

**White**

**Rose  
Maths**

Summer - Block 6

**Time**

# Overview

## Small Steps

### Notes for 2020/21

- ▶ Before and after
- ▶ Dates
- ▶ Time to the hour
- ▶ Time to the half hour
- ▶ Writing time
- ▶ Comparing time

You may choose to omit these steps to focus on some of the earlier learning on place value and addition and subtraction. Time will be revisited in Year 2 or could be taught through short daily inputs throughout the year.

## Before and After

### Notes and Guidance

Children are introduced to key vocabulary related to time.

They use before and after to describe, sort and order events.

Building on this, they use first and next to describe an order of events. When talking about the day, children use the language: morning, afternoon and evening.

### Mathematical Talk

Explain why you have placed the pictures before or after each other?

Could any of the pictures have gone in both?

Which activities do you do before school?

Which activities do you do after school?

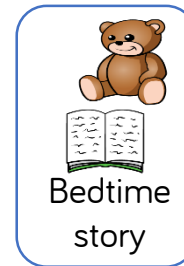
What do you do in the morning?

What do you do in the afternoon?

What do you do in the evening?

### Varied Fluency

Sort the activities into **before** and **after** school.



Can you think of one more activity for each group?

Can you sort the activities into three groups labelled **morning**, **afternoon** and **evening**?

Tommy is drinking a bottle of orange juice.  
Match the words to the bottles to order them.



finally

first

next

Describe a special day to a friend. Use the words: before, after, first, next, morning, afternoon, evening.

# Before and After

## Reasoning and Problem Solving

Dora is describing her day.



Dora

First, I went to the park.  
After lunch, I went to the cinema.  
Before the cinema, I went to a café for lunch.

Can you draw and label pictures to order Dora's day?



First

Next

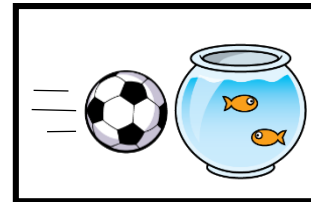
Then

Children draw a picture so the 'First' box shows the park, the 'Next' box shows lunch and the 'Then' box shows cinema.

Draw pictures to show what could have happened before and after.



Before



After

Children draw pictures to show what could have happened. They might show someone kicking the ball in the 'Before' box and the goldfish bowl smashing in the 'After' box.

# Dates

## Notes and Guidance

Children learn about the days of the week and know there are 7 days in a week. They talk about events using today, yesterday and tomorrow.

Children learn about the months of the year and can pick out special dates within the year, for example, their birthday.

Children could explore and use a calendar displaying days and months within the classroom environment.

## Mathematical Talk

What day is it today?

What day was it yesterday?

What day will it be tomorrow?

Which month is your birthday in?

Which month do we start school in?

Which months are the summer holidays in?

If today is \_\_\_\_\_, what will tomorrow be?

## Varied Fluency

Fill in the missing days of the week and complete the sentences.

Sunday
Tuesday
Wednesday
Saturday

- Today is Wednesday, yesterday was \_\_\_\_\_.
- Yesterday was Monday, today is \_\_\_\_\_.
- Today is Saturday, tomorrow is \_\_\_\_\_.
- Tomorrow is \_\_\_\_\_, today is Wednesday.

Use a calendar to look at the names of the months. Discuss special dates in different children’s lives e.g. birthdays, celebrations, holidays. Complete the sentences.

My birthday is in \_\_\_\_\_.

In \_\_\_\_\_, I went to \_\_\_\_\_.

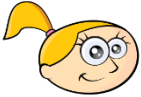
# Dates

## Reasoning and Problem Solving

Eva is practising chanting the months of the year.

She says,

January, February, May, April, March, July, June, August, September, November, October, December.



Eva is incorrect. Correct her mistakes.

January

February

March

April

May

June

July

August

September

October

November

December

The 5<sup>th</sup> June is a Wednesday.  
What day is the 10<sup>th</sup> June?

The 10<sup>th</sup> June is a Monday.

Sort the days of the week into school days or non-school days.

Sunday

Thursday

Saturday

Friday

Wednesday

Tuesday

Monday

At school

Not at school

School days – Monday, Tuesday, Wednesday, Thursday, Friday

Non-school days – Saturday, Sunday

# Time to the Hour

## Notes and Guidance

Children are introduced to telling the time to the hour using an analogue clock. They learn the language of o'clock and understand the hour hand is the shorter hand and the minute hand is the longer hand.

Children read the time to the hour and know when the minute hand is pointing upwards to the number 12 it is an o'clock time, and understand that they need to look at the hour hand to see which hour it is.

## Mathematical Talk

There are two hands on the clock. What is the same about each hand? What is different about each hand compared to the other?

Looking at all three clock faces, what is the same about the hands? What is different about them?

Where will the hour hand be at \_\_\_\_?  
 Where will the minute hand be at \_\_\_\_?  
 Can you show me \_\_\_\_?

## Varied Fluency

Match the times to the clocks.



9 o'clock



Two o'clock



5 o'clock

Complete the times.



The time is \_\_\_\_ o'clock



The time is \_\_\_\_ o'clock

Draw the hour hand and minute hand on clock faces to show the times:

Eight o'clock

1 o'clock

Twelve o'clock

# Time to the Hour

## Reasoning and Problem Solving



The time is 3 o'clock.



Amir

Amir has read the hour hand and the minute hand the wrong way round. At three o'clock the longer minute hand should be pointing at 12 and the shorter hour hand should be pointing at 3

Can you spot Amir's mistake?

When it is 11 o'clock both hands point at 11



Alex

Is Alex correct?  
Explain your reasoning.

Alex is incorrect. If the time is eleven o'clock, the hour hand should be pointing at 11 and the minute hand should be pointing at 12



# Time to the Half Hour

## Notes and Guidance

Children are introduced to telling the time to the half hour. They learn the language half past.

They understand that, at half past the hour, the minute hand has travelled half way around the clock from the twelve and is pointing at the six and the hour hand is half way between the hours e.g. half way between one and two or half way between nine and ten.

## Mathematical Talk

Which is the hour hand? Which is the minute hand?  
How do you know?

Where does the minute hand point to at half past?  
Can you see that the minute hand has travelled halfway around the clock? Could you show this to your partner?

Can you show me \_\_\_\_\_?

## Varied Fluency

Match the times to the clocks.



Half past twelve



Half past 2



Half past nine

Complete the times.



The time is half past \_\_\_\_



The time is half past \_\_\_\_

Draw the hour hand and the minute hand on clock faces to show these times:

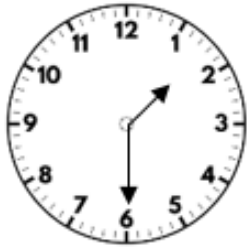
Half past 1

Half past four

Half past 8

# Time to the Half Hour

## Reasoning and Problem Solving



The time is 6 past 1

Tommy

Can you spot Tommy's mistake?

Tommy has read the minute hand as showing the number of minutes past the hour, rather than understanding that the minute hand pointing to 6 means half past. The time is half past one.

Read the instructions and draw the hands on the clock.

- The minute hand is pointing at the six.
- The hour hand is half way between 10 and 11



What time is it?

The time is half past 10



## Writing Time

### Notes and Guidance

Children explore the difference between seconds, minutes and hours. They decide which activities would be measured in each unit of time.

Children explore suitable equipment e.g. stopwatches or sand timers to measure durations of time. They carry out activities and use suitable equipment to measure how long each activity takes e.g. timing how long it takes to run around the playground using a stopwatch.

### Mathematical Talk

Would you measure the activity in hours, minutes or seconds?

How many star jumps do you think you can do in 10 seconds?

Let's count to 20 seconds in our heads, stand up when you think we reach 20 seconds. How close were you?

### Varied Fluency

Using a stopwatch, record how many times you can do these activities in 20 seconds.

- Star jumps
- Write your name
- Hops on the spot

Can you think of any activity which takes 20 seconds?

Would you measure the duration of the activities in seconds, minutes or hours? Sort the activities into three groups: seconds, minutes and hours.

Brushing teeth

Reading a book

Saying the alphabet

Holiday flight

Playing outside

Sleeping at night

Complete the sentences using seconds, minutes or hours.

- Playtime is about 20 \_\_\_\_\_ long.
- The school day is about 6 \_\_\_\_\_ long.

# Writing Time

## Reasoning and Problem Solving

Are the units of time chosen sensible for these activities?

- A football match measured in seconds.
- A lap around the school playground measured in minutes.
- A birthday party measured in hours.

Explain your answers.

Not sensible- a football match is measured in minutes because to use seconds would involve very large numbers.

Dependent on the school playground, could be sensible, or it could be more sensible to measure in seconds.

Sensible - parties can last at least 2 hours.

Dora has a clock without an hour hand.



She says,



I can measure how long it takes someone to run around the playground 10 times using my clock.

Do you agree with Dora?  
Explain your answer.

I agree, Dora can still measure time in minutes using her clock. The minute hand moving the distance from one increment to another shows one minute has passed. The minute hand moving one complete turn shows that one hour has passed.

# Comparing Time

## Notes and Guidance

Children compare amounts of time using the language faster, slower, earlier and later.

They build on writing and measuring time by comparing different amounts of times using time language.

Children understand that when someone wins a race the length of time will be shorter and if someone takes longer the length of time will be larger.

## Mathematical Talk

Which is longer: one hour, one minute or one second?

If I finish a race first, am I faster or slower than everyone else?

Can you think of a comparison where you use faster and slower in the same sentence?

e.g. A rabbit is faster than a tortoise but slower than a cheetah.

## Varied Fluency

Teddy, Mo and Whitney are running a race. Here are their times.



Teddy - 52 seconds



Mo - 58 seconds



Whitney - 48 seconds

Use **faster** or **slower** to complete each sentence.

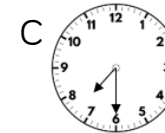
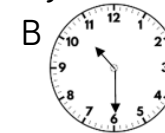
Teddy is \_\_\_\_\_ than Mo.

Teddy is \_\_\_\_\_ than Whitney.

Whitney is \_\_\_\_\_ than Mo.

Can you write any more sentences to describe the race using the words slower and faster?

Three planes are flying to Paris in the morning. Here are the times they arrive.



Use **earlier** and **later** to complete the sentences.

Plane A is \_\_\_\_\_ than Plane B.

Plane B is \_\_\_\_\_ than Plane C.

Plane C is \_\_\_\_\_ than Plane A.

Complete the sentences using  $<$ ,  $>$  or  $=$

1 minute  1 hour    30 seconds  3 hours  
2 seconds  1 minute

# Comparing Time

## Reasoning and Problem Solving

Work in small groups.  
Complete the following activities and record how long it takes each person.

- Build a tower of ten bricks.
- Run a lap of the playground.
- Write your name five times.

Write three sentences about each activity using the words **slower** and **faster**.

Children will complete three sentences about each activity. They can then share the sentences with their groups and see how many different sentences they have created with altogether.

Five friends are going to a party.  
Use the clues to work out when each friend arrived.

Amir arrived later than Jack and Eva.  
Rosie arrived later than Amir but earlier than Ron.  
Eva arrived the earliest.

- 1<sup>st</sup>
- 2<sup>nd</sup>
- 3<sup>rd</sup>
- 4<sup>th</sup>
- 5<sup>th</sup>

- 1<sup>st</sup> - Eva
- 2<sup>nd</sup> - Jack
- 3<sup>rd</sup> - Amir
- 4<sup>th</sup> - Rosie
- 5<sup>th</sup> - Ron