

## Focus plan for Problem solving, Reasoning and Numeracy

Activity -In a minute! - Date

### Learning intention

Use everyday language related to time; order and sequence familiar events, and measure short periods of time with a non-standard unit, for example with a sand timer.

### Resources

1 minute sand timer

Activities that children can attempt in one minute, e.g. run round the garden, balance on the climbing frame, build a tower, jump, throw the beanbags into the box, write your name etc, perhaps in a circuit

### How the activity will be carried out

Invite the children to look at the timer. If you have more than one then pass them round. Look at how the sand runs through. When it is all run through, one minute is up. Explain that you are going to see what different things we can do in one minute. Do they think it is a long time, or a short time? Begin an activity with 'Ready, Steady go!' and ask the children to take it in turns to be in charge of the timer and announce when time is up. Move through the activities. For each activity, count how many times the children completed it in one minute. Was it more or less than they thought they could do? Talk about how a minute is actually a bit longer than you might expect!

### Questions to ask/Language to use

How long?/How many?/How much?

### Differentiation (Birth to Three)

Leave the timers out near some daily activities and invite the children to turn them as they play to begin to understand the concept of 1 minute.

### Extension

Support the children in recording the number of times each of them did one of the activities in 1 minute - either as a tally chart or a bar chart.

### Evaluation