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|  | Context for learning  - Question | Activity |
| Day one  **Learning Focus**:  Compare height practically and order items by height. | Who is the tallest? Who is the shortest? | Set 1:  Order 6 items by height and include their own taller and shorter drawings and label their sequence. |
| Set 2:  Order 5 items by height and label the shortest and the tallest. |
| Set 3:  Compare height practically using construction resources to make taller and shorter towers. |
| Day two  **Learning Focus:**  Compare length practically and order items by length. | Which is the longest? Which is the shortest?  https://www.topmarks.co.uk  /early-years/lets-compare | Set 1:  Order 6 items by length and include their own longer and shorter drawings and label their sequence |
| Set 2:  Order 5 items by length and label the longest and the shortest. |
| Set 3:  Children to order 4 items by length. |
| Day three  **Learning Focus:**  Begin to use non-standard units of measure. | How many cubes tall do you think this pencil is? | Set 1:  Children to measure different classroom items using a variety of non-standard units of measure ie. cubes, paper clips, counters. |
| Set 2:  Use cubes to measure the height of different objects and record the number of cubes. |
| Set 3:  Measure the height of different items using cubes. |
| Day four  **Learning Focus:**  Set 1 – Begin to use standard units of measure to record length.  Set 2 & 3 – Continue to use non-standard units of measure. | What could we use to measure a glue stick?  What could we use to measure the door? | Set 1:  Use rulers to measure a variety of images in centimetres and record. |
| Set 2:  Use several non-standard units of measure to record the length of classroom items. |
| Set 3  Measure the length of different items using a chosen non-standard unit of measure. |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | |