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Metropolitan Borough of Rochdale

Education Committee

**7.3 Understanding ‘long’ and ‘short’**

**Why is this important?  
Concepts such as ‘long’/‘short’ and ‘big’/‘little’ are used to describe what  
something looks like and how things are different from each other (e.g. a  
pencil could be ‘long’/‘short’/‘fat’/‘thin’/‘big’/‘little’).**

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What to do  
• Gather together pairs of things that can be described as ‘long’ and ‘short’  
(e.g. pencils, dolls with ‘long’ and ‘short’ hair, rulers, trousers, scarves, snakes).  
• Put out one of the pairs (e.g. the ‘long’ and the ‘short’ pencil).  
• Ask the child to find the ‘long’ pencil, etc.  
• The child could post the object in a box or put it in a bag.**