



'Excellence together with Christ at the Centre'

St. Anne's and Guardian Angels
Teaching Time Policy
January 2022

Aims of Policy:

This policy contains the key procedures that will be taught to teach time within our school. It has been written to ensure consistency and progression throughout the school.

Telling The Time: Stages

Stage 1: Telling the time to the hour

Stage 2: Telling the time to o'clock and half past

Stage 3: Telling the time to quarter past

Stage 4: Telling the time to quarter to

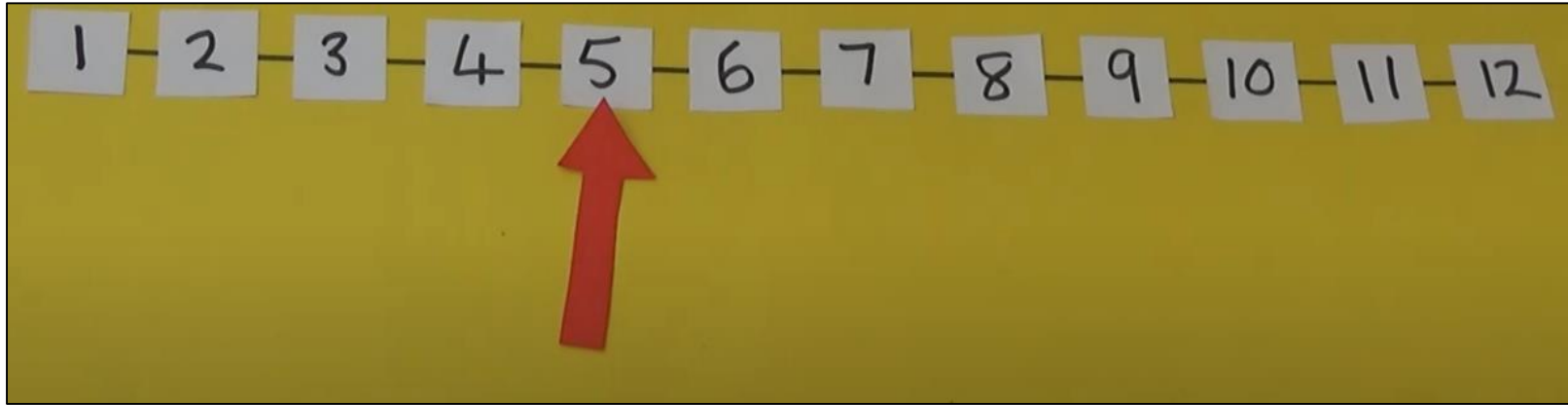
Stage 5: Telling the time – minutes past the hour

Stage 6: Telling the time – minutes to the hour

Stage 7: Concepts of time – estimating to the nearest minute, converting units of time between 12 and 24 hour, conversion between analogue and digital clocks, timetables.

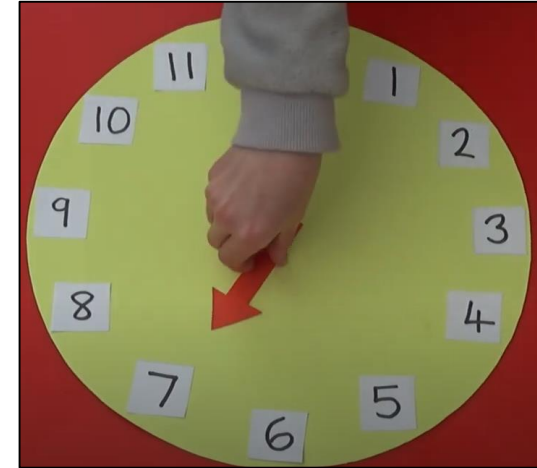
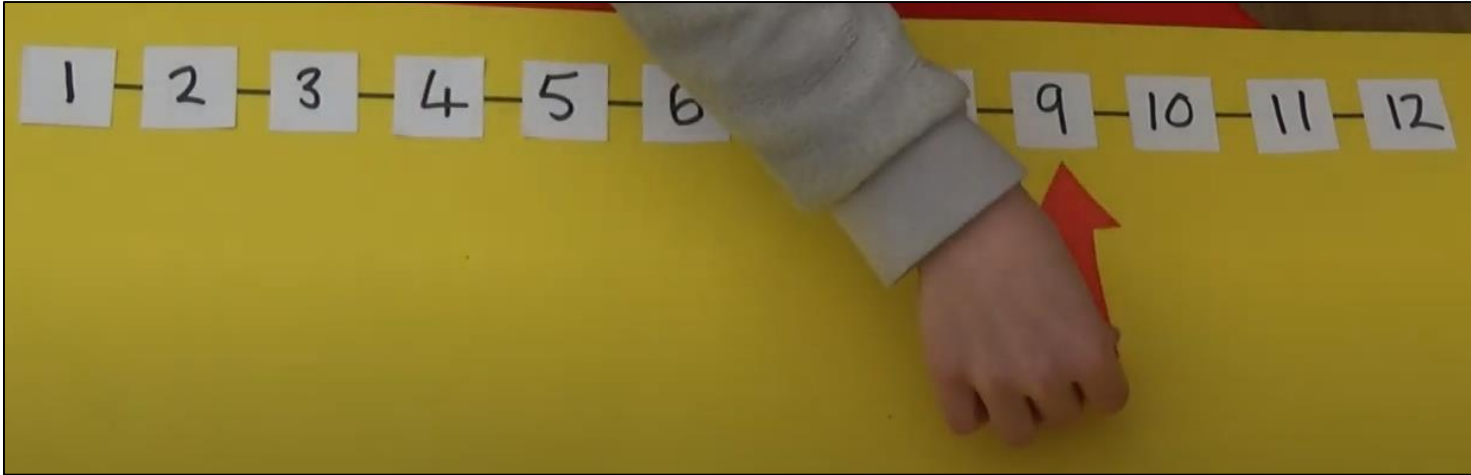
You can only move on to the next stage when the current stage is fully secure!

STAGE 1: Teaching the Hour Hand -Teach the hour hand first and in isolation



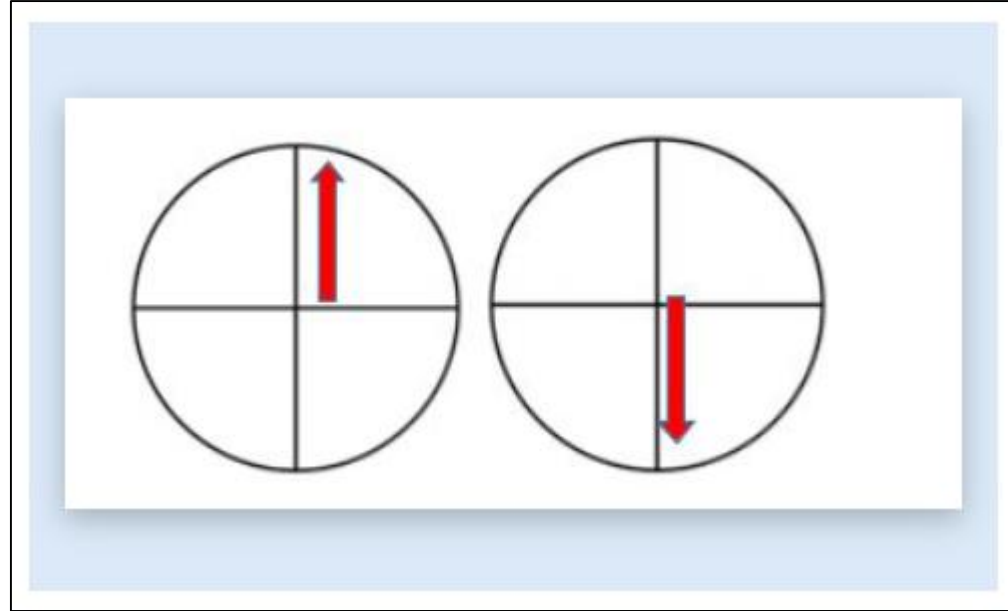
1. Write out **numbers 1 to 12** on post its or similar – evenly spaced with a gap between
2. Create an arrow but be sure to call it a **'hand'**
3. Ensure pupils can recognise numbers to 12, can identify them on a number line and find 'one more' and 'one less'
4. Next, explain that when **the hand points to a number, this tells us how many hours it is**. Make sure you point exactly at the number and not slightly to the left or right of it. Tell the children that instead of saying 'five hours' we say 'five o'clock'.
5. Give the whole class **their own set of post its and hands** and repeat this enough times on different hours until everyone can do it.

STAGE 1: Teaching the Hour Hand



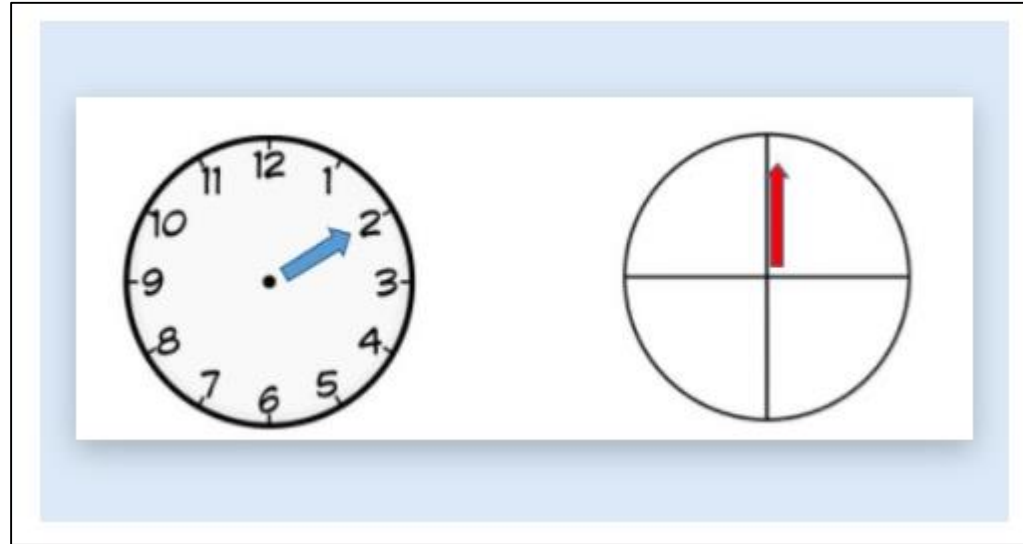
1. Once this is secure, model how we can use our number line to find out **what time it will be one hour later**.
2. **Model moving the 'hand' (arrow)** from three to four to move one hour. Then extend to two hours later and so on.
3. When you get to 12 and ask what time it is one hour later, **explain that instead of going up to 13**, we put the numbers in a circle and start back at 1.
4. **Then move your post its into a circle, in familiar clock face style with the 'hand' arrow in the middle.**
5. Again ask what is one hour later for various times, culminating in asking what is one hour later for 12 o'clock. Now pupils can see that it must be 1 o'clock.

STAGE 2: Teaching Half Past and O'Clock with the Minute Hand



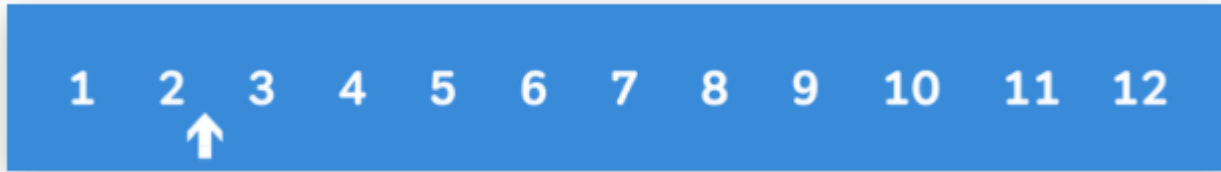
1. Emphasise the ***direction*** the hand is pointing rather than to which *number* it is pointing
2. “When the minute hand points straight up, that means it’s o’clock.”
3. Turn the hand to show half a turn, so the hand is straight down. “Its turned half way around so this shows it is half past.”

STAGE 2: Teaching Half Past and O'Clock with the Minute Hand



1. At this point you will need two clock faces.
2. One is going to show the hours and the other will show just the minutes.
3. Now, using both clocks side by side, show how the minute hand is there to help us check we have read the hour hand correctly.

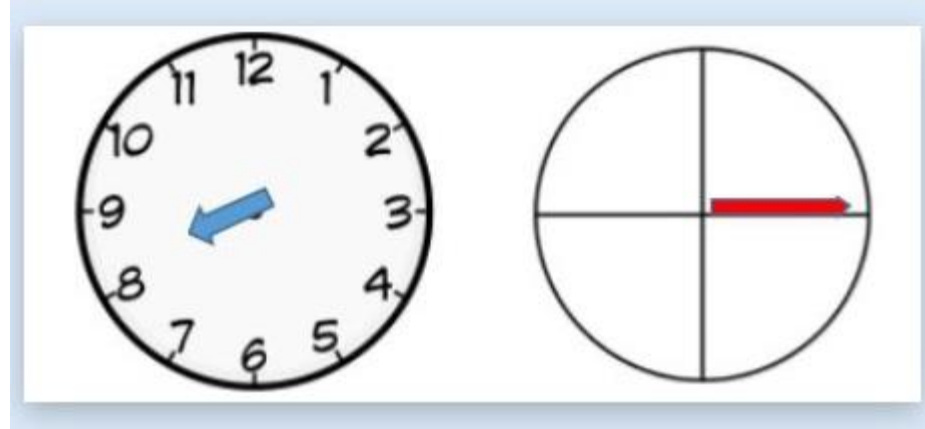
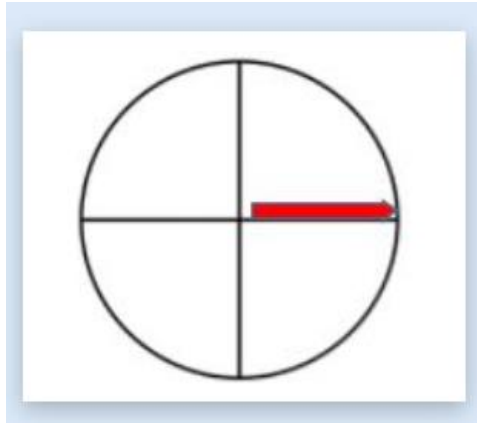
STAGE 3: Telling the time to quarter past



1. This hand shows half past, they already know this!
2. But this new hand is a quarter of the way between the 2 and the 3

1. Return to your number line and hour 'hand' (arrow)!
2. Ask children what time this could be and why it can't be half past 2
3. Move your 2 and 3 post its really far apart (away from the rest of the number line)
4. Place the hour 'hand' at half past.
5. Then add another **identical** hand half way between 2 and the half past hand

STAGE 3: Telling the time to quarter past



1. As before, start modelling a quarter turn using a minute-hand only clock face
2. Practise lots of quarter turns in the classroom
3. ***DO NOT INTRODUCE QUARTER TO YET!***
4. Do lots of examples where children have to read the two clocks side by side
5. Emphasise the ***position*** – it's 'pointing to quarter past', **not** it's 'pointing at the three'

Stage 4: Telling the time to quarter to



1. Return to your number line and hour 'hand' (arrow)!
2. Ask children what time this could be and why it can't be half past 6

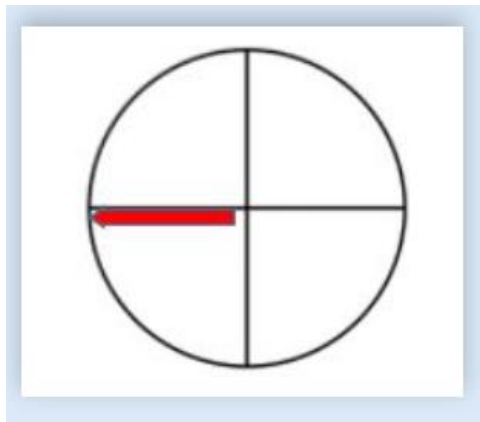
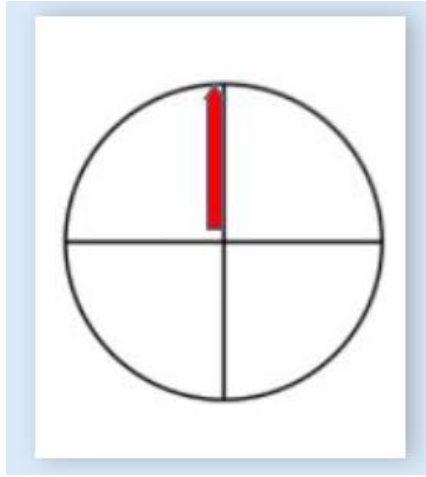


1. This hand shows half past, they already know this!

2. But this new hand is a quarter of the way *from* 7

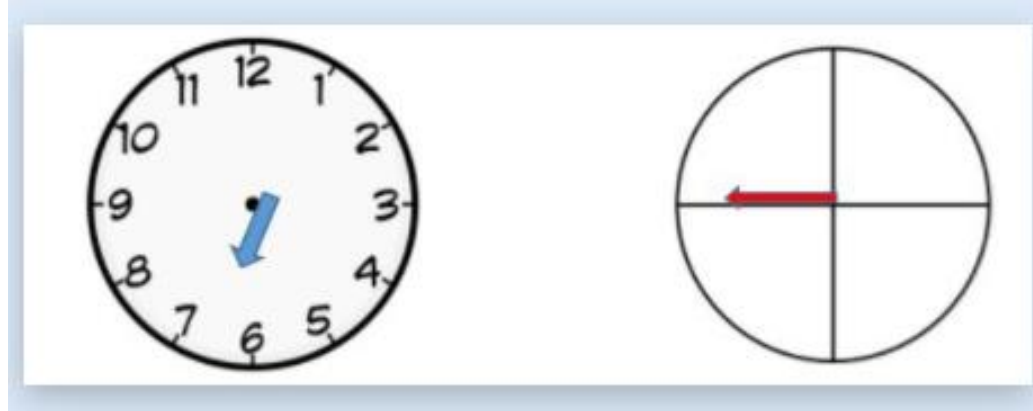
1. Move your 6 and 7 post its really far apart (away from the rest of the number line)
2. Place the hour 'hand' at half past.
3. Then add another **identical** hand half way between the half past hand and the 7

STAGE 4: Telling the time to quarter to



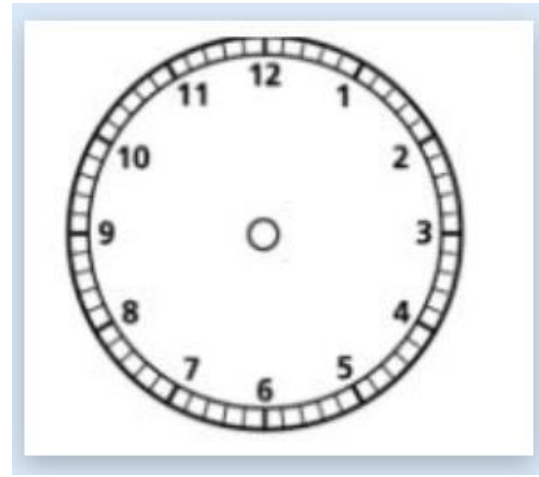
1. As before, start modelling a quarter turn using a minute-hand only clock face
2. Start with the arrow pointing upwards and turn a quarter turn **back**
3. Practise lots of quarter turns in the classroom

STAGE 4: Telling the time to quarter to



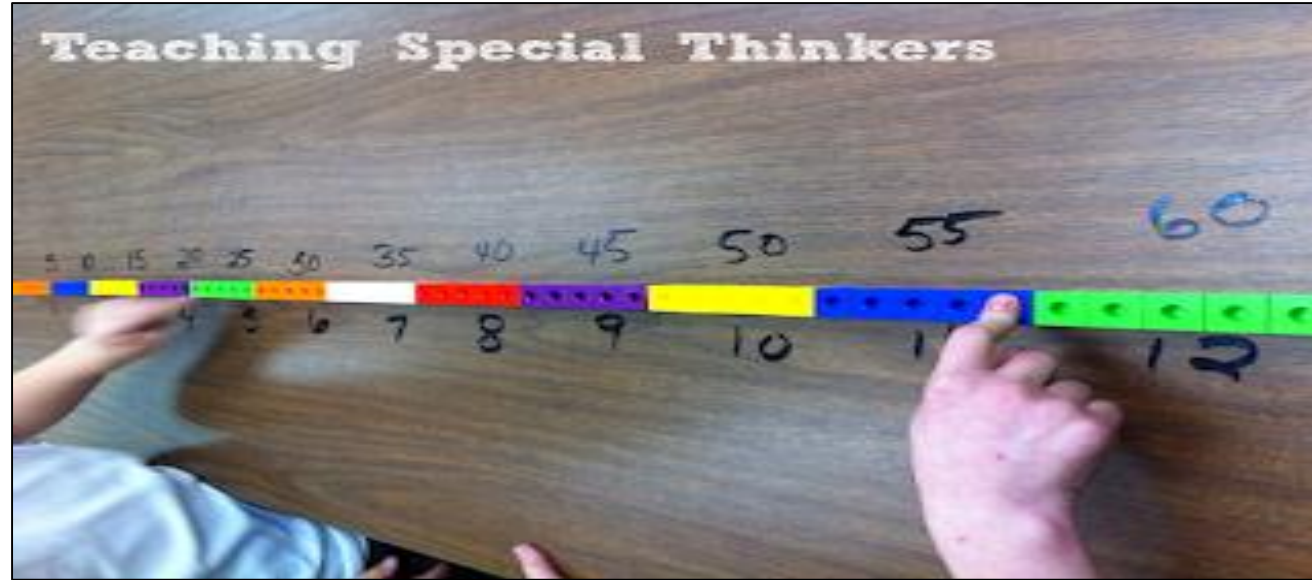
1. Do lots of examples where children have to read the two clocks side by side
2. Emphasise the **position** – it's 'pointing to quarter to', **not** it's 'pointing at the nine'
3. For example, We look at our hour clock first. It looks like it's going to be quarter to 7. But now we check by looking at our minute clock. Is the minute hand showing a quarter backwards turn? If yes, then we've checked its quarter past 8.

STAGE 5: Telling the time – minutes past the hour



1. Spend a while helping children understand how long a minute is
2. To do this, see how many paper clips children can pick up one at a time in just one minute, or how many jumps, or what it feels like to be completely still and silent for one minute.
3. In partners, one time 1 minute, the other to guess when that minute is up!
4. Explain there are 60 minutes in one hour, showing the sort of clock shown below, where every minute is marked. Children could try counting too, in order to check that there really are 60 spaces!


STAGE 5: Telling the time – minutes past the hour



1. Ask the children to make a 1 to 12 number line using cubes grouped in 5s
2. Explain that we are doing it on a number line first to make it easier and that each cube represents one minute
3. Also explain that rather than having to count the minutes in ones they are grouped in fives, to make it easier

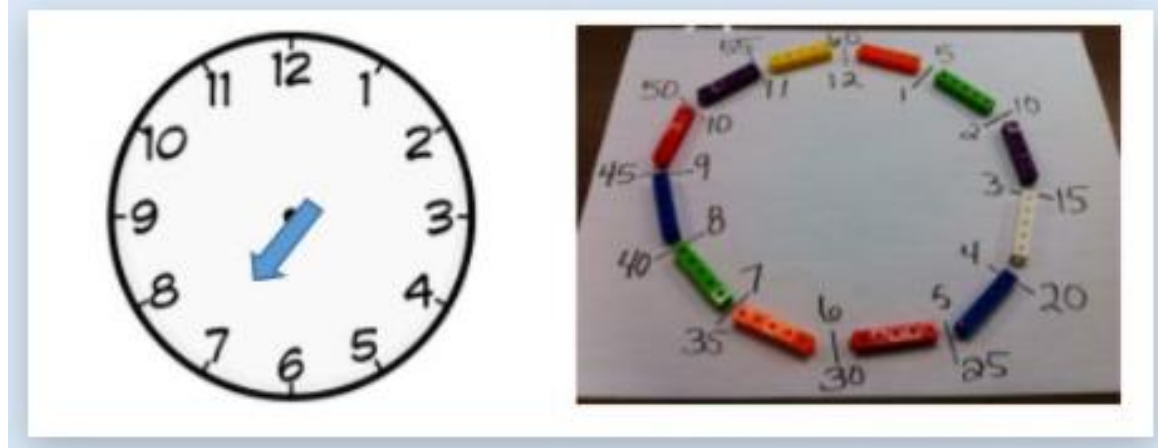
STAGE 5: Telling the time – minutes past the hour

5	10	15	20	25	30	35	40	45	50	55	60/0
1	2	3	4	5	6	7	8	9	10	11	12



1. Create a 1 – 12 number line
2. Add a second row of post its above the first, with these multiples of 5 on them, but the last one put a 0 as well as a 60.
3. This is because we will initially express all times in terms of minutes past the hour, and come back later to learning how to express time in term of minutes to the next hour
4. Explain that when the minute hand points to 4, that means it is 20 minutes past whatever number the hour hand is showing. And so on for all the numbers from 1 to 11.
5. Then explain that if it points to 12 that's a whole hour. We don't say 3:60, we say 4 o'clock.

STAGE 5: Telling the time – minutes past the hour



Make sure that the numbers are **in between** the sets of cubes, not above them

1. Return to having two clocks – one showing the hour, one showing minutes
2. The minute clock needs to have groups of 5 cubes separating each numeral, and a second circle of digits with the multiples of 5 forming a second outer ring.
3. Go through a series of examples where children have to read the hour clock first, and then then minute clock.
4. Do make sure you try and get the hour hand to be in the right place for the minutes!
5. At this point the children are probably ready to read both hands on the same clock at the same time – *remind them people don't have two clocks on them in the real world!*

STAGE 6: Telling the time – minutes *to* the hour



1. In order to begin teaching children minutes to the hour, make the link between quarter past, half past and the :15 and :30 versions.
2. Then use :45 to point out that this is 'quarter to' the hour - We say 45 minutes past 9 but a quarter to 10.
3. On the cube clock, count in 5s anti clockwise from 12 back to 7, writing these numbers to form a third ring.
4. Then, point to number 11. Say 'When the minute hand points to 11, this shows it is 55 minutes past the hour but 5 minutes to the next hour.'
5. Next point to 10. Say, 'when the minute hand points to 10, this shows it is 50 minutes past the hour but 10 minutes to the next hour', and so on up to 25.
6. As previously, do this on two clocks. Read the hour first, then give the time in minutes past, then finally in minutes to, reminding students that as it is 'to' the next hour.

If Children Get Stuck



1. You must go back and consolidate prior steps
2. Practise telling the time every day in class – model both minutes past and minutes to the hour
3. Get two clocks (set to the right time) and remove the minute hand from one and the hour hand from the other to constantly model reading the hour first and then the minute hand
4. Do not move on to the next step until fully secure – this will avoid cognitive overload and means it will stay in long term memory