**Unit 16: Time 2 (June: Weeks 1&2)**

|  |  |
| --- | --- |
| **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** | **Assessment** |
| **1** | **Understanding the Days of the Week:** Demonstrates understanding of days of the week (U&C); Logically sequences daily and weekly events or stages in stories or real-life situations (R) |  | [C] [D] [P] Reason & Respond L1–3, 7, 8[P] [D] Notice & Wonder L1, 5, 9[C] Mr Wolf’s Week L1[C] Missing Days L2[C] [P] Sequencing the Days of the Week L2[P] Story: Today is Monday L3[C] Dish of the Day L3[P] Story: Jasper’s Beanstalk L4[C] Planting Seeds L4[D] [C] Slow Cats and Fast Mice L5[C] ‘Measuring’ Time L6[C] Discovering Sand Timers L6[C] Time Collage L7[C] My Day L8[C] Making a Clock Face L9**Print resources**Pupil’s Book pages 87–92Home/School Links Book pages 38–39PCMs 4–5, 58–59 | **Intuitive Assessment:**responding to emergingmisconceptions**Planned Interactions:**responding to insights gleaned from children’s responses to learning experiences**Assessment Events:** information gathered from completion ofthe unit assessment in the Progress Assessment Booklet page 29 |
| **2** | **Sequencing the Days of the Week:** Recalls the sequence of the days of the week (C) |  |
| **3** | **Personalising the Days of the Week:** Differentiates each day of the week by personalising it (U&C) |  |
| **4** | **‘Long Time’ and ‘Short Time’:** Connects amount of time passing with experience (U&C) |  |
| **5** | **Experiencing Fast and Slow:** Uses or responds to simple language associated with time (C) |  |
| **6** | **Measuring Time Passing:** Actively measures time passing, using non-standard measures (e.g. claps, bounces, ticks) (C); Explores different, non-standard devices available to demonstrate time passing (U&C); Considers the duration of tasks (e.g. tidying one’s desk, eating one’s lunch) (C) |  |
| **7** | **Time All Around Us:** Begins to recognise that there are standard universal ways of expressing time (C) |  |
| **8** | **O’Clock Times:** Recognises instruments which tell the time and acknowledges time passing throughout the day (A&PS) |  |
| **9** | **Exploring the Clock:** Begins to recognise that there are standard universal ways of expressing time (C); Recognises instruments which tell the time and acknowledges time passing throughout the day (A&PS) |  |
| **10** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |

|  |
| --- |
| **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. |