

Home Learning: Year 3 Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 3	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	https://uk.ixl.com/math/year-3/multiplication-tables-for-2-3-4-5-and-10	https://uk.ixl.com/math/year-3/add-fractions-with-like-denominators	https://uk.ixl.com/math/year-3/add-fractions-with-like-denominators-using-number-lines	https://uk.ixl.com/math/year-3/subtract-fractions-with-like-denominators	https://uk.ixl.com/math/year-3/subtract-fractions-with-like-denominators-using-number-lines
Four Days of Reasoning (Monday-Thursday)	<p>Summer Term Week 10(Wk commencing 29th /6)</p> <p>https://whiterosemaths.com/homelearning/year-3/</p> <p>Worksheets (and answers) for each lesson can be found below.</p>	<p>Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas.</p> <p>If you feel your child needs greater challenge click onto this link https://whiterosemaths.com/homelearning/year-4/ If your child struggles with maths, they could work on the learning set for year groups lower down the school.</p>			
Friday	<p>On Friday you can revise any part of the week's learning that you found difficult. You can simply repeat one of the lessons if you like. You can also practise times tables.</p>				

Home Learning: Year 3 English

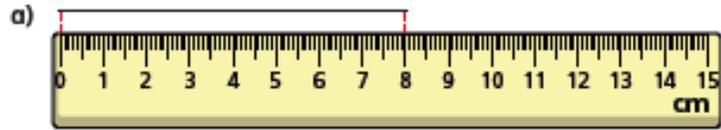
Y3	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/ for some on-line stories and some good book recommendations.				
Writing	<p>LO: to answer questions about a story Listen to Ruth reading The Night Shimmy by Gwen Strauss and Anthony Browne and answer the questions below</p> <ul style="list-style-type: none"> • Read each question carefully. • Listen again to parts of the story if you need to. • Write your answers in the spaces provided. • Check that your answers say what you wanted them to. 	<p>LO: Use Noun Phrases Read information on Expanded Noun Phrases. Make sure you understand it. Pause The Night Shimmy at a picture you really like or choose one from Pictures from The Night Shimmy (below). In your books, write about what is going on in the picture. Use expanded noun phrases for description. REMEMBER: Add lots of detail into your writing. Think about your learning last week where you started with a simple sentence and then added in extra information (see planning grid below). You might also find it helpful to think of the five senses (Eg what to you see, hear, smell, taste, touch)</p>	<p>LO: Write descriptively Design and then write about your about your own 'wizard/superhero' Night Shimmy costume. Your drawing should be detailed and annotated (labelled) and include information about equipment that goes with the costume. Your writing should include descriptions of colour and material (for example 'The cloak is fluorescent so that it glows in the dark and the helmet is reinforced steel to add protection'). Add as much detail to your writing as you can.</p>	<p>LO: write a story The Night Shimmy chooses the 'best stories' for Eric at night. What do you think the very best story is? In your book, write your own version of the your very favourite story. If this story is a long one, you will have to make it shorter – keep the characters and all the exciting bits! There is a planning sheet below to help you (or you can plan in a way that suits you). When you have finished your story, try to make time to read it to someone at home. This will help you spot any improvements you can make.</p>	<p>Spellings LO: Learn spellings Learn the new set of spellings you have been set by Ms Ross (see below). Use a strategy that suits you. There are some ideas below. You do NOT necessarily need to print out this sheet and fill it in. (If you do, please remember to CHECK as you go along and ask an adult to check all spellings are correct by the time you reach the 3rd column.) You will have another lesson in a week's time when you will be asked to get someone to test you on the words. You will also be able to work on the words some more in that lesson if you need more time.</p>

Home Learning: Year 3 Curriculum

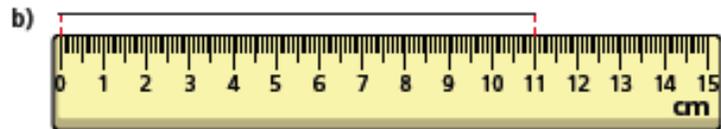
Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Art/Spanish
<p>LO: explore digital tools Where is the Mediterranean?</p> <ul style="list-style-type: none"> • Name the 7 continents and 5 oceans. Check your answers below. • Using Google Earth find and label the countries on the map below. <p>Watch this video.</p> <ul style="list-style-type: none"> • Make a mind map showing what you already know about the Mediterranean. You will need: I Support: Mind map with questions 	<p>LO: To understand the function of muscles This video will recap on how muscles help our bones move.</p> <ul style="list-style-type: none"> • Choose one of the exercises from the support sheet. Which muscles did you use? • Draw a diagram of yourself doing an activity. Label the muscles that you use. <p>Challenge: when do the muscles contract and relax?</p>	<p>LO: Revise Historical Sources How can we find out about the past?</p> <ul style="list-style-type: none"> • Think about our history lessons at school, what have you used to learn about the past? • Have a look at the pictures below. They show lots of things we can use to discover what happened. • Can you explain why each one is useful? Are there any that are more useful than others? (see challenge)? 	<p>LO: Understand the Miracles of Jesus Watch the video and read the Bible story below. https://www.youtube.com/watch?v=K2t3-S6eSUU</p> <p>Then imagine that you are Peter and re-tell the story of the miracle of Jesus walking on the water. Try to include Peter's thoughts and feelings. You might like to first highlight some key words in the story to help you.</p>	<p>Spanish Watch the video about the family! https://www.youtube.com/watch?v=NAI0PXGVNYk</p> <p>You will find a worksheet in your learning pack. Cut the names and stick them under the right person. You can colour everything in too!</p> <p>Art Drawing exercises - Learning to draw and drawing to learn.</p> <ul style="list-style-type: none"> • Why is drawing important? Look at mind map and add your own ideas. • Click here to access art exercises. • Practice exercises. Try all today, then practice individual exercises regularly to improve your drawing confidence. • What have you learnt? Which exercises did you enjoy and why? • Which drawings did you like best and why?
Everything is Interesting – Are you ready for a challenge?				

Draw accurately

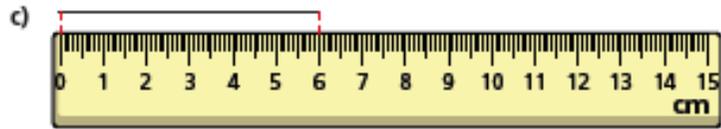
1 How long is each line?



cm



cm

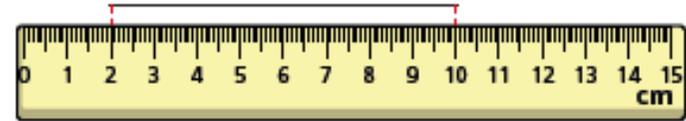


cm

2 Draw two lines that are each 5 cm long.



3 Dani says the line is 10 cm long.

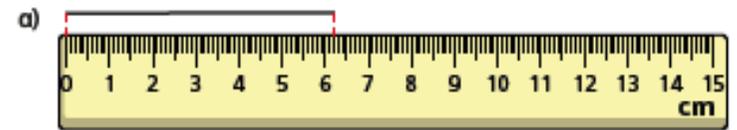


a) What mistake has Dani made?

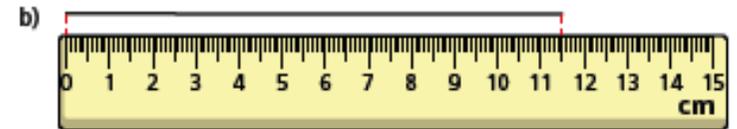
b) How long is the line?

cm

4 What is the length of each line in millimetres?



mm



mm

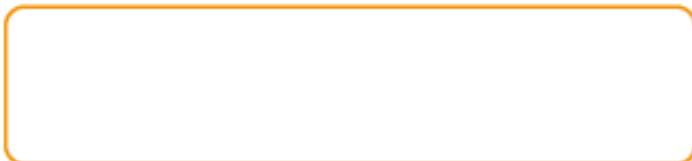
c)

mm



5 Use a ruler to draw the lines.

a) Draw a line 8 cm long.



b) Draw a line 80 mm long.



What do you notice about the lines you have drawn?

Why is this?

6 Use a ruler to help you answer the questions.

a) Draw a 4 cm by 4 cm square.



b) Measure the length of the diagonal.

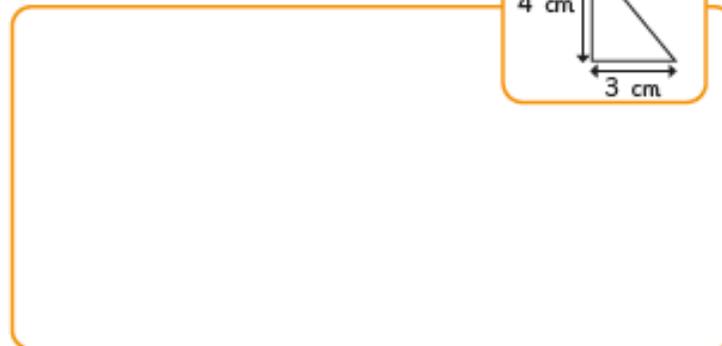
Give your answer in millimetres.

 mm

7 Draw a rectangle 8 cm long and 32 mm wide.



8 a) Make a sketch of the triangle.



b) Use your drawing to work out the perimeter of the triangle.

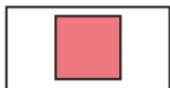
 cm

Recognise and describe 2D shapes

1 Match the shapes to the labels.



square



pentagon



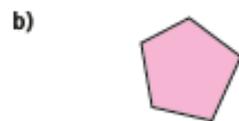
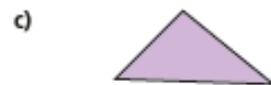
triangle



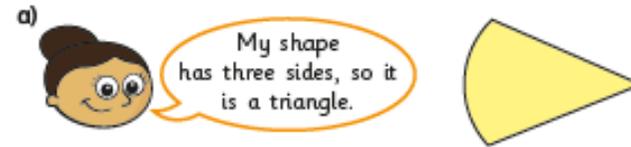
hexagon

2 Use the words to label the shapes.

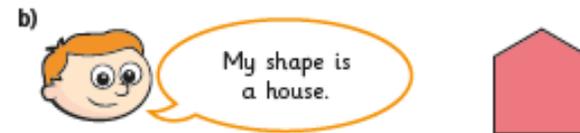
rectangle hexagon circle triangle pentagon



3 Dora and Ron each have a shape.



Why is Dora incorrect?

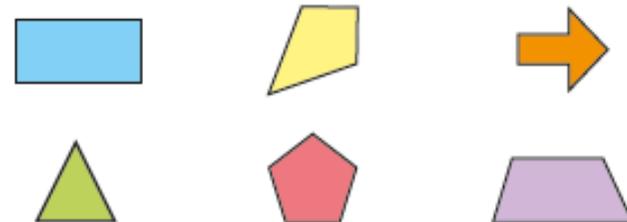


Why might Ron think that? Talk to a partner.

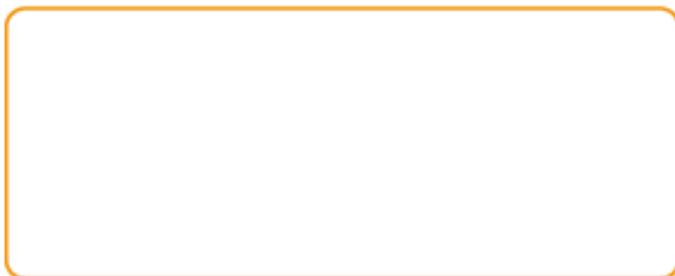
What is the mathematical name for Ron's shape?

4 Here are some shapes.

a) Circle all the quadrilaterals.



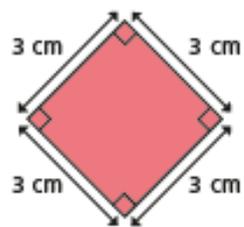
b) Draw three more quadrilaterals.



What do you notice about all the shapes you have drawn?

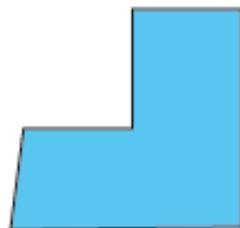
c) Is this shape a square?

Circle your answer. **yes** **no**



Compare answers with a partner.

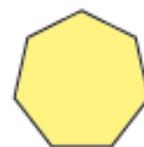
5 This shape is a hexagon.

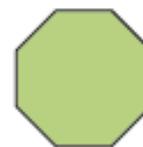


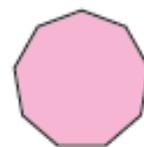
Why is it a hexagon?

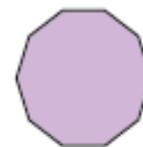


6 What is the name of each shape?



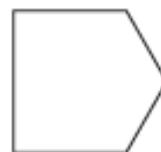






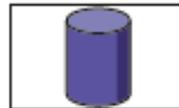
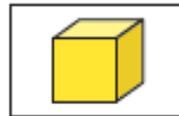
How do you know? Talk about it with a partner.

7 Each shape has at least one pair of parallel sides.
Draw on the shapes to show the parallel sides.

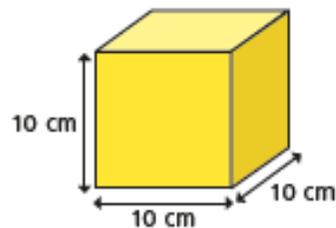


Recognise and describe 3D shapes

- 1 Kim paints the faces of some 3D shapes. She stamps the faces on to a sheet of paper. Match the stamp to the 3D shape.

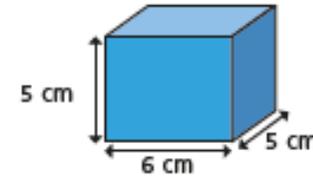
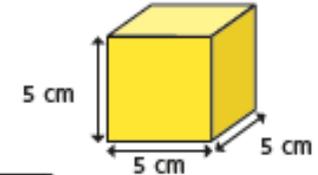


- 2 A cube is a special type of cuboid.

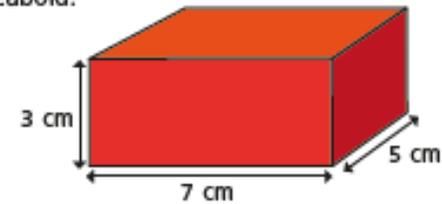


What is special about each face of a cube?
Talk about it with a partner.

- 3 Which of the shapes is a cube? Tick your answer.

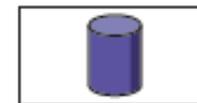


- 4 Here is a cuboid.



What do you notice about the opposite faces of a cuboid?

- 5 Match the 3D shapes to the labels.



square-based pyramid

cylinder

cone

6 Here are some shapes.

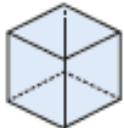
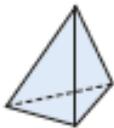
a) Circle all the triangular prisms.



b) Circle all the spheres.

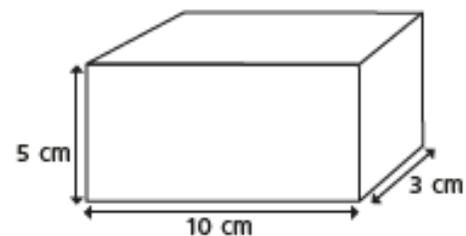


7 Complete the table.

Shape	Number of edges	Number of faces	Number of vertices
			
			
			



8 Here is a cuboid.



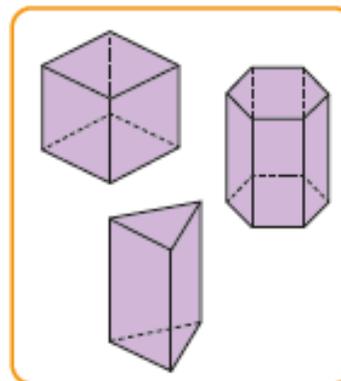
a) Shade a face that is a 5 cm by 3 cm rectangle.

b) What are the measurements of one of the other faces?

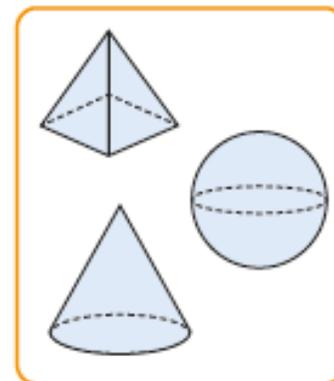
cm by cm

9 Huan sorts some shapes into prisms and non-prisms.

Prisms



Non-prisms



Talk to a partner about what a prism is like.

Can you find any prisms and non-prisms in your classroom?



Telling the time to 5 minutes

1 Label the clock to show the number of minutes past the hour.

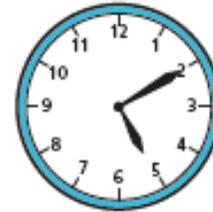
Labels provided: 5 minutes (top right), 35 minutes (bottom left)

2 Label the clock to show what time would be shown if the minute hand was pointing to each interval.

Labels provided: 5 minutes past (top right), 20 minutes to (middle left)

Is there more than one possible answer for each label?

3



The hour hand is pointing just after 5 and the minute hand is pointing to 2, so the time is 2 minutes past 5



What mistake has Ron made?

What time is it? _____

4

What time is shown on each clock?

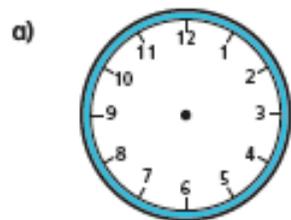
a) _____ minutes past _____

c) _____ minutes past _____

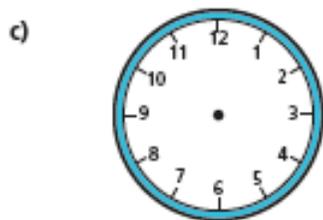
b) _____ minutes to _____

d) _____

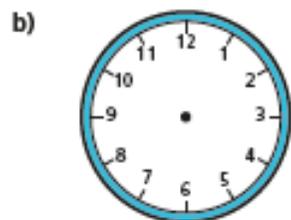
5 Draw the hands on the clocks to show the correct times.



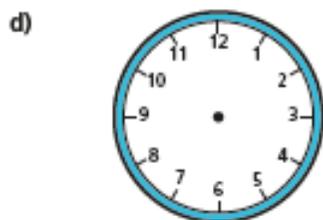
15 minutes past 6



25 minutes to 9



15 minutes to 9



5 minutes to 12

6 Jack wants to tell the time, but the hour hand has fallen off the clock.



There are 12 different possible times it could be during a full day.



Do you agree with Jack? _____

Talk about it with a partner.



7 The minute hand and the hour hand of a clock are both pointing to an even number.

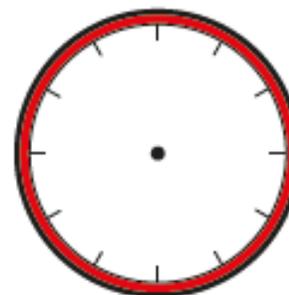
It is before midday. What times could it be?

Give three possible answers.

Compare answers with a partner. Can you find any more?

8 The numbers of the clock face were written in Roman numerals but they have been rubbed off.

The current time has a V in the hour and a V in the minutes.



What time could it be? Draw your answer on the clock.

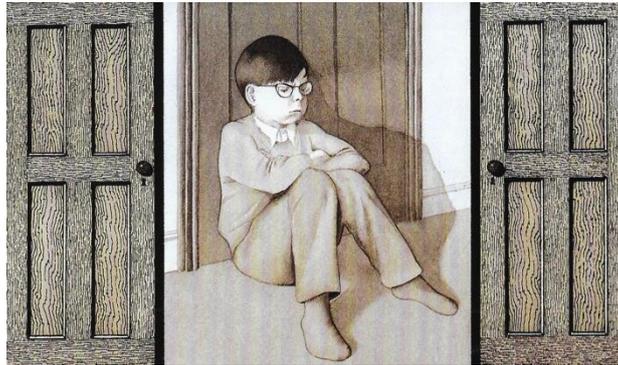
Are there any other answers?

Talk about it with a partner.



English Day One

Questions about The Night Shimmy



1. Who do you think the Night Shimmy is? Choose one of the options below or add your own answer.

A real friend of Eric's

A visiting wizard

A superhero like Batman or Superman

Eric himself imagining that he is the Night Shimmy

An imaginary friend of Eric's

2. Explain **why** you think that

3. What sort of things does the Night Shimmy do for Eric? Mention at least three things.

4. Why do you think the Night Shimmy disappears at the end of the story?

5. When does the parrot **first** appear in the story?

6. When does it become real?

7. How many parrots are there on the page which begins, 'They began to talk.'?

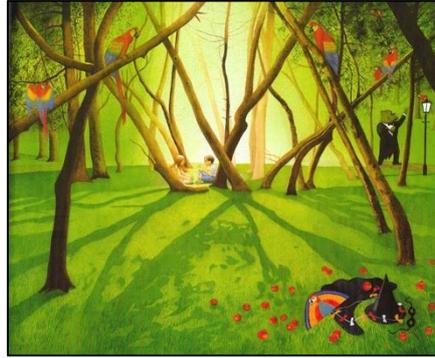
8. What do you think the parrot suggests about how Eric is feeling at the end of the story?

9. Look at the page, 'Eric slammed his bedroom door shut...' Why do you think Anthony Browne has drawn the picture just in greys and browns?

10. With most of the pictures in the book, it is a bit like we are looking through a window that is surrounded by black. How are the last three pages different?

11. **Why** do you think are they different?

English Day Two - Expanded Noun Phrases



These are examples of **noun phrases**.

the park a kite some trees two children

If we want to describe the nouns (the objects or things or people) in these phrases in more detail we can **expand** the phrases.

We do it like this:

1. Add some **adjectives** to tell us more about the noun.

the **big** park a **bright, cheerful** kite some **tall, thin** trees two **happy** children

If we use two adjectives we usually separate them with a comma.

2. Modify the adjective with **adverbs**. The adverbs tell you more about the adjectives.

the **really** big park a **very** bright, cheerful kite some **extremely** tall, thin trees two **rather** happy children

3. Add a **prepositional phrase**. The prepositional phrase tells you a bit more about where or when things happen or how things relate to one another.

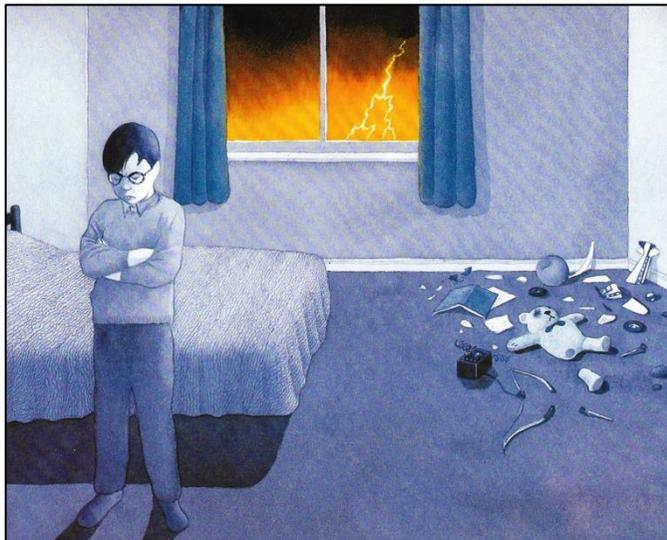
the **really** big park **with a singing gorilla**

a **very** bright, cheerful kite **beside the path**

some **extremely** tall, thin trees **on top of the hill**

two **rather** happy children **before bedtime**

Pictures from The Night Shimmy



English Day Two – Planning Grid

You might find it useful to plan your writing using a the planning grid from last week. Start with a topic sentence that shows your reader what your paragraph is about and then add in the detail.



Example

Topic Sentence	The huge parrot perched by the side of the sleeping boy's bed, making an even more gigantic dark shadow on the wall behind.
Detail	With its brilliant feathers of scarlet, yellow and blue, the bird stood as still as a statue, peering over its shoulder as if waiting or watching for other visitors.
Detail	Meanwhile, boy the in bed gently snored competing with the tick tock of his alarm clock.
Detail	The covers on his bed and the stripes on his pyjamas were very dull compared to the brightness of his feathered friend.

Use the five senses

Name: _____ Period: _____ Date: _____

The Five Senses

Sight

- 1.
- 2.
- 3.

Touch

- 1.
- 2.
- 3.

Smell

- 1.
- 2.
- 3.

Taste

- 1.
- 2.
- 3.

Sound

- 1.
- 2.
- 3.

Words to learn for test on 10th July

Green words - everyone must learn to spell these words

Blue words - most people will learn to spell these words too

Red words - some people will also learn these words

	ch	1st Attempt	2nd Attempt	3rd Attempt
1	chef			
2	chalet			
3	school			
4	echo			
5	orchid			
6	machine			
7	chorus			
8	anchor			
9	stomach			
10	character			
11	brochure			
12	choir			
13	architect			
14	orchestra			
15	technology			

Do you know the meaning of these words?

brochure	
architect	
chemist	

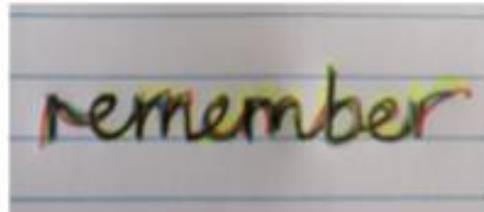
Spelling Strategies

Pyramid Writing

b
be
bec
beca
becau
becaus
because

Rainbow writing

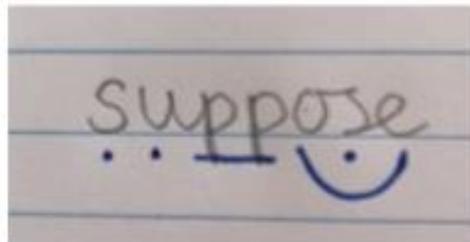
Write the word over and over again using different colours.



Create a mnemonic



Sound Buttons



**Note, this may not work for words you cannot 'sound out'

Underline the tricky part

separate

library

naughty

Look, Say, Cover, Write, Check

Look at the word

Say it out loud

Cover it up

Write it

Check whether it is spelt correctly



Geography



Find these countries on Google Earth and label them on the map below:

- Spain
- Montenegro
- France
- Monaco
- Italy
- Croatia
- Cyprus
- Greece
- Egypt

Science – Support

Sit and Reach

Tests flexibility. Good for gymnasts, trampolinists, footballers and rugby players



Sit Up Test

Tests the strength and endurance



The grip dynamometer test

This tests the strength of your grip. You could use bathroom scales instead. What sporting activity would require good grip? Tug of war?

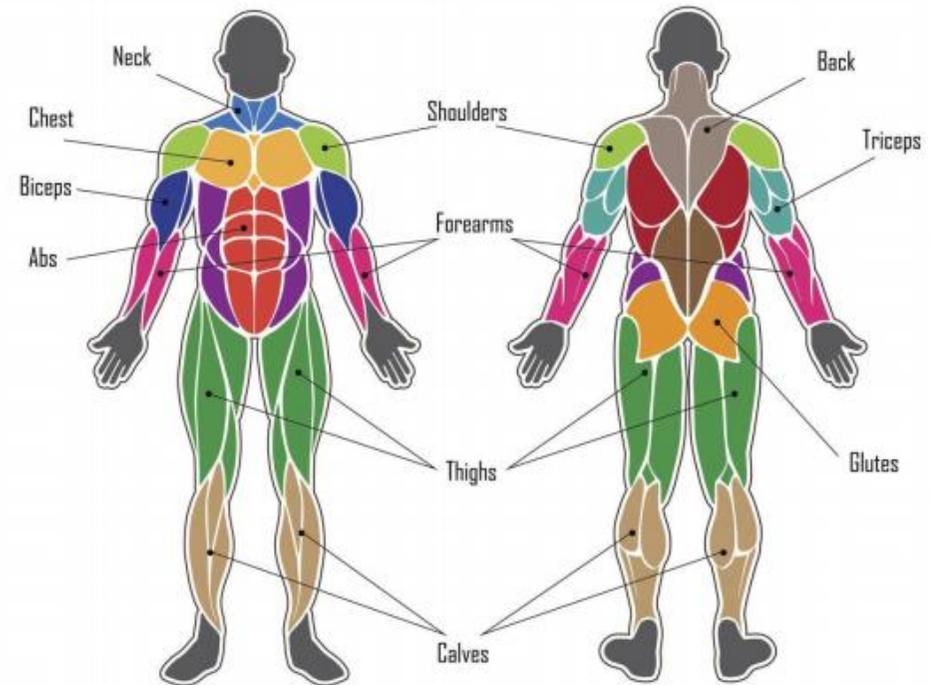


Standing Broad Jump

Tests the power or explosive strength of your muscles.



Muscular System



History

Here are some of the things you have used to help you learn about the past. Use the table (or write in your book) to explain why each one is useful. Can you think of any other object or artefacts you have used? Consider the challenge below.



Newspaper



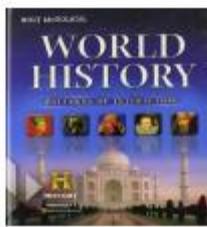
Fossil



Diary



Word of mouth



History books



Elderly people



Historical artefacts



Recordings



Paintings

Can you explain why each one is useful?

Different ways	Why is it useful?
Newspaper	
Diary	
Fossils	
History books	
Word of mouth	
Elderly people	
Recordings	
Paintings	

History (continued)

Challenge: Are there any that are more useful than others?
Explain your thoughts.

LO: Understand the Miracles of Jesus

Jesus Walks on Water. This miracle takes place just after the Miracle of the Feeding of the 5,000 that you thought about last week.



Imagine that you are Peter and re-tell the Bible story of the Miracle of Jesus Walking on the Water.

Try to include your thoughts and feelings. What happened out on the lake? What did you think when you saw Jesus walking on the water? Why did you get out of the boat? What were your thoughts as you walked towards Jesus? How did you feel at the end of this story?

Jesus Walks on the Water Matthew 14:22-33

²²Immediately Jesus made the disciples get into the boat and go on ahead of him to the other side, while he dismissed the crowd. ²³After he had dismissed them, he went up on a mountainside by himself to pray. Later that night, he was there alone, ²⁴and the boat was already a considerable distance from land, buffeted by the waves because the wind was against it.

²⁵Shortly before dawn Jesus went out to them, walking on the lake. ²⁶When the disciples saw him walking on the lake, they were terrified. "It's a ghost," they said, and cried out in fear.

²⁷But Jesus immediately said to them: "Take courage! It is I. Don't be afraid."

²⁸"Lord, if it's you," Peter replied, "tell me to come to you on the water."

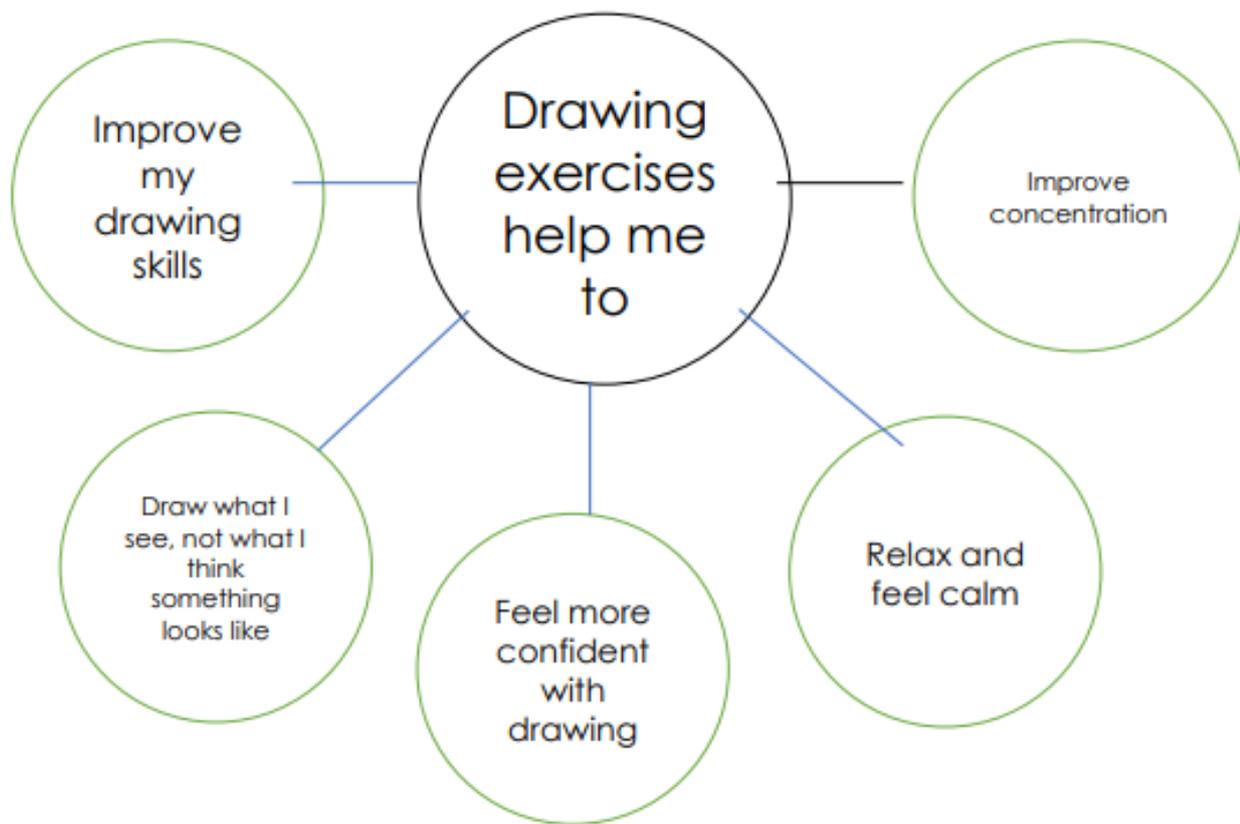
²⁹"Come," he said.

Then Peter got down out of the boat, walked on the water and came toward Jesus. ³⁰But when he saw the wind, he was afraid and, beginning to sink, cried out, "Lord, save me!"

³¹Immediately Jesus reached out his hand and caught him. "You of little faith," he said, "why did you doubt?"

³²And when they climbed into the boat, the wind died down. ³³Then those who were in the boat worshiped him, saying, "Truly you are the Son of God."

Art - Learning to draw and drawing to learn



Why is drawing important?

- Drawing helps us to think through and communicate our ideas.
- It's like a language; a way of expressing thoughts and feelings through using different marks, tools and materials.
- We are not just learning to draw but drawing to learn.
- As with learning an instrument or playing a sport, the more we practice the better we get. Practice the following exercises and your drawing skills and confidence will improve.

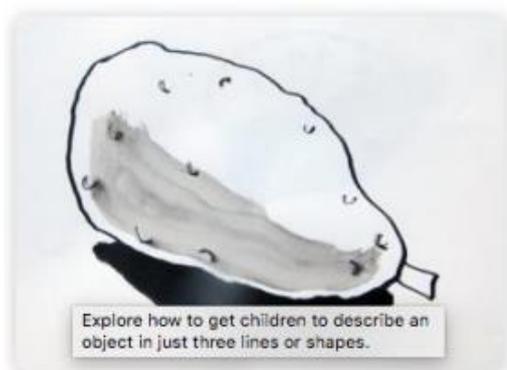
Art (continued)



Find out how to do a simple continuous line drawing exercise to start the week.



The backwards forwards drawing exercise helps develop looking and sketching skills



Explore how to get children to describe an object in just three lines or shapes.



Find out how encouraging diverse mark making will improve drawing outcomes.



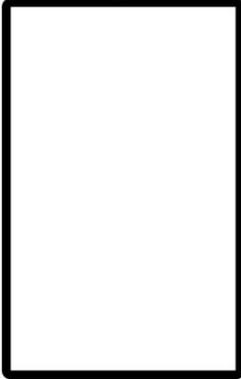
Explore how drawing on different surfaces helps encourage stronger mark making.

Name _____

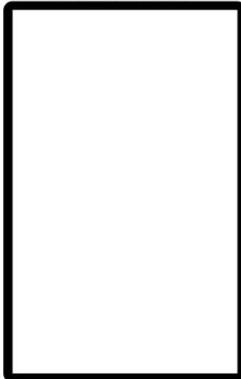
Cut and paste the pictures under the correct Spanish word.

La Familia

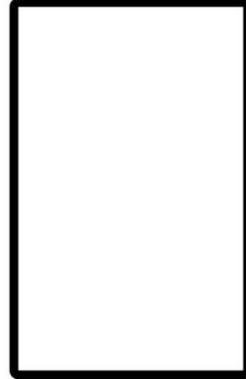
papá



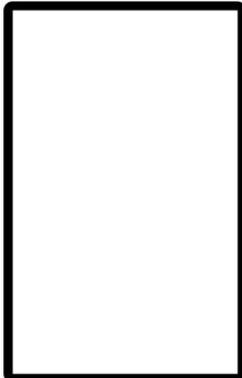
abuela



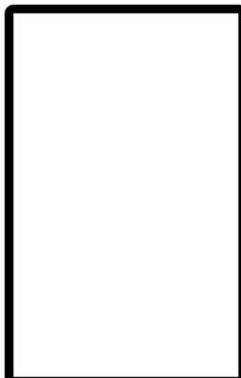
hermana



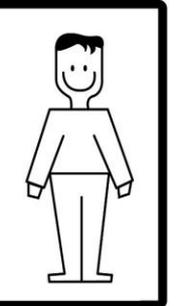
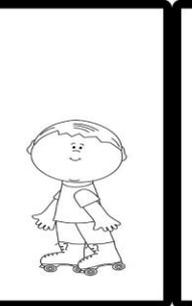
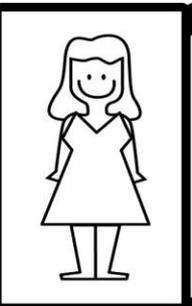
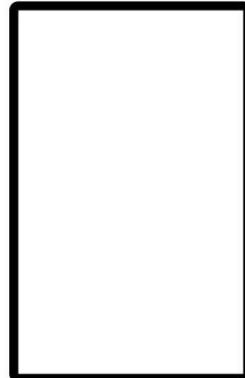
hermano



abuelo



mamá

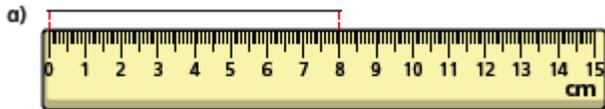


Maths Answers

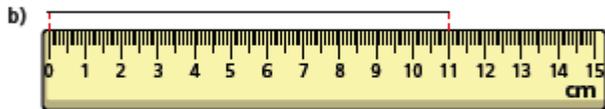
Draw accurately



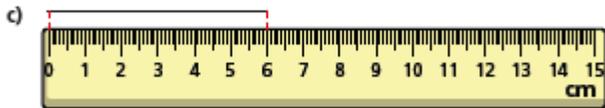
1 How long is each line?



8 cm



11 cm

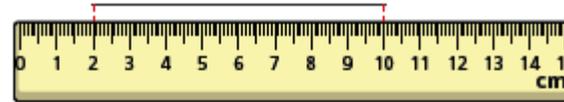


6 cm

2 Draw two lines that are each 5 cm long.



3 Dani says the line is 10 cm long.



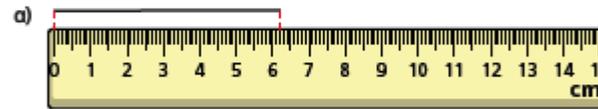
a) What mistake has Dani made?

She hasn't started measuring from 0

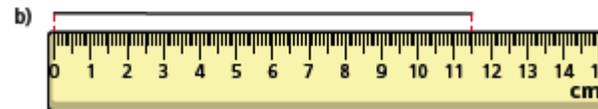
b) How long is the line?

8 cm

4 What is the length of each line in millimetres?



62 mm



115 mm

c) _____

mm



5 Use a ruler to draw the lines.

a) Draw a line 8 cm long.



b) Draw a line 80 mm long.



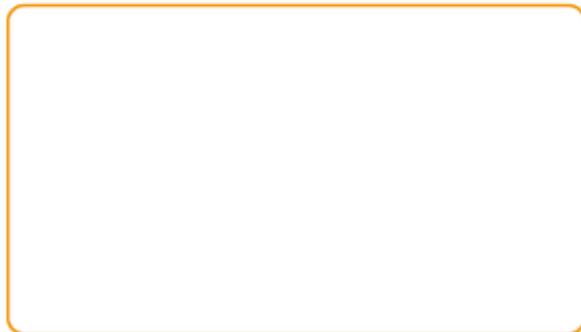
What do you notice about the lines you have drawn?

Why is this?

They are the same length because 8 cm = 80 mm

6 Use a ruler to help you answer the questions.

a) Draw a 4 cm by 4 cm square.

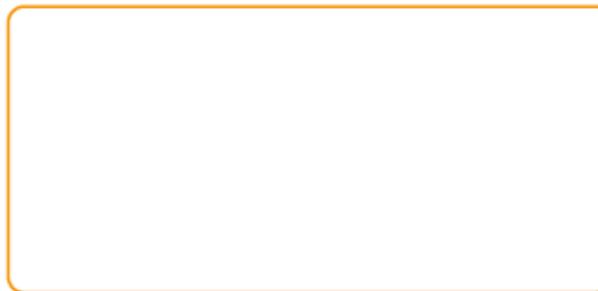


b) Measure the length of the diagonal.

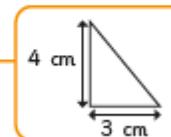
Give your answer in millimetres.

57 mm

7 Draw a rectangle 8 cm long and 32 mm wide.



8 a) Make a sketch of the triangle.



b) Use your drawing to work out the perimeter of the triangle.

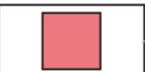
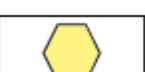
12 cm



Recognise and describe 2D shapes

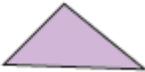
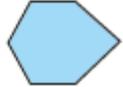


1 Match the shapes to the labels.

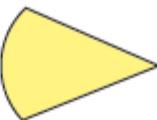
				square
				pentagon
				triangle
				hexagon

2 Use the words to label the shapes.

- rectangle hexagon circle triangle pentagon

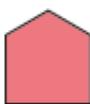
a)  _____ <u>circle</u>	c)  _____ <u>triangle</u>
b)  _____ <u>pentagon</u>	d)  _____ <u>hexagon</u>

3 Dora and Ron each have a shape.

a)  My shape has three sides, so it is a triangle. 

Why is Dora incorrect?

A triangle has three straight sides. This shape has two straight sides and one curved.

b)  My shape is a house. 

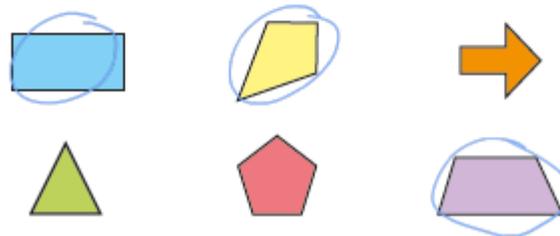
Why might Ron think that? Talk to a partner.

What is the mathematical name for Ron's shape?

pentagon

4 Here are some shapes.

a) Circle all the quadrilaterals.



b) Draw three more quadrilaterals.

e.g.



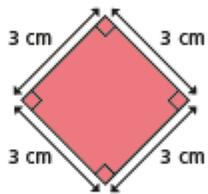
What do you notice about all the shapes you have drawn?

c) Is this shape a square?

Circle your answer.

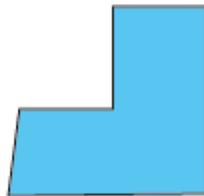
yes

no



Compare answers with a partner.

5 This shape is a hexagon.

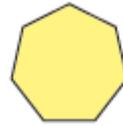


Why is it a hexagon?

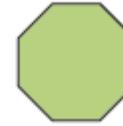
It has 6 sides.



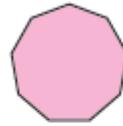
6 What is the name of each shape?



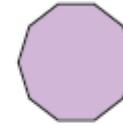
heptagon



octagon



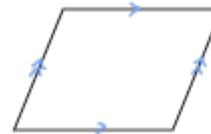
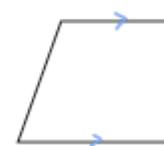
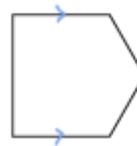
nonagon



decagon

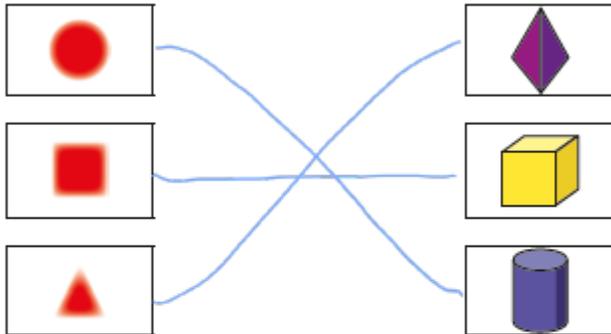
How do you know? Talk about it with a partner.

7 Each shape has at least one pair of parallel sides.
Draw on the shapes to show the parallel sides.

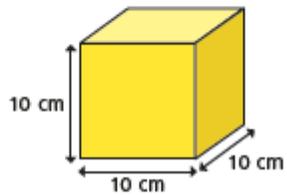


Recognise and describe 3D shapes

- 1 Kim paints the faces of some 3D shapes. She stamps the faces on to a sheet of paper. Match the stamp to the 3D shape.

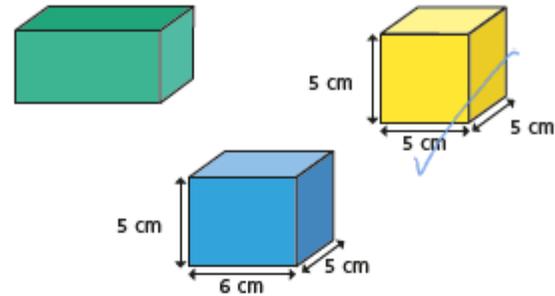


- 2 A cube is a special type of cuboid.

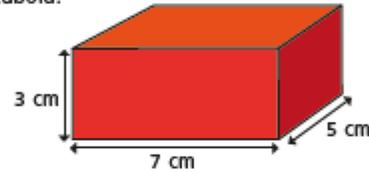


What is special about each face of a cube?
Talk about it with a partner.

- 3 Which of the shapes is a cube? Tick your answer.



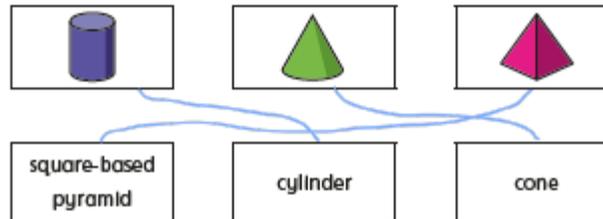
- 4 Here is a cuboid.



What do you notice about the opposite faces of a cuboid?

They are identical.

- 5 Match the 3D shapes to the labels.



6 Here are some shapes.

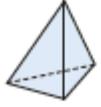
a) Circle all the triangular prisms.



b) Circle all the spheres.

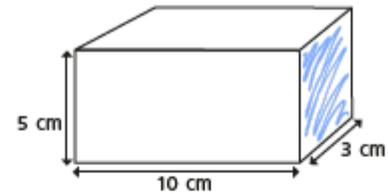


7 Complete the table.

Shape	Number of edges	Number of faces	Number of vertices
	12	6	8
	6	4	4
	9	5	6



8 Here is a cuboid.



a) Shade a face that is a 5 cm by 3 cm rectangle.

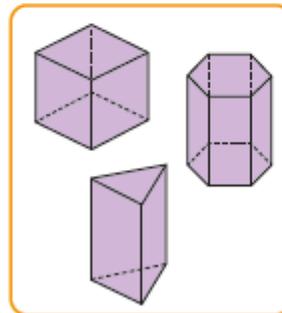
b) What are the measurements of one of the other faces?

e.g. 10 cm by 5 cm

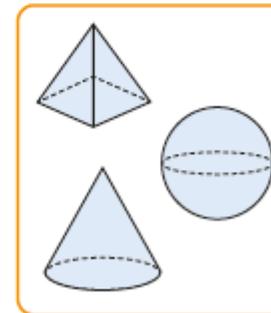


9 Huan sorts some shapes into prisms and non-prisms.

Prisms



Non-prisms



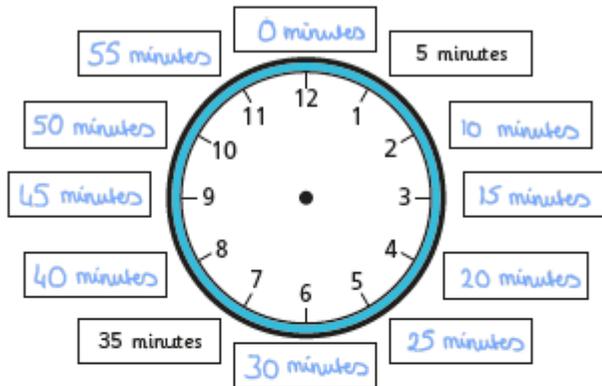
Talk to a partner about what a prism is like.

Can you find any prisms and non-prisms in your classroom?

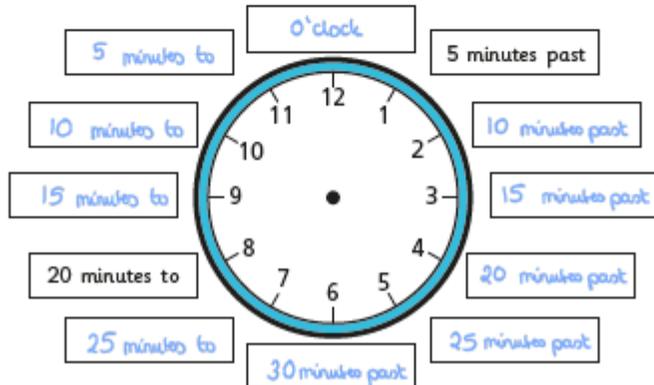


Telling the time to 5 minutes

1 Label the clock to show the number of minutes past the hour.



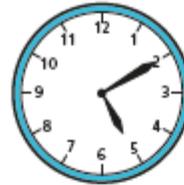
2 Label the clock to show what time would be shown if the minute hand was pointing to each interval.



Is there more than one possible answer for each label?



3



The hour hand is pointing just after 5 and the minute hand is pointing to 2, so the time is 2 minutes past 5



What mistake has Ron made?

The minute hand pointing to 2 means it is 10 minutes past not 2 minutes past.

What time is it? 10 minutes past 5

4

What time is shown on each clock?



20 minutes past 4



20 minutes past 5



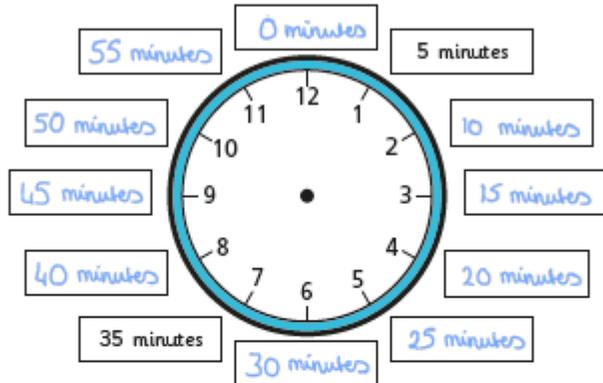
20 minutes to 5



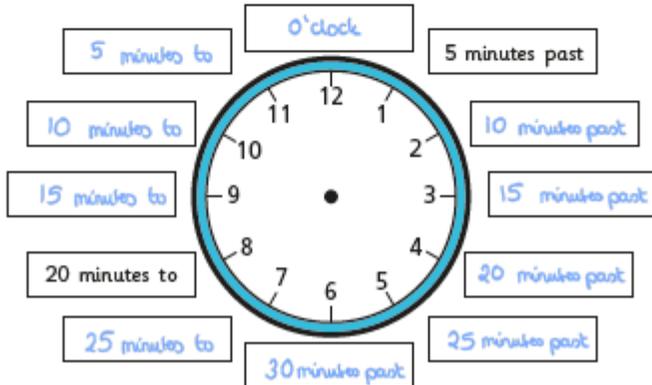
10 minutes to 10

Telling the time to 5 minutes

1 Label the clock to show the number of minutes past the hour.



2 Label the clock to show what time would be shown if the minute hand was pointing to each interval.



Is there more than one possible answer for each label?

3



The hour hand is pointing just after 5 and the minute hand is pointing to 2, so the time is 2 minutes past 5



What mistake has Ron made?

The minute hand pointing to 2 means it is 10 minutes past not 2 minutes past.

What time is it? 10 minutes past 5

4

What time is shown on each clock?



20 minutes past 4



20 minutes past 5



20 minutes to 5



10 minutes to 10