

Phase 1 - Time

Phase 1 Progression Overview	Assessment Note	Marks
I can link daily routines and personal events to time sequences.	Question 1	Q1 /3
I can name the days of the week in sequence, know the months of the year and talk about features of the four seasons in relevant contexts.	Question 2 and 3	Q2 /1 Q3 /1
I can recognise, talk about and where appropriate, engage with everyday devices used to measure or display time, including clocks, calendars, sand timers and visual timetables.	Have you observed your children doing this?	
I can read analogue and digital o'clock times (12-hour only) and represent this on a digital display or clock face.	Question 4	Q4 /4
I can use appropriate language when discussing time, including before, after o'clock, hour hand and minute hand.	Have you observed your children doing this?	
	TOTAL	/9

	Question	Mark
1	I can link daily routines and personal events to time sequences. a.) Draw something you would do in the morning.  b. Draw something you would do in the afternoon.  c. Draw something you would do at night. 	
2	I can name the days of the week in sequence, know the months of the year and talk about features of the four seasons in relevant contexts. Write the days of the week in order 1. _____ 2. _____	

3. _____

4. _____

5. _____

6. _____

7. _____

1

3 I can name the days of the week in sequence, know the months of the year and talk about features of the four seasons in relevant contexts.

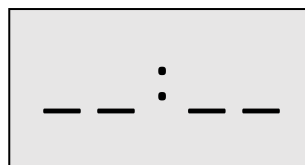
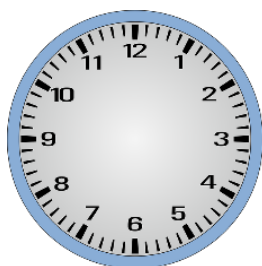
Write 3 months of the year.

1

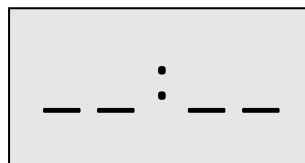
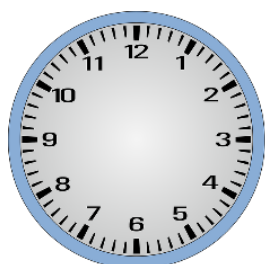
4 I can read analogue and digital o'clock times (12-hour only) and represent this on a digital display or clock face.

Show these times on both clocks

6 o'clock

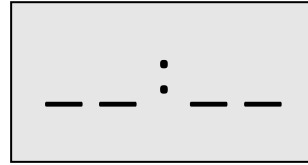
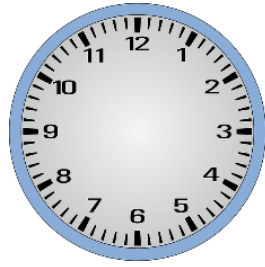


4 o'clock



4

12 o'clock



9 o'clock

