

Australian Curriculum: Mathematics – where is time? Collated by Mike Chartres

Content descriptions Substrand – Using units of Measurement	Proficiency strands	Achievement Standard	Numeracy continuum “operate with clocks, calendars and timetables”
Foundation year Compare and order the duration of events ✚ using the everyday language of time. ✚ Connect days of the week to familiar events and actions.		✚ Students connect events and the days of the week	1A sequence familiar actions and events in a variety of ways 1B sequence familiar actions and events using the everyday language of time
Year 1 ✚ Tell time to the half-hour ✚ Describe duration using months, weeks, days and hours	✚ Fluency – naming the days of the week	✚ Students explain time durations.	
Year 2 ✚ Tell time to the quarter-hour, using the language of 'past' and 'to' ✚ Name and order months and seasons ✚ Use a calendar to identify the date and determine the number of days in each month	✚ Fluency – using informal units iteratively to compare measurements?	✚ Students tell time to the quarter hour and use a calendar to identify the date and the months included in seasons.	✚ read digital and analogue clocks to the half and quarter hour, ✚ sequence events by months and seasons and identify a date on a calendar
Year 3 ✚ Tell time to the minute and investigate the relationship between units of time	✚ Understanding – using appropriate language to communicate times	✚ They tell time to the nearest minute	
Year 4 ✚ Convert between units of time. ✚ Use am and pm notation and solve simple time problems (calculations)	✚ Understanding – using appropriate language to communicate times ✚ Fluency – using instruments to measure accurately? ✚ Problem solving – comparing time durations.	✚ Students solve problems involving time duration. ✚ convert between units of time	✚ read digital and analogue clocks to the minute, ✚ convert between hours and minutes, use 'am' and 'pm', ✚ use calendars to locate and compare time events
Year 5 ✚ Compare 12- and 24-hour time systems and convert between them.	✚ Problem Solving – includes formulating and solving authentic problems using ... measurements?	✚ Students convert between 12 and 24 hour time	

Content descriptions Substrand – Using units of Measurement	Proficiency strands	Achievement Standard	Numeracy continuum “operate with clocks, calendars and timetables”
Year 6 <ul style="list-style-type: none"> ✚ Interpret and use timetables 	<ul style="list-style-type: none"> ✚ Fluency – interpreting timetables 	<ul style="list-style-type: none"> ✚ Students interpret timetables 	<ul style="list-style-type: none"> ✚ convert between 12- and 24-hour systems to solve time problems, ✚ interpret and use timetables from print and digital sources
Year 7	<ul style="list-style-type: none"> ✚ Problem Solving – includes formulating and solving authentic problems using ... measurements? 		
Year 8 – Real Numbers <ul style="list-style-type: none"> ✚ Solve a range of problems involving rates and ratios, with and without digital technologies Year 8 – Using units of measurement <ul style="list-style-type: none"> ✚ Solve problems involving duration, including using 12- and 24-hour time within a single time zone 		<ul style="list-style-type: none"> ✚ students solve everyday problems involving rates 	<ul style="list-style-type: none"> ✚ use 12- and 24-hour systems within a single time zone to solve time problems, ✚ place personal and family events on an extended time scale
Year 9 – Using units of measurement <ul style="list-style-type: none"> ✚ Investigate very small and very large time scales and intervals 		<ul style="list-style-type: none"> ✚ Students apply the index laws to numbers and express numbers in scientific notation? 	
Year 10 and 10A – Using units of measurement			<ul style="list-style-type: none"> ✚ use 12- and 24-hour systems within a multiple time zone to solve time problems, ✚ use large and small timescales in complex contexts ✚ place historical and scientific events on an extended time scale