

Finding the start time

→ pages 79–81

1. The spelling test started at ten past 2.
2. Children should have shaded the sector of the middle clock from the number 7 anticlockwise to the number 4. They should have drawn the hands on to the right-hand clock to show twenty past 8.

The cartoon started at twenty past 8.

3. Children should have shaded the sector of the middle clock from the number 8 anticlockwise to the number 2. They should have drawn the hands on to the right-hand clock to show ten past 5.

The bus journey started at ten past 5.

4. Children should have drawn hands on the first clock to show ten past 9 and on the second clock to show quarter past 9.

Joe started reading first.

5. Children could have suggested any times between ten past 3 and twenty-five past 3.

Reflect

Children could have described their method in different ways, e.g.

I would make the end time on a clock and then move the minute hand anticlockwise, counting in jumps of 5 minutes until I reach the time that the activity took. Then I would look at the clock to see what time the activity must have started.

Hours in a day

→ pages 82–84

1. Children should have matched up times as follows:

1st column, 1st clock → 2nd column, 4th clock

1st column, 2nd clock → 2nd column, 3rd clock

1st column, 3rd clock → 2nd column, 2nd clock

1st column, 4th clock → 2nd column, 1st clock

2. Saturday, 9:30

3. The paint will be dry at twenty past 1 on Friday.

At half past 2 on Friday afternoon, you **can** sit on the bench.

4. She will be allowed to eat a biscuit on Tuesday morning at quarter past 10.

She **cannot** eat a biscuit.

5. Possible answers are: 12 o'clock, 1 o'clock, 10 o'clock, 11 o'clock, 12 o'clock, 1 o'clock, 10 o'clock, 11 o'clock.

Astrid is right.

Reflect

Astrid has forgotten that the hour hand goes around the clock twice in one day.

There are 48 hours in 2 days.

End of unit check

→ pages 85–86

My journal

Children could have answered the questions in more than one way. E.g.

I know the time is twenty-five minutes past 6 because the hour hand is just past the 6 and the minute hand is pointing to the 5, which means 5 lots of 5 minutes after 6 o'clock.

I know the time is twenty minutes to 3 because the hour hand is pointing nearly to the 3 and the minute hand is pointing to the 8, which means 5 jumps of 5 minutes to 3 o'clock.

Power puzzle

Children should have selected:

twenty past 4, twenty to 5, 5 o'clock, twenty past 5, forty minutes past 5, 6 o'clock, twenty minutes past 6, twenty minutes to 7, 7 o'clock

Unit 14: Weight, volume and temperature

Comparing mass

→ pages 87–89

1. lighter, heavier, heavier
2. square > triangle, triangle > star (or triangle > star, square > triangle)
3. a) missing numbers from left to right: 2, $\frac{1}{2}$, 5
b) triangular prism, sphere
4. Children should have numbered the items from left to right: 2, 1, 3.

Reflect

The statements mean:

The tin is heavier than the bag (or the bag is lighter than the tin).

The box is lighter than the bag (or the bag is heavier than the box).

This means that the tin is heavier than the box (or the box is lighter than the tin).