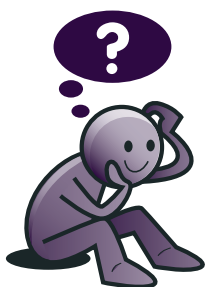


Section 9.6

Understanding periods of time

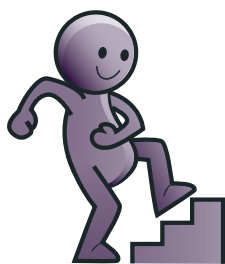


Why is this important?

Understanding milestones of time (e.g. days of the week, months of the year, seasons) provides structure and routine and helps children analyse what is a complex concept.

What to do

- Start with the days of the week: there are rhymes and songs to help remember the days.
- Make a chart putting the days at the top.
- Talk about what happens on the different days. Use the school-day and children's home-life experiences to pinpoint key events (e.g. there may be PE on a Monday, music on a Thursday, etc. At home there may be swimming on a Tuesday and a visit to Grandma on Sunday).
- Talk about Monday–Friday being 'school' days and Saturday–Sunday as 'home' days.
- Use an arrow to point to what day it is and talk about key things that happened yesterday and events that are going to happen tomorrow.
- Use photographs of the child engaging in activities to help him/her remember.



Step up

- Talk about time concepts (e.g. 'yesterday'/'tomorrow'/'next week'/'the weekend').
- Move on to the months of the year. Again talk about key events that happen in each month (e.g. Valentine's Day, birthdays, different kinds of weather, Christmas, Hanukah, Eid, bonfire night). Make a circular chart to demonstrate that the months go round and round.
- Link seasons with months of the year: again, talk about the weather differences and key events that happen in winter, spring, etc.
- Look at clothes for different seasons and weather systems.

Step down

- Draw pictures/use symbols to represent events (e.g. for PE, music, swimming). You could use photos of family members who are visiting.
- Use real objects to represent key days (e.g. a towel for swimming on Monday, a book for library on Tuesday).

