

## Maths - Y1

The maths topic for the next 2 weeks is Time.

### Activity 1 – Before and after

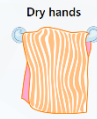
Discuss 2 step activities and events and use the words 'before' and 'after' to describe and order them e.g. washing your hands

Does it matter which way round we do them? Why?

Discuss and sort activities into e.g. before and after school. Can you add another activity to each group? Can you sort the activities into 'morning', 'afternoon' and 'evening'?

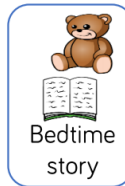
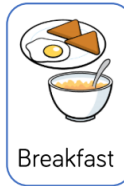
Can you draw your own?  
e.g.

Match the events to when they would most likely happen.



Before

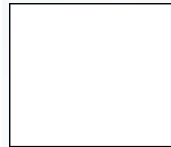
After



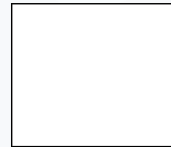
Before school



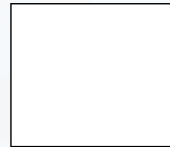
After school



Morning



Afternoon



Evening

### Activity 2 – first, then, now

Discuss and order events and activities, as yesterday, but using the 'first', 'then' and 'now' this time.

Can you draw pictures like this and match the words to them?

Tommy is drinking a bottle of orange juice.

Match the words to the bottles to order them.



finally

first

next

Can you draw your own pictures to describe first, then and now?



First



Then



Now

Challenge – Can you solve Dora's problem?

Can you make up your own story for someone in your house to draw and label?

Dora is describing her day.



Dora

First, I went to the park.  
After lunch, I went to the cinema.  
Before the cinema, I went to a café for lunch.

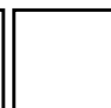
Can you draw and label pictures to order Dora's day?



First



Next



Then

Activity 3 - Dates

Days of the week song - <https://www.youtube.com/watch?v=qNJRGHk7sN8>

Months of the year song - <https://www.youtube.com/watch?v=Fe9bnYRzFvk&vl=en>

Practice and try to learn the 2 songs above.

Make some flash cards and practice ordering them.

Challenge – fill in missing days/months e.g.

Tuesday
Wednesday
Saturday

Activity 4 –

Practice the songs from yesterday.

Ask and answer questions such as...

Today is Wednesday, yesterday was \_\_\_\_\_.

Yesterday was Monday, today is \_\_\_\_\_.

Today is Saturday, tomorrow is \_\_\_\_\_.

Tomorrow is \_\_\_\_\_, today is Wednesday.

Which are week days? Which are the weekend days?

Look at a calendar (or diary) – look at months and days. Can you find your birthday? Christmas? etc which day & month are they?

Challenge – Eva is practising chanting the months of the year.

She says,

January, February, May, April,  
March, July, June, August,  
September, November,  
October, December.



Eva is incorrect. Correct her mistakes.

Activity 5 – Telling the time to the hour

Make your own clock – I have added a clock template at the end of document for you to print or copy.

Discuss these questions...

What do the numbers on the clock mean?

What do the hands on the clock mean?

What are the different hands on the clock?

12 numbers are shown on the clock, does this mean there's 12 hours in a day? How do you know?

Activity 6 – Telling the time to the hour

Recap information about clocks e.g.

What do the big hands and small hands mean on a clock?

The big hand is the **minute** hand. It tells us how many minutes past or to the next hour.



The small hand is the **hour** hand. This tells us which hour it is.

Discuss where the minute hand is for o'clock times.



For o'clock times, the minute hand will always be on 12.

What will happen to the hour hand and minute hand when it moves to the next hour?

Using the clock you made (or an online clock... see links at the end) – Ask your grown up to say o'clock times and you then make them, then they can make o'clock times on your clock and you read the time.

Challenge –

Ask your grown-up to make an o'clock time, but make a mistake. You then need to correct their mistake e.g.

What mistake has Dom made?

Dom has confused his minute hand and hour hand.  
The minute hand should be on 12. The hour hand should be on 2.

When it is 11 o'clock both hands point at 11

Is Alex correct?  
Explain your reasoning.

### Activity 7 – Telling the time to the half hour

Recap what each hand means on the clock.

Say that for half past times, the minute hand is always on the 6... because its half way between the current hour and the next hour. The hour hand is also half way between the 2 numbers (hours).

Recap telling and making time activities as yesterday, but this time use half past times. Try doing a mixture of o'clock and half past times... can you identify them quickly?

Can you correct mistakes like this?

Mo has positioned the hands to show half past 4.

What mistake has Mo made?



### Activity 8 – Writing the time – exploring the difference between seconds, minutes and hours.

Order from shortest to longest.... Hours, seconds, minutes

Which unit of time would the following activities be best measured in?

Writing numbers 1 to 5, travelling by bus to London, taking your dog for a short walk, pouring a glass of juice, brushing your teeth etc.

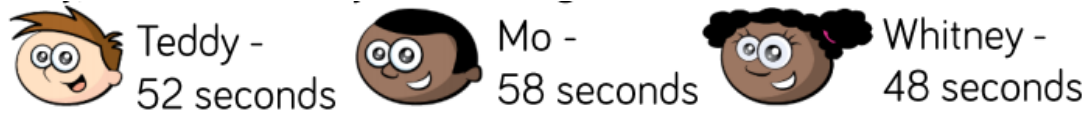
Using a stopwatch on your grown-ups phone or online (see link at the end), record how many times you can do these activities in 20 seconds... e.g. star jumps, write your name, hops on the spot etc. Can you think of an activity which takes 20 seconds?

Time yourself doing activities. How long did it take you? Can you do it quicker?

Activity 9 – Comparing time

Children compare amounts of time using the language faster, slower, earlier, later. They build on writing and measuring time by comparing different amounts of times using time language.

Compare 3 times using 'faster' and 'slower' e.g. Teddy is \_\_\_\_\_ than Mo.



How many sentences can you think of to describe the race?

Repeat using different times & scenarios.

Now compare 3 times on clocks using 'earlier' and 'later' e.g.

Busses left the station in the morning.  
Complete the sentences using **earlier** or **later**.

Bus A		Bus A leaves _____ than Bus B.
Bus B		Bus B leaves _____ than Bus C.
Bus C		Bus C leaves _____ than Bus A.

Challenge - Can you think of a comparison where you use faster and slower in the same sentence?  
E.g. A rabbit is faster than a tortoise but slower than a cheetah.

Activity 10 –

Recap anything you found tricky and play these time games...

<https://mathsframe.co.uk/en/resources/resource/117/telling-the-time-in-words>

[https://www.sheppardsoftware.com/mathgames/earlymath/on\\_time\\_game1.htm](https://www.sheppardsoftware.com/mathgames/earlymath/on_time_game1.htm)

days & months - <http://www.ictgames.com/mobilePage/dateChart/>

<https://www.bbc.co.uk/bitesize/topics/zhk82hv>

**Extra challenges:**

Five friends are going to a party.  
Use the clues to work out when each friend arrived.

Amir arrived later than Jack and Eva.  
Rosie arrived later than Amir but earlier than Ron.  
Eva arrived the earliest.

- 1<sup>st</sup>
- 2<sup>nd</sup>
- 3<sup>rd</sup>
- 4<sup>th</sup>
- 5<sup>th</sup>

Spot and explain the mistake.  
All times are afternoon / evening times.



Using the clocks, complete the comparisons to make them true.

solving


\_\_\_\_\_ is later than \_\_\_\_\_ but earlier than \_\_\_\_\_.

\_\_\_\_\_ is earlier than \_\_\_\_\_ but later than \_\_\_\_\_.

\_\_\_\_\_ is later than \_\_\_\_\_ and also later than \_\_\_\_\_.

\_\_\_\_\_ is earlier than \_\_\_\_\_ and also earlier than \_\_\_\_\_.

**3**



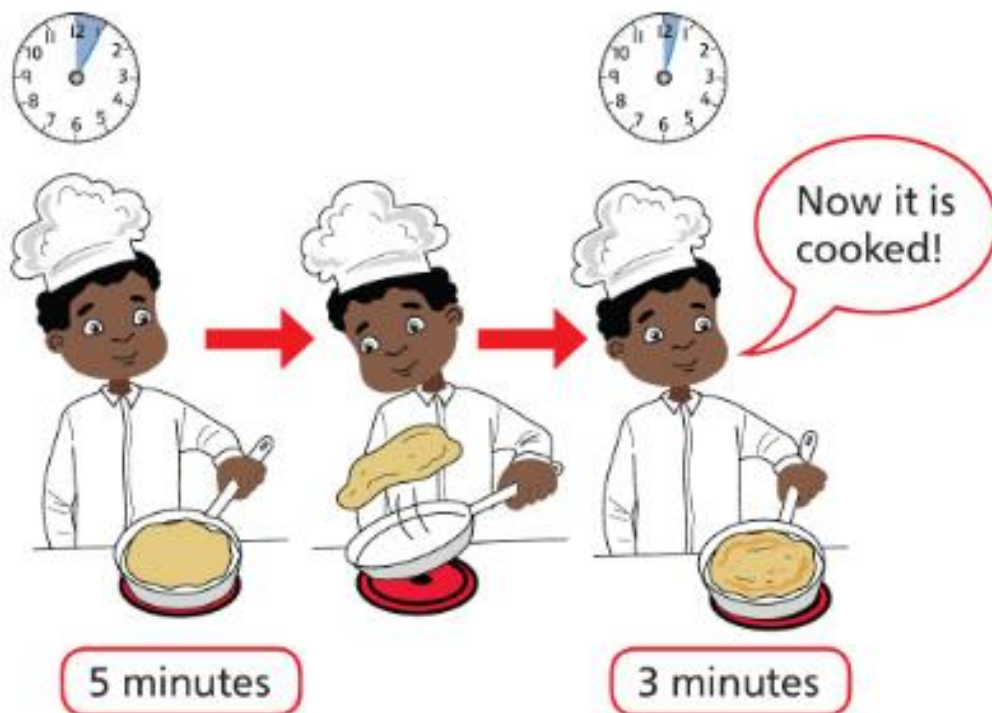
**CHALLENGE**

50 seconds is longer than 25 seconds because it is a greater number.

50 seconds is longer than 1 minute because it is a greater number.

Are they both correct? Yes / No





Why do you think this?



5 minutes

3 minutes

Now it is cooked!

- 1** a) How long does it take to cook a  ?
- b) It takes 2 minutes less to make a  than a  .
- How long does it take to make a  ?

- 2 It takes Hassan 2 minutes to run from one cone to the other. He does this 7 times.



Abbie does the same activity. Her total time is 3 minutes less than Hassan's total.



CHALLENGE

How long does Abbie take?

First, I will work out how long Hassan takes altogether by counting in 2s.

Hassan takes  minutes altogether.

Now I need to take away 3 to find the answer.

Abbie takes  minutes.



## Estimate and measure time

For each activity, estimate and measure how long each of the activities take you. Use a stopwatch to help you.

Activity	Time taken to complete the activity		Write a sentence
	Estimate	Measure	
Write your full name.			
Hop on the spot 20 times.			
Walk from one end of your classroom to the other.			
Write a sentence about where you live.			
Jog one lap around the school playground.			
Draw a clock with numbers and both hands.			
Walk three laps around your school hall.			





Online interactive clocks

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

<https://www.visnos.com/demos/clock>

<http://www.ictgames.com/mobilePage/clock/>

Online interactive stopwatch

<https://www.online-stopwatch.com/full-screen-stopwatch/>

Blank clock templates

<https://www.teachingideas.co.uk/time/blank-clock-templates>

videos/TV programmes

<https://www.youtube.com/watch?v=NS-2dUpkoHA>

<https://www.youtube.com/watch?v=1fx7URfIGh8>

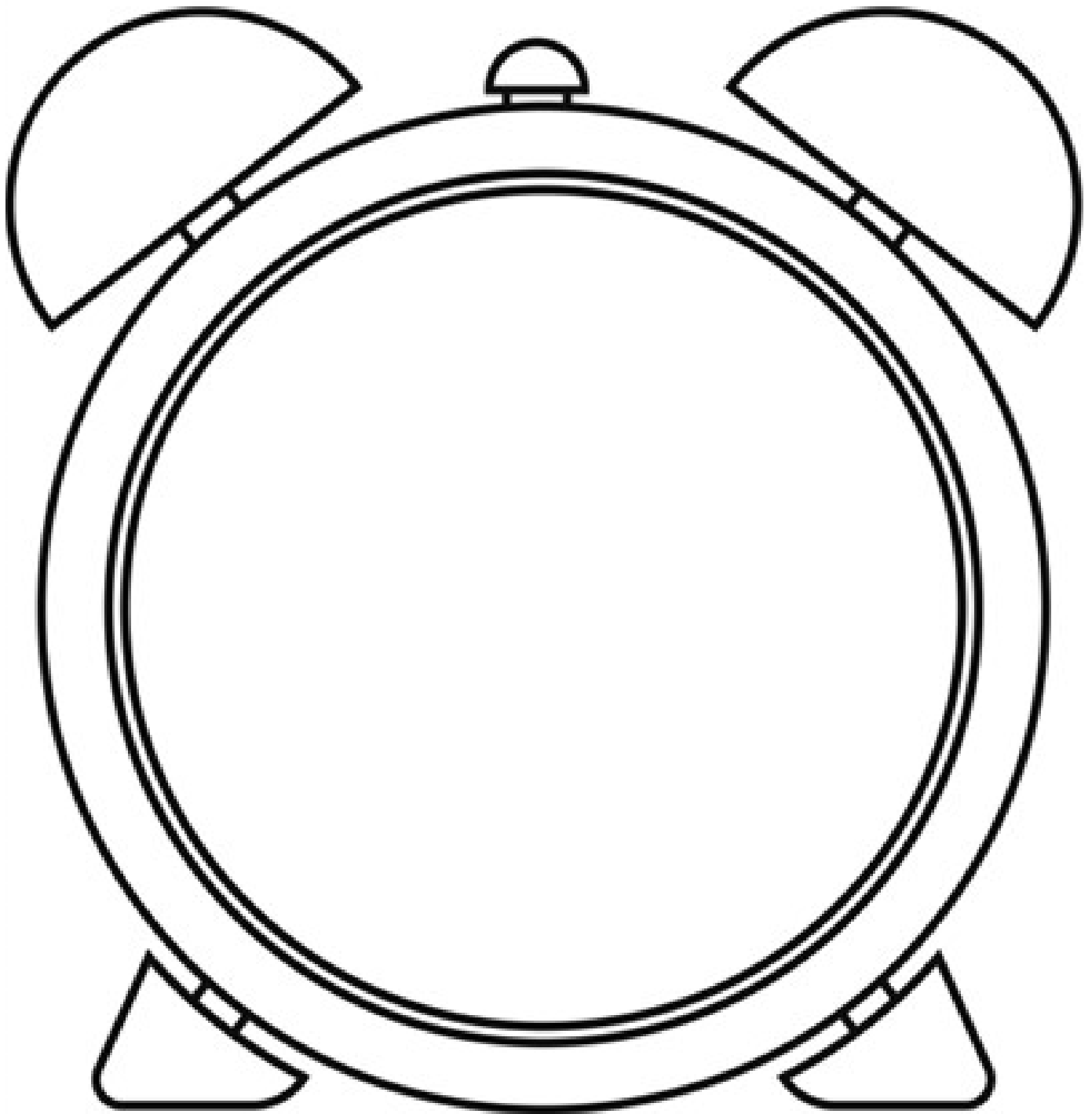
<https://www.youtube.com/watch?v=PAqaRrS2TtY>

<https://www.bbc.co.uk/teach/class-clips-video/maths-ks1-ks2-round-the-clock/zi6xjvh>

songs

o'clock - [https://www.youtube.com/watch?v=g6tJAY\\_7AL4](https://www.youtube.com/watch?v=g6tJAY_7AL4)

o'clock & half past - <https://www.youtube.com/watch?v=MaVgBjVh4b8>

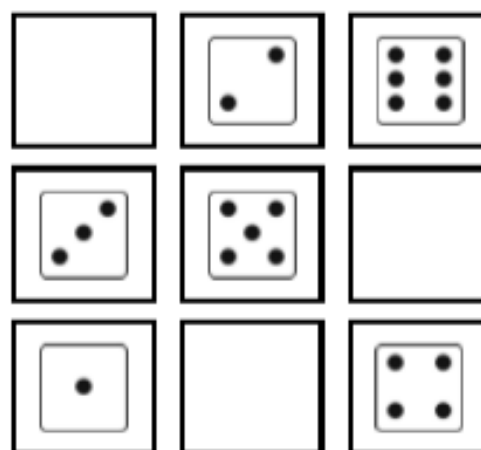
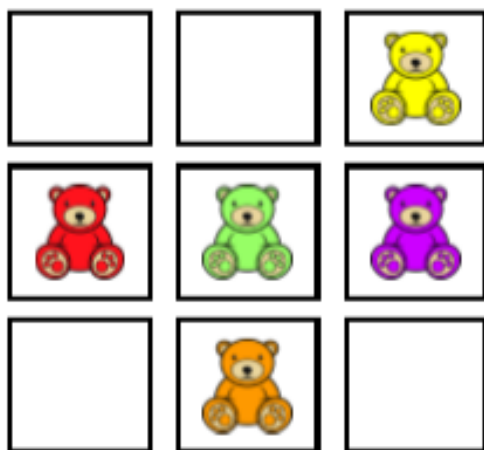
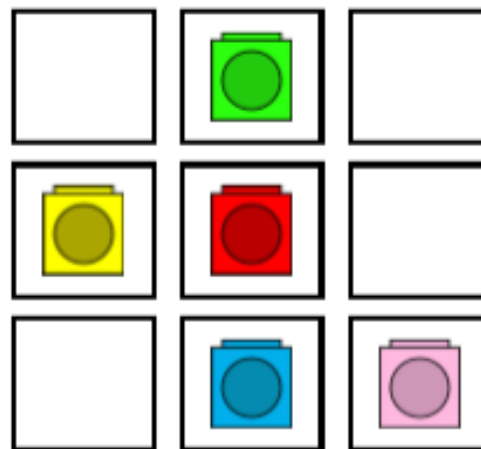
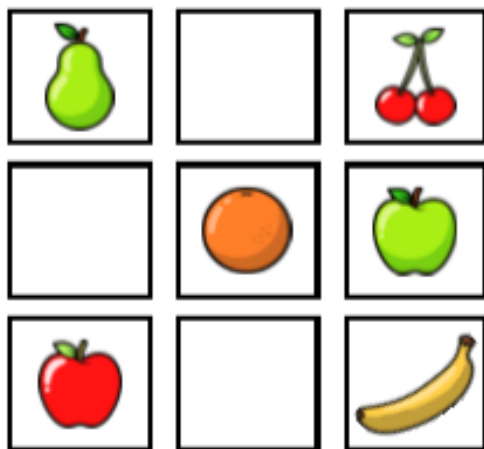


Pin both hands in the centre so they are able to move around the clock.

Resources you may find useful linked to the maths on the topic overview.

## Position grids

Write as many sentences as you can to describe the positions of the items below using the words above, below, left, right and middle.



## Doughnut positions

Create your own description sentences to describe the position of the doughnuts.

For example:

- 1) The red doughnut is to the right of the yellow doughnut.
- 2) The blue doughnut is up from the green doughnut.

### Word Bank

left right up down



## Stem sentences

### Left and right:

The \_\_\_\_\_ doughnut is to the \_\_\_\_\_ of the \_\_\_\_\_ doughnut.

The \_\_\_\_\_ doughnut is to the \_\_\_\_\_ of the \_\_\_\_\_ doughnut.

The \_\_\_\_\_ doughnut is to the \_\_\_\_\_ of the \_\_\_\_\_ doughnut.

The \_\_\_\_\_ doughnut is to the \_\_\_\_\_ of the \_\_\_\_\_ doughnut.

The \_\_\_\_\_ doughnut is to the \_\_\_\_\_ of the \_\_\_\_\_ doughnut.

---

### Up and down:

The \_\_\_\_\_ doughnut is \_\_\_\_\_ from the \_\_\_\_\_ doughnut.

The \_\_\_\_\_ doughnut is \_\_\_\_\_ from the \_\_\_\_\_ doughnut.

The \_\_\_\_\_ doughnut is \_\_\_\_\_ from the \_\_\_\_\_ doughnut.

The \_\_\_\_\_ doughnut is \_\_\_\_\_ from the \_\_\_\_\_ doughnut.

The \_\_\_\_\_ doughnut is \_\_\_\_\_ from the \_\_\_\_\_ doughnut.