ACTIVITY ONE: DAILY ROUTINES

Learning objectives
To be able to solve problems including converting between units of time
(Year 5 -Measurement)

Prior learning
The students will need to know how to: work out the difference between two times in minutes and in hours and minutes; add times in minutes and in hours and minutes.

Resources
Activity 1 Daily Routines worksheet and Timeline worksheet

Introduction
Ask students about their daily routine. The students write this on timeline.

MAIN TASKS
1. Introduce students to the daily routines of one or two different historical people on the Daily Routines worksheet(depending on children's confidence with time problems).

2. Model how to answer interpretative questions such as:

   What time do these people get up? What time do they go to bed?

3. Students answer other interpretive questions independently:
   e.g.
   a. Who gets the longest lunch break? How much longer do they get?
   b. Who is up for the longest? How much longer are they awake for?
   c. Who gets the most free time? How much more do they get?
   d. Who gets the most sleep? How much more do they get?
   e. Whose daily routine would you prefer? Why?

Ideas for differentiation
Lower attainers: only compare two daily routines and simplify times so they are all to the hour or half hour.

Higher attainers: use 24 hour clock and alter times so they are to 5 minutes intervals.

Review
Whose daily routine would you prefer? Feedback from the children about this and discuss their answers.