



# Unit 17: Time

## Using before and after

→ pages 100–102

- before, after (or the reverse order, as children could have interpreted the artworks differently, e.g. the boy filled the half-empty glass up)
  - after, before
  - before, after
- Children should have numbered the pictures from left to right: 3, 1, 2
- Noah rode his bicycle.
  - Noah planted a flower/did some gardening.
- Children should have underlined all of the days except Saturday. Some children may also have circled all of the days except Saturday if they consider the cycle of days in the week rather than the way days have been written into the grid.
- Children should have written the day they completed the page, the day before and the day after.

### Reflect

Children could have suggested different ideas, e.g.

Before: The girl might have dropped her drink. Someone might have knocked into the girl.

After: The girl might get a towel and dry the floor. The girl might get another drink.

## Using a calendar

→ pages 103–105

- Children should have underlined the day they completed the question, circled the day before and coloured the day after.
- The month is August. The number day in the month is 10. The day of the week is Thursday.
  - The month is August. The number day in the month is 19. The day of the week is Saturday.
- Thursday
  - Tuesday
  - 5
  - Children should have drawn a star on the calendar on 27 Dec.
  - Children should have drawn a cross on the calendar on 20 Dec.
  - Tuesday
- Children should have written the following numbers from top to bottom:  
1, 2, 5, 3, 4, 7, 8, 6, 11, 9, 10, 12.

### Reflect

Children could have completed the reflection statement in different ways, e.g.

Today, I have used a calendar to find what day of the week a date is.

Today, I have used a calendar to order the months of the year.

## Telling time to the hour

→ pages 106–108

- Children should have matched the times to the clocks as follows:  
12 o'clock → bottom clock  
8 o'clock → top clock  
1 o'clock → middle clock
- 5
  - 6
  - 11
- Children should have drawn the minute hand pointing to the 12 and the hour hand pointing to the following numbers:
  - 10
  - 2
  - 7
- Children should have circled the child/time on the right.
- There are four possible times: 1 o'clock, 10 o'clock, 11 o'clock and 12 o'clock.  
Children might have suggested different activities they do at these times of the day, e.g.  
1 o'clock: I come in from lunchtime.  
10 o'clock: I go to assembly.  
11 o'clock: I come in from break.  
12 o'clock: I eat my lunch.

### Reflect

Since the lesson focused on telling the time on analogue clocks, children are most likely to draw an analogue clock showing 4 o'clock. They should have recognised that the minute hand should be longer than the hour hand, that the minute hand should point to 12 and that the hour hand should point to 4.

Alternatively, children who have used digital clocks could have shown 4 o'clock on a digital clock, i.e. 04:00 (or even 16:00).



## Telling time to the half hour

→ pages 109–111

- Children should have matched times to clocks as follows:  
half past 5 → 2nd clock  
half past 8 → 4th clock  
half past 6 → 3rd clock  
half past 7 → 1st clock
- a) 11      c) 10  
b) 9        d) 1
- Children should have drawn the minute hand pointing to the 6 and the hour hand pointing as follows:  
a) half-way between 2 and 3  
b) half-way between 4 and 5  
c) half-way between 3 and 4  
d) half-way between 9 and 10
- No. Children could have given different explanations for why Astrid is not correct, e.g.  
The minute hand is pointing to the number 12 so it is 6 o'clock, not half past 6.
- The following answers are possible: half past 1, half past 2, half past 3.  
Children might have described different activities they do at these times of the day, e.g.  
half past 1: I put away my reading book.  
half past 2: I am working.  
half past 3: I walk home from school.

### Reflect

Children should have drawn a clock showing half past 7. Since the lesson has focused on telling the time on an analogue clock, it is likely that most children will draw one. They should have drawn the minute hand as longer than the hour hand and realised that the minute hand should point at the 6. Some children might have drawn the hour hand pointing at the 7, though hopefully most children will have appreciated that the hand should be pointing half-way between the 7 and the 8.

Some children, who have used digital clocks, might have drawn 7:30 (or even 19:30) on a digital clock.

## Writing time

→ pages 112–114

- Children should have matched:  
A night's sleep → hours  
Eating a biscuit → seconds  
Playing football → minutes (though some children could have said hours)
- a) minutes  
b) hours
- Children's answers will vary.

- Yes. Children should have recognised that 60 seconds is the same as 1 minute.  
Some children might have suggested that the children are not right because it is not clear whether the race has been timed correctly.
- Children's answers will vary.

### Reflect

Children could have suggested different actions that they can do in 1 minute and in 1 hour, e.g.

1 minute: I can walk to the hall. I can read a page of my book.

1 hour: I can bake a cake. I can walk from my house to the swimming pool.

## Comparing time

→ pages 115–117

- Children should have circled the following words:  
a) greater  
b) more time  
c) longer  
d) slower
- Children should have ticked the child on the right.  
18 minutes is faster than 20 minutes.
- Children should have circled the following words:  
shorter, faster, longer, slower
- Five (whole number) answers are possible: 7, 8, 9, 10 or 11.

### Reflect

Children should have circled: 10 hours.

Children should have underlined: 15 seconds.

Children could have explained how they identified the longest and shortest times in different ways, e.g.

I knew that 10 hours was the longest time because all of the other times are shorter than 1 minute and 1 minute is shorter than 10 hours.

60 seconds is the same as 1 minute, so 15 seconds is shorter than 1 minute. All of the other times are longer than 1 minute, so 15 seconds must be the shortest time.



## Solving word problems – time

→ pages 118–120

- $8 + 4 = 12$  or  $4 + 8 = 12$ . Jack's meal takes 12 minutes.
- Claire has 14 minutes left.
- Tariq was faster. Children could have explained how they worked this out in different ways, e.g.

Tariq set a timer for 20 seconds but finished with 5 seconds left on the timer.  $20$  subtract  $5$  is  $15$  so he took 15 seconds. Sue took 16 seconds.  $15$  is smaller than  $16$  so Tariq took less time than Sue. This means he was faster.

- 9 o'clock
- There are many possible answers, e.g.

Mixing the cake: 20 minutes

Baking the cake: 20 minutes

Mixing the cake: 10 minutes

Baking the cake: 30 minutes

Mixing the cake: 18 minutes

Baking the cake: 22 minutes

### Reflect

Children could have completed the reflection statement in different ways, e.g.

Today, I have learned to answer word problems which use time.

Today, I have learned to work out how long an activity took using subtraction.

## End of unit check

→ pages 121–122

### My journal

For the first question children should recognise that both of the clocks show half past the hour and both of the minute hands are pointing straight down at the 6.

For the second question children should recognise that the hour hands are in different positions and the first clock shows half past 4, and the second one shows half past 7.