

Learning objective

NNS Term 1

- To read the time to the hour, half-hour or quarter-hour on an analogue and a 12-hour digital clock.

Resources

'Time problems' flipchart file; photocopiable page 94 'Telling the time'; large teaching clock; apparatus for timed activity (see Starter); individual whiteboards and pens.

Links to other subjects**English**

NLS Y2 Term 2 T21: To produce simple flow charts or diagrams that explain a process.

- Ask the children to create a flow chart of their school day and record the times of each event on an analogue clock.

Whiteboard tools

Use the Clock tool's Count down option to time one minute in the Starter activity. Use the XY origin tool to fix the hands so that they can be rotated.

- Marquee select tool
- Clock tool
- Count down tool
- XY origin tool
- Pen tool
- Rotate tool

Telling the time

Starter

Open the 'Time problems' flipchart and go to page 2. Ask the children to close their eyes when you say *go* and open them again when they think one minute has passed. Start the timer and share one minute with the children, so that they know how long it actually is . Now ask them to estimate how many times they can do an activity, such as *bounce a ball*, in one minute. Test these estimates by carrying out the activity. Record results on the flipchart.

Whole-class shared work

- Use a large teaching clock, displaying both analogue and digital, to show some times. Go to page 3 which shows an analogue and digital clock.
- Ask: *What time does the clock read?* Revise the function of the hour and minute hands and how these relate to the numbers on a digital clock. To rotate the clock hands use the XY origin and Rotate tools .
- Practise reading o'clock, half-past, quarter-past and quarter to times. Ensure both analogue and digital displays are used and compared.
- Open the quiz on page 4. Ask the children to write their answers on their individual whiteboards before inviting a child to press the button next to the answer they think is correct. Repeat this for all six questions.
- Using the clock on page 5, demonstrate how to work out times that are earlier or later than a given time. Show the hands moving around the clock and ensure that all the children understand that quarter of an hour equates to a quarter turn of the minute hand.
- Do the second quiz, on page 6, in the same way as the one on page 4.

Independent work

- Give each child an enlarged copy of photocopiable page 94 'Telling the time'.
- Encourage the children to read the times and write them down in words on the line beneath each clock. Supply a word bank of the time and number words they may need.
- As an extension, ask the children to revisit each clock and work out the challenges beneath each one.
- Less able learners will need to practise reading only o'clock and half-past times to begin with.

Plenary

- Investigate the children's work to see whether most of their difficulties were with telling the time or with passage of time.
- Ask the children to display given times and to display times that are later or earlier than a given time.
- Encourage the children to talk about how they worked out the answer. Use this session to assess the children's progress. Use page 7 to compile a summary of what the children have learned.