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| **Learners are able to:**  | **Nursery** * Anticipate events related to elements of daily routines and use the terms ‘before’ and ‘after’
* **Sing/chant the days of the week**
 | **Reception** * **Sing/chant the days of the week, months and seasons of the year in meaningful contexts *e.g. when changing the class calendar***
* Demonstrate a developing sense of how long tasks and everyday events take
 | **Year 1*** **Understand and order the days of the week, the months and seasons of the year in meaningful contexts**
* Use standard units of time to read ‘o’clock’ using both analogue and 12-hour digital clocks
 | **Year 2*** **Record the days of the week, the months and seasons of the year**
* Read ‘half past’, ‘quarter past’ and ‘quarter to’ on an analogue clock
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| **Use measuring skills** **Time**  | * Recite rhymes, songs and time stories
* Relevant vocabulary – day, night, morning, afternoon, before lunch, after lunch
* Recognise significant times – play time, breakfast, lunch, school, yesterday, tomorrow, today
* Pay attention to classroom clock – hand on different times
* Identify numbers, hour/minute hand on the clock
* Recognise significant times e.g. I go home at 3 o’clock
* Discuss how long tasks and everyday events take
* Know the days of the week, months and seasons (what happens in each season).
* Year – month – week – day
* 7 days = 1 week. No school on Saturday or Sunday
* Cross off days on the calendar
* Create a sequence of events that happen during the day
* Order events
* Use a classroom calendar to mark/order events of the day/week e.g. visual timetable
* Create a simple timeline for a day/week/month
* What can I do before the egg timer finishes?
* Time 1 minute – predict what I can do in 1 minute
* Create simple clocks to time – water, sand, rocker, candle
* Look at various clocks and compare them
* Various timers e.g. candle, sand, water
 | * Know the days of the week, months and seasons of the year in order
* Order events – create a sequence of events e.g. make a simple chart to record events in a week/month/year
* Today/yesterday/tomorrow’s date – discuss every day in words and numbers – calendar work
* Unit relationships e.g. 60 minutes = 1 hour; 24 hours = 1 day; 1 minute = 60 seconds; 7 days = 1 week
* After/before/morning/afternoon/before lunch/after lunch
* Sort day and night/morning and afternoon/summer and winter activities
* Breakfast time, set off from home…
* Use opportunities during the day to discuss the clock
* Clock – hour/minute hand
* Read the time to the hour on an analogue clock and digital clock
* Read the time to the half hour on an analogue clock and digital clock
* Read the time to the half hour or quarter hour on an analogue and digital clock
* How many minutes to the next hour?
* Match analogue and digital times – o’clock, half past, quarter past/to
* Mark times during the day. Minute/hour hand moving
* Order and place different times on a timeline
* An hour after/before a specific time
* Solve different word problems involving recipes, bus/train times, a journey, television programme
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