

Name: _____ Date: _____

How close is it?

- Talk about distance, using everyday language
- Begin to measure objects, using uniform non-standard objects

You will need:

- red and blue coloured pencils/ crayons/felt-tip pens

Your child has been learning about distance, and how to talk about distance using everyday language, such as 'near', 'far', 'tall', 'short', 'close'. Children are beginning to compare different distances.

To complete this activity, your child will need to have an understanding of length, and be beginning to measure objects, using non-standard equipment, such as hands or cubes. If you feel that your child may need a little practice before attempting this activity, give them the opportunity to measure different lengths, using everyday objects around you, for example, ask: **How many forks can I fit end to end across the table?** Ensure they are lining up the objects at the start, and measuring in a straight line.

1



What to do

Look at Homework SSM7. The pictures show three rooms to be measured, using your child's feet. Help your child to use their feet to measure the length of each room, ensuring they place their feet end-to-end as they measure. Write the number of feet your child measured in the box beside each picture.

Ask your child to use their measurements to decide which is the shortest room and colour this room blue. Repeat for the longest room, colouring this room red.

2



What to do

Find opportunities to discuss distance in everyday contexts. Ask: **How far away is school? Is it closer or further away than the park?** When taking a car journey, talk about where you are going and how long it will take, talk about sign posts and what the numbers represent. In the garden, compare the heights of trees and, if possible, plant a sunflower seed and note the height of the plant over time.

Feedback

Use this box to record any observations, comments or questions for your child's teacher.