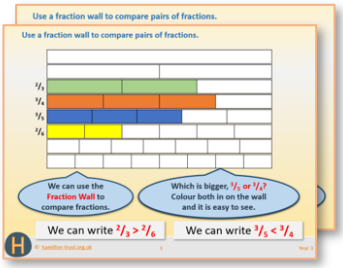
Year 3: Week 4, Day 3

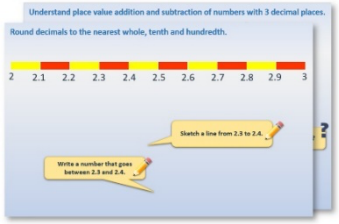
Telling the time (1)

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.

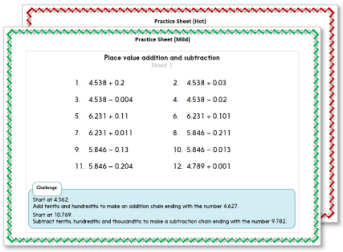


OR start by carefully reading through the **Learning Reminders**.



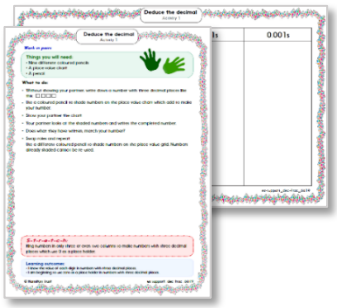
---

2. Tackle the questions on the **Practice Sheet**.
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.



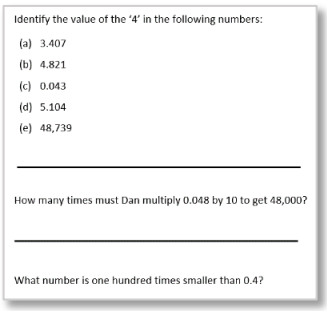
---

3. Finding it tricky? That's OK… have a go with a grown-up at **A Bit Stuck?**



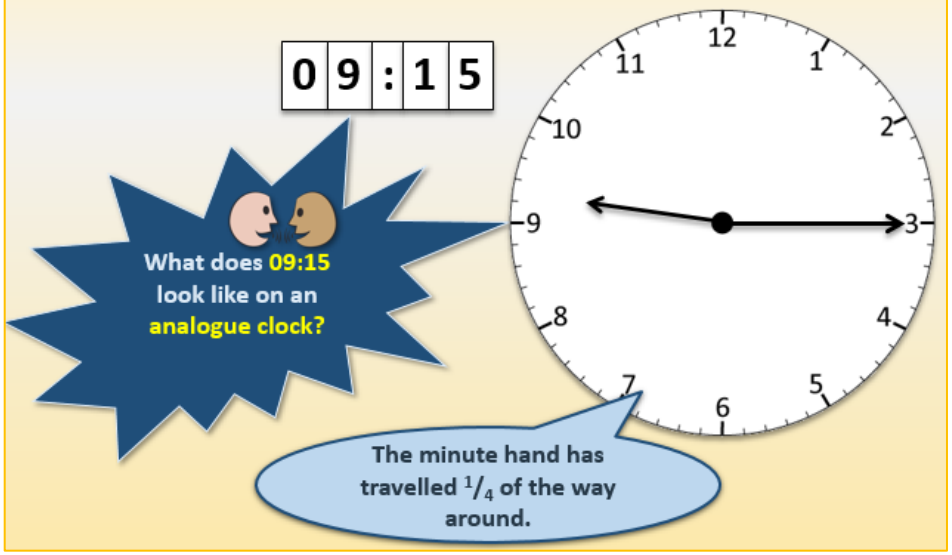
---

4. Have I mastered the topic? A few questions to **Check your understanding**.
Fold the page to hide the answers!

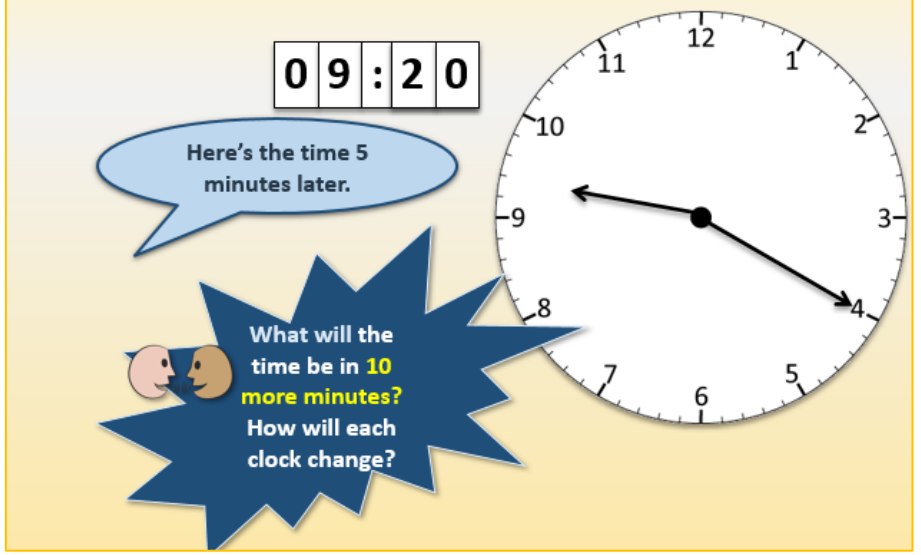


Learning Reminders

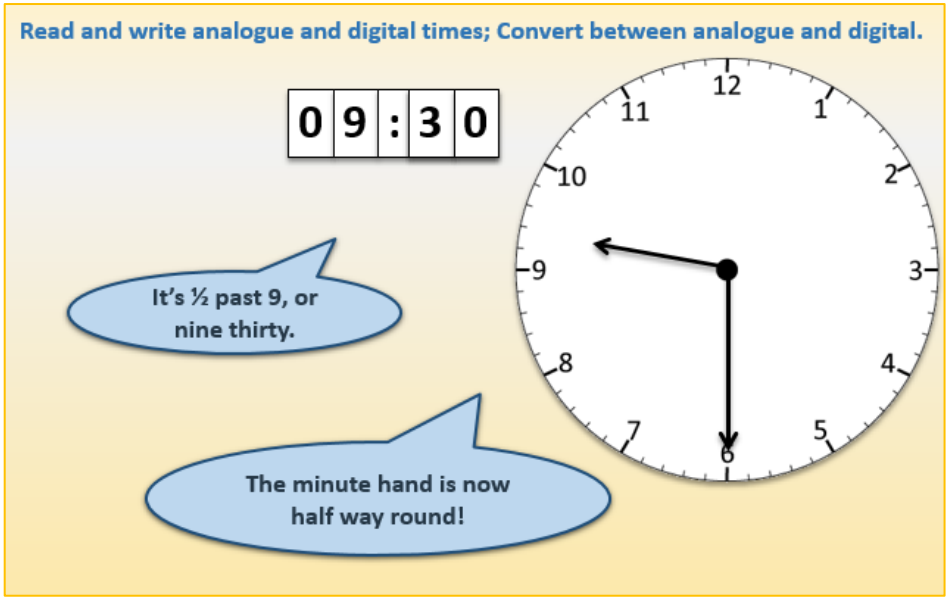
Read and write analogue and digital times; Convert between analogue and digital.



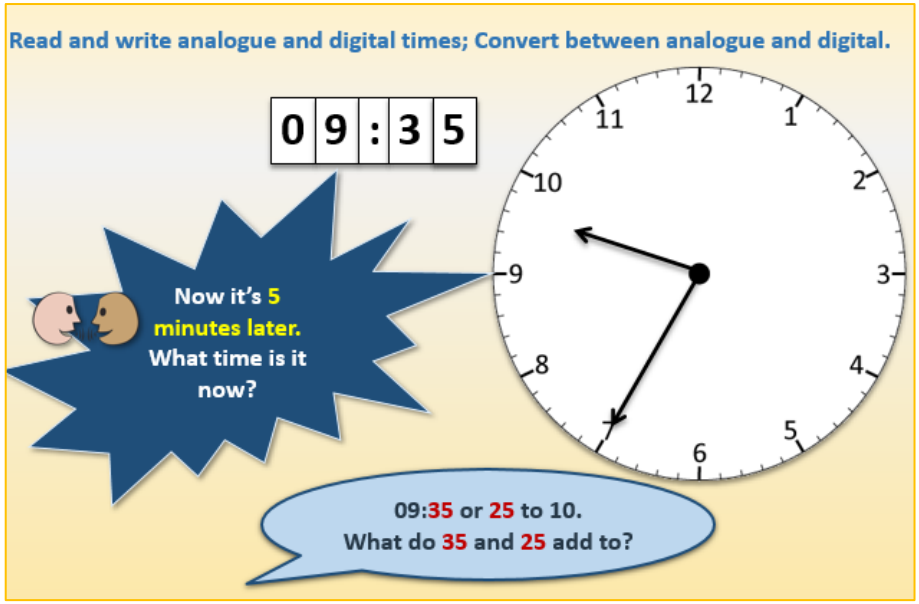
Read and write analogue and digital times; Convert between analogue and digital.



Read and write analogue and digital times; Convert between analogue and digital.



Read and write analogue and digital times; Convert between analogue and digital.



Learning Reminders

Read and write analogue and digital times; Convert between analogue and digital.

Each small division on the clock face represents just 1 minute....

How many minutes past 5 is this?

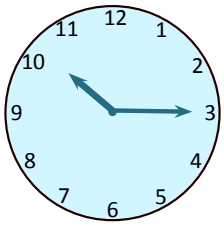
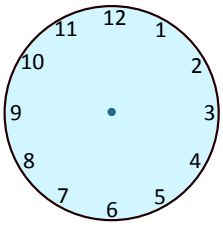
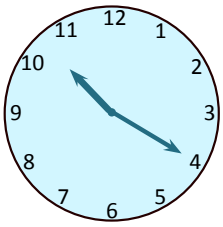
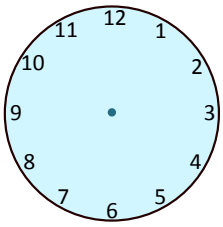
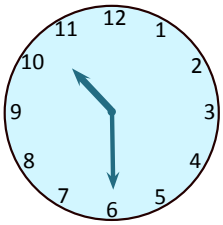
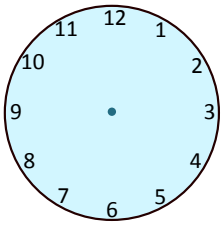
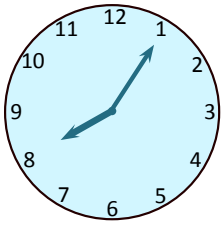
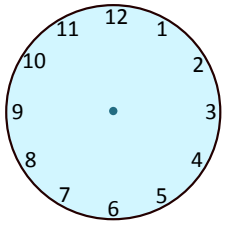
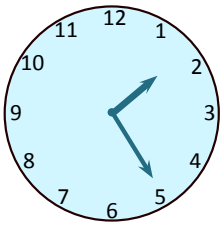
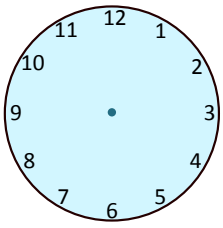
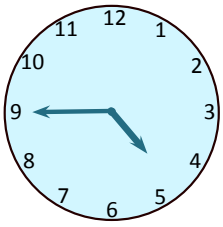
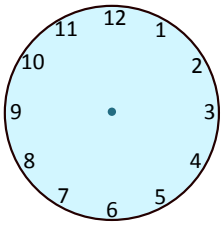
0 5 : 0 7

Seven minutes past 5.

Practice Sheet Mild

Time and data practice

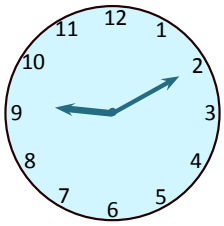
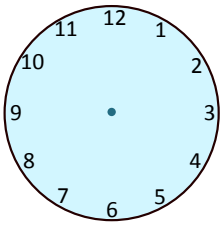
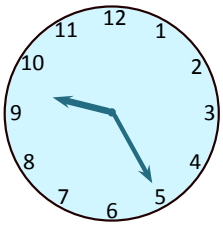
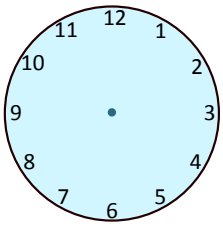
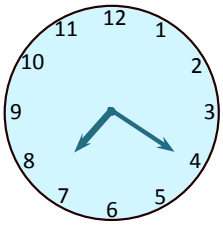
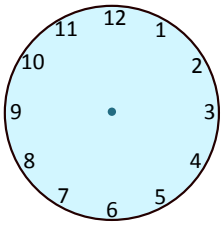
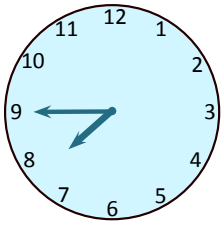
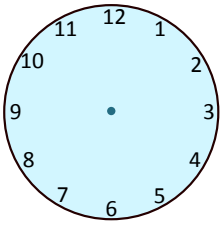
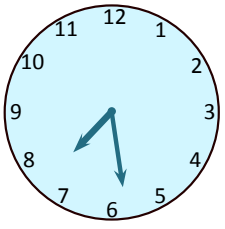
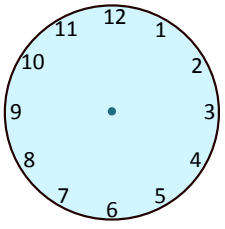
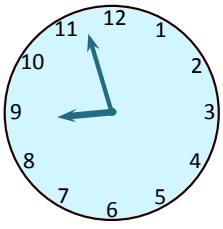
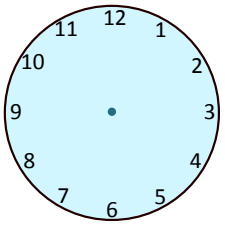
Draw in the matching digital and analogue clock times.

		4:30	
		4:15	
		4:45	
		3:10	
		6:55	
		9:25	

Practice Sheet Mild

Time and data practice

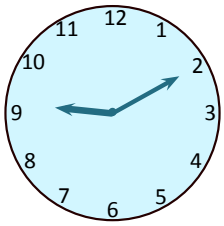
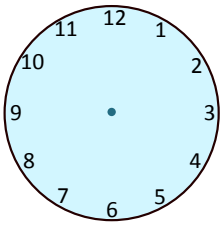
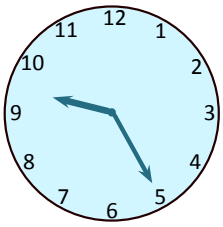
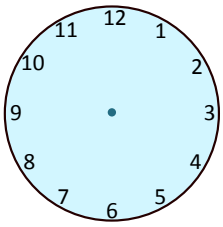
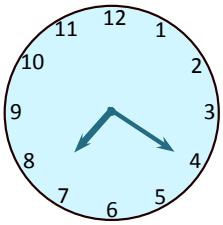
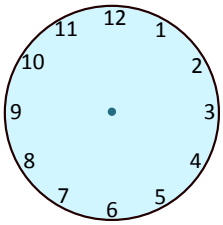
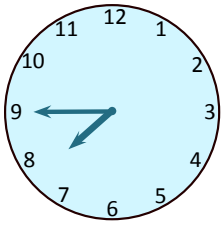
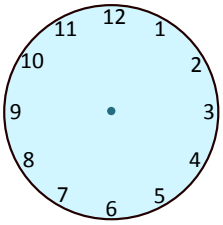
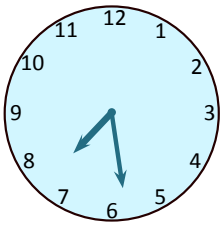
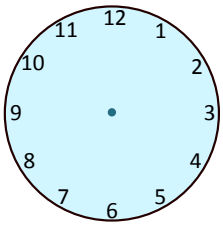
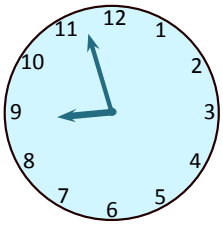
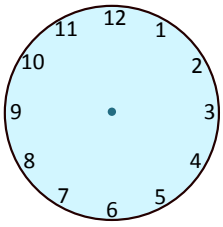
Draw in the matching digital and analogue clock times.

Practice Sheet Hot

Time and data practice

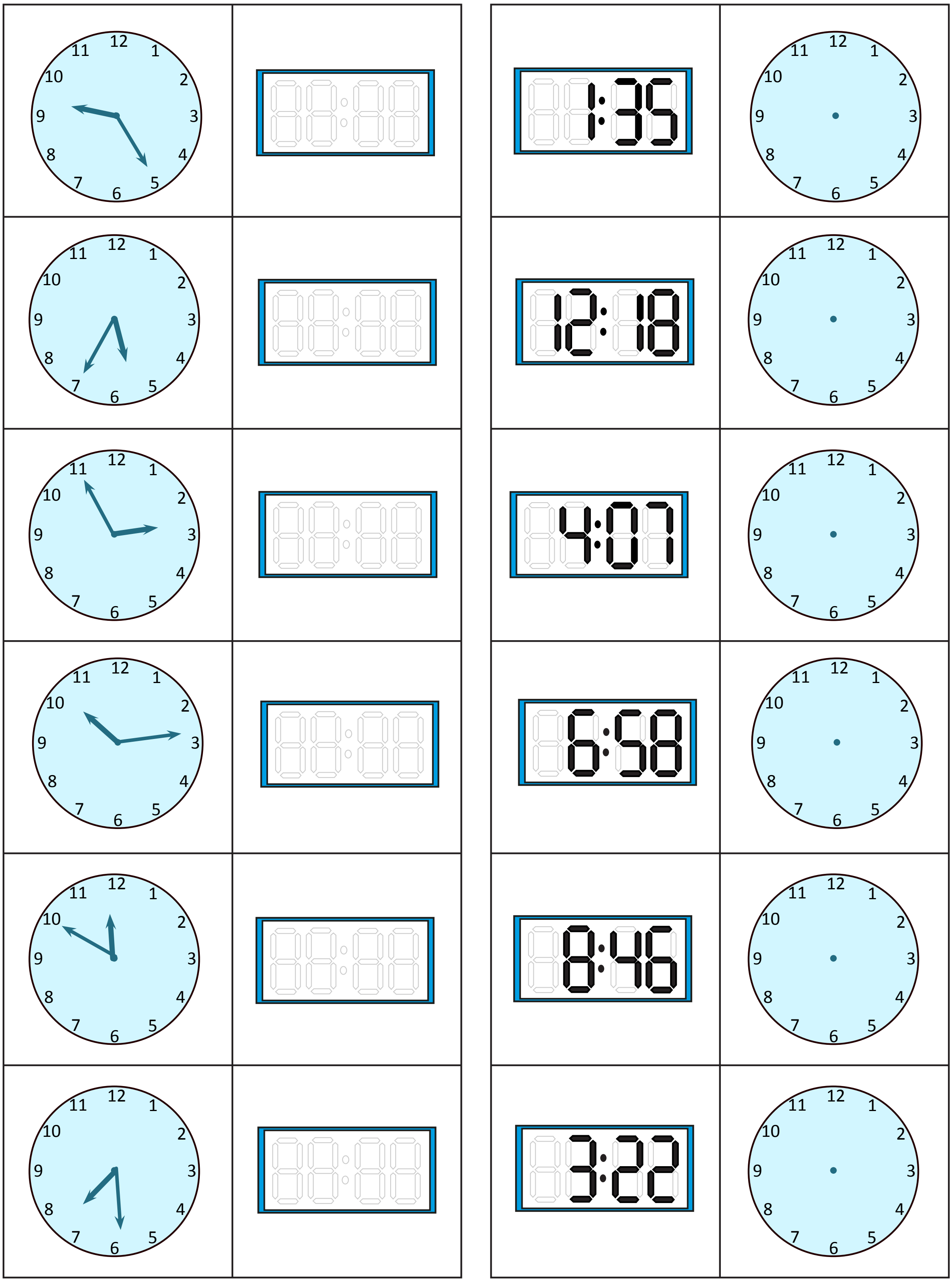
Draw in the matching digital and analogue clock times.

Practice Sheet Hot

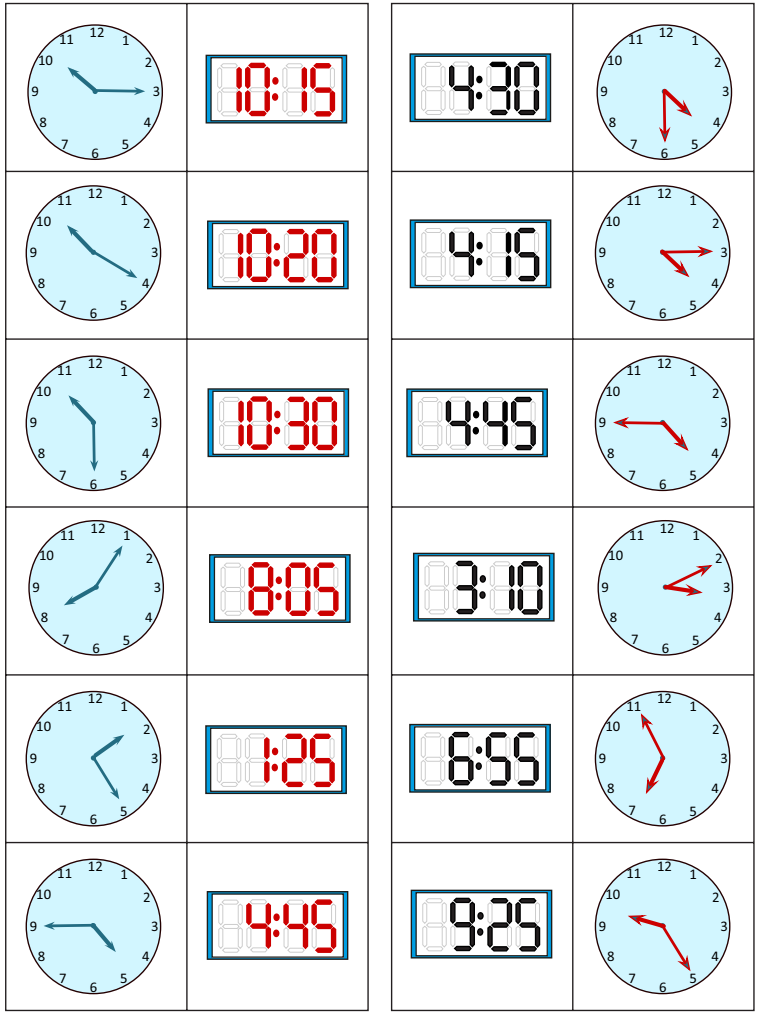
Time and data practice

Draw in the matching digital and analogue clock times.

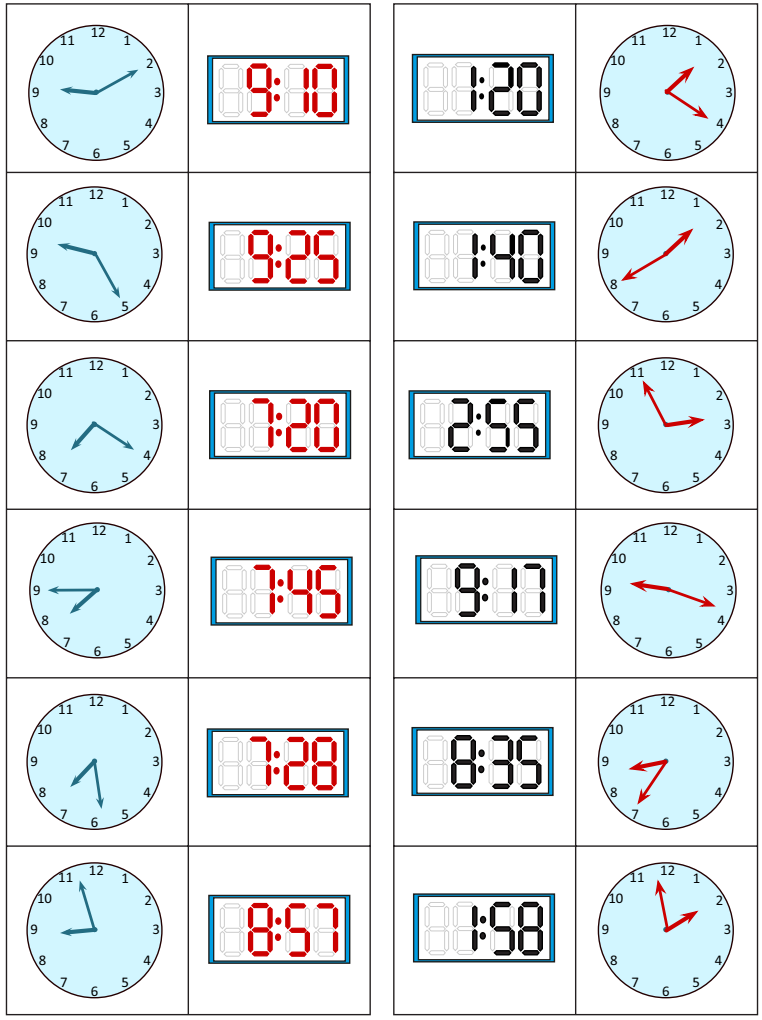


Practice Sheet Answers

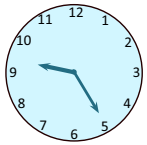
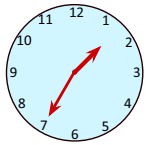
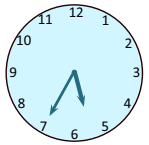
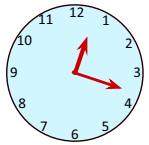
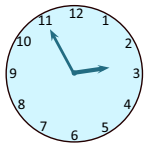
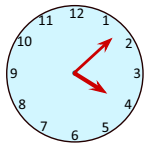
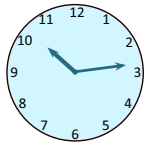
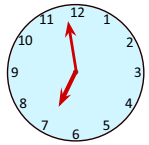
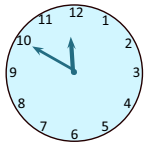
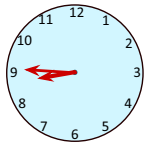
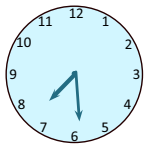
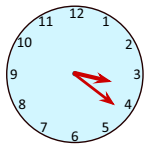
Time and data practice (Mild)



Time and data practice (Mild and Hot)



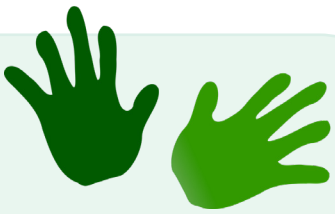
Time and data practice (Hot)

	9:25	1:35	
	5:35	12:18	
	2:55	4:07	
	10:13	6:58	
	11:50	8:46	
	7:29	3:22	

A Bit Stuck?
Snap o'clock

Work in pairs

Things you will need:
- A set of snap cards



What to do:

- Shuffle the digital clock cards and place face down.
  Shuffle the analogue clock cards. Place face down in a different pile.

- On the count of three, one person turns over the top digital clock card at the same time as the other person turns over the top analogue clock card.
  Do the clocks say the same time?
  If so, the first person to say, "Snap o'clock!" wins both cards. If not, put both cards to the bottom of their packs.

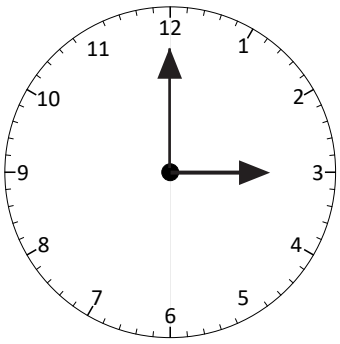
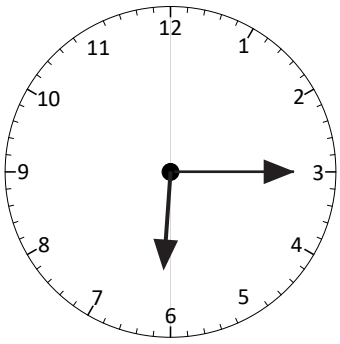
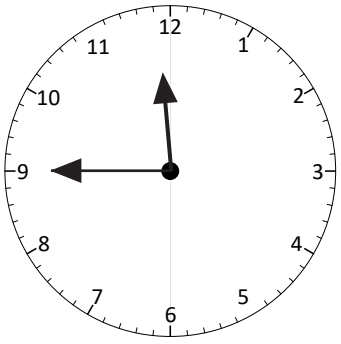
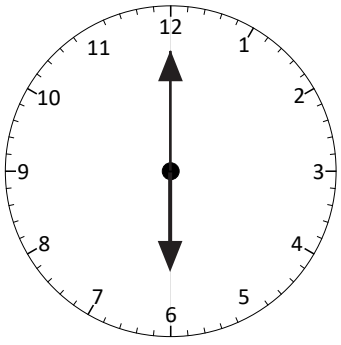
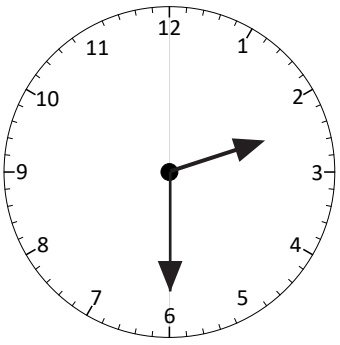
- Carry on playing until there are no cards left.
  Who won most cards?

- Sort the cards out, shuffle and play again.

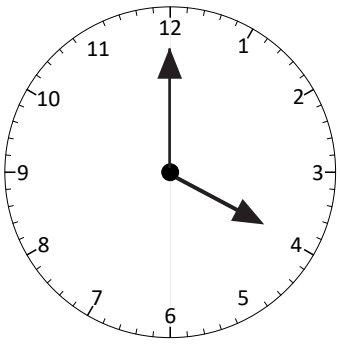
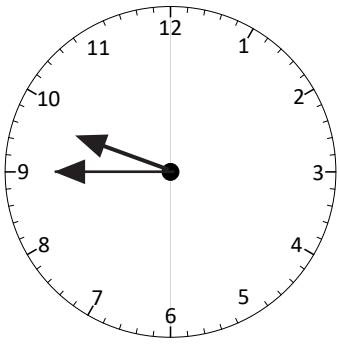
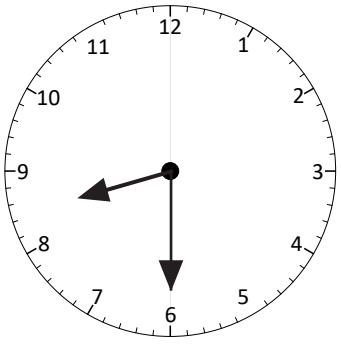
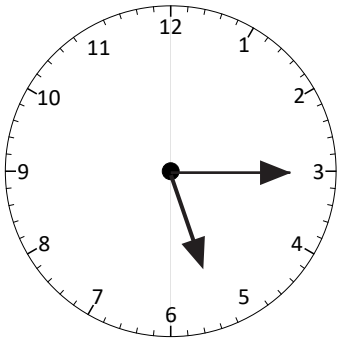
S-t-r-e-t-c-h:
Choose a time card. Write the time, e.g. ¼ past 5. Write the time that is ¼ hour later. Repeat for two other cards.

Learning outcomes:
- I can tell the time to the quarter hour on analogue and digital clocks.
- I am beginning to say the time quarter of an hour later than times to the quarter of an hour.

A Bit Stuck?
Snap o'clock

	04:00	
09:45		08:30
	05:15	

A Bit Stuck?
Snap o'clock

	03:00	
06:15		02:30
	11:45	06:00

Check your understanding:
Questions

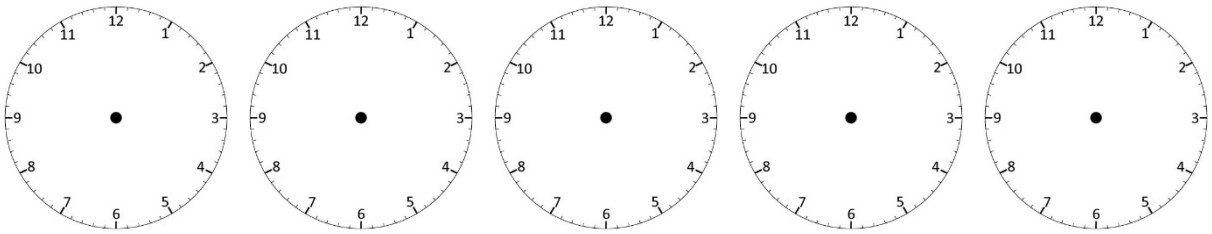
Draw lines to match the times which are the same.

4:50	half past 3
12:15	20 past 6
2:35	ten to 5
6:20	quarter past 12
3:30	25 to 3

Write three different times which are ‘quarter to’ times on digital clocks.
Say what you would be doing at each time.

Draw hands on the clocks to show:

3:10 3:20 3:30 3:40 3:50

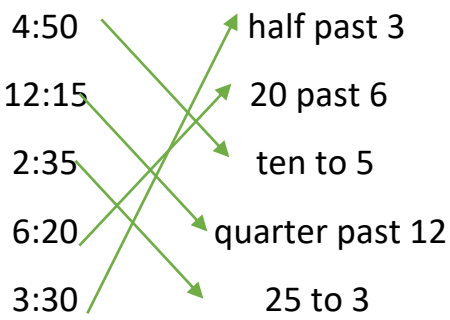


What would the next time in the sequence be?
And the next?

Fold here to hide answers:

Check your understanding:
Answers

Draw lines to match the times which are the same.

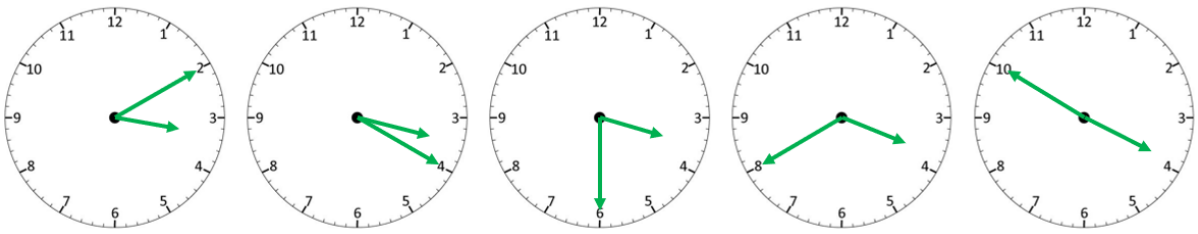


Write three different times which are ‘quarter to’ times on digital clocks.
Say what you would be doing at each time.

Possible examples:
07:45 – getting up/having breakfast
12:45 – lunchtime
15:45 – on way home from school
19:45 – bedtime
Check children are writing digital time correctly, i.e. 4 digits and with a colon between hours and minutes.

Draw hands on clocks to show

3:10 3:20 3:30 3:40 3:50



What would the next time in the sequence be? 4:00 – not 3:60, a possible answer if children have treated this as an ordinary number sequence, counting in 100s, not 60s.

And the next? 4:10.