

# Time

## Notes for teachers:

Whilst by completing this activity sheet pupils may display an awareness of aspects of time, such as time sequences and telling the time, assessment evidence for this outcome could also be gathered from play and real contexts. Experiences and activities using clocks, calendars and visual timetables in everyday routines; and using simple timers for how long it takes to get changed for the gym, or write a sentence, or boil an egg may provide a more holistic bank of evidence.

*I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. MNU 0-10a*

## CfE Benchmark:

Links daily routines and personal events to time sequences.

Names the days of the week in sequence, knows the months of the year and talks about features of the four seasons in relevant contexts.

Recognises, talks about, and, where appropriate, engages with everyday devices used to measure or display time, including clocks, calendars, sand timers and visual timetables.

Reads analogue and digital o'clock times (12 hour only) and represents this on a digital display or clock face.

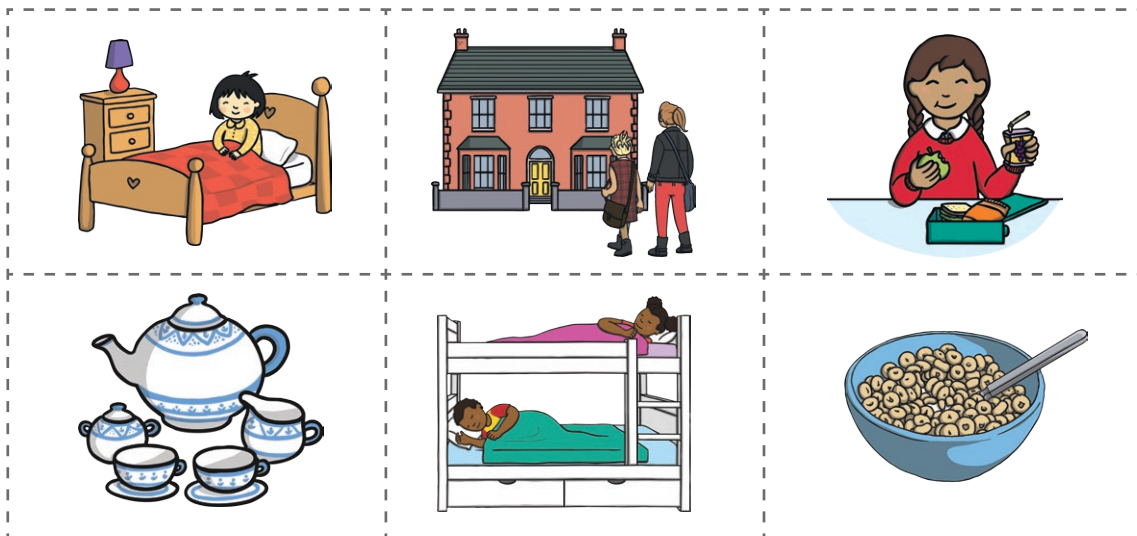
Uses appropriate language when discussing time, including before, after, o'clock, hour hand and minute hand.

# Time

1. Cut and stick the images in the correct column to show whether you would do the activity in the morning, the afternoon or at night.

morning	afternoon	night

Can you draw one more thing that you do in the morning, afternoon and at night?



2. What are the days of the week? Stick the days on Tom's calendar:

Day	Activity
	school, football practice
	school, cubs
	school, homework
	school
	school
	shopping with my mum, football game with my dad
	go to my granny's house

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

3. Draw a line to match each picture to a season:



spring

summer

autumn

winter

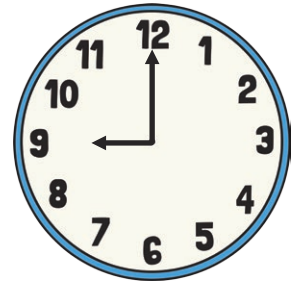
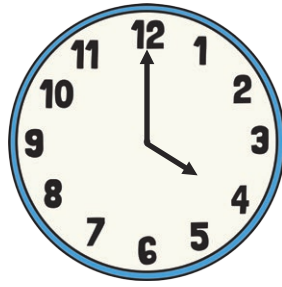
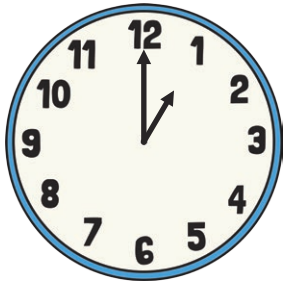


4. Draw a line to match the months of the year with the letter.

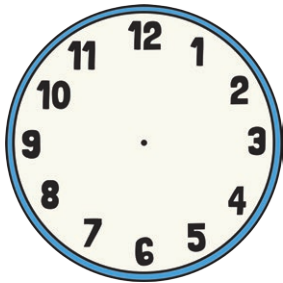
January
Feburary
March
April
May
June
July
August
September
October
November
December

D
A
M
F
J
M
A
J
O
S
J
N

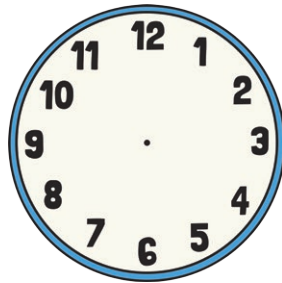
5. Write the times. Use **o'clock**:



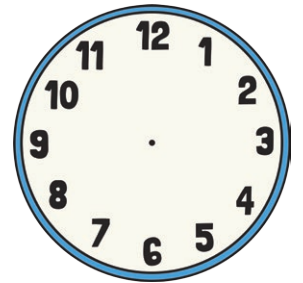
6. Complete the clocks:



3 o'clock



6 o'clock



9 o'clock



2 o'clock

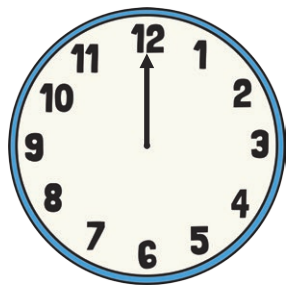


8 o'clock

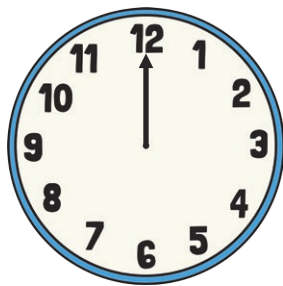


12 o'clock

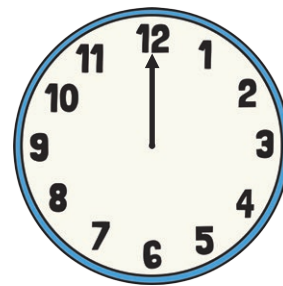
7. Draw the hour hands:



4 o'clock

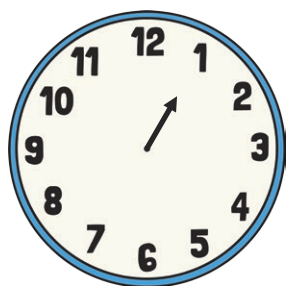


6 o'clock

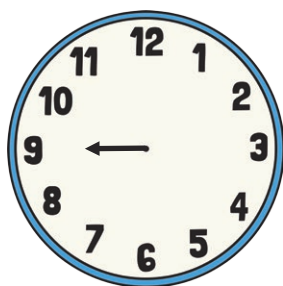


3 o'clock

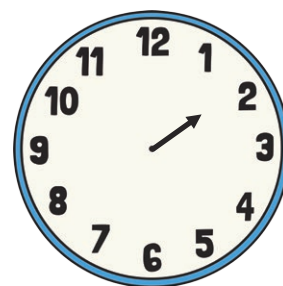
8. Draw the minute hands:



1 o'clock






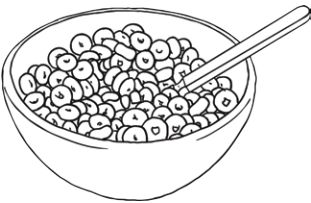

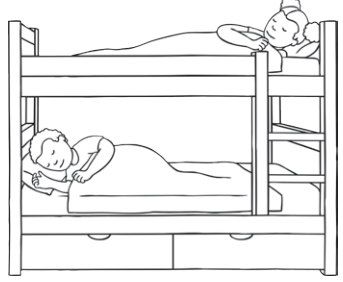
9 o'clock



2 o'clock

# Time Answers

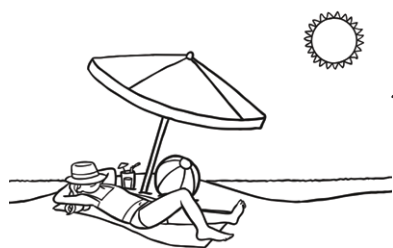
1. Cut and stick the images in the correct column to show whether you would do the activity in the morning, the afternoon or at night.

morning	afternoon	night
		
		

3. What are the days of the week? Stick the days on Tom's calendar:

Day	Activity
Student answer	school, football practice
Student answer	school, cubs
Student answer	school, homework
Student answer	school
Student answer	school
Student answer	shopping with my mum, football game with my dad
Student answer	go to my granny's house

3. Draw a line to match each picture to a season:



spring

summer

autumn

winter





4. Draw a line to match the months of the year with the letter.

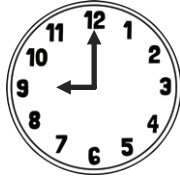
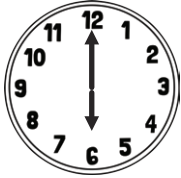
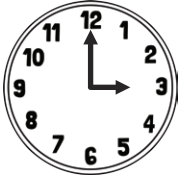
January		D
Feburary		A
March		M
April		F
May		J
June		M
July		A
August		J
September		O
October		S
November		J
December		N

5. Write the times. Use **o'clock**:

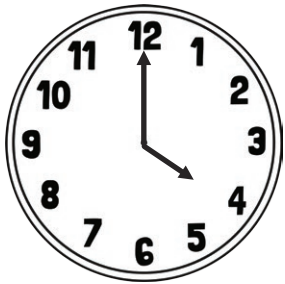
Analogue clocks: **1 o'clock, 4 o'clock and 9 o'clock.**

Digital clocks: **2 o'clock, 6 o'clock and 3 o'clock.**

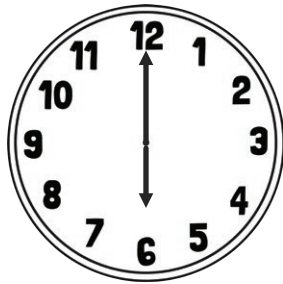
6. Complete the clocks:



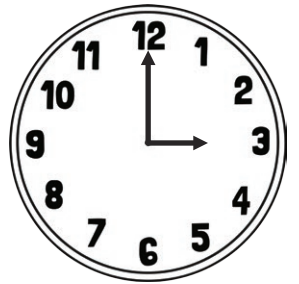
7. Draw the hour hands:



4 o'clock

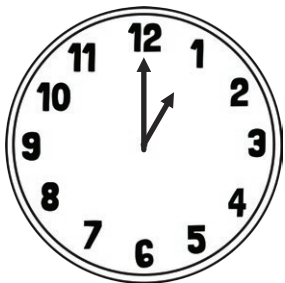


6 o'clock

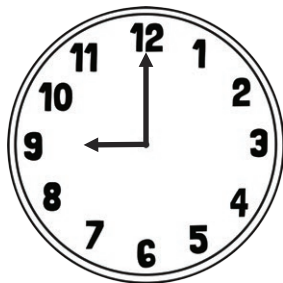


3 o'clock

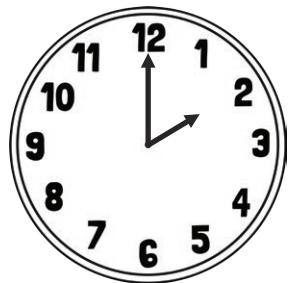
8. Draw the minute hands:



1 o'clock



9 o'clock



2 o'clock