










## Mathematics sample unit: Life Skills
















Time	Stage 4
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<b>Scope and sequence summary</b> <i>(specific subject requirements to appear on scope and sequence)</i>  <b>Strand:</b> Measurement and Geometry <b>Substrands:</b> Time: Recognising Time Time: Relating Time Time: Interpreting Time Time: Calculating and Measuring Time Time: Managing Time	<b>Duration:</b> 6 weeks
	This unit could be taught on its own, or integrated with other Mathematics units.













Unit overview	
In this unit, students learn to match familiar activities with time frames, organise personal time, and manage scheduled activities. Students learn to recognise and use the language of time and develop their ability to tell the time using both analog and digital clocks.	When undertaking this unit, it is important to take into account the individual communication strategies used by students. Students' responses may be communicated through: <ul style="list-style-type: none"> <li>• gestures and/or facial expressions</li> <li>• use of visual aids or symbols, such as a communication board</li> <li>• assistive or augmentative technology</li> <li>• varying degrees of verbal or written expression.</li> </ul> The activities presented may need to be adapted to allow students to respond using their individual communication strategies.













Outcomes	Assessment overview
MALS-20MG recognises time in familiar contexts MALS-21MG recognises and relates time in a range of contexts MALS-22MG reads and interprets time in a variety of situations MALS-23MG calculates and measures time and duration in everyday contexts MALS-24MG organises personal time and manages scheduled activities	Evidence of student learning could be gathered through: <ul style="list-style-type: none"> <li>• observation of students sequencing activities/events</li> <li>• observation of students matching activities/events to particular time frames</li> <li>• observation of students using the language of time in everyday contexts</li> <li>• compositions using the language of time</li> <li>• personal diary entries over a specified time frame</li> <li>• observation of students reading analog and digital clocks</li> <li>• observation of students labelling analog clocks and moving the hands of the clock to indicate time</li> <li>• observation of students reading calendars</li> <li>• observation of students following regular and irregular timetables/routines</li> <li>• observation of students reading timetables</li> <li>• student-created daily or weekly timetables</li> <li>• presentation or project involving using a timetable to plan an activity, eg an evening's television viewing schedule, travelling to an event using public transport, webquest</li> </ul>

Content	Teaching, learning and assessment	Resources
Students:	In the following activities, teachers should first demonstrate the concepts and skills and then provide a range of opportunities and contexts for students to develop and practise these concepts and skills.	
<ul style="list-style-type: none"> <li>• associate familiar activities with times of the day  <ul style="list-style-type: none"> <li>▶ recognise an association between a time of the day and a range of familiar activities, eg morning and evening activities (Communicating, Understanding) </li> </ul> </li> </ul>	<p><b>Recognising and relating time</b></p> <ul style="list-style-type: none"> <li>• Using a sequence of photographs, students indicate the activities that relate to morning, afternoon, evening, eg indicate a photograph or picture of getting ready for school in the morning in response to 'What do you do before school in the morning?'</li> </ul>	Photographs/visual images
<ul style="list-style-type: none"> <li>• associate familiar activities with days and weeks <ul style="list-style-type: none"> <li>▶ identify activities that occur on weekdays, eg school and class timetables, after-school activities (Understanding) </li> <li>▶ identify activities that occur on the weekend, eg sport, outings (Understanding) </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sort photographs or pictures to represent weekday and weekend activities.</li> <li>• Match activities with particular days of the week using objects or pictures, eg swimming or PDHPE is on Wednesdays, Food Technology is on Thursdays.</li> </ul>	Photographs/visual images Real objects representing routine activities, eg swimming cap, cooking apron Photographs/visual images Days of the week chart
<ul style="list-style-type: none"> <li>• sequence regular daily activities  <ul style="list-style-type: none"> <li>▶ use a pictorial, written or electronic diary or timetable to sequence activities (Communicating, Understanding, Fluency)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a visual sequence of the activities that have taken place on any given day from a selection of photographs or pictures.</li> </ul>	Photographs/visual images
<ul style="list-style-type: none"> <li>• recognise the language of time in relation to personal activities and events, eg 'It is now 12 o'clock and it's time for lunch', 'It is time to pack up because the bus will be here in 10 minutes' </li> <li>• associate familiar activities with times of the day  <ul style="list-style-type: none"> <li>▶ recognise an association between a time of the day and a range of familiar activities, eg morning and evening activities (Communicating, Understanding) </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use photographs or pictures in response to questioning, eg 'When are you going shopping – in the morning or the afternoon?', 'Is the movie on Saturday or Sunday?'</li> <li>• Associate personal activities with time, eg 'It is now one o'clock and it's lunchtime', 'Where are you going to sit for lunch today?'</li> </ul>	
<ul style="list-style-type: none"> <li>• associate familiar activities with days and weeks <ul style="list-style-type: none"> <li>▶ identify activities that occur on specific days and at specific times, eg gym group is on Wednesday evenings during school terms, the dance is held every second Saturday in the afternoon (Understanding) </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Label class activities under headings such as 'Yesterday', 'Today', 'Tomorrow', 'Last week', 'Next week'</li> </ul>	Classification chart or word cards

Content	Teaching, learning and assessment	Resources
<ul style="list-style-type: none"> <li>recognise the language of time in a range of everyday contexts  <ul style="list-style-type: none"> <li>respond to questions involving the language of time, eg 'Did you have your shower in the morning or evening?', 'Will you be going to training this afternoon?' (Communicating, Understanding)  </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Respond to teacher questions about the days of the week, eg 'If today is Tuesday, then yesterday was _____ and tomorrow will be _____?'</li> </ul>	
<ul style="list-style-type: none"> <li>describe activities using the language of time in a range of everyday situations   <ul style="list-style-type: none"> <li>describe personal activities and events, eg 'I did my homework after dinner last night', 'I will be going to the football tomorrow afternoon', 'There was a delay of half an hour this morning on the school bus', 'I will be going to a barbecue next weekend', 'The holidays are only three weeks away' (Communicating, Understanding)  </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the language of time to describe personal activities, eg 'We're going shopping, tomorrow', 'The party is next week'.</li> </ul>	
<ul style="list-style-type: none"> <li>demonstrate an awareness of the passage of time, eg the time to cook an egg using an egg timer is less than the lunch period in a school day</li> <li>describe activities using the language of time in a range of everyday situations   <ul style="list-style-type: none"> <li>describe personal activities and events, eg 'I did my homework after dinner last night', 'I will be going to the football tomorrow afternoon', 'There was a delay of half an hour this morning on the school bus', 'I will be going to a barbecue next weekend', 'The holidays are only three weeks away' (Communicating, Understanding)  </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Compose a story about a school excursion or event that happened on the weekend.</li> </ul>	<p>Narrative scaffold or sentence starters to guide student writing</p>
<ul style="list-style-type: none"> <li>demonstrate an awareness of the passage of time, eg the time to cook an egg using an egg timer is less than the lunch period in a school day</li> <li>describe activities using the language of time in a range of everyday situations   <ul style="list-style-type: none"> <li>describe personal activities and events, eg 'I did my homework after dinner last night', 'I will be going to the football tomorrow afternoon', 'There was a delay of half an hour this morning on the school bus', 'I will be going to a barbecue next weekend', 'The holidays are only three weeks away' (Communicating, Understanding)  </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Keep a personal diary.</li> </ul>	<p>Print or electronic diary</p> <p><i>(Note: A variety of online formats, such as blogs, may be used to record daily or weekly reflections.)</i></p>

Content	Teaching, learning and assessment	Resources
<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts </li> </ul>	<p><b>Reading, interpreting and calculating analog and digital time</b></p> <ul style="list-style-type: none"> <li>Draw lines on a clock face to cut the clock in half and in quarters.</li> </ul>	<p>A range of print, real and virtual analog and digital clocks can be used to complete the following activities.</p> <p>The following sites provide opportunities for learning using virtual clocks:</p> <ul style="list-style-type: none"> <li><a href="http://Yes-clock.com">Yes-clock.com</a></li> <li><a href="http://MrMyersClassroom.com">Mr Myers' Classroom – Jude the Clock</a></li> <li><a href="http://Time-for-time.com">Time-for-time.com</a></li> </ul>
<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts  <ul style="list-style-type: none"> <li>identify minutes and hours on a clock face (Understanding) </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognise, in a range of settings, that the minute hand points straight up to indicate 'o'clock' on analog clocks, eg 2 o'clock.</li> </ul>	
<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts  <ul style="list-style-type: none"> <li>interpret digital formats of time to determine which numbers represent hours and which numbers represent minutes (Understanding) </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognise, in a range of settings, that the minutes appear as <span style="border: 1px solid black; padding: 2px;">:00</span> on a digital clock to indicate 'o'clock'.</li> </ul>	
<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts  <ul style="list-style-type: none"> <li>identify minutes and hours on a clock face (Understanding) </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognise, in a range of settings, that the minute hand points straight down to indicate 'half past' on analog clocks.</li> </ul>	
<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts  <ul style="list-style-type: none"> <li>identify minutes and hours on a clock face (Understanding) </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Observe the complementary action of the hour and minute hands on an analog clock, eg using a real clock, set the hands to show 10 o'clock. Then move the minute hand to 6 – that is, half way around the clock – observing that the hour hand has moved half way between 10 and 11 and the time shown is half past 10.</li> </ul>	
<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts  <ul style="list-style-type: none"> <li>interpret digital formats of time to determine which numbers represent hours and which numbers represent minutes (Understanding) </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognise, in a range of settings, that the minutes appear as <span style="border: 1px solid black; padding: 2px;">:30</span> on a digital clock to indicate 'half past'.</li> </ul>	
<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts  <ul style="list-style-type: none"> <li>identify minutes and hours on a clock face (Understanding) </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognise, in a range of settings, that the minute hand points to the 3, or the corresponding position, to indicate 'quarter past' on an analog clock.</li> </ul>	
<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts  <ul style="list-style-type: none"> <li>interpret digital formats of time to determine which numbers represent hours and which numbers represent minutes (Understanding) </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognise, in a range of settings, that the minutes appear as <span style="border: 1px solid black; padding: 2px;">:15</span> on a digital clock to indicate 'quarter past'.</li> </ul>	











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<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts </li> <li>▶ identify minutes and hours on a clock face (Understanding) </li> </ul>	<ul style="list-style-type: none"> <li>Recognise, in a range of settings, that the minute hand points to the 9, or the corresponding position, to indicate 'quarter to' on an analog clock.</li> </ul>	
<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts </li> <li>▶ interpret digital formats of time to determine which numbers represent hours and which numbers represent minutes (Understanding) </li> </ul>	<ul style="list-style-type: none"> <li>Recognise, in a range of settings, that the minutes appear as <span style="border: 1px solid black; padding: 2px;">.45</span> on a digital clock to indicate 'quarter to'.</li> </ul>	
<ul style="list-style-type: none"> <li>relate time to a personal context </li> <li>▶ respond to questions related to time, eg 'What time does your bus leave?' (Communicating, Understanding)</li> <li>▶ identify time related to personal activities, eg 'I need to catch the bus at 13 minutes past 5' (Communicating, Understanding) </li> </ul>	<ul style="list-style-type: none"> <li>Match activities to suitable times, eg <span style="border: 1px solid black; padding: 2px;">7 am</span> – <span style="border: 1px solid black; padding: 2px;">breakfast</span>, <span style="border: 1px solid black; padding: 2px;">1 o'clock</span> – <span style="border: 1px solid black; padding: 2px;">lunch</span>.</li> </ul>	
<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts </li> <li>▶ identify minutes and hours on a clock face (Understanding) </li> </ul>	<ul style="list-style-type: none"> <li>Write the numbers 1 to 12 around a circle to represent a clock.</li> <li>Label the clock, highlighting 'o'clock', 'half past', 'quarter past', 'quarter to' ...</li> </ul>	
<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts </li> <li>▶ identify minutes and hours on a clock face (Understanding) </li> </ul>	<ul style="list-style-type: none"> <li>Work in pairs to position the hour hand to indicate a time. Swap clocks with their partner. The partner states the time on the clock and gives reasons for their choice.</li> </ul>	
<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts </li> <li>▶ count around a clock face by fives to determine minutes past the hour (Communicating, Fluency) </li> </ul>	<ul style="list-style-type: none"> <li>Recognise the number pattern 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.</li> <li>Count 5-minute intervals around the clock.</li> <li>Recognise that a clock showing 7:05 can be read as 'five minutes past seven', as well as 'seven-o-five'.</li> <li>Recognise that time is often expressed to the nearest five minute mark on an analog clock (eg 7:28 would be read as 'nearly half past seven').</li> </ul>	















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<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts </li> <li>▶ interpret digital formats of time to determine which numbers represent hours and which numbers represent minutes (Understanding) </li> </ul>	<ul style="list-style-type: none"> <li>Recognise that the next time shown on a digital clock after 6:59 is 7:00 (not 6:60).</li> </ul>	
<ul style="list-style-type: none"> <li>understand the relationship between analog and digital time, eg '12:30 is the same as half past 12' </li> </ul>	<ul style="list-style-type: none"> <li>Indicate analog time on individual clock faces in response to verbal statements of digital time. Indicate digital time when given analog time.</li> <li>Recognise that time before noon is denoted as 'am' and after noon as 'pm', eg 7 am is in the morning, 7 pm is at night.</li> </ul>	
<ul style="list-style-type: none"> <li>identify and relate am and pm on digital clocks or watches, eg set an alarm clock for 7 am</li> </ul>	<ul style="list-style-type: none"> <li>Use matching games to recognise am/pm time.</li> </ul>	Cards with time on clock faces, time in words, time in digital notation
<ul style="list-style-type: none"> <li>describe activities using the language of time in a range of everyday situations  </li> <li>▶ describe personal activities and events, eg 'I did my homework after dinner last night', 'I will be going to the football tomorrow afternoon', 'There was a delay of half an hour this morning on the school bus', 'I will be going to a barbecue next weekend', 'The holidays are only three weeks away' (Communicating, Understanding)  </li> </ul>	<ul style="list-style-type: none"> <li>Given a scenario, the student describes the situation as being 'early', 'on time' or 'late', eg 'the bus was late, it arrived at school after 9 o'clock'.</li> </ul>	Word cards
<ul style="list-style-type: none"> <li>read and relate 'hour', 'half-hour', 'quarter-hour' and 'minutes' in analog and digital formats in a range of contexts </li> <li>▶ identify minutes and hours on a clock face (Understanding) </li> <li>▶ count around a clock face by fives to determine minutes past the hour (Communicating, Fluency) </li> </ul>	<ul style="list-style-type: none"> <li>Predict the movement of the hands on a clock and tell the new time after a given period of time, eg if the time is now 3:15, what time will it be after 5 minutes, 10 minutes, one hour, 2 hours, half an hour?</li> </ul>	
<ul style="list-style-type: none"> <li>identify and relate am and pm on digital clocks or watches, eg set an alarm clock for 7 am</li> </ul>	<ul style="list-style-type: none"> <li>Set the alarm on a clock and/or clock radio to ring after a given period of time, eg 5 minutes, 1 hour, 8 hours (to wake up after sleeping).</li> </ul>	Alarm clock
<ul style="list-style-type: none"> <li>recognise that there are different time zones around the world </li> <li>▶ identify countries in the Asia–Pacific region that are in the same time zone as Australia (Understanding) </li> </ul>	<ul style="list-style-type: none"> <li>Recognise that places around the world have different time zones, eg when it is morning in Sydney, it is night time in London.</li> </ul>	

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<ul style="list-style-type: none"> <li>• compare and calculate the local times in a range of places nationally and internationally 🎓 ⚙️</li> <li>▶ identify time differences between various locations, eg London is 10 hours behind Sydney (Understanding) 🎓</li> <li>▶ use appropriate addition/subtraction strategies to calculate the local time in a particular location, eg given that London is 10 hours behind Sydney, find the time in London when it is 6 pm in Sydney (Fluency)</li> <li>▶ solve problems about international time in everyday contexts, eg determine whether a soccer game in another country can be watched live on television in the daytime (Problem Solving) ⚙️</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a place in Australia with a different time zone from Sydney. Using the internet or a mobile device, identify the current time in that place.</li> <li>• Calculate the time difference between the selected place and Sydney.</li> <li>• Determine what the time would be in the selected place if you were making a phone call from Sydney at a specific time.</li> </ul>	<p>Time zone sites or applications</p>
<ul style="list-style-type: none"> <li>• locate special days and events on a calendar, eg 'ANZAC Day is the 25th of April' 🎓 👤 🇺🇸</li> <li>▶ locate, on a calendar, the birthdays of significant people, eg family, friends (Understanding) 🎓 👤</li> </ul>	<p><b>Reading, interpreting and preparing calendars and timetables</b></p> <ul style="list-style-type: none"> <li>• Locate and label significant days on a calendar, eg birthdays, school holidays, public holidays, special events.</li> </ul>	<p>Print or digital calendar</p>
<ul style="list-style-type: none"> <li>• recognise language related to representations of time on a calendar, eg a week is seven days, a weekend is two days, a fortnight is two weeks or 14 days, a month is about four weeks or a certain number of days 🎓</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and discuss the common features and the differences of representations of time on calendars. Students could count how many days there are in each month, then note the last day on a given month and the first day of the next month. They could compare the date of a given Tuesday with that of the Tuesday in the following week.</li> </ul>	<p>Print or digital calendar</p>
<ul style="list-style-type: none"> <li>• identify the names or symbols for the days of the week on a calendar 🎓 👤</li> <li>• identify the months of the year on a calendar 🎓 👤</li> </ul>	<ul style="list-style-type: none"> <li>• Practise the sequencing of days and months.</li> </ul>	<p>Day and month cards</p>
<ul style="list-style-type: none"> <li>• recognise that calendars are used to plan events and activities, eg the school term plan in the newsletter, coming events in the newspaper 👤</li> <li>• prepare and follow a personal timetable/schedule 🎓 ⚙️ 👤 <ul style="list-style-type: none"> <li>▶ use electronic formats of calendars and planners (Fluency) 🎓 👤 📱</li> <li>▶ use a calendar/diary to plan for regular activities, eg swimming every second Friday, PE each Tuesday (Understanding, Fluency) 👤</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use a calendar to plan for regular personal activities over an extended time, such as a month or year, eg swimming every second Friday.</li> <li>• Use a calendar to plan special events and activities in a month, term or year, eg camp, birthday party.</li> </ul>	<p>Print or digital calendar/diary/planner</p>

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<ul style="list-style-type: none"> <li>▶ use a calendar to plan events and activities, eg camp, birthday party (Understanding, Fluency) 🧑🧑</li> </ul>		
<ul style="list-style-type: none"> <li>• identify representations of time on a calendar, eg week, weekend, fortnight, month 📅</li> <li>▶ identify the number of days, weeks or months between one event and another, eg ‘It’s three days until the weekend’, ‘There are four more weeks until the end of term’ (Communicating, Understanding, Fluency) 🧑🧑</li> </ul>	<ul style="list-style-type: none"> <li>• Use a calendar or planner to calculate the time between particular activities.</li> </ul>	Print or digital calendar/diary/planner
<ul style="list-style-type: none"> <li>• associate familiar activities with days and weeks</li> <li>▶ identify activities that occur on specific days and at specific times, eg gym group is on Wednesday evenings during school terms, the dance is held every second Saturday in the afternoon (Understanding) 🧑🧑</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the routine activities they undertake each day of the week, eg go to school on each weekday, go to youth club on Friday evening.</li> </ul>	
<ul style="list-style-type: none"> <li>• read and interpret a written timetable in a range of formats and a variety of contexts, eg in coordinating travel arrangements 📅</li> <li>▶ read and follow an individual sequence chart, or timetable, for a range of activities (Understanding) 📅 🧑🧑</li> <li>▶ read and follow a school timetable for group or class activities (Understanding) 📅 🧑🧑</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a schedule for a particular lesson or classroom routine.</li> <li>• Follow a school timetable for a day or a week.</li> <li>• Read and/or record changes to a routine or timetable and follow the changes correctly, eg read and follow a new school timetable for a given day, note the change in time for a school assembly on a particular day and follow the change.</li> </ul>	Variety of routine timetables, eg daily class timetable, weekly school timetable, schedule for a particular lesson or activity
<ul style="list-style-type: none"> <li>• schedule events over a day or week, taking into account a range of activities and personal responsibilities 🧑🧑</li> <li>▶ identify priorities in relation to personal time, and discriminate between essential and non-essential activities (Communicating, Reasoning, Understanding) 🧑🧑</li> <li>▶ plan personal time over a day or a week so that activities do not clash (Problem Solving) 🧑🧑</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a weekly timetable using a calendar.</li> </ul>	Print or digital calendar Timetable grid <i>(Note: A variety of online timetable tools and applications are available for students to create their own timetables.)</i>
<ul style="list-style-type: none"> <li>• demonstrate an awareness of the passage of time, eg the time to cook an egg using an egg timer is less than the lunch period in a school day</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in specific timing activities, eg time taken to do one lap of the bike track or walk to the bus stop.</li> </ul>	



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<ul style="list-style-type: none"> <li>• measure and calculate the time taken for a variety of activities or events, eg use a stopwatch to time a race               <ul style="list-style-type: none"> <li>▶ record starting and finishing times to calculate the duration of an activity or event (Communicating, Understanding, Fluency)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify the start and finish times for the lesson period, recess, lunch, school day.</li> <li>• Identify the start time of various activities on a particular day, eg on Monday – get up at 7 am, catch bus at 8:15 am, school starts at 9 am.</li> </ul>	<p>School timetable or bell schedule</p>
<ul style="list-style-type: none"> <li>• measure and calculate the time taken for a variety of activities or events, eg use a stopwatch to time a race               <ul style="list-style-type: none"> <li>▶ record starting and finishing times to calculate the duration of an activity or event (Communicating, Understanding, Fluency)</li> <li>▶ use addition/subtraction strategies to calculate the duration of an activity or event (Fluency)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Estimate/guess and check the amount of time needed for a range of activities, eg eat lunch, shower and dress, travel home from school.</li> </ul>	<p>Stopwatch or timer</p>
<ul style="list-style-type: none"> <li>• prepare and follow a personal timetable/schedule    <ul style="list-style-type: none"> <li>▶ use electronic formats of calendars and planners (Fluency)   </li> <li>▶ use a calendar/diary to plan for regular activities, eg swimming every second Friday, PE each Tuesday (Understanding, Fluency) </li> <li>▶ use a calendar to plan events and activities, eg camp, birthday party (Understanding, Fluency) </li> <li>▶ use a calendar or planner to calculate the time needed for particular activities, eg block out three weeks for completion of a school project (Understanding, Fluency) </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a daily timetable with the sequence of activities before school, during school and after school.</li> <li>• Prepare a personal timetable for particular days of the week, eg for a school day, for Saturday, for Sunday.</li> </ul>	<p>Timetable grid.</p> <p><i>(Note: A variety of online timetable tools and applications are available for students to create their own timetables.)</i></p>
<ul style="list-style-type: none"> <li>• measure and calculate the time taken for a variety of activities or events, eg use a stopwatch to time a race               <ul style="list-style-type: none"> <li>▶ record starting and finishing times to calculate the duration of an activity or event (Communicating, Understanding, Fluency)</li> <li>▶ use addition/subtraction strategies to calculate the duration of an activity or event (Fluency)</li> </ul> </li> <li>• apply an understanding of the passage of time to plan or participate in a range of activities or events </li> </ul>	<ul style="list-style-type: none"> <li>• Find, using a television guide, the start and finish times of a particular television show.</li> <li>• Plan an afternoon or evening of television viewing by referring to television guides, noting the channel and the start and finish times for each program to be watched.</li> </ul>	<p>Print or digital television guide</p>

Content	Teaching, learning and assessment	Resources
<ul style="list-style-type: none"> <li>• identify the duration of a range of activities and events for a variety of purposes  <ul style="list-style-type: none"> <li>▶ select a track of music to fit a time frame, eg for a dance piece, a multimedia presentation (Problem Solving) </li> <li>▶ identify the length of time needed to watch a movie to determine if the activity fits into a personal schedule (Problem Solving) </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Set the time on a recording device to record a television program at a particular time.</li> </ul>	Television recording devices, eg DVD recorder, TiVo, Foxtel
<ul style="list-style-type: none"> <li>• read and interpret a written timetable in a range of formats and a variety of contexts, eg in coordinating travel arrangements  <ul style="list-style-type: none"> <li>▶ investigate and determine travel arrangements by using online transport timetables (Problem Solving, Fluency)   </li> </ul> </li> <li>• apply an understanding of the passage of time to plan or participate in a range of activities or events </li> </ul>	<ul style="list-style-type: none"> <li>• Read bus and train timetables.</li> <li>• Plan journeys using bus and train timetables.</li> </ul>	Variety of print and digital bus and rail timetables Useful websites: <ul style="list-style-type: none"> <li>• <a href="#">Sydney Buses</a></li> <li>• <a href="#">City Rail</a></li> <li>• <a href="#">Trip Planner</a></li> </ul>
<ul style="list-style-type: none"> <li>• read and interpret a written timetable in a range of formats and a variety of contexts, eg in coordinating travel arrangements  <ul style="list-style-type: none"> <li>▶ investigate and determine travel arrangements by using online transport timetables (Problem Solving, Fluency)   </li> </ul> </li> <li>• measure and calculate the time taken for a variety of activities or events, eg use a stopwatch to time a race           <ul style="list-style-type: none"> <li>▶ use addition/subtraction strategies to calculate the duration of an activity or event (Fluency)</li> </ul> </li> <li>• compare and calculate the local times in a range of places nationally and internationally   <ul style="list-style-type: none"> <li>▶ use appropriate addition/subtraction strategies to calculate the local time in a particular location, eg given that London is 10 hours behind Sydney, find the time in London when it is 6 pm in Sydney (Fluency)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Undertake a webquest to plan travel arrangements or an itinerary.</li> </ul>	Various sites are available that can be used to prepare webquests, eg <a href="#">WebQuest Direct</a>  'Plan Your Timetable' can be used with students, or as a model for creating a webquest, eg <a href="#">Let's Plan a Trip to Japan!</a>