
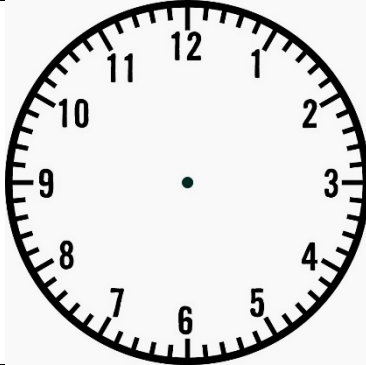
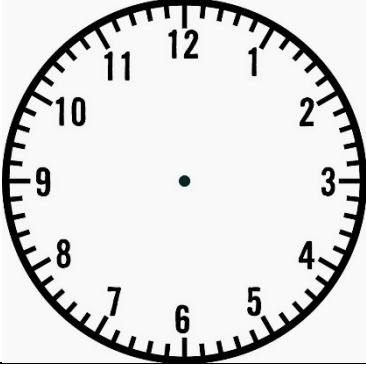
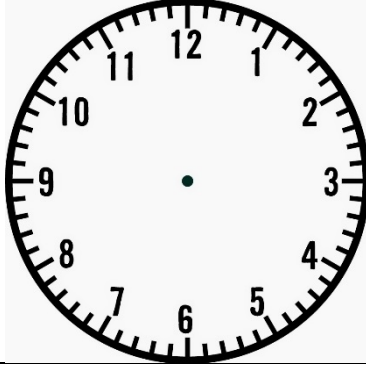
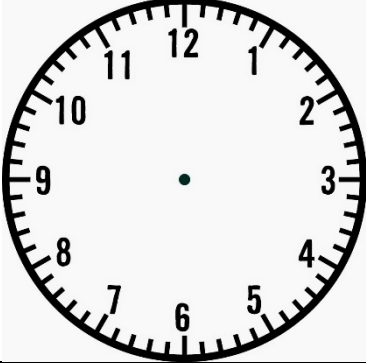
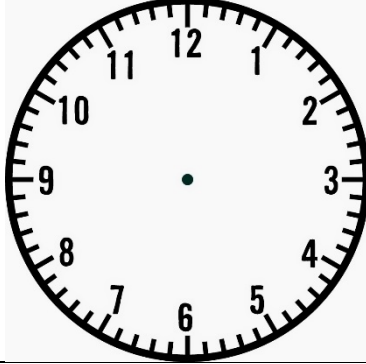
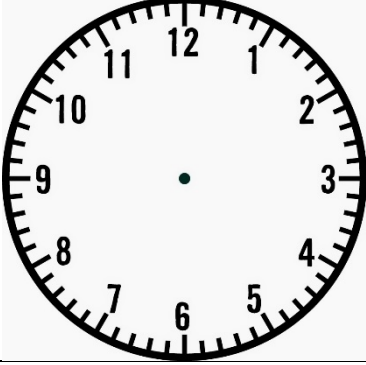
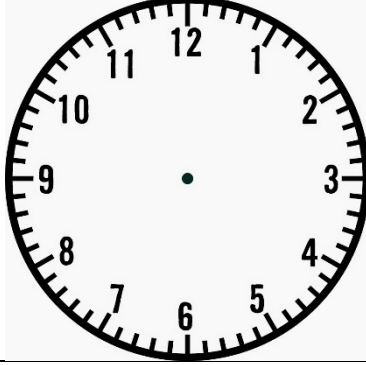


Calculating with analogue time

Adding in hours, halves and quarters.

Name _____ Date _____

Draw the correct times on each clock.



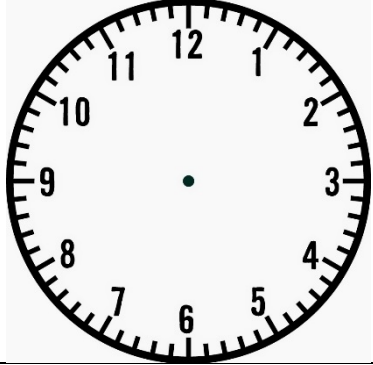
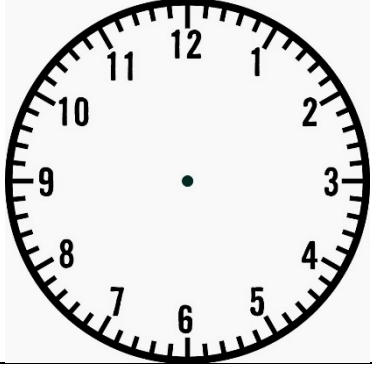
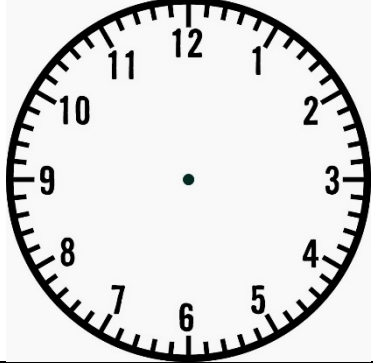
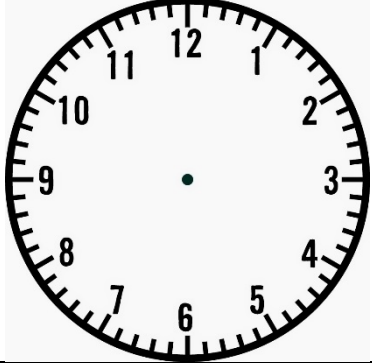
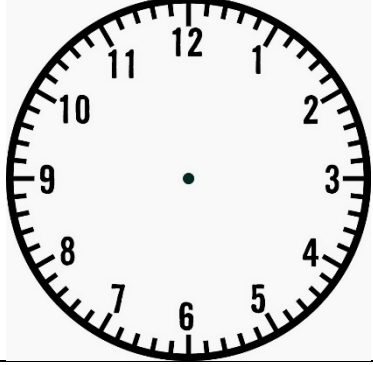
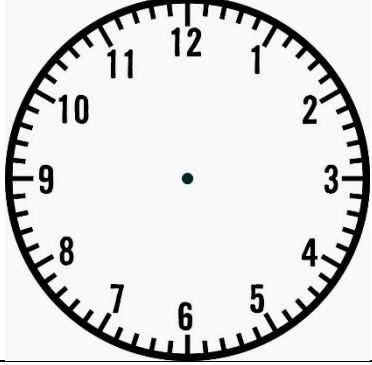
		<p>Clock A: Bob gets up at 7 o'clock in the morning.</p> <p>Clock B: he has his breakfast 1 hour later. What time is it?</p>
Clock A	Clock B	
		<p>Clock A: Sally leaves home at 8 o'clock.</p> <p>Clock B: she gets to school 30 minutes later. What time is it?</p>
Clock A	Clock B	
		<p>Clock A: Adam catches the bus at 8 o'clock.</p> <p>Clock B: his journey lasts 45 minutes. What time is it now?</p>
Clock A	Clock B	
		<p>Clock A: Katya starts work at 9 o'clock.</p> <p>Clock B: she finishes work 3 hours later. What time is it now?</p>
Clock A	Clock B	

Calculating with analogue time

Adding in hours, halves and quarters.

Name _____ Date _____

Draw the correct times on each clock.

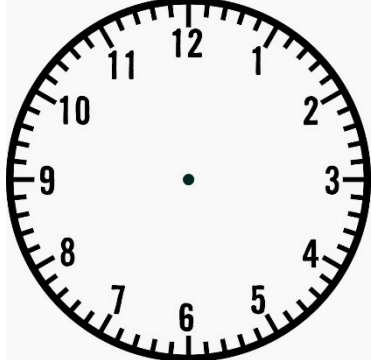
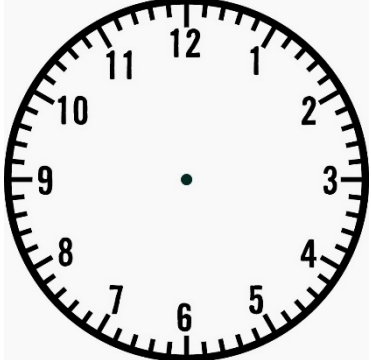
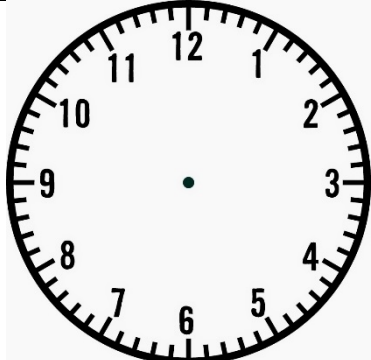
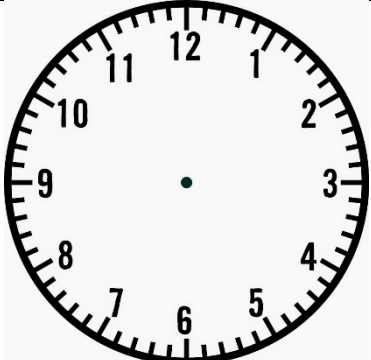
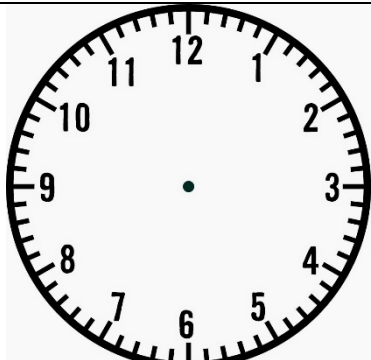
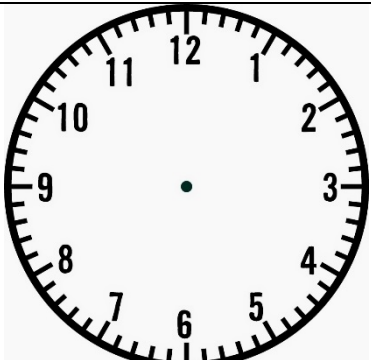
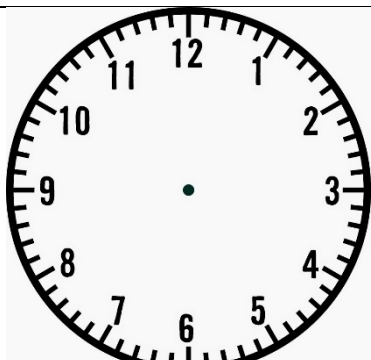
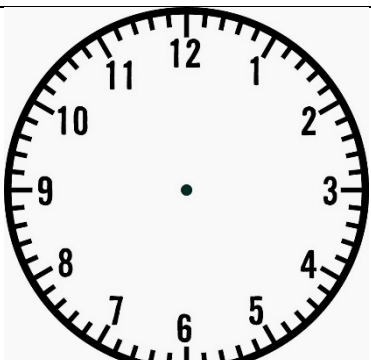
		<p>Clock A: Sam plays his trumpet at 4 o'clock.</p> <p>Clock B: he plays for 15 minutes. What time does he finish?</p>
Clock A	Clock B	
		<p>Clock A: Martin cycles to the gym at 5 o'clock.</p> <p>Clock B: He leaves the gym 2 hours later. What time is this?</p>
Clock A	Clock B	
		<p>Clock A: Aisha likes to walk each day at 12.30.</p> <p>Clock B: Her walk lasts for 30 minutes. What time does she finish?</p>
Clock A	Clock B	
		<p>Clock A: Kris has his lunch at 1 o'clock.</p> <p>Clock B: he finishes his lunch 45 minutes later. What time is it?</p>
Clock A	Clock B	

Calculating with analogue time

Adding in hours, halves and quarters.

Name _____ Date _____

Draw the correct times on each clock.

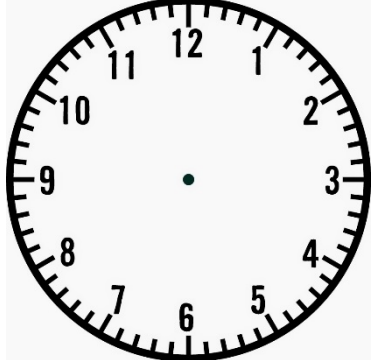
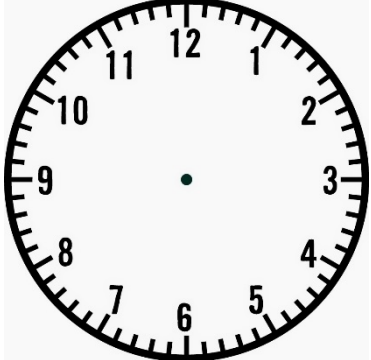
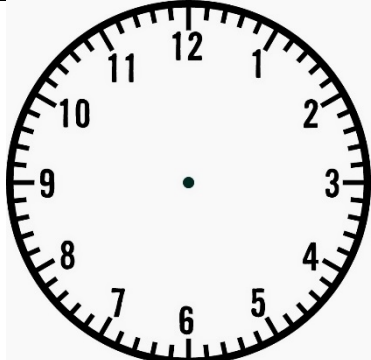
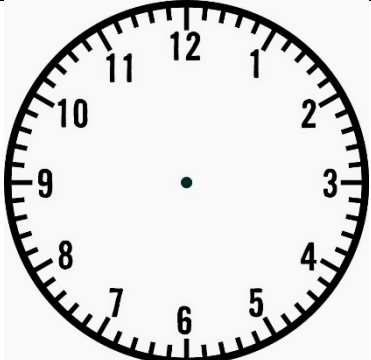
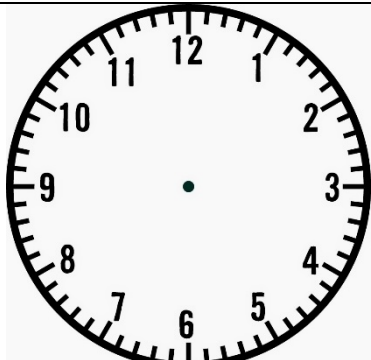
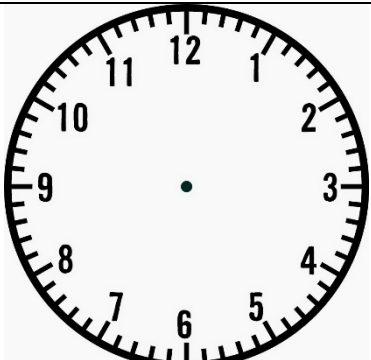
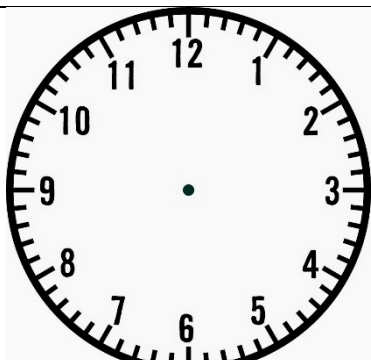
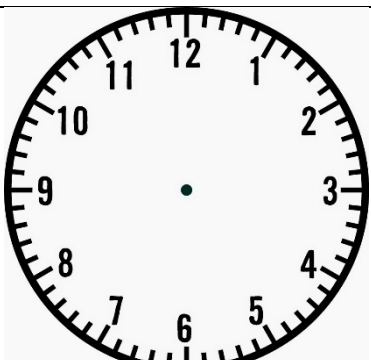
		<p>Clock A: Soo-li runs to work every day at 7.15.</p> <p>Clock B: it takes her 30 minutes. What time does she arrive?</p>
Clock A	Clock B	
		<p>Clock A: Stefano walks his dog at 6 o'clock.</p> <p>Clock B: he walks for 1 hour. What time does he finish?</p>
Clock A	Clock B	
		<p>Clock A: Karen marks work every night at 7 o'clock.</p> <p>Clock B: it takes her 1 hour 30 minutes. What time is it now?</p>
Clock A	Clock B	
		<p>Clock A: Charlie the cockerel crows each morning at 4:30.</p> <p>Clock B: he stops after 15 minutes. What time does he finish?</p>
Clock A	Clock B	

Calculating with analogue time

Adding in hours, halves and quarters.

Name _____ Date _____

Draw the correct times on each clock.



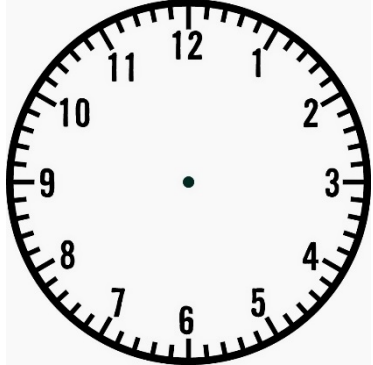
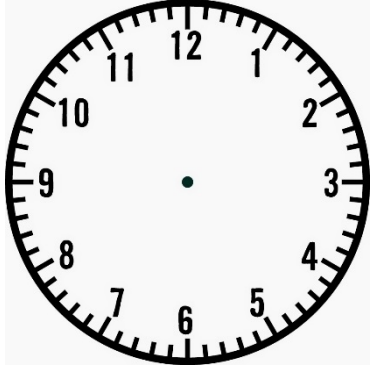
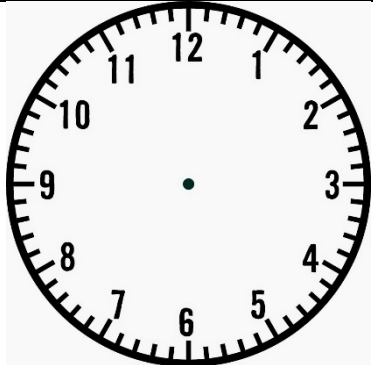
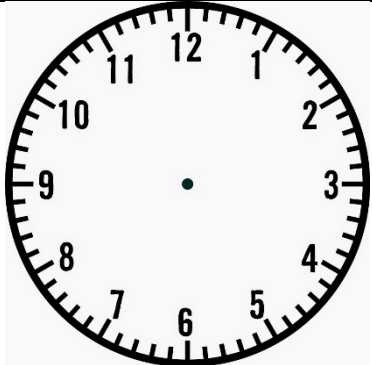
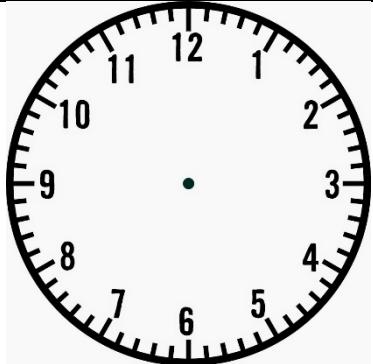
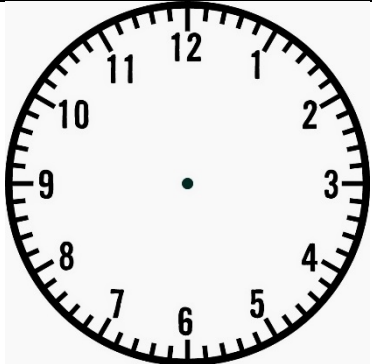
		<p>Clock A: Marlon starts his paper round at 6:15.</p> <p>Clock B: he finishes after 1 hour. What time is it?</p>
Clock A	Clock B	
		<p>Clock A: Julie is a lollipop lady. She starts at 2:30 pm</p> <p>Clock B: she finishes 45 minutes later. What time is it?</p>
Clock A	Clock B	
		<p>Clock A: Shona gets up at 7 o'clock in the morning.</p> <p>Clock B: she has her breakfast 1 hour later. What time is it?</p>
Clock A	Clock B	
		<p>Clock A: Shona leaves home at 8:30 am.</p> <p>Clock B: she gets to the bus stop 15 minutes later. What time is it?</p>
Clock A	Clock B	

Calculating with analogue time

Adding in hours, halves and quarters.

Name _____ Date _____

Draw the correct times on each clock.

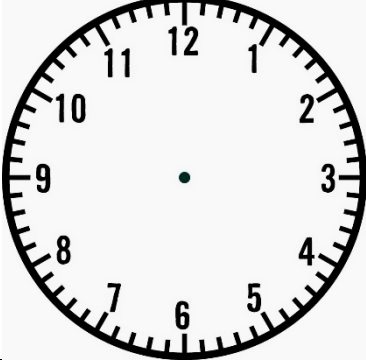
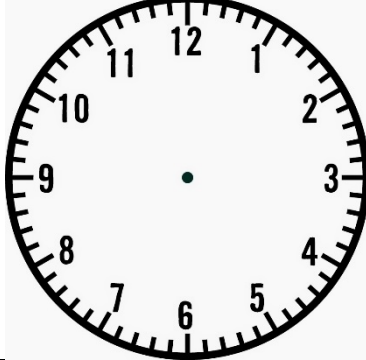
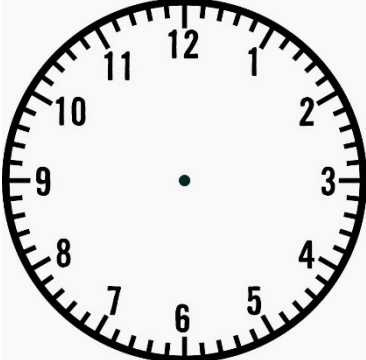
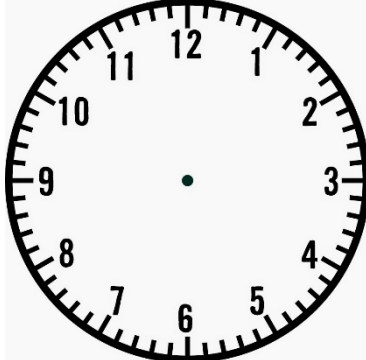
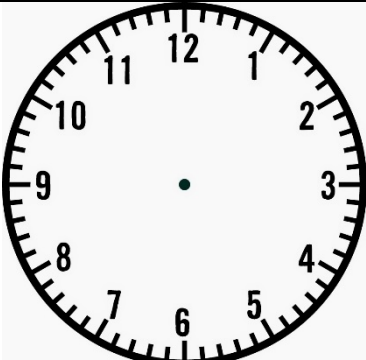
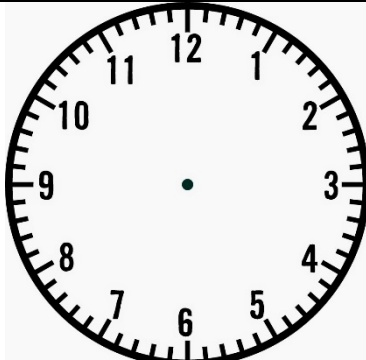
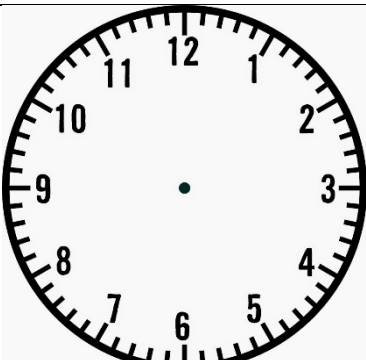
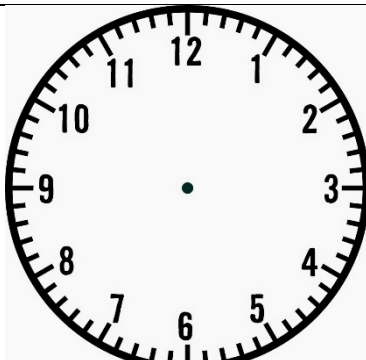
		<p>Clock A: Shona starts work at 9:30 am.</p> <p>Clock B: she has her lunch 3 hours later. What time is it now?</p>
Clock A	Clock B	
		<p>Clock A: Shona leaves work at 4 o'clock.</p> <p>Clock B: she visits the park for 30 minutes. What time is it now?</p>
Clock A	Clock B	
		<p>Clock A: Shona gets home at 5:45 pm.</p> <p>Clock B: She cooks a meal and sits down to eat it at half past six. What time is this?</p>
Clock A	Clock B	
		<p>Clock A: Shona visits her friend, Evie, at 7.30 pm.</p> <p>Clock B: She stays at Evie's for 2 hours. What time is it?</p>
Clock A	Clock B	

Calculating with analogue time

Adding in hours, halves and quarters.

Name _____ Date _____

Draw the correct times on each clock.

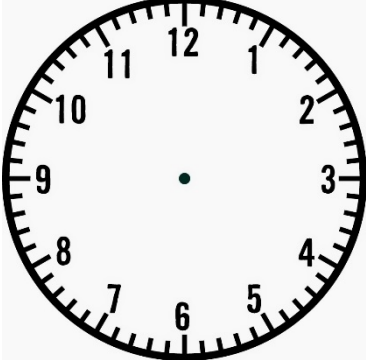
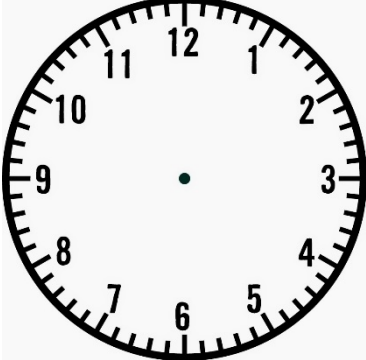
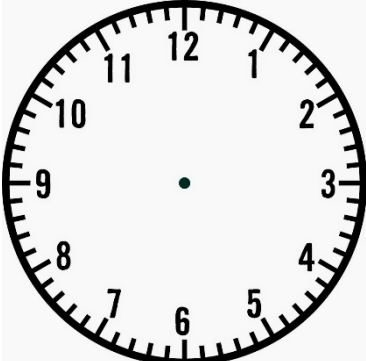
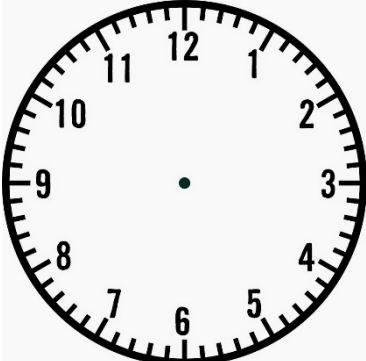
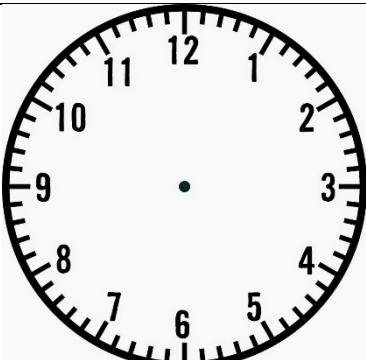
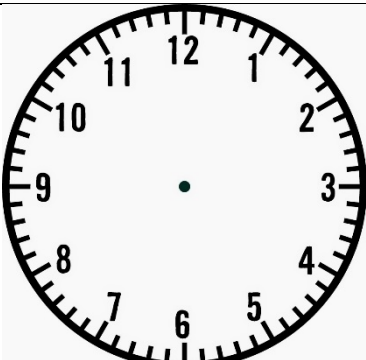
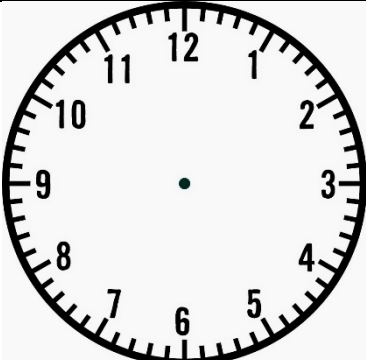
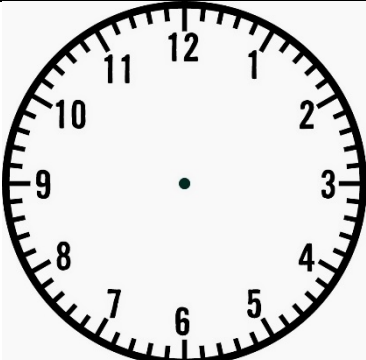
		<p>Clock A: Shona walks her dog at a quarter to ten at night.</p> <p>Clock B: the walk takes 15 minutes. What time is it now?</p>
Clock A	Clock B	
		<p>Clock A: Shona goes to bed at 10.30 pm</p> <p>Clock B: She reads her book for 30 minutes and then falls asleep. What time is it now?</p>
Clock A	Clock B	
		<p>Clock A: Matt gets up at six am.</p> <p>Clock B: he goes for a run for one hour. What time is it now?</p>
Clock A	Clock B	
		<p>Clock A: Matt has breakfast at quarter past seven.</p> <p>Clock B: he leaves the house 15 minutes later. What time is it?</p>
Clock A	Clock B	

Calculating with analogue time

Adding in hours, halves and quarters.

Name _____ Date _____

Draw the correct times on each clock.

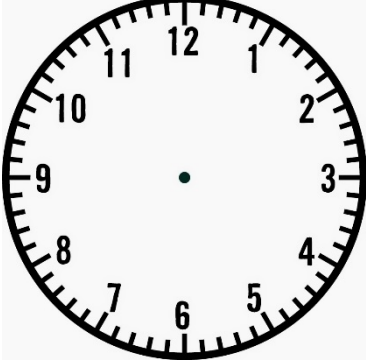
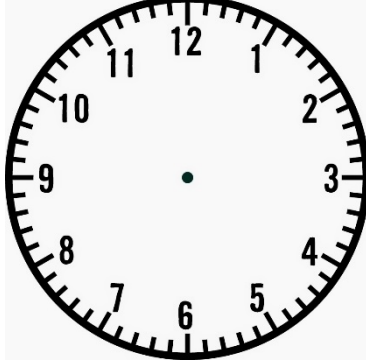
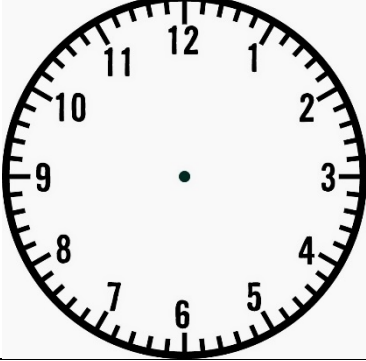
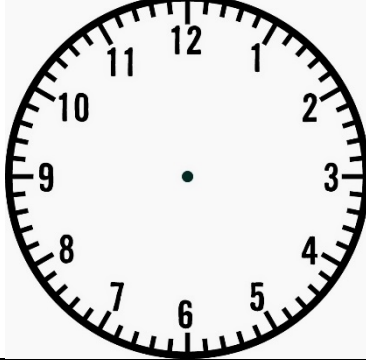
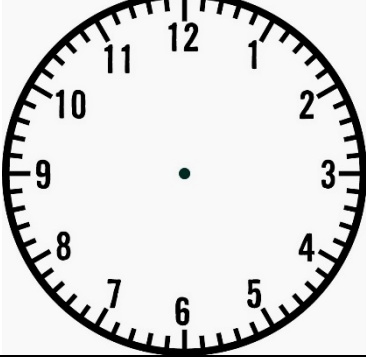
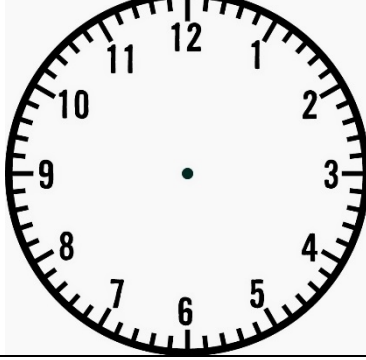
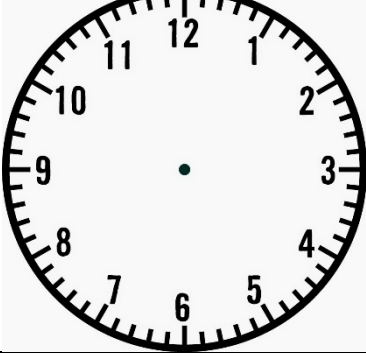
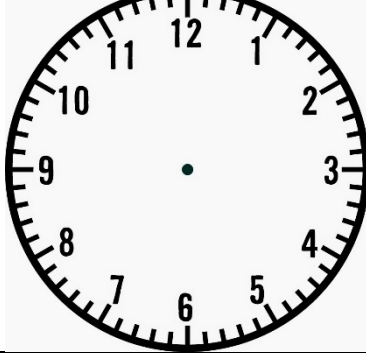
		<p>Clock A: Matt catches the train at a quarter to eight.</p> <p>Clock B: his journey lasts for 45 minutes. What time does he arrive at the station?</p>
Clock A	Clock B	
		<p>Clock C: Matt takes 15 minutes to walk from the station to the gym where he works.</p> <p>Clock D: he spends three hours in the office at the gym. What time is it now?</p>
Clock C	Clock D	
		<p>Clock A: at midday Matt teaches a fitness class.</p> <p>Clock B: the class ends one hour later. What time does he finish the class?</p>
Clock A	Clock B	
		<p>Clock A: Matt meets Jenny at three o'clock.</p> <p>Clock B: they work out for 1 hour. What time is it?</p>
Clock A	Clock B	

Calculating with analogue time

Adding in hours, halves and quarters.

Name _____ Date _____

Make up your own questions.

		
Clock C	Clock D	
		
Clock A	Clock B	
		
Clock A	Clock B	
		
Clock A	Clock B	

Calculating with analogue time

Adding in hours, halves and quarters.

Curriculum mapping

Functional Skills Mathematics mapping – coverage and range statements

Coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent National Curriculum levels and the Adult Numeracy standards.

✓✓ indicates the main coverage and range skills covered in this resource, although these will vary with the student group and how the resource is used by the teacher. ✓ A single tick indicates less coverage.

Entry Level 1

- | | |
|--|---|
| a) understand and use numbers with one significant figure in practical contexts | c) describe position |
| b) describe properties of size and measure, including length, width, height and weight, and make simple comparisons. | d) recognise and select coins and notes |
| | e) recognise and name common 2D and 3D shapes |
| | f) sort and classify objects practically using a single criterion |

Entry Level 2

- | | |
|--|---|
| a) understand and use whole numbers with up to two significant figures | e) recognise sequences of numbers, including odd and even numbers |
| b) understand and use addition/subtraction in practical situations | f) use simple scales and measure to the nearest labelled division |
| c) use doubling and halving in practical situations | g) know properties of simple 2D and 3D shapes |
| d) recognise and use familiar measures, including time and money ✓✓ | h) extract information from simple lists |

Entry Level 3

- | | |
|--|---|
| a) add and subtract using three-digit numbers | g) recognise and describe number patterns |
| b) solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10 | h) complete simple calculations involving money and measures ✓✓ |
| c) round to the nearest 10 or 100 | i) recognise and name simple 2D and 3D shapes and their properties |
| d) understand and use simple fractions ✓ | j) use metric units in everyday situations |
| e) understand, estimate, measure and compare length, capacity, weight and temperature | k) extract, use and compare information from lists, tables, simple charts and simple graphs ✓ |
| f) understand decimals to 2 decimal places in practical contexts | |

Level 1

- | | |
|--|---|
| a) Understand and use whole numbers and understand negative nos. in practical contexts | g) Solve problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature ✓✓ |
| b) Add, subtract, multiply and divide whole numbers using a range of strategies | h) Convert units of measure in the same system |
| c) Understand and use equivalences between common fractions, decimals and percentages | i) Work out areas and perimeters in practical situations |
| d) Add and subtract decimals up to two decimal places | j) Construct geometric diagrams, models and shapes |
| e) Solve simple problems involving ratio, where one number is a multiple of the other | k) Extract and interpret information from tables, diagrams, charts and graphs |
| f) Use simple formulae expressed in words for one- or two-step operations | l) Collect and record discrete data and organise and represent information in different ways |
| | m) Find mean and range |
| | n) Use data to assess the likelihood |

References

- Ofqual (2009), *Functional Skills criteria for Mathematics: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>
- This resource also covers many **adult numeracy curriculum** elements. <http://www.excellencegateway.org.uk/content/etf1075>

For related resources and further curriculum links please visit the download page for this resource at www.skillsworkshop.org