



Strengthen Activities

MISCONCEPTION

Children may incorrectly order events in time, confusing words such as 'before' and 'after', 'yesterday', etc.

STRENGTHENING UNDERSTANDING

1. Prepare cards with activities from school and home, and 'before' and 'after' cards. Place the activity you are doing at the centre of a line. Ask: *Did you have breakfast before or after this?* Discuss where 'before' goes on the line (to the left). Repeat for 'after'. Model saying 'We will go to lunch *after* we...'.
 - 2. Give 'before' and 'after' instructions and ask children to select a card, for example, 'Which will you do after you go home?' Help children to identify an event card, and place it in an appropriate place on the line, model saying 'We go to bed after we go home.'
 - 3. Give each child a line, with the days of the week underneath. Ask children to identify today, and to place activities on the line, e.g. 'We do PE tomorrow.' Rehearse the terms 'yesterday', 'tomorrow', etc.

ASSESSMENT CHECKPOINT

Can children complete Q3 on Practice Book p101?

RESOURCES

Activity cards, before and after cards, Practice Book p101

MISCONCEPTION

Children may confuse the hour and minute hands, leading to the inaccurate creation and reading of times.

STRENGTHENING UNDERSTANDING

1. Show a clock. Ask: *What do you notice?* Draw out common features, such as the numbers and the hands. Ask: *Why are there two hands?* Establish that one tells the hour, the other tells the minute.
 - 2. Give each child a clock face with no hands. They draw an hour hand on card. Ask: *Is the hour hand longer or shorter?* Repeat with the minute hand, establishing that it is longer. Children pin the hands to their clocks. Model creating o'clock and half past times. Draw attention to the position of the hands.
 - 3. Read out o'clock and 'half past' times. Children create the time on their clocks. When they are more secure, they can play this game in pairs, with one child saying the time and the other making it.

ASSESSMENT CHECKPOINT

Can children identify the time from clocks A and D in Q3 on Textbook p168?

RESOURCES

Blank clock faces, card, split pins, Textbook p168

MISCONCEPTION

Children may confuse common duration of time, for example seconds, minutes and hours, leading to difficulties in comparing durations of time.

STRENGTHENING UNDERSTANDING

1. Ask children to order 'minute', 'second' and 'hour'. Time seconds and minutes with a stopwatch, use 'shorter' and 'longer' to describe them. Refer to activities that will take place later in terms of hours.
 - 2. Ask children to close their eyes, and raise their hand after they think 1 minute has passed from when you say 'Start'. Review when children raise their hands and give them chance to refine this, before repeating for 20 seconds. Ask: *Is 20 seconds shorter or longer than 1 minute?*- 3. Take children outside and give them a 1 minute and a 30 second sand timer. Ask them to bounce a ball. Ask: *In which length of time can you do the most bounces? Why?* Test this out, drawing attention to the time remaining in the sand timers. Use 'shorter' and 'longer' to compare the time periods.

ASSESSMENT CHECKPOINT

Revisit Q2 and Q3 on Practice Book p116.

RESOURCES

Digital stopwatch, sand timers, balls, Practice Book p116