

Year 1 Unit 6: Time (2 weeks)

Consider the ways in which you use colloquial language for time in your classroom, and how this may impact on pupils' understanding. Phrases like 'in a minute' or 'just a second' can mean different things in different situations.

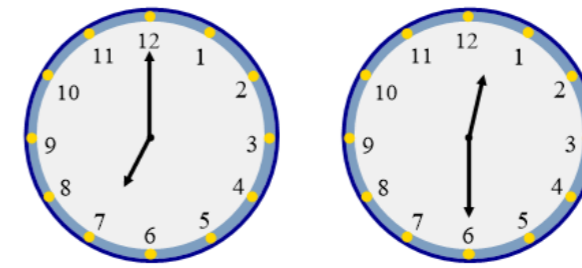
Before you start...

- What experiences have pupils had with describing time and chronology in everyday language?
- How have Maths Meetings and daily routines been used to discuss time?



First I get out of bed. Then I brush my teeth.

Video: Time models and images



The time is seven o'clock because the minute hand is pointing straight up and the hour hand is pointing at the seven.

The time is half past twelve because the minute hand is pointing straight down and the hour hand is between twelve and one

There is one consolidation lesson within the unit and you may wish to use this to continue to consolidate or deepen understanding of reading a clock.

Using language and units of time

- L1 Know and order the months of the year
- L2 Sequence events in chronological order
- L3 Understand that time can be measured in minutes and seconds

Pupils begin by learning and ordering the months of the year, making use of ordinal numbers (January is first, February is second) and positional language (February comes before March and after January) to develop an understanding of the order. Through discussion, they recognise the cyclical nature of the months. Chanting months of the year beginning at different starting points is a good way to secure this understanding. In Lesson 2, the chronological language is applied to sequencing events across a day, developing an understanding of social time. In Lesson 3, pupils are introduced to minutes and seconds as units for measuring time. Pupils learn that a minute is sixty seconds in length and discuss activities which may take more/less than one minute. This is an opportunity to explore colloquial language use such as 'wait a second'. Through practical activities, pupils gain a sense of how long a minute, and duration of 20 seconds is.

- ? What misconceptions may pupils have about the length of one minute? How might you address these?
- ? How can you make use of what pupils already know about sequencing time?

Reading a clock: o'clock and half past

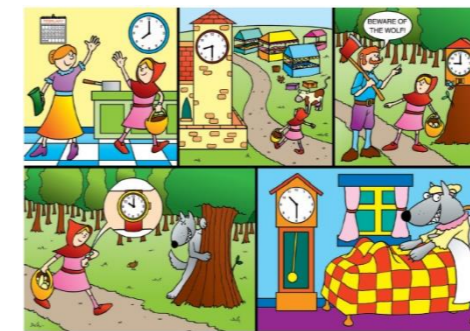
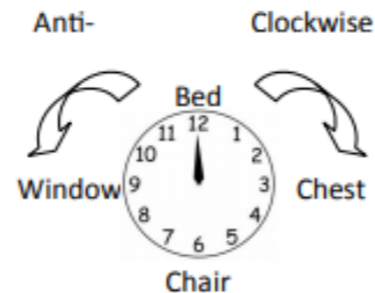
- L4 Read and write the time: o'clock
- L5 Read the time: half past
- L6 Read the time: o'clock and half past

Pupils are introduced to an analogue clock face, preferably using a geared clock. Through careful modelling and opportunities to practice and repeat, pupils recognise the minute hand (the longer hand) and the hour hand (the shorter hand) and recognise the position of the hands to show a specific hour, using o'clock. Through comparison of clocks in Lesson 5 they identify the position of the hands showing half past and use the phrase 'halfway between' to recognise the hour. Again, pupils should have multiple opportunities to see and represent different times and further opportunities for this are provided in Lesson 6.

- ? Consider what adaptations you may need to make to examples and activities in order to develop understanding for all pupils.

Tricky topic, time

The concept of time and reading an analogue clock is tricky for many people to grasp, particularly when digital representations are more prevalent. You may find that not all pupils grasp reading and writing the time at this point in the year. Consider how you can make it a regular feature of your day, making use of visual timetables, Maths Meetings and opportunities to connect the time to events. The more exposure to analogue time pupils have, the more likely they are to secure this understanding. See [this article](#) for further ideas.



Exploring position, direction and movement

- L9 Use the language of position, direction and movement

Pupils have explored positional and directional language including right and left in a previous unit and are now introduced to half turns and whole turns before considering quarter turns. Multiple opportunities should be provided for pupils to practically turn to explore this movement as well as attaching this movement to the hands of a clock, using clockwise and anti-clockwise.

- ? What opportunities can you provide for pupils to program toys or ICT equipment?

Applying understanding of o'clock and half past

- L7: Write the time in words: o'clock and half past
- L8: Explore adding on hours and half hours

Pupils have opportunities to connect the analogue representation of time with sequencing and writing time in Lesson 7 considering what activities are done at different times of the day. Lesson 8 provides opportunities for pupils to add hours or half hours to times through playing a game, consolidating the skills developed in earlier lessons.

- ? What representations will you use to support conceptual understanding of adding hours and half hours?