

## Length

- Language of Length: shorter than, longer than, the same, equal to
- Measure child's height and record the growth. Say – last year you were...cm tall, now you are...cm tall. Measure arm, hand, feet, leg length
- Knowing that we can measure height by lying down and measuring the length of someone against self
- Using blocks, paperclips, matchsticks, pop sticks etc, to correctly measure the length of something
- Choosing appropriate units with which to measure
- Provide opportunities for your child to estimate the length of objects, e.g., how long it will take to complete a task?
- Ordering objects according to length.

## Capacity (how much something will hold)

- Language of capacity: more than, less than, full, half full, approximately, nearly, almost
- Questions – how many cups of water will fill this container? Which of these containers holds more? How many blocks will fill this container?
- Explore the capacity of items in your kitchen and bathroom
- Use different things to measure capacity from your kitchen – water, rice, pasta, cereal
- Compare capacity of items that hold the same amount (eg 1L), but are different sizes. You could use different measuring jugs or different drinks that hold 1 litre.
- Estimate first.

## Area and perimeter

- Trace hand/feet. Place blocks in outline to find out how many fill the space. This can be done with the whole family. Order smallest to biggest. You can use the same idea with leaves or anything around the house.
- Using blocks, matchsticks etc to measure the perimeter (outside) of an object e.g., a mat, leaf

## Time

- Language of Time – yesterday, today, tomorrow, next week, after school, before school, on the weekend, on the holidays, a long time ago, morning, afternoon. These words are also used in the History curriculum as well as English (recount writing). Talk about things they do at school e.g., tomorrow you have music, yesterday you had art, next week is your assembly.
- Describing duration of time – naming days of the week, months of the year and seasons. Ask questions such as, 'How long is it until you go to school?' or 'How long is it until your birthday?'
- Calendars – use calendars to mark off days until a special event e.g., birthday, assembly, holiday or family member visiting. Ask questions such as, 'How many days until grandma arrives?' The website <http://more.starfall.com/?t=135392187&y=1> is great for calendars.
- Birthdays – ensure your child learns when his/her birthday is as well as family members' birthdays. Who is the oldest/youngest in the family?
- Reading time – o'clock and half past by end of year one. If you want to extend your child, teach them half past and quarter to. <http://resources.oswego.org/games/ClassClock/clockres.html> has a clock where you can move the hands.
- Use a timer to see how long it takes to complete set tasks at home.

## Cooking

- Weighing ingredients
- Following instructions/steps
- Using measuring cups/spoons
- Timing how long a cake takes to bake

### Shapes

- Finding 2D shapes in the environment and nature – circle, square, rectangle, triangle, trapezium, rhombus, pentagon, hexagon, octagon
- Finding 3D shapes in the environment – cubes, pyramids, prisms, cylinders – count faces, edges, corners. Identify 2D shapes on a 3D shape.
- Box construction to explore 3D shapes –junk modelling
- Use matchsticks to make 2D shapes, then use blutac or plasticine to make 3D shapes.
- Use chalk to draw shapes on the path or drive way
- Tangrams - <http://pbskids.org/cyberchase/math-games/tanagram-game/> a fun way to explore shapes

### Directions

- Language of direction - Make an obstacle course and give instructions e.g., go over the chair, through the hoop, under the table. Also include clockwise, anti-clockwise, forwards, backwards, around
- Mark out a grid on the floor, using string, and tape down. Place numbers in each box using post it notes. Give directions. E.g., start at 15. Move 3 squares to the right, 1 backwards etc. Child always faces forwards. Grid should be at least 6 x 6.
- Play Simon Says. Change it to suit your child, e.g., you may call the commands.

