

Dear Parents/Carers,  
This powerpoint takes the children through the learning sequence. If possible please talk through the slides with your child and check their understanding. The slides start at a basic level to re-cap previous learning.

# Time

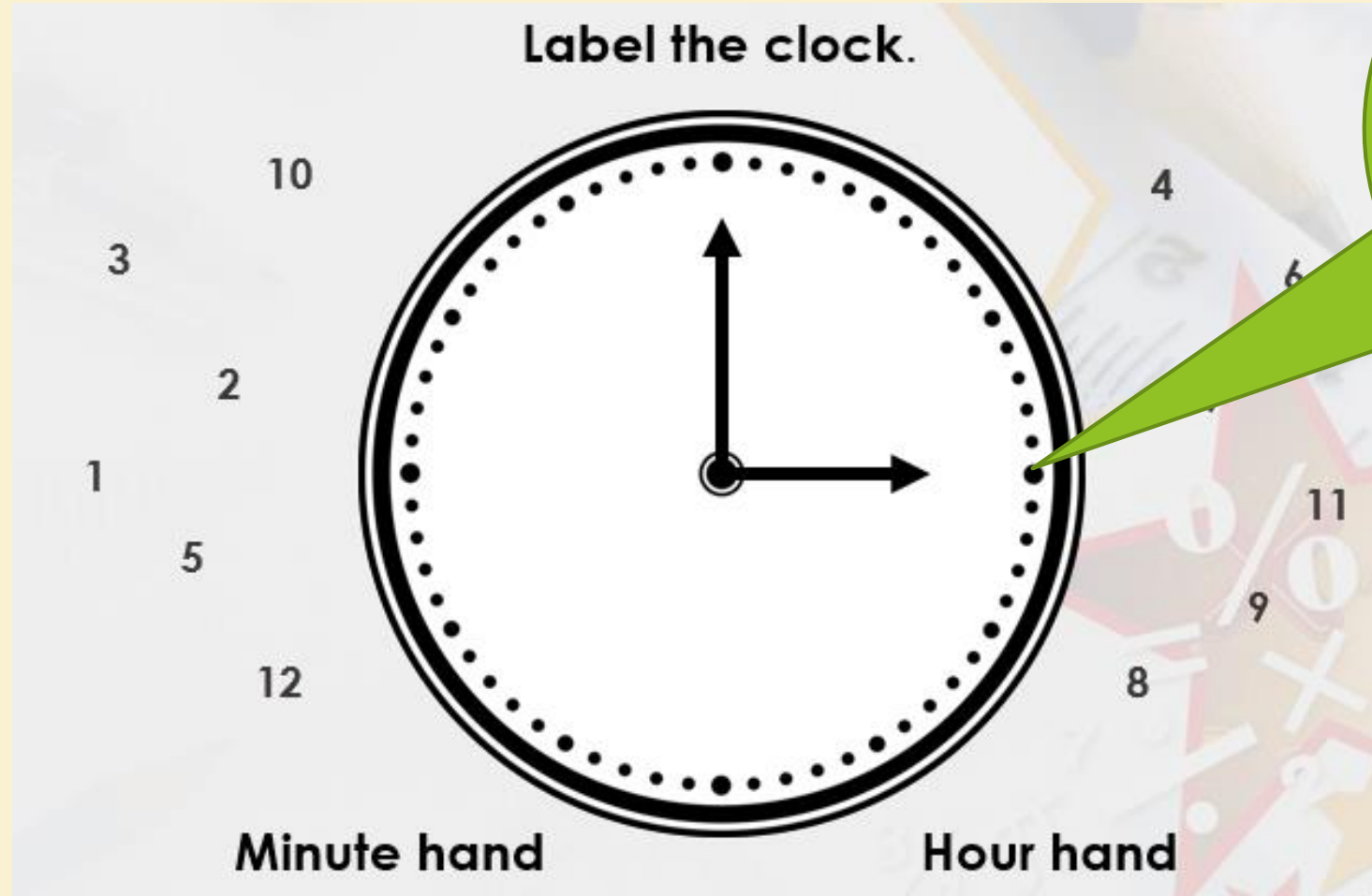
20.4.20

20.4.20

LO: I can tell the time to o'clock and  
half past



# Starter



Can you point to  
where the numbers  
will go?

Which hand is which?

# Starter - answer



# Descriptive Teaching

**Write the time shown on this clock.**



You could write this in your exercise book, or say it to an adult.

# Descriptive Teaching - Answer

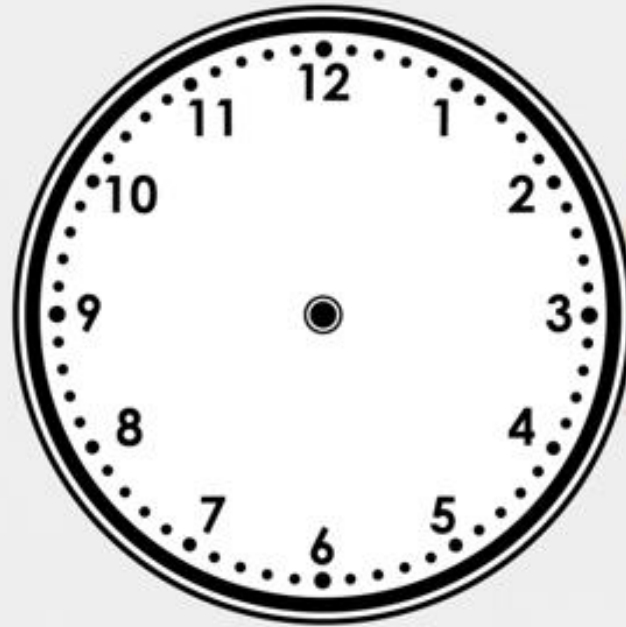
Write the time shown on this clock.



**Half past 12**

# Descriptive Doing

**Draw the missing hands on the clock so that it shows the correct time written beneath it.**



**Half past 6**

Point to where each hand will go. How do you know?

# Descriptive Doing - Answer

**Draw the missing hands on the clock so that it shows the correct time written beneath it.**



Notice the  
hour hand is  
half way  
between 6  
and 7!

**Half past 6**

# Reflective Teaching

Point to which caption matches each clock.

**Draw a line to match the clocks to the correct written time.**



Half past 12

3 o'clock

Half past 6

# Reflective Teaching - Answers

Draw a line to match the clocks to the correct written time.



Half past 12

3 o'clock

Half past 6

# Reflective Doing

**Match the clocks to the time  
and the most likely event.**



Half past 8

Half past 3

12 o'clock

Having  
lunch

Going to  
school

Going  
home

# Reflective Doing - Answers

Match the clocks to the time  
and the most likely event.



Half past 8

Half past 3

12 o'clock

Having  
lunch

Going to  
school

Going  
home

# Independent work

The following slides are questions for you to work through independently. These are reasoning and problem solving question so if it says **EXPLAIN** you need to write how you know the answer.

There are 3 sets of work - 1 chili (the easiest), 2 chilies, 3 chilies (the hardest). Choose one set you feel most comfortable with.

# Independent work



1a. Match the clock to the time and the most likely event.



Half past 8

Half past 6

6 o'clock

Going to  
school

Having  
lunch

Going  
home



2 PS

2a. Match the clock to the time and the most likely event.



Half past 8

Half past 6

6 o'clock

Having  
dinner

Having  
lunch

Starting  
school



2 PS

# Independent work



2a. Jason is trying to tell the time.



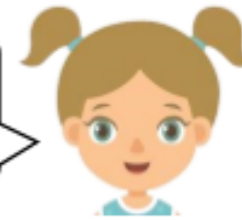
It is 6 past 8.

Is Jason correct? How do you know?



2 R

2b. Ellie is trying to tell the time.



It's half past 6.

Is Ellie correct? How do you know?



2 R

# Independent work



3a. The hour hand has fallen off this clock.  
Sam says:



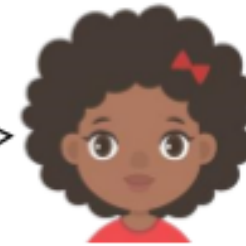
It's half past 8. So the  
hour hand would be  
pointing at the 8.

Is Sam right? Explain how you know.



2 R

3b. The hour hand has fallen off this clock.  
Nikki says:



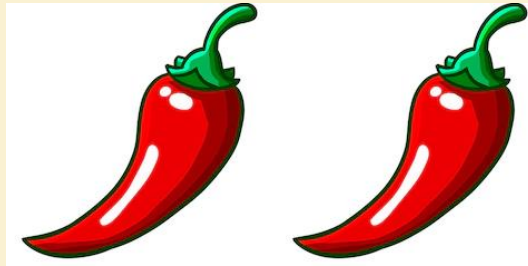
It's 6 o'clock. That  
means the hour hand  
would be pointing at 12.

Is Nikki right? Explain how you know.



2 R

# Independent work



4a. Match the clocks to the time and the most likely event.



Half past 8

Half past 6

12 o'clock

Going to  
school

Having  
lunch

Going  
home



2 PS

4b. Match the clocks to the time and the most likely event.



Half past 3

9 o'clock

6 o'clock

Start of  
school

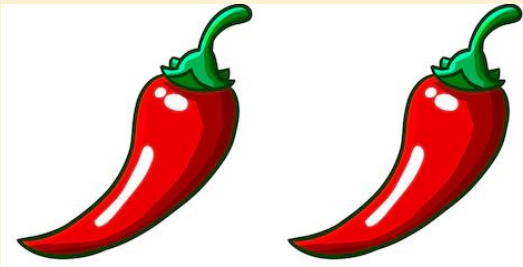
Having  
lunch

Going  
home



2 PS

# Independent work



5a. Dustin is trying to tell the time.



It is between 6 o'clock  
and 7 o'clock.

Is Dustin right? How do you know?



2 R

5b. Millie is trying to tell the time.



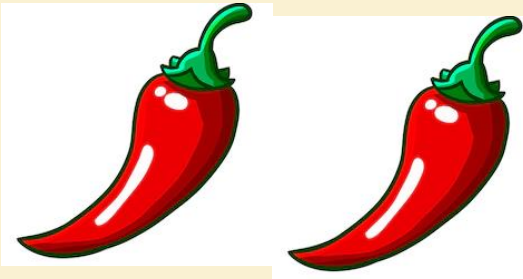
It's 6 o'clock.

Is Millie right? How do you know?



2 R

# Independent work



6a. The hands have fallen off this clock.  
Lucas says:



It's 4 o'clock so the  
minute hand should  
be pointing at the 12.

Is Lucas right? Explain how you know.



2 R

6b. The hands have fallen off this clock.  
Aqba says:



It's 12 o'clock so the  
hands should both be  
pointing to the same  
place.

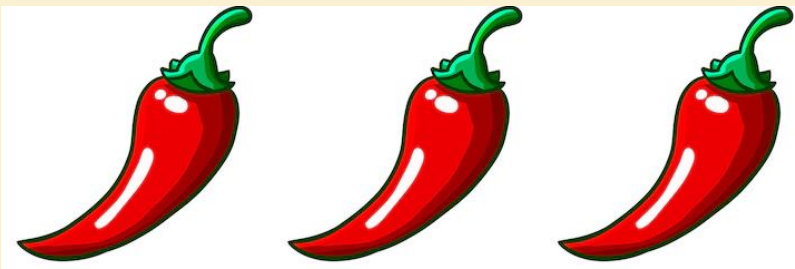


Is Aqba right? Explain how you know.



2 R

# Independent work



7a. Match the clock to the time and the most likely event.



12 o'clock

Half past 3

6 o'clock

Having  
supper

Having  
lunch

Going  
home



2 PS

7b. Match the clock to the time and the most likely event.



Half past 8

Half past 6

9 o'clock

Starting  
school

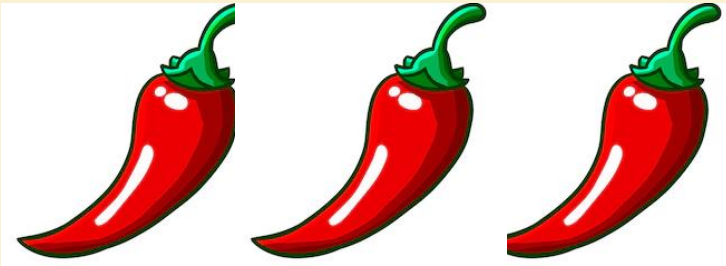
Having  
lunch

Being at  
home



2 PS

# Independent work



8a. Steve is trying to tell the time.



It's 6 past 6.

Is Steve right? How do you know?



2 R

8b. Macey is trying to tell the time.



It must be midnight.



Is Macey right? How do you know?



2 R

# Independent work



9a. The minute hand has fallen off this clock. Kate says:



The minute hand was probably pointing up.



Is Kate right? Explain how you know.



2 R

9b. The minute hand has fallen off this clock. Kevin says:



The minute hand was probably pointing down.



Is Kevin right? Explain how you know.

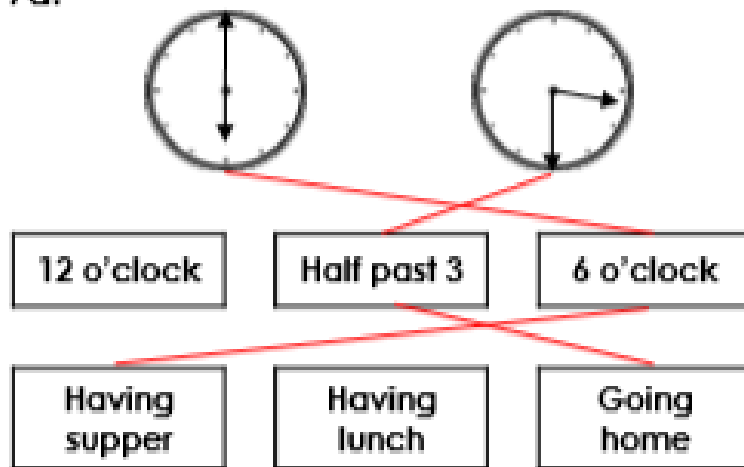


2 R

# Answers

Greater Depth

7a.

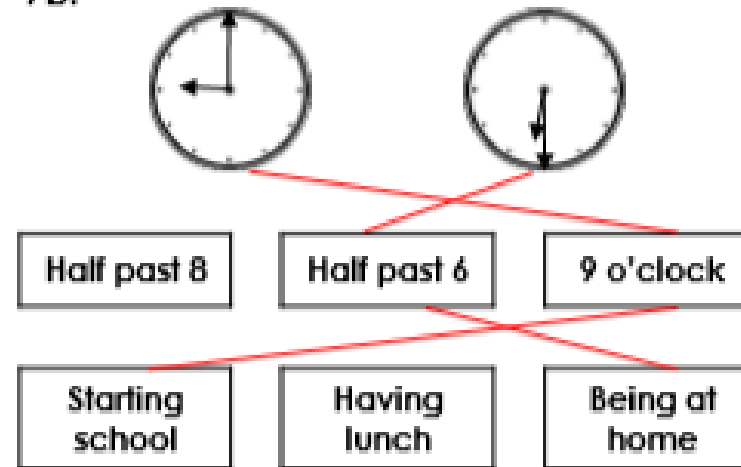


8a. Steve is wrong because the minute hand is pointing at half past, not 6. It is half past 6.

9a. Kate is right because the hour hand is exactly at the number 3 so it is 3 o'clock.

Greater Depth

7b.



8b. Macey could be right. It is 12 o'clock so this could be midnight or noon.

9b. Kevin is right because the hour hand is about halfway between 6 and 7. So it is likely that it is half past 6.

# Reflection Time



Jen is trying to tell the time.



It's 5 past 6.



Is Jen right? How do you know?

Take time  
to reflect



An analog clock face with numbers 1 through 12. The hour hand is between 4 and 5, and the minute hand is pointing at 6.

**Jen is wrong because she has mixed up the hour hand and the minute hand. It is half past 5.**

Take time  
to reflect

