Lewis Class

Year 3 Maths (week beginning 18.05.20)

Here are some links to websites that have videos to support your child's learning in Maths. If you are struggling to find time to sit down with them, they could watch and make notes independently. These are not necessarily linked to the current topic but are still useful tools for learning. They can also be used as additional learning if needed.

https://www.bbc.co.uk/bitesize/subjects/z826n39
https://www.thenational.academy/online-classroom/year-3/maths#subjects

Practise multiplication and division:
https://whiterosemaths.com/homelearning/year-3/ (week 4)

Time

Task 1

- **Telling the time to the nearest 5 minutes on an analogue clock**

- Here is a clock face.
- The hours are labelled 1-12 around the outside.
- These are also the marks for each set of 5 minutes
- When finding the time, we look at the hands. The shorter hand tells us the hour (if it is between two numbers, choose the smaller value). The longer hand tells us the minutes – remember they go up in 5s. The thinnest hand is seconds.

Watch this video to recap telling the time using o'clock, half past, quarter past and quarter to -
https://www.bbc.co.uk/bitesize/topics/zhk82hv/articles/zcmdwxs

'Past' and 'to' – we use these words when telling the time. For example, when the minute hand (the longest one) is on the 1, 5 minutes have passed. We say that it is '5 past'.
Use this video to learn more about 'past' and 'to' - https://www.youtube.com/watch?v=f1AavpvRLvo

Have a go at making your own analogue clock to practise using the language 'past' and 'to' – here is a video that shows you how to make a clock at home - https://www.youtube.com/watch?v=c7DM2xmaf4c
Make sure you spread the numbers out so it looks just like a real clock.
Use paper if you do not have a paper plate, be creative with whatever you have at home!

If you manage to make a clock, have a go at representing different times to the nearest 5 minutes.
Think about whether the minute hand is past or to the hour in different times.

If you do not manage to make a clock, have a go at this game (choose read time to the nearest 5 minutes) -
https://mathsframe.co.uk/en/resources/resource/116/telling-the-time
Or use this clock to represent different times to the nearest 5 minutes - https://www.topmarks.co.uk/time/teaching-clock

Recap using this video:
https://www.bbc.co.uk/bitesize/clips/zqkwmp3

Draw the hands on the clock to show the time:

25 minutes to 6

Task 2

- **Telling the time to the nearest minute on an analogue clock**

When telling time to the nearest minute, we still use the terms 'past' and 'to'.

Here is a clock that shows the time 18 minutes past 5. This is because the hour hand is just past the 5 and the minute hand it pointing 18 minutes past the hour. To work this out, you could count in 5s around the clock and then count on the extra minutes. In this example you could have done – 5, 10, 15, 16, 17, 18.

If you managed to make your own clock, practise representing different times to the nearest minute.

If you do not manage to make a clock, have a go at this game (choose read time to the nearest minute) - https://mathsframe.co.uk/en/resources/resource/116/telling-the-time
Or use this clock to represent different times to the nearest minute - https://www.topmarks.co.uk/time/teaching-clock

Have a go at finding the times to the nearest minute on these different clocks:
Use the language 'past' and 'to'. For example, 18 minutes past 5.

1.   2.   3.

Task 3

- **Using a.m. and p.m.**

A day has 24 hours but a clock only has 12 hours.

a.m. and p.m. helps us to know which section of the day we are talking about.

Last week, you learned about the difference between noon/midday and midnight:
Noon/midday = 12 o'clock in the daytime, midnight = 12 o'clock at night

half past 2 in the morning   half past 2 in the afternoon

2:30 a.m.   **2:30 p.m.**

a.m. = the time before noon/midday (from 12:00/00:00 at night to 11:59 in the daytime)
p.m. = the time after noon/midday (from 12:00 in the daytime to 11:59 at night)

- **Say whether these events could be a.m., p.m. or both:**

a) Coming home from school _____

b) Eating your breakfast _____

c) Having a shower _____

d) Going to bed _____

e) Brushing your teeth _____

f) Going shopping _____

g) The sun coming up _____

h) The sun going down _____

Sort the times from latest to earliest.

5:30 p.m.	9:45 a.m.	9:45 p.m.	10:23 a.m.
7:31 a.m.	10:13 p.m.	8:30 a.m.	6:32 a.m.
12:24 a.m.	8:55 p.m.	2:11 a.m.	7:40 a.m.

Task 4

- **24 – hour clock**

Because there are 24 hours in a day, another way we tell the time is by converting the hours after noon/midday.
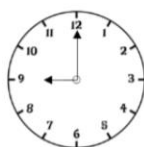
The hours go like this – 12:00 (noon/midday), 13:00, 14:00, 15:00, 16:00, 17:00, 18:00, 19:00, 20:00, 21:00, 22:00, 23:00 (see time using the 12 hour and 24 hour clock attached)

A 4 digit format is used. 2 digits for the hour, a colon (:) and 2 digits for the minutes.
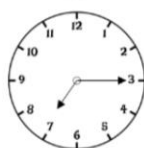Have a go a this game, choose nearest minute and 24 hour - https://mathsframe.co.uk/en/resources/resource/116/telling-the-time

Draw this in you exercise books and put all those with the same times together:

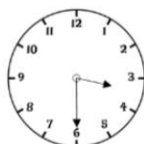| 9 o'clock in the morning		19 : 15
Half past 3 in the afternoon		09 : 00
Quarter past 7 in the evening		15 : 30

Create a diary using pictures to show your day from waking up to going to bed. Label these events using both 12-hour clock and 24-hour clock times

Task 5

- **Problem solving and reasoning**

The board shows the times of trains arriving and leaving the train station.

	Arrives	Leaves
London	5:50 a.m.	6:00 a.m.
Edinburgh	8:00 a.m.	8:20 a.m.
Manchester	2:33 p.m.	2:45 p.m.
Leeds	7:31 p.m.	7:35 p.m.

Ron's watch shows the time he arrives at the station.

Which train could he be catching?
Explain how you know.

This clock has lost its minute hand.
What time could it be?

I slept from 8 p.m. to 8 a.m.

Dora

I slept from 8 a.m. to 8 p.m.

Teddy

Who is more likely to be correct?
Explain how you know.

Throughout the week - practise multiplication tables:
You could:

- Focus on whichever one you find difficult to remember and write out in a random order to improve your rapid recall.
- Play on Hit the Button - focus on number bonds, halves, doubles and times tables -
  https://www.topmarks.co.uk/maths-games/hit-the-button
  Do a multiplication dance – https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4

12-hour clock	24-hour clock
1am	01:00
2am	02:00
3am	03:00
4am	04:00
5am	05:00
6am	06:00
7am	07:00
8am	08:00
9am	09:00
10am	10:00
11am	11:00
12 noon	12:00
1pm	13:00
2pm	14:00
3pm	15:00
4pm	16:00
5pm	17:00
6pm	18:00
7pm	19:00
8pm	20:00
9pm	21:00
10pm	22:00
11pm	23:00
12 midnight	00:00