Strengthen Activities

MISCONCEPTION

Children may mix up the roles of the hour and minute hands. They think '10 to' means the hour hand points to the number 10.

STRENGTHENING UNDERSTANDING

1. Ask: *It is 10 o'clock. Where is the hour hand? Where is the minute hand? What do they show us?*
2. Point at each number on a clock face, starting at 1. Ask children to say each number as you point to it. Repeat, this time asking children to count up in 5s as you go around the clock face, from 5 to 60. Then repeat, asking children to say five past, ten past, quarter past, … , half past, twenty-five to, … , quarter to, ten to, … o'clock. Continue until they get all the way round the clock with no mistakes.
3. Ask: *It is half past two. Where is the hour hand? Where is the minute hand? What do they show us?*

ASSESSMENT CHECKPOINT

Can children say what the minute and hour hands are telling them at 4 o'clock and at quarter to six?

RESOURCES

Clock with adjustable hands

MISCONCEPTION

Children may think that digital clock numbers are the same as analogue clock numbers; for example, 3:10 means the hour hand points to the 3, and the minute hand points to the 10.

STRENGTHENING UNDERSTANDING

1. Ask: *What does the analogue clock show when the time is 3 pm? What does this mean? How many hours? How many minutes? What about 3 am?*
2. Compare this to times on a digital clock. Discuss the difference between the hands on the analogue clock and the position of the digits on the digital clock.
3. Ask: *What do the hands point to when the time is 08:50? What is the digital time when the hour hand points just past the 7 and the minute hand points to the 2?* Show analogue equivalents to digital times.

ASSESSMENT CHECKPOINT

Can children identify the time at 2:40, 6:15 and midnight on both an analogue and a digital clock?

RESOURCES

Analogue clocks, digital clocks

MISCONCEPTION

Children may incorrectly add the number of minutes each time when working out durations; for example, if the start time is '12 minutes to 4' and the duration is 10 minutes, they add 10 to 12 and get the end time of '22 minutes to 4'. Some may be unsure of how to find durations when they cross the hour boundary.

STRENGTHENING UNDERSTANDING

1. Ask: *When do you arrive at school if you leave at '12 minutes to 8' and the journey lasts 15 minutes?* If children incorrectly answer 27 minutes to 8, ask: *What time did we leave? How else can we say that time?* (7:48) *Will the end time of an event be before or after the start time?* Agree that it must be after.
2. Ask children: *How else can we say the time 27 minutes to 8?* (7:33) *Is that before or after 12 minutes to 8?* Agree that it is before our start time so 7:33 cannot be correct.
3. Ask: *What time is it after 12 minutes?* Agree it is 8 am. Agree that therefore in another three minutes it will be 8 'something'. Use a clock face to model counting through the hour boundary and agree it is 8:03 am when you would arrive at school.

ASSESSMENT CHECKPOINT

Can children work out the end time for an event lasting 35 minutes, starting at 8 minutes to 11?

RESOURCES

Clock faces