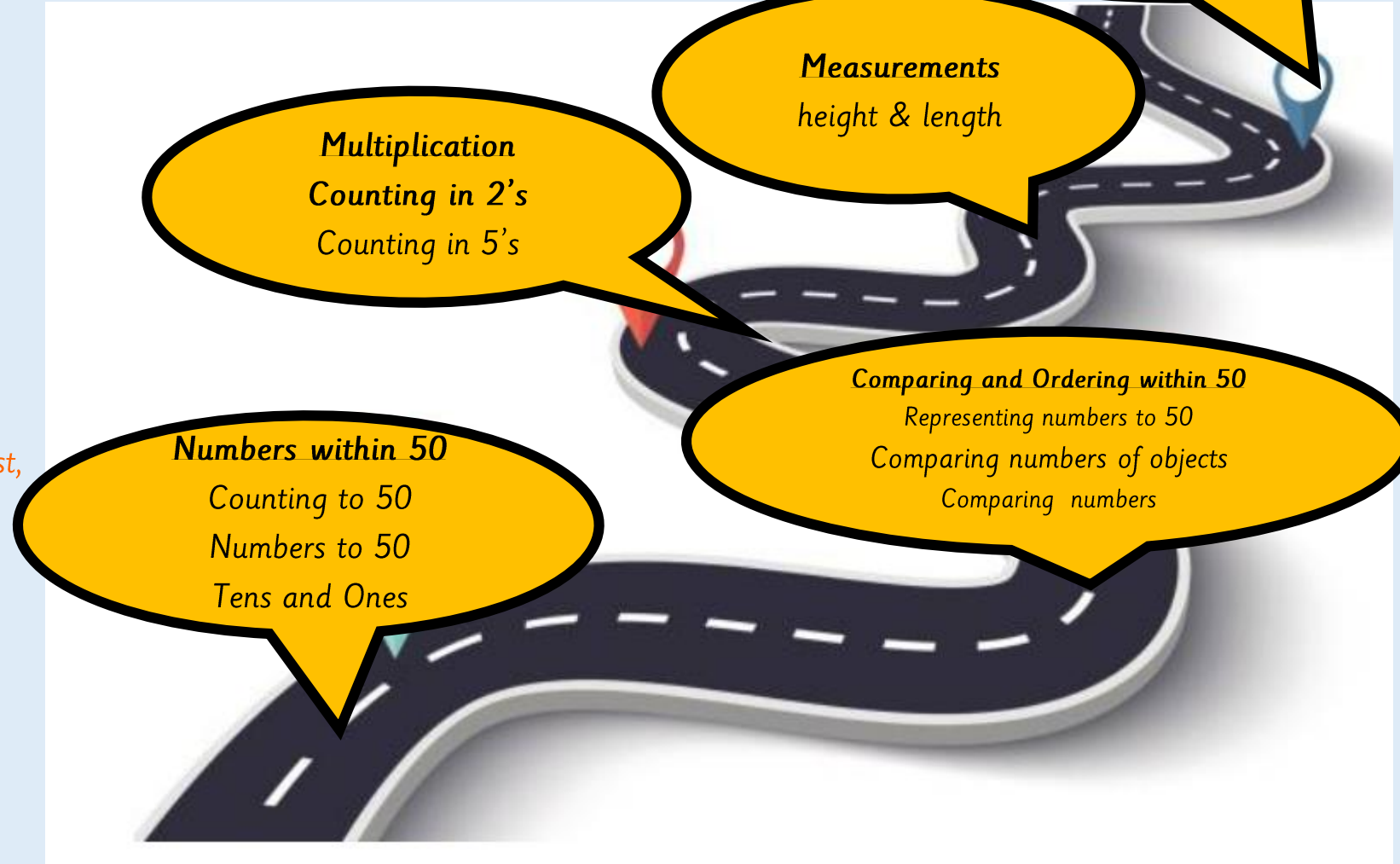
multiples

height / length

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

tall, taller, tallest, non-standard unit,

standard unit, centimetres





2 Complete the sentences.



longest
longer
shortest
shorter

The second  is _____
than the first .

The third  is the _____
.

3 How can you compare lengths and heights in your group?

CHALLENGE

How many ways
can you order
yourselves?

Do we all have to
be standing up or
sitting down to
compare us?





Supertato says that the pencil is 3 cubes long.

*TPs- Is he correct or incorrect?
How do you know?*



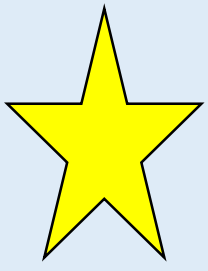


LQ: Can I measure using non – standard units?

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



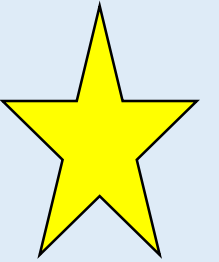
Length

measurement



Height

non- standard units



LQ: Can I measure using non standard units?



TPs: Which is longer, the car or the fire engine?

The ____ is longer because...

TPs: How many cubes long are the car and the fire engine?

The car is ____ cubes long and the fire engine is ____ cubes long.



TPs: How many cubes long are the car and the fire engine?

The car is ____ cubes long and the fire engine is ____ cubes long.

LQ: Can I measure using non standard units?

Complete the statements.



The doll is _____ cubes tall.

The teddy bear is _____ cubes tall.

The teddy bear is _____ than the doll.

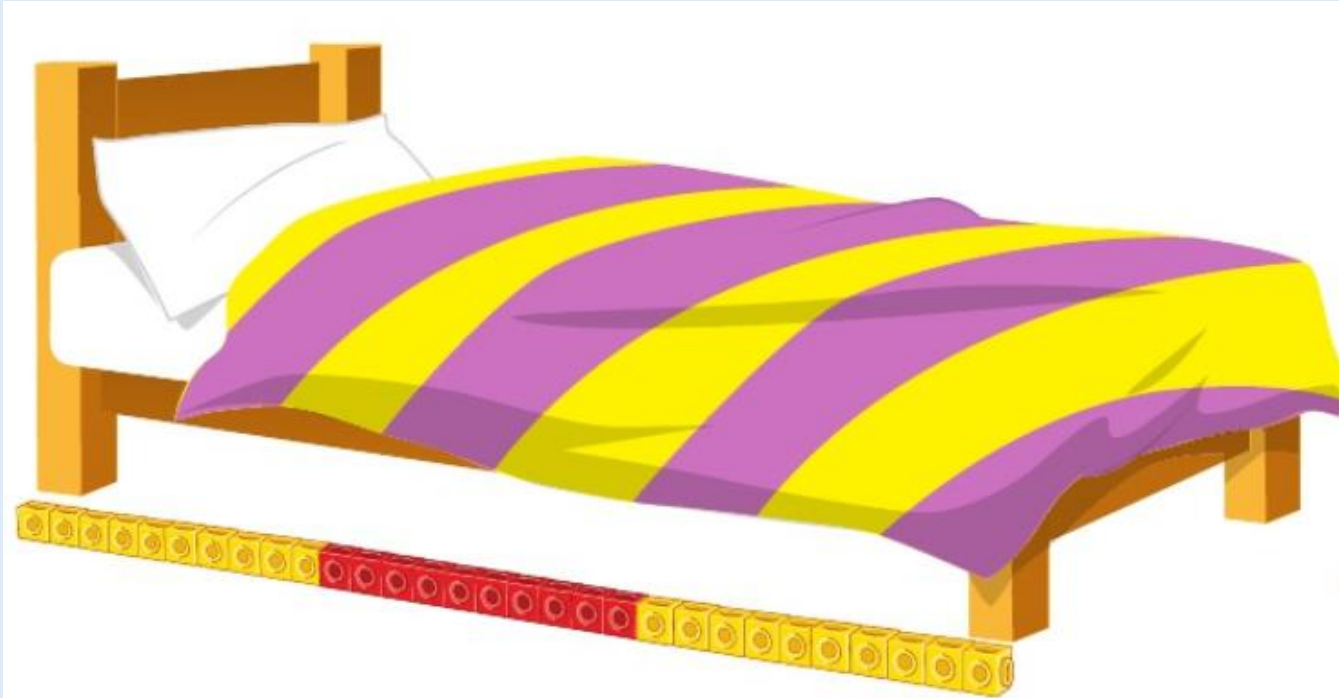
Self assessment



Do you understand how to
measure using non-standard unit?

LQ: Can I measure using non standard units?

Complete the statements.



The bed is _____ cubes long.

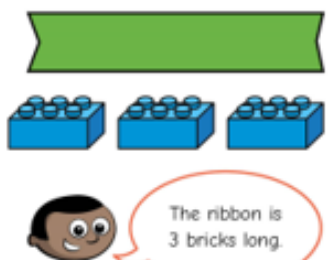


The chair is _____ cubes tall.

Task

1. Complete the statements.

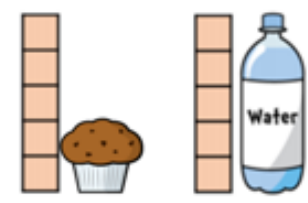
2. Mo is measuring the length of the ribbon.







The ribbon is 3 bricks long.

What mistake did Mo make?
Sentence starter
 His mistake is...

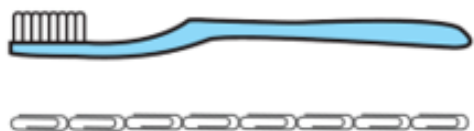
3. Tick the correct sentences.



The muffin is 5 squares tall.
 The water bottle is 5 squares tall.
 The muffin is 3 squares shorter than the water bottle.

Object	Number of cubes
scissors 	_____ cubes long.
water bottle 	_____ cubes tall.
pencil pot 	_____ cubes tall.
picture book 	_____ cubes long.

1.



The tooth brush is _____ paper clips long.



The chew is _____ squares long.

The sweet is _____ squares long.

The chew is _____ squares longer than the sweet.

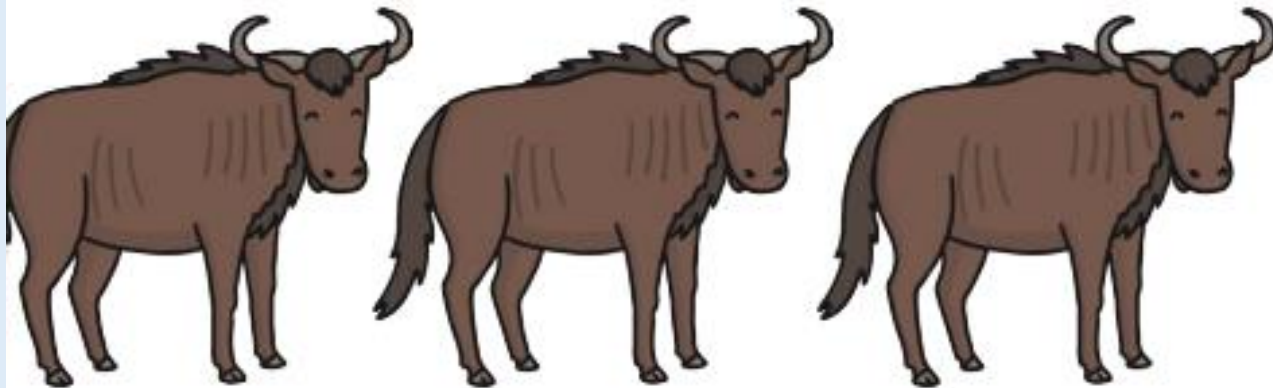
Self assessment

Do you understand the tasks?



Tuesday 3rd February 2026

20 wildebeest are grazing. 12
get scared and run away.
How many wildebeest are left?



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

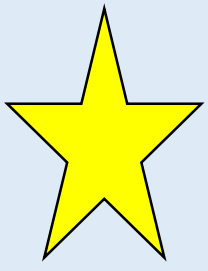


LQ: Can I measure using a standard unit?

Steps to success



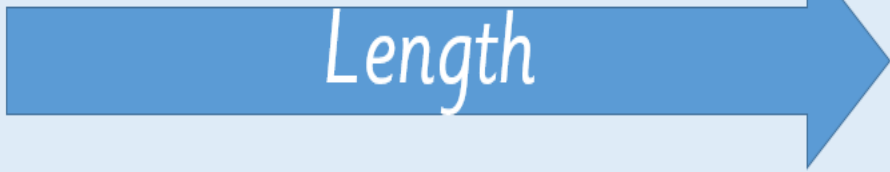
- *I understand measurement.*
- *I understand what a standard unit is.*
- *I can measure using a standard unit.*



Star words



measurement



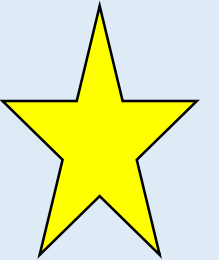
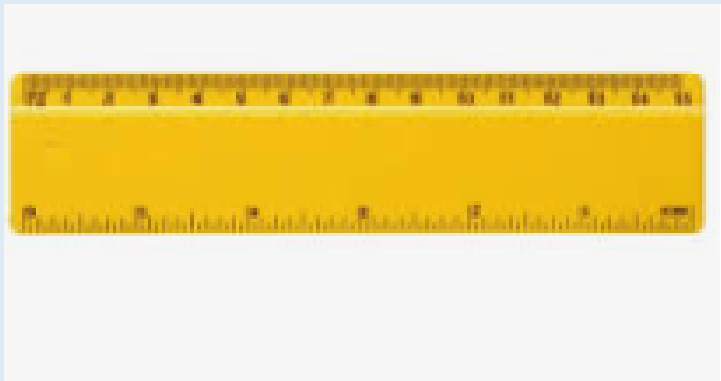
Length

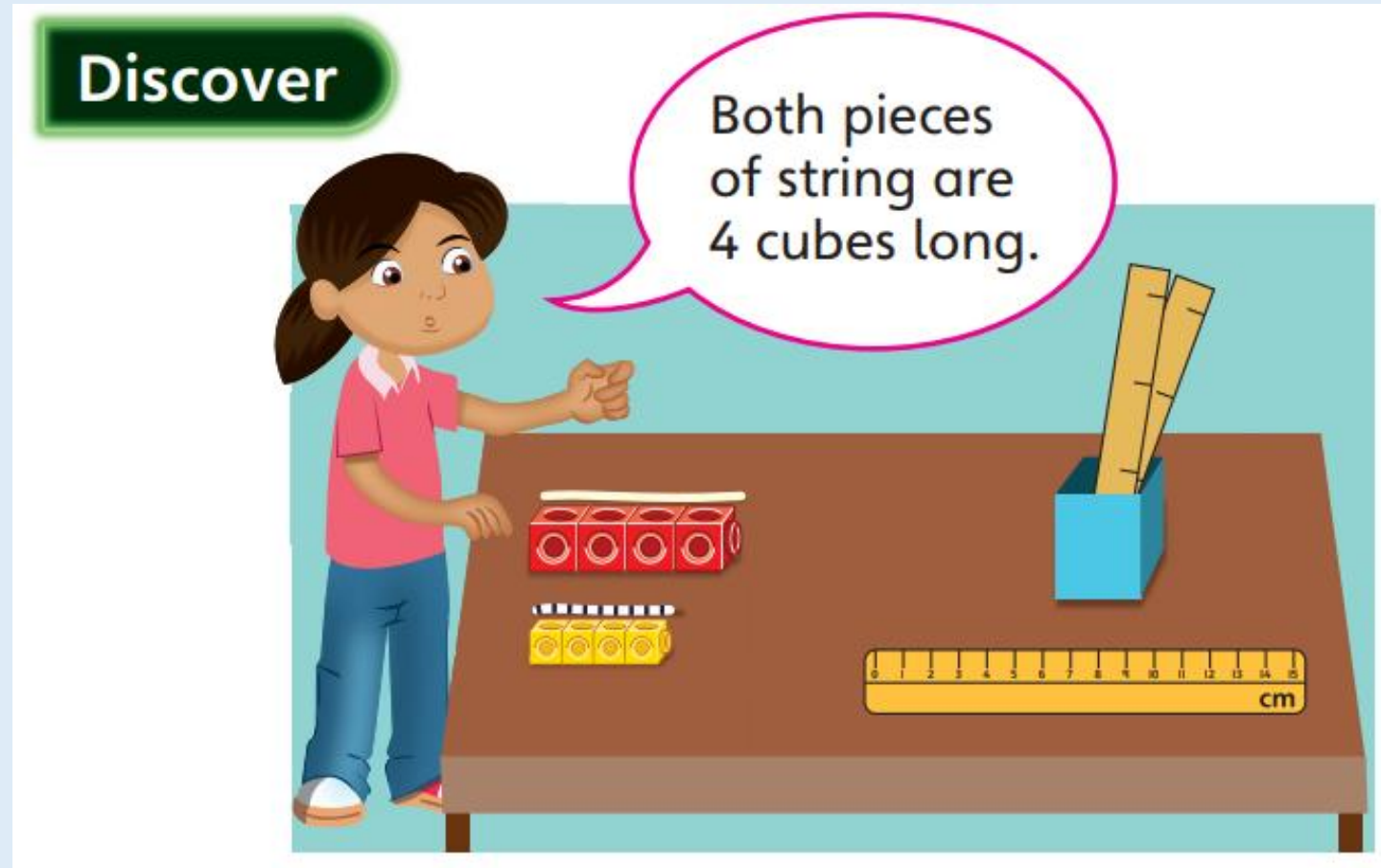
measurement



Height

standard unit / ruler





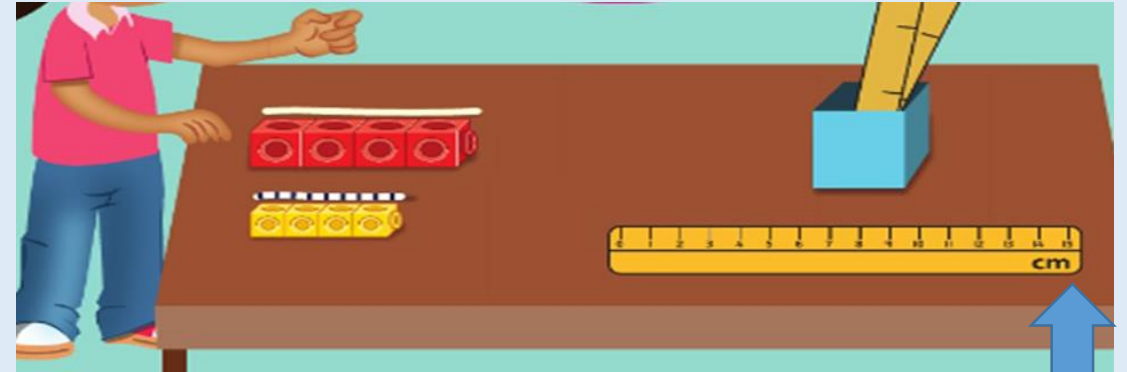
TPs: Which is the longer piece of string?

Explain how both pieces of string can be 4 cubes long.

LQ: Can I measure using a standard unit?

Measurement

You can **measure** using **non-standard units** such as cubes, paper clips, feet. Although non standard do not always tell you the exact **measurement** of an object.



Both pieces of string had the same amount of cubes but are different lengths because the cubes are different sizes.

This is when you need a **standard unit** like a **ruler**. A ruler will give you the **exact measurement** of the string.



The **standard units** on a **ruler** is **centimetres (cm)** , millimetres (mm) or inches (inch) .

Today we will focus on **centimetres**.
That is the **metric unit**.

LQ: Can I measure using a standard unit?

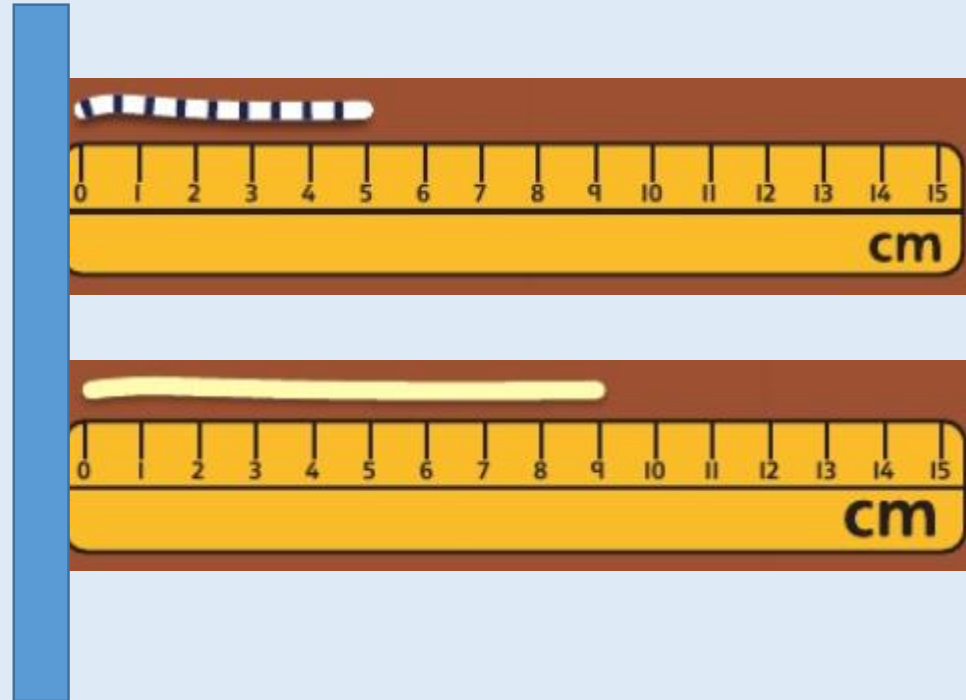


CM means
centimetres.

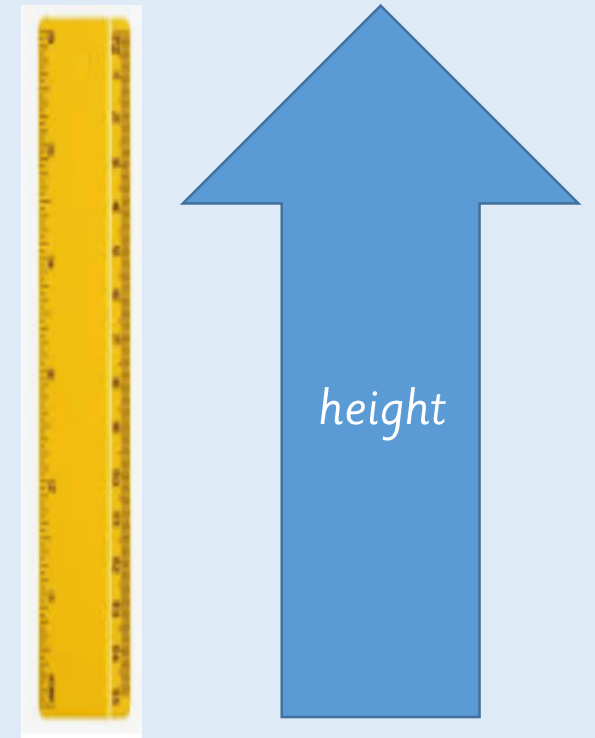
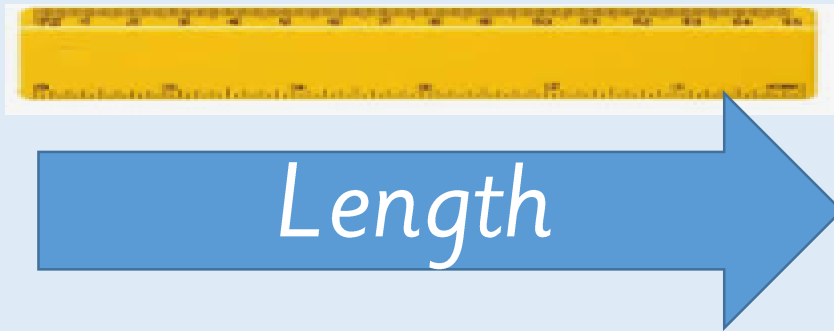
These numbers
tell you
measurement in
centimetres.

LQ: Can I measure using a standard unit?

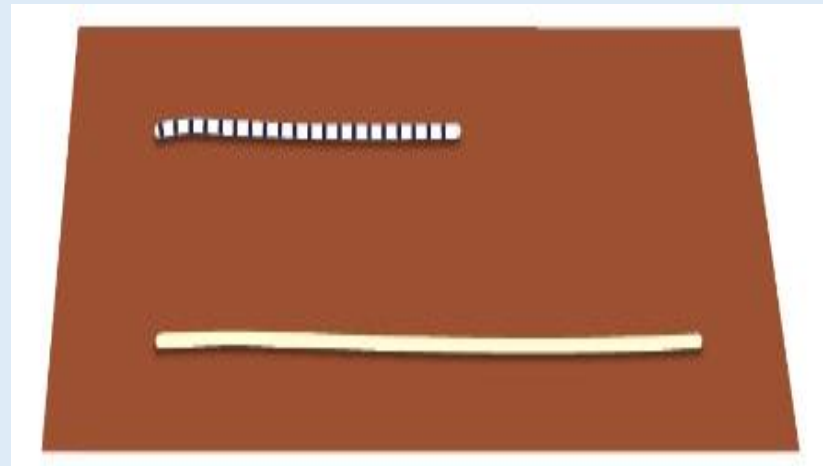
When **measuring** using a **ruler** you still need to remember the **baseline point** to **measure** fairly. This ruler starts from 0cm but some rulers start from 1cm.



You can use a **ruler** to **measure** the **length** or the **height** of an object.



Let's **measure** the **length** of both pieces of string using a **ruler**.



Teacher to model measuring two different size string and the recording of measurement using cm.

Self assessment



Do you understand how to measure using the standard unit CM?

LQ: Can I measure using a standard unit?

Let's **measure** the **height** of my pencil pot, using a **ruler**.



Teacher to model the recording of measurement using cm.

LQ: Can I measure using a standard unit?

Task

Practical activity!

Using a **ruler**, **measure** the **length** or **height** of an object and record the measurement on your whiteboard. Remember to add **cm- centimetres**.



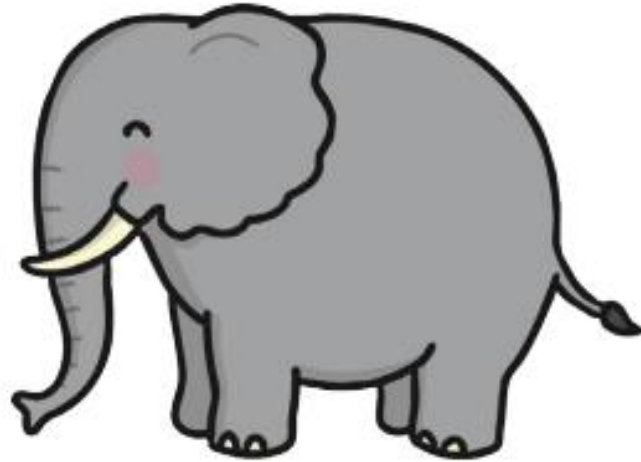
Self assessment

Do you understand the task?



Wednesday 4th February 2026

. A herd of 11 elephants joins up
with another herd of 5.
How many elephants are there now?



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

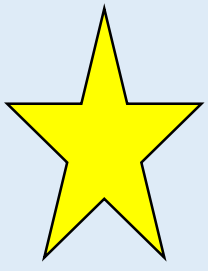


LQ: Can I measure using a standard unit?

Steps to success



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



Star words

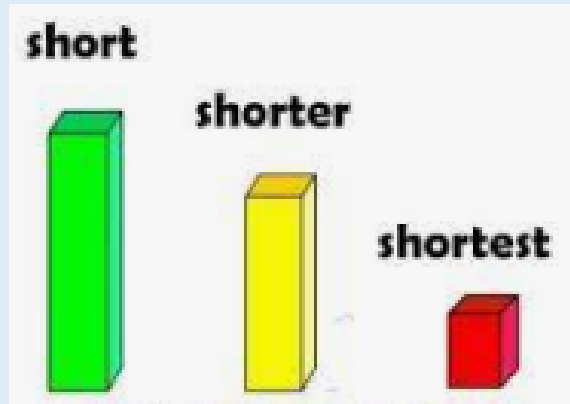
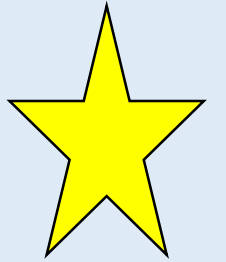


measurement

compare

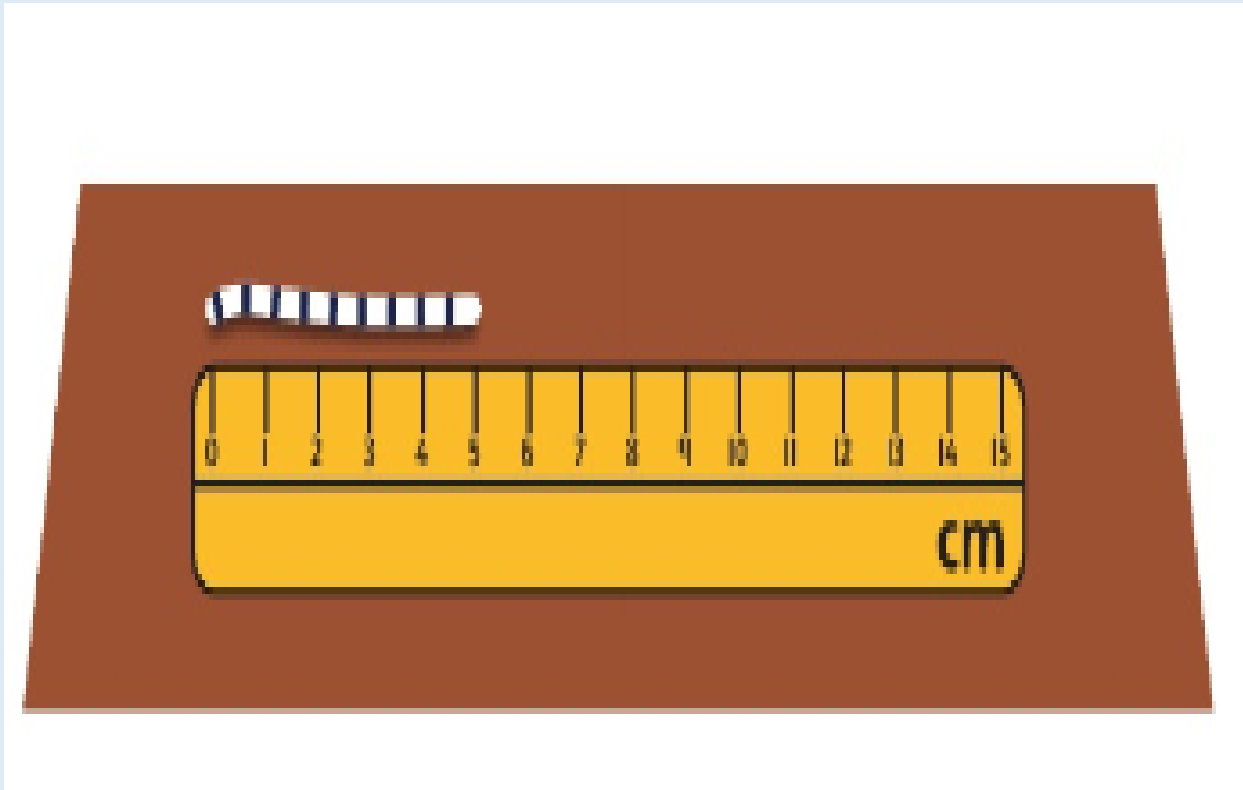


comparatives

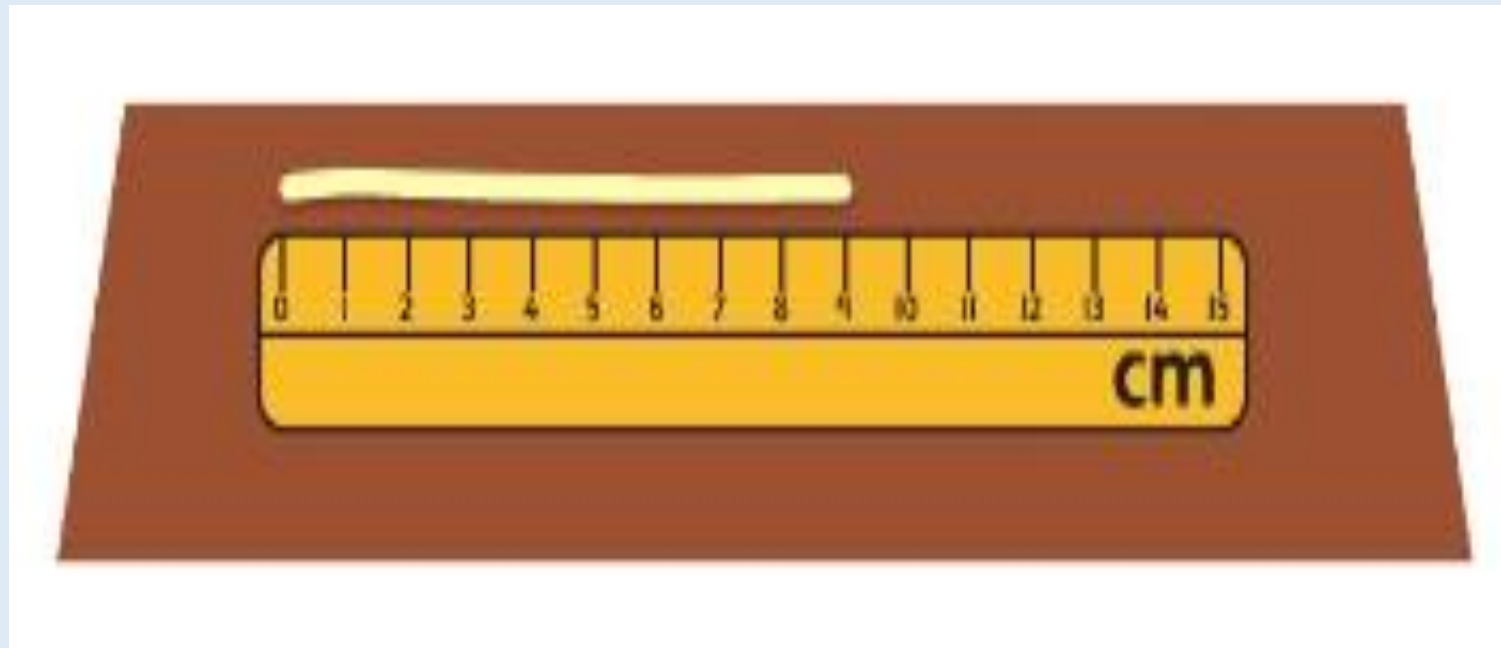


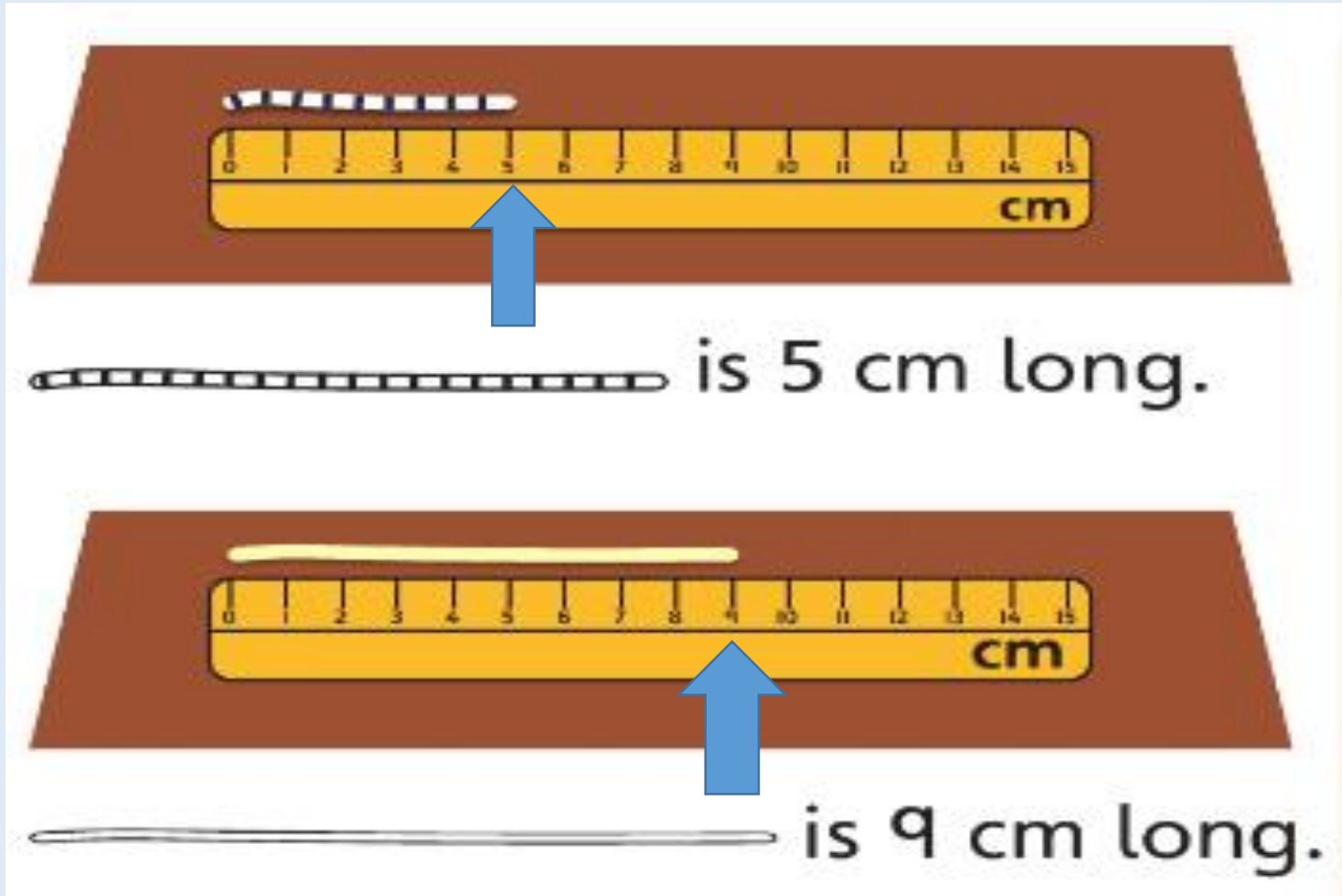
TPs- How long is the string?

TPs- How do you know?

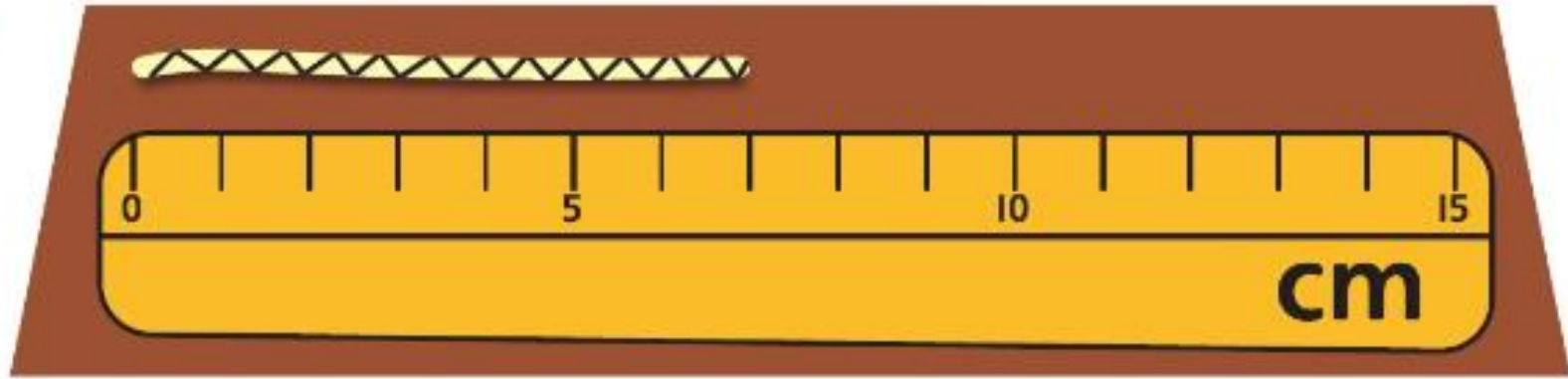


TPs- How long is the string?
TPs- How do you know ?





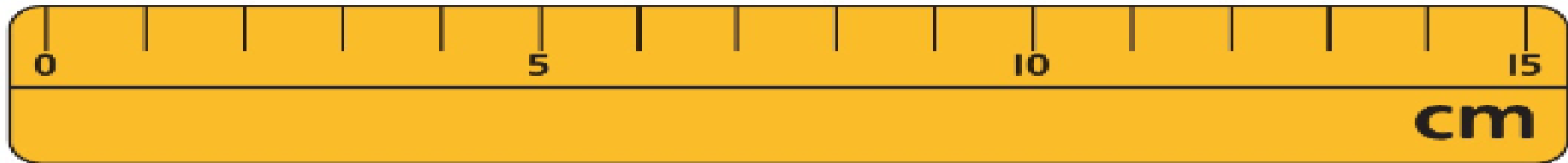
LQ: Can I measure using a standard unit?



How long is the string?

The string is cm.

2 Use this ruler to measure a small pencil.











Self assessment

Do you understand how to
measure using the standard unit CM?

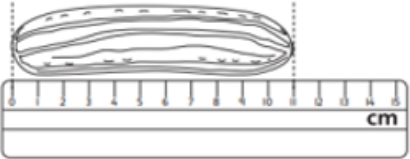



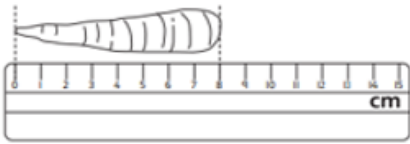

LQ: Can I measure using a standard unit?



Task

<p>1. Write how long each object is.</p> <p>a)  The  is <input type="text"/> cm long.</p> <p>b)  The  is <input type="text"/> cm long.</p> <p>c)  The  is <input type="text"/> cm long.</p>	<p>2. Nely says, The straw is 11cm long.</p>  <p>Is she correct? How do you know?</p> <p><u>Sentence starter</u> Yes, he is correct because _____. No, he is incorrect because _____.</p>	<p>3. Measure the heights. Use a ruler.</p>  <p>The girl is <input type="text"/> cm tall. The boy is <input type="text"/> cm tall.</p>
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Working with an adult we measured objects using standard units and recorded our findings using a table. Then we recalled our findings. "The _____ is _____ cm tall/ long."

a)  The  is cm long.

b)  The  is cm long.

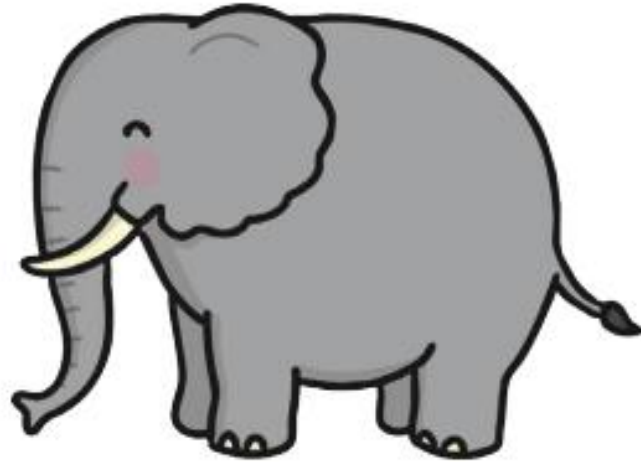
c)  The  is cm long.

Self assessment
Do you understand the tasks?



Thursday 5th February 2026

. A herd of 11 elephants joins up
with another herd of 5.
How many elephants are there now?



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



LQ: Can I solve problems related to measure?

Steps to success



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



Star words

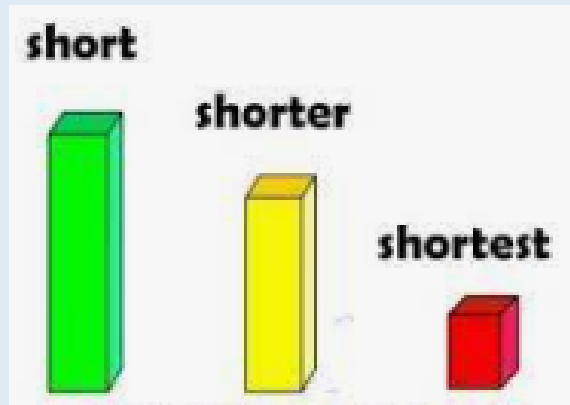
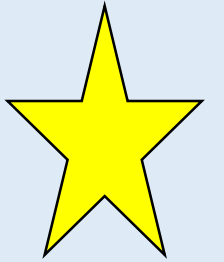


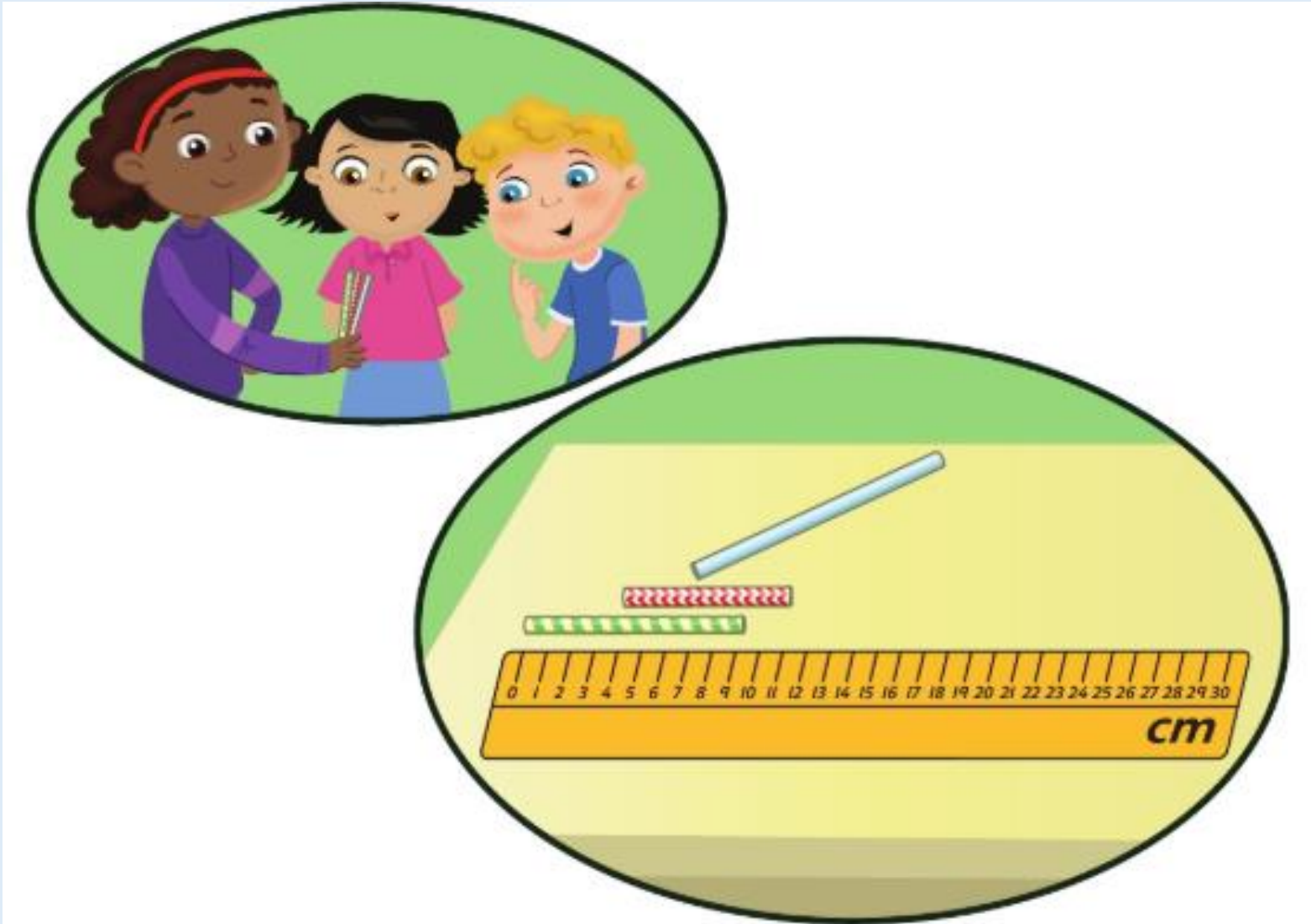
measurement

compare

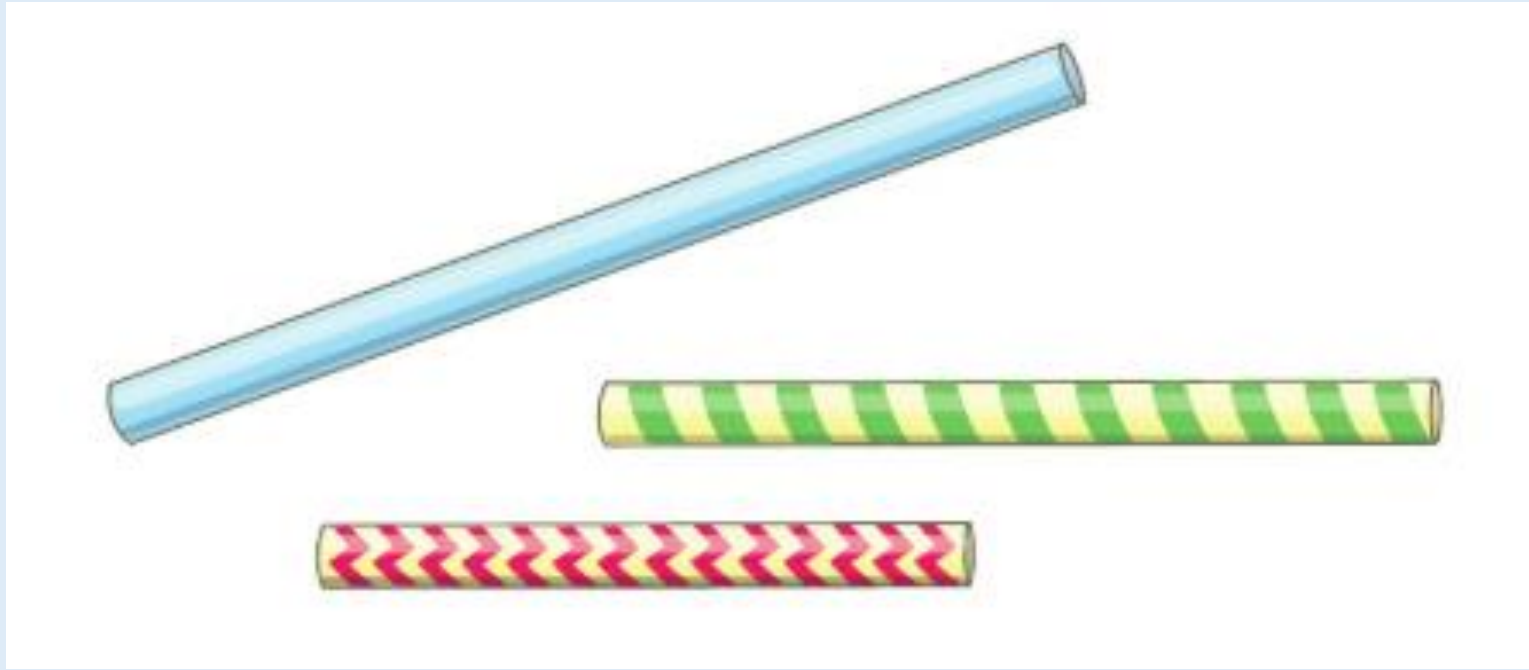


comparatives





TPs- What is the length of the green stripy straw?



TPs- How can we order the lengths of these straw?

Kofi puts the green stripy straw and the red zig-zag straw next to each other in a line.

TPs- What is the total length?



We need to work out the length of each straw and then add the two numbers together.

The length of the green straw is _____.

The length of the red straw is _____.

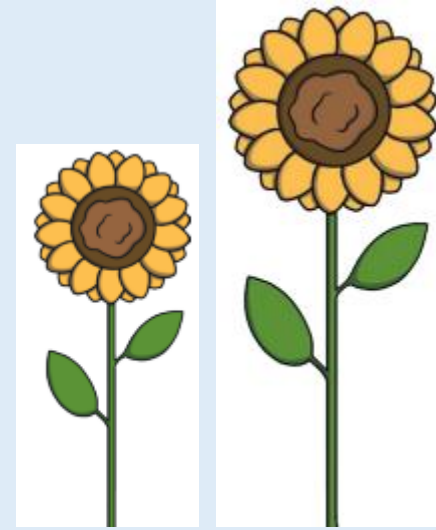
$$\square + \square = \square$$

The total length is _____ cm.

First, the flower was 12cm tall.

Then, it grew by 15cm.

TPs- How tall is the flower now?

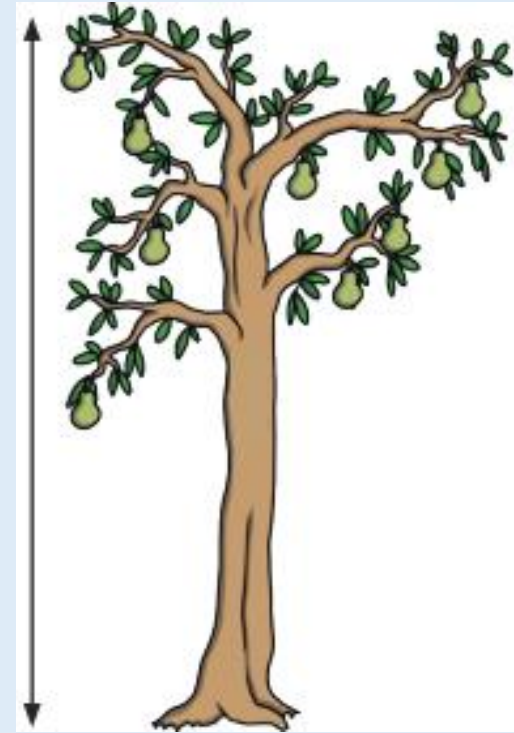


$$\square + \square = \square$$

The total height is _____ cm.

The apple tree is double the height of the pear tree.

TPs- How tall is the apple tree?



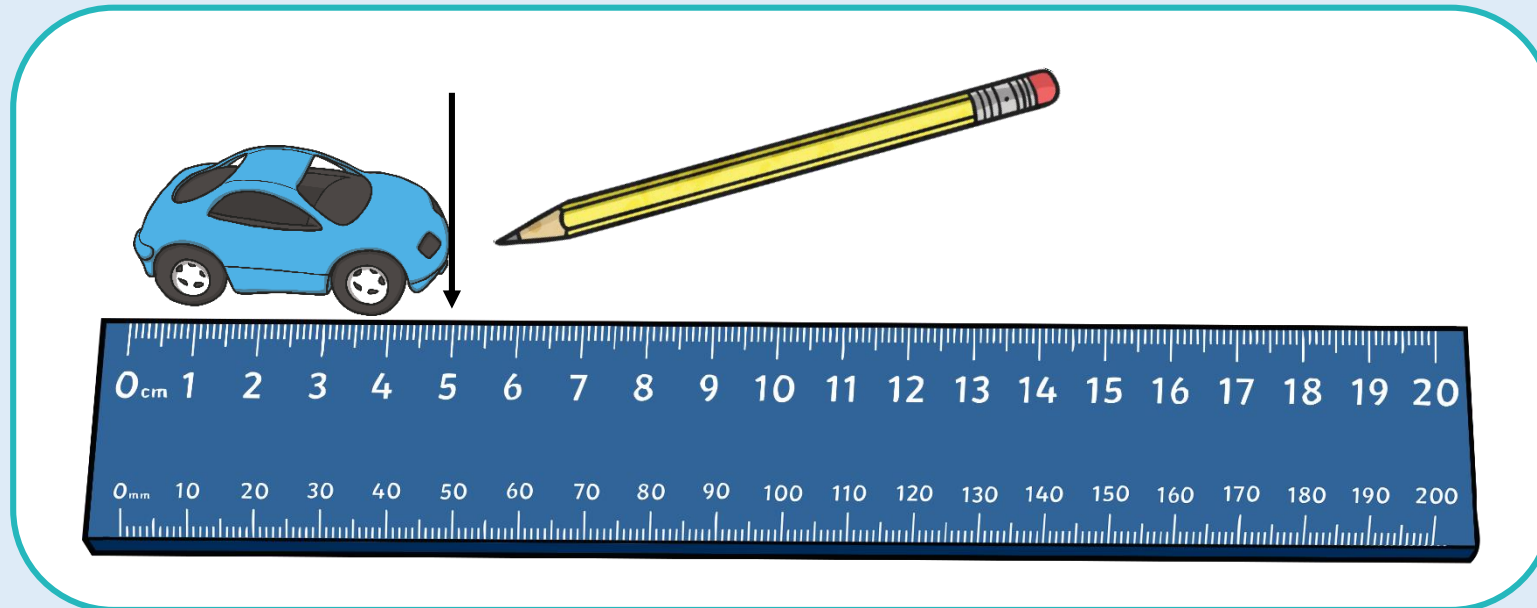
4 cm

$$\square + \square = \square$$

The total height is _____ cm.

Adding Lengths

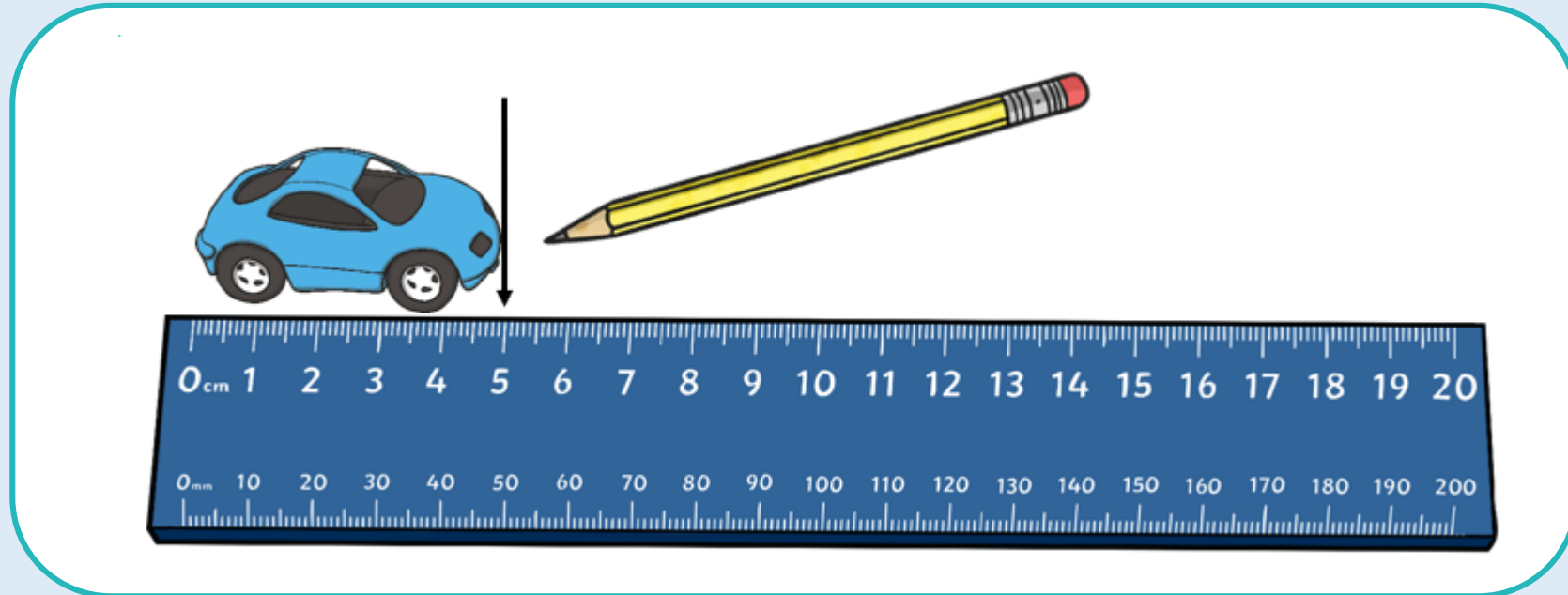
How long is the toy car?



The car is 5cm long.

Adding Lengths

How long are 2 cars?

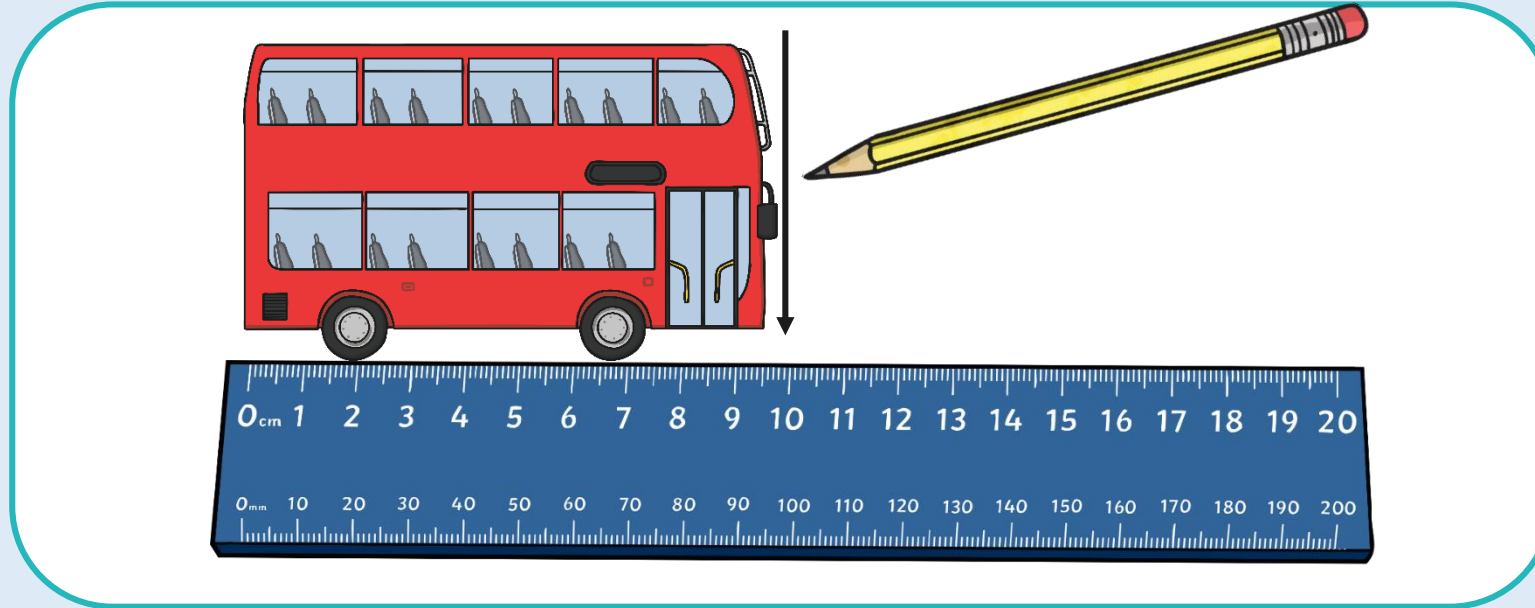


Each car is 5cm long. Therefore $5\text{cm} + 5\text{cm} = \underline{\quad}$?

Together, they are 10cm long.

Adding Lengths

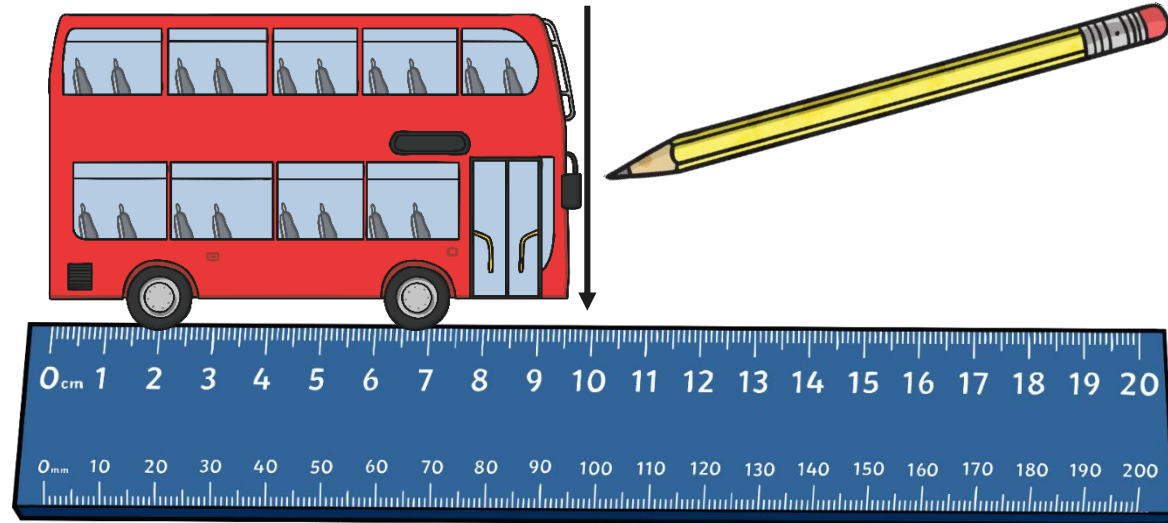
How long is the bus?



The bus is 10cm long.

Adding Lengths

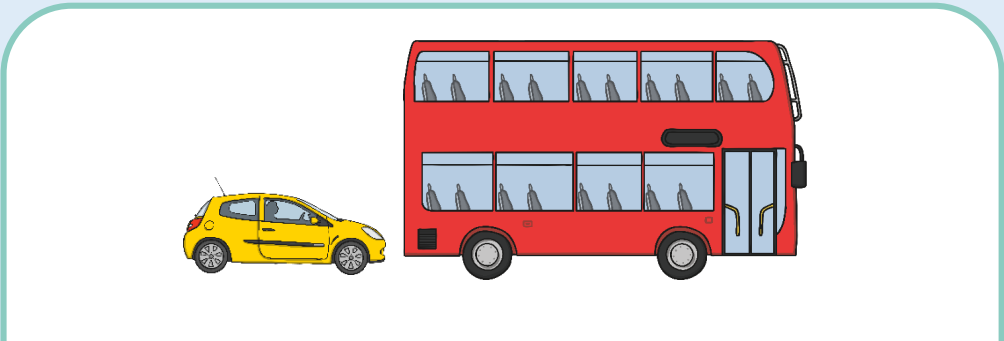
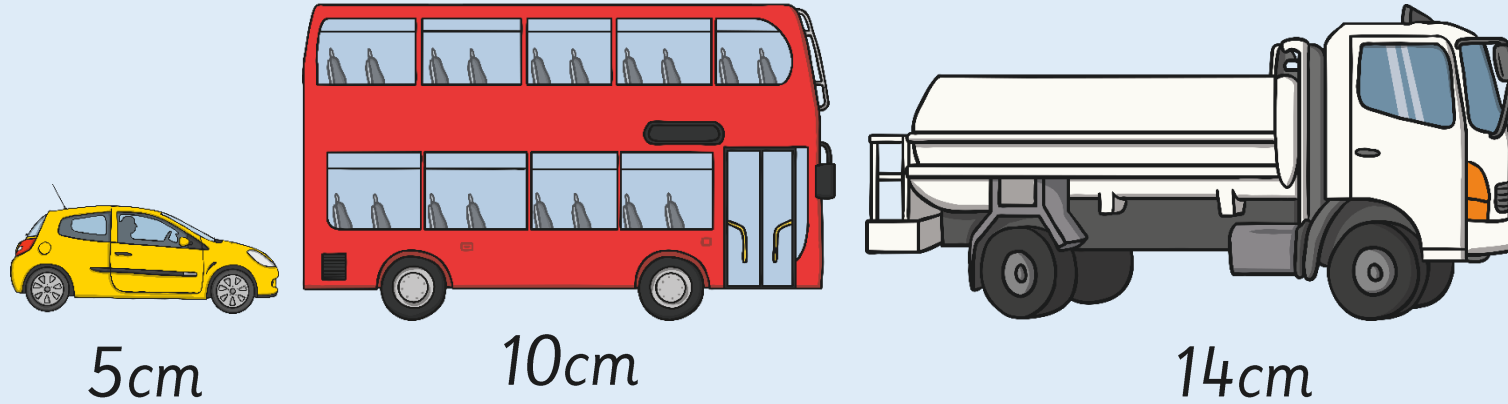
How long are two buses?



Each bus is 10cm long. Therefore we need add $10\text{cm} + 10\text{cm} = \underline{\quad}$?

Together, they are 20cm long.

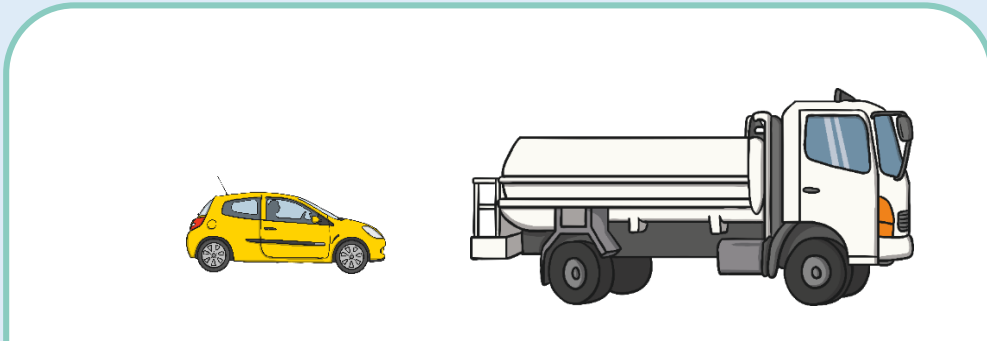
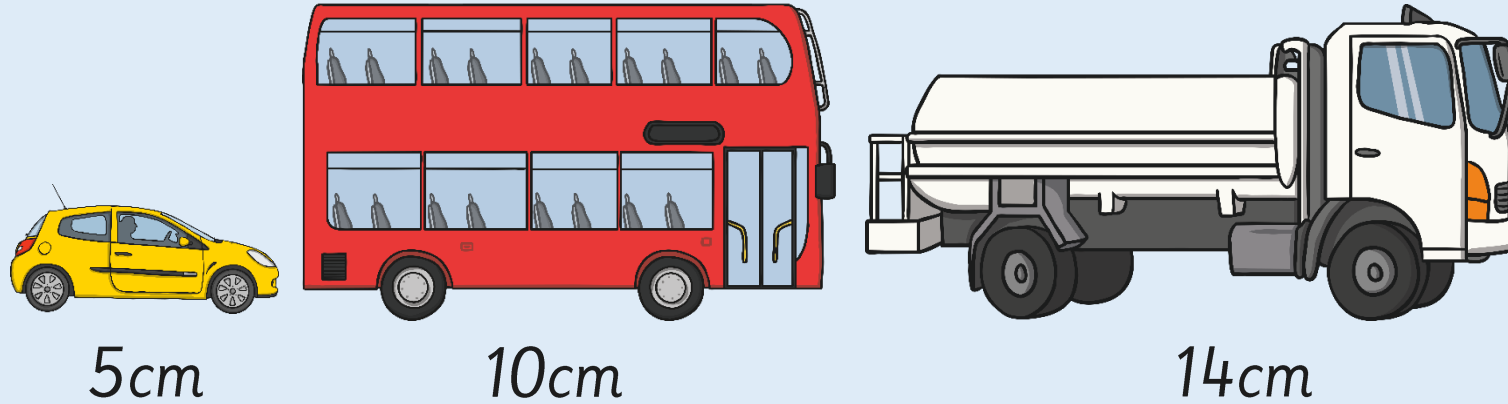
Adding Lengths



What is the total length of these 2 vehicles?

$$\underline{\hspace{2cm}} \text{ cm} + \underline{\hspace{2cm}} \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

Adding Lengths







What is the total length of these 2 vehicles?

$$\underline{\quad} \text{ cm} + \underline{\quad} \text{ cm} = \underline{\quad} \text{ cm}$$

Self assessment
Do you understand the tasks?

LQ: Can I solve problems related to measure?

Task

Toy	Length
car 	6cm
bus 	9cm
truck 	13cm
train 	10cm

What is the total length?



$$\underline{\quad} \text{ cm} + \underline{\quad} \text{ cm} = \underline{\quad} \text{ cm}$$



$$\underline{\quad} \text{ cm} + \underline{\quad} \text{ cm} = \underline{\quad} \text{ cm}$$



$$\underline{\quad} \text{ cm} + \underline{\quad} \text{ cm} = \underline{\quad} \text{ cm}$$



$$\underline{\quad} \text{ cm} + \underline{\quad} \text{ cm} = \underline{\quad} \text{ cm}$$

Use the information on the table to help you complete the statements.

Note: Provide resources for children to use to support addition.

Self assessment

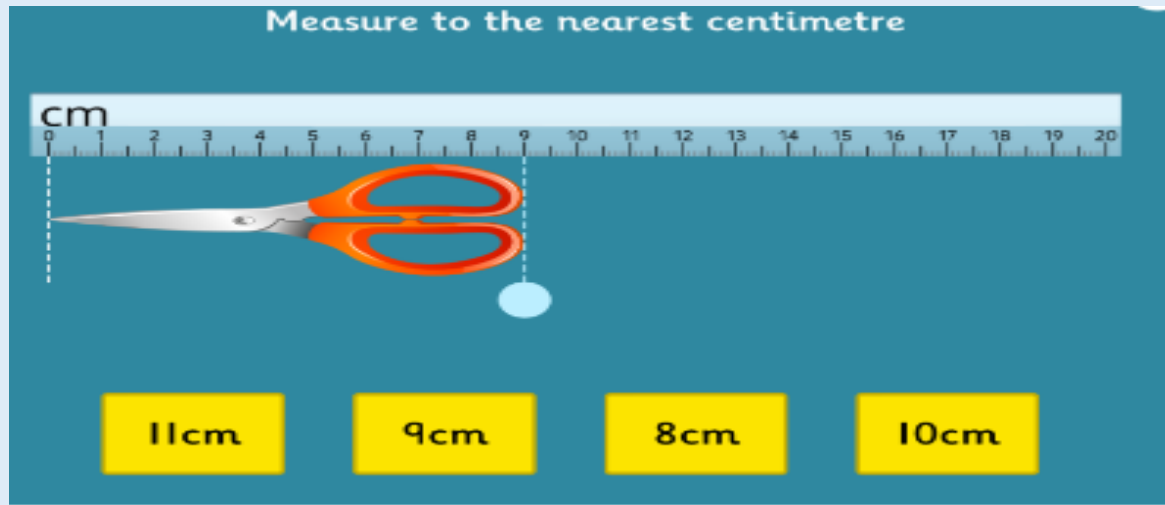
Do you understand the tasks?



Friday 6th February 2026

Let's recap our previous learning. Can we measure objects in centimetres?

<https://www.topmarks.co.uk/maths-games/measuring-in-cm>



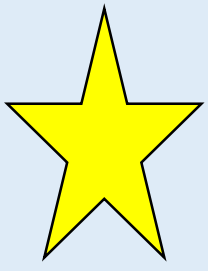


L.Q: Can I compare the weight of objects?

Steps to success



- I understand what weight is.*
- I can use a scale to measure weight.*
- I can compare the weight of objects using comparative language.*



Star words

scale



compare



weight



heavy/ heavier



light/ lighter



balanced/equal

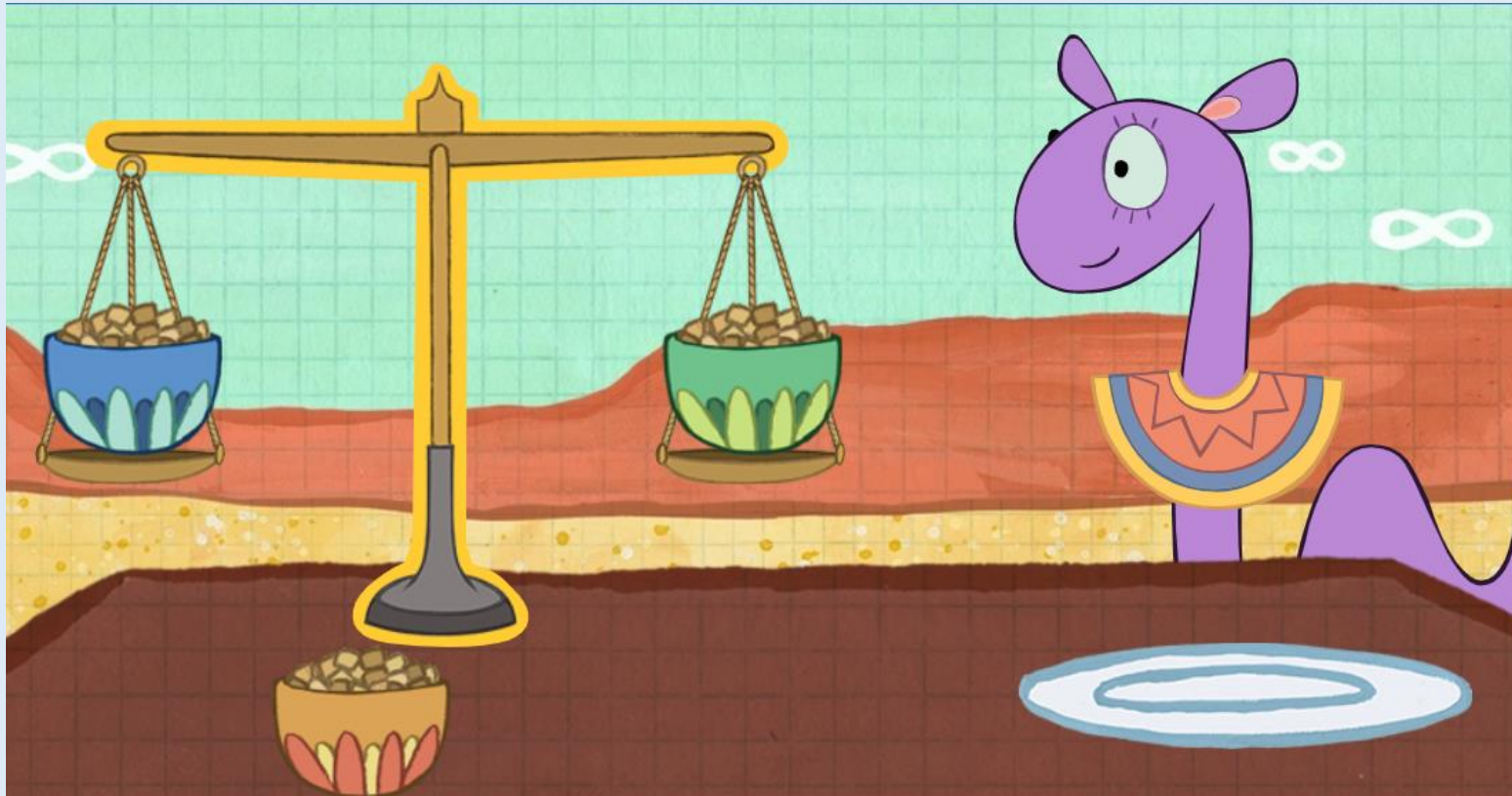


Today and next week we are going to measure weight of objects in the classroom and compare them.

We measure weight to check how heavy or light something is. When we compare weight, we use balance scales.



<https://pbskids.org/peg/games/happy-camel/>



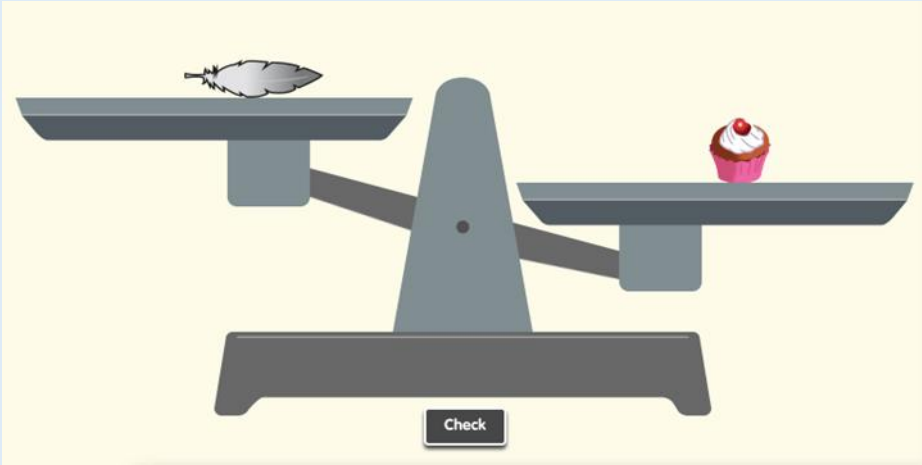


TPs- Which item will be **heavier**? The green balloon or the purple marble?
TPs- How can we find out?



Even though the balloon is bigger than the marble, it is lighter than the small marble. The size of an object does not always determine the **weight** of an object.

When an object is **heavier** the scale will **move down**.



The feather is lighter than the cupcake.

The cupcake is heavier than the feather.



TPs- How would you **compare** the weight of the tennis balls?

Remember when an object is **heavier** the scale will **move down**.

Self assessment

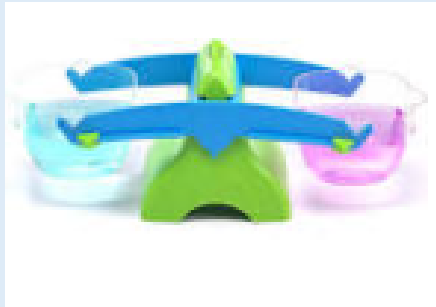
Do you understand how to compare weight?



Your task

Practical activity!

Work in groups to **measure** and **compare** the **weight** of objects in the classroom, using **scales**.



Self assessment

Do you understand the task?

