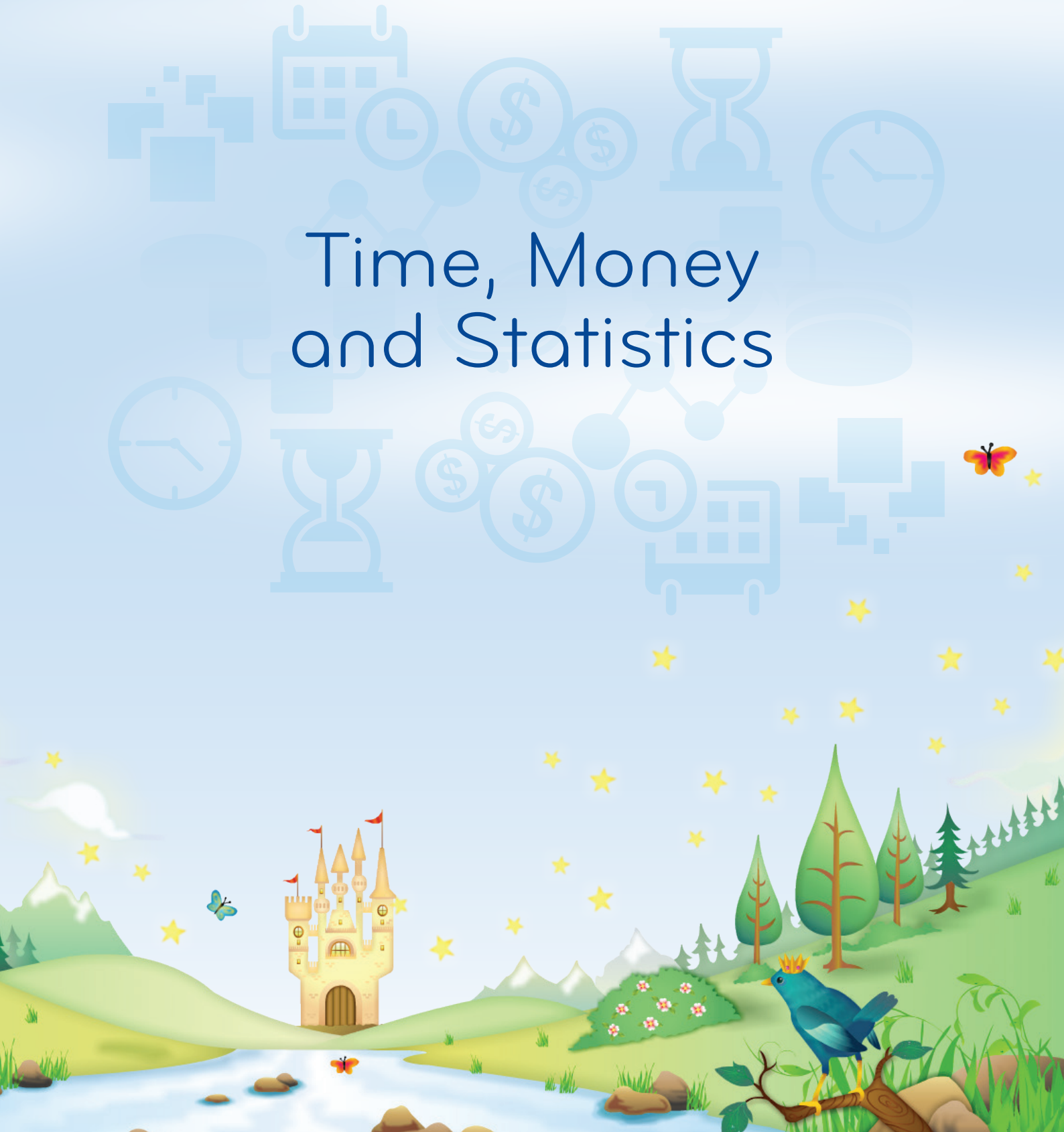




Time, Money and Statistics



Series A – Time, Money and Statistics

Contents

Student book answers _____	1
Assessment _____	3
Student progress record _____	11
Assessment answers _____	12
Objectives _____	13

Series Author:

Rachel Flenley

Series A – Time, Money and Statistics

Page 1

- no; yes; yes
- yes; no; yes
- Drawings will vary.

Page 2

What to do

Drawings will vary.

Page 3

- Drawings will vary.
Teacher check.

Page 4

- Drawings will vary.
- Drawings will vary.

Page 5

- Drawings will vary.
- Drawings will vary.

Page 6

What to do

Observe students.

What to do next

Teacher check.

Pages 7–8

- Drawings will vary.

Page 9

- | | | |
|-----------------------|----------------------|------------------------|
| ^R Monday | ^R Tuesday | ^R Wednesday |
| ^R Thursday | ^R Friday | ^G Saturday |
| | ^G Sunday | |

- Drawings will vary.

Page 10

- Drawings will vary.

Page 11

- Drawings will vary.
- | |
|---------------------------------------|
| 2. Clap 10 times very slowly . |
|---------------------------------------|

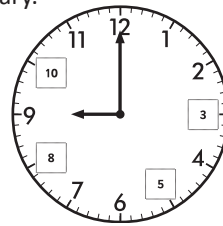
1. Touch your toes 5 times.

1. Sing the alphabet.

2. Open it again very slowly .

Page 12

- Answers will vary.



- Position of hands will vary.

Page 13

- | | | |
|------------------|------------------|-------------------|
| <u>7</u> o'clock | <u>5</u> o'clock | <u>3</u> o'clock |
| <u>9</u> o'clock | <u>6</u> o'clock | <u>11</u> o'clock |
| <u>8</u> o'clock | <u>4</u> o'clock | <u>1</u> o'clock |

Page 14

- | | | |
|-----------|-----------|-----------|
| | | |
| 4 o'clock | 2 o'clock | 8 o'clock |

6 o'clock	11 o'clock	5 o'clock

- The hour hand and minute hand are mixed up.
- Observe students.

Page 15

- Drawings will vary.
- Drawings will vary.

Page 16

What to do

Observe students.

What to do next

Observe students.

Page 17

- Drawings will vary. Teacher check.
- Drawings will vary. Teacher check.

Page 18



- Answers will vary.

Page 19

- | | |
|--|--|
| | |
| | |
| | |
| | |
| | |
| | |

Page 20

What to do

Observe students.

Page 21

- | | |
|---|---|
| 2 | 3 |
| 5 | 4 |
| | 8 |

Page 22

- 5
- Drawings will vary. Amounts will vary.
- Drawings will vary. Amounts will vary.

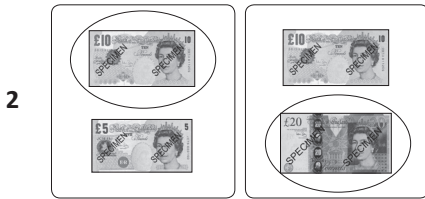
Page 23

- £2 and £1 is £3 altogether.
 £3 and £2 is £5 altogether.
 £1 and £3 is £4 altogether.
 £2 and £3 is £5 altogether.

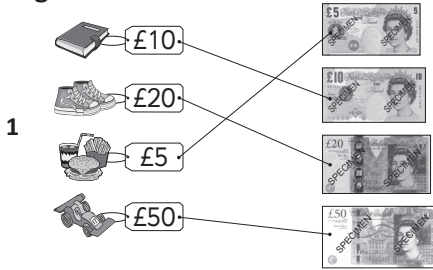
Series A – Time, Money and Statistics

Page 24

- 1 green; 5 orange; 10
purple; 20 red; 50



Page 25



Pages 26–27

What to do

Observe students.

Page 28

What to do

Teacher check.

Page 29

- 1 Teacher check.

Page 30

What to do

Teacher check.

What to do next

Observe students.

Page 31

What to do

Teacher check.

What to do next

Drawings will vary.

Page 32

- 1 Drawings will vary.
2 Observe students.

Page 33

- 1 Drawings will vary.
2 Answers will vary.
3 Observe students.

Page 34

- 1 Teacher check.

4	4	2
3	3	1

Page 35

What to do

3

6



There are more dogs than cats.

What to do next

Observe students.

Page 36

What to do

6

8


bananas


No, because the apple line is longer.


What to do next

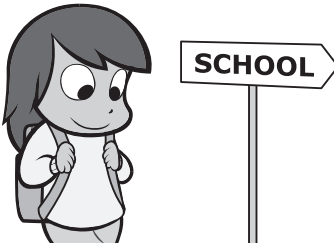
apples										
bananas										


1  Colour the time of day you usually do these things.




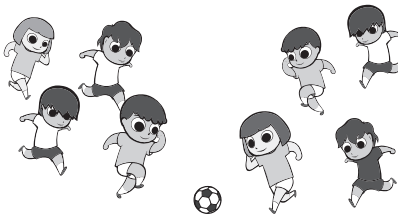
daytime 


nighttime 




daytime 


nighttime 



daytime 

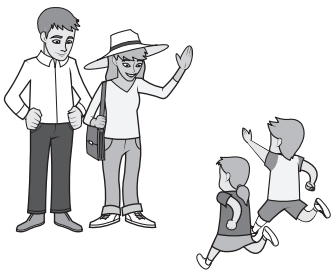
nighttime 

2  Colour the time of day you usually do these things.



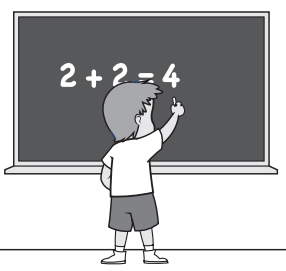
morning

afternoon



morning

afternoon



morning

afternoon

3  Draw something that happens

every day

on special days

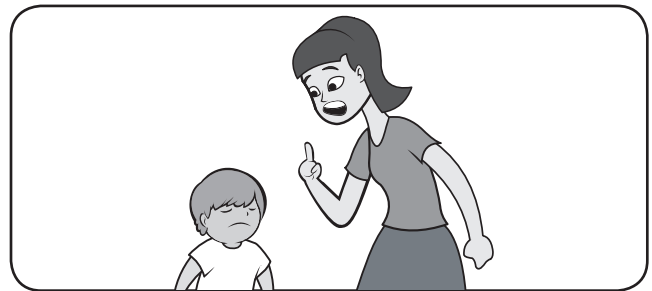
4  Draw or write something you do

before school

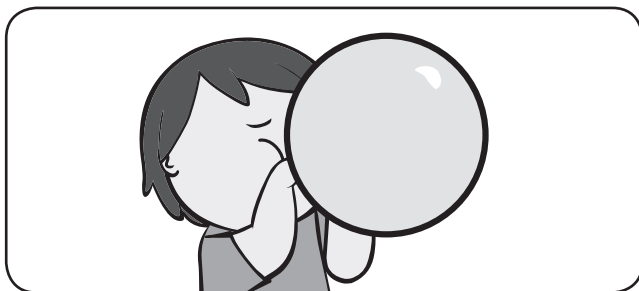
at school

after school

5  Draw what could have happened **before**.



6  Draw what could happen **next**.



Skills and understandings	Not yet	Kind of	Got it
<ul style="list-style-type: none"> Uses and understands everyday time terms such as daytime, nighttime, morning, afternoon, every day, special days, before, after, next 			
<ul style="list-style-type: none"> Sequences events in time and relates events to particular times 			

7  Number the days of the week to show their order.

 Colour the weekend days.

Friday	
Monday	1
Wednesday	
Sunday	7
Thursday	
Saturday	
Tuesday	

8  Finish the sentences. Write or tell your teacher.

Today is _____.

Tomorrow will be _____.

Yesterday was _____.

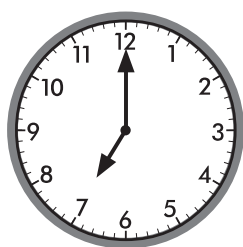
Skills and understandings	Not yet	Kind of	Got it
<ul style="list-style-type: none"> Uses and understands the time terms yesterday, today and tomorrow 			
<ul style="list-style-type: none"> Names and orders the days of the week, recognises weekdays and weekend days 			

9  Draw something that takes you a

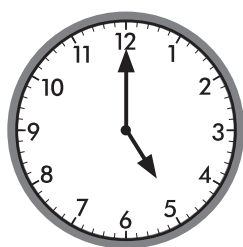
long time to do

short time to do

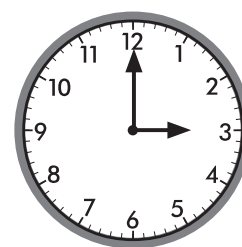
10  What's the time?



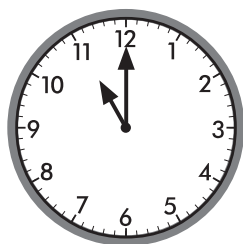
o'clock



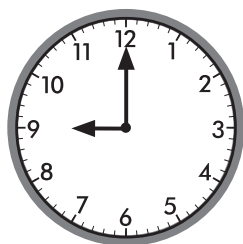
o'clock



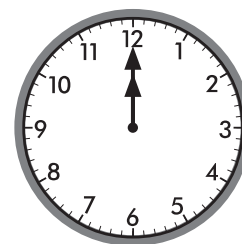
o'clock



o'clock



o'clock



o'clock

Skills and understandings	Not yet	Kind of	Got it
• Classifies events as taking a long time and a short time			
• Reads o'clock times on analogue clocks			


1   Draw or write something that you think is

cheap

expensive

valuable


precious

2  Circle the coin you would use to pay for

 10p						
--	---	---	---	--	---	---

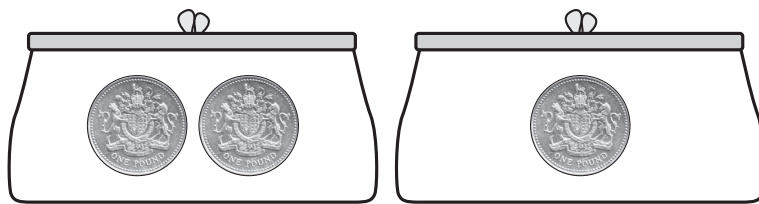
 20p						
--	---	---	---	--	---	---

 £2						
---	---	---	---	--	---	---

3  How much money is in each purse?



4  Add the pounds.



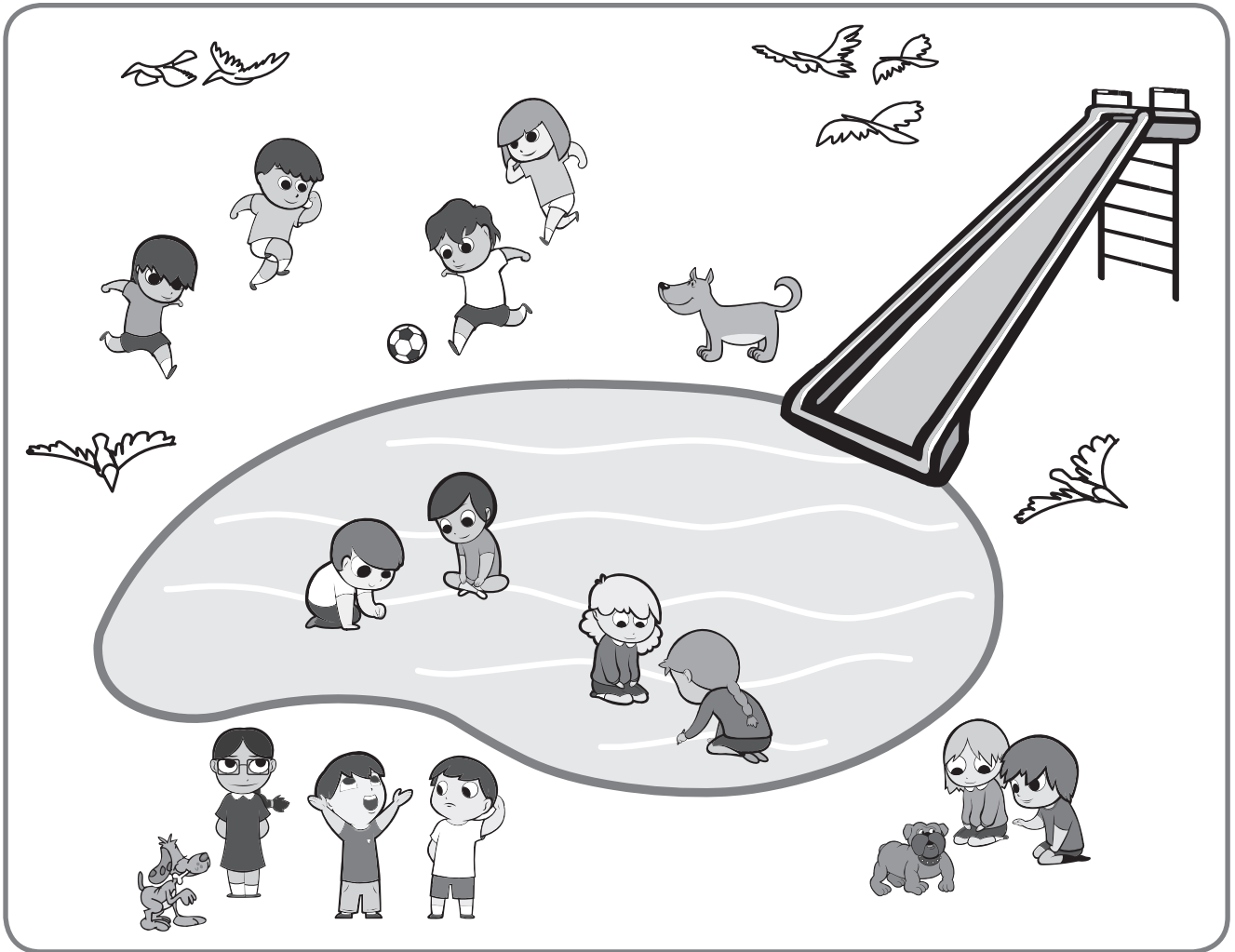
£2 and £1 is £3 altogether.



£ and £ is £ altogether.

Skills and understandings	Not yet	Kind of	Got it
• Uses the language of money in everyday contexts			
• Recognises and names coins and notes			
• Counts by 1s to add £1 amounts			


1   Look and answer.







How many boys? 

How many girls? 

How many dogs? 

How many birds? 

Are there more boys  or girls ? Circle your answer.  

Are there more dogs  or birds ? Circle your answer.  

Favourite games in Mr Walker's class

Duck, duck, goose										
Sleeping logs										
Red elbow										
Buzz										

2 Answer.

How many people prefer ?

How many people prefer ?

What is the favourite game? Circle it.

How do you know this? Tell your teacher.

What is the **least** favourite game? Circle it.

Skills and understandings	Not yet	Kind of	Got it
• Compares groups by counting			
• Interprets information in a data display to answer questions			
• Makes reasonable explanations of data interpretation			

Series A – Time, Money and Statistics – Student Progress Record

Name _____ Class _____ Date _____

What went well: _____

What I need to improve: _____



Series A – Time, Money and Statistics – Student Progress Record

Name _____ Class _____ Date _____

What went well: _____

What I need to improve: _____

Series A – Time, Money and Statistics

ASSESSMENT ANSWERS

Pages 3–6

- 1 nighttime daytime daytime
- 2 morning afternoon morning
- 3 Drawings will vary.
- 4 Drawings will vary.
- 5 Drawings will vary.
- 6 Drawings will vary.

























7	Friday	5
	Monday	1
	Wednesday	3
	Sunday	7
	Thursday	4
	Saturday	6
	Tuesday	2

- 8 Answers will vary. Teacher check.
- 9 Drawings will vary.
- 10 7 5 3
- 11 9 12

Pages 7–8

- 1 Drawings will vary.

2

- 3 3 5
- 4 2, 1, 3
- 3, 2, 5

Pages 9–10

- 1 8 5
- 3 7



- 2 5
- 7



It has the most pictures in the graph.



Series A – Time, Money and Statistics

Topic	Reference	Strand	Objective
All	ELG12	Shape, Space and Measures	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
All	ELG14	The world	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
Money	ELG11	Numbers	Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.