

# A new way of learning to tell the time

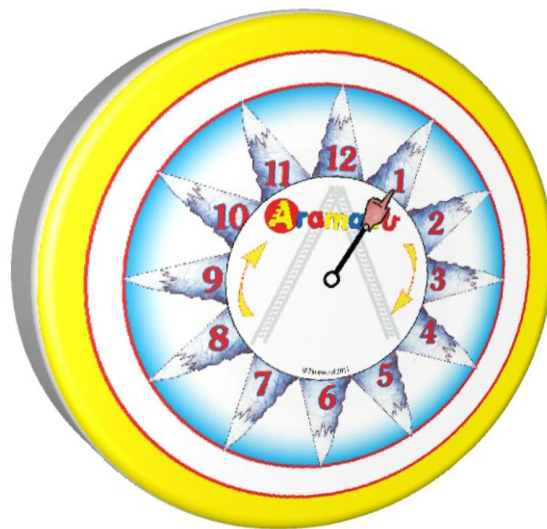
## A Quick Guide for Parents and Guardians

We have adopted a new and easier way for our KS/1 and KS/2 pupils to learn how to tell the time on an analogue clock – a process that for us adults was mostly long and often dull. Called **Aramazu**, this new method uses a graphical map to show how time moves around the clock and simple logic to explain how to interpret the clock face to tell the time. Aramazu then weaves this learning process into short illustrated stories. As the approach is different to how we adults learnt, and so that you may be in a position to help at home, we have prepared the following guide.

**The Aramazu Method –**

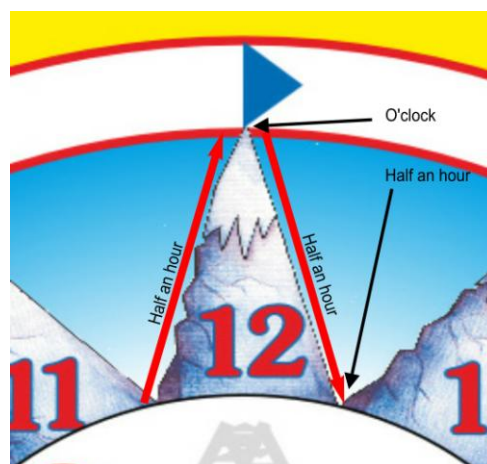
## The HOURS

*Each hour is the shape of a mountain time must climb on it's way around the clock.*



*The **Aramazu** mountain clock.*

*A finger points to the hour time is on (fingers are good at pointing and short).*



*Time takes half an hour to climb to the top, the O'CLOCK  
And half an hour to climb down past the top to the HALF PAST*

# The MINUTES

Minutes become the steps on two giant ladders time uses to climb the mountains.



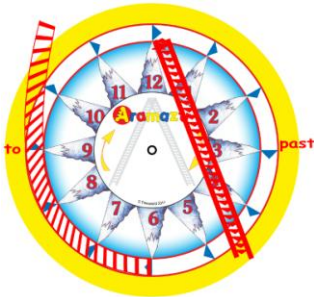
**TO**

But to fix these long ladders on a round clock face,

**PAST**

The TO ladder is bent around to take time TO the top, and the PAST ladder to bring time down to the bottom.

The minute hand is a foot (feet are good at climbing)



The foot shows the minute time is on.



And the foot shows the ladder time is on



To find the minute, count down from the top to the foot. Say out loud the minute number and then say out loud the ladder time is on. i.e. 11 minutes TO.

## THE THREE QUESTIONS to telling the time.

Use the phrase FOOT, FOOT, FINGER to remember the three questions to ask a clock for the time...

FOOT... Which minute?  
(count from the top)

Answer here \_ \_ \_ \_ \_

FOOT... Which ladder?  
(TO or PAST)

Answer here \_ \_ \_ \_ \_

FINGER.. Which Hour?  
(the o'clock of that hour)

Answer here \_ \_ \_ \_ \_



What's the time?