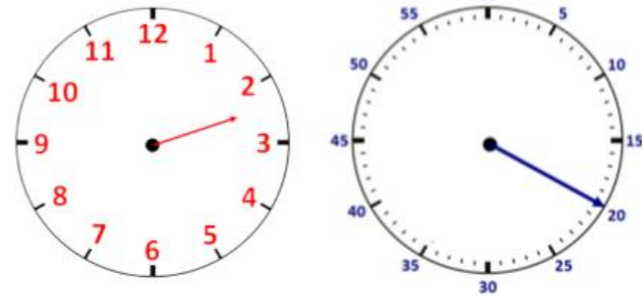


# Year 3 Unit 8: Time (2 weeks)

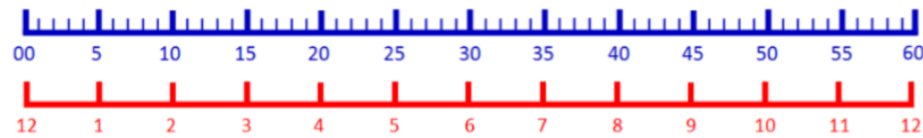
## Same time, different words

There are lots of language structures involved in telling the time such as when to say past or to the hour and fraction language. Consider different formats the same time can be shown, said and written. Get creative and push the boundaries of convention by making sense of '55 to eleven' or '65 past 9'.

Video: Time: Models and images



Video: Unravelling the clock



Seven forty eight

48 minutes past seven

12 minutes to eight



- Before you start...**
- Is calendar maths, including regular opportunities to read time on an analogue clock, a part of Maths Meetings?
  - Can pupils read the time to the nearest five minutes?
  - Are pupils secure in counting in fives up to 60?
  - Can pupils order events across a day?

## Understanding and using analogue clocks

- L1 Develop an understanding of clocks
- L2 Read analogue clocks to the nearest minute
- L3 Tell the time using a.m. and p.m.

The unit starts thinking in detail about what a clock is and how it works supporting pupils' understanding that clocks are measuring devices with more than one scale. They are complicated and regular experiences in Maths Meetings are an important part of developing confidence in reading. Pupils are challenged to try and tell the time when only one hand is shown, and this focuses attention on the fact that each hand points to a different scale. Pupils explore language of 'minutes past' and 'minutes to' and the options we have when choosing how to say the time. Roman numerals for one to twelve are included.

- ? What other measuring tools are pupils familiar with? Which would be useful to compare and contrast with tools used to measure time?
- ? How will you explore the different ways of saying the same thing?

## Understanding and using digital clocks

- L4 Read digital clock format
- L5 Read and order times in words, analogue or 12-hr digital formats

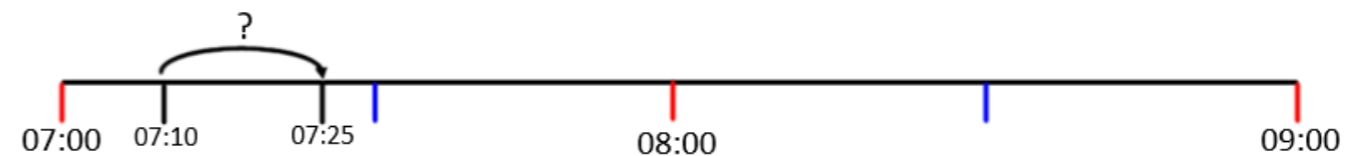
Pupils compare analogue and digital clocks exploring different ways to say the time. Connections are made between the two types of display and pupils convert from one form to another.

- ? Are your pupils more familiar with digital clocks? If yes, how can you use this to bring meaning to reading an analogue clock.

## Attaching to measure

Seek opportunities to connect learning about time with other measure experiences. This could include timing PE activities or science experiments or considering the passage of time in History or phenomena in Geography.

Lesson 10 is suggested as a consolidation lesson. You may wish to use this earlier to review time telling experiences from Year 2.



## Solving problems involving time

- L9 Solve problems using knowledge and understanding of time

Pupils work collaboratively in groups to plan a class trip. This is an opportunity to apply the understanding built across this unit. The context of this is part of Do Now task in previous lessons and these discussions should inform your choices about how to structure this problem-solving experience.

- ? How will you manage group work to ensure all pupils are involved?
- ? What adaptations may you need to make to the task so all can achieve?

## Measuring time and calculating intervals of time

- L6 Explore units of measured time
- L7 Measure intervals of time in seconds and in minutes and seconds
- L8 Calculate and compare intervals given start and finish times

The first half of this unit has focused on recorded time and the different ways we communicate a position in time. Now we switch attention to measured time and using standard units to describe and calculate intervals of time. Pupils measure time thinking about accuracy and ways of recording, before solving problems involving time intervals.

- ? Is there a real reason for measuring intervals of time that can bring greater purpose to these lessons?
- ? What might you do to encourage pupils to get a 'sense of' units of time, to apply when estimating intervals?