

Children should be taught to:

Use language such as **more or less, longer or shorter, heavier or lighter...** to compare directly two lengths, masses or capacities; extend to three or more quantities

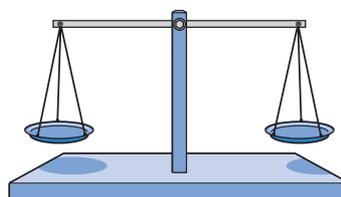
As end-of-year outcomes, children should, for example:

Begin to understand and use in practical contexts: *size...*
 length and distance: *long, short, tall, high, low, wide, narrow, deep, shallow, thick, thin, far, near, close...*
 mass: *weight, weigh, heavy, light...*
 capacity: *full, half full, empty...*
 and words such as: *compare, more, less, longer, shorter...*

Length, mass, capacity: direct comparison

For example:

- Compare the heights of two, then three, children by standing back to back or lying on the floor.
- Compare the lengths of two, then three or more, doll's beds, pencils, paint brushes, ribbons, necklaces...
- Use a balance to find out which of two, then three, teddies, lunch boxes, shoes... is lighter, or whether a large packet of cotton wool is heavier or lighter than a small tin of tomatoes.



- Fill and empty containers, describing them as full, 'half' full, empty, or as having more/less in them after filling/emptying.

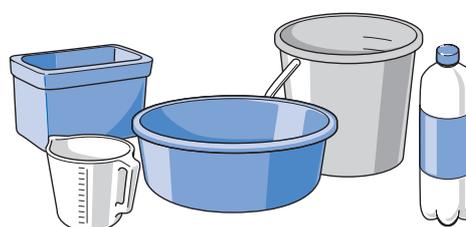
Find, pick out or make objects that are taller, shorter, wider, thinner or heavier, lighter... than a given one, for example:

- a ribbon in the 'ribbon shop' that is wider than this one...
- a shell that is lighter than this one...
- a bucket that holds more than this one...

Begin to understand and use in practical contexts: *estimate... enough, not enough... too much, too little... nearly, close, about the same as, just over, just under...*

For example, guess first then check:

- how far up the wall you can reach;
- how far you can throw the bean bag;
- how far you can jump from this line;
- if this teddy is too tall for this bed;
- if the red parcel is heavier than the blue one, or the banana is lighter than the orange, when they are held in the hands;
- how full this bottle will be when I pour in this jug of water;
- if all the water in the bowl will go into the bucket, or whether there is too much.



Children should be taught to:

Begin to understand and use the vocabulary related to time; sequence familiar events; begin to know the days of the week in order and read o'clock time

As end-of-year outcomes, children should, for example:

Begin to understand and use in practical contexts: names of days of the week...

day, week... morning, afternoon, night...

today, yesterday, tomorrow... birthday, holiday...

o'clock...

bed time, dinner time, play time...

now, soon, before, after, next, last...

quickly, slowly ...

Begin to know the names of the days of the week.

Talk about days of the week in everyday activities like taking the register, keeping a weather chart...

Respond to questions like:

- What did you do yesterday?
- What will you do tomorrow?
- How old are you?
- Who has a birthday next week? Which day is it?

Begin to sequence events in their day, or in a well-known story.

For example:

- Tell me what you did on your birthday... on the journey...
- Make a zigzag book or arrange picture cards to tell a story: for instance, what you see when you walk home...

Listen to and discuss stories such as:

The Very Hungry Caterpillar by Eric Carle

The Bad-Tempered Ladybird by Eric Carle

Mr Wolf's Week by Colin Hawkins

Goodnight Owl by Pat Hutchins

Can't You Sleep Little Bear? by Martin Waddell

Monster Monday by Susanna Gretz

When I was a Little Girl by Susie Jenkin-Pearce

Hard Boiled Legs by Michael Rosen and Quentin Blake

Begin to be aware of the duration of time.

For example, estimate whether you can:

- change for PE before the sand runs through the timer;
- pack the bricks away before I count to 10...

Be aware of the language of clock time in rhymes and stories, such as *Hickory Dickory Dock*...

Begin to know key times of the day, such as:

we go to assembly at 9 o'clock;

we go home at 3 o'clock;

my bed time is at 7 o'clock.

Begin to read the time to the hour on a clock.

