

Measures Week – Comparing, Counting and Estimating Y1/2

For this week you will need:

- Pencil and paper
- Things around your home

For example spoon, pen, book, mat, coaster...



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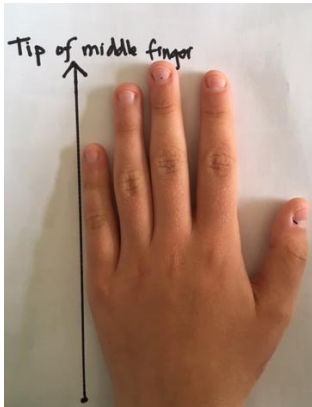
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Measures Week – Comparing, Counting and Estimating Y1/2

Day 1

- Find five things around your house that are the same length as your hand. It may be hard to find things that are exactly the same length, so try to find things that are as close as possible.



- Take a photograph or draw round the things you find.

Notes for adults working with groups of children.

- Model for the children how to measure objects using the length of their hand.
- Encourage them to notice differences between lengths of objects.

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Day 2

- Collect five things that are shorter than your hand.
- Now collect five things that are longer than your hand.
- Use the ten things you have collected and lay them on the floor from shortest to longest.
- Label the shortest and label the longest.
- Take a photograph or draw them in order.



Shortest

Longest

Notes for adults working with groups of children

- Help the children to start with the shortest object and to work systematically to lay them out in order

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Day 3

- Choose something around your house that you'd like to measure with the length of your hand, like a table or your bed.
- How many hands long do you think it will be?
- Write down what you think.
- Now measure with your hands. Make sure you use your hands **carefully** so that there are no gaps, like in the photograph.



- Look back at what you wrote. How close were you?
- Now find something else you'd like to measure with your hands.
- How many hands long do you think it will be?
- Write down what you think. Now measure with your hands.
- If an adult in your family measured the same things with their hands do you think they would use more hands or fewer hands?
- Explain why.

Notes for adults working with groups of children

- Model how to measure hand on hand accurately with no gaps

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Day 4

- Choose something around your house or outside that you'd like to measure with the length of your foot.
- For example, the length of your bedroom, hallway, garden or a route from one place to another.
- How many of your feet do you think it will take?
- Write down what you think.
- Now measure the length. Make sure you use your feet carefully so that there are no gaps, like in the photograph.



- Look back at what you wrote. How close were you?
- If an adult measured with their feet do you think they would take more steps or fewer steps?
- Explain why.

Notes for adults working with groups of children

- Model for the children how to use their feet to measure the lengths (distances) accurately. They might need help in counting aloud as they move their feet.

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Day 5

- Find something that is two times as long as your hand. Make sure you line up your hands **carefully** as in the photograph.



- Find something that is three times as long as your hand... four times as long... five times as long...
- Find something that is two times as long as your foot. Make sure you line up your feet carefully without any gaps.
- Find something that is three times as long as your foot... four times as long... five times as long...
- What might be 10 times as long as your hand or your foot?
- Choose something you have explored today and take a photograph or make a drawing.

Notes for adults working with groups of children

- Model for the children how to use their hands and feet to measure the lengths accurately.
- Draw attention to the relationships between their hands and feet and the objects chosen. You might want to use stem sentences to rehearse the language. For example:
- The picture frame is _____ times as long as my hand.

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