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Week overview

Students need to work out:

You will need the following objects:

Monday: At-Home Investigation

Tuesday: Connecting Lesson

Wednesday: Number focus

Thursday: Interleaved Practice Questions

Friday: Connecting and Generalising Lesson

How to use this work program

Accessing the online resources

To access the online resources, please go to: <https://www.backtofrontmaths.com.au/b2fmathshome>

Running the program each week

Each week is designed with five maths lessons so that you can do it each day. Different days have different types of lessons to make sure that students experience the kind of thinking that they need to continue growing in maths. The types of lessons include:

- **At-home investigation:** This is a hands-on task where students explore a new idea before they are taught that skill. They need to come up with an idea to try to solve the problem, try out their idea, decide if it worked or not, try again if needed, and explain what they did. If your child has time with your teacher with a webcam, the teacher will generally be doing this lesson with your child. This is the lesson that will require the heaviest input from you to help your child think through an idea and generally requires the use of some hands-on materials that are listed in the information page.
- **Connecting lesson:** This type of lesson has questions that lead students to develop their ideas and learn a new skill. It should be fairly easy for a student to do, but you will need to be available to read the question to your child as needed, encourage them to think further, and make sure that they complete the work. Most of these lessons will include 10 minutes of practising number operations or concepts through activities or games.
- **Interleaved practise lesson:** This type of lesson provides 8-10 questions from different areas of maths so that students practise remembering what they have previously been taught. Some of the questions may not be easy for your child, so feel free to help whenever you see them struggling.
- **Number practice:** This lesson contains games and number tasks to do regularly with your child. Number is the most important concept to establish in Foundation, so we will be using similar activities each week to help your child develop a very firm understanding of “how many”, to be able to picture that amount in their head, and to be able to add and subtract small amounts very flexibly. **These sessions will not focus heavily on counting, as counting is far less important than making amounts, drawing those amounts and recognising that the amount is still the same when the objects move.**

Getting help

The website above will have answers to frequently asked questions as well as videos to help you successfully teach your child at home. If you have further questions or need support, please contact your child’s teacher directly using the contact details that they have provided to you. If they can’t answer your questions, they will contact the B2FMaths@Home team directly to get an answer within 3 days.

What you need to know this week

Week overview

This week we are teaching the concept of time. In the early years we are considering sequence and time of the day (morning, midday, afternoon, night), time duration, and for Years 1-3 telling the time with clocks. Many familiar social contexts use time references that are not always accurate (e.g. “Wait a minute” and “In a second”) or use non-standard terms for duration (e.g. “I’ve been waiting for ages”). Distinction will need to be drawn between these social contexts and more formal situations. Discussion of time concepts can include an outline of the planned activities for the day, the order in which they usually occur and discussion of upcoming events including how long students have to wait until they happen and what days they are scheduled for.

Students need to work out:

Time duration:

- Some words help us to understand how long something will take (e.g. ‘day’, ‘week’, ‘month’, ‘year’ or parts of days including ‘morning’, ‘afternoon’, ‘evening’, ‘night’) or how long it will be until an event occurs (e.g. ‘soon’, ‘later’)
- Durations can be compared using words such as ‘longer’ and ‘shorter’. **We need children in Year 1 to explain time duration in whole hours and half hours.**
- Durations can be directly compared only if the activities you are timing begin at the same time (e.g. the time it takes for different people to walk a prescribed distance).
- Familiar durations can be used to estimate and/or measure how long something will take (e.g. the duration of a favourite television show can be used to gain an idea of how long something will take “It will take the same amount of time as Play School to drive to Grandma’s”)

Sequence and time of day:

- There are words we use to indicate points in time (e.g. ‘today’, ‘yesterday’, ‘tomorrow’, ‘morning’, ‘afternoon’, ‘night’, names of the days of the week, ‘week’, ‘weekend’). **We need children in Year 1 to tell the time on analogue and digital clocks to the half hour.**
- There are words we use to indicate order and that can be applied to events (e.g. ‘before’, ‘after’, ‘next’, ‘early’, ‘earlier’, ‘late’, ‘later’)
- Familiar events can be sequenced according to when they usually occur.
- Familiar events are made up of components which usually happen in a predictable sequence.
- Timetables and calendars help us to record when events will occur.

You will need the following objects:

- Printed out cards showing events (included)
- Access to a 1 minute timer (e.g. the stopwatch function on a phone)
- A paper plate or cut out paper circle, and something to act as an hour hand (e.g. pipe cleaner, Lego block, stick)

Teacher Overview

Students will be thinking about time duration, sequencing and telling the time. Time is a particularly difficult concept to teach, so it makes sense to teach it regularly and build in activities that help students develop a sense of time. This week we are focusing on recording duration of events and ordering them. We will be telling the time with the hour hand before introducing the minute hand.

Students need experience in time in different ways. This includes sequencing activities or events, experiencing the duration of events, developing comparison points and developing appropriate vocabulary to describe time.

- Students need to develop an appropriate vocabulary to describe time duration, sequence and times of the day. See the “students need to work out” section for good terms to use.
- Students need to experience time duration and pay attention to length of time to develop estimation skills
- Students from Years 1-3 should also develop familiarity with clocks and calendars as well as time tables and schedules

While it is commonly understood that telling the time with analogue clocks is difficult to teach, you will also need to **watch out for students who:**

- have difficulty naming, describing and ordering routine daily activities
- have difficulty using or interpreting common words that describe duration
- do not yet understand vocabulary associated with points in time
- do not yet know or may confuse the order in which the days occur
- have an unrealistic idea of how long activities will take and how many can be engaged in during a specified time

What to emphasise

If you have time online with a webcam

Discuss the at-home investigation on keeping a diary of events and their duration. Use the pictures provided to order and sequence events and to discuss whether each event is a ‘long time’ or ‘short time’, using hours and half hours as reference points. Try to use vocabulary of times of the day and days of the week with children.

Check that the parents understand how the number games for the week work and make sure that you ask the student if they have played them yet.

If you have only email or phone contact

Check that parents have read the “What you need to know this week” section. Check that they understand the importance of using the number tasks and interleaving sheet so that students retain what they have learned and think regularly about number.

Tracking student achievement

Check if students can:

- Explain time durations in whole and half hours (**M1C**). NB. Calculating durations including crossing the am/pm boundary is an A standard (**M1A**).
- Tell time to the half hour (**M4C**). Please note: this should be checked regularly, not once only.

Monday: At-Home Investigation

You will need:

- A copy of the pictures from the page, cut into cards to sort out
- Something to time activities with (e.g. stop watch function on your phone)

Steps:

1. Make sure you have read “What you need to know this week” so that you know what to emphasise with your child.
2. Read the sheet to your child. Ask for their ideas on which activities might take the longest time and which would be the quickest. Discuss any ideas that they might have about time, including thinking about how to work out which activities would be quick and which would take more time.
3. Ask your child to choose 5 activities to do today. Choose another 3 for later in the week. We have tried to suggest activities that would encourage helping around the house as well as including normal weekly tasks.
4. Time each task and ask your child to explain whether the time spent was ‘longer’, ‘shorter’, or ‘about the same’ as an hour or half hour. Explaining durations of time with reference to whole and half hours is an important part of achieving the “C” standard. Feel free to do the writing for your child and record the numbers.
5. Discuss **when** you could do each task, making sure to refer to days of the week and times of day using the vocabulary from the “Students need to work out” section.
6. Discuss what your child found out with them. Keep in mind the ideas from the “What you need to know this week” section so that you can ask questions that are appropriate to the issues identified.

At-Home Investigation

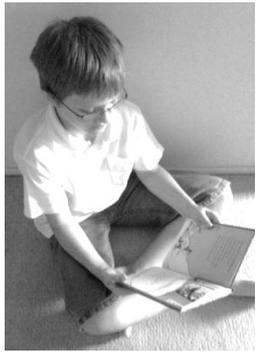
Some activities take a long time and some are very short. Look at the pictures and decide which activities will take the most time and which ones will be the quickest.

Pick 5 activities to do today, and 3 more to do later this week from the pictures.

Time how long they take and compare it to half an hour and a whole hour.

Write the activities you completed here in order from shortest to longest amount of time. Describe what you found. Record the time that you spent on each activity.

Less than half an hour	About half an hour
About an hour	Longer than an hour

<p>sleeping</p> 	<p>writing a story</p> 	<p>combing hair</p> 	<p>brushing teeth</p> 
<p>Watching one tv show</p> 	<p>eating breakfast</p> 	<p>drinking milk</p> 	<p>cooking with my family</p> 
<p>setting the table</p> 	<p>tidying up</p> 	<p>making the bed</p> 	<p>riding a bike</p> 
<p>running around outside</p> 	<p>doing a puzzle</p> 	<p>playing a game</p> 	<p>reading a book</p> 

Teacher Overview

This is a ***Problem Solving and Reasoning*** task.

The emphasis is on *investigating* time duration and discussing the *similarities, differences* and *patterns or characteristics*. We want students to explore and experience different length durations and to build reference points for discussing time, particularly using whole and half hours. There is also an emphasis on *generalising*.

If you have webcam time with children, discuss which activities they are going to do and how long they think each will take. What are they planning to do to measure the time duration? How will they record what they find?

Please make sure to read the Teacher Concerns for this week, particularly the section on what to watch out for.

Good questions to prompt thinking:

- How long is a long time? How do you know it is a long time?
- How long is a short time?
- Is _____ a long time or a short time?
- Is an hour a short time or a long time?
- Can you hop on one foot for a long time? How long?
- What can you do that would take around half an hour? How do you know?
- What would take longer than an hour? How do you know?
- If Mum says that dinner will be ready in a minute, does she mean a long time or a short time?
- How long is a day? How do we know a whole day has gone by?
- Is there something longer than a day? How long is that?
- Repeat until students have exhausted their ideas or your suggestions (e.g. "Have you ever heard of a year?" "How long is a year?" "How will you know if a whole year has gone by?" "What is something that might take a year to complete?") Encourage students to use comparative language to discuss the different terms.

Students requiring support:

- Use examples of activities that have larger differences in duration and can be easily categorised. Gradually include activities that would take relatively similar amounts of time to complete.
- Sort activities just as a 'short time' and a 'long time', particularly with reference to an hour if possible.

Extension:

- Use activities that can be expected to take relatively similar amounts of time to complete or have students sort a larger number of pictures.
- Encourage students to use formal language when discussing how long certain activities take and explain their reasoning. Students should be able to make indirect comparisons of durations using these labels.

Tuesday: Connecting Lesson

Number focus: *making and ordering collections* 15-20 minutes

You will need: 5 ziplock bags or see-through containers, 40 small items to fit in the bags/containers, a way of labelling the bag/container (e.g. masking tape and a pen to write with)

1. Show your child the items and ask them to put 8 in one bag/container. Write 8 on the label.
 - a. If your child cannot collect 8, try 5.
2. Ask your child to collect 'more than 8' in a second container. Ask your child how many they have collected and record the amount on the label. Please note, you might have to count the items with your child to make sure.
3. Ask your child to collect 'less than 8' in a third container. Repeat the labelling process.
4. Repeat the process by asking your child to make 'more than ___' or 'less than ___' until you have at 5 different amounts.
5. Ask your child to find the smallest amount (least). Put this at one end of the containers.
6. Ask your child to find the largest amount (most). Put this at the opposite end of the containers.
7. Ask your child to organise the remaining containers from the smallest amount to the largest amount. Compare and count as you need to.

Worksheet task: 20 minutes

Please note: your child might need up to 10 attempts to write the numbers correctly on the clock face. Let them try quite a few times before intervening as they will be able to tell the time more easily if they construct a clock by themselves. *You should allow extra time for this part of the task.*

In this task your child will explore how a clock is structured (writing the numbers on the face) and telling the time to the half hour using only the hour hand. While it might seem strange to ignore the minute hand, we find that it is much easier to teach telling the time with the hour hand to start with, then reintroduce the minute hand when they are confident. Check out the video online for more information as needed.

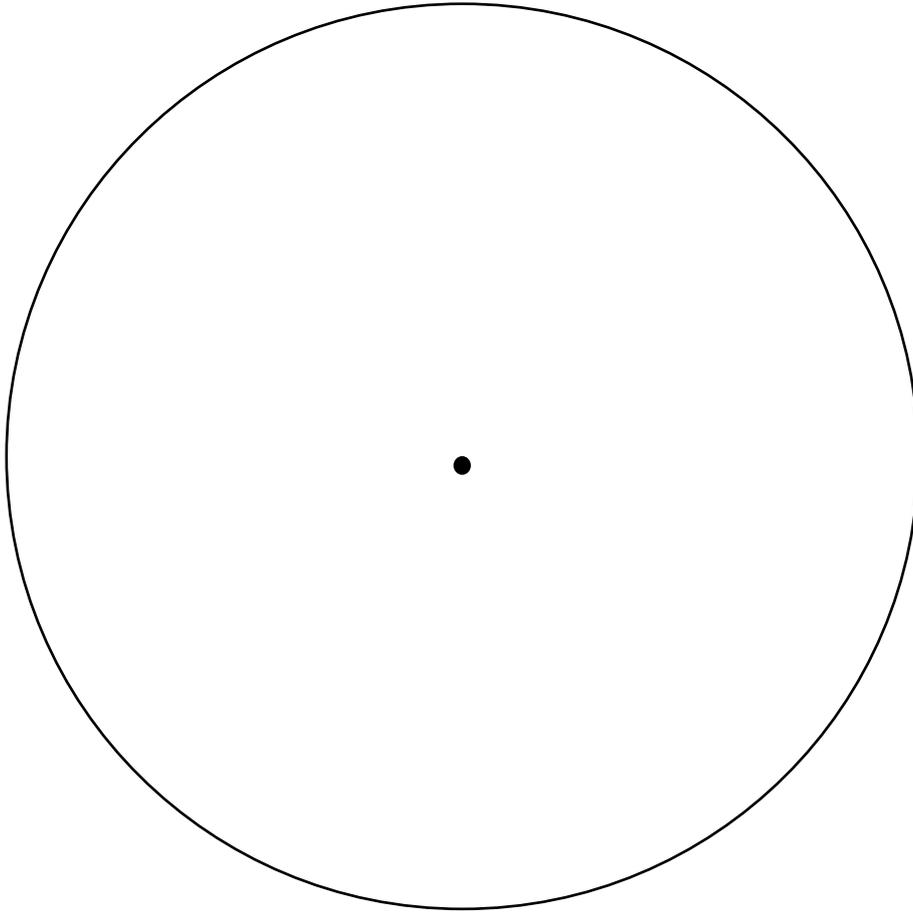
As many children struggle to read analogue clocks, we are going to start just by looking at the hour hand and how it moves. The idea is to figure out that over the course of one hour, the hour hand moves between 2 numbers on the clock (e.g. between the 5 and the 6). By looking at how close the hour hand is to those numbers we can figure out roughly what the time is.

For this activity, your child needs to determine if the hour hand is showing "o'clock" (pointing exactly at a number) or "half-past" (pointing half way between 2 numbers). If possible, please also explore pointing somewhere that is not exactly half way or exactly on a number. This will allow for discussions such as, "the hour hand is a little bit past the 3, so it must be a bit after 3:00", "the hour hand is almost at the 4, so it must be almost 4:00".

Connecting the hour hand

How a clock works

Draw the numbers on this clock face. You might need to try a few times, so use a pencil.



Draw where the **hour hand** would point for 3:00.

How will the **hour hand** move to get to 4 o'clock?

Draw on the **hour hand** for 4 o'clock and write a sentence to explain how it moves.

Where might the **hour hand point** when it was half-past 3? How could you work it out?

Where might the **hour hand point** when it was half-past 4?

Where might the **hour hand point** when it was half-past 7?

Teacher Overview

This is an ***Understanding and Reasoning*** task.

The purpose of this lesson is to *connect* the clock face and establish the importance of the hour hand. A great article on teaching analogue time is available here:

<https://www.backtofrontmaths.com.au/problem-of-the-week/timely-thoughts-on-analogue-time>

Teaching the hour hand first, then reintroducing the minute hand once they are confident, is a far quicker way of teaching how to read clocks.

If you have time online with students this activity will allow you to look at their drawings of clocks. You might want to warn families that it can take children quite some time to get the position of the numbers correct.

To help students retain the information, make sure that they have *discussed timing of events for each day* with their parents. Emphasise whole and half hours.

Wednesday: Number focus

This lesson allows your child to develop pictures in their minds for different amounts. This skill at Foundation is strongly linked with understanding of maths in Year 4.

Comparing amounts to 10 or 20

This task is repeated from last week

You will need: Up to 20 small items (e.g. spoons, toy cars, buttons, balls of paper, toothpicks) and a copy of the tens frame or 20 frames sheets to put the objects in.

You will need to choose from the following two games as appropriate for your child

Make to 10: (see next instruction if your child already understands 10s facts)

1. Ask your child to collect 5 objects and place them in the tens frame. Ask them how many spaces are left. State this as a sentence to model the idea, "5 objects and 5 spaces makes our 10". Have your child colour in the squares on the tens frame and fill in the numbers.
2. Next, ask your child to place some objects in while you look away. Look back and state the amount of objects and spaces out of 10. Swap roles, so that you put the objects in and they state how many objects and spaces there are. Your child should still do the colouring and writing.
3. Ask your child what other numbers you could make that haven't been used yet. Continue until you have found them all.
4. Display your tens frames picture somewhere in the house so that your child regularly sees the pairs of numbers that make ten.

Make to 20:

If at all possible, use the same basic instructions but make to 20 instead using the second sheet. Teen numbers are particularly important for children to understand by the end of Year 1, so a heavy focus on them is appropriate.

Time task: five 1 minute tasks

To build on the concepts from this week, ask your child to work out how many repetitions of each of the following activities they can do in one minute. Record their guess, and the actual number.

- Star jumps (jumping jacks)
- Skipping around your house/yard/driveway
- Push ups or sit ups or if something more sedentary is needed, count to 10/build and knock down a tower with 6 blocks, make a wall with plastic cups etc.
- Catches of a ball
- Pages of a story I can read

Please also give your child more practice at telling the time to the half hour.

Number focus worksheet: making 10

objects and spaces makes

objects and spaces makes

objects and spaces makes

Number focus worksheet: making 20

objects and spaces makes

objects and spaces makes

objects and spaces makes

objects and spaces makes

Teacher Overview

This is a **Quantity and Partitioning** lesson. It gives students an opportunity to develop the concept of “how many” in relation to 10 or 20 and to focus on developing a strong understanding of teen numbers. Please read the important information for the week to understand why quantity is important. There is also a free webinar to watch on important number concepts in the article on the website called, “When kids get stuck and never catch up”. It will take you through the first 3 number concepts that are most important for children to understand in early primary.

Ask families to complete the five 1-minute timed tasks or do it with children online. The idea is to develop a reference point for one minute by determining how many repetitions of particular activities they can complete in one minute (star jumps, push ups...).

Thursday: Interleaved Practice Questions

Why we are using mixed up questions:

In this lesson your child will be reviewing a range of skills that they have learned previously. Each question is unrelated to the previous question, because we want your child to have to *think hard* about what to do. Mixing up questions like this, rather than just practising related questions, has been shown in research to improve student retention of concepts by 60% over a 4 month period.

What to expect:

Your child will probably have forgotten how to complete quite a few of the questions. If needed, change the numbers in each question to make them easier because this will still require your child to think hard and remember a process. If they still can't work it out, feel free to show them, but try using different numbers rather than the exact same question. There are answers to each question on the website in case you get stuck.

Interleaved practice to talk about together

Number:

1. Draw 16 counters arranged as a square.
2. A flower had 17 petals. 6 fell off. Draw the flower.
3. What number comes before 17?

Measurement/Geometry:

4. Who is the shortest person in your family? Who is the tallest? Write each person in order.
5. Draw a clock to show half-past 5.
6. Draw a shape with 6 sides. What is it called?

Chance/Data:

7. What are 3 things that you think will happen tomorrow?

Teacher Overview

The questions on this worksheet are drawn from the “C standard” of the Achievement Standard. See your tracking sheet for more detail. Each week the interleaved questions will get a little harder, and more concepts will be reviewed throughout the program as we teach that concept. We have included answers to these questions on B2FMaths@Home so that parents can find them if needed.

Support for struggling students:

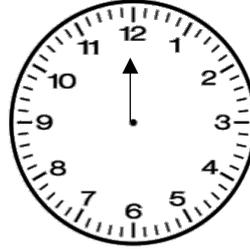
You might like to reduce the numbers in the questions. You might also give the student the answer, then ask them to work out how the answer was obtained.

Friday: Connecting and Generalising Lesson

Some activities can be done anytime. Some are done at specific times. Write the time shown on the clock and list 3 activities in each box that you would do at that time. Draw a picture of one of them.



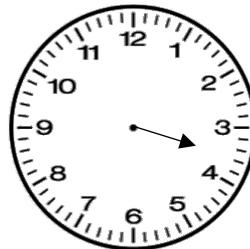
Night



Day



Morning



Afternoon

Teacher Overview

This is a **Reasoning** lesson. It is designed to extend student understanding further and promote generalising. In particular, this lesson asks students to connect events with times of the day. This is quite difficult for Year 1 students but it is a great connection to make. If you have time online with children, focus on asking them how long each event takes.

To extend student thinking further:

- Ask students to compare duration for events that they listed. This is particularly difficult as they will not be able to directly compare events that only happen at differing times of day.
- Reintroduce the minute hand and consider how it moves around the clock.