Proposed sequence for using these resources

PART 1 – Lesson 1

How many minutes in an hour?

Use a number line from 0 to 60 and lay a piece of string or tape along it

Ask:

what is half of 60? mark on no line and string/tape

half of 30? mark on no line and string/tape

what is halfway between 30 and 60? how do we know? mark on no line and string/tape

then count in 5s from 0 to 60 using the no line and mark the jumps

next, bend the string or tape around a circle without standard clock numbers

write the numbers around the circle

Clock work booklet: with activities for PART 1:

PART 2 – Lesson 2

what other numbers do we normally see on a clock?

where do they go?

what do they mean?

write them in to correspond to the tape numbers

Make the relationship between the numbers 1 to 12 and the minutes eg how many minutes at 1, 4, etc. Then make relationship to the 5x table 1x5, 2x5 etc

PART 3 – Lesson 3

Fold the clock circle in half, then into quarters

using the combined clock, talk about the fractions and how many minutes in each fraction eg 1/2 hr is 30 minutes, 1/4 hr is 15 minutes, 3/4 hr is 45 minutes

add 1/2 hr and 1/4 hour - how many minutes?

PART 4 - Week 4

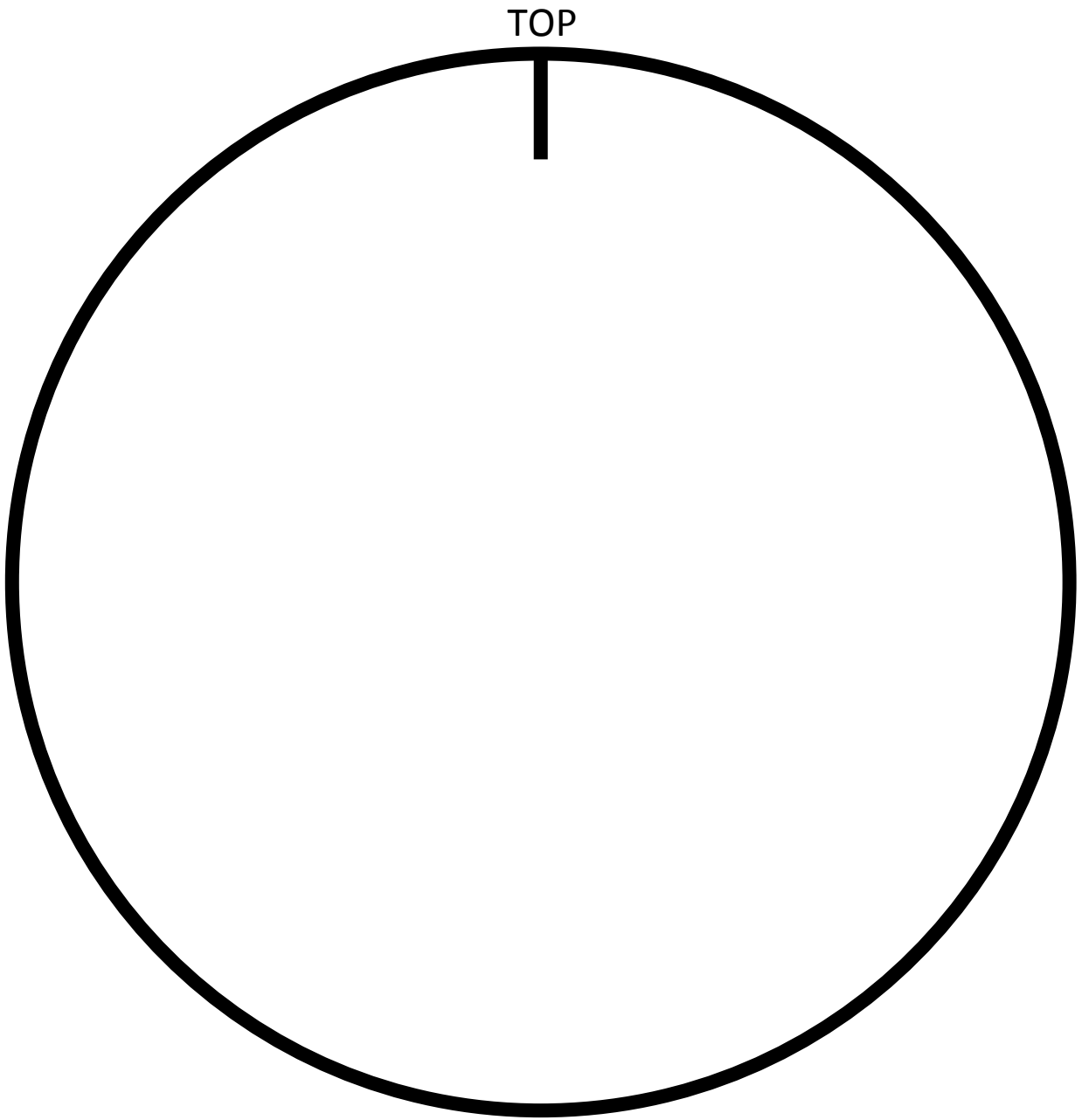
Start telling the time…

Talk about terminology: 'past', 'to', how quickly the hands move and position of the hands

Then do some examples with small clocks e.g. half past 1, ¼ past 1 etc

Draw a huge clock outside with chalk and the numbers around the edge. Divide learners into 'long hands' and 'short hands'. The choose a pair to make a time, e.g. half past 1 and they must stand at the correct places for their hands.

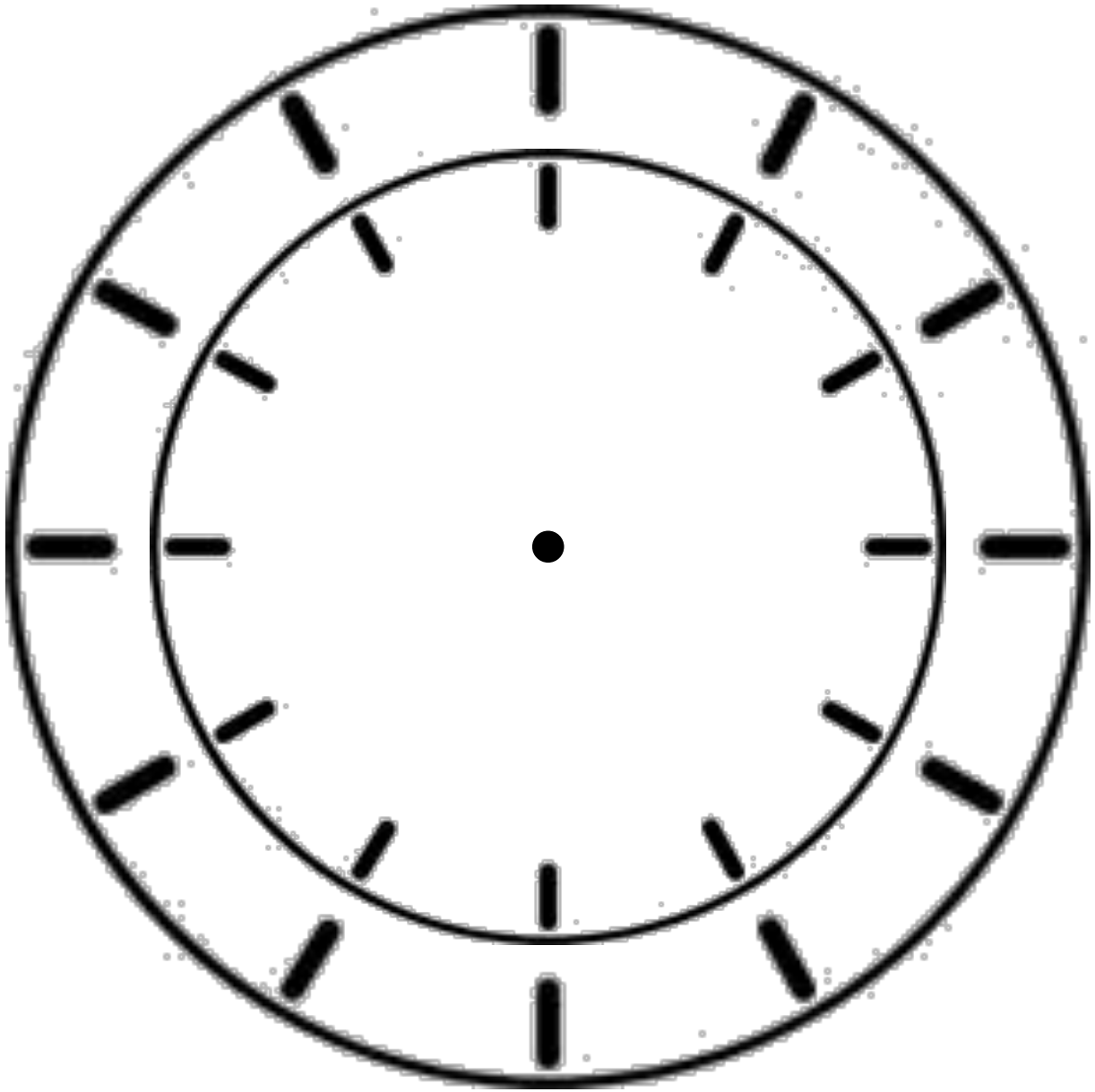
PART 1

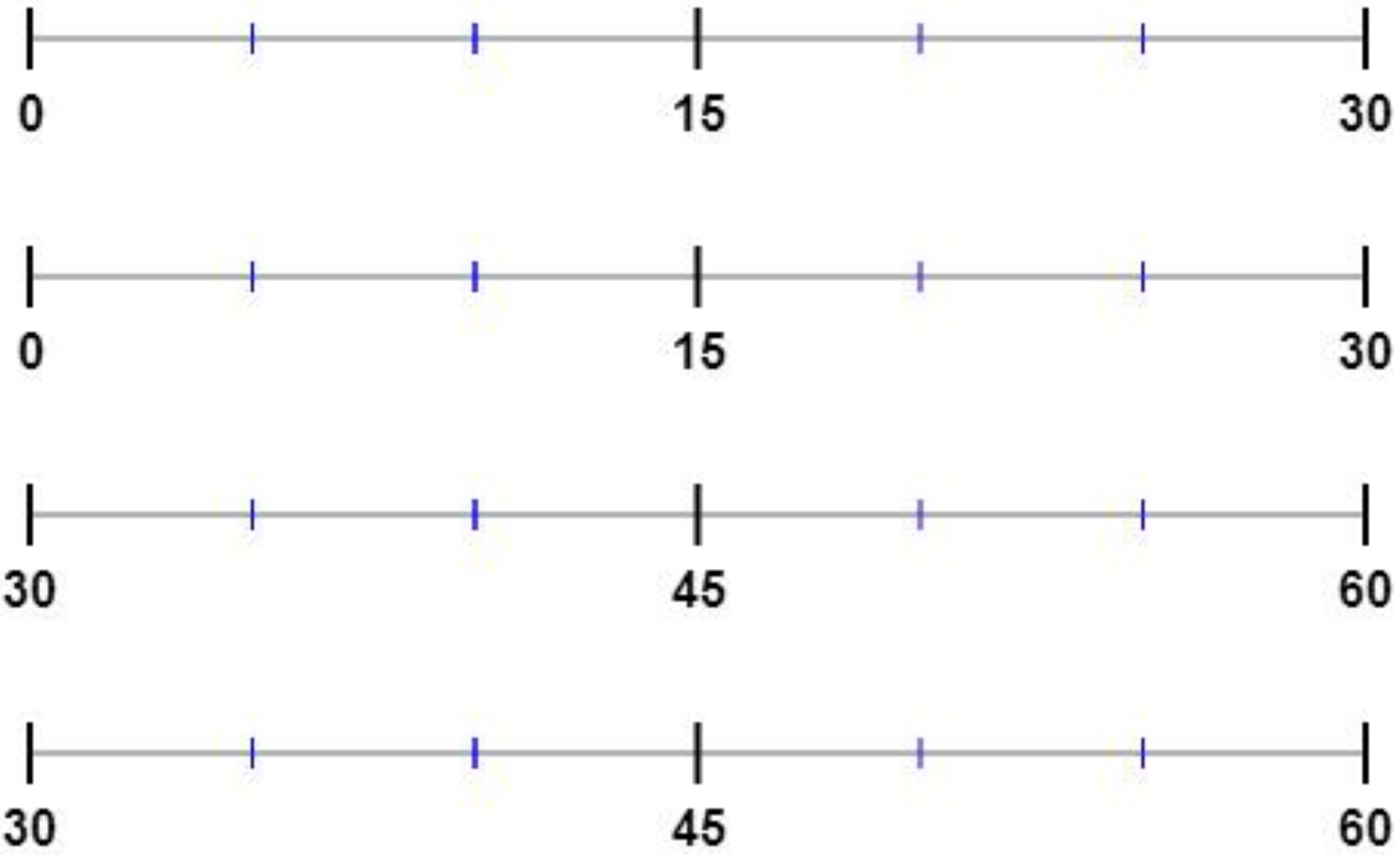


Bend the number line around this clock to mark off minutes

PART 2

TOP





Use these to make no lines from 1 to 60 to bend around clock on slide 1