

## Maths Overview class 5 20<sup>th</sup> and 27<sup>th</sup> April 2020

The following overview is to be used as a guide and I have tried to include as many practical activities as possible as when we teach maths at school we try to put it in a real-life context to help the children understand it. Please adapt or change things depending on your child's ability and understand and the things you have at home.

This unit is all about time and builds on what they have previously learnt in year 2. If your child is struggling with some of the learning below, please focus on telling the time using o'clock, quarter past, half past and quarter to. Once they are able to do this please move on to telling the time to the nearest 5 minutes.

It is important to practice quick fire addition and subtraction questions to develop your child's knowledge of number bonds to 20. Please keep practicing times tables as these are a big focus in year 3 and year 4. I would suggest using 'Hit the Button', this is a great quick fire interactive game. I have also uploaded some times tables booklets to help consolidate the 2x and 5x table. If your child is confident in this area I have uploaded booklets for the 9x and 11x tables.

<b>Monday</b>	<b>LO: To understand that clocks are measuring devices with more than one scale.</b> Look at a clock and discuss what it's used for. Discuss that a clock is a measuring device and that it uses a scale and indicators (clock hands). Ask children if they can think of any other measuring items that have scales (weighing scales, tape measure etc.). Revisit telling the time to o'clock, quarter past, quarter to and half past. Remind children of the difference between the minute hand and
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	<p>the hour hand and that we need each one to tell the time. We always say the minutes past (or to) and then the hour.</p> <p>Practise telling time using <a href="https://www.topmarks.co.uk/time/teaching-clock">https://www.topmarks.co.uk/time/teaching-clock</a></p> <p>Remind them to say the hour and how many minutes past.</p>
<b><u>Tuesday</u></b>	<p><b><u>LO: To read analogue times to the nearest minute</u></b></p> <p>Remind children how to read analogue clocks and we use both the minute hand and the hour hand.</p> <p>Look at <a href="https://www.topmarks.co.uk/time/teaching-clock">https://www.topmarks.co.uk/time/teaching-clock</a> and look at the 5 minute intervals. Remind children that the bigger lines are intervals of 5. Look at the intervals between 5 and 10, ask how many are there? Confirm there are 5 and each interval has a value of one and this equals one minute. Set time to 10 past 6. Move the minute hand one, ask how many minutes past now (remind them to use number facts so one more than 10 is 11). Put this with the hour – so it is 11 minutes past 6. Set the time to 2pm. Increase the minute hand by 1 each time and ask your child to tell the time e.g. one minute past two, two minutes past two.</p> <p>Once you reach half past move on to minutes to the hour if your child is confident to do so, if not continue practicing telling the time using minutes past (please change the hour hand)</p> <p>If your child is confident remind them that after half past we count to minutes to the next hour so it becomes a different hour and how many minutes to. Use the clock to show how many minutes to the hour it is by counting.</p> <p>Complete worksheet ‘Year 3 tell and write the time’ on Twinkl.</p>
<b><u>Wednesday</u></b>	<p><b><u>LO: To understand and correctly use a.m. and p.m. to read, record and order times.</u></b></p> <p>Ask your child what they do at 8 o’clock. Don’t specify morning or night. Remind them that there are two 8 o’clocks and that the hour hand goes round twice every day. Ask – to make it easier how can we identify which 8 o’clock we mean? Which words can we use? (morning, afternoon, evening, night) Which words can we use for 12 o’clock (midnight/midday)</p> <p>Discuss these activities and the time and ask what time of day we do them (morning or night)</p> <ul style="list-style-type: none"> <li>• waking up – five minutes past seven</li> <li>• brushing your teeth – quarter to eight</li> <li>• having a bath – half past six</li> <li>• eating food – ten minutes to six</li> </ul>

	<ul style="list-style-type: none"> <li>• travelling to school – twenty two minutes past three</li> <li>• in bed – twelve minutes to seven</li> </ul> <p>Explain that we say am and pm to show the difference.</p> <p>Use the activities listed above and put them in the correct order (starting from 12am) in which they would be done during the day. Children can draw the activities and write the times next to them using am and pm.</p>
<b>Thursday</b>	<p><b><u>LO: To understand the features of digital clocks and telling 'minutes past' times</u></b></p> <p>Use <a href="https://www.topmarks.co.uk/time/teaching-clock">https://www.topmarks.co.uk/time/teaching-clock</a> and switch the display to digital. (use the 24 hour display) Explain this is a different type of clock but that it shows the same time – switch between the displays so children can see. Ask – what is the same? What is different? Explain that the first two digits show the hour which are then separated by a colon and the next two digits are the minutes. Use this digital clock to practice telling the time. (Change the minutes and hours). Only go to 30 minutes past. Remind them that we say minutes past first then we say the hour. You could use the following times – encourage your child to say how many minutes past the hour</p> <ul style="list-style-type: none"> <li>• <b>05:13</b></li> <li>• <b>10:20</b></li> <li>• <b>11:28</b></li> <li>• <b>11:07</b></li> <li>• <b>02:19</b></li> <li>• <b>07:10</b></li> </ul> <p>Once these have been practiced show these times on an analogue clock and remind them that it is the same time but in a different format.</p> <p>Use <a href="https://www.twinkl.co.uk/resource/t2-par-28-easter-bunny-analogue-and-digital-time-activity">https://www.twinkl.co.uk/resource/t2-par-28-easter-bunny-analogue-and-digital-time-activity</a> to match analogue and digital times.</p>
<b>Friday</b>	<p><b><u>LO: To read and order times in words, analogue or 12-hr digital formats</u></b></p> <p>Use <a href="https://www.topmarks.co.uk/time/teaching-clock">https://www.topmarks.co.uk/time/teaching-clock</a> digital clock and practice telling the time. Set time to 11:30 am and keep increasing the time minute by minute. Stop at 11:59 – ask - what will happen when I add one more minute? The hour will change to 12 and the minutes to 00. Show this. How else can we say it? (noon, midday) how can we tell which 12 o'clock it is? Remind them of am and pm. Remind them that am is first then pm. So 5:05 pm is after 10:20 am even though the hour is greater.</p>

	<p>Compare different times saying which comes first</p> <ul style="list-style-type: none"> <li>• 4:20pm and 09:23am</li> <li>• 08:53am and 03:12pm</li> <li>• 07:12pm and 08:24am</li> </ul> <p>Draw clocks with different times (put am or pm at the side). Once complete play a game where each person picks a card, the player with the earliest time wins all the cards played that round, complete until there is a clear winner. This can also be changed so it can be the player with the latest time.</p>
<b><u>Monday</u></b>	<p><b><u>LO: To understand the units of measured time</u></b></p> <p>Use <a href="https://www.online-stopwatch.com/full-screen-stopwatch/">https://www.online-stopwatch.com/full-screen-stopwatch/</a> to show a stopwatch. Explain that a stopwatch measures how much time has passed. Look at the digits and how they change. Ask – how many seconds in a minute? How many minutes in an hour? Watch what happens when it reaches 60 seconds. (the second set of numbers will change) Discuss how the first set is hours, the second set is minutes and the third set is seconds).</p> <p>So that children understand how long a second is ask them to perform star jumps for 5 seconds. (One person will need to be watching the stopwatch) swap roles so that the child is able to control the timer. Complete different activities e.g. squats for 20 seconds, high knees for 30 seconds)</p> <p>To understand how long a minute is, reset the stopwatch to zero. Ask your child to close their eyes and when they think a minute has gone to open them (remember to start them off and stop it at one minute!)</p> <p>Give them different scenarios and ask them what they would measure it in and why (hours, minutes, seconds)</p> <ul style="list-style-type: none"> <li>• Flying to Spain</li> <li>• Walking to the shops</li> <li>• Writing your name</li> <li>• Playing a computer game</li> </ul>
<b><u>Tuesday</u></b>	<p><b><u>LO: To measure intervals in seconds and in minutes and seconds</u></b></p>

	<p>Discuss how to measure time accurately using a stopwatch <a href="https://www.online-stopwatch.com/full-screen-stopwatch/">https://www.online-stopwatch.com/full-screen-stopwatch/</a> what do we need to do to measure accurately? Ask your child what they think you should do (check that your partner is ready, start and stop the stopwatch at the right time, concentrate and watch carefully, stop the activity and stopwatch at same time, read the time accurately) Ask – why is this important to measure accurately?</p> <p>Choose an activity from below and estimate how long you think it will take to complete. Complete the activity and compare the estimate with the real time (will need to be timed)</p> <ul style="list-style-type: none"> <li>• write your name neatly 3 times</li> <li>• build a tower using 15 piece of Lego/cubes/building blocks</li> <li>• list the multiples of the 3x table</li> <li>• count to 100</li> <li>• do 10 star jumps</li> <li>• run around your garden 3x</li> </ul> <p>After – which units would I use to measure for longer activities? (hours/minutes). Pick 3 of these activities and estimate how long it will take in minutes and seconds and then compare with the actual time.</p>
<b>Wednesday</b>	<p><b><u>LO: To calculate and compare intervals given start and finish times.</u></b></p> <p>Show online TV guide (or paper version) <a href="https://www.bbc.co.uk/schedules/p00fz19s">https://www.bbc.co.uk/schedules/p00fz19s</a> which shows start and finish times. Discuss how we find the start and end time (the start time is the time next to the programme and the end time is the time of the next programme). How long does it last for? Use <a href="https://www.topmarks.co.uk/time/teaching-clock">https://www.topmarks.co.uk/time/teaching-clock</a> to show start time on an analogue clock. How many minutes go past until we reach the next programme? This is the duration of the show. Show that it can be calculated by counting on in intervals of 5 using 5 past, 10 past etc. Explain that sometimes we won't need to use this way as we can sometimes just see it! Use the online TV guide to calculate the lengths of the programmes.</p> <p>Use TV guide to calculate the length of programmes using a counting on strategy. Continue to do this at frequent opportunities.</p> <p><b><u>*Please note your child may struggle with this as this is a difficult concept*</u></b></p>
<b>Thursday</b>	Play telling the time board game <a href="https://www.twinkl.co.uk/resource/t2-m-1619-telling-the-time-board-game">https://www.twinkl.co.uk/resource/t2-m-1619-telling-the-time-board-game</a>
<b>Friday</b>	Matching digital clocks with analogue clocks. <a href="https://www.twinkl.co.uk/resource/t-n-4403-analogue-digital-clocks-matching-cards">https://www.twinkl.co.uk/resource/t-n-4403-analogue-digital-clocks-matching-cards</a>

