**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** | **Duration of Time:** Articulates and shares prior understanding of time concepts and vocabulary (U&C); Explores different, nonstandard devices available to demonstrate time passing (U&C); Connects amount of time passing with experience (U&C) |  | [C] Estimating and Ordering Time L1  [D] [C] Reason & Respond L1–9  [D] Think-Pair-Share L1–5, 7  [D] [C] Write-Hide-Show L1, 3–4, 6, 8–9  [C] Role Play L1  [D] Notice & Wonder L2–5, 7  [C] I Do, We Do, You Do L2  [C] What a Minute Feels Like L3  [P] Game: Days of the Week – Snakes and Ladders L4  [C] Sorting and Sequencing the Months of the Year L5  [D] Song: Months of the Year Song L6  [C] I Do, We Do, You Do L6–7  [C] Class discussion: Time Area L8  [D] Video: Reading O’Clock Times L8  [P]Making a Clock Face L8  **Print resources**  Pupil’s Book pages 88–93  Home/School Links Book pages 38–39 | **Intuitive Assessment:**  responding to emerging  misconceptions  **Planned Interactions:**  responding to insights gleaned from children’s responses to learning experiences  **Assessment Events:** information gathered from completion of  the unit assessment in the Progress Assessment Booklet pages 29–30 |
| **2** | **Time Passing:** Connects amount of time passing with experience (U&C); Explores different, non-standard devices available to demonstrate time passing (U&C); Asks questions that are useful to acquire a clearer understanding of time (A&P) |  |
| **3** | **Units of Time:** Demonstrates understanding of days of the week (U&C); Recalls the sequence of the days of the week (C); Begins to recognise that there are standard universal ways of expressing time (C); Begin to recognise and relate to the language of the days, months and seasons (C); Recalls current day, month and season (C) |  |
| **4** | **Days of the Week:** Demonstrates understanding of days of the week (U&C); Attends to and communicates the days of the week (C), (A&PS); Expresses a week as seven days and vice versa (C); Logically sequences daily and weekly events or stages in stories or real-life situations (R); Identifies things that happened in the recent past and shows an understanding that things and events will happen in the future (e.g. day before yesterday, day after tomorrow) (R) |  |
| **5** | **Days, Months and Seasons:** Begins to recognise that there are standard universal ways of expressing time (C); Begins to recognise and relate to the language of the days, months and seasons (C); Recalls current day, month and season (C); Identifies errors in chronological sequences of events (R); Attends to sequences of events, months of the year and seasons (A&PS) |  |
| **6** | **Telling the Time – Hours:** Continues to recognise and relate to the language of the days, months and seasons (C); Begins to recognise that there are standard universal ways of expressing time (C); Becomes familiar with the clock as a tool for measuring time (U&C); Asks questions that are useful to acquire a clearer understanding of time (A&PS) |  |
| **7** | **Telling the Time:** Begins to recognise that there are standard universal ways of expressing time (C); Becomes familiar with the clock as a tool for measuring time (U&C); Demonstrates understanding that the hands of the analogue clock cover an area of space in time (e.g. one full rotation of the minute hand represents an hour passing) (U&C); Asks questions that are useful to acquire a clearer understanding of time (A&PS) |  |
| **8** | **The Clock:** Becomes familiar with the clock as a tool for measuring time (U&C); Demonstrates understanding that the hands of the analogue clock cover an area of space in time (e.g. one full rotation of the minute hand represents an hour passing) (U&C); Recognises special times on the clock face (A&PS) |  |
| **9** | **Special Times:** Becomes familiar with the clock as a tool for measuring time (U&C); Demonstrates understanding that the hands of the analogue clock cover an area of space in time (e.g. one full rotation of the minute hand represents an hour passing) (U&C); Recognises special times on the clock face (A&PS); Identifies meaningful intervals of time in daily routines (R) |  |
| **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. |