

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

Draw the hands on the clock to show half past 4



What are we learning?

L.O. To explore the difference between seconds, minutes and hours.

How will we learn it?

We will decide which activities would be measured in each unit of time.

Learning habits: Resilience and discipline.

Guided practice



a) We can use a clock to measure how long activities take. What do we use to measure time?

b) Estimate how long you think it will take:

• to walk along the 

• to run around the 

• to paint the  .

Guided practice

Let's have a look...

a) There are 60 **seconds** in 1 **minute**.

There are 60 minutes in 1 hour.
All clocks have a minute hand.
It takes 60 minutes to move all the way around.

My clock has a second hand so I can count to 60 as it moves around. Not all clocks have a second hand.



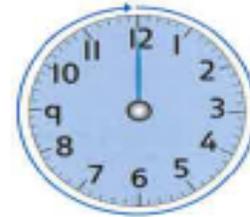
1 second



60 seconds



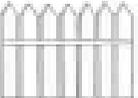
1 minute



60 minutes

Time is measured in seconds, minutes and hours.

b) I estimate:

- walking along the  might take seconds
- running around the  might take minutes
- painting the  might take hours.

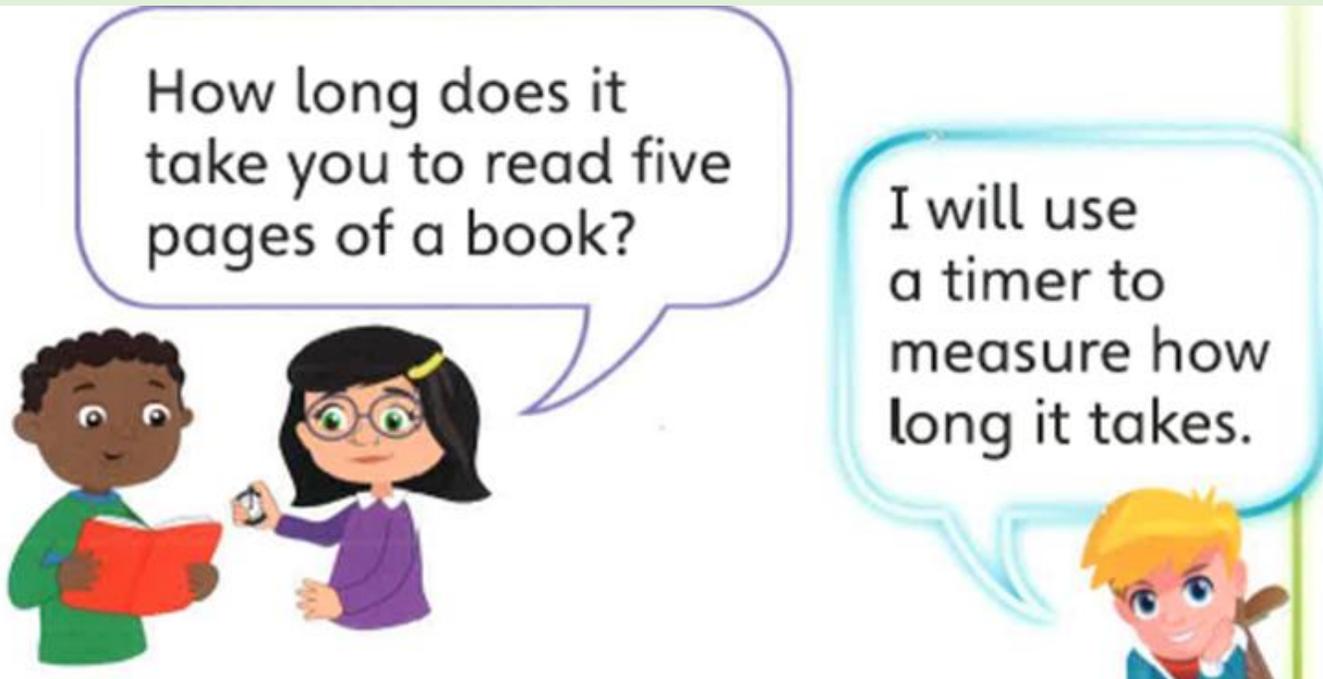
Guided practice

How many star jumps do you think you can do in 10 seconds?

Count to 20 seconds in your head, stand up when you think we reach 20 seconds. How close were we?

Guided practice

Would you measure the activity in hours, minutes or seconds?



How long does it take you to read five pages of a book?

I will use a timer to measure how long it takes.

I will measure this in _____ .

It takes me _____ to read five pages of a book.

The illustration shows three children. On the left, a boy with dark skin and curly hair is holding a red book. Next to him, a girl with black hair and glasses is holding a small silver timer. On the right, a boy with blonde hair and a backpack is looking towards the other two. The scene is set against a white background with a light green border on the right side.

Guided practice

Choose the right word to complete these sentences.

seconds

minutes

hours

a) 'It took me 3 _____ to eat a sandwich.'



b) 'It took me 3 _____ to fly to another country for a holiday.'



Guided practice

Using a stopwatch, record how many times you can do the following activities in 20 seconds.

- Star jumps
- Write your name
- Build a tower of cubes (how many cubes high?)

Can you think of other activities you could complete in 20 seconds?

Intelligent practice



Would you measure the duration of the activities in seconds, minutes or hours? Sort the activities into three groups: seconds, minutes and hours

Brushing teeth

Reading a book

Saying the
alphabet

Aeroplane flight

Playing outside

Sleeping at night



Complete the sentences using **seconds, minutes or hours**.

- Playtime is about 20 _____ long.
- The school day is about 7 _____ long.



What can you do in 1 minute?

- _____
- _____
- _____

What can you do in 1 hour?

- _____
- _____
- _____

Dive Deeper 1

Are the units of time chosen sensible?

- A football match measured in seconds.
- A lap around the school playground measured in minutes.
- A car journey from Edinburgh to London measured in hours.

Explain your answers.

Dive Deeper 2

Kyra has a clock without an hour hand.



She says;



I can measure how long it takes someone to run around the playground 10 times using my clock.

Do you agree with Kyra?
Explain your answer.