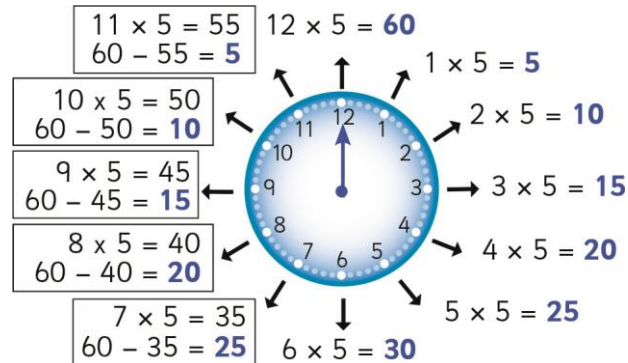# Measurement (time)

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.

Any time up to and including half past is described as being 'past' the hour. Any time after half past is described as being 'to' the next hour.

ACTIVITY

What to do

- Set a timer on your watch or clock to go off at various five-minute intervals 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

Variation

- Include 'o'clock', 'half', 'quarter past' and 'quarter to' times to reinforce previous learning.

QUESTIONS TO ASK

How do you know whether you need to say 'past' an hour or 'to' an hour?

How do you know which hour number is needed?

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

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

Year 2 Maths Newsletter 12

Date: _____   Name: _____

MATHS TOPICS

These are the maths topics your child will be working on during the next three weeks:

- Multiplication and division
- Fractions
- Measurement (time)

KEY MATHEMATICAL IDEAS

During these three weeks your child will be learning to:

- recognise multiples of 2, 5 and 10
- recognise and find fractions of a set of objects
- tell the time to five minutes.

TIPS FOR GOOD HOMEWORK HABITS

Encourage your child to ask questions if they don't understand a task in their homework or want to know more.

Multiplication and division

- Multiples of 2 have an even number of ones, so the number must end in 0, 2, 4, 6 or 8, e.g. 12, 36, 58, 70, 84.
- Multiples of 5 have 0 or 5 ones, e.g. 15, 40, 75.
- Multiples of 10 must have 0 ones, e.g. 20, 50, 80.

So, numbers ending in 0 are multiples of 2, 5 and 10.

ACTIVITY

What to do
- Write four headings on your piece of paper: 'multiples of 2', 'multiples of 5', 'multiples of 10' and 'not a multiple of 2, 5 or 10'.
- Shuffle the two sets of pieces of paper and put them face down in front of you.
- Take turns to reveal the top card on each pile and put them side by side away from the pile to show a 2-digit number (or 1-digit if the blank card has been turned over for the tens). Repeat until one 1-digit and nine 2-digit numbers have been created.
- Set a timer for 30 seconds and write each of the 10 numbers under at least one of the headings.
- Swap pieces of paper and check each other's working, giving 1 point for every correctly placed number. The winner is the player with the most points.

Variation
- Increase the time allowed to 45 seconds or 1 minute if needed.
- Subtract 1 point for every incorrectly placed number.

> **You will need:**
> - 20 small pieces of paper (0 to 9 written on 10 pieces for the ones set and 1 to 9 plus a blank piece for the tens set)
> - pencil and paper (per person)
> - timer (or phone with timer)

QUESTIONS TO ASK

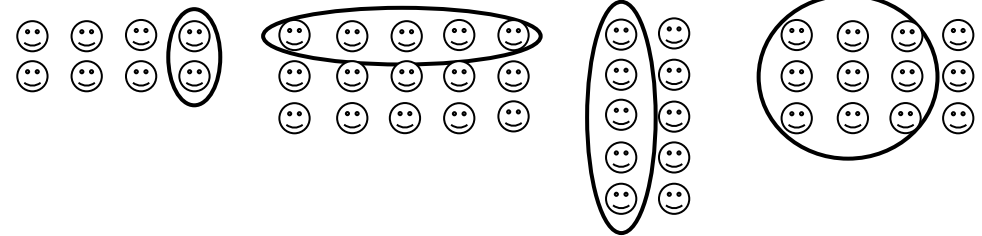- How many ones can a multiple of 2/5/10 have?
- How do you know whether that number is a multiple of 2/5/10 or not?
- Tell me five multiples of 2/5/10 that are less than 100.
- How many ones are there in numbers that aren't a multiple of 2, 5 or 10?

Fractions

$\frac{1}{4}$ of 8 = 2 $\frac{1}{3}$ of 15 = 5 $\frac{1}{2}$ of 10 = 5 $\frac{3}{4}$ of 12 = 8

ACTIVITY

What to do
- Shuffle the pieces of paper and put them face down in a pile.
- Take turns to turn over the top piece of paper, count out the total number of objects and then create the fraction shown.
- Keep the piece of paper if you both agree the answer is correct. Return the piece of paper to the bottom of the pile if the answer is incorrect.
- The winner is the player with the most pieces of paper when there is none left in the pile.

> **You will need:**
> - 24 very similar small objects such as buttons or dried beans
> - 8 small pieces of paper ($\frac{1}{2}$ of 6, $\frac{1}{2}$ of 18, $\frac{1}{4}$ of 16, $\frac{1}{4}$ of 24, $\frac{1}{3}$ of 12, $\frac{1}{3}$ of 21, $\frac{3}{4}$ of 8, $\frac{3}{4}$ of 20 written on them)

QUESTIONS TO ASK

- What is $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ or $\frac{3}{4}$ of X?
- What fraction of all of the objects is in this group?
- How many buttons/beans would each person have if you shared them equally between 2/3/4 people?
- Which numbers can be split into halves/quarters/thirds? (multiples of 2/4/3)