

Summer Block 6

Time

Small steps

Step 1

Before and after

Step 2

Days of the week

Step 3

Months of the year

Step 4

Hours, minutes and seconds

Step 5

Tell the time to the hour

Step 6

Tell the time to the half hour

Before and after

Notes and guidance

In this small step, children are introduced to key vocabulary relating to time.

Provide children with opportunities to explore the vocabulary in context, relating to their everyday routines. A visual timetable can support children to keep track of events and support discussions around the order of events.

Children use “before”, “after”, “first”, “next” and “finally” to describe, sort and order events. When talking about the day, they use “morning”, “afternoon” and “evening”. This can be explored through daily discussion of everyday routines, for example “After story time, we will go home.” Story books can be used to support this in a different context and allow children to relate to events that happen within a story.

Things to look out for

- Children may confuse “before” and “after”.
- Children may confuse “morning”, “afternoon” and “evening”.
- Events that may occur in both the morning and afternoon/evening, for example reading a book, could add confusion when ordering events.

Key questions

- What do you do in the morning/afternoon/evening?
- Which activities do you do before/after school?
- Why have you ordered the pictures before/after each other?
- Can you describe what you have done today, using “This morning, I ...”, “This afternoon, I ...”, “This evening, I ...”?
- What comes after/before _____?

Possible sentence stems

- Before/after I _____, I _____
- First, I ...
Next, I ...
Finally, I ...
- This morning, I ...
This afternoon, I ...
This evening, I ...

National Curriculum links

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

Before and after

Key learning



Provide children with a selection of fruit and wooden skewers and get them to make kebabs. Can they tell their partner how they made their kebab using the terms “first”, “next”, “then” and “finally”?



Read *Peace at Last* by Jill Murphy. Ask children to retell the story, recalling the different noises in the correct order and using the terms “before”, “after”, “first”, “then”, “next” and “finally”.

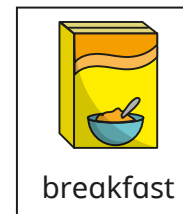
Encourage children to use the same vocabulary to make up their own stories about the noises they may hear at home.



Ask children to create a story or draw their daily routine using a comic strip.

Then ask them to cut up and rearrange their story or daily routine to create a silly story. Get them to tell their story to a partner using “before”, “after”, “first”, “then”, “next” and “finally”.

- Sort the activities into **before** and **after** school.



- ▶ Think of one more activity for each group.
- ▶ Sort the activities into three groups: “morning”, “afternoon” and “evening”.

- Describe the order in which Ron should put these clothes on.



Could Ron have put some items on in a different order? Why?

- Complete the sentences.

When I wake up in the morning, the first thing I do is ...

Next, I ...

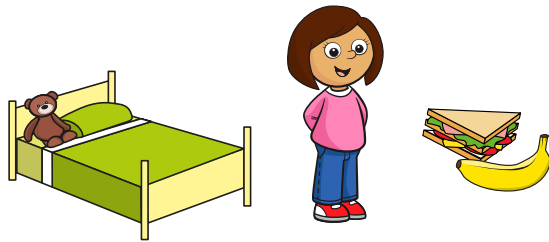
Before I go to school, I ...

After school, I ...

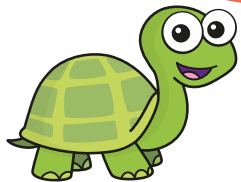
Before and after

Reasoning and problem solving

Tiny is describing some things that Kim did today.



First, Kim went to bed. Then, she got dressed. Finally, Kim ate her lunch.



Tiny is in a muddle!
What is the correct order?

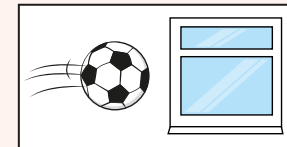
First, Kim got dressed.
Then, Kim ate lunch.
Finally, Kim went to bed.



Ask children to look at the picture and then draw what may have happened before and after the event.

Encourage children to describe the sequence of events using the words **before** and **after**.

before



after



Discuss possible answers as a class.

Days of the week

Notes and guidance

In this small step, children relate the vocabulary used in the previous step, “before” and “after”, to the days of the week.

Children learn the sequence of the days in a week and know that there are 7 days that repeat in a cycle. Rhymes and songs can be a useful aid in remembering the correct order of the days. Children also describe events using the vocabulary “today”, “yesterday” and “tomorrow”.

Support children’s developing understanding of time by regularly referring to a calendar displaying the days of the week. This will help them to relate the reoccurring weekly timetable of events to specific days of the week, for example PE lessons on a Tuesday and a Thursday, and to record and count down to key activities and events.

Things to look out for

- Some children may struggle to remember the correct order for the days of the week, especially those that begin with the same initial sound or letter.
- Children may struggle to name which day was “yesterday”, due to the fact that they often learn the days in a specific order going forwards.

Key questions

- What day is it today?
- Which day comes before/after _____?
- What day was it yesterday?
- What day will it be tomorrow?
- If today is _____, what will tomorrow be?
- Which days are at the weekend? How do you know?

Possible sentence stems

- The day after _____ is _____
- The day before _____ is _____
- Today is _____, so tomorrow will be _____
- Today is _____, so yesterday was _____

National Curriculum links

- 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

Days of the week

Key learning



Sing *The Days of the Week* song. Then discuss the names and the sequence of the days of the week.

Ask what children do on each day. Describe the events of the days they come to school and the days they stay at home.

Ask questions about activities at school, for example “Which days do you do PE?” or “Which day is Forest School?”

Ask children to draw a timetable of the events they complete on each day.



Read and discuss the events in *Jasper’s Beanstalk* by Mick Inkpen.

Talk about what Jasper does on each day.

- On which day did Jasper water his bean?
- On which day did he pick up all the slugs?

Provide days of the week cards and pictures of what Jasper does. Order the days of the week and choose pictures to match each day.

Task children to make up their own days of the week short story.



Read *The Princess and the Wizard* by Julia Donaldson.

Place pictures based on events from the story in various places around the room, missing one day out. Ask children to hunt for the pictures and place them in order. Which day is missing?

- Fill in the missing days of the week.

Complete the sentences.

- ▶ Today is Friday.
Tomorrow is _____
- ▶ Today is Thursday.
Yesterday was _____
- ▶ Today is _____
Tomorrow is Monday.
- ▶ Today is _____
Yesterday was Monday

Sunday

Tuesday

Wednesday

Saturday

- Which days of the week are at the weekend?

Days of the week

Reasoning and problem solving

Here is Ben's calendar.



Monday	Tuesday	Wednesday	Thursday	Friday
swimming	painting	football	bike ride	

What did Ben do on Monday?

On which day did Ben play football?

On which day did Ben not do any activities?

What did Ben do the day before he played football?

swimming
Wednesday
Friday
painted

Sort the days of the week into the table.

Wednesday

Tuesday Monday

Friday Thursday

Sunday Saturday

At school	Not at school

In a week, how many more days are you at school than not at school?



At school:
Monday, Tuesday,
Wednesday,
Thursday, Friday

Not at school:
Saturday and
Sunday

3

Months of the year

Notes and guidance

In this small step, children name and sequence the months within a year.

As with the previous step, they continue to develop their understanding and use of “before” and “after” and apply this to the calendar year. They learn to relate events to months, noting when familiar celebrations, such as birthdays, occur.

A classroom calendar allows children to explore the sequence of the months of the year and to begin to learn the number of days in each month. Familiar rhymes and songs can support children to remember this. Exploring monthly calendars with the days of the week and dates allows children to further develop understanding from the previous step.

Things to look out for

- Children may confuse months that begin with the same initial sound or letter, such as March and May or June and July.
- Children may assume that all months have the same number of days.

Key questions

- How many months are there in a year?
- Which month are we in now?
- What month will come next?
- Which month comes before/after _____?
- Which month is your birthday in?
- Which month do we start school in?
- Which months are the summer holidays in?

Possible sentence stems

- There are _____ months in a year.
- The month before/after _____ is _____
- It is _____ now, so next month will be _____

National Curriculum links

- Recognise and use the language relating to dates, including days of the week, weeks, months and years
- Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)

Months of the year

Key learning



Talk to children about the names of the months of the year and the sequence they come in, using songs or rhymes to support learning the names and order.

As a class, count the number of days in two months on a grid-style calendar. Discuss whether they are the same or different.

As a class, chant rhymes about the number of days in each month, for example:

30 days has September, April, June and November.
All the rest have 31, except February alone, which has 28 days clear and 29 in each leap year.



Provide children with a selection of books and images relating to the seasons and talk about the changes that happen over the course of a year.

Which month is before February? Which month comes after March?

Task children in groups to design their own calendar page for different months, including key events in the school year.

Order the months to create a class calendar.

- Complete the sentences.
 - ▶ The month after July is _____
 - ▶ The month before November is _____
 - ▶ The month before _____ is February.

- Here is part of Mo's calendar.


February						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	 my birthday	10	11

- ▶ What month is shown on the calendar?
- ▶ On what date is Mo's birthday?
- ▶ What day of the week is the 1st of the month?
- ▶ How many days are there in the whole month?

Months of the year


Reasoning and problem solving

Jo is chanting the months of the year.



January, February,
May, April, March, July,
June, August, September,
October, November,
December.

What mistakes has Jo made?
What is the correct order?



Jo has mixed up
May and March,
and July and June.




Dan gets a party invitation in April.
The party is in August.
What months come between April
and August?




May, June and July

Max looks at his calendar.
He wants to go to the cinema at the
end of the month.




I will go to
the cinema on
31 February.

Is this possible?
Compare answers with a partner.



If Max goes to the cinema on
the 31st of the month, which
month could it be?



No

January, March,
May, July, August,
October or
December

Hours, minutes and seconds

Notes and guidance

In this small step, children develop their understanding of hours, minutes and seconds.

Children learn that seconds are a shorter period of time than minutes and minutes are a shorter period of time than hours. Although they do not need to convert between different units, it is helpful for them to know that an hour is composed of 60 minutes and that a minute is composed of 60 seconds.

Children make decisions about which unit of time would be most appropriate to measure a given activity. They compare time using vocabulary such as “quicker” and “slower”. When comparing durations, they need to understand that the smaller number of seconds, minutes or hours is the quicker time. Learning can be supported by practical investigations in which children use suitable equipment to measure the length of the activity, for example a stopwatch or a sand timer.

Things to look out for

- Children may believe that the greater number of seconds, minutes or hours is the quicker time.
- Children may struggle to use and read digital recording equipment.

Key questions

- Which is longer/shorter: one hour, one minute or one second?
- How many minutes are there in an hour?
- How many seconds are there in a minute?
- Would you measure the activity in hours, minutes or seconds?
- How many _____ do you think that you can do in 10/20/30/60 seconds?
- Who was quicker/slower? How do you know?

Possible sentence stems

- A _____ is longer/shorter than a _____
- There are _____ seconds in a _____
- There are _____ minutes in an _____
- I know that _____ is quicker/slower than _____, because ...

National Curriculum links

- Compare, describe and solve practical problems for time
- Measure and begin to record time (hours, minutes, seconds)

Hours, minutes and seconds

Key learning



Read *Just a Second* by Steve Jenkins.

Ask children to think of activities that they might be able to complete in one second. Which activities could take one minute to complete?

Introduce a range of different sand timers as a method of measuring time.

Children can use the timers to measure how many star jumps/hops/skips they can complete in one minute.



Model how to measure and read the time on a stopwatch in hours, minutes and seconds. Take children outside to take part in a race. Record the time it takes to move from the start to the finish line. Compare times using “quicker” and “slower”. Ask what a shorter/longer time means.

- Would you measure the activities in seconds, minutes or hours?

brushing teeth

reading a book

saying the alphabet

travelling on a plane

playing outside

sleeping at night

- Write the time shown on each stopwatch.

A



B



C



A _____ seconds

B _____ minutes and _____ seconds


C _____ hours, _____ minutes and _____ seconds


Hours, minutes and seconds


Reasoning and problem solving

Are the units of time sensible for each activity?



length of a football match in seconds 

length of a film in minutes 

length of the school day in hours 

What units of time are more sensible?



- No
- Yes – but could also be measured in hours
- Yes

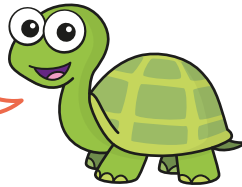
Some children run a race.



Here are their times in seconds.

Tom	Sam	Fay	Ann	Mo
26	17	21	33	22

Ann won the race because she has the greatest number.



Do you agree with Tiny?

Explain your answer.

Put the children in the order they finished the race.



- No

- Sam, Fay, Mo, Tom, Ann

Tell the time to the hour

Notes and guidance

In this small step, children are introduced to telling the time to the hour using an analogue clock. They are formally introduced to the term “o’clock” for the first time, although they may already have encountered this.

Initially, children explore time using a number line and learn that an analogue clock face is a special type of number line. When pointing to numbers, ensure that the hand points exactly to the number and not to the side of it. Explain that when we use the word “hand”, we are referring to the arrow/pointer; this is specific to the topic of time.

To begin with, children focus on reading time to the hour using only the hour hand. Once they are confident with this, they learn about the minute hand and that the hour hand is shorter than the minute hand. They recognise that when the minute hand is pointing directly to 12, they need to look at the shorter hand to see which hour it is.

Things to look out for

- Some children may find the language relating to time and the intervals of time confusing.
- Children may confuse the hour hand and the minute hand.

Key questions

- How is a clock similar to/different from a number line?
- Which number is the hour hand pointing to?
- How could you show me _____ o’clock?
- What do you notice about the _____ hand?
- Where will the hour hand be at _____?
- Where will the minute hand be at _____?

Possible sentence stems

- The _____ hand is pointing to _____ and the minute hand is pointing to _____
The time is _____ o’clock.
- At _____ o’clock, the hour hand will be pointing to _____ and the minute hand will be pointing to _____

National Curriculum links

- Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times

Tell the time to the hour

Key learning



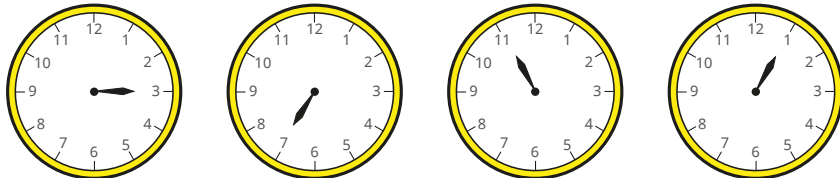
Make a 1–12 number line in the playground using a long rope and digit cards. Children walk along the line, shouting out the time when they reach each number.

Once children are confident with the passage of time, arrange the rope in a circle. Children walk around the line, again telling the time at each point.

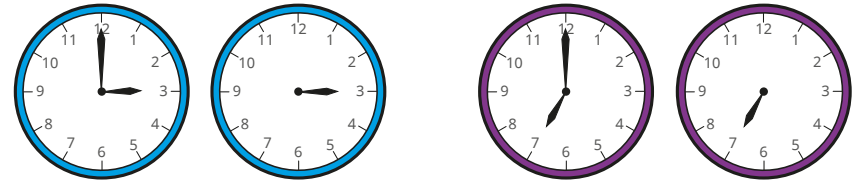
Discuss that in a full day this happens twice, as there are 24 hours in a day.

Children could go through the full day, counting through the hours in the morning and then the hours in the afternoon/evening.

- What hour is the hand pointing to?



- What is the same about the clocks? What is different?



- Match the clocks to the times.

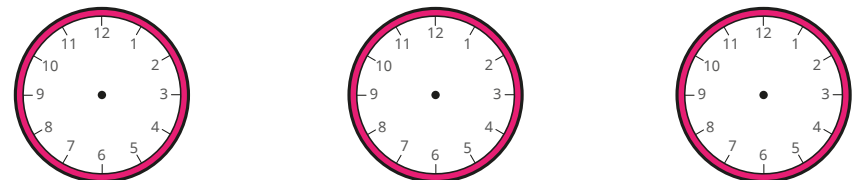


9 o'clock

two o'clock

5 o'clock

- Draw hands on the clocks to show the times.



eight o'clock

1 o'clock

twelve o'clock

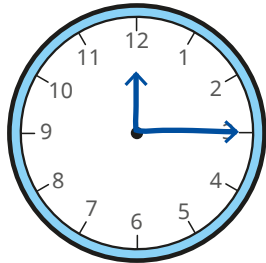
Tell the time to the hour

Reasoning and problem solving

Ron is drawing times on clocks.

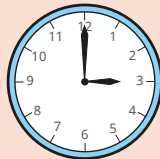
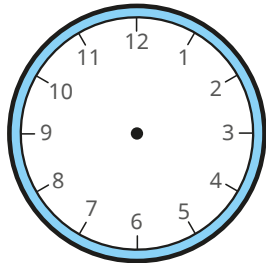


I have drawn 3 o'clock.



What mistake has Ron made?

Draw hands on the clock to show 3 o'clock.

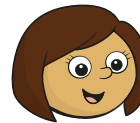
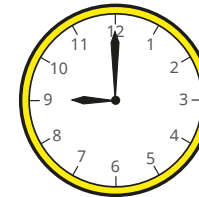


Mo, Kim and Sam all go to bed at different times in the evening.

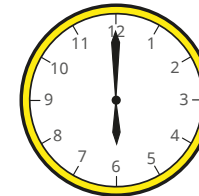
The clocks show each child's bedtime.



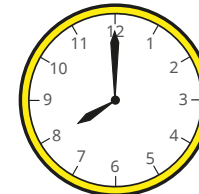
Mo



Kim



Sam



Kim
Mo

Who goes to bed first?

Who goes to bed last?



Tell the time to the half hour

Notes and guidance

In this small step, children build on the previous step of telling time to the hour to now tell the time to the half hour.

Initially, they tell the time to the half hour using only the hour hand and notice that the hour hand is halfway between numbers. They learn the term “half past”, linking it to their knowledge of fractions.

Once children are confident with this, look at the minute hand. Building on the knowledge that in an hour the minute hand travels all the way around the clock, they see that at half past the minute hand has travelled halfway around the clock from 12 and is now pointing at 6

Things to look out for

- When drawing hands on a clock face to show half past, children may draw the hour hand pointing directly at the hour.
- Children may misread the hour when describing half past, due to the position of the hour hand, for example reading half past 2 as half past 3 because the hour hand is between 2 and 3
- Children may confuse the hour hand and the minute hand.

Key questions

- Which hour has the hand gone past?
- Which two numbers is the hour hand pointing between?
- Where will the hour hand be at half past _____?
- If the minute hand moves from 12 to 12 in a full turn, where will it be pointing after a half turn?
- If the hour hand is pointing between _____ and _____, and the minute hand is pointing to 6, what time is it?
- How would you show half past _____ on a clock face?

Possible sentence stems

- The minute hand is pointing to _____
The hour hand is pointing between _____ and _____
The time is half past _____
- The next hour will be _____ o'clock.

National Curriculum links

- Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times

Tell the time to the half hour

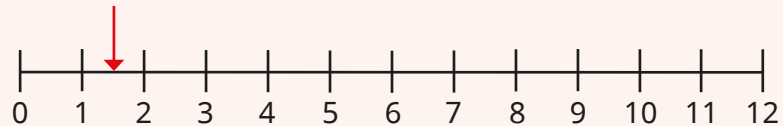
Key learning



Show children a 1–12 number line. Make an arrow to represent the “hand”.

Place the hand halfway between 1 and 2

Explain that because the hour hand has gone past 1 and is halfway between 1 and 2 o'clock, it is half past 1



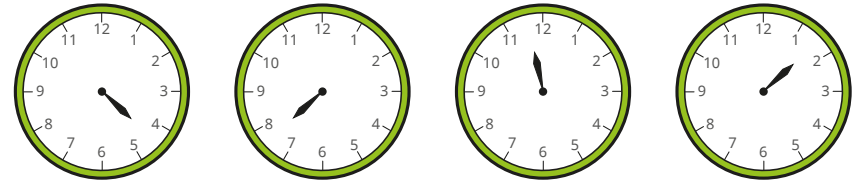
Move the hand along the number line, stopping halfway between numbers and asking children to tell you the time.



Use a clock model to show children the movement of the minute hand during an hour, moving around the circle from 12 until it reaches 12 again – a full turn. Show that during this time the hour hand moves more slowly from one hour to the next.

Ask children where the minute hand will be pointing after half a full turn.

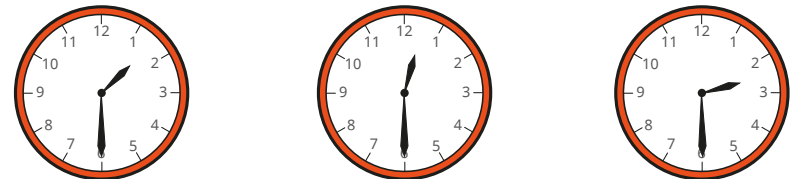
- Complete the sentences for each clock.



The hour hand is pointing halfway between _____ and _____

The time is half past _____

- Match the clocks to the times.

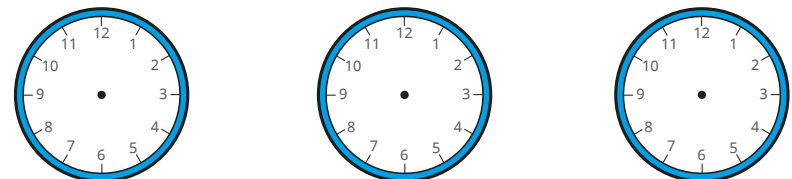


half past twelve

half past 2

half past one

- Draw hands on the clocks to show the times.



half past 1

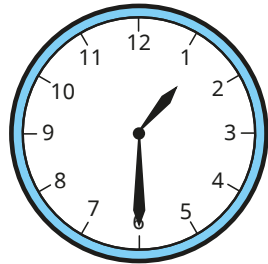
half past four

half past 8

Tell the time to the half hour

Reasoning and problem solving

Mo and Sam are telling the time.



The time is
6 past 1

Mo

The time is
half to 2



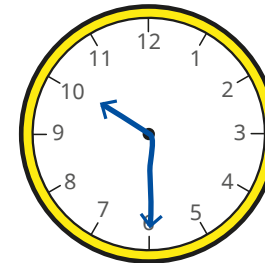
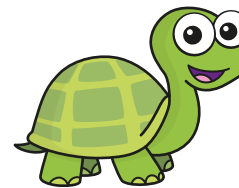
Sam

What mistakes have Mo and Sam made?

What time is shown on the clock?

half past 1

Tiny draws hands on the clock to show the time half past 10



What mistake has Tiny made?

Draw hands on the clock to show half past 10

