

KS5 Maths

Measure: Time

This half term, pupils will develop their time skills. Dependant on their starting point, pupils will develop an understanding of telling the time and managing their own time. They will be linking their skills to a range of contexts such as:

- Managing their day as a young adult
- Telling the time and getting to places on time with links to the world of work / employability skills
- Planning their free time / social time with others e.g. meeting friends at set times and knowing when they need to set off to get there on time
- Using time skills when cooking and following a recipe

Pupils:

1. develop **fluency** in the fundamentals of mathematics so that they are efficient in using and selecting the appropriate strategies to **tell the time** including mental methods, underpinned by mathematical concepts
2. can **solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
3. can **reason mathematically** by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

In all math lessons, teachers plan engaging lessons with the aim that pupils:

- master skills in maths which they are then able to apply to a range of contexts within the school and home context
- embed their new skills and understanding to a range of contexts; thus supporting application and progress in learning
- acquire core mathematical skills to support their independence as they progress through the school
- are able to apply their understanding; supporting them in other areas of the curriculum

Keywords

- before, next, then, after, sequence, order, day, night
- Season, weather (hot, cold, wet, dry, cloudy, icy, snowy, rainy) month, January-December,
- Week day, weekend, Monday-Sunday
- Time, clock, face, hand, hour, minute, o'clock, half past, quarter to/past, to, past, clock face

Cross curricular links:

- Employability / world of work
- Food technology (cooking times)

Measurement: Time

	<u>B2 progression step 5</u>	<u>B2 progression step 6-8</u>	<u>B2NC step 1c-1b</u>	<u>B2NC Step 1b-2c</u>	<u>B2NC Step 2c-2a</u>	<u>B2NC Step 2a-3a</u>
<p><u>Subject specific knowledge</u></p> <p>What do pupils need to know?</p>	<p><u>To know</u> the word 'wait'.</p> <p><u>To know</u> key words morning and night.</p> <p><u>To know</u> key words: before, after, next, then</p>	<p><u>To know</u> key words: before, after, next, today, yesterday, tomorrow, morning, afternoon and evening</p> <p><u>To know</u> which of the above key words links to past, present or future events.</p>	<p><u>To know</u> the names of all days of the week</p> <p><u>To know</u> Mon-Friday are week days</p> <p><u>To know</u> Saturday-Sunday are weekend days</p> <p><u>To know</u> all seasons</p> <p><u>To know</u> all months in the correct order</p>	<p><u>To know</u> key words: 'hour, minute and second'.</p> <p><u>To know</u> clocks / watches tell the time</p> <p><u>To know</u> clocks have two 'hands' and know which represent minutes and hours</p> <p><u>To know</u> the minute hand on '12' = o'clock</p> <p><u>To know</u> the minute hand on '6' = half past</p>	<p><u>To know</u> the number of minutes in an hour and hours in a day</p> <p><u>To know</u> left of the clock = past and right = to (towards the hour)</p> <p><u>To know</u> the minute hand on '3' = quarter past and '9' = quarter to</p> <p><u>To know</u> to count in 5s around the clock e.g. 1 = 5 past, 2 = 10 past - stopping at half past</p> <p><u>To know</u> to continue to use key phrases : o'clock, quarter past, half past and quarter to even when telling the time to 5 minute intervals</p>	<p><u>To know</u> and use vocabulary: AM, PM, morning, after noon and night</p> <p><u>To know</u> the number of seconds in a minute, days in a month, days in a year inc. leap year</p>

<p><u>Subject specific skills</u></p> <p>What do pupils need to be able to do?</p>	<p><u>Is able to</u> wait for an activity / turn</p> <p><u>Is beginning to</u> order activities in a logical order e.g. shoes on, coat on and then bag on (getting ready).</p> <p><u>Is beginning to / able to</u> sequence event images from morning to night.</p>	<p><u>Is able to</u> sequence events in chronological order using language: before, after, next, today, yesterday, tomorrow, morning, afternoon, evening'</p> <p><u>Is able to</u> describe and compare events and activities using 'quicker, slower, earlier' vocabulary</p>	<p><u>Is able to</u> name days of the week in order</p> <p><u>Is able to</u> say days that come before or after another</p> <p><u>Is able to</u> identify key events for specific days</p> <p><u>Is beginning to/ able to</u> name months and seasons of the year in the correct order.</p> <p><u>Is beginning to / able to</u> link seasons to weather and month to seasons</p> <p><u>Is able to</u> plan appropriate clothing for seasons.</p>	<p><u>Is able to</u> read o'clock times</p> <p><u>Is able to</u> read half past times</p> <p><u>Is able to</u> read a mixture of o'clock and half past times (flicking from one to another easily)</p>	<p><u>Is able to</u> compare and sequence intervals of time</p> <p><u>Is able to</u> read and write the times for quarter past (including drawings hands on a clock)</p> <p><u>Is able to</u> read and write the times for quarter to (including drawings hands on a clock)</p> <p><u>Is able to</u> read and write the times for quarter to and quarter past (including drawings hands on a clock)</p> <p><u>Is able to</u> tell and write the time to 5 minute intervals (including drawing hands on a clock)</p>	<p><u>Is able to</u> tell and write the time from an analogue clock; those with roman numerals</p> <p><u>Is able to</u> estimate and read time to the nearest minute</p> <p><u>Is able to</u> compare durations of events</p> <p><u>Is able to</u> apply time skills to calculate journey times - utilising addition and subtraction skills.</p>
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<p><u>Suggested teaching activities</u></p> <p>How should I teach this?</p>	<ul style="list-style-type: none"> Acting out using props to sequence actions to get ready Sorting morning and night routines/activities e.g. wake up, sleep, breakfast Turn taking games 	<ul style="list-style-type: none"> Daily routines and weekly timetables. Circle time / tutor time discussing what pupils had done the previous day and what is happening today Planning social activities for the weekend with friends and family 	<ul style="list-style-type: none"> Days of the week song Daily tutor time discussing days of the week including date, month and weather Exploring months and seasons e.g. going outside to investigate Role play dressing for the reasons Month and season sensory trays Packing a day bag 	<ul style="list-style-type: none"> Physical clocks to handle and manipulate Reading times Making times Drawing times Ordering times Linking key times of the day to times e.g. lunch, home time 	<ul style="list-style-type: none"> Physical clocks to handle and manipulate Reading times Making times Drawing times Ordering times Linking key times of the day to times 	<ul style="list-style-type: none"> Problem solving in context. Planning an activity with a friend and looking at how long it will take them to get there and when to set off Discussions about getting to work on time. How can we ensure this?
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