



## Time Home Information Sheet

### Second Level (a)



*I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning.*

*MNU 2-10a*

*I can carry out practical tasks and investigations involving time events and can explain which unit of time would be most appropriate to use.*

*NMU 2-10b*

Over the next few weeks we are going to be learning to use time to-

- Know how to read digital and analogue time.
- Understand the relationship between 12 hour and 24 hour time.
- Convert between 12 hour and 24 hour time.
- Recognise a timetable and explain its purpose.
- Read and interpret a range of timetables.
- Create timetables for different purposes, e.g. parties, school trips and events
- Calculate duration of time in 'real life' contexts, e.g. length of a journey, TV programme, film etc.
- Know the most commonly used units of time and understand the relationships between seconds, minutes, hours, days etc.
- Understand the factors to be considered when selecting an appropriate unit(s) of measurement for a given purpose, e.g. measuring a 100 metre sprint in seconds but a marathon in hours and minutes.

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

**TV Time** Ask children to read and interpret a television guide. They could then create their own TV guide noting down times of programmes and the length each lasts.

**School Timetable** Ask children to pretend that they are a teacher. Tell them to create a pupil timetable for one week. It should clearly display the start and finish time of each type of lesson and how long each lesson lasts. They should then calculate how much time each week is spent on each subject, e.g. Literacy = 5 hours per week.

**12/24 hour flashcards** Ask children to create two sets of flashcards. Set 1= 12 hour

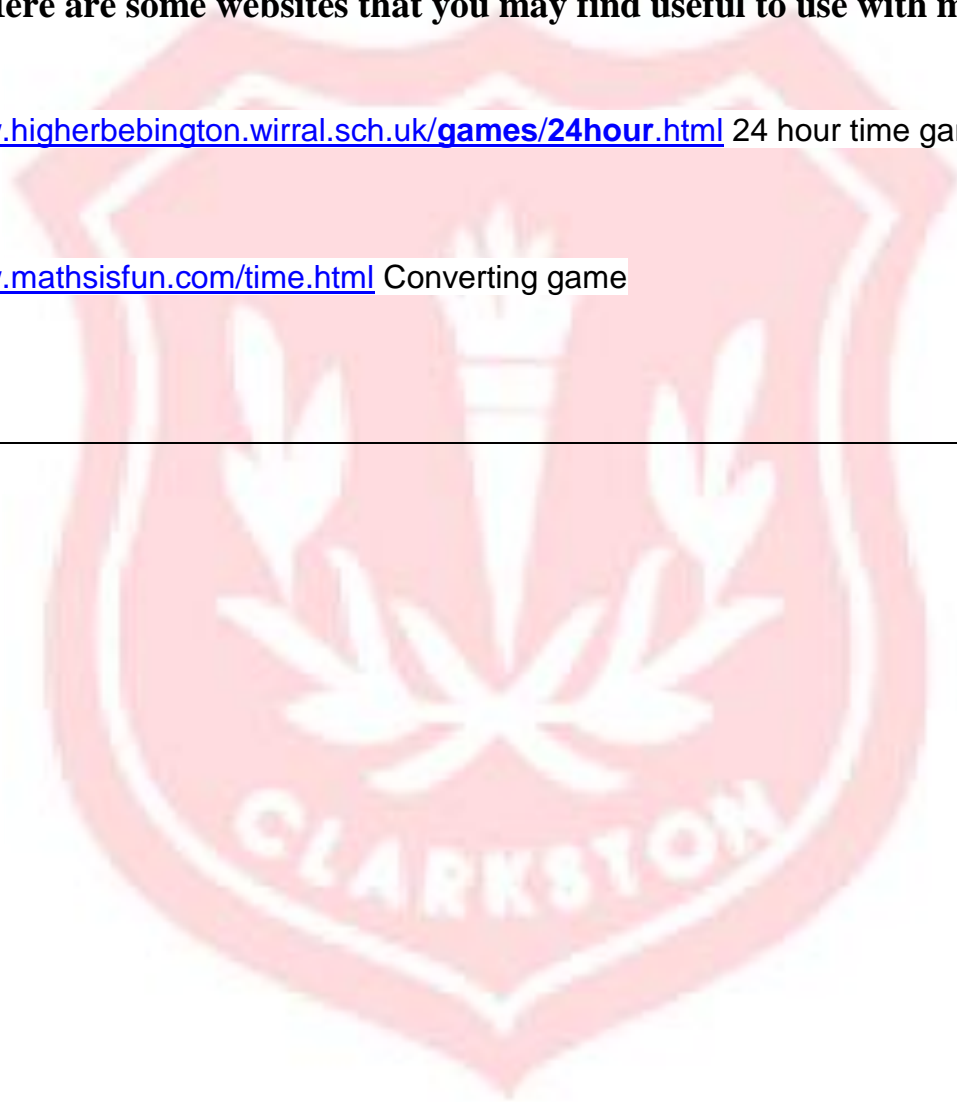
times. Set 2 = equivalent 24 hour times. You can then play a variety of games with the cards, e.g. pairs and snap.

1pm	13.00
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**Here are some websites that you may find useful to use with me!**

[www.higherbebington.wirral.sch.uk/games/24hour.html](http://www.higherbebington.wirral.sch.uk/games/24hour.html) 24 hour time game

[www.mathsisfun.com/time.html](http://www.mathsisfun.com/time.html) Converting game



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## Time Home Information Sheet

### Second Level (b)



*I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning.*

*MNU 2-10a*

*I can carry out practical tasks and investigations involving time events and can explain which unit of time would be most appropriate to use.*

*NMU 2-10b*

Over the next few weeks we are going to be learning to use time to-

- Know how to read digital and analogue time.
- Understand the relationship between 12 hour and 24 hour time.
- Convert between 12 hour and 24 hour time.
- Recognise a timetable and explain its purpose.
- Understand that timetables can take different forms.
- Read and interpret a range of timetables.
- Create timetables for different purposes, e.g. parties, school trips and events
- Calculate duration of time in 'real life' contexts, e.g. length of a journey, TV programme, film etc.
- Know the most commonly used units of time and understand the relationships between seconds, minutes, hours, days etc.
- Understand the factors to be considered when selecting an appropriate unit(s) of measurement for a given purpose, e.g. measuring a 100 metre sprint in seconds but a marathon in hours and minutes.
- Read time on various measuring devices and record using correct notation and common abbreviations.

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

**Bus/Train Times-** Ask children to look at train and bus timetables. They then calculate how long different journeys take. E.g. If the bus leaves Airdrie at 18.20, What time does it arrive in Glasgow? How long did this journey take?

**Holiday Timetable-** Ask pupils to create a timetable for three days of their holiday. It should clearly display the start and finish time of each activity and how long each activity lasts. E.g. Swimming = 1 hour 40 mins. They should write both times in 12 and 24 hr format. The timetable could then be created using computer software.

**Time Me-** Ask children to interview friends and family to find out how long different tasks take. They then note this down. E.g. It takes my uncle 2 hours to walk his dog. Pupils then convert these times into different units of time- It takes my uncle 120

minutes to walk his dog.

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

<http://www.bbc.co.uk/skillswise/game/ma25time-game-hours-vs-minutes> Conversion Game

[http://www.aaaknow.com/g316\\_tx1.htm](http://www.aaaknow.com/g316_tx1.htm) Units of time



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## Time Home Information Sheet

### Second Level (c)



*I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning.*

MNU 2-10a

*I can carry out practical tasks and investigations involving time events and can explain which unit of time would be most appropriate to use.*

NMU 2-10b

*Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.*

MNU 2-10c

Over the next few weeks we are going to be learning to use time to-

- Know how to read digital and analogue time.
- Understand the relationship between 12 hour and 24 hour time.
- Convert between 12 hour and 24 hour time.
- Recognise a timetable and explain its purpose.
- Understand that timetables can take different forms.
- Read and interpret a range of timetables.
- Create timetables for different purposes, e.g. parties, school trips and events
- Calculate duration of time in 'real life' contexts, e.g. length of a journey, TV programme, film etc.
- Know the most commonly used units of time and understand the relationships between seconds, minutes, hours, days etc.
- Understand the factors to be considered when selecting an appropriate unit(s) of measurement for a given purpose, e.g. measuring a 100 metre sprint in seconds but a marathon in hours and minutes.
- Read time on various measuring devices and record using correct notation and common abbreviations.
- I have explored the relationship between speed, time and distance.
- I can solve a variety of problems involving time.

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

**Journey time** Ask children to note the distances from Airdrie to other towns/cities. They then calculate how long that journey would take if travelling at different speeds. E.g. Airdrie to Edinburgh at 10mph, 30mph, 100mph.

**Lets Fly** Ask children to pretend to book flights. Using British time ask them to calculate what time they will arrive if they fly from E.g. Glasgow- New York. If they

leave Glasgow at **9pm** and the flights take **8** hours what time will they arrive in New York? = **5am** (British time). They then calculate what time this would be taking into account time differences. They then note this down- **midnight** (American time).

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

[www.bbc.co.uk/bitesize/ks3/maths/measures/use\\_of\\_measure/.../7/](http://www.bbc.co.uk/bitesize/ks3/maths/measures/use_of_measure/.../7/) Time, Speed, Distance.

<http://mathforum.org/dr.math/faq/faq.word.problems.html> Time, Speed, Distance Problems.

