




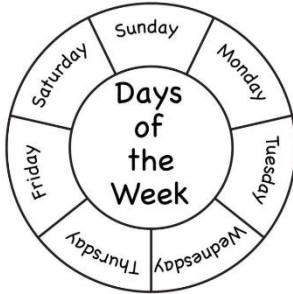



EYFS	
Name a routine activity or event	Brushing teeth, going to school, dinner time, bedtime.
Sequences series of events in their daily lives using language such as before, next, after, yesterday and tomorrow.	<p>Order activities within a day - What are we doing today? What did we do today?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>Talk about steps within instructions e.g. when planting a seed, making a sandwich. Use the language, first, then, next, last.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>Talk about the days of the week, songs on YouTube can support with this e.g. <a href="#">Days of the Week Song   The Singing Walrus - YouTube</a></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 20%;"> <p>First</p><p>Then</p><p>Next</p><p>Last</p> </div> <div style="width: 20%; text-align: center;">  </div> <div style="width: 20%;"> <p>soil</p><p>seed</p><p>water</p><p>light</p> </div> </div> <div style="text-align: center; margin-top: 20px;"> <p>Read 'The Very Hungry Caterpillar and emphasise the days of the week in the story.</p> <p><a href="#">The Very Hungry Caterpillar - Animated Film - YouTube</a></p> </div> <div style="text-align: center; margin-top: 20px;"> <p>www.worksheetfun.com</p> <p>Days of the Week</p>  </div> <div style="text-align: right; margin-top: 20px;">  </div>
Experiment with different durations of time using timers	<p>Experience how long a minute is, how long is 10 seconds?</p> <p>Set a timer for a minute using a stopwatch, Siri or Alexa</p> <p>How many sleeps until our next holiday? Until the weekend?</p>

<b>Year 1 Objectives</b>		
Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]	Can estimate and measure whether an activity lasts longer/ less than a minute/hour  Can use language of quicker, slower, earlier and later	Discuss how long things take. Can the children estimate and measure whether an activity lasts longer/ less than a minute/hour? 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 can they write their name? Can they estimate beforehand? Can they think of other things that might take a similar amount of time? What about an hour?
Measure and begin to record time (hours, minutes, seconds)	Can measure in hours, seconds and minutes	For a given activity, can the children estimate and measure whether that activity would last longer/ less than a minute/ an hour?
Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	Can use language before, after, next, first in relation to time passing and sequencing of events in familiar stories or day-to-day routines  Can use terms such as morning, afternoon and evening, yesterday and tomorrow	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 your parent put them in order? What if you give them instructions?  <a href="http://timesofday.maths.org">Times of Day (maths.org)</a>  Can children start to use terms such as morning, afternoon and evening, yesterday and tomorrow and talk about what they do each week?

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

Can learn the order of the days of the week and learn that weekend days are Saturday and Sunday

Can name and order the months of the year

Can record significant dates in a class calendar

[Days Of The Week Addams Family \(Parody\) | Fun songs for Big Kids, Preschoolers and Toddlers - YouTube](#)

[Days of the Week Sing-along Song - YouTube](#)

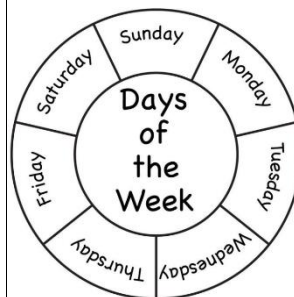
Read 'The Very Hungry Caterpillar and emphasise the days of the week in the story.

[The Very Hungry Caterpillar - Animated Film - YouTube](#)

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 activity for each day (maybe what they do in the afternoon lesson or a club they go to after school).

[www.worksheetfun.com](http://www.worksheetfun.com)

Days of the Week



[Months of the Year Song | Song for Kids | The Singing Walrus - YouTube](#)

Can you create a family calendar of birthdays and other significant events? Can they talk about how many months/weeks/days it is until...? Can they spot a sequence of months ordered incorrectly?

<p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>Can tell time to the hour</p> <p>Can draw hands on the clock for times to the hour</p> <p>Can tell time to half past the hour</p> <p>Can draw hands on the clock for times to the half hour</p> <p>Can recognise times to the hour and half hour in day-to-day routines</p> <p>Can use clocks and timelines to answer questions such as: <i>It is half past seven. What time will it be in 4 hours time? What time was it two hours ago?</i></p>	<p>Children can often struggle with the concept of the two hands on a clock so it can help to just focus on the hour hand first and then introduce the minute hand.</p> <p>Start with 1 o'clock and show the position of the hand. Move it to 2 o'clock etc.</p> <p>Show the children that when the hour hand is halfway between two numbers we call this half past,</p> <p>Count around the clock, one o'clock. Half past one, two o'clock, half past 2 etc.</p> <p>Introduce the minute hand and show the position for o'clock and half past.</p> <p>Continue to refer to the clock and ask children what time it is when it is o'clock and half past. Are there familiar times that they can look for e.g. bedtime 8 o'clock, leave for school at half past 8?</p>
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Year 2 Objectives		
<p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p>	<p>Can tell the time to quarter past the hour</p> <p>Can tell the time to quarter to the hour</p> <p>Can tell the time to the 5 minutes</p>	<p>Ensure that your child is confident with telling the time to o'clock and half past using the activities in Year 1.</p> <p>Draw a circle and then a line from top to bottom explaining that the circle has been cut in half - show where o'clock and half past would be? Next draw a line from right to left and explain that the circle has now been cut into quarters. Mark where quarter past and quarter to would be. Practise reading o'clock, quarter past, half past and quarter to times.</p> <p>Start to read times to 5 minutes. Children need to be confident in counting in 5s so additional practise with this can help.</p> <div data-bbox="819 715 1261 1166" data-label="Image"> </div> <p>Make a clock using two paper plates. When we are looking at the hour hand we look at the number on the top plate, when we are looking for how many minutes past we look at the underneath plate. This helps to emphasise the two scales on a clock.</p> <p>You could create the clock with 20 past, 20 to (instead of 20 and 40) as this may help them to read the clock more easily. Link to symmetry - 5 min past/to etc.</p>
<p>Know the number of minutes in an hour and the number of hours in a day.</p>	<p>Know that there are 60 minutes in an hour</p> <p>Know that there are 24 hours in a day</p>	<p>It is 11am now what will we do between and this time tomorrow? Discuss the fact that 24 hours will have passed in this time.</p> <p>What can we do in an hour? What can we do in 60 minutes? Show an hour on the clock, show 60 minutes passing on a clock - keep checking back, what has changed?</p>

Year 3 Objectives		
<p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p>	<p>Can read times in analogue format to the minute</p> <p>Can read times in digital format to the minute</p> <p>Can read clocks displayed using Roman numerals to the minute</p>	<p>Children have experienced telling the time to the nearest 5 minutes in Year 2, ensure that they are secure with this before extending to the minute.</p> <p>Children are first introduced to digital clocks in Year 3, they may have had previous experience of them from devices such as watches or iPads. Show them the things that are the same and different about a digital and analogue clock.</p> <p>If you have a clock with Roman Numerals on at home or if you see one on your travels, this is a good opportunity for the children to see the different ways that numbers can be represented on a clock.</p> <p>Give children the opportunity to compare digital, analogue and clocks with Roman Numerals.</p>
<p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours;</p> <p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p>	<p>Can estimate how long something should take to complete</p> <p>Can use vocabulary accurately: seconds, minutes, hours, o'clock, am/pm, morning, afternoon, noon and midnight</p>	<p>Think of some activities that the children can take part in, can they estimate how long it will take to complete them, e.g. 20 press ups, 50 star jumps, making their bed, emptying the dishwasher, making a sandwich. Can they time how long it takes to complete this with a stopwatch. How many seconds did it take? Was it longer or shorter than a minute? If it was more than a minute can you write this both ways e.g. 65 seconds / 1 minute and 5 seconds?</p> <p>What was the difference between the time you estimated and the time it took?</p> <p>Think of things that would take over an hour and list some durations. How can we write these in minutes only and hours and minutes e.g. 125 minutes or 2 hours and 5 minutes?</p> <p>Talk about the difference between morning and afternoon. When does it become afternoon? We call this noon or 12pm. When do we go into the next day? We call this midnight or 12am. Reinforce this vocab when it arises in day to day life.</p>

Know the number of seconds in a minute and the number of days in each month, year and leap year

Can say how many seconds there are in a minute

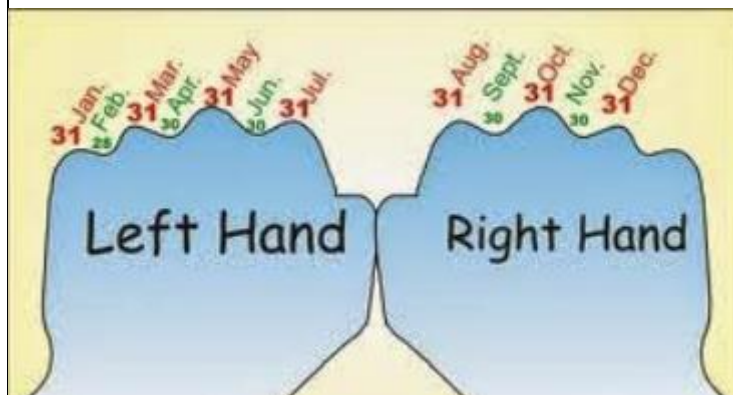
Can say how many days there are in a month

Can say how many days there are in a year (including leap years)

If you have a clock with a second hand that ticks, ask your child to try counting the number of ticks from the o'clock position to the o'clock position. Discuss what they have found. Is this always going to be the case? Are there a standard number of seconds in an hour? Why? How many times will the second tick around the clock for 2 minutes? 10 minutes?

Discuss with the children how many days there are in a month (children often say that all months have 30 days as a misconception)

Ask the children to look at a calendar and explore whether each month has 30 days in it.



Either teach children the rhyme to remember how many days are in each month or teach the children the 'knuckle trick' for recalling the length of each month. Each raised knuckle represents a longer month and the indent between each knuckle represents a shorter month

Using their calendars can they establish how many days are in a standard year and a leap year. Which month does the number of days change in a leap year?

Explain the concept that each year is 365 and a quarter days long. Can they work out how often we get a leap year based on that information.



<p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p>	<p>Can identify the finish time of an event when given the start and the duration (Type A)</p> <p>Can work out the difference between the start and finish time of an event (Type B)</p> <p>Can work out the start time if given the duration and end timings of an event (Type C)</p>	<p>There are 3 different types of duration problem that children need to become confident with.</p> <p>Using an example of putting a pizza in the oven here are the three different types of problem.</p> <p>Type A - A pizza goes in the oven at 6:05pm, it needs to cook for 20 minutes, what time should it come out of the oven?</p> <p>Type B - A pizza goes in the oven at 6:05pm and comes out of the oven at 6:25pm. How long was it in the oven for?</p> <p>Type C - A pizza needs to be served at 6:25pm and takes 20 minutes to cook, what time should it be put into the oven?</p> <p>Can your child help you with a range of decisions e.g. what time to leave for a journey based on the time you need to be there and the estimated time to travel? What time a programme will finish when given the start and duration of the programme?</p>
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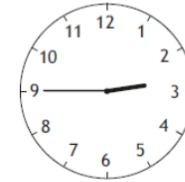
Year 4 Objectives		
<p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p>	<p>Can convert hours into minutes and vice versa.</p> <p>Can convert minutes to seconds and vice versa</p> <p>Can convert years to months and vice versa</p> <p>Can convert weeks to days and vice versa</p>	<p>Look at conversions of time - can children create a list of conversions and then use these to solve problems.</p> <p>Years to months/weeks, weeks to days, days to hours, hours to minutes, minutes to seconds e.g. can you write 360 minutes in hours and minutes.</p> <p>Can children compare two durations, e.g. which is longer 20 days or 3 weeks? Can they then order a range of durations as shown in this SATs question?</p> <div style="text-align: center;"> <p>Write these times in order, starting with the shortest.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">24 days</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">10 weeks</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin: 5px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">1 month</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">48 hours</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin: 5px;"> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 5px;"></div> </div> <p style="margin-left: 100px; font-size: small;">smallest</p> </div>
<p>Read, write and convert time between analogue and digital 12- and 24-hour clocks</p>	<p>Can read and understand 24-hour time</p> <p>Can relate 24-hour notation to am and pm</p> <p>Can convert 12-hour into 24-hour and vice versa.</p>	<p>If possible, use two digital clocks, a 12-hour clock and a 24-hour clock. Ask your child to compare them at various points in the day. What do they notice? What's the same and what's different? Look at the clocks at 12:59pm. What do they notice when it becomes 1pm? Discuss the 24-hour clock being an "extension" of the 12-hour clock, look at how they 12-hour clock became 1:00 p.m. and the 24-hour clock became 13:00. What do they think will happen at 13:59, 14:49? What do they think will happen at midnight? Tell them that it will reset to 00:00 because it is the start of a new day.</p> <p>Once your child gains in confidence they can start to spot the patterns in the 12 and 24-hour clocks. Can they see that they can add or subtract 12 to convert the 2 times once the time gets to 13:00 or 1pm? E.g. to convert from 4:45pm we can add 12 to 4 to get 16 which makes the time 16:45. To convert from 17:30 we can subtract 12 from 17 to get 5 which makes the time 5:30pm.</p>

Children will apply their understanding of the 24-hour clock to SATs questions in Year 6, here are some examples of questions children have tackled in previous years.

Complete the table.

Time in words	Digital time using 24 hour clock
quarter past 7 in the evening	19:15
ten past 11 at night	
	06:50

A clock shows this time twice a day.



Tick the two digital clocks that show this time.

03:45

02:45

09:45

21:45

14:45

Ben goes to bed at 7:15 pm.  
Grace goes to bed an hour later.  
What time does Grace go to bed?

Give your answer using 24 hour clock.

Year 5 Objectives		
Solve problems involving converting between units of time	Can use all four operations in problems involving time, including conversions	<p>Look at conversions of time - can children create a list of conversions and then use these to solve problems.</p> <p>Years to months/weeks, weeks to days, days to hours, hours to minutes, minutes to seconds e.g. can you write 450 minutes in hours and minutes.</p> <p>The question opposite shows how this objective can be put into a word problem during the SATs.</p> <p>Solve problems involving time - children will be expected to tackle word problems linked to time and durations of time. These can be linked to daily activities that take place at home. Here is an example of what children would be expected to answer.</p>



Kirsty ran a race in one and a half minutes.  
Mina took 10 seconds longer.  
How many **seconds** did Mina take to run the race?

seconds

Jack finished a sponsored run in 53 minutes 25 seconds.  
Ally finished 3 minutes 50 seconds **after** Jack.  
How long did Ally take?

min
sec

Layla finished the run 8 minutes 45 seconds **before** Jack.  
How long did Layla take?

min
sec

<p>Complete, read and interpret information in tables, including timetables</p>	<p>Can answer questions that involve timetables e.g. How long does the journey from Chester to Northwich take on the bus?</p> <p>Can answer questions linked to information presented in tables</p>	<p>Timetables are part of the Statistics unit in Year 5, children are provided with the opportunity to consolidate their understanding of time through application to timetables. If you are planning a day out or a holiday, can you involve your child in planning when you should leave and what bus/train you should get to arrive on time, how long the journey will take?</p> <p>William wants to travel to Paris by train. He needs to arrive in Paris by <b>5:30 pm</b>. Circle the <b>latest time</b> that William can leave London.</p> <table border="1" data-bbox="927 609 1352 963"> <thead> <tr> <th>Leaves London</th> <th>Arrives Paris</th> </tr> </thead> <tbody> <tr><td>12:01</td><td>15:22</td></tr> <tr><td>12:25</td><td>15:56</td></tr> <tr><td>13:31</td><td>16:53</td></tr> <tr><td>14:01</td><td>17:26</td></tr> <tr><td>14:31</td><td>17:53</td></tr> <tr><td>15:31</td><td>18:53</td></tr> <tr><td>16:01</td><td>19:20</td></tr> </tbody> </table> <p>Here is part of the bus timetable from Riverdale to Mott Haven.</p> <table border="1" data-bbox="1426 576 1859 756"> <tbody> <tr><td>Riverdale</td><td>10:02</td><td>10:12</td><td>10:31</td><td>10:48</td></tr> <tr><td>Kingsbridge</td><td>10:11</td><td>10:21</td><td>10:38</td><td>10:55</td></tr> <tr><td>Fordham</td><td>10:28</td><td>10:38</td><td>10:54</td><td>11:11</td></tr> <tr><td>Tremont</td><td>10:36</td><td>10:44</td><td>11:00</td><td>11:17</td></tr> <tr><td>Mott Haven</td><td>10:53</td><td>11:01</td><td>11:17</td><td>11:34</td></tr> </tbody> </table> <p>How many minutes does it take the 10:31 bus from Riverdale to reach Mott Haven?</p> <div data-bbox="1823 823 1993 880" style="border: 1px solid black; padding: 2px; display: inline-block;">minutes</div> <p>Mr Evans is at Fordham at 10:30 What is the <b>earliest</b> time he can reach Tremont on the bus?</p> <div data-bbox="1823 991 1993 1048" style="border: 1px solid black; width: 80px; height: 30px; margin-left: auto;"></div>	Leaves London	Arrives Paris	12:01	15:22	12:25	15:56	13:31	16:53	14:01	17:26	14:31	17:53	15:31	18:53	16:01	19:20	Riverdale	10:02	10:12	10:31	10:48	Kingsbridge	10:11	10:21	10:38	10:55	Fordham	10:28	10:38	10:54	11:11	Tremont	10:36	10:44	11:00	11:17	Mott Haven	10:53	11:01	11:17	11:34
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<p><b>Year 6 Objectives</b></p>	<p><b>No taught objectives for time in this year group</b></p>	<p>Children will consolidate their understanding of time during their SATs revision programme but it is not a taught objective in Year 6.</p>																																									