**This Learning Progression begins at Foundation Level of the Victorian Curriculum and concludes at Level 8. Five progressions are provided in this span.**

*Description:* This Learning Progression describes how a student becomes increasingly aware of the passage of time. A student appreciates units of time are associated with regularly occurring events, such as the rotation of Earth or the swing of a pendulum. They apply units and conventions associated with measuring and recording the succession and duration of time. Analogue clocks are used in telling time as they better reflect the non-decimal units of hours, minutes and seconds. The hour locations of the clock face can also be used as a way of providing bearings (at ‘3 o’clock’).

*Details of progression provide nuanced and detailed descriptions of student learning – what students can say, do, make or write. Examples of student learning in each step are not hierarchical, nor are they to be used as a checklist.*

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| **Victorian Curriculum Foundation Level**  |  | **Victorian Curriculum Level 8** |
| **Sequencing time** The student:* uses the language of time to describe events in relation to past, present and future (yesterday, today, tomorrow, next week)
* applies understanding of passage of time to sequence daily events.
 | **Telling time** The student:* uses the appropriate time unit to describe the duration of events (uses minutes to describe time taken to clean teeth whereas uses hours to describe the duration of a long-distance car trip)
* reads time on analogue clocks to the hour, half-hour and quarter-hour.
 | **Units of time** The student:* uses standard instruments and units to describe and measure time to minutes
* reads and interprets different representations of time on an analogue clock, digital clock or timer.
 | **Relating units of time** The student:* explains the relationship between different units of time (months and years; seconds, minutes and hours)
* uses am and pm notation to distinguish between 12-hour time and 24-hour notation
* determines elapsed time using different units (hours and minutes, days and weeks).
 | **Time zones** The student:* uses appropriate units for measuring both large and small durations of time (millenniums, nanoseconds)
* interprets 12- and 24-hour time within a single time zone
* identifies issues associated with different time zones
* identifies the relationship between longitude and time zones (investigates the location of the international date line).
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| **Calendars** The student:* names and orders months of the year
* recognises a sequence of seasons on a calendar
* uses a calendar to identify the date.
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Student learning in numeracy has links beyond Mathematics in the Victorian Curriculum F–10. Teachers are encouraged to identify links within their teaching and learning plans.