



Unit 13: Time

Telling and writing time to the hour and the half hour

→ pages 58–60

- Children should have matched:
half past 2 → 2nd clock
half past 1 → 4th clock
2 o'clock → 1st clock
9 o'clock → 3rd clock
- It is half past 8.
It is 3 o'clock.
It is half past 4.
- Children should have drawn hands as follows:
half past 11: minute hand pointing to 6, hour hand half way between 11 and 12
8 o'clock: minute hand pointing to 12, hour hand pointing to 8
half past 6: minute hand pointing to 6, hour hand half way between 6 and 7
1 o'clock: minute hand pointing to 12, hour hand pointing to 1
- Sam has mixed up the hour hand and the minute hand.
- The possible answers are: 1 o'clock, 3 o'clock, 5 o'clock, 7 o'clock, 9 o'clock, 11 o'clock.

Reflect

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

An o'clock time always has the minute hand pointing to 12.

A half past time always has the minute hand pointing to 6.

Telling the time to the quarter hour

→ pages 61–63

- Children should have coloured the following quarter of the clock:
quarter past 11: between 12 and 3
quarter to 5: between 9 and 12
- Children should have matched:
quarter past 2 → 2nd clock
quarter to 11 → 4th clock
quarter past 7 → 1st clock
half past 2 → 3rd clock

- quarter past 5
 - quarter to 3
 - quarter to 5
- Children should have drawn hands as follows:
quarter past 6: minute hand pointing to the 3, hour hand just past the 6
quarter past 8: minute hand pointing to the 3, hour hand just past the 8
quarter to 10: minute hand pointing to the 9, hour hand just before the 10
quarter to 4: minute hand pointing to the 9, hour hand just before the 4
- Malik has drawn the minute hand pointing to the 3, which shows a 'quarter past' time not a 'quarter to' time. The minute hand should be pointing to the 9. The hour hand should be just before the 2.
- Quarter past a time means that it is quarter of an hour after that o'clock time.
Half past a time means that it is half an hour after that o'clock time.
Quarter to a time means that it is quarter of an hour before that o'clock time.

Reflect

The fourth clock shows quarter to 6. This is because the minute hand is pointing to the 3 and the hour hand is just before the 6.

Telling time to 5 minutes

→ pages 64–66

- Children should have matched:
1st picture → twenty past 3
2nd picture → ten past 5
3rd picture → ten to 7
4th picture → twenty-five past 8
- Children should have drawn hands:
five past 6: minute hand pointing to 1
ten to 4: minute hand pointing to 10
twenty-five past 10: minute hand pointing to 5
twenty-five to 11: minute hand pointing to 7
- 2nd bus (circled)
 - 1st bus (circled)
 - twenty to 1

4. 10.

Children could have described how they know in different ways, e.g.

I know that the minute hand moves from one marked number to another in 5 minutes. The minute hand points to 12 at an o'clock time, so the minute hand points to 11 at five to an hour and it points to 10 at ten to an hour.

5. Children could have explained in different ways, e.g.

There are 60 minutes in an hour. 35 and 25 total 60. So, thirty-five minutes past one hour is the same as twenty-five minutes to the next hour.

An analogue clock would be read as 25 to 8 while a digital clock would be read as 7.35. These are both the same time.

Reflect

Children could have explained how they found the answer in different ways, e.g.

I know that the minute hand points to the 12 at an o'clock time. I know that the minute hand moves from one marked number to another in 5 minutes. I counted round the numbers clockwise from 12 in 5s and at worked out that, at twenty past, the minute hand will point to the number 4.

Minutes in an hour

→ pages 67–69

- 65
- Children should have shaded the whole hour on one clock and 25 minutes on the other.
- Children should have shaded the whole hour on one clock and 15 minutes on the other. The film lasts for 75 minutes.
 - Children should have shaded the whole hour on one clock and 30 minutes on the other. The film lasts for 1 hour and 30 minutes.
- Children should have written a time between 60 and 77 minutes, e.g. 61 minutes, 65 minutes or 1 hour and 10 minutes.

Reflect

There are 60 minutes in one hour. Children could have given different explanations for how they know, e.g.

Each space between two numbers on the clock represents 5 minutes and there are 12 of them to make 1 hour. If I count 12 fives I get to 60.

Finding durations of time

→ pages 70–72

- 50 minutes, 55 minutes, 40 minutes
- 35 minutes
- 25 minutes
- Children should have drawn 10 minutes past 11 on the first clock and half past 11 on the second. The spelling test was 20 minutes long.
- Children could have suggested any times with a difference of 35 minutes, e.g.
6 o'clock and twenty-five to 7, or ten to 4 and twenty-five past 4.

Reflect

The journey took 25 minutes. Children could have described their method in different ways. E.g.

I set the hands to show 5 minutes past 8 on a clock and then moved the minute hand clockwise, counting up in 5s as the hand passed each number until it said half past 8. I counted 25 minutes by the time I reached half past 8.

I know that half an hour is the same as 30 minutes so half past 8 is the same as 30 minutes past 8. I know that $5 + 25 = 30$ so knew that it would take 25 minutes to get from 5 minutes past 8 to half past 8.

Comparing durations of time

→ pages 73–75

- 2, 3, Dino Drama is longer.
- 2 hours and 10 minutes is less than 2 hours and 35 minutes. The Sports Afternoon is shorter.
- Mia's cake takes longer to bake. Children could have explained how they knew in different ways, e.g.
I used the clocks and worked out that Mia's cake takes 50 minutes to bake but Hamza's cake only takes 40 minutes.
- The partner's time was longer.
- Children could have suggested any times after 3 o'clock.

Reflect

Children could have explained the method in different ways, e.g.

I need to count up from the start time to the finish time for each activity. I counted up in 5 minute intervals. I found that the tennis took 50 minutes and the rugby took 55 minutes, so the rugby took longer.

Finding the end time

→ pages 76–78

- Twenty-five minutes to 4. If children completed the clock face, they should have drawn the minute hand at 7 and the hour hand between 3 and 4 (just past half way).
- Children should have shaded the sector of the middle clock from the number 5 clockwise to the number 12. They should have drawn the hands on to the right-hand clock to show 7 o'clock.
Their walk ended at 7 o'clock.
- Children should have drawn the hands on the left-hand clock to show twenty minutes past 4. They should have shaded the sector of the middle clock from the number 4 clockwise to the number 8. They should have drawn the hands on to the right-hand clock to show twenty minutes to 5.
The helicopter lands at twenty minutes to 5.
- Children should have drawn the hands on the first clock to show ten minutes to 9 and on the second clock to show quarter to 9.
Kasim arrives earlier.
- Children could have suggested any times between quarter past 4 and 5 o'clock.

Reflect

Children could have described their method in different ways. E.g.

I would make the start time on a clock and then move the minute hand clockwise, counting in jumps of 5 minutes until I reach the length of time of the activity. Then I would look at the clock to see what time the activity would end.

Finding the start time

→ pages 79–81

- The spelling test started at ten past 2.
- Children should have shaded the sector of the middle clock from the number 7 anticlockwise to the number 4. They should have drawn the hands on to the right-hand clock to show twenty past 8.
The cartoon started at twenty past 8.
- Children should have shaded the sector of the middle clock from the number 8 anticlockwise to the number 2. They should have drawn the hands on to the right-hand clock to show ten past 5.
The bus journey started at ten past 5.

- Children should have drawn hands on the first clock to show ten past 9 and on the second clock to show quarter past 9.

Joe started reading first.

- Children could have suggested any times between ten past 3 and twenty-five past 3.

Reflect

Children could have described their method in different ways, e.g.

I would make the end time on a clock and then move the minute hand anticlockwise, counting in jumps of 5 minutes until I reach the time that the activity took. Then I would look at the clock to see what time the activity must have started.

Hours in a day

→ pages 82–84

- Children should have matched up times as follows:
1st column, 1st clock → 2nd column, 4th clock
1st column, 2nd clock → 2nd column, 3rd clock
1st column, 3rd clock → 2nd column, 2nd clock
1st column, 4th clock → 2nd column, 1st clock
- Saturday, 9:30
- The paint will be dry at twenty past 1 on Friday.
At half past 2 on Friday afternoon, you **can** sit on the bench.
- She will be allowed to eat a biscuit on Tuesday morning at quarter past 10.
She **cannot** eat a biscuit.
- Possible answers are: 12 o'clock, 1 o'clock, 10 o'clock, 11 o'clock, 12 o'clock, 1 o'clock, 10 o'clock, 11 o'clock.
Astrid is right.

Reflect

Astrid has forgotten that the hour hand goes around the clock twice in one day.

There are 48 hours in 2 days.



End of unit check

→ pages 85–86

My journal

Children could have answered the questions in more than one way. E.g.

I know the time is twenty-five minutes past 6 because the hour hand is just past the 6 and the minute hand is pointing to the 5, which means 5 lots of 5 minutes after 6 o'clock.

I know the time is twenty minutes to 3 because the hour hand is pointing nearly to the 3 and the minute hand is pointing to the 8, which means 5 jumps of 5 minutes to 3 o'clock.

Power puzzle

Children should have selected:

twenty past 4, twenty to 5, 5 o'clock, twenty past 5, forty minutes past 5, 6 o'clock, twenty minutes past 6, twenty minutes to 7, 7 o'clock