

Dear Parents/ Guardians,

This document will hopefully help give you some idea of the concepts of time that your child would be covering in school. All children would benefit from an increased knowledge of time and in particular the clock. Hopefully the information below will prove useful to all.

All the best,

Patrick

## Junior Infants

Aims:

- develop an understanding of the concept of time
- sequence daily events or stages in a story

**Activity suggestions:**

pupils state the order of familiar events, order pictures in correct time sequence, sequence events in familiar stories and rhymes, use the language of time to discuss events, record weather for each day on a chart

**Vocabulary:**

morning/evening, night/day, lunchtime, bedtime, early/late, days of the week, school days, weekends

## Senior Infants

Aims:

- develop an understanding of the concept of time through the use of appropriate vocabulary
- sequence daily and weekly events or stages in a story
- read time in one hour intervals

**Activity Suggestions:**

discuss significant times in the day, record orally and pictorially the time sequence of four, events in the school day, make scrapbooks of My Day, sequence pictures representing stages of development, pupils identify errors in a sequence

**Vocabulary:**

Yesterday/today/tomorrow/seasons/soon/not yet/birthday/ significant events, festivals, holidays

# First Class

Aims:

- use the vocabulary of time to sequence events
- read and record time using simple devices
- read time in hours and half-hours on 12-hour analogue clock
- read day, date and month using calendar

## Activity Suggestions:

find how many times sand will pass through an egg-timer while a story is read, use candle clock or water clock to measure amount of time that passes by the end of a class activity, by roll call, by break time, by home time, read today's day, date and month discuss birthdays and other significant dates identify from the calendar the day of the week on which a given date occurs.

## Vocabulary:

sequence events associated with different times of the day, days of the week, months of the year, discuss characteristics of seasons, of months of the year, day before, day after

# Second Class

Aims:

- use the vocabulary of time to sequence events
- read and record time using simple devices
- read time in hours, half-hours and quarter-hours on 12-hour analogue clock
- read time in hours and half-hours on digital clock
- read day, date and month using calendar and identify the season

## Activity Suggestions:

- find how many times sand will pass through an egg-timer while a story is read, use candle clock or water clock to measure amount of time that passes by the end of a class activity, by roll call, by break time, by home time, read today's day, date and month discuss birthdays and other significant dates identify from the calendar the day of the week on which a given date occurs.

## Vocabulary:

- sequence events associated with different times of the day, days of the week, months of the year
- discuss characteristics of seasons, of months of the year, day before, day after

## Third Class

Aims:

- read time in five-minute intervals on analogue and digital clock (12-hour)
- record time in analogue and digital forms
- read and interpret simple timetables

**Activity Suggestions:**

place daily, weekly, monthly and annual events in sequence, discuss movement of hands of clock or sand in hourglass as indicating passing of time

**Vocabulary:**

before/after, a long time ago, last year, last month, yesterday, immediately, soon, tomorrow, in a weeks' time, for a short/long time

## Fourth Class

Aims:

- consolidate and develop further a sense of time passing
- read time in one-minute intervals on analogue and digital clock (12-hour)
- express digital time as analogue time and vice versa
- read and interpret simple timetables.

**Activity Suggestions:**

place daily, weekly, monthly and annual events in sequence, discuss movement of hands of clock or sand in hourglass as indicating passing of time

**Vocabulary:**

before/after, a long time ago, last year, last month, yesterday, immediately, soon, tomorrow, in a weeks' time, for a short/long time

## **Fifth Class**

Aims:

- read and interpret timetables and the 24-hour clock (digital and analogue)
- interpret and convert between times in 12-hour and 24-hour format

*10:30 p.m. = 22:30 hours*

*07:50 hours = 7:50 a.m.*

## **Sixth Class**

Aims:

- explore international time zones

Identify and discuss the need for time zones, calculate time differences between Ireland and other

Countries

- explore the relationship between time, distance and average speed

Measure using a stop-watch, the time taken for short journeys to be completed or short distances to be covered and compile database to examine averages.