

# YR1 TIME KNOWLEDGE ORGANISER

## Key Concepts

- compare, describe and solve practical problems for time
- measure and begin to record the time
- sequence events in chronological order using language
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

## Key Vocabulary

- Hour
- Minutes
- Seconds
- Before/ After
- First/ Next
- Earlier/ Later
- Quicker/ Slower
- Yesterday/ Today/ Tomorrow
- Morning/ Afternoon/ Evening
- Days of the week/ Months of the year.
- O'clock
- Half past



## Practical Problems

Time is an abstract concept so it is important to see it in real life concepts.

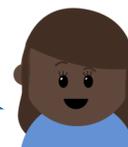
Children can combine measuring and beginning to record the time with comparing and describing practical problems, for example, how long does it take to run across the playground and back again?

There is an opportunity for different times to be recorded and comparisons to be made.

Name	Time to run
Darcey	25 seconds
Anita	23 seconds



It took me 25 seconds to run.



It only took me 23 seconds. I was quicker than Darcey.

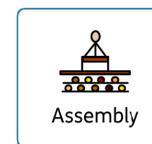
Comparisons can also be made between different activities, for example:



Lunchtime is one hour long. Break time is 20 minutes long. Lunchtime is longer than break time.

## Chronological order

Visual timetables are an excellent way of supporting understanding of chronological order, and supporting the development of time vocabulary.



Assembly



Literacy



Break time



Science



Assembly is first.  
Break time is after literacy.  
They all happen in the morning.

## Days of the Week

Ordering vocabulary continues to be used in relation to the days of the week.

There should be an understanding that the week is a cycle and even when written in a linear fashion, Sunday is before Monday.

Stem sentences support the children's language development:

\_\_\_\_\_ is after \_\_\_\_\_.

\_\_\_\_\_ is after \_\_\_\_\_.

Today is \_\_\_\_\_.

Yesterday was \_\_\_\_\_.

\_\_\_\_\_ is after \_\_\_\_\_.

\_\_\_\_\_ is after \_\_\_\_\_.

\_\_\_\_\_ is after \_\_\_\_\_.

\_\_\_\_\_ is after \_\_\_\_\_.



# YR1 TIME KNOWLEDGE ORGANISER

## Months of the year.

Similarly to the days of the week, months of the year can also incorporate the time language from earlier work.

Again, there needs to be an understanding that the end of one year leads to the beginning of a new year.

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

\_\_\_\_\_ comes after December.

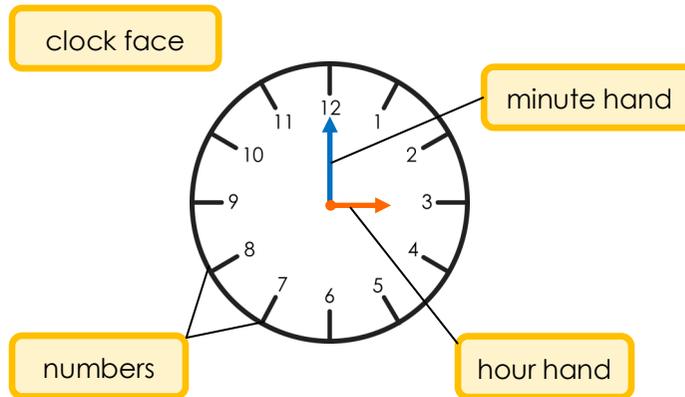
July is after \_\_\_\_\_ and before \_\_\_\_\_.

There is an opportunity for cross curricular links to be made to science and the seasons here.

The summer months are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

## Clocks

This is the first time children will have been formally introduced to clocks so an understanding of the different parts are necessary.

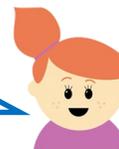


The children should notice different things about the clock.



The numbers go in order around the clock.

The hands move around the clock in the same direction as the numbers.



The minute hand moves quicker than the hour hand.

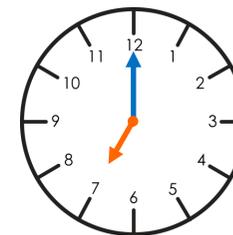


## O'clock

Clocks with moveable hands are needed to be able to manipulate the hands to make o'clock times and understand that the minute hand always points to the 12 when the time is o'clock. The hour hand informs us what number o'clock it is.

Misconceptions occur when there is uncertainty of which hand is which, for example making quarter past 12 instead of 3 o'clock.

As well as making the time, opportunities should be found to read clocks of a given o'clock time.

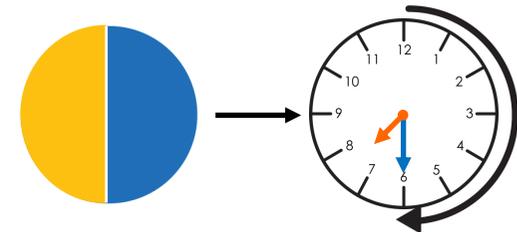


It is 7 o'clock!



## Half past

When secure on o'clock, half past can be introduced. Links should be made to fraction work and the understanding of half.



It is essential that as well as knowing that the minute hand points to the 6, the hour hand must always be past the hour (half way to the next number) rather than pointing to the number at o'clock. This should also be expected when making the times on clocks.

