**15. Decimals & 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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| **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. 90–95 and pp. 96–101) and the *Maths My Way* Spring Assessment. |
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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. |
| **Linkage and**  **Integration** |
| **Number:** Sets and Operations  **Algebra:** Patterns, Rules and Relationships |

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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:** Place Value and Base Ten | Investigate how decimals and percentages (and fractions) can be compared, ordered and expressed in related terms. | * Fractions, decimals and percentages are three ways of expressing part-whole relationships. * A rational number is any number that can be written as a fraction, where both the numerator and the denominator are integers, and the denominator is not equal to zero. * Multiples of 10 are a useful tool for converting between fractions, decimals and percentages. * A percentage is a way of expressing a fraction of one hundred or another way of writing hundredth. Per ‘cent’ means out of a hundred and uses the % notation. | hundreds, tens, ones, hundredths, tenths, partition, regroup, multiples of 10, less than, greater than, part-whole model, rational number, integer, decimal, fraction, value, expression, percentage | 1. Partition and regroup fractions and decimals. |  | * Partition fractions and decimals using part-whole models. * Express fractions in different ways. * Convert rational numbers and percentages. * Calculate percentages in real-life scenarios. |
| 1. Express known fractions as decimals and percentages, e.g. 25/100 = 0.25 = 1/4 = 25% |  |
| 1. Convert percentages to rational numbers and rational numbers to percentages. |  |
| 1. Interpret and solve real-life scenarios involving percentages using, multiples of 10. |  |
| **Week 2** | **Measures:** Time | Solve and pose practical tasks and problems involving the interpretation and calculation of time. | * Greenwich Mean Time is used as the standard time against which all the other time zones in the world are referenced. * Speed is measured as distance travelled per unit of time. | time intervals, sunrise, sunset, hours of daylight, timetable, schedule, earlier, later, more, less, longer, longest, shorter, shortest, quicker, quickest, slower, slowest, miles, kilometres, furthest, distance, approximate,  consecutive | 1. Interpret and describe information provided in timetables and schedules. |  | * Calculate time intervals on a timetable or schedule. * Approximate future events using information on a timetable or schedule. * Interpret information from charts and graphs. |
| 1. Interpret and describe information provided in timetables and schedules. |  |
| 1. Use charts to draw conclusions about time. |  |
| 1. Use graphs and charts to draw conclusions about time. |  |

**Overview**

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| **Week 1** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Partition and regroup fractions and decimals. | Express known fractions as decimals and percentages, e.g. 25/100 = 0.25 = 1/4 = 25% | Convert percentages to rational numbers and rational numbers to percentages. | Interpret and solve real-life scenarios involving percentages, using multiples of 10. | 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** | base ten blocks | base ten blocks | base ten blocks | base ten blocks |  |
| **Digital Resources** | 15. Decimals: Game | | | | |

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| **Week 2** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Interpret and describe information provided in timetables and schedules. | Interpret and describe information provided in timetables and schedules. | Use charts to draw conclusions about time. | Use graphs and charts to draw conclusions about 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** |  |  |  |  |  |
| **Digital Resources** | 16. Time 2: Game | | | | |