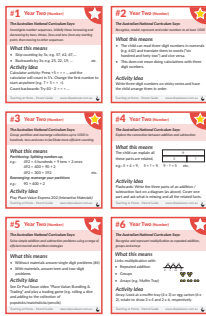


# 2 YEAR STARTER PACK

## How to use

1



## This Year's Content

- Uses content from the Quick Curriculum Guides for Parents & Teachers, based on the Australian Curriculum
- Take a look at what to do over the coming school year
- Pay extra attention to the items with a star ★, they're very important!

2



## Last Year's Content

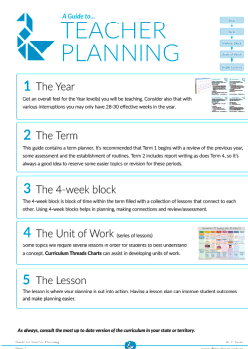
- With weeks of holidays behind them, students will have forgotten a little bit. Using the first few weeks of class to refresh students on this content is a good time investment.
- Take a quick look over last year's content. Recommendation: spend a little bit more time looking back at the items with a star ★.

3

## Review / Assessment and Year Planning

- Review the starred ★ concepts that were in the previous year's Quick Curriculum Guide with your students.
- We have included 1 assessment item based on an important concept to help get you started at the back of this booklet.

4



## More Help

- Get some helpful tips on planning - from the full year right down to the individual lesson. See the booklet "A Guide to Teacher Planning"
- Free download at [www.drpaulswan.com.au/planning](http://www.drpaulswan.com.au/planning)

These materials are provided as-is and intended as assistance tools only.

# Quick Curriculum Guide for Parents and Teachers (Year Two)

These Quick Curriculum Guides have been designed to take a look at the Australian Mathematics Curriculum, explain the terminology and provide a few interpretations. This tool has been designed as a document to assist both parents and teachers. The activity ideas only use a minimum of materials, most of which can be found at home and can easily be adapted to the classroom. In places where there is ambiguity, Linda and I have used our professional judgement to put forward what we feel is **appropriate for students at this year level**.

## About Year Two:

- Again, year two builds a lot on year one content, for example in year one children *recognise coins* but in year two they *count* coins and later notes. Likewise they tell time to the half hour in year one but in year two this is extended to quarter hour. It therefore makes sense to review some of these ideas before starting on year two content. See the Quick Curriculum Guide for Parents and Teachers (Year One) for more information.


## For Teachers:

- You are welcome to send home these cards and activities to parents. A great way of organising your term might be cutting up the cards and adding to the activities ideas.
- Please note, some states and territories do not 100% match the national Curriculum in their state curriculums.

## For Parents:

- Keep in mind this is what children learn over the **whole year**, not just in one term.
- All children are different, so expectations will vary even between children within the same year level.
- For the listed activities, we think these are all worth trying / could be managed in a home setting even for those inexperienced with teaching at home. We have tried to avoid specialty equipment.
- Even if you're not too sure about teaching, just introducing the idea and some related vocabulary can be a great help.
- Regular routines are beneficial for children. Many of these activities can be repeated, which will help the children retain what they learn. You can do the activity the same way or make slight changes to keep it interesting. ***It is better to pick one or two activities and repeat them than it is to try them all once!***

### #2 Year Two (Number)




*The Australian National Curriculum Says:*  
Recognise, model, represent and order numbers to at least 1000

**What this means**

- The child can read three-digit numbers in numerals (e.g. 642) and translate them to words ("six hundred and forty two") and vice versa.
- This does not mean doing calculations with three digit numbers.

**Activity Idea**  
Write three-digit numbers on sticky notes and have the child arrange them in order.

Teaching at Home - Parent Guide    [www.drpaulswan.com.au](http://www.drpaulswan.com.au) 

## A sample card

Note the features of these cards:

- The text from the Australian Curriculum
- The star in the top right
  - Filled in: this means this is a topic that in our opinion is vital, perhaps as a building block to concepts in later years.
  - Not filled in: while still important, we consider this secondary.
- A simplified explanation of what the curriculum is describing
- A single activity or game idea. Some will reference free games and downloadables that you can find on [www.drpaulswan.com.au](http://www.drpaulswan.com.au). The vast majority of these activity ideas can be done at home.

**Note:** Although we have put the entries of the Australian Curriculum in one box each, they are not equal in terms of their importance or the amount of time needed to provide an understanding. Some entries will only need one of two learning sessions. Others will benefit from more, and need re-visiting a number of times throughout the year. Some entries, after an initial learning session, can be given incidental mention as the occasion arises. Teachers will use their professional judgements when deciding how long to allow for each of the entries; often combining some of them within one or more learning sessions.

The full Australian Curriculum: Mathematics can be found at [www.australiancurriculum.edu.au/f-10-curriculum/mathematics/](http://www.australiancurriculum.edu.au/f-10-curriculum/mathematics/)  
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**Acknowledgement to Linda Marshall for her assistance developing these notes.**

## #1 Year Two (Number)



**The Australian National Curriculum Says:**

Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences

### What this means

- Skip counting by 5s; e.g. 57, 62, 67,...
- Backwards by 3s; e.g. 25, 22, 19, ... etc.

### Activity Idea

Calculator activity: Press  $+5 = = = \dots$  and the calculator will count in 5's. Change the first number to start anywhere (e.g.  $7 + 5 = = =$ ).

Count backwards: Try  $40 - 2 = = = \dots$



## #2 Year Two (Number)



**The Australian National Curriculum Says:**

Recognise, model, represent and order numbers to at least 1000

### What this means

- The child can read three-digit numbers in numerals (e.g. 642) and translate them to words ("six hundred and forty two") and vice versa.
- This does not mean doing calculations with three digit numbers.

### Activity Idea

Write three-digit numbers on sticky notes and have the child arrange them in order.



## #3 Year Two (Number)



**The Australian National Curriculum Says:**

Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting

### What this means

**Partitioning: Splitting numbers up,**

e.g.:  $492 = 4 \text{ hundreds} + 9 \text{ tens} + 2 \text{ ones}$

$492 = 400 + 90 + 2$

$492 = 300 + 192$

etc.

**Rearranging: rearrange your partitions**

e.g.:  $90 + 400 + 2$

### Activity Idea

Play Place Value Express 202 (Interactive Materials)



## #4 Year Two (Number)



**The Australian National Curriculum Says:**

Explore the connection between addition and subtraction

### What this means

The child can explain all these parts are related,

9	
5	?

e.g.:  $5 + 4 = 9$ ,  $5 + ? = 9$ ,  $9 - ? = 5$  etc.

### Activity Idea

Flashcards: Write the three parts of an addition / subtraction fact on a diagram (as above). Cover one part and ask what is missing and all the related facts.



## #5 Year Two (Number)



**The Australian National Curriculum Says:**

Solve simple addition and subtraction problems using a range of efficient mental and written strategies

### What this means

- Without materials answer single digit problems (#4)
- With materials, answer teen and two-digit problems

### Activity Idea

See Dr Paul Swan video "Place Value: Bundling & Trading" and play a trading game (e.g. rolling a dice and adding to the collection of popsticks/matchsticks/pencils)



## #6 Year Two (Number)



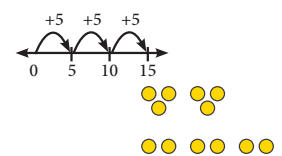
**The Australian National Curriculum Says:**

Recognise and represent multiplication as repeated addition, groups and arrays

### What this means

Links multiplication with:

- Repeated addition
- Groups
- Arrays (e.g. Muffin Tray)



### Activity Idea

Array: Look at a muffin tray (4 x 3) or egg carton (6 x 2), rotate to show 3 x 4 and 2 x 6, respectively.



## #7 Year Two (Number)



### The Australian National Curriculum Says:

Recognise and represent division as grouping into equal sets and solve simple problems using these representations

### What this means

There are two types of division:

- Sharing: e.g. 12 biscuits shared among 6 children "one for you, one for you..." until they're all divided.
- Grouping: e.g. 80 lollies, making bags with 10 lollies in each, "how many bags?"

### Activity Idea

Try the two situations above. Read *The Doorbell Rang* by Pat Hutchins



## #8 Year Two (Number)



### The Australian National Curriculum Says:

Recognise and interpret common uses of halves, quarters and eighths of shapes and collections

### What this means

- Children need to link the picture with the symbol and the word (One eighth of a cake or one eight of 8 lollies with  $\frac{1}{8}$  and the words "one eighth").

### Activity Idea

Fold strips of paper lengthways in half then fourths (half of a half) and eighths (half of a half of a half).

Compare the sizes of each fraction. The half is the biggest, then the  $\frac{1}{4}$  and the  $\frac{1}{8}$  is the smallest piece.

See also that  $\frac{2}{4}$  are the same as  $\frac{1}{2}$ , etc.



## #9 Year Two (Number)



### The Australian National Curriculum Says:

Count and order small collections of Australian coins and notes according to their value

### What this means

Use real money. Children are given a few coins/small notes (\$5, \$10) and work out how much it is altogether.

**Small collections:** we suggest no more than \$20.

### Activity Idea

Moneybox count: Empty the money box or coin collection and count it.



## #10 Year Two (Number)



### The Australian National Curriculum Says:

Describe patterns with numbers and identify missing elements

### What this means

Example: 2, 4, 6, \_, 10

Describe: the child can explain the pattern is going up by twos

Identify: they can answer that the missing number is 8.

### Activity Idea

Put out cards in a pattern, e.g. 1, 3, 5, 7, 9, 11 and turn one of the cards 7, 9 or 11 over. Ask what's missing.



## #11 Year Two (Number)



### The Australian National Curriculum Says:

Solve problems by using number sentences for addition or subtraction

### What this means

- An addition number sentence would be  $5 + 4 = 9$ .
- Also required here is translating a word problem into a number sentence e.g. "I had 5 lollies and my friend gave me some lollies and now I have 9, how many did they give me?" There are variations of this including subtraction (see Card 4).
- Given a number sentence e.g.  $5 + 4 = ?$  write an appropriate word problem "I had five lollies..."



## #12 Year Two (Number)



### The Australian National Curriculum Says:

Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units

### What this means

**Appropriate uniform informal units:** Not formal (e.g. millimetres) but rather using the same unit in your measurement experiments, e.g. measuring the length of all the books on the bookshelf using paperclips. Watch for gaps and overlaps between the paperclips (or units)

### Activity Idea

Measure larger items around the home in handspans.



## #13 Year Two (Measurement)



**The Australian National Curriculum Says:**  
Compare masses of objects using balance scales

### What this means

- This is referring to this sort of balance.
- Comparisons are made in terms of heavier/lighter.



### Activity Idea

Cooking: If using scales, just refer to heavier/lighter rather than reading the value (e.g. 250 g)



## #14 Year Two (Measurement)



**The Australian National Curriculum Says:**  
Tell time to the quarter hour using the language of 'past' and 'to'

### What this means

Try to use both analogue and digital clocks. See that, for example, quarter past 2 is the same as 2:15, and that quarter to 7 is the same as 6:45.

### Activity Idea

Time Match Quarter Hour Game  
(available from [drpaulswan.com.au/games](http://drpaulswan.com.au/games))



## #15 Year Two (Measurement)



**The Australian National Curriculum Says:**  
Name and order months and seasons

### What this means

- How many months in a year? Name them in order.
- How many seasons in a year? Depending on where you live, this may be 4 (spring, summer, autumn and winter) or 2 (wet season and dry season), etc.

### Activity Idea

Refer to calendars on the wall.



## #16 Year Two (Measurement)



**The Australian National Curriculum Says:**  
Use a calendar to identify the date and the number of days in each month

### Activity Idea

- Use the rhyme, "Thirty days has September, April, ..."
- Use a calendar to look to find and write today's date and to mark in special dates, for example, ANZAC Day, show them written in several ways, e.g. 25 April 2020, 25/4/2020, 25.04.2020.
- Name before and after dates, e.g. "What day of the week was three days before the 2nd of May?"



## #17 Year Two (Geometry)



**The Australian National Curriculum Says:**  
Describe and draw 2D shapes with and without digital technologies

### What this means

- We think they should know both regular and irregular shapes from Triangles to Octagons.
- Can they identify the key features? E.g. a triangle has 3 sides. Can they draw a shape when asked?
- Digital technologies = apps / computer programs
- Note: Angles are not formalised at this point. You can point them out but don't measure them.

### Activity Idea

- "Draw a three sided shape" & "Draw a triangle" etc.



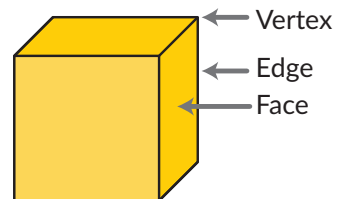
## #18 Year Two (Measurement)



**The Australian National Curriculum Says:**  
Describe the features of three-dimensional objects

### What this means

- Shapes are flat, objects are three dimensional.
- Objects are made up of faces, corners (vertices) and edges



### Activity Idea

Cut up cereal and toberone boxes and investigate the faces, edges and vertices





## #19 Year Two (Geometry)



**The Australian National Curriculum Says:**

Interpret simple maps of familiar locations and identify the relative positions of key features

### What this means

Can interpret rough maps and directions with no reference to scale, compass directions, etc. The maps should properly reflect reality (e.g. the park is on the way home from school).

### Activity Idea

Read out instructions for the child to make an obstacle course. e.g. "Put the ball first, then the box, then the pillow ..."



## #20 Year Two (Geometry)



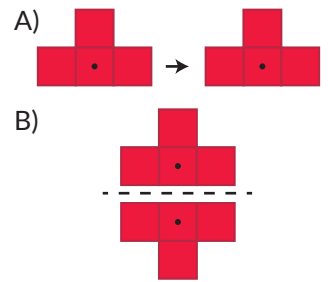
**The Australian National Curriculum Says:**

Investigate the effect of one step slides and flips with and without digital technologies

### What this means

A) Slides (translation) and

B) flips (reflections) do not change the shape or size of an object.



### Activity Idea

Cut out some shapes and flip / slide them.



## #21 Year Two (Geometry)

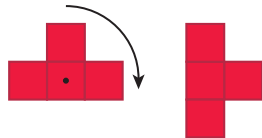


**The Australian National Curriculum Says:**

Identify and describe half and quarter turns

### What this means

Rotate shapes and objects. Do not refer to 'degrees' at this time.



### Activity Idea

Play a game where the child becomes a 'robot', and you 'program' it with statements such as, "take one step forward, make a quarter turn; take 3 steps forward and make a half turn", etc.



## #22 Year Two (Stats & Probability)



**The Australian National Curriculum Says:**

Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely', and identify some events as 'certain' or 'impossible'

### What this means

Practical activities here means looking at familiar situations e.g. when playing a game they can describe possibilities in one of those four general terms. "It is unlikely that I will roll three sixes in a row."

### Activity Idea

Ask the question "What do you think the chances are that ..."



## #23 Year Two (Stats & Probability)



**The Australian National Curriculum Says:**

Identify a question of interest based on one categorical variable. Gather data relevant to the question

### What this means

One categorical variable means that there is only one type of data collected; e.g. favourite types of sport, or hair colour.

The child can ask family members / friends about their favourite meal, TV show, ice-cream, etc. and collect the data.

### Activity Idea

Conduct a poll and collect data



## #24 Year Two (Stats & Probability)



**The Australian National Curriculum Says:**

Collect, check and classify data

### What this means

**Checking data:** For example, does the number of responses recorded match how many people were asked? Tally marks are a useful tool here.

Once the child has collected their data (see Card 23) they classify it in some way; e.g. in a table according to the hair colours / variable they collected data for.

### Activity Idea

Expand on the poll data taken in Card 23



# #25 Year Two (Stats & Probability)



The Australian National Curriculum Says:

Create displays of data using lists, tables and picture graphs and interpret them

## What this means

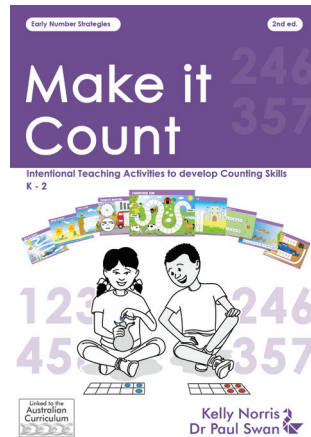
The child can sort some objects into different categories, e.g. a child might list toy cars according to colour.

Picture graphs: only do ones where one picture = 1 item.

## Activity Idea

The child makes a list and then creates a table of books according to categories.

## Further Support



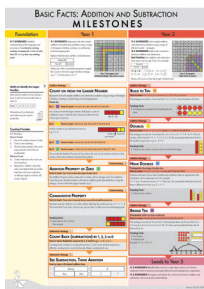
Designed for early childhood right through to Year 2 this book includes a variety of practical ideas and games suited for young children.

Clear links between the strategies and the Australian Curriculum are made.

## Free Support

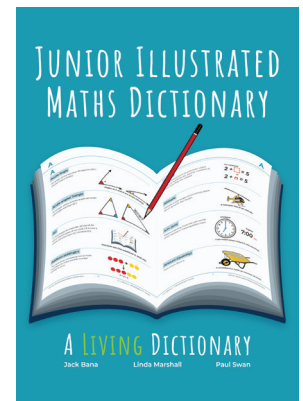
A suggested order for teaching basic addition and subtraction facts (related to card #4) can be found at [www.drpaulswan.com.au/planning](http://www.drpaulswan.com.au/planning)

Milestones: Basic Facts Addition & Subtraction (Free Download)



## Further Support

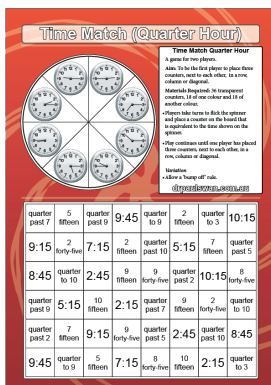
Some further activities and assistance can be found in: Junior Illustrated Maths Dictionary



## Free Support

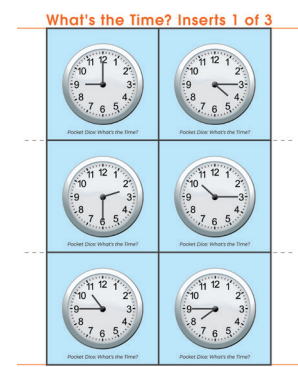
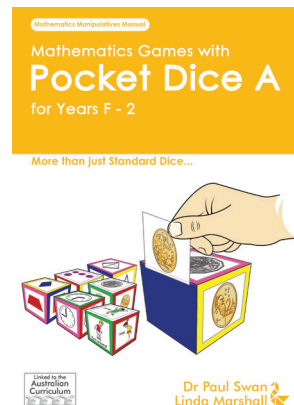
Some free A4 downloadable games are available for Year 2

go to <https://drpaulswan.com.au/games/>



## Further Support

Pocket Dice Book A for Years F - 2 has a series of versatile activities that cover a lot of this content.



# Quick Curriculum Guide for Parents and Teachers (Year One)

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## About Year One:

- Year one builds on the foundation laid in the early years and as such some gaps might start to appear. Sometimes children might have missed a key idea. For example, when learning to add  $2 + 6$  children often count all of the numbers 1, 2, 3, 4, 5, 6, 7, 8. The more efficient method of counting starts from the larger number, 6, and counts on: 7, 8. This method involves less counting and therefore is less error prone but relies on children understanding that  $2 + 6$  and  $6 + 2$  are equivalent.

## For Teachers:

- You are welcome to send home these cards and activities to parents. A great way of organising your term might be cutting up the cards and adding to the activities ideas.
- Please note, some states and territories do not 100% match the national Curriculum in their state curriculums.

## For Parents:

- Keep in mind this is what children learn over the **whole year**, not just in one term.
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### #3 Year One (Number)



**The Australian National Curriculum Says:**

Count collections to 100 by partitioning numbers using place value.

#### What this means

Links with Card #2. When children count larger numbers in ones they often lose track. One way to overcome this is to group every set of ten.

Collections: counting physical materials, not just reciting abstract words.

#### Activity Idea

Pour a large number of sticks / blocks / buttons etc. onto the floor and ask them to count. Repeat. Help the child realise it is easier to group into tens.

Teaching at Home - Parent Guide

[www.drpaulswan.com.au](http://www.drpaulswan.com.au)



## A sample card

Note the features of these cards:

- The text from the Australian Curriculum
- The star in the top right
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**Acknowledgement to Linda Marshall for her assistance developing these notes.**





## #1 Year One (Number)



### The Australian National Curriculum Says:

Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero.

### What this means

- Count to 100: 0, 1, 2, ...
- Start at a different number: 32, 33, 34, ...
- Count back from any number: 85, 84, 83, ...
- Skip counting e.g. 0, 2, 4, 6, ... or 0, 5, 10, 15, ...

### Activity Idea

Calculator Count: Press +1, =, =, = to start it counting in ones. Press 10 + 2 =, =, = to count in 2's.



## #2 Year One (Number)



### The Australian National Curriculum Says:

Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line.

### What this means

**Model:** use materials (sticks, blocks, etc.), grouping them in tens and ones. Able to answer questions like:

- What numbers come before and after 29?
- Which is bigger, 36 or 63?

Does NOT mean adding or subtracting to 100.

### Activity Idea

Write 5 two-digit numbers on post-it notes and stick in order.



## #3 Year One (Number)



### The Australian National Curriculum Says:

Count collections to 100 by partitioning numbers using place value.

### What this means

Links with Card #2. When children count larger numbers in ones they often lose track. One way to overcome this is to group every set of ten.

Collections: counting physical materials, not just reciting abstract words.

### Activity Idea

Pour a large number of sticks / blocks / buttons etc. onto the floor and ask them to count. Repeat. Help the child realise it is easier to group into tens.



## #4 Year One (Number)



### The Australian National Curriculum Says:

Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.

### What this means

Do addition and subtraction with small numbers (less than 10) and using materials to help, e.g. putting a group of 3 counters and 4 counters together, or taking 2 counters from a group of 5.

See Dr Paul Swan's Addition/Subtraction Milestones for more information on the specific strategies.

### Activity Idea

Watch the Dr Paul video Shake and Spill & play it.



## #5 Year One (Number)



### The Australian National Curriculum Says:

Recognise and describe one-half as one of two equal parts of a whole.

### What this means

The child can recognise an item such as a sandwich cut into two equal sections has two halves.

### Activity Idea

Ask the child to draw a shape, cut it out and fold it in half. Each part is exactly the same.



## #6 Year One (Number)



### The Australian National Curriculum Says:

Recognise, describe and order Australian coins according to their value.

### What this means

Children can identify which coin is 5c, 10c, etc.

Children can describe the features of money e.g. by size, shape, colour, the images on the coins.

Children understand which coins are worth more.

### Activity Idea

Sort a pile of coins into the different denominations.

See also **Money Match 1** from drpaulswan.com.au



## #7 Year One (Number)



**The Australian National Curriculum Says:**

Investigate and describe number patterns formed by skip-counting and patterns with objects

### What this means

- Links with Card 1. There are two distinct types of patterns, number patterns and patterns with objects.

### Activity Idea

**Number patterns:** show the 0, 5, 10, 15... and 0, 2, 4, 6, 8... number patterns on a number grid.

**Patterns with objects:** Use pegs / buttons / etc. Lay out a blue button, red button, blue, red, ... ask the child to describe.



## #8 Year One (Measurement)



**The Australian National Curriculum Says:**

Measure and compare the lengths and capacities of pairs of objects using uniform units

### What this means

- Length: the blue pencil is 5 macaroni pieces long, the red one is 8 pieces long, which is longer?
- Capacity: this jar holds 5 eggcups of water, that one holds 3 eggcups of water, which holds more?

### Activity Ideas

**Length:** Lay out long and short tracks for toy cars.

**Capacity:** Cooking.



## #9 Year One (Measurement)



**The Australian National Curriculum Says:**

Tell time to the half-hour

### What this means

- Tell time to the hour first, then half hour on both analogue and digital clocks
- The child should get exposure to the words o'clock and "half past" (analogue) and "thirty" (digital).
- You will need to point out the positions of the hour and minute hands on analogue clocks.

### Activity Idea

Time Match (to the hour) and Time Match (to the Half Hour) from [drpaulswan.com.au](http://drpaulswan.com.au)



## #10 Year One (Measurement)



**The Australian National Curriculum Says:**

Describe duration using months, weeks, days and hours

### What this means

Talk about events and their durations.  
Explain the differences between hours, days, etc.

### Activity Idea

Ask "which is longer" questions, e.g. Which is longer, 2 weeks or 1 month?



## #11 Year One (Geometry)



**The Australian National Curriculum Says:**

Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features

### What this means

Examples:

- A triangle has 3 sides
- A cube is made up of 6 squares (known as faces)

### Activity Idea

Read or watch *The Greedy Triangle* by Marilyn Burns

Read or watch *Captain Invincible and the Space Shapes* by Stuart Murphy



## #12 Year One (Geometry)



**The Australian National Curriculum Says:**

Give and follow directions to familiar locations

### What this means

Children are asked to provide/follow instructions.  
Sample simple directions (prepositions) include "above, below, next to, behind, beneath" etc.

### Activity Idea

- Play "Simon Says" with directions.
- Play "Robot" where one person describes what the 'robot' has to do to get to another spot e.g. "take 3 steps forward, turn right..."



## #13 Year One (Stats & Probability)



### The Australian National Curriculum Says:

Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'

### What this means

The child can make reasonable statements like:

- It **might** rain tomorrow
- It is **impossible** for my dog to fly
- The sun **will definitely** rise tomorrow

### Activity Idea

- Ask some questions like "What do you think the chances are that ..."

Teaching at Home - Parent Guide

[www.drpaulswan.com.au](http://www.drpaulswan.com.au)



## #14 Year One (Stats & Probability)



### The Australian National Curriculum Says:

Choose simple questions and gather responses and make simple inferences

### What this means

**Inference:** based on the data gathered making a reasonable conclusion.

### Activity Idea

The child asks friends and family what pets they have and records this. From this they can state what type of pet is the most common among that group.

Teaching at Home - Parent Guide

[www.drpaulswan.com.au](http://www.drpaulswan.com.au)



## #15 Year One (Stats & Probability)



### The Australian National Curriculum Says:

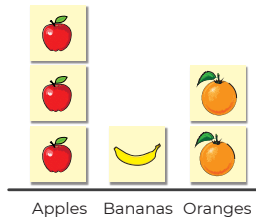
Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays

### What this means

Can be in the form of a simple display / drawing.

**Descriptions:** Which has more / less / most / least and counting the number of items displayed.

#### Fruit in the Bowl



### Activity Idea

- Make a simple graph on lollies in the pack etc.

Teaching at Home - Parent Guide

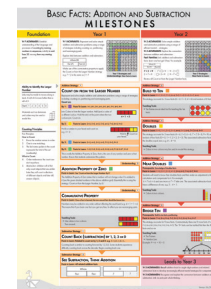
[www.drpaulswan.com.au](http://www.drpaulswan.com.au)



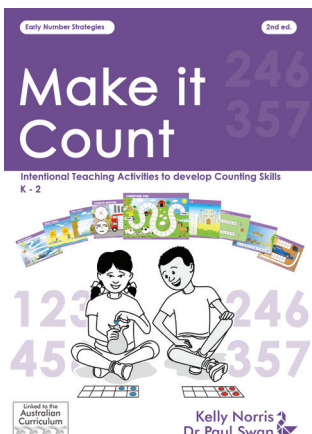
## Free Support

A suggested order for teaching basic addition and subtraction facts can be found at [www.drpaulswan.com.au/planning](http://www.drpaulswan.com.au/planning)

Milestones: Basic Facts Addition & Subtraction (Free Download)



## Further Support



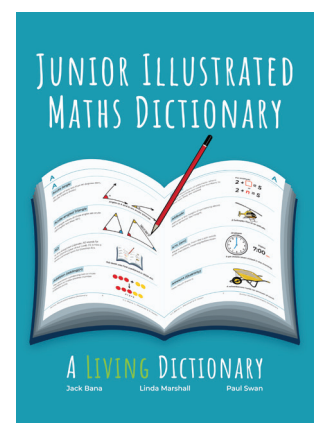
Designed for early childhood right through to Year 2 this book includes a variety of practical ideas and games suited for young children.

Clear links between the strategies and the Australian Curriculum are made.

Kelly Norris  
Dr Paul Swan

## Further Support

Some further activities and assistance can be found in :



# Telling Time to the Half Hour - Review

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Draw the hands of the clock to show 8 o'clock



2. What time does this clock show?



Answer: \_\_\_\_\_

3. What time does this clock show?



Answer: \_\_\_\_\_

4. The digital clock shows 9:00. Show this on the analogue clock.

9:00



5. Write down in words what time this clock shows.



Answer: \_\_\_\_\_

# Telling Time to the Half Hour - Review

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Draw the hands of the clock to show half past eight.



2. What time does this clock show?



Answer: \_\_\_\_\_

3. What time does this clock show?



- four past six
- half past six
- four o'clock
- half past four
- half past three

4. Which clock shows half past two?



5. The digital clock shows 9:30. Show this on the analogue clock.

9:30

