

GRADE 3 LEARNING PACK

Time, Duration & Simple Timetables

Read analogue/digital times, calculate durations and interpret simple schedules.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Read analogue/digital times, calculate durations and interpret simple schedules.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Learn the idea

1 Duration measures elapsed time.

2 Timetables organise events by start time, end time or interval.

3 Converting between hours and minutes can support calculations.

Talk about it

Explain one idea in your own words. Give an example from real life, a drawing or an object if that helps.

Find 45 minutes after 09:20.

Find the duration from 14:10 to 15:00.

Read a simple bus/library timetable.

Convert 2 hours to minutes.

Solve a two-part daily schedule problem.

Try it beyond the page

Real-world / hands-on connection

Use a clock model to move through durations in 5-, 10- and 15-minute jumps.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Design a one-afternoon activity timetable with realistic durations and one break.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. How many minutes in 2 hours?

2. What is duration?

3. Why can a number line help with elapsed time?

Quick review

1. In one sentence, explain the big idea of “Time, Duration & Simple Timetables”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

120.

2. Suggested response

How long an event lasts.

3. Suggested response

It shows jumps between start and end times.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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