

## ***Introducing time***

Here we discuss introducing time; days of the week, counting as a way to time a short activity, the clock face and o'clocks.

### ***Days of the week***

#### ***Resources***

- Hungry Caterpillar book
- Props to act out story – one apple, 2 bananas, 2 oranges, 4 buns, 5 leaves. Use real fruit and leaves a toy caterpillar, a 'pod' (I use a pencil case) with a large butterfly inside.
- Set of large A4 word cards showing days of the week x2
- Knowledge of a days of the week song

#### ***Activity***

Share the book with the child. Act out the story. First let the children follow it in their own book, then let them choose what they would like to feed the caterpillar and act out again. Lay out the days of the week in order on the floor using large A4 words and sing and sign the days of the week song. Take turns to choose a day to match; word/word match the days of Sing the song again - no rush.

Read the story again referring to the days of the week as you do so.

The children can then take the book home with them to further practice the days of the week.

Further resources and activities to help learn the days of the week and understand yesterday, today and tomorrow are part of our time programme.

## ***What does a short time feel like?***

#### ***Resources***

A4 number mats 1 to 20 in a pile in order 1 to 20.

#### ***Activity***

Take turns to stand on one leg while you time the person by counting using the A4 mats turning them over one at a time as you count - don't worry if it is not seconds it is just to give the idea. Start with child's support assistant and ask them to start to wobble at about 14 or 15. Alternate the activity between children and support staff.

If time play 'how long it takes to take your shoes off/put back on/suck a chocolate button'...using the cards as a counting timer.

All of these things take a 'short time'

Understanding the passage of time is tackled in the time programme.

## Telling the time with o'clocks

### Resources

- A4 Numicon mats 1 to 12
- 'number bag' containing Numicon shapes 1 to 10 and Numicon cards 11 and 12 to match the Numicon to the 'clock' face.
- The word 'o'clock'
- Large minute hand and hour hand
- Set of o'clock times saying 1 o'clock, 2 o'clock.....12 o'clock

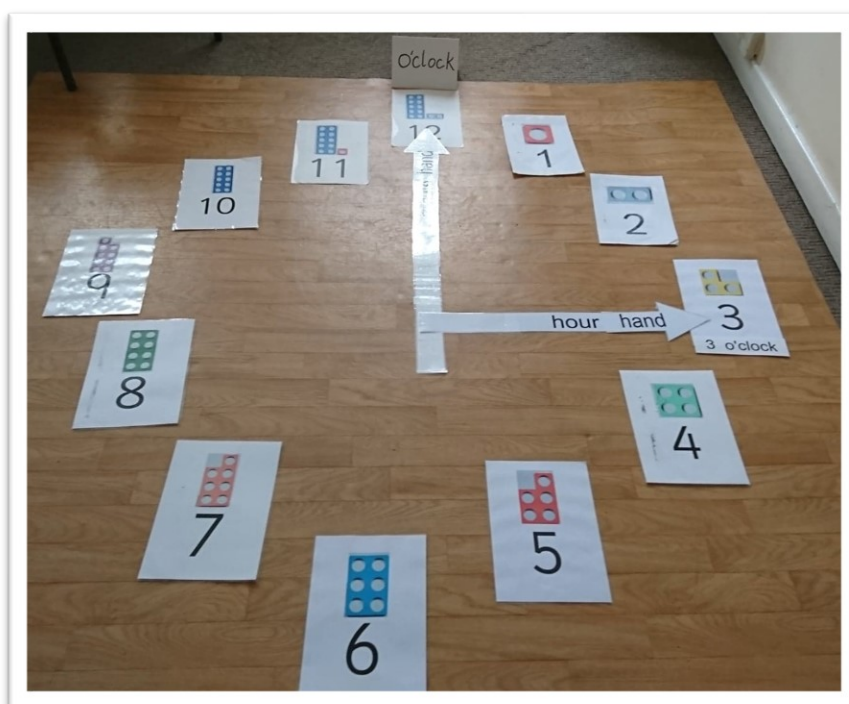
### Activity

Together build a large clock face by placing the Numicon mats in a circle, starting with 1. Take turns to walk round the circle counting 1 to 12.

Then use the number bag to match the Numicon shapes to the circle. At each turn encourage a child and their support to choose a shape each; otherwise the matching will take too long,

All of this is just the same as what we have been doing with the number path for the last few sessions.

Place the card o'clock at the top of the clock face by number 12 and place the minute hand pointing to 12. Discuss how this is always the case when the time is o'clock.



Starting with a child's support assistant give them a choice of cards 1 o'clock to 12 o'clock by fanning out the cards in your hand face down. They choose a card and place the large hour hand pointing to the hour and the minute hand to 12 and read the time from the card and

from the clock. Once finished they take a bow to a round of applause, then it is a child's turn. Keep going until everyone has had one turn each then tidy away.

Activities and resources to continue teaching o'clocks are available in the time programme.

