

Everyday Time – Using Time Language

Development Matters and Early Learning Goal Links:

(M-S14) Uses everyday language related to time.

(ELG12) Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Advice and Ideas:

This learning activity enables children to use and develop their vocabulary linked to time. Children demonstrate their understanding of time language by drawing an event related to specific time language. For the top questions, we advise that children discuss the vocabulary and their meaning with a practitioner and circle the correct answer. For the 'Tell your teacher' question, it is advised that the practitioner makes notes of the vocabulary used by the children.

More [EYFS Mathematics](#) resources.

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Enabling Environment – Suggested Questions:

What did you do *yesterday*?

What are you doing *tomorrow*?

What did you do *this morning*?

What would you like to do *later*?

What will you do *first*?

What happened *next*?

A Unique Child – Using Time Language

Child's name: Age:	Date: Practitioner:
40-60 Months (M-S14) Uses everyday language related to time. Early Learning Goal (ELG12) Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	
Observation:	
Characteristics of Effective Learning	
Playing and exploring	Active learning
<ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically	
<ul style="list-style-type: none"> Having their own ideas Making links Choosing way to do things 	
Areas of Learning	
CL	PSED
PD	L
M	UW
EAD	
30-50	
40-60	
ELG	
Next steps:	

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Everyday Time – Using Time Language

I go to school ? breakfast.



before

now

after

I brush my teeth ? bed.



yesterday

before

now

Tell your teacher what you do **after** lunch.

Draw a picture to show what you did **yesterday**.

Everyday Time – Using Time Language

I went to school ? .

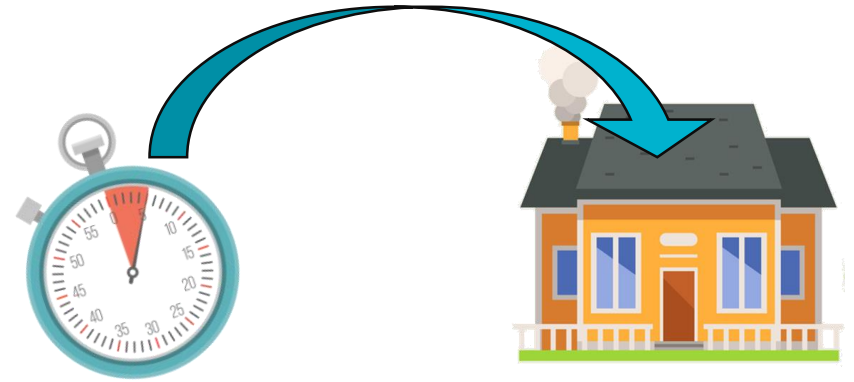


yesterday

after

before

It will be home time ? .



first

soon

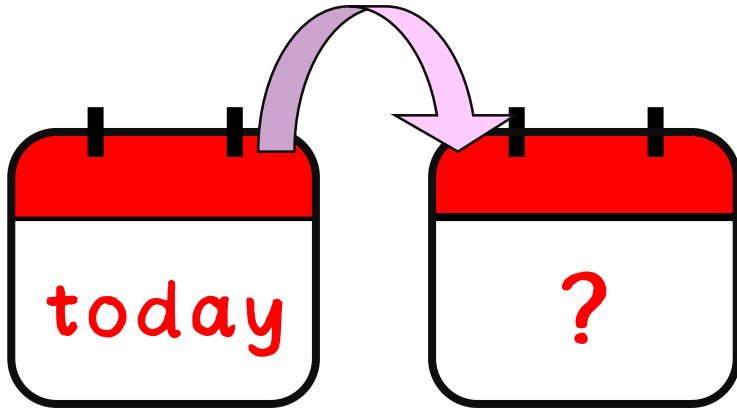
before

Tell your teacher what you are doing **later**.

Draw a picture to show what you do **after** school.

Everyday Time – Using Time Language

? is the day after today.

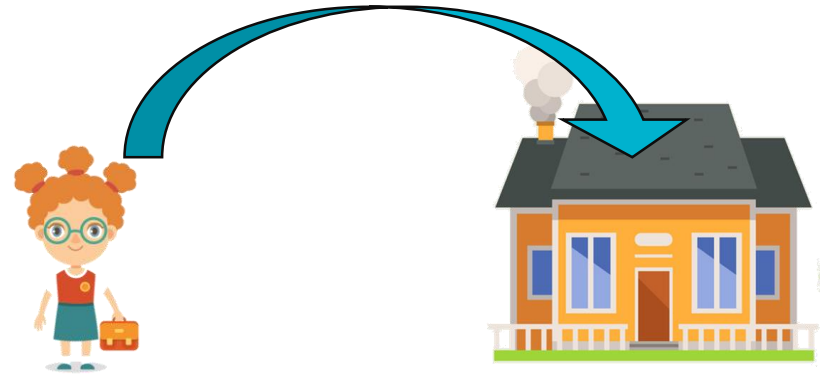


Tomorrow

Later

Next

I go home ? school.



first

soon

after

Tell your teacher what you want to do **next**.

Draw a picture to show what you will do
tomorrow.

Everyday Time – Using Time Language

I put my socks on my shoes.

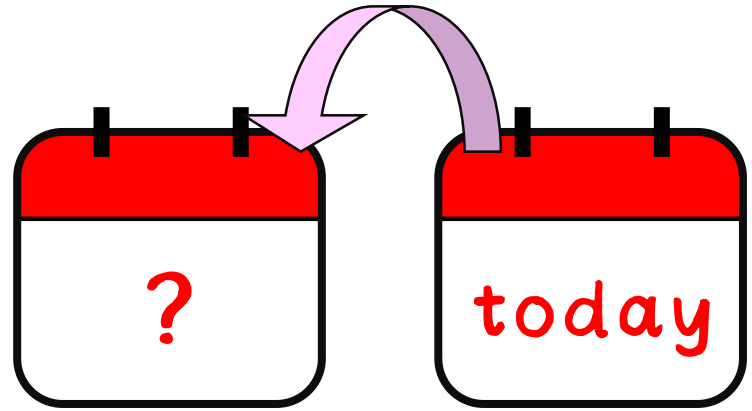


after

before

tomorrow

is the day before today.



Tomorrow

Yesterday

Soon

Tell your teacher what you did **last week**.

Draw a picture to show what you do **before** school.