

# Diving into Mastery – Diving

## Adult Guidance with Question Prompts

Children explore the difference between seconds, minutes and hours. They decide which units of time they would use to measure different activities.

Which is the shortest amount of time – one second, one minute or one hour?

Which is the longest amount of time – one second, one minute or one hour?

Which would take longer – \_\_\_\_\_ or \_\_\_\_\_?

Can you think of any other activities that take seconds/minutes/hours to complete?

## Minutes



Decide whether we would measure each activity in seconds, minutes or hours.

A cartoon illustration of a girl with brown hair sitting on the floor and eating popcorn from a red bowl.	A cartoon illustration of a girl and a boy sitting on the floor, looking at a large red picture book together.	A cartoon illustration of a child sleeping in a bed with a blue blanket and a nightstand.
eating a piece of popcorn	reading a picture book	sleeping at night
A cartoon illustration of a grey jet airplane in flight.	A cartoon illustration of a boy in a green sweater and backpack walking.	A cartoon illustration of a boy in blue pajamas brushing his teeth in a bathroom.
flying across the world	walking across the classroom	brushing your teeth
A cartoon illustration of a blue winter hat with a pom-pom and snowflake patterns.	A cartoon illustration of a white bathtub filled with blue water.	A cartoon illustration of a yellow school bus.
putting your hat on	taking a bath	going on a school trip

Can you order the activities from shortest to longest time?

How many other activities can you think of that take a few minutes?

# Diving into Mastery – Deeper

## Adult Guidance with Question Prompts

Children suggest suitable equipment (for example, a stopwatch, clock or sand timer) to measure the time taken to carry out certain activities. They measure and record their results. A range of equipment to measure time will need to be provided.

How could you time one minute?

Which equipment will you choose to measure the time?

How will you know when one minute has passed?

How many \_\_\_\_\_ do you think you will be able to do in one minute?

Which activity do you think you will be able to do the most/least of? Why?

Which activity was the quickest?






Which activity was the slowest?

If you timed yourself for two minutes instead of one minute, how might your answers change?

## Minutes



Choose the right equipment to measure 1 minute.  
Record how many times you can do each activity in 1 minute.

Activity	Estimate	Result
Put your coat on and take it back off 		
Draw a stick person 		
Stand up and sit back down 		
Write your name 		
Build a tower of 5 cubes 		

Which activity was the quickest? \_\_\_\_\_

Which activity was the slowest? \_\_\_\_\_

# Diving into Mastery – Deepest Adult Guidance with Question Prompts

Children explore the difference between seconds, minutes and hours. They estimate the durations of certain activities based on their own prior knowledge of the world.

Count ten seconds in your head. Raise your hand when you think this time has passed. How close were you?

Count one minute in your head. Stand up when you think this time has passed. How close were you?

Which is the shortest amount of time - one second, one minute or one hour?

What else takes seconds/minutes/hours to complete?

Can you order the activities from shortest to longest time?

## Minutes



Complete the sentences using seconds, minutes or hours.

We sleep for about 8 \_\_\_\_\_ each night.

It takes 30 \_\_\_\_\_ to wash your hands.

We must brush our teeth for 2 \_\_\_\_\_.

Playtime lasts for 15 \_\_\_\_\_.

The school day lasts for about 6 \_\_\_\_\_.

### True or false?

A football match takes 90 seconds.

It takes 5 minutes to get dressed.

A cake takes 1 minute to bake.



Can you think of your own true or false sentence for a friend?