

# Time

Maths

Year 3

Lesson 2 of 5

Learning Objective		Resources
To recognise and compare measures of time.		Slides Worksheet 2A/2B/2C Activity Cards Action Card 2A/2B Duration Cards Stopwatches
Teaching Input		
<ul style="list-style-type: none"> <li>How many measures of time can you remember? Children to think, pair, share their ideas then check on the slides.</li> <li>Can you name the days of the week in order? Children to say the days of the week with a partner. Repeat this with the months of the year. Use the mnemonic on the slides as a prompt.</li> <li>Show the different measures of time on the slides and challenge children to order them from shortest to longest.</li> <li>Can you think of an activity that would only take a second or two to do? Children to think, pair, share their ideas then go through the suggestions on the slides. Repeat this for minutes and hours.</li> <li>Show children the activities on the slides, e.g. walking from one end of the classroom to the other. How long do you estimate this would take? How could you check? Invite children to share their estimates, then use a stopwatch to time one or two children performing each action.</li> </ul>		
Main Activity		
<p><u>Lower ability:</u></p> <p>Provide children with a set of the Activity Cards showing an action and how long each action takes. Children to order the activities from shortest to longest, then stick on worksheet 2A.</p>	<p><u>Middle ability:</u></p> <p>Provide children with Action Cards A and the Duration Cards. Children to match each duration to each action, thinking about how long each one would take. When finished, children to order from shortest to longest and stick on worksheet 2B.</p>	<p><u>Higher ability:</u></p> <p>Provide children with Action Cards B. Children to estimate how long each of the activities would take, then put in order from shortest to longest. Children to then compare their estimates with a friend. Are there differences? How could you check whose estimate is closest? Children could then use the approximate times shown on the Action Cards to get an idea of how close their estimates were.</p>
Fancy something different...?		
<ul style="list-style-type: none"> <li>Provide children with a copy of worksheet 2C each and a stopwatch in pairs. Children to carry out each of the activities with their partner, timing each other to see how long each takes. Children to estimate how long each activity will take before doing it, then comparing their estimate with the actual time it took.</li> <li>When finished, children could think up their own activities to estimate and time with a partner.</li> </ul>		
Plenary	Assessment Questions	
<p>How long does a minute last? Do you think you could tell how long a minute is without looking at the second hand on a clock? Tell children they will be testing this today! Children to close their eyes. Set up a large digital stopwatch on the IWB. When you start it, children to close their eyes and put their hands over them so there is no cheating! They open them when they think one minute has passed, then record what time was shown on the stopwatch. When all children have done this, see who was the closest! You can do this several times.</p>	<ul style="list-style-type: none"> <li>Can children order measures of time from shortest to longest?</li> <li>Can children estimate how long various activities would take?</li> <li>Can children compare the duration of events?</li> </ul>	