



**THIRD SPACE**  
LEARNING

# Ready-to-go Lesson Slides

## Year 2

Time

Lesson 3

Sum1

**At Third Space Learning we provide personalised online lessons from specialist maths tutors to support the target groups in your school.**

These ready-to-go slides are designed to work alongside our interventions to supplement quality first teaching and raise attainment in maths for all pupils.

To find out more about how you could use our 1-to-1 interventions year-round to boost maths progress in your school then get in touch:

020 3771 0095

[hello@thirdspacelearning.com](mailto:hello@thirdspacelearning.com)

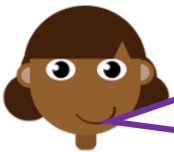
**Boosting maths progress through 1-to-1 conversations...**



## To tell the time to 5 minutes

- ☐ I can read and show time to 5 minutes on a clock face
- ☐ I can count from 0 to 60 in steps of 5
- ☐ I know that once the minute hand goes past 6, the time is 'to' the hour

**Starter:** Who do you agree with? Can you explain your thinking?



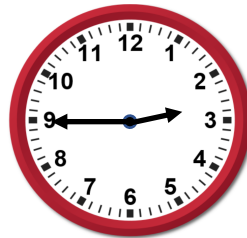
Aisha

I think that  
the time is  
a quarter  
past 9.

I think that  
the time is a  
quarter past  
3.



Alfie



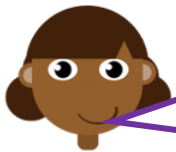
Violet

I think that  
the time is  
a quarter  
to 3.

## To tell the time to 5 minutes

- ☐ I can read and show time to 5 minutes on a clock face
- ☐ I can count from 0 to 60 in steps of 5
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**Starter:** Who do you agree with? Can you explain your thinking?



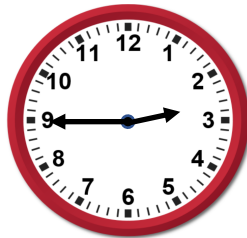
Aisha

I think that  
the time is  
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past 9.



Violet

I think that  
the time is  
a quarter  
to 3.



I think that  
the time is a  
quarter past  
3.



Alfie

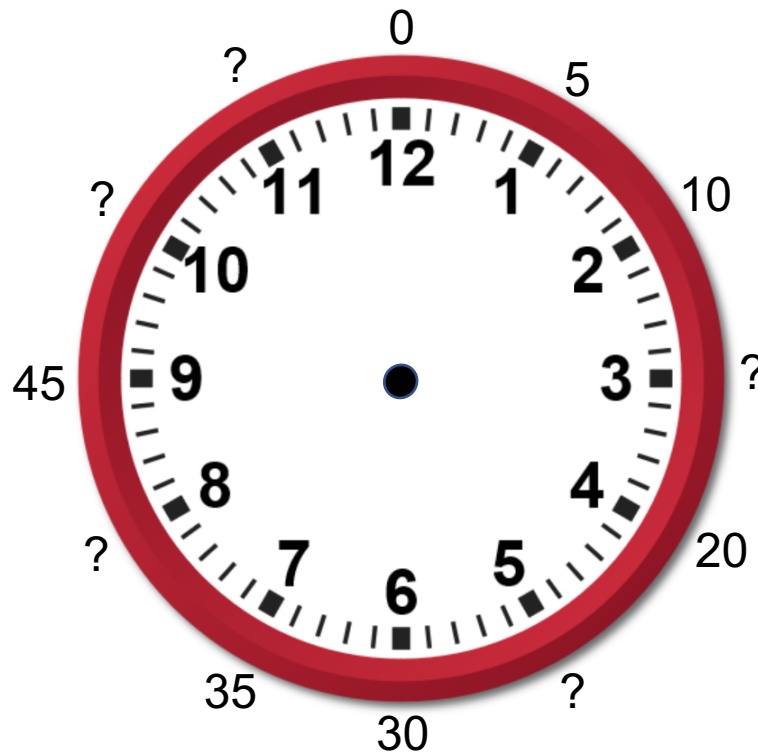
Aisha is not correct, because she has mixed up the hour and the minute hands.

Alfie is not correct. He has mixed up his quarter to and quarter past!  
Violet is correct.

## To tell the time to 5 minutes

**Talking Time:** Can you fill in the gaps around the edge of this clock to show how many **minutes** have passed the hour?

What do you notice about the ones digits in all of the numbers?

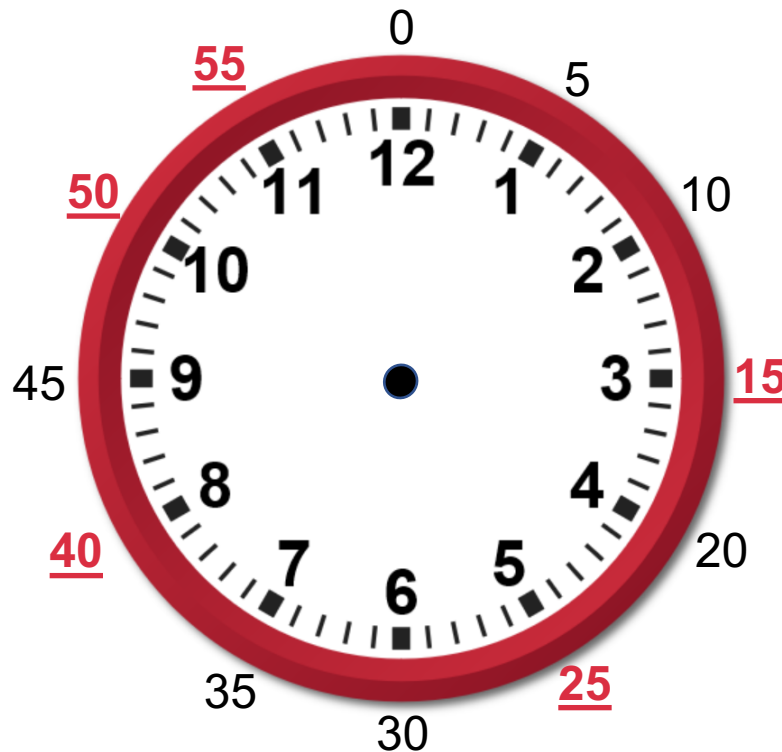


## To tell the time to 5 minutes

**Talking Time:** Can you fill in the gaps around the edge of this clock to show how many **minutes** have passed the hour?

What do you notice about the ones digits in all of the numbers?

*All of the numbers end in a 5 or a 0.*



# To tell the time to 5 minutes

## Talking Time:

Here is a table to show how many minutes past the hour there are when the minute hand points to a number.

Can you fill in the gaps in the table? How do you know that you are right?

The minute hand is pointing to the	Minutes past the hour
1	5
2	10
3	15
4	
	25
6	
	35
9	45
10	50
11	

# To tell the time to 5 minutes

## Talking Time:

Here is a table to show how many minutes past the hour there are when the minute hand points to a number.

Can you fill in the gaps in the table? How do you know that you are right?

In the table, the first column is going up in 1s. They are the numbers on the clock face.

The second column is going up in 5s – so, 5, 10, 15, 20, 25 and so on. These are the minutes past the hour.

The minute hand is pointing to the	Minutes past the hour
1	5
2	10
3	15
4	20
5	25
6	30
7	35
8	40
9	45
10	50
11	55



## To tell the time to 5 minutes

### Activity 1:

Mr. Johnson is making a stew for his family.



He must check the pan and stir the stew **every 5 minutes**.

The stew starts to cook at this time



Mr. Johnson stirs the stew **7 times** before it is ready to eat.

What time is the stew ready to eat?

Can you explain your thinking?

# To tell the time to 5 minutes

## Activity 1:

Mr. Johnson is making a stew for his family.



He must check the pan and stir the stew **every 5 minutes**.

The stew starts to cook at this time



Mr. Johnson stirs the stew **7 times** before it is ready to eat.

What time is the stew ready to eat? **The stew is ready to eat at quarter to 6.**

Can you explain your thinking?

**The time for the stew to cook is 7 lots of 5 minutes, or 35 minutes as  $5 \times 7 = 35$ .**

**You could count round the clock in 7 lots of 5 minutes from 10 past 5, or count on 35 minutes from 10 past 5.**

### Extension:

If the stew had taken longer to cook and was ready at 5 past 6, how many times would Mr. Johnson have had to stir it? Can you explain how you worked this out?

## To tell the time to 5 minutes

### Talking Time:

Can you write the stem sentence label to match the time shown on each clock face?



The minute hand  
is pointing at the  
1.

The time is  
\_\_\_ past \_\_\_ .



The minute hand  
is pointing at the  
2.

The time is  
\_\_\_ past \_\_\_ .



The minute hand  
is pointing at the  
\_\_\_.

The time is  
\_\_\_ past \_\_\_ .



The minute hand  
is pointing at the  
\_\_\_.

The time is  
\_\_\_ past \_\_\_ .

*It might be helpful to have a clock with moveable hands to make the times.*

## To tell the time to 5 minutes

### Talking Time:

Can you write the stem sentence label to match the time shown on each clock face?



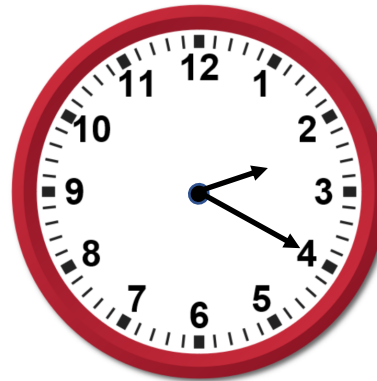
The minute hand  
is pointing at the  
1.

The time is  
5 past 2.



The minute hand  
is pointing at the  
2.

The time is  
10 past 2.



The minute hand  
is pointing at the  
4.

The time is  
20 past 2.



The minute hand  
is pointing at the  
5.

The time is  
25 past 2.

*It might be helpful to have a clock with moveable hands to make the times.*

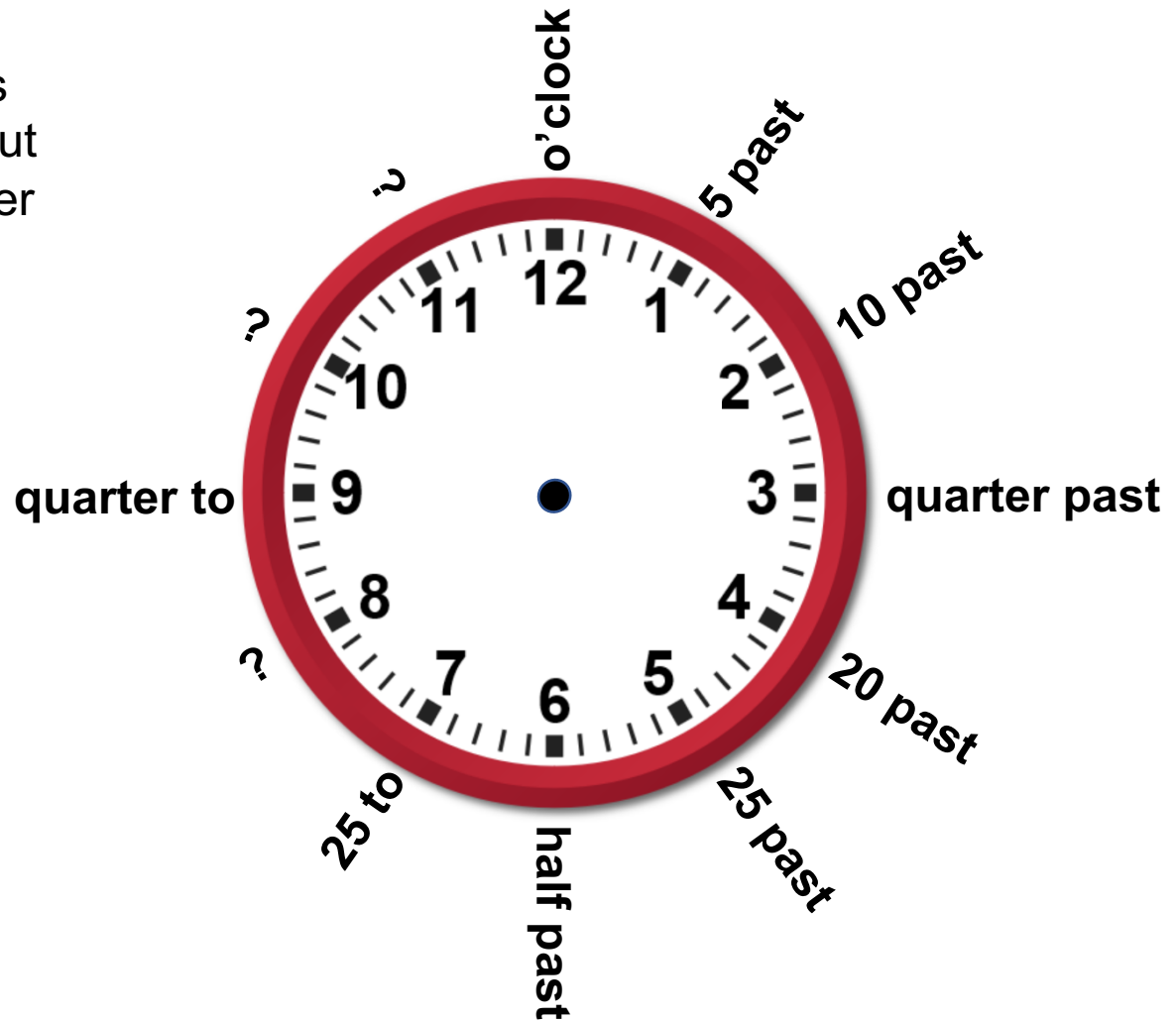
# To tell the time to 5 minutes

## Talking Time:

When the minute hand passes half past the hour, we talk about **minutes to** the next hour rather than **minutes past**.

Can you finish labelling this clock?

Can you explain your thinking?



# To tell the time to 5 minutes

## Talking Time:

When the minute hand passes half past the hour, we talk about **minutes to** the next hour rather than **minutes past**.

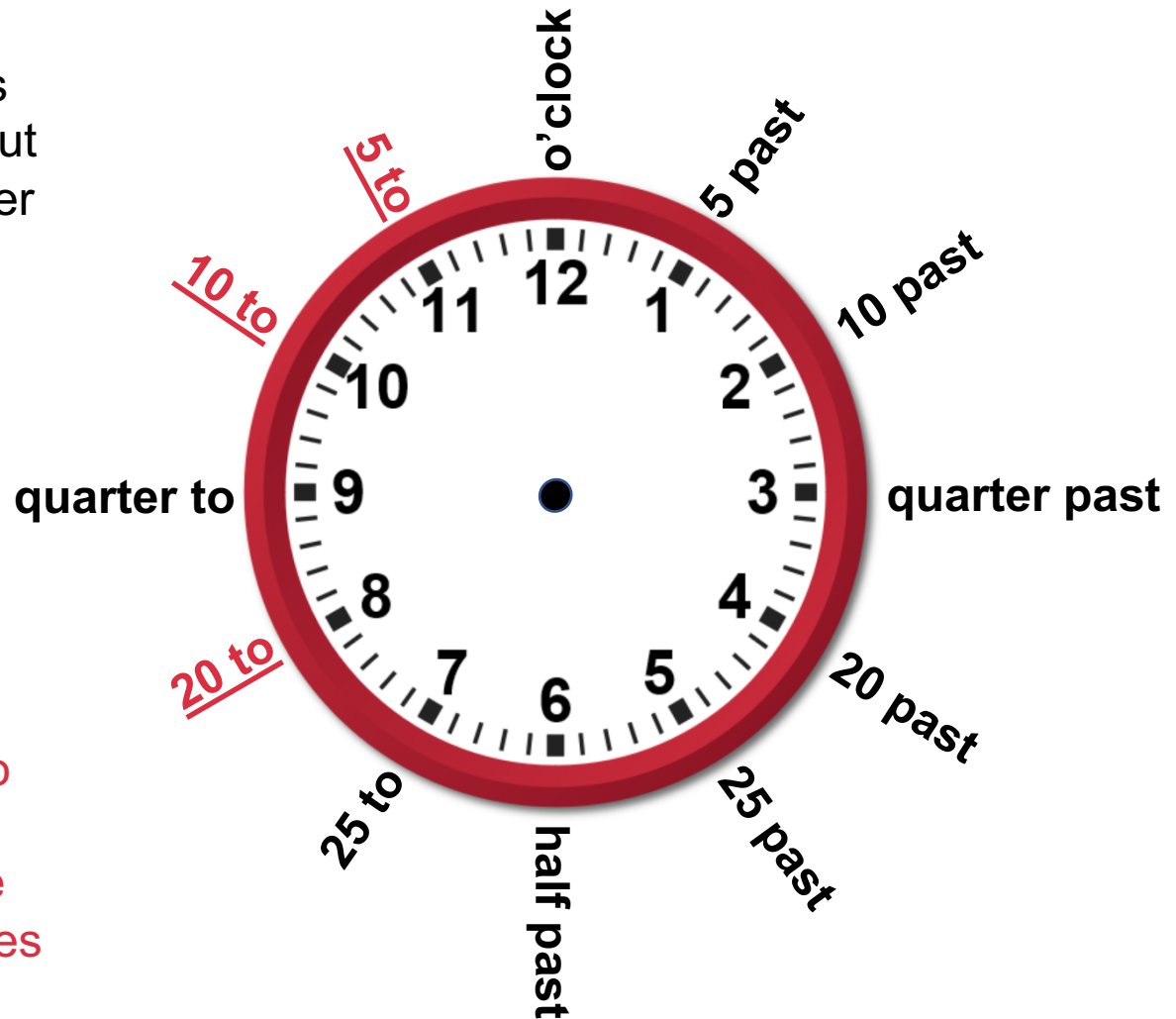
Can you finish labelling this clock?

Can you explain your thinking?

Each of the missing labels is minutes to the hour.

So, 20 to means 20 minutes to the next hour.

10 to means 10 minutes to the next hour. 5 to means 5 minutes to the next hour.



# To tell the time to 5 minutes

## Talking Time:

Can you write the stem sentence label to match the time shown on each clock face?



The minute hand  
is pointing at the  
7.

The time is  
\_\_\_ to \_\_\_.



The minute hand  
is pointing at the  
8.

The time is  
\_\_\_ to \_\_\_.



The minute hand  
is pointing at the

\_\_\_\_\_.  
The time is  
\_\_\_ : \_\_\_ : \_\_\_.



The minute hand  
is pointing at the

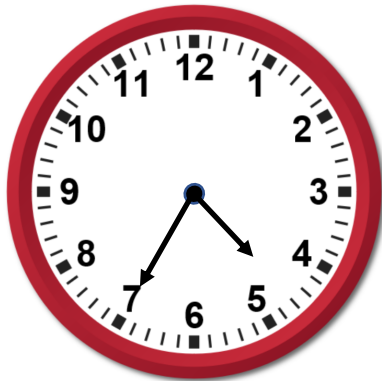
\_\_\_\_\_.  
The time is  
\_\_\_ : \_\_\_ : \_\_\_.

*It might be helpful to have a clock with moveable hands to make the times.*

## To tell the time to 5 minutes

### Talking Time:

Can you write the stem sentence label to match the time shown on each clock face?



The minute hand  
is pointing at the  
7.

The time is  
25 to 5.



The minute hand  
is pointing at the  
8.

The time is  
20 to 5.



The minute hand  
is pointing at the  
10.

The time is  
10 to 5.



The minute hand  
is pointing at the  
5.

The time is  
5 to 5.

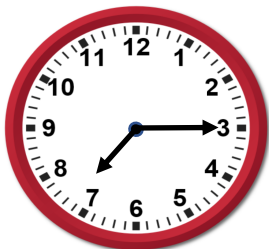
*It might be helpful to have a clock with moveable hands to make the times.*



## To tell the time to 5 minutes

**Activity 2:** Which times are missing from these patterns?  
Can you explain how you know?

1.



?

2.



?



3.

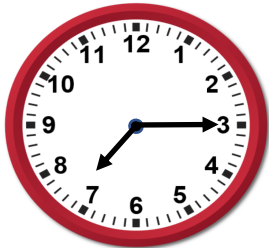
?



# To tell the time to 5 minutes

**Activity 2:** Which times are missing from these patterns?  
Can you explain how you know?

1.



?

The next time in the pattern is 25 past 7. This is 5 minutes after 20 past 7.

2.



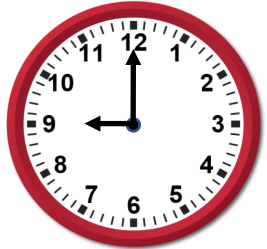
?



The missing time in the pattern is 10 to 1.  
This is 5 minutes after quarter to 1.

3.

?



The first time in the pattern is 10 to 9.  
This is 5 minutes before 5 to 9.

## To tell the time to 5 minutes

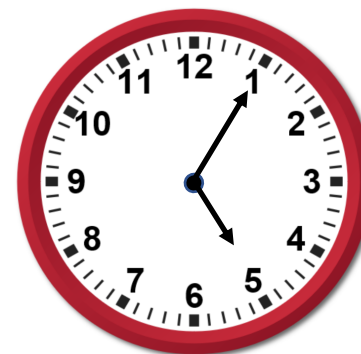
### Talking Time:

Can you match the correct time to the correct label?

25 past 5

10 past 10

5 past 5



# To tell the time to 5 minutes

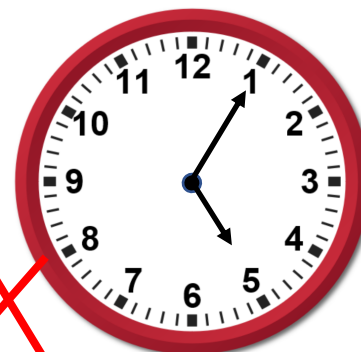
## Talking Time:

Can you match the correct time to the correct label?

25 past 5

10 past 10

5 past 5



# To tell the time to 5 minutes

## Talking Time:

Can you match the correct time to the correct label?

5 to 5

10 to 10

25 to 5



# To tell the time to 5 minutes

## Talking Time:

Can you match the correct time to the correct label?

5 to 5

25 to 5

10 to 10



# To tell the time to 5 minutes

## Talking Time:

Can you match the correct time to the correct label?

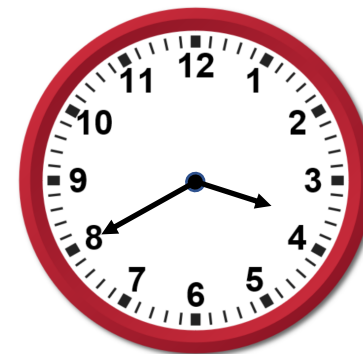
5 to 11



20 past 8



20 to 4



# To tell the time to 5 minutes

## Talking Time:

Can you match the correct time to the correct label?

5 to 11



20 past 8



20 to 4





## To tell the time to 5 minutes

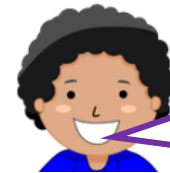
**Activity 3:** Who has read the time correctly? Can you explain your thinking?

Can you work out the mistakes that the other children have made?



Alice

I think that  
the time is  
25 to 5.



Jenson

I think that  
the time is  
25 to 4.



Darcey

I think that  
the time is  
25 past 7.



## To tell the time to 5 minutes

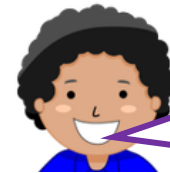
**Activity 3:** Who has read the time correctly? Can you explain your thinking?

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Alice

I think that  
the time is  
25 to 5.



Jenson

I think that  
the time is  
25 to 4.



Darcey

I think that  
the time is  
25 past 7.



Alice is correct.

Jenson is incorrect, because he  
needs to remember that it is  
minutes **TO THE NEXT** hour.

Darcey is not correct.

She has mixed up the hour and  
minute hands!

## To tell the time to 5 minutes

- ☐ I can read and show time to 5 minutes on a clock face
- ☐ I can count from 0 to 60 in steps of 5
- ☐ I know that once the minute hand goes past 6, the time is 'to' the hour

### Evaluation: The same and different

Look at these two clocks.

Can you say what is the same about them? What is different about them?



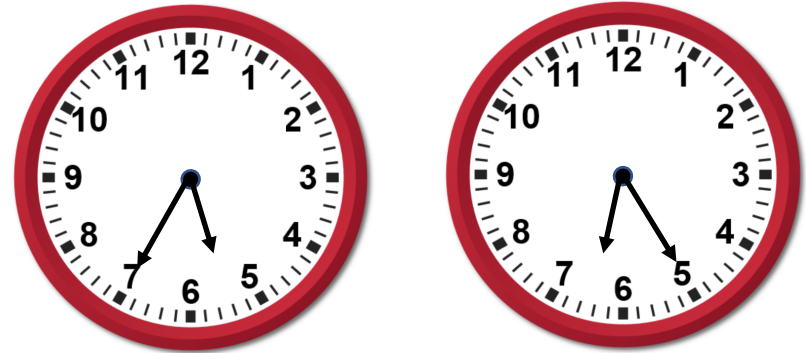
## To tell the time to 5 minutes

- ☐ I can read and show time to 5 minutes on a clock face
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### Evaluation: The same and different

Look at these two clocks.

Can you say what is the same about them? What is different about them?



#### The same

They are both showing times that are 25 minutes away from the hour.

They are both times with a 6 in them. 25 to 6 and 25 past 6.

#### Different

One is a time that includes the word 'past', while the other includes the word 'to'.




One is 25 minutes BEFORE 6 o'clock. The other is 25 minutes AFTER 6 o'clock.

## Do you have a group of pupils who need a boost in maths this term?

Each pupil could receive a personalised lesson every week from our specialist 1-to-1 maths tutors.

- Raise attainment
- Plug any gaps or misconceptions
- Boost confidence

### **Speak to us:**

-  [thirdspacelearning.com](https://thirdspacelearning.com)
-  0203 771 0095
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