



EduTrend Contents

P4C · TIME AND CHANGE · PRIMARY

What Is Time?

A sand timer starts an enquiry into time

Ages 5–7

Level: Foundation

30 minutes

Whole class circle · up
to 30

Activity 01

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

ACTIVITY 01 · AT A GLANCE

What Is Time?

Children watch a one-minute sand timer in silence. Then they try the minute again while doing a fun activity, and again while waiting. They talk about which minute felt longest. The facilitator asks whether they could see time, hear it or hold it. Children create questions and vote on one, such as “What is time?”

Learning outcomes

By the end of the session pupils can:

- describe experiences of time;
- ask a question about time;
- give a reason;
- take turns to speak.

KEY WORDS

time · minute · long · short · clock · wait

CURRICULUM LINKS

Maths: telling time. Science: day and night. PSHE: waiting and patience.

1**STIMULUS**

Share something to think about

2**THINK**

Quiet thinking time

3**QUESTION**

Create and choose a question

4**ENQUIRE**

Reason together

5**BUILD**

Agree, disagree, add

6**REFLECT**

Last words

Materials (per class)

- A one-minute sand timer
- Question and thinking-move cards
- Worksheets 1, 2 and 3

Before the session

- Read the stimulus and note possible concepts.
- Prepare question and thinking-move cards.
- Set out a circle so everyone can see each other.
- Print the worksheets.

SAFETY

Everyone may pass. Discuss ideas, not people, and use the story or invented examples rather than personal situations.

ACTIVITY 01 · SESSION PLAN

Step by step

Stay neutral: ask for reasons, examples and counter-examples rather than giving your own view.

Time	What happens	Say or ask
0–5 min Stimulus	Watch the sand timer three times.	<i>“What did you notice?”</i>
5–12 min Questions	Pupils create questions in pairs and vote on one.	<i>“Which question is most interesting to talk about?”</i>
12–26 min Enquiry	Enquire into the chosen question, building on each other’s ideas.	<i>“What is time?”</i>
26–30 min Last words	Each person says one last thought or passes.	<i>“Has your thinking changed?”</i>

CHALLENGE CARD (print or copy onto the board)

Say what you think time is and give a reason.

ACTIVITY 01 · FACILITATOR NOTES

The philosophy in brief

Philosophers have asked what time is for thousands of years.

Children notice early that time can feel fast or slow, even when clocks show the same length.

Common ideas to listen for

- “Clocks make time.” Clocks measure it.
- “Time goes faster when you are having fun.” It feels faster.
- “Time is something you can hold.” It is hard to picture.

Adapting the activity

Support

Compare two minutes.

Stretch

Ask: would there be time if there were no clocks?

WORKSHEET 1

My three minutes

Name: _____

Class: _____ Date: _____

Draw how each felt.

My three minutes

Minute	Fast or slow?
Watching	
Playing	
Waiting	

WORKSHEET 2

Thinking moves

Use these in the enquiry.

Thinking moves

Thinking move	My example
I agree with... because...	
I disagree with... because...	
An example is...	
A counter-example is...	
Building on what... said...	

WORKSHEET 3

Last words

Before and after.

Can you see time? Before the enquiry I thought... Now I think... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

Pupil	Describes experiences	Gives a reason	Takes turns

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

What Is Time? is a sample activity from the EduTrend Contents P4C Time and Change programme (primary, level: foundation). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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