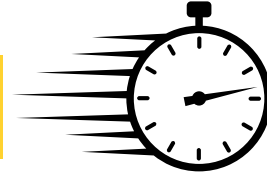


A guide for Schools

Helping Children to understand Time Concepts

Time Concepts for younger learners



The vocabulary of time and sequencing can be difficult for young people with speech, language, learning and communication needs. Learning about time and being able to tell roughly how long you have been doing a task can help you to manage your time. When you are learning, you start by understanding night and day, the meaning of yesterday, today, tomorrow and the days of the week in order. You then develop a concept of hours and minutes and then learn about seconds.

Useful activities to develop skills



Time Prediction

Sit quietly for one minute and see if they can predict when the minute is over.

Counting the seconds

Count the seconds for short activity (under 10 seconds)
e.g. filling glass of water



Day and Night

Discuss day and night, light and dark. Meals can act as indicators throughout the day.

Calendar

Introduce a calendar: for a child with limited understanding start a week's calendar of their own activities.



A guide for Schools

Helping Children to understand Time Concepts

Time Concepts for older learners

Older primary school children with difficulties understanding time concepts often experience difficulties with planning their morning routine and journey planning. Here are some activities to practice making predictions with time.

Remember to check that the learner understands the concepts and vocabulary used.

Useful activities to develop skills



Morning Routine

Work with the young person using the activity sheets provided:

[How Long it Takes Me To \(Young Person Version\)](#)

[How Long it Takes My Child To \(Adult Version\)](#).

Encourage them to think about how long it takes them to complete morning tasks and then challenge them to time themselves and complete the activity sheet.

Meet back together to look at the activity timeline.

Ask questions that encourage them to think about their estimate of time.

‘Did you guess right’ ‘Did that take longer than you thought’ or ‘do you need to allow for more time in the morning?’.

Journey Planning

Create a chart for the type of journey they will be taking to school e.g. walking, cycling, bus.

Allocate time to get ready.

Allocate time for the journey by looking at a journey planner.

Task them to practice the journey, with parents if needed, and compare with their time plan.

Set reminders with mobile phone timers or alarms.