

Can I use the position of both hands to tell the time to the quarter-hour on a clock face?

Teaching guidance

Key vocabulary

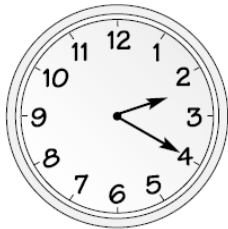
time, clock, watch, analogue, hour (h), minute (min), o'clock, quarter to, quarter past, half past, hands, long (minute) hand, short (hour) hand

Models and images, resources and equipment

Use a demonstration clock with geared hands



Analogue clock faces



Ensure that children have opportunities to read the time on a variety of clock faces.

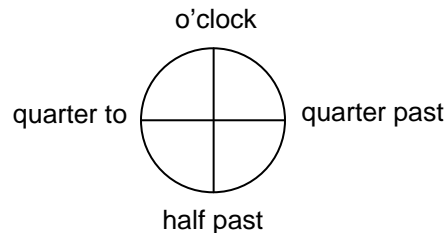
Tell time ITP

Use the ITP to set the clock to a specific time, or to leave the clock running in real time. When using the ITP ensure that children also have their own clock faces to manipulate.



Teaching tips

- When demonstrating times on an analogue clock, use a clock with geared hands. Children should also have small geared clocks for their own use. Simple clock faces without geared hands do not help children to understand how the long hand moves over an hour.
- Provide plenty of opportunities to tell the time during the routine of the day. Put children in charge of letting everyone know when it is lunch time, time to go to assembly, etc.
- Ensure that children apply their knowledge of half and quarter turns to reading the time to half and quarter hours.



- Give opportunities to relate times on clock faces to recognisable events in the day. This would be particularly supportive of recently arrived EAL learners to help them gain familiarity with and understanding of the school routine and day. Activities might be based around matching significant events of the day to a basic timeline or asking questions and modelling responses so that children hear and get the opportunity to practise particular language structures, for example language structures used to describe a point in time ('What time does...?', 'When does...?') and language structures to describe the length of time ('How long is...?').
- Emphasise the key physical features of the clock face, i.e. the significance of the 6, when 'past' times become 'to' times and the position of the hour hand as the change-over occurs.
- Make a large circle on the floor and place the numbers 1 to 12 around the edge to represent a clock face. Ask two children to be the hands of the clock and lie down on the clock face to show a given time. Take photographs for display.
- Produce sets of matching cards that enable children to match pictures of everyday events to clock faces showing the time, or to cards showing how the time is written.
- While asking questions about the position of the hands at various times, include those that cross the hour boundary, for example: 'It is a quarter to three now. School will finish in half an hour. What time will that be?' As children become more confident with telling the time and positioning the hands, questions like these will begin to establish the concept of time intervals and lay the foundations of solving problems involving time.