

Week beginning: 25/5/20
Quill SEN Teacher: Ms. Hogan

Class and Subject: **MATHS Ms.**



ST. PATRICK'S GIRLS NATIONAL SCHOOL
GARDINER'S HILL, CORK

Hi girls,

Hope you are keeping well.

Remember to do Ms Quill's work first

Cracking Maths: Pg 93-99

Work It Out: Page 62 & 63

If you are finished with Ms Quill's work and would like to do some extra maths, here are some activities.

Practice counting out loud

- start at 2....stop at 132
- start at 3 Stop at 133
- start at 4.... Stop at 144
- start at 5.... Stop at 155

Put these numbers in order starting with the smallest

- 610, 650, 630, 620, 690, 680, 670, 640, 660, 700
- 360, 400, 380, 410, 450, 390, 420, 440, 370, 410, 430

What number comes **after**

- 370, 220, 450, 670, 110

What number comes **before**

110, 210, 330, 460

Doubles

What is double 2= 4

Double 3=6

Double 8=16

Double 4=8

Double 9=18

Double 5=10

Double 10=20

Double 6=12

Double 11=22

Double 7= 14

Double 12=24

Activity to get a sense of 'time' and how long one minute is

1. Ask your daughter to stand up. Then ask them to sit down when they think a minute has passed.

"How did you decide when to sit down?"

What could we use to check? (use a timer on phone or bring the clock down from the wall)"

2. Look at a minute passing: Use a kitchen clock or watch.
3. Use the time recording sheet at end of the page and a timer to

measure how long it takes to a) eat an apple b) write the numbers 1-100 c) read a picture book

Talk about Time:

- Ask your daughter “What words do we use to talk about time? For example, quarter or half past/to, o’clock, four fifty, hours, minutes and seconds.
- Show an analogue clock and discuss the face
*“What can you tell me about the face?
What numbers are there? Why (is there nothing above 12)?
How are the numbers arranged? Why?
Tell me about the clocks that you have at home?
What is the biggest clock you have ever seen?
When do you get up?
When do you go to school?”*

Construct a clock together:

- Draw around an object to make a circle of light card- you could use a cereal box.
- Fold the circle in half and colour each half a different colour – this helps reinforce the concept of half.
- Make a big and a small hand and attach these with a split pin/paper clip
- Draw numbers onto the clock-face.

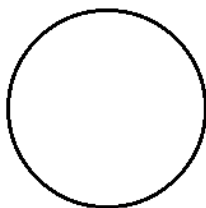
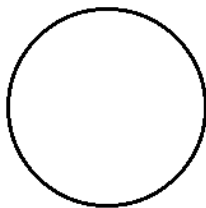
Talk about Time:

1. Discuss times of the day when well known events happen and show these times on the clocks you have made. At first focus on hours, e.g. school starts at nine o’clock; eight o’clock is bedtime. Then move on to half-hours, e.g. half past ten is playtime.
2. Your daughter can record some of her favourite times of the

day and draw clocks showing those times.

Time Diary

One afternoon at home this week we would like your child to record what they are doing on the hour and half-hour. The diary form asks them to either draw the hands on the analogue clock or write the time on the digital clock. They can either draw a picture or write what they are doing.

| | Start time | End time |
|---|------------|----------|
|  | | |
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| | | |
|  | | |
| | | |
| | | |
| | | |

Activity:

Start time

00:00

End time

00:00

Activity:

Start time

00:00

End time

00:00