**Focus:** tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

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|  | Context for learning  - Question | Activity |
| Day one  **Learning Focus:**  Reading the time  O’clock, half past,  quarter past, quarter to | Question:  What time does this clock say?    Quarter Past Three transparent PNG - StickPNG  How do you know? Explain your answer. | Set 1 HA MA  *Starter –* Telling the time bingo  *Activity –* Matching the written word with the clock face  e.g o’clock 8 Oclock Clock Time KS1 Illustration - Twinkl  half past Telling the time Flashcards | Quizlet  Children understand where the number is written  **6** O’clock half past **9** quarter past **10** quarter to **12**      Writing the time correctly underneath clock face in books (o clock, half past, quarter past, quarter to)  Extension – What’s the time? *show me* clock game |
| Set 2 LA  Starter – Using mini clocks to show half past and o’clock times  Activity – Cut and stick  Matching the written word with the clock face (oclock and half past)  Children understand where the number is written  **6** O’clock half past **9**  Writing the time correctly underneath clock face in books    Extension - Recap quarter past and quarter to |
| Day two  **Learning Focus:**  Answering written word problems  Reading the time in five minute intervals | Question:  Anna gets on the train at 1:30 (half past one) her journey takes one hour. What time will she arrive?  How do you know? Explain your answer | Set 1 HA MA  *Starter –* Answering challenge questions as a class – using large topmarks teaching clock to discuss answers  *Activity –* Introducing 5 minute intervals – counting in fives  Plenary – |
| Set 2 LA  Starter – Answering challenge questions as a class – using large topmarks teaching clock to discuss answers  Activity – Quarter past and quarter to  Cut and stick, reading clock face and matching with the correct written time  Plenary - |
| Day three  **Learning Focus**:  Telling the time in five minute intervals | Question:  Tom gets on the bus at 12:10 his journey is 20 minutes long. What time will he arrive? | Set 1 HA MA  *Starter –* Answering challenge questions as a class – five minute intervals – using large topmarks teaching clock to discuss answers and model counting in fives around the clock face  *Activity –* Practise counting in fives around the clock face – answering questions on worksheet  Extension – reading the time in five minute intervals e.g. twenty past 10, ten past 11 |
| Set 2 LA  Starter – Answering challenge questions as a class – five minute intervals – using large topmarks teaching clock to discuss answers and model counting in fives around the clock face  Activity – Practise counting in fives around the clock face – answering questions on worksheet (between five past and half past)  Plenary - Extension – reading the time in five minute intervals e.g. twenty past ten |
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| Evaluation/Reflection/Intervention (To be completed in PPA) | | |