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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 |
| **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 | |