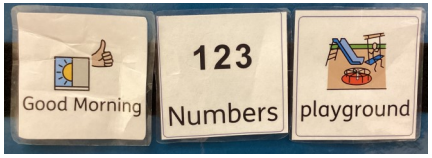
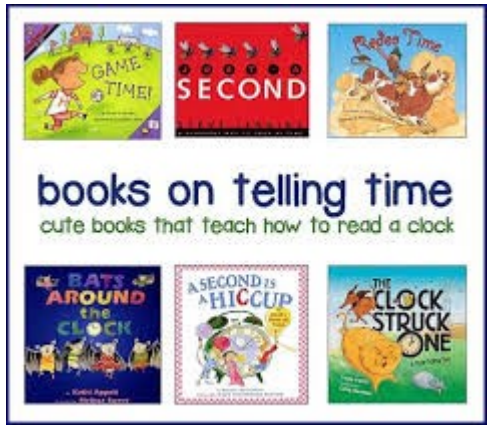
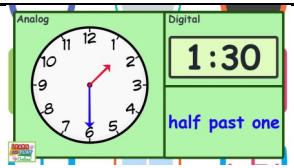
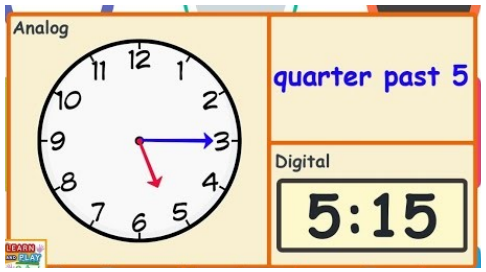
Measures—Time and Money

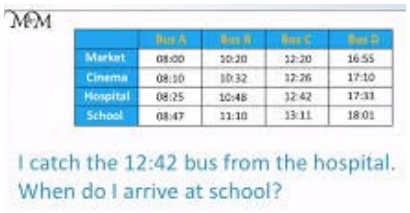
Time

Being able to understand time concepts is a key life skill. It begins at the very basics of understanding past, present and future to being able to read times and dates in different formats and calculating time differences.

Skill	Concrete	Pictorial	Abstract
Can distinguish between past, present and future. Can identify what I am doing now and what I will be doing next	Engages with the activity “now” and shows anticipation for the “next” activity.	Now & next boards 	
Can use 2 or 3 photos or symbols to sequence the day Can use 3 or 4 photos or symbols to sequence the day	Refers to simple visual timetables for the session ahead and in transition to the next activity	Simple visual timetable 	
Can order the day	Uses a visual timetable to plan and anticipate activities Correctly place activity symbols on a timeta-ble strip.	Visual timetable 	
Know the names of the days of the week	Recite the days of the week in order. Recognises the current day of the week from the symbol.		

Skill	Concrete	Pictorial	Abstract
Can use the word “o’clock”			
Recognises and uses language relating to dates, including days of the week, weeks, months and years.	Social story, celebration dates,		
Can compare, describe and solve practical problems for Time : (e.g. quicker, slower, earlier, later)	Races, rhymes in different voices,/speeds,		Quicker, slower, earlier, later
Can sequence events in chronological order using language of time	Sequencing stories/nursery rhymes		Before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening
Can order simple instructions or sequences of events.	2 or 3 stage processes/instructions (e.g. making a cup of tea, making a jam sandwich)		

Skill	Concrete	Pictorial
Can measure and begin to record elapsed time (hours, minutes and seconds)	Using egg timers for “thinking time” Having an understanding of “Wait five minutes”, “In half and hour” etc Using a stop-watch to time an activity	
Can tell the time to the hour and can correctly order events	O’clock Ordering sets of instructions Stories about ordered activities (e.g. BLAST! Book “Mmmm”)	 
Can tell the time to the hour and half past the hour and draw or move the hands on an analogue clock face to show these times	Moving hands on analogue clocks	
Can represent o’clock and half past in different formats including written, analogue and digital		
Can tell the time to quarter past and quarter to the hour and draw or move the hands on an analogue clock face to show these times		 
Can represent quarter past and quarter to in different formats including written, analogue and digital		

Skill	Concrete	Pictorial
Can solve simple time problems involving days, weeks, months and years	"How many days in a week?" "How many months in a year?" etc	
Can solve simple time problems involving hours and multiples of 15 minutes		
Can read simple timetables and schedules		
Can record times in the morning and afternoon using am and pm		
Can record times in the morning and afternoon using the 24-hour cock		

Misconceptions / to watch out for:

6:15 read as 3:30 (swapping round hands on clock)

Quarter to 2 read as 2:45

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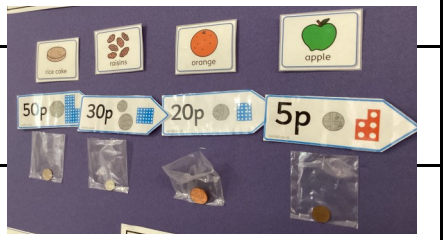
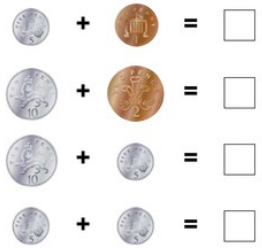
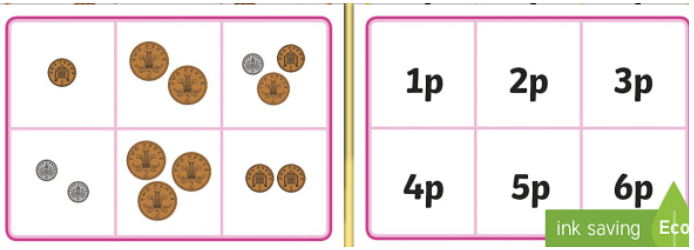
Money

Being able to recognise and use money is a real life skill. Children should learn about pounds and pence and be able to recognise coins in common usage. Children progress to being able to add simple prices. Some pupils may progress to being able to perform simple change calculations.

Skill	Concrete	Pictorial	Abstract
Know that money can be exchanged for items.	Practical examples / modelling		
Know that British money consists of pounds and pence.			
Can read the value of a coin. Start with 1p and 2p coins As children progress to counting to 5, use 5p, then 10p etc	Large coins /real coins		Coins matched with Numicon 
Begins to recognise the value of coins by sight, using colour and shape as cues.			
Recognises the symbols for pounds (£) and pence (p)			

Skill	Concrete	Pictorial
Models exchanging coins for an item.		
Understand correct money notation £1.50 ✓ 56p ✓ £1.50p × £1:50 × £1.5 ×	Also see examples of £ before the number, p after the number	
Recognise that there are 100p in £1 (Refer to counting policy)		
Be able to add similar coins by counting in 2s, 5s or 10s (Refer to counting policy)		
Be able to add coins	2p + 2p + 2p = 6p 10p + 10p + 5p = 25p	 
Be able to convert pence to pounds Be able to convert pounds to pence	E.g. 125p = £1.25	
Identify equivalent coin combinations	10p = 5p, 5p 50p = 20p, 20p, 10p	

Skill	Concrete	Pictorial
Be able to add pence >100 and convert to pounds (cf Addition policy)	E.g. 50p + 60p = 110p = £1.10	
Be able to add amounts of money in pounds and pence *(cf Addition policy)*	E.g. £1.20 + £2.10 £3.30	
Be able to add amounts of money in pounds and pence in mixed form *(cf Addition policy)*	E.g. £2.50 + 20p = £2.70	
Be able to calculate change by adding on using coins *(cf Subtraction policy)*	E.g. Cost 75p Paid with £1 Count on with 5p, 10p, 10p E.g. Cost £3.80 Paid with £5 Count on 20p, £1	
Be able to calculate change by subtracting money *(cf Subtraction policy)*		

Note
Students may need support forming the £ sign Students need to learn that £ comes before the number and p after

Common misconceptions
Misconceptions linked to notation include: • Use of both £ and p (e.g. £3.50p) • Ignoring final 0 e.g. £3.5 • Incorrect punctuation (e.g. £2:50 or £2,50) • Mixing £ and p in calculations (e.g. £1 + 90p = 91)