

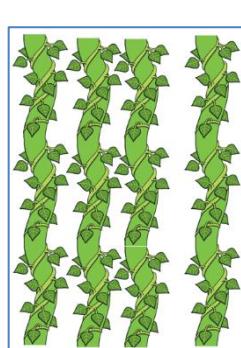
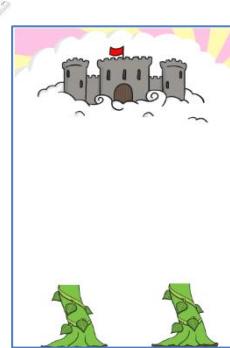
Year 1: Use a ruler as a number line, measure distances with a ruler and use shorter/longer.

Beanstalk Race

Aim of the Game

Whose beanstalk will reach the castle in the clouds first? Roll the die, measure and grow your beanstalk!

You will need



Play

- Player A rolls the die/dice. The total rolled is the length in centimetres of beanstalk to measure, cut and place on the playing board. Blu Tack might be useful to keep the bits of beanstalk in place.
 - *What does "cm" mean?*
 - *Where do we need to begin measuring from?*
- Player B rolls, measures, cuts and sticks.
 - *Which beanstalk is taller/shorter?*
 - *How much longer is ___ than ___?*
- Continue until a player's beanstalk reaches the castle in the clouds – they win!

Adapt

- Various dice, single or double, 1-6 or 0-9.
- Print out /draw playing board and beanstalks to A3 size for longer beanstalks. (School may help.)
- Use single dice to keep focus on measuring rather than addition if that is challenging.
- Alternative version
 - Prepare beanstalks so they are cut into appropriate lengths depending on what dice combination is to be used.
 - Ask child to lay the pieces of beanstalk out in order of length.
 - When dice is rolled, player has to search for the piece of the beanstalk that measures the rolled length.
 - This will nurture a 'sense of length' and encourage talk around length like "*I think that's about ___ cm*" or "*that's definitely too short/long*" or "*that is longer/shorter than this so it could be ___ cm.*"
 - Player then checks by measuring till they find the correct piece.
 - Some pieces could not line up exactly to a number on the ruler. "*What do we do?*"

Maths Talk / Things to look out for

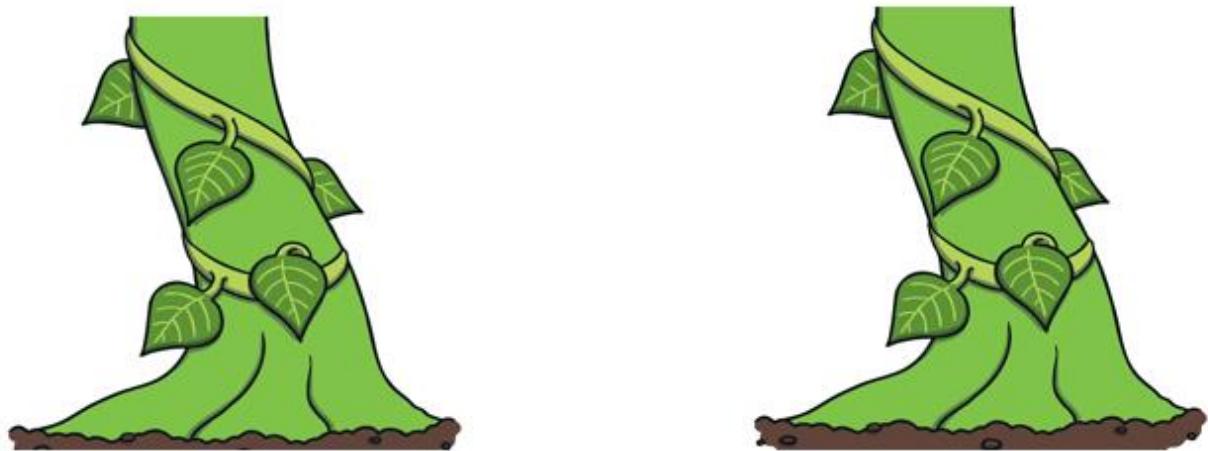
Check they know what “cm” mean and why we use it. (Centimetres, so that they do not have to write the full word.) Children may measure from the start of the ruler rather than from zero so show them how to align a ruler with the object being measured. Keeping the ruler steady can be tricky for some. For measures that are not an exact number of centimetres, children may be unsure what to do so show how to look to the nearest whole centimetre.

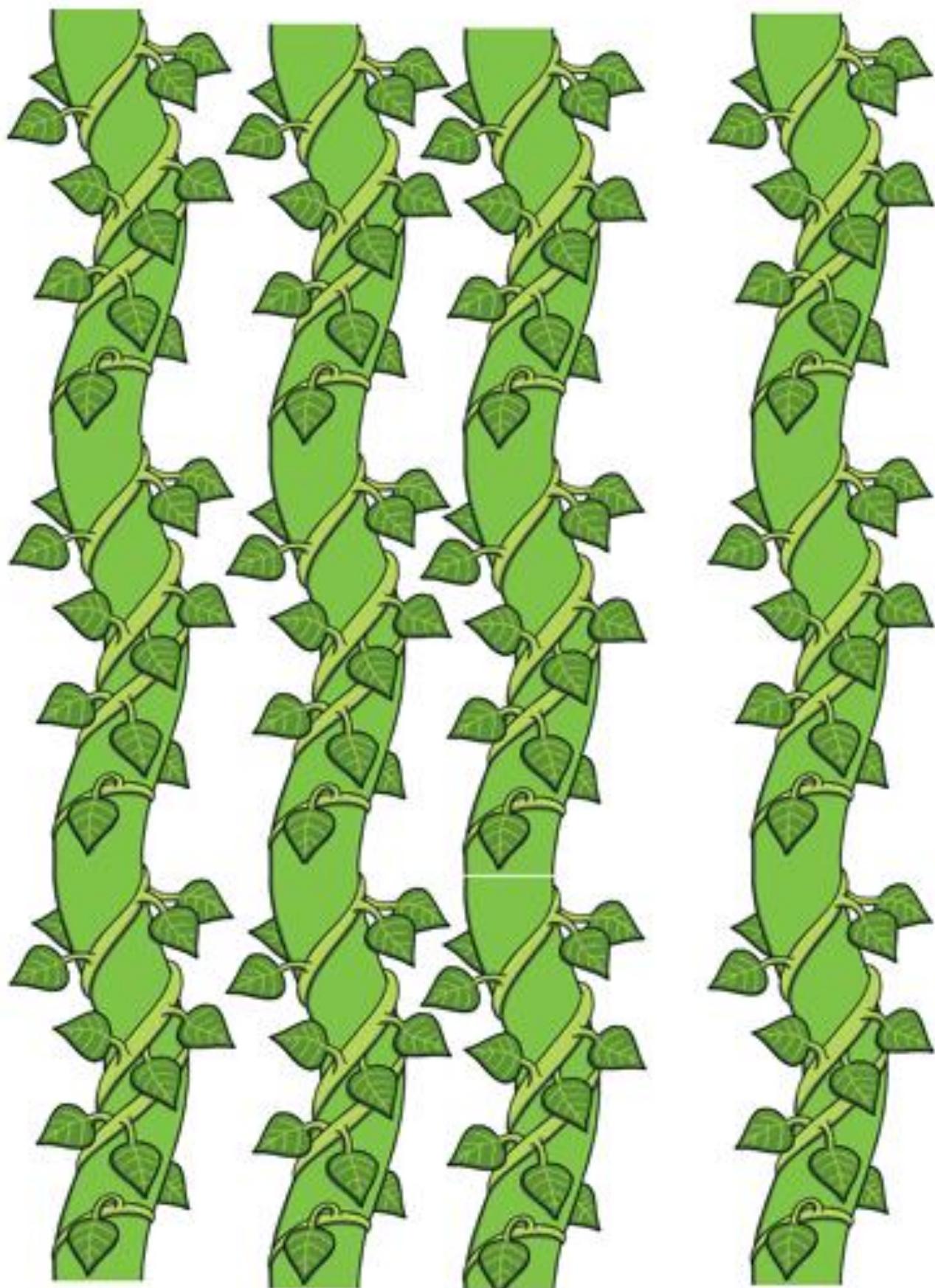
Language

long	Centimetre	ruler
longer	taller	shorter
tall	Length	Height

The ____ is cm long/tall.

The ____ is longer/taller/shorter than the ____.





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