

Dereham Church OF England Infant and Nursery Academy- Mathematics

	Year group: 2	Area/topic: Mathematics- time
	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times Know the number of minutes in an hour and the number of hours in a day	

Prior learning	Future learning
In year 1 the children learned to tell the time to the hour and half past the hour.	Children will use this knowledge in year 3 to tell the time with clocks that use roman numerals, 12 hour and 24 hours.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
O'clock and half past	Model telling the time to the hour and half past the hour on a large clock. Make sure that children see that at half past the hour, the hour hand is halfway between two numbers. Move on to giving the children a time for them to show on clocks.

Draw hands on the clocks to show the times.



3 o'clock



half past 5



half past 12

Write the times shown on the clocks.



_____ o'clock



_____ o'clock



_____ o'clock



_____ o'clock

Quarter past and quarter to

The minute hand has fallen off the classroom clock.



Lunchtime is at 12:00

Are the children late for lunch?

Explain your answer.

- What is the same and what is different about the times?



quarter to 5



quarter past 4

Draw hands on a clock to show the times.

- ▶ quarter to 9
- ▶ quarter past 11
- ▶ quarter to 11



How many quarters of an hour
are there between quarter past 7
and quarter to 9?

How did you work it out?



Put the times in order, from earliest
to latest.

quarter past 7



half past 7

- Match the clocks to the times.



20 minutes past 5

25 minutes past 4

5 minutes past 4

Tell the time past the hour

Model telling the times 5 past, 10 past, 20 past and 25 past. Recap quarter and half past and discuss how these also represent 15 minutes and 30 minutes past. Model the movement of the hour hand as well.

Ron and Sam are telling the time.



Ron

The time is 15 minutes past 5

It is quarter past 5



Sam

Who do you agree with?

Explain your answer.

Tell the time to the hour

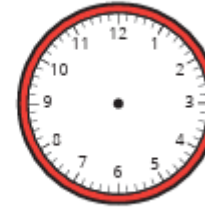
Draw hands on the clocks to show the times.



10 minutes past 1



20 minutes past 6



25 minutes past 9

Model telling the time to the hour in 5-minute intervals on a large clock, including quarter to the hour. Draw children's attention to the position of the hour hand, which should be over halfway between the two numbers.

Write the times shown on the clocks.



_____ minutes to _____



_____ minutes to _____



_____ minutes to _____



_____ minutes to _____

Tell the time to 5 minutes

Kay is going to the park at
4 o'clock.



How long until Kay goes to the park?

Model telling the time to 5-minute intervals both past and to the hour on a large clock. Then give children a time for them to show on clocks. Make sure that children pay attention to the position of the hour hand for different times.

Use the cards to make a time.

5 minutes

10 minutes

quarter

20 minutes

25 minutes

half

past

to

1

2

3

Ask a partner to make that time on a clock.

How many different times can you make?

Minutes in an hour

Sam is wrapping
presents for a party.



I will start at 10
minutes past 11



Each present takes Sam 5 minutes
to wrap.

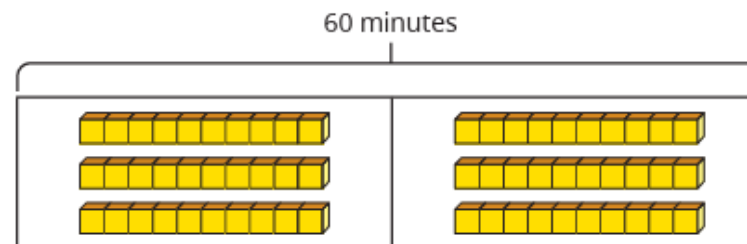
She wraps 7 presents.

What time does Sam finish?

Explain how you worked it out.



Use the bar model to work out how many minutes there are
in half an hour.



Use a bar model to work out how many minutes there are in:

- quarter of an hour
- three-quarters of an hour

Hours in a day

Write <, > or = to make the statements correct.

half an hour ☐ 40 minutes

1 hour ☐ 100 minutes

50 minutes ☐ 1 hour and 5 minutes

1 hour and 10 minutes ☐ 70 minutes

90 minutes ☐ three-quarters of an hour

Fay is washing cars for charity.



She can wash one car in 10 minutes.

How many cars can she wash in one and a half hours?

Starting with both hands pointing to 12, model how the minute and hour hand move throughout a day. Pause at each hour to tell the time. What happens at 12? How many times does this repeat during a day? Introduce the terms "midnight" and "noon" to describe when the hour hand is pointing to 12

Use the cards to complete the sentences.

8

1

3

- ▶ Dan is asleep at _____ o'clock in the morning.
- ▶ Kay eats lunch at _____ o'clock in the afternoon.
- ▶ Ben walks to school at _____ o'clock in the morning.

Here are Tiny's workings for finding out how many hours there are in a day.

12	6	12	6	12
1	7	1	7	
2	8	2	8	
3	9	3	9	
4	10	4	10	
5	11	5	11	



What mistake has Tiny made?

Key vocabulary

Hour, minute, hand, clock, half, past, to, quarter, same/different,

Common misconceptions	Books linking to this area
Children may keep the hour hand pointing directly at a number for half past an hour, instead of halfway between two numbers. Children may confuse the minute and hour hands. Children may not use analogue clocks outside school, so this representation may be unfamiliar to them Children may confuse "quarter past" and "quarter to" Children may say the number that the minute hand is pointing to, for example "1 minute past" instead of "5 minutes past". Children may confuse the terms "past" and "to". • Children may use the number of intervals before the hour, or the number the minute hand is pointing to, for example "1 minute to" or "11 minutes to". Children may be confused by the same numerical time appearing twice in a day. • Children may think that a new day starts at 1 o'clock rather than 12 midnight.	What's the Time, Mr Wolf? by Debi Gliori Game time! By Stuart Murphy
Memorable first hand experiences	Opportunities for communication
Many opportunities to explore time using small and large analogue clocks.	Completing sentence stems provided by White Rose Reasoning their ideas and thinking Partner and group work

DCINA Reasonable adjustments for pupils with SEND

<i>Communication and Interaction</i> <i>Use a range of visual aids</i> <i>Give clear instructions one at a time</i> <i>Repetition</i> <i>Provide simple instructions</i> <i>Pre teach vocabulary</i> <i>Use working wall where modelling is displayed</i> <i>Give children thinking time</i> <i>Model task</i>	<i>Cognition and Learning</i> <i>Check understanding regularly</i> <i>Allow rest breaks</i> <i>Give thinking time</i> <i>Colour code signs that could be confusing</i> <i>Work checklists</i> <i>Break down tasks into small steps</i> <i>Give opportunities for over-learning</i>
<i>Social, Emotional and Mental health</i> <i>Allow access to a quiet and calm space</i> <i>Give child a special role to increase self esteem</i> <i>Provide a visual support- what to do if you are stuck</i> <i>Provide a movement break</i> <i>Seat pupil by more confident peer</i> <i>Now and next board</i> <i>Sand timers</i> <i>Movement breaks</i> <i>Break down tasks into small steps</i>	<i>Sensory and Physical</i> <i>Consider carpet space position</i> <i>Reduce background noise</i> <i>Provide a range of manipulatives- dienes may be too small</i> <i>Appropriate seating</i> <i>Wobble boards</i> <i>Writing slope</i> <i>Enlarge text</i> <i>Variety of writing tools available</i>