

ASSESSMENT

Duration of Events - Calculation

Time 16

We have included the starred Levels with a logical basis to the grade Level, in this assessment, allowing children to demonstrate their highest Level of understanding. If children are familiar with models other than these, they may demonstrate their understanding using those.

T 1 Name the days of the week. Identify the day before and after. Describe events on days.

What day comes after Monday? **Monday**

What day comes after Tuesday? **Wednesday**

What day comes after Wednesday? **Tuesday**

What day comes after Thursday? **Thursday**

What do you do on Monday? **Friday**

What do you do after school on Tuesday? **Friday**

What day do we go to the library? **Friday**

What day is sport? **Friday**

T 2 Sequence events in time using ordinal numbers 1st, 2nd, 3rd...

1st 2nd 3rd

4th 5th 6th

T 3 Compare and describe long and short time durations.

More time	Less time
hare	tortoise
3 circles	Count to 20

T 4 Time on the hour on analog and digital clocks, describing the direction of hand movement

meet me when the short hand is on the 2 on the clock

at meet me when the short hand is on the 2 o'clock

meet me at 2 o'clock

T 5 Describe the duration of months, seasons, days and hours.

It takes 1 year for the Earth to revolve around the sun.

Seasons: Summer, Autumn, Winter, Spring

Months: January, February, March, April, May, June, July, August, September, October, November, December

Days happen because the Earth is spinning.

Hours: 24 hours in a day. The hours were created by people.

T 6 hand movement. Time to half hour on digital, analog clocks, linked to fraction 'half'.

half past 1

1:30

one thirty

T 7 Estimate and measure duration of time using informal units.

Let's clap and count while ... writes their name.

How many times did we clap?

Did we clap 11 times?

Let's record that ... could write his/her name in 11 claps.

Is that close to what we estimated?

T 8 Use a simple calendar to estimate and measure the number of months, weeks and days

Can you see months on the calendar?

Can you see days on the calendar?

Let's find today on the calendar.

What will the date be next (Tuesday)?

Is going down 1 place on the calendar, adding 1 week?

How could we work out the number of days till (9th of November)?

Do you think we could find the difference between a date in one month to a date in another month on the calendar?

T 9 Experience activities that take an hour, half, quarter, one minute, few seconds.

What can you do in 1 second?

- Could you write your name?
- Could you count to 10?
- Could you draw a triangle?
- Could you do 3 push ups?

What can you do in 1 minute?

- Could you write your name two times? three times? four times?
- Could you count to 10? to 20? to 50? to 100?
- Could you draw a triangle? 2 triangles? 3 triangles?
- Could you run to the fence? to the fence and back again?

What can you do in 1 hour?

- Could you play a sports game?
- Could you watch a TV show?
- Could you read a book?
- Could you investigate a maths concept?

T 10 Tell time to quarter to and past hour analog and digital clocks, linked to fractions 'half' and 'quarter'.

1:15

quarter past 1

one fifteen

2:45

quarter to 3

two forty-five

T 11 Tell time to the minute on digital and analog clocks and record both

3:02

2 minutes past 3

3:48

48 minutes past 3

12 minutes to 4

T 12 Angles created through hand movement on an analog clock.

5 past 3

5 past 8

smaller than a right angle

25 past 8

The minute hand turned larger than a right angle

T 13 Time using 'am' and 'pm'

Time before midday is 'am' because in Latin 'before midday' is 'ante meridian'

Time after midday is 'pm' because in Latin 'after midday' is 'post meridian'

A meridian is an imaginary line on the Earth, running from the North Pole to the South Pole.

Before the sun travels past the line, it is 'ante' or before the meridian.

When the sun travels past the line, it is 'post' or past the meridian.

The sun travels past the meridian where you live at 12 midday.

T 14 Convert between seconds, minutes, hours, days

x 24 x 60 x 60

days hour minute second

÷ 24 ÷ 60 ÷ 60

T 15 Read and interpret simple calendars, timetables and timelines

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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	

Vertical number patterns: 6, 13, 20, 27

Diagonal number patterns: 5, 13, 21, 29; 4, 10, 16, 22, 28

10:00 AM 12:00 AM 1:30 PM 3:00 PM 4:00 PM 6:00 PM

T 16 Measure, calculate duration using stop watch + calculate duration using start and finish time

12:00 till 12:24 = 24 minutes

14 minutes to 3 till 12 minutes past 3

14 minutes + 12 minutes = 26 minutes

12 minutes past 3 till 12 minutes to 4

18 minutes + 18 minutes = 36 minutes

T 17 Convert between 12 and 24 hour time

4:00 pm is 4 hour after midday.

Midday is 12:00

4:00 + 12:00 = 16:00

Can we convert from 12 hour time to 24 hour time by adding the 12 hours before midday?

T 18 Construct and interpret timelines using scale judgement.

Scale

1 year

2015 Started School 2 February 2015

2014

2013

2012

2011 Started Day Care 28 January 2011

2010

2009 Born 29 November 2009

T 19 Read and interpret simple timetables to plan trips and daily

What time does the train leave Central?

Does the train stop at Strathfield?

What time does the train arrive at Strathfield?

How long did the train take to go from Central to Strathfield?

Does the train take 13 minutes to travel from Central to Strathfield?

Does the train stop at West Ryde?

What time does the train arrive at Newcastle?

Does the train arrive at Newcastle at 1:58 pm?

How long does the train take to travel from Central to Newcastle?

PRE - ASSESSMENT

Select the Level that allows you to demonstrate your highest understanding.

Time on the hour

1. Draw an analog clock.
2. Draw the hands to show a time at o'clock.
3. Record the time as '____ o'clock' under the clock.
4. Record the time as '____ : 00' under the clock.

Time on the half hour

1. Draw an analog clock.
2. Draw the hands to show a time at half past.
3. Record the analog time as 'half past ____' under the clock.
4. Record the digital time as '____ : ____' under the clock.

Time at quarter past

1. Draw an analog clock.
2. Draw the hands to show a time at quarter past.
3. Record the analog time as 'quarter past ____' under the clock.
4. Record the digital time as '____ : ____' under the clock.

Time at quarter to

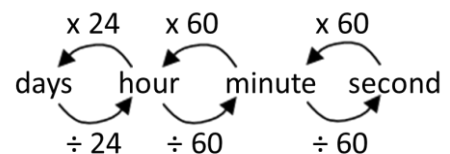
1. Draw an analog clock.
2. Draw the hands to show a time at quarter to.
3. Record the analog time as 'quarter to ____' under the clock.
4. Record the digital time as '____ : ____' under the clock.

Time to the minute

1. Draw an analog clock.
2. Draw the hands to show a time to the minute.
3. Record the analog time as '____ past ____' or '____ to ____' under the clock.
4. Record the digital time as '____ : ____' under the clock.

Convert between time units

1. Record an amount of time in days. Convert to hours.
2. Record an amount of time in hours. Convert to minutes
3. Record an amount of time in minutes. Convert to seconds



POST - ASSESSMENT

Select the Level that allows you to demonstrate your highest understanding.

Time on the hour

1. Draw an analog clock.
2. Draw the hands to show a time at o'clock.
3. Record the time as '____ o'clock' under the clock.
4. Record the time as '____ : 00' under the clock.

Time on the half hour

1. Draw an analog clock.
2. Draw the hands to show a time at half past.
3. Record the analog time as 'half past ____' under the clock.
4. Record the digital time as '____ : ____' under the clock.

Time at quarter past

1. Draw an analog clock.
2. Draw the hands to show a time at quarter past.
3. Record the analog time as 'quarter past ____' under the clock.
4. Record the digital time as '____ : ____' under the clock.

Time at quarter to

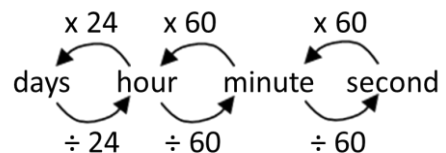
1. Draw an analog clock.
2. Draw the hands to show a time at quarter to.
3. Record the analog time as 'quarter to ____' under the clock.
4. Record the digital time as '____ : ____' under the clock.

Time to the minute

1. Draw an analog clock.
2. Draw the hands to show a time to the minute.
3. Record the analog time as '____ past ____' or '____ to ____' under the clock.
4. Record the digital time as '____ : ____' under the clock.

Convert between time units

1. Record an amount of time in days. Convert to hours.
2. Record an amount of time in hours. Convert to minutes.
3. Record an amount of time in minutes. Convert to seconds.

**Calculate Duration**

1. Record a time on an analog clock.
2. Record a later time on an analog clock
3. Calculate duration from the earlier time to the later time.