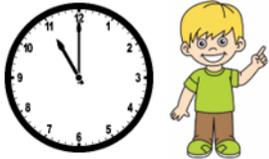


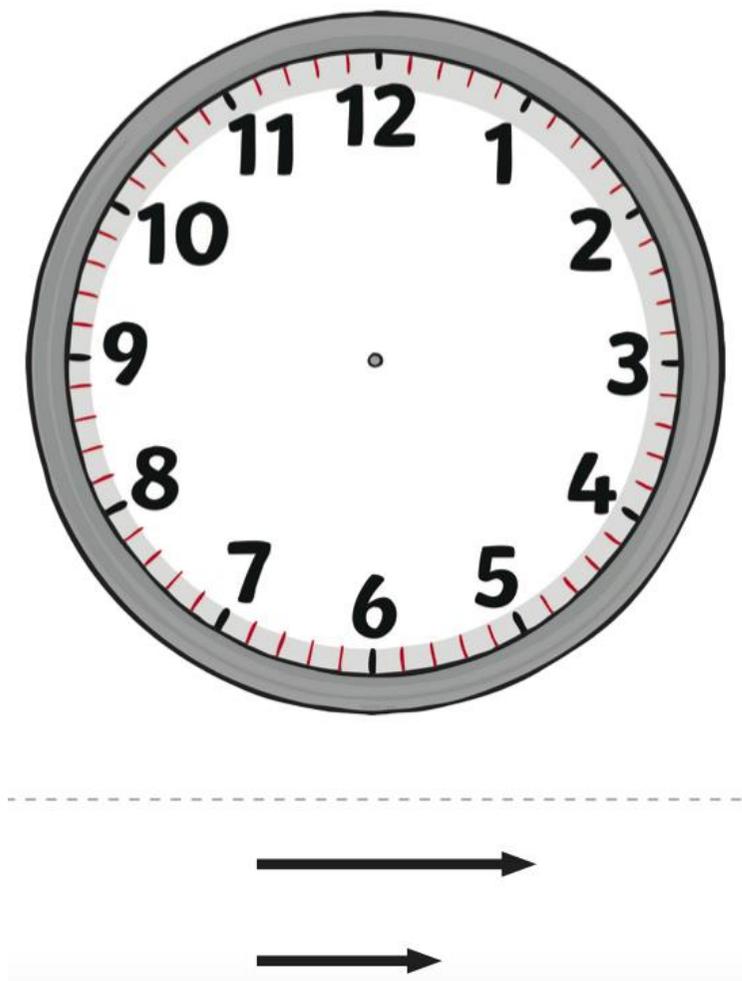
Year 2 maths – Summer 1 Week beginning: 11.5.20 - Time

Theme	Time lesson 6 Finding durations of time	Time lesson 7 Finding durations of time	Time lesson 8 Finding ending times	Time lesson 9 Finding starting times	Time lesson 10 Comparing time
Factual fluency (to aid fluency)	Read and write clock times	Read and write clock times	Time words: o'clock, half, quarter	Months of the year	Read a calendar
Problem/activity of the day	<p>(Lesson 1 resources below) MAKING LINKS: Last week you learnt how to tell and write the time to 5 minutes.</p> <p>THINK: (support below) Can you help me with this problem? In 30 minutes the train will reach London Bridge. In 1 hour the train will reach Morden. What time will it be when the train reaches London Bridge? What about Morden?</p>  <p>SEE: (model below) Watch this clip to see how to find what time the train reaches the stations.</p> <p>DO: Use what you've learnt to match the clocks and write down the correct times in the table.</p>	<p>(Lesson 2 resources below) MAKING LINKS: Yesterday we learnt how to find the end time given the start time and the duration in 30 minute and hourly intervals.</p> <p>THINK: (support below) Can you help me with this problem? How can we tell how long took Holly to paint?</p>  <p>SEE: (model below) Watch this clip to see how to find the duration of an activity.</p> <p>DO: Use what you've learnt to find the duration (how many minutes) and write the time.</p>	<p>(Lesson 3 resources below) MAKING LINKS: Yesterday we learnt how to find the duration of an activity knowing what time it started and ended.</p> <p>THINK: (support below) Can you help me with this problem? Tom's favourite show starts in 2 hours. John's favourite show starts in 30 minutes. What times do their favourite shows start?</p>  <p>SEE: (model below) Watch this clip to see how to find ending times.</p> <p>DO: Use what you've learnt to draw the missing hour and minute hands.</p>	<p>(Lesson 4 resources below) MAKING LINKS: Yesterday you were learning how to find the end time, given the start time and the duration.</p> <p>THINK:(support below) Can you help me with this problem? Alphie just had a 30 minute break. This is the time on his clock now. What time did the break start?</p>  <p>SEE: (model below) Watch clip 1 and clip 2 to see how to find start times.</p> <p>DO:Use what you have learnt today to solve the problems below.</p>	<p>(Lesson 5 resources below) MAKING LINKS:Yesterday you were learning how to find the start time, given the end time and the duration.</p> <p>THINK:(support below) Can you help me with this problem? How long did each activity take? Which activity took the longest amount of time?</p>  <p>SEE: (model below) Watch this clip to see how to compare different amounts of time.</p> <p>DO:Use what you have learnt today to solve the problems below.</p>
Methods, tips, clues & checks	Day 1 resources and answers (below) Optional: Use this clock to help you find your answers.	Day 2 resources and answers (below) Optional: Use this clock to help you find your answers.	Day 3 resources and answers (below) Optional: Use this clock to help you find your answers.	Day 4 resources and answers (below) Optional: Use this clock to help you find your answers.	Day 5 resources and answers (below) Optional: Use this clock to help you find your answers.

See below for resources to support you to THINK-SEE-DO

Whole week support resource

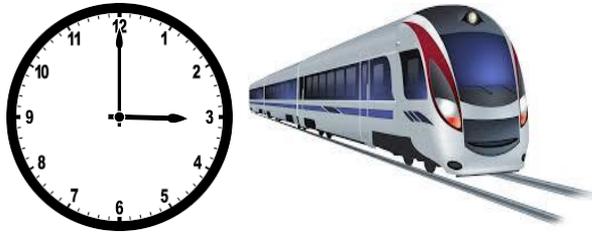
If you would find it useful to make your own clock to help you with the work here is a template below:



Remember the longer hand is the **minute** hand and the shorter hand is the **hour** hand

DAY 1 RESOURCES:

THINK:



It is now:
 In 30 minutes the train will reach London Bridge.
 In 1 hour the train will reach Morden.
 What time will it be when the train reaches London Bridge?
 What about Morden?

SEE: Optional [video](#)



After 30 minutes the minute hand moves from 12 to 6.
 The time shown is 30 minutes after 3 o'clock.
 The train reaches London Bridge **at half past 3**.
 *To find the time, we need to count in 5s forwards until we get to 30.
 Remember we are counting from the minute hand.



The minute hand makes a **complete round** in 60 minutes. The hour hand moves from 3 to 4. 1 hour after 3 o'clock is 4 o'clock. The train reaches Morden at 4 o'clock.

DO: 1) Match.

Start time

30 minutes later



Start time	Time in 1 hour (write)	Time in 5 hours (write)

Day 1 support resource

Remember when you are counting forwards 30 minutes you can use your five times tables to help. Remember to stop at **30** because you are working out 30mins later.

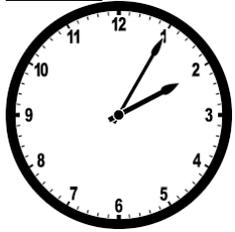
Follow these steps to help you

1. Place your finger on the number the minute hand is pointing to.
2. Jump forwards and count in fives: 5 10 15 20 25 30
3. Remember to stop at 30.
4. Look at the number your finger is on and match it to the clock which has the minute hand on the same number.
- 5.



DAY 2 RESOURCES:

THINK: How can we tell how long took Holly to paint?



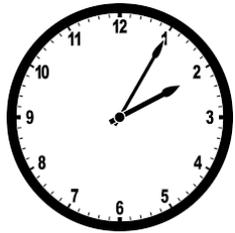
Holly started to paint.



Holly finished painting.

SEE: Optional [video](#)

Method 1



10 minutes



30 minutes



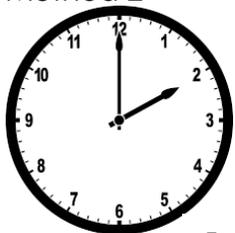
2:05

2:15

2:45

From 5 past to quarter past is **10 minutes**. From quarter past to quarter to is **30 minutes**. $10 \text{ minutes} + 30 \text{ minutes} = 40 \text{ minutes}$

Method 2



45 minutes later

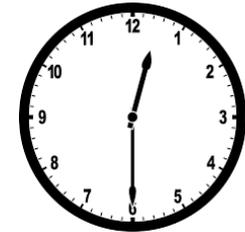
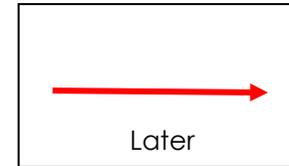


5 minutes



I know from 2 o'clock to quarter to 3 there are **45 minutes**. However I want to find the duration from **5 past two** so:
 $45 - 5 = 40$
 It took Holly 40 minutes.

DO: 1) How many minutes later ?



2) Write the time in the boxes:

Start time	15 minutes later	40 minutes later

Day 2 support resources

Remember the longest hand is the minute hand. Remember to count in fives.

5 10 15 20 25 30 35 40 45 50 55 60

1a

- Place your finger on the number **10**.
- Count forwards in fives until you land on the number **3**.
- How many minutes have passed?

1b

- Place your finger on the number **4**.
- Count forwards in fives until you land on the **8**.
- How many minutes have passed?

1c

- Place your finger on the number **1**.
- Count forwards in fives until you land on the **6**.
- How many minutes have passed?

DAY 3 RESOURCES:

THINK: Tom's favourite show starts in 2 hours.
John's favourite show starts in 30 minutes.
What times do their favourite shows start?

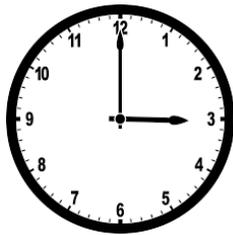


SEE: Optional [video](#)

Tom:



2 hours later

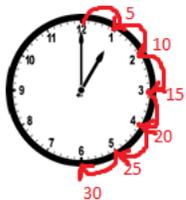


1 hour has 60 minutes. In one hour the long hand turns a full circle and the short hand points at the next hour.
The time now is 1 o'clock, two hours later it will be 3 o'clock.

John:



30 minutes later

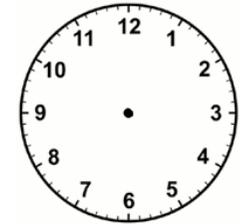


Remember we are counting in 5s forwards until we get to 30, starting counting from the minute hand.

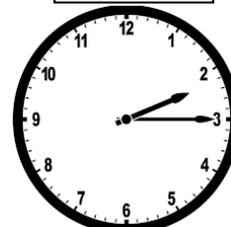
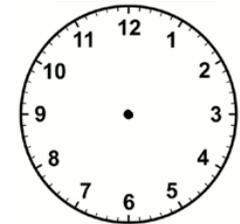
DO: Draw the missing minute and hour hands.



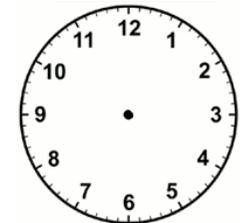
5 hours later



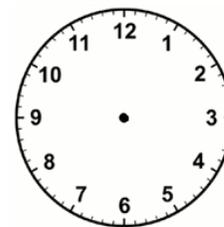
2 hours later



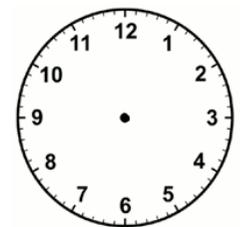
30 minutes later



A television programme starts at 8:30 in the evening. The programme lasts for two hours. Write the correct time and draw the hands.



2 hours later



Day 3 support resources

The time is ten past 11 on the clock (11:10). There are 60 minutes in an hour so the minute hand (long hand) has to turn a full circle and the hour turns to the next hour. Both hands are moving.

1 hour later would be **ten past 12**

2 hours later would be **ten past 1**

3 hours later would be **ten past 2**

4 hours later would be _____

5 hours later would be _____

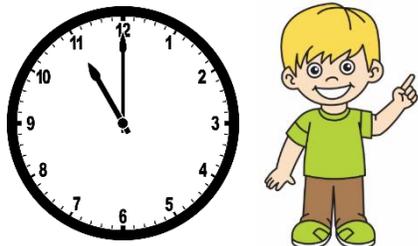
The time is **35 minutes past 12** (12.35)

1 hour later would be **35 minutes past 1** (1:35)

2 hours later would be 35 minutes past _____ (_____:35)

DAY 4 RESOURCES:

THINK: Can you help me with this problem? Alpie just had a 30 minute break. This is the time on his clock now. What time did the break start?

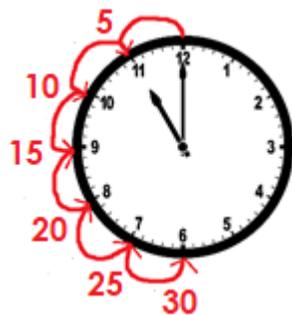


SEE:

1) What was the time 30 minutes ago? [Optional video link](#)



30 minutes before



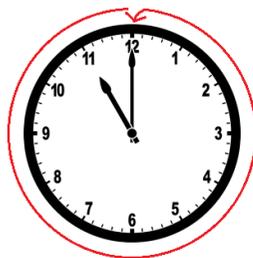
To find the start time, we need to count in our 5s backwards until we get to 30. Remember we are counting from the **minute** hand.

The start time is 10:30.

2) What would the time be an hour ago? [Optional video link](#)



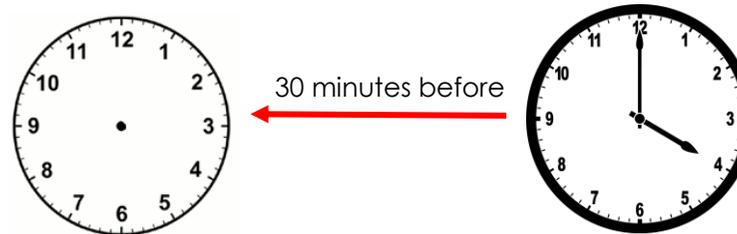
1 hour before



To find the start time, we need to count back by an hour. We move the **hour** hand anticlockwise by one hour and end up on 10:00.

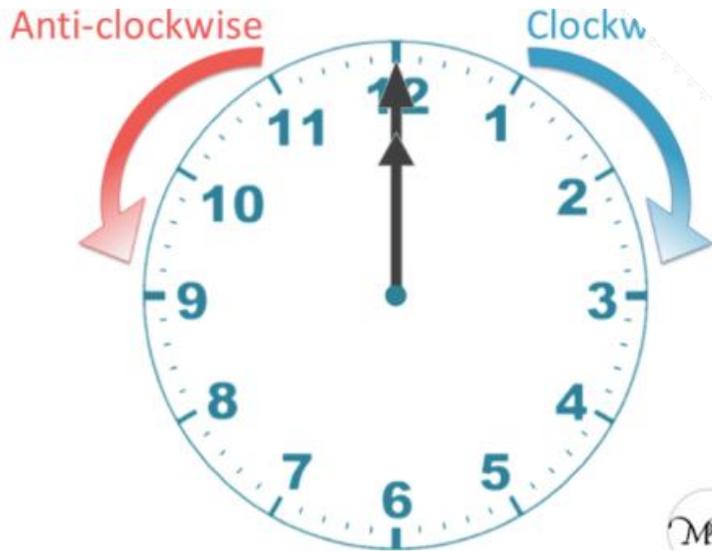
The start time is 10:00.

DO: Draw the missing hour and minute hands on the clock to show the start time.



Day 4 support resources

If you need to find out the time **before** you have to count **backwards**. When using a clock we call this **anti-clockwise**.



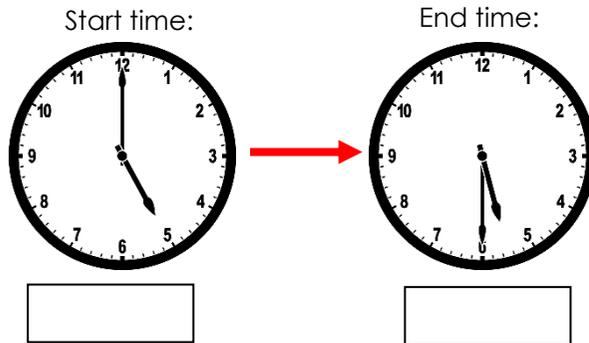
When counting back in hours you need to move the hour hand anti clockwise so that its pointing to the hour before. Remember to move it a whole turn which is 60 minutes for each hour.

When counting back **30 minutes** you can use your five times table to help you. Start with the minute hand and count going anticlockwise until you get to thirty.

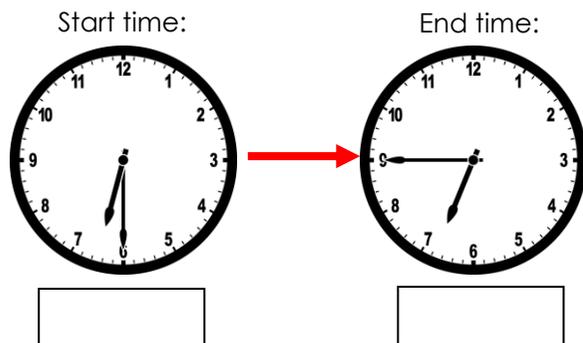
DAY 5 RESOURCES:

THINK: How long did each activity take? Which activity took the longest amount of time?

The children do their homework.

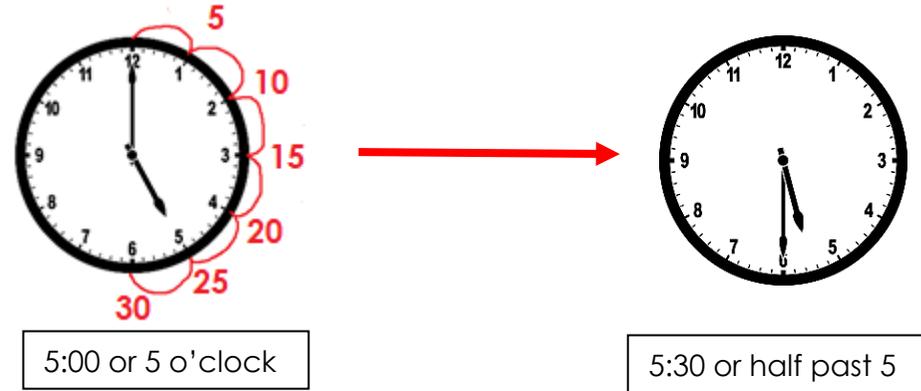


The boy takes a bath.

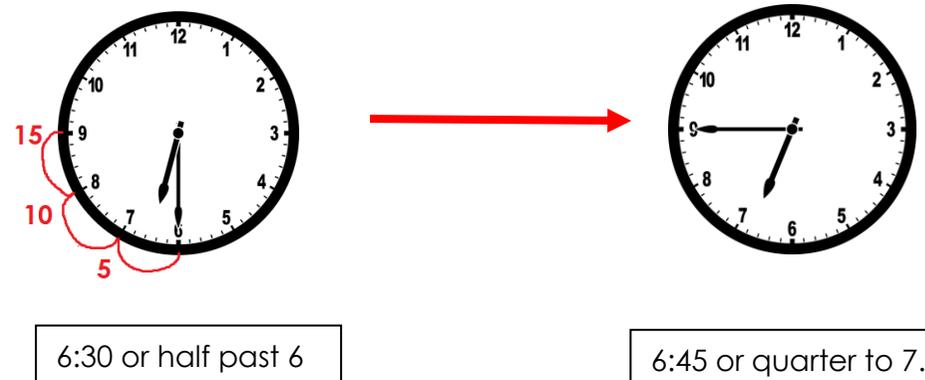


- 1) Find the start time
- 2) Find the end time
- 3) Calculate the duration of time

SEE: [Optional video link](#)



I can count around the clock in my 5s to work out how long the children were doing their homework. They started at 5:00 and finished at 5:30. They spent 30 minutes doing their homework.

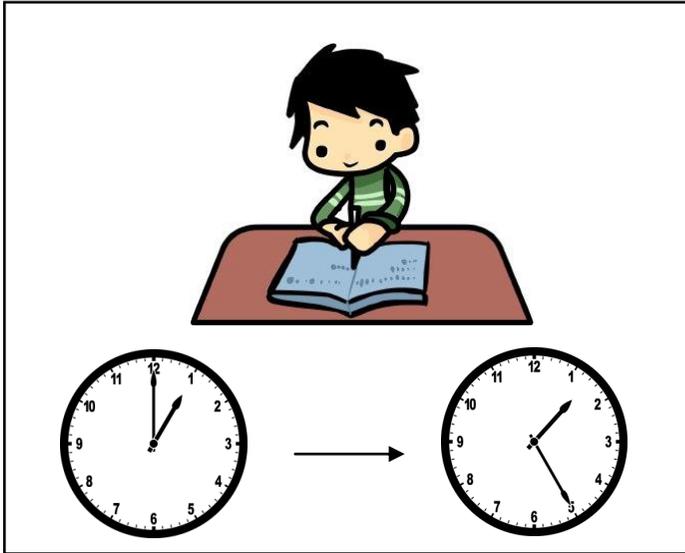


I can count around the clock in my 5s to work out how long the boy took a bath for. He started at 6:30 and finished at 6:45. He spent 15 minutes in the bath.

The homework took the longest amount of time because the children spent 30 minutes doing this. The boy only spent 15 minutes in the bath. 30 minutes is longer than 15 minutes.

DO: Fill in the blanks.

The children did the following activities one day:



Harry did his homework.

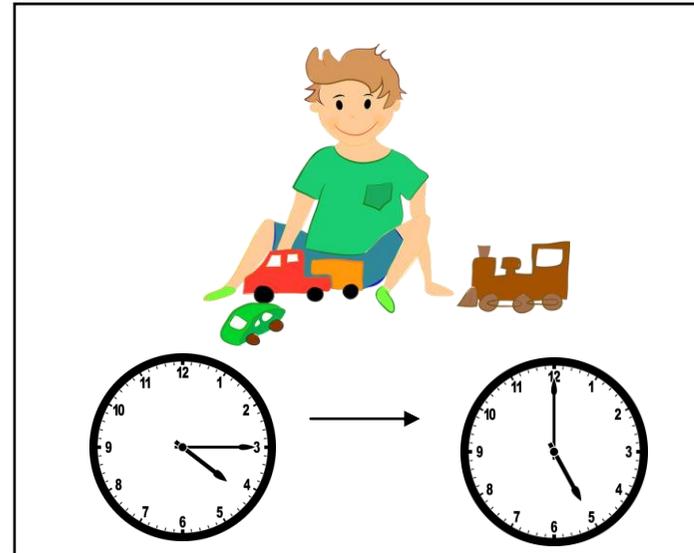
Start time: _____

End time: _____

Duration (length): _____

a) Which activity lasted the longest? _____

b) Which activity was the shortest? _____



Josh played with his toys.

Start time: _____

End time: _____

Duration (length): _____

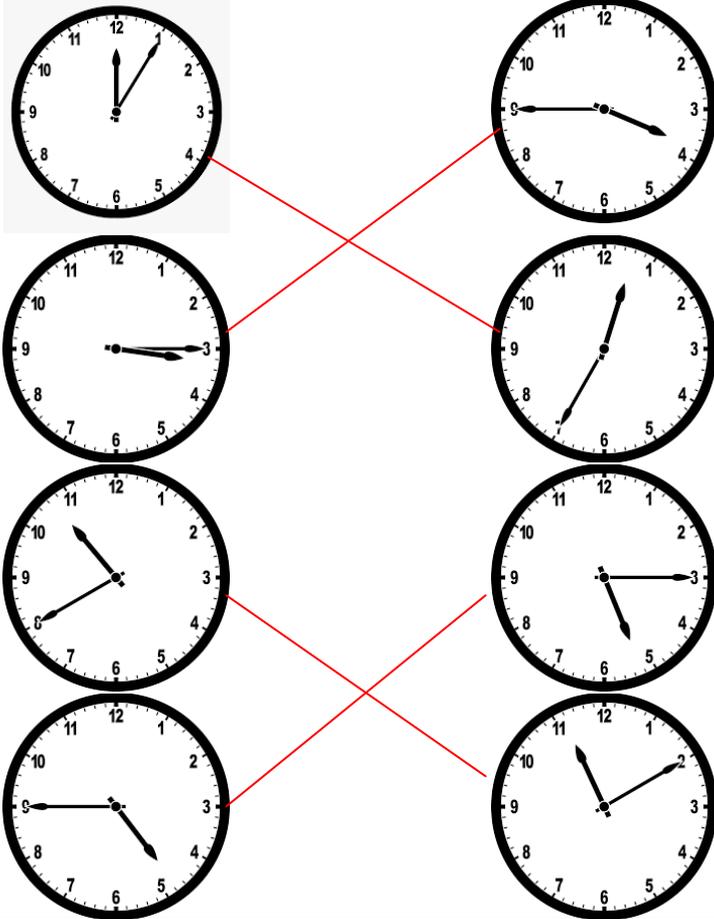
Top tip: To find the duration of time, remember to start counting the minutes from where the minute hand is pointing on the first clock. Count around in your 5s until you get to the end time.

Answers: Day 1

DO: 1) Match.

Start time

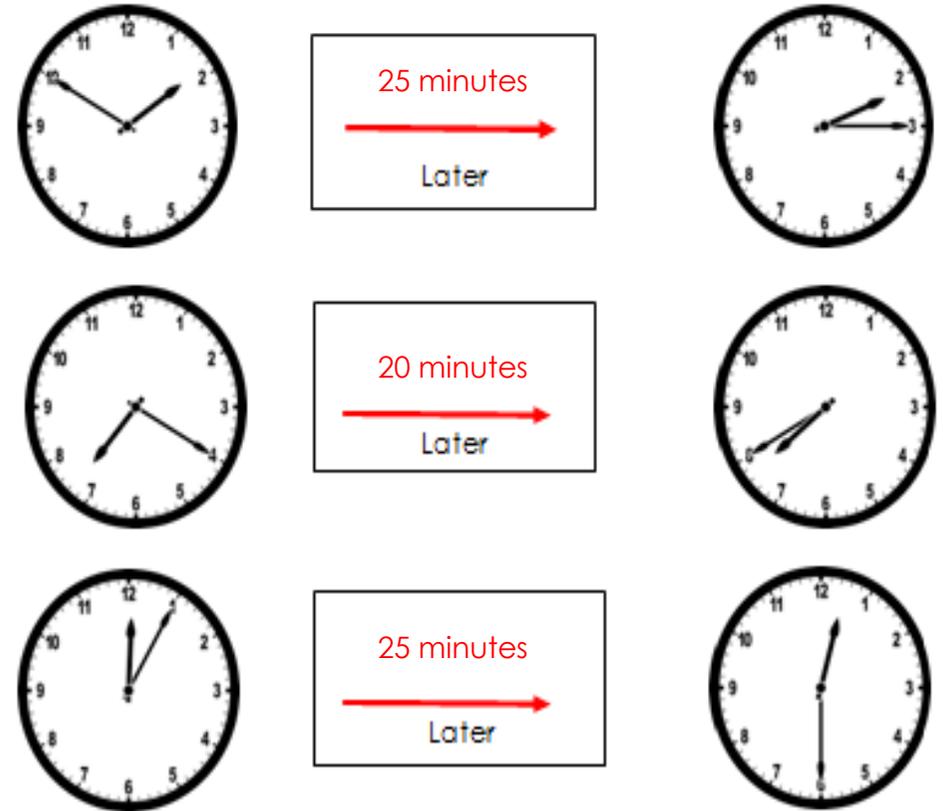
30 minutes later

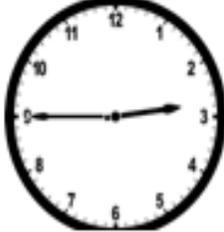


Start time	Time in 1 hour	Time in 5 hours
	3:05	7:05
	5:30	9:30

Day 2

DO: How many minutes later?



Start time	15 minutes later	40 minutes later
	3:45	4:10
	3:00	3:25

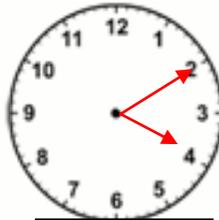
Day 3:

DO: Draw the missing minute and hour hands.

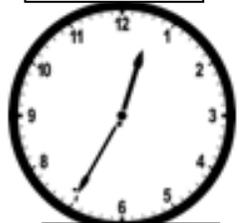


11:10

5 hours later

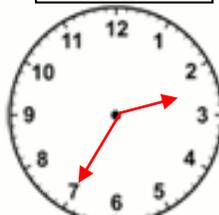


4:10

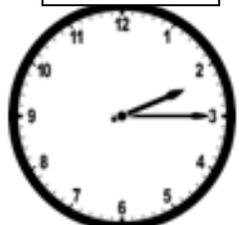


12:35

2 hours later

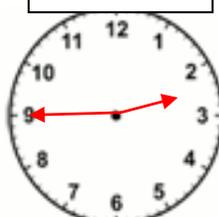


2:35



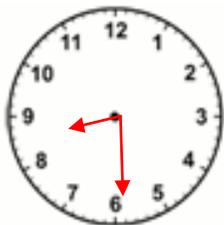
2:15

30 minutes later



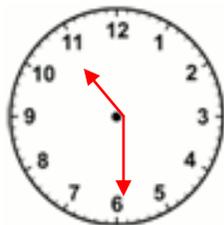
2:45

A television programme starts at 8:30 in the evening. The programme lasts for two hours. Write the correct time and draw the hands.



8:30

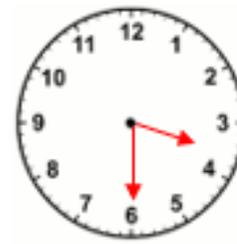
2 hours later



10:30

Day 4

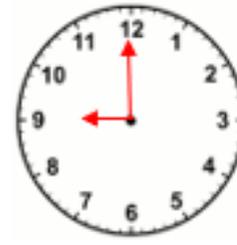
DO: Draw the missing hour and minute hands on the clock to show the start time.



30 minutes before



1 hour before



1 hour before



30 minutes before



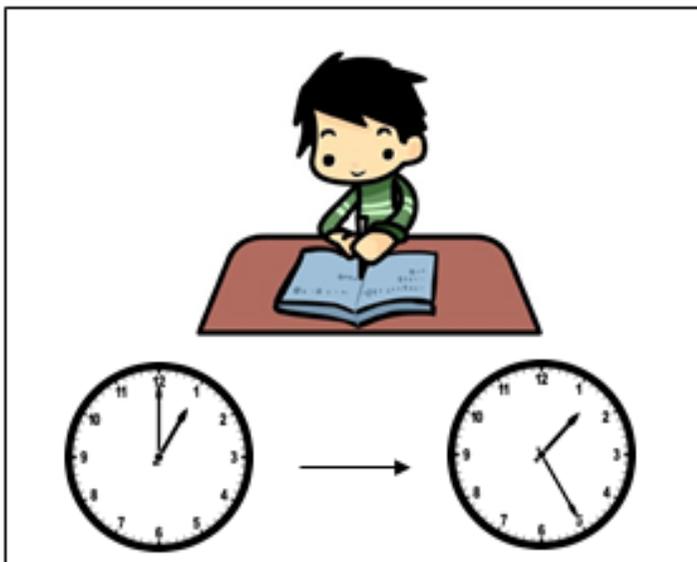
30 minutes before



Day 5

DO: Fill in the blanks.

The children did the following activities one day:



Harry did his homework.

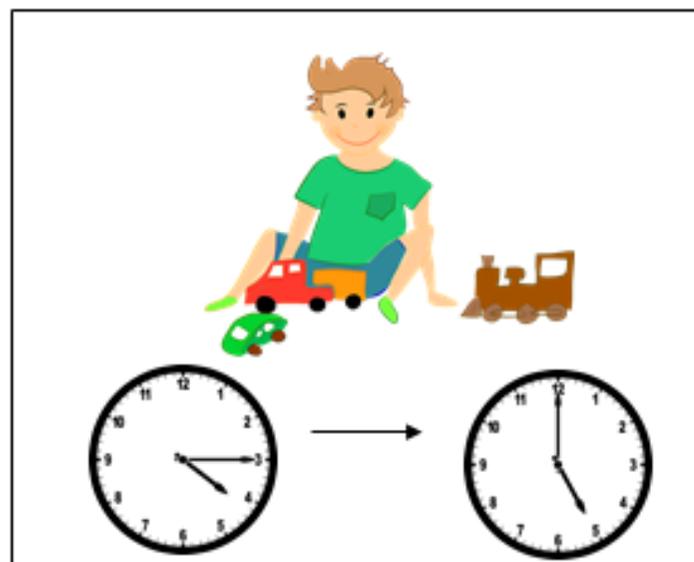
Start time: 1:00 or 1 o'clock

End time: 1:25 or 25 minutes past 1

Duration (length): 25 minutes

a) Which activity lasted the longest? Josh playing with his toys.

b) Which activity was the shortest? Harry doing his homework.



Josh played with his toys.

Start time: 4:15 or quarter past 4

End time: 5:00 or 5 o'clock

Duration (length): 45 minutes

Top tip: To find the duration of time, remember to start counting the minutes from where the minute hand is pointing on the first clock. Count around in your 5s until you get to the end time.