



Strengthen Activities

MISCONCEPTION

Children may find it difficult to recognise a quarter of the analogue clock or which quarter is 'past' and which is 'to'.

STRENGTHENING UNDERSTANDING

1. Give each child a paper clock face and ask them to fold it into quarters, unfold it, draw the fold lines in and label each quarter. Discuss how 3 is the last number in the first quarter. Ask: *How many minutes past when the minute hand is on the 3?* Count in 5s from 12 and establish that it is 15 minutes.
2. Identify that as 3 is between 12 and 6, it is a 'past' time. Explain that the minute hand has travelled a quarter of the way around the clock from 12, so when the minute hand is on the '3' that is quarter 'past' the o'clock time. Ask children to write 'quarter past' on the fold line by the 3.
3. Repeat with the fold line by the 9 and 'quarter to', identifying how this is quarter to the next whole hour.

ASSESSMENT CHECKPOINT

Can children accurately make quarter to and quarter past times using a geared clock?

RESOURCES

Paper clock faces, geared clocks

MISCONCEPTION

When finding the duration, children may read the number of minutes past the hour as the duration.

STRENGTHENING UNDERSTANDING

1. Say: *Playtime starts at X and finishes at X. How long does it last?* Identify that we need to find the amount of time that playtime takes (duration). Give an example of duration from the school day, for example, *Maths starts at five past ten and finishes at five past eleven. The duration is one hour.*
2. Children work in pairs. One child creates the start time of playtime on a geared clock. The other child moves the time forward in steps of 5 minutes, whilst both children count out loud the time that has passed until the end of playtime. Link to how this could be recorded on a number line, in jumps of 5 minutes.
3. Provide children with some other times in the school day (for example, assembly, PE) and ask them to find the duration of these events using their clocks, with number lines for support.

ASSESSMENT CHECKPOINT

Revisit Q4 in the End of unit check on Pupil Book p117. Can children correctly calculate the duration of both subjects?

RESOURCES

Geared clocks, number lines, Pupil Book p117

MISCONCEPTION

Children may think that there are 12 hours in a day rather than 24.

STRENGTHENING UNDERSTANDING

1. Begin by exploring Astrid's statement on Practice Book p84. Is she correct? Explain that you are going to help children to check Astrid's statement.
2. Provide a set of activity cards that take place in one day, with the time they take place in words. Include some times that are the same in the am and the pm (for example, breakfast at 8 o'clock, go to bed at 8 o'clock). Ask children to put them in order of time. What comes first?
3. Discuss activities that appear to have the same time. Establish that there are two times a day where a clock looks the same: in the morning and in the afternoon. Start at 12 o'clock and count the hours in one rotation of the hour hand, then two rotations. Establish that there are 24 hours in one day.

ASSESSMENT CHECKPOINT

Can children explain why Astrid is incorrect in her statement on Practice Book p84?

RESOURCES

Day activity cards, geared clocks, Practice Book p84