Year 4 Unit 7: Time (1 week)
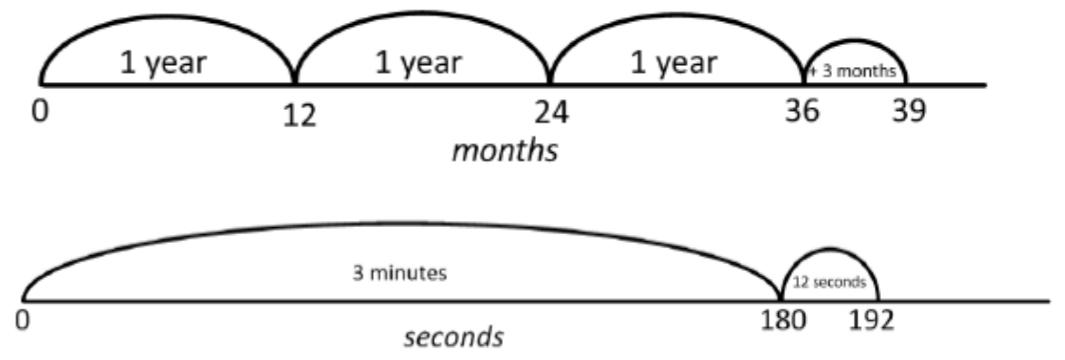
Before you start…
- *Is calendar maths, including regular opportunities to read time on an analogue clock, a part of Maths Meeting*
- *Can pupils read the time to the nearest minute?*
- *Are pupils secure in ordering events across a day with a sense of time?*

Video: Time: Models and images

Video: Unravelling the clock

Understanding and using clocks

L1 Read analogue and digital 12-hour clocks
L2 Read and understand 24-hour time

Pupils read and convert between digital and analogue as well as 12-hour and 24-hour format. Through this, they develop an understanding of the relationship between the different formats as well as how these are said. These lessons include lots of opportunities to explore the language structures used to say the time. Encourage the use of nearly, almost, just before, approximately and exactly to develop flexibility with telling the time.

? *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 relationships between units of time

L3 Convert hours, minutes and seconds
L4 Convert years and months, and weeks and days

Pupils work with different units of time, developing a sense of their duration by exploring relationships between them. Converting between units of time provides opportunities to apply number and calculation work from the autumn term. Number lines are used to visualise strategies and relationships.

? *What addition and multiplication facts are key when working with these units?*
? *How might you support pupils to derive facts using 'if I know.. then I know…?*

Confidence with time develops over time and it is essential that experiences from this short unit are built into Maths Meetings and transitions.

Video: Calculating time intervals

Solving problems involving time

L5 Solve problems using knowledge and understanding of time

Pupils use knowledge from the previous lessons to solve different time problems based on events at an airport. This lesson is an opportunity to tackle misconceptions and consider efficient ways of calculating time durations.

? *What context might you use to engage all pupils?*
? *How will you make connections between different strategies used?*