‘o’clock’ times

National Curriculum attainment target

• Tell the time to the hour and draw the hands on a clock face to show these times

Le s son objective

• Read and understand times to the hour

Previous related lessons

None

Prerequisites for learning

Pupils need to:

• be able to use everyday language related to time

• be able to measure short periods of time in simple ways

**Vocabulary**

time, day, night, morning, afternoon, evening, clock, o’clock,

hands, long hand, minute hand, short hand, hour hand

Future related lessons

Unit 7, Week 3, Lesson 4; Unit 12, Week 3, Lessons 1–4

Success criteria

Pupils can:

• understand what a clock face shows

• understand that when the large hand is at 12 it is an
‘o’clock’ time

• read clocks showing ‘o’clock’ times

• draw hands on a clock face to show an ‘o’clock’ time

Getting Started

• Choose an activity from Measurement (time).

**Year 1, Unit 7, Week 3**

Teach

• Say: **We are going to be looking at clocks and learning how to tell
the time.**

• Display: the Clock tool, showing an analogue 12-hour clock.

• Set the clock to show 6 o’clock.

• Say: **This morning I work up at six o’clock. My clock looked like this.**

• Look at the hands of the clock with the children, and establish that there is a ‘long hand’ and a ‘short hand’. Explain that the long hand is also called the ‘minute hand’ and the short hand the ‘hour hand’.

• Ask: **What number is the long hand pointing to?** (12) **Which number is the short hand pointing to?** (6)

• Say: **This time is six o’clock.**

• Set the clock to 8 o’clock.

• Say: **When I left my house this morning my clock showed this time.**

• Ask: **What number is the long hand pointing to?** (12) **Which number is the short hand pointing to?** (8)

• Say: **This time is eight o’clock.**

• Set the clock to 9 o’clock.

• Say: **School started at this time.**

• Ask**: What number is the long hand pointing to?** (12) **Which number is the short hand pointing to?** (9)

• Ask: **Do you know what time the clock is showing?**

• Discuss children’s ideas and suggestions.

• Say: **This time is nine o’clock.**

• Continue working through ‘o’clock’ times for the rest of the day in the same way, showing the times and asking about the positions of the clock hands.

• When you get to 12 o’clock, explain that, after 12 o’clock, we start again at 1 o’clock.

• Then set the clock to various different ‘o’clock’ times, at random, for children to read off the time.

• Next, set the clock to 4 o’clock.

• Ask: **What time will it be in one hour?**

• Discuss children’s ideas and suggestions.

• Move the minute hand round the clock face once, to reach 5 o’clock.

• Say: **This is one hour later.**

• Discuss with children the exact positioning of the long (minute) hand on 12 and the short (hour) hand on 5. If necessary, encourage children to recognise that for an ‘o’clock’ time the long hand points to 12 and the short hand to the hour.

• Repeat for further ‘o’clock’ times, asking children what the time will be an hour before or an hour after. Include the change from 12 o’clock to 1 o’clock. If appropriate, ask individual children to show a given ‘o’clock’ time on the clock.

Individualised Learning

 **Activity Book 1B** – Page 36: o’clock

 **Progress Guide 1** – Extension, Year 1, Unit 7, Week 3, Lesson 3:
 Telling the time

Refer to Activities 3 and 4 from the

Learning activities on page 303.

Plenary

• Ask: **Who can move the hands of the clock to show what they would look like at one o’clock?**

Set the clock to an ‘o’clock’ time and

ask a child to show the time an hour earlier or later.

• Ask a child to move the hands into the correct positions and describe what they are doing as they do it.

• Repeat for further ‘o’clock’ times.

