

How long does it take? Comparing time

CURRICULUM ALIGNMENT

MEA.TIM.2a understand how time is measured, expressed and represented.

INTERACTIVES Drag Sort · challenge, display, explore

WHAT THIS LESSON TEACHES

Some things take a moment and finish before you really notice. Others take a long time. We compare events and put them in order from shortest to longest.

- A clap or a blink takes a moment. A whole PE lesson or sleeping all night takes a long time.
- Brushing teeth, then eating dinner, then sleeping all night go from shortest to longest.

MODEL THIS ON THE BOARD

SHORTEST TO LONGEST AT SCHOOL

- 1 Compare three events: brushing teeth, a PE lesson, and sleeping all night.
- 2 Brushing teeth is quick and takes only a short time.
- 3 A PE lesson lasts much longer than brushing teeth.
- 4 Sleeping all night lasts longer than a PE lesson.
- 5 Order from shortest to longest: brushing teeth, PE lesson, sleeping all night.

LESSON ARC

Open with two brisk hands-up votes — blink versus sleep, clap versus a PE lesson — to wake the idea that some things finish at once and others last. On the event-cards interactive, model sorting into moment versus long time, then lining three everyday events from shortest to longest. Pupils take turns sorting five clear cards at the board. A short copybook beat: write one moment and one long time. Class Challenge practises pairs, three-event lines, then four- and five-event school-day orders. Close by asking how we tell which of two things takes longer.

TEACHING MOVES

1. **Getting Started.** Take a hands-up vote on each pair only — blink versus sleeping all night, then clap versus a whole PE lesson. Keep it to two pairs. After each vote, name the winner as ‘a long time’ and the other as ‘a moment’ so the labels stick before any board work.
2. **Watch and Notice.** Work the three snapshots one at a time on the event-cards interactive. On the first, revoice a moment and a long time. On the second, read the finished shortest-to-longest line aloud so the class hears it climb. On the third, pause before the reveal and ask which side each card belongs on — then revoice: we compare how long each lasts, not how quick it feels.
3. **Try It Together.** Stay on moment versus long time only. Rotate four pupils to drag clap, blink, tying a shoelace, a PE lesson, and sleeping all night. After each drop, the class agrees or corrects out loud. Listen for pupils naming how long, not how big or how loud the event feels.
4. **Write a moment and a long time.** Pupils write one moment and one long time in their maths copy. Walk the row glancing for two clear examples — a pupil who writes only one line gets a quiet prompt for the second. This is whole-class copybook practice, not marking.

5. **Class Challenge.** Pupils take turns at the board; check each answer before moving on. Keep board work brisk. On every round ask: does this take a moment or a long time? On the four- and five-event rounds, watch for ranking by how exciting the event sounds instead of how long it lasts.
6. **What Did We Notice?.** Ask: how can we tell which of two things takes longer? Listen for comparing the two events against each other. Revoice: we think about how long each one lasts, then put the shorter one first. Head off 'the bigger thing takes longer' — a clap is small and quick; sleeping is quiet and long.

COMMON MISCONCEPTIONS

⚠ Pupils rank by how exciting, loud, or 'big' an event sounds — PE lesson before sleeping all night because PE feels more important.

Stop and revoice the board sentence: we compare how long each lasts, not how it feels. Point at sleeping all night versus a clap and ask which one you can finish before you count to three.

⚠ Pupils call a PE warm-up 'a moment' because it can feel quick once it is over.

Pause before the reveal on that pair. Ask: how many claps could fit inside one warm-up? Many claps means it lasts longer, even if it felt fast.

⚠ When ordering four or five school-day events, pupils freeze or shuffle cards at random because two middle events feel similar.

Pull two middle cards side by side and ask only of those two: which finishes first? Build the line one comparison at a time instead of placing all five at once.

DIFFERENTIATION

EMERGING

- Keep only the clearest extremes on the IWB — clap, blink, sleeping all night, PE lesson — and hold back the middle cards until the class is secure.
- Accept a single clear pair in the copybook (one moment, one long time) and scribe the labels with the pupil if writing slows them down.

DEVELOPING

- After a Class Challenge order is confirmed, swap one middle event and ask whether the line still climbs — and why.
- On the copybook beat, add a third line: name something that lasts longer than your long-time example.

PROFICIENT

- On a five-event Class Challenge line, ask: name a new school-day event that slots between the second and third cards, and say how you know.
- After the board order is locked, ask which two cards were hardest to separate and what made them close.

➤ **Cross-curricular:** Link to the school-day timetable — line up break, lunch, and home time from shortest to longest wait.

ANSWER KEY

Q1: sleeping all night

Q2: a moment

Q3: a whole PE lesson

Q4: a clap, brushing teeth, sleeping all night

Q5: blinking, a PE lesson, sleeping all night

Q6:

tying one shoelace, eating dinner, a whole PE lesson

a) Always : A clap is over at once while sleeping lasts many hours.

b) Never : A blink is a moment and a PE lesson lasts far longer.

c) Always : Brushing is short and a night of sleep is long.

d) Sometimes : A clap and a blink take about the same time; writing your name takes longer than a clap.

EXTENSION SHEET · STRETCH ANSWERS

S1: a school day

S2: brushing your teeth

S3: eating your lunch

S4: the summer holidays