

**HELPING YOUR CHILD LEARN TIME**

Learning to tell time on traditional clocks is a skill that all of us have had trouble with at some stage. Supporting your child at home is one way to encourage children to see learning to tell the time as an important part of their lives.

It sounds simple, but one of the easiest ways to support your child to learn time is to ensure you are discussing times at home. You would be surprised to find out how many children know very little about the times of regular events in their lives.



**Familiar Events**

TEACHER	STUDENT
What time do you go to bed?	Bedtime
What time are your swimming lessons?	After school
When does your favourite TV show start?	After dinner
What time is dinner?	When my dad gets home

To support your child to learn the time of familiar events in their lives, remind your child of the time these events or activities occur. For example:

ACTIVITY	PARENT
Bedtime	Ok it is 7.30 now, time to go to bed
Swimming lessons	After school we need to be organised so we can get to swimming lessons at 4 o'clock
Television show	Finish clearing the table as the show you want to watch starts at half past 6.
Dinner	Dad will be home at 6 o'clock so help me set the table for dinner

**Clock Features**

Once your child becomes more familiar with the times of regular events or activities, encourage them to begin using a clock to tell you the time. To begin help your child identify the important features of both analogue and digital clocks.

ANALOGUE CLOCKS	DIGITAL CLOCKS
<ul style="list-style-type: none"> <li>Hour hand (small)</li> <li>Minute hand (big)</li> <li>Numbers represent the hours in a day</li> <li>Strokes represent the 60 minutes in each hour</li> </ul>	<ul style="list-style-type: none"> <li>First two numbers represent the hour</li> <li>Second two numbers represent the minutes</li> <li>For example, 10:45 is 45 minutes past 10</li> </ul>

Although digital clocks are becoming more prevalent in society, the language of time is often still analogue. When reading clocks encourage your child to use the terms *past* and *to*. For example, four-thirty can be read as half past 4 whereas four forty-five would be read as quarter to 5.

**Telling Time**

The important thing to remember when learning about time is that it is a gradual process. Children will progress through a number of stages, from beginning to recognise features of clocks in the first year of school to being able to tell time to the minute on analogue and digital clocks (using the language of past and to) by the end of Year 3. By assisting your child at home, you are equipping them with the knowledge to not only support their success in the classroom but are also helping them develop an important life skill.

For more information to support your child, download the **AMSI Schools Finding the Maths Parent Booklet**: <https://calculate.org.au/2017/11/21/finding-the-maths/>