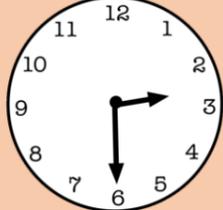
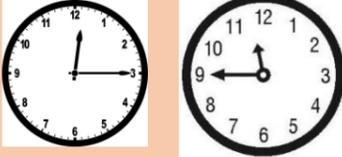


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Time	Use vocabulary of time	Orders and sequences key events	Tell the time to the hour	Tell the time to half past the hour	Tell the time to quarter past the hour	Tell the time in five minute intervals
Skill – Practical/Fluency	Language associated with past, present and future.  e.g. before, after, now  I brushed my teeth <u>before</u> I went to bed.	Order and sequence a key event e.g. a daily routine  Use language of time to describe this sequence  Use this language to compare two events	Identifying a time to the hour by reading a clock face    Being given a time e.g. 6 o'clock and drawing the hands on the face in the correct place  It may also incorporate assigning a task to a specific appropriate time e.g. 7 o'clock bed time	Identifying a time half past the hour by reading a clock face    Being given a time e.g. half past 4 and drawing the hands on the face in the correct place  It may also incorporate assigning a task to a specific appropriate time e.g. half past 12 = dinner time	Identify a time quarter past/to the hour by reading a clock face    Being given a time e.g. quarter past 4 and drawing the hands on the face in the correct place  It may also incorporate assigning a task to a specific appropriate time e.g. quarter past 3 = finish school	Identify a time to a five minute interval by reading a clock face    Being given a time e.g. half past 4 and drawing the hands on the face in the correct place  It may also incorporate assigning a task to a specific appropriate time e.g. half past 12 = dinner time
	Use vocabulary of time	Orders and sequences key events	Tell the time to the hour	Tell the time to half past the hour	Tell the time to quarter past the hour	Tell the time in five minute intervals
Vocabulary	Past Present Future Before After Now	Order Sequence First Second Next Then Last Before After	Clock Time O clock Hour Minute Hands	Clock Time O clock Half past Hour Minute Hands	Clock Time O clock Half past Quarter to Quarter past Hour Minute Hands	Time O clock Half past Quarter to Quarter past Five past Ten past Twenty past Twenty five past Twenty five to Ten to Five to Hour Minute Hands
Skill – Knowledge (Address this knowledge through taught input and diagnostic questioning)	<ul style="list-style-type: none"> <li>Understanding that halving is sharing into 2 groups equally</li> <li>Understanding of equivalence</li> <li>Understanding that halving is splitting down the middle into 2</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that halving is sharing into 2 groups equally</li> </ul>	<ul style="list-style-type: none"> <li>The long hand is the minute hand</li> <li>The short hand is the hour hand</li> <li>O'clock is when the minute hand points at 12</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the difference between o'clock and half past and what effect this has on the position of the hands</li> <li>The hour hand will be half way in between the two hours</li> <li>Half past is when the minute hand points at 6</li> </ul>	<ul style="list-style-type: none"> <li>The difference between quarter to and quarter past the hour</li> <li>Quarter past is when the minute hand points at 3, quarter to is when the minute hand points at 9.</li> </ul>	<ul style="list-style-type: none"> <li>5 minute intervals are measured from one number to another e.g. 1 to 2, 2 to 3, 3 to 4.</li> <li>5 past is when the minute hand points to 5</li> <li>10 past is when the minute hand points to 2 etc</li> </ul>
Skill - Evaluation	Evaluate learning through REACH questioning and evidence of mathematical vocabulary in pupil voice and responses					

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