

Year 2 Maths Activities - Week Beginning 2.6.20.

Dear Parents and Carers,

First of all, I would like to say that when working from the last set of plans I made for you before half term, I noticed that I had made a couple of mistakes. I apologise and will try to be more careful! Hopefully it was a good opportunity to demonstrate to your child that we all make mistakes sometimes, even grown-ups and teachers!

We are going to continue with our revision and this week the activities will be about Time, as that was an area that many children needed to consolidate.

There will be 4 days of activities, because Monday is our INSET day.

As with the last few weeks work, some of the activities have been organised into three levels so that you can choose the most appropriate ones for your child. You do not have to complete all of them, but you may wish to. Even a child who is Working At Greater Depth could use some of the easier activities as a 'brain warm-up' before completing the more challenging tasks.

Before we begin, let's take a look at what children need to know about time in Year 2. I have also found a 'Parent Guide to Teaching Your Child to Tell the Time' (see resources below).

Children learned about time in Year 1, and were taught to:

- Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later),
- Measure and begin to record time (hours, minutes, seconds),
- Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening),
- Recognise and use language relating to dates, including days of the week, weeks, months and years,
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

In Year 2, we build on what children did in Year 1 and we teach them to:

- Compare and sequence intervals of time,
- Tell and write the time to five minutes, including quarter past / to the hour and draw the hands on a clock face to show these times,
- Know the number of minutes in an hour and the number of hours in a day.

IT IS IMPORTANT TO NOTE THAT, IN KEY STAGE ONE, WE TEACH TIME USING AN ANALOGUE CLOCK (NOT DIGITAL). CHILDREN WILL LEARN ABOUT DIGITAL CLOCKS IN KEY STAGE TWO. HOWEVER, I HAVE INCLUDED SOME ACTIVITIES USING DIGITAL CLOCKS FOR CHILDREN WORKING AT GREATER DEPTH, IN ORDER TO STRETCH THEIR LEARNING FURTHER. PLEASE ENSURE YOUR CHILD

HAS A FIRM UNDERSTANDING OF ANALOGUE CLOCKS BEFORE MOVING ON TO DIGITAL.

It is a good idea to **buy your child a watch** and to refer to it continuously throughout the day, every day! Talk about what time it is now, what time it will be in 5 minutes time, what time it was 5 minutes ago, what time your child wakes up / goes to bed, when you will have lunch, how long it is until they will be allowed to do something fun and what time it will be then, etc, etc, etc. Children need constant practice until they fully understand. We often find that when we teach time at school, children seem to 'get it', but because we only teach it for a couple of weeks, children don't remember. A good watch to choose would be one like this, where the hours are marked as well as the minutes, and the minutes after half past DO NOT GO 35, 40, 45, etc, but instead THEY SHOULD GO 25, 20, 15, etc.



Activity 1	<p>Objective: To tell the time.</p> <p><u>Working Towards the Expected Standard</u></p> <p>Focus on teaching your child O' Clock and Half Past times.</p> <p>Make sure that you refer to the hands on the clock correctly (we don't say big hand and little hand). The longer hand is the <u>minute hand</u> and the shorter hand is the <u>hour hand</u>.</p> <p>Teach your child that, when the minute hand is pointing to the 12, it is an O' Clock time and we look at the hour hand to see which O' Clock time it is. So for example, the minute hand is pointing at the 12 and the hour hand is pointing at the 3, so it is 3 O' Clock.</p> <p>When teaching your child to read half past times, you can tell them that the minute hand points straight down to the 6, but you should also draw</p>
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their attention to the hour hand. The hour hand is exactly **half way** between one number and the next, because it is half way between the two O' Clock times. So for example, the minute hand is pointing at the 6 and the hour hand is in-between the 2 and the 3, so it is half past 2.

The best way to practice is by using a real watch or clock and to do so often. However, I have also included some sheets for reading O' Clock and Half Past times and for drawing the hands. **Make sure that when drawing hands on a clock, your child DOES NOT make both hands the same length. They should clearly show the longer (minute) and shorter (hour) hands. They should also show the hour hand in-between the two hours for half past. It is a good idea to use a ruler so that your child can draw the hands nice and straight!**

Working At the Expected Standard

Teach your child to read the clock to 5 minute intervals.

One of the concepts that seems to muddle many children up is the idea of **minutes past the hour and minutes to the next hour.**

- Teach your child that we count around the clock in 5's (good link to our 5 times table).
- If we start at an O' Clock time, we can count the minute hand (the longer hand) around in 5's, e.g. if we start at 1 O' Clock, we count around, 5 past 1 (this means that 5 minutes have passed since it was 1 O' Clock or that 5 minutes ago, it was 1 O' Clock), 10 past 1, etc.
- When we get to 15 minutes past, we can say '15 minutes past', but another way to say it is 'quarter past'. This links to the work children did on fractions (talk about splitting the clock into 4 parts or quarters).
- When we get to 30 minutes past the hour, another way to say this is 'half past'.
- The part where children become confused is generally **once we get past the half way point**. Explain to your child that once we pass half way, we are no longer counting the minutes past the hour (how many minutes since it was an O' Clock time). We are now counting how many minutes are left UNTIL the next hour (how many minutes are left until the next O' Clock time?). We now need to start counting backwards, e.g. there are 25 minutes left, now 20 minutes left, now 15 minutes left (or quarter of an hour), etc. Also, we no longer say the name of the hour that has already gone by, we say the name of the hour that is coming up, so after half

past 2, we say 25 to 3, because there are 25 minutes left until it will be 3 O' Clock.

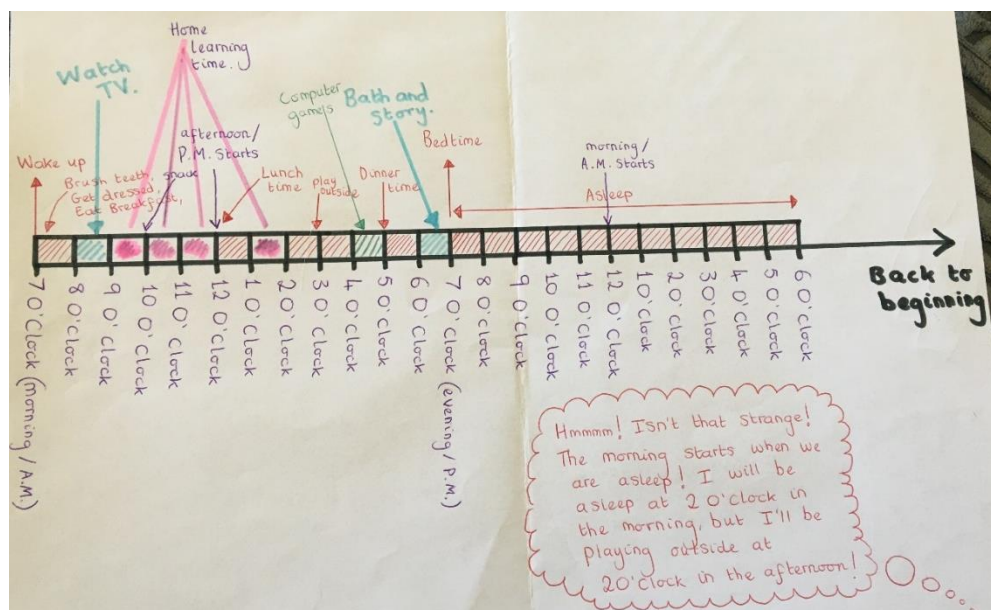
- While counting around the clock face in this way, **draw your child's attention to the hour hand as well as the minute hand.** The hour hand does not stay still, it moves from one O' Clock time to the next O' Clock time, gradually and at the same time as the minute hand is moving. In fact, we could have a pretty good guess at what the time is, even if we removed the minute hand completely!
- As I said above, all of this takes practice. Do not expect your child to 'get it' straight away. Keep talking about watches and clocks and what time they show.
- Another thing you might find is that your child can do it when you count around the clock face, e.g. 5 past 3, 10 past 3, quarter past 3, etc, but they cannot do it if you just show them a random time and ask 'what time is it now?' This is completely normal. Just keep practicing and talk about how you know what time it is, e.g. 'I know that it is 25 past 7, because the hour hand is past the 7 and the minute hand has counted around 5, 10, 15, 20, 25.'
- As I said above, your child should wear a watch and do this in 'real life' as much as possible, but I have also included some work sheets for this (please see above guidance about how your child should draw the clock hands to the correct length).

Extra Activities for Children Working at Greater Depth

If your child is already fluent in telling the time to the nearest 5 minutes, there are a few extra things you can do.

- Teach your child to read the time to 1 minute intervals. Introduce the idea that we generally count around the clock in 5 minute intervals, but we can be more precise than that. If we look carefully between each of the 5 minute intervals, we can see tiny markings (make sure your child has access to a clock or a watch that does have these - like the one in the picture above). So we can see when it is 12 minutes past the hour or when there are 23 minutes left until the next hour. Talk about the second hand (the very thin one that moves quickly) - every time it travels around in a complete circle, that is 60 seconds or 1 minute and the minute hand will have moved from one tiny marker to the next. See worksheets included. N.B. the worksheet has the answers written in digital format, but you could write them as analogue, or you could do both!

	<p>- You can also teach your child digital times and how these relate to our analogue clock. All of the times before half past are pretty easy to understand, e.g. 1:20 means that it is 20 minutes past 1 O' Clock. However, once we get past the half way point, the rules change. We no longer have 'past' and 'to' - instead all of the times are effectively 'past' and we don't count backwards anymore. Instead, we keep counting in 5's the whole way round, until we get to 60 (because there are 60 minutes in one hour). Teach your child that, for example, 1:40 is the same as 20 to 2. See 'analogue and digital matching cards' included.</p>
Activity 2	<p>Objective: To sequence events in chronological order and compare and sequence intervals of time.</p> <p><u>Working Towards the Expected Standard</u> 'See clock and time cards O' Clock and Half Past'.</p> <p>Using the resource above (some of the times are repeated so you probably won't need all of them), first try covering the time written at the bottom (or folding it over) and see if your child can read the times shown on the clock faces.</p> <p>Next, try putting the times in order, perhaps starting from 12 O' Clock. Alternatively, you could give your child just a selection of perhaps 4 or 5 cards to put in order, from the earliest to latest.</p> <p>Talk about how the times are repeated, so one day has 24 hours, there are only 12 hours on the clock, so we have each one twice, e.g. we have a 7 O' Clock in the morning and a 7 O' Clock at night.</p> <p>Try writing all of the times along a long strip of paper and colouring in parts to show what your child might be doing at different times. Talk about how long it is between one time and the next, e.g. it is one hour between bath time and bed time. Your strip might look something like this;</p>



Working At the Expected Standard

It is a good idea to make a strip like the one above to show your child a.m. and p.m. and how there are 24 hours in a day, split into 2 lots of 12.

Write these statements on strips of paper and sort them into 3 groups - things you do in the morning, things you do in the afternoon / evening and things that you might do in both;

- Brush your teeth,
- Walk to school,
- Go to an after school club,
- Have a shower,
- Eat breakfast,
- Eat lunch,
- Eat dinner,
- Read a story,
- Do your homework,
- Have a bath,
- Play computer games,
- Play outside.

You might be able to add some more strips of paper to show other things you do.

Have a go at the worksheet; Intervals of time - hours before and after.

Extra Activities for Children Working at Greater Depth

Have a go at the 'using a.m. and p.m.' activity sheets.

Also try the 'time word problem cards'.

Activity 3	<p>Objective: Mixed reasoning and problem solving activities.</p> <p>See the separate sheets with reasoning and problem solving activities. You don't have to complete all of them, but just pick out the ones you feel are most appropriate for your child. Of course, if you do decide to complete them all - well done!</p> <p>You might want to make a clock with your child in order to help answer some of the questions. Resources for making a clock are included.</p>
Activity 4	<p>Objective: SATs style reasoning and problem solving activities.</p> <p>Please see the separate sheets with SATs style questions. Again, you don't have to do all of them, but pick the ones you feel are appropriate.</p>

A Little Extra

The White Rose End of Block Assessment is also included here with the other resources. Children do one of these at the end of each maths topic, so they have already done this. You might want to give it to them at the end of this week to see if they can complete it independently and if there are still things they have not understood.