

Time

Maths

Year 3

Lesson 1 of 5

Learning Objective		Resources
To explore measurements of time and relate them to one another.		Slides Worksheet 1A Number Cards Month Cards Month Mnemonics Card Calendar Template True or False Cards (FSD? activity only) Time Cheat Sheet (FSD? activity only)
Teaching Input		
<ul style="list-style-type: none"> • What is a unit of measurement? How many units of measurement can you think of? Children to think, pair, share their ideas. • Did you think of time measurements? Explain that units of measure can also include measures of time, e.g. second, hour, year, etc. Show children the vocabulary on the slides. How would you describe each of these measures of time? Give children some time to discuss these with a partner. • Show children the measures of time on the slides. Can you order these from shortest to longest? Invite children to share their ideas, then check on the slides. • Go through the questions on the slides asking children if they know the number of days in a week, the number of days in a month, etc., then go through the information about how the year is split into months, weeks and days. Show children the calendar on the slides and ask them to explain what it shows. • Do you know what a leap year is? Invite children to share their ideas then go through the information on the slides. 		
Main Activity		
<p><u>Lower ability:</u></p> <p>Provide children with worksheet 1A to assign the correct number of days to each month, using the rhyme on the sheet to help them. When finished, children to read the mnemonic, then try and think of their own mnemonic to remember the order of the months of the year.</p>	<p><u>Middle ability:</u></p> <p>Provide children with a set of the Month Cards, Number Cards and the Month Mnemonics Card. Children to use the rhyme to help them order the months of the year correctly and then assign the correct number of days to each month. Once they have checked that their answers are correct, children could stick the cards onto a sheet of paper and decorate to make a display.</p>	<p><u>Higher ability:</u></p> <p>Provide children with the Calendar Template. Children to cut out each month, order correctly and staple together to create a mini calendar. Using today's date as a starting point, children to then number each of the days in the calendar correctly. Support children in thinking about why each month does not start on the same day, why the days of the week change for the same date in different years and whether or not this year is a leap year. Children could refer to a real calendar if they find this tricky.</p>
Fancy something different...?		
<ul style="list-style-type: none"> • Provide children with a set of the True or False Cards in groups. Children to place the cards face down on the table. One child at a time then picks up a card and reads out the sentence. The child then decides if the sentence is true or false. They then sort the cards into piles so that by the time all the cards have been picked up there is a 'true' pile and a 'false' pile. • Children then go through each of the cards and check if their answers were correct using the Time Cheat Sheet. 		
Plenary	Assessment Questions	
<p>Go through the quiz on the slides to assess how much children have remembered from the lesson using questions such as, 'How many days are there in March?', 'Which month comes after September?' etc.</p>	<ul style="list-style-type: none"> • Can children name a variety of measures of time? • Do children know how many days there are in a year, including leap years? • Do children know how many days there are in each month? 	