SUMMER TERM 1 OVERVIEW YEAR 3 – Maths

Summer Term 1 Book – The Iron Man		
Topic – Measurement: Time		**Guide Time = 3 weeks**
Assessment:	Termly assessments – NFER assessments White Rose Maths Hub end of unit assessments Teacher judgements AfL within Maths lessons	**Very Important Points (VIPs):** • There are 12 months in a year. • There are 365 days in a year. • Each month has either 28, 30 or 31 days. Once every 4 years there is a leap year where February gets 29 days. • January, March, May, July, August, October and December each have 31 days. • A week has 7 days. • Each day has 24 hours. • There are 60 minutes in one hour. • There are 60 seconds in a minute. • The clock face is shown in intervals of 5. • Digital clocks show the time using just numbers. • Analogue clocks use hands which rotate around the clocks face to tell the time. • The large hand on the clock points to the minutes. • The short hand on the clock points to the hours. • 12 during the day is called noon and 12 at night is called midnight. • All hours after 12 midnight and before 12 noon are written AM. • All hours after 12 noon and before 12 midnight are written PM. • Roman numerals on clocks include the symbols: I, V and X. **Fat Questions:** How has the way we tell the time changed over the years? Is telling the time using an analogue clock still important within today's society?
Links to prior learning (sequencing) and canon book	In KS1, children will have learnt: • To use language relating to time: quicker, slower, earlier, later. • Measure and record hours, minutes and seconds. • Sequence events using chronological order. • Recognise and use language relating to dates including: days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Use o'clock and half past. • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day. Through Y3 Autumn term, children will have learnt how to: • Compare numbers using symbols (<, =,>), as well as the use of comparative terminology such as more than, less than, longer, shorter, equal to, etc. • Children will have already been introduced to the concept of multiplying by 5. • Child should be able to add and subtract 2-digit numbers crossing 10, which will support them with work when converting minutes to hours.	
Links to other learning (cross fertilisation)	PE - Measuring the time taken to complete a variety of different activities. Computing – Use of online resources such as timers to measure time taken to complete activities.	

	Science - Comparing the amount of time taken during experiments. Measuring and reocrding time differences. English - Using chronological language to write about events. Thematic Questions: The World Beyond Us How do you think time is measured in space? Does space have the same time zone as Earth? Modern Britain Has the way we tell the time changed over the years? Is time measured differently in the 21st century? Healthy body, Healthy minds How can time be used to help doctors keep us healthy? How can we use time to help with our fitness? The World Around Us How is time measured differently around the world? Do we all have the same time zone? Culture How can we use time in different cultures? Which culture did time originate from? Technology in Action How has technology changed how time is measured and recorded?	
Links to future learning	The skills taught this half term will be applied and built upon throughout the year and into Year 4. In Year 4, children will read, write and convert time between digital and analogue clocks. They will also solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days In Upper Key Stage 2, children will solve problems involving conversion of time and will use all four operations to solve problems involving conversions.	
Character/Wider Development ('50 things', cultural capital, skills)	Children will be able to relate and use this knowledge and understanding in real-life contexts and make relevant and purposeful links, especially to each schools individual list of '50 things'. Knowledge of time allows children to understand day to day life, it allows them to understand when activities take place and how long they take on average. Telling the time allows children to have a sense of responsibility as they are able to be aware of knowing what will happen in X amount of minutes.	

	These skills also help with understanding durations and acknowledging that certain events take longer than others. Children will gain an awareness of the amount of time in one minute, one hour, one day, one month etc. Children will then be able to read both digital and analogue clocks in their day to day lives.	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Measurement: Time - There are 12 months in a year. - There are 365 days in a year. - Each month has either 28, 30 or 31 days. Once every 4 years there is a leap year where February gets 29 days.	LO: To explore months and years.	Know the number of day in each month, year and leap year.	Seconds, minutes, hours, o'clock, half past, quarter past, quarter to, midday, midnight, noon, month, year, digital, analogue, day, night, interval, duration, compare.	Use of real-life contexts should always be used to support all children's learning as they are able to see the relevance and purpose of this learning and apply it to an 'everyday' situation. **GD:** Children should be exposed to more complex problems and wider-reasoning questions / concepts, involving calendars Children will be able to provide further in-depth clarity to explanations and easily make links between prior and future learning.	Children may get confused with the fact that not all months have the same amount of days. Children may get confused about the difference between leap years and the fact they only happen once every 4 years. AFL to be consistently used, to address misconceptions found within own classes / cohorts of children and address where applicable.	(Trust shared > Primaries > KS2 > Year 3/4 Planning >Cycle B > Summer 1> Maths – YEAR 3) **White Rose Maths Hub:** https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-WO1-Months-and-years-2020.pdf **Third Space Maths Hub:** https://mathshub.thirdspacelearning.com/resources/2152/Year-3-Telling-the-Time-to-the-Nearest-5-Minutes-Worksheet-Independent-Recap-Week-10-Angles-Shape-and-Time **Suggested Activities:** - Show children how to use a calendar and explain the format of each month. Relate this to tables and the similarities between columns. - Use concrete representations and a real calendar to model how to use a calendar to calculate how many days are in each month of the year. **Deepening the moment:**

- January, March, May, July, August, October and December each have 31 days. - A week has 7 days. - Each day has 24 hours. - There are 60 minutes in one hour. - There are 60 seconds in a minute. - The clock face is shown in intervals of 5. - Digital clocks show the time using just numbers. - Analogue clocks use hands which rotate around the clocks face				Children will begin to use their depth of mathematical knowledge to provide mathematical explanation and reasoning to problems. **SEND**: Children will use and have further support through concrete examples of calendars and dates.		Paul says that if you are born on February 29th you have a birthday every year, is this true or false? Explain your answer.
	LO: To understand how many hours are in each day.	Read time with increasing accuracy to the nearest minute. Know the number of seconds in a minute and hours in each day.	Seconds, minutes, hours, o'clock, half past, quarter past, quarter to, midday, midnight, noon, month, year, digital, analogue, day, night, interval, duration, compare.	**GD:** Children challenged with conversion questions involving multiple days and days or hours in multiple weeks. Children are challenged with reasoning and problem solving questions which require mathematical terminology to be used to compare amounts to solve the problem. Children to decide whether statements are true or false across multiple days. **SEND:** Children will use a variety of pictorial representations to support learning the	The conversion between minutes and hours may be misunderstood. Pupils may not understand that each hour on a clock is seen twice in one day. Children may not understand that there are 60 minutes in an hour instead of 100. Children may be confused by the amount of hours in each day and how this needs multiplying to find multiple days etc.	(Trust shared > Primaries > KS2 > Year 3/4 Planning >Cycle B > Summer 1> Maths – YEAR 3) **White Rose Maths Hub:** https://resources.whiterosemaths.com/resources/year-3/summer-block-2-time/ **Third Space Maths Hub:** https://mathshub.thirdspacelearning.com/resources/2152/Year-3-Telling-the-Time-to-the-Nearest-5-Minutes-Worksheet-Independent-Recap-Week-10-Angles-Shape-and-Time **Suggested Activities:** - Recap VIPs about days in a month and year. - Practise using terminology relating to different times of the day as a starter. Ask children to consider when different things happen using pictorial representations. - Recap using chronological order to order times of the day. - Practise multiplying and dividing by key time numbers i.e. 24, 7. - Compare different periods of time i.e. how many hours in 2 days, 3 days. How many hours in 41 days? - Missing number problems.

to tell the time. - The large hand on the clock points to the minutes. - The short hand on the clock points to the hours. - 12 during the day is called noon and 12 at night is called midnight. - All hours after 12 midnight and before 12 noon are written AM. - All hours after 12 noon and before 12 midnight are written PM.				amount of hours in a day and days in a week. Children will decide if statements are true based on one day.		**Deepening the moment:** Always. Sometimes. Never. Every day must have 24 hours for it to be complete.
	LO: To tell the time to 5 minutes.	Tell and write the time from an analogue clock. Estimate and read time with increasing accuracy to the nearest minute. Compare durations of events.	Seconds, minutes, hours, o'clock, half past, quarter past, quarter to, midday, midnight, noon, month, year, digital, analogue, day, night, interval, duration, compare.	**GD:** Children will use Roman Numerals to tell the time on clocks using 12, 3 and 9. Children will use appropriate terminology in their explanations to justify their reasoning. Children can find the odd one out by matching terminology with times shown on analogue clocks. **SEND**: Children will use a variety of pictorial representations to show different times to 5 minutes on a digital and analogue clock.	Children may confuse relating each number on the clock face to 5 minutes. Children may count incorrectly as they go round the clock face causing them to end up with the wrong time. Children may get confused putting the hour time first. Children may misread clocks which are represented in Roman numerals if this knowledge is not secure.	(Trust shared > Primaries > KS2 > Year 3/4 Planning >Cycle B > Summer 1> Maths – YEAR 3) **White Rose Maths Hub:** https://resources.whiterosemaths.com /resources/year-3/summer-block-2-time/ **Third Space Maths Hub:** https://mathshub.thirdspacelearning.com /resources/2152/Year-3-Telling-the-Time-to-the-Nearest-5-Minutes-Worksheet-Independent-Recap-Week-10-Angles-Shape-and-Time **Suggested Activities:** - Practising Roman numerals as a starter, use AfL to see how many numerals children already are aware of (should have some prior learning due to Roman topic). - Recall VIPs from previous lesson, recap hours in the day and look at terminology linking to this. - Practise counting up in steps of 5, how many numbers on the clock? 12 x 5 = 60. 60 minutes in one day. - Partially worked question examples prior to beginning main activity. - Small group work activities for SEN children. **Deepening the moment:** Kate says that telling the time is easy because you just count up in 5's every time. Is Kate correct? Explain your answer fully.

	LO: To tell the time to the minute.	Tell and write the time from an analogue clock. Estimate and read time with increasing accuracy to the nearest minute. Compare durations of events.	Seconds, minutes, hours, o'clock, half past, quarter past, quarter to, midday, midnight, noon, month, year, digital, analogue, day, night, interval, duration, compare.	**GD**: Children can continue to use clocks with 12, 3, 6 and 9 marked in Roman numerals. Children can be challenged to justify and explain any answers they have given to reasoning and problem solving questions. Children can answer word problems where all clocks have 12, 3, 6 and 9 marked in Roman numerals. **SEND**: Use visual representations to support telling the time to the minute where all hands use numerals.	Children may confuse counting each minute following on from counting on in steps of 5. Children may not recall there are 60 minutes in an hour. Children may count incorrectly as they go round the clock face causing them to end up with the wrong time. Children may get confused putting the hour time first. Children may misread clocks which are represented in Roman numerals if this knowledge is not secure.	(Trust shared > Primaries > KS2 > Year 3/4 Planning >Cycle B > Summer 1> Maths – YEAR 3) **White Rose Maths Hub:** https://resources.whiterosemaths.com/resources/year-3/summer-block-2-time/ **Third Space Maths Hub:** https://mathshub.thirdspacelearning.com/resources/2152/Year-3-Telling-the-Time-to-the-Nearest-5-Minutes-Worksheet-Independent-Recap-Week-10-Angles-Shape-and-Time **Suggested Activities:** - Recap the use of Roman Numerals on the clock focusing on 12, 3, 6 and 9. - Recall VIPs from prior lesson. - Use concrete representation to count on in minutes. - Provide children with the opportunities to use time terminology when counting forwards and backwards using clocks. - **Deepening the moment:** 72 minutes is the same as 1 hour and 12 minutes, true or false? Prove it.
	L.O. To understand AM and PM.	To use digital and analogue clocks and record their times. Use vocabulary such as: o'clock, am/pm, morning, afternoon, noon and midnight.	Seconds, minutes, hours, o'clock, half past, quarter past, quarter to, midday, midnight, noon, month, year, digital, analogue, day, night, interval,	**GD**: Children challenged by spotting the mistake in worked examples and explaining the misconceptions/mistakes that have been made. Recognise am as morning and pm as afternoon using 1-minute intervals.	Pupils may not understand that am means morning and pm means afternoon. Pupils may not understand that each hour on a clock is seen twice in one day. Pupils may get confused when calculating which time is later, especially without	(Trust shared > Primaries > KS2 > Year 3/4 Planning >Cycle B > Summer 1> Maths – YEAR 3) **White Rose Maths Hub:** https://resources.whiterosemaths.com/resources/year-3/summer-block-2-time/ **Third Space Maths Hub:** https://mathshub.thirdspacelearning.com/resources?schoolyears=y3&text=time **Suggested Activities:**

		Estimate and read time with increasing accuracy to the nearest minute	duration, compare.	Use both analogue and digital clocks to record time and explain whether statements are true or false. **SEND**: Children will recognise events which happen in during the am and the pm, relating to real life contexts. Use of 10 minute intervals between times.	concrete understanding of AM and PM. Pupils may forget to write am or pm after their answers which will make them incorrect.	- Recapping how to read times on a clock and the use of time terminology to distinguish between am and pm activities. - Recall previous VIPs with a focus on roman numerals to ensure retaining of information. - Partially worked examples can focus the learning of the lesson on the objective when it is initially introduced. - Use of AB partner work to collaborate and provide a second input for LA learners. **Deepening the moment:** Phil says that 12:15am is later than 4:15pm because of the number 12, is he correct? Explain your answer.
	L.O. To read and understand the 24 hour clock.	To tell and write the time from an analogue clock and 24 hour clocks. Estimate and read time with increasing accuracy.	Seconds, minutes, hours, o'clock, half past, quarter past, quarter to, midday, midnight, noon, month, year, digital, analogue, day, night, interval, duration, compare.	**GD**: Children challenged by spotting the mistake in worked examples and explaining the misconceptions/mistakes that have been made. To introduce another step by ordering times and finding the correct answer when there are multiple choices. **SEND:** Children will use pictorial representations of both digital and analogue clocks to tell the time to 24 hours. Small group work and real life examples shown to provide further support.	Pupils may not understand the difference between 12 and 24 hour clocks and may get confused that there are different ways of representing am and pm without just writing the letters. Pupils may not understand that different times are represented differently dependent on whether they are digital or analogue.	(Trust shared > Primaries > KS2 > Year 3/4 Planning >Cycle B > Summer 1> Maths – YEAR 3) **White Rose Maths Hub:** https://resources.whiterosemaths.com /resources/year-3/summer-block-2-time/ **Third Space Maths Hub:** https://mathshub.thirdspacelearning.com/resources?schoolyears=y3&text=time **Suggested Activities:** - Recapping how to use time terminology relating to morning, afternoon and evening as this will help with AM and PM understanding. - Recall previous lessons VIPs. - Introduce concept of 24 hour clock, match times up dependent on whether they are am and pm to ensure clear understanding. - Partially worked examples can focus the learning of the lesson on the objective when it is initially introduced. - Use of AB partner work to collaborate and provide a second input for LA learners.

						Deepening the moment: 18:00 is the same as 8pm because they both have an 8, true or false? Explain your answer.
	L.O. To find the duration.	Compare durations of events (for example to calculate the time taken by particular events or tasks.	Seconds, minutes, hours, o'clock, half past, quarter past, quarter to, midday, midnight, noon, month, year, digital, analogue, day, night, interval, duration, compare.	**GD**: Pupils challenged by solving problems that involve finding the duration of events when increments of 1 minute are used on both a 12 and 24 hour clocks. Pupils should use mathematical terminology when calculating the duration of different events, GD pupils should be challenged to add and subtract to work out which period of time is the longest. Real life examples could be used in reasoning questions to measure the duration, to encourage the identification of time in real life. **SEND:** Pupils can be supported by using the VIP to remind them of different times during the day and how to count forwards and backwards using a clock.	Pupils may not understand what durations are and may calculate incorrectly using hours and minutes. Pupils may not grasp linking the 12 hour and 24 hour clock times together i.e. 6am and 18:00pm. Pupils may confuse hours and minutes when calculating the durations.	(Trust shared > Primaries > KS2 > Year 3/4 Planning >Cycle B > Summer 1> Maths – YEAR 3) **White Rose Maths Hub:** https://resources.whiterosemaths.com/resources/year-3/summer-block-2-time/ **Third Space Maths Hub:** https://mathshub.thirdspacelearning.com/resources?schoolyears=y3&text=time **Suggested Activities:** - VIPs revisited to establish an understanding of 12 hour and 24 hour times. - Recap counting forwards and backwards from different times in either hour or minute increments. - Partially worked examples given to check understanding before independent learning. - Use representations of real-life examples i.e. bus time tables or school time tables. **Deepening the moment:** Sarah's concert started at 8:55pm and finished at 10:15pm, she says it lasted 2 hours. Is she correct? Justify your answer fully.

	L.O. To compare durations.	Tell and write the time from an analogue clock. Estimate and read time with increasing accuracy. Compare durations of events (for example to calculate the time taken by particular events or tasks).	Seconds, minutes, hours, o'clock, half past, quarter past, quarter to, midday, midnight, noon, month, year, digital, analogue, day, night, interval, duration, compare.	**GD**: Reasoning and problem solving questions involving comparing durations which extend over the hour. Pupils should use mathematical terminology when comparing the duration of different events, GD pupils should be challenged to add and subtract to work out which period of time is the longest. **SEND**: Pupils can be supported by using the VIP to remind them of different times during the day and how to count forwards and backwards using a clock.	Pupils may not accurately compare durations when looking at 12 hour and 24 clock times if their understanding is not secure. Pupils may not grasp linking the 12 hour and 24 hour clock times together i.e. 6am and 18:00pm. Pupils may confuse hours and minutes when calculating the durations. Pupils may not understand that hours are longer than minutes i.e. 3 hours is more than 62 minutes even though the minutes number is bigger.	(Trust shared > Primaries > KS2 > Year 3/4 Planning >Cycle B > Summer 1> Maths – YEAR 3) **White Rose Maths Hub:** https://resources.whiterosemaths.com /resources/year-3/summer-block-2-time/ **Third Space Maths Hub:** https://mathshub.thirdspacelearning.com/resources?Schoolyears=y3&text=time **Suggested Activities:** - VIPs revisited to establish an understanding of what duration is. - Recap 12 and 24 hour clocks, using relevant terminology. - Use pictoral representations of start and end times to provide real life contexts to the lesson i.e. cinema, theatre, tv and lessons. **Deepening the moment:** Kate's performance lasted 120 minutes, James performance lasted 2 hours 10 minutes. Whose performance lasted the longest?
	L.O. To calculate start and end times.	Tell and write the time from an analogue clock. Estimate and read time with increasing accuracy. Compare durations of events (for example to calculate the	Seconds, minutes, hours, o'clock, half past, quarter past, quarter to, midday, midnight, noon, month, year, digital, analogue, day, night, interval,	**GD:** Pupils challenged by solving problems that involve finding the start and end time of events when increments of 1 minute are used on both a 12 and 24 hour clocks. Give partially completed examples and ask children to identify the odd one out when looking at durations.	Pupils may read the tables wrong and not calculate the start and end times correctly. Children may confuse hours and minutes, especially if they are counting across hours and minutes. Pupils may not understand that hours	Trust shared > Primaries > KS2 > Year 3/4 Planning >Cycle B > Summer 1> Maths – YEAR 3) **White Rose Maths Hub:** https://resources.whiterosemaths.com /resources/year-3/summer-block-2-time/ **Third Space Maths Hub:** https://mathshub.thirdspacelearning.com/resources?Schoolyears=y3&text=time **Suggested Activities:**

		time taken by particular events or tasks).	duration, compare.	Children to have examples which cross between AM and PM using both 12 and 24 hour analogue and digital clocks. **SEN:** Provide real life examples and pictorial representations of timetables. Questions provided support finding start and end times when the duration is one hour. Only provide children with 12 hour clocks to ensure they are secure with the times on these.	are longer than minutes i.e. 3 hours is more than 62 minutes even though the minutes number is bigger.	VIPs revisited to establish an understanding of what duration is. - Recap 12- and 24-hour clocks, using relevant terminology. - Use pictorial representations of start and end times to provide real life contexts to the lesson i.e. cinema, theatre, tv and lessons. **Deepening the moment:** A cinema showing finished at 15:15pm, it lasted 130 minutes, what time did it start?
	L.O. To measure time in seconds.	Tell and write the time from an analogue clock. Estimate and read time with increasing accuracy. Compare durations of events (for example to calculate the time taken by particular events or tasks).	Seconds, minutes, hours, o'clock, half past, quarter past, quarter to, midday, midnight, noon, month, year, digital, analogue, day, night, interval, duration, compare.	**GD:** Children to be provided with examples to convert between seconds and minutes. Questions provided for children to compare times written in minutes to times written in seconds. **SEN:** Questions to support estimating the time in seconds and converting between seconds and minutes. Provide visual prompt support for multiples of 60.	Pupils may not understand that when counting above 60 you would move on to the next minute i.e. 61 seconds = 1minute 1 second. Pupils may confuse the amount of seconds in a minute and may not acknowledge the conversion between the two.	Trust shared > Primaries > KS2 > Year 3/4 Planning >Cycle B > Summer 1> Maths – YEAR 3) **White Rose Maths Hub:** https://resources.whiterosemaths.com /resources/year-3/summer-block-2-time/ **Third Space Maths Hub:** https://mathshub.thirdspacelearning.com/resources?schoolyears=y3&text=time **Suggested Activities:** - VIPs revisited to establish secure understanding of the amount of seconds in a minute, linking to durations. - Recap 12 and 24 hour clocks, using relevant terminology. - Recap multiplication and division methods so children can accurately calculate how many seconds there are i.e. 72 seconds = 1 minute and 12 seconds.

						Deepening the moment: 70 seconds is less than one minute because 70 is a bigger number than 1. True or false? Explain your answer.
	L.O. To consolidate learning.	Ensure all NC objectives have been convered throughout the course of the topic prior to completing the end of block assessment.	Seconds, minutes, hours, o'clock, half past, quarter past, quarter to, midday, midnight, noon, month, year, digital, analogue, day, night, interval, duration, compare.	**GD:** Problem solving involving two steps and 12 and 24 hour clocks. **SEN:** Questions to consolidate understanding of topics.	Use this lesson to address any misconceptions you have found throughout the topic.	Trust shared > Primaries > KS2 > Year 3/4 Planning >Cycle B > Summer 1> Maths – YEAR 3) **White Rose Maths Hub** https://resources.whiterosemaths.com /resources/year-3/summer-block-2-time/ **Third Space Maths Hub:**: https://mathshub.thirdspacelearning.com/resources?schoolyears=y3&text=time
	End of block assessment WRM.					

Context (big picture learning):
Mathematics is an important, creative discipline that helps us to understand and change the world. We want all of our children within the Pontefract Academies Trust to experience all that mathematics has to offer and to develop a sense of curiosity about the subject with a clear understanding. When they leave us we want them to continue their love of maths and use it continuously and positively in their future lives.

We foster a positive 'growth mind-set' attitude and we promote the fact that we believe that all children can achieve in mathematics. We teach for secure and deep understanding of mathematical concepts through manageable, bespoke steps and cross fertilize at every opportunity. VIPs (Very Important Points) are implemented in every lesson to ensure knowledge and skills are revisited and retained over time. We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated reasoning and problem solving activities. At our school, the majority of children will be taught the content from their year group only. They will spend time becoming true masters of content, applying and being creative with new knowledge in multiple ways

Children will further their understanding of time. This will show a clear progression from KS1 and ensure children are prepared with the skills and knowledge when completing formative assessments. By building on the Mathematical foundations they have already secured, it will result in the development of skills, which can be applied into the world around them. Once children have secured the knowledge and skills required in year 3 it will ensure they are ready to progress into year 4 confidently and deepen their learning.

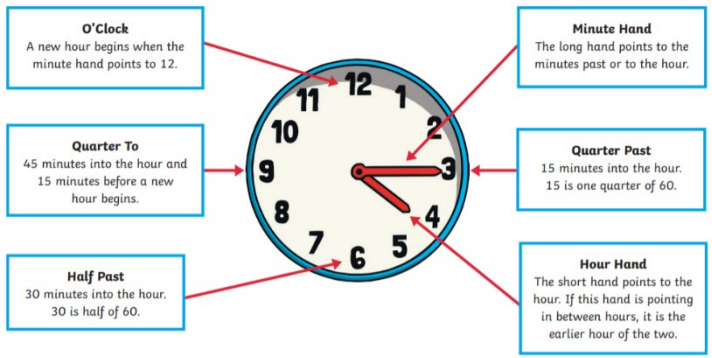
Folder name: (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Summer 1 > Maths – YEAR 3)

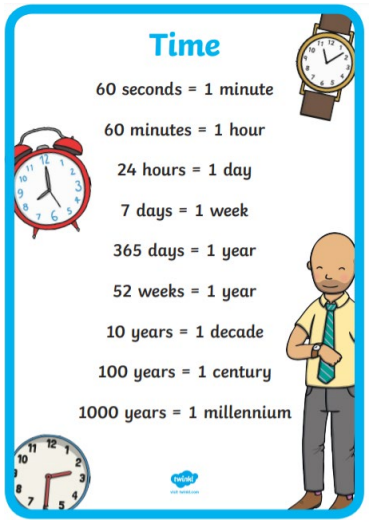
Year 3 Knowledge Organiser: Measurement - Time.

PONTEFRACT ACADEMIES TRUST

Intent

In this unit, children will learn to understand time terminology. Pupils will learn how to tell the time using both digital and analogue clocks before moving on to compare durations of time.
Children will solve problems, including missing number problems involving calculating durations of time and measuring time in seconds.





Fat Questions

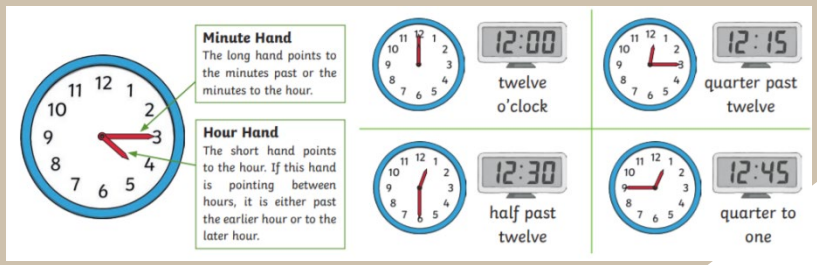
How has the way we tell the time changed over the years?

Is telling the time using an analogue clock still important within today's society?

VIPs

- There are 12 months in a year.
- There are 365 days in a year.
- Each month has either 28, 30 or 31 days. Once every 4 years there is a leap year where February gets 29 days.
- January, March, May, July, August, October and December each have 31 days.
- A week has 7 days.
- Each day has 24 hours.
- There are 60 minutes in one hour.
- There are 60 seconds in a minute.
- The clock face is shown in intervals of 5.
- Digital clocks show the time using just numbers.
- The long hand on the clock points to the minutes.
- The short hand on the clock points to the hours.
- 12 during the day is called noon and 12 at night is called midnight.
- All hours after 12 midnight and before 12 noon are written AM.
- All hours after 12 noon and before 12 midnight are written PM.
- Roman numerals on clocks include the symbols: I, V and X.

180 seconds	is the same as	3 minutes.
90 minutes	is shorter than	2 hours.
48 hours	is longer than	1 day.



Key Vocabulary: Seconds, minutes, hours, o'clock, half past, quarter past, quarter to, midday, midnight, noon, digital, analogue, day, night, interval, duration, compare.