

# Minutes in an hour

→ pages 67–69

1. 65
2. Children should have shaded the whole hour on one clock and 25 minutes on the other.
3. a) Children should have shaded the whole hour on one clock and 15 minutes on the other. The film lasts for 75 minutes.  
b) Children should have shaded the whole hour on one clock and 30 minutes on the other. The film lasts for 1 hour and 30 minutes.
4. Children should have written a time between 60 and 77 minutes, e.g. 61 minutes, 65 minutes or 1 hour and 10 minutes.

## Reflect

There are 60 minutes in one hour. Children could have given different explanations for how they know, e.g.

Each space between two numbers on the clock represents 5 minutes and there are 12 of them to make 1 hour. If I count 12 fives I get to 60.

# Finding durations of time

→ pages 70–72

1. 50 minutes, 55 minutes, 40 minutes
2. 35 minutes
3. 25 minutes
4. Children should have drawn 10 minutes past 11 on the first clock and half past 11 on the second. The spelling test was 20 minutes long.
5. Children could have suggested any times with a difference of 35 minutes, e.g.  
6 o'clock and twenty-five to 7, or ten to 4 and twenty-five past 4.

## Reflect

The journey took 25 minutes. Children could have described their method in different ways. E.g.

I set the hands to show 5 minutes past 8 on a clock and then moved the minute hand clockwise, counting up in 5s as the hand passed each number until it said half past 8. I counted 25 minutes by the time I reached half past 8.

I know that half an hour is the same as 30 minutes so half past 8 is the same as 30 minutes past 8. I know that  $5 + 25 = 30$  so knew that it would take 25 minutes to get from 5 minutes past 8 to half past 8.

# Comparing durations of time

→ pages 73–75

1. 2, 3, Dino Drama is longer.
2. 2 hours and 10 minutes is less than 2 hours and 35 minutes. The Sports Afternoon is shorter.
3. Mia's cake takes longer to bake. Children could have explained how they knew in different ways, e.g.  
I used the clocks and worked out that Mia's cake takes 50 minutes to bake but Hamza's cake only takes 40 minutes.
4. The partner's time was longer.
5. Children could have suggested any times after 3 o'clock.

## Reflect

Children could have explained the method in different ways, e.g.

I need to count up from the start time to the finish time for each activity. I counted up in 5 minute intervals. I found that the tennis took 50 minutes and the rugby took 55 minutes, so the rugby took longer.

# Finding the end time

→ pages 76–78

1. Twenty-five minutes to 4. If children completed the clock face, they should have drawn the minute hand at 7 and the hour hand between 3 and 4 (just past half way).
2. Children should have shaded the sector of the middle clock from the number 5 clockwise to the number 12. They should have drawn the hands on to the right-hand clock to show 7 o'clock.

Their walk ended at 7 o'clock.

3. Children should have drawn the hands on the left-hand clock to show twenty minutes past 4. They should have shaded the sector of the middle clock from the number 4 clockwise to the number 8. They should have drawn the hands on to the right-hand clock to show twenty minutes to 5.

The helicopter lands at twenty minutes to 5.

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

Kasim arrives earlier.

5. Children could have suggested any times between quarter past 4 and 5 o'clock.

## Reflect

Children could have described their method in different ways. E.g.

I would make the start time on a clock and then move the minute hand clockwise, counting in jumps of 5 minutes until I reach the length of time of the activity. Then I would look at the clock to see what time the activity would end.