

# Minutes past

## National Curriculum attainment targets

- Tell and write the time to five minutes 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 5 minutes, focusing on 5 to 30 minutes past
- Draw the hands on a clock face to show these times

### Previous related lessons

Unit 4, Week 3, Lessons 1–3

### Prerequisites for learning

Pupils need to:

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

### Vocabulary

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

### Future related lessons

Unit 12, Week 3, Lessons 1–4

### Success criteria

Pupils can:

- tell and write the time to five minutes (past the hour only)



## Getting Started

- Choose an activity from Measurement (time).

**Collins  
Connect**

Year 2, Unit 4,  
Week 3

## Teach

### Resources

two or three copies of Resource 59: 0–60 multiples of 5 cards (one card per child);  
small analogue clock (per child)

- Count in fives from 0 to 60 with the children.
- Give out the multiples of fives cards from Resource 59 and explain that you are going to count in fives again, but this time the children can only say the number on their card. Ask the children holding zeros to call out zero to start the count.
- Once the children have counted from 0 to 60, ask the children to swap their card with someone nearby and count again.
- Ask: **What is special about 60?** If necessary, remind the children that there are 60 minutes in an hour. Tell the children that the number on their card is minutes and they must find a partner to make an hour with. Give the children time to find and sit with a partner.
- Display: the Clock tool and set the 12-hour analogue clock to 8 o'clock.
- Ask: **You know that quarter of an hour is 15 minutes, so how many minutes past the 8 o'clock must it be if the minute hand was pointing to the 1? Turn and talk to your partner and convince them that you know how many minutes it must be.**
- Agree that it must be 5 minutes past. Ask: **What about when the minute hand is pointing to the 2? Turn and talk to your partner and convince them that you know how many minutes it must be.**
- Agree that it must be 10 minutes, that they are counting in fives just like in the five times table.
- Ask the children to count the number of minutes around the clock (counting in fives) together as you advance the clock five minutes at a time. Challenge the children to repeat the count as you advance the clock by 5 minutes, but this time only saying the number they have on their card at the right time. You may need more than one attempt.
- Count around the clock from 0 minutes past to 30 minutes past together, this time saying 0 minutes past, 5 past, 10 past and so on.
- Say: **Two of the times you just said have other names. What are they?**
- Check that the children recognised that '15 minutes past' is also 'quarter past' and that '30 minutes past' is 'half past'.





- Continue the count from 35 minutes past until the children get to 60 minutes past. Say: **There are 60 minutes in an hour, so 60 is also zero – we are back where we started!**
- Give out the small clocks and explain that you are going to focus on the minutes past the hour to half past.
- Ask the children to set their clocks at 9 o'clock. Explain that they are going to move the minute hand and tell the time from 9 o'clock to half past nine.
- Read together: 9 o'clock, five past 9, 10 past 9, 15 past 9, 20 past 9, 25 past 9, 30 past 9. Repeat, this time saying 'quarter past 9' and 'half past 9'.
- Ask: **Which word did you say every time you read the time?**
- Reinforce that you are focusing on the first half of an hour, the minutes past the hour. Ask the children to set their clocks to another o'clock time and count again.

## Individualised Learning

Refer to Activity 4 from the Learning activities on page 213.

**Activity Book 2A:** – Page 49: How many minutes?

## Plenary

### Resources

small analogue clock (per child)



- Tell the children that they are getting very good at telling the time. Explain that often we look at the time to tell us how long we have until something happens.
- Display: the Clock tool and set the 12-hour analogue clock to quarter past 11.
- Say: **I have 10 minutes to get to the dentist. Turn to your partner and tell each other what time my appointment is.**
- Ask the children to show you the appointment time on their clocks (25 past 11). Repeat with several more times and time periods, including some from the school day if suitable.
- Invite one or more children to tell a time story where the rest of the class have to work out a time.

## Overcoming Barriers

- Children often read the number the minute hand is pointing to as the number of minutes past the hour. So twenty past 8 would be read as 4 past 8. Linking the clock face with the 5 times table and spreading out the 15 minutes in quarter of an hour to help children recognise that at 1, 5 minutes must have passed and at 2, 10 minutes must have passed will help children to avoid this error.