**5. Addition 1 & 6. Time 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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
 |

|  |
| --- |
| **Linkage and****Integration** |
| **Number:** Numeration and Counting |
|
| **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. 34–35 and pp. 40–41) and the *Maths My Way* Autumn Assessment. |
|
|
|

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Strand and Strand Unit** | **Learning****Outcome(s)** | **Mathematical****Concept(s)** | **Mathematical****Language** | **Focus of****New Learning** | ✓ | **Learning****Experiences** |
| **Week 1** | **Number:** Sets and Operations | Select, make use of and represent a range of addition and subtraction strategies. | * Commutative, associative, additive identity and distributive are significant properties of addition.
* Numbers and symbols are used to construct and express number sentences. These can help to solve problems or are used to express contexts mathematically.
* When combining or partitioning numbers, we sometimes need to exchange tens to units, or hundreds to tens where necessary.
* A number fact is a mental picture of the relationship between a number and the parts that combine to make it.
 | double, near double, addition, addition problem, addition sentence | 1. Use doubles and near doubles as a strategy for addition.
 |  | * Solve near-double addition problems.
* Solve addition problems using different counting strategies.
 |
| 1. Use ‘make 10’ as a strategy for addition.
 |  |
| 1. Use ‘making numbers friendly’ as a strategy for addition.
 |  |
| 1. Choose efficient strategies for addition and justify choice of strategies.
 |  |
| **Week 2** | **Measures:** Time | Understand how time is measured, expressed and represented.Explore equivalent expressions of time. | * Time is measured using universal units: seconds, minutes, hours, days, weeks, months, years, 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.
* Time can be represented in both analogue and digital formats.
* Weeks are measured in multiples of seven days.
 | before, after, earlier, later, o’clock, quarter past, quarter to, half (past), timetable | 1. Read the day, date and month using a calendar and answer related questions.
 |  | * Follow instructions to create a calendar schedule.
* Show times as analog and digital.
* Follow instructions to create a timetable.
* Answer true or false to statements about time.
 |
| 1. Read and record time in one-hour intervals on analogue and digital clocks.
 |  |
| 1. Read and record time in half-hour intervals on analogue and digital clocks.
 |  |
| 1. Understand simple timetables and answer related questions.
 |  |

**Overview**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week 1** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Use doubles and near doubles as a strategy for addition. | Use ‘make 10’ as a strategy for addition. | Use ‘making numbers friendly’ as a strategy for addition. | Choose efficient strategies for addition and justify choice of strategies. | Consolidate learning. |
| **Slides** | 5.1 | 5.2 | 5.3 | 5.4 |  |
| **Book** | p. 30 | p. 31 | p. 32 | p. 33 | pp. 34–35 |
| **Concrete Resources** | 10 framescountersdominoesprintable 5.1 | 10 framescountersdominoesprintable 5.1 | 10 framescounters | 10 framescounters |  |
| **Digital Resources** | 5. Addition 1: Game Planet Maths: Number Squares Addition 1 Planet Maths: Spin the Wheel Maths Eyes: Halloween Party |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week 2** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Read the day, date and month using a calendar and answer related questions. | Read and record time in one-hour intervals on analogue and digital clocks. | Read and record time in half-hour intervals on analogue and digital clocks. | Understand simple timetables and answer related questions. | Consolidate Learning. |
| **Slides** | 6.1 | 6.2 | 6.3 | 6.4 |  |
| **Book** | p. 36 | p. 37 | p. 38 | p. 39 | pp. 40–41 |
| **Concrete Resources** |  | analogue and digital clockswhiteboards and pens | analogue and digital clockswhiteboards and pens |  | analogue and digital clocks |
| **Digital Resources** | 6. Time 1: Game Planet Maths: Calendar QuestionsPlanet Maths: Change the Clock Maths Eyes: Halloween Party |