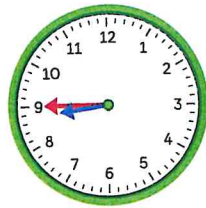


Monday

Lesson
5

Telling the Time

In Focus



It is 8:45 a.m.



Charles

No, it is
9:45 a.m.

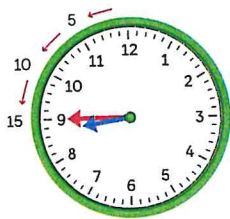


Emma

Who is correct? Why?

Let's Learn

1



It is past 8 o'clock.
It is before 9 o'clock.

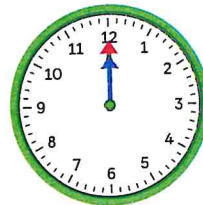
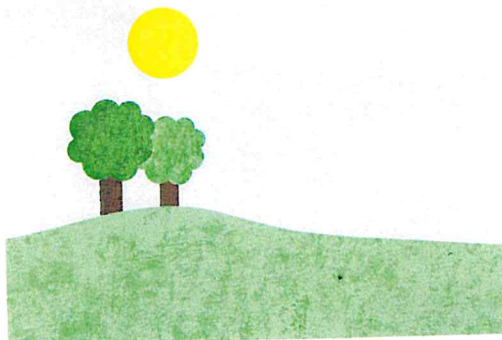
It is 15 minutes to 9 in the morning.
It is 8:45 a.m.

It is 15 minutes
before 9 o'clock.



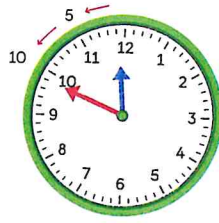
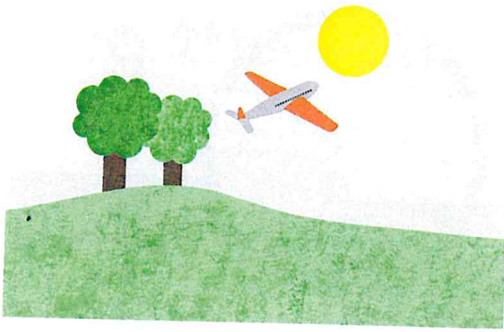
2

What time does each clock show?



It is noon.

Monday

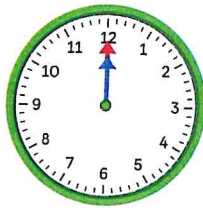


It leaves at 11 minutes to noon.

The plane leaves at 11:49 a.m.
The plane leaves at 11 minutes to 12 in the morning.

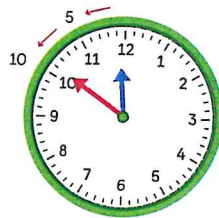


3 What time does each clock show?



It is midnight.

It arrives at 9 minutes to midnight.

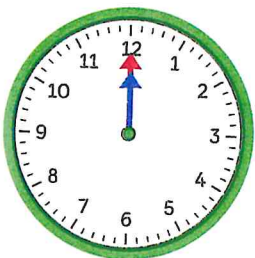


The flight arrives at 11:51 p.m.
The flight arrives at 9 minutes to 12 at night.



Guided Practice

1 Tell the time.

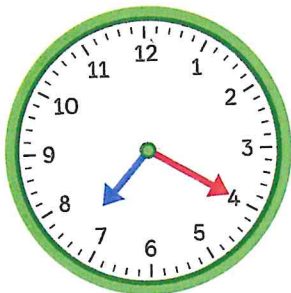


It could be or .

Monday

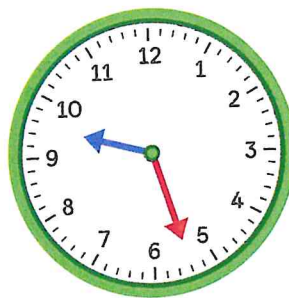
2 Tell the time. Write in a.m. or p.m.

(a)



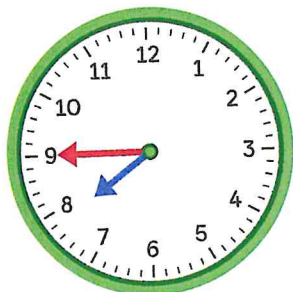
20 minutes past
in the morning

(b)



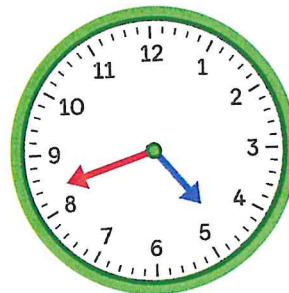
minutes past 9
at night

(c)



15 minutes to
in the morning

(d)

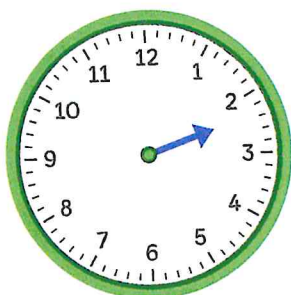


minutes to 5
in the afternoon

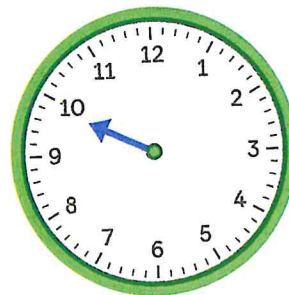
3

Where should the missing minute hand be pointing?

(a) 23 minutes past 2



(b) 8 minutes to 10



Complete Worksheet 5 – Page 39 – 40

Monday

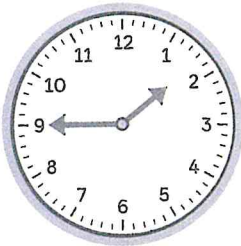
Name: _____ Class: _____ Date: _____

Worksheet 5

Telling the Time

1 Fill in the blanks.

(a)



In the afternoon

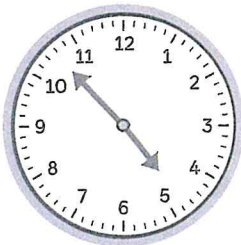
The time is

It is

minutes to

in the afternoon.

(b)



In the afternoon

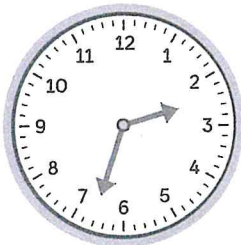
The time is

It is

minutes to

in the afternoon.

(c)



In the morning

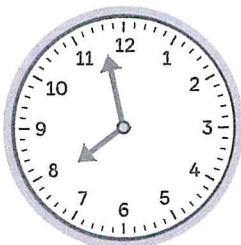
The time is

It is

minutes to

in the morning.

(d)



In the morning

The time is

It is

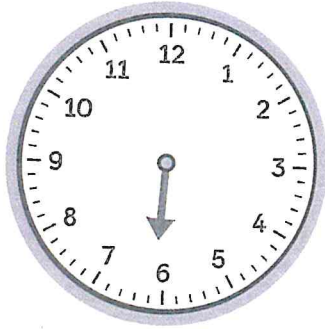
minutes to

in the morning.

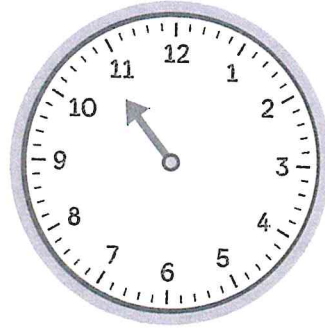
Monday

2 Draw the missing minute hands to show the correct time.

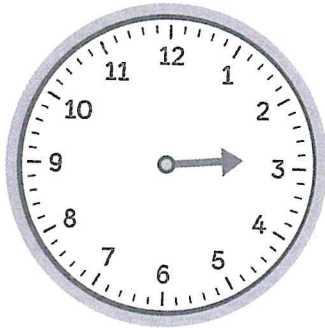
(a) 11 minutes past 6



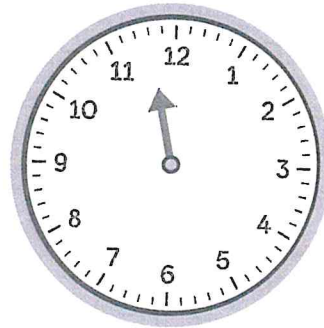
(b) 47 minutes past 10



(c) 5 minutes to 3

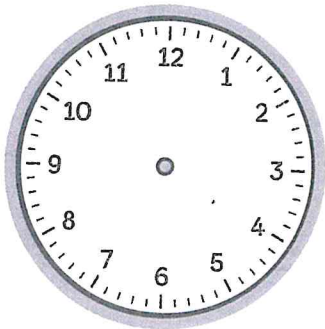


(d) 25 minutes to 12

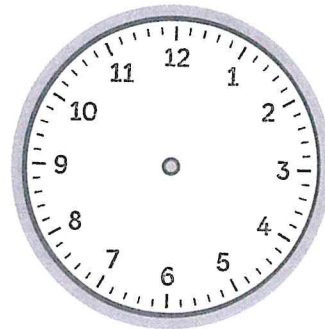


3 Draw the missing hour and minute hands to show the correct time.

(a) 23 minutes past 8



(b) 12 minutes to 11



Tuesday

Telling the Time

Lesson
6

In Focus

✈	Departures			
Time	Flight	Destination	Gate	Status
V 12:20	CA 9234	Sydney	06	Departed
K 13:00	EZ 67	Sydney	10	Gate closed
V 13:25	AL 089	Perth	09	Final call
✉ 13:40	BA 2909	Hong Kong	11	Boarding now
✈ 14:50	SA 100	Bangkok	08	
K 15:45	VA 4017	Melbourne	01	
L 17:20	EZ 081	Brisbane	15	

What time is it now?

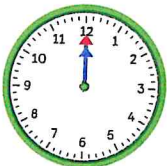
What time is the flight to Bangkok?

Let's Learn

1 What time it is now?



11 o'clock
in the morning



12 o'clock
at noon



1 o'clock
in the afternoon



13:00 is
1 o'clock in the
afternoon.



Tuesday

2 What time is the flight to Bangkok?

14:50



2 o'clock
in the afternoon

14:00

14:50 is 2:50 p.m.

The flight to Bangkok is at 2:50 p.m.

The flight is at
10 minutes to 3 in
the afternoon.



3 What is the boarding time?

FlyAirlines		Boarding Pass			
Travel Date	23 Jan	From	London Heathrow		67FR S26B
Flight Number	LQ 321	To	Singapore		
Boarding Time	10 15	Passenger	Sam Barrow	Seat	26a
Gate	11	Gates close 15 minutes before departure			



It is at
10:15 a.m.



It is at 15 minutes past 10 in the morning.

4 SkyAirlines

Boarding Pass

SkyAirlines		Boarding Pass			
Travel Date	23 Jan	From	London Heathrow		67FR S26B
Flight Number	SA 456	To	New York		
Boarding Time	16 55	Passenger	Hannah Rogers	Seat	12b
Gate	04	Gates close 15 minutes before departure			



It is at
4:55 p.m.



It is at 5 minutes to 5 in the afternoon.

Tuesday

Guided Practice

Tell the time shown.

Write it.

Say it.

1

08:20

8:20 a.m.

20 minutes past 8
in the morning

2

10:40

_____ minutes to _____
in the _____

3

12:00

_____ in the

4

13:30

_____ minutes past _____
in the _____

5

18:24

_____ minutes past _____
in the _____

6

23:59

_____ minute to

Tuesday

Name: _____ Class: _____ Date: _____

Worksheet 6

Telling the Time

Complete the table.

digital clock	time	in words
11:11	11:11 a.m.	<input type="text"/> minutes past <input type="text"/> in the morning
14:30	<input type="text"/>	<input type="text"/> minutes past <input type="text"/> in the afternoon
17:22	<input type="text"/>	<input type="text"/> minutes past <input type="text"/> in the evening
20:48	<input type="text"/>	<input type="text"/> minutes to <input type="text"/> at night
02:56	<input type="text"/>	<input type="text"/> minutes to <input type="text"/> in the morning
07:37	<input type="text"/>	<input type="text"/> minutes to <input type="text"/> in the morning
<input type="text"/>	<input type="text"/>	18 minutes past 3 in the afternoon
<input type="text"/>	10:24 a.m.	<input type="text"/> minutes to <input type="text"/> in the morning

Wednesday

Lesson
17

Subtracting with Renaming

In Focus





has 608 stickers in her collection.



has 135 fewer stickers than



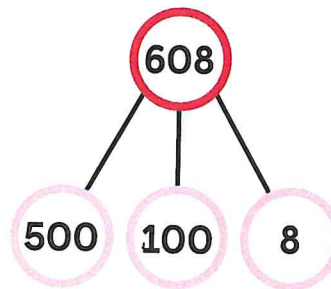
What is the number of stickers that  has?

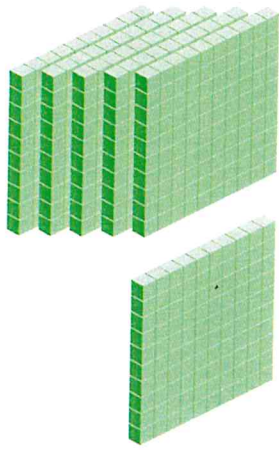
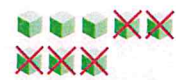
Use  to help you subtract.

Let's Learn

Subtract 135 from 608.

Step 1 Subtract the ones.
 $8 \text{ ones} - 5 \text{ ones} = 3 \text{ ones}$

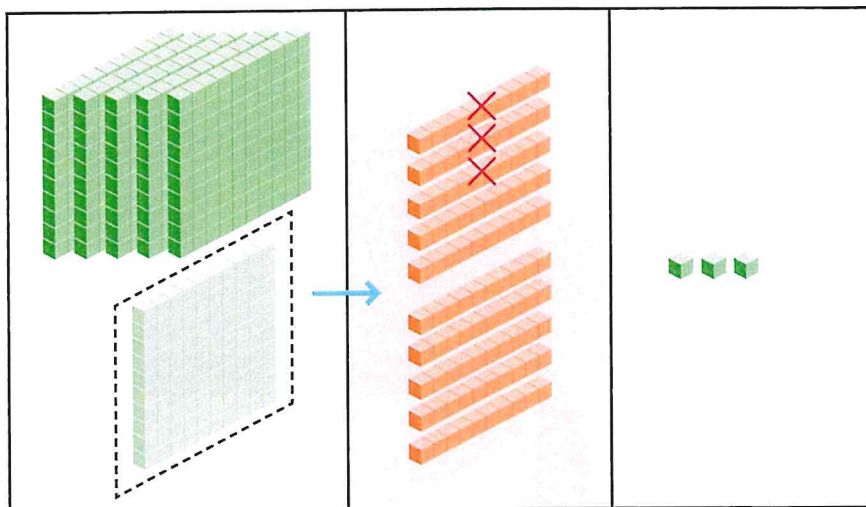


		
-------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------

	h	t	o
	6	0	8
-	1	3	5
<hr/>			3
<hr/>			

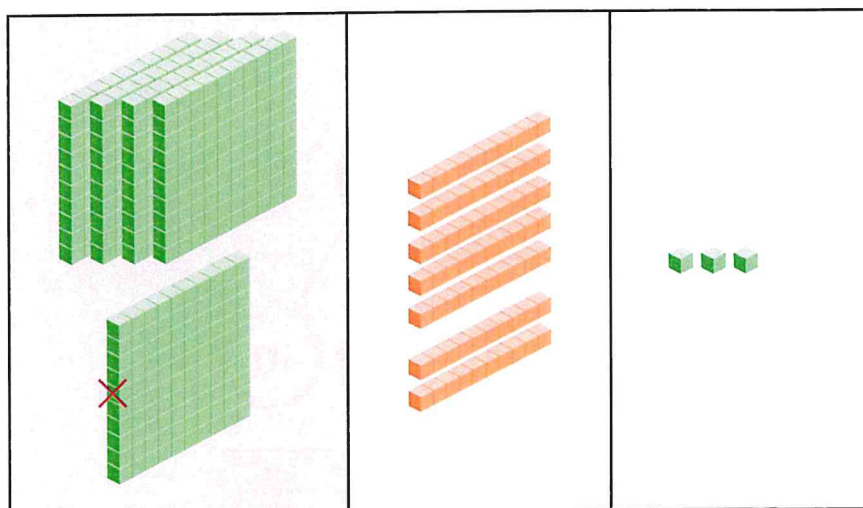
Step 2 Regroup 1 hundred into 10 tens.
Subtract the tens.

$$10 \text{ tens} - 3 \text{ tens} = 7 \text{ tens}$$



	h	t	o
	5 6	10 0	8
-	1	3	5
	7		3

Step 3 Subtract the hundreds.
5 hundreds - 1 hundred = 4 hundreds



	h	t	o
	5 6	10 0	8
-	1	3	5
	4		7
			3

$$608 - 135 = 473$$

Guided Practice

Subtract.

(a) $324 - 173 =$

(b) $408 - 134 =$

(c) $724 - 31 =$

(d) $801 - 170 =$

Wednesday

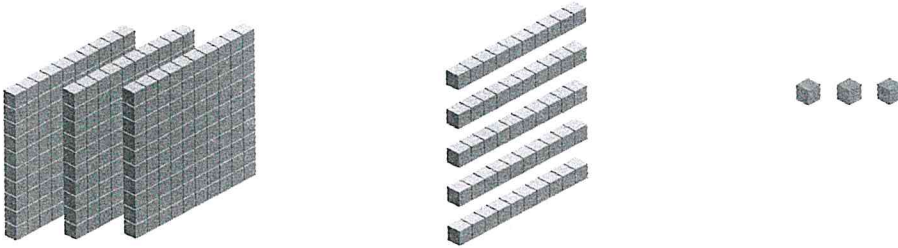
Name: _____ Class: _____ Date: _____

Worksheet 17

Subtracting with Renaming

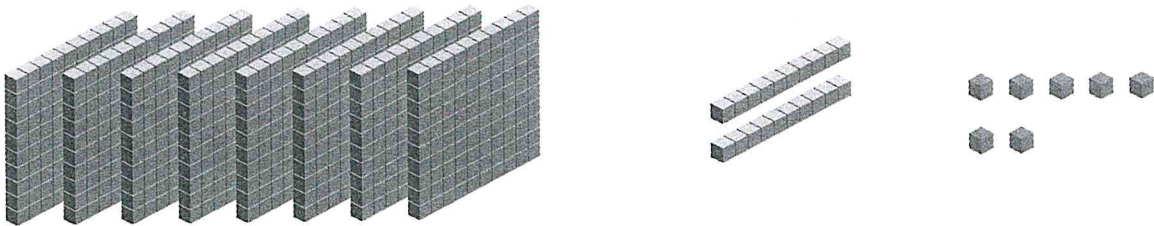
1 Cross out the appropriate number of blocks and fill in the blanks.

(a) Subtract 161 from 353.



$$\square - \square = \square$$

(b) Subtract 565 from 827.



$$\square - \square = \square$$

2 Subtract.

(a) $387 - 195 = \square$

(b) $524 - 153 = \square$

(c) $609 - 236 = \square$

(d) $835 - 281 = \square$

Wednesday

3 Subtract.

(a)

	h	t	o
	2	3	5
-		9	3
<hr/>			
<hr/>			

(b)

	h	t	o
	3	0	1
-	1	2	1
<hr/>			
<hr/>			

(c)

	h	t	o
	6	5	6
-	3	8	2
<hr/>			
<hr/>			

(d)

	h	t	o
	5	2	7
-	1	3	5
<hr/>			
<hr/>			

(e)

	h	t	o
	9	5	6
-	2	7	5
<hr/>			
<hr/>			

(f)

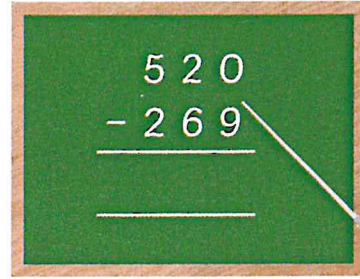
	h	t	o
	9	4	8
-	8	6	5
<hr/>			
<hr/>			

Thursday

Subtracting with Renaming

Lesson
18

In Focus

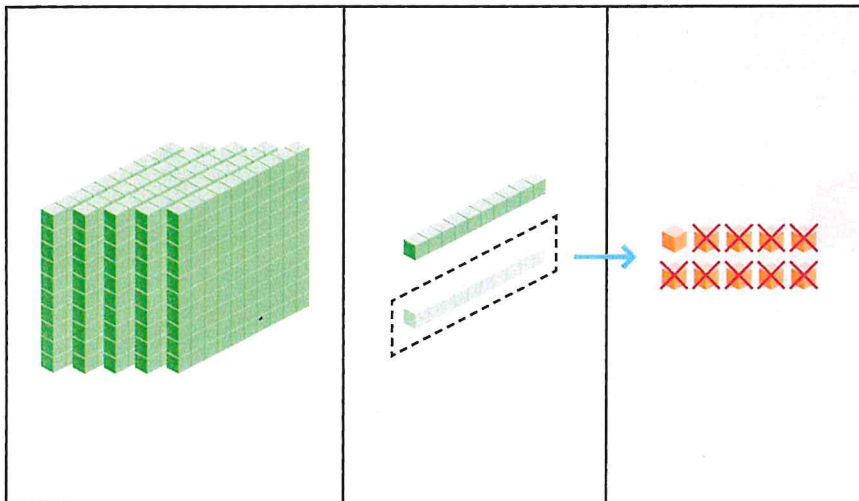
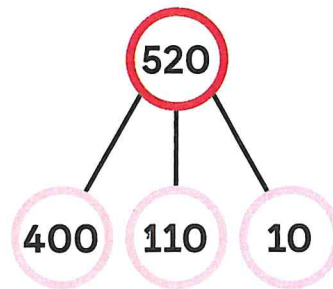


How can Ruby find the answer?

Let's Learn

Subtract 269 from 520.

Step 1 Regroup 1 ten into 10 ones.
Subtract the ones.
 $10 \text{ ones} - 9 \text{ ones} = 1 \text{ one}$

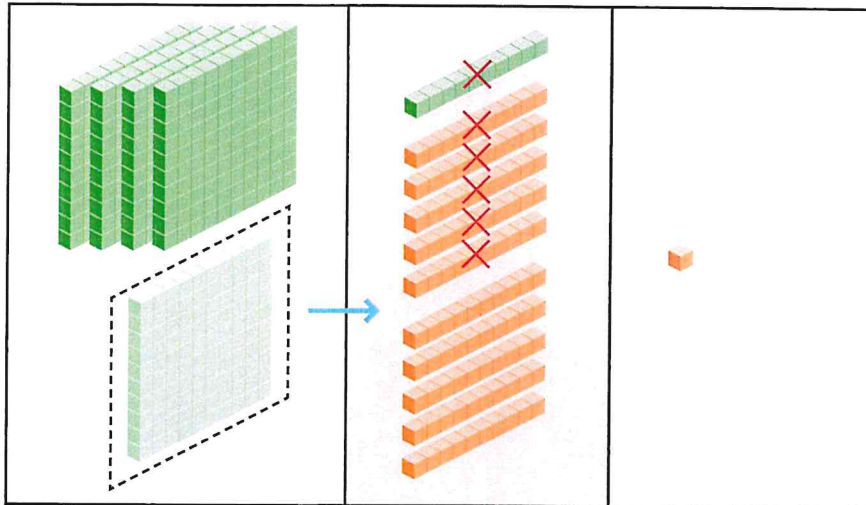


	h	t	o
	5	2 ¹	0 ¹⁰
-	2	6	9
<hr/>			1
<hr/>			

Thursday

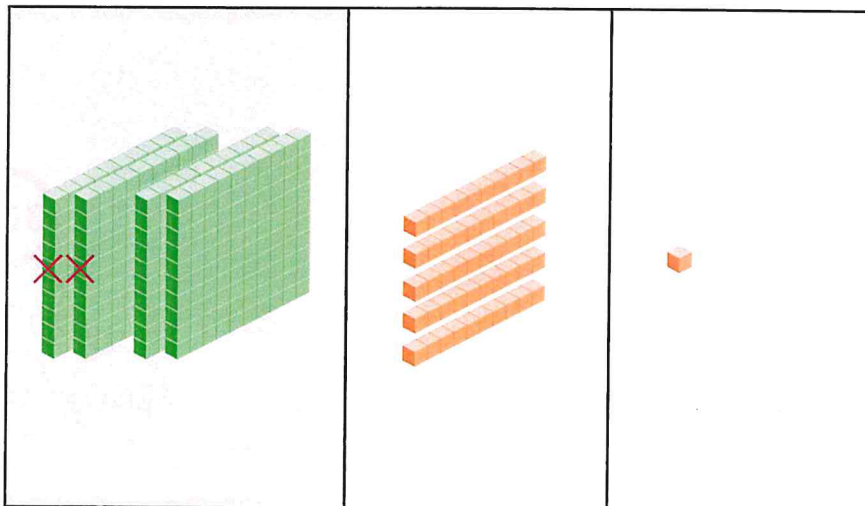
Step 2 Regroup 1 hundred into 10 tens.
Subtract the tens.

$$11 \text{ tens} - 6 \text{ tens} = 5 \text{ tens}$$



	h	t	o
	4 5	1 ¹¹ 2	10 0
-	2	6	9
		5	1

Step 3 Subtract the hundreds.
4 hundreds - 2 hundreds = 2 hundreds



	h	t	o
	4 5	1 ¹¹ 2	10 0
-	2	6	9
	2	5	1

$$520 - 269 = 251$$

Guided Practice

Subtract.

(a) $428 - 79 =$

(b) $342 - 195 =$

(c) $530 - 98 =$

(d) $402 - 117 =$

Thursday

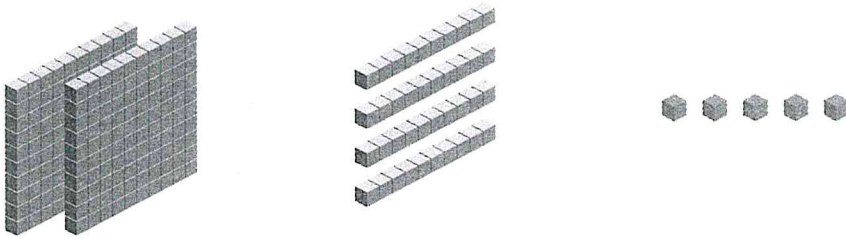
Name: _____ Class: _____ Date: _____

Worksheet 18

Subtracting with Renaming

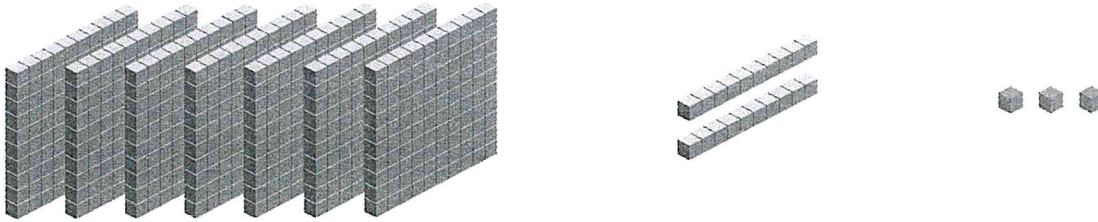
1 Cross out the appropriate number of blocks and fill in the blanks.

(a) Subtract 158 from 245.



$$\square - \square = \square$$

(b) Subtract 466 from 723.



$$\square - \square = \square$$

2 Subtract.

(a) $278 - 89 = \square$

(b) $285 - 187 = \square$

(c) $641 - 364 = \square$

(d) $752 - 397 = \square$

Thursday

3 Subtract.

(a)

	h	t	o
	1	5	4
-		8	5
<hr/>			
<hr/>			

(b)

	h	t	o
	3	1	1
-	2	5	6
<hr/>			
<hr/>			

(c)

	h	t	o
	5	7	6
-	2	9	8
<hr/>			
<hr/>			

(d)

	h	t	o
	7	2	8
-	3	4	9
<hr/>			
<hr/>			

(e)

	h	t	o
	8	3	3
-	3	8	6
<hr/>			
<hr/>			

(f)

	h	t	o
	6	4	1
-	3	7	5
<hr/>			
<hr/>			

(g)

	h	t	o
	9	4	2
-	2	6	4
<hr/>			
<hr/>			

(h)

	h	t	o
	9	0	7
-	8	1	9
<hr/>			
<hr/>			

Friday

Lesson
19

Subtracting with Renaming

In Focus

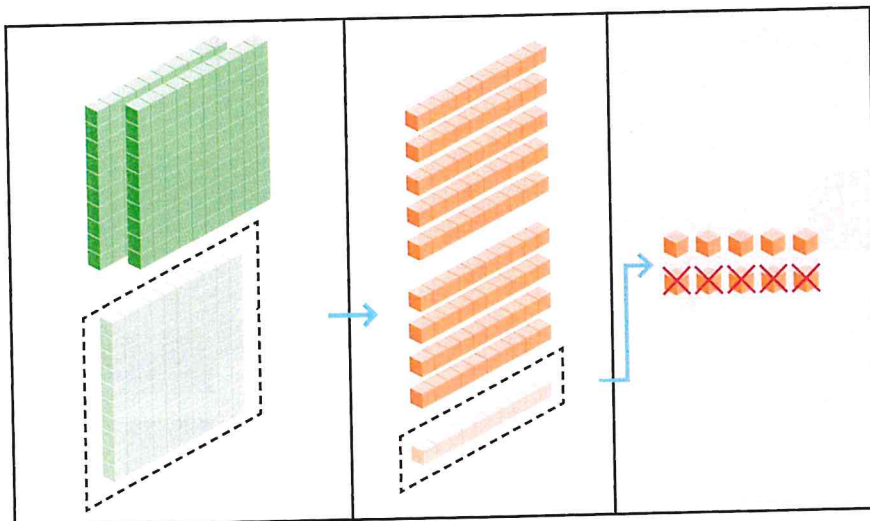
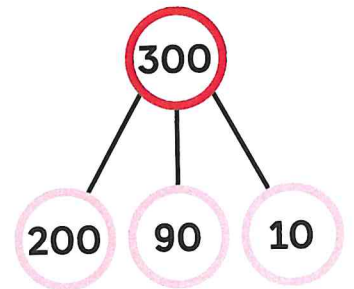
In a school, there are 300 pupils.
125 of them are boys.
How many girls are there?



Let's Learn

Subtract 125 from 300.

- Step 1 Regroup 1 hundred into 10 tens.
Regroup 1 ten into 10 ones.
Subtract the ones.
10 ones - 5 ones = 5 ones

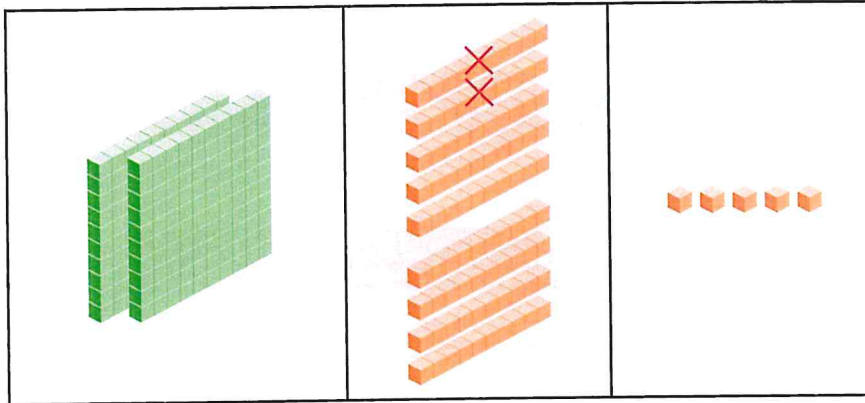


	h	t	o
	2 3	10 ⁹ 0	10 ⁰ 0
-	1	2	5
<hr/>			5
<hr/>			

Friday

Step 2 Subtract the tens.

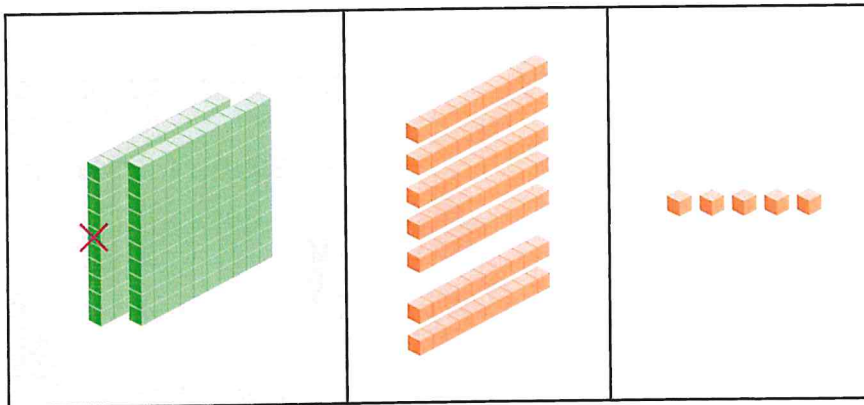
$9 \text{ tens} - 2 \text{ tens} = 7 \text{ tens}$



	h	t	o
	2 ² 3	10 ⁹ 0	10 ¹⁰ 0
-	1	2	5
	7	5	

Step 3 Subtract the hundreds.

$2 \text{ hundreds} - 1 \text{ hundred} = 1 \text{ hundred}$



	h	t	o
	2 ² 3	10 ⁹ 0	10 ¹⁰ 0
-	1	2	5
	1	7	5

$300 - 125 = 175$

There are 175 girls in the school.

Guided Practice

Subtract.

(a) $100 - 72 =$

(b) $300 - 49 =$

(c) $500 - 172 =$

(d) $800 - 569 =$

Friday

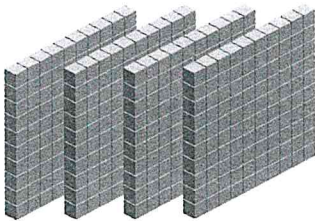
Name: _____ Class: _____ Date: _____

Worksheet 19

Subtracting with Renaming

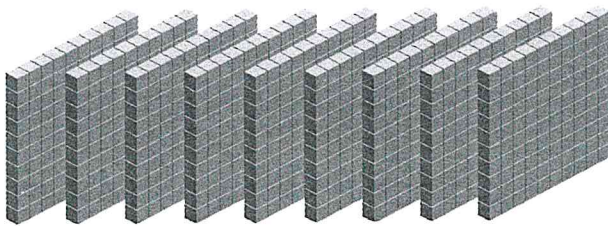
1 Cross out the appropriate number of blocks and fill in the blanks.

(a) Subtract 295 from 400.



$$\square - \square = \square$$

(b) Subtract 624 from 900.



$$\square - \square = \square$$

2 Subtract.

(a) $200 - 67 = \square$

(b) $300 - 281 = \square$

(c) $600 - 256 = \square$

(d) $800 - 575 = \square$

Friday

3 Subtract.

(a)

	h	t	o
	5	0	0
-		4	8
<hr/>			
<hr/>			

(b)

	h	t	o
	7	0	0
-	3	1	6
<hr/>			
<hr/>			

(c)

	h	t	o
	8	0	0
-	5	9	3
<hr/>			
<hr/>			

(d)

	h	t	o
	9	0	0
-	7	7	7
<hr/>			
<hr/>			

4 Draw a line to join the matching pairs.

800 - 162

800 - 126

800 - 216

800 - 261

638

684

648

584

674

539

Dice Addition

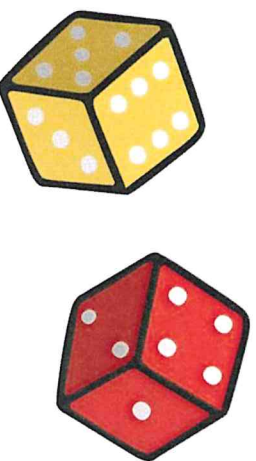
4-in-a-Row

You will need:

- 2 dice
- 2 different coloured sets of 13 counters

The aim of the game is to get four of your own counters in a row.

Roll the two dice. Add the numbers together and place a counter on that number. Take it in turns until a player wins or the board fills up.



2	5	10	8	3
4	11	6	4	10
5	7	2	12	8
11	6	4	9	5
12	3	8	6	9

Dice Addition Game

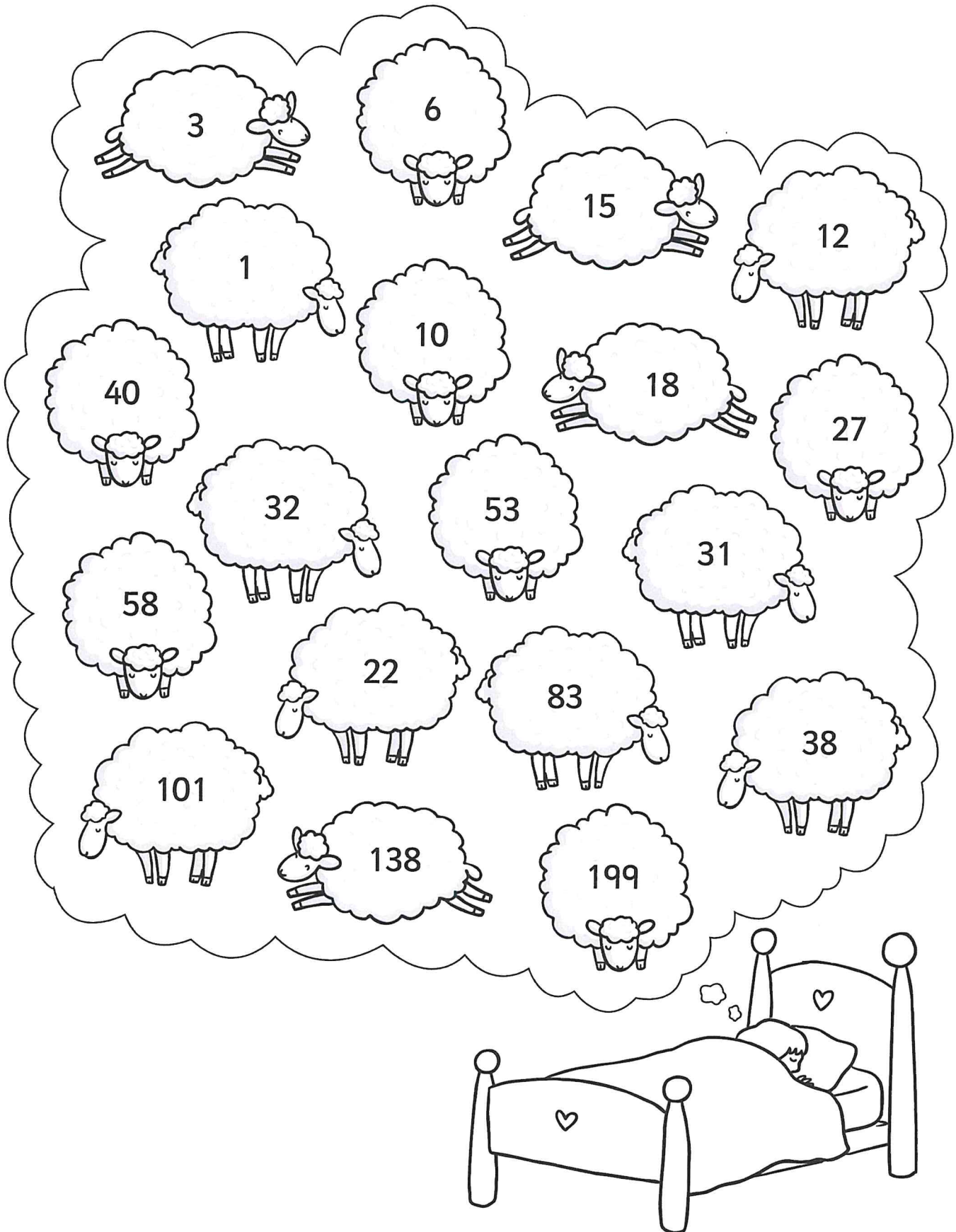
Roll three dice and write the numbers in the first 3 boxes. Add the numbers and write the answer in the final boxes.

<input type="text"/>	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	<input type="text"/>	=	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	<input type="text"/>	=	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	<input type="text"/>	=	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	<input type="text"/>	=	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	<input type="text"/>	=	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	<input type="text"/>	=	<input type="text"/>	<input type="text"/>

twinkl

Recognising Odd and Even Numbers

Look at the sheep being counted below – colour in the odd numbered sheep (ending in 1, 3, 5, 7 or 9) blue and the even numbered sheep (ending in 2, 4, 6, 8 or 0) red.

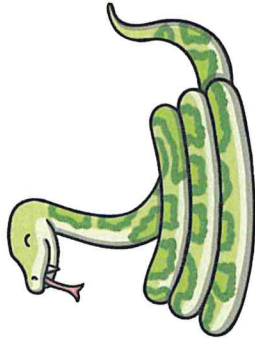


Snakes and Ladders

2, 3 and 5 Times Tables

You will need...

- The Snakes and Ladders Board
- Game board
- A dice
- A counter per player



How to play...

1. Players take it in turns to roll the dice. The player with the highest number goes first, the player with the second highest goes second and so on.
2. When it's their turn, players move their counter the number of spaces shown on the dice and answer the calculation they land on.
3. If the answer given to the calculation is correct, play continues as usual:
 - landing on a snake's head - the player slides their counter down the snake;
 - landing at the bottom of a ladder - the player moves their counter up the ladder.
4. If the answer given to the calculation is incorrect, the player misses a go.
5. The first player to reach the finish is the winner!

20	20 $2 \times 5 =$	21 $10 \times 6 =$	22 $5 \times 8 =$	23 $10 \times 3 =$	Finish
19	19 $2 \times 6 =$	18 $10 \times 2 =$	17 $2 \times 1 =$	16 $2 \times 12 =$	15 $10 \times 11 =$
10	10 $5 \times 9 =$	11 $2 \times 5 =$	12 $10 \times 9 =$	13 $5 \times 4 =$	14 $2 \times 10 =$
9	9 $10 \times 12 =$	8 $5 \times 10 =$	7 $5 \times 6 =$	6 $2 \times 7 =$	5 $5 \times 0 =$
		1 $2 \times 3 =$	2 $10 \times 4 =$	3 $5 \times 6 =$	4 $10 \times 7 =$
	Start				

