

O'clock and half past: module review

CURRICULUM ALIGNMENT

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

INTERACTIVES Analog Clock Builder · challenge, display, explore

WHAT THIS LESSON TEACHES

At o'clock the long hand points straight up to 12 and the short hand points right at the hour. At half past the long hand points straight down to 6 and the short hand sits halfway between that hour and the next.

→ At 4 o'clock the long hand is on 12 and the short hand is on 4.

→ At half past 4 the long hand is on 6 and the short hand sits between 4 and 5.

MODEL THIS ON THE BOARD

READING HALF PAST 7

- 1 Look at the long hand first: it points straight down to **6**, so the time is half past.
- 2 Look at the short hand next: it sits between **7** and **8**.
- 3 Both hands together give the time: half past **7**.

LESSON ARC

Open with four mixed clocks on the IWB and take hands-up answers that only name the long hand up or down. Work four clocks in order—5 o'clock, half past 5, half past 10, 10 o'clock—always asking long hand first, then short hand. Pupils take turns setting 3 o'clock, half past 3, 9 o'clock and half past 8 on the board clock. Copybook moment: each pupil writes one o'clock and one half-past time from their day. Class Challenge practises four more set-the-hands turns briskly.

TEACHING MOVES

1. **Getting Started.** Show the four mixed clocks as pupils settle. Take three hands-up answers that only say long hand up or long hand down—do not let anyone name a full time yet.
2. **Watch and Notice.** Work each clock in order. Ask 'long hand up or down?' before anyone names the time. Hold the contrast out loud: long hand on 12 means o'clock; long hand on 6 means half past. Point out the short hand sitting right on the hour for o'clock, and slipped halfway between hours for half past.
3. **Try It Together.** Call four turns at the board: set 3 o'clock, half past 3, 9 o'clock, half past 8. Before each attempt, make the class say the long-hand rule. If a pupil parks the short hand on the hour at half past, pause and revoice: 'at half past the short hand has slipped halfway on.'
4. **Write two times from your day.** Give the full five minutes. Walk the room glancing for the words o'clock and half past. Accept any sensible daily times—bedtime, dinner, school start. This is whole-class copybook practice, not marking.
5. **Class Challenge.** Keep the board work brisk. Pupils take turns setting 4 o'clock, half past 4, half past 7, then 8 o'clock; class confirms each answer before moving on. Watch for the short hand left on the hour at the two half-pasts and revoice 'halfway between the two numbers.' Paper dual path: pupils not at the board sketch the same four times in their maths copy, long hand first.

6. What Did We Notice?. Ask what each hand tells us. Listen for both jobs—long hand for o'clock or half past, short hand for the hour. Revoice: 'so the long hand tells us which kind of time, and the short hand tells us which hour.' Head off answers that only mention one hand.

COMMON MISCONCEPTIONS

⚠ Pupils set half past with the short hand still parked right on the hour (e.g. half past 4 with the short hand on 4, not between 4 and 5).

Pause the turn. Point at the board clock and revoice: 'at half past the short hand has slipped halfway on —between the two numbers.' Reset the short hand together before moving on.

⚠ Pupils name the time from the short hand alone, or mix up which hand is long and which is short. Cover the short hand briefly and ask only 'up or down?' for the long hand first. Uncover and add the short-hand hour once the o'clock / half-past rule is fixed.

⚠ Pupils treat half past as 'the next hour' (e.g. call half past 5 as 6 o'clock because the short hand has moved toward 6).

Hold 5 o'clock and half past 5 side by side on the IWB. Long hand up vs down is the only change that switches the kind of time; the short hand has only slipped halfway, so the hour is still 5.

DIFFERENTIATION

EMERGING

- Stay with the long-hand rule only: pupil says 'up' or 'down' while the teacher or a confident peer places both hands.
- Pre-place the long hand on 12 or 6 so the pupil only has to move the short hand to the hour or halfway between.

DEVELOPING

- After a correct half-past set, ask: 'where exactly is the short hand sitting, and how do you know it is halfway?'
- On the copybook clocks, have the pupil draw the long hand first every time before adding the short hand.

PROFICIENT

- After the Class Challenge turn, ask the pupil to set a half-past time of their choice and tell the class how they know both hands are right.
- On the copybook page, write one more pair from the school day and sketch the matching clock faces beside the words.

✓ **Cross-curricular:** Link to the school timetable—name morning start, lunch and home-time as o'clock or half past and set each on the board clock.

ANSWER KEY

Scaffold: visual check on the page

Q1: 3 o'clock

Q2: 7 o'clock

Q3: half past 5

Q4: 4 and 5

Q5: any o'clock + any half past (e.g. 7 o'clock and half past 4)

a) Always : The long hand must sit on 12 for every o'clock time.

b) Always : Half past always places the long hand on 6.

c) Never : At half past 9 the short hand sits halfway between 9 and 10.

d) Never : The long hand shows o'clock or half past; the short hand shows the hour.

EXTENSION SHEET · STRETCH ANSWERS

S1: to the 6

S2: to the 6

S3: to the 11

S4: to the 6