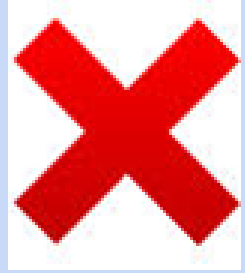


Hello Year 2!



This PowerPoint contains five morning maths and maths sessions for you to complete this week.



Remember you can draw pictures, use part whole models and number lines to help with your working out.



Morning maths

15.6.20

1. $59 + 5 =$

2. $81 - 6 =$

3. $15 \div 5 =$

4. $9 \times 3 =$

5. Can you think of one +, - x and $\div$ calculation where the answer is 6?

$\underline{\quad} + \underline{\quad} = 6$ $\underline{\quad} \div \underline{\quad} = 6$

$\underline{\quad} - \underline{\quad} = 6$ $\underline{\quad} \times \underline{\quad} = 6$

Challenge

Match each shape to the correct description.

One is done for you.

shape		description
triangle		has 8 vertices
square		has 3 sides
octagon		has 4 right angles
circle		has no vertices

Morning maths Answers

15.6.20

1. $59 + 5 = 64$

2. $81 - 6 = 75$

3. $15 \div 5 = 3$

4. $9 \times 3 = 27$

5. Can you think of one +, - x and $\div$ calculation where the answer is 6?

$2 + 4 = 6$ $12 \div 2 = 6$

$36 - 30 = 6$ $3 \times 2 = 6$

Challenge

Match each shape to the correct description.

One is done for you.

shape		description
triangle		has 8 vertices
square		has 3 sides
octagon		has 4 right angles
circle		has no vertices

Maths

Monday 15th June

St Catherine's Classroom Beliefs

- Mistakes are valuable.
- Everyone can learn maths to the highest level.
- Questions are really important.
- Depth is more important than speed.
- Maths is about making connections.



This week's learning is all about **time**. Before you start today's lesson, you might like to make your own clock to use throughout the week. We have provided a clock template for you to use, which can be found in the Week 8 Maths folder in year 2's home learning area.

If you have not got the resources to make your own clock at home, the links below will take you to an interactive clock you can use instead.

http://www.time.virneth.co.uk/index.php?topic_name=e-clock&page_name=interactive-clock

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



We haven't looked at the topic of 'time' for a while, so today's lesson will recap on our previous learning.

My Maths activity

Lesson: Starting to tell the time

To start the lesson, click on the image to the right of the screen. This will take you to an interactive lesson.

Click on the next buttons at the bottom of the page to move your learning on and take part in the mini-quizzes along the way to check your understanding.

The screenshot shows a digital lesson interface. At the top, a header bar contains a logo, the word 'Lesson', and the title 'Starting to tell the time'. On the left side, there is a vertical column of nine numbered circles (1-9). The main content area is divided into two parts. On the left, there is a table with a header 'Chapter title' and nine rows, each with a number and a title, followed by a right-pointing arrow. On the right, under the heading 'Objectives:', there is a bulleted list of three learning goals. At the bottom of the interface, there is a footer with the text 'Oxford University Press 2018' and a 'Menu' button with a hamburger icon.

	Chapter title
1	The clock face
2	Numbering a clock face
3	The hands of a clock
4	Labelling the hands of a clock
5	Telling the time: o'clock
6	Your turn
7	Telling the time: half past
8	Your turn
9	Mixed time questions

Objectives:

- Understanding that the numbers around the clock face tell us the time in hours
- Knowing that the hands of a clock move round the clock to point at the time in hours and minutes
- Understanding that the minute hand points to 12 for an 'o'clock' time and to 6 for a 'half past' time

Oxford University Press 2018 Menu

 Online Homework

Starting to tell the time

Save

Menu

Q1

Q1 – Matching times

St Catherine's CE Primary |

Match the times to the clocks.

0
4

12 o'clock

half past 5

half past 7

8 o'clock

Q2

0
2

No calc



Total

0
6



[4]

Mark it

Now click the image on the left of the screen, this will take you to an online homework where you can test your understanding.

Have a go at the questions and then click 'Mark it' to see how you have go on. Your login details for My Maths were sent home in your first work pack - make sure you log in so we can see how you are getting on.

Time

60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

7 days = 1 week

365 days = 1 year

52 weeks = 1 year

10 years = 1 decade

100 years = 1 century



As well as telling the time, we need to learn some time facts.

Task

Make your own time fact poster to remind you of the facts you don't know! Find a place at home where you can display it so you become familiar with them.



Morning maths

16.6.20

1. Double 50 =
2. Double 6 =
3. Double __ = 24
4. Double __ = 30
5. $24 \div 3 =$
6. $18 \div 2 =$
7. $11 \times 10 =$
8. $\frac{3}{4}$ of 8 =

Challenge

Each  is equal to 2 points.

 +  +  = 10 points

How many points is **one**  equal to? points

 +  =

How many acorns would you need for 12 points?

Morning maths Answers

16.6.20

Challenge

1. Double 50 = 100

2. Double 6 = 12

3. Double 12 = 24

4. Double 15 = 30

5. $24 \div 3 = 8$

6. $18 \div 2 = 9$

7. $11 \times 10 = 110$

8. $\frac{3}{4}$ of 8 = 6

Each  is equal to 2 points.

 +  +  = 10 points

How many points is one  equal to? 6 points

 +  = 12

How many acorns would you need for 12 points? 6 $2 + 2 + 2 + 2 + 2 + 2 = 12$

Maths

Tuesday 16th June

St Catherine's Classroom Beliefs

- Mistakes are valuable.
- Everyone can learn maths to the highest level.
- Questions are really important.
- Depth is more important than speed.
- Maths is about making connections.



My Maths activity

Lesson: Introducing clocks

To start the lesson, click on the image to the right of the screen. This will take you to an interactive lesson.

Click on the next buttons at the bottom of the page to move your learning on and take part in the mini-quizzes along the way to check your understanding.

The screenshot shows a digital lesson interface. At the top, a header bar contains a logo, the word 'Lesson', and the title 'Introducing clocks'. On the left side, there is a vertical column of nine numbered circles (1-9). The main content area features a table with a header 'Chapter title' and nine rows of activities, each with a number and a right-pointing arrow. To the right of the table, under the heading 'Objectives:', there are two bullet points. At the bottom, a footer bar displays 'Oxford University Press 2018' and a 'Menu' button with a hamburger icon. On the far right, there is another vertical column of nine numbered circles (1-9).

	Chapter title
1	On the hour and half past >
2	On the hour - pairs game >
3	Matching times - analogue >
4	On the quarter hour >
5	Matching times - digital >
6	Set the clock >
7	Matching clocks >
8	Pairs game - digital >
9	Beat the clock >

Objectives:

- Telling the time on the hour, half hour and quarter hour
- Using analogue and digital clocks

Oxford University Press 2018 Menu



Q1 Q1 – Read the clock 1

St Catherines CE Primary |

What time is it?

0
6

Q2

0
6No
calc

Total

0
12

Click an arrow ▼ and choose an answer.
Then write a number in the box.

[6]

Mark it

Now click the image on the left of the screen, this will take you to an online homework where you can test your understanding.

Have a go at the questions and then click 'Mark it' to see how you have go on.

Your login details for My Maths were sent home in your first work pack - make sure you log in so we can see how you are getting on.

Draw a line to match the events to the approximate times they happen.
Can you show the time on your clock?

9 o'clock

Half past 10

12 o'clock

Half past 3

Lunchtime

Go to school

Home time

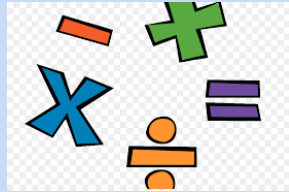
Playtime

Your Routine

Whilst we have been learning at home, we have all had to adapt to a new routine. Choose 5 tasks you complete throughout the day and draw a picture to represent them. Then either draw a clock or write the time you would complete that task. Put the tasks in time order from the earliest time to the latest time. Here is an example...



Half past 7



9 o'clock



Half past 12



Quarter past
5



Half past 6

Morning maths

17.6.20

1. $1 + 6 + 9 =$

2. $\underline{\quad} + 5 + 7 = 17$

3. $\underline{\quad} \times 5 = 45$

4. $\underline{\quad} = 4 \times 10$

5. $65 = 20 + 15 + \underline{\quad}$

6. $\underline{\quad} - 20 = 24$

7. $\underline{\quad} - 90 = 10$

8. Circle all the odd numbers.

34 61 99 108
13 70 47

Challenge

Write the **same** number in both boxes to make the sum correct.

$$\square + \square = 26$$

Write the **same** number in both boxes to make the sum correct.

$$\square + \square = 34$$

Morning maths **Answers**

17.6.20

1. $1 + 6 + 9 = 16$

2. $5 + 5 + 7 = 17$

3. $9 \times 5 = 45$

4. $40 = 4 \times 10$

5. $65 = 20 + 15 + 30$

6. $44 - 20 = 24$

7. $100 - 90 = 10$

8. Circle all the odd numbers.

34

61

99

108

13

70

47

Challenge

Write the **same** number in both boxes to make the sum correct.

$$\boxed{13} + \boxed{13} = 26$$

Write the **same** number in both boxes to make the sum correct.

$$\boxed{16} + \boxed{16} = 34$$

Maths

Wednesday 17th June

St Catherine's Classroom Beliefs

- Mistakes are valuable.
- Everyone can learn maths to the highest level.
- Questions are really important.
- Depth is more important than speed.
- Maths is about making connections.



My Maths activity

Lesson: Telling the Time - quarter to/past

To start the lesson, click on the image to the right of the screen. This will take you to an interactive lesson.

Click on the next buttons at the bottom of the page to move your learning on and take part in the mini-quizzes along the way to check your understanding.

Lesson | Telling the time - quarter to/past

1

2

3

4

5

6

7

8

9

10

	Chapter title
1	Recap: o'clock >
2	Your turn >
3	Recap: half past >
4	Your turn >
5	Telling the time: quarter past >
6	Your turn >
7	Setting the time >
8	Telling the time: quarter to >
9	Your turn >
10	Setting the time >

Objectives:

- Revising telling the time to the hour and half past the hour
- Telling and writing the time to quarter past/to the hour

Oxford University Press 2018

Menu



Online Homework

Telling the time - quarter to/past

Save

Menu

Q1

Q1 – Telling the time

St Catherines CE Primary |

0
5

Match the times to the clocks.

quarter past 9

quarter past 6

quarter to 11

quarter to 4

quarter to 8

Q2

0
3

No calc



Total

0
8







[5]

Mark it

Now click the image on the left of the screen, this will take you to an online homework where you can test your understanding.

Have a go at the questions and then click 'Mark it' to see how you have go on. Your login details for My Maths were sent home in your first work pack - make sure you log in so we can see how you are getting on.

Recap...

Telling the Time

O'Clock

A new hour begins when the minute hand points to 12.

Quarter To

45 minutes into the hour and 15 minutes before a new hour begins.

Half Past

30 minutes into the hour.
30 is half of 60.

Minute Hand

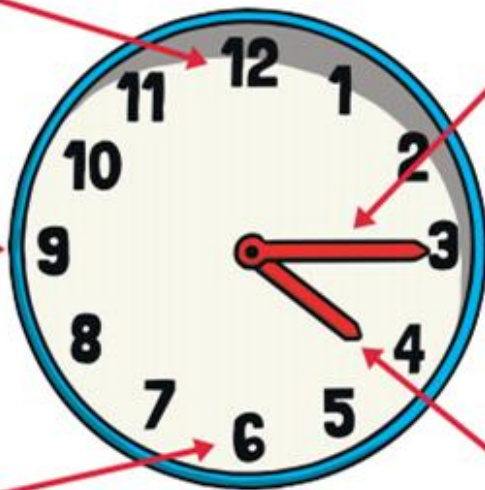
The long hand points to the minutes past or to the hour.

Quarter Past

15 minutes into the hour.
15 is one quarter of 60.

Hour Hand

The short hand points to the hour. If this hand is pointing in between hours, it is the earlier hour of the two.



The train to Blackpool leaves at quarter past and quarter to every hour.

Make a list of the times of the trains
Oliver can catch if he gets to the train
station between 2 o'clock and half past 4



Use your clock to help
you!

The train to Blackpool leaves at quarter past and quarter to every hour.

Make a list of the times of the trains Oliver can catch if he gets to the train station between 2 o'clock and half past 4



Answer

Use your clock to help you!

Oliver could catch the following trains:

Quarter past 2

Quarter to 3

Quarter past 3

Quarter to 4

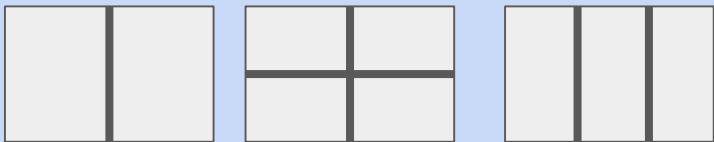
Quarter past 4

Morning maths

18.6.20

Handy Hint!

When finding a fraction of an amount, the children are encouraged to draw a rectangle to help them create equal groups..



1. A $\frac{1}{2}$ is 2, what is the whole?
2. A $\frac{1}{4}$ is 5, what is the whole?
3. A $\frac{1}{3}$ is 10, what is the whole?

Challenge

Write the missing number in the box.

$$13 + 6 = 10 + \boxed{}$$

Think of 5 ways to complete this number sentence.

$$5 \times 3 = \underline{\hspace{2cm}}$$

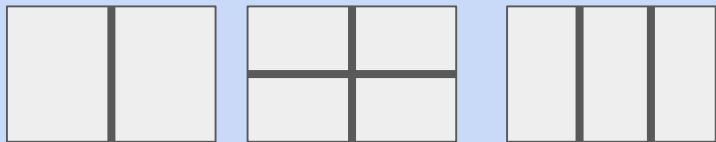
It could be a +, -, x or a $\div$ calculation.

Morning maths Answers

18.6.20

Handy Hint!

When finding a fraction of an amount, the children are encouraged to draw a rectangle to help them create equal groups..



1. A $\frac{1}{2}$ is 2, what is the whole? **4**

2	2
---	---

2. A $\frac{1}{4}$ is 5, what is the whole? **20**

5	5
5	5

3. A $\frac{1}{4}$ is 10, what is the whole?

10	10
10	10

Challenge

Write the missing number in the box.

$$13 + 6 = 10 + \boxed{9}$$

Think of 5 ways to complete this number sentence.

$$5 \times 3 = \text{Any calculation that equals 15}$$

It could be a +, -, x or a $\div$ calculation.

Maths

Thursday 18th June

St Catherine's Classroom Beliefs

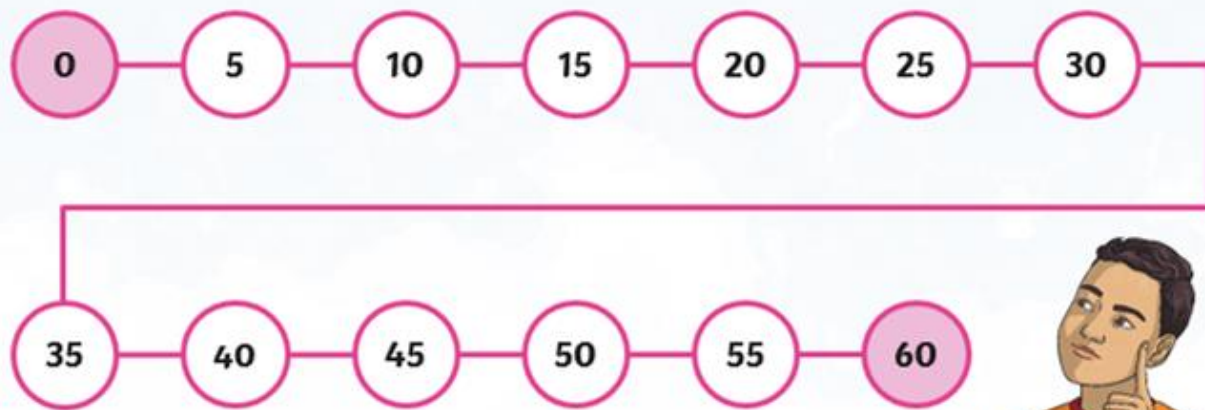
- Mistakes are valuable.
- Everyone can learn maths to the highest level.
- Questions are really important.
- Depth is more important than speed.
- Maths is about making connections.



Telling the Time

When we are telling the time, it is really important to be able to count in 5s.

Can you count in 5s from 0 to 60?



My Maths activity

Lesson: Telling the Time 1

To start the lesson, click on the image to the right of the screen. This will take you to an interactive lesson. This lesson will

Click on the next buttons at the bottom of the page to move your learning on and take part in the mini-quizzes along the way to check your understanding.

The screenshot shows a digital interface for a lesson titled "Lesson | Telling the time 1". On the left side, there is a vertical navigation bar with nine circular buttons numbered 1 through 9. The main content area is divided into two sections. The top section is a table with a header "Chapter title" and nine rows, each containing a number and a title, with a right-pointing arrow in the third column. The bottom section is titled "Objectives:" and contains three bullet points. At the bottom of the page, there is a footer with the text "Oxford University Press 2020" and a "Menu" button with a hamburger icon.

	Chapter title	
1	Introducing the hours	>
2	Looking at the minutes	>
3	Matching times	>
4	Writing the time	>
5	Set the clock	>
6	Digital clocks	>
7	Matching times – analogue and digital	>
8	Converting analogue to digital	>
9	Converting digital to analogue	>

Objectives:

- Reading the time on analogue clocks
- Reading the time on digital clocks
- Converting analogue times to digital times and vice versa

Oxford University Press 2020 [Menu](#)

 Online Homework | Time telling 1

Save Menu

Q1 Q1 – Read the clock 1

St Catherines CE Primary |

06



o'clock

06



o'clock

06



o'clock

What time is it?

Select an option from the drop down box and fill in the boxes.

[6]

Mark it

No calc

012

Now click the image on the left of the screen, this will take you to an online homework where you can test your understanding.

Have a go at the questions and then click 'Mark it' to see how you have go on. Your login details for My Maths were sent home in your first work pack - make sure you log in so we can see how you are getting on.

Recap...

There are 60 minutes in an hour.

Here they are on the clock.

The clock says 5 minutes past 4.

The **long hand** points to the minutes and the **short hand** points to the hour.



Sophia starts her Maths questions at 10 past 11



Each question takes her 5 minutes to complete.

She completes 7 questions.

What time does Sophia finish her Maths questions?

Explain how you found the answer.

Use your clock to help you!

Answers

Sophia starts her Maths questions at 10 past 11



Each question takes her 5 minutes to complete.

She completes 7 questions.

What time does Sophia finish her Maths questions?

Explain how you found the answer.

Sophia finishes her Maths questions at quarter to 12

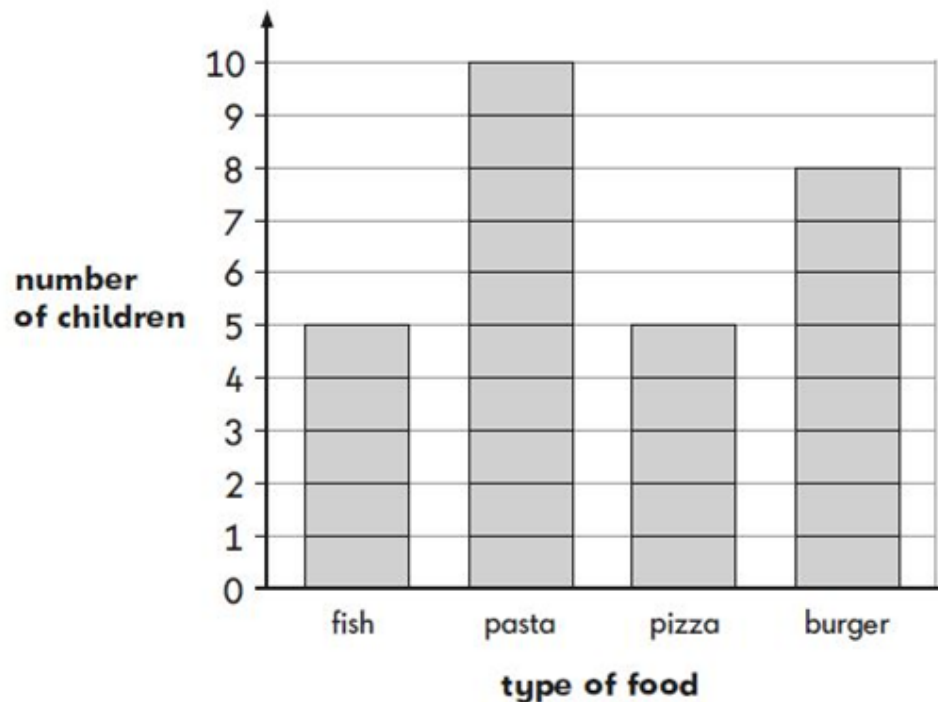
Children may use a clock to count round seven lots of 5 minutes.

Children may do $5 \times 7 = 35$ and count 35 minutes round the clock.

Morning Maths

19.6.20

This chart shows what class 2 ate for lunch today.

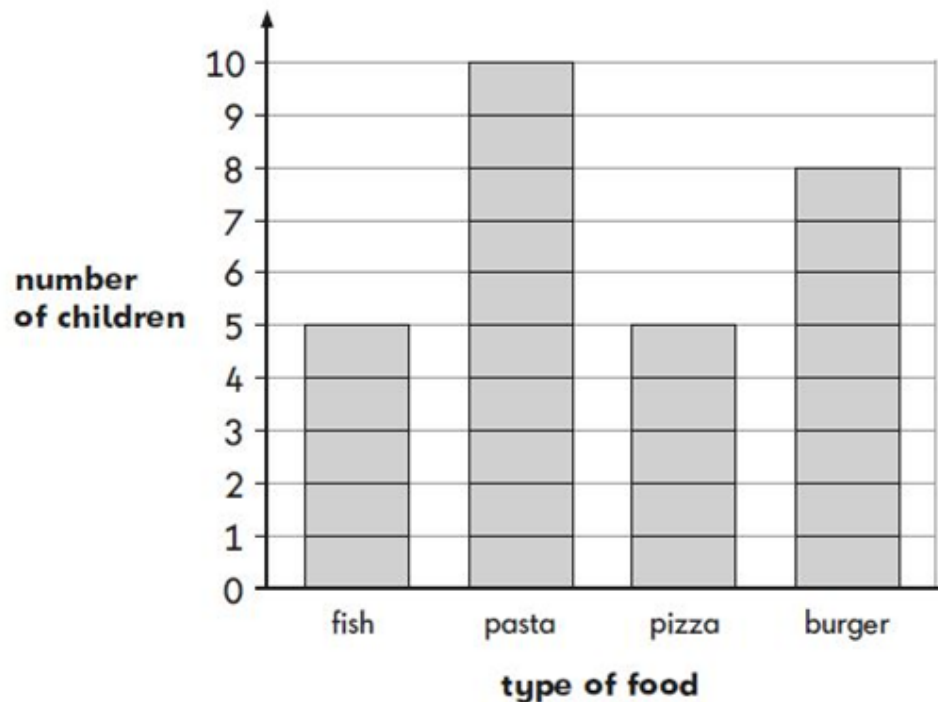


1. How many children had a burger for lunch?
2. How many children had fish for lunch?
3. Fewer children ate pizza than a burger. How many fewer?
4. What type of food was the most popular?
5. How many children are there in class 2?

Morning Maths Answers

19.6.20

This chart shows what class 2 ate for lunch today.



1. How many children had a burger for lunch? **8**
2. How many children had fish for lunch? **5**
3. Fewer children ate pizza than a burger. How many fewer? **3**
4. What type of food was the most popular? **pasta**
5. How many children are there in class 2? **28**

Maths

Friday 19th June

St Catherine's Classroom Beliefs

- Mistakes are valuable.
- Everyone can learn maths to the highest level.
- Questions are really important.
- Depth is more important than speed.
- Maths is about making connections.



Guess my number!



Take it in turns to think of a number between 1-100, but don't show anyone else your number.

Play guess my number by giving people clues about your number but you mustn't say the number! The vocabulary below might help you with the clues you choose to give.

odd	even	more than	less than
two digit	tens	ones	in between

My Maths activity

Lesson: Telling the Time - to 5mins

To start the lesson, click on the image to the right of the screen. This will take you to an interactive lesson. This lesson will teach the children to read the time in 5 minute intervals.

Click on the next buttons at the bottom of the page to move your learning on and take part in the mini-quizzes along the way to check your understanding.

Lesson | Telling the time - to 5 mins

1

2

3

4

5

6

7

8

9

	Chapter title	
1	Recap: o'clock, half past, quarter past/to	>
2	Minutes past	>
3	Your turn	>
4	Minutes to	>
5	Your turn	>
6	Telling the time to 5 minutes	>
7	Your turn	>
8	Hours and minutes	>
9	Word problems	>

Objectives:

- Revising telling the time to the hour and half past the hour
- Telling and writing the time to 5 minutes, including quarter past/to the hour
- Knowing the number of minutes in an hour and the number of hours in a day

Oxford University Press 2018

Menu

1

2

3

4

5

6

7

8

9



Q1

Q1 – Telling the time; relating time units

St Catherines CE Primary

Match the times to the clocks.

0
6

25 minutes
past 10

twenty to 8

25 minutes to
10

ten past 3

twenty past 7

Q2

0
3

No
calc



Total

0
9

Complete the sentence: There are hours in a day.

[5]

[1]

Mark it

Now click the image on the left of the screen, this will take you to an online homework where you can test your understanding.

Have a go at the questions and then click 'Mark it' to see how you have go on. Your login details for My Maths were sent home in your first work pack - make sure you log in so we can see how you are getting on.



Using the clock, show how many minutes there are in 1 hour.

1 hour = _____ minutes

How many minutes would there be in 2 hours?



Match the bars to the times.

60 minutes

60 minutes 60 minutes

60 minutes

60 minutes

10

90 minutes

70 minutes

120 minutes

2 hours

1 hour

Answers



Using the clock, show how many minutes there are in 1 hour.

1 hour = 60 minutes

How many minutes would there be in 2 hours?

$$60 + 60 = 120 \text{ minutes}$$



Match the bars to the times.

60 minutes

60 minutes 60 minutes

60 minutes

60 minutes 10

90 minutes

70 minutes

120 minutes

2 hours

1 hour

Well done for all
your hard work this week

