

Quarter to

National Curriculum attainment targets

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

Previous related lesson

Unit 4, Week 3, Lesson 1

Prerequisites for learning

Pupils need to:

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

Vocabulary

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

Future related lessons

Unit 4, Week 3, Lessons 3 & 4; Unit 12, Week 3, Lessons 1–4

Success criteria

Pupils can:

- tell and write the time to quarter to



Getting Started

- Choose an activity from Measurement (time).

Collins
Connect

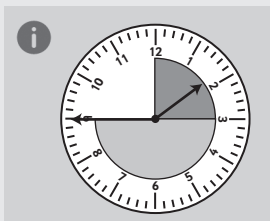
Year 2, Unit 4,
Week 3

Teach

Resources

small analogue clock (per child); large paper plate clock (per class); circle of coloured paper, smaller than the paper plate clock, and a different colour from Lesson 1 (per class); scissors (per class); coloured paper circles (per group – optional); scissors (per pair); glue (per pair)

- **Display:** the Clock tool. Give out the small analogue clocks. Revise o'clock, half-past and quarter-past times by calling out times for the children to show on their clocks. Sometimes show the same time on the 12-hour analogue clock on the Clock tool for the children to check. Check that the children remember that there are 60 minutes in an hour, 30 minutes in half an hour.
- **Ask:** If there are 60 minutes in an hour, how many minutes in quarter of an hour? So when the clock shows quarter past 7, how many minutes past 7 is it? How many more minutes to 8 o'clock?
- **Say:** Yesterday we focused on quarter past the hour. Today we are going to focus on the time half an hour later than that. Turn to your partner and talk to them about what time we might be thinking about today.
- **Share ideas.** Show the children the large paper plate clock with a quarter of a slightly smaller circle stuck onto the first quarter. Take a different coloured circle and fold it in half. Cut along the fold to make two halves. Then stick the half circle so that its straight edge lines up with the 9 and 3, colouring the bottom half of the clock. Move the clock hands to show quarter to 2.
- Set the large paper plate clock to quarter past 4. Confirm the time with the children, then move the minute hand to the 9 and adjust the hour hand.
- **Ask:** What time is my clock showing now? How do you know? Were you right earlier?
- Confirm the time shown. Starting with the clock at 4 o'clock, move the hands to display quarter past 4, then quarter to 5. Ask the children to look closely at the hour hand.
- **Say:** Turn to your partner and tell them what you notice. It may be useful to switch to the 12-hour analogue clock from the Clock tool for clarity during this discussion.
- Check that the children have noticed that the hour hand is not pointing directly at the 4, and that it has moved.
- **Ask:** How far has it moved from the 4? Check that the children recognise that it has moved a quarter of the way between 4 and 5 first, then a further half of the way making three quarters of the way altogether.





- Say: **Now let's look at the minute hand.** Ask: **What fraction of a circle has the minute hand moved altogether? What fraction of a circle will it need to move to get to the 5?**
- Explain that although the minute hand has moved three quarters of the way past 4 o'clock, we do not call this time 'three-quarters past 4'. Point out the quarter that has not been coloured on the paper plate clock. Say: **Instead, we focus on this part. The minute hand has this much left to turn until it reaches 5 o'clock.**
- Say: **Turn to your partner and talk about what we might call this time.**
- Share ideas. Confirm that we call this time 'quarter to', because there is quarter of an hour to go until the next hour. Go on to explain that 'three quarters past' would be true, but it is longer to say so everyone uses the shorter way of saying it.
- Ask the children to make their clocks show quarter to 5. Confirm the position of the hands with the 12-hour analogue clock from the Clock tool. Call out some quarter to times and other times for the children to show on their clocks.
- Ask: **How is quarter to different from quarter past? How much later than quarter past is it?**
- If the children have made paper plate clocks with a coloured first quarter, give out some slightly smaller circles of paper for children to cut into halves. They can stick one half onto the bottom half of the clock. They can then use this clock to help them with their activities.

Individualised Learning

Refer to Activity 2 from the Learning activities on page 212.

Activity Book 2A: – Page 47: Quarter to

Resource: small clock (per child)

Progress Guide 2: – Support, Year 2, Unit 4, Week 3, Lesson 2: Quarter to dominoes

Resource: scissors (per pair)

– Extension, Year 2, Unit 4, Week 3, Lesson 2: Quarter past and to bingo

Resources: scissors (per pair); envelope – optional (per pair); small clock (per pair)

Plenary

Resources

small analogue clock (per child)



- Play another 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 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 to 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 45 minutes (three quarters of an hour) past the hour when the wolf appeared and 15 minutes until the next hour (quarter of an hour).



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, and the link between three quarters and the position of the minute hand on a clock when the time is quarter to, will support the development of these concepts. The link with the blank quarter of the clock also helps to support understanding that there is a quarter of an hour (15 minutes) until the next hour.