Mathletics

Series B Student

Time and Money

My name

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Series B – Time and Money

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Series Author:

Rachel Flenley

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Time – days of the week

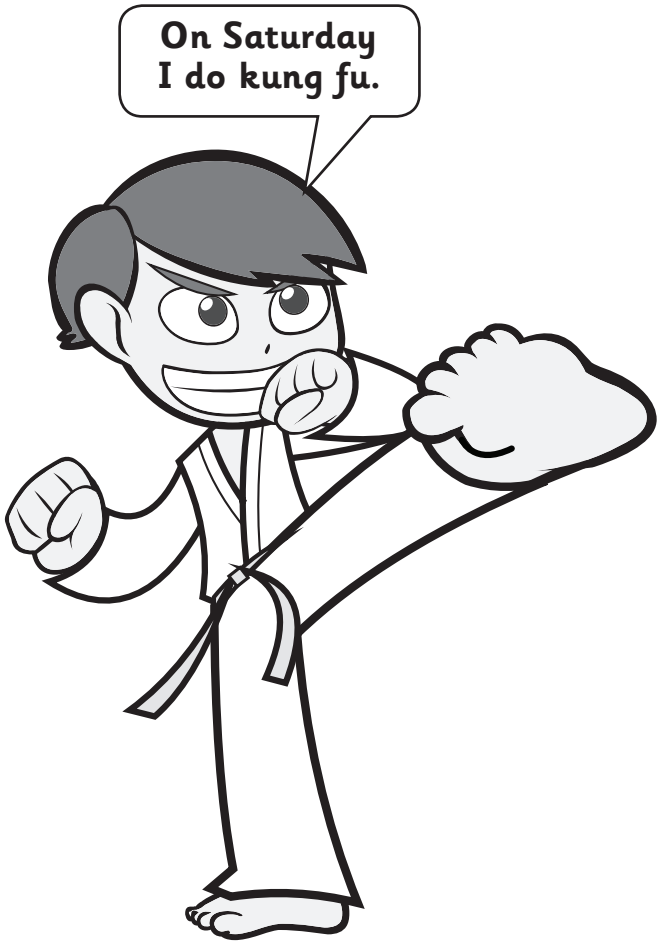
You will need: black pens pencils scissors

C copy

What to do:

You are going to make your own **'A Week in the Life of Me'** book. Think of something special you do on each day of the week. Write and draw it. You might need to ask your mum, dad or teacher to help you remember what you do on each day.

Cut out the pages and staple your book together. You could also make a special cover out of cardboard.



A week in the life of

_____

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Time – days of the week

copy

On Monday I

On Tuesday I

On Wednesday I

On Thursday I

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Time – days of the week

copy

On Friday I

On Saturday I

On Sunday I

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

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Time – months of the year

There are 12 months in a year. January is always the first month and December is always the last.

1 Somehow the order of these months of the year got all mixed up. Cut them out and put them in order. You could use a calendar to help you. When you are sure they are right, stick them in your maths book.

June	August
September	March
April	November
February	May
October	January
December	July

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Time – months of the year

1 Find the answers to these questions.

a In which month is your birthday?

b In which month is your mum's birthday?

c In which month is your dad's birthday?

d In which month did this school year begin?

e In which month does this school year end?

f Name a month when you might see fireworks.

g What are some of your favourite celebrations? When are they?

January February March April May June
July August September October November December

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Time – seasons

Many places have 4 seasons in a year. Each season lasts for 3 months.

1 Look at the seasons below. Which months match which season where you live? Write them in and then draw a picture of something you might do in that season.

winter	spring
summer	autumn

January February March April May June
July August September October November December

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Time – seasons

Some places only have two seasons. These seasons are usually named after the weather.

1 What are the two seasons usually called? Name them and draw pictures to match.

_____

_____

2 Can you think of some places that have only two seasons? Talk with your teacher or a friend and write your ideas here.

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Time – language of time

1 What are some words we use when we are thinking or talking about time?

2 What were you doing **before** this maths lesson?

_____

3 What was the first thing you did when you came to school?

_____

4 Write or draw one thing you will do later.

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Time – language of time

1 Draw or write what you did or might do ...

yesterday

today

tomorrow

2 What is something you enjoyed doing a year ago?

3 What is something you might enjoy doing in 10 years time?

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Time – order events

1 Look at the timeline. Think of 2 or more activities that you usually do over the day. Add them to the timeline in the right place.

wake up

eat lunch

go to sleep

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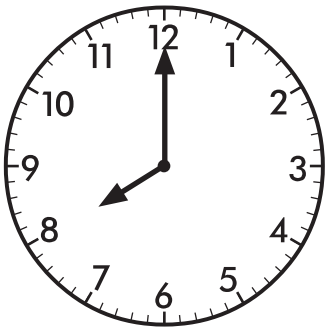
Time – o'clock

Look at this clock.

The minute (big) hand is pointing to the 12. When this happens we know that it is an **o'clock** time.

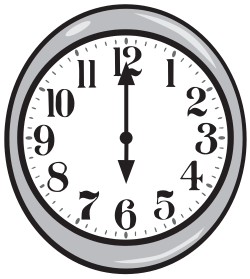
The hour (little) hand is pointing to the 8.

The time is **8 o'clock**.



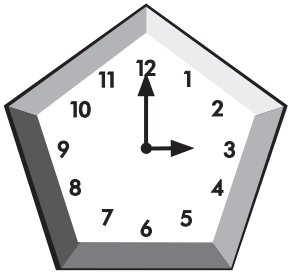
1 What's the time, Mr Wolf?

a



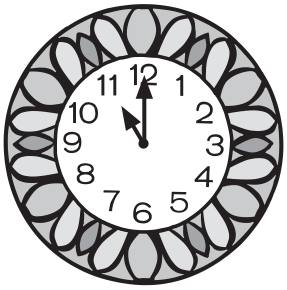
____ o'clock

b



____ o'clock

c

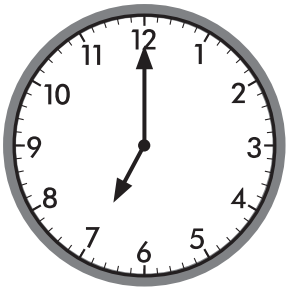


____ o'clock

d

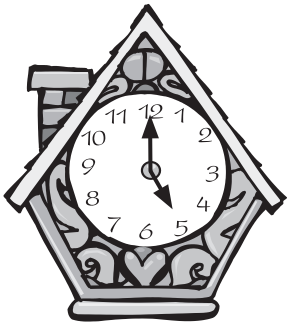
____ o'clock

e



____ o'clock

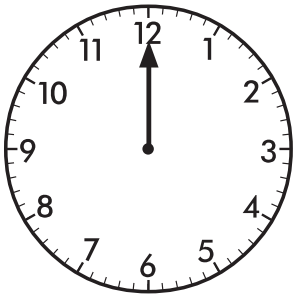
f



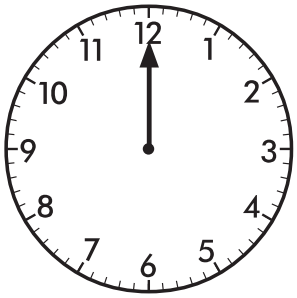
____ o'clock

2 Draw the hour hands on the clocks to show the times.

a 4 o'clock



b 9 o'clock



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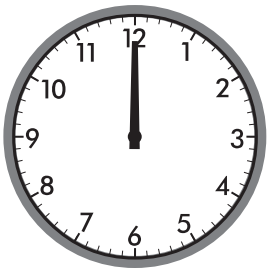
Time – o'clock

1 Match the time to the clock face.

5 o'clock 2 o'clock 6 o'clock 11 o'clock 10 o'clock

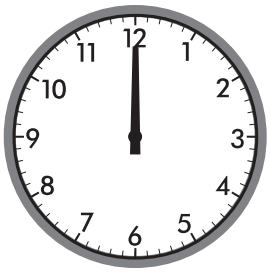
2 Draw the hands on the clock face to show the time written.

a



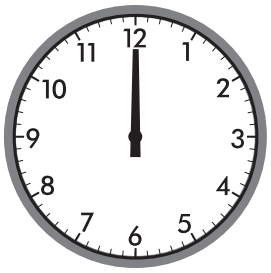
7 o'clock

b



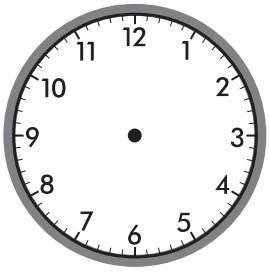
1 o'clock

c



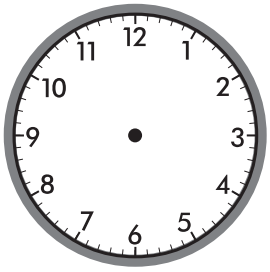
12 o'clock

d



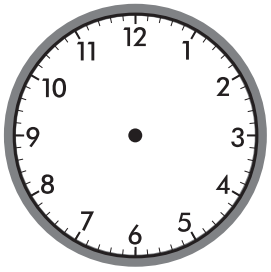
9 o'clock

e



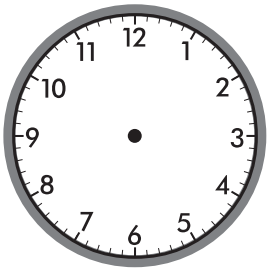
3 o'clock

f



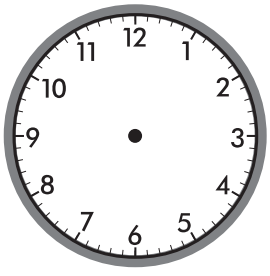
8 o'clock

g



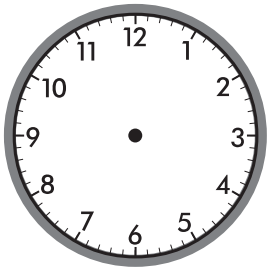
4 o'clock

h



11 o'clock

i



6 o'clock

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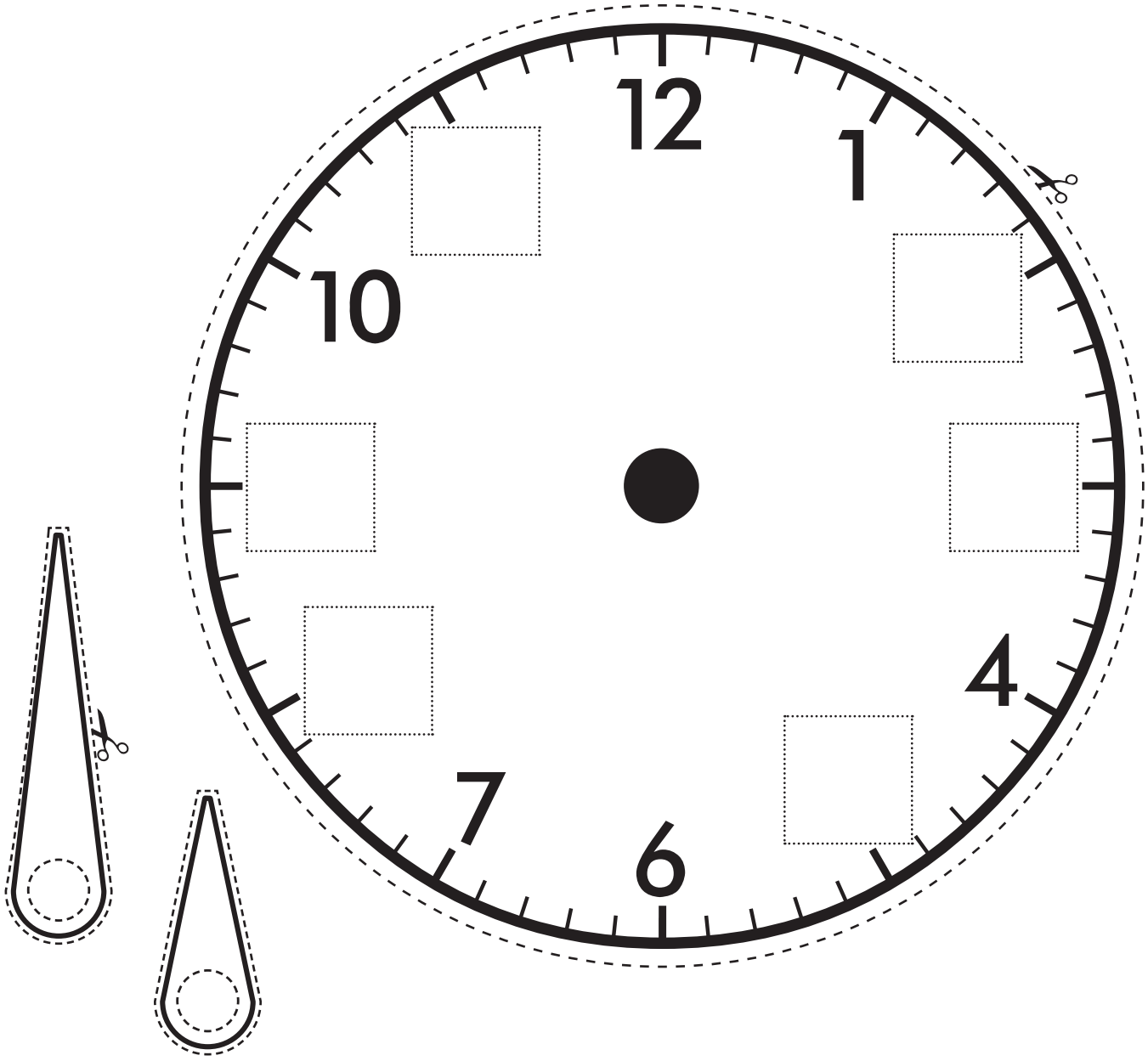
Time – analogue clocks

You will need: a partner, pencils, scissors, a split pin

C copy

What to do:

This clock is half done. Can you finish adding the numbers? Then, carefully cut out the clock and the hands and join the hands to the clock with a split pin. Find a partner and take turns giving each other o'clock times to make.



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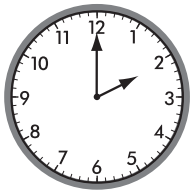
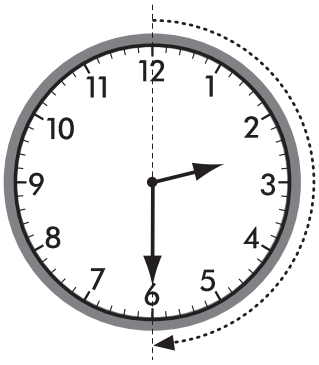
Time – half past

The time shown on this clock is **2 o'clock**.



The minute (big) hand is on the 12.

The hour (little) hand is on the 2.



The time shown on this clock is **half past 2**.

The minute hand has moved halfway to the next hour. It is pointing to the 6.

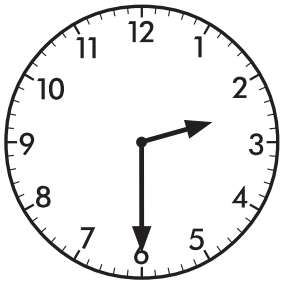
The hour hand has also moved halfway to the next hour. It is halfway between the 2 and the 3.

1 Match the time to the clock face.

half past 5 | half past 1 | half past 4 | half past 7 | half past 8

2 Write the time shown on the clock face.

a



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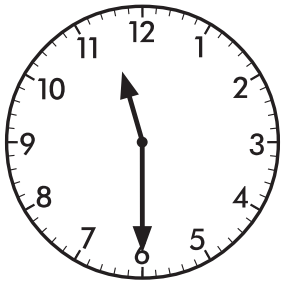
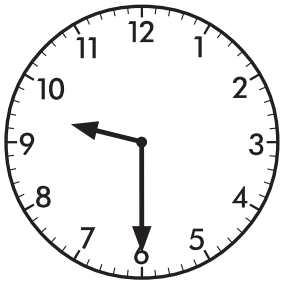


c



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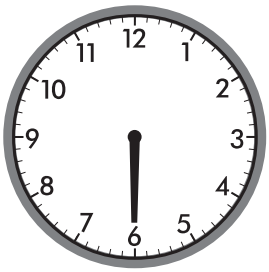
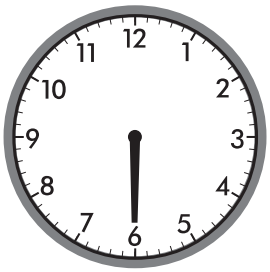
Time – half past

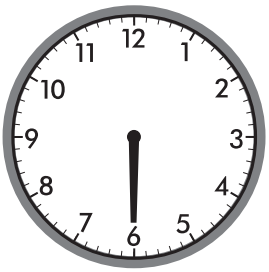
3 Draw the hands on the clock face to show the time written.

a 

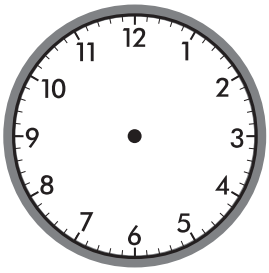
half past 3

b 

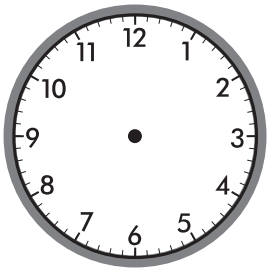
half past 2

c 

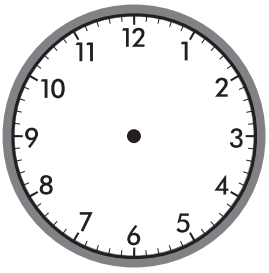
half past 6

d 

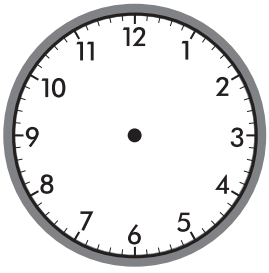
half past 12

e 

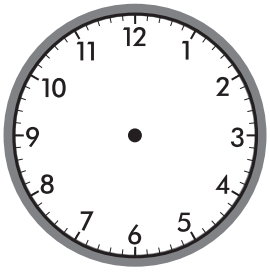
half past 7

f 

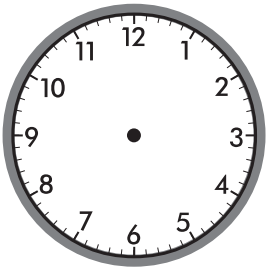
half past 10

g 

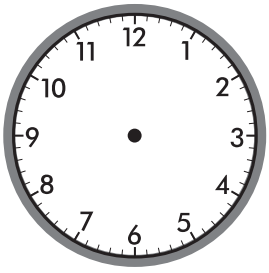
half past 1

h 

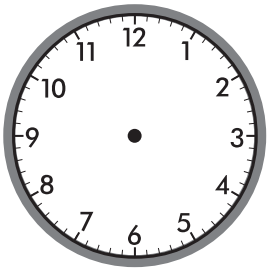
half past 9

i 

half past 5

j 

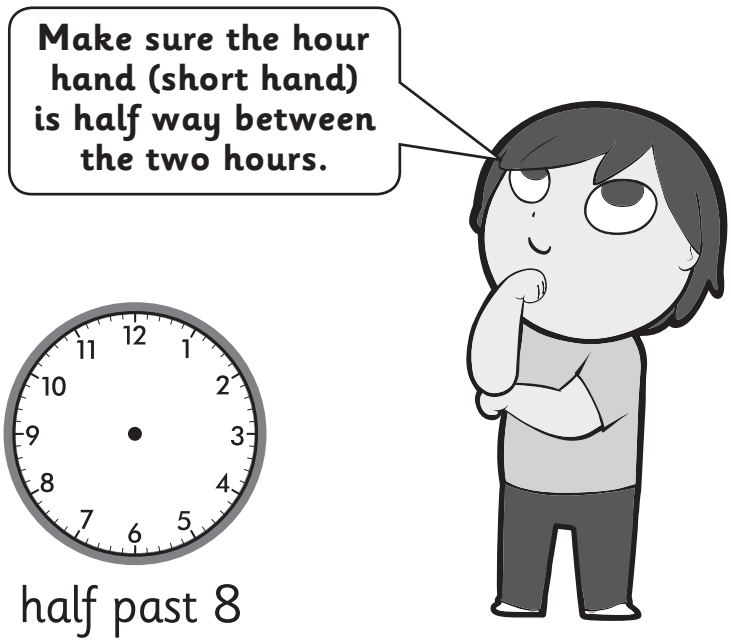
half past 11

k 

half past 4

l

half past 8



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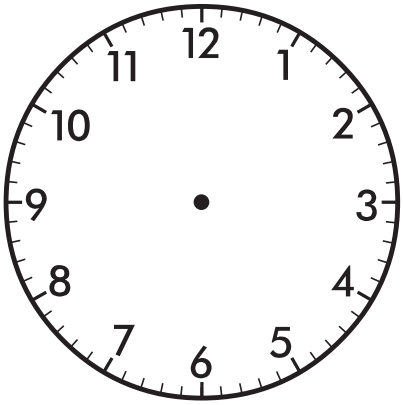
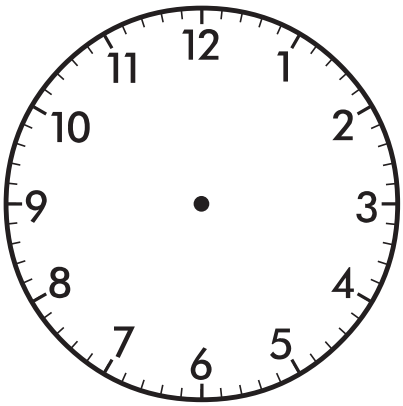
Time – telling time

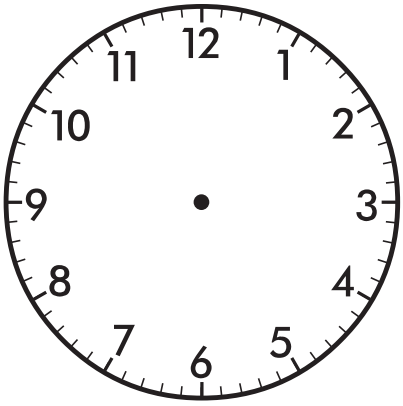
1 What time do you usually go to bed during the week? Show it on the clocks.



2 Imagine your mum or dad let you stay up really late one night. Show what time you might go to bed.



3 Now imagine your mum or dad send you to bed really early one night. Show what time you might go to bed.



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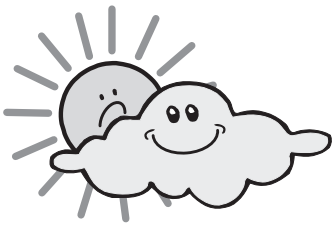
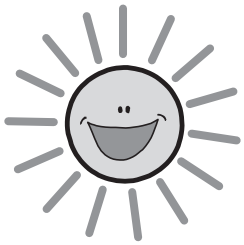
Time – morning, afternoon and evening



morning

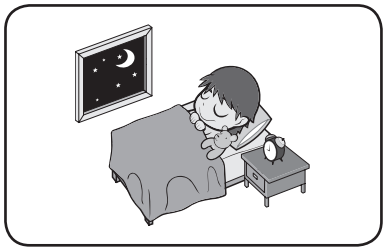


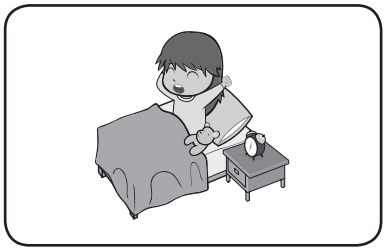
afternoon

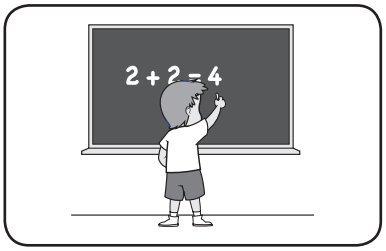
evening

1 Draw a line to when these activities take place.

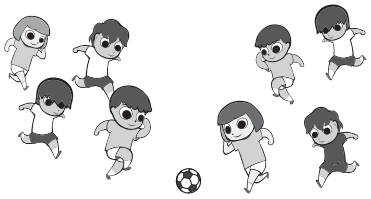
morning afternoon evening







2 When do these activites take place? Write morning, afternoon or evening.

a I eat breakfast in the _____.	**b** I go to sleep in the _____.	**c** I go to school in the _____.
d I eat lunch in the _____.	**e** I get up in the _____.	**f**  I have playtime in the _____.

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Time – measuring duration with informal units

1 Draw or write some things that take a **long** time to do.

2 Draw or write some things that take a **short** time to do.

3 Draw something that would take you **less** time to do than this.

4 Draw something that would take you **more** time to do than this.

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Time – duration

Time is a measure of how long something takes. Different activities are measured in different units like seconds, minutes, hours and days.

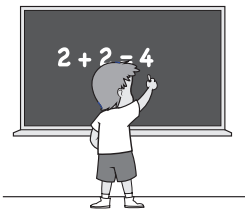
clap three times

about 1 second

brush your teeth

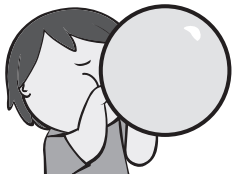
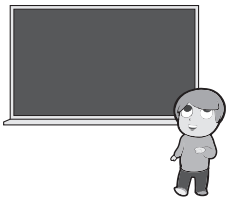
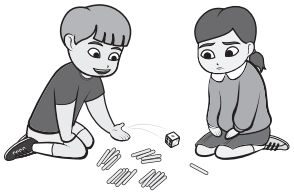
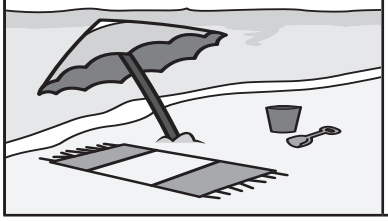
about 1 minute

a maths lesson



about 1 hour

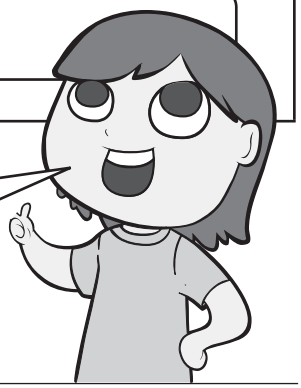
1 What unit of time would you use to measure the activity?

a		blowing a ballon
b		walking once around the classroom
c		playing a game
d		school holidays

Remember:

1 minute = 60 seconds **1 day = 24 hours**

1 hour = 60 minutes **1 week = 7 days**



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Time – measuring a minute

You will need: a partner a stopwatch the school hall

What to do:

a How many laps of the school hall do you predict you can run in a minute? Write it in the box.

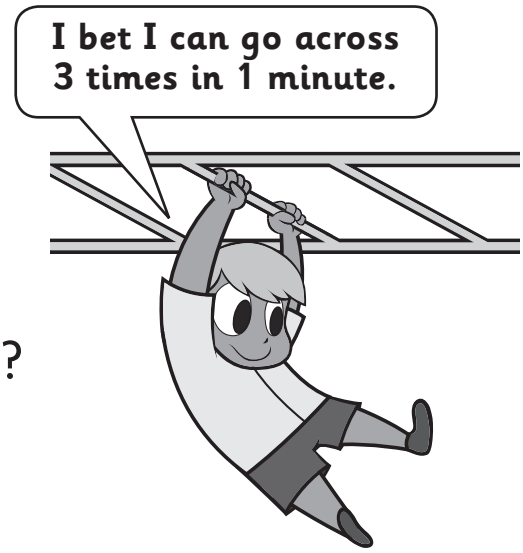
b Ask your teacher to show you how to work and read your stopwatch or get a bigger buddy to help you work it.

c Go outside with your partner and time each other running round the school hall.

d How many laps could you do?

What to do next:

Think of some other activities you could time yourself doing. Perhaps you could see how many skips you could do in a minute. Or what about how many push-ups you could complete?



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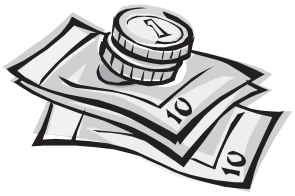
Money – bartering

When or why do we use money? We use it to buy goods such as ice creams and houses, or services such as haircuts and swimming lessons.

1 When do you use money?



2 When does your mum or dad use money?

3 What are some different ways we can pay for things?

4 Some kids get pocket money. Do you? If so, how much?

5 How much do you think is a lot of money?

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Money – bartering

Different cultures use different types of money. Imagine this was the money used in your culture.

You have 1 dot coins, 2 dot coins and 5 dot coins.

1 You want to buy something worth 5 dots. Draw the different combinations of coins you could use to pay for it.

2 What about if you wanted to buy something worth 8 dots? What combinations could you use?

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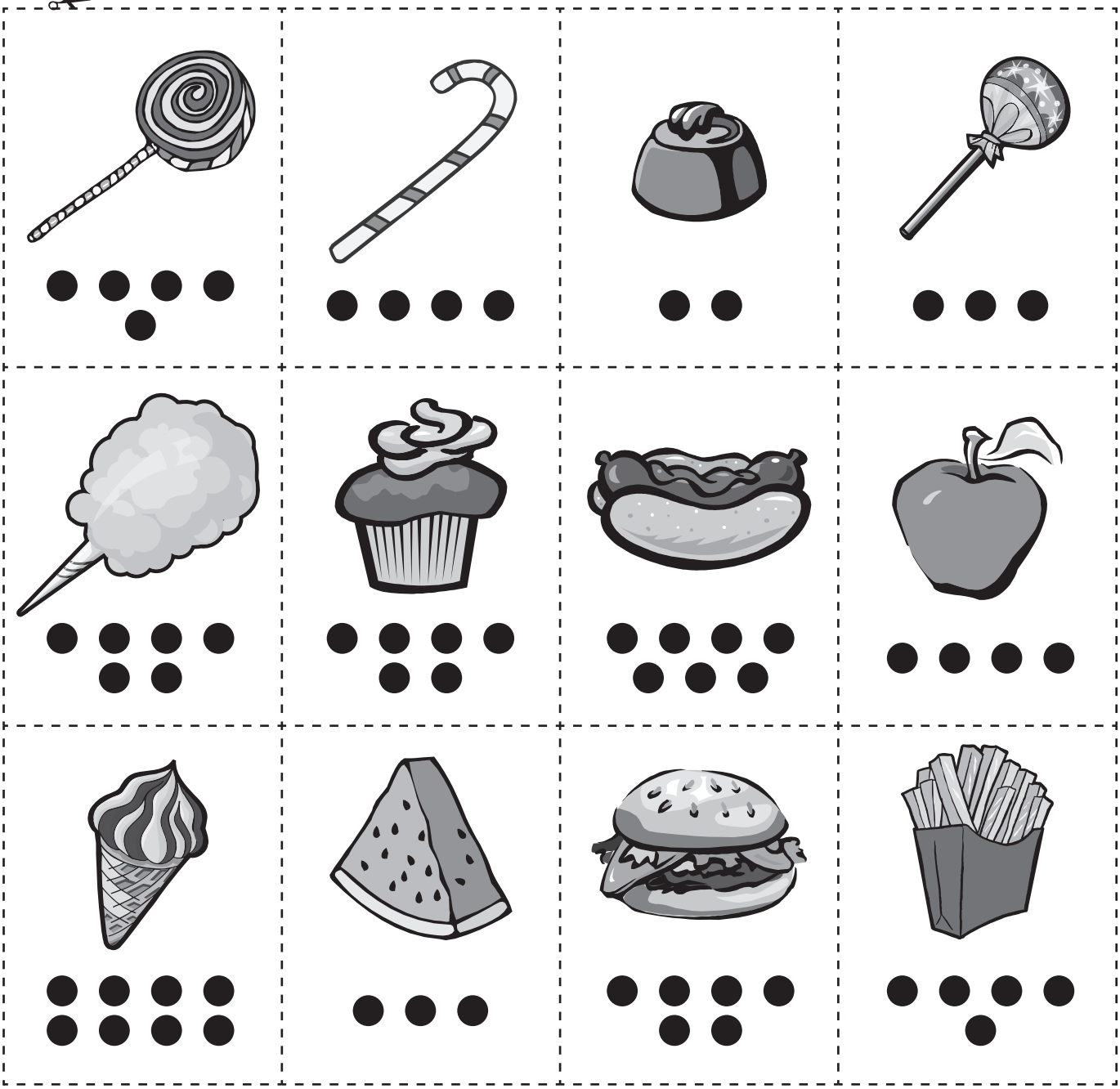
Money – bartering

You will need: partners scissors the next page

C copy

What to do:

One person will be the shopkeeper and the others will be the customers. Carefully cut out the items and the dot money. Share out the money and take turns buying items.



If you run out of things in your shop, you could label classroom items with dots.

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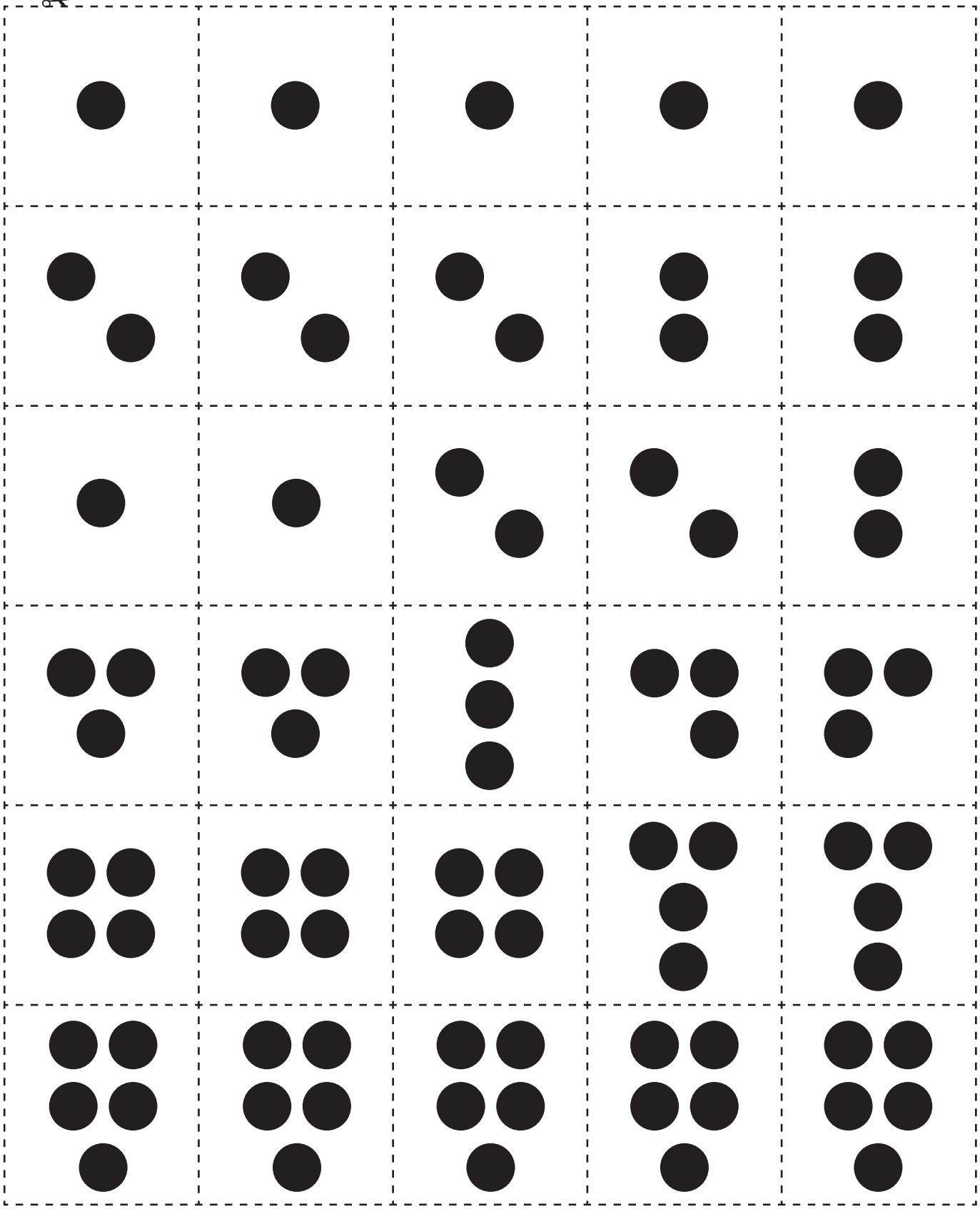
Money – bartering

copy



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Money – sorting and ordering money

You will need: plastic coins

What to do:

a What coins do we use in the United Kingdom? Sort through your plastic coins and find one of each.

b Use the coins you found to help you fill in the missing values on the coins below.

What to do next:

a Put the plastic coins in order of size. What do you notice?

b Now put them in order of value. Value means how much they are worth. Is the order different?

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Money – sorting and ordering money

We use 2 units or types of money.

The little units are called **pence**. We write p **after** the number.

This is 20p.

The bigger units are called **pounds**. One pound equals 100 pence. We write £ **before** the number.

This is £20.

1 Write the amount with **p** or **£** in the right place.

a 5 pence ____ **b** 5 pounds ____ **c** 10 pounds ____

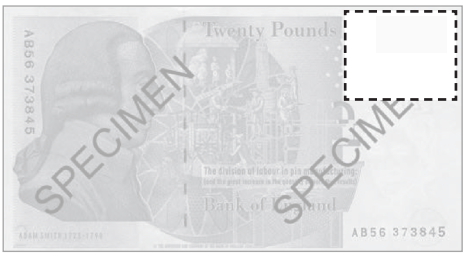
2 Answer:

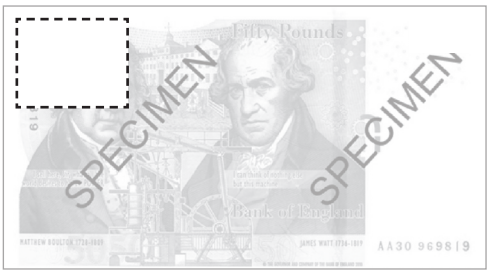
a How many pence are in ? ____

b How many pence are in ? ____

c How many pence are in 5 pounds (£5)? 500

3 Do you know these notes? Find out! Write the value in and colour the note the correct shade.





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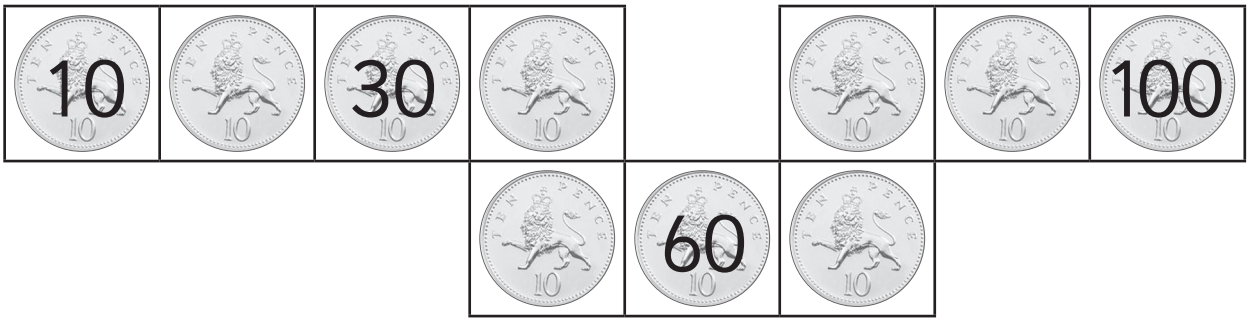
Money – skip counting

Knowing how to count by 5s and 10s is really useful when we are working with money.

1 Fill in the missing amounts on the trails.

a

b



2 Another way to practise is to use a calculator.

a Press 5 +. Then press = 10 times. Look at the screen as you press =. What number do you end with? ☐

b Press 10 +. Then press = 10 times. Look at the screen as you press =. What number do you end with? ☐

c Press 5 +. You are going to press = 5 times.
What number do you predict you will end with?
Try it and see.

I predict ☐ I ended with ☐

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Money – skip counting

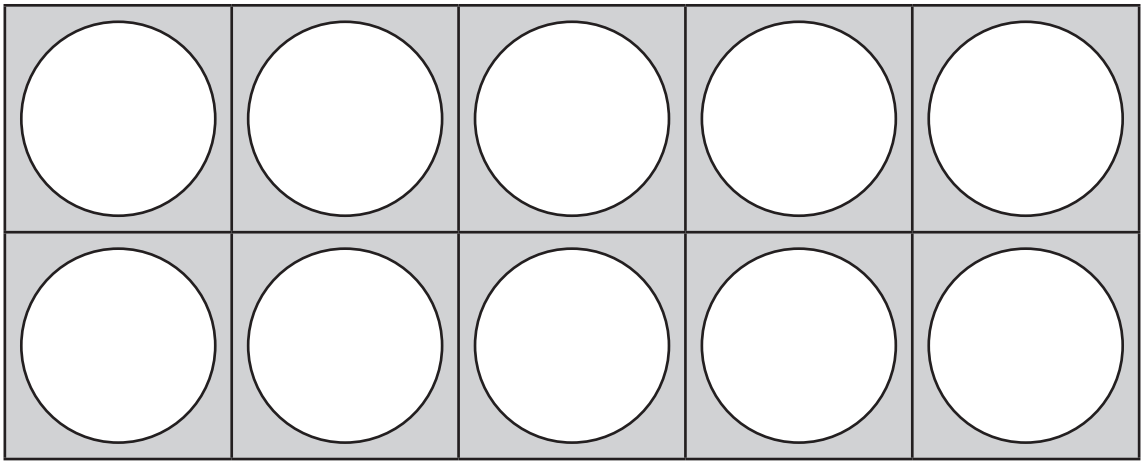
You will need: a partner, a die, 5p coins, 10p coins and £1 coins

What to do:

a Fill the 10s frame (below) with 5p coins.
Count by 5s to find how much money you have. ____ p

b Now fill the frame with 10p coins.
How much money do you have? ____ p or £ ____

c Now fill it with £1 coins.
How much money do you have? £ ____



What to do next:

Roll a die. Predict how much money you will have if you put that number of coins in the 10s frame. Try it for 5p, 10p and £1 coins. Record how much money you have.

I rolled a ____ and made these amounts ____ ____ ____

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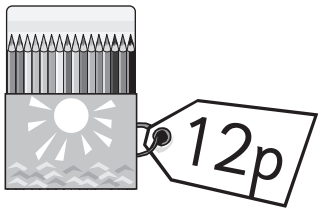
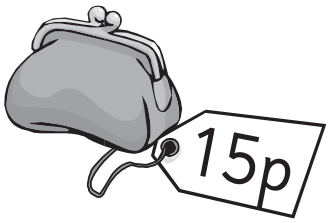
Money – adding coins

1 Circle the coins you would use to pay for the item with no change.

a 

b

c 

d

e

Use the number line to help you add the amounts.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

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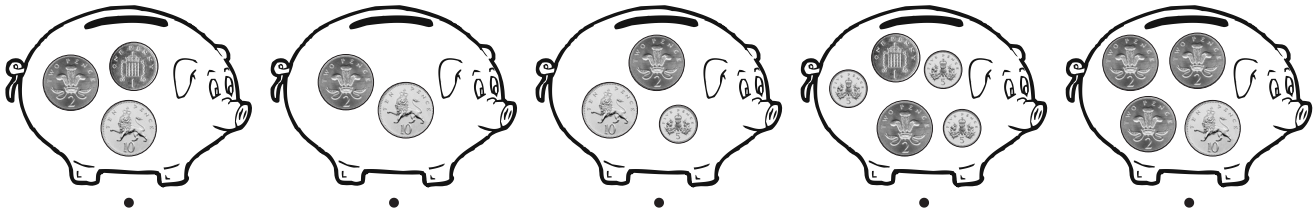
Money – adding coins

1 Draw a line to join the money box to the total value.



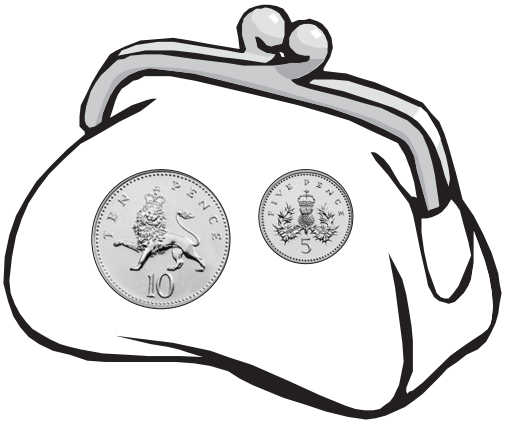
12p 18p 16p 13p 17p

2 Write the total value of the coins in the purse.

a

p

b



p

c

p

d

p

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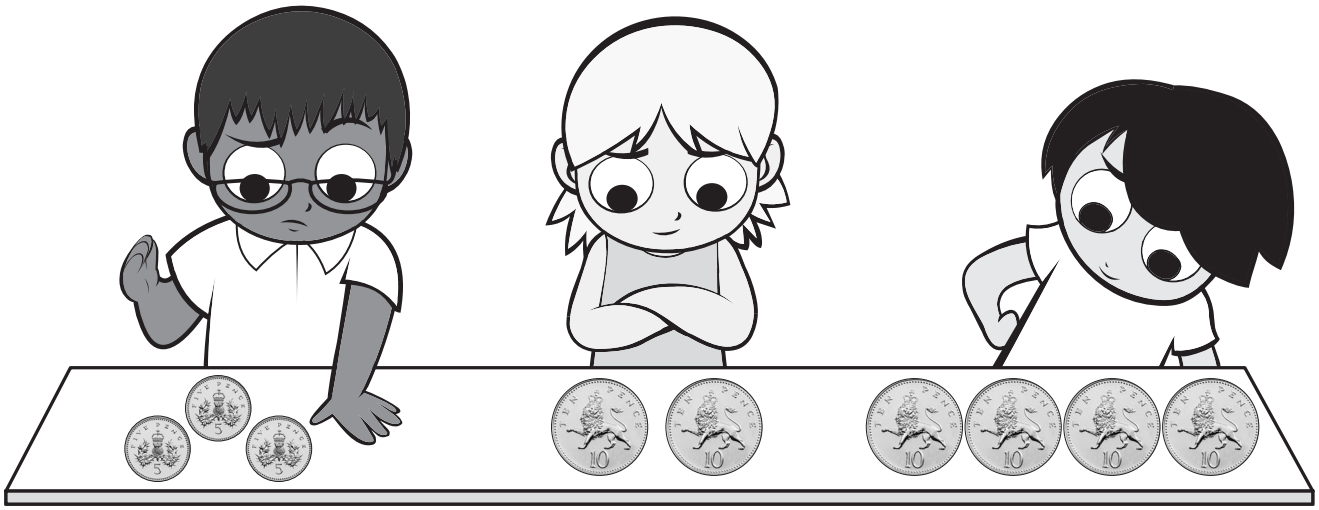
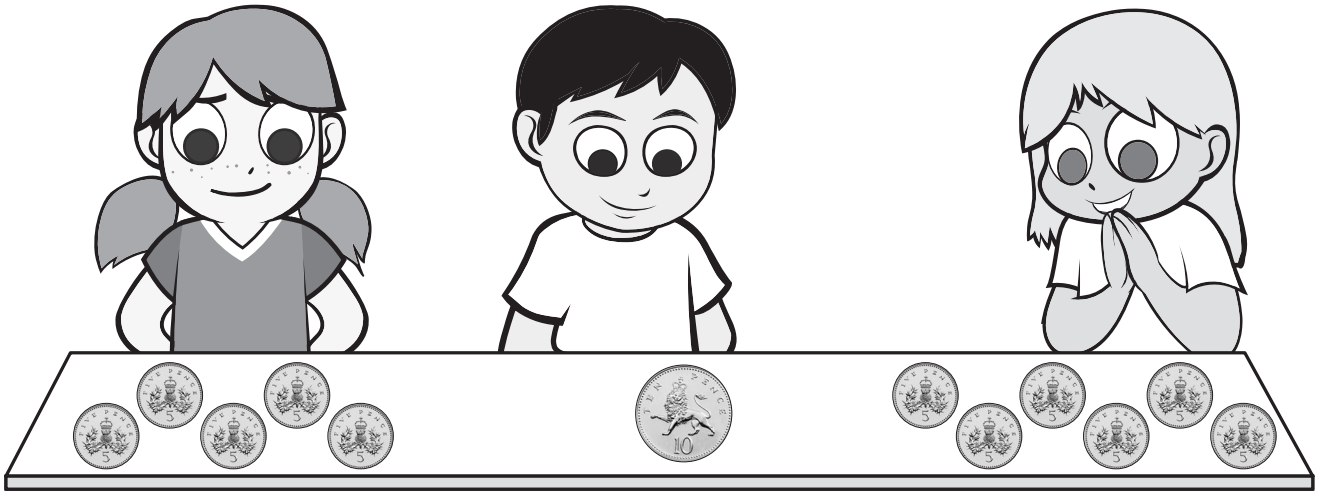
Money – amounts to 50p

We can count by 5s and 10s to find amounts of money.

1 How much money does each pupil have? Remember to write p after the number.



Mohammed has _____ Millie has _____ Marcus has _____



Mara has _____ Mickey has _____ Mia has _____

2 Who has the most money?

_____ has the most money.

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