

# THE NUMERACY NOOK

Hello everyone

Today we will look at some ways to help your child further develop their understanding of 'Time'. The concept of time is often difficult for children to grasp as it's so abstract.

In Kindergarten, children begin to develop a sense of time. They may use the words such as 'before' and 'after' to describe events e.g. John knows that story time happens after fruit time. They begin to use seasonal words in context e.g. In Summer, I wear my bathers and swim in the pool. They are aware of special days such as their birthday.

At this age, children relate the past, present and future to themselves e.g. 'When I grow up I will be a fireman'. Reading books about time words and making an events book with pictures or photographs help to form a visual timeline which you can discuss with your child.

During Pre-Primary and Year 1, children learn about time by observing and recording it e.g. recording the weather, family birthdays and special events on a calendar. You can help your child by:

- Using the language of time to define activities you are doing e.g. soon, later, before, early, yesterday, tomorrow, last week, in a minute.
- Making a time journal with your child. Use plain paper plates to make the pages and decorate them like clock faces. Show your child how to draw the hands on the clock and then draw or write what they usually do at that time.

Year 2 and 3 students further develop their understanding of time concepts. You can support your child by:

- Naming and ordering the months of the year and the seasons
- Reading the time to the hour, half past, quarter past, quarter to and to the minute
- Using a calendar to identify the date and determine the number of days in each month
- Talking about duration of time e.g. It will take us 30 minutes or half an hour to drive to the city.
- Discussing time facts e.g. there are 365 days in a year, 24 hours in a day, 7 days in a week, 14 days in a fortnight, 60 seconds in a minute, 60 minutes in an hour.

**Maths Curriculum Team**