

Year 3
Autumn term

Unit Objectives
Year Three

- Read and begin to write the vocabulary related to time.
- Use units of time and know the relationship between them (second, minute, hour, day, week, month, year.) Pages: 79
- Suggest suitable units to estimate or measure time.
- Use a calendar.
- Read the time to five minutes on an analogue clock and a twelve hour digital clock, and use the notation 9:40
- Solve word problems involving numbers in 'real life', money and measures, using one or more steps. Explain how the problem was solved. Page 71

This Unit Plan is designed to guide your teaching.

You will need to adapt it to meet the needs of your class.

Resources needed to teach this unit:

- Geared analogue clocks.
- Digital clocks
- Stopwatch
- Mini 'show me' clock faces
- Clock with minute hand removed
- Calendar
- Number lines marked in divisions of 5-minute intervals from various starting times.
- ITP: 20 cards
- Resource sheet 5.1 'I have... who has...' to be cut up and laminated
- Resource sheet 5.2 cut up and laminated.

Link Objectives

Year 2

Year 4

- Use and begin to read the vocabulary related to time.
- Use units of time and know the relationships between them (second, minute, hour, day, week.)
- Suggest suitable units to estimate or measure time.
- Order the months of the year.
- Read the time to the hour, half hour, or quarter hour on an analogue clock and a twelve hour digital clock, and understand the notation 7:30
- Use mental addition and subtraction, simple multiplication and division, to solve simple word problems. Using one or two steps.

- Use, read and write the vocabulary related to time.
- Estimate/ check times using seconds, minutes, hours.
- Read the time from an analogue clock to the nearest minute, and from a 12-hour digital clock.
- Use am and pm and the notation 9:53.
- Read simple timetables and use this year's calendar.
- Use all four operations to solve word problems involving numbers in real life, money and measures (including time), using one or more steps.

Planning Sheet	Day 1	Unit 5: Time		Term: Autumn	Year Group: 3
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions	
<p>To read the time on a digital and analogue clock to five minutes.</p> <p>To recognise the relationship between minutes and hours.</p> <p>Vocabulary Minute Second Hour Time Digital Analogue 5 past, ten past, quarter past, half past etc. earlier later past to clock face minute hand hour hand</p>	<p>Count in divisions of five minutes Chanting “ 5 minutes, ten minutes, 15 minutes... to 60 minutes.</p> <p>Revise reading time to the hour, half hour and quarter hour. With a minute timer, close eyes, guess when 1 minute is up.</p> <p>With a real clock and a minute timer, time how long it takes for minute hand to move from 5 past to 10 past?</p> <div data-bbox="360 708 696 826" style="border: 1px solid black; padding: 5px;"> <p>Q How many minutes have passed between 5 past and 10 past?</p> </div> <p>With a partner, using clock face show any two times with a difference of 5 minutes between them.</p> <div data-bbox="360 1015 696 1182" style="border: 1px solid black; padding: 5px;"> <p>Q How many minutes have passed when the minute hand travels a quarter way around the clock? Half way round the clock?</p> </div> <div data-bbox="360 1230 696 1302" style="border: 1px solid black; padding: 5px;"> <p>Q How can counting help?</p> </div> <p>Using small ‘show me’ clock faces, children make corresponding times in response to teacher’ request.</p>	<p>To read and begin to write the vocabulary related to time</p> <p>To read the time to five minutes, to half past the hour on an analogue clock and a twelve hour digital clock, and use the notation 9:30</p> <p>Resources Digital clock Analogue clock Minute timer Show me clocks Hoop with markers Cards showing digital times (5.2)</p>	<p>With a number line hoop with sliding divisions or a PE hoop marked at 5 minute intervals, point to the top of the hoop and label 60, point to the half past point and label 30.</p> <div data-bbox="1055 459 1796 555" style="border: 1px solid black; padding: 5px;"> <p>Q: What would the minute hand be pointing to if was pointing here?</p> </div> <p>Discuss the top point refers to zero minutes past the hour and bottom point is thirty minutes past.</p> <div data-bbox="1055 651 1796 746" style="border: 1px solid black; padding: 5px;"> <p>Q: What is another way of saying 30 minutes past? Why?</p> </div> <p>Show 5 minute divisions.</p> <div data-bbox="1055 820 1796 892" style="border: 1px solid black; padding: 5px;"> <p>Q; How many minutes past would this show?</p> </div> <p>Label all the 5 minute intervals around the hoop.</p> <div data-bbox="1055 943 1796 1062" style="border: 1px solid black; padding: 5px;"> <p>Q: If the digital time reads this time (9:30) what does the thirty mean? Where will the minute hand be pointing to on the hoop?</p> </div> <div data-bbox="1055 1150 1796 1270" style="border: 1px solid black; padding: 5px;"> <p>Q: On the analogue clock where would the hour hand now be, once the minute hand is half past the hour?</p> </div> <p>In pairs with whiteboards and analogue clocks, one child show a time to half past, other child writes corresponding digital time and then vice versa.</p>	<p>With a digital time cards resource 5.2 show various times to half past the hour, ask children to read them. Show 2:30</p> <div data-bbox="1845 440 2154 655" style="border: 1px solid black; padding: 5px;"> <p>Q :What is another way to say this time? e.g. half past two, two thirty</p> </div> <p>On white boards ask the children to write in words the corresponding time.</p> <p>Show two digital times</p> <div data-bbox="1845 839 2154 935" style="border: 1px solid black; padding: 5px;"> <p>Q: Which time is earliest, latest?</p> </div> <div data-bbox="1845 967 2154 1398" style="border: 1px solid black; padding: 5px;"> <p>By the end of the lesson children should be able to:</p> <p>Read and write analogue and digital clock times to five minutes to half past the hour. Recognise that the clock is divided into 60 minutes at 5-minute intervals</p> </div>	

Planning Sheet	Day 2	Unit 5.: Time	Term: Autumn	Year Group: 3
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions
<p>To read the time on a digital and analogue clock to five minutes.</p> <p>To recognise the relationship between minutes and hours.</p>	<p>Count in divisions of five minutes Chanting “ 5 past, ten past, quarter past, twenty past, twenty five past, half past.”</p> <p>Using OHT copy of a clock face marked with lines at 5 minute minutes divisions ask children to plot 5 minute intervals.</p> <div data-bbox="358 622 694 798" style="border: 1px solid black; padding: 5px;"> <p>Q How many minutes have passed between 20 past and half past? Between half past and quarter to?</p> </div> <p>With a partner, using clock face show any two times with a difference of 5 minutes, 10 minutes.</p> <p>Using small show me clocks children make corresponding times in response to teacher' request..</p> <div data-bbox="358 1204 694 1396" style="border: 1px solid black; padding: 5px;"> <p>It is now this time; (11.05) what time will it be when 10 minutes have passed?</p> </div>	<p>To read and begin to write the vocabulary related to time</p> <p>To read the time to five minutes to the hour on an analogue clock and a twelve hour digital clock, and use the notation 9:55.</p> <p><u>Vocabulary</u></p> <p>Minute Second Hour Time Digital Analogue 5 past, ten past, quarter past, half past etc. passed to towards earlier later past clock face minute hand hour hand</p> <p><u>Resources</u></p> <p>OHT clock face Digital clock Analogue clock Show me clocks ITP 20 cards I have who has cards (5.1)</p>	<p>Using ITP 20 cards: Make a stack of 12 cards, first card numbered 5, step number 5, step increments 0. Arrange the cards by dropping and dragging into a cyclical arrangement of five minutes, out of sequence. Ask children to arrange the 5-minute intervals in the correct sequence. Hide some of the times by clicking right hand corner.</p> <div data-bbox="1104 430 1798 486" style="border: 1px solid black; padding: 5px;"> <p>Q How do we know where 35 will go?</p> </div> <div data-bbox="1104 518 1798 614" style="border: 1px solid black; padding: 5px;"> <p>Q What number will go at the point a quarter of the way around the clock face? At the point half way, three quarters of the way around the clock face?</p> </div> <div data-bbox="1104 630 1798 726" style="border: 1px solid black; padding: 5px;"> <p>Q If the time is quarter past the hour, and ten minutes pass by, which card will the minute hand point to?</p> </div> <p>Draw a number line, beginning at an hour time, in twelve divisions of five minutes, read the digital time. Show 7:05 establish what the 05 means, 10 means. Cover some of the times and ask the child to count on in 5's to recognise the missing time. e.g. 7:05 7:10 7.20 7:25</p> <div data-bbox="1104 949 1798 1029" style="border: 1px solid black; padding: 5px;"> <p>Q What time is missing? How can counting in 5's help?</p> </div> <p>Show digital times e.g. 8:30 and times written in words e.g. two thirty, half past three, twenty five minutes past ten, In a group of three, children match cards with corresponding times . Choose a card either digital or written in words, others show the corresponding time on mini clock faces. What is the latest time?, earliest time? Order them from earliest to latest.</p> <p>Then introduce differentiated cards: 1 hour before, 1 hour later, 15 minutes earlier, 25 minutes later, 30 minutes earlier. 1 hour 15 minutes earlier, 3 hours and 30 minutes later. Children make corresponding new times with their mini clocks and write down the time.</p>	<p>With a set of 'I have, who has cards, (Resource sheet 5.1) in pairs children read cards and follow a sequence around the class, using all language of time.</p> <div data-bbox="1841 454 2154 550" style="border: 1px solid black; padding: 5px;"> <p>Q Who has the earliest, latest time?</p> </div> <div data-bbox="1841 622 2154 766" style="border: 1px solid black; padding: 5px;"> <p>Q Who has a time later than four o'clock, earlier than a quarter to seven?</p> </div> <div data-bbox="1841 821 2154 1308" style="border: 1px solid black; padding: 5px;"> <p>By the end of the lesson children should be able to:</p> <p>Read and write analogue and digital clock times to five minutes to the hour.</p> </div>

Planning Sheet	Day 4	Unit 1: Counting to 100		Term: Autumn	Year Group: 3
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions	
		▪	▪	▪	
				<div data-bbox="1841 1050 2145 1366" style="border: 1px solid black; height: 198px; width: 136px; margin: 0 auto;"></div>	

Planning Sheet	Day 5	Unit 1: Counting to 100		Term: Autumn	Year Group: 3
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions	
				<div data-bbox="1841 1050 2145 1366" style="border: 1px solid black; height: 198px; width: 136px; margin: 0 auto;"></div>	