



Time Home Information Sheet

First Level (c)



I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day. MNU 1-10a

I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. MNU 1-10c

Over the next few weeks we are going to be learning to:

- Tell the time using analogue and digital 12 hour clocks – five minute intervals.
- Appreciate that, on a 12 hour clock, each time occurs twice during the course of a day.
- Make links between 12 hour times and 24 hour clocks, i.e. appreciate that, for example half past eleven on the microwave may say 1130 or 2330.
- Be able to identify and relate key events/routines in their day with time e.g. 2 o'clock in the morning – asleep in bed, 2 o'clock in the afternoon – at school.
- Calculate simple time intervals by counting on e.g. the cake needs to bake for 20 minutes. If it goes into the oven at 5 past 10, at what time will it be ready?
- Be able to read and use time related vocabulary (e.g. day, week, month, year, seconds, minutes, hours morning, afternoon, evening, night, today, yesterday, tomorrow, o'clock past, to) appropriately.
- Know that time is measured and recorded in seconds, minutes and hours.
- Know that 60 seconds = 1 minute.
- Be aware that the passage of time can be measured using a variety of devices, e.g. sand times, clocks, stop watches etc.
- Observe various timing devices in use and begin to estimate duration of time.
- Use timing devices accurately and record their results.
- Work towards being able to complete a sequence of tasks in a given timeframe.
- Link the importance of time and time structure to their every day lives.

Here are some ideas of how you can help me at home!

One minute talk - ask your child to write a short essay/story (e.g. their favourite holiday, all about me, my pet) that they think will take about one minute to read out. Then get them to read it out to you while you time them – how close to the minute mark were they?

How many ways to record – ask your child to create a display which shows as many different ways of representing or saying 4.15pm

Puzzle sheet – ask your child to create a puzzle sheet for a friend to do. In one column they write some digital times. (.e.g. 3:15); in a second column they write the same time but using words to describe the analogue time (e.g. quarter past 3), writing these in a different order.

Time for cooking – let your child look at some cooking times on food items, or to think about how long it takes to make a sandwich or boil a kettle. They should plan a snack or meal that involves preparing three items of food or drink so they are ready at the same time.

Here are some websites that you may find useful to use with me!

Telling the time -

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/mathst/time/index.htm

Bang on time - <http://www.oswego.org/ocsd-web/games/BangOnTime/clockwordres.html>

Time mission - http://www.bbc.co.uk/bitesize/ks2/mathst/shape_space/time/play/