

Year 1.

Lesson 1 (Division-this will be up to next week's fractions)

(scroll down for year 2)

To begin this lesson, show pupils the problem using 8 real objects (e.g. cans of soup, counters, flowers, books). Tell them a number story about needing to place 2 of each object into separate boxes and trying to figure out how many boxes you will need. Let them discuss this and manipulate the objects to solve the problem. Repeat this using different objects, as indicated in the Let's Learn section. Prompt pupils with questions about fitting more than 2 objects into some of the boxes. Ask them if this is alright and why or why not. It is important they recognize that sharing equally is necessary, for example, if one box gets 2 cans, all the boxes must get 2 cans.

Grouping Equally

In Focus

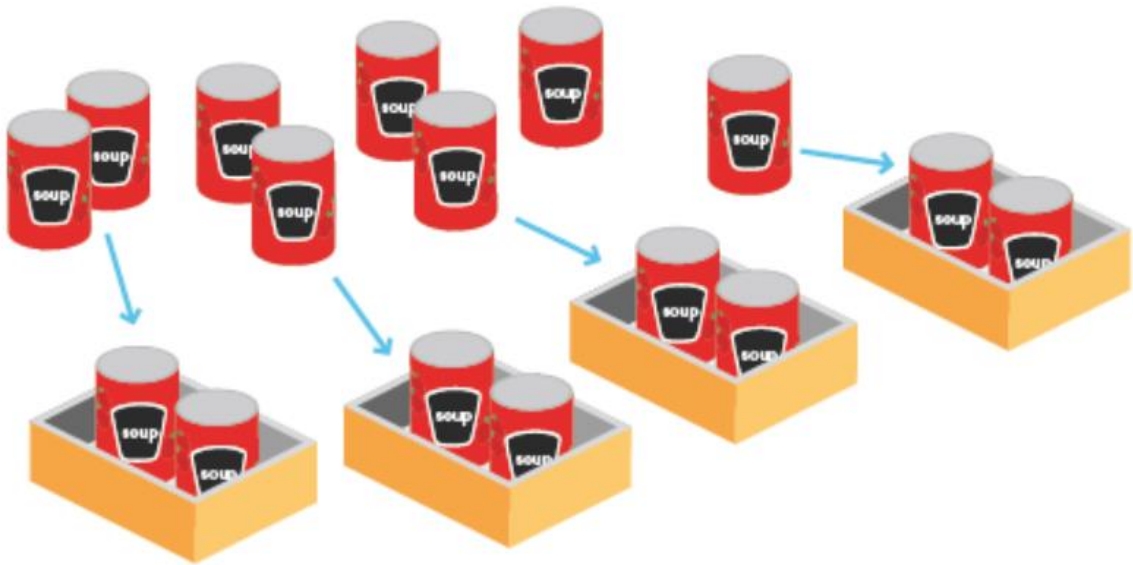


Emma puts 2 cans of tomato soup into a box.
How many boxes does she need for all the cans?

Below is how it could have been completed.

Let's Learn

1 There are 8 cans.



There are 4 boxes of 2 cans.

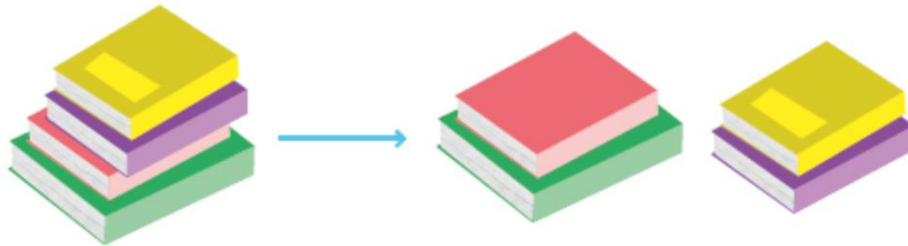
Complete this task (practically if you can, using something to represent the flowers if you don't have flowers).

- 2 There are 12 flowers.
Lulu uses 3 flowers in each bouquet.
How many bouquets does she get?



She gets 4 bouquets.

- 3 There are 4 books.
Hannah puts 2 books in each pile.
How many piles of books does she get?



She gets piles of books.

Use coins or counters to complete the task below.

**Activity
Time**

Work in pairs.

- ① Count out 24 .
- ② Put 3  on each .

What you need:




How many plates do we need?



How many different ways can you make equal groups with 24 .





- ③ Make equal groups of different numbers.

During Guided Practice, pupils are grouping 18 pencils equally. Ask them if they are able to see 6 pencils in the picture anywhere. Prompt them by saying your friend said that when she sees 6 pencils, she circles them to help her find the answer. Is this helpful? Why or why not? Let them discuss and explain their thoughts to each other.

Guided Practice

Ravi has 18 pencils.
He puts 6 pencils in each box.
How many boxes does Ravi need?



Ravi needs boxes.



Grouping Equally

1

Circle.

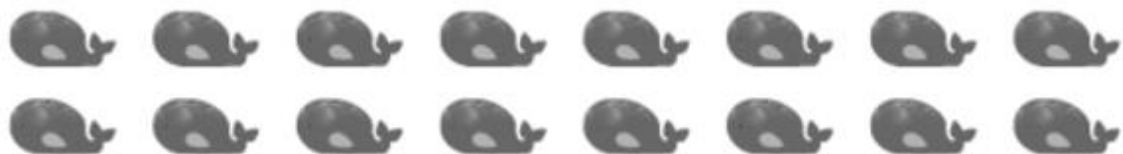
Write the missing numbers.

- (a) There are 12 fish.
Circle groups of 2.



There are groups of 2 fish.

- (b) There are 16 whales.
Circle groups of 4.



There are groups of 4 whales.

- (c) There are 14 birds.
Circle groups of 7.



There are groups of 7 birds.

- (d) There are 20 pelicans.
Circle groups of 5.



There are groups of 5 pelicans.

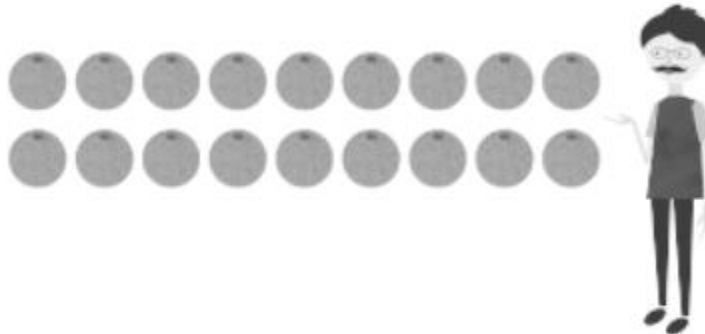
- 2 Circle to show equal groups.
Write the missing numbers.

- (a) Emma buys 15 flowers.
She puts 3 flowers in each vase.
How many vases does she need?



She needs vases.

- (b) A shopkeeper has 18 oranges.
He puts 2 oranges in each bag.
How many bags does he need?



He needs bags.

- (c) There are 20 marbles.
Sam puts 4 marbles in each box.
How many boxes does Sam need?



Sam needs boxes.

- (d) 8 books can be put on one shelf.
Ravi has 16 books.
How many shelves does Ravi need to hold all his books?



Ravi needs shelves.

Year 1

Lesson 2

To begin this lesson, have four people represented in some way (use teddies if there are not four people) three of them act as customers and one as the baker. Tell them a story about each customer wanting all of the cookies, but the only way to make everyone happy is to share them out equally. There are only 6 cookies; how could we share them equally? Let pupils discuss this and come up with solutions. Prompt them by asking if the tallest child should get more and whether that would be fair and so on. Ask them how we can be sure to share the cookies equally. Enable them to see that sharing them out one by one can be helpful; then count them at the end to make sure everyone got the same number. Display a picture of 6 cookies in 3 rows of 2 on the board. Ask them if they can see how to divide them up just by looking at the picture. Remind them your friend said circling rows might be helpful and let them discuss this. Then work through Let's Learn 2 to reinforce the concept.

Sharing Equally

In Focus

There are 6 cookies.
Each child takes the same number of cookies.
How many cookies does each child get?



This is how it could be completed:

Let's Learn

1 Each child takes one cookie.



Each child takes one more cookie.



Each child gets 2 cookies.

No cookies
are left.

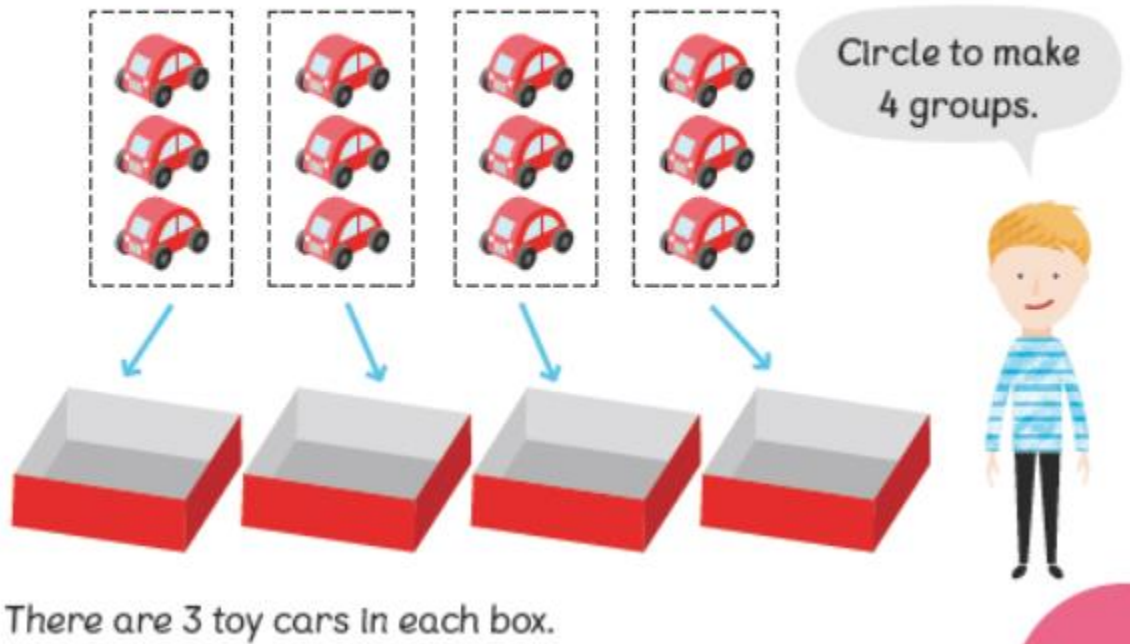


Ask the children to complete number 2. Use toy cars (or something else to represent cars).

2 There are 12 toy cars.
Put the toy cars *equally* into 4 boxes.
How many toy cars are there in each box?

This is how it could have been worked out:

- 2** There are 12 toy cars.
Put the toy cars equally into 4 boxes.
How many toy cars are there in each box?



Complete this activity:

**Activity
Time**

Work in pairs.

What you need:


- ① Count out 20 .
- ② Put the  equally onto 5 plates.



How many  are there on each plate?

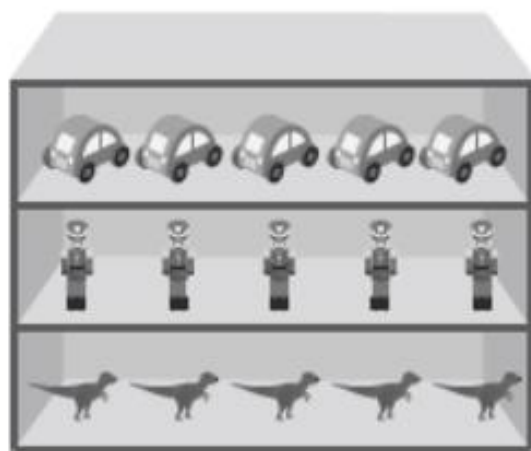
Can you put 18  in 5 equal groups? Why or why not?

- ③ Repeat ① and ② with different numbers of cubes and paper plates.

Sharing Equally

1 Write the missing numbers.

(a)



There are toys altogether.

There are shelves.

There are toys on each shelf.

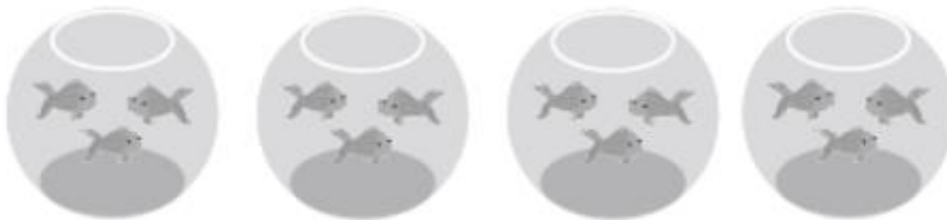
(b) There are apples in all.

There are trees.

There are apples on each tree.



(c)



There are fish altogether.

There are bowls.

There are fish in each bowl.

(d)



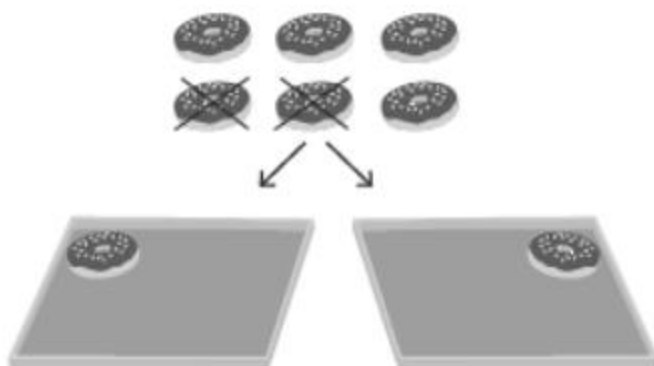
There are pencils in all.

There are holders.

There are pencils in each holder.

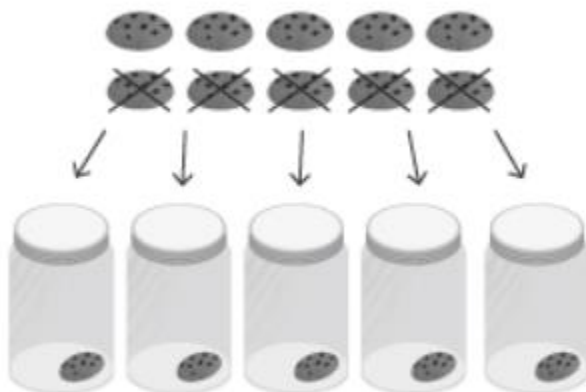
- 2 Draw to complete the groups.
Write the missing numbers.

- (a) There are 6 doughnuts.
Put them equally into 2 boxes.



There are doughnuts in each box.

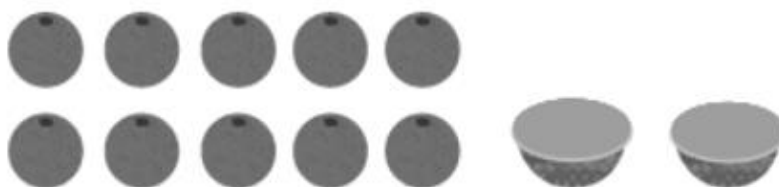
- (b) There are 10 cookies.
Put them equally into 5 jars.



There are cookies in each jar.

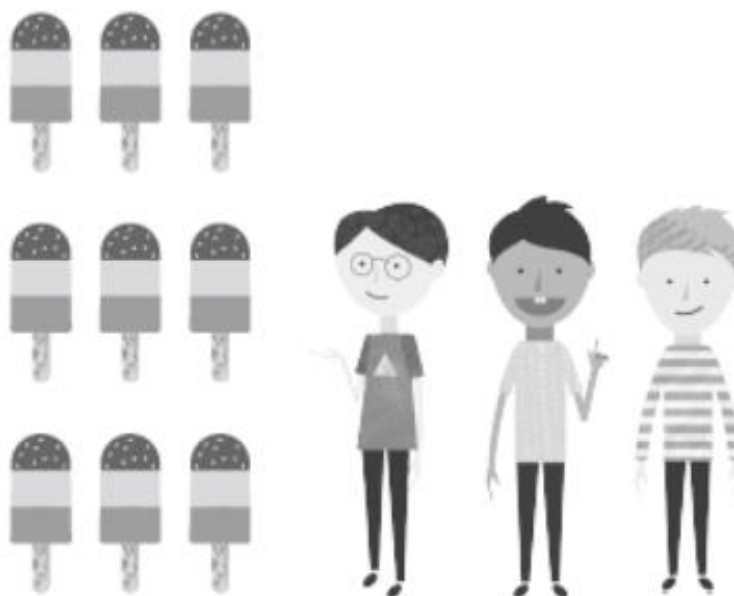
3 Write the missing numbers.

- (a) Lulu has 10 oranges.
She puts an equal number of oranges in 2 baskets.
How many oranges are there in each basket?



There are oranges in each basket.

- (b) There are 9 ice lollies.
3 boys share the ice lollies equally.
How many ice lollies does each boy get?



Each boy gets ice lollies.

Year 2**Lesson 1**

To begin this lesson, provide pupils with analogue clocks (either made with you or commercially-produced clocks). Ask them what the clock would look like if it was 3pm and allow them to move the hands on the clock to show you.

Focus on the fact that the hour hand is shorter and indicates the hour, while the minute hand is longer and indicates the minute. Prompt pupils by saying, 'If the minute hand shows the minutes, what would the clock look like at 3:05?' Allow them to work on this. Ask pupils if they know different ways to say 3:05. Introduce the term 'past' to read time. Guide them to read the clock face and relate the numbers to minutes.

Ask pupils to show 'three fifteen' on the clock face. Relate the 15-minute mark to dividing the clock face into 4 equal parts. Each part is a quarter, so we can also say that 'three fifteen' is 'quarter past 3'. Ask them to read the times 4.15, 7.15 and 12.15 using 'quarter past'. Do the same for 'half past' by dividing the clock face into 2 equal parts. Therefore, 30 minutes after 3 can be read as 'half past 3'.

Telling and Writing Time to 5 Minutes

In Focus



What is the time shown?

 is the minute hand.
 is the hour hand.

Read through the Let's Learn section with your children:

Let's Learn

1



3 o'clock



5 minutes

5 minutes after
3 o'clock is 3:05.



After 5 minutes, the minute hand moves from 12 to 1.
We write the time as 3:05.



Sometimes we say the time is
5 minutes past three.

2



3:10



3:15



3:20



3:25



3:30

3



3:15



3:30

We say that the
time is minutes
after 3.

The time is
half past 3.



We can also say
the time is quarter
past 3.



Complete this task:

Guided Practice

Tell the time.

Say what you usually do at that time.

(a)



In the morning

(b)



In the afternoon

(c)



In the evening

Telling and Writing Time to 5 Minutes

1 What is the time shown?

(a)



(b)



(c)



(d)



2 Match.

5:10



9:40



6:25



8:35



12:30



Lesson 2

To begin this lesson, provide an analogue clock to your child. Show them the In Focus task and ask them to solve the problem. Once they have fixed the time, begin asking them questions about how they have positioned the hands. Tell them your friend says that when the minute hand is showing half past the hour, the hour hand is also in-between hours. Is this true? Discuss this and why this might be the case.

Telling and Writing Time

Lesson 2

In Focus

The clock has stopped.

It is 8:30 in the morning.
Show the correct time.



Use your own clock, or draw the time.

Look at Let's Learn below to check how to do it.

Let's Learn

1



Where is the hour hand?
Why is it in between 8 and 9 now?

Ask pupil(s) where the minute hand would move after 5 more minutes. What time would we say it is now? (see below) Is there more than one way to say the time? Reinforce the 5-minute intervals between 8:35-9:00 and ask them to discuss the times with their partners while they do this. Return to 8:45 and ask them what time this is showing. Are there different ways to say this time? Introduce 'quarter to' to describe time that is 15 minutes to the hour.

2



35 minutes 30 minutes

After 5 minutes, the minute hand moves from 6 to 7.
We write the time as 8:35.

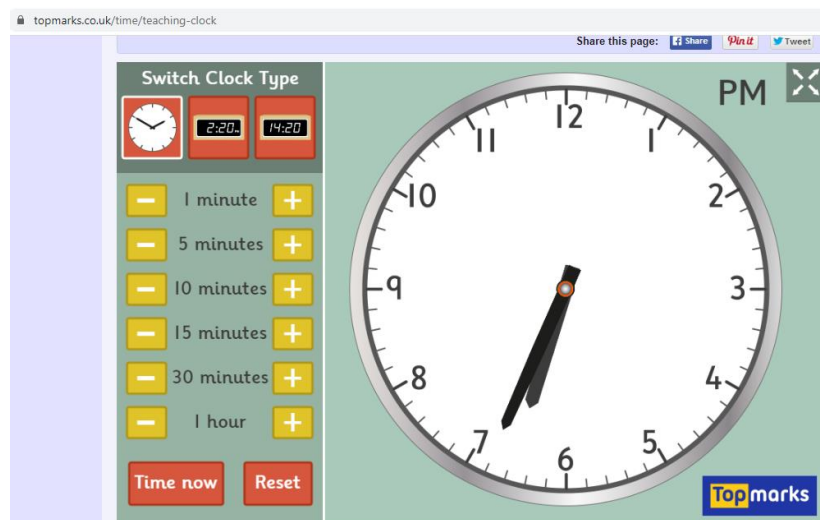
We also say the time is
35 minutes past eight.



Read through this with the pupil and discuss.



Use the interactive clock on [topmarks.co.uk](http://topmarks.co.uk/time/teaching-clock) to practise telling times at 5-minute intervals.



During Guided Practice, using analogue clocks, pupils are telling time and identifying activities they do in the morning, afternoon and evening. Then they are telling time to a 5-minute interval and determining the number of minutes past the hour.

Guided Practice

- 1** Tell the time.
Say what you usually do at that time.



in the morning



in the afternoon



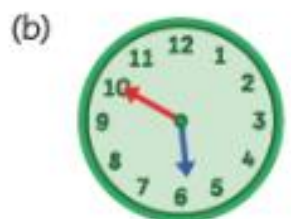
in the evening

- 2** Count in fives to tell the time.



The time shown is .

It is minutes after o' clock.



The time shown is .

It is minutes after o' clock.

Telling and Writing Time

1 Count in fives to tell the time.

(a)



The time is . It is
minutes after o'clock.

(b)



The time is . It is
minutes after o'clock.

(c)



The time is . It is
minutes after o'clock.

(d)



The time is . It is
minutes after o'clock.

2 Write down what you usually do on a Sunday at the times shown.

time	what I do
 in the morning	
 in the afternoon	
 in the afternoon	
 in the evening	
 at night	

Lesson 3:

Extra sheets to complete

Tell the Time: Writing the Time

Underneath each clock, write the time shown.



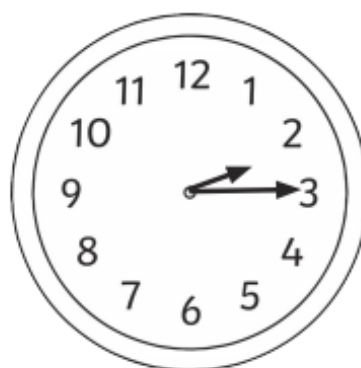
_____ minutes past _____



_____ minutes past _____



_____ minutes past _____



_____ minutes past _____



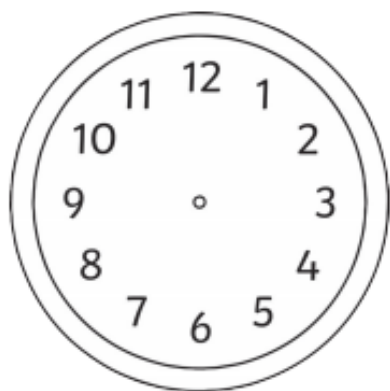
_____ minutes past _____



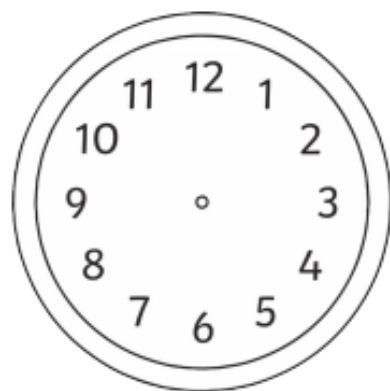
_____ minutes past _____

Tell the Time: Writing the Time

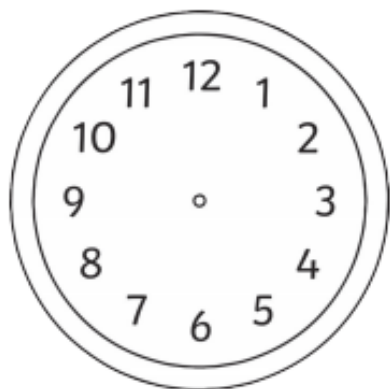
Use a ruler to draw hands on the clock faces to show these times.



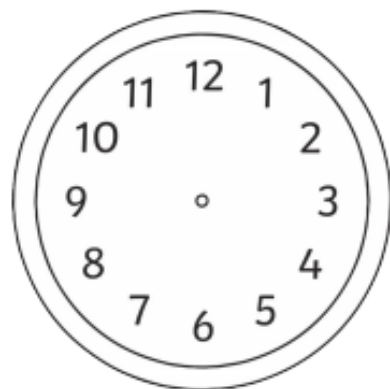
Five minutes past seven.



Quarter past six.



Twenty minutes past ten.



Ten minutes past four.