

Time – Suggestions for children’s learning experiences

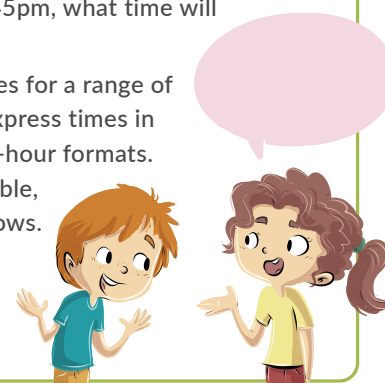
The child has opportunities to ...

Understanding and connecting

- 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.



- 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.



Communicating

Reasoning

- 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).



- 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?).



Applying and problem-solving