

Second Level - Beyond Number Time Homework Cards



T2.1 I can talk about how people plan their lives using times and dates

Time all around *examples of media (e.g. newspapers, magazines, TV, computer with internet access).* Ask children to find examples in the media (e.g. newspapers, magazines, TV, internet) or around the home of time devices and how/where they are used. They record (draw, write, cut out, print) the examples and sort them into groups using their own sorting criteria. Back in class children compare collections and sorting criteria.



T2.1 I can talk about how people plan their lives using times and dates

Events around the world *APM 690, globe* Ask children to look at TV schedules which show live sporting events (e.g. Formula One Grand Prix races, tennis tournaments, rugby matches). They record the time the programme is being shown in the UK and the country where the event is taking place. Back in class look at a globe and APM 690 and work out roughly the time of the event in the country where it was being held.



T2.2 I can estimate and then measure how long tasks or events will take and what I can achieve in a given time period

How long does it take? Ask children to estimate or measure how long it takes them to do a particular activity (e.g. brush their teeth, walk the dog, eat dinner, etc.). They record this for four days. Back in class children compare their findings. Who spent most time brushing their teeth?



T2.2 I can estimate and then measure how long tasks or events will take and what I can achieve in a given time period

Exercise at home Ask children to create a 10 minute exercise programme which they could do at home. The programme should include short rest times.



T2.3 I can tell any time on 12 hour digital and analogue clocks beginning to have a sense of how long a second, minute or hour lasts

How many ways to record? Ask children to create a display which shows as many different ways of representing or saying 4:15 pm.



T2.3 I can tell any time on 12 hour digital and analogue clocks beginning to have a sense of how long a second, minute or hour lasts

Puzzle sheet Ask children to create a puzzle sheet for a friend to do. In one column they write some digital times (e.g. 3:15). In a second column they write the same time but using words to describe the analogue time (e.g. quarter past 3), writing these in a different order. Back in class children swap puzzle sheets and find the matching times.



T2.4 I can tell the time on 24 hour digital clocks, relating this to 12 hour times

24 hour time at home Ask children to record all the different places around their home where time is displayed in 24 hour format (e.g. TV, DVD player, cooker, etc.).



T2.4 I can tell the time on 24 hour digital clocks, relating this to 12 hour times

24 hour time in the media Ask children to look out and listen for examples of where 24 hour time is used in the media. They record the specific time mentioned and where it was used.



T2.5 I have explored the different time calculations people carry out to help them plan their lives

Time tasks Ask children to record when they have had to think about time and time duration over the course of a week. Back in class children share and discuss their records.



T2.5 I have explored the different time calculations people carry out to help them plan their lives

Time for cooking *ready meals or recipe books (optional)* Ask children to look at some cooking times on food items (e.g. on packaging of ready meals, or the cooking time listed in recipe books for meat or vegetables), or to think about how long it takes to make a sandwich or boil a kettle. They should plan a snack or meal that involves preparing three items of food or drink so they are ready at the same time. They work out and write the order in which to start preparing/cooking each item.



T2.6 I have explored how people plan and make decisions about their time and how these are recorded

Calendar calculations calendar Ask children to choose three dates that are significant to them (e.g. birthday, holiday, sponsored cycle). They use a calendar to calculate and then record how many days, weeks or months there are until each event.



T2.6 I have explored how people plan and make decisions about their time and how these are recorded

When can we go? Ask children to make up an event for an imaginary person (e.g. Harry is going to the cinema for his birthday) and to pretend they have been asked to help plan this event. They should choose or invent three friends who will be involved. For each friend they create regular commitments which means there are dates when they cannot attend (e.g. Herman goes to Cubs on Wednesday nights). Back in class they give their scenario to a friend to identify possible dates for the event.



T2.7 I have explored the relationships between speed, time and distance

Journeys I know Ask children to use the language of speed, distance and time to write sentences describing three journeys they are familiar with (e.g. walking to school, driving to their grandparents in another town).



T2.7 I have explored the relationships between speed, time and distance

How fast? *newspapers and magazines* Ask children to find pictures of vehicles, animals and people in newspapers and magazines. They rank them in order from slowest speed to fastest. Back in class children share and discuss their work. If appropriate, they do further research on their findings.



T2.8 I can solve a variety of problems involving time

Travel plans *travel brochure or computer with internet access* Ask children to choose a place where they would like to go for a holiday. They record their destination, their choice of transport and the departure and arrival times for their journey.



T2.8 I can solve a variety of problems involving time

Create a problem Ask children to create a scenario involving time, duration, speed or distance that will involve a calculation. They work out the answer to their problem. Back in class pairs swap and solve each other's problems and then check each other's answers.
