

Measures: Time – Suggestions for children’s learning

The child has opportunities to ...

Understand and connect

- engage in playful tasks or activities that show elapsed time, e.g., *setting a timer for a short class activity or pose a question “How many cars will pass by the window in 1 minute?”*
- sequence or storyboard regular routines at home and at school or stages in a story, e.g., *getting ready for school.*
- make personal links with days, months & times of the year, e.g., *birthdays, festivals or special occasions.*
- read and interpret timetables in the environment, e.g., *class timetable, bus timetable, cinema timetable, TV guide.*
- explore and relate international time zones to children’s own experiences, e.g., *compare when a child in Australia is getting ready for school etc.*



Communicate

- use and respond to the language of time in their daily routine, e.g., *“How long is it until lunch time?”*
- recall current day, month, year, and season using a calendar.
- read and represent times using analogue and digital clocks.
- using real life events, describe various ways to measure and record times (counting on and time intervals), e.g., *“The football match kick-off is at 7.45pm, what time will it be over?”*
- create timetables for a range of purposes and express times in 12-hour and 24-hour formats, e.g., *class timetable, favourite TV shows.*



Reason

- realise that time passes and events are separated by time, e.g., *sequence pictures of an event, use relevant words (before, after, soon, later, bedtime).*
- use estimation and comparison to calculate time intervals, e.g., *“How long did football training last?” or “How long did you leave the cake in the oven?”*
- translate between analogue and digital representations of time, e.g., *use both analogue and digital times throughout the day (“It is 12 o’clock.” and “It is 12.00pm”).*
- engage in prediction and estimation before measuring and recording time, e.g., *run a lap of the yard (predict, measure using a stopwatch, record and compare).*



Apply and problem-solve

- solve a range of time problems closely related to children’s own lives and routines, e.g., *sequencing a school day, using a calendar work out how many days of school are left until Halloween.*
- share strategies used to estimate and calculate time intervals, e.g., *using an empty number line, counting on, counting back.*
- plan schedules and practical tasks involving time, e.g., *plan fun lunch time activities/stations, solve a puzzle within a given time, orienteering in P.E.*
- create time-based problems and solutions for peers using real life events, e.g., *children design tasks in small groups and peers try to solve or complete them (How many skips in 1 minute?).*

