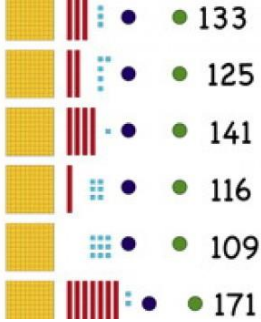
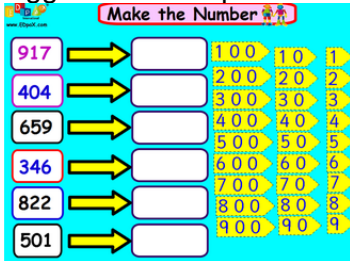
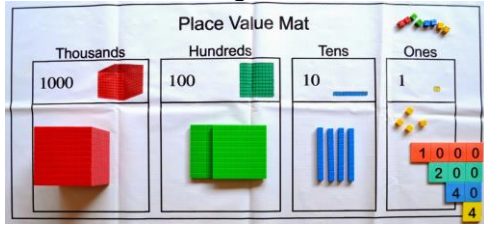




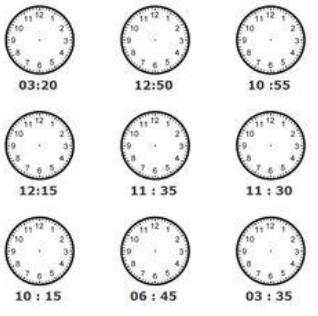



**Math – Place Value, Time and statistics**

	Week 1	Week 2	Week 3	Week 4	Week 5
	<p><b>Objective:</b> To know the place value of numbers</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can recognize numbers to 5 (S7) 10 (S8) and 20 (S9)  <b>Core:</b> I can recognize most and least when identifying numerals (S10)            I can use language from most to least and of equal to, more than, less than (S11)  <b>Extension:</b> I can recognize the place value in a 2 digit number (tens and units) (S12)            I can use language from most to least and of equal to, more than, less than (S11)            LOtC: Find numbers around the school and outside  <b>SMSC: Developing deep thinking and questioning</b>            Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning  <b>Suggested Activities:</b>  <a href="http://www.topmarks.co.uk/Interactive.aspx?cat=21">http://www.topmarks.co.uk/Interactive.aspx?cat=21</a>  <a href="http://www.ictgames.com/placeValue.htm">http://www.ictgames.com/placeValue.htm</a>  <a href="http://interactivesites.weebly.com/place-value.html">http://interactivesites.weebly.com/place-value.html</a>  <a href="http://mrcrammond.com/maths_placevalue.htm">http://mrcrammond.com/maths_placevalue.htm</a>  <a href="http://www.bbc.co.uk/schools/starship/maths/games/place_the_penguin/big_sound/full.shtml">http://www.bbc.co.uk/schools/starship/maths/games/place_the_penguin/big_sound/full.shtml</a> - Activities</p> <ul style="list-style-type: none"> <li>HTU PowerPoint</li> <li>Whiteboard activity – Find the place value of 2,3,4 digit numbers</li> <li>Use visual aids to show HTU - cubes etc and match to number</li> </ul> 	<p><b>Objective:</b> To know the place value of numbers</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can recognize different quantities (more or less, bigger or smaller) (S9)            I can demonstrate an understanding of more (S6) and less (S7)  <b>Core:</b> I can identify one more and one less when given a number (S11)  <b>Extension:</b> I can compare order and recognize the place value of a 3 digit number and begin to partition (S13)            LOtC: Draw blocks on the playground (Tens and Units)  <b>SMSC: Developing deep thinking and questioning</b>            Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning  <b>Suggested Activities:</b>  <a href="http://www.topmarks.co.uk/Interactive.aspx?cat=21">http://www.topmarks.co.uk/Interactive.aspx?cat=21</a>  <a href="http://www.ictgames.com/placeValue.htm">http://www.ictgames.com/placeValue.htm</a>  <a href="http://interactivesites.weebly.com/place-value.html">http://interactivesites.weebly.com/place-value.html</a>  <a href="http://mrcrammond.com/maths_placevalue.htm">http://mrcrammond.com/maths_placevalue.htm</a>  <a href="http://www.bbc.co.uk/schools/starship/maths/games/place_the_penguin/big_sound/full.shtml">http://www.bbc.co.uk/schools/starship/maths/games/place_the_penguin/big_sound/full.shtml</a> - Activities</p> <ul style="list-style-type: none"> <li>Say numbers as words and ask pupils to write them or draw them</li> <li>Use Place Value cards</li> <li>Partitioning</li> <li>Give pupils lots of different quantities and ask them to find the biggest/smallest pile</li> </ul> 	<p><b>Objective:</b> To know the place value of number</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can recognise most and least when identifying numerals (S10) or I can recognise numerals 1 -9 and relate to a set of objects (S8)  <b>Core:</b> : I can recognize the place value in a 2 digit number (tens and units) (S12)  <b>Extension:</b> I can compare order and recognise the value of each digit in a four digit number (S14)            LOtC: Find quantities/numbers around the school and identify smallest/biggest  <b>SMSC Developing deep thinking and questioning</b>            Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning  <b>Suggested Activities:</b>  <a href="http://www.topmarks.co.uk/Interactive.aspx?cat=21">http://www.topmarks.co.uk/Interactive.aspx?cat=21</a>  <a href="http://www.ictgames.com/placeValue.htm">http://www.ictgames.com/placeValue.htm</a>  <a href="http://interactivesites.weebly.com/place-value.html">http://interactivesites.weebly.com/place-value.html</a>  <a href="http://mrcrammond.com/maths_placevalue.htm">http://mrcrammond.com/maths_placevalue.htm</a>  <a href="http://www.bbc.co.uk/schools/starship/maths/games/place_the_penguin/big_sound/full.shtml">http://www.bbc.co.uk/schools/starship/maths/games/place_the_penguin/big_sound/full.shtml</a> - Activities</p> <ul style="list-style-type: none"> <li>Partitioning</li> </ul>  	<p><b>Objective:</b> To show an understanding of time</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can order the days of the week (Show some awareness of time through some familiarity with the names of the week (S8)  <b>Core:</b> I know the names of the months of the year (S10)  <b>Extension:</b> I can sequence events in chronological order (S11)            LOtC: Find days of the week around the school  <b>SMSC: Developing deep thinking and questioning</b>            Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning  <b>Suggested Activities:</b>  <a href="https://www.youtube.com/watch?v=3tx0rvuXIRg">https://www.youtube.com/watch?v=3tx0rvuXIRg</a>  <a href="https://www.youtube.com/watch?v=LqXUhaDmoQc">https://www.youtube.com/watch?v=LqXUhaDmoQc</a>  <a href="https://www.youtube.com/watch?v=mXMoFxtDPUQ">https://www.youtube.com/watch?v=mXMoFxtDPUQ</a> – Songs  <a href="https://www.turtlediary.com/game/days-of-the-week.html">https://www.turtlediary.com/game/days-of-the-week.html</a>  <a href="http://www.freddiesville.com/days-of-the-week-games/">http://www.freddiesville.com/days-of-the-week-games/</a>  <a href="http://www.iboard.co.uk/iwb/Days-of-the-Week-713">http://www.iboard.co.uk/iwb/Days-of-the-Week-713</a> - Activities for days of the week</p> <ul style="list-style-type: none"> <li>Whole class – Say and order the days of the week</li> <li>Match days of the week – Symbols to words</li> <li>Ask pupils questions about their week, e.g. What day do you do swimming? – Give pupils a timetable</li> <li>Time questions – days of the week e.g. Tom went to the cinema on Tuesday, 6 days later he went to the cinema again. What day did he go to the cinema?</li> </ul>	<p><b>Objective:</b> To show an understanding of time</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can order the months of the year I know the four seasons (Begin to recognize the months of the year (S10)  <b>Core:</b> I can sequence events in chronological order (S11)  <b>Extension:</b> I can solve simple problems in practical contexts (S12)            LOtC: Find months of the year around the school  <b>SMSC: Developing deep thinking and questioning</b>            Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning  <b>Suggested Activities:</b>  <a href="https://www.youtube.com/watch?v=3tx0rvuXIRg">https://www.youtube.com/watch?v=3tx0rvuXIRg</a>  <a href="https://www.youtube.com/watch?v=LqXUhaDmoQc">https://www.youtube.com/watch?v=LqXUhaDmoQc</a>  <a href="https://www.youtube.com/watch?v=mXMoFxtDPUQ">https://www.youtube.com/watch?v=mXMoFxtDPUQ</a> – Songs  <a href="https://www.turtlediary.com/game/days-of-the-week.html">https://www.turtlediary.com/game/days-of-the-week.html</a>  <a href="http://www.freddiesville.com/days-of-the-week-games/">http://www.freddiesville.com/days-of-the-week-games/</a>  <a href="http://www.iboard.co.uk/iwb/Days-of-the-Week-713">http://www.iboard.co.uk/iwb/Days-of-the-Week-713</a> - Activities for days of the week  <a href="http://www.iboard.co.uk/iwb/Months-of-the-Year-712">http://www.iboard.co.uk/iwb/Months-of-the-Year-712</a>  <a href="https://www.turtlediary.com/game/months-of-the-year.html">https://www.turtlediary.com/game/months-of-the-year.html</a> - Activities for months of the year</p> <ul style="list-style-type: none"> <li>Say and order the months of the year</li> <li>Put the months of the year into order</li> <li>Time word questions – months of the year</li> </ul>



## Churchill Park School Medium Term Plan – Key Stage 3 Books and Authors

				
Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Objective:</b> To show an understanding of time</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can respond to the language of position, direction and movement including whole and half turns  <b>Core:</b> I can tell the time to the hour draw hands on a clock face to show these times (S11)  <b>Extension:</b> I can tell the time to the hour and half past and draw hands on a clock face to show these times (S11)            LOtC: Find clocks around the school            SMSC: Developing deep thinking and questioning            Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning  <b>Suggested Activities:</b>  <a href="http://www.topmarks.co.uk/Interactive.aspx?cat=17">http://www.topmarks.co.uk/Interactive.aspx?cat=17</a>  <a href="http://interactivesites.weebly.com/timeclocks.html">http://interactivesites.weebly.com/timeclocks.html</a>  <a href="http://www.iboard.co.uk/activities/path/measuring_time/subject/maths">http://www.iboard.co.uk/activities/path/measuring_time/subject/maths</a> - Interactive games</p> <ul style="list-style-type: none"> <li>Give pupils clocks to match to the correct time</li> <li>Draw clocks on whiteboards</li> <li>Give pupils laminated clocks and ask them to show you the time by moving the hands</li> <li>Draw hands on clocks</li> <li>Ask pupils to move hands on clock – Half a turn/whole turn</li> <li>Ask pupils to stand and turn half and then whole</li> <li>Time bingo</li> </ul>	<p><b>Objective:</b> To show an understanding of time</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can match objects (Clocks)  <b>Core:</b> I can tell the time to half past the hour and draw hands on a clock face to show these times (S11)  <b>Extension:</b> I can tell the time to 5 minutes including quarter to/quarter past the hour and draw the hands on a clock face to show the time I know how many minutes there are in an hour and how many hours in a day (S12)            LOtC: Find clocks around the school            SMSC: Developing deep thinking and questioning            Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning  <b>Suggested Activities:</b>  <a href="http://www.topmarks.co.uk/Interactive.aspx?cat=17">http://www.topmarks.co.uk/Interactive.aspx?cat=17</a>  <a href="http://interactivesites.weebly.com/timeclocks.html">http://interactivesites.weebly.com/timeclocks.html</a>  <a href="http://www.iboard.co.uk/activities/path/measuring_time/subject/maths">http://www.iboard.co.uk/activities/path/measuring_time/subject/maths</a> - Interactive games</p> <ul style="list-style-type: none"> <li>Match times</li> <li>Match clocks (Support)</li> <li>Time Bingo</li> <li>Time word problems</li> </ul>	<p><b>Objective:</b> To show an understanding of time</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can identify o'clock and half past  <b>Core:</b> I can tell the time to quarter to/quarter past  <b>Extension:</b> I can estimate and read time with increasing accuracy to the nearest minute (S13)            I can read, write and convert time between analogue and digital clocks (S14)            LOtC: Find clocks around the school            SMSC: Developing deep thinking and questioning            Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning  <b>Suggested Activities:</b>  <a href="http://www.topmarks.co.uk/Interactive.aspx?cat=17">http://www.topmarks.co.uk/Interactive.aspx?cat=17</a>  <a href="http://interactivesites.weebly.com/timeclocks.html">http://interactivesites.weebly.com/timeclocks.html</a>  <a href="http://www.iboard.co.uk/activities/path/measuring_time/subject/maths">http://www.iboard.co.uk/activities/path/measuring_time/subject/maths</a> - Interactive games</p> <ul style="list-style-type: none"> <li>Convert analogue time to digital time</li> <li>Time word problems</li> </ul> 	<p><b>Objective:</b> To collect and represent data</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can sort objects (S6)  <b>Core:</b> I can construct simple pictograms and tally charts (S10)  <b>Extension:</b> I can collect and organize data formally, using pictures, objects, tally charts or ICT with support (S11)            LOtC: Survey around the school            SMSC: Developing deep thinking and questioning            Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning  <b>Suggested Activities:</b>  <a href="http://www.topmarks.co.uk/maths-games/5-7-years/data-handling">http://www.topmarks.co.uk/maths-games/5-7-years/data-handling</a>  <a href="http://www.iboard.co.uk/activities/path/handling-data/subject/maths">http://www.iboard.co.uk/activities/path/handling-data/subject/maths</a></p> <ul style="list-style-type: none"> <li>Complete a range of sorting activities - Sort objects, by shape, size, colour etc (maybe clocks to link with time?)</li> <li>Teach pupils how to use tally marks – count in 5's to count</li> <li>Create a survey (favourite colour/favourite food etc)</li> <li>Make a simple tally chart, bar graph or pictogram</li> <li>Sensory bar graph/pictogram</li> </ul> 	<p><b>Objective:</b> To collect and represent data</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can use pictures and objects to collect information (S9) Use numicon???  <b>Core:</b> I can answer a simple question by counting the number of pictures, objects or tally marks (S11)  <b>Extension:</b> I can collect and record data recording results independently (S12)            LOtC: Survey around the school            SMSC: Developing deep thinking and questioning            Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning  <b>Suggested Activities:</b>  <a href="http://www.topmarks.co.uk/maths-games/5-7-years/data-handling">http://www.topmarks.co.uk/maths-games/5-7-years/data-handling</a>  <a href="http://www.iboard.co.uk/activities/path/handling-data/subject/maths">http://www.iboard.co.uk/activities/path/handling-data/subject/maths</a></p> <ul style="list-style-type: none"> <li>Make a simple/or more complex pictogram/bar graph</li> <li>Answer questions around data</li> </ul>



				
<p><b>Week 11</b></p>				<p><b>Suggested Home Learning</b></p>
<p><b>Objective:</b> To collect and represent data</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can use pictures and objects to represent information (S9)  <b>Core:</b> I can collect and organize data formally (S11)  <b>Extension:</b> I can interpret data using bar charts pictograms and tables (S13)          I can read and interpret information in tables including timetables (S15)          LOtC: Survey around the school          SMSC: Developing deep thinking and questioning          Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning</p> <p><b>Suggested Activities:</b>  <a href="http://www.topmarks.co.uk/maths-games/5-7-years/data-handling">http://www.topmarks.co.uk/maths-games/5-7-years/data-handling</a>  <a href="http://www.iboard.co.uk/activities/path/handling-data/subject/maths">http://www.iboard.co.uk/activities/path/handling-data/subject/maths</a></p> <ul style="list-style-type: none"> <li>Independently collect, organize and read data</li> <li>Use peer's recordings to make your own graph</li> <li>Purple mash – Data handling activities</li> </ul>				<ul style="list-style-type: none"> <li>Ask your child what they have been learning in Maths – Get them to explain to you what activities they have completed</li> <li>Use websites (Links above) to consolidate learning and practice skills</li> <li>Ask pupils to tell you the time, recognizing the numbers on the clock and counting in 5's</li> <li>Talk about days of the week and months of the year. Use language related to time such as before, next, after, today, tomorrow, later etc</li> </ul>