TIME 1 – STAGE 1

OUTCOMES

A student:

* MA1-1WM

describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

* MA1-2WM

uses objects, diagrams and technology to explore mathematical problems

* MA1-13MG

describes, compares and orders durations of events, and reads half- and quarter-hour time

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| CONTENT | plan |
| **Name and order months and seasons (ACMMG040)** |  |
| name and order the months of the year http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 1 |
| recall the number of days that there are in each month | Missing |
| name and order the seasons, and name the months for each season | Missing |
| describe the environmental characteristics of each season, eg 'Winter is cool and some trees lose their leaves' (Communicating) E | 1 |
| recognise that in some cultures seasonal changes mark the passing of time, eg the flowering of plants and the migration patterns of animals are used by many peoples, including Aboriginal people (Reasoning) HCEU | 1 |
| recognise that in countries in the northern hemisphere, the season is the opposite to that being experienced in Australia at that time (Reasoning) http://syllabus.bos.nsw.edu.au/wsimages/cca/a.png | 1 |
|  |  |
| **Use a calendar to identify the date and determine the number of days in each month (ACMMG041)** |  |
| identify a day and date using a conventional calendar http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 2 |
| identify personally or culturally significant days (Communicating) Uhttp://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 2 |
| identify the different uses of calendars in various communities (Communicating) UHChttp://syllabus.bos.nsw.edu.au/wsimages/cca/a.png | 2 |
|  |  |
| **Tell time to the half-hour (ACMMG020)** |  |
| read analog and digital clocks to the half-hour using the terms 'o'clock' and 'half past' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 3, 4 |
| describe the position of the hands on a clock for the half-hour http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 3, 4 |
| explain why the hour hand on a clock is halfway between the two hour-markers when the minute hand shows the half-hour (Communicating, Reasoning) CT | 3, 4 |
| describe everyday events with particular hour and half-hour times, eg 'We start school at 9 o'clock' (Communicating) | 3, 4 |
| record hour and half-hour time on analog and digital clocks | 3, 4 |

TIME 2 – STAGE 1

OUTCOMES

A student:

* MA1-1WM

describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

* MA1-2WM

uses objects, diagrams and technology to explore mathematical problems

* MA1-3WM

supports conclusions by explaining or demonstrating how answers were obtained

* MA1-13MG

describes, compares and orders durations of events, and reads half- and quarter-hour time

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| CONTENT | plan |
| **Describe duration using months, weeks, days and hours (ACMMG021)** |  |
| use a calendar to calculate the number of months, weeks or days until an upcoming event | 5 |
| estimate and measure the duration of an event using a repeated [informal unit](http://syllabus.bos.nsw.edu.au/glossary/mat/informal-unit/?ajax" \o "Click for more information about 'informal unit'" \t "_blank), eg the number of times you can clap your hands while the teacher writes your name | 6 |
| solve simple everyday problems about time and duration (Problem Solving) CT | Missing |
| recognise that some cultures use informal units of time, eg the use of tidal change in Aboriginal communities (Reasoning) CTHCU | 5 |
| compare and order the duration of events measured using a repeated informal unit, eg 'It takes me ten claps to write my name but only two claps to say my name' | 6 |
| use the terms 'hour', 'minute' and 'second' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 7 |
| experience and recognise activities that have a duration of one hour, half an hour or a quarter of an hour, one minute, and a few seconds http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 7 |
| indicate when it is thought that an activity has continued for one hour, one minute or one second (Reasoning) | 7 |
| compare and discuss the relationship between time units, eg an hour is a longer time than a minute (Communicating, Reasoning) | 8 |
| make predictions about the duration of time remaining until a particular school activity starts or finishes, eg the length of time until lunch begins (Reasoning) | 8 |
|  |  |
| **Tell time to the quarter-hour using the language of 'past' and 'to' (ACMMG039)** |  |
| read analog and digital clocks to the quarter-hour using the terms 'past' and 'to', eg 'It is a quarter past three', 'It is a quarter to four' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 9 |
| describe the position of the hands on a clock for quarter past and quarter to http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 9 |
| describe the hands on a clock as turning in a 'clockwise' direction (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | Missing |
| associate the [numerals](http://syllabus.bos.nsw.edu.au/glossary/mat/numeral/?ajax" \o "Click for more information about 'numerals'" \t "_blank) 3, 6 and 9 with 15, 30 and 45 minutes and with the terms 'quarter past', 'half past' and 'quarter to', respectively (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 9 |
| identify which hour has just passed when the hour hand is not pointing to a numeral | 10 |
| record quarter-past and quarter-to time on analog and digital clocks | 10 |