

**Planning Overview
Year 1 Time**

Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

Recognise and use language relating to dates, including days of the week, weeks, months and years

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Measure and begin to record time (hours, minutes, seconds)

Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]

	Teaching and Learning
<p>Sequence events and discuss using target language</p>	<p>Begin to build your working wall with the range of vocabulary that the children will need during this unit of work. What vocabulary will the children need to understand and use to describe events that happen during one day? Before/after first/second/third then/next/earlier/later</p> <p>The vocab and concepts on the working wall should be referred to and added to throughout the unit of work and revisited at the end.</p> <p>NRICH –calendar muddle – problem for EYFS Use photos of regular daily activities at school and order them. Do you do the same things every day? In the same order? Create silly sequences for each other to correct. Includes: https://www.youtube.com/watch?v=tqQiBsAuDZ8 Story of a frog who muddles his day.</p> <p>NRICH – times of the day</p> <p>Pupil to pupil and pupil to teacher talk to justify ideas about what is happening in each picture. Encourage use of key vocab before/after/first/next/after/earlier.</p> <p>Do any children use a time they know for familiar events here e.g. At 7 o'clock I go to bed?</p> <p>What would your perfect day (or a weekend day) look like? What would you do in the morning? After that? Would you do anything else before lunchtime? Create a personal sequence of pictures. Can a friend put them in order? What about if you give them instructions?</p> <div data-bbox="1002 1317 1364 1765" style="text-align: right;"> <p>Times of Day Age 5 to 7 Challenge Level ★</p>  </div>

Recognise and use language relating to days of the week

Learn the order of the days of the week and learn that weekend days are Saturday and Sunday. Know that there are seven days in 1 week.

Use songs e.g. Mr R

<https://www.youtube.com/watch?v=spi77By9-iA>

Adams Family

<https://www.youtube.com/watch?v=8GKmCQOy88Y>

Be able to say the order starting at different days

Lay out cards in order – all shut eyes and remove one or change the order

Prepare double-sided cards – e.g. Monday. What is the day after this? on one side, Tuesday. What is the day before this? on the other. Children try to answer the question then flip card over to see if they are right.

Monday

What is the day **after** this?

Tuesday

What is the day **before** this?

Children could create quiz trade cards with questions that relate to days of the week and the answers e.g. The day before Thursday. Wednesday. Children move around the room until a signal is given, find a partner and ask them their question. When both questions have been answered they trade cards.

NRICH – snap (days of the week) say ‘snap’ for consecutive days rather than the same day

Look forward to a class event (or weekend) and count the sleeps.

Listen to stories and rhymes that use days of the week, such as The Very Hungry Caterpillar or Today is Monday by Eric Carle, Jasper’s Beanstalk by Nick Butterworth or The Perfect Square by Michael Hall
<https://www.youtube.com/watch?v=yegEAOZnET8>

Think about a typical school week. Are there things you do every day? Only on weekdays? Only on a weekend? Make a weekly timetable with one unique activity for each day (maybe what they do in the afternoon lesson or a club they go to after school). Can children answer questions about their own timetable or a partner’s.

Can children start to use terms such as morning, afternoon and evening, yesterday and tomorrow and apply this to their weekly plan?

Digging deeper Greater Depth problem – using clues to fill in a weekly timetable

EXPLORE

Give the children a set of cards with days of the week and pictures to show the day's activities, cut up and mixed up. The ideas given below can be altered to fit the children's current phonics knowledge, and clues can be marked with sound buttons to support children with reading.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						

Then give the children clues to read and use to find out on which day the activities were completed.

On Tuesday, I went to the park.
The day before I went to the zoo, I had a picnic.
Three days after I went swimming, I played football.
The day after I played football, I went to the beach.
The day before I went to the park, I went swimming.
On the last day of the weekend, I went to the zoo.
The day after I went to the park, I read a book.

Recognise and use language relating to weeks, months and years

Can name and order the months of the year. Use songs such as this one from The Singing Walrus.

<https://www.youtube.com/watch?v=Fe9bnYRzFvk>

Record significant dates in a class calendar – such as the children's birthdays. Add significant national events like Easter and Christmas and school events like Sports day. Can they talk about how many months/weeks/days it is until...?

Can they spot a sequence of months ordered incorrectly?

Can they link the months with the seasons (link to Science/Geography).

Play some of the same games you used for the days of the week:

Snap for consecutive months

Quiz quiz trade questions

Flip cards

Mastery with Greater Depth

Jackie is looking forward to the events marked on the calendar.

January						
Sun	Mon	Tue	Weds	Thurs	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	

Use the clues to identify the date that she carried out each activity.

Jackie is going to a party at the weekend. This is January.

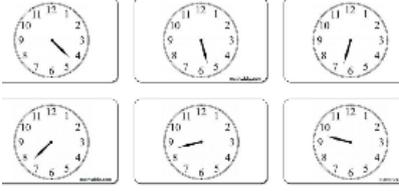
She is visiting her aunty on a Tuesday. This is January.

Three days after the party she is going swimming. This is January.

Near the end of the month she is going to the cinema. This is January.

<p>Measure and begin to record time durations – second, minute, hour</p>	<p>Discuss how long things take. Can the children estimate and measure whether an activity lasts longer/ less than a minute/hour?</p> <p>Show the children how long a second is. What can you do in 1 second? Repeat for a minute. Use an iPad timer to time how many times they can do different activities in one minute e.g. how many jumps, how many times they can write their name? Can they estimate beforehand?</p> <p>Can children think of other things that might take a similar amount of time? What about an hour?</p> <p>For a given activity, can the children estimate and measure whether that activity would last longer/ less than a minute/ an hour? Sort images of activities under these headings.</p>
<p>Solve practical problems for time using key vocab – quicker, slower, earlier, later</p>	<p>Remind children of when they used the iPad/stopwatches to time things for 1 minute. Explain that you have been practising something (e.g. lying down, then standing up as quickly as possible). You think you can do it really quickly now. Does anyone think they will be quicker? Do a head-to-head and move really slowly.</p> <p>Who was quicker? How do you know?</p> <p>Look at https://www.online-stopwatch.com and choose one of the races. Watch the characters race for 30 seconds or 1 minute. Pause at different points. Who do you think will get to the finish line earlier? Later? Why?</p> <p>Link to Sports Day and the races that they will be running. Discuss language of quicker, slower, earlier and later linking them together.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center; background-color: #00a6c9; color: white; margin: 0;">Mastery with Greater Depth</p> <p>I walk to school every day. On Monday my journey takes 10 minutes. On Tuesday I walk more slowly. Does my journey take more or less time than on Monday?</p> <p>Explain your answer.</p> <p>On Wednesday it takes me 8 minutes to walk to school. On which of the 3 days do I walk quickest? On which of the 3 days do I walk slowest?</p> <p>Explain your reasoning.</p> </div>
<p>Telling the time to the nearest half an hour</p>	<p>Make sure children are very familiar with direction of clockwise through PE and position and direction work.</p> <p>Stage 1 – Hour hand only</p> <p>Introduce children to a clock with just an hour hand on it. Start with 1 o'clock and show the position of the hand. Move it to 2 o'clock.</p>

Play the pairs game from Mathsticks with just o'clock cards.



Time Pairs Activity

This resource is a collection of 72 time cards depicting specific times in three ways:
 - an image of a clock-face, - the time in words, and - a digital representation of the same time. This is a very useful teaching resource. The clock images only show the hour hand [...]

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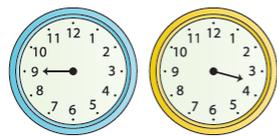
Continue to use the clock with just the hour hand and show the children that when the hour hand is halfway between two numbers, we call this half past.

Count around the clock, one o'clock, half past one, two o'clock, half past two etc.

Play the pairs game from mathsticks with o'clock and half past cards.

Mastery with Greater Depth

Here are some clocks where the minute hand has broken off.
 Use the hour hand to work out what time it is.



Stage 2 – Introducing the minute hand

Introduce the minute hand and show the positions for o'clock and half past.

Children to complete a variety of activities to show that they can read and show the time on a clock to the nearest half hour e.g. work with mini-clocks with both hands on to show a time suggested by the teacher or a partner then check whether their clocks match.

Children read the time that is shown on pictures of clocks or an iPad app.

Mastery

TIME
 Match the clocks to the following times:






half past nine

five o'clock

half past two

seven o'clock

Children need to be able to accurately draw both the hands on a clock face for times to the hour and the half hour. It is important that the hour hand is in between the two numbers for half-past times.

Mastery

Draw nine o'clock on this clock face:



Draw half past one on this clock face:



Revisit the daily routines that the children completed earlier in the unit.
Can they add more specific times to these events using clock faces?