


KEEP ACTIVE 😊 STAY HEALTHY 😊 HAVE FUN AND SMILE 😊 ENJOY THE LOVELY WEATHER 😊

30 mins of PE each day: Choose from a Joe Wicks workout, 'Cosmic Kids' yoga and mindfulness session or play some 'PE with Mr P' games and activities (all can be found on YouTube).

	<p>Maths (60 mins each day) This week our Maths focus is 'telling the time'. <u>Parents, please see my message on page 18 about maths work this week.</u> <u>Children, if you are finding the MyMaths tasks easy this week, please try the maths activities on pages 20&21.</u></p>	<p>Literacy (60 mins each day) This week our literacy focus is fiction writing and we will be returning to the Pobble365 website. https://www.pobble365.com/without-gravity I would like you to use your fantastic imagination and think about all of the story writing skills that you have learnt so far, and try to apply them in your story. <u>Remember Year 4 writing should include:</u> CL . , ! ? ' " "</p>	<p>Other (60 mins each day) <u>Optional brain and movement breaks:</u> Choose a BBC Supermovers Maths workout. https://www.bbc.co.uk/teach/supermovers/ks2-maths-collection/z7frpg8 Choose a BBC Supermovers English workout. https://www.bbc.co.uk/teach/supermovers/ks2-english-collection/zmv4scw</p>	<p>Ongoing Please continue with learning/ further developing your new skill to share with the class upon return to school.</p>
<p>Day 1</p>	<p><u>Maths Warmup</u> – see resource called 'Fluent in Five' (Wk6) on class webpage. Complete Day 1 and record in your book. <u>Today's tasks:</u> MyMaths: 'Time between' and 'telling the time – quarter to/past'. Work through the lessons and complete the online homework tasks. Please remember to show your self-assessment faces 😊 <i>(There are two MyMaths tasks today as we are revisiting learning from previous years.)</i> Remember that there are additional maths challenges (scroll down to pages 20&21)</p>	<p>Remember: Daily reading and practise your spellings. Today's lesson: https://www.pobble365.com/without-gravity Look at the picture and discuss what you can see and imagine how the children are feeling. Read the story starter and think about what might have happened. Activity: 'Perfect Picture' Imagine that the scientists had turned off the gravity in our classroom. Think about what would happen to everything? <i>Would the register be taken by a floating teacher and laptop? Miss B would definitely lose all of the whiteboard pens! And you would all have the perfect excuse for not putting your reading records and books in the box!</i> TASK: Draw a picture to show what the classroom would look like. Think about your senses – what would you hear, smell, feel, see and even taste? Write labels and captions on your picture using adjectives, similes, prepositions and alliteration. <i>(You might want to recap prepositions by watching this clip – there may be adverts)</i> https://www.youtube.com/watch?v=xyMrlQ4Zl-4</p>	<p>PE: Please see activity cards on page 6. Have a go at 'Save the Bears' and 'Build and Destroy'. You could also enjoy and play games on the 'PE with Mr P' YouTube channel. Art: Art Part 1 look at this website and scroll down the webpage to watch the video clip https://www.tate.org.uk/kids/explore/who-is/who-claude-monet Go to page 7 of this document to see one of Claude Monet's famous paintings. TASK: Using paints or pencils can you create a similar picture – you can use whatever colours you wish!</p>	<ul style="list-style-type: none"> Reading to an adult, every day for 15 mins. Please record in your reading record. Times tables practice every day for 10 mins. Use the Maths Frame website. Adjust the difficulty by changing the time interval. https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check
<p>Day 2</p>	<p><u>Maths Warmup</u> – 'Fluent in Five' (Wk6). Complete Day 2 and record in your book. <u>Today's task:</u> MyMaths: 'Telling the time – to 5 mins'. Work through the lesson and complete the online homework task. Please remember to show your self-assessment faces 😊 Remember that there are additional maths challenges (scroll down to page 20&21)</p>	<p>Remember: Daily reading and practise your spellings. Today's lesson: https://www.pobble365.com/without-gravity Remind yourself of the story by reading the story starter again. Activity: Go to the 'Question Time' section. TASK 1: In your books, answer the questions and remember to write in full sentences e.g. 1. The word 'perplexed' means..... 2. The scientists are huddling around a machine because.... TASK 2: Begin thinking about how the story might continue....what happens next? Do the scientists manage to fix the machine? Make some notes in your book about what could happen next in the story.</p>	<p>Science: Today we are looking at the life cycle of a plant. Watch the following videos: https://www.bbc.co.uk/bitesize/clips/zgqvrdm and https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zyv3jty The following clip shows runner beans growing (quick time) https://www.youtube.com/watch?time_continue=77&v=oF0pDT3hXv4&feature=emb_logo Now read the presentation slides 'plant life cycle' (pages 8, 9 & 10). TASK: In your books, draw out the lifecycle of a plant by copying/printing and completing the worksheet (page 11). If you wish to be more creative, see page 12 for different ways to present your work. Observation Activity: If you have seeds available, plant them - either in soil in a pot, or cress seeds on cotton wool or maybe a bean seed inside a jar with water. You may wish to keep an observational diary illustrating how the seeds grow and develop into a plant. Watch Aunt Ivy find out about plant cycles here: https://www.youtube.com/watch?time_continue=13&v=i-S5ui9Us7U&feature=emb_logo</p>	<p>Other Times Tables websites: http://www.timestables.me.uk/ https://urbrainy.com/mtc https://www.topmarks.co.uk/maths-games/hit-the-button</p> <ul style="list-style-type: none"> Spelling (see page 3) Use the statutory spelling handwriting booklets to practise your statutory spellings.



<p>Day 3</p>	<p>Maths Warmup – ‘Fluent in Five’ (Wk6). Complete Day 3 and record in your book.</p> <p>Today’s task:</p> <p>MyMaths: ‘Telling the time 2’. Work through the lesson and complete the online homework task. Please remember to show your self-assessment faces ☺</p> <p><i>Remember that there are additional maths challenges (scroll down to pages 20&21)</i></p>	<p>Remember: Daily reading and practise your spellings. Wednesday’s and Thursday’s lessons: Use your judgement as to when to stop (it’s designed to be over 2 days).</p> <p>Task: Using your picture and vocabulary from Monday, your notes from yesterday and the ‘gravity’ picture for inspiration, you are going to write an imaginative story that continues from the ‘story starter’.</p> <p>Think about the different paragraphs needed for a story: 1. Opening (a hook) <i>use the story starter as your opening</i> 2. Build up (suspense needed – something will go wrong) 3. Problem (disaster strikes) 4. Resolution (overcoming of the disaster) 5. Ending (possibly something could be recovered or ends well)</p>	<p>Quest: <i>Hopefully, in the last quest lesson you came to a conclusion and decided on if you thought the Vikings were raiders, traders or invaders OR possibly all 3?!</i></p> <p>Today’s lesson: Viking homes and settlements. TASK 1: Read the information pages on page 14 and 15 of this document. TASK 2: Watch this video clip: https://www.bbc.co.uk/bitesize/clips/zrthfg8 TASK 3: Read the information carefully on this website (you will be referring to this website for the task): https://www.lifeinnorway.net/viking-longhouses/</p> <p>Activity: You are going to be estate agents (people who sell houses). <i>You need to ‘sell’ a Viking longhouse. Remember that estate agents must include as many details as possible to tempt their buyers. They also need to make the property sound good when they advertise. First, draw and label a detailed picture (pg.13) of a Viking longhouse (preferably both a view from inside and outside). Next, make a brochure/leaflet with as many details as you can about a Viking longhouse and include pictures (use the websites). This can be handwritten or typed.</i></p>	<p>Other ongoing activities:</p> <ul style="list-style-type: none"> Keep in contact with your friends and relatives. Tell them a joke, share a performance (singing, dancing, gymnastics etc.) and make sure that they are ok. Offer to help your parents with jobs around the house or in the garden. You may even like to wash the car (be careful and ask permission first!) 						
<p>Day 4</p>	<p>Maths Warmup – ‘Fluent in Five’ (Wk6). Complete Day 4 and record in your book.</p> <p>Today’s task:</p> <p>MyMaths: ‘Time 1’. Work through the lesson and complete the online homework task. Please remember to show your self-assessment faces ☺</p> <p><i>Remember that there are additional maths challenges (scroll down to pages 20&21)</i></p>	<p>Use the toolkit below to help you.</p> <table border="1" data-bbox="618 635 1167 1082"> <tr> <td>Have I...</td> </tr> <tr> <td>• Described my characters and setting with adjectives, similes, prepositions and expanded noun phrases?</td> </tr> <tr> <td>• Used conjunctions to make sentences longer and more interesting? (when, because, so, although) *Remember a variety of sentence lengths are important.*</td> </tr> <tr> <td>• Varied my pronouns (not always using the character’s name).</td> </tr> <tr> <td>• Used and checked that I have ‘non-negotiable’ punctuation and tried to include ‘Year 4 punctuation’ (See top box)</td> </tr> <tr> <td>• Ensured that my writing makes sense.</td> </tr> </table>	Have I...	• Described my characters and setting with adjectives, similes, prepositions and expanded noun phrases?	• Used conjunctions to make sentences longer and more interesting? (when, because, so, although) *Remember a variety of sentence lengths are important.*	• Varied my pronouns (not always using the character’s name).	• Used and checked that I have ‘non-negotiable’ punctuation and tried to include ‘Year 4 punctuation’ (See top box)	• Ensured that my writing makes sense.	<p>French: <i>Firstly, I would like you to try and remember the work on greetings and the date. Can you remember how to say; ‘hello’, ‘my name is’ and ask ‘how are you’. Now can you say today’s date in French? If you have had difficulty remembering, flick back through your book and recap the previous work (you could also watch the videos again).</i></p> <p>Today’s lesson: Family words in French (Part 1) Watch https://www.youtube.com/watch?v=L5-3kpXaEi4&list=PLV1-OgpUU7N1GELwW4K_HwkY8m8Eu2PI2&index=2&t=0s (The relevant vocabulary that you need to know is; mother/mum, father/dad, brother and sister. You can skip past the other vocabulary.) Make sure you pause the video and practise speaking the key vocab. TASK: Complete the French activities (either write in your books or print the sheet) on page 16.</p> <p>Art: (Part 2) Have a go at copying this → painting (go to page 7 for a larger version) or making a 3D water lily picture (also page 17)</p> 	<p>Other ongoing activities:</p> <ul style="list-style-type: none"> Keep in contact with your friends and relatives. Tell them a joke, share a performance (singing, dancing, gymnastics etc.) and make sure that they are ok. Offer to help your parents with jobs around the house or in the garden. You may even like to wash the car (be careful and ask permission first!)
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• Ensured that my writing makes sense.										
<p>Day 5</p>	<p>Well done Class 4 on reaching the final day of home learning for this week! You have 2 options today: A) Use today as a ‘catch up’ day if you are a little behind with the timetable of learning or B) further your learning by completing the activities outlined below. Have a great day ☺</p> <p>Maths Warmup – ‘Fluent in Five’ (Wk6). Complete Day 5 and record in your book.</p> <p>Play some ‘time’ games on TopMarks: https://www.topmarks.co.uk/maths-games/7-11-years/measures</p>	<p>Reading and spelling test.</p> <p>If you have not finished your story, use today to finish it.</p> <p>If you have finished your story, make sure that you have thoroughly checked it (to ensure it makes sense, check spellings and use of punctuation). Next, add illustrations to your story. Finally, share your super story with somebody or you could share it with me via the class email. ☺</p>	<p>Finishing Time: Please use this afternoon to complete any tasks or unfinished work that you may need to do.</p> <p>If you have finished all of your work, you could continue to practising your new skill or enjoy some of the activities from the half term pack on the class webpage.</p>	<p>Other ongoing activities:</p> <ul style="list-style-type: none"> Keep in contact with your friends and relatives. Tell them a joke, share a performance (singing, dancing, gymnastics etc.) and make sure that they are ok. Offer to help your parents with jobs around the house or in the garden. You may even like to wash the car (be careful and ask permission first!) 						

TIMETABLE CLASS 4 WEEK 10

Spellings → This week is the final week of learning spellings that end with a 'shun' sound and are spelt with the suffix '-cian'.

You will notice that this weeks '-cian' spellings have root words that end in 'c' or 'cs'. This suffix is mostly used for occupations (names of professions).

Spelling words with the suffix '-cian':

musician, electrician, beautician, dietician, mathematician, magician, politician, technician, optician, physician, paediatrician, statistician and clinician.

Which spellings should I learn?

Select the words from the box above;

Groups 1 and 4: 8 spellings and 2 statutory words **Group 2:** 6 spellings and 2 statutory words **Group 3:** 4 spellings and 2 statutory words.

Statutory spellings are at the back of your purple spelling homework folder and in the spelling pack provided.

Please complete the table below with your chosen words or write them in your books.

Spelling activity: For your chosen spellings, use a dictionary (online if needed) to write a definition of each spelling word in your books.

Look, Say, Cover, Write and Check.	1	2	3	4

Please ask a grown up or older sibling to test you on your weekly spellings and record them in your blue books.

TIMETABLE CLASS 4 WEEK 10

A message from Miss Brown...

Hello Class 4!

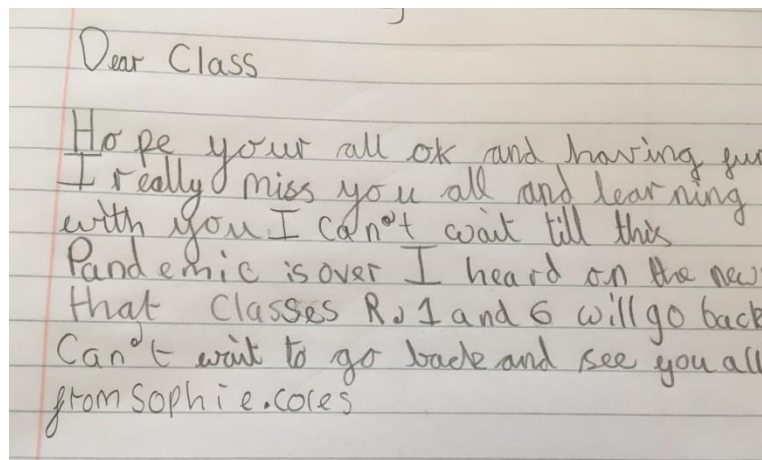
Firstly, I hope that you and your family are happy, healthy and keeping well. Secondly, I hope that you have all had an enjoyable half term break which you worked so hard for during the last half term. You should all feel proud of your efforts during last half term. Did you manage to complete any of the fun activities displayed on the class webpage or complete the family pentathlon PE challenge? If so, I'd love for you to share them with me via the class email address (class4.sch233@educ.somerset.gov.uk).

I have heard from a few of you that you enjoyed reading messages from your peers on the class message board. At the bottom of this page I have included a few more that arrived a little later. Some of you might remember that I challenged you to write a poem from a child's/your perspective about your time away from school. I was delighted to receive 2 fabulous poems sent to me from Orla and Bodhi. This week, instead of a poem from me, I have included Orla's and Bodhi's poems on the next page for you to enjoy.

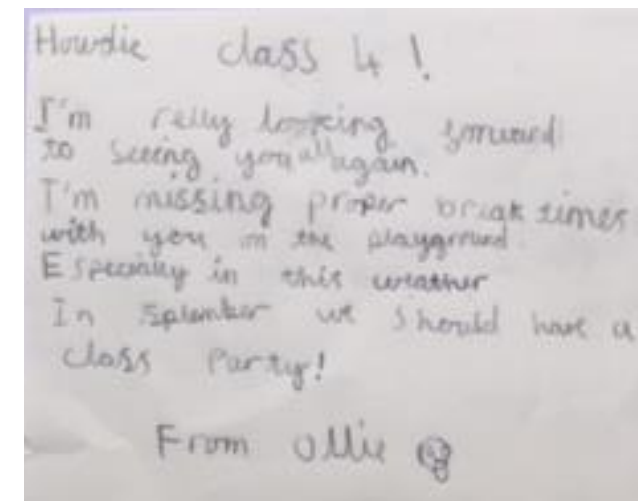
As always Class 4... Keep up the great work! Remember that we ask you to try your best and remain positive. Look after yourselves and your family, stay active and keep on smiling!

Miss Brown ☺

Hello everyone! I walked past our school field yesterday, it looks amazing. I can't wait till we can all get together and play. MiaM



Dear Class
Hope you're all ok and having fun
I really miss you all and learning
with you I can't wait till this
Pandemic is over I heard on the news
that classes R, 1 and 6 will go back
Can't wait to go back and see you all
from Sophie Coles



Howdy class 4!
I'm really looking forward
to seeing you all again.
I'm missing proper break times
with you in the playground.
Especially in this weather
In September we should have a
class party!
From Ollie ☺

A Student's World

I know this time is tough,
And our prime minister is waiting,
To open up the gates,
And let us say our greetings.

But when times are tricky,
You have to do what's right,
And now that is to stay at home,
Whilst coronavirus puts up a fight.

I miss seeing all my friends,
And your cheeky faces,
Playing in the field,
And having running races.

I hope to see you all so soon,
And we can have some fun,
Playing outside on the playground,
In the warm summer sun!

By Orla



Bodhi's Series of Unfortunate Events

There was a young boy in quarantine
Who thought his new teacher was very mean.
His missed his old school.
His friends were so cool.
The school grounds were joyful and very green.

There was a young boy in home schooling
Whose teacher was annoying and drooling
She made him do maths
And also some graphs,
So he spent all his time simply doodling.

There was a young boy in lockdown
Whose teacher caused him to cry and frown.
His classroom a mess,
He tried his best
Not to behave like a stupid clown.

Bodhi was that boy in seclusion
Whose story has an unfortunate conclusion.
As patience she lacked,
The new teacher was sacked.
Her teaching skills were but an illusion.

By Bodhi



SAVE THE BEARS

AGE: 5 to 11

NUMBER OF PEOPLE: 1+

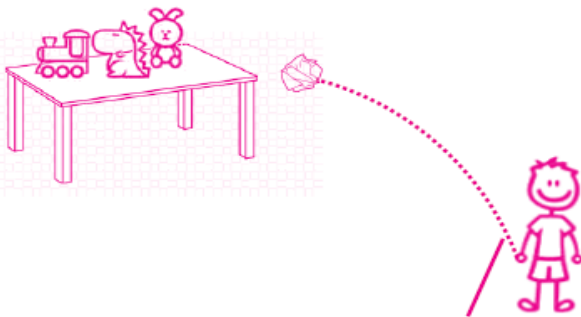
SPACE NEEDED: Dining Room or Garden

EQUIPMENT NEEDED: Soft toys or bottles and rolled up socks

HOW TO PLAY:

Set up the soft toys, the 'bears', on a table. From 3+ metres away, using rolled up socks, try to knock over the toys. You save a 'bear' when you hit it, go and collect it.

You can make it a competition by taking it in turns to throw. Most bears saved wins.



Be creative! You can adapt these activities to suit a sport of your choice.

For example: Football

You could line a series of objects (non-breakable!) in your garden or on a wall. Try shooting at the objects.

Could you try with both feet?

Could you increase the distance from you and the target?

Can you challenge a family member?

BUILD & DESTROY

AGE: 5 to 11

NUMBER OF PEOPLE: 1+

SPACE NEEDED: Living Room or Garden

EQUIPMENT NEEDED: Recycled boxes and cartons, teddy bears, lego and rolled up socks

HOW TO PLAY:

Have fun building a castle using non-breakable household items like pillows, cardboard boxes, recycling. Don't forget to use your imagination to add turrets, cannons and place toys or lego people as patrol guards.

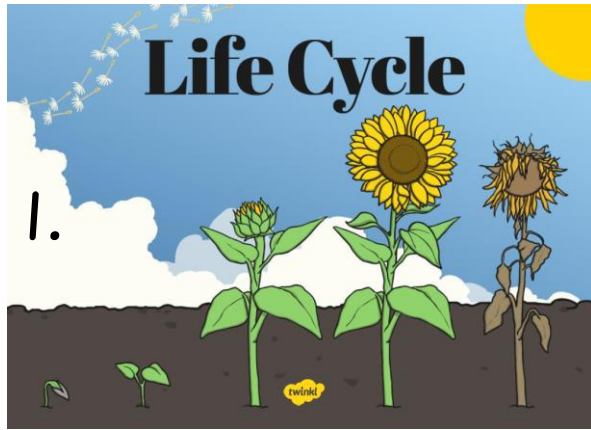
Using rolled up socks, become the cannon and aim to destroy the fort.





This is one of Claude Monet's paintings of waterlilies.

Using paints or pencils (or anything else you have available), can you create your own version of the painting? You may choose any colours you wish.



2.

Aim

- I can understand and order the stages of the life cycle of a flowering plant.

Success Criteria

- I can understand the process of seed dispersal.
- I can understand the processes of pollination, fertilisation and germination.
- I can order the different stages of the life cycle of a flowering plant.

Life Cycle of a Flowering Plant

The life cycle of a flowering plant shows the changes that happen to the plant over the course of its lifetime.

The main stages of the life cycle of a flowering plant are:

1

Germination

2

Growing and
flowering

3

Pollination

4

Fertilisation
and seed
formation

5

Seed dispersal

Let's find out more about what happens at each stage!

3.

4.

Germination

Germination is when a seed begins to grow.



5. Growing and Flowering

Once the seed has germinated the plant grows bigger and then forms flowers.



6. Pollination

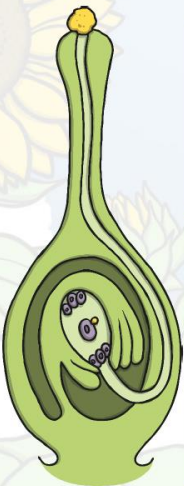
Pollination occurs when pollen from the anther is transferred to the stigma, often by an insect.



7. Fertilisation and Seed Formation

Fertilisation happens when the pollen travels from the stigma down the style to the ovary.

The pollen joins with an ovule to form a seed.
The seed forms inside the ovary.



8. Seed Dispersal



Once the seeds are fully formed, the plant needs to disperse them.

This means that the plant needs to move or transport the seeds away from the parent plant in some way so that they don't all try to grow in the same place.

There are lots of different ways that seeds can be dispersed.

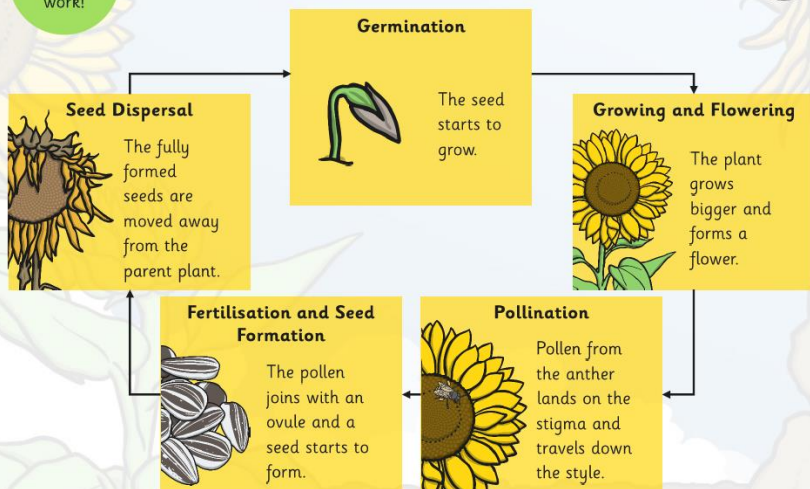
9. Seed Dispersal

Seeds can be dispersed by:

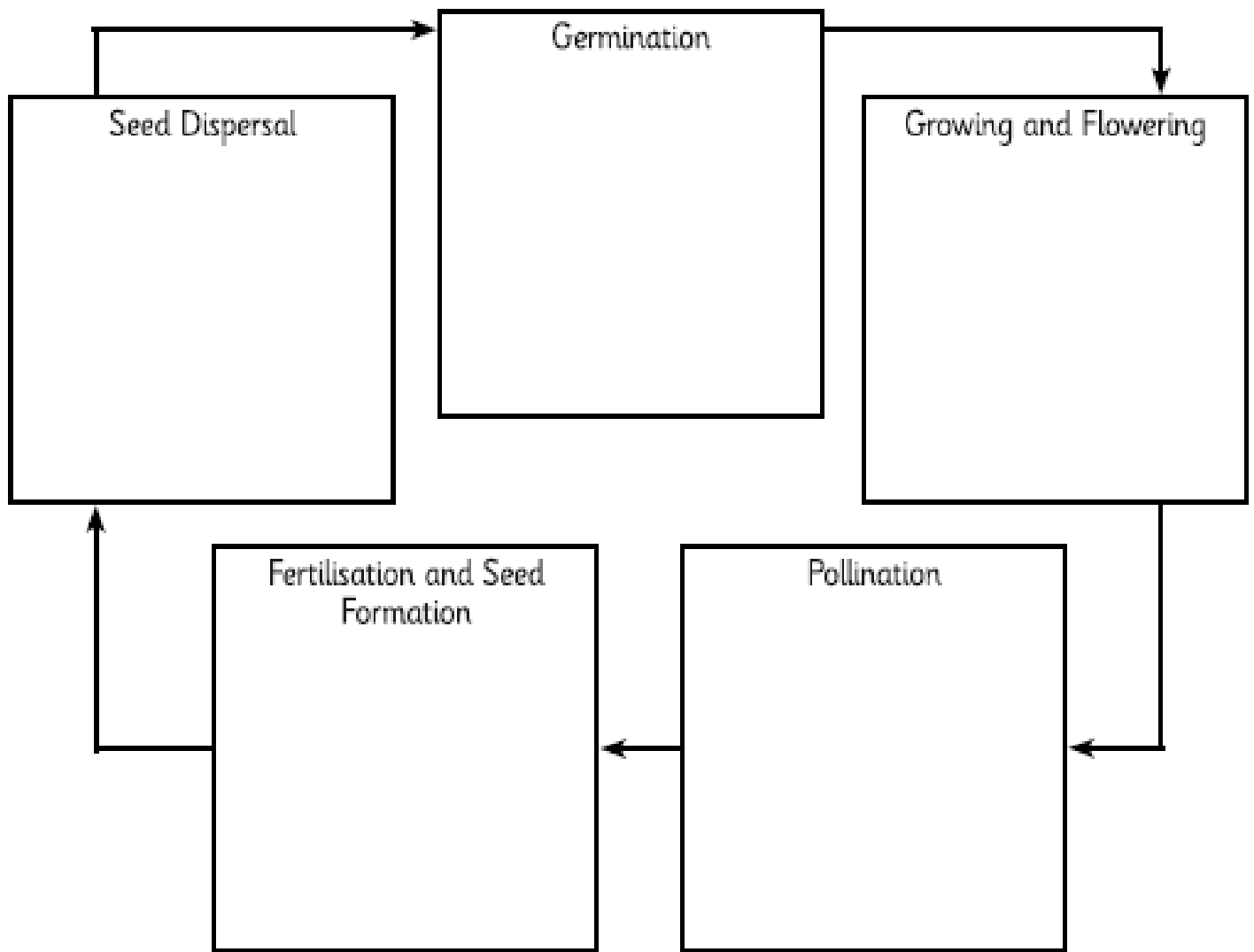
 water	 the wind	 shaking	 eating
 dropping	 bursting	 carrying	




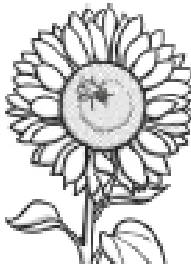

How Did You Do?

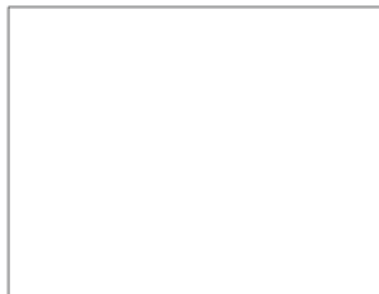
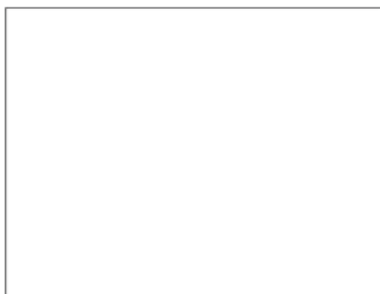
Check your work!



10.

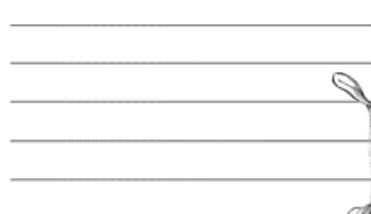
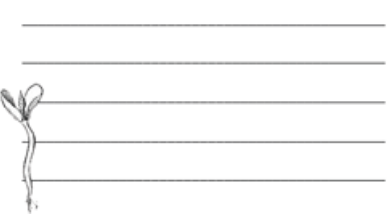


<p>The plant grows _____ and forms a flower.</p>	<p>The fully formed _____ are moved away from the parent plant.</p>	<p>The seed _____ to grow.</p>	<p>The pollen joins with an _____ and a seed starts to form.</p>	<p>Pollen from the _____ lands on the stigma and travels down the style.</p>	<p>Key Words</p>	
						<p>seeds</p>
						<p>ovule</p>
						<p>starts</p>
						<p>anther</p>
					<p>bigger</p>	

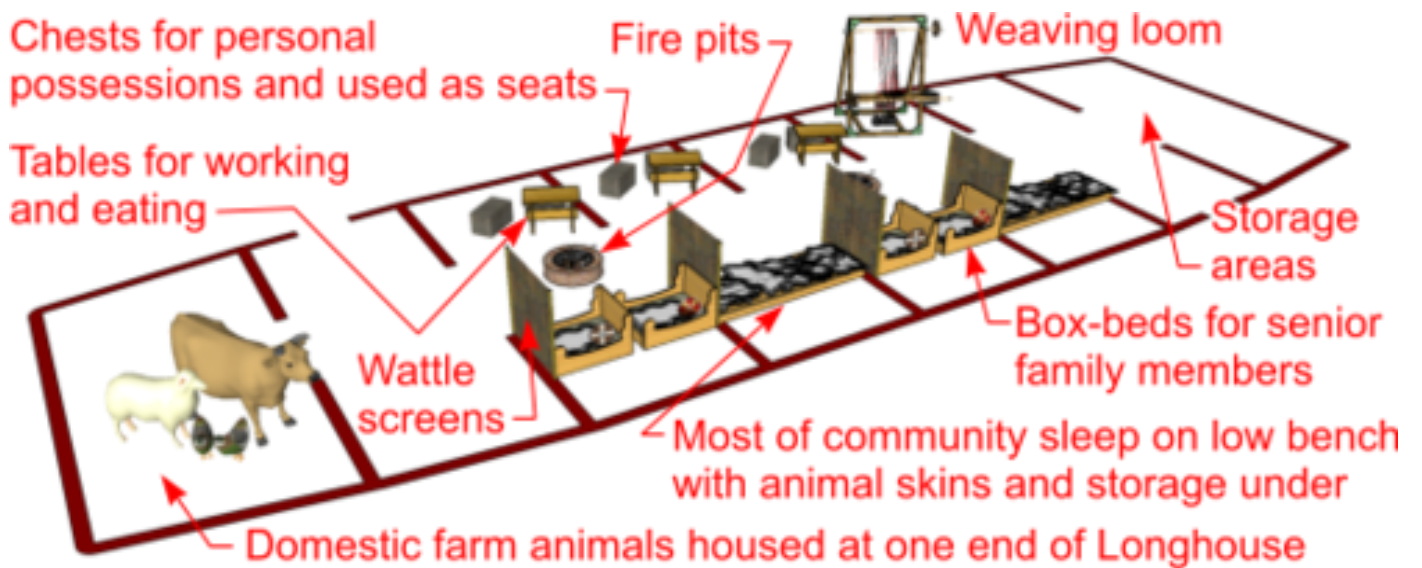
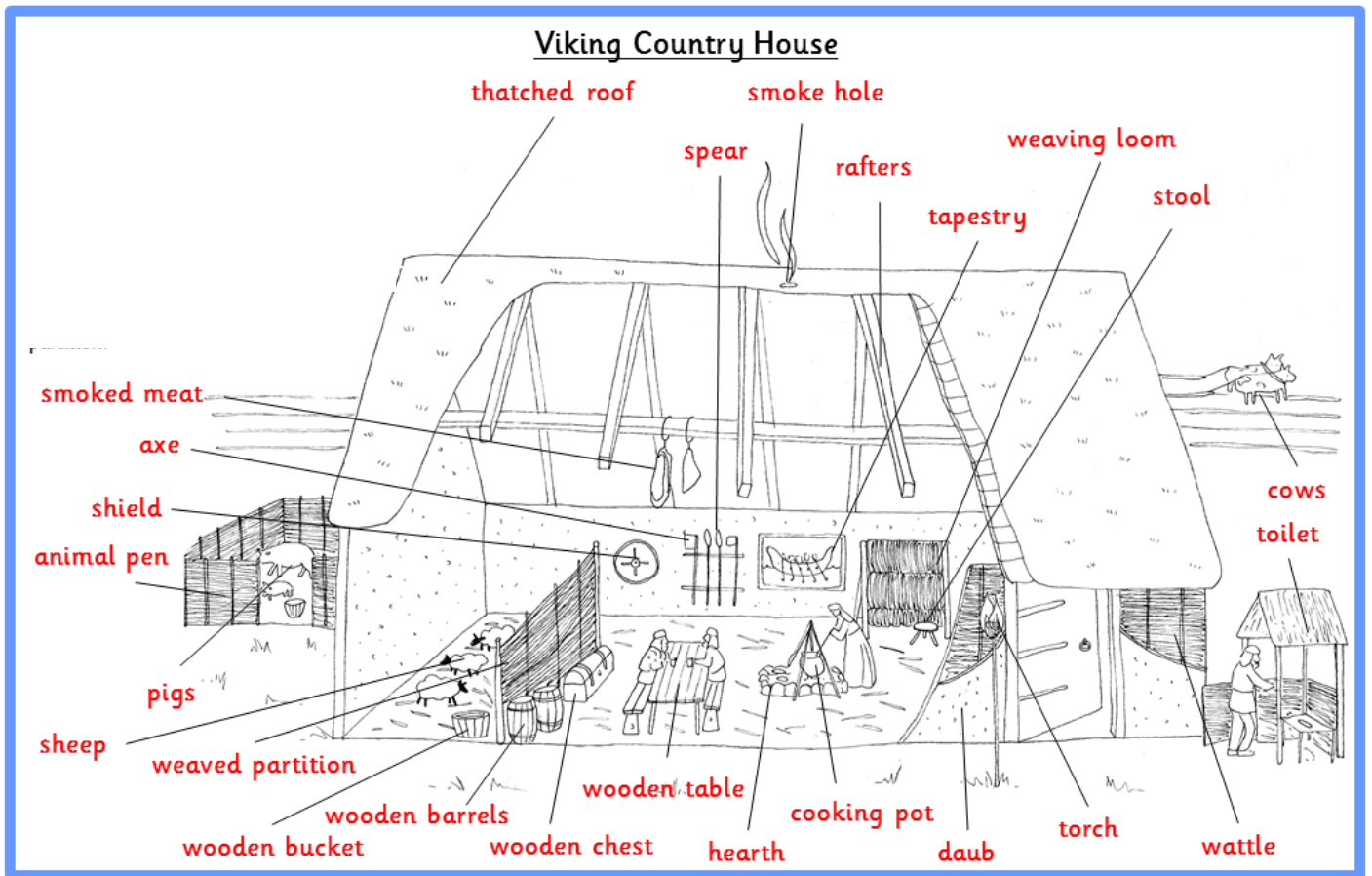


Week 2 Date: _____

Week 3 Date: _____



Quest - Wednesday - Example drawings with labels of Viking country homes/longhouses.



The Vikings at home

23 In the 700s and 800s, the Vikings were some of the best craftworkers in Europe. They lived in a harsh environment, with cold, long, dark winters. Buildings were needed to shelter livestock, as well as people. In towns, pigs, goats and horses were kept in sheds, but in parts of the countryside, farmers built longhouses, with rooms for the family at one end and space for animals at the other.

24 Vikings built houses out of grass. In many lands where the Vikings settled, such as the Orkney Islands or Iceland, there were hardly any trees. So Viking families built homes out of slabs of turf (earth with grass growing in it), arranged on a low foundation of stone. If they could afford it, they lined the rooms with planks of wood imported from Scandinavia. Otherwise, they collected pieces of driftwood washed up on shore.

25 Viking homes could be unhealthy. Their houses did not have windows – they would have let in too much cold. So homes were often damp, and full of smoke from the fire burning on the hearth. As a result, Viking people suffered from chest diseases. Some may also have been killed by a poisonous gas called carbon monoxide, which is produced when a fire uses up all the oxygen in a room.

I DON'T BELIEVE IT!

Vikings liked living in longhouses, because heat from the animals provided a kind of central heating, keeping everyone warm.

Turf (earth with growing grass) roof

26 Homeowners sat in the high seat. Most Viking families had little furniture. Only the rich could afford beds, or tables with fixed legs. Most homes were simply furnished with trestle tables, wooden storage chests and wooden benches. The centre of one bench was marked off by two carved wooden pillars, and reserved as the 'high seat' (place of honour) for the house owner. Important guests sat facing him or her, on the bench opposite.



► Longhouses were usually built on sloping ground so that waste from the animals ran downhill, away from human living quarters.

Viking towns

56 Kings built towns to encourage trade. Before the Vikings grew so powerful, merchants traded at fairs held just once or twice a year. Viking kings decided to build towns so that trade could continue all year round. Taxes were collected from the people and merchants who traded there.

► Viking markets were often held on beaches. Farming families and travelling merchants met there to buy and sell.

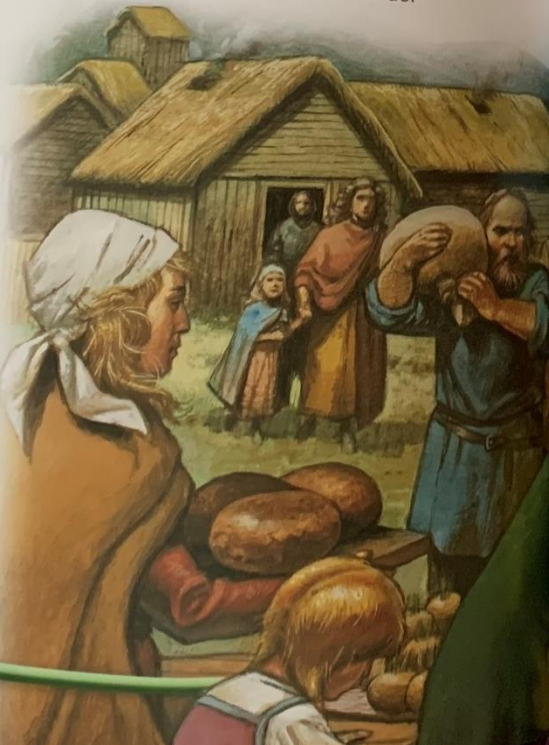
I DON'T BELIEVE IT!

The first Russians were Vikings. The name 'Russia' comes from the word, 'Rus', used by people living east of the Baltic Sea to describe Viking traders who settled there.



57 Towns were tempting targets for attack. Pirates and raiders from Russia and north Germany sailed across the Baltic Sea to snatch valuable goods from Viking towns. So kings paid for towns to be defended with high banks of earth and strong wooden walls. They also sent troops of warriors to guard them.

58 Houses in towns were specially designed. Space was limited inside town walls so houses were built close together. They were smaller than country homes, as people needed less space to store crops or house animals. Most town houses were made of wood with thatched roofs. Many had craft workshops and showrooms inside.



59 Towns made the first Viking coins. As far as we know, there were no coins in Scandinavia before the Viking age. Traders bartered (swapped) goods, or paid for them using bits of silver, weighed out on tiny, portable scales. But many foreign coins came to Viking lands from overseas trading and raiding. Around AD 825, craftsmen in the Viking town of Hedeby (now in north Germany) began to copy them. Later, other towns set up mints to make coins of their own.



60 Viking traders gave Russia its name. Adventurous Vikings visiting the east shores of the Baltic set up towns as bases for trade. Some of the biggest were Staraja Ladoga and Novgorod, in Russia, and Kiev in Ukraine.

◀ This Viking coin shows a merchant ship. It comes from the town of Hedeby.



Thursday 4th June 2020

Task 1: Write today's date in French.








*Did you remember the correct format? [day of the week] [date] [month] [year]
Also you don't need capital letters for the days of the week or months in French.*

Task 2: Family Tree.

Look carefully at the picture cards and family tree. In the video you did not find out the vocabulary for grandparents. Can you work out what grandma and granddad are in French?

Grandma = _____ Granddad = _____

Using the picture cards, complete the family tree.

						
mon père	ma mère	mon grand-père	ma grand-mère	mon frère	ma soeur	et moi
Alain	Liz	Laurent	Marie	Marc	Sophie	Susie

(Optional) Extension: Can you draw your own family tree?



3D waterlilies



TIMETABLE CLASS 4 WEEK 10

Dear Class 4 Parents,

I hope that you are well and that you have had a lovely half term break. The children, and yourselves, truly deserved a break from home-schooling and I hope you managed to enjoy the fantastic weather that we have had. Thank you for your support with your child's home learning and the home schooling last half term. As we begin the final half term of the year, I wanted to share a message with you regarding this week's maths work (see below).

Please do continue to get in touch with me if you have any queries or questions. Thank you for your continued support with your child's learning during this difficult time. Hopefully it won't be too long until it is safe for us all to return to school.

Best wishes,
Miss Brown

Maths - Telling the time:

In Maths this week, the children will be focusing on telling the time (12 hour clock only and distinguishing with am and pm) using an analogue clock rather than digital. This week, the work set on MyMaths is covering telling the time objectives from previous years. This is due to the concept of 'telling the time' being one that many children have difficulty with. Often the children express that they find digital easier, however they will need to be secure with reading the time on an analogue clock (12 hr) before moving on, next week, to the telling the time objectives for Year 4.

How can I best support my child with telling the time?

If your child is having difficulty with the MyMaths, my best advice is to support them practically. Make a clock (we did this at the beginning of the year so they may remember) or use a physical clock to support learning. I have attached a template on page 19. Ensure that they know the difference between the minute and hour hands. They might find it easier to visualise the numbers as a number line that has been curved around the clock face. Working through the MyMaths lessons with a practical clock and manipulating the hands will help with their learning.

What can I do if my child finds the MyMaths easy?

If your child has completed the MyMaths with ease, I have included some additional activities linked to telling the time on pages 20 and 21 for them to work through. There are also many maths games that they can play on TopMarks.

<https://www.topmarks.co.uk/maths-games/7-11-years/measures>

If your child has an analogue watch, this will prove beneficial and you can incorporate telling the time in everyday conversations, for example, "Lunch will be at 12:30. How many minutes from now is that?"

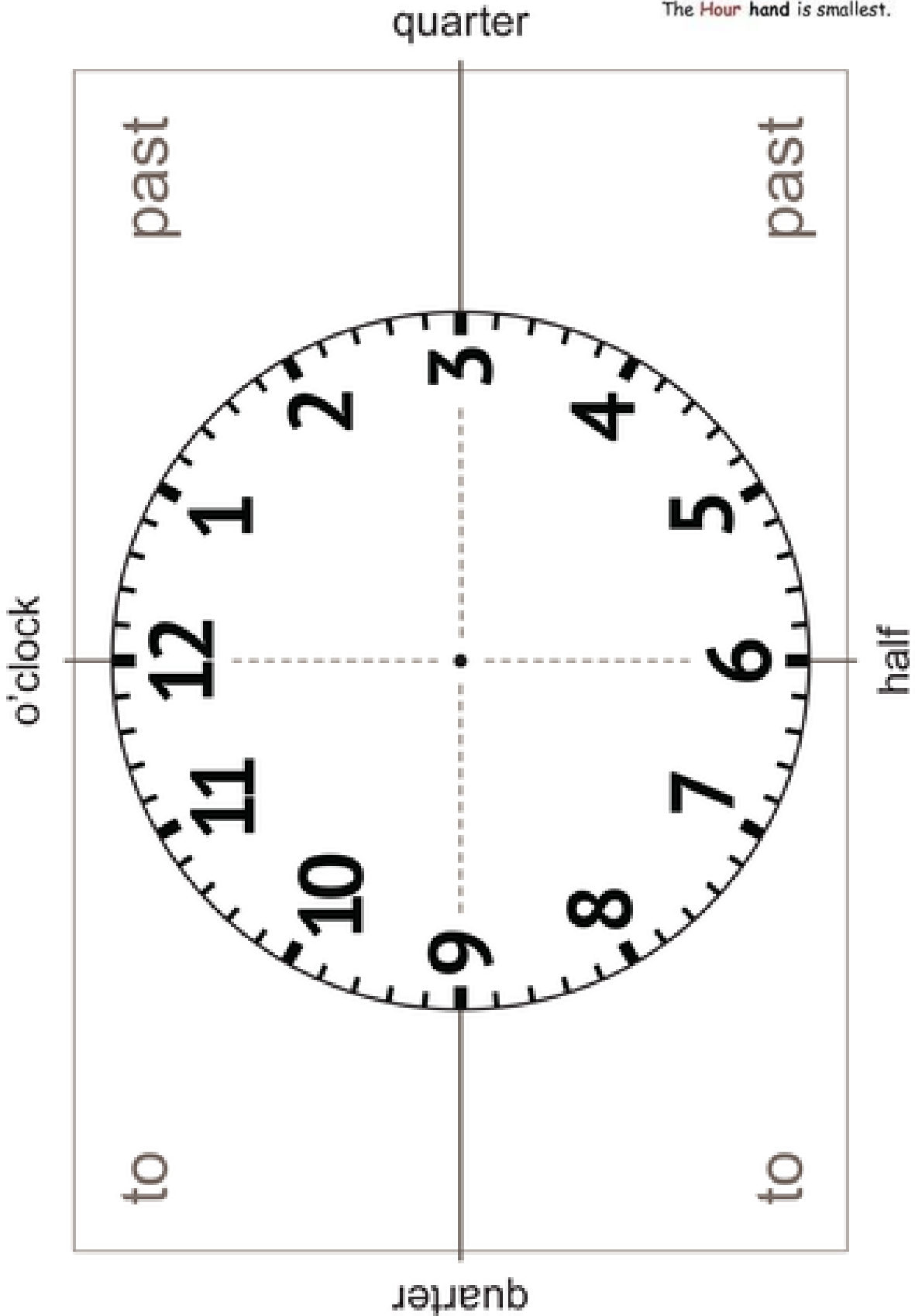
Maths resource - Making a clock.

Cut out the minute and hour hands and use a split pin to attach them to the clock face.

Which Hand is Which?



The word 'Minute' is biggest.
The Minute hand is biggest.
The word 'Hour' is smallest.
The Hour hand is smallest.



Maths Mastery

Time



Time

- Anika says that in $2\frac{1}{2}$ hours, the clock will say 3.00. Jed says she is wrong and the clock will say 3.58.

Who is correct?
Explain how you know.



Time

- There are double the number of minutes in 6 hours than 3 hours.

Is this true or false?
Tell your partner your reasons.



Time

- The Stanley family are going on their holidays to Devon. Dad puts the postcode into the satnav. The satnav says their journey will take 4 hours and 50 minutes. They are leaving at 14.23. Lily says they will be there at 18.33. Frankie says they will be there at 19.13.

Who is correct?
How do you know?



Time

- Use these signs to make these statements true: $< = >$

1hr 15 75 minutes 2hrs 32 2 hrs 23

90 minutes 1hr 20 48 hrs 2 days

44 minutes $\frac{3}{4}$ hour 129 minutes 2hrs 9

Time

- Astrid starts walking to her friend's house at 2.45pm. She estimates it will take her 37 minutes to get there. She tells her friend she will be there at 3.15pm.

Is she correct?
Explain your answer.



Time

- Bertie has converted these analogue times to digital. Is he correct?

6.32pm \longrightarrow 17.32

8.04pm \longrightarrow 21.04

10.27pm \longrightarrow 22.27

7.33pm \longrightarrow 18.33

2.44pm \longrightarrow 13.44

Time

- I am in the evening.
I am an even hour.
My minutes are half of ten to the hour.
My hour is 120 minutes before midnight.

What time am I?



Time

Wormwell	09.47	10.39	11.55
Bankfield	10.33	11.03	12.30
Lindel	10.49	11.20	12.44
Turnley	11.08	11.34	13.12

Ben gets a train from Wormwell to Lindel at 10.39. He hopes to be at the cinema by 11.00. Is this the right train for him to get?

Explain your answer.



Time

Wormwell	09.47	10.39	11.55
Bankfield	10.33	11.03	12.30
Lindel	10.49	11.20	12.44
Turnley	11.08	11.34	13.12

Connie is at her Gran's house in Bankfield. Connie lives in Turnley. Her mum wants her home by 13.00. Connie is planning to get the 12.30 train.

What would you suggest she do?



Football Time Puzzles



Today's Big Match:

Kick Off

Half-Time

Finish



1. A football match lasts an hour and a half.
How many minutes is this?

2. Half time is 45 minutes after kick off. What time is half-time?



3. Half time lasts 15 minutes. What time does play resume?



4. Bale scores a goal 10 minutes after kick off. What time does he score?



5. Alberto scores a goal at 3:35. How long is this into the game?

6. Ronaldo gets injured and is substituted after half an hour. What time does he go off?



7. Pogba replaces him. How long does he play before half-time?

8. Suarez plays from 10 past 4 until twenty-five to 5. How long does he play for?

9. There is 15 minutes injury time added to the match. What time does the match finish?



10. Fill in the times for half time and finish time at the top of the page.

Maths Mastery Time Answers

- Jed is correct. The time will be 3.58.
- It is true because 6 is double 3. There are 180 minutes in 3 hours and 360 minutes in 6 hours.
- Frankie is correct. They will arrive at 19.13.
- | | | |
|------------|---|--------------------|
| 1hr 15 | = | 75 minutes |
| 90 minutes | > | 1hr 20 |
| 44 minutes | < | $\frac{3}{4}$ hour |

2hrs 32	>	2 hrs 23
48 hrs	=	2 days
129 minutes	=	2hrs 9
- No, Astrid will arrive at 3.22pm.
- 6.32pm 18.32

8.04pm 20.04

10.27pm 22.27

7.33pm 19.33

2.44pm 14.44
- My time is 22.25.
- Ben should not get the 10.39 as this will make him 20 minutes late for the cinema. He should get the 09.47 train as it gets in at 10.49.
- Connie should not get the 12.30 train as it will make her 12 minutes late home. She should get the 11.03 train to get home for 13.00.

Football Time Puzzles Answers

- 90 minutes
- 3:55pm
- 4:10pm
- 3:20pm
- 25 minutes
- 3:40pm
- 15 minutes
- 25 minutes
- 5:10pm
- Half time = 3:55pm
Finish time = 4:55pm