***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 the times

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|  | Context for learning  - Question | Activity |
| Day one  **Learning Focus:**  Recap half past and o’clock | *Question:*  Who is telling the time correctly? | Set 1:  Use mini clocks to show me half past and o’clock times  Assessing throughout, ensure all children understand that the minute hand moves with the hour hand. At half past, the hour hand sits half way between two numbers.  Set work: Matching analogue clock times to the written time  Extension: Drawing the minute and hour hands onto an analogue clock |
| Set 2 (HA) :  Use mini clocks to show me half past and o’clock times  Assessing understanding throughout and correcting hour and minute hands where necessary  Set work: Drawing the minute and hour hand onto an analogue clock  Matching the written time to an analogue clock  Extension: Digital time match to analogue time |
| Day two  **Learning Focus:**  Quarter past and quarter to  Children should recognise that the hour hand moves along with the minute hand. Therefore when the time is quarter past the hour, the hour hand will be just past the hour and when the time is quarter to, the hour hand will be just before the hour | *Question:*  Who is telling the time correctly? Can you spot the mistake that they have made? | Set 1: Quarter past and quarter to  Starter: finding the four quarters of a clock – jigsaw activity  Mini clocks, show me quarter to and quarter past times  Set work: Drawing quarter past and quarter to times |
| Set 2 (HA):  Mini clocks to show half past, o’clock quarter past and quarter to times  Writing out the time using correct language “past” and “to”  Reading the written time and drawing hands onto the clock for quarter past and quarter to |
| Day three  **Learning Focus**:  Five minute intervals | Question:  As a class, make a list of the time trains that you can get to Blackpool    Recap o’clock, half past, quarter past and quarter to on mini clocks as a whole class | Set 1 –  Show the children times to 5-minute intervals on a large clock. Ask the children to identify what time is being shown. Give the children individual clocks with moveable hands. Ask the children to make times to 5 minute intervals.  Model: recap counting in fives looking at the five minute intervals on a clock  With mini clocks, practise counting in five minute intervals  Show me work  Focus on “past”  E.g *show me ten past five*  *Show me twenty past eleven*  Set work: Matching the time to the correct clocks  Writing out the time filling in blanks  The time on the clock is \_\_\_\_\_\_ past \_\_\_\_\_\_\_. |
| Set 2: HA  Model: recap counting in fives looking at the five minute intervals on a clock  Counting in five minute intervals  Writing the time using the language of past and to  e.g *five to two*  *twenty five past ten*  *Set work:* Drawing hands onto the clock to show five past and five to |
| Day four  **Learning Focus:**  Counting in fives  Telling the time in minute intervals  Children tell the time to the nearest 5 minutes on an analogue clock. They focus on the language of “past” and “to” | Question:  Reasoning questions on powerpoint  My maths 5 minute starter | Set 1:  Mini clocks recapping o’clock, half past, quarter past and quarter to  Recap counting in fives around the clock face  Show me work  Focus on “to”  *Ten to eleven twenty to three*  Set work: Writing out the time filling in blanks  The time on the clock is \_\_\_\_\_\_ to \_\_\_\_\_\_\_.  Extension: Drawing the hands onto the analogue clock |
| Set 2:  Mini clocks recapping o’clock, half past, quarter past and quarter to  Recap counting in fives around the clock face  Set work: Matching the written time to the analogue clock showing the time in five minute intervals |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | |