

### Year 3 Time Planning (Weekly)

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
M	<p><b>Mental:</b> Count in 2s (from zero)</p> <p><b>Main:</b> Tell the time from a clock face (<b>in figures</b>)</p>	<p><b>Mental:</b> Ask children to use a silly voice that they would like to use to count in 2s (highlight the 2s on the hundred square at <a href="http://www.taw.org.uk/lic/itp/num_grid.html">http://www.taw.org.uk/lic/itp/num_grid.html</a>)</p> <p><b>Main:</b> Have G+T children start work without listening to teacher. TA to monitor their progress; if struggling send to carpet to listen to explanation; if confident allow them to finish the work Revise how the numbers inside the clock face are the hours. The short hand is the hour hand and tells us which hour it. Whatever hour the short hand has just gone past, that is the hour Revise how the long hand is the minute hand, but the clock face does not show numbers for the minutes – we need to know them in our heads Give each child a small clock face Show children PowerPoint on telling the time with the following slides:</p> <ul style="list-style-type: none"> <li>• The hours only in red, with the hour hand, on a clock face (Ask the children to point to the hour hand on their clock)</li> <li>• The minutes (outside the clock face) in blue, with the minute hand. (Ask the children to point to the minute hand on their clock)</li> <li>• Count round the clock face in 5s with children, pointing at each point on the clock as you do so (have the children move the minute hand on their own clocks to the correct point with each jump of 5)</li> <li>• A clock showing 3 o'clock and the time in figures (3:00) underneath it. Revise how we write the hour, then a dot / colon, then the minutes</li> <li>• Show children several more examples of clock faces with the time underneath</li> <li>• Revise how the minutes always need to have two digits e.g. 3:05, not 3:5</li> <li>• Revise am as morning and pm as afternoon / evening</li> <li>• A clock for am times, shaded in grey up until 5am to show the night and shaded in light blue to show the morning from 5am to 12pm</li> <li>• A clock for pm times, shaded in orange from 12pm until 4pm to show the afternoon, shaded in maroon to show the evening from 4pm to 8pm and shaded in grey to show the night from 8pm to 12am</li> <li>• Leave final slide up with two clock faces shaded as above and with the hours inside in red and the minutes outside in blue to help children during the lesson</li> </ul> <p>(Have children write the hours in red and the minutes in blue if this will help them) With G+T children explain how to write times in the 12-hour and 24-hour clock: am times - to change am times to the 24-hour clock just put a 0 in front of the hour (except for when the hours are 11 or 12) pm times - To change pm times to the 24-hour clock just put add 12 hours (except for 12.00 midnight, which is shown as 00.00, not 24.00)</p>	<p>Lower ability – write the time shown on a clock face in figures to the quarter hour, and whether the time is am or pm</p> <p>Middle ability – as lower ability, but also to 5-minute intervals</p> <p>Higher ability – as middle ability, but to 1-minute intervals</p> <p>G+T – as higher ability, but with 24-hour clock</p>	<p>Give each child a small clock. Ask them to move the hands to a time on the clock and use 'morning', 'afternoon', 'evening' or 'night' to describe the time for their partner to write in figures. Swap clocks. Check each other answers and discuss any differences</p>

To access the complete version, termly planning and all of the resources needed to teach these lessons, visit

<http://www.saveteacherssundays.com/maths/year-3/52/year-3-maths-planning-autumn-2/>



© www.SaveTeachersSundays.com 2013