

EYFS – Mathematics – Shape, Space and Measure

Ordering by Length or Height

Early Learning Goal:

ELG 12: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Development Matters Statements Links:

(M-S7) Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

(M-S11) Orders two or three items by length or height.

Year 1 (1M1) Compare, describe and solve practical problems for lengths and heights [for example; long/short, longer/shorter, tall/short, double/half).

Ideas to meet M-S7:

Using this resource: Children may cut out the items and sort them according to their properties such as 'tall', 'small', 'round'.

In other areas of the classroom: Children to go on a hunt around school looking for 'round/flat', 'tall/small' objects; children to match shaped containers to the same shaped template on a shelf; provide a variety of objects and encourage children to describe them.

Ideas to meet M-S11:

Using this resource: Children to cut out the items and order them by height or length. Children may also number the items 1-3 in order of height or length.

In other areas of the classroom: Encourage children to order children within their group by height; provide a variety of measuring tools such as tape measures or rulers for children to explore; children to sort objects by height or length then place in labelled hoops.

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Suggested questions for this resource:

M-S7	M-S11	Year 1 (1M1)
<p>What can you see? <i>Encourage describing the items using words such as 'round' and 'long'.</i></p> <p>Which items look the same?</p> <p>Which items look different?</p> <p>Which is the biggest item?</p> <p>Which is the smallest item?</p> <p>(M-S3) Can you place the smallest item next to the biggest item?</p>	<p>Which item is the tallest, smallest, longest, shortest?</p> <p>Discuss number language where appropriate, e.g. 'How many scoops of ice cream are there?' and 'How many train carriages are there?'</p> <p>Can you put the items in order starting with the smallest?</p> <p>(L-W10) Can you label the items using the words; big, small, long, short?</p>	<p>Encourage children to describe the items using the following vocabulary; long/ short, longer/ shorter, tall/ short, tall/ small, length and height.</p> <p>Why is this item smaller than this one?</p> <p>Are any items equal in length or height?</p> <p>Can you match the items to the following statements? This is the shortest object. This the longest object.</p>
Exceeding	Exceeding	Extension question(s)
<p>Ask questions from M-S11.</p> <p>(M-N18) How many items are altogether?</p>	<p>Why do you think that item is the tallest?</p> <p>Can you draw an object that is bigger than this one?</p>	<p>Write a sentence comparing the lengths or height of 2 or 3 items using appropriate vocabulary. <i>For example; short, shorter, shortest.</i></p> <p>Explain how you know which item is the shortest/tallest.</p>

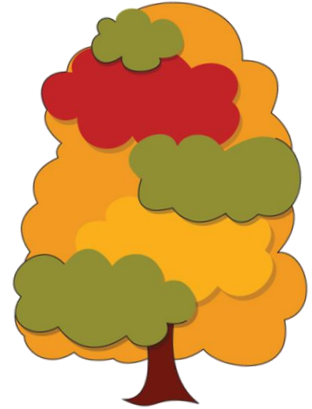
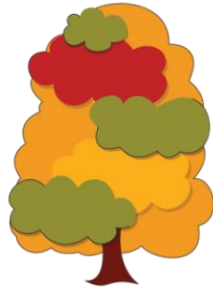
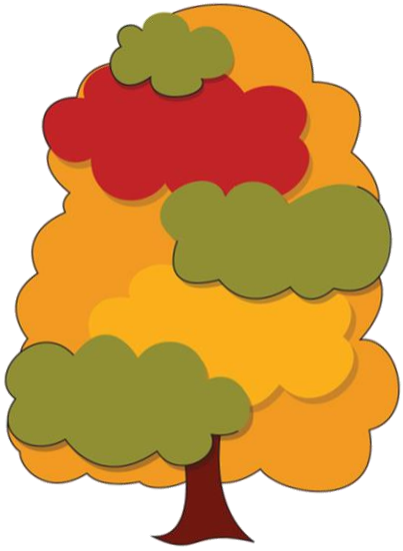
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Name:	Date:
Completed by:	
ELG Children use everyday language to talk about size and weight to compare quantities and objects and to solve problems.	
Development links: 30-50 months (M-S7) Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 40-60 months (M-S11) Orders two or three items by length or height.	
Suggested links: 30-50 months (M-S2) Shows awareness of similarities of shapes in the environment. (M-S3) Uses positional language. (M-S5) Shows interest in shapes in the environment. (PSED-SC2) Welcomes and values praise for what they have done. (CL-LA5) Is able to follow directions (if not intently focused on own choice of activity). 40-60 months (CL-LA6) Maintains attention, concentrates and sits quietly during appropriate activity. (CL-LA7) Two-channelled attention, can listen and do for short span. (CL-U5) Responds to instructions involving a two-part sequence. (PD-MH18) Handles tools safely and with increasing control. (PD-MH19) Shows a preference for a dominant hand. (L-W10) Writes own name and other things such as labels, captions.	
Characteristics of Effective Learning: Creating and thinking critically – thinking Active learning – motivation Playing and exploring – engagement	
Other links and comments:	
Next steps:	

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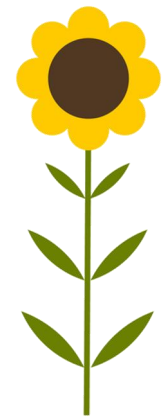
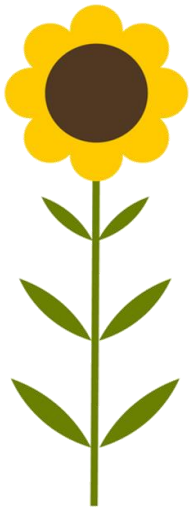
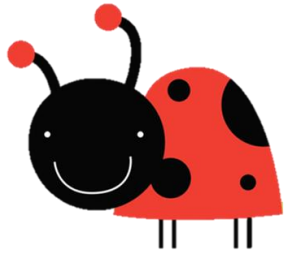
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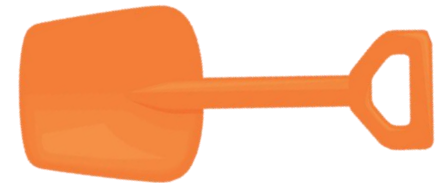
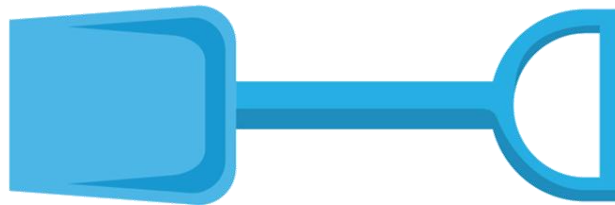
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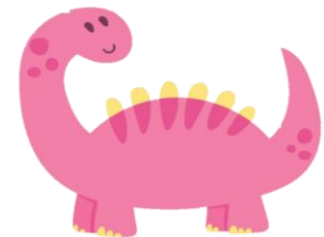
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