

Quarter past

National Curriculum attainment targets

- Tell and write the time to quarter past the hour and draw the hands on a clock face to show these times
- Know the number of minutes in an hour

Lesson objectives

- Tell and write the time to quarter past the hour
- Draw the hands on a clock face to show these times

Previous related lessons

Year 1, Unit 12, Week 3, Lessons 2–4

Prerequisites for learning

Pupils need to:

- tell and write the time to o'clock and half past

Vocabulary

time, clock, hands, hour, o'clock, half past, quarter past, morning, afternoon, earlier, later

Future related lessons

Unit 4, Week 3, Lessons 2–4

Success criteria

Pupils can:

- tell and write the time to quarter past



Getting Started

- Choose an activity from Measurement (time).

**Collins
Connect**
Year 2, Unit 4,
Week 3

Teach

Resources

large paper plate clock (per class); a circle of coloured paper; smaller than the paper plate clock (per class); scissors (per class); small analogue clock (per child – optional to make paper plate clocks); paper plate (per child); split pin (per child); two clock hands (per child); coloured paper circles (per group); scissors (per pair); glue (per pair)



- Display: the Clock tool showing the 12-hour analogue clock and ask the children to tell you what they know about time.
- If necessary, revise o'clock and half-past times. Check that the children remember that there are 60 minutes in an hour.
- Ask: **If there are 60 minutes in an hour, how many minutes in half an hour? (30) So when the clock shows half past 3, how many minutes past 3 is it? (30) How many more minutes to 4 o'clock? (30)**

- Show the children the large paper plate clock and the slightly smaller circle. Fold the circle in half and cut along the fold to make two halves. Show the children how you can line the straight edge up with the 12 and 6 to clearly show the clock in two halves. Explain that each time the minute hand travels from 12 to 6, 30 minutes passes and another 30 minutes passes for the minute hand to reach the 12 from 6. Ask: **How many minutes is that altogether? (60)**

- Explain to the children that, as they know about half past, you are not going to stick the coloured paper half to the clock.

- Instead, fold the half to create two quarters. Cut along the fold and show the children one piece.
- Say: **Turn to your partner and tell them how much of the circle I have here. Ask them what sort of times we might be thinking about today.**

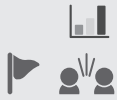
- Confirm that you have a quarter of the circle. Ask: **How many minutes in quarter of an hour? (15)**

- Quickly stick the quarter onto the clock to highlight the first quarter of an hour. Move the hands on the clock to show quarter past 12.

- Say: **Turn to your partner and tell them what time the clock shows.**

- Confirm the time shown. Display the same time on the 12-hour analogue clock tool. Ask the





children to look closely at the hour hand.

- Say: **Turn to your partner and tell them what you notice.** Check that the children have noticed that the hour hand is no longer pointing directly at the 12. It has moved.
- Ask: **How far has it moved from the 12?** Check that the children recognise that it has moved a quarter of the way between the numbers 12 and 1 on the clock. Say: **The hour hand has moved a quarter of the way from 12 to 1 and the minute hand has moved a quarter of the way around the clock.**
- Give out the smaller clocks and ask children to show you a quarter-past time. Confirm the position of the hands with the 12-hour analogue clock on the clock tool.
- Children could also make paper plate clocks and highlight the first quarter by sticking just one quarter of a circle of coloured paper onto the first quarter of the clock. They can then use this clock to help them with their activities.



Individualised Learning

Refer to Activity 1 from the Learning activities on page 212.

Activity Book 2A: – Page 46: Quarter past

Resource: small analogue clock (per child)

Progress Guide 2: – Support, Year 2, Unit 4, Week 3, Lesson 1:

Quarter past dominoes

Resource: scissors (per pair)

Plenary

Resources

small analogue clock (per child)



- Play a special game of 'What's the time, Mr Wolf?' Call out a range of times for children to show on their clocks. Sometimes show the matching time on the 12-hour analogue clock on the Clock tool for the children to check or ask.
- Ask: **Where should your hour hand be pointing? Straight at the number? Where should your minute hand be pointing?** When the time is a quarter-past time, the children set their clocks and call out 'Watch out, there's the wolf!'
- After a few rounds of the game, choose some children to call out a time for everyone to make on their clock.
- Either collect in the clocks or ask children to put them down in front of them.
- Say: **Turn to your partner and tell them how many minutes past the hour it was when the wolf appeared. How many minutes until the next o'clock time?**
- Check that the children understand that it was 15 minutes (quarter of an hour) past the hour when the wolf appeared and 45 minutes until the next hour (three quarters of an hour).



Homework Guide 2

Year 2, Unit 4, Week 3, Lesson 1:
Spot the clocks

Overcoming Barriers

- Children often find telling the time to quarter of an hour difficult. Emphasising the link between a quarter of a circle and the position of the minute hand on a clock when the time is quarter past will support the development of this concept.