

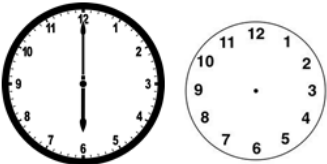

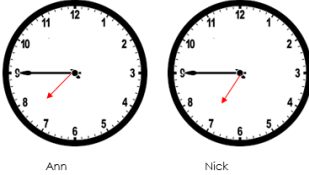


Year 2 maths - week beginning: 4.5.20

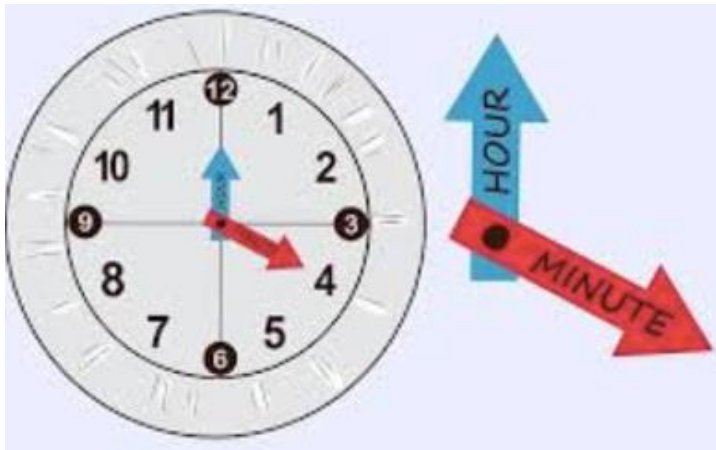
Theme	Time lesson 1 Telling and writing the time to the hour and the half hour	Time lesson 2 Telling and writing the time to 5 minutes (using quarter past)	Time lesson 3 Telling and writing the time to 5 minutes (using quarter to)	Time lesson 4 Sequencing events	Time lesson 5 Drawing clock hands
Factual fluency (to aid fluency)	Practise your 2s, 5s and 10s times tables by playing this game .	Skip count in 5s until you get to 60.	Practise telling the time to the nearest hour and half hour here . Select level 2.	Sequencing number 0-100 counting in ones game	Tell the time game . Click on PLAY, Select: Read time to the nearest 5 minutes and 12hour clock.
Problem/ activity of the day	<p>(Lesson 1 resources below) MAKING LINKS: In Year 1, you learnt about the minute and hour hands on a clock. You also learnt to tell the time to the half hour and to the hour. Not sure? Remind yourself here or see below.</p> <p>THINK:(support below) Can you help me with this problem? What time do Harry and Sally go to bed at night? Look at the clocks below.</p>  <p>SEE: (model below) Watch this clip to see how we can tell the time to the hour and to the half hour.</p> <p>DO: Use what you have learnt today to solve the problems below.</p> <p>Challenge: Can you write the time for each clock in two different ways? For example: 3:00 and 3 o'clock.</p>	<p>(Lesson 2 resources below) MAKING LINKS: Yesterday you learnt about telling and writing the time to the hour and the half hour.</p> <p>THINK:(support below) I can't figure out the time on the clock! Can you help me with this problem? Look at the clock below.</p>  <p>SEE: (model below) Watch this clip to see how we count around the clock in five minute intervals, focusing on term <i>quarter past</i>.</p> <p>DO: Use what you have learnt today to solve the problems below.</p> <p>Challenge: When the minute hand is showing ':30', where should the hour hand be? Explain how you know.</p>	<p>(Lesson 3 resources below) MAKING LINKS: Yesterday you learnt about telling and writing the time to 5 minutes, also understanding that 15 minutes past can also be said as quarter past.</p> <p>THINK:(support below) The clock below has stopped! It is actually 8:45 in the morning. Can you help me show the correct time?</p>  <p>SEE: (model below) Watch this clip to see how we count around the clock in 5 minute intervals again, focusing on the term <i>quarter to</i>.</p> <p>DO: Use what you have learnt today to solve the problems below.</p> <p>Challenge: Create your own word problem based on time. Get someone in your household to solve it.</p>	<p>(Lesson 4 resources below) MAKING LINKS: In year 1 you learnt how to sequence events in order of time using the terms 'next', 'before' and 'after'.</p> <p>THINK:(support below) Can you help me with this problem? Lucy's diary pages came apart. Help her arrange them in order.</p>  <p>SEE: (model below) Watch this clip to see how we can arrange the diary pages. You can also read the explanation below.</p> <p>DO: Use what you have learnt today to solve the problems below.</p> <p>Challenge: Look at the time that Ann and Tom woke up. How many minutes earlier did Tom wake up?</p>	<p>(Lesson 5 resources below) MAKING LINKS: Yesterday you learnt how to sequence daily events by time.</p> <p>THINK:(support below) Can you help me with this problem? Nick and Ann had to draw the hour hand to show 7:45. Who is correct?</p>  <p>SEE: (model below) Watch this clip to understand how we draw the hour and minute hands.</p> <p>DO: Use what you have learnt today to solve the problems below.</p> <p>Challenge: Which hand did you find harder to draw? Why?</p>
Methods, tips & clues	Day 1 resources and answers (below)	Day 2 resources and answers (below)	Day 3 resources and answers (below)	Day 4 resources and answers (below)	Day 5 resources and answers (below)

See below for resources to support you to THINK-SEE-DO

Support for **all** days

The shorter hand is the **hour** hand. It tells you what hour it is.

The longer hand is the **minute** hand. It tells you how many minutes have passed.



Day 1 Resources

Making links

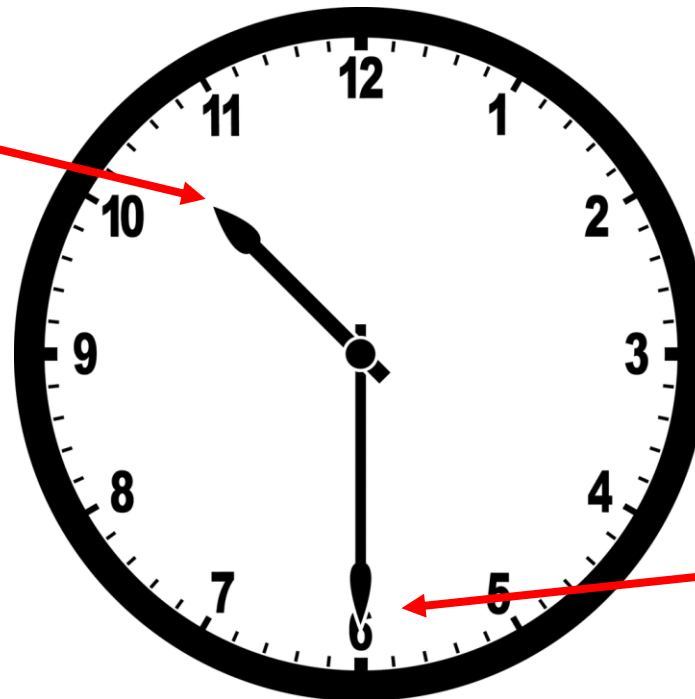
A clock is made up of the numbers 1 through 12, a minute hand and an hour hand.

One hour is made up of 60 minutes and this is shown with one full turn of the minute hand around the clock's face, whilst the hour hand just moves on one more number.

When the minute hand is pointing toward the number 6 it is half past or 30 minutes past the hour so one half turn means 30 minutes have passed.

The short hand tells us the hour. Whichever number it's pointing to is the hour of the day.

For example, here the short hand is pointing to the 10 so it's in the hour of 10 o'clock.



The long hand tells us the minutes.

For example, here the long hand is pointing to the 6. It is half past ten or 30 minutes past 10.

THINK: What time do Harry and Sally go to bed at night?



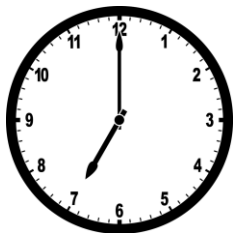
Harry goes to bed at this time.



Sally goes to bed at this time.



SEE: [Optional video link](#)



The minute hand is pointing at the 12. The hour hand is pointing to the 7. Harry goes to bed at 7 o'clock OR 7:00 at night.



The minute hand is pointing at the 6. The hour hand is between 8 and 9. It has gone past 8. Sally goes to bed at half past 8 OR 8:30 at night.

DO: Write the time shown on each clock. Say the time out loud.



1.



2.



3.



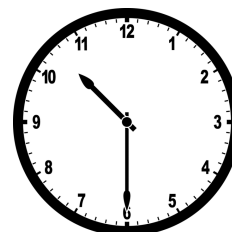
4.



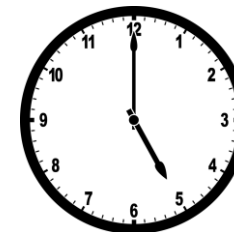
5.



6.



7.



8.

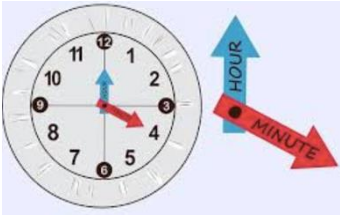


9.

Day 1 Support

The shorter hand is the **hour** hand. It tells you what hour it is.

The longer hand is the **minute** hand. It tells you how many minutes have passed.



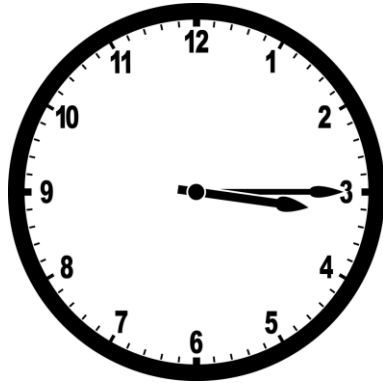
Use the table below to help you answer the questions in the Do section.

Words	<u>Numbers</u>
7 o'clock	7:00
9 o'clock	9:00
5 o'clock	5:00
11 o'clock	11:00

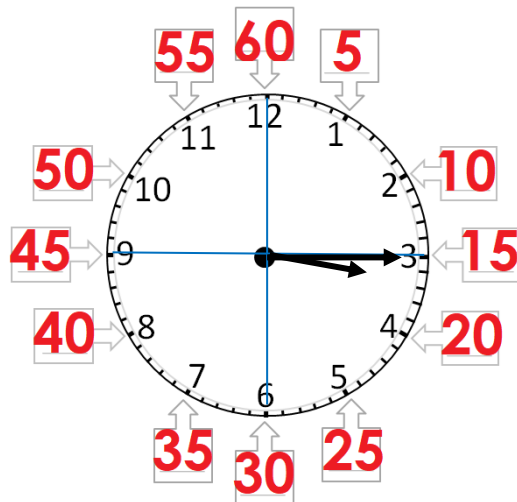
Words	<u>Numbers</u>
Half past 2	2:30
Half past 1	1:30
Half past 3	3:00
Half past 11	11:30
Half past 10	10.30

Day 2 resources:

THINK: I can't work out the time! Can you help me with this problem?



SEE: [Optional video link](#)



When we count in minutes, we count around the clock by fives, starting with 5 above the hour of 1.

Our clock face is divided into 4 equal parts (look at the blue lines on the clock face). Each part is a quarter, so when we get to '15' we can also say 'quarter past'.

The hour hand is in between the 3 and 4. It has gone past 3. The minute hand is pointing at the hour of 3. This shows that 15 minutes have passed.

The time is 3:15 (three fifteen) OR we can also say the time is quarter past 3.

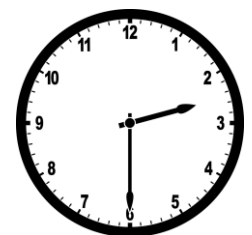
DO: Write down the time shown on each clock. Say the time out loud.



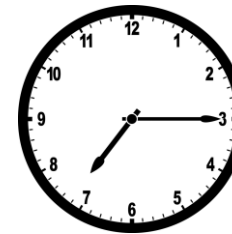
1



2.



3.



4.



5.



6.



7.



8.

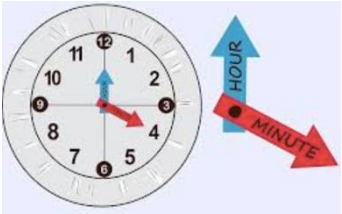


9.

Day 2 Support

The shorter hand is the **hour** hand. It tells you what hour it is.

The longer hand is the **minute** hand. It tells you how many minutes have passed.

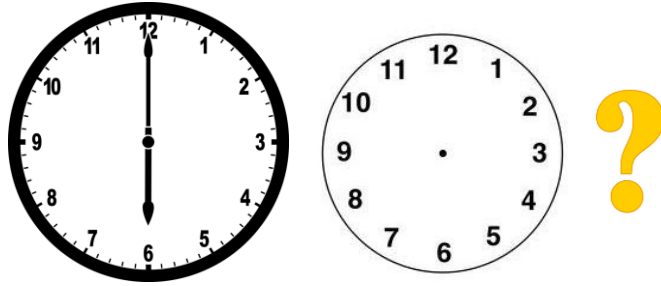


Use the table below to help you answer the questions in the Do section.

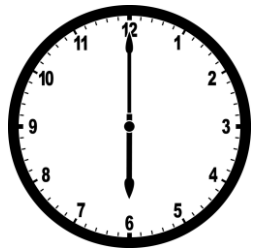
Option 1	Option 2	Numbers
Quarter past 3	15 minutes past 3	3.15
Twenty five past 6	25 minutes past 6	6.25
Quarter past 7	15 minutes past 7	7.15
Twenty five to 9	35 minutes past 8	8.35
Twenty to 5	40 mins past 4	4:40
Quarter past 12	15 minutes past 12	12:15
Quarter past 6	15 minutes past 6	6:15
3 o'clock		3:00
Half past 2	30 minutes past 2	2.30

Day 3 resources:

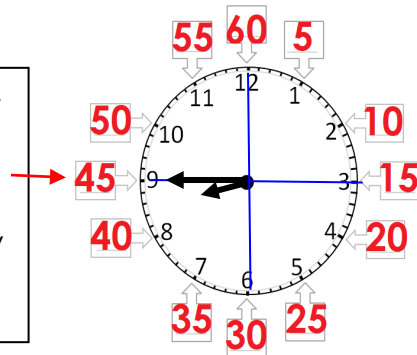
THINK: The clock has stopped! It is actually 8:45 in the morning. Can you help me show the correct time?



SEE: [Optional video link](#)



When the minute hand points to 45 we say 'quarter to'.

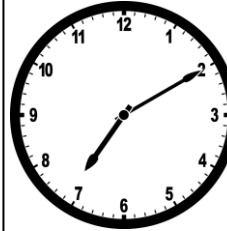


When we count in minutes, we count around the clock in fives, starting with 5 above the hour of 1.

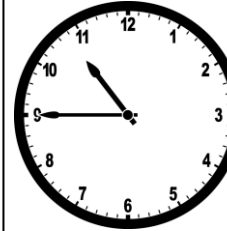
Our clock face is divided into 4 equal parts (look at the blue lines on the clock face). Each part is a quarter, so when we get to '45' we can also say 'quarter to'. This is because the minute hand has travelled three quarters of the way around the clock and there is one quarter to go until it becomes the next hour,

The hour hand is in between the 8 and 9. It has gone past 8 but is almost at the hour of the 9. Therefore we can say it is 8:45 or quarter to 9.

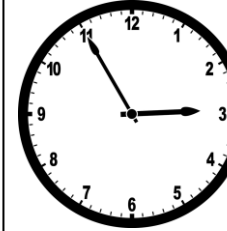
DO: Match the clock to the correct time. Say the time of each clock out loud.



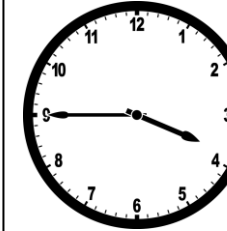
2:55 or 55 minutes past 2.



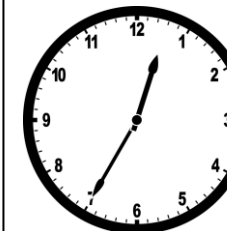
7:10 or 10 minutes past 7.



10:45 or quarter to 11.



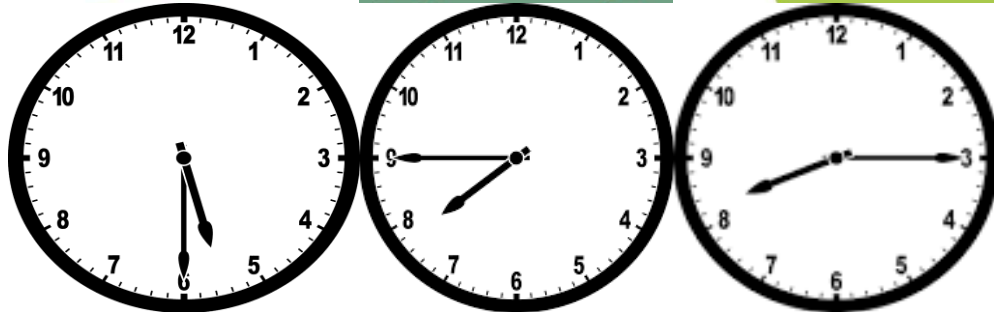
12:35 or 25 minutes past 12.



3:45 or quarter to 4.

Day 4 resources:

THINK: Lucy's diary pages came apart. Help her arrange them in order.



SEE: [Optional video link](#)

	Lucy went to the park at half past five in the evening .
	Lucy ate dinner at quarter to eight in the evening .
	Lucy went to school at 8:15 in the morning .

- Lucy was playing in the park **before** she had dinner.
- She had dinner **after** she played in the park.

The pages should be arranged in this order:

1. Lucy went to school.
2. After she went to the park.
3. Later, she had dinner.

DO: a) The clocks below shows the time Ann, Tom and Nick wake up in the morning. Fill in the blanks.



Ann



Tom



Nick

Tom wakes up at in the morning.

Nick wakes up at in the morning.

Ann wakes up at in the morning.

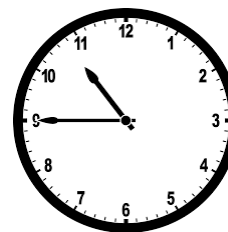
Ann wakes up earlier than .

Ann wakes up later than .

Among the three children wakes up first and

wakes up last.

b) Arrange the lessons Ann has, starting from the earliest.



Maths



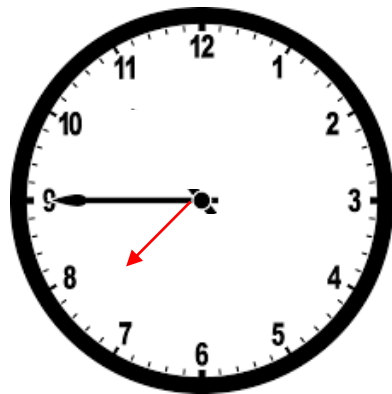
English



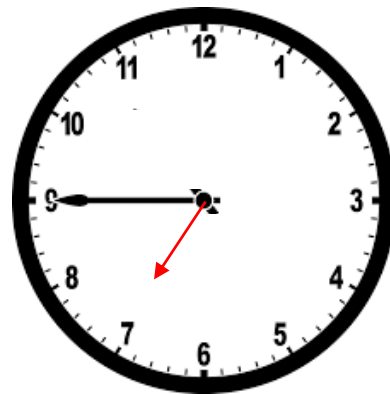
Science

Day 5 resources:

THINK: Nick and Ann had to draw the hour hand to **show 7:45**.



Ann

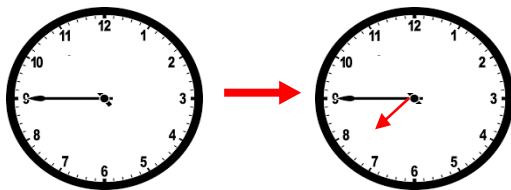


Nick

Who is correct? Why?

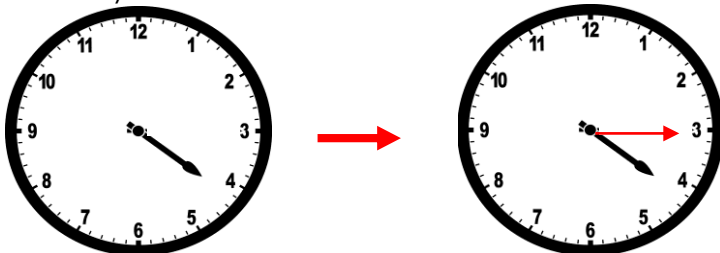
SEE: [Optional video link](#)

As we know 7:45 is almost 8:00. So the hour hand is closer to 8 than to 7.



Ann is correct.

Now can you draw the minute hand to show 4:15?



At 4:15 the minute hand is pointing to 3. The hour hand is just past 4.

DO: a) Draw the missing **hour** hand.



The sun rises at 6:25 in the morning.



Lulu watches television at 8:35 at night.

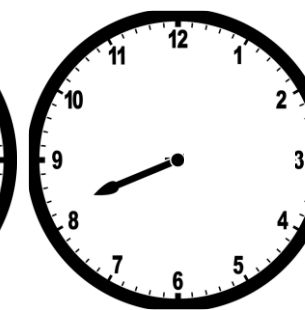


Ann studies at the library at 3:50 in the afternoon.

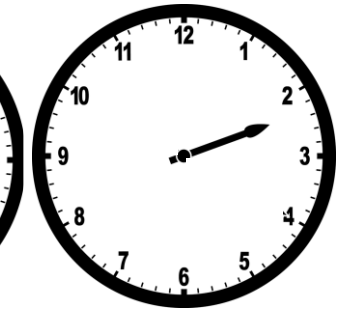
b) Draw the missing **minute** hand.



6:55



8:15



2:20

Answers:

Day 1:

DO: Write the time shown on each clock:



1. 11:30



2. 9:00



3. 2:30



4. 11:00



5. 7:00



6. 3:30



7. 10:30



8. 5:00



9. 1:30

Day 2:

DO: Write down the time shown on each clock. Say the time out loud.



1. 3:00



2. 10:15



3. 2:30



4. 7:15



5. 6:25



6. 8:35



7. 12:15



8. 4:40



9. 6:15

Day 3:

DO: Match the clock to the correct time. Say the time of each clock out loud.



2:55 or 55 minutes past 2.



7:10 or 10 minutes past 7.



10:45 or quarter to 11.



12:35 or 25 minutes past 12.



3:45 or quarter to 4.

Day 4:

DO: a) The clocks below shows the time Ann, Tom and Nick wake up in the morning. Fill in the blanks.



Ann



Tom



Nick

Tom wakes up at in the morning.

Nick wakes up at in the morning.

Ann wakes up at in the morning.

Ann wakes up earlier than .

Ann wakes up later than .

Among the three children wakes up first and

wakes up last.

b) Arrange the lessons Ann has, starting from the earliest.



Maths



English



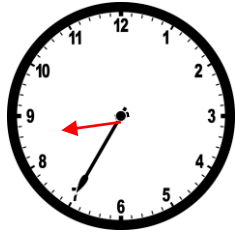
Science

Day 5:

DO: a) Draw the missing **hour** hand.



The sun rises at 6:25 in the morning.

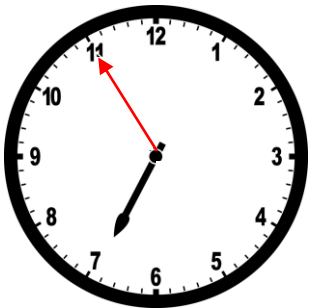


Lulu watches television at 8:35 at night.

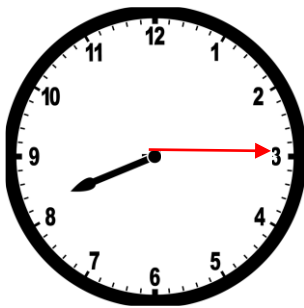


Ann studies at the library at 3:50 in the afternoon.

b) Draw the missing **minute** hand.



6:55



8:15



2:20