

# Time



# Series E – Time

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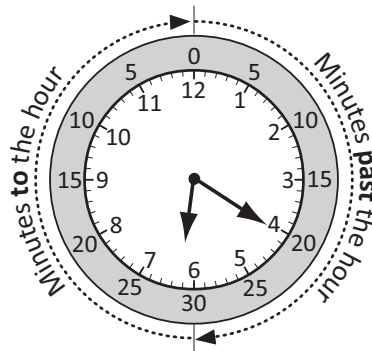
Series Author:

Nicola Herringer

# Telling time – five minute intervals past the hour

It takes 5 minutes for the minute hand to move from one number to the next. The time shown on this clock is 20 minutes past 6.

Remember – the minute hand is the longer one.



20 past 6

1 Write the number of minutes it takes the minute hand to move from the following:

a 8 to 12

20

b 5 to 7

10

c 2 to 4

10

d 11 to 3

20

e 6 to 1

35

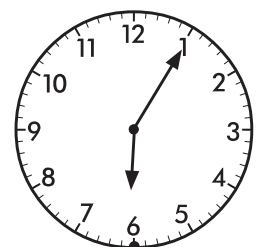
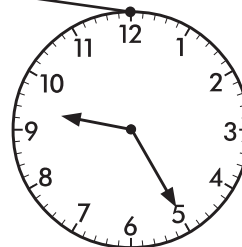
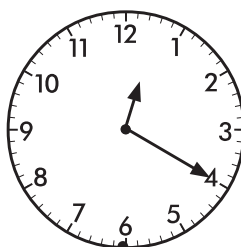
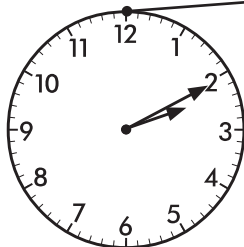
f 5 to 10

25

2 Connect each time to the matching clock face:

25 minutes past 9

10 minutes past 2

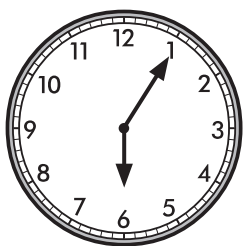


20 minutes past 12

5 minutes past 6

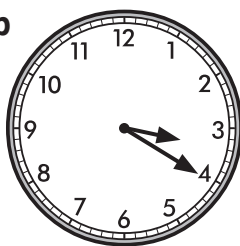
3 Draw the hour and minute hands on each clock to show the correct time:

a



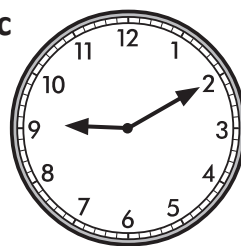
5 minutes past 6

b



20 minutes past 3

c



10 minutes past 9

Remember as the minute hand moves around the clock face, the hour hand gets closer to the next hour.

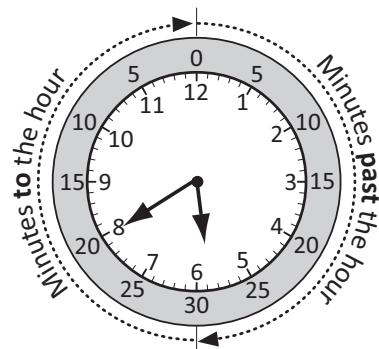


REMEMBER

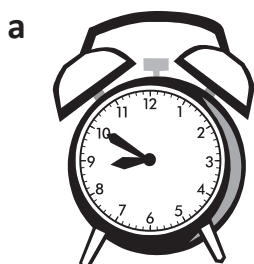
# Telling time – five minute intervals to the hour

When the minute hand has passed 30 instead of saying the number of minutes **after** the hour, you can say the number of minutes **before** the next hour.

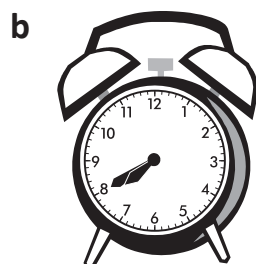
20 to 6



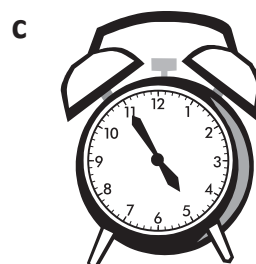
## 1 Label the clocks:



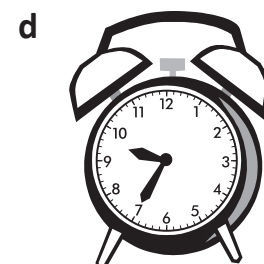
10 minutes to 9



20 minutes to 8

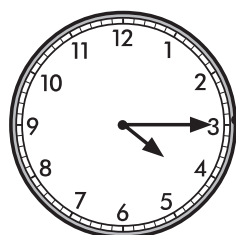
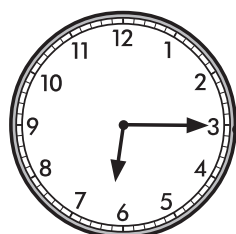
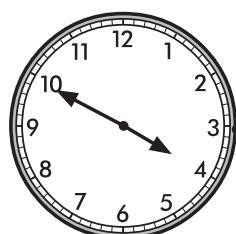


5 minutes to 5



25 minutes to 10

## 2 Connect each clock to its time label with a line.



15 past 4

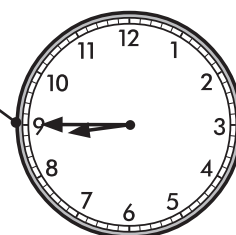
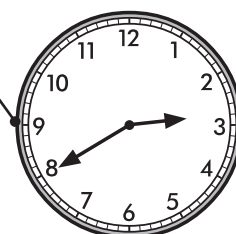
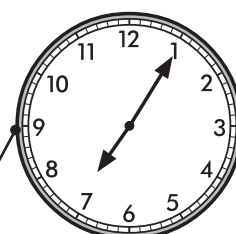
20 to 3

10 to 4

5 past 7

15 to 9

15 past 6



# Telling time – digital

Digital time is always read as minutes past the hour.  
This digital time could be read as 24 minutes past 8  
or eight twenty four.



1 Write the times that these digital clocks are showing:



49 past 3



8 past 5



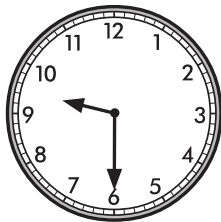
48 past 2



36 past 4

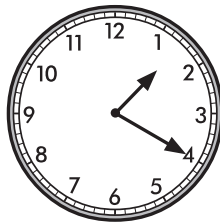
2 Draw the times on the clock faces and show the digital time below:

a half past nine



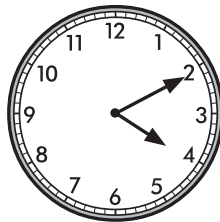
0 9 : 3 0

b twenty past one



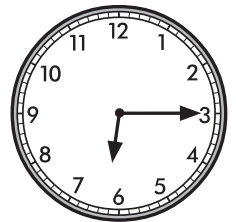
0 1 : 2 0

c ten past four



0 4 : 1 0

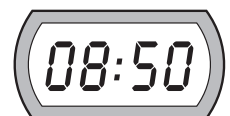
d quarter past six



0 6 : 1 5

3 Complete the table to match how we say digital time to what it means:

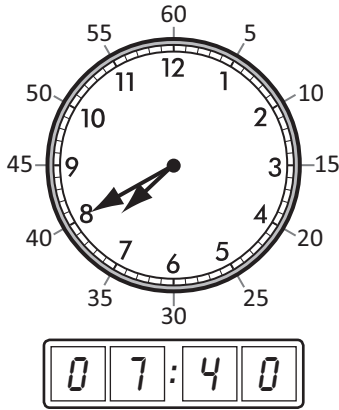
	Digital time	How we say it	What it means
a		six oh nine	9 minutes past 6
b		three forty two	42 minutes past 3
c		four twenty five	25 minutes past 4
d		seven forty eight	48 minutes past 7



The time is  
eight fifty.



# Telling time – digital



In digital time, when it is later than half past the hour, we can tell how long it is until the next o'clock.

This time says 7:40 which means after another 20 minutes it will be 8:00. This makes sense because there are 60 minutes in an hour.  $40 + 20 = 60$

$$7:40 + 20 \text{ minutes} = 8:00$$

## 4 How many minutes until the next o'clock?

a  $6:50 + \underline{10} \text{ minutes} = 7:00$

b  $2:40 + \underline{20} \text{ minutes} = 3:00$

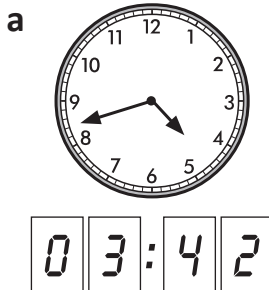
c  $1:35 + \underline{25} \text{ minutes} = 2:00$

d  $9:45 + \underline{15} \text{ minutes} = 10:00$

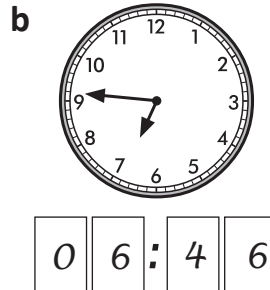
e  $4:55 + \underline{5} \text{ minutes} = 5:00$

f  $10:50 + \underline{10} \text{ minutes} = 11:00$

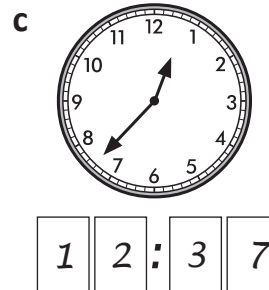
## 5 Write the times shown on the clocks in digital form then calculate how many minutes until the next hour. The first one has been done for you.



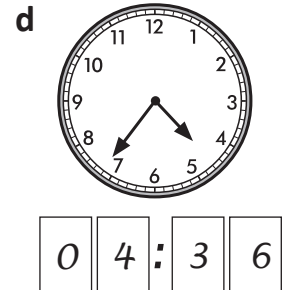
18 minutes to 4



14 minutes to 7

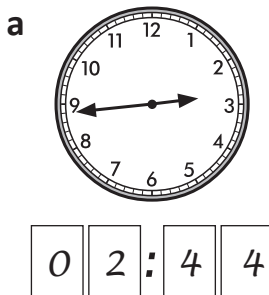


23 minutes to 1

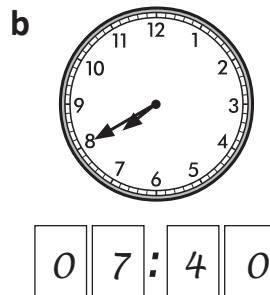


24 minutes to 5

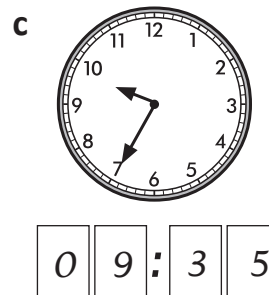
## 6 Read how many minutes there are until the next hour. Show this time on the clock face and in digital form.



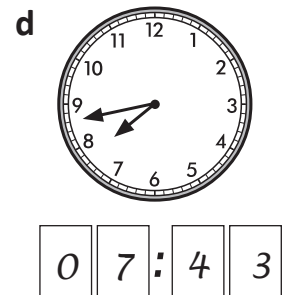
16 minutes to 3



20 minutes to 7



25 minutes to 10



17 minutes to 8



This is a game for 2 players. You will need only 1 copy of this page. Cut out the set of cards below.



Shuffle the cards well, then lay them out face down in a random spread.

Take turns to turn over two cards at a time to find a matching pair. A pair matches if they both have the same time on them. Keep playing until all the cards are gone. The player with the most pairs wins.

18 minutes to 4			
30 minutes later than 1:15			
	3 minutes until two thirty	20 minutes past 10	
Half past 9			
	45 minutes earlier than 1:15		



Add to this set of cards by writing your own matching time statements.



Holly has a wrist watch that only has an hour hand. The minute hand has fallen off. Although it is broken, Holly can still tell the time.



Figure out the time of each of Holly's activities.  
Draw in the minute hand.



- a Holly gets up for school at 7:00.
- b She starts class at 9:00. *or 9:30*
- c Her recess is at 11:00.
- d Lunch is at 12:30.
- e After school swimming training is at 4:00.
- f Bedtime is at 9:00. *or 9:30*



# Measuring time – am and pm

am means before midday.  
pm means after midday.

Meet me at 7 am  
just after breakfast.



Meet me at 7 pm  
just after dinner.



## 1 Write am or pm in each sentence:

- a Jamie walks his dog every morning at 6:30 am before breakfast.
- b Natalie has a snack after school at 4:00 pm.
- c Just after midnight at 2:15 am, we heard a noise outside.

## 2 Complete this table by writing the times in digital form. Circle am or pm in the last column:

a Ten past three in the morning	3:10	am / pm
b Quarter to nine at night	8:45	am / pm
c Twenty to two after midnight	1:40	am / pm
d Daytime, eighteen minutes past one	1:18	am / pm
e Seven minutes to twelve at night	11:53	am / pm

## 3 Add two hours to each of these digital times:

- a 9:52 am 11:52 am
- b 3:15 pm 5:15 pm
- c 11:30 am 1:30 pm
- d 1:42 pm 3:42 pm
- e 11:15 am 1:15 pm
- f 10:48 pm 12:48 am

## 4 How many hours from:

- a 4:00 pm to 7:00 pm 3 hours
- b 5:00 pm to 11:00 pm 6 hours
- c 9:00 am to 1:00 pm 4 hours
- d 8:30 am to 6:30 pm 10 hours

# Measuring time – time facts

It is important to learn these time facts:

60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

7 days = 1 week

14 days = 1 fortnight

52 weeks = 1 year

12 months = 1 year

365 days = 1 year

366 days = 1 leap year

## 1 How many days are there in:

a 2 weeks = 14 days

b 1 leap year = 366 days

c 48 hours = 2 days

## 2 Calculate the number of hours in:

a 120 minutes = 2 hours

b 2 days = 48 hours

c 180 minutes = 3 hours

d 1 week = 168 hours

## 3 Write these minutes as hours and minutes:

a 120 minutes = 2 hours 0 minutes

b 150 minutes = 2 hours 30 minutes

c 200 minutes = 3 hours 20 minutes

d 85 minutes = 1 hours 25 minutes

## 4 Use what you know about time relationships to complete this cross number puzzle:

### Across

1 Days in a leap year

5 Weeks in a year

7 Hours in 10 days

8 Hours in  $\frac{1}{2}$  day

10 Minutes in  $\frac{3}{4}$  hour

12 Hours in 2 days

13 Minutes in 1 hour

	<sup>1</sup> 3	<sup>2</sup> 6	6		<sup>3</sup> 1
<sup>4</sup> 1		0			0
<sup>5</sup> 5	<sup>6</sup> 2		<sup>7</sup> 2	4	0
	<sup>8</sup> 1	2			
<sup>9</sup> 1		<sup>10</sup> 4	5		<sup>11</sup> 3
<sup>12</sup> 4	8			<sup>13</sup> 6	0

### Down

2 Seconds in 1 minute

3 Minutes in 1 hour and 40 minutes

4 Minutes in  $\frac{1}{4}$  hour

6 Days in 3 weeks

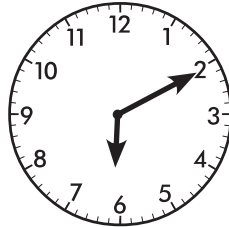
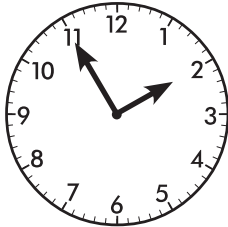
9 Days in a fortnight

11 Minutes in  $\frac{1}{2}$  hour

# Measuring time – time trails

Elapsed time is how much time has passed between 2 different times. To work out the difference between 2 times, count the hours and then the minutes.

1:55 pm to 6:10 pm



1:55 to 5:55 = 4 hours

5:55 to 6:10 = 15 minutes

Total elapsed time is 4 hours and 15 minutes.

## 1 Practise counting on:

a in 5 minutes

2:45

2:50

2:55

3:00

3:05

3:10

3:15

b in 10 minutes

5:19

5:29

5:39

5:49

5:59

6:09

6:19

c in 15 minutes

9:40

9:55

10:10

10:25

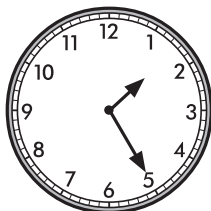
10:40

10:55

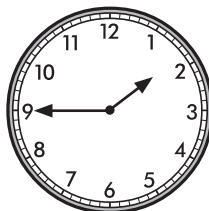
11:10

## 2 Show the new times on the clocks:

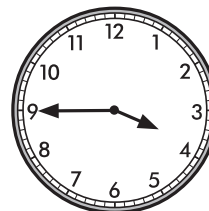
a



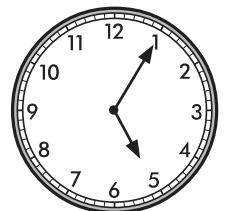
20  
minutes  
later



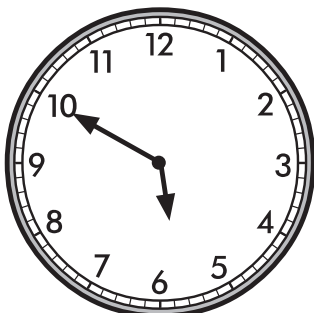
b



1 hour  
and 20  
minutes  
later



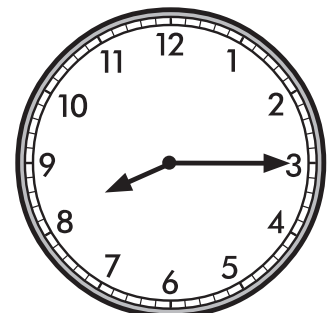
## 3 How much time has passed?



Start

Elapsed time:

2 hours 25 minutes



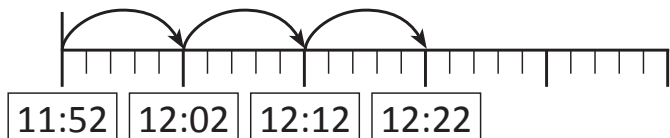
Finish

## Measuring time – time trails

We can use a timeline to help us with elapsed time problems.

**Problem:** Robbie got on the bus at 11:52 am and got off 30 minutes later. What time was it when Robbie got off the bus?

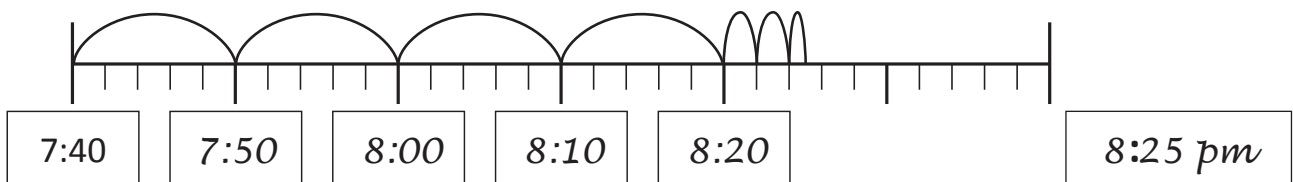
- Steps:** 1. Write the start time in the first box.  
2. Use the timeline to count on in minutes.  
Each large marker is 10 minutes and each small marker is 2 minutes.



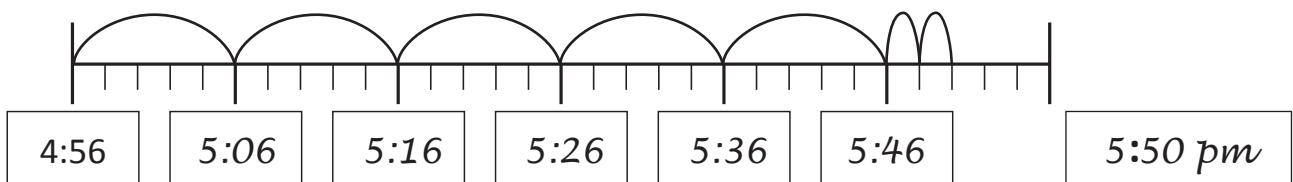
**Answer:** 12:22 pm

### 4 Use the timeline for each elapsed time problem:

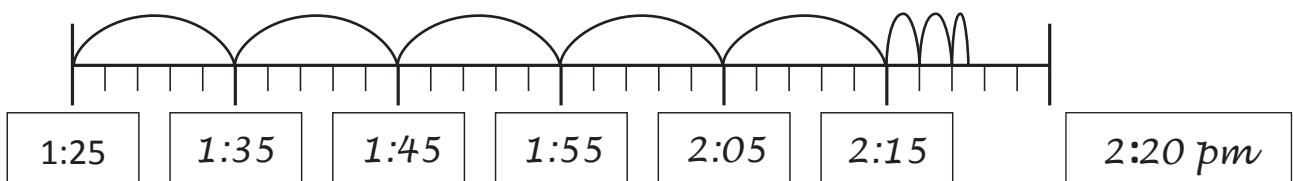
- a** Rex went for a jog at the park. He headed out at 7:40 am and jogged for 45 minutes. What time did he finish jogging?



- b** Jamie watched a TV show that started at 4:56 pm and went for 54 minutes. What time did the TV show finish?



- c** Naomi baked a chocolate cake. She put it in the oven at 1:25 pm and set the timer for 55 minutes. What time did the timer buzz?



# Measuring time – calendars

30 days has September, April, June and November. All the rest have 31 days, except February alone which has 28 days clear and 29 days in each leap year.

## 1 Fill in the missing dates on this calendar:

January 2010						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2010						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2010						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2010						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2010						
M	T	W	T	F	S	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2010						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## 2 What day of the week are the following dates:

a 11th April Sunday

b 23rd June Wednesday

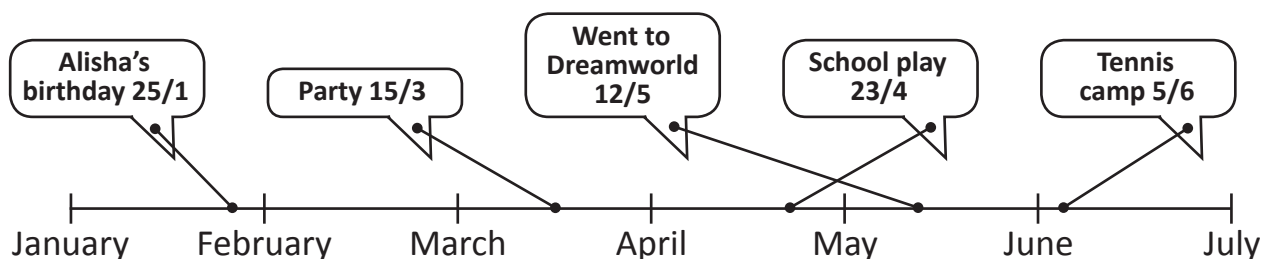
c 2 weeks after 15th January  
Friday

d 3 weeks after 6th February  
Saturday

e 1 week and 4 days after 7th May  
Tuesday

f 9 days after 30th January  
Monday

## 3 Connect each date with a line to the timeline below:



# Measuring time – timetables

Timetables are often used to schedule public transport.

## 1 Use the timetable to answer the questions below:

Station	Time				
Burwood	5:20	5:27	5:50	7:17	8:26
Croydon	-	-	6:00	7:27	8:36
Ashfield	5:35	5:42	6:05	7:32	8:41
Summer Hill	-	6:12	7:39	8:48	8:53
Lewisham	5:48	5:55	6:18	7:45	8:54

- a What time does the 10 to 6 train from Burwood arrive at Ashfield? 6:05
- b I have just missed the 5:35 train from Ashfield. How long do I have to wait until the next train? 7 mins
- c I live in Croydon and I want to get to Lewisham by 6:30. Which train should I get? 6:00

## 2 Answer the questions below about this TV guide:

Time	7:00–8:00 pm	8:00–9:00 pm		9:00–10:00 pm	10:00–11:00 pm
Channel 1	News	Current Affairs		Soccer Finals	Late News
Channel 2	Days of Us	Fashion Watch	TV Bloopers	Movie: Ghost Busters	Movie Reviews
Channel 3	News	History of Gold		The Car Show	Late Night Movie

- a What time does Current Affairs on Channel 1 start? 8:00 pm
- b How long is the History of Gold on Channel 3? 1 hour
- c How long do the Soccer Finals go for? 1 hour
- d What time does TV Bloopers start? 8:30 pm
- e Alicia watches too much TV. If she watched Fashion Watch, TV Bloopers and then the movie Ghost Busters, how long was she in front of the box for? 2 hours



Getting ready



Five friends were all born in the same year. Read the clues to work out the month and day of the week that each person was born.

Names: Max, Liam, Harriet, Stefan, Leonie

Days: Monday, Tuesday, Thursday, Saturday, Sunday

Months: March, June, July, November, December



What to do



**Clues:**

- 1 Max was born in March but not on a Tuesday.
- 2 His brother was born in November on a Thursday.
- 3 Liam was born on the weekend in the month after June.
- 4 One of the girls was born on Sunday in December.
- 5 Harriet was born one day after Max.
- 6 Stefan was born on the day of the week 2 days after Harriet in the month before December.
- 7 The child born on Monday was born in March.



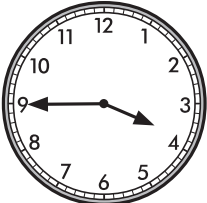
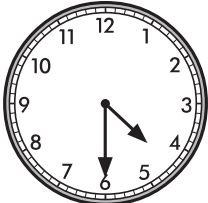
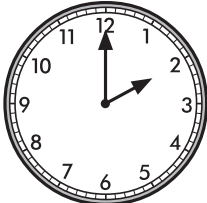
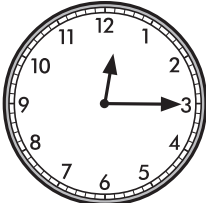
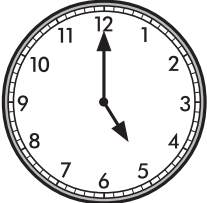
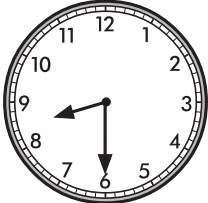
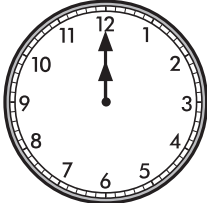
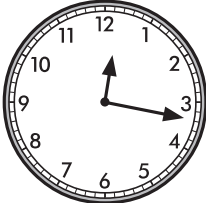
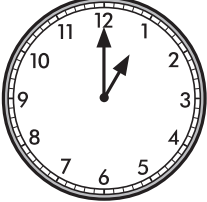
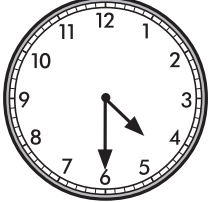
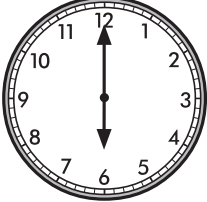
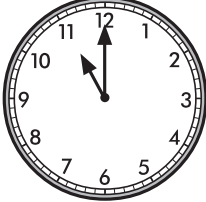
Name	Day of the week	Month
Max	<i>Monday</i>	<i>March</i>
Stefan	<i>Thursday</i>	<i>November</i>
Liam	<i>Saturday</i>	<i>July</i>
Harriet	<i>Tuesday</i>	<i>June</i>
Leonie	<i>Sunday</i>	<i>December</i>



This is a game for 3 players. You will need only 1 copy of this page. Cut out the set of cards below.



One player shuffles and deals 4 cards to each player. Players arrange their cards face up, in order from earliest to latest. The dealer starts by laying a card down and says, "I have ... who has ...?" All players try to be the first to lay the answer down. The first player to lay the matching card then reads their card and so on. *Note:* The person asking may have the matching card. The first player to get rid of all their cards is the winner.

<p>I have</p>  <p>Who has 45 minutes later?</p>	<p>I have</p>  <p>Who has <math>2\frac{1}{2}</math> hours earlier?</p>	<p>I have</p>  <p>Who has <math>6\frac{1}{2}</math> hours later?</p>	<p>I have</p>  <p>Who has 4 hours and 45 minutes later?</p>
<p>I have</p>  <p>Who has 1 hour and 15 minutes earlier?</p>	<p>I have</p>  <p>Who has <math>8\frac{1}{2}</math> hours earlier?</p>	<p>I have</p>  <p>Who has 17 minutes later?</p>	<p>I have</p>  <p>Who has 43 minutes later?</p>
<p>I have</p>  <p>Who has <math>3\frac{1}{2}</math> hours later?</p>	<p>I have</p>  <p>Who has <math>1\frac{1}{2}</math> hours later?</p>	<p>I have</p>  <p>Who has 5 hours later?</p>	<p>I have</p>  <p>Who has <math>1\frac{1}{4}</math> hours later?</p>

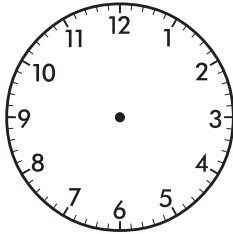


# Telling time

Name \_\_\_\_\_

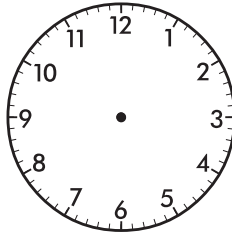
1 Draw the hour and minute hands on each clock to show the correct time:

a



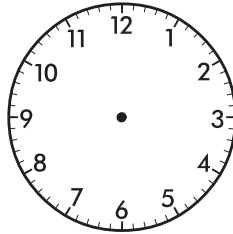
half past 4

b



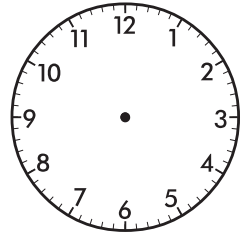
6 o'clock

c



half past 1

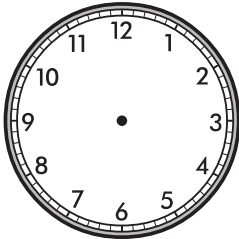
d



half past 8

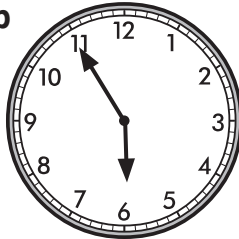
2 Complete this row of clocks so that each clock and label shows the same time:

a

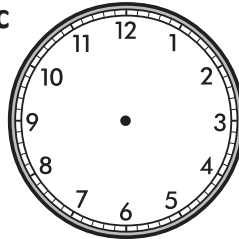


10 past 3

b

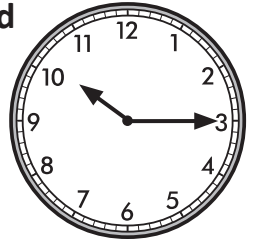



c



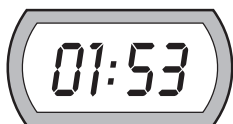
20 to 5

d



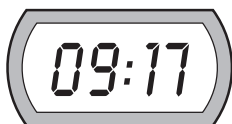

3 Write the times that these digital clocks are showing:

a



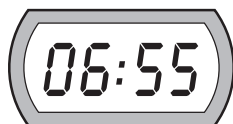
\_\_\_\_ past \_\_\_\_

b



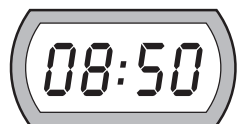
\_\_\_\_ past \_\_\_\_

c



\_\_\_\_ past \_\_\_\_

d



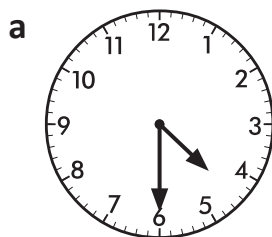
\_\_\_\_ past \_\_\_\_

Skills	Not yet	Kind of	Got it
• Reads time to 5 minute intervals			
• Reads and writes digital time			

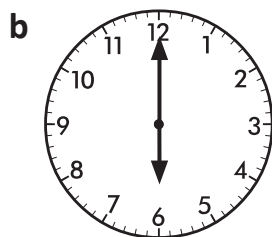
# Telling time

Name \_\_\_\_\_

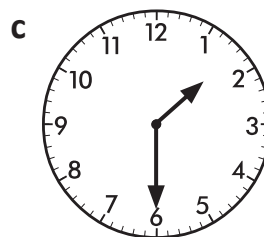
1 Draw the hour and minute hands on each clock to show the correct time:



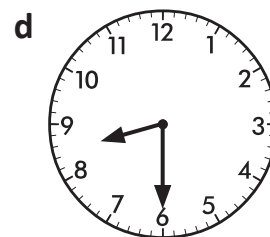
half past 4



6 o'clock

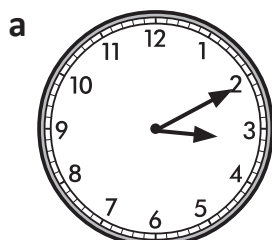


half past 1

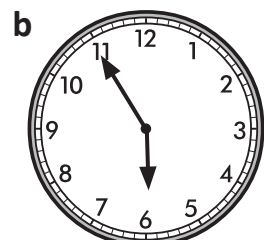


half past 8

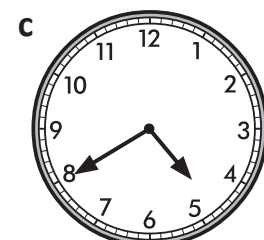
2 Complete this row of clocks so that each clock and label shows the same time:



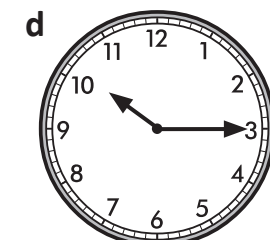
10 past 3



5 to 6



20 to 5



15 past 10

3 Write the times that these digital clocks are showing:



53 past 1



17 past 9



55 past 6



50 past 8

Skills	Not yet	Kind of	Got it
• Reads time to 5 minute intervals			
• Reads and writes digital time			

- 1 Complete this table by writing the times in digital form. Circle am or pm in the last column:**

<b>a</b> Quarter to seven at night		am / pm
<b>b</b> Twenty past four in the morning		am / pm
<b>c</b> Twenty five to one in the day		am / pm

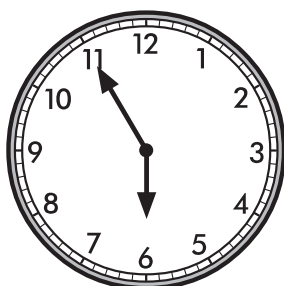
- 2 Add two hours to each of these digital times:**

**a** 7:53 am \_\_\_\_\_      **b** 4:18 pm \_\_\_\_\_      **c** 9:35 pm \_\_\_\_\_  
**d** 10:15 pm \_\_\_\_\_      **e** 3:26 am \_\_\_\_\_      **f** 2:58 am \_\_\_\_\_

- 3 Complete these time facts:**

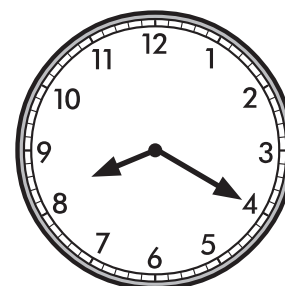
**a** 3 weeks = \_\_\_\_\_ days      **b** 48 hours = \_\_\_\_\_ days  
**c** 180 minutes = \_\_\_\_\_ hours      **d** 1 year = \_\_\_\_\_ days

- 4 How much time has passed?**



Start

Elapsed time:



Finish

Skills	Not yet	Kind of	Got it
• Converts between units of time			
• Calculates elapsed time			

- 1** Complete this table by writing the times in digital form. Circle am or pm in the last column:

<b>a</b> Quarter to seven at night	6:45	am / <input type="radio"/> pm
<b>b</b> Twenty past four in the morning	4:20	<input type="radio"/> am / pm
<b>c</b> Twenty five to one in the day	12:35	am / <input type="radio"/> pm

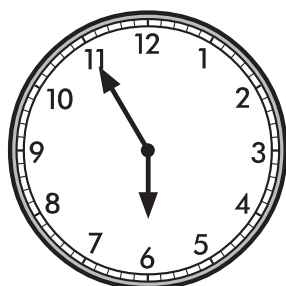
- 2** Add two hours to each of these digital times:

- a** 7:53 am 9:53 am      **b** 4:18 pm 6:18 pm      **c** 9:35 pm 11:35 pm  
**d** 10:15 pm 12:15 am      **e** 3:26 am 5:26 am      **f** 2:58 am 4:58 am

- 3** Complete these time facts:

- a** 3 weeks = 21 days      **b** 48 hours = 2 days  
**c** 180 minutes = 3 hours      **d** 1 year = 365 days

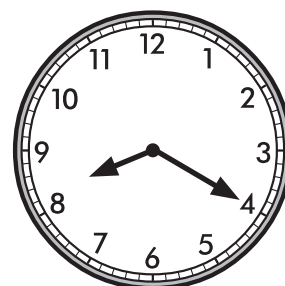
- 4** How much time has passed?



Start

Elapsed time:

*2 hours 25 minutes*



Finish

Skills	Not yet	Kind of	Got it
• Converts between units of time			
• Calculates elapsed time			

**5 Answer the questions about this timetable:**

Station	Time			
Knightscope	10:16 am	11:16 am	12:16 pm	1:16 pm
Fig Tree Park	10:21 am	11:21 am	12:21 pm	1:21 pm
Trinian Street	11:05 am	12:05 pm	1:05 pm	2:05 pm
Carlsford	11:15 am	12:18 pm	1:16 pm	2:17 pm

- a** What time does the earliest train leave Knightscope? \_\_\_\_\_
- b** At what time will I get to Carlsford if I get on the train at Fig Tree Park at 12:21 pm? \_\_\_\_\_
- c** How long does it take to get from Knightscope to Carlsford if I get the 1:16 pm train from Knightscope? \_\_\_\_\_
- d** If I want to get to Trinian Street by 1:15 pm and I live at Fig Tree Park, which train should I get? \_\_\_\_\_

**6 Create a timeline based on your ideal day. Include 4 things you would do. Label the times and connect each activity with a line to the time that you would do them:**

<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div>
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Skills	Not yet	Kind of	Got it
• Reads and interprets simple timetables			
• Creates simple time line			

**5 Answer the questions about this timetable:**

Station	Time			
Knightscope	10:16 am	11:16 am	12:16 pm	1:16 pm
Fig Tree Park	10:21 am	11:21 am	12:21 pm	1:21 pm
Trinian Street	11:05 am	12:05 pm	1:05 pm	2:05 pm
Carlsford	11:15 am	12:18 pm	1:16 pm	2:17 pm

- a** What time does the earliest train leave Knightscope? 10:16 am
- b** At what time will I get to Carlsford if I get on the train at Fig Tree Park at 12:21 pm? 1:16 pm
- c** How long does it take to get from Knightscope to Carlsford if I get the 1:16 pm train from Knightscope? 1 hour 1 minute
- d** If I want to get to Trinian Street by 1:15 pm and I live at Fig Tree Park, which train should I get? 12:21 pm

**6 Create a timeline based on your ideal day. Include 4 things you would do. Label the times and connect each activity with a line to the time that you would do them:**

_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____	_____	_____
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*Answers will vary.*

Skills	Not yet	Kind of	Got it
• Reads and interprets simple timetables			
• Creates simple time line			

## Series E – Time

Region	Topic 1 Telling time	Topic 2 Measuring time
NSW	<b>MS2.5</b> – Reads and records time in one-minute intervals and makes comparisons between time units <ul style="list-style-type: none"> <li>recognise the coordinated movements of the hands on a clock</li> <li>associating the numerals 3, 6 and 9 with 15, 30 and 45 minutes and using the terms ‘quarter past’ and ‘quarter to’</li> <li>identifying which hour has just passed when the hour hand is not pointing to a numeral</li> <li>reading analogue and digital clocks to the minute e.g. 7:35 is read as ‘seven thirty-five’</li> <li>recording digital time using the correct notation e.g. 9:15</li> <li>relating analogue notation to digital notation e.g. ten to nine is the same as 8:50</li> </ul>	<b>MS2.5</b> – Reads and records time in one-minute intervals and makes comparisons between time units <ul style="list-style-type: none"> <li>read and interpret simple timetables, timelines and calendars</li> <li>converting between units of time e.g. 60 seconds = 1 minute, 60 minutes = 1 hour, 24 hours = 1 day</li> </ul>
VIC	<b>Measurement VELS – Level 3</b> <ul style="list-style-type: none"> <li>at Level 3, students estimate and measure time using appropriate instruments</li> <li>students read digital time displays and analogue clock times at five-minute intervals</li> <li>students interpret timetables and calendars in relation to familiar events</li> </ul>	
QLD	<b>M 3.2</b> – Students read, record and calculate with 12-hour time, and interpret calendars and simple timetables related to daily activities <ul style="list-style-type: none"> <li>units – seconds (s), minutes (min), hours (h), half hour, quarter hour, years (yr)</li> <li>12-hour displays - analogue (o’clock, half hour, 5-minute interval markings), digital (all times)</li> <li>calendars – abbreviations for days (e.g. Mon), months in words</li> <li>representations (e.g. 9:30, nine-thirty)</li> </ul>	
SA	<b>2.4</b> – Chooses, estimates and uses metric units to measure attributes of figures and objects; orders events or cycles of events; estimates the duration and time of events; constructs and uses measuring tools, explains that all measurement is approximate and that some tools increase precision <b>2.5</b> – Uses direct measuring strategies to represent, communicate and record measurements graphically in symbols with correct units and performs simple operations on measures <ul style="list-style-type: none"> <li>identifies appropriate strategies to address measurement problems</li> </ul>	
WA	<b>Level 3</b> <ul style="list-style-type: none"> <li>the student selects appropriate attributes, distinguishes time from elapsed time, and chooses units of a sensible size for the descriptions and comparisons to be made. The student measures time by reading whole-number scales</li> <li>students understand and use 12-hour time</li> </ul>	<b>Level 3</b> <ul style="list-style-type: none"> <li>the student selects appropriate attributes, distinguishes time from elapsed time, and chooses units of a sensible size for the descriptions and comparisons to be made. The student measures time by reading whole-number scales</li> <li>the student understands elapsed time</li> <li>the student uses the known size of familiar things to help make and improve estimates</li> <li>students prepare and use timetables involving elapsed time</li> </ul>

## Series E – Time

Region	Topic 1 Telling time	Topic 2 Measuring time
NT	<b>M 2.2 Time</b> Read time from both analogue and digital clocks to the nearest minute Read a variety of calendars, timetables and timelines Measure duration of events <ul style="list-style-type: none"> <li>• read time to the nearest minute using both analogue and digital clocks</li> </ul>	<b>M 2.2 Time</b> Read time from both analogue and digital clocks to the nearest minute Read a variety of calendars, timetables and timelines Measure duration of events <ul style="list-style-type: none"> <li>• measure and compare duration of two or more events in seconds</li> <li>• record time in seconds; use unit abbreviations</li> <li>• estimate and verify how many times a simple task can be performed in one minute, e.g. how many times can you write your name?</li> </ul>
ACT	<b>17.LC.1</b> measurement attributes of length, area, mass, capacity, volume, angle and time <b>17.LC.2</b> informal and standard units of measurement of these attributes <b>17.LC.12</b> read the time of the day to the nearest minute using analogue and digital clocks and recognise and use 'am' and 'pm'	<b>17.LC.1</b> measurement attributes of length, area, mass, capacity, volume, angle and time <b>17.LC.2</b> informal and standard units of measurement of these attributes <b>17.LC.13</b> estimate and calculate duration using starting and finishing times or dates <b>17.LC.14</b> interpret times, calendars, timetables and timelines to seek specific information or to schedule and sequence events
TAS	<b>Standards 2–3, Stages 4–8</b> <ul style="list-style-type: none"> <li>• associate the classroom clock with significant times in the day and the calendar and class timetable with particular events and sequences of time</li> <li>• introduce reading a digital and analogue clock to the minutes and explore patterns on the clock e.g. 5-minute intervals</li> <li>• read and understand the passing of time and the way we measure and describe it (using both analogue and digital clocks)</li> <li>• read time with accuracy to the minute on digital and analogue clocks</li> <li>• read time on analogue clocks and exploring durations of time e.g. school timetables</li> </ul>	<b>Standards 2–3, Stages 4–8</b> <ul style="list-style-type: none"> <li>• associate the classroom clock with significant times in the day and the calendar and class timetable with particular events and sequences of time</li> <li>• focus on calendars and their basic structure and locate days and dates with accuracy</li> <li>• provide opportunities for students to use standard measures with increasing accuracy in contexts where we measure for a purpose</li> <li>• develop understanding of basic calendars and their structure</li> <li>• interpret basic calendars and timetables and using specific strategies to work out details of earlier or future dates and plan for future events</li> <li>• read time on analogue clocks and explore durations of time e.g. school timetables</li> </ul>