

First Level - Beyond Number Time Homework Cards



T1.1 I can talk about why time is important in our lives

Time devices at home Ask children to find and record where they see time devices at home, e.g. alarm clock, cooker timer. Ask them to record this in an appropriate way (e.g. draw, write, take photo). In class, look at these and discuss what they are used for.



T1.1 I can talk about why time is important in our lives

Things that happen at home Children draw something they have done, something they are doing right now, and something they think they will do soon, under the headings *Past*, *Present* and *Future*.



T1.2 I can talk about days, months and seasons and can relate this to how they are shown on different

Collecting dates Ask children to collect some key dates from their family or friends, e.g. Dad's birthday is 5th March; we go on holiday on 10th July. Back in school, collect in the dates to put on a communal group or class calendar.



T1.2 I can talk about days, months and seasons and can relate this to how they are shown on different

Time at home Ask children to find some different places at home that show dates (e.g. TV guides, computer, mobile phone, newspaper, etc.) and to record these by drawing pictures or writing. Back in school, discuss the reasons why these publications or timepieces show the date.



T1.3 I can measure how long it will take me to do something using non-standard units and am

How long does it take? Children think of things they or friends do at home that they estimate take about a second, a minute or an hour. They draw up a table with headings for *Second*, *Minute* and *Hour* and record their ideas in the different columns.



T1.3 I can measure how long it will take me to do something using non-standard units and am

One-minute talk Children write a short essay (e.g. their favourite holiday, all about me, my pet) that they think will take about one minute to read out. Back in class, they read out their essay. How close to a minute did it take?



T1.4 I can estimate what I can do in different lengths of time and can check my estimates using a variety of different timers and units of time

Time challenge Children write down five things they do at home in the evening, e.g. watch TV, eat, brush teeth. They put these in order, according to how long they spend on each activity.



T1.4 I can estimate what I can do in different lengths of time and can check my estimates using a variety of different timers and units of time

How long did it take? Children think of three things they might do over the weekend or an evening. They estimate how long it takes them to do each activity, choosing an appropriate unit, i.e. seconds, minutes or hours. They record their estimates. Back in class, compare and discuss these estimates. *Who thinks they spend about 5 hours playing football? Who spends about 10 hours asleep?*



T1.5a I can tell the time on digital and analogue clocks - O'clock and half past

Real-life time At home or in their local surroundings, children look for representations of time shown on clocks, whether on real clocks or on posters, in newspapers, etc. In class, children draw one or more examples they saw and contribute them to a group collage or poster. When this is complete, the group talks about their work to the rest of the class.



T1.5a I can tell the time on digital and analogue clocks - O'clock and half past

Sports day Children make up five or more games or activities for sports day. They decide what time (*o'clock* or *half past* times) each activity will start and how long it will go for, then they write a timetable or plan for the day.



T1.5b I can tell the time on digital and analogue clocks - Quarter past and quarter to

What time is it on? Children make a list of events at a fair and choose starting times that include *quarter past* or *quarter to*. They make a poster advertising these events and the time they start. You could also ask children to decide how long they last and so show the finish time for each event.



T1.5b I can tell the time on digital and analogue clocks - Quarter past and quarter to

What time does my clock say? cardboard clocks Children create up to five problems such as *My time is an hour before 3:15 pm. What time am I thinking of?* In class, children take turns to pose a problem to the class, who show their answer on a cardboard clock.



T1.5c I can tell the time on digital and analogue clocks - Multiples of 5 minutes and 1-minute times

Fantasy holiday Children write down five times of day between getting up and bedtime. They imagine they are on a dream holiday and invent what they are doing at each of these times (e.g. swimming, eating ice-cream, bowling).



T1.5c I can tell the time on digital and analogue clocks - Multiples of 5 minutes and 1-minute times

Timeline Children observe a friend, pet or family member. They record the times at which they do at least five different things during the course of an evening, then show these on a timeline.



T1.6 I can read, interpret and create timetables to help me plan my time

Holiday camp *APM 443* In class discuss the camp timetable on *APM 443*. At home, children create their own holiday camp timetable, for a day or for the whole week.



T1.6 I can read, interpret and create timetables to help me plan my time

Fantasy timetable Children imagine that they are their favourite celebrity. They plan how they would spend their fantasy day out. They must include at least six activities and log the start time and duration of each. They should account for each hour of the waking day, i.e. from about 8:00 am to 8:00 pm.
