

**KS5 Maths**  
**Measure- Time**

<p><b>Subject curriculum intent:</b></p>	<p>We want our pupils to be able to develop functional time skills so that they can be as independent as possible in their adulthood. Depending on the cognitive ability of the pupil, our intention is that pupils are able to manage their own time, whether this be by being able to organise and follow their own schedules (keeping them motivated and engaged throughout the day) or for them to be able to plan and attend social events out in the community.</p> <p>We want our pupils to...</p> <ol style="list-style-type: none"> <li>1. develop <b>fluency</b> in the fundamentals of mathematics so that they are efficient in using and selecting the appropriate strategies to <b>use time skills</b> including mental methods, underpinned by mathematical concepts</li> <li>2. can <b>solve problems by</b> applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios</li> <li>3. can <b>reason mathematically</b> by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.</li> </ol> <p><b>In all math lessons, teachers plan engaging lessons with the aim that pupils:</b></p> <ul style="list-style-type: none"> <li>• master skills in maths which they are then able to apply to a range of contexts within the school and home context</li> <li>• embed their new skills and understanding to a range of contexts; thus supporting application and progress in learning</li> <li>• acquire core mathematical skills to support their independence as they progress through the school</li> <li>• are able to apply their understanding; supporting them in other areas of the curriculum</li> </ul>	
<p><b>End of KS3 intent/outcome</b></p>	<p><b>End of KS4 intent/outcome</b></p>	<p><b>End of KS5 intent/outcome</b></p>
<p>Students will be confident when understanding days of the week and months and seasons of the year. Students will be confident when ordering daily routines and will link familiar activities to suitable times in the day. Students begin to use analogue clocks to read and make times.</p>	<p>Students will continue to build on their learning from key stage 3. Students will read analogue and digital times by sight. Students will also begin to develop time management skills and will link their skills developed to real life situations.</p>	<p>Students will continue to develop their time management skills and link time management to real life situations. Students will be able to independently read and make times in analogue and digital format as well as recognising 12 hour clock and 24 hour clock times, linking these times to familiar events throughout the day.</p> <p>Students will develop problem, solving skills relating to time and apply this in a range of contexts such as when to set off for work, how long a task will take etc.</p>

Intent for this topic:	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
Key vocabulary taught within this topic:	Order, then, next, now, after, before, clock, time, analogue, digital, hour, minutes, seconds, o'clock, quarter past, quarter to, half past, clockwise, anti-clockwise.
Links to other subjects:	-PSHCE- Daily routines -Life skills

**Suggested flow:**

This flow is to be used as a guide. Teachers to adapt the flow to meet the needs and abilities of students within their class.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Matching daily routines to times in the day.  Ordering daily routines. Matching parts of daily routine to suitable times of the day.	Reading and making time on an analogue and digital clock.		Adding and subtracting time  e.g. what time will it be an hour <b>later?</b> <b>Earlier?</b>	<b>Use and apply:</b> Journey planning/managing own time.  Reading bus timetables, calculating when a journey will start and end and calculating when to wake up and set off to work.	
Link to statistics.	5 times tables (5 minute intervals)		Addition and subtraction	Developing employability skills. Developing independence.	

	B2 P 5	B2 P 6-8	B2 step 1c-1b	B2Step 1b-2c	B2Step 2c-2a	B2Step 2a-3a
<b>Subject specific knowledge</b>  <b>What do pupils need to know?</b>	<b>To know</b> the word 'wait'.	<b>To know</b> key words: before, after next, today, yesterday, tomorrow, morning, afternoon and evening	<b>To know</b> the names of all days of the week  <b>To know</b> Mon-Friday are week days	<b>To know</b> key words: 'hour, minute and second'.	<b>To know</b> the number of minutes in an hour and hours in a day	<b>To know</b> and use vocabulary:

	<p><u>To know</u> the order of morning and night.</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> Saturday-Sunday and weekend dates</p> <p>Note: going from vocabulary/language they are used to in the UK</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> 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> 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 phrased : o'clock, quarter past, half past and quarter to even when telling the time to 5 minute intervals</p>	<p>AM, PM, morning, after noon and night</p> <p><u>To know</u> o'clock = - xx:00</p> <p>To know quarter past = xx:15</p> <p>To know half past = xx:30</p> <p>To know quarter to = xx:45</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><b><u>Subject specific skills</u></b></p> <p><b>What do pupils need to be able to do?</b></p>	<p>Is able to wait for an activity / turn</p> <p>Is beginning to / able to 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</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 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> 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>

		and activities using 'quicker, slower, earlier' vocabulary	<u>Is beginning to/ able to</u> name months and seasons of the year in the correct order.  <u>Is beginning to / able to</u> link seasons to weather and month to seasons		<u>Is able to read</u> and write the times for quarter <b>to</b> (including drawings hands on a clock)  <u>Is able to read</u> and write the times for quarter to and quarter past (including drawings hands on a clock)  <u>Is able to tell</u> and write the time to 5 minute intervals (including drawing hands on a clock)	<u>Is able to compare</u> durations of events  <u>Is able to connect</u> analogue times to the digital time
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<b><u>Suggested activities</u></b>	<ul style="list-style-type: none"> <li>• Navigating bus times for journeys they are likely to take</li> <li>• Linking to real life scenarios e.g. getting to work on time, meeting friends at a particular time, being home for a set time etc</li> <li>• Looking at a week plan / timetable of social activities and planning times around this.</li> <li>• Link how they use their time skills in the work place setting e.g. Café (cooking) Café (managing lunch breaks), second hand shop and so on</li> </ul>
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