




Maths and Me: Senior Infants – Short-Term Plan, Unit 4: Time 1 (October: Weeks 3&4)

Strand(s) > Strand unit(s)		Measures > Time		
Learning Outcome(s)				
Through appropriately playful and engaging learning experiences children should be able to develop a sense of time and its uses				
Lesson	Focus of Learning (with Elements)	CM	Learning Experiences	
1	<p>Using Time Language: Articulates and shares prior understanding of time concepts and vocabulary (U&C); Recalls the sequence of the days of the week (C); Logically sequences daily events in real-life situations (R)</p>		<p>C Class Calendar and Weather Chart L1 C Reason & Respond L1–4 D Notice & Wonder L2, 4 C Our School Day L2 D Reason & Respond L2, 4 D Think-Pair-Share L2–4 D Write-Hide-Show L2, 3 P Game: What Time of Day Is It? L3</p>	<p>Intuitive Assessment: responding to emerging misconceptions</p> <p>Planned Interactions: responding to insights gleaned from children's responses to learning experiences</p>
2	<p>Sequencing Events: Uses the vocabulary of time to sequence events (C); Logically sequences daily events or stages in stories or real-life situations (R); Correctly sequences stages of development of an event or story (A&PS)</p>		<p>Print resources Pupil's Book pages 22–24 Home/School Links Book page 12 PCMs 11–12</p>	<p>Assessment Events: information gathered from completion of the unit assessment in the Progress Assessment Booklet pages 10–11</p>
3	<p>Daily Time Intervals: Identifies meaningful intervals of time in daily routines (R); Logically sequences daily events in stories or real-life situations (R); Analyses and sorts events according to when they occur (A&PS); Identifies errors in chronological sequences of events (R)</p>			
4	<p>Time Passing: Recognises instruments which tell the time and acknowledges time passing throughout the day (A&PS); Describes and represents sequences of events (C); Logically sequences daily and weekly events or stages in stories or real-life situations (R); Correctly sequences stages of development of an event or story (A&PS)</p>			
5	<p>Review and Reflect: Reviews and reflects on learning (U&C)</p>			

Key: Elements: (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM:** Cuntas Míosúil; please tick when you have completed the focus of learning. **Learning Experiences:** **C** concrete activity; **D** digital activity; **P** activity based on printed materials, followed by lesson numbers.

Additional information for planning

 Progression Continua	See 'Senior Infants <i>Maths and Me</i> Progression Continua Overview' for a detailed breakdown of how all progression continua are covered.
 Maths Language	See 'Senior Infants <i>Maths and Me</i> Maths Language Overview', individual lesson plans and the Unit 4 Maths Language Cards.
 Equipment	See 'Senior Infants <i>Maths and Me</i> Maths Equipment Overview' and individual lesson plans.
Inclusive Practices	<ul style="list-style-type: none"> ● See Let's Strengthen and Let's Deepen suggestions throughout lesson plans. ● See Unit 4 Let's Strengthen Suggestions for Teachers. (These address the Common Misconceptions and Difficulties listed below.) ● See Unit 4 Let's Strengthen PCM. ● See Unit 4 Let's Deepen PCM.
Integration	See individual lesson plans.

Background and rationale

- This unit draws the children's attention to the sequencing of activities and events in their own lives, and helps them to use the language of time to describe these events and daily routines. This will greatly help them to navigate their daily routines without frustration.
- This unit builds on knowledge gained in Unit 1: Numbers to 10, including ordering number, using the language of *after*, *before* and *in-between*, along with recognising the use of ordinal numbers *first* and *last* in everyday life.
- This unit will build on the concepts of time that were covered in Junior infants – duration of time, and the sequencing of activities in the children's own lives and in stories.

The theme of this unit is **Jay's Day**.

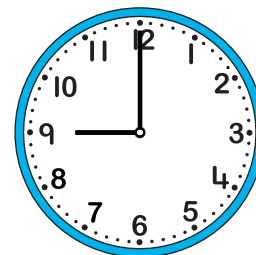
Common misconceptions and difficulties

- Children may find it difficult to recall events in the past, e.g. what they had for breakfast this morning.
- The sequencing of events may be challenging for children, and they may need support in using the appropriate language. Give plenty of opportunities to sequence events throughout the day. (*What will we do before lunch?*)
- The children may not be able to recall the sequence of familiar units of time, e.g. days of the week. Regular singing of songs and rhymes will help them to remember.
- Language such as *before/after*, *quicker/slower*, and *earlier/later* may be confusing for some children. Give examples of the vocabulary when introducing it to the children, by putting it into context in a sentence. (*Before I go to bed, I brush my teeth.*)
- Additionally, in real-life contexts, the language used to describe time is often exaggerated. The children may have heard adults say things such as, 'We had to wait hours in the queue at the shop!' Play simple games to reinforce durations, e.g. *Close your eyes and open them when you think 10 seconds has passed.*

The Unit 4 Let's Strengthen Suggestions for Teachers address the common misconceptions and difficulties listed above.

Mathematical models and representations

- Sand timers, watches, smartphone, online timers
- Different representations of analogue clocks and watches
- Simple classroom calendars/weather charts to show the passing of time, months and seasons



Analogue clock

Teacher note

Building time meaningfully into your daily school routine

Time is an abstract concept, but an essential life skill. Managing daily activities and telling the time are vital, yet tricky skills for the children to learn. This involves the ability to plan and multitask, and to have an integral working memory. Therefore, it is essential that opportunities are taken throughout the school day and school year to embed and reinforce the understanding of time concepts through the following:

- A time-rich learning environment
- Time-rich Maths Talk
- Play and playful learning
- Meaningful integration/connections across subjects (including STEM).

Below are suggested activities and resources that could be built in to your daily school routine.

Resource	Activity
Informal time language	<p>Introduce the vocabulary of time by using it continuously throughout the day, in context (e.g. <i>We will have lunch in one hour. Sam's birthday is tomorrow. What will we do first/next/last?</i>).</p> <p>Remember to include the time of the event and/or its duration (e.g. <i>We have lunch at 12 o'clock. It lasts for 15 minutes.</i>).</p>
Clocks	<p>Ensure there is an analogue clock in the classroom. Draw the children's attention to the hands of the clock throughout the day (e.g. at lunchtime, tidy-up time, home time).</p> <p>Display pictures of clocks marking special times throughout the day (e.g. clocks showing tidy-up time, lunchtime, yard time, etc.).</p>
Timers	<p>Use sand timers, online timers and countdowns with visual features as part of the daily routine and for specific time periods (e.g. a two-minute tidy-up period, a five-minute activity). This helps the children to understand how long a task will last and gain a deeper understanding of elapsed time.</p> <p>Timers also help the children to anticipate and understand transitions.</p>
Calendar and weather chart	<p>Create a class calendar and weather chart and use this as part of your daily routine. The content will depend on the class's ability. You may start off with <i>Day</i> and <i>Weather</i> only, and gradually increase the complexity over the year (e.g. adding <i>Date</i> and <i>Month</i>). It could also become a classroom task to record the weather.</p>

Resource	Activity
Maths Word Wall	Display time-related words on the Maths Word Wall. Include visual representations and images of the language to ensure that the needs of all children in the class are supported. Add days, months, seasons and birthday posters to your classroom walls over the course of the term.
Time Area	Create the Time Area in your classroom. Keep it in place for two or more weeks. Display a range of clocks, timers, calendars and diaries in this area. The children can bring in objects from home, such as books, clocks, calendars and timers. They could also bring in photographs or pictures they have drawn.
Visual timetables	Use a class visual timetable and give some individual visual schedules. Name each part of the routine and place it on the timetable each morning, with the help of the children. Some classes may benefit from having the timetable further broken up into parts of the day (e.g. before break, after break, after lunch). Include a 'flexible' card to help the children understand that routines always need to be flexible.
Library: Time-themed books	Provide access to a range of time-themed books in the classroom to further enhance learning. Examples of books are provided at the end of the lesson plans.
Science Area	Set up the Science Area in your classroom. You could plant and grow flowers, use photographs to show seasonal changes, create a nature table, add pictures of life cycles, and provide books to explore broader concepts of time (e.g. days, weeks, months, seasons and years).
Role-Play Area	Add time devices, posters and objects relating to time to your Role-Play Area, including shop opening hours, recipes, timers, clocks, watches, and illustrations of the sequencing of steps (e.g. planting at a garden centre or producing a piece of art for an art gallery).
PE	PE lends itself well to teaching and reinforcing concepts of time. Use timers and time language when it comes to races, gymnastics, obstacle courses and games (<i>Who came first? Who was next? How long to complete the obstacle course? Can we get faster? How many jumps/goals before the timer runs out?</i>)

Day 1, Lesson 1

Using Time Language

Focus of learning (with Elements)

- Articulates and shares prior understanding of time concepts and vocabulary (U&C)
- Recalls the sequence of the days of the week (C)
- Logically sequences daily events in real-life situations (R)

Learning experiences

- C** Concrete activity: Class Calendar and Weather Chart
- D** Animation: Days of the Week Song
MAM Routine: Reason & Respond
- D** Video: Jay's All Mixed Up! **MAM Routine: Reason & Respond**

Equipment

- PCM 11
- Unit 4 Maths Language Cards
- Monty the puppet

Maths language

- days of the week, weather words, night, morning, light, dark, nocturnal, early, late, first, next, later, every day, clock, watch, timer, calendar, o'clock, order, sequence

Teaching tip

Use the suggested activities in the Unit 4 Let's Strengthen Suggestions for Teachers to embed and reinforce the understanding of time concepts from this unit. Many activities will also assist classroom management and support all children's learning.

Warm-up

C Concrete activity: Class Calendar and Weather Chart

Create and display a class calendar and weather chart using PCM 11: Calendar and Weather Chart. Use the chart every morning as part of your daily routine. The content will depend on the ability of your class. You may start off with *Day* and *Weather* only, and then gradually increase the complexity over the year (e.g. *Date*, *Month*). It could also become a classroom task to record the weather.

D Animation: Days of the Week Song
MAM Routine: Reason & Respond

Play the animation, asking the children to recall the sequence of the days and sing along. You might also wish to create a Days of the Week poster, using Maths Language Cards, and ask the children to point to each day as it is named in the song. Ask:

- On which days do we come to school? What are these called? (weekdays)
- On which days do we stay home? What is this called? (weekend)
- Which is your favourite day of the week? Why?

Main event

D Video: Jay's All Mixed Up!
MAM Routine: Reason & Respond

First play the video without sound. The video shows what happens when Jay wakes up at night-time. Using Think-Pair-Share, ask:

- What do you notice?
- What do you wonder?

Then play the video with the sound on. Use the questions that follow for further discussion.

Teaching tip

The challenging questions below could be used to assess the children's understanding and identify who is confident or needs more help. It might be a good idea to have Monty the puppet ask



the questions. Ask the children to justify their responses with evidence and encourage them to use accurate vocabulary and appropriate expressions of time.

- Is it the morning, afternoon, evening or night? (Ask the children to say why/why not for each option.)
- Why is the owl hooting on the branch of the tree?
- What do we call animals that come out at night?

- Can you think of any other nocturnal animals?
- What would you do if you were Jay? Why?
- Have you ever woken up too early? When? Tell us about it.

Let's deepen

The children may draw a picture or write about what they think Jay did next. They could share their completed drawings with their partner/group or the class.

Optional consolidation and extension possibilities

Story Read *Peace at Last* by Jill Murphy, or listen to a reading at: edco.ie/rew8

Time Area Set up a Time Area that includes a Maths Word Wall you can add to throughout the week. Display timers, calendars, clocks and diaries. The children can bring in objects or images from home or their local environment. Label each item. Use time language throughout the school day. Use maths

language cards to add any new language to the Maths Word Wall.

My Week Using their journals, copies, or display pages, the children could record an account of their week by drawing an image each day. Some children could also write a short piece about each day. They could share their daily experiences with a partner.

Day 2, Lesson 2

Sequencing Events

Focus of learning (with Elements)

- Uses the vocabulary of time to sequence events (C)
- Logically sequences daily events or stages in stories or real-life situations (R)
- Correctly sequences stages of development of an event or story (A&PS)

Learning experiences

- **C** Visual timetable: Our School Day
- **D** Digital activity: Jay's Busy Morning **MAM Routines: Notice & Wonder, with Think-Pair-Share; Reason & Respond, with Write-Hide-Show**
- **C** Hands-on sequencing activity: Making Sandwiches or Planting Seeds **MAM Routine: Reason & Respond**
- **P** Pupil's Book page 22: Sequencing Events

Equipment

- Scissors
- Glue
- Unit 4 Maths Language Cards

Maths language

- before, after, first, second, third, fourth, fifth, next, then, last, finally, morning routine, night-time routine

Teaching tip

Remember to use the suggested activities in the Unit 4 Let's Strengthen Suggestions for Teachers to embed and reinforce the understanding of time concepts from this unit. Many activities will also assist classroom management and support all children's learning.

Warm-up

Teaching tip

Remember to update the class calendar and/or weather chart each day.

C Visual timetable: Our School Day

Create a visual timetable with the class. Keep it simple, with one-word descriptions. Place the timetable in a visible place and use it consistently to model time language and sequence daily events (*What do we have next/after PE? What will we do directly before lunchtime? What is the last activity of the day?*)

Brainstorm and list all the activities typically done in school, such as circle time, news, yard, and maths. Capture photographs of various children participating in these activities and use them to create a visual timetable for the class. Involve the children each morning in arranging these photographs on a line or board in the correct sequence for the day.

Let's strengthen

Use Unit 4 Let's Strengthen Suggestions for Teachers for ideas regarding individual visual timetables for some children.

The children can use the Unit 4 Let's Strengthen PCM to sequence pictures or draw illustrations to sort their school day into four sequences: first, next, then, and last.

D Digital activity: Jay's Busy Morning MAM Routines: Notice & Wonder, with Think-Pair-Share

This sequencing activity reviews and builds on learning from Junior Infants, when the children sequenced a series of events in Dara's Day. They can also review the ordinal numbers *third* and *fourth*, which were introduced in Unit 1: Numbers to 10.

Display the first slide, in which four different images from Jay's morning are shown in the wrong order. Using Think-Pair-Share, ask:

- What do you notice?
- What do you wonder?

Record the children's responses to both questions on the board. Allow the children the opportunity to respond to (agree/disagree with or query) others' responses, but do not confirm or reject any of the ideas. Note any 'wonderings' that could become the basis for a subsequent maths investigation.



Main event

D Digital activity: Jay's Busy Morning MAM Routines: Reason & Respond, with Write-Hide-Show

Display the sequencing activity, in which different scenes from Jay's morning are shown in the wrong order. Using the language *first*, *next*, *then* and *last*, ask the children to work out what is wrong with the pictures (the order is incorrect). Prompt them to use the key language of time. For each set of images, ask:

- What do you notice about these pictures of Jay?
- According to these pictures, what did Jay do first/last?
- What is happening in pictures a, b, c, d?
- Is this the correct sequence/order? Why/Why not?

Now, ask the children to look at the four pictures and decide which picture (event) comes *first*. They write *a*, *b*, *c*, or *d* on their MWBs. Ask them to give reasons for their responses. Ask for a volunteer to move the picture to the **first** position. Say:

- First, Jay woke up and got out of bed.

Ask the children which picture (event) comes *next*. They write the letter on their MWBs. Now, ask for a volunteer to drag the correct picture to the **next** position. Ask:

- Why? What is Jay doing in this picture? (**Next**, Jay changes his clothes.)

Now, ask a volunteer to drag the two remaining picture cards into the correct sequence. Ask:

- Is the sequence correct?
- Which picture comes **then**/third? How do you know? What is Jay doing in this picture? (**Then**, Jay opens the curtains.)
- Which picture comes **last**/fourth? What is Jay doing in this picture? (**Last**, Jay looks at the time.)

Ask:

- What could have happened after these four pictures?

Listen to the children's responses and draw a simple picture to represent a final/fifth event. Explain that if there is a fifth stage to a sequence or story, we could



label it as 'finally'. Review the order of the sequence: *first, next, then, last, finally*.

Continue to play the sequencing activity, which involves re-ordering two more series of events in Jay's morning.

The children could reflect on Jay's night-time routine. Working in pairs, the children compare their own night-time routines with Jay's imagined night-time routine. Ask:

- What do you do at night-time to get ready for bed?
- What do you do that is the same as Jay/your partner?
- What is different about your night-time routines?

Add any new Time language cards to the classroom Maths Word Wall.

Let's deepen

Ask:

- Do you do the same things every day or are some days different?

Let's strengthen

Some children may have difficulty sequencing steps in a process or stages in a narrative. Use the Unit 4 Let's Strengthen PCM to give them further practice with sequencing by drawing pictures showing stages of a story, steps of an instruction, parts of their school day, or sequences of an event. You may choose to start with just three sequences initially.

Use Unit 4 Let's Strengthen Suggestions for Teachers to encourage discussion about order, using the key language of time, to further support their learning.

C Hands-on sequencing activity: Making Sandwiches or Planting Seeds

MAM Routine: Reason & Respond

Teaching tip

You may choose to complete this activity now or at another time during the day. Ideally, you would demonstrate the activity with physical items.

If that is not possible, you could instead mime the four steps of the activity (perhaps in the wrong order).

Present the children with a hands-on sequencing activity: choose either making sandwiches (as outlined below) or planting seeds. Reserve the other activity for later in the week. Use Unit 4 Maths Language Cards (*first, next, then* and *last*) to guide the activity.

To demonstrate making sandwiches, initially guide the children to identify the *first* step, which could be gathering the necessary ingredients, such as bread, butter and fillings. Then prompt the children to identify the *next, then, and last* steps, ensuring their understanding of the sequence. You could start with the *first* and *last* steps, and then ask the children to identify the steps in between.

After the demonstration, encourage the children to mime the four steps involved in the sequencing activity and to label each step. They can also mime steps for other activities, e.g. painting a picture, setting the table, or brushing their teeth. Props could be useful here.

Let's strengthen

If time permits, allow the children to engage in hands-on experience with one of these activities or another sequencing activity to reinforce their understanding.

Let's deepen

Provide an extra challenge by asking some children to draw or write sentences about the four steps involved in the sequencing activity.

P Pupil's Book page 22: Sequencing Events



Optional consolidation and extension possibilities

Sequencing Narratives This could be completed as part of literacy activities/stations for the week. Read a familiar story to the class (e.g. a fairy tale) and provide the children with images from the story in the wrong

order. The children sequence the events in the story and label them correctly (*first, next, then, last*).

Alternatively they could use the Let's Strengthen PCM to draw/stick the images in the correct order.

Games Bank Play ‘Story Circle’ as a whole class or in groups. The groups could present their completed stories to the whole-class group.

Story Read *Night Monkey, Day Monkey* by Julia Donaldson or *Kipper’s Monster* by Mick Inkpen. The children draw four pictures from the story and sequence them in the correct order, using the Let’s Strengthen PCM. They stick the completed story in their maths journal. Recordings of these stories are also available: *Night Monkey, Day Monkey* at edco.ie/sw3t and *Kipper’s Monster* at edco.ie/gfas

Maths Word Wall Use time language throughout the school day. Use maths language cards to add any new language to the Maths Word Wall. See the Unit 4 Let’s Strengthen Suggestions for Teachers.

My Week Continue to work on My Week for a few minutes each day.

Role-Play Area Set up the Role-Play Area as a doctor’s office, post office or restaurant, where children can follow a sequence of steps to complete tasks or serve customers. You could include recipes and illustrations of the sequencing of steps (e.g. planting at a garden centre or producing a piece of art for an art gallery). Have Monty the puppet act as a guide or customer in these scenarios. Monty can help explain the tasks, provide instructions, and interact with the children!

Day 3, Lesson 3

Daily Time Intervals

Focus of learning (with Elements)

- Identifies meaningful intervals of time in daily routines (R)
- Logically sequences daily events in stories or real-life situations (R)
- Analyses and sorts events according to when they occur (A&PS)
- Identifies errors in chronological sequences of events (R)

Learning experiences

- D** Animation: Monty’s Day **MAM Routine: Reason & Respond**
- D** Digital activity: Morning, Afternoon, Evening, Night **MAM Routines: Reason & Respond, with Write-Hide-Show**
- P** Game: What Time of Day Is It?
- P** Pupil’s Book page 23: Daily Time Intervals

Equipment

- Scissors, glue
- PCM 12
- Monty the puppet

Maths language

- earlier, breakfast, lunch, dinner, tea, morning, afternoon, evening, night, clues, proof

Warm-up

Teaching tip

Remember to update the class calendar and/or weather chart along with the visual timetable each day.

D Animation: Monty’s Day **MAM Routine: Reason & Respond**

Play the animation, which features a sequence of events in Monty’s day. (This is an extended version of the animation the children saw in Junior Infants.) The

animation features the language of ‘morning’, ‘afternoon’, ‘evening’ and ‘night’.

Encourage the children to identify the four times of the day featured in the animation, while also promoting the use of language of the lesson. Encourage discussion by using Monty the puppet to ask the class these questions:

- Can you recall some activities that Monty does during the morning, afternoon, evening and night?

- What do we call the beginning of the day? (morning, sunrise, dawn)
- What words can we use to describe the time 'during the day'? (e.g. afternoon)
- What do we call the middle part of the day? (noon)

- What time of day comes between the afternoon and night-time? (evening)
- How can we tell when it is night-time?

Main event



D Digital activity: Morning, Afternoon, Evening, Night **MAM** Routines: Reason & Respond, with Write-Hide-Show

Play the slideshow. The children use Write-Hide-Show to respond to the following questions on their MWBs:



- What time of day is it? Write M (for 'Morning'), A (for 'Afternoon'), E (for 'Evening') or N (for 'Night') on your MWBs. Explain why you think this.

Remind the children to look for clues and proof when deciding the time of day.

- How do you know that it is ... (name the time of day)?
- What clues are there? (e.g. It is dark outside, so it must be night-time.)
- What proof do you have? (e.g. The sun is out./It is bright./He is in school./He is in bed.)
- What meals are eaten over the course of the day? What do you eat for breakfast/lunch/dinner/tea?
- Are there any pictures that could show different times of the day? Explain your answer.

Let's strengthen

Provide some children with PCM 12: What Time of Day Is It? (3 of 3) pictures, cut into sections for morning, afternoon, evening, and night, which they can hold up instead of writing the letters on their MWBs.

P Game: What Time of Day Is It?

To each child, distribute scissors and a copy of PCM 12: What Time of Day Is It? Tell the children to cut out the pictures on the PCM and ask them to:

- Look at each picture.
- Listen carefully to the question.
- Decide when the event takes place. Is it in the morning, afternoon, evening or night?

In pairs or small groups, the children can now play the game as follows (it also features in the Games Bank):

- Turn the pictures face down and mix them up. Take turns to pick one up.
- What time of day is it? Call out your answer.
- The first child to call out correctly takes the card and places it on their Times of Day Board.

The child with the most pictures on their Times of Day Board at the end wins the game.

Teaching tip

Walk around the room and prompt group discussions about activities that could be placed in different parts of the day. Ask them to identify which activities and provide reasons for their choices.

Let's strengthen

Some children may benefit from working with only the morning and night images. Furthermore, some children would benefit from participating in this game (PCM 12) as an individual sorting activity. They can stick the pictures onto pages labelled: Morning, Afternoon, Evening, Night.

Let's deepen

Some children might need to be challenged further in their learning and could complete the Unit 4 Let's Deepen PCM instead of taking part in the 'What Time of Day Is It?' activity.

P Pupil's Book page 23: Daily Time Intervals



Optional consolidation and extension possibilities

Story Read *Summer Sun Risin'* by W. Nikola-Lisa or *Mr Wolf and the Three Bears* by Jan Fearnley. Recordings of these stories are also available: *Summer Sun Risin'* at edco.ie/ttbh and *Mr Wolf and the Three Bears* at edco.ie/qvy9

Drama Working in pairs or as a whole class, the children mime activities from different times of the day (e.g. brushing my teeth, riding my bicycle, switching on the light to read). Can they figure out what time of day is being mimed by each child?

Visual Arts Assign each group the theme of *morning*, *afternoon*, *evening* or *night*. Each group designs a collage representing this time of day. The completed collages can be displayed in the Time Area.

My Week Continue to work on My Week for a few minutes each day.

SPHE The children name the different potential meals and the times of the day that they are eaten. List foods you might eat or drink at each meal. In pairs, sort food cards into groups (e.g. breakfast, lunch, dinner, tea, snack/any time of day).

Sequencing Narratives Continue with sequencing narratives as part of your literacy activities/stations for the week. Use the Unit 4 Let's Strengthen PCM to support some children with this activity.

Games Bank Play 'Story Circle' in groups or as a whole class.

Day 4, Lesson 4

Time Passing

Focus of learning (with Elements)

- Recognises instruments which tell the time and acknowledges time passing throughout the day (A&PS)
- Describes and represents sequences of events (C)
- Logically sequences daily and weekly events or stages in stories or real-life situations (R)
- Correctly sequences stages of development of an event or story (A&PS)

Learning experiences

- D** Digital activity: Jay's Awake! **MAM Routines: Notice and Wonder, with Think-Pair-Share; Reason & Respond**
- D** Digital activity: What Happened Before/After? **MAM Routines: Reason & Respond, with Think-Pair-Share**
- P** Pupil's Book page 24: Time Passing

Equipment

- Variety of timers, such as sand timer, kitchen timer, digital stopwatch and timer on smartphone
- Variety of clocks and watches for the Time Area

Maths language

- measure, time device, calendar, directly before, directly after

Warm-up

Teaching tip

Remember to update the class calendar and/or weather chart along with the visual timetable each day.

D **Digital activity: Jay's Awake! MAM Routines: Notice and Wonder, with Think-Pair-Share**

Display the poster and, using Think-Pair-Share, click to play or ask:

- What do you notice?
- What do you wonder?

Record the children's responses to both questions on the board. Allow the children the opportunity to respond to (agree/disagree with or query) others' responses, but do not confirm or reject any of the ideas. Note any 'wonderings' that could become the basis for a subsequent maths investigation.

Main event

D Digital activity: Jay's Awake!**MAM Routine: Reason & Respond**

Display the poster and ask the children to look for ways to measure/tell the time.

Click to play or ask the questions below to prompt a discussion on time devices.

**Teaching tip**

When asking questions about specific time devices or items (e.g. clock, calendar) zoom in on the poster to provide the children with a closer look and clearer understanding of the details.

- What time is it? How do you know?
- What time devices can you see?
- Why does Jay have a clock on his bedside table?
- How is the clock on the wall different from the one on Jay's bedside table? (Use the Zoom tool.)
- Why do you think Jay has a sand timer in his room?
- What is hanging on the wall? (A calendar. Do you use a calendar?)
- What does the calendar tell us about Jay's week? (Use the Zoom tool.)
- What special days did Jay have this year? Use your Maths Eyes. (Zoom in on the photographs, which show Jay's birthday, holidays and Christmas.)
- Look at the storybooks. Can you tell one of the stories in the correct order? (They could do this with a partner or as part of a group.)
- How could Jay know the time if all of the time devices were taken away?

You could also ask the following questions:

- Do you have a clock in your bedroom? Tell your partner/the class about it.
- Do you have anything else in your room that can tell you about time?
- What can looking out of the window tell us about time?

Let's strengthen

This is a good opportunity to discuss the different time devices that have been collected in the Time Area. Use the Maths Language Cards and also help the children to make suitable labels for the other items. You could take photographs of these items and create a digital slideshow of time items.

Let's deepen

Ask:

- Have clocks always been around? What happened before clocks?

D Digital activity: What Happened Before/After?**MAM Routines: Reason & Respond, with Think-Pair-Share**

Display the slideshow. The first slide shows that Jay has fallen off his bicycle. The children work with a partner to Think-Pair-Share what they think happened directly before this. They can use drawings, symbols, words or sentences on a MWB. Ask:

- What do you think happened directly before this?

Allow a suitable amount of time for each pair to discuss and share their ideas by displaying their MWBs. Record the responses on the board. Next, ask:

- What do you think happened directly after this?

Repeat the activity with the second slide, which shows a smashed vase. Repeat again with the third slide, which shows that Jay's mum is ready to blow out her birthday-cake candles.

P Pupil's Book page 24: Time Passing**Teaching tip**

You could use the Try this! activity on Pupil's Book page 24 as an opportunity to have a rich discussion around the days of the week being cyclical.

Optional consolidation and extension possibilities

Story Read *Times of the Day* by Tracey Steffora.

Story Read *Rodeo Time* by Stuart J. Murphy, or listen to a recording at: edco.ie/zz3j

My Week Continue to work on My Week for a few minutes each day.

Drawing Before and After In pairs, the children take turns to choose a 'middle' event and challenge their partner to draw an event that might have happened before or after this.

Science Ask the children to focus on their senses and to find clues for it being a particular time of day, for example:

- Look around you.
- How can you tell what time of day it is? What sights do we see at this time of day?
- Close your eyes. How can you figure out what time of day it is now?
- What sounds do we hear at this time of day?
- What scents do we smell at this time of day?

Day 5, Lesson 5

Review and Reflect

Focus of learning (with Elements)

- Reviews and reflects on learning (U&C)

Warm-up

Carry out a warm-up activity of your choice from one of the lessons in this unit.

Main event

Choose from this menu of activity ideas, or choose your own way to best structure this last lesson to suit your needs and the needs of your class.

<p>Let's talk!</p> <p>Video: Jay's All Mixed Up Digital activity: Jay's Awake</p> <p>Use these digital activities to revisit the discussion about sequencing of time, time devices in the home, and important times of the year, such as birthdays and holidays.</p>	<p>Let's play!</p> <p>Games Bank Play 'Story Circle' or 'What Time of Day Is It?' again.</p>
<p>Maths language</p> <ul style="list-style-type: none"> ● Ask the children to explain the terms on the Maths Word Wall, perhaps using examples or drawings on their MWBs. ● Try one of the books you did not have time to read. ● In pairs, the children tell each other about things that happened yesterday, in sequence. Can they remember what their partner said? They could give a short oral report (in sequence) to the class. ● Use the Unit 4 Maths Language Cards to revise the key terms. For example: if the image and text are cut apart, can the children match them? 	<p>Let's create!</p> <p>Mime: In turns, ask the children to mime activities from different times of the day (e.g. getting dressed, walking the dog, taking a shower). Ask:</p> <ul style="list-style-type: none"> ● What is Sarah doing? ● What time of day do you think it is? ● What are the clues that it is morning/afternoon/night-time? <p>Baking/Cooking: Could the children follow a simple recipe (with 3–5 steps) to make treats for a class party (e.g. Rice Krispies buns)?</p>

<p>Progress Assessment Booklet</p> <p>Complete Questions 14–17 on pages 10–11. Alternatively, these can be left to do as part of a bigger review during the next review week.</p>	<p>Maths Eyes</p> <p>Go for a ‘time walk’ around the school grounds or local environment. Distribute clipboards and paper for the children to draw any time devices (or signs related to time) that they can see. Take photographs and add them to the Time Area. Set a one-minute timer in different rooms/spaces in the school environment. Tell the children to close their eyes. Ask:</p> <ul style="list-style-type: none"> ● What do you hear? ● What do you smell? ● Draw or write a list and share your findings. <p>(See also the Our Senses activity in Optional Consolidation and Extension Possibilities.)</p>
<p>Let’s strengthen</p> <p>Identify children who might benefit from extra practice with some of the key concepts or skills in this unit. Consult the Unit 4 Let’s Strengthen Suggestions for Teachers.</p> <p>Use the Unit 4 Let’s Strengthen PCM template to help children practise putting simple steps in order, including times of the day, and encourage them to use time-related language from the unit.</p>	<p>Let’s deepen</p> <p>Use the Unit 4 Let’s Deepen PCM.</p>

Teaching tip

Remember to update the class calendar, weather chart and visual timetable each day.

