**Ifield School –Termly Plan - Maths**

SUBJECT/Area of learning: **Telling the time** TERM/YEAR: **4 / KS3 (CREATE)**

UNIT (with Rapid Maths) = look at exercises around theme **“telling the time”** from different units in each of the books (**red** / **blue** / **green**)

**1 / 2 (RED BOOK) = Bradley / Owen / Cody / Luke**

**1 (BLUE BOOK) = Joban, Josh**

**2 (BLUE BOOK) = Romana, Ruby, Ellie**

**1 (GREEN BOOK) = Kai** YEAR GROUP/CLASS: **7,8,9 / CREATE**

UNIT CLASSWORK ASSESSMENTS WITH **AQA ENTRY LEVEL** around theme **“telling the time”**

(See assessment list attached in folder [O:\Staff Only\Maths\AQA Entry Level Evidence Sheets\5 The calendar and time](file:///%5C%5CFP01.ifield.school%5CStaff_Resources%5CStaff%20Only%5CMaths%5CAQA%20Entry%20Level%20Evidence%20Sheets%5C5%20The%20calendar%20and%20time))

**Targets from Pupil Asset** (Dec 2019) =

Year 7

**Josh =** “Compares and sequences intervals of time**” (Stage 2)**

“Tells and writes the time to five minutes, including quarter past/to the hour and draws the hands on a clock face to show these times”

###  “Tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks” **(Stage 3)**

 “Estimates and reads time with increasing accuracy to the nearest minute”

 “Records and compares time in terms of seconds, minutes and hours”

 “Uses vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight”

 “Compares durations of events”

**Ellie = =** “Measures and begins to record time (hours, minutes, seconds)” **(Stage 1)**

 “Sequences events in chronological order using language”

 “Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times”

“Compares and sequences intervals of time**” (Stage 2)**

“Tells and writes the time to five minutes, including quarter past/to the hour and draws the hands on a clock face to show these times”

### “Knows the number of minutes in an hour and the number of hours in a day”

### “Tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks” **(Stage 3)**

“Estimates and reads time with increasing accuracy to the nearest minute”

 “Records and compares time in terms of seconds, minutes and hours”

 “Uses vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight”

 “Knows the number of seconds in a minute and the number of days in each month, year and leap year”

 “Compares durations of events”

**Cody =** “Measures and begins to record time (hours, minutes, seconds)” **(Stage 1)**

 “Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times”

“Compares and sequences intervals of time**” (Stage 2)**

“Tells and writes the time to five minutes, including quarter past/to the hour and draws the hands on a clock face to show these times”

### “Knows the number of minutes in an hour and the number of hours in a day”

### “Tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks” **(Stage 3)**

“Estimates and reads time with increasing accuracy to the nearest minute”

 “Records and compares time in terms of seconds, minutes and hours”

 “Uses vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight”

 “Knows the number of seconds in a minute and the number of days in each month, year and leap year”

 “Compares durations of events”

**Owen =**“Measures and begins to record time (hours, minutes, seconds)” **(Stage 1)**

 “Sequences events in chronological order using language”

 “Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times”

“Compares and sequences intervals of time**” (Stage 2)**

“Tells and writes the time to five minutes, including quarter past/to the hour and draws the hands on a clock face to show these times”

### “Knows the number of minutes in an hour and the number of hours in a day”

### “Tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks” **(Stage 3)**

“Estimates and reads time with increasing accuracy to the nearest minute”

 “Records and compares time in terms of seconds, minutes and hours”

 “Uses vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight”

 “Knows the number of seconds in a minute and the number of days in each month, year and leap year”

 “Compares durations of events”

**Bradley =** “Compares and sequences intervals of time**” (Stage 2)**

“Tells and writes the time to five minutes, including quarter past/to the hour and draws the hands on a clock face to show these times”

### “Knows the number of minutes in an hour and the number of hours in a day”

### “Tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks” **(Stage 3)**

“Estimates and reads time with increasing accuracy to the nearest minute”

 “Records and compares time in terms of seconds, minutes and hours”

 “Uses vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight”

 “Knows the number of seconds in a minute and the number of days in each month, year and leap year”

 “Compares durations of events”

**Joban =**“Compares and sequences intervals of time**” (Stage 2)**

“Tells and writes the time to five minutes, including quarter past/to the hour and draws the hands on a clock face to show these times”

“Knows the number of minutes in an hour and the number of hours in a day”

“Tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks” **(Stage 3)**

“Estimates and reads time with increasing accuracy to the nearest minute”

 “Records and compares time in terms of seconds, minutes and hours”

 “Uses vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight”

 “Knows the number of seconds in a minute and the number of days in each month, year and leap year”

 “Compares durations of events”

**Luke =** “Compares and sequences intervals of time**” (Stage 2)**

“Tells and writes the time to five minutes, including quarter past/to the hour and draws the hands on a clock face to show these times”

“Tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks” **(Stage 3)**

“Estimates and reads time with increasing accuracy to the nearest minute”

 “Records and compares time in terms of seconds, minutes and hours”

 “Uses vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight”

 “Knows the number of seconds in a minute and the number of days in each month, year and leap year”

 “Compares durations of events”

Year 8

**Ruby =** “Measures and begins to record time (hours, minutes, seconds)” **(Stage 1)**

 “Sequences events in chronological order using language”

“Recognises and uses language relating to dates, including days of the week, weeks, months and years”

 “Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times”

 “Compares and sequences intervals of time**” (Stage 2)**

“Tells and writes the time to five minutes, including quarter past/to the hour and draws the hands on a clock face to show these times”

“Knows the number of minutes in an hour and the number of hours in a day”

“Tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks” **(Stage 3)**

“Estimates and reads time with increasing accuracy to the nearest minute”

 “Records and compares time in terms of seconds, minutes and hours”

 “Uses vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight”

 “Knows the number of seconds in a minute and the number of days in each month, year and leap year”

 “Compares durations of events”

**Romana =** “Measures and begins to record time (hours, minutes, seconds)” **(Stage 1)**

 “Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times”

 “Compares and sequences intervals of time**” (Stage 2)**

“Tells and writes the time to five minutes, including quarter past/to the hour and draws the hands on a clock face to show these times”

“Knows the number of minutes in an hour and the number of hours in a day”

“Tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks” **(Stage 3)**

“Estimates and reads time with increasing accuracy to the nearest minute”

 “Records and compares time in terms of seconds, minutes and hours”

 “Uses vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight”

 “Knows the number of seconds in a minute and the number of days in each month, year and leap year”

 “Compares durations of events”

Year 9

**Kai =** “Compares and sequences intervals of time**” (Stage 2)**

“Tells and writes the time to five minutes, including quarter past/to the hour and draws the hands on a clock face to show these times”

“Knows the number of minutes in an hour and the number of hours in a day”

“Tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks” **(Stage 3)**

“Estimates and reads time with increasing accuracy to the nearest minute”

 “Records and compares time in terms of seconds, minutes and hours”

 “Uses vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight”

 “Knows the number of seconds in a minute and the number of days in each month, year and leap year”

 “Compares durations of events”

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| LEARNING OBJECTIVES | Possible Learning Outcomes | POSSIBLE TEACHING ACTIVITIES | Resources  | Opportunities for offsite learning. |
| PUPILS WILL LEARN | PUPILS WILL BE ABLE TO  |  |  |  |
| Week 1 Beginning: **24th of Feb 2020** | -review of how to tell the time-book work / worksheet practices / assessments -Kahoot games (when applicable)-do AQA Entry Level classwork assessments Practices with book and worksheets= -Morning time / evening time / analogue / -digital clock-Half past-How long is a minute | * reset the groups in accordance to levels from pupil assets updates
* Check assessments individually
* Guide where gaps are for quick review
* Ask students to try an activity – the 1st activity – in each part of each pupil book
* Review if students are ready for the work in that part of the book
 | * Worksheet assessments units (PROGRESS TESTS) (parts) 1,2,3 sections A or B
* Rapid Maths Work books (3 levels)
* Rapid Maths assessments sheets
* Rapid Maths worksheets practices / reinforcing of learning for each section studied
 |  |
| Week 2 Beginning: **2nd of March 2010** | Continue learning and practices with book / worksheets on telling the time =-Count the minutes-Minutes past (in 5’s)- past practices-times of the day-My diary(When applicable =)RED BOOK = **(units on time)**BLUE BOOK= **(units on time)**GREEN BOOK= **(units on time)** |  | * Book **(RED / BLUE / GREEN)**
* Worksheets to support learning
* Homework sheets (**Home Maths book)**
* Software games with Laptops
* Games to create with instructions on worksheet practices
* Self-assessments sheet to record progress / completion of work / self-reflection on what has been achievable independently / with support / or not yet achieved
 |  |
| Week 3 Beginning:**9th of March 2020** | Continue learning and practices with book / worksheets on telling the time =-months of the year-the seasons-Just a second-Best times-Time wordsearch**HIGHLIGHTED WHEN APPLICABLE (with students’ names) weekly data recorded in teacher’s Online document MATHS folder)*** RED BOOK = **UNIT 1**

-mental recall of number bonds to 5-using a number line* BLUE BOOK = **UNIT 1**

-multiples of 5, BLUE BOOK = **UNIT 2**-counting to 60-reading and spelling numbers 11 to 20-using ½ (half-hours on clocks)-ordinal numbers: 1st to 12th* GREEN BOOK = **UNIT 1**
 | * SEE RAPID MATHS TEACHING GUIDE FOR INFO (RED, BLUE AND GREEN BOOKS)

*(INFO SCANNED AND SHARED IF / WHEN REQUESTED)* FOR LISTS OF =-MATERIALS-COPYMASTERS, -ASSESSMENT PROGRESS SHEETS, -HOMEWORK, -SOFTWARE ACTIVITIES, -GAMESAQA record sheet for classroom assessments  | * As above when appropriate
 | * Life skills, road safety, money for shopping ingredients (Food Tech),
* telling the time / bus timetable etc…
 |
| Week 4 Beginning: **16th of March 2020** | Continue learning and practices with book / worksheets on telling the time =-quarter past-Quarter past digital-telling the same time-odd one out-quarter to-Quarter to digital-Matching again | * AS ABOVE
 | * As above when appropriate
 | * (As above)
 |
| Week 5 Beginning: **23rd of March 2020**  | Continue learning and practices with book / worksheets on telling the time =-favourite times-on Monday-The seasons-Gives us a clue-Count up and down-To or past ? | * AS ABOVE
 | * As above when appropriate
 | * (As above)
 |
| Week 6 Beginning: **30th of March 2020**  | Continue learning and practices with book / worksheets on telling the time =-times to-Digital mix-Minutes matching-Odd one out-Quiz timeAQA Assessments Rapid books practices / worksheets / homework | * AS ABOVE
 | * As above when appropriate
 | * (As above)
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