**15. Halves & 16. Time 2**

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| **Elements** | * Understanding and Connecting | * Communicating | * Reasoning | * Applying and Problem-Solving |  |
| **Pedagogical Practices** | * Using cognitively challenging tasks | * Promoting maths talk | * Fostering productive disposition | * Encouraging playfulness | * Emphasising mathematical modeling |

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| **Linkage and**  **Integration** |
| **Shape and Space**: Shape  **Number**: Numeration and Counting; Sets and Operations |
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| **Differentiation** |
| Alter pace as required.  Use low-threshold high-ceiling tasks and parallel tasks.  Provide concrete resources.  Use the Extension Activities to provide extra challenge. |
| **Assessment** |
| **Intuitive Assessment**  Use maths talk, key questions and observation to assess children as they engage in learning experiences.  **Planned Interactions**  Use key questions to discuss children’s work with them as they engage in learning experiences.  **Assessment Events**  Use the end of unit Practice Pages (pp. 94–95 and pp. 100–101) and the *Maths My Way* Spring Assessment. |
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| **Strand and Strand Unit** | | **Learning**  **Outcome(s)** | **Mathematical**  **Concept(s)** | **Mathematical**  **Language** | **Focus of**  **New Learning** | ✓ | **Learning**  **Experiences** |
| **Week 1** | **Number:** Fractions | Through appropriately playful and engaging learning experiences, children should be able to recognise and name fractions according to their part-whole relationships. | Each equal share of a set has the same value. | half / halves  share  split  same  different  equal / equally  part  whole  shape  set  group  even | 1. Split shapes into 2 equal parts. |  | * Share food equally between two people. * Fold squares in half. * Identify half of different shapes. * Use two halves to make a whole shape. * Share sets into two equal groups. * Solve problems that involve halves. |
| 1. Make a whole with 2 equal parts. |  |
| 1. Share sets of objects into 2 equal groups. |  |
| 1. Understand that 1 half of a set is 1 of 2 equal groups of a set. |  |
| **Week 2** | **Measures:** Time | Through appropriately playful and engaging learning experiences, children should be able to understand how time is measured, expressed and represented. | Time is measured using universal units; seconds, minutes, hours, days, weeks, months, years and centuries etc. There are distinct relations between these units.  Units of time measure how long something lasts.  The hour and minute hands of the analogue clock move clockwise as time passes. The two (sometimes three) hands move at different speeds, according to the units of time they are showing. | clock  clock face  hour (hand)  minute (hand)  later  o’clock  half past  half an hour  before  after | 1. Explore time with clock faces and understand length of times (h and min). |  | * Make and explore clocks. * Read and record time in one-hour and half hour intervals. * Play ‘First to 12 o’clock’. * Identify times one hour before and after a given time. * Make approximations of time. * Solving problems that involve time. |
| 1. Read and record time in one-hour intervals on analogue clocks. |  |
| 1. Read and record time in one-hour and half hour intervals on analogue clocks. |  |
| 1. Think about times before and after and make approximations of the time. |  |

**Overview**



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| **Week 1** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Split shapes into 2 equal parts. | Make a whole with 2 equal parts. | Share sets of objects into 2 equal groups. | Understand that 1 half of a set is 1 of 2 equal groups of a set. | Consolidate learning. |
| **Slides** | 15.1 | 15.2 | 15.3 | 15.4 |  |
| **Book** | p. 90 | p. 91 | p. 92 | p. 93 | pp. 94–95 |
| **Concrete Resources** | square sticky notes or other squares of paper  *Extension:*  geoboard  elastic bands | small triangles from a tangram set or similar  *Extension:*  squares from a tangram set | interlocking cubes or similar to represent each set | interlocking cubes or similar to represent each set | interlocking cubes or similar to represent each set |
| **Digital Resources** | 15. Halves: Video | 15. Halves: Game  Planet Maths: Halves | Planet Maths: Colour Half | Planet Maths: Desmond’s Cakes | Planet Maths: Sweet Jar | Planet Maths: Half Problems | | | | |

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| **Week 2** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Explore time with clock faces and understand length of times (h and min). | Read and record time in one-hour intervals on analogue clocks. | Read and record time in one-hour and half hour intervals on analogue clocks. | Think about times before and after and make approximations of the time. | Consolidate learning. |
| **Slides** | 16.1 | 16.2 | 16.3 | 16.4 |  |
| **Book** | p. 96 | p. 97 | p. 98 | p. 99 | pp. 100–101 |
| **Concrete Resources** | paper plates  split pins  printable 16.1  scissors  sand timer | analogue clocks | analogue clocks | analogue clocks | analogue clocks |
| **Digital Resources** | 16. Time: Video | 16. Time: Game  Planet Maths: What Time is it? | Planet Maths: What Time is it Mr Wolf? | | | | |