Name:				LEARNING				GOING FURTHER	
	6	August 11	1.6			5140			
AIM	Capacity	Capacity Breakdown	Information	Knowledge	Know-how	EVIDENCE	Wisdom	Evidence of Wisdom	
			(I have heard of this)	(I understand and can explain this)	(I can do this on my own)	(Maths book page number)	(I can teach others)	(I have taught others)	
			cins,		,				
				Possible Student Tutorial				Student Name or	
				(I.e. Using Doceri)				Hyperlink to Student	
								Tutorial (I.e. Using Doceri)	
		Foundation							
9		Compare and order the duration of events using the everyday * Knowing and identifying the days of the week and linking specific days to familiar events							
		STANDARD Students connect events and the days of the week.							
		They explain the order and duration of events.							
		Level 1 Tell time to the half-hour Reading time on analogue and digital clocks and observing							
		the characteristics of half-hour times							
		(VCMMG096) Describe duration using months, weeks, days and hours *Describing the duration of familiar situations such as 'how lon							
		is it until we next come to school?' (VCMMG097)							
		STANDARD Students explain time durations.							
		They tell time to the half hour.							
		Level 2							
		Tell time to the quarter-hour, using the language of 'past' " Describing the characteristics of quarter past times on an analogue clock, and identifying that the small hand							
	I know how to measure time	is pointing just past the number and the big hand is pointing to (VCMMG117) the three							
		Name and order months and seasons * Investigating the seasons used by Aboriginal people, comparing them to those used in Western society and							
		(VCMMG118) recognising the connection to weather patterns.							
		Use a calendar to identify the date and determine the number * Using calendars to locate specific information, such as finding							
		of days in each month a given date on a calendar and saying what day it is, and identifying personally or culturally specific days							
		(VCMMG119)							
of tin		STANDARD They tell time to the quarter hour and use a calendar to identify the date, days, weeks, months included in seasons and other							
measurement of time		events.							
		Level 3 Tell time to the minute and investigate the relationship **Recognising there are 60 minutes in an hour and 60 seconds							
		between units of time in a minute							
ft.		(VCMMG141)							
assess then extend my knowledge of the		STANDARD They tell time to the nearest minute.							
		Level 4							
		Convert between units of time "identifying and using the correct operation for converting units of time							
		(VCMMG167)							
exte		Use am and pm notation and solve simple time problems * Calculating the time spent at school during a normal school day							
then		(VCMMG168) * Calculating the time required to travel between two locations							
ssess		* Determining arrival time given departure time							
To a									
		STANDARD They solve problems involving time duration.		1		· · · · · · · · · · · · · · · · · · ·			
		They convert between units of time.							
		Level 5 Compare 12 and 24 hour time systems and convert Investigating the ways time was and is measured in different		1		· · · · · · · · · · · · · · · · · · ·			
		between them Aboriginal Country, such as using tidal change							
		(VCMMG197) * Using units hours, minutes and seconds							
		STANDARD	 						
		They convert between 12- and 24-hour time.							
		Level 6 Interpret and use timetables Planning a trip involving one or more modes of public							
		(VCMMG226)							
		* Developing a timetable of daily activities							
		Measure, calculate and compare elapsed time * Recognising that some units of time are better suited for some tasks than others, for example, seconds rather than minutes to							
		(VCMMG227) measure the duration of a short event							
		* Using a stopwatch to measure and compare the duration of a	1						
		series of events, for example, how long does it take to jump a skipping rope 100 times							
		* Using the starting and finishing times to calculate and							
		compare elapsed time, for example, the time taken to walk to school compared to the time taken to ride to school							
		STANDARD They solve problems involving time, length and area, make connections between capacity and volume.	 	+					
		They interpret a variety of everyday timetables.	1	1					