Connected
Learning Team
Primary

Kindergarten

Maths Package

Length

2 weeks

This package contains:

- Two week overview of learning, linked to the Kindergarten Curriculum and Early Years Learning Framework.
- Activities to support learning, with explicit teaching, learning intentions and success criteria
- Self-reflection grids
- Opportunities for extra practice

This package is sequential in content but designed to be flexible in delivery.

Lesson times should not exceed 45 minutes.

KINDERGARTEN Home Learning Sequence – ***Length***

ELYF: Outcome 4 – Children are confident and involved learners

Curriculum Link: Learning and Thinking – Develop knowledge of measurement and geometry

Lesson time estimate – no more than 45 minutes

Week One	
Day One	***Day Two***
Maths Today our focus will be sorting and comparing length. <u>Learning Intention</u> I am learning to use appropriate language to describe, compare and order length. <u>Success Criteria</u> - I can sort objects into long and short - I can sort objects into tall and short - I can describe objects as being long, tall or short	***Maths*** Today our focus will be sorting and comparing length. <u>Learning Intention</u> I am learning to use appropriate language to describe, compare and order length. <u>Success Criteria</u> - I can describe objects as being long, tall or short - I can create something that is long or short
Resources Please have these available before the lesson. • Pre-cut label cards • Something to use as a baseline (e.g. rope, string, masking tape)	***Resources*** Please have these available before the lesson. • Chalk • Markers • Play dough • Small decorations (buttons, shells, beads, pasta)
Activities 1. Treasure Hunt	***Activities*** 1. Body tracing 2. Play dough snakes

<table>
<tr><th colspan="2">Week Two</th></tr>
<tr><th>Day Three</th><th>Day Four</th></tr>
<tr><td>Maths Today our focus will be comparing length.
<u>Learning Intention</u>
I am learning to use appropriate language to describe, compare and order length.
<u>Success Criteria</u>
- I can create something that is long, tall or short.
- I can compare objects that are long, tall or short.
- I can describe objects as being long, tall or short</td><td>Maths Today our focus will be comparing and ordering length
<u>Learning Intention</u>
I am learning to use appropriate language to describe, compare and order length.
<u>Success Criteria</u>
- I can describe objects as short, shorter and shortest.
- I can describe objects as long, longer and longest.
- I can describe objects as tall, taller and tallest
- I can compare order objects according to length or height.</td></tr>
<tr><td>Resources Please have these available before the lesson.
• Face templates
• Play dough
• Scissors
• Rapunzel story
• Variety of tins, boxes, cartons and tubes</td><td>Resources Please have these available before the lesson.
• Collection of sticks, straws, skewers, pop sticks, paint brushes, tubes etc.
• Masking tape or string
• Salt dough from previous day</td></tr>
<tr><td>Activities
1. Rapunzel’s Haircut
2. Rapunzel’s Tower
3. Make salt dough</td><td>Activities
1. Line Up
2. Dinosaur Bones</td></tr>
<tr><th colspan="2">Day Five</th></tr>
<tr><td colspan="2">Maths Today our focus is on revision of all measurement skills (length).
<u>Learning Intention</u>
I am learning to use appropriate language to describe, compare and order length.</td></tr>
<tr><td>Resources Please have these available before the lesson.
• Dinosaur bones from previous day and a small collection of shells, leaves and pebbles.
• Shallow bucket or tray of sand
• Paintbrush</td><td>Activities
1. Dinosaur Song
2. Dinosaur Dig</td></tr>
</table>

Length
KINDERGARTEN
AT HOME LEARNING SEQUENCE

EYLF: Outcome 4

- Children are confident and involved learners.

Curriculum Link: Learning and Thinking

- Develop knowledge of measurement and geography

Day 1

Learning Intentions

Today you will:

- sort objects into long and short.
- sort objects into tall and short.
- describe objects as long, tall or short.

Today you will need these things in front of you

- *pre-cut treasure hunt labels*
- *something to use as a baseline (e.g. rope, string, masking tape)*

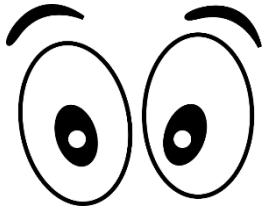
Day 1

Treasure Hunt

Learning Intention

- *Sort objects into long/tall or short.*
- *Describe objects as long/tall or short.*

Today you are going to go on a treasure hunt around your house and search for objects that are ***long***, ***short*** or ***tall***.
Include a mixture of 5 – 10 objects.



Then you will ***sort*** the objects you find into groups.
Firstly, you will need to ***compare*** them.
This will help you decide which group they belong to.

*When we **compare** two objects, we put them next to each other to check which is **longer**, **taller** or **shorter**.*

Start your treasure hunt. What objects can you find that are long, tall or short? Make a collection. Use the labels provided on the next page to sort the objects into groups.

Find something to use as a baseline.
This helps us to compare accurately.
I used a piece of rope and a table.

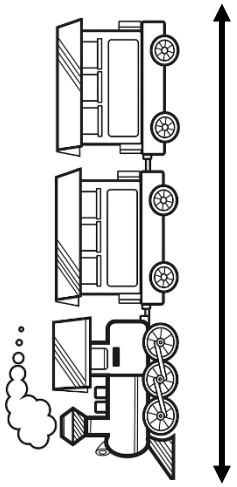
Day 1

Treasure Hunt Labels

Use these words to sort and describe the objects you find.

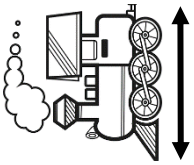
tall

long



short

short



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Day 1

Success Criteria

Self-Reflection Grid	
I can sort objects into long, tall or short.	*I can describe objects as long, tall or short.*

I understand this well and can explain and/or demonstrate it to someone.	☺☺☺
I can demonstrate it with some help.	☺☺
I don't understand this yet.	☺

Draw faces into the self-reflection grid to show your understanding.

Day 1

Further Opportunity for Practice - Optional

Choose an activity from the grid if you would like more practice.

Use buckets of water and paint brushes to paint long, tall and short lines on outside walls, paths and fences etc.	Dip toy cars and trucks into poster paint and 'drive' along newspaper. Make long and short tyre tracks.	Tie different lengths of ribbon, string, wool, strips of material etc., to sticks and use as twirling ribbons. Explore whether using long or short strips are easier to twirl.

Day 2

Learning Intentions

Today you will:

- describe objects as long, tall or short.
- compare two objects.
- create objects that are long or short.

Today you will need these things in front of you:

- *chalk or markers*
- *play dough*
- *small decorations (buttons, shells, beads, pasta)*

Day 2

Body Tracing

(This activity will require two adults.)

- Ask your adult to lay down on the pavement. They will need to keep their body still and their legs together and straight. Ask another adult to draw an outline around their body with chalk.
- Lay down next to the outline of your adult and ask them to draw around your body. Make sure your feet are next to the feet of your adult.

Ideas:
- walk inside both outlines, in a straight line, from head to feet and ***count*** the steps.
- place objects such as blocks, toys etc., along this imaginary line. How many could you fit in each outline?

(Future learning will teach the skill of using uniform units to measure. This activity focuses on the concept of tall and short, rather than the actual measure)

How can you tell which outline is the tallest or shortest?

The outline that used ***more*** objects or steps is the tallest.

The outline that used ***less*** objects or steps is the shortest.

Don't forget to keep your legs straight and your feet together.

Learning Intention

- *Describe objects as long, tall or short.*
- *Compare objects.*
- *Create objects that are long or short.*

Day 2

Play Dough Snakes

You will need play dough and some small decorations such as pasta shells, buttons, beads, shells etc.

- Make a sausage with the playdough by rolling it backwards and forwards with your hands.
- Can you make a ***long*** snake and a ***short*** snake?
- Line your snakes up next to each other with their tails at the same starting point.
- Make sure the snakes are straight.

Which snake is the longest? Which snake is the shortest?

Can you make a longer snake? Can you make a shorter snake?

- Use the small decorations you collected to place along the snakes.
- Change the shape of the snakes. Make them wiggly and form each of them into a circle or a spiral.
- Do they still look long or short?

Learning Intention

- *Describe objects as long, tall or short.*
- *Compare objects.*
- *Create objects that are long or short.*

Day 2

Success Criteria

Self-Reflection Grid	
I can compare objects and describe them as long, tall or short.	*I can create objects that are long, tall or short.*

I understand this well and can explain and/or demonstrate it to someone.	☺☺☺
I can demonstrate it with some help.	☺☺
I don't understand this yet.	☺

Draw faces into the self-reflection grid to show your understanding.

Day 2

Further Opportunity for Practice - Optional

Choose an activity from the grid if you would like more practice.

Hang the same size socks on a line with pegs. Explore what happens when filling with rocks, pebbles or marbles. How can you make the sock stretch to be the longest?	Standing Long Jumps Put out cones or markers to represent a starting point (baseline). Stand along this line and take turns jumping forward. Who can jump the furthest?	Use chalk to draw wiggly, spirally, straight and zig-zag lines on the pavement. Walk along and check which lines are the longest by counting steps.

Day 3

Learning Intentions

Today you will:

- describe objects as long, tall or short.
- compare two objects.
- create objects that are long/tall or short.

Today you will need these things in front of you:

- *face template*
- *play dough*
- *scissors*
- *a variety of tins, boxes, cartons and tubes.*

Day 3

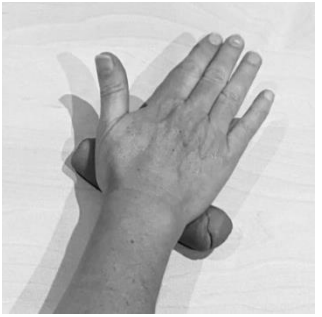
Rapunzel's Hair Cut

Learning Intention

- *Describe objects as long, tall or short.*
- *Compare objects.*
- *Create objects that are long, tall or short.*

You will need play dough, scissors and a face template.

- Read or talk about the story of Rapunzel and her hair.



- Use your flat hand to roll play dough back and forth to make skinny snakes. These will become Rapunzel's hair.
- Make lots of 'hair' and place on Rapunzel's head.
- How will you make Rapunzel's hair ***long***? She will need lots of play dough snakes. You can join snakes together to make them ***longer***.
- Give Rapunzel a haircut. Give her a ***short*** haircut. How much hair did you cut off?
- Roll some more hair for Rapunzel. How can you make her ***long*** hair curly or wavy? Try rolling ***short*** play dough snakes and making ***short*** hair.

Day 3

Rapunzel's Hair Cut

Use your play dough to make Rapunzel some hair. What can you use to decorate her hair?

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Day 3

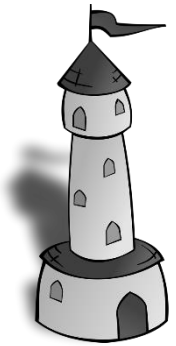
Rapunzel's Tower

Learning Intention

- *Describe objects as long, tall or short.*
- *Compare objects.*
- *Create objects that are long, tall or short.*

You will need a variety of tins, blocks, cartons, boxes and tubes.

- Build a tower for Rapunzel using a variety of tins or boxes. What else can you find around the house to use?
- Rapunzel's tower will need to be ***tall***. Can you find something around your house that is ***taller*** than the tower you built? Can you find something that is ***shorter***?
- How did you ***compare*** them?
- Make another tower that is ***taller*** and another that is ***shorter***.



- What could you use to make a pathway or a road to Rapunzel's tower?
- Make a road that is ***long*** and a road that is ***short***. How did you compare them?

Day 3

Success Criteria

Self-Reflection Grid	
I can create objects that are long, tall or short.	*I can describe the objects I created as long, tall or short.*

I understand this well and can explain and/or demonstrate it to someone.	☺☺☺
I can demonstrate it with some help.	☺☺
I don't understand this yet.	☺

Draw faces into the self-reflection grid to show your understanding.

Day 3

Further Opportunity for Practice - Optional

Choose an activity from the grid if you would like more practice.

Look through books, magazines or on the internet for tall structures such as cranes, skyscrapers and lighthouses. What can you find at home to build them? What did you build that was the tallest or shortest?	Plant sunflower seeds or beans. Watch and observe them as they grow and get taller. Use a stake to support them as they grow. Read or talk about Jack and the Beanstalk.	Use cardboard tubes to make marble runs. Try a variety of long and short tubes. Put a small ball (marble, golf ball, ping pong ball) in one end of the tube and watch it roll out of the other end. How far can you get the ball to roll? Does the length of the tube make a difference?

Day 4

Learning Intentions

Today you will:

- describe objects as longer, longer or longest.
- describe objects as tall, taller or tallest.
- describe objects as short, shorter or shortest.
- compare and order three objects according to length or height.

Today you will need these things in front of you:

- ***collection of sticks, straws, skewers, pop sticks, paint brushes, tubes etc.***
- ***something to use as a baseline such as string or masking tape.***
- ***pre-prepared salt dough (see recipe on next page)***

Day 4

Salt Dough Recipe

Salt Dough Recipe

You will need:

- 2 cups plain flour
- 2 cups of salt
- Up to 1 cup of water

(add the water in slowly as you may need less)

Knead the mixture into a dough.

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Day 4

Line Up

You will need a collection of sticks, straws, skewers, pop sticks, paint brushes, tubes etc.

Learning Intention

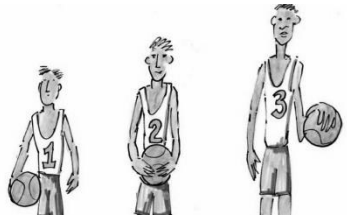
- *Describe objects as long, longer, longest.*
- *Describe objects as tall, taller, tallest.*
- *Describe objects as short, shorter, shortest.*
- *Compare and order objects according to length or height.*

- Today you are going to choose 3 objects from your collection and put them in ***order***. You will need to make a ***baseline*** to help you ***compare*** the objects.
  (Use string or masking tape to make a baseline. Use a table to stand objects on.)

- Choose 2 objects and ***compare*** them against each other. Remember to line them up on the ***baseline***. Which is the ***longest*** and which is the ***shortest***?

- Choose an object that will go ***in between*** the ***longest*** and the ***shortest*** object. It will be ***longer*** than the first object but ***shorter*** than the second object.

- Continue to explore, using the ***baseline*** to ***order*** 3 objects from your collection.



Day 4

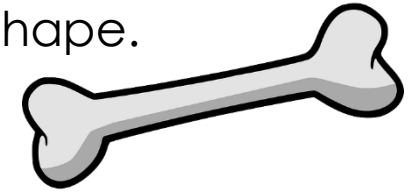
Dinosaur Bones

You will need pre-prepared salt dough.

Learning Intention

- *Describe objects as long, longer, longest.*
- *Describe objects as tall, taller, tallest.*
- *Describe objects as short, shorter, shortest.*
- *Compare and order objects according to length or height.*

- Use the salt dough to roll and create dinosaur bones.
- Make a set of bones that are all different lengths, but uniform in shape.



- Make a baseline to use when comparing the bones.
- Lay the dinosaur bones on some baking paper and place on a baking tray. Cook in an oven at 150°C for one hour. Depending on the thickness, they may need longer.
- Let the dinosaur bones air dry before using in the activity on day 5.

Day 4

Success Criteria

Self-Reflection Grid	
I can describe objects according to length, using appropriate language.	*I can order objects according to length.*

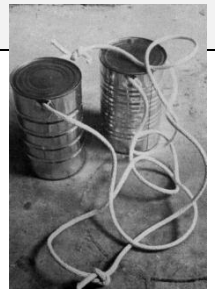
I understand this well and can explain and/or demonstrate it to someone.	☺☺☺
I can demonstrate it with some help.	☺☺
I don't understand this yet.	☺

Draw faces into the self-reflection grid to show your understanding.

Day 4

Further Opportunity for Practice - Optional

Choose an activity from the grid if you would like more practice.

Trace and cut around an adult's foot. Compare it to objects around the house. Find something that is longer than the foot. Find something that is shorter than the foot.	Stilts Use tins to make stilts. Poke holes in both sides of a tin. Thread a long piece of string through each hole and tie off. Try walking around carefully on the stilts. How does it feel to be 'taller'? 	Plastic Bag Kites Experiment using long and short tails such as lengths of ribbon, material, strips of paper or curling ribbon. Try different lengths of string to hold onto. What kite worked best?

Day 5

Learning Intentions

Today you will:

- compare and describe the length of dinosaur bones.
- compare and order a small set of dinosaur bones.

Today you will need these things in front of you:

- ***set of dinosaur bones made previously***
- ***paintbrush***
- ***sand***
- ***shallow bucket or tray***
- ***pebbles, shells, leaves***
- ***Dinosaur, Dinosaur song***

Day 5

Dinosaur, Dinosaur

- Talk about animals that are **tall**, **long** or **short**.
- Look through books, magazines or use the internet to help generate ideas.
- Sing the dinosaur song while doing the actions.
- Sing it again but this time use another animal that is ***tall*** like a dinosaur.
- Continue singng the song, using animals that are ***tall***, ***long*** or ***short***.
- Discuss which animals are taller, longer or shorter than others.

Dinosaur, Dinosaur

Dinosaur, dinosaur
Turn around.
Dinosaur, dinosaur
Stomp the ground.
Dinosaur, dinosaur
show your claws.
Dinosaur, dinosaur
Snap your jaws.
Dinosaur, dinosaur
Turn around.
Dinosaur, dinosaur
Sit back down.

Repeat song using animals that are tall, long or short.

Dinosaur, Dinosaur

Dinosaur, dinosaur

Turn around.

Dinosaur, dinosaur

Stomp the ground.

Dinosaur, dinosaur

show your claws.

Dinosaur, dinosaur

Snap your jaws.

Dinosaur, dinosaur

Turn around.

Dinosaur, dinosaur

Sit back down.

Repeat song using animals that are <u>tall</u>, <u>long</u> or <u>short</u>.

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Day 5

Dinosaur Fossil Dig

Learning Intention

- *Describe and compare the length of dinosaur bones.*
- *Compare and order a small set of dinosaur bones according to length.*

A paleontologist is a scientist who searches for and studies fossils.

Dinosaur bones are very old types of fossils.

Today you will pretend to be a paleontologist and dig for the dinosaur bones you made previously.

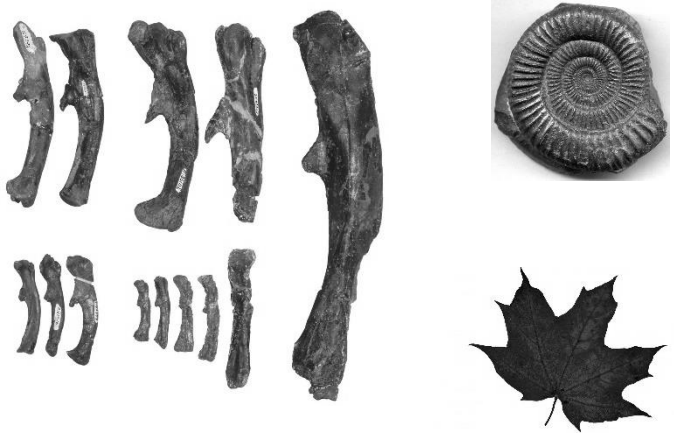
You will need

- the set of dinosaur bones you made previously
- a paintbrush
- items to bury such as shells, pebbles or leaves
- shallow bucket or tray

- Collect some sand in a shallow bucket or tray. Ask an adult to hide the dinosaur bones in the sand. They might also hide some other fossils such as shells, rocks or leaves. Use a paint brush to carefully brush away the sand until you find a bone.

- As you find each bone, lay it carefully on a tray. Once you have found all of the bones, compare and order their lengths.
  (Remember to line them up using a baseline when putting them in the right order.)

- Bury the bones and search for them again. How fast can you order the bones each time you find them?



Day 5

Success Criteria

Self-Reflection Grid	
I can describe objects according to length using appropriate language.	*I can order objects according to length.*

I understand this well and can explain and/or demonstrate it to someone.	☺☺☺
I can demonstrate it with some help.	☺☺
I don't understand this yet.	☺

Draw faces into the self-reflection grid to show your understanding.