

How to use these slides to help your child:

- 1. Recall:** Help your child to read what the question is and then leave them to try and answer the question by themselves. Recall is helpful to find out what you child already knows/ can already do so you know how much support to give them.
- 2. Learning objective:** Read the learning objective together and discuss the learning habits you might need to use throughout. (discipline, resilience, imagination, collaboration, curiosity).
- 3. Guided practice:** These are problems that should be done together. Guide the children to help them to find answers by showing them the most effective way to work things out. Perhaps show them how to work the first one out, work the second one out together and finally let your child work the last guided practice question out. If they get stuck, go back to the first one and work it out together again.

4. Intelligent practice: These are worksheet questions that the children should be able to work out by themselves after going through the guided practice. If they need support or a reminder or how to do it then that's absolutely fine but try not to just give them the answers. Remember- mistakes are good because we learn from them.

5. Dive deeper: This is a question that might be more open ended. It might require an explanation of how they know they are correct. This could be done by proving their answer through showing their working out. Read this question with your child and talk about how best to answer it.

6. Answers: Its really important to go through the answers with your child. Give them a pen and let them tick their answers. If they get an answer wrong, now is the opportunity to look at the correct answer and identify together where they went wrong and how to fix it.

Recall

How long do these activities take?



A night's sleep

seconds



Eating a biscuit

minutes



Playing football

hours

What are we learning?

L.O. To compare time using the language faster, slower, earlier and later.

How will we learn it?

We will build on writing and measuring time by comparing the times to each other using time language.

Learning habits: Resilience and discipline.

Guided practice

Which is longer, one hour, one minute or one second?

If I finish a race first, am I faster or slower than everyone else?

Can you think of a comparison where you can use faster and slower in the same sentence?

e.g. A rabbit is faster than a tortoise but slower than a cheetah.

Guided practice



- What time would be **faster** than 20 minutes to tidy the classroom?
- If George tidies his desk in 30 seconds today, is this faster or **slower** than 1 minute?

Guided practice

I will use 20  to represent 20 minutes.



- a) If we make a chain that is longer than 20  it is a greater number. A greater number of than 20 means the task takes more time than 20 minutes so it is slower. A smaller number means it takes less time and is faster.

20 minutes 

21 minutes 

21 is greater than 20.

So 21 minutes is slower than 20 minutes.

Now I will make a chain with a smaller number than 20 .



20 minutes 

19 minutes 

19 is less than 20.

So 19 minutes is faster than 20 minutes.

Tidying the classroom in 19 minutes would be faster.

Let's have a look...

I wonder if there are any other times that are faster than 20 minutes.

- b) 60 seconds



30 seconds

30 seconds is faster than 1 minute.



1 minute is the same as 60 seconds.

When someone wins a race the length of time will be shorter and when someone takes longer the length of time will be larger.

Guided practice

Who painted faster?

I took 18
minutes to
paint this!



Izzy



James

I took 24
minutes to
paint this!

18 minutes



24 minutes



minutes is faster than minutes.

_____ painted faster.

Guided practice

Hamza takes 24 minutes to climb a hill.

Ellie takes 21 minutes.

Which sentence is true?

- A Hamza is faster than Ellie.
- B Hamza takes less time than Ellie.
- C Ellie takes more time than Hamza.
- D Ellie is faster than Hamza.

Guided practice

Circle the longest time and underline the shortest time.

15 seconds

10 hours

18 minutes

16 minutes

Explain your answer to your partner.

Intelligent practice

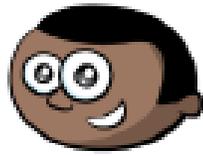


Jack, Tariq and Ellie are running a race. Here are their times.



Jack

52 seconds



Tariq

58 seconds



Ellie

48 seconds

Use **faster** and **slower** to complete the sentences.

Jack is _____ than Tariq.

Jack is _____ than Ellie.

Ellie is _____ than Tariq.

Can you write any more sentences to describe the race using the vocabulary slower and faster?



Complete the sentences using $<$, $>$ or $=$

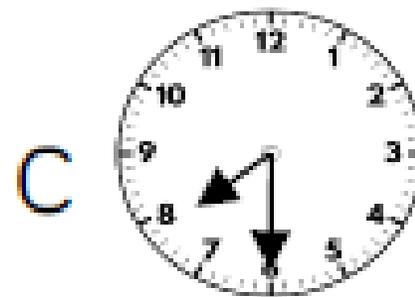
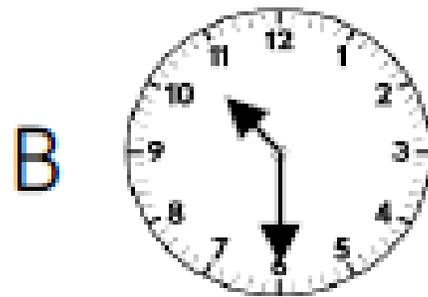
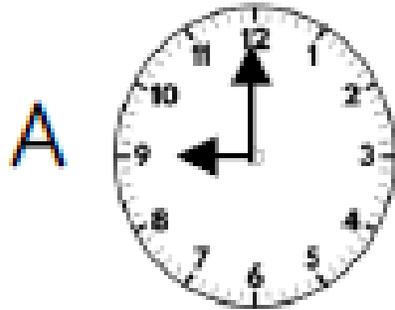
1 minute 1 hour 30 seconds 3 hours

23 minutes 42 minutes

Intelligent practice



Three aeroplanes are flying to Paris in the morning.
Here are the times they arrive.



Use **earlier** and **later** to complete the sentences.

Plane A is _____ than Plane B.

Plane B is _____ than Plane C.

Plane C is _____ than Plane A.

Dive Deeper 1



50 seconds is longer than 25 seconds because it is a greater number.

50 seconds is longer than 1 minute because it is a greater number.

Are they both correct? Yes / No

Why do you think this?

Dive Deeper 2

Jemima is having a party.
Five of her friends are coming to the party.
Use the clues to work out when her friends arrived.

Sam arrived later than Ben and Lily.
Kit arrived later than Sam but earlier than Pippa.
Lily arrived the earliest.

- 1st
- 2nd
- 3rd
- 4th
- 5th