


EFFECTIVE MATHS


Marking stickers to support the assessment of time



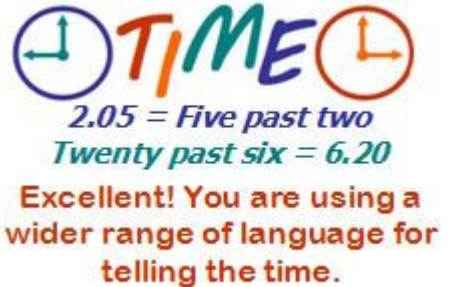
All marking stickers are printed onto L7161 (Avery A4/A5 Address Labels). There are eighteen labels per sheet. So you will need two sheets to mark the books of a class of 30 children. The stickers are differentiated three ways:

- The first nine labels on the sheet say, 'Excellent/Brilliant! You can...'
- The next six labels say, 'Good. You are learning to...'
- The last three labels have a target arrow on and say, 'Keep learning to...'






You can see examples of sheets of marking stickers here: <http://effectivemaths.co.uk/#/marking-stickers/4580800376>

Year	Links to the National Curriculum for maths	Marking stickers
Year 1		
1	Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]	No stickers
1	Measure and begin to record time (hours, minutes, seconds)	No stickers
1	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	No stickers
1	Recognise and use language relating to dates, including days of the week, weeks, months and years	

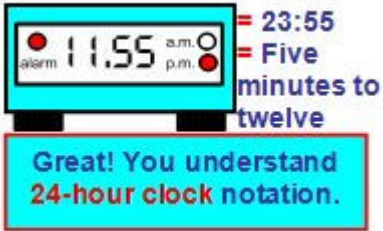

Year	Links to the National Curriculum for maths	Marking stickers
1	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	 <p>The marking stickers are arranged in two rows. The top row features two identical sets. Each set includes the word 'TIME' in large, colorful letters (T: orange, I: green, M: blue, E: red) flanked by two clock icons. Below the word 'TIME' is a cartoon alarm clock. The first set has an orange alarm clock and the text: 'Excellent! You can tell the time to the hour.' The second set has a yellow alarm clock and the text: 'Brilliant! You can tell the time to the half hour.' The bottom row features a single sticker with a cartoon girl holding a clock and the text: 'Very good! You can tell the time when it is something o'clock or half past the hour!'</p>


Year	Links to the National Curriculum for maths	Marking stickers
Year 2		
2	Compare and sequence intervals of time	No stickers
2	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times	<div style="text-align: center;">  <p>Amazing! You can tell the time to the nearest 5 minutes.</p> </div> <div style="text-align: center;">  <p>Fantastic! You can tell the time when it is quarter past, half past or quarter to the hour.</p> </div> <div style="text-align: center;">  <p>Excellent! You are using a wider range of language for telling the time.</p> </div>

Year	Links to the National Curriculum for maths	Marking stickers
2	Know the number of minutes in an hour and the number of hours in a day	 <p>Excellent! You know that one hour is the same as 60 minutes.</p>  <p>Brilliant! You know that there are 24 hours in a day.</p>

Year	Links to the National Curriculum for maths	Marking stickers
Year 3		
3	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Excellent! You can tell the time from a clock that uses Roman numerals.</p>  </div> <div style="text-align: center;">  <p><i>7 o'clock in the morning = 7am 7 o'clock in the evening = 7pm</i></p> <p>Brilliant! You understand the twelve hour clock.</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p>Great! You can tell the time to the minute on a clock with hands.</p> </div>
3	Compare durations of events [for example, to calculate the time taken by particular events or tasks]	<div style="text-align: center;">  <p>Fantastic! You can work out how long it takes to do something if you know the start and end times.</p> </div>

Year	Links to the National Curriculum for maths	Marking stickers																																																	
3	Know the number of seconds in a minute and the number of days in each month, year and leap year	<p>Response sticker</p> <div data-bbox="1317 331 1697 603" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">August 1998</p> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <thead> <tr> <th>Sun</th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thur</th> <th>Fri</th> <th>Sat</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> <tr> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="font-size: x-small; margin-top: 5px;"> Simon's birthday is on August 20th. In 1998 he had a party on the Sunday after his birthday. What was the date of his party? </p> </div>	Sun	Mon	Tues	Wed	Thur	Fri	Sat							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
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3	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	No stickers																																																	

Year	Links to the National Curriculum for maths	Marking stickers
Year 4		
4	Read, write and convert time between analogue and digital 12- and 24-hour clocks	
4	Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days	 <div data-bbox="1518 671 1955 999" style="background-color: #000080; color: white; padding: 10px;"> <p>Excellent! You can solve problems using a timetable written in 24-hour clock notation.</p> <p><i>A train leaves London at 11:00 and arrives in Birmingham at 13.35. How long does the journey take?</i></p> </div>

Year	Links to the National Curriculum for maths	Marking stickers									
Year 5											
5	Solve problems involving converting between units of time	Use stickers from earlier year groups where appropriate.									
5	Use all four operations to solve problems involving measure	<div style="display: flex; align-items: center; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; background-color: #000080; color: white; text-align: center;"> <p>Great! You can use a timetable.</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="color: red;">Liverpool St</td> <td style="color: black;">06:33</td> <td style="color: black;">06:50</td> </tr> <tr> <td style="color: green;">Bethnal Green</td> <td style="color: black;">06:36</td> <td style="color: black;">06:53</td> </tr> <tr> <td style="color: red;">London Fields</td> <td style="color: black;">06:40</td> <td style="color: black;">06:57</td> </tr> </table> <p style="color: white; text-align: center;">How long does it take to travel from Liverpool St to London Fields?</p> </div> <div style="text-align: center;">  </div> <div style="border: 1px solid red; padding: 5px; background-color: #0000FF; color: yellow; text-align: center;"> <p>Fantastic! You can use a calendar to calculate time intervals.</p> </div> </div>	Liverpool St	06:33	06:50	Bethnal Green	06:36	06:53	London Fields	06:40	06:57
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Year 6											
6	No specific references to time in the NC 2014										