

Year 1 Maths Pack -

Measurement: Time

Please Note: Extensions and ideas in the 'notes and guidance' and 'mathematical talk' areas are optional not essential.

New guidance when each part of the learning changes is included to assist parents with each lesson.

Guidance and Ideas For Parents

Writing Time

Notes and Guidance

Children explore the difference between seconds, minutes and hours. They decide which activities would be measured in each unit of time.

Children explore suitable equipment e.g. stopwatches or sand timers to measure durations of time. They carry out activities and use suitable equipment to measure how long each activity takes e.g. timing how long it takes to run around the playground using a stopwatch.

Mathematical Talk

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

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

Let's count to 20 seconds in our heads, stand up when you think we reach 20 seconds. How close were you?

Lesson 1 Tuesday 19th May:

Activity 1

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

- Star jumps
- Write your name
- Hops on the spot

Can you think of any activity which takes 20 seconds?

Activity 2

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

Holiday flight

Playing outside

Sleeping at
night

Activity 3

Complete the sentences using seconds, minutes or hours.

- Playtime is about 20 _____ long.
- The school day is about 6 _____ long.

Lesson 2 Wednesday 20th May:

Activity 1

Are the units of time chosen sensible for these activities?

- A football match measured in seconds.
- A lap around the school playground measured in minutes.
- A birthday party measured in hours.

Explain your answers.

Activity 2

Dora 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 Dora?
Explain your answer.

Guidance and Ideas For Parents

Comparing Time

Notes and Guidance

Children compare amounts of time using the language faster, slower, earlier and later.

They build on writing and measuring time by comparing different amounts of times using time language.

Children understand that when someone wins a race the length of time will be shorter and if someone takes longer the length of time will be larger.

Mathematical Talk

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 use faster and slower in the same sentence?

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

Lesson 3 Thursday 21st May:

Activity 1

Teddy, Mo and Whitney are running a race. Here are their times.



Teddy -

52 seconds



Mo -

58 seconds



Whitney -

48 seconds

Use **faster** or **slower** to complete each sentence.

Teddy is _____ than Mo.

Teddy is _____ than Whitney.

Whitney is _____ than Mo.

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

Activity 2

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

1 minute 1 hour 30 seconds 3 hours

2 seconds 1 minute

EXTENSION

Create your own sentences using $<$, $>$ or $=$

For example: 60minutes = 1 hour

Lesson 4 Friday 22nd May:

Activity 1

Five friends are going to a party.
Use the clues to work out when each friend arrived.

Amir arrived later than Jack and Eva.
Rosie arrived later than Amir but earlier than Ron.

Eva arrived the earliest.

1st

2nd

3rd

4th

5th

EXTENSION

Aimee is planning her birthday. She wants to plan something to do from 9am to 5pm.

Here are the things she wants to do:

- Visit the zoo (3 hours)
- Go to Pizza Palace (1 hour and a half)
- Have breakfast (half an hour)
- Play party games (1 hour)
- Watch a film (2 hours)

Create a timetable for Aimee's day.

Compare it to your friends - is it the same?