

## Telling the time – using analogue clocks



This divides the steps into KS1 & KS2 but the important thing is to start where you feel is most helpful



### Why telling the time can be hard...

- Having to concentrate to 2 different ideas at the same time (reading hours and minutes)
- This impacts on working memory - the place where the brain does the active thinking – too much information and we lose it all

## KS1 Focus - TEACHING THE HOUR HAND

### First steps – reading hours

- Start with the hour hand only, so you are looking at one piece of information
- If possible, use a clock that just shows the hour hand
- Point out that a clock face is just a special kind of number line
- Also check that the words *before/after* & *earlier/later* are understood

### 1-12 number line

- Use post-it notes to create 1-12 number line and another post-it for the arrow (clock hand)
- Layout in a straight line and point the clock hand at specific numbers – lined up exactly – and read the times shown (3 o'clock, 7 o'clock etc)
- Repeat until this on different hours until they get used to it

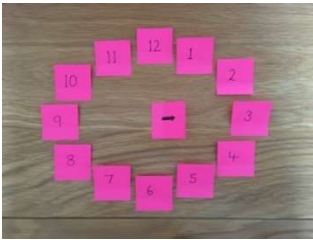


### 1-12 number line ~ one & two hours later

- Move the hand along to show one hour later
- Practice doing this, starting with numbers between 1-11
- Also show and practice with two hours later, still keeping within the 12 hours

### 1-12 number line ~ as a circle

- Arrange the numbers in a circle so they look like a clock face with the hand in the middle and then model what happens when it is one hour later, two hours later than 12 o'clock (*as above with the number line*)
- As this becomes familiar then look at one hour, two hours earlier
- You can also do this with a clock face – either real or as a template
- If you are also using a clock with two hands then tell them to ignore the minute hand for now. It might be helpful to put a small sticker or similar on the hour hand to help with this



**Lots** of practice on this before moving on to half past...

### Moving on to reading half past

#### 1-12 number line

- Place the post-its in a line again and put the hand halfway between the two numbers (i.e. 3 & 4)
- Talk about how this is half past because it is halfway between the two numbers



- Once they are able to show half past for various numbers then place the 1-12 number line back into a circle
- Practice reading half pasts and then start looking at
  - o half an hour later
  - o half an hour earlier
  - o an hour and a half later/earlier
- Use examples that go across 12

Once again, **lots** of practice with using half past and later/earlier

### Moving onto quarter past and to

- This is best demonstrated on a very spaced out 1-12 number line, so you will be able to clearly show that it's not yet half past but it's not o'clock either

- Use two numbers, for example 3 and 4
- Place the arrow (hand) on half past
- Place another arrow on the line to show quarter past



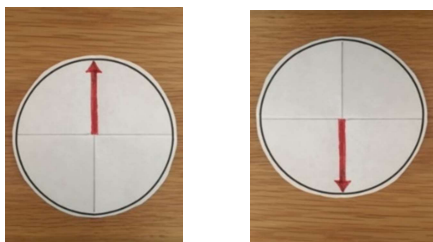
- Then remove the half past hand
- Reinforce the idea that this is quarter past because it is halfway between o'clock and half past
- Practice using the full 1-12 number line before placing this back into a circle
- Once this is understood then repeat the same steps for quarter to

Don't do work on quarter of an hour earlier or later yet

The next step is to look at the minute hand

### **Moving onto the minute hand ~ o'clock, half past, quarter past & to**

- Start by focusing on the position of the minute hand rather than the number it is pointing at
- Start with o'clock and half past, leave quarters for now

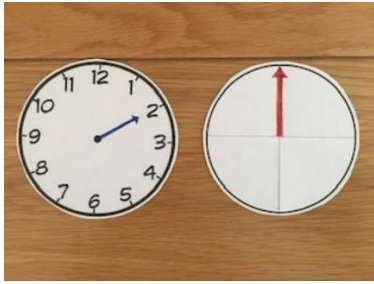


- It may be helpful to stand up and do half turns to help with the concept
- Practice with the clock/clock face – o'clock and half past - making sure that the minute hand is longer than the hour hand used already (& use a different colour if possible)

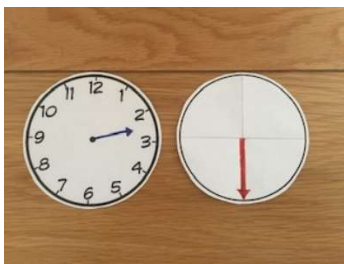
### **Showing hours and minutes**

#### O'clock and half past

- Use two clock faces one showing hours and the other (blank) one will show the minutes
- Demonstrate a time – check the hour hand first and then look at the minute clock
- This one shows 2 o'clock



- We know this because the hour hand is pointing at the 2 and the minute is pointing straight up, so it must be o'clock
- Emphasise that it is the tip of the arrow that is pointing, not the wider parts of the arrowhead
- Repeat this showing half past



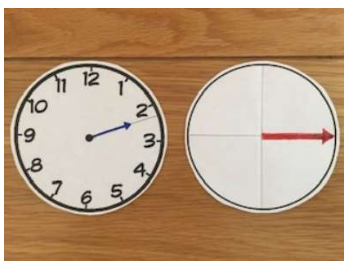
- Practice with these examples – o'clock and half past

#### Quarter past

- Show an hour hand clock with the arrow just pointing past the 2
- Draw a line from the arrow tip to the number to indicate how it is slightly past the 2 but not quite half past – so it's not o'clock and it's not half past



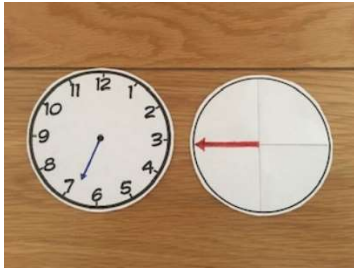
- Check with the minute hand clock



- Do lots of examples of this, using the hour and minute hand clocks side by side & only using quarter past

## Quarter to

- When demonstrating quarter to, show the hour clock just before a number, such as 7
- On the minute clock start with the hand pointing straight up and then move it back to the 9 position to indicate quarter to



- **Lots** of practice at reading examples

## Moving onto two-handed clocks

- Talk about the fact that people don't wear two watches and that both hands are on the same watch or clock in real life
- Read the hour hand first and then use the minute hand to 'check'
- Start using a real clock and do lots of practice on reading o'clock, half past, quarter past and quarter to

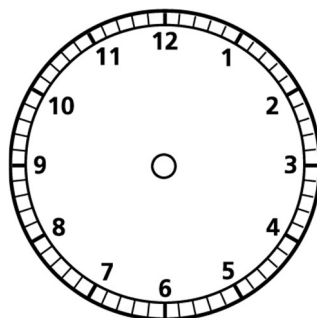
## KS2 Focus – TEACHING MINUTES

It is helpful to start with understanding how long a minute is, before reading them on a clock, so try some timing activities: -

- How many paperclips can you pick up in one minute?
- How many jumps can you do?
- Can you stand still or be silent for one minute?
- etc



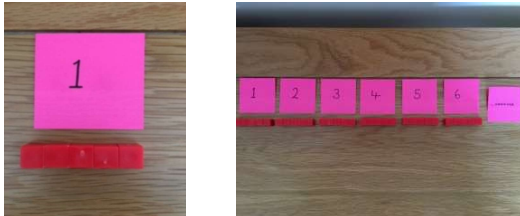
Talk about the fact that there are 60 minutes in an hour. Look at a clockface showing minutes – can count them if needed to 'prove' there are 60



## Minutes Past

Make a 1-12 number line using objects, such as cubes, grouped in fives

- Talk about the fact that each cube (or object) represents one minute
- Talk about how they are grouped in fives; making it easier to count them
- Count along the clock; going up in fives and linking this to the groups of cubes



- Add a second row of post-its, above the first with the multiples of five on them
- Label the last one as 60/0
- Create a number line showing both hours and minutes, link to the cubes if needed
- Use an arrow to show the minute hand and practising reading minutes past, focusing on multiples of five

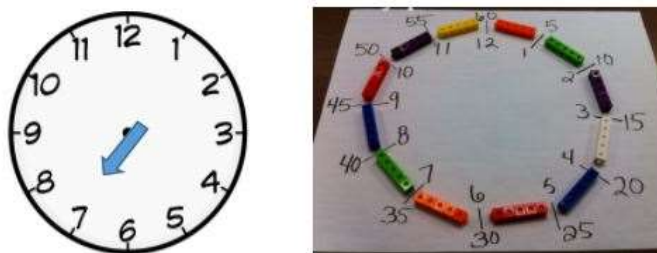
5	10	15	20	25	30	35	40	45	50	55	60/0
1	2	3	4	5	6	7	8	9	10	11	12



- Talk about the fact that when it points to 4, for example, this means its 20 minutes past something
- Practice this with lots of examples, from 1-11. Talk about the fact that when it points to the 12 it is a whole hour

## Using two clocks

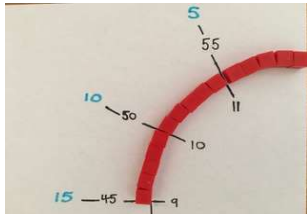
- Set out the minute clock as cubes, grouped in fives
- Label with minutes on the outside and hours in the centre



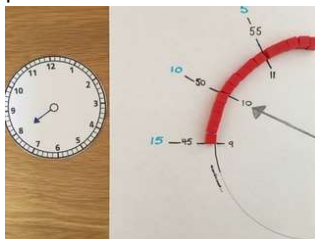
- Use arrows to show placings on each clock
- Talk through examples, reading the hour hand first and then the minute clock (the same approach used when practising half past, and quarter past & to)
- When ready, move onto reading both hands on one clock
- **Lots** of practice at reading these using two clocks

## Minutes to

- Start by linking 15 minutes past and 30 minutes past (:15 & :30) to quarter past and half past
- Talk through the way 45 minutes past (:45) is different: we say '45 minutes past...' but also 'a quarter to...'
- Using the cubes clock, count in fives anti-clockwise from 12 to 7, placing these numbers around the edge to form a third ring as you go



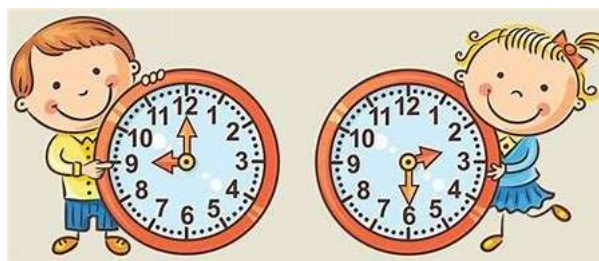
- Use 11 as an example; 'when the minute hand points to 11, it shows 55 minutes past the hour and 5 minutes to the next hour'
- Continue for each number, through to 25 minutes to (seven on the hour hand)
- Practice using two clocks, as before. Read the hour hand first, then minutes past and then minutes to [the next hour]



- Do **lots** of practice before moving on to both hands on the same clock

### **Also:**

- If they get stuck on one particular aspect, then go back and consolidate the previous step before moving on again
- This is particularly the case when looking at minutes to. It may be best to leave this and focus on becoming really confident on minutes past, before picking it up at a later date.



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(adapted from Third Space Learning Blog by Clare Sealy)