



# Time

What you will need:

- A solid outdoor surface to write on e.g. paving, tarmac
- Sticks (alternatively you could use household items e.g. cutlery, straws)
- Chalk or chalk paint (download our free writing outdoor guide to find the simple recipe to make your own)
- Pegs
- Scrap paper

Before teaching how to tell the time teachers will begin with understanding the face of an analogue clock. Even if your child has started to read the time this is still an excellent recap to do with them!

Begin by asking your children to write the numbers of a clock face out on the floor using either chalk or chalk paint. Start with writing 12, 6, 3, 9 this will help them to space out the numbers correctly. If they find forming a circle challenging, draw one for them as a guide.





## *Time*

Once you have your clock face gather a pair of sticks. Ensure one is long and the other is shorter. Have a discussion about which is the minute and hour hand. We would normally begin by teaching o'clock first, then half past, quarter past & quarter to. Once your child is secure with these we would teach the five minute intervals. Choose a level appropriate for your child. Write different times on scrap pieces of paper and peg them up around your outdoor space. Have your child run to collect a time, bring it back to the clock and create the time by moving the hands around. Once completed correctly have them return the paper to its original place, then run to collect another!



## *Solving problems*

Once your child can securely display the times you have set them, you can start to challenge them with solving problems with time.

### **Questions you could ask:**

What time would it be an hour/half hour/15 minutes earlier/later? This question will require lots of discussion around minutes in an hour/half hour as well as around what earlier and later mean!

If I set off for a walk at 1 o'clock and arrive home at quarter to 3. How long did I spend walking?





# *Time*

## *Relating time to fractions & position and direction*

If your child has a secure understanding of time, analogue clocks offer an excellent context for revisiting other learning. For example, your child may have learned about whole/half/quarter turns as well as the positions clockwise & anti-clockwise. You could begin by modelling what these terms mean. Move the minute hand around to show the turns. Once your child is showing understanding of these turns you could set them some problems to solve. You will know from your discussions how hard to make these but here are some examples to help you get started!

**'If the time is 4 o'clock and the minute hand moves a quarter turn anti-clockwise, what time will the clock display?'**

**'If the time is half past 6 and the minute hand moves 3 whole turns and one half turn clockwise, what time will the clock display?'**

