

Half past: the hour hand slips halfway

CURRICULUM ALIGNMENT

MEA.TIM.2a understand how time is measured, expressed and represented.

INTERACTIVES (Analog Clock Builder · challenge, display, explore)

WHAT THIS LESSON TEACHES

A half-past time is halfway between two o'clock times. The long hand points straight down to 6, and the short hand sits halfway between two hour numbers.

- At half past 3 the long hand is on 6 and the short hand sits halfway between 3 and 4.
- At half past 8 the short hand sits halfway between 8 and 9, not on the 8.

MODEL THIS ON THE BOARD

HALF PAST 4 ON THE CLASSROOM CLOCK

- 1 Find the long hand first. At half past it always points straight down to 6.
- 2 At 4 o'clock the short hand sits on the 4.
- 3 At half past 4 the short hand has slipped halfway between 4 and 5.
- 4 So half past 4 shows the long hand on 6 and the short hand halfway between 4 and 5.

LESSON ARC

Open with a quiet think about half past 3 (home time): where does the long hand point? On the interactive clock, park 3 o'clock first, then move to half past 3 so pupils see the long hand on 6 and the short hand slipped between 3 and 4. Pupils take turns setting half past 4, 10 and 12 together, then draw half past 3 on a printed clock face in the copybook. Class Challenge runs half past 2, 6, 9 and 11 at the board with a check after each set.

TEACHING MOVES

1. **Getting Started.** Give five seconds of silent think-time before hands go up. Take two or three ideas about where the long hand points at half past, and point to the tall hand in the picture when you name it. Keep the interactive clock closed until the next beat.
2. **Watch and Notice.** Set 3 o'clock first so the short hand is clearly parked on 3. Move to half past 3: point long hand on 6, then short hand between 3 and 4. Ask 'Is the short hand on the 3?' and hold for 'no — it has slipped past.' Say once: half past is halfway to the next hour, so the short hand moves halfway too. Repeat the pattern on half past 10.
3. **Try It Together.** Call half past 4; wait for the long hand on 6 before the short hand moves, then agree the set as a class. Next turns: half past 10 (yard time) and half past 12 (lunch) — pupil clears and resets both hands each time. Revoice any short hand left on the hour: 'halfway past, not pointing at it.' Three brisk turns; printed clock faces at desks if the board is down.
4. **Write half past 3 in your copy.** Hand out printed clock faces or have pupils sketch a simple face. They write 'half past 3', long hand straight down to 6, short hand clearly between 3 and 4. Walk the row glancing both hands — no marking; whole-class copybook practice.
5. **Class Challenge.** Four brisk board turns in about nine minutes: half past 2 (PE), half past 6, half past 9, half past 11. Class confirms each set before moving on; use the Check tick in your narration. Pause on

half past 11 so the short hand between 11 and 12 is named clearly. Same four times on clock-face worksheets if you need a desk fallback.

6. **What Did We Notice?** Ask where the short hand sits at half past and how they know. Listen for 'halfway between two hour numbers because half past is halfway to the next hour.' Revoice: 'so it sits between two numbers, not on one.' Head off 'it's broken' or 'the long hand pushed it.'

COMMON MISCONCEPTIONS

⚠ Pupils leave the short hand pointing straight at the hour number (e.g. half past 3 with the short hand still on 3) — the o'clock habit hanging on.

Freeze the interactive on that set. Ask: 'Is half past still on the 3, or halfway toward 4?' Nudge the short hand into the gap and revoice: half past, not pointing at it.

⚠ Pupils say the short hand moved because 'it's broken' or 'the long hand pushed it,' not because half past is halfway to the next hour.

Return to 3 o'clock beside half past 3. Trace the short hand's path: it has travelled half the journey from 3 toward 4, matching the long hand's halfway trip to 6.

⚠ On half past 12 or half past 11, pupils freeze or park the short hand on 12 — unsure what 'next hour' means across the top of the clock.

Name the two numbers aloud ('between 11 and 12', 'between 12 and 1') while the pupil places the short hand in the gap. Keep the long hand locked on 6 first so only one hand is in doubt.

DIFFERENTIATION

EMERGING

- On the IWB and copybook, set the long hand on 6 for them first; their only job is to slip the short hand into the gap between the two hour numbers.
- Stay with half past 2, 3 and 4 (clear gaps) while the class tackles half past 11; support those turns from the teacher table with a printed clock face.

DEVELOPING

- After a correct set, ask: 'Which two hours is this halfway between — and which hour are we moving toward?' before the next pupil's turn.
- On the copybook face, add one more time under half past 3 — half past 8 — and check both hands without board help.

PROFICIENT

- On half past 11, ask them to explain to the class why the short hand is closer to 12 than to 10, using only the 'halfway to the next hour' line.
- After Class Challenge, sketch half past 12 in the copybook and label the gap 'between 12 and 1' — then say the matching home-time or lunch-time phrase.

➤ **Cross-curricular:** Link to the school day timetable — home time, yard time, PE and lunch — reading each half-past event off the classroom clock.

ANSWER KEY

Scaffold: visual check on the page

Q1:

long hand on 6; short hand halfway between 2 and 3

Q2: halfway between 3 and 4

Q3:

long hand on 6; short hand halfway between 6 and 7

Q4: long hand on 6; short hand halfway between 9 and 10

a) Always : The minute hand is always on 6 at every half-past time.

b) Never : At half past 4 the short hand has slipped halfway between 4 and 5.

c) Always : That is the rule for every half-past time on the clock.

d) Never : The long hand points to 6; the short hand sits between hour numbers.

EXTENSION SHEET · STRETCH ANSWERS

S1: 12 o'clock

S3: to the 9

S2: to the 6

S4: to the 6