

Dereham Church of England Infant and Nursery Academy- Mathematics

	Year group: 1	Area/topic: Mathematics-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 Compare, describe and solve practical problems for time Measure and begin to record time (hours, minutes, seconds) Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times	

Prior learning	Future learning
Children have begun to tell the time to the hour during maths meetings.	In Year 2 children shall tell the time to the hour, past the hour and to 5 minutes. They will solve problems involving time.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Before and after	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”.

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



Days of the week

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?

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?

Months of the 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.

- Here is part of Mo's calendar.

February						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
				 my birthday		
5	6	7	8	9	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?

Hours, minutes and seconds

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?



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

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.

Tell the time to the hour

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.

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



The clocks show each child's bedtime.



Mo



Kim



Sam



Who goes to bed first?

Who goes to bed last?

Tell the time to the half hour

- Match the clocks to the times.



9 o'clock



two o'clock



5 o'clock

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.

- Match the clocks to the times.



half past twelve

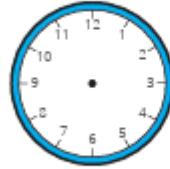


half past 2

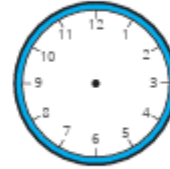


half past one

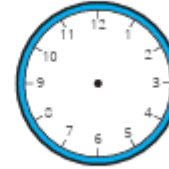
- Draw hands on the clocks to show the times.



half past 1



half past four



half past 8

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

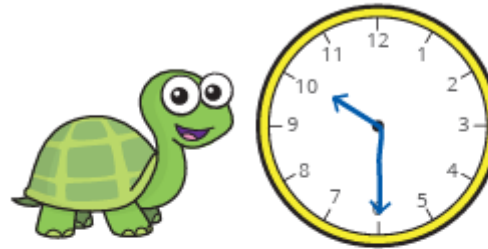
Place the hand halfway between 1 and 2

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



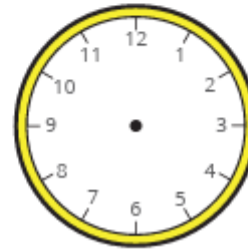
Move the hand along the number line, stopping halfway between numbers and asking children to tell you the time

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



Key vocabulary

Before, after, first, next, finally, morning, afternoon, evening, today, yesterday, tomorrow, weekend, day, month, year, hour, minutes, seconds, o'clock, hand, clock face, full turn,

Common misconceptions	Books linking to this area
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. 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. 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. Children may believe that the greater number of seconds, minutes or hours is the quicker time. Children may confuse the hour hand and the minute hand. 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	Peace at last by Jill Murphy The princess and the wizard by Julia Donaldson Jasper’s beanstalk by Mick Inkpen Just a second by Steve Jenkins
Memorable first hand experiences	Opportunities for communication
Play what’s the time Mr Wolf? Have a class race outside. Use a stop watch to record. Discuss what a shorter and longer time mean.	Ask key questions and discuss Share possible sentence stems and explore

DCINA Reasonable adjustments for pupils with SEND

Communication and Interaction Use a range of visual aids Give clear instructions one at a time Repetition Provide simple instructions Pre teach vocabulary Use working wall where modelling is displayed Give children thinking time Model task	Cognition and Learning Check understanding regularly Allow rest breaks Give thinking time Colour code signs that could be confusing Work checklists Break down tasks into small steps Give opportunities for over-learning
Social, Emotional and Mental health Allow access to a quiet and calm space Give child a special role to increase self esteem Provide a visual support- what to do if you are stuck Provide a movement break Seat pupil by more confident peer Now and next board Sand timers Movement breaks Break down tasks into small steps	Sensory and Physical Consider carpet space position Reduce background noise Provide a range of manipulatives- dienes may be too small Appropriate seating Wobble boards Writing slope Enlarge text Variety of writing tools available