

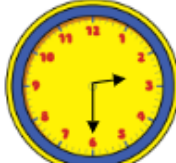

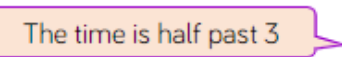
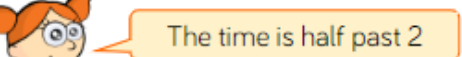
We hope you all enjoyed the last two weeks on position and direction. It was lovely to see so many maths activities on Seesaw. The focus for the next three weeks is Time. If you have any questions please message either Miss Worsley or Mrs O'Reilly.

### Week beginning: 11<sup>th</sup> May 2020

Monday 11<sup>th</sup> May

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home
<p>Record these numbers in order from biggest to smallest:</p> <p>345</p> <p>764</p> <p>23</p> <p>226</p> <p>75</p> <p>91</p>	<p><b>Recap</b> – Tell the time to o'clock and half past.</p> <p><i>In Year 1 children learnt how to tell the time to o'clock and half past. All children should be confident with this.</i></p>	<ul style="list-style-type: none"> <li>- Use an analogue clock to make different times to o'clock and half past for your child to read</li> <li>- Give your child an analogue clock and call out different times to o'clock and half past for them to read</li> <li>- Draw different times on an analogue clock for your child to read (o'clock and half past)</li> <li>- Give your child blank clock faces and ask them to draw a desired time (o'clock and half past)</li> </ul>


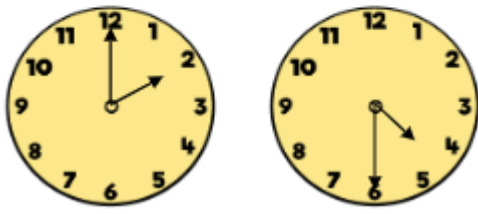
Tuesday 12<sup>th</sup> May

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home
<p>Record these numbers in order from smallest to biggest:</p> <p>632</p> <p>235</p> <p>87</p> <p>90</p> <p>23</p> <p>667</p> <p>71</p>	<p>Problem solving for o'clock and half past</p>	<div data-bbox="933 1238 1396 1803">  <p>Who is telling the time correctly?</p> <div data-bbox="933 1411 1396 1713"> <div data-bbox="933 1411 1396 1512">  <p>Dora</p> </div> <div data-bbox="933 1512 1396 1601">  <p>Amir</p> </div> <div data-bbox="933 1601 1396 1713">  <p>Alex</p> </div> </div> <p>Can you spot the mistakes they've made?</p> </div> <p>- If your child is confident you could try creating your own time related problem to solve</p>

Wednesday 13<sup>th</sup> May

<b>Starter to get our brains warmed up!</b>	<b>The learning outcome we hope to achieve</b>	<b>Ideas for you to try at home</b>
Record the days of the week in order	Children read and draw the times 'quarter to' and 'quarter past'. They use their knowledge of fractions and turns to identify quarter past and quarter to. Children should recognise that the hour hand moves along with the minute hand. Therefore when the time is quarter past the hour, the hour hand will be just past the hour and when the time is quarter to, the hour hand will be just before the hour.	<ul style="list-style-type: none"><li>- Use an analogue clock to make different times to quarter to and quarter past for your child to read</li><li>- Give your child an analogue clock and call out different times to quarter to and quarter past for them to read</li><li>- Draw different times on an analogue clock for your child to read (quarter to and quarter past)</li><li>- Give your child blank clock faces and ask them to draw a desired time (quarter to and quarter past)</li></ul>

Thursday 14<sup>th</sup> May

<b>Starter to get our brains warmed up!</b>	<b>The learning outcome we hope to achieve</b>	<b>Ideas for you to try at home</b>
Record the months of the year in order	Problem solving to quarter to and quarter past	<div data-bbox="869 1041 997 1153"></div> <div data-bbox="1021 1064 1396 1176">Quarter past is always later than quarter to.</div> <p data-bbox="869 1209 1204 1288">Do you agree with Teddy? Explain why.</p> <p data-bbox="869 1332 1364 1400">The train to Blackpool leaves at quarter past and quarter to every hour.</p> <p data-bbox="869 1478 1380 1590">Make a list of the times of the trains Oliver can catch if he gets to the train station between 2 o'clock and half past 4</p> <div data-bbox="885 1646 1364 1859"></div>

Friday 15<sup>th</sup> May







<b>Starter to get our brains warmed up!</b>	<b>The learning outcome we hope to achieve</b>	<b>Ideas for you to try at home</b>
<p>Record the number that is one more than:</p> <p>25 276 864 268 90 13</p>	<p>Tell the time to o'clock, half past, quarter to and quarter past.</p>	<p>Create your own clock to help you make each given time. You could draw your own clock and make moveable hands or you could use the template to help you. (The template is underneath this document)</p>

**Week beginning: 18<sup>th</sup> May 2020**

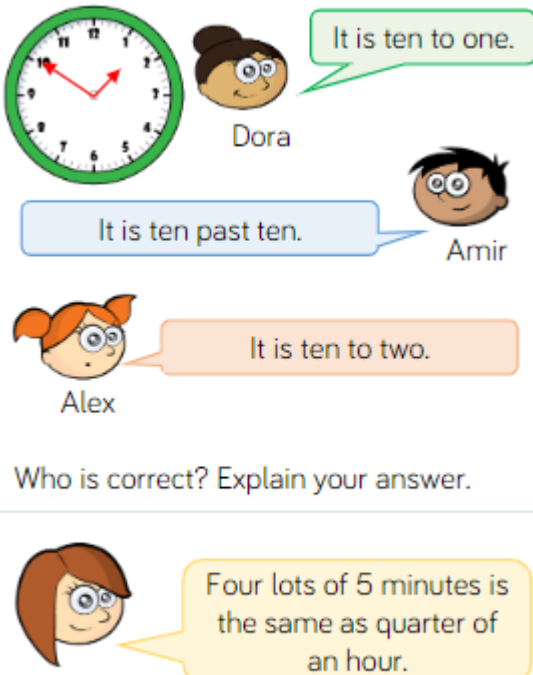
Monday 18<sup>th</sup> May

<b>Starter to get our brains warmed up!</b>	<b>The learning outcome we hope to achieve</b>	<b>Ideas for you to try at home</b>
<p>Record the number that is one less than:</p> <p>12 74 975 608 24 65 1</p>	<p><b>Telling the time to 5 minutes:</b></p> <p>Children read and show analogue time to 5-minute intervals. Children should be confident at counting from 0 to 60 in steps of 5 so they can then apply this to counting around the clock in fives and use this method to work out what time is shown. Children need to recognise that once the minute hand gets past 6 the time is described as 'to' the next hour, rather than 'past' the hour.</p>	<ul style="list-style-type: none"> <li>- practice counting in multiples of 5</li> <li>- count in 5's as you go around a clock face</li> <li>- use your homemade clock to make different times counting in 5's to support</li> </ul>

Tuesday 19<sup>th</sup> May



<b>Starter to get our brains warmed up!</b>	<b>The learning outcome we hope to achieve</b>	<b>Ideas for you to try at home</b>
<p>Circle all of the numbers that are a multiple of 10:</p> <p>34      20 55      21 90      100 72      38</p>	<p><b>Telling the time to 5 minutes:</b></p> <p>Children read and show analogue time to 5-minute intervals. Children should be confident at counting from 0 to 60 in steps of 5 so they can then apply this to counting around the clock in fives and use this method to work out what time is shown. Children need to recognise that once the minute hand gets past 6 the time is described as 'to' the next hour, rather than 'past' the hour.</p>	<p>Recap yesterday's learning – telling the time to five minutes can be very tricky so keep using your own homemade clock to gain confidence!</p> <p>Have a go at this challenge:</p> <p>Match the times to the correct clock.</p> <div> <div>20 past 6</div> <div></div> <div>5 to 9</div> <div></div> <div>10 to 2</div> <div></div> <div>20 to 11</div> <div></div> <div>25 to 3</div> <div></div> <div>10 past 1</div> <div></div> </div>

Wednesday 20<sup>th</sup> May

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home
<p>Circle all of the numbers that are a multiple of 5:</p> <p>34      20</p> <p>55      21</p> <p>90      104</p> <p>72      35</p>	<p>Problem solving to telling the time to 5 minutes</p>	 <p>Who is correct? Explain your answer.</p> <p>Do you agree with Rosie? Explain why.</p>

Thursday 21<sup>st</sup> May

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home
<p>Circle all of the numbers that are a multiple of 2:</p> <p>34      20</p> <p>55      21</p> <p>90      17</p> <p>72      38</p>	<p><b>Hours and Days:</b></p> <p>Children learn that there are 24 hours in a day and 60 minutes in an hour. Children use clocks to convert minutes to hours and minutes. Children should be encouraged to use their knowledge of counting in fives to help them convert</p>	<ul style="list-style-type: none"> <li>- draw each hour within a day (on a clock face) and count how many hours are in a day in total</li> <li>- use your homemade clock to count each movement of 5 minutes – how many minutes are in one hour?</li> </ul> <p>Challenge:</p> <p>Match the bars to the times.</p> <div data-bbox="933 1691 1396 1926"> <div>60 minutes</div> <div>60 minutes 60 minutes</div> <div>60 minutes</div> <div>60 minutes 10</div> <div>90 minutes</div> <div>70 minutes</div> <div>120 minutes</div> <div>2 hours</div> <div>1 hour</div> </div>

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home
<p>Draw the following shapes:</p> <p>Triangle Square Circle Pentagon</p>	<p>Reasoning and problem solving for Hours and Days</p>	<div data-bbox="879 232 1390 456">  <p>Tommy</p> <p>There must be 12 hours in a day because we start from midnight and go up to 12 o'clock then start again from 1</p> </div> <p>Do you agree with Tommy? Explain why.</p> <hr/> <div data-bbox="879 591 1390 815">  <p>Rosie</p> <p>If you add three hours onto the current time, the amount of minutes to/past the hour do not change.</p> </div> <p>Do you agree with Rosie? Prove it.</p>

Week beginning: 25<sup>th</sup> May 2020 (BANK HOLIDAY MONDAY)

Tuesday 26<sup>th</sup> May

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home
<p>Draw the following shapes:</p> <p>Rectangle Hexagon Semi-circle Octagon</p>	<p>Find durations of time:</p> <p>Children identify the start and end time of an event. They use these times to work out how long an event lasted. Children should understand this is the duration of an event. Children use individual clocks and number lines to help them work out the duration of an event. They can count in steps of 5 minutes to help them.</p>	<p>Use an analogue clock in the house to see how long it takes to do the following:</p> <ul style="list-style-type: none"> <li>- make and eat your own lunch</li> <li>- a load of laundry</li> <li>- do the washing up</li> <li>- read your favourite book</li> </ul> <p>Why not create a chart to show your durations of time and share them onto Seesaw?</p>

Wednesday 27<sup>th</sup> May

<b>Starter to get our brains warmed up!</b>	<b>The learning outcome we hope to achieve</b>	<b>Ideas for you to try at home</b>
What number comes next in this sequence:  24, 26, 28, ____  80, 82, 84, ____	Reasoning and problem solving for time durations	Aimee is planning her birthday. She wants to plan something to do from 9am to 5pm. Here are the things she wants to do:  <ul style="list-style-type: none"><li>•Visit the zoo (3 hours)</li><li>•Go to Pizza Palace (1 hour and a half)</li><li>•Have breakfast (half an hour)</li><li>•Play party games (1 hour)</li><li>•Watch a film (2 hours)</li></ul> Create a timetable for Aimee's day. Compare it to your friends by using Seesaw –is it the same?

Thursday 28<sup>th</sup> May

<b>Starter to get our brains warmed up!</b>	<b>The learning outcome we hope to achieve</b>	<b>Ideas for you to try at home</b>
What number comes next in this sequence:  70, 80, 90, ____  60, 50, 40, ____	<b>Compare durations of time:</b>  Children compare times using 'longer' and 'shorter'. They order times from longest to shortest and vice versa. Children then compare durations of time taken by particular events. They could explore ways to work out durations of time most efficiently, including using empty number lines and using their knowledge that there are 60 minutes in an hour.	Write down the following times on a piece of paper for your child:  1 hour 40 minutes Half an hour 55 minutes Three quarters of an hour 35 minutes  Ask them to circle the longest time. Now ask them to order the times from longest to shortest.

Friday 29<sup>th</sup> May

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home										
<p>What number comes next in this sequence:</p> <p>5, 10, 15, 20, ____</p> <p>65, 60, 55, 50, ____</p>	<p>Use problem solving and reasoning when comparing durations of time</p>	<p>Rosie has an hour for her lunch break. If she takes 10 minutes to eat her lunch, does she have enough time to complete all of the playground activities?</p> <table><tr><th>Activity</th><th>Duration</th></tr><tr><td>Skipping</td><td>7 minutes</td></tr><tr><td>Ball skills</td><td>10 minutes</td></tr><tr><td>Treasure hunt</td><td>21 minutes</td></tr><tr><td>Trim trail</td><td>19 minutes</td></tr></table> <p>How do you know?</p>	Activity	Duration	Skipping	7 minutes	Ball skills	10 minutes	Treasure hunt	21 minutes	Trim trail	19 minutes
Activity	Duration											
Skipping	7 minutes											
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