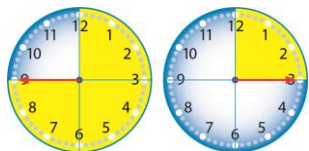# Measurement (time)

HERE'S THE MATHS

At this stage, your child is learning to tell the time using an analogue clock, as shown here, rather than a digital clock.

Your child has already learnt about one quarter as a fraction of a circle, which can help them to visualize quarter past and quarter to when telling the time.

quarter to   quarter past

ACTIVITY

What to do
- Set a timer on your watch or clock to go off at various quarter past and quarter to times during the day. Ask your child to use an analogue watch or clock to tell you what the time is when the timer goes off.

You will need:
- watch or clock with a timer
- analogue watch or clock

Variations
- Include o'clock and half past times to reinforce previous learning.
- Increase the level of challenge by including times to five minutes past the hour, e.g. 20 past 11, 5 past 4.

QUESTIONS TO ASK

How do you know whether it is quarter to or quarter past the hour?

How do you know which hour number is needed?

Where does the big hand point when it is quarter past/ quarter to the hour?

Where does the big hand point when it is 5/10/20/25 past the hour?

Year 2 Maths Newsletter 4

Date: _____   **Name:** _____

MATHS TOPICS

These are the maths topics your child will be working on during the next three weeks:
- Multiplication and division, including number and place value
- Fractions
- Measurement (time)

KEY MATHEMATICAL IDEAS

During these three weeks your child will be learning to:
- count in steps of 10, recognise multiples of 10 and divide by 10 for numbers up to 100
- find one-quarter/half/three-quarters of an amount
- find the whole amount when one-quarter/half/three-quarters is known
- tell the time to quarter to and quarter past the hour.

TIPS FOR GOOD HOMEWORK HABITS

Before your child starts on their homework, discuss the task with to them to ensure that they fully understand what they are required to do.

Multiplication and division

Your child is learning to multiply and divide by 10 (using numbers up to 100), including using the symbols × and ÷ to record their work, e.g. 6 × 10 = 60, 60 ÷ 10 = 6.

Involve your child in examples of multiplying and dividing by 10 in everyday life,
For example:
- I need to buy 3 bananas for 1 person. How many bananas do I need to buy for 10 people?
- There are 80 new books and 10 classes. How many books can each class have if they share them equally?

ACTIVITY

What to do
- Shuffle the 10 number cards and place them face down in front of you.
- Take turns to pick up the top card and two counters. Place the counters over two numbers on the grid that multiply together to give the answer shown on the card.
- Keep the card and leave the counters in place if you agree that the counters are placed correctly. Put the card to the bottom of the pile and remove the counters if the counters are not placed correctly.

Variation
- Take turns to turn over the top card, divide it by 10 and find the answer on the board.

You will need:
- pencil and paper
- small cards with 10, 20, 30, 40, 50, 60, 70, 80, 90 and 100 written on them
- 20 small counters or coins

10	5	9	10	2	1
6	4	10	10	5	6
10	10	8	5	10	8
3	5	10	2	5	10
4	10	7	10	5	10

QUESTIONS TO ASK

- What is X multiplied/divided by 10?
- How do you write the signs for multiplication and division?
- What real-life example can you think of for that multiplication/division fact?

Fractions

$\frac{1}{4}$ of 8 = ☐ $\frac{1}{2}$ of 8 = ☐ $\frac{3}{4}$ of 8 = ☐

To work out the answers:
$8 \div 4 = 2$ $8 \div 2 = 4$ $8 \div 4 \times 3 = 6$

$\frac{1}{4}$ of ☐ = 3 $\frac{1}{2}$ of ☐ = 9 $\frac{3}{4}$ of ☐ = 15

To work out the answers:
$3 \times 4 = 12$ $9 \times 2 = 18$ $15 \div 3 \times 4 = 20$

ACTIVITY

What to do
- On a plain piece of paper, draw a simple zigzag game board with approximately 20–25 numbered squares as shown below.
- Put both counters at the beginning of the board game.
- Shuffle the question cards and put them face down in front of you.
- Take turns to take the top card and work out the answer. For correct answers only, roll the dice and move your counter that number of squares.
- The winner is the first player to reach the finish. Reshuffle the question cards, if needed.

You will need:
- pencil and paper
- 2 counters
- 1–6 dice
- small pieces of paper on which are written questions similar to those given above (involving numbers 30 or less)
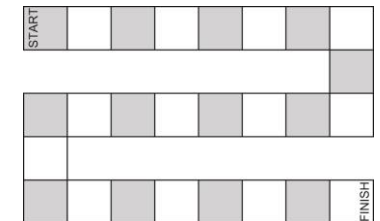
QUESTIONS TO ASK

- What is $\frac{1}{4}$/$\frac{1}{2}$/$\frac{3}{4}$ of X?
- $\frac{1}{4}$/$\frac{1}{2}$/$\frac{3}{4}$ of what number equals X?
- How do you work out $\frac{1}{4}$/$\frac{1}{2}$/$\frac{3}{4}$ of an amount?