

Maths - Time

For Maths this week, we are going to cover the topic of Time.

Some children find this concept tricky. The best way to teach it is by using real life examples.

In terms of sequencing events, we are looking for the child to know what comes first / next/ last in a series. You could progress onto recognising and sequencing times in the day as in morning, afternoon, evening and night and how they come in that order. You will be amazed at how difficult this can be for children. Talk about how we recognise that it is the morning/ evening etc? What kind of things we do in the afternoon / at night etc? Again, make it as relevant as possible to your child.

Talking about an hour later and an hour earlier can also be very difficult for children. For these activities it would be better if your child could access/hold an actual analogue clock where he/she could manipulate the hands. **Note:** it is technically not correct to say that if we talk about an hour earlier/later we only move the big hand. However, if this logic helps your child to understand the concept, then I think you could just go with it. There is plenty of time for a more in-depth analysis when the children get back to school!

Apply the same thinking when helping them to recognise the time in hours (o' clock), half hours (half past) and quarter hours on the 12 hour clock . Use real time, real events, times that mean something to your child.

You will see in the suggested timetable that I have 4 maths sessions down. Your child's final session could be spent playing a time game on www.topmarks.co.uk

Second class children should complete the following pages in their Maths Book: Pages 108, 109 and 118.

By the end of the week, your child should be able to:

read the day, date and month using the calendar;

use the vocabulary of time to sequence events;

read the time in hours, half hours and quarter hours on the 12-hour clock (ie. Tell when it is o' clock, half past the hour, a quarter past the hour and a quarter to the hour)