



Year 2

Remote Learning

Maths Week 14 (w.c. 22.6.20)

Message

Hello Year 2,

We hope you had lots of fun learning about Time last week. Some of you sent us pictures of the clocks you made – they looked great!

This week, we are learning more about **Time**. By the end of the week we would like you to be able to discuss how you know what time it is, and describe facts like how many **seconds** are in a **minute** and how many **months** are in a **year**. You will also be able to work out the **durations** of different activities, and compare these to see which took **longer**.

Remember, you can send any of your learning to: year2@coleridgeprimary.net. We really love seeing what you have been up to.

Take care,
Ms Creamer, Mr Heidensohn, Miss Ibbotson
and Mr Ibbotson

Parent Message

Dear Parent,

This week's maths is the second of two weeks all about **Time**. It covers new learning for the children, building on what they learned last week. An analogue clock is useful again this week – children can use the paper one they made last week.

This week there are **teaching videos** for each lesson, taking the children through all the learning and activities. We hope this makes the learning easier to follow. However you can also just follow the plan and the activities if you prefer.

Everyone's family situation and time available for home learning is different, so please feel free to tailor these lessons to suit your family, picking whatever works best for you!

Best wishes,
The Year 2 Team

Website Links

Excellent BBC video series on the hour, minute and second hands, and what we do that takes an hour, a minute or a second:

<https://www.bbc.co.uk/teach/class-clips-video/mathematics-ks1-ks2-round-the-clock/zj6xjhv>

Stop the Clock

A strategy game for two players, or against the computer:

<https://nrich.maths.org/6071>

Matching Time

A matching pairs game:

<https://nrich.maths.org/10332>

Interactive teaching clocks that you can set or use with live time:

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

<https://www.visnos.com/demos/clock>

Lesson 1 – Telling the time to 5 minutes, including half past and quarters, throughout the hour

You will need: a pencil or pen, printed sheets of **Activity 1** and **Activity 2** (or copies of these on screen and paper to write answers on). It would also be useful to have the clock you made last week. You could use this to set and check the times on the sheets.

Key words: minute hand, hour hand, clock face, past, to, half, quarter, counting forwards or backwards in fives

Watch this **Teaching Video** with Mr Heidensohn: <https://youtu.be/K03iXJ9oZvg>

The video will talk through all the key learning and activities of the lesson. Children will need to pause the video twice to complete an activity then return to the video. The activities are detailed below and on the sheets provided.

Activity 1: Read the clocks and write the correct time below (e.g. 'ten past 9') on pages 1 and 2. Check your answers with the ones provided on pages 3 and 4. For an extra challenge, cut the clocks out and put them in order from the earliest to the latest.

Activity 2: Read the clocks with only the hour hand showing. Using what you have learned already, can you work out the time just from looking at the hour hand? It can be tricky, so sometimes there might be two possible answers. For a further challenge, draw an hour hand onto each of the blank clocks at the end of the sheet provided, writing the time in words and numbers below. Make sure the hour hand is in the right place to tell the right time!

Lesson 2 – Minutes in an hour, hours in a day

You will need: a pencil or pen, a ruler or other straight edge, printed sheets for the Quiz (**Activity 1**), the 24 hour day chart (**Activity 2**), Reasoning Journal problems (**Activity 3**) - or these activities on a screen, and some paper to write and draw on.

Key words: day, week, month, year, noon, midday, morning, afternoon, midnight, start, finish, duration

Watch this **Teaching Video** with Mr Heidensohn: <https://youtu.be/D4pbGnDcZqs>

The video will talk through all the key learning and activities of the lesson. Children will need to pause the video at various points to complete an activity then return to the video. The activities are detailed below and on the sheets provided.

Activity 1: quiz sheet. The questions are on the sheet, but Mr Heidensohn will go through each of these, and the answers, in the video.

Activity 2: Look on the printed sheet at the chart showing the 24 hour day. Discuss the questions on the sheet. Look at my example showing how long I've spent doing different things. Think about the main things you do each day. Fill in your own activity durations for your day.

Activity 3: Write or draw (or do both) as much as you can to explain in detail your answers to these two Reasoning Journal questions.

Lesson 3 – Find durations of time

You will need: an analogue clock (the one you made last week would be perfect), a pencil or pen, a printed copy of the **Activity** sheet, or a copy on a screen and paper to write and draw on.

Key words: start time, finish/end time, duration, interval

Watch this **Teaching Video** with Mr Heidensohn: <https://youtu.be/8vkywK2evng>

The video will talk through all the key learning and activities of the lesson. Children will need to pause the video at various points to complete an activity then return to the video. The main independent activity is detailed below and on the sheet provided.

Activity: Solve the word problems, using the start and finish times to work out the duration (how long) of an activity. For some questions you will be given just the start or finish time and the duration, so you will need to work out what time that activity began or ended. The questions get gradually more challenging as you go through the sheet.

Do your best and attempt as many as you can!

Lesson 4 – Compare durations of time

You will need: a pencil or pen, printed or on-screen copies of **Activity 1**, **Activity 2**, **Activity 3** and some paper. If possible, cut Activity 1 up into cards. If you have a **stopwatch** (or stopwatch app on a device), you could use it for timing activities. You could also use the second hand of an **analogue clock**, or you can ‘count elephants’ as modelled in the videos. All methods are equally valid.

Key words: seconds, minutes, timing, start, finish, duration, longer, shorter, longest, shortest, same, equal

Introduction: watch <https://www.bbc.co.uk/teach/class-clips-video/mathss-ks1-ks2-how-long-is-a-second/z7fxpg8>

Now watch this **Teaching Video** with Mr Heidensohn: <https://youtu.be/EJsckgSSppg>

The video will talk through all the key learning and each of the three lesson activities. Children will need to pause the video at several points to complete an activity then return to the video. The activities are detailed below and on the sheets provided.

Activity 1: look at the different duration times and put them in order from shortest to longest. Look carefully at how many seconds or minutes each duration is! When you finished, look at **Activity 1 Solution** to check your answer. How did you get on?

Activity 2: look at the chart of TV programme start times and end times. Work out the durations. Which is longest? Which is shortest?

Activity 3: predict which of two activities will take longer, then time yourself doing each activity, recording on paper how long each one took in seconds, and which took longest or shortest.

Lesson 5 – making a diary including clock times and durations

You will need: pencils or pens for drawing, writing and colouring; a round template to draw clocks, paper (if possible a large size such as A3), your clock.

Watch this **Teaching Video** with Mr Heidensohn: <https://youtu.be/dTXkr9F0Ah0>

The video will talk through all the key learning and how to do the lesson activity. Children will need to pause the video at various points to complete part of an activity and then return to the video.

Activity: Make an 8-part diary of the key events of your day, and the times each of these took place. These could include waking up, eating breakfast, starting remote learning, going outside to play, eating lunch, watching TV, going on a bike ride, reading a story, bathtime, etc. Draw a clock showing the exact time of each event. Draw a picture and write words or sentences to describe each event.

Extra challenges:

- Draw two clocks for some longer activities (such as meals or remote learning), showing both the start and finish times.
- Work out the **durations** of longer activities, for example I started my bike ride at five past 4, it finished at half past 4 – I was cycling for 25 minutes.
- Work out the **interval** between one activity and another. This means or how much later the second thing happened, or how much time passed between one event and another. For example I finished breakfast at 25 past 8, I started remote learning 40 minutes later at ten past nine.