



## SUMMER; BLOCK 6 – MEASUREMENT; TIME – YEAR 1

STRAND	WHAT DO I ALREADY KNOW? (EYFS <b>Early Learning Goals</b> )	WHAT AM I GOING TO BE LEARNING IN YEAR 1?	WHAT WILL I LEARN IN YEAR 2?
<b>COMPARING AND ESTIMATING</b>	<ul style="list-style-type: none"> <li>Is increasingly able to order and sequence events using everyday language related to time</li> </ul>	<ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: * time [e.g. quicker, slower, earlier, later]</li> <li>sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> </ul>	<ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> </ul>
<b>MEASURING and CALCULATING</b>	<ul style="list-style-type: none"> <li>Beginning to experience measuring time with timers and calendar</li> </ul>	<ul style="list-style-type: none"> <li>measure and begin to record the following: * time (hours, minutes, seconds)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>TELLING THE TIME</b>	<p><b>EYFS Early Learning Goals; Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>EYFS Early Learning Goals; Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<ul style="list-style-type: none"> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>know the number of minutes in an hour and the number of hours in a day. (appears also in Converting)</li> </ul>
<b>VOCABULARY</b>	<p>Time, days of the week, seasons, day, week, month, year, weekend, birthday, holiday, morning, afternoon, evening, night, midnight, bedtime, dinnertime, playtime, today, yesterday, tomorrow. Before, after, next, last, now, soon, early, late, quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly, old, older, oldest, new, newer, newest. Takes longer, takes less time, hour, o'clock, half past, clock, watch, hands, how long ago?, How long will it be to ... ?, How long will it take to ... ?, How often?, always, never, often, sometimes, usually, once, twice, first, second, third, etc., estimate, close to, about the same as, just over, just under, too many, too few, not enough and enough.</p>		