







MATHS MEDIUM TERM PLANNING

Year 2 – Time (3 weeks split – 2 in Spring and 1 in Summer)	
Objectives from Progression Document	<p>tell the time to the hour and half past the hour (Y1 revisit)</p> <p>draw the hands on a clock face to show the time to the hour and half past the hour (Y1 revisit)</p> <p>measure and begin to record time (hours, minutes, seconds)</p> <p>know the number of minutes in an hour and the number of hours in a day</p> <p>compare and sequence intervals of time</p> <p>tell and write the time to five minutes, including quarter past/to the hour</p> <p>draw the hands on a clock face to show the times to five minutes, including quarter past/to the hour</p>
Previous Learning	<p>compare and describe time, e.g. quicker, slower, earlier, later</p> <p>sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</p> <p>recognise and use language of dates - days of the week, weeks, months and years</p> <p>tell the time to the hour and half past the hour</p> <p>draw the hands on a clock face to show the time to the hour and half past the hour</p> <p>measure and begin to record time (hours, minutes, seconds)</p> <p>solve practical problems for time</p>
Vocabulary	<p>time, seasons, hour, o'clock, half past, clock, watch, hands, always, never, often, sometimes, usually (Y1 revisit)</p> <p>quarter past, quarter to, minutes past, minute to, clock face, hands, hour hand, minute hand, hours, minutes</p>
Key fact(s)	<p><i>Revisit key facts from Year 1</i></p> <p>To know that there are 60 minutes in an hour</p> <p>To know that there are 60 seconds in a minute</p> <p>To know that half an hour = 30 minutes</p> <p>To know that one quarter of an hour = 15 minutes</p> <p>To know that three quarters of an hour = 45 minutes</p> <p>To know that there are 24 hours in a day</p> <p>Know that there are fifteen minute intervals on a clock face</p> <p>Know that there is a minutes hand and an hour hand on a clock</p>
Number facts for fluency	<p>Months of the year, in the correct order</p> <p>Know and recall in order: 0, 15, 30, 45, 60</p> <p>Revision of all multiplication and division facts for 1x; 2x; 5x; 10x</p>
DfE Ready to Progress Guidance Pages https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf	Not applicable
NCETM Ready to Progress Exemplification https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/	Not applicable
Problem Solving and Reasoning Skills Objectives	<p>use diagrams to find a solution, with support</p> <p>adopt a suggestion by an adult or their peers</p>
Pre-assessment:	Year 1 time – telling the time to the hour and half past the hour



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Sequence of Learning					
White Rose Small Steps	Learning Intention	Key Questions	Sentence Stems	Comments	Problem-solving links Extension and Greater Depth Opportunities
Telling time to the hour (re-visit Y1)	To tell time to the o'clock	There are two hands on the clock. What is the same about each hand? What is different about each hand compared to the other? Where will the hour hand be at ____? Where will the minute hand be at ____?	The minute hand tells me it is _____. When the minute hand is on the ____, it is _____. The hour hand tells me it is _____.	Children understand that they need to look at the hour hand to see which hour it is.	Stop the Clock (n-rich) Children develop fluency in telling the time. What Is the Time? (maths.org) What is the time? Putting times in order. Telling the time – Maths Frame Matching Time (maths.org) Interactive pairs game. Quarter to and quarter past – interactive questions
Telling time to the half hour (re-visit Y1)	To tell time to the half past	Which is the hour hand? Which is the minute hand? How do you know? Where does the minute hand point to at half past? Can you see that the minute hand has travelled halfway around the clock? Could you show this to your partner? Can you show me _____?	The hour hand is halfway between the ____ and the ____ because _____. When the minute hand is on the ____ it is _____.	Children understand that, at half past the hour, the minute hand has travelled half way around the clock from the twelve and is pointing at the six and the hour hand is half way between the hours.	 The time is 3 o'clock. Amir When it is 11 o'clock both hands point at 11 Alex Is Alex correct? Explain your reasoning.
O'clock and half past	To tell time to the o'clock and half past	Which is the hour hand? Which is the minute hand? What is the same and what is different about the hands on a clock? What does each hand on a clock show? At o'clock, where should the hour/minute hand be? What time is shown? Where does the hour/minute hand need to be for half past ____?	When the minute hand points at ____ (12/6), it means that the time is ____ (o'clock/half past). The time is ____ o'clock. The time is half past ____	Children should be given the opportunity to create times using individual clocks with moveable hands.	Can you spot Amir's mistake? Tick the time that is more likely. a) Mo goes to school. b) Mo goes to bed. c) Mo has lunch.    Tommy The time is 6 past 1 Can you spot Tommy's mistake?
Writing time	To compare units of time (seconds, minutes, hours)	Would you measure the activity in hours, minutes or seconds? How many star jumps do you think you can do in 10 seconds? Let's count to 20 seconds in our heads, stand up when you think we reach 20 seconds. How close were you?	There are ____ seconds in a minute. There are ____ minutes in an hour. There are ____ hours in a day. I am going to measure ____ in ____ because _____.	Children explore the difference between seconds, minutes and hours. They decide which activities would be measured in each unit of time.	

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<p>Quarter past and quarter to</p>	<p>To tell time to the quarter past and quarter to</p>	<p>How many quarters are there in one whole? How could you show a quarter on a clock? What does each hand on a clock represent? The minute hand is pointing at 3/9. What do you know about the time? Where does the minute hand point for quarter past/to ___? What is the same about quarter past and quarter to ___? What is different?</p>	<p>The time shown is quarter past/to ____. At quarter past/to ____, the minute hand is pointing to ___ and the hour hand is between the ___ and the ____.</p>	<p>This small step should be carefully split up and introduced, and consolidated, over a series of days.</p> <p>This is the first time that children have seen the terms “quarter to” and “quarter past”, although they should be familiar with quarters from work on fractions. Model the four quarters on a clock</p> <p>Children may keep the hour hand pointing directly at a number for quarter past/to an hour, instead of placing it partway between two numbers</p>	<p>Read the instructions and draw the hands on the clock.</p> <ul style="list-style-type: none"> The minute hand is pointing at the six. The hour hand is half way between 10 and 11  <p>Who is telling the time correctly?</p> <p>Dora: The time is half past 6</p> <p>Amir: The time is half past 3</p> <p>Alex: The time is half past 2</p> <p>Can you spot the mistakes they've made?</p>
<p>Tell the time past the hour</p>	<p>To tell the time in 5 minute intervals where times read 'past' the hour</p>	<p>How many minutes are there in an hour? How many numbers are shown on the clock? How many minutes are there between each number shown on the clock? How do you know? What does each hand on a clock represent? If the minute hand is on ____, how many minutes past the hour is it? How else do we say “15/30 minutes past” an hour? When does the minute hand stop being “past the hour”?</p>	<p>When the minute hand is pointing to ____, it is minutes ___ past the hour.</p> <p>The time shown is ___ minutes past ____</p>	<p>Remind children that there are 60 minutes in an hour, and show that each of the twelve sections of a clock corresponds to a 5-minute interval. Children may say the number that the minute hand is pointing to, for example “1 minute past” instead of “5 minutes past”.</p> <p>The break in the pattern going from “5 minutes past” and “10 minutes past” to “quarter past” rather than “15 minutes past” may cause confusion.</p>	<p>What time is it?</p>  <p>Oh no! The minute hand has fallen off the classroom clock!</p> <p>Lunchtime is at 12:00</p> <p>Have the children missed their lunchtime?</p>
<p>Tell the time to the hour</p>	<p>To tell the time in 5 minute intervals where times read 'to' the hour</p>	<p>How many minutes are there between each pair of numbers on a clock? When in an hour do you stop saying “past” and start saying “to”? How can you tell by looking at a clock if the time is past or to the hour? Where does the minute/hour hand need to be for the time ___ minutes to ___? What is the same and what is different about the times ___ minutes past ___ and ___ minutes to ___?</p>	<p>The time is ___ minutes to ____</p> <p>At ___ minutes to ____, the hour hand is between ___ and ___ and the minute hand is pointing to ____</p>	<p>Explain that half past the hour is only ever said as that, and never as “half to” the hour.</p> <p>They see that the hour hand is pointing to before the number that is said in the time. For example, at 10 minutes to 2, the hour hand is pointing slightly before 2. Encourage them to see that times after half past are related to the next hour.</p> <p>Children may use the number of intervals before the hour, or the number the minute hand is pointing to, for example “1 minute to” or “11 minutes to”</p>	<p>It is half past 11 so the hour hand should be on the 11</p> <p>Is Alex correct? Explain your reasoning.</p> <p>Are the units of time chosen sensible for these activities?</p> <ul style="list-style-type: none"> A football match measured in seconds. A lap around the school playground measured in minutes. A birthday party measured in hours. <p>Explain your answers.</p>
<p>Tell the time to 5 minutes</p>	<p>To tell the time to 5 minute intervals</p>	<p>How many minutes are there between each pair of numbers on a clock? At what time in an hour do you stop saying “past” and start saying “to”? Where does the hour hand point for the time ___?</p>	<p>When the minute hand is pointing to ____, the time is minutes ___ past/to the hour.</p> <p>At ___ minutes past/to ____, the minute hand is pointing to ___ and the</p>	<p>In this small step, children combine their learning from the previous two steps to tell the time to 5-minute intervals both past and to the hour.</p> <p>Children may confuse the 5-minute intervals with the number shown on the clock, for example saying “2 minutes past” instead of “10 minutes past”</p>	<p>The time shown on the clock is half past 12.</p>  <p>Do you agree with Dom? Explain your answer.</p>

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		What is the same and what is different about the times ___ minutes past ___ and ___ minutes to ___? How many minutes past/to the hour is it if the minute hand is pointing to ___?	hour hand is between ___ and ___.		
Minutes in an hour	To know that there are 60 minutes in an hour	How many minutes are there in an hour? How can you work out $1\frac{2}{4}$ / $1\frac{4}{3}$ / $\frac{4}{4}$ of 60? How many minutes are there in half/quarter/three-quarters of an hour? How many minutes are there in 1 hour and ___ minutes? How many hours and minutes are there in ___ minutes? Which length of time is longer, ___ minutes or 1 hour and ___ minutes?	There are ___ minutes in 1 hour. There are ___ minutes in quarter/half/three-quarters of an hour. There are ___ minutes in 1 hour and ___ minutes.	Children should be familiar with the fact that there are 60 minutes in an hour from earlier in the block. The focus in this step is on using and applying this fact. Start by exploring half, quarter and three-quarters of an hour and how many minutes each of these refers to. If children are not secure in their understanding of addition and subtraction within 100, they may struggle to interpret durations beyond 1 hour.	<p>Dora has a clock without an hour hand.</p>  <p>She says,</p> <p>I can measure how long it takes someone to run around the playground 10 times using my clock.</p> <p>Do you agree with Dora? Explain your answer.</p>
Hours in a day	To solve problems involving units of time	If the hour hand moves all the way around the clock, how many hours have passed? How many times does it do this in one day? How many hours are there in a day? What time will it be in one hour? How many times in a day will it be ___ o'clock? What time does a new day start? What is the same and what is different about noon and midnight?	There are ___ hours in a day. Each time on a clock happens times ___ every day. A new day starts at 12 ___	Model how the hour hand moves throughout the day, allowing children to see that each time appears twice in the day, for example 8 o'clock in the morning and 8 o'clock in the evening. Discuss the terms midnight and noon, and explain that a new day starts at midnight. Children then solve problems involving time The terms "am" and "pm" are not introduced until Year 3.	<p>The toy train goes round the track twice in 3 minutes.</p>  <p>Kim: The train will go round the track more times in 1 hour because hours are longer than minutes.</p> <p>Ron: The train will go round the track fewer times in 1 hour because 1 is less than 3.</p> <p>Who do you agree with? _____ Talk about your answers.</p>

Post-assessment:	WRH end of block time assessment – snip as feel appropriate Previous time SATs questions – snip as feel appropriate
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