

Activity type

Whole class

Learning objective**Measuring:** use am, pm and 12-hour clock notation

My day

What to do

- Ask the children: *Do you remember what 'am' and 'pm' mean? What do the letters mean?* (am = ante meridian, pm = post meridian.)
- Select the analogue clock. Ask if we can tell from the time on the clock if it is am or pm. Establish that we can't, and explain that we have to use these acronyms to help us understand the time being read.
- Ask: *What time did you wake up this morning?* Using the linked hands setting, demonstrate the times on the clock. Add a note and, using the drawing tools available in the teacher's toolbox, write the time on the board using am and pm. Explain that the time we are referring to is in the morning rather than the evening.
- Ask the children to identify key parts of their day (waking up, school start, break time, lunch, end of school day, after-school activity, tea time, homework and bed) and to write them using am or pm. Ask them to check partner's answers.
- Demonstrate some of these times on the board by dragging the hands on the clock. Write notes around the clock with these times on them.

Key questions

- *When should we use am or pm?*
- *At twelve o'clock (midday), would you use am or pm? (pm)*

Assessment for learning

Can the children read 12-hour clock notation and do they know when to use am or pm?

Activity type

Group

Learning objective**Measuring:** read time to the nearest minute

Give me the time!

What to do

- Select the analogue clock (for more confident learners, de-select 'show numbers' in the options menu).
- Warm up the class by reading the time together. Click the 'randomise' button to generate new random times.
- In groups of four, challenge one child to read the time as quickly as they are able against the clock. Ask a second member of the group to click the randomise button after each correct answer. Ask another member to keep a record of each correct answer and ask the fourth child to time the activity for 45 seconds.
- Ask each group to take it in turn with the four roles. At the end of the activity the children should compare scores.
- Repeat the activity to improve accuracy and increase scores.

Key questions

- *What time is it?*
- *Which times did you find difficult? Why?*

Assessment for learning

Can the children read time to the nearest minute?