

Year 1 Maths Lesson Plan		Resource Checklist
Measuring and comparing lengths of sounds		<ul style="list-style-type: none">• PBuzzes• A pair each of large boots, a child's shoes and baby shoes• String pendulum for each pair of children (a weight on the end of a piece of string slightly longer than 30cm works well)• Rulers for each pair of children
Learning Objective & Outcomes		
<p>Learning Objective:</p> <p>To identify the difference between quicker and slower speeds, and longer and shorter sounds</p> <p>Learning Outcomes:</p> <p>I can describe sounds as longer/shorter and double/half I can recognize speeds as quicker and slower</p> <p>National Curriculum Coverage:</p> <p>Measure and begin to record lengths of sounds Compare and describe lengths as longer/shorter, double/half Compare and describe speeds as quicker/slower Practise counting and identify lengths as double/half of the previous one</p>		
Starter		
<p>Show each pair of shoes in turn and ask one child to demonstrate how they would walk in them, whilst the other children clap in time to the speed of their steps. (Big boots - slow steps; normal school shoes - normal walking speed; baby shoes - small, quick running steps.)</p> <p>Split the class into three groups. Ask one group to say "Stomp! Stomp!" Ask the second group to join in saying "Walk, walk, walk, walk," (two walks for every stomp) and ask the third group to join in saying "Running, running, running, running," (two runnings for every walk.) Ask them the key questions below, and draw out the understanding that the speed doubles each time between the different parts.</p> <p>Key Questions:</p> <ul style="list-style-type: none">• What happens to the speed of the clapping when we match the walking?• Which is the slowest movement? (Stomp)• Which is the fastest? (Running)• How many walks are there for every stomp?• How many running are there for every walk?		
Main		
<p>Ask your pupils to get their pBuzzes out. In their groups they should play their word instead of saying it. The 'stomp' group should play on F, the 'walk' group on A, and the 'running' group on C. Reinforce the idea that each part as we add it is double the speed.</p> <p>Hand out the pendulums, one between two. One child should hold the string at the end and set the pendulum swinging. Their partner should play their pBuzz in time with the pendulum on note F.</p> <p>Swap over, folding your string in half and set your pendulum swinging again. Can your partner play their pBuzz in time now?</p> <p>Swap again, folding your string in half again and swing your pendulum. Can your partner match the speed?</p>		
Plenary		
<p>Ask some of the children to demonstrate their playing with the pendulum swings, and tell you what they have found out.</p> <p>Key Questions:</p> <ul style="list-style-type: none">• What happened to the speed of the pendulum as your string length halved?• Did it get quicker or slower?		

Assessment & Evaluation

What to look for:

Children can describe sounds as longer or shorter
 Children can describe sounds as double or half
 Children can describe sounds as quicker or slower

How will you know if the lesson has been successful?

Could all the children clap/play faster and slower notes?
 Can most of them use correct vocabulary to describe what is happening to the speed and length of the notes?

Notes for Next Time

This space is for you to reflect on the lesson and make any notes you need.

