Year 1 maths – Summer 2 Week beginning: 15.06.20

Theme	Lesson 1 (of 5) Making number patterns	Lesson 2 (of 5) Making number patterns	Lesson 3 (of 5) Telling time to the hour	Lesson 4 (of 5) Telling time to the half hour	Lesson 5 (of 5) Telling time to the half hour
Factual fluency (to aid fluency)	Adult says a number. Child writes and draws the number. E.g. 52 5 tens and 2 ones	Adult says a number. Child writes and draws the number that is 1 more and 1 less. E.g. 52 1 more= 53 1 less= 51	Adult makes an o'clock time on this clock. Child write the time. E.g. 12 o'clock	Adult says an o'clock time. Children make the time on their clocks (from yesterday). E.g. 7 o'clock	Adult makes half past time on this clock. Child write the time. E.g. half past 8
Problem/ activity of the day **Remember, just like in class, you can still show the depth of your knowledge LINK**	(Lesson 1 resources below) **MAKING LINKS:** We have learnt about number patterns and we have used 40 charts. **THINK: (support below)** Can you help me with this problem? My friend has a 100 chart. They have coloured some of the numbers in yellow. What number pattern have they made? Our problem is on textbook page 77. Look at it now. Finished? What do you notice about the tens and ones in this number pattern? **SEE: (model below)** Different ways to solve the problem are shown on page 78-79 of your textbook. **DO:** Use what you have learnt today to solve: Part 1: 100 chart activity Part 2: deepening	(Lesson 2 resources below) **MAKING LINKS:** Yesterday we learnt how to use a 100 charts. Different number patterns can be made using this. **THINK: (support below)** Can you help me with this problem? My friend has made some number patters. Which numbers are they missing? Our problem is question 1 on textbook page 80 question 1. Finished? What would the next numbers be in each number pattern? **SEE: (model below)** Different ways in which to solve the problem can be found in the model below. **DO:** Use what you have learnt today to solve: Part 1: question 2 text book page 80 workbook pages 90-91 Part 2: deepening	(Lesson 3 resources below) **MAKING LINKS:** In reception we learnt about hours minutes and seconds. We also learnt that we can us a clock to find out what time it is. **THINK: (support below)** Can you help me solve this problem? My friend is leaving her house for school. What time does the clock on the wall show? Our problem is question 1 on textbook page 84. Look at it now. Finished? What time would it be if she left an hour later? **SEE: (model below)** Our problem and the solution are shown on page 84. See support video. **DO:** Use what you have learnt today to solve: Part 1: questions on textbook page 85 Part 2: workbook pages 101-104 and deepening	(Lesson 4 resources below) **MAKING LINKS** Yesterday we started looking at telling time to the hour. **THINK: (support below)** Can you help me with this problem? What time do Emma and Ravi go to bed at night? Our problem is on textbook page 88 Look at it now. Finished? Why do you think we say half past? Think about what we have learnt about halves and quarters. **SEE: (model below)** Different ways in which to solve the problem can be found on page 88 of your textbook. See support video. **DO:** Use what you have learnt today to solve: Part 1: Lets learn page 89 in your textbook Part 2: Qu 1 page 105 in your workbook and deepening	(Lesson 5 resources below) **MAKING LINKS:** Yesterday we started looking at telling time to the half hour. **THINK: (support below)** Can you help me with this problem? Two of my friends went fishing in the morning. They have both shown a time on a clock. Which clock shows the correct time? Our problem is question b on textbook page 90 Look at it now. Finished? Explain when the morning ends and afternoon begins. **SEE: (model below)** Different ways in which to solve the problem can be found in the model below. **DO:** Use what you have learnt today to solve: Part 1: problems c and d page 90 in your textbook Part 2: Qu 2-3 page 106-108 in your workbook and deepening
Methods, tips, clues & checks	See answer sheet below.	See answer sheet below.	See answer sheet below.	See answer sheet below.	See answer sheet below.

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

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THINK:

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

DO:

Part 1: Use the 100 chart to create your own number patterns.

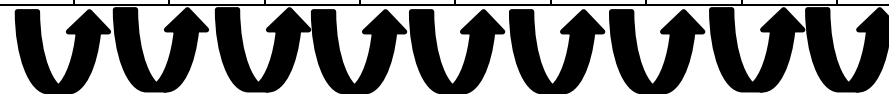| 1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Create a patterns of:

1. 1 more
2. 1 less
3. 10 more
4. 10 less
5. 5 more
6. 5 less

Part 2: Check your answers using the answer sheet below.
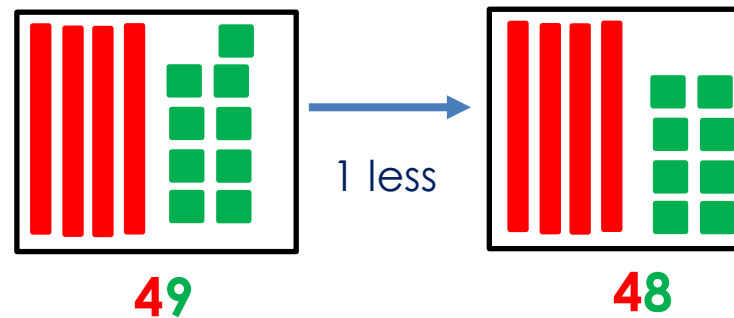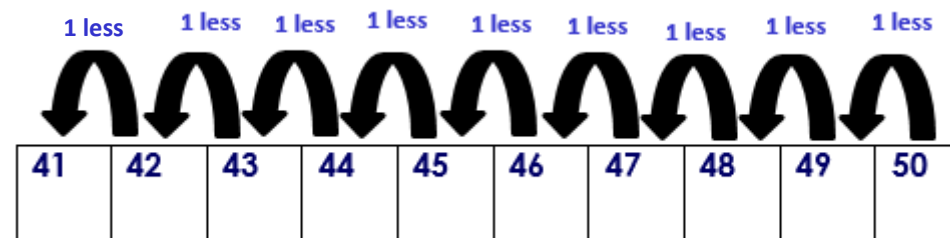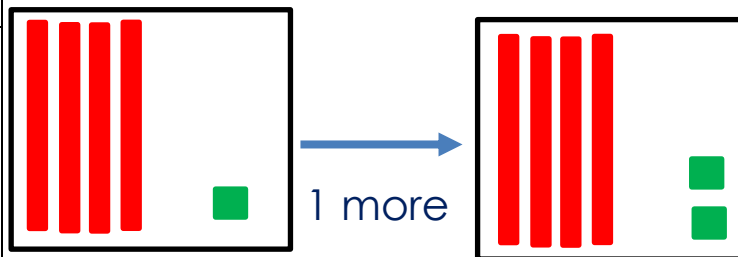
Deepening: My friend has never used a 100 chart before. Can you explain to them how they work?

SEE: Check the solution on page 78-79 of your textbook.

41	42	43	44	45	46	47	48	49	50

1 more 1 more 1 more 1 more 1 more 1 more 1 more 1 more 1 more

41 → 1 more → **42**

1 less 1 less 1 less 1 less 1 less 1 less 1 less 1 less 1 less

41	42	43	44	45	46	47	48	49	50

49 → 1 less → **48**

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THINK:

52　54　56　☐　60

59　58　57　56　☐　☐　53

20　25　30　☐　☐　☐　50

DO:

Part 1:
Question 2 on text book page 80
Check your answers using the answer sheet below.

Part 2:
Complete the problems on workbook pages 90-91
Check your answers using the answer sheet below.

Deepening:

My friend has created a number riddle. Can you solve their riddle?
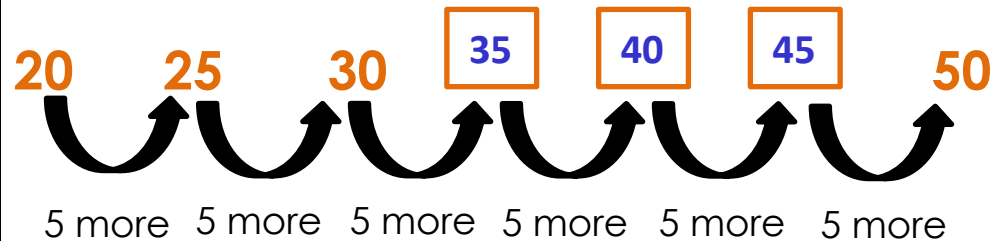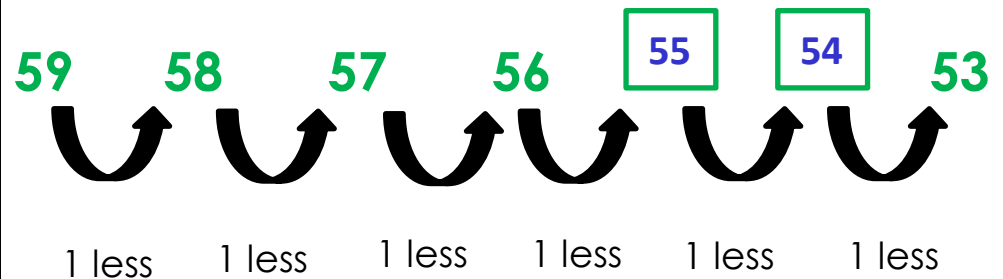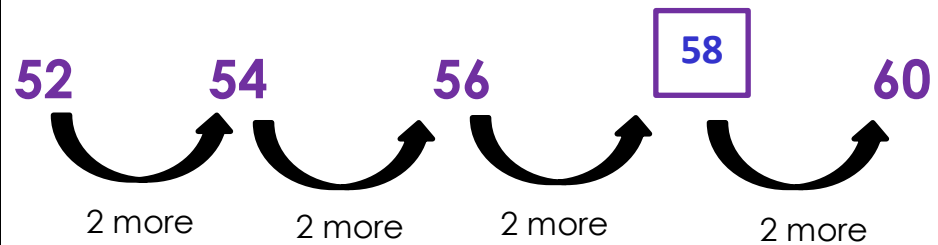
I am a smaller number than 80
I have 3 ones
My tens digit is 1 more than 6
What number am I?

Write your own number riddle for a friend to solve.

SEE:

52　54　56　[58]　60
2 more　2 more　2 more　2 more

59　58　57　56　[55]　[54]　53
1 less　1 less　1 less　1 less　1 less　1 less

20　25　30　[35]　[40]　[45]　50
5 more　5 more　5 more　5 more　5 more　5 more

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THINK:

DO:

Part 1: Solve the problems on textbook page 85.

Make your own clock to make each time on. Use blue tac or a split pin to attach an hour hand and a minute hand. Check your answers using the answer sheet below.

Part 2: Solve the problems on workbook pages 101-104
Check your answers using the answer sheet below.

Deepening:

What time does this clock show?

Write an explanation for a friend.
Explain how you know.

SEE: See support video.

This is the **minute hand**.
The minute hand is longer than the hour hand.
It can be any colour.

This is the **hour hand**.
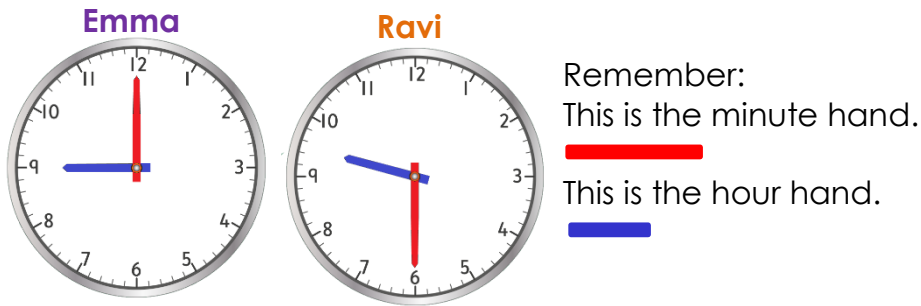The hour hand is shorter than the minute hand.
It can be any colour.

The **minute hand** is pointing to the 12.

The **hour hand** is pointing to the 8.

The time is 8 o'clock.

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THINK: Look at page 88 in your textbook pages now. Be sure to read all the clocks very carefully.

Emma   **Ravi**

Remember:
This is the minute hand.

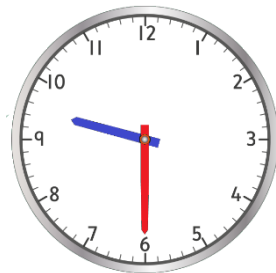This is the hour hand.

DO:

Part 1:
Activity 3 on page 89 of your textbook.
Look at each clock very carefully. Remember that the hour hand will be between two numbers. Always choose the number it went past to get there.
Check your answers using the answer sheet below.

Part 2:
Qu1 on page 105 in your workbook.
Read each clock carefully.
Look at the minute hand then look at the hour hand.
Check your answers using the answer sheet below.

Deepening:
My friend thinks that this clock shows 9 O'clock. Is she right? Explain your answer.

SEE: Check the solution on page 88 or see support video
Each clock is showing a different time.

Clock number 1

The **minute hand** is pointing to the 12 (O'Clock).

The **hour hand** is pointing to the 9.

Emma goes to bed at 9 O'clock.

Clock number 2
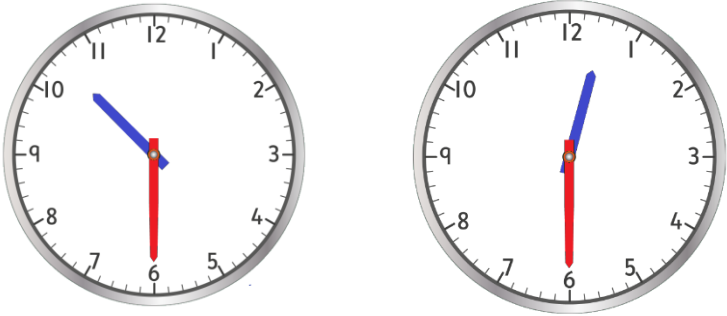
The **hour hand** is pointing past 9.

Ravi goes to bed at half past 9.

The **minute hand** is pointing to the 6 (half past).

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THINK: Look at problem b on page 90 in your textbook pages now.

SEE:

The **minute hand** is pointing to the 6.

The **hour hand** is pointing past 10.

The time is half past 10.

DO:

Part 1:
Complete problems c and d on page 90 in your textbook.
Fill in the gaps.
Make sure you read the sentence to know which time of day your clock need to show (morning, afternoon or evening)
Check your answers using the answer sheet below.

The **minute hand** is pointing to the 6.

The **hour hand** is pointing past 12.

The time is half past 12.

Part 2:
Qu 2 – 3 on page 106 – 109 in your workbook.
Read each clock carefully.
Look at the minute hand then look at the hour hand.
Check your answers using the answer sheet below.

Half past 10 is in the morning.

Half past 12 is in the afternoon.

Deepening:

This is when my friend eats breakfast.
Have I used the right time? Explain your answer.

The correct time is half past 10 in the morning.

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ANSWERS – part 1:

Day 1	Day 2	Day 3	Day 4	Day 5
1 more 10 more 2 more	2a. 48 2b. 60 2c. 79	1 o'clock 6 o'clock 11 o'clock	half past 5 half past 8 half past 10	half past 3 half past 7

ANSWERS – Part 2:

Day 1	Day 2	Day 3	Day 4	Day 5
Deepening: The 100 chart shows all the numbers from 1 to 100. You can use it to help you solve problems. You can use the rows to count forward or backwards in ones. You can use the columns to count forwards or backwards in tens.	1a. 42 1b. 98 1c. 100 1d. 49 1e. 70 1f. 90 2a. 83 81 2b. 51 53 2c. 60 50 2d. 90 40 2e. 50 60 Deepening: I am 73.	1) 5 o'clock 11 o'clock 2 o'clock 12 o'clock 2a. 6 o'clock 2b. 3 o'clock 2c. 3 o'clock 2d. 9 o'clock 2e. 8 o'clock 2f. 10 o'clock 2g. 2 o'clock 3a. 7 o'clock 3b. 9 o'clock 3c. 2 o'clock 3d. 6 o'clock Deepening:	half past 12 half past 6 half past 7 half past 3 Deepening: No she is not right because the minute hand is pointing to the 6 which means that it is half past the hour. The clock shows half past 9.	2a) half past 1 b) half past 10 c) half past 2 d) half past 4 e) half past 9 f) half past 5 g) half past 8 3a) half past 3 b) half past 4 c)half past 7 d) half past 8 Deepening: No you have not used the right time. Half past 1 is in the afternoon and you are

| | | The clock shows 3 o'clock. I know this because the hour hand is pointing to the 3 and the minute hand is pointing to the 12. When the minute hand is pointing to the 12 it is o'clock. | | supposed to eat breakfast in the morning. Half past 8 would be a better time to use. |