

Maths Year 1 Weekly Plan: Spring

Week 2: Time

Work marked with a 😊 is for all children to complete.

Work marked with a 🌈 is extension work for children if further challenge is needed.

Objectives: Recognise and use language relating to dates, including days of the week, weeks, months and years. Sequence events in chronological order using appropriate language. Compare, describe and solve practical problems for time. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

	Starters	Whole class teaching	Lesson Activities	Plenary
Monday	<p>Compare, describe and solve practical problems for time</p> <p>SUPERHERO DAY!</p> <p>For these activities you will need a stopwatch – nearly all mobile phones now have a stopwatch feature. If you do not have access to a stopwatch you can use an online one using the link below:</p> <p>https://www.online-stopwatch.com/</p> <p>😊 Superheroes are often very quick and can complete different tasks very speedily. Use a stopwatch to time how long it takes you to do the following tasks:</p> <ul style="list-style-type: none">• 20 hops• 30 star jumps• 15 skips (if you have a skipping rope and the weather outside isn't too bad!)• 20 times bouncing and catching a ball• 20 times writing your own name <p>Which was your quickest time?</p> <p>Which activity was the slowest for you to complete?</p> <p>🌈 Put your times into rank order from fastest to slowest.</p>			
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Tuesday	<p>😊 What different ways of measuring time can you think of?</p> <p>🌈 (e.g. seconds, minutes, hours, days, weeks, months, years). If needed, prompt your child to</p>	<p>Recognise and use language relating to dates, including days of the week, weeks, months and years. Sequence events in chronological order using appropriate language.</p> <p>😊 Think about the way that we would measure different activities. Would days, hours, minutes or seconds be used?</p> <p>🌈 Think about which unit of time would be best for measuring the following activities:</p> <ul style="list-style-type: none"> • Brushing your teeth • Eating lunch • Saying 'hello' • Going to school • Going on holiday? <p>Talk through these with your child and discuss which they think would be most appropriate for measuring the time taken.</p> <p>If needing extra support you could use a stop watch and time some simple activities so that your child starts to understand how long a minute, second, hour are.</p> <p>Talk about how there are 60 seconds in a minute, 60 minutes in an hour, 24 hours in a day and 7 days in a week.</p>	<p>😊 Look at the 'Units of Time' cards.</p> <p>🌈 Children to work at sorting the cards into seconds, minutes, hours or weeks.</p> <p>Please do not worry if you cannot print out the cards, this activity can be done verbally if needed. You could make a list of the activity for each unit of time instead, or simply talk through the different options.</p>	<p>😊 https://www.youtube.com/watch?v=5enDRrWyXaw&list=PLqv4y60m_3_BsDssdzvrCueiho5Tc-1j8</p> <p>Practise singing through the months of the year song that we do in school (link above). Then ask some questions e.g. what month comes after April?</p> <p>🌈 Complete same as above but ask questions such as; What month comes before September?</p>
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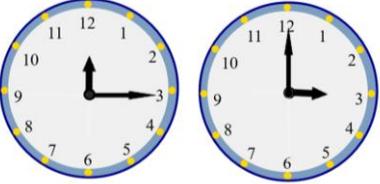
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	Starters	Whole class teaching	Lesson activities	Plenary
Wednesday	<p>😊 Complete the sentences using seconds, minutes or hours:</p> <p>Playtime is about 20 _____ long.</p> <p>The school day is about 6 _____ long.</p>	<p>😊 Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p> <p>😊 Today we are going to learn about o'clock times.</p> <p>Use a clock to show some o'clock times. E.g. 4'o'clock, 11'o'clock. Can you recognise the time being shown on the clock?</p> <p>Remember, for an o'clock time, the minute hand points to the 12, and the hour hand tells you which hour it is e.g. 4'o' clock.</p> <p>If you do not have a toy/practise clock then you can use an online one following the link below: https://mathsframe.co.uk/en/resources/resource/90/itp-clock</p> <p>Practise with lots of different o'clock times until your child is more confident with reading these.</p> <p>🌈 If your child is already confident reading o'clock times, then instead show them a time on the clock and ask them what time it would be in 1 hour, or 2 hours instead. If further extension is needed, you could ask them 1 or 2 hours before the time shown.</p>	<p>😊 Log on to Purple Mash and complete the 'to do' that is set for 'Time – whole hours mixed'. Support your child in filling in the missing times on the clock for Mr Wolf.</p> <p>🌈 Complete the same 'To Do' on Purple Mash as above. For each question ask your child what 1 or 2 hours before or after the time on Mr Wolf's clock would have been.</p>	<p>😊 Tim goes to bed at 7 o'clock. Lily goes to bed 1 hour later. What time does Lily go to bed?</p> <p>🌈 Tim goes to bed at 10 o'clock. Lily goes to bed 3 hours earlier. What time does Lily go to bed?</p>
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Thursday	<p>😊 Tim says that both of these clocks say 3 o'clock. Is he right? How do you know?</p> 	<p><u>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</u></p> <p>😊 Use the clock from yesterday's lesson to recap o'clock times again. https://mathsframe.co.uk/en/resources/resource/90/itp-clock</p> <p>If your child is getting more confident, you could try showing them a time and then asking what time it would be 1 hour on from the time shown. Repeat with other times.</p> <p>🌈 Say a simple word problem for you child involving o'clock times. e.g. A birthday party started at 3 o'clock and lasted 2 hours. What time did the party finish? Or to make it harder you can have your child work backwards with the word problem e.g. Kate went on a 3 hour walk. She got home at 7 o'clock. What time did she start her walk? Be careful about getting your child to count backwards over the change between 12 o'clock and 1 o'clock – only do this if your child is working very confidently with time.</p>	<p>😊 Have a look at the 'O clock maths sheets' Can you read the times on the clocks? Can you draw the hands on to the clocks to show the time given? There is no need to print the sheets. You can read the times verbally or write the times you can see in your work book. For the clocks where you need to draw the times on, if you have a play clock where you can move the hands, then you could make the times shown on there. If not, draw a clock onto a piece of paper, and make 2 hands – one long minute hand, and one shorter hour hand. Then you can place the hands on your clock in the correct position to show the times on the sheet.</p> <p>🌈 Complete the same activity as above, but ask your child to record 1 or 2 hours before/after the given time, depending on what will challenge them.</p>	<p>😊 Sam goes for a walk at 4 o'clock. He walks to 2 hours. What time does he get back?</p> <p>🌈 Sam has been for a walk. He walked for 2 hours. He got back at 3 o'clock. What time did he go for his walk?</p>
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Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number
 Given a number, identify one more or one less.
 Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Friday

Mental Maths – complete a variety of verbal questions based around the following ideas:

😊 **Counting activity** – Count up as high as you can, can you get higher than the number you reached last time? If your child is struggling to get past a certain number, keep practising that number with them. E.g. 28, 29, **30!** What came after 29? That's right 30. Can you now do it? 28, 29 ...

1 more and 1 less questions – ask your child a mixture of 1 more and 1 less questions up to the point where they are comfortable counting.

Which number is bigger/smaller – verbally give your child 2 numbers e.g. 17 and 13. Ask them which is the largest number. Repeat using different numbers up to the number that you child can confidently count. Change whether you are asking for the largest or the smallest number.

Greater than or Less than – show your child 2 numbers written down on a piece of paper. Can they decide which sign is needed in-between them – a greater than or less than sign? They can draw the sign in-between with their finger or in the air – they do not need to record anything for this activity.

Read number words to 10 – write down some of the number words that your child has been learning to read and practise these. If doing well, add another number word to practise.

Mental addition to 20 – verbally ask your child addition questions up to 20 (or higher depending on how confident they are).

Mental subtraction to 20 – verbally ask your child subtraction questions to 20 (or higher depending on how confident they are).

Place value knowledge – How many ones are there in 15? How many 10s in 11? Can you say a number with 6 ones in it?

Shapes – How many sides does a hexagon have? How many faces does a cylinder have?

Fractions – Verbally ask your child half of a number to 20. E.g. What is half of 16?

🌈 Complete the same activities as listed above but using larger numbers that your child is able to count to (this could even be over 100 if they can count to these numbers).
 Ask questions that ask for 2 or 3 more / less than a given number.
 Verbally give your child 3 or 4 numbers and then ask them for the smallest or largest of the numbers.
 Ask your child how to spell some of the number names.
 3 number addition questions, e.g. $4+6+7=$ to be answered mentally.
 3 number subtraction questions e.g. $17-5-3=$ to be answered mentally.
 Provide 3 numbers from a number family. Ask your child to say different number sentences that would fit with that number family.
 Give your child some verbal word problems that require them to use their place value knowledge. Look back over the past 2 days for some ideas.
 How many edges does a cube have? How many corners does an octagon have?

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