

HIAS MOODLE+ RESOURCE

# **Year 3 Unit Plan: 3.8**

**Spring Term**

HIAS Maths Team  
September 2019  
Final version

© Hampshire County Council

# Overview

## **In this document**

Year 3 Unit Plans linked to Medium Term Overview

## **Points to consider when using this resource**

These unit plans provide an example of how medium term planning could be developed into units of work. These unit plans will need to be adapted to meet the needs of pupils. The unit plan provides an outline of a possible learning journey with suggestions of types of tasks that could be used. They also identify key prior learning; some common misconceptions and an indication of key skills pupils need to develop towards competency. It is assumed that teachers will make use of appropriate mathematical representations (manipulatives, visuals and symbolic) to support conceptual understanding for pupils alongside procedural fluency.

## Year 3 Unit 3.8

This unit is about telling and recording time. There are opportunities to secure understanding with 12 hour and 24 hour analogue time, estimating and reading time with increasing accuracy to the nearest minute. It is important all pupils discuss and read the time accurately using concrete clocks with geared hands. Some pupils will need additional support for reading the time.

**Daily opportunities should also be provided for pupils to tell the time, including on a clock face with Roman numerals and practise counting e.g. in multiples of 3, 4, 50 and in 100s from any number.**

| Session | Unit Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Types of task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1-5     | <ul style="list-style-type: none"> <li><b>Tell and write the time from an analogue clock using 12 hour and 24 hour clocks</b></li> <li><b>Estimate and read time with increasing accuracy to the nearest minute</b></li> <li><b>Record and compare time in terms of seconds, minutes, hours and O'clock</b></li> <li><b>Know 1 hour = 60 minutes; <math>\frac{1}{2}</math> hour = 30 minutes; <math>\frac{1}{4}</math> hour = 15 minutes; <math>\frac{3}{4}</math> hour = 45 minutes; 60 seconds = 1 minute</b></li> </ul> | <p><b>Focus on the language needed to read analogue time</b><br/>particularly 'to the hour'. Consider halving clock face and showing 'past the hour' in one colour and 'to the hour' in another colour to support conceptual understanding. New learning – 24 hour clocks. Model how to link 24 hour to 12 hour.</p> <p><b>Solve problems</b><br/>Provide pupils with a range of time problems. E.g. possible<br/>link to PE – how much time did each child take to run a length of the playground / field? Who was the quickest / slowest?<br/>It took Team A, 120 seconds to complete a puzzle-solving competition and Team B took 1 <math>\frac{1}{2}</math> minutes. Which Team completed the puzzle in the fastest time? How could you prove this?</p> <p><b>Make link to fractions</b><br/>e.g. 60 minutes is one hour (whole), 30 minutes in <math>\frac{1}{2}</math> hour, 15 minutes in <math>\frac{1}{4}</math> hour etc. Encourage pupils to draw a bar model to represent the different fractions of time and link to a clock face. Revision of previous learning in Unit 3.5</p> |

| Check and refresh                                                                                                                                                                                                                          | Watch out for...                                                                                                                                                                                                                                                         | Building fluency                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Key facts about time using bar models</li> <li>Telling and writing the time from a 12-hour analogue clock</li> <li>Using vocabulary such as am/pm, morning, afternoon, noon and midnight</li> </ul> | <ul style="list-style-type: none"> <li>Pupils who can 'read' digital time but not relate to analogue</li> <li>Pupils who experience difficulty in reading the 'to the hour' half of the clock</li> <li>Ensuring pupils are secure in relating time to base 60</li> </ul> | <ul style="list-style-type: none"> <li>Know 1 hour = 60 minutes; <math>\frac{1}{2}</math> hour = 30 minutes; <math>\frac{1}{4}</math> hour = 15 minutes; <math>\frac{3}{4}</math> hour = 45 minutes; 60 seconds = 1 minute – use of bar model and link to fractions</li> <li>Relating 24 hour clocks to 12 hour clocks e.g. adding 12 hours on each time</li> </ul> |

# HIAS Maths Team

Jo Lees – Area Inspector

Email: [jo.lees@hants.gov.uk](mailto:jo.lees@hants.gov.uk)

Jacqui Clift – Area Inspector

Email: [jacqui.clift@hants.gov.uk](mailto:jacqui.clift@hants.gov.uk)

Jenny Burn – Inspector/Adviser

Email: [jenny.burn@hants.gov.uk](mailto:jenny.burn@hants.gov.uk)

Tessa Ingreby – Teaching & Learning Adviser (P/T)

Email: [tessa.ingrey@hants.gov.uk](mailto:tessa.ingrey@hants.gov.uk)

Natalie Ivey – Inspector/Adviser (P/T)

Email: [natalie.ivey@hants.gov.uk](mailto:natalie.ivey@hants.gov.uk)

Dave Parnell – Teaching & Learning Adviser

Email: [dave.parnell@hants.gov.uk](mailto:dave.parnell@hants.gov.uk)

Rebecca Vickers – Teaching & Learning Adviser

Email: [rebecca.vickers@hants.gov.uk](mailto:rebecca.vickers@hants.gov.uk)

Brenda Robertson – Inspector/Adviser

Email: [brenda.robertson2@hants.gov.uk](mailto:brenda.robertson2@hants.gov.uk)

Kate Spencer – Teaching & Learning Adviser

Email: [kathryn.spencer@hants.gov.uk](mailto:kathryn.spencer@hants.gov.uk)

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk)

## HTLC Professional Learning Moodle

- Searchable course catalogue linked to the Learning Zone.
- Course updates.
- In-house training opportunities.
- Online calendar of events.
- Publications and online resources.
- Bespoke consultancy services.

Link: <https://hias-totara.mylearningapp.com/>



# Terms and conditions

## Terms of licence

Moodle+ subscribers are licenced to access and use this resource and have agreed to pay the annual subscription fee. This authority starts when the fee is paid and ends when the subscription period expired unless it is renewed. This file is for personal or classroom use only. By using it, you agree that you will not copy or reproduce this file except for your own personal, non-commercial use. HIAS have the right to modify the terms of this agreement at any time; the modification will be effective immediately and shall replace all prior agreements.

## You are welcome to:

- download this resource
- save this resource on your computer
- print as many copies as you would like to use in your school
- amend this electronic resource so long as you acknowledge its source and do not share as your own work.

## You may not:

- claim this resource as your own
- sell or in any way profit from this resource
- store or distribute this resource on any other website or another location where others are able to electronically retrieve it
- email this resource to anyone outside your school or transmit it in any other fashion.