

SECTION 2: THE CLOCK FACE, MINUTES AND HOURS

2.1 Introducing the clock face.

Resources:

Cards with hours 1 to 12, two sets, sheet 2.1i

Numicon cards representing 1 to 12, sheet 2.1ii

Blank clock face, sheet 2.1iii

Toy character.

ACTIVITIES 2.1

1. Set out one set of cards 1 to 12 in a line and take turns to turn over a card from the second set and match like to like. Have the second set of cards in a deck in the correct order to start with. Later shuffle them first before matching.
2. Match the Numicon cards to a linear display of the cards 1 to 12.
3. Repeat 1 & 2 above but have the first set of cards in a circle with 12 at the top.
4. Attach one set numbers (using blue tac or Velcro) round the edge of the blank clock, sheet 2.1iii. Take turns to match number to number and then Numicon card to number. Use magic bag, bean bags, turn card over etc, to generate a number/Numicon card and make the task more interesting.
5. Starting with 12, 3, 6 & 9 in the correct position on the clock face, practise arranging the other cards around the edge. Take turns. Once complete take a toy character and jump it around the clock face saying the numbers.
6. Repeat 5 with just 12 and 6 in position.
7. Repeat 5 with just 12 in position.
8. Repeat 5 with a blank clock face.

2.2 Introducing minutes and hours.

Resources:

Headings for "minutes" and "hours", "long time" and "short time" from sheet 1.6i

Labels "start" and "finish" from sheet 1.6i

Pictures and brief sentence to sort into hours and minutes, sheets 1.6ii to 1.6viii.

Note: sheet 1.6iv covers activities that take seconds. This may be omitted.

Minutes measure *short time*, hours measure *long time*. Practise matching the flash cards "long time" to "hours" and "short time" to "minutes". Return to the previous activities in section 1 but now ask if it takes minutes or hours to do certain activities sorting pictures/sentences under the relevant heading. Use the correct language, e.g. "the caterpillar ate the apple in a short time, is this minutes or hours?" We are not working on how many hours or minutes this will be covered later. At this stage your aim is for the child to get a feel for the passage of time.

Along side this introduce the minute hand (do not call it the long hand since it is measuring short time!) this measures the short time, the minutes. Use a real clock with the words "start" & "finish" attached so that the child can watch the passage of time while they perform activities i.e. be aware of the minute hand; it is moving and measuring the time. Make a point every day of watching the minute hand measure time while you eat tea, get ready for bed, have a bath etc so the child sees that the minute hand has moved and can relate the passage of time to the clock.

At a later stage introduce seconds. These are activities that you can count alongside, eg. Walk across a room. Time each other by counting in seconds (the child's counting may be slow but not to worry it is just to get a feel for very short/quick times).

You could also introduce the fact that there are 60 seconds in a minute and watch the second hand on a clock face.