

**Maths Home School Learning**  
**Time - Spring 2 Week 2**

If your child is struggling with grasping the concept of time, then stop at this point and just work on reading / recognising the time to the 15 minutes (o'clock, quarter past, half past and quarter to.) There are some links below to support your child's learning.

**Online Interactive Games**

<https://www.topmarks.co.uk/time/teaching-clock>

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

<https://uk.splashlearn.com/time-games>

<https://www.education.com/games/time/>

<https://www.everschool.co.uk/maths-key-stage-1-tell-the-time.html>

	<b>In Focus</b>	<b>Guided Practice</b>	<b>Workbook</b>
<b>Monday</b>	<p>Begin by giving your child a clock and show them the In Focus task. Ask your child if they are able to solve the problem and allow them some time to discuss it. Ask them to share how they find the duration of time.</p> <p>Are there other methods to find the duration?</p> <p>Explore Methods 1 and 2 from Let's Learn with pupils to impress upon them that duration can be calculated using addition and subtraction. Ask them if they can think of other ways.</p>	<p>During Guided Practice, pupils are finding the duration of different activities. In the final question, they will be crossing the hour barrier into the next hour (from 4:55 to 5:20).</p>	<p>Page 139 - 140</p>
<b>Tuesday</b>	<p>To begin this lesson, provide your child with a clock and show them the In Focus task. Ask them to solve the problem by thinking about what the question is asking. Is it asking them to find 30 minutes from the 2 hour mark or 30 minutes from the current time? Ask them how they know this.</p>	<p>During Guided Practice, pupils are practising changing the hour and minutes, starting on the hour and part way</p>	<p>Workbook Page 141 - 142</p>

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	Once the class has solved the initial problem, ask them how the situation would be different if the starting time was 4:45 rather than 1 p.m. What would be similar about the times? What would be different and why (you are looking for them to discuss how going forward 30 minutes would change the hour).	through the hour, at times requiring the hour to change.	
<b>Wednesday</b>	To begin this lesson, provide your child with a clock. Show them the In Focus task and ask them to solve the problem by working together. Begin by asking them what is different in this problem compared to the ones they have been working on so far (20 minutes from now, a show starts). Ask them how that changes the situation (the clock is not showing us when the cartoon starts, they have to change it first). Allow them time to solve the problem. Ask them how many ways they can find the end time, for example, adding the two durations then counting to the end time.	During Guided Practice, pupils are reviewing how to place clock hands in different intervals, paying close attention to where the minute and hour hands should be pointing.	Workbook Page 143 - 144