

# Unit overview: Time – Year 1

## National Curriculum requirements

By the end of the year, the children will be able to:

- compare, describe and solve practical problems for:
  - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
  - time (hours, minutes, seconds)
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

## Vocabulary

- hours / minutes / seconds
- o'clock
- half past
- quicker / slower
- earlier / later
- before / after
- first
- next
- yesterday / today / tomorrow
- morning / afternoon / evening
- day / week / month / year

## Manipulatives

- individual clocks

## Visual representations



February 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Friday, Feb 1st 2019

## Sentence stems

The \_\_\_\_\_ is quicker than the \_\_\_\_\_. The \_\_\_\_\_ is slower than the \_\_\_\_\_.

I brush my teeth \_\_\_\_\_ I go to bed. I can go and play \_\_\_\_\_ I have finished my homework.

The first is \_\_\_\_\_. Next is \_\_\_\_\_

I go to school in the \_\_\_\_\_; I run the Daily Mile in the \_\_\_\_\_; I go to bed in the \_\_\_\_\_.

Today is \_\_\_\_\_; tomorrow is \_\_\_\_\_; yesterday was \_\_\_\_\_. The month I was born in is \_\_\_\_\_.

The hour hand is pointing to \_\_\_\_\_; the minute hand is pointing to \_\_\_\_\_; the time is \_\_\_\_\_.

## Learning sequence

- recall the names of the days of the week
- know the order of the days of the week, including one day before and one day after
- recall the names of the months of the year
- know the order of the months of the year, including one month before and one month after
- write dates (day.month.year) using numbers and words
- sequence an order of events using the appropriate vocabulary, e.g. before, next, last
- understand that a day can be divided up into the time periods that we call morning, afternoon, evening and night
- understand what is meant by the descriptions implied by the words: today, tomorrow, yesterday, last week, next week
- with the aid of a calendar, identify the date of a day in the current week
- with the aid of a calendar, identify the date of a day in last or next week's days
- tell the time to the hour; draw the hands on a clock face to show these times
- tell the time to half past the hour; draw the hands on a clock face to show these times
- solve problems involving time

# Unit overview: Time – Year 2

## National Curriculum requirements

By the end of the year, the children will be able to:

- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

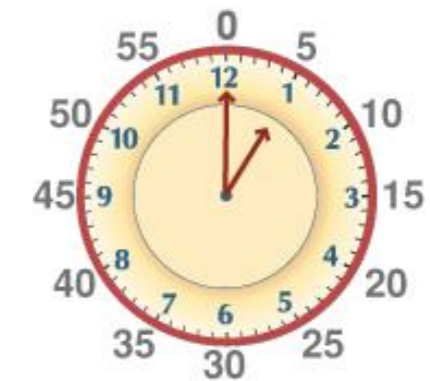
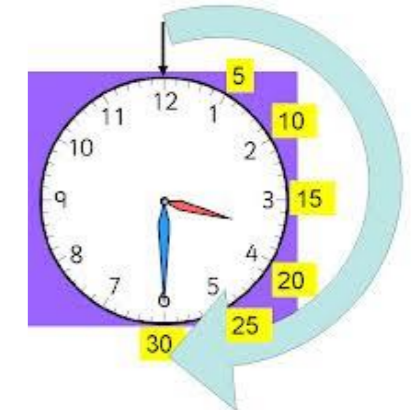
## Vocabulary

- hours / minutes / seconds
- o'clock
- half past
- quarter past
- quarter to
- quicker / slower
- earlier / later
- before / after
- first
- next
- yesterday / today / tomorrow
- morning / afternoon / evening
- day / week / month / year

## Manipulatives

- individual clocks

## Visual representations



## Sentence stems

The \_\_\_\_ is quicker than the \_\_\_\_\_. The \_\_\_\_ is slower than the \_\_\_\_\_.

I brush my teeth \_\_\_\_ I go to bed. I can go and play \_\_\_\_ I have finished my homework.

The first is \_\_\_\_\_. Next is \_\_\_\_\_. \_\_\_\_\_ takes more time than \_\_\_\_\_

I go to school in the \_\_\_\_\_; I run the Daily Mile in the \_\_\_\_\_; I go to bed in the \_\_\_\_\_.

Today is \_\_\_\_\_; tomorrow is \_\_\_\_\_; yesterday was \_\_\_\_\_. The month I was born in is \_\_\_\_\_.

The hour hand is pointing to \_\_\_\_\_; the minute hand is pointing to \_\_\_\_\_; the time is \_\_\_\_\_.

## Learning sequence

- know the number of minutes in an hour
- know the number of hours in a day
- recognise times on the hour on an analogue clock
- recognise times at half past the hour on an analogue clock
- recognise times of quarter past and quarter to the hour on an analogue clock
- understand that the numbers 3, 6, 9 and 12 relate to times quarter past, half past, quarter to and on the hour respectively
- recognise each number on a clock face as representing a multiple of five minutes
- tell the time accurately giving the hour and minutes past or to the hour, where the minutes are multiples of five
- draw the hands on a clock face to show time accurately, including the hour and minutes past or to the hour, where the minutes are multiples of five
- find intervals of time shown on clocks
- find intervals of time when times are provided as numbers
- use appropriate vocabulary to compare intervals of time
- use inequality symbols to compare intervals of time
- solve problems involving time

# Unit overview: Time – Year 3

## National Curriculum requirements

By the end of the year, the children will be able to:

- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

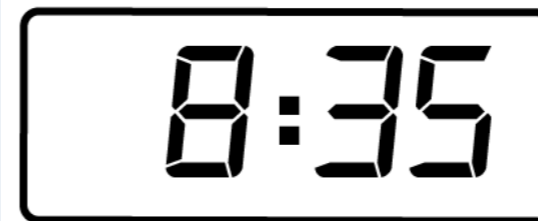
## Vocabulary

- hours / minutes / seconds
- o'clock
- half past
- quarter past
- quarter to
- quicker / slower earlier / later
- before / after
- day / week / month / year

## Manipulatives

- individual clocks
- roman numeral clocks
- stop watches
- digital (24 hour) clocks

## Visual representations



## Sentence stems

The numbers on the clock represent \_\_\_\_\_.

On a 24 hour clock, the number \_\_\_\_\_ represents the time \_\_\_\_\_.

There are \_\_\_\_\_ seconds in one minute.

There are \_\_\_\_\_ minutes in one hour.

There are \_\_\_\_\_ hours in one day.

There are \_\_\_\_\_ days in one week.

There are \_\_\_\_\_ days in the month of \_\_\_\_\_.

There are \_\_\_\_\_ days in one year.

There are \_\_\_\_\_ days in a leap year.

## Learning sequence

- understand the positions of numbers on a clock face and that there is a five minute time interval between numbers on a clock face
- compare the time on an analogue clock and a digital clock
- use a.m. and p.m. or appropriate descriptions to specify the time on a clock face
- tell the time using the 24 hour clock
- recognise Roman Numerals I – XII
- tell time from a clock face that uses Roman Numerals
- estimate and read time to the nearest minute
- record and compare time in terms of seconds, minutes and hours
- know the number of seconds in one minute
- know the number of minutes in one hour
- know the number of hours in one day
- know the number of days in one week (including the names of the days)
- know the number of days in each month
- know the number of days in a year (including a leap year)
- calculate the duration of events involving units of time
- calculate the duration of events using timetables
- calculations involving time related events

# Unit overview: Time – Year 4

## National Curriculum requirements

By the end of the year, the children will be able to:

- convert between different units of measure [for example, hour to minute]
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

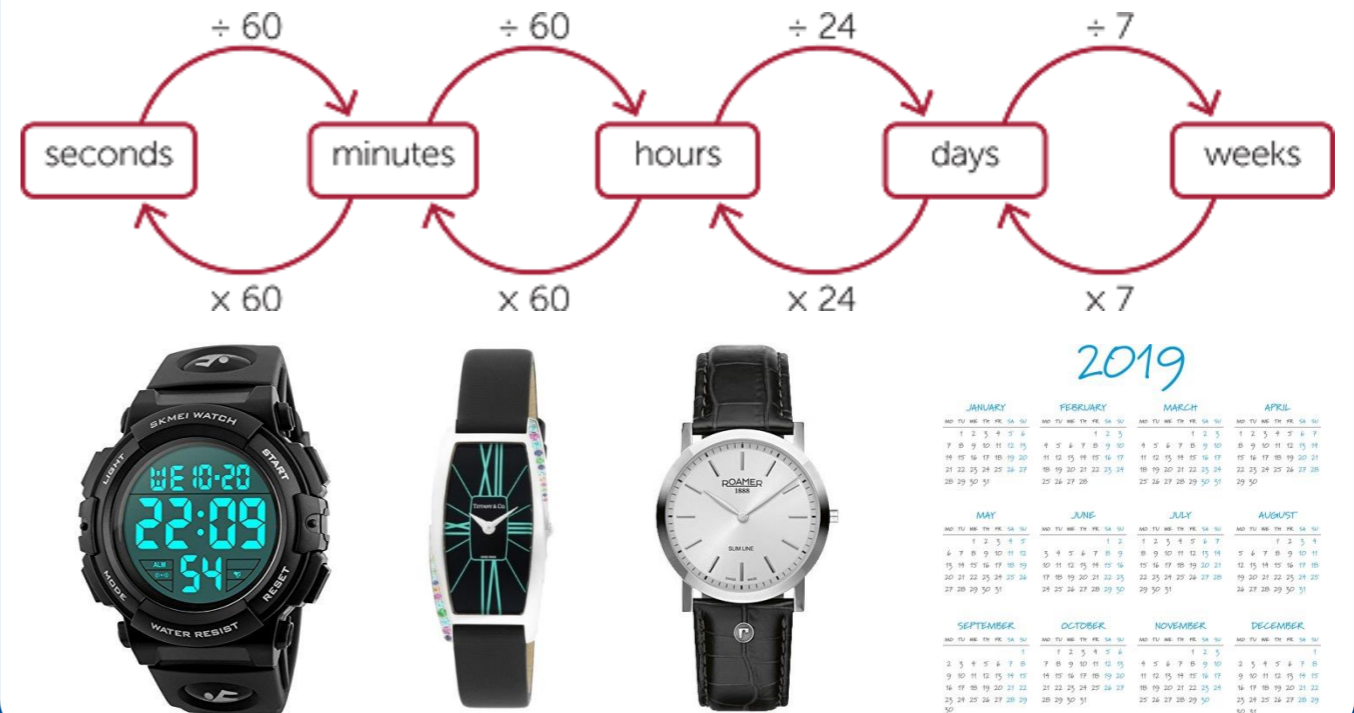
## Vocabulary

- seconds / minutes / hours
- days / weeks / months / years
- convert
- 12-hour clock
- 12-hour clock
- a.m. / p.m.

## Manipulatives

- individual clocks
- roman numeral clocks
- stop watches
- digital (24 hour) clocks

## Visual representations



## Sentence stems

The numbers on the clock represent \_\_\_\_\_.

On a 24 hour clock, the number \_\_\_\_\_ represents the time \_\_\_\_\_.

There are \_\_\_\_\_ seconds in one minute.

There are \_\_\_\_\_ minutes in one hour.

There are \_\_\_\_\_ hours in one day.

There are \_\_\_\_\_ days in one week.

There are \_\_\_\_\_ days in the month of \_\_\_\_\_.

There are \_\_\_\_\_ days in one year.

There are \_\_\_\_\_ days in a leap year.

## Learning sequence

- read the time on an analogue clock face in hours and minutes
- write the display on a digital clock given a time in the language of "past" and "to"
- match the time on an analogue clock face and a digital display
- tell the time using the 24 hour clock
- convert time from a 24 hour clock to a 12 hour clock
- solve problems involving time:
  - using analogue and digital 12-hour clocks
  - hours and minutes
  - converting between hours and minutes
  - hours, minutes and seconds
  - converting between hours and minutes and seconds
  - years, months, weeks, days, hours, minutes and seconds

# Unit overview: Time – Year 5

## National Curriculum requirements

By the end of the year, the children will be able to:

- solve problems involving converting between units of time
- use all four operations to solve problems involving time, including conversions (for example, days to weeks, expressing the answer as weeks and days).

## Vocabulary

- seconds / minutes / hours
- days / weeks / months / years
- convert
- 12-hour clock
- 12-hour clock
- a.m. / p.m.

## Manipulatives

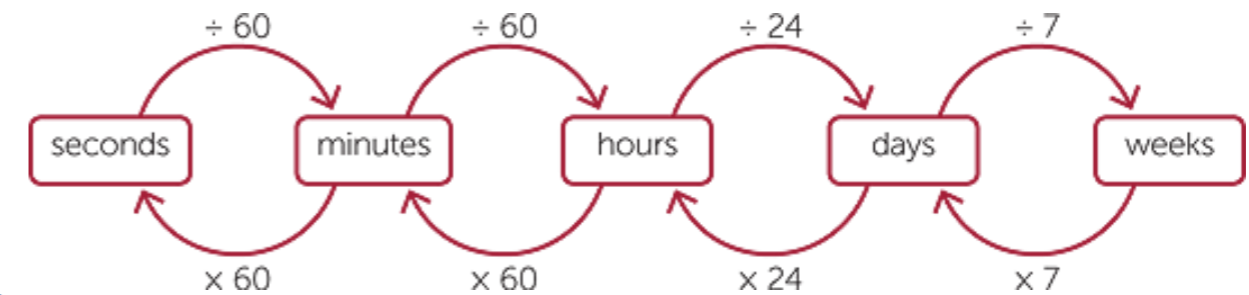
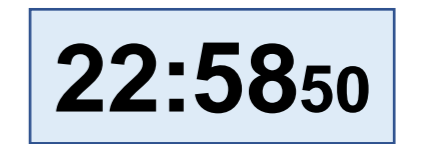
- individual clocks
- roman numeral clocks
- stop watches
- digital (24 hour) clocks

## Visual representations

### Belfast - Stranraer - Glasgow

#### Mondays to Saturdays

	SX	SO		SX	SO		SX	SO							
Belfast Port	d			0730r		1145g	1145z	1700g	1920r						
Stranraer Harbour	a			1020r		1345g	1345z	1920g	2210r						
Stranraer	d		0709	1007		1240	1443	1443	1940	2112	2312				
Barrhill	d			0743	1042		1319	1517	1517	2019	2146	2347			
Girvan	d	0620	0620	0801	1101	1206	1337	1440	1536	1733	1933	2037	2206	0006	
Maybole	d	0636	0636	0825	1117	1222	1353	1456	1552	1756	1956	2053	2223	0022	
Ayr	a	0648	0648	0835	1129	1234	1405t	1508v	1604	1604	1808b	2008f	2105	2235	0034
Prestwick Town	a	0655	0655	0841	1148c	1241	1423	1523	1611	1611	1823	2022	2111	2241	
Prestwick Int. Airport	a	0657	0657	0843	1150c	1243	1425	1525	1613	1613	1825	2024	2113	2308c	
Troon	a	0702	0702	0848	1154c	1248	1430	1530	1618	1618	1830	2029	2118	2246	
Kilmarnock	a	0716	0716	0904		1304	1453	1546	1634	1634	1846	2045	2137		
Kilmarnock	d	0722	0723	0927		1352	1552	1652	1722	1722	1922	2122	2220		
Barrhead	a	0747	0748	0952		1352	1552	1652	1722	1722	1922	2122	2220		
Kilwinning	a	0719c	0736c	0904c	1149	1304c	1436c	1536c	1636c	1636c	1836c	2036c	2136c	2255	
Paisley Gilmour St	a	0747c	0804c	0924c	1215	1323c	1455c	1557c	1657c	1657c	1857c	2055c	2157c	2314	
Glasgow Central	a	0800	0809	1005q	1233	1335c	1508c	1633q	1709c	1709c	1909e	2107c	2234h	2325	



## Sentence stems

The numbers on the clock represent \_\_\_\_\_.

On a 24 hour clock, the number \_\_\_\_\_ represents the time \_\_\_\_\_.

There are \_\_\_\_\_ seconds in one minute.

There are \_\_\_\_\_ minutes in one hour.

There are \_\_\_\_\_ hours in one day.

There are \_\_\_\_\_ days in one week.

There are \_\_\_\_\_ days in the month of \_\_\_\_\_.

There are \_\_\_\_\_ days in one year.

There are \_\_\_\_\_ days in a leap year.

## Learning sequence

- read and interpret times written in 12 hour clock format
- read and interpret times written in 24 hour clock format
- convert between 12 hour and 24 hour clock formats
- solve problems involving converting between different time formats
- convert hours to minutes and vice versa
- convert minutes to seconds and vice versa
- convert between seconds and hours
- convert mixed units of time to another unit, such as converting 5 minutes 27 seconds, to seconds
- interpret and solve problems which require conversion between units of time
- recognise everyday situations where timetables are used
- read timetables and accurately answer questions about the information presented
- construct a timetable
- problem solving involving time:
  - problems involving converting between units of time, such as hours, minutes and seconds; months, weeks days
  - problems involving calculating elapsed time

# Unit overview: Time – Year 6

## National Curriculum requirements

By the end of the year, the children will be able to:

- use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa

## Vocabulary

- seconds / minutes / hours
- days / weeks / months / years
- convert
- 12-hour clock
- 12-hour clock
- a.m. / p.m.

## Manipulatives

- individual clocks
- roman numeral clocks
- stop watches
- digital (24 hour) clocks

## Visual representations



Start time:

**16:32<sup>00</sup>**

End time:

**21:17<sup>46</sup>**

## Sentence stems

The numbers on the clock represent \_\_\_\_\_.

On a 24 hour clock, the number \_\_\_\_\_ represents the time \_\_\_\_\_.

There are \_\_\_\_\_ seconds in one minute.

There are \_\_\_\_\_ minutes in one hour.

There are \_\_\_\_\_ hours in one day.

There are \_\_\_\_\_ days in one week.

There are \_\_\_\_\_ days in the month of \_\_\_\_\_.

There are \_\_\_\_\_ days in one year.

There are \_\_\_\_\_ days in a leap year.

## Learning sequence

- convert between units of time including seconds, minutes, hours and days
- use appropriate units of time in various situations
- calculate the time in countries in other time zones
- find start and finish times
- find durations of time and time differences
- use a variety of units of time and convert between them to solve problems