

LIFE/work balance



#LIFEworkbalance

We have started a #LIFEworkbalance campaign and we need your help to complete our LIFE/work balance survey.

We hope to publish the results soon, so please give 15 minutes of your time to help us get a true picture of school life.

Want to be a part of this campaign? Take the [survey](#) on our website and share it with your colleagues!

Year 3 – Summer Block 2 – Time – 24-hour Clock

About This Resource:

This PowerPoint has been designed to support your teaching of this small step. It includes a starter activity and an example of each question from the Varied Fluency and Reasoning and Problem Solving resources also provided in this pack. You can choose to work through all examples provided or a selection of them depending on the needs of your class.

National Curriculum Objectives:

Mathematics Year 3: (3M4b) [Tell and write the time from an analogue clock and 24-hour clocks](#)

Mathematics Year 3: (3M4d) [Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight](#)

More [Year 3 Time](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

Step 6: 24-hour Clock

Introduction

Put these times in order from earliest to latest.

04:10pm

20 minutes
past 2 in
the
afternoon

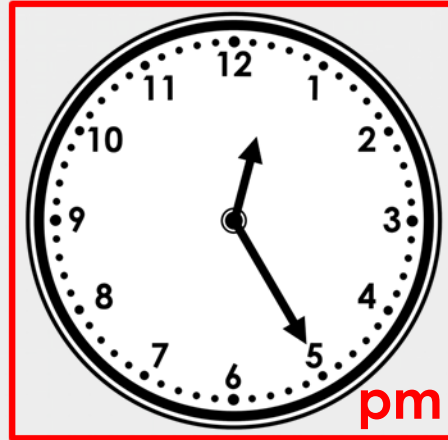
11:20am



Introduction

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20 minutes
past 2 in
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04:10pm

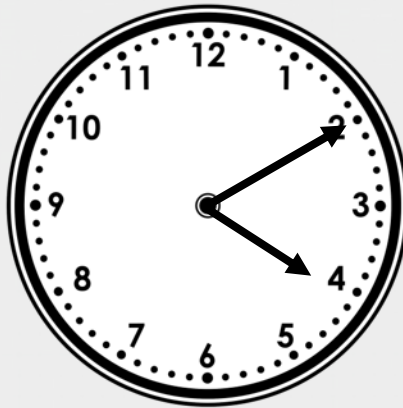
Varied Fluency 1

Match the analogue clocks and 24-hour clocks which show the same time.

A



B



C



D

06:55

E

13:20

F

16:10

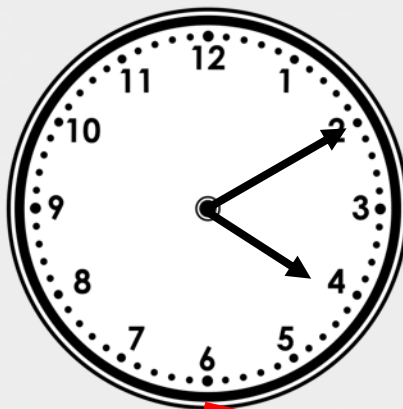
Varied Fluency 1

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D

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E

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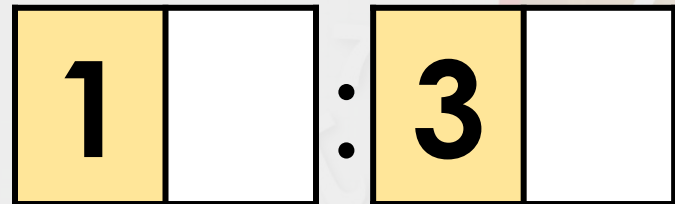
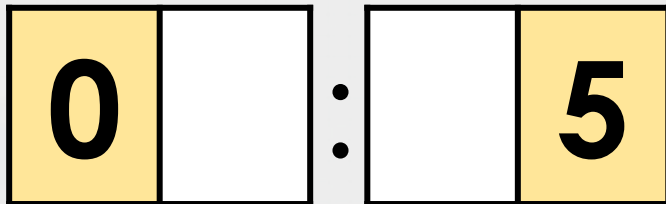
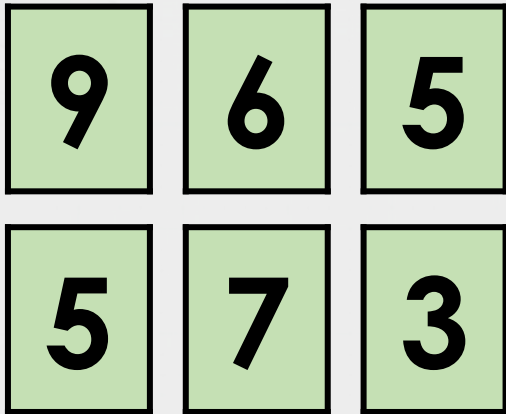
F

16:10



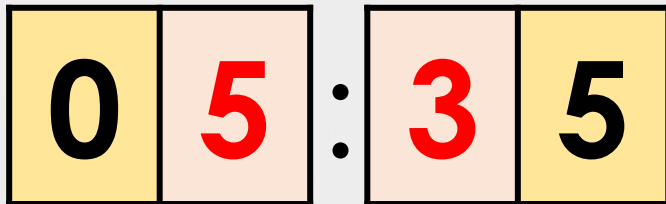
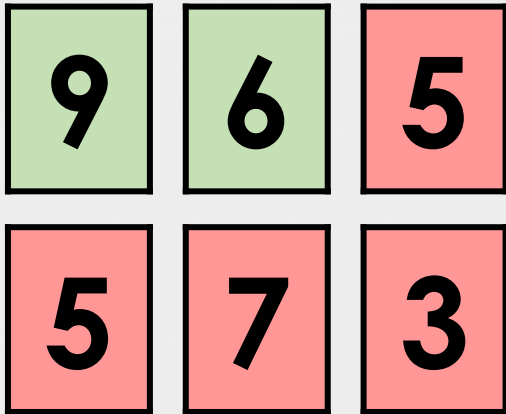
Varied Fluency 2

Choose number cards to fill in the 24-hour clocks with two times that match the analogue clock.

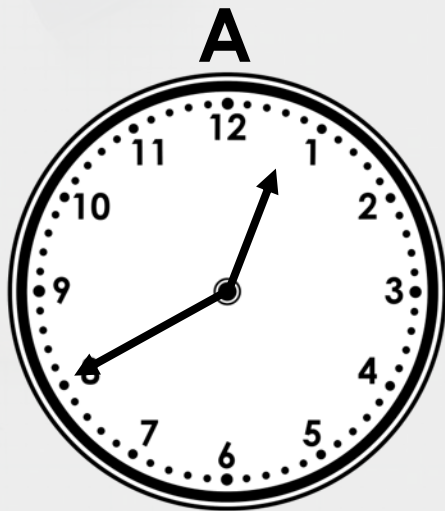


Varied Fluency 2

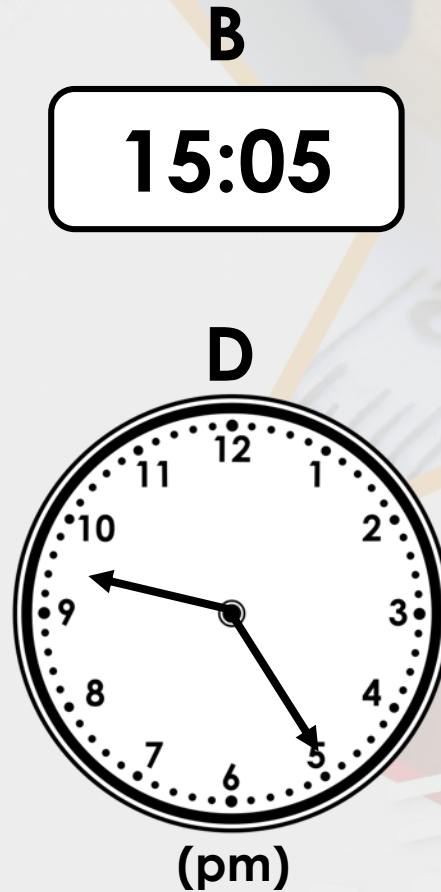
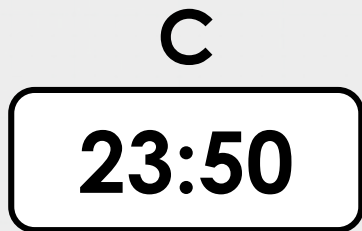
Choose number cards to fill in the 24-hour clocks with two times that match the analogue clock.



Varied Fluency 3



(am)

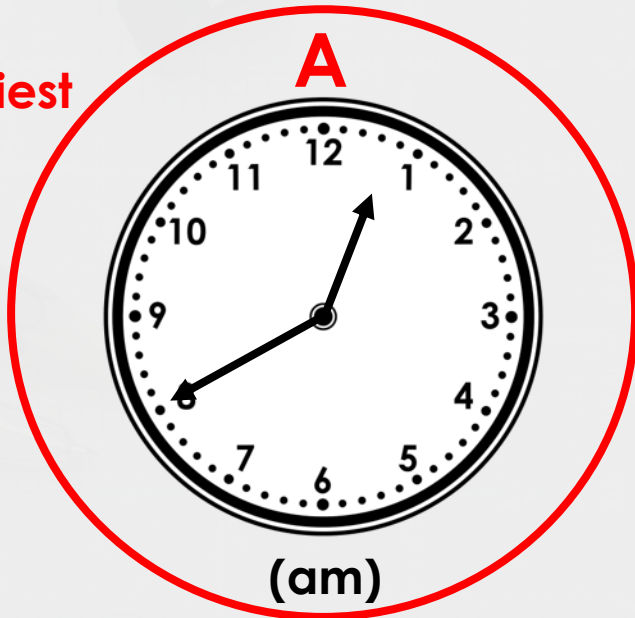


(pm)

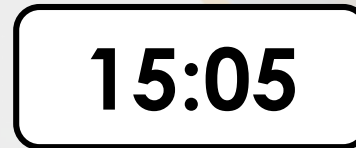
Which of these times is the earliest?
Which of these times is the latest?

Varied Fluency 3

earliest



B



D



latest



Which of these times is earliest? **A**

Which of these times is latest? **C**

Problem Solving 1

Here is an information board at a station. It shows when trains leave.

| | |
|----------------|--------------|
| Train A | 12:55 |
| Train B | 08:40 |
| Train C | 00:10 |
| Train D | 23:25 |
| Train E | 21:00 |

Put the trains in order from earliest leaving to latest leaving in the day.

Problem Solving 1

Here is an information board at a station. It shows when trains leave.

| | |
|----------------|--------------|
| Train A | 12:55 |
| Train B | 08:40 |
| Train C | 00:10 |
| Train D | 23:25 |
| Train E | 21:00 |

Put the trains in order from earliest leaving to latest leaving in the day.

Train C, Train B, Train A, Train E, Train D

Reasoning 1

A shop was burgled some time after 5pm. Detective Ivor Clue knows when some criminals left the shop.

| | |
|---------------------|--------------|
| Aidan Abett | 13:50 |
| Colin Dacops | 08:40 |
| Robin Fings | 00:20 |
| Connor Patsy | 23:25 |

Who should Detective Clue arrest? Explain your answer.

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Who should Detective Clue arrest? Explain your answer.

Connor Patsy, because...

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Who should Detective Clue arrest? Explain your answer.

Connor Patsy, because all the other criminals left the shop before 5pm.

Problem Solving 2

Here are some different times.

A

02:20

B



C

**Twenty to one
in the
morning**

D

13:50

Sort them into these categories:

| Before noon | After noon | Can't tell |
|--------------------|-------------------|-------------------|
| | | |

Problem Solving 2

Here are some different times.

A

02:20

B



C

Twenty to one
in the
morning

D

13:50

Sort them into these categories:

| Before noon | After noon | Can't tell |
|-------------|------------|------------|
| A, C | D | B |