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**For students working at
the Foundation Stage (5 yrs)**

INTRODUCING MEASUREMENT

Activities for Reception Years

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Teachers' Notes

Use your s to measure

Whole class lead-up activity

Talk about how, in the olden days, horses were measured in hands and that they are still referred to in this measurement. Find some other things in your classroom, e.g. bookstand, chair, light switch, and use students' hands to measure how high or tall these objects are.

Activity page

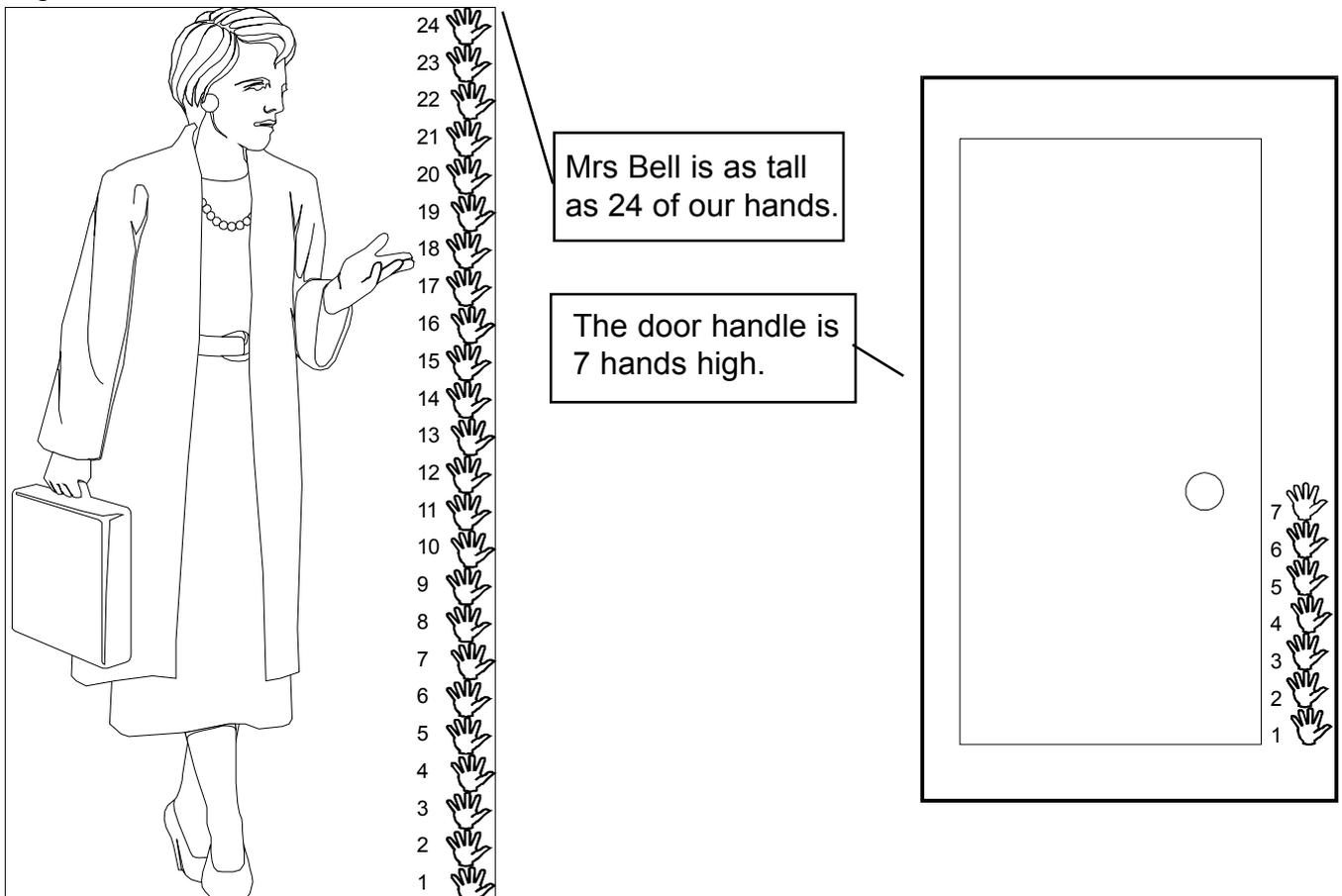
Read through the instructions and simple sentences with the class, using an A3 enlargement of the activity page.

Follow-up and extension ideas

Make painted hand prints of the class. Let the students draw around the teacher's body shape onto a large piece of paper. Make a display using cut out hand prints to show how many hands it takes to match the teacher's height. Students can then collage onto the teacher's shape for clothes and features.

Use painted hand prints to stick onto the wall next to light switch, door frame, book corner to show different heights. Make display sentences explaining why the hands are there.

E.g.



Use your s to measure

I am  s tall.

The table is  s high.

Our teacher is  s tall.

The door handle is  s high.

My name is

Teachers' Notes

How long is each snake?

Whole class lead-up activity

Use chalk or string to make snake shapes on the floor. Vary the lengths. Ask the children to identify the snakes and how they are different. What words would they use to describe them? i.e. long, short etc.

Some questions you could ask are:

“Would you use the word tall? Why not?”

“If you had to tell someone at home how long the snakes were, how would you do it?”
(Show with arms, compare to leg length etc.)

“If you had to make a snake sleeping bag, how would you know how long to make it?”

Use blocks (all the same size) to measure the length. Try to guess the length first, then test the ideas, i.e. “This snake is 2 blocks longer than that snake.”

Activity page

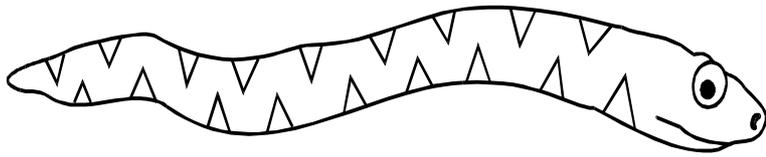
Read the simple instructional sentence together with the class. Children can work individually with small construction blocks to measure the length of each snake. Explain the use of boxes for writing their answer in once they have counted their blocks.

Follow-up and extension ideas

Make snakes by filling stockings with scrunched up newspaper. Decorate with dribbled paint. Make a display cage of long snakes and short snakes. Order snakes in length from shortest to longest. Use large display signs to reinforce the terms ‘long’, ‘short’, ‘longest’ and ‘shortest’.

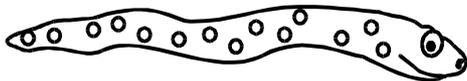
How long is each snake?

Use blocks to measure each snake.

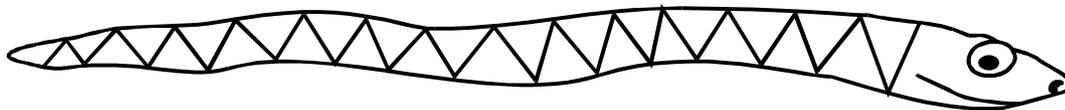


How long?

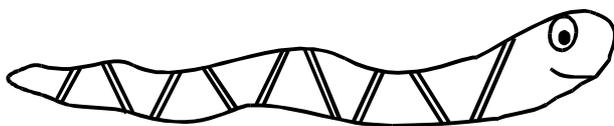
blocks



blocks



blocks



blocks

My name is

Teacher's Notes

- **Tip the load**
- **Tightrope balancing**
- **Unicycle balancing**

Whole class lead-up activity

Talk about what the word 'balancing' means. When is it important for people to balance? Collect the children's ideas and either write them on a large piece of paper or the board, or use picture cues. Talk about the importance of having the same weight on either side when balancing. Draw a chalk line on the mat. Ask a child to hold two books in one hand and one book in the other and walk along the line with arms evenly outstretched. Discuss what happens and how the child angles his/her arms. How did it feel? Use other objects and try it on a low balance beam outside. Using a set of balance scales, place five blocks on one side and three in the other. Ask the students why it does not balance and how they could fix it.

Parcel Postman Pete's Problem

Enlarge the Postman Pete picture to A3 size. Cut out the Postman Pete and use a split pin to anchor him centrally to a sheet of card. Using the split pin allows you to tilt the bike in accordance to the loads (see Pg 18). Explain to the children that Parcel Postman Pete has a problem. The postmaster has loaded his bike unevenly and he can't balance. Can the children help to balance the loads? The picture can alternatively be placed on the floor, and classroom objects used to make uneven loads on either side of the bike. The picture can also be placed on a magnetic board with magnet shapes used as the loads.

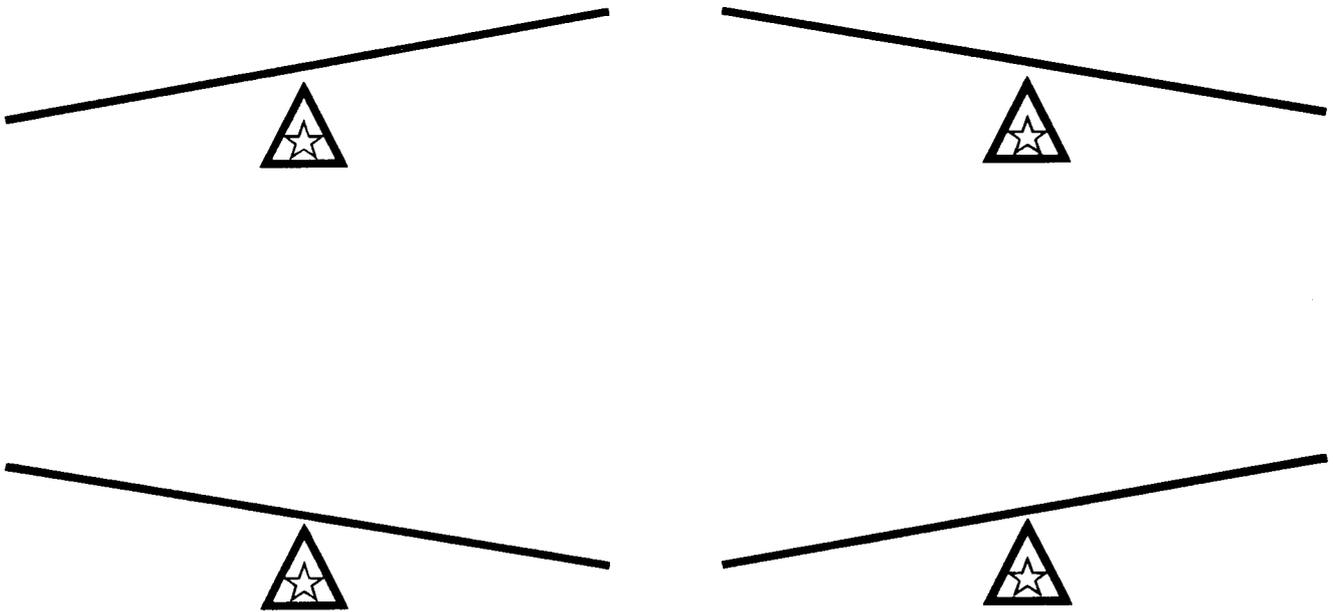
Activity pages

You will need pencils and scissors.

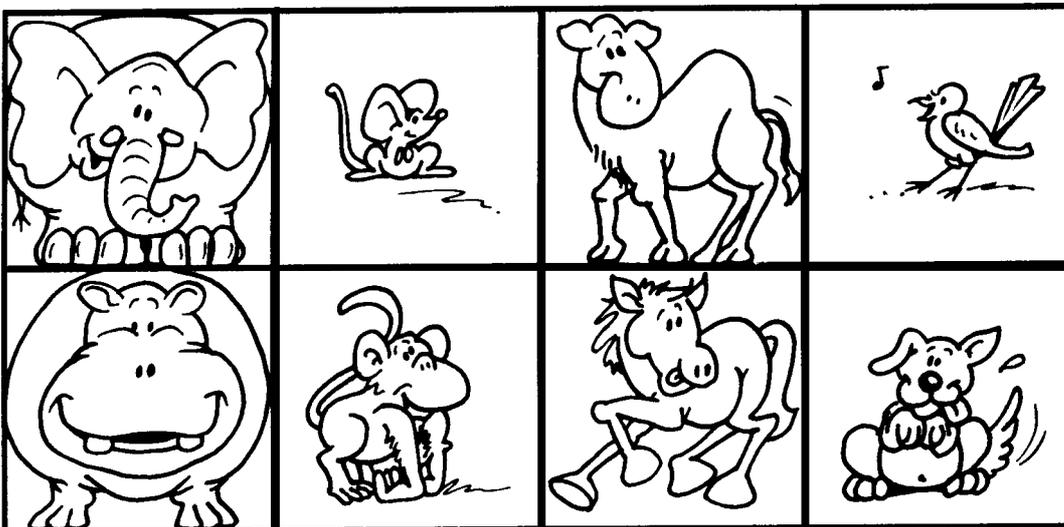
The activity sheet 'Tip the load' deals with identifying heavy loads and light loads and placing them on the corresponding side of the seesaw, e.g. elephant on low side, mouse on high side. The activity sheets 'Tightrope balancing' and 'Unicycle balancing' deal with loads numbering 1-5 and 6-10 respectively. Students are required to count the full load and add to the incorrect load to balance it.

Tip the load

Cut out the animals and put them on the seesaw.
Which animal will go at which end?

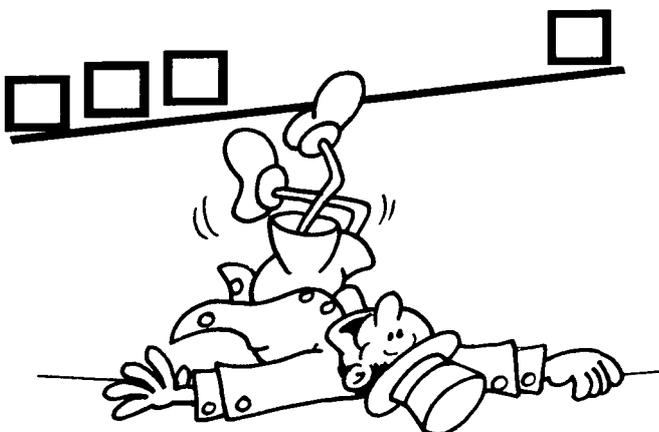
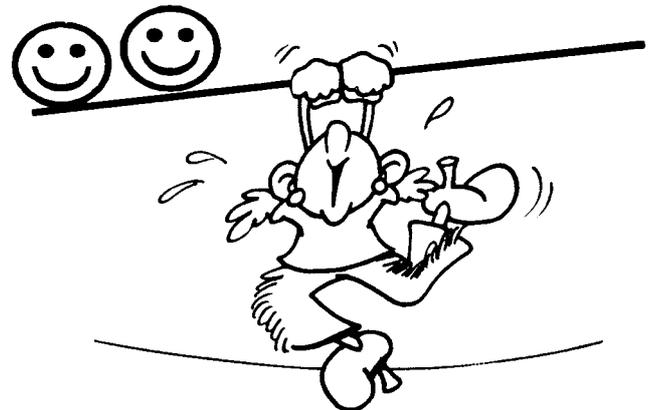
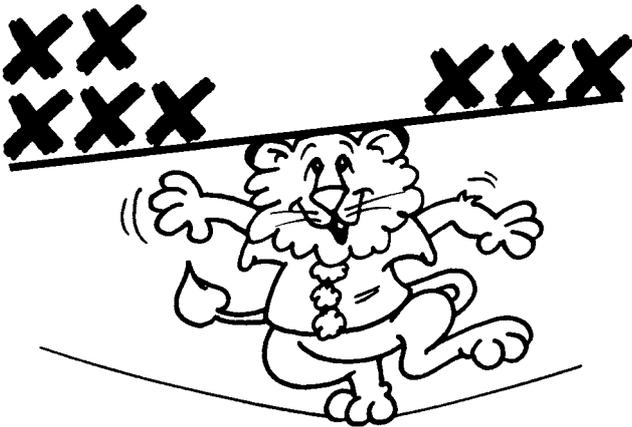
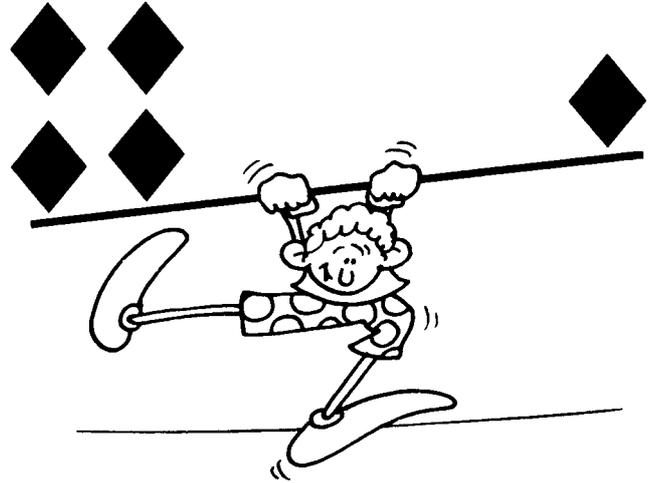
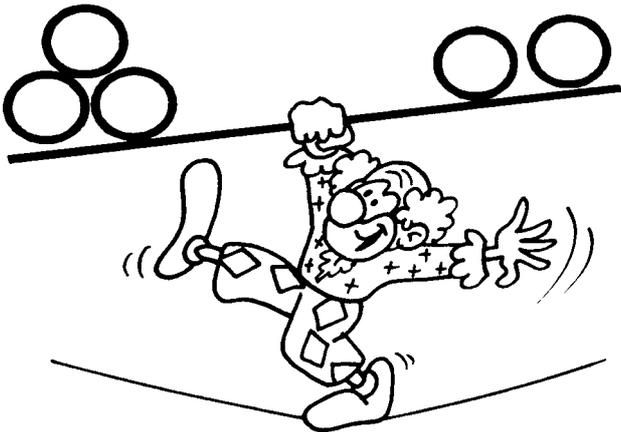


My name is



Tightrope balancing 1 - 5

Help the tightrope walkers to balance their loads.
You may need to add some weights to their piles.



My name is