

**Previous learning**

Pupils should already know how to use a stopwatch or read the second hand on an analogue clock.

**Teacher input**

Share the PowerPoint presentation entitled 'It's about time'. This explains the science behind time.

**Resources**

- Dry sand
- Two small bottles
- Screws
- Digital timers

**Activity**

Pupils will make their own sand timers that last a specific amount of time, e.g. one minute. The construction of the timer is simple; however, you will need to have made a hole for the screw in one of the lids before the lesson as this will be too difficult for pupils to do.

**Recording**

Pupils will then use their timers to see how many things they can do in the time it measures. You could make it like 'Taskmaster'; for example, how many jelly beans can they pick up with chopsticks in one minute or how many cups can they stack? For more ideas, see the Silly Science page that is included in the resources. Pupils will record these results in a simple table. A picture of their sand timer could also be put in their books.

**National curriculum links**

- Compare duration of events, for example, to calculate time taken by particular events or tasks.

**Learning objective**

- I can make a timer which lasts for a specific amount of time.

**Working scientifically**

- Make systematic and careful observations and where appropriate, take accurate measurements.

**Challenge**

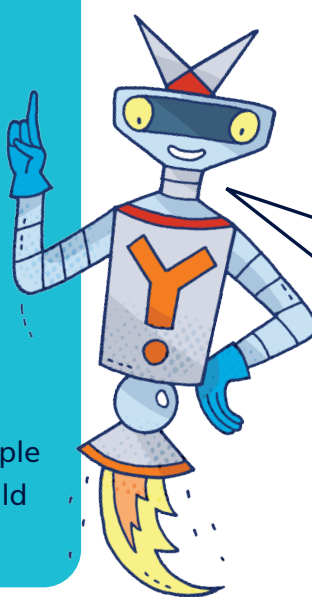
Make a series of sand timers.

**Future learning**

Look at different types of clocks, e.g. a cuckoo clock.

**Plenary**

Discuss the perception of time; for example, sit and listen to a story for two mins and then jog on the spot. Which one felt longer?



Time isn't really going faster or slower in these situations. Your perception of time can be different from what's really happening.

**ISSUE 103 Cross-curricular links**

Reading: How Stuff Works – cuckoo clocks, pages 24-25, Ten Ancient Living Things, pages 26-27.

