

## **Year 1 Maths No Problem Teaching Guidance to go with online Maths No Problem lessons**

### **Chapter 16, Time**

#### **Lesson 5**

To begin this lesson, ask your child to start making a paper airplane (or a simpler paper folding activity) at the same time as you. Purposely, one of you must make it more slowly (this could be you). When the first person finishes, stop and ask pupils to discuss who was quicker and who was slower. How do they know? Show them a sporting event online such as a 100 m race and ask them similar questions about who was the quickest or slowest and how they know.

Now introduce your child to Let's Learn 2. If both Lulu and Sam left at 8 o'clock, but did not arrive at the same time, can we say one was quicker? Are there other terms we can use to describe time when we have to be somewhere by a certain time (introduce terms such as early/late, earlier/later). Would we say that the sprinter was earlier to finish the race? Why or why not? When do we use the term 'quicker' and what is different about 'earlier'? These prompts need to be introduced into the initial discussion with pupils. Provide more examples for them to use these terms.

During Guided Practice, pupils are comparing time and using the terms 'quicker', 'slower', 'earlier' and 'later' to complete given sentences.

#### **Lesson 6**

To begin the lesson, show your child the In Focus task and ask them if they know all of the days of the week and where we can find them on a calendar. Allow them to discuss this. Many pupils will learn a song for the days of the week and months of the year in reception, so ask them if they know a song to remind them. Ask pupils if they can tell you what the first day of the week is and the last. Do they know the special names for Saturday and Sunday? How about the special names for the other days of the week? Ask them to talk with their partners about this and look for opportunities to introduce the words 'weekdays' and 'weekends'.

Tell your child that your friend says that on this calendar, the day is October. What mistake did your friend make? Then tell them your friend also said he could tell how many days there were in a month by looking at the calendar. Is this true? How do you know? Ask them about when the first day of this month is and when the last day is? Discuss how many complete weeks there are in October.

Introduce your child to the yearly calendar and ask them what this shows. Prompt them to look for similarities and differences between each month (e.g. number of days). Discuss the number of months in a year; which is the first and the last month of the year and so on. Ask them about their birthdays.

During Guided Practice, pupils are reinforcing their understanding of the week and the year, in minimal steps, from days to months/year.

#### **Lesson 7**

##### **Mind Workout**

Ask pupils to match each of the characters to the time they left for school based on the given information. Ask them to explain their reasoning.

##### **Maths Journal**

Ask pupils to talk about what they do on a Saturday and show the times on a clock to illustrate. Then ask them to complete the timetable.

##### **Self Check**

Complete this with pupils as a chapter summary and determine if any pupils need extra support.