

Maths Planning and Ideas



Week Commencing: 29/06/20 Year Group: I - Telling the Time, Comparing units of time.

	Monday	Tuesday	Wednesday	Thursday	Friday
	LC: Can you tell time to the half hour?	LC: Can you tell time using o'clock and half past?	LC: Can you compare different units of time?	LC: Can you compare time?	CHALLENGE FRIDAY
Activity	<p>Starter: Telling the Time Recap on Telling the Time to the hour Select 'Read time to the hour' and 12 hour clock. https://mathsframe.co.uk/en/resources/resource/116/telling-the-time</p> <p>Main: <i>Recap on telling the time to the hour and the key vocab from Friday: minute hand, hour hand, o'clock etc.</i> <i>Discuss the long hand and short hand. What do they mean?</i></p> <p>Today we will introduce telling time to the half hour. They will use 'half past' to describe how the minute hand has travelled halfway around the clock from the 12 to the 6. They also need to know that the hour hand has travelled halfway to the next hour. eg. in between 9 and 10 for half past 9.</p>	<p>Starter: Shape Patterns Complete the patterns by choosing the correct shapes. https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns</p> <p>Main: Today your child will consolidate telling the time using o'clock and half past. Recap on everything they have learnt on Friday and Monday, then have a go at playing the 'Telling the Time Board Game'.</p> <p>You will need: -A copy of the board game (download from school website under Maths planning). -A dice -Some counters or objects to use as your playing piece.</p> <p>Roll the dice, move your piece, and read the times you land on.</p>	<p>Starter: Paint the Squares - Practise counting forwards and backwards in twos (up to 30), fives (up to 60) and tens (up to 100). https://www.topmarks.co.uk/learning-to-count/paint-the-squares</p> <p>Main: Today children will look at the difference between seconds, minutes and hours, and decide which activities would be measured in each unit of time. Ask your child if they can put hours, seconds and minutes in order from shortest to longest. Do they know how many seconds in a minute? How many minutes in an hour? How many hours in a day?</p>	<p>Starter: Save the Whale Practise number bonds up to 10. Complete the pipe to release the water and save the whale. http://www.ictgames.com/saveTheWhale/</p> <p>Main: Today children will compare amounts of time using the words: -faster and slower -earlier and later</p> <p>Children need to understand that when someone wins a race, the length of time will be shorter, so they are faster.</p> <p>They will also link earlier and later to time. eg. 8 o'clock is earlier than 10 o'clock. Earlier is linked to the smaller number.</p>	<p>Starter: Toy Shop Using one type of coin, give the exact money to pay for the toys. This is good practise at counting in 2s 5s and 10s. https://www.topmarks.co.uk/money/toy-shop-money</p> <p>Main: Clock Matching Cards</p> <p>Download the 'Clock Matching Cards' from the school website under the Maths planning.</p> <p>Cut up the individual cards. Children can then play a matching game, joining each written time to the correct clock.</p>

<p>Key Questions: <i>-Which is the minute hand? Which is the hour hand? -Where does the minute hand point to at o'clock? What about half past?</i></p> <p>Independent Work: See Monday resources.</p>		<p>Key Questions: <i>Would you measure this activity in seconds, minutes or hours? Why?</i></p> <p>Independent Work: Using a stopwatch, record how many times they can do these activities in 20 seconds: -Star jumps -Write their name -Hops on the spot.</p> <p>Can they think of activities that would take minutes or hours? They could make a list or draw some pictures in the table provided. See Wednesday resources.</p>	<p>(Although this can get confusing when you start to compare AM and PM times)</p> <p>Key Questions: <i>-Which is longer - one minute, one second, or one hour? -If I finish first, am I faster or slower than everyone else? -Will my time taken be a smaller number or a larger number? Why?</i></p> <p>Independent Work: See Thursday resources.</p>	
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Monday Resources

1 Match the clocks to the times.



half past 7



half past 10



half past 1



half past 4

2 Match the clocks to the times.



8 o'clock



half past 8



half past 3

3 Which time matches the clock?



6 o'clock

half past 6



6 o'clock

half past 12

4 Complete the pattern.



What time comes next?

Read the instructions and draw the hands on the clock.

- The minute hand is pointing at the six.
- The hour hand is half way between 10 and 11



What time is it?

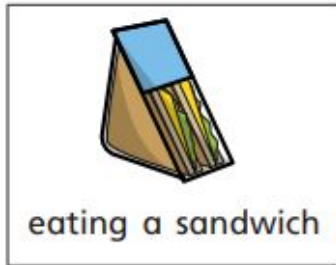
Wednesday Resources

Draw or list activities that would be measured in seconds, minutes or hours. There are some ideas at the bottom to help you get started.

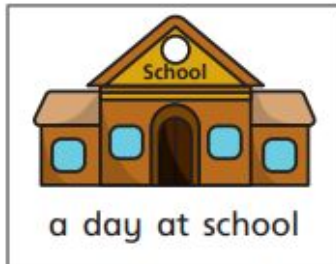
<u>Seconds</u>	<u>Minutes</u>	<u>Hours</u>

- Brushing teeth
- Reading a book
- Saying the alphabet
- Holiday flight
- Playing outside
- Sleeping at night

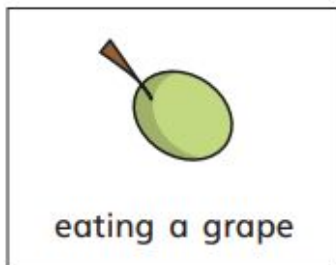
1 Match the activity to the time it takes.



seconds



minutes



hours

2 Choose a word to complete the sentences.

seconds

minutes

hours

a) The film lasted for 2 _____.

b) Break time is 20 _____.

c) Jo can do 5 star jumps in 20 _____.

3 Ask a partner to use a timer.

a) How many smiley faces can you draw in 10 seconds?

b) What number can you count to in 20 seconds?

c) How many star jumps can you do in 1 minute?

Thursday Resources

1 Which is longest time in each set?

a) 1 minute 1 second 1 hour

b) 1 week 1 month 1 day

2 Which is shortest time in each set?

a) 1 minute 1 second 1 hour

b) 1 week 1 month 1 day

3 Write >, < or = to compare the times.

1 day ○ 1 week

7 days ○ 1 week

1 month ○ 1 week

4 Three children ran a race.

Ron	Kim	Sam
		
65 seconds	53 seconds	60 seconds

Complete the sentences.

- a) _____ was the fastest.
b) _____ was the slowest.
c) _____ was faster than Sam.

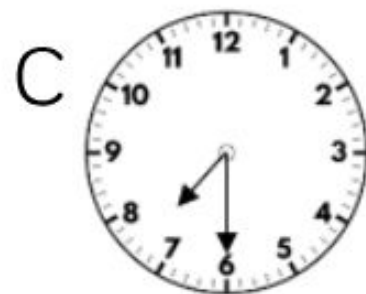
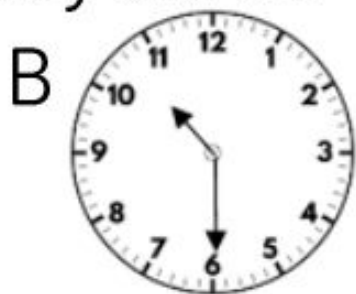
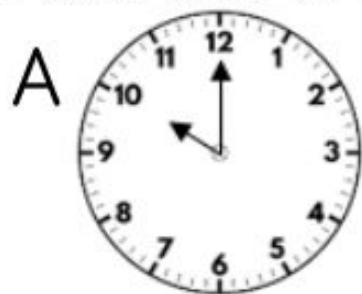
5 Use a stopwatch to compare how long each activity takes.

- Counting to 10
- Writing your name 3 times.
- Building a tower of 10 cubes.

Use these words and phrases.

fastest slowest faster than slower than

Three planes are flying to Paris in the morning.
Here are the times they arrive.



Use **earlier** and **later** to complete the sentences.

Plane A is _____ than Plane B.

Plane B is _____ than Plane C.

Plane C is _____ than Plane A.

Where can I complete further work?

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[White Rose Maths](#) – Free Maths home learning resources for all ages. Watch the videos and try the questions.

[Primary Stars](#) – Free Maths home learning packs for Year 1 and 2.

[BBC Bitesize Primary](#) – Free learning resources available for KS1 and KS2 across all subjects.

[I See Maths](#) – Free daily home maths lessons hosted by Gareth Metcalfe. Follow the link for videos, information and resources.

[Top Marks](#) – Free educational resources and games for English and Maths.

[ICT Games](#) – Free educational resources and games for English and Maths.