Main Learning

- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.
- Compare and sequence intervals of time.

Success Criteria

Vocabulary

clockwise, anti-clockwise, time, days of the week, months of the year, seasons, day, week, fortnight, month, year, weekend, birthday, holiday, morning, afternoon, evening, night, midnight, bedtime, dinnertime, playtime, today, yesterday, tomorrow, before, after, next, last, now, soon, early, late, quick (-er, -est, -ly), fast (-er, -est), slow (-er, est, -ly), old (-er, -est), new (-er, -est), takes longer, takes less time, how long ago/how long will it be to…?, hour, minute, second, o'clock, half past, quarter past, quarter to, past, to, clock, watch, hands

Practice and Consolidation

It is important that children regularly use their knowledge of telling the time and using time facts when solving problems outside of this unit of work.

Time Match

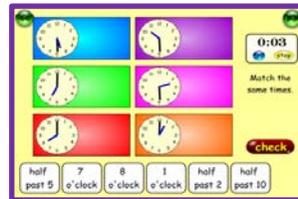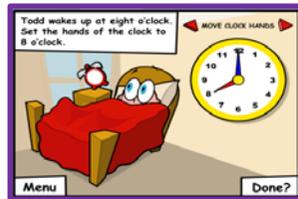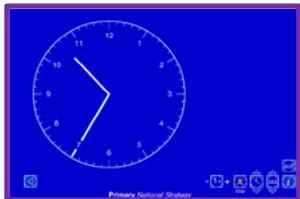Twenty five minutes past one

Time Problems

1 hour	
_____ minutes	
_____ minutes	

Bar Models - Time

1 hour	
_____ minutes	

ICT

Tell The Time Instructions

Modelling

Telling the time should be rehearsed on a daily basis using different approaches including telling the time in a non-typical way e.g. it is forty minutes past nine; how would we usually say this time?

When sequencing intervals of time, children use their knowledge of number facts, calculations, fractions and conversion facts. It can be helpful to give children have a visual representation of the time amounts being used. This time bar model helps children see the relationship between the different time amounts.

2 hours			
1 hour		1 hour	
Half an hour	Half an hour	Half an hour	Half an hour

If 1 hour is 60 minutes then 2 hours must be two lots of 60 which is 120 minutes.
If 1 hour is 60 minutes then half an hour must be half of 60 which is 30 minutes.

Using this approach can support children in ordering amounts such as:

80 minutes   2 hours   45 minutes   1 hour $\frac{1}{2}$ an hour

The same approach can be used for other time intervals such as days and weeks, or months and years.

1 week						
1 day	1 day	1 day	1 day	1 day	1 day	1 day

Mathematics Planning Support

Using and Applying

What time is this clock showing?

What time will it be showing in one hour?

What time will it be showing in: two hours? three hours? six hours?

What do you notice about the position of the hour hand?

Explain where the hour hand is for each of those times.

Why is the hour hand always in this position?
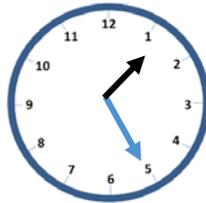
Vicky says

> At ten minutes to twelve and ten minutes after twelve, the hour hand is the same distance from 12.

Do you agree with Vicky? Explain why.

Think of other pairs of times in which the hour hand is the same distance from the nearest hour number.

Matching Time
Nrich

Clocks
Nrich

A different way of saying one day is to say 24 hours. Another different way is to say one day is to say one seventh of one week. Another different way to say one day is to say half of two days.

How many different ways can you say:

12 hours	30 minutes	7 days

The answer is **3 hours**. What could the question be?

Contextual Learning

Telling the time and using an analogue clock should be done on a regular basis and not limited to this unit of work. It is also a useful area to ask parents to help with, as the more often children are asked to refer to the time, the more likely they are to learn it.

Time will be used across the curriculum in subjects such as PE when timing running events to see if children can improve on previous performance, in science when carrying out an investigation which might relate to changes over time or how long it takes for something to occur.

Real life contexts can include the length (in time) of journeys, films/TV programmes, lessons, holidays and so on.

Assessment

Who spent the most time playing out?

Amy played out for 50 minutes. Ben played out for $\frac{3}{4}$ of an hour.

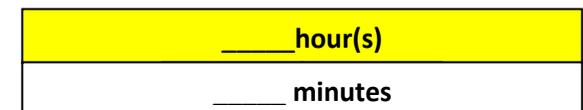Sam played out between 4 o'clock and five minutes to five.

What time is it when the hands on an analogue clock are pointing at 1 and just after 3?

Estimate how long it takes to get changed for PE. Is it 3 minutes, 30 minutes or 3 hours?

Explain how to work out the number of hours in this bar model.

2 days
_____ hours

Complete this bar model in four different ways.

_____hour(s)
_____ minutes

How long is Jenna out of her house?

She takes 10 minutes to walk from her house to the park. She plays at the park for 40 minutes. She takes 10 minutes to walk from the park back to her house. She takes 10 minutes to buy some sweets from the shop on her way home.