

When carrying out maths activities children need to become familiar with the language associated with a topic. When measuring length children need to be aware of words such as: Long, longer, short, shorter, longest and shortest,

Children need to be able to make comparisons about different lengths using the correct vocabulary - can they see/understand the difference between 1cm and 1 metre? Which is longer? Show the attached powerpoint.

Activity - Can children walk around the house and garden and find different lengths to compare? Can they use the language of 'longer' and 'shorter' to compare? The sofa is longer than the table. The table is shorter than the sideboard.

Extension - children could measure the length of each object for practise and clarity of similar length objects.

Varied Fluency

Compare the lengths using longer than, shorter than, or the same as.

15 cm is	<input type="text"/>	60 cm
Sixty metres is	<input type="text"/>	60 m
96 m is	<input type="text"/>	69 m
80 cm is	<input type="text"/>	80 m

Use <, > or = to complete the statements.

7 metres	<input type="text"/>	17 metres
18 cm	<input type="text"/>	18 m
32 cm	<input type="text"/>	32 centimetres

Choose 2 objects from your classroom. Estimate the length of each object. Then measure both objects and compare the lengths using <, > or =. Try this again, but this time measuring your friends' heights.

Children are familiar with > and < symbols.

Mathematics Activities Week 9 June 15th - 19th



Don't forget to keep practising your times tables using Time Table Rockstars. Numbots is great for practising some number facts too.

6a. Nathan uses a tape measure to find the length of two boxes.

Box A is four metres long and Box B is 4cm long.

Nathan says,



Box B is the longest box.

Is he correct? Explain how you know.



5a. Arrange the cards below in the following template to create three true statements.

<input type="text"/>	40m	<input type="text"/>	35cm	<input type="text"/>
>	40cm	<		
<input type="text"/>				

DAILY

Throughout the year in Year 2 we continually practise the following things. It would be helpful if you could do the same. The children have all been exposed to the activities below and so nothing should be a surprise - just practise.

Practise counting in 1s, 2s, 5s and 10s.

Can you write a list of the first 15 odd numbers? What are the first 15 even numbers? What do all odd numbers end in? Is 3,456 an odd or an even number?

Practise looking at time at different points of the day. If I have breakfast at 9 and lunch at 12 o'clock. How many hours are in between each meal? If I have dinner 5 hours later, what time will I eat?

Practise telling the time on a clock -

<https://www.topmarks.co.uk/time/teaching-clock> This is a good link to help with time.

Practise adding and subtracting single digits to double digits.