

Year 4 Autumn 1: Week 7 Maths Planning

Date	Learning Objective	Starter Activity	Main Teaching	Plenary Activity
19.10.20	<ul style="list-style-type: none"> <li>✓ Read time to the nearest minute; calculate time intervals from clocks and timetables.</li> </ul>	Practise your 5 times tables. How does the 5 times table help us when telling the time?	Show interactive clock <a href="http://www.visnos.com/demos/clock">http://www.visnos.com/demos/clock</a> Assess knowledge of basic time facts e.g. Which is the minute/hour hand? How many minutes in an hour? How many hours in a day? How many seconds in a minute? How many hours in a day, 2 days? How many minutes in 2 hours? How many seconds in 3 minutes? How many seconds in half a minute? How many minutes in a day? How many minutes in a school day? How many seconds in five minutes? What is longer- 17 hours or 1040 minutes?	When will it be important to know how long it is between two sets of times? Travel times, cinema times, school timetables, TV programmes etc. What could happen if you cannot calculate the difference in these times?
20.10.20	<ul style="list-style-type: none"> <li>✓ To use the hour and minute hand correctly to display a given time on a clock.</li> </ul>	Provide a selection of set times. Ask children to show their answers and then display the correct answer using the clock <a href="http://www.visnos.com/demos/clock">http://www.visnos.com/demos/clock</a>	Work on the <b>Time Worksheet and Extension sheet</b>	<a href="http://www.teachingtime.co.uk/draggames/sthec1.html">http://www.teachingtime.co.uk/draggames/sthec1.html</a> Play the stop the clock game Which involves matching digital times to analogue
21.10.20	<ul style="list-style-type: none"> <li>✓ To be able to calculate the amount of time passed between different events</li> </ul>	Recap the five times table. Why does the 5 times table help us when telling the time? Which is the minute/hour hand? How many minutes in an hour? How many hours in a day? How many seconds in a minute?	Explain that we will be looking at calculating the amount of time between different events. Using the <b>Wednesday - school timetable</b> , pose differentiated questions 'How long is our break time?' 'How long is our lunch time?' 'How long left of school do we have after lunch time?' How can we work this out? <a href="https://app.mymaths.co.uk/290-lesson/time-calculations">https://app.mymaths.co.uk/290-lesson/time-calculations</a> Sections 1 and 2 Use an appropriate level <b>number line worksheet</b> to calculate questions based on the school timetable.	Mark work with the children. Clarify any misconceptions they may have.
22.10.20	<ul style="list-style-type: none"> <li>✓ Read, write and convert time between analogue and digital 12 and 24 hour clocks</li> </ul>	<a href="https://nrich.maths.org/242">https://nrich.maths.org/242</a> Mini investigation. Change the time intervals to fifteen minutes once they have solved for five.	Explain that we will be looking at digital and analogue clocks. Go through the information on this website, it will highlight various areas on time, and also begin to talk about analogue and digital time. <a href="https://www.bbc.co.uk/bitesize/topics/zkfyedm/articles/zcsmqty">https://www.bbc.co.uk/bitesize/topics/zkfyedm/articles/zcsmqty</a> - This site we used earlier in the week allows for a complete switch from analogue to digital. <a href="http://www.visnos.com/demos/clock">http://www.visnos.com/demos/clock</a> Children can attempt to guess what they believe will be the answer when you click the convert button. Complete the <b>weekly review on TIME</b> independently.	Work through the review and mark with the children. As you work through the review, it will become apparent who has gaps in their understanding:
23.10.20	<b>INSET Day</b>			