

# Maths – Length and Height Y2

## Prior Learning

You will have measured and started recording lengths and heights using standard and nonstandard units e.g. cubes, rulers and meter sticks.

Read scales marked in 1s.

Undertaken problems for: lengths and heights - for example, long/short, longer/shorter, tall/short, double/half. You may have used all 4 operations.

## Concepts

**Comparison** To examine the difference between numbers, quantities or values using the mathematical symbols less than  $<$ , greater than  $>$  and equal to  $=$

**Standard units** These are units of measurement that are typically used. They are the same all over the country. For example, centimetre.

## Key Vocabulary

**length** How long something is. Usually a horizontal measurement.

**height** How tall something is. Usually a vertical measurement.

**compare** To examine the difference between the length or height of an item.

**measure** To measure is to find out the size or amount of something.

**centimetre** A unit to measure length. Can be written cm.

**metre** 100 centimetres. Can be written m

**metre stick** A piece of equipment to measure 1m

**order** To put things in the correct place following a simple rule, for example from shortest to tallest

## Key Facts

We measure things to find out their size.

Instruments are used to measure. For example a metre stick, or a tape measure

Measuring instruments have a scale on them.

It is important to choose the right piece of equipment for measuring.

## Images, icons and maps.



The straws are in order from **longest** to **shortest**.

A is the **longest**.  
D is the **shortest**.  
B is **longer** than C.  
C is **shorter** than A.

The same length.

The same height.

