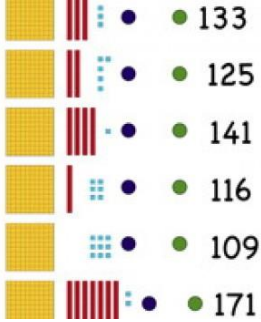
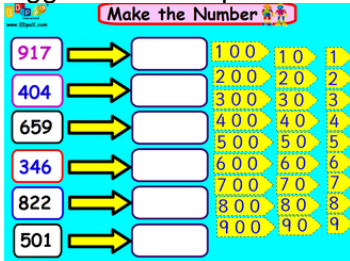
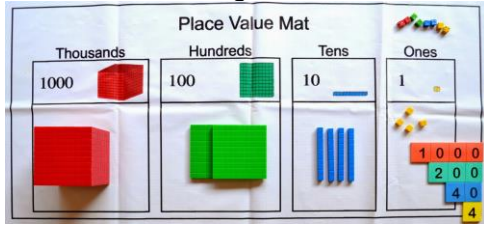





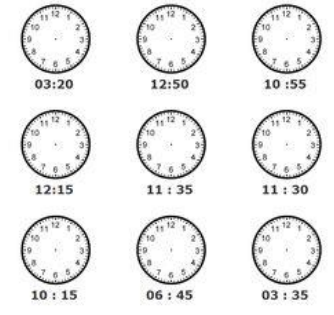
Math – Place Value, Time and statistics

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



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

Week 6	Week 7	Week 8	Week 9	
Week 10				
<p>Objective: To show an understanding of time</p> <p>Success Criteria: Support: I can respond to the language of position, direction and movement including whole and half turns Core: I can tell the time to the hour draw hands on a clock face to show these times (S11) Extension: 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 Suggested Activities: http://www.topmarks.co.uk/Interactive.aspx?cat=17 http://interactivesites.weebly.com/timeclocks.html http://www.iboard.co.uk/activities/path/measuring_time/subject/maths - Interactive games</p> <ul style="list-style-type: none"> • Give pupils clocks to match to the correct time • Draw clocks on whiteboards • Give pupils laminated clocks and ask them to show you the time by moving the hands • Draw hands on clocks • Ask pupils to move hands on clock – Half a turn/whole turn • Ask pupils to stand and turn half and then whole • Time bingo 	<p>Objective: To show an understanding of time</p> <p>Success Criteria: Support: I can match objects (Clocks) Core: I can tell the time to half past the hour and draw hands on a clock face to show these times (S11) Extension: 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 Suggested Activities: http://www.topmarks.co.uk/Interactive.aspx?cat=17 http://interactivesites.weebly.com/timeclocks.html http://www.iboard.co.uk/activities/path/measuring_time/subject/maths - Interactive games</p> <ul style="list-style-type: none"> • Match times • Match clocks (Support) • Time Bingo • Time word problems 	<p>Objective: To show an understanding of time</p> <p>Success Criteria: Support: I can identify o'clock and half past Core: I can tell the time to quarter to/quarter past Extension: 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 Suggested Activities: http://www.topmarks.co.uk/Interactive.aspx?cat=17 http://interactivesites.weebly.com/timeclocks.html http://www.iboard.co.uk/activities/path/measuring_time/subject/maths - Interactive games</p> <ul style="list-style-type: none"> • Convert analogue time to digital time • Time word problems <div style="text-align: center;"> </div>	<p>Objective: To collect and represent data</p> <p>Success Criteria: Support: I can sort objects (S6) Core: I can construct simple pictograms and tally charts (S10) Extension: : 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 Suggested Activities: http://www.topmarks.co.uk/maths-games/5-7-years/data-handling http://www.iboard.co.uk/activities/path/handling-data/subject/maths</p> <ul style="list-style-type: none"> • Complete a range of sorting activities - Sort objects, by shape, size, colour etc (maybe clocks to link with time?) • Teach pupils how to use tally marks – count in 5's to count • Create a survey (favourite colour/favourite food etc) • Make a simple tally chart, bar graph or pictogram • Sensory bar graph/pictogram <div style="text-align: center;"> </div>	<p>Objective: To collect and represent data</p> <p>Success Criteria: Support: I can use pictures and objects to collect information (S9) Use numicon??? Core: I can answer a simple question by counting the number of pictures, objects or tally marks (S11) Extension: 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 Suggested Activities: http://www.topmarks.co.uk/maths-games/5-7-years/data-handling http://www.iboard.co.uk/activities/path/handling-data/subject/maths</p> <ul style="list-style-type: none"> • Make a simple/or more complex pictogram/bar graph • Answer questions around data





				
<p align="center">Week 11</p>				<p align="center">Suggested Home Learning</p>
<p>Objective: To collect and represent data</p> <p>Success Criteria: Support: I can use pictures and objects to represent information (S9) Core: I can collect and organize data formally (S11) Extension: 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>Suggested Activities: http://www.topmarks.co.uk/maths-games/5-7-years/data-handling http://www.iboard.co.uk/activities/path/handling-data/subject/maths</p> <ul style="list-style-type: none"> Independently collect, organize and read data Use peer's recordings to make your own graph Purple mash – Data handling activities 				<ul style="list-style-type: none"> Ask your child what they have been learning in Maths – Get them to explain to you what activities they have completed Use websites (Links above) to consolidate learning and practice skills Ask pupils to tell you the time, recognizing the numbers on the clock and counting in 5's 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