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

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

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| **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 frames counters dominoes printable 5.1 | 10 frames counters dominoes printable 5.1 | 10 frames counters | 10 frames counters |  |
| **Digital Resources** | 5. Addition 1: Game  Planet Maths: Number Squares Addition 1  Planet Maths: Spin the Wheel  Maths Eyes: Halloween Party | | | | |

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| **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 clocks  whiteboards and pens | analogue and digital clocks  whiteboards and pens |  | analogue and digital clocks |
| **Digital Resources** | 6. Time 1: Game  Planet Maths: Calendar Questions  Planet Maths: Change the Clock  Maths Eyes: Halloween Party | | | | |