



Crosby Primary School

Mathematics Medium Term Plan Year 2 Summer Term

Unit 2 Time (2 Weeks)

National Curriculum

- Tell the time to 5 minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.
- Compare and sequence intervals of time.

Times Tables

- Mix 2x 5x 10x table

Ready to Progress

- 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
- 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).

Planning Links

White Rose Scheme of Work:

<https://assets.whiterosemaths.com/new-schemes/Year%20%20Summer%20Block%20%20SOL%20Time.pdf>

Primary Stars Resources:

<https://primarystarseducation.co.uk/2022/#viewo>

Power Maths, White Rose, Maths No Problem, Aspire Maths

Match the clocks to the times.



20 minutes past 5

25 minutes past 4

5 minutes past 4

Concept Sequence

- O'clock and half past – create times using clocks with moveable hands; read and write times from clocks
- Quarter past and quarter to - read and draw times - use knowledge of fractions and turns; recognise that hour hand moves with the minute hand
- Tell the time past the hour – intervals of 5 minutes
- Tell the time to the hour – intervals of 5 minutes
- Telling the time to 5 minutes – read and show times; apply counting in 5s; use terms past/to
- Minutes in an hour – know that there are 60 minutes in an hour; explore half/quarter/three quarters of an hour. Use clocks to convert minutes into hours and minutes, limit to 100 minutes.
- Hours in a day – know that there are 24 hours in a day. Solve problems. Don't use am/pm.
- Find duration – identify start/end time of an event; use times to work out how long event lasts; use individual clocks and number lines; count in steps of 5
- Compare duration – use terms longer/shorter, order times from longest to shortest and vice versa; compare durations of events; explore efficient methods including number lines and known fact that 1 hour is 60 minutes

Draw hands on the clocks to show the times.



10 minutes past 1

20 minutes past 6

25 minutes past 9

Vocabulary

Time, Monday.....Sunday

Days of the week, day, week, weekend, month, year

Months of the year, January.....December

Seasons, Spring, Summer, Autumn, Winter

Birthday, holiday

Morning, afternoon, evening, night

Bedtime, dinnertime, playtime

Today, yesterday, tomorrow

Before, after, next, first, last, now, soon, early, late

Earlier, later, midnight, date

Quick, quicker, quickest, quickly

Slow, slower, slowest, slowly

Old, older, oldest, new, newer, newest

Takes longer, takes less time

How long ago? How long will it be to...? How long will it take to...? How often?

Always, never, often, sometimes, usually, once, twice

Hour, o'clock, clock, watch, hands

New Vocabulary

Fortnight, timer, seconds

5, 10, 15.....minutes past

Digital/analogue clock/watch

Resources

Analogue Clocks, Blank Clocks, Number Lines

Working Wall - Vocabulary cards

Gordons Maths Games, Mathletics, TTRockstars

BBC Super Movers

<https://www.bbc.co.uk/teach/supermovers/ks1-maths-collection/z6v4scw>

1 hour and 10 minutes



