**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). |
| **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. |

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.