# **Measurement of time**

# HERE'S THE MATHS

Your child is learning to tell the time with increasing accuracy. The process is made more complex by the different formal systems used to record time – analogue, digital, 12-hour, 24-hour – and by the informal expressions used in conversation, e.g. quarter to 6, twenty past 5. Take opportunities to discuss time and to refer to different types of clocks, including ones with Roman numerals. Making a timeline for the day helps your child to practise using the vocabulary of time in a personally relevant context.

# ACTIVITY

#### What to do

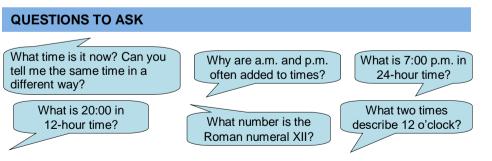
- Draw a long straight line on the paper.
- With your child mark above the left-hand end the time they got up in 12-hour form, e.g. 7:30 a.m.
- Mark their bedtime above the right-hand end.
- Together add some more a.m. and p.m. times, e.g. arrive at school, lunchtime, swimming lesson, end of the school day, etc. Discuss where to place them and continue to mark entries above the line.

### You will need:

- large piece of paper to draw a personal timeline for the day
- coloured pen for variation
- clock with moveable hands for variation
- Add some times for your day below the line so your child can see what you were doing too.

### Variation

• Use a clock with moveable hands for your child to show you the times on the line.









Date:

Name: \_\_\_\_\_

### **MATH\$ TOPIC\$**

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

- Multiplication and division
- Measurement of time

### **KEY MATHEMATICAL IDEA\$**

During these three weeks your child will be learning to:

- recall and use multiplication and division facts for the 4 times table
- recall and use multiplication and division facts for the 8 times table
- use a timeline and read and write vocabulary related to time, using 12- and 24-hour clocks.

### **TIP\$ FOR GOOD HOMEWORK HABIT\$**

Homework gives you the opportunity to become involved in your child's learning so try not to let it become a chore. Make it a special time and offer lots of praise and support – most importantly, have fun!

# **Multiplication and division**

## HERE'S THE MATHS

Your child needs to learn the key facts of the 4 times table:  $1 \times 4 = 4$ ,  $2 \times 4 = 8$ ,  $5 \times 4 = 20$  and  $10 \times 4 = 40$ . From these they can deduce missing ones e.g.  $4 \times 5 = 20$ , therefore  $4 \times 6$  is 20 plus 4, making 24. Because multiplication and division are reversible, one fact provides three further facts e.g.  $4 \times 9 = 36$ ,  $9 \times 4 = 36$ ,  $36 \div 4 = 9$  and  $36 \div 9 = 4$ . Another way to calculate the 4 times table is to double the 2 times table, e.g.  $2 \times 3 = 6$  so  $4 \times 3$  is double that answer, i.e. 12.

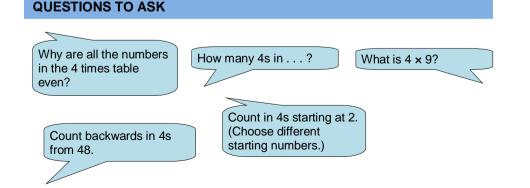
### ACTIVITY

### What to do

- With your child, write the numbers in the 4 times table on the cards from 4 to 48.
- You will need:
  12 small squares of card and a container
  pen
- Put them in the container and take turns to choose a card and say four multiplication and division facts for the number that use the 4 times table, e.g. for 28, 4 × 7 = 28, 7 × 4 = 28, 28 ÷ 4 = 7 and 28 ÷ 7 = 4.
- If further practise is required, put the card back so that it can be chosen again.
- Keep the cards so that the activity can be played again. (This activity can be adapted to use for any times table.)

### Variations

- When your child is confident with the 4 times table, play 'How many 4s in . . . ?' against the clock. Start the timer. Take out a card, e.g. 20, and ask, 'How many 4s in 20?' As soon as your child answers 5, draw out the next card. Make sure that you take your turn at answering too!
- Make a new set of cards for the 40 times table to use in the activities.



# **Multiplication and division**

### HERE'S THE MATHS

The lesson focuses on introducing the 8 times table. Your child needs to learn the key facts:  $1 \times 8 = 8$ ,  $2 \times 8 = 16$ ,  $5 \times 8 = 40$  and  $10 \times 8 = 80$  and use these to deduce missing ones. Also, because  $8 = 4 \times 2$ , you can find eight times a number by doubling the answer for the 4 times table, e.g. to find  $8 \times 6$ ,  $4 \times 6 = 24$ , double 24 is 48, so  $8 \times 6 = 48$ .

# ACTIVITY

48	64	28	88	Γ
40	24	56	42	
56	16	34	96	
24	60	88	72	
32	64	78	24	
16	40	96	30	

You will need: • pencil and paper

### What to do

- Explain to your child that in each row one number is not in the 8 times table.
- Cover all except the first row and ask them to identify which one is not in the 8 times table.
- Take turns to spot the rogue number in each row.
- Now design new grids for each other to try.
- Discuss how to choose numbers that make it tricky to spot the 'wrong' number.

# **QUESTIONS TO ASK**

