
























Measurement: Hours

Aim: To measure and begin to record time. I can measure and record time in hours.	Success Criteria: I can count how many hours have passed between two times. I can record my answers.	Resources: Lesson Pack Whiteboards and pens – class set Countdown timer Teaching clock Scissors Glue
	Key/New Words: Hours, minutes, seconds, time, measure, record, clock.	Preparation: Differentiated How Many Hours? Activity Sheets – as required It would be helpful if this lesson could be timed to last approximately one hour

Prior Learning: It will be helpful if children have experience of measuring time in minutes and seconds (covered in Measuring Time (Lesson 1): Minutes and Measuring Time (Lesson 2): Seconds).

Learning Sequence

	Timing One Hour: At the very beginning of the lesson, or an appropriate time before, set a countdown timer to count one hour, explaining to the children that it will go off when exactly one hour has passed.	
	Stopwatch: Children read the time in seconds from the stopwatch faces on the Lesson Presentation and record on a whiteboard.	
	Time: Remind children that each day is split into 24 hours, each hour is split into 60 minutes and each minute is made up of 60 seconds. Using the clock face on the Lesson Presentation and referring to real clocks that you can see, explain how the passage of the clock hands mark the hours, minutes and seconds. Pause to ask children how much time they think has elapsed since you set the timer, discussing answers and comparing to the actual elapsed time.	
	How Many Hours? Using the slide on the Lesson Presentation , model calculating the number of hours between two times by starting at the first time and counting on until you reach the next time. On the next slides, children work with a talk partner to calculate the number of hours, first since 12 o'clock, and then between two given times.	
 	<p> Children work in a small group with an adult. The adult shows a time on a teaching clock, then moves the clock hands round to a new time, supporting children to count the number of hours between the two given times. Children record their answers on whiteboards.</p> <p> Children complete the differentiated How Many Hours? Activity Sheet, calculating how many hours have passed since 12 o'clock.</p> <p> Children complete the differentiated How Many Hours? Activity Sheet, calculating how many hours between the two given times.</p>	
	Diving into Mastery: Schools using a mastery approach may prefer to use the following as an alternative activity. These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding.	
	Children work out how many hours have passed between two clock faces that both show times to the hour.	
	Children work out how many hours have passed between two clock faces that both show times to the hour or to the half hour.	

	 <p>Children work out how long each runner took to run a race, given the start and finish times in words. For some runners, children are asked to do this the other way around – for example, they may be given the start time and the duration and asked to find the runner’s finishing time.</p>	
	<p>Hours Problems: Children work with a talk partner to solve the word problems on the Lesson Presentation. Allow children time to discuss the problems before feeding back to the class. When the countdown timer goes off, discuss this with the children. Is an hour longer than they thought it would be or shorter? What have the children achieved in an hour?</p>	

Exploreit

Measureit: Have children measure real durations in hours. Write down the time in hours before an event and after. Can children count on how many hours have passed?

Diaryit: Children keep a [Daily Activity Diary](#), writing down what they are doing for every hour of one day.

Solveit: Try these [Hours Before and Hours After Differentiated Activity Sheets](#), finding a number of hours later than a given time on the hour or half past the hour.