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Year 1

Small Steps Breakdown

Block 6 – Time

White Rose Maths

Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: position and direction	Number: Place Value (within 100)		Measurement : money	Time		Consolidation

Overview

Small Steps

Before and after

Dates

Time to the hour

Time to the half hour

Writing time

Comparing time

NC Objectives

Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

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. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]

Measure and begin to record time (hours, minutes, seconds)

Before and After

Notes and Guidance

Children are introduced to key vocabulary related to time.

They use before and after to describe, sort and order events. Building on this, they use first and next to describe an order of events.

Talking about the day, children use the language: morning, afternoon and evening.

Mathematical Talk

Can you explain why you have placed the pictures in before or after?

Could any of the pictures have gone in both?

Which activities do you do before school?

Which activities do you do after school?

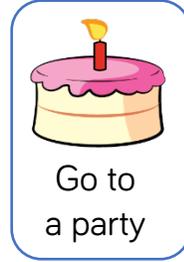
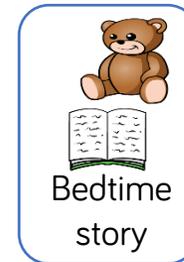
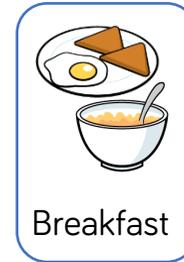
What do you do in the morning?

What do you do in the afternoon?

What do you do in the evening?

Varied Fluency

- 1 Sort the activities into **before** and **after** school.



Can you think of one more activity for each group?
Can you sort the activities into three groups labelled **morning**, **afternoon** and **evening**?

- 2 Tim is drinking a bottle of orange juice.
Match the bottles to the words to order them.



finally



first



next

- 3 Describe a special day to a friend. Use the words; before, after, first, next, morning, afternoon and evening.

Before and After

Reasoning and Problem Solving

Mia is describing her day.



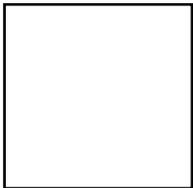
Mia

First, I went to the park.
After lunch, I went to the cinema.
Before the cinema, I went to a café for lunch.

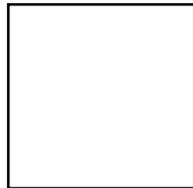
Can you draw a picture and write key words, to order Mia's day?



First



Next



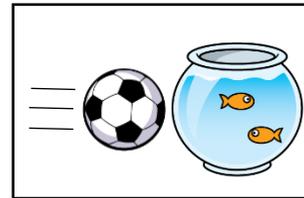
Then

Children draw a picture so the first box shows the park, the next box shows lunch and the then box shows cinema.

Draw pictures to show what could have happened before and after.



Before



After

Children draw pictures to show what could have happened. They might show someone kicking the ball before and the goldfish bowl smashing after.

Dates

Notes and Guidance

Children learn about the days of the week and know there are 7 days in a week. They talk about events using the language: today and yesterday.

Children learn about the months of the year and can pick out special dates within the year, for example: their birthday.

Mathematical Talk

What day is it today?

What day was it yesterday?

What day will it be tomorrow?

Which month is your birthday in?

Which month do we start school in?

Which months are the Summer holidays in?

Varied Fluency

- 1 Fill in the missing days of the week and complete the sentences.

Sunday

Tuesday

Wednesday

Saturday

- Today is Wednesday, yesterday was _____.
- Yesterday was Monday, today is _____.
- Today is Saturday, tomorrow is _____.
- Tomorrow is _____, today is Wednesday.

- 2 Use a calendar to look at the names of the months. Discuss special dates in different children's lives e.g. birthdays, celebrations, holidays. Complete the sentences.

My birthday is in _____

In _____, I went to _____

Dates

Reasoning and Problem Solving

True or False?

- All the days of the week end with the letter y
- All the months of the year end with the letter y

Explain your answer.

- True- all the days of the week end with the letter y.
- False- lots of the names of the months end in other letters, January, February, May and July end in a y

The 7th of March 2018 is a Wednesday.
What day is the 10th of March 2018?

Sort the days of the week into school days or non-school days.

Sunday	Monday	Tuesday
Wednesday	Thursday	Friday
Saturday		

At School

Not at School

The 10th of March is a Saturday.

School days –
Monday, Tuesday, Wednesday, Thursday, Friday
Non-school days –
Saturday, Sunday

Time to the Hour

Notes and Guidance

Children are introduced to telling the time to the hour. They learn the language o'clock and understand the hour hand is the smaller hand and the minute hand is the longer hand. Children can read time to the hour and know when the minute hand is pointing upwards to the number 12 it is o'clock. They also need to look at the hour hand to say which hour it is.

Mathematical Talk

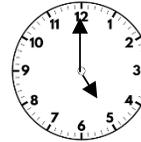
What do the numbers represent on the clock face?
Which is the hour hand? Which is the minute hand?

Where will the hour hand be at ____?
Where will the minute hand be at ____?

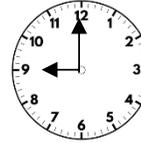
Can you show me _____?

Varied Fluency

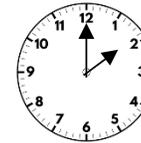
1 Match the times to the clocks.



9 o'clock

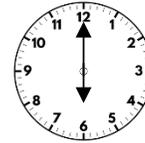


Two o'clock

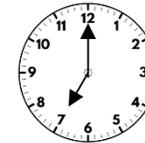


5 o'clock

2 Complete the times.



The time is
___ o'clock



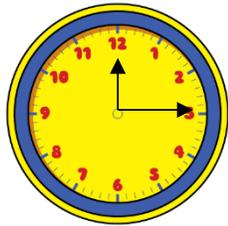
The time is
___ o'clock

3 Draw the hour hand and minute hand on clock faces to show the times:

Eight o'clock 1 o'clock Twelve o'clock

Time to the Hour

Reasoning and Problem Solving



The time is 3 o'clock.



Jay

Jay has read the hour hand and the minute hand the wrong way round. At three o'clock the longer minute hand should be pointing at 12 and the shorter hour hand should be pointing at 3

Can you spot Jay's mistake?

It is 11 o'clock so both hands should be pointing at 11



Holly

Is Holly correct?
Explain your reasoning.

Holly is incorrect. If the time is eleven o'clock, the hour hand should be pointing at 11 and the minute hand should be pointing at 12

Time to the Half Hour

Notes and Guidance

Children are introduced to telling the time to the half hour. They learn the language half past. They understand the minute hand has travelled half way around the clock and is pointing to the six. The hour hand is half way between the hours e.g. half way between one and two or half way between nine and ten.

Mathematical Talk

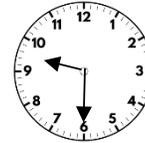
What do the numbers represent on the clock face?
Which is the hour hand? Which is the minute hand?

Where does the minute hand point to at half past?
Can you see that the minute hand has travelled halfway around the clock? Could you show this to your partner?

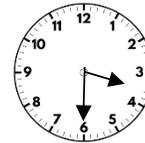
Can you show me _____?

Varied Fluency

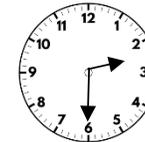
1 Match the times to the clocks.



Half past nine



Half past 2

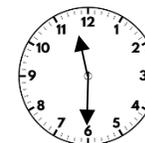


Half past three

2 Complete the times.



The time is
half past __



The time is
half past __

3 Draw the hour hand and minute hand on clock faces to show the times:

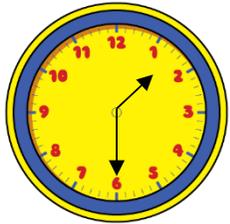
Half past 1

Half past four

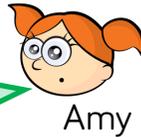
Half past 6

Time to the Half Hour

Reasoning and Problem Solving



The time is 6 past 1



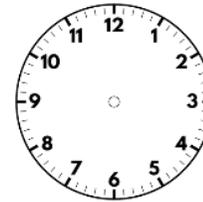
Amy

Amy has read the minute hand as the number it is pointing to rather than understanding that this means half past. The time is half past one

Can you spot Amy's mistake?

Read the instructions and draw the hands on the clock.

- The minute hand is pointing at the six.
- The hour hand is half way between 10 and 11



What time is it?

The time is half past 10

Writing Time

Notes and Guidance

Children explore the difference between seconds, minutes and hours. They can decide which activities would be measured in each unit of time.

Children suggest suitable equipment e.g. stop watches or sand timers to measure durations of time. They carry out activities and use suitable equipment to measure how long it takes. e.g. timing how long it takes to run around the playground using a stop watch.

Mathematical Talk

Would you measure the activity in hours, minutes or seconds?

How many star jumps do you think you can do in 10 seconds?

Let's count to 20 seconds in our heads, stand up when you think we reach 20 seconds. How close were we?

Varied Fluency

- Using a stopwatch, record how many times you can do the following activities in 20 seconds.

- Star jumps
- Write your name
- Build a tower of cubes (how many cubes high?)

Can you think of other activities you could complete in 20 seconds?

- Would you measure the duration of the activities in seconds, minutes or hours? Sort the activities into three groups: seconds, minutes and hours

Brushing teeth

Reading a book

Saying the alphabet

Aeroplane flight

Playing outside

Sleeping at night

- Complete the sentences using seconds, minutes or hours.
 - Playtime is about 20 _____ long.
 - The school day is about 7 _____ long.

Writing Time

Reasoning and Problem Solving

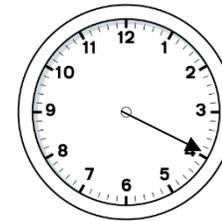
Are the units of time chosen sensible?

- A football match measured in seconds.
- A lap around the school playground measured in minutes.
- A car journey from Edinburgh to London measured in hours.

Explain your answers.

Not sensible- a football match is normally measured in minutes.
Dependent on the school playground, could be sensible, or it could be more sensible to measure in seconds.
Sensible- Children can look on a map and perhaps put journey into a SatNav.

Kyra has a clock without an hour hand.



She says;



I can measure how long it takes someone to run around the playground 10 times using my clock.

Do you agree with Kyra?
Explain your answer.

I agree, Kyra can still measure time in minutes using her clock.

Comparing Time

Notes and Guidance

Children compare time using the language faster, slower, earlier and later.

They build on writing and measuring time by comparing the times to each other using time language.

Children understand that when someone wins a race the length of time will be shorter and someone takes longer the length of time will be larger.

Mathematical Talk

Which is longer, one hour, one minute or one second?

If I finish a race first, am I faster or slower than everyone else?

Can you think of a comparison where you can use faster and slower in the same sentence?

e.g. A rabbit is faster than a tortoise but slower than a cheetah.

Varied Fluency

- 1 Jack, Tariq and Ellie are running a race. Here are their times.
-  Jack 52 seconds
  Tariq 58 seconds
  Ellie 48 seconds
- Use **faster** and **slower** to complete the sentences.

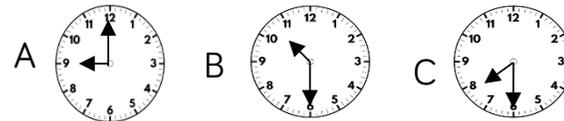
Jack is _____ than Tariq.

Jack is _____ than Ellie.

Ellie is _____ than Tariq.

Can you write any more sentences to describe the race using the vocabulary slower and faster?

- 2 Three aeroplanes are flying to Paris in the morning. Here are the times they arrive.



Use **earlier** and **later** to complete the sentences.

Plane A is _____ than Plane B.

Plane B is _____ than Plane C.

Plane C is _____ than Plane A.

- 3 Complete the sentences using $<$, $>$ or $=$
- 1 minute 1 hour 30 seconds 3 hours
- 23 minutes 42 minutes

Comparing Time

Reasoning and Problem Solving

Work in small groups.

Complete the following activities and record how long it takes each group member.

- Build a tower of ten bricks.
- Run a lap of the playground.
- Write your name five times.

Write three sentences about each activity using the words **slower** and **faster**.

Children will complete three sentences about each activity. They can then share the sentences with their groups and see how many different sentences they've come up with altogether.

Jemima is having a party.

Five of her friends are coming to the party.

Use the clues to work out when her friends arrived.

Sam arrived later than Ben and Lily.

Kit arrived later than Sam but earlier than Pippa.

Lily arrived the earliest.

1st

2nd

3rd

4th

5th

1st- Lily

2nd- Ben

3rd- Sam

4th- Kit

5th- Pippa