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Hours and Halves on a Moving Clock – Year 2

Table of Contents	
Presentation: Hours and Halves on a Moving Clock	
Teacher Guide & Moving Clock Display	
Worked Clock Cards: 2:00 to 11:30	
Practice Clock Cards: Make and Explain	
Worksheet: Guided Clock Practice	
Worksheet: Mixed Clock Practice	
Worksheet: Transfer and Error Repair	
Game: Clock-and-Message Match	
Worksheet: New Clock Rehearsal	
Worksheet: Repair the Half-Past Claim	
Quiz: Hours and Halves on a Moving Clock	
Assessment: Four New Clocks	
Rubric: Hours and Halves	



Teacher Guide — Lessons 1 to 3

Purpose and preparation

Year 2; five sessions of about 30–40 minutes. Have teaching clocks, clock cards, pencils and counters ready. Use a short oral diagnostic: show 2:00 and 2:30 without giving the answers. Note each child's hand-position reasoning.

Lesson 1: the two hands

Use the display and first worked cards. Name the short hour hand and long minute hand. Model 2:00 against 2:30. Ask each child to show and explain one clock. Record a stuck-hour-hand misconception.

Lesson 2: a minute-hand half turn

Move the minute hand from 12 to 6 on a real clock. Follow the hour hand as it moves gradually. Use guided practice page 1, then change 5:00 to 5:30 with partner explanation.

Lesson 3: half past to the next hour

Model complete matching-game turn and a deliberate error. Use mixed practice page 2 and the game. Listen for why the hour hand sits between numerals at half past.

Teacher Guide — Lessons 4 and 5

Lesson 4: connect three forms

Match a spoken time, a written/digital label and an analogue clock. Use transfer practice page 3 and the two rehearsal sheets. Ask learners to repair the claim that the hour hand stays on its numeral at half past.

Lesson 5: independent evidence

Use the four-clock assessment independently. Accept drawn, spoken or teacher-recorded explanations without lowering the clock-reading target. Apply the four-criterion rubric to actual evidence and record the next teaching step.

Differentiate without changing the target

Support: physical teaching clock, clear labels and one step at a time.

Core: mixed whole and half-hour clocks with reasons. Extend: diagnose a contradictory clock and explain its repair; do not introduce quarter-hour reading as a new requirement.

Answers and notes

Place each red answer page immediately after its matching student sheet. The game key may be covered during play. Watch both hand lengths and proportional hour movement; a correct digital label alone is insufficient evidence.

The Hour Hand Moves



2:00



2:30

The hour hand moves as the minute hand turns.



Fix this clock.

The hour hand is stuck on 2.
Move it halfway to 3.

What changed?

Small moves make a big difference!





Hours and Halves on a Moving Clock



Look at the time. Think about the hands. Answer the question.



2:00 – two o'clock

What does each hand tell you?

The hour hand tells me _____

The minute hand tells me _____

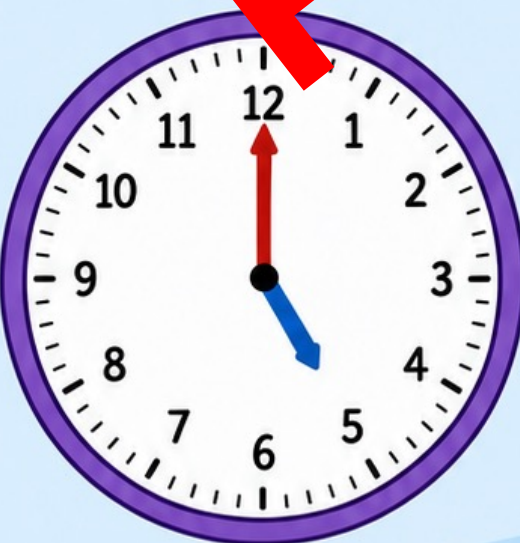


2:30 – half past two

What moved?

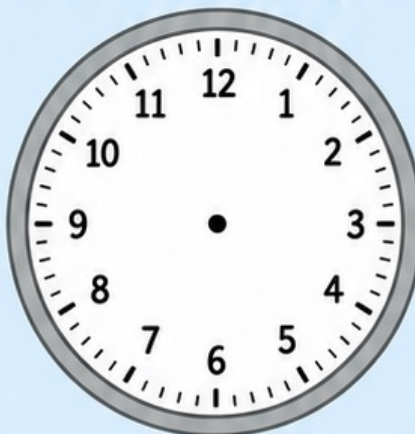
The hour hand _____

The minute hand _____



5:00 – five o'clock

Show it on a teaching clock.



Draw
the hour
and minute
hands.

You can
do it!



Hours and Halves on a Moving Clock

Look at the clocks. Read the times. Use the space to write or draw if you want.



5:30
half past five

What do you notice about the hands?



11:30
half past eleven

What do you notice about the hands?



Spot the error:
5:30



Where should the hour hand go?

At half past, the minute hand points to 6 and the hour hand is halfway to the next number.

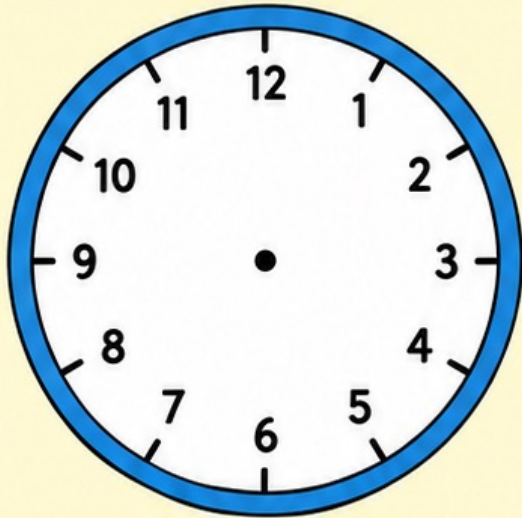
Small
steps
brighter
days!



Hours and Halves on a Moving Clock

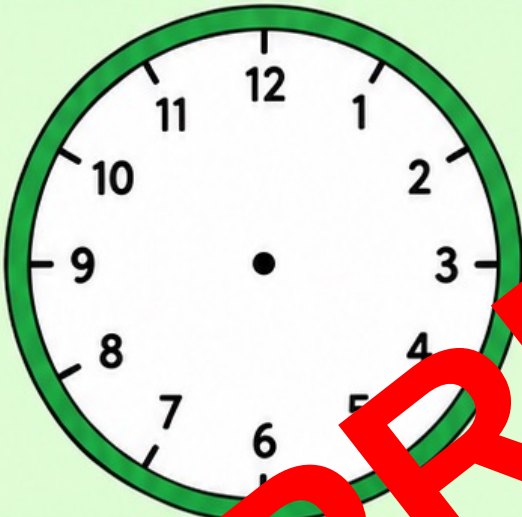
Draw the hands on each clock. Then answer the question.

Time
helps us
do amazing
things!



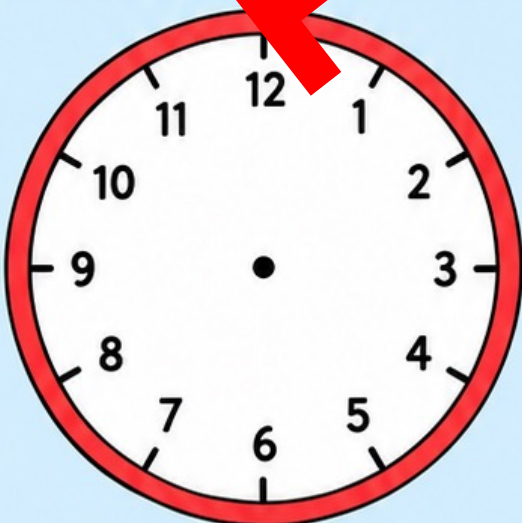
Make 1:00

Where does each hand point?



Make 1:30

Where does the hour hand move?



Make 8:00

How do you know it is o'clock?



Clocks help us make the most of every day!

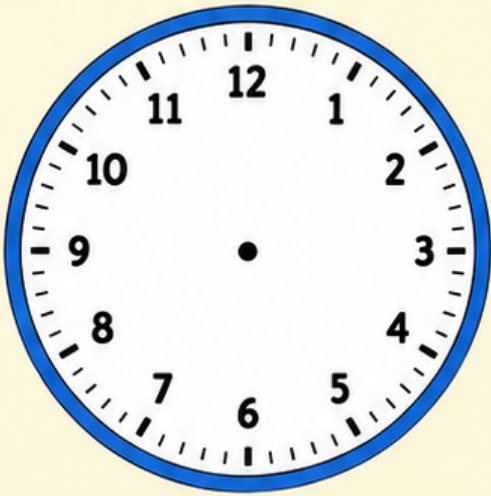




Hours and Halves on a Moving Clock

The short hand shows the hour.
The long hand shows the minutes.

Draw the hands on the clocks and then answer the questions.



1. Make 8:30

Draw the hour and minute hands to show 8:30.

Explain the hour hand.

2. Compare 2:00 and 2:30

Draw the hands on both clocks.



2:00



2:30

What changed?

Same clock,
different time!



3. Explain 11:30

Draw the hour and minute hands to show 11:30.

Why is the hour hand between 11 and 12?

At half past,
the minute hand
points to 6.



Time keeps moving. You are getting better at reading it!



Name: _____

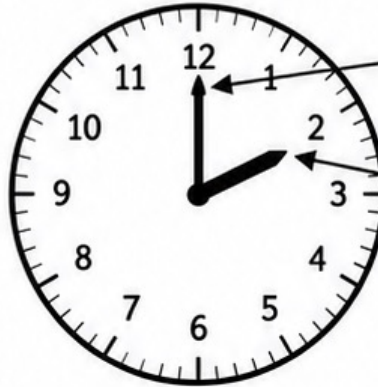
Construct and Read Clocks – Guided Practice

Look at the clocks. Complete each task. Use the lines to write your answers.

1. Label the hands

This clock shows 2:00.

Write 'hour hand' and 'minute hand' in the boxes. Use the arrows to show which hand is which.



2. Read the clock

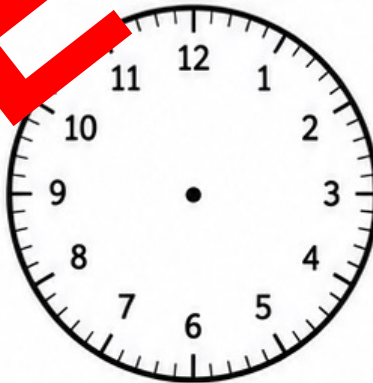
What time does this clock show?

Write the time and one clue to explain how you know.



3. Draw the hands

Starting at 2:00, draw both hands to show 2:30 on the clock.



4. Explain

Starting at 2:00 and moving to 2:30, where did the minute hand move?

Where is the hour hand now?

Write your answer in the lines.

The minute hand moved _____

The hour hand is now _____

Name: **ANSWERS**

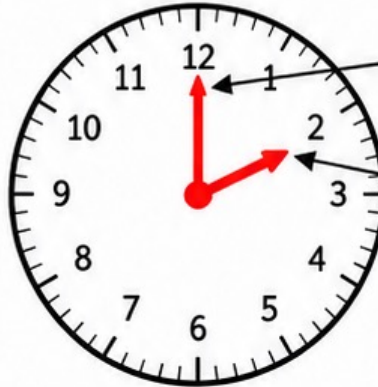
Construct and Read Clocks – Guided Practice

Look at the clocks. Complete each task. Use the lines to write your answers.

1. Label the hands

This clock shows 2:00.

Write 'hour hand' and 'minute hand' in the boxes. Use the arrows to show which hand is which.



minute hand

hour hand

2. Read the clock

What time does this clock show?

Write the time and one clue to explain how you know.



The time is **2:00**.

One clue: **minute hand**
points to 12; short hour
hand points to 2.

3. Draw the hands

Starting at 2:00, draw both hands to show 2:30 on the clock.



4. Explain

Starting at 2:00 and moving to 2:30, where did the minute hand move?

Where is the hour hand now?

Write your answer in the lines.

The minute hand moved **halfway around**
from 12 to 6.

The hour hand is now **halfway from 2 to 3.**

Name: _____

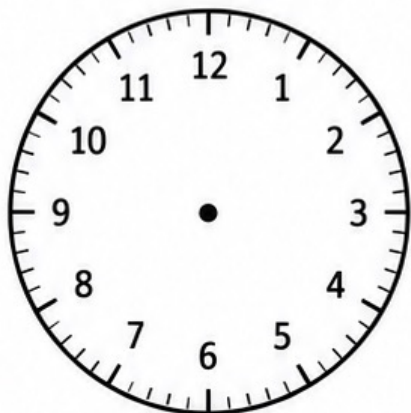
Small steps.
Big time skills!



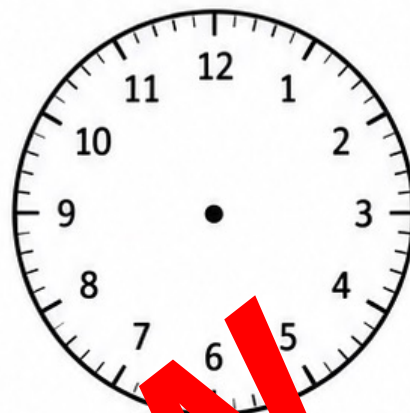
Construct and Read Clocks — Mixed Practice

Draw the hands on the clocks or write the time. Read each question carefully.

- 1.** Draw the hands to show 5:00.



- 2.** Draw the hands to show 5:30.

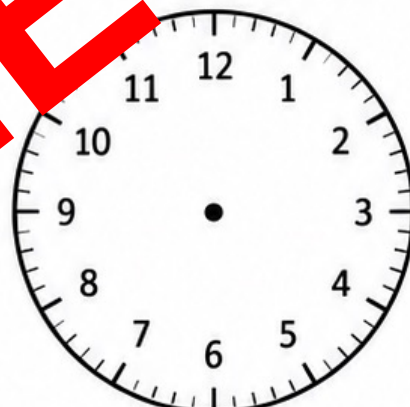


- 3.** What time does this clock show?

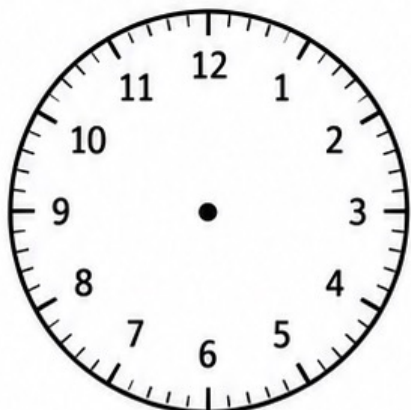


Time: _____

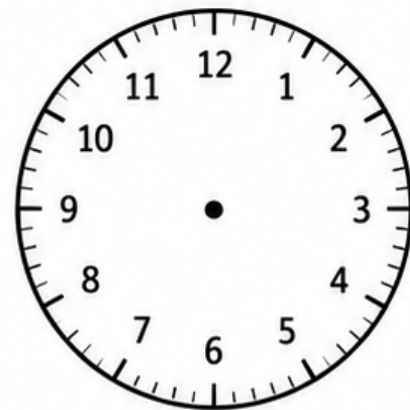
- 4.** Draw the hands to show 1:00.



- 5.** Draw the hands to show 1:30.



- 6.** Draw the hands to show 8:30.

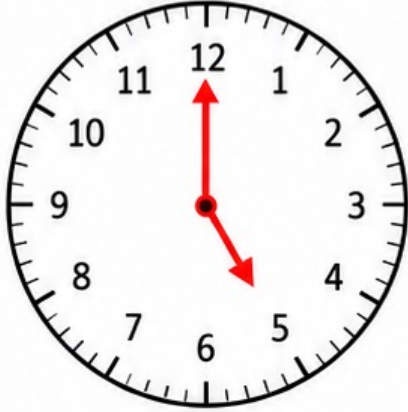


Write one sentence about the hour hand.

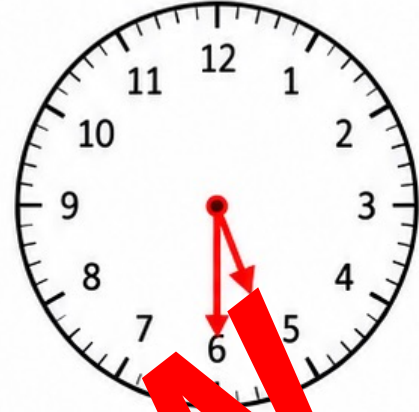
Construct and Read Clocks — Mixed Practice

Draw the hands on the clocks or write the time. Read each question carefully.

1. Draw the hands to show 5:00.



2. Draw the hands to show 5:30.

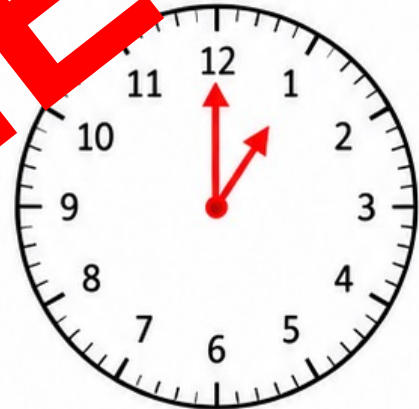


3. What time does this clock show?

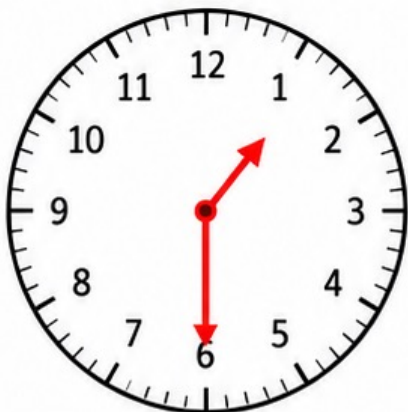


Time: 1:30

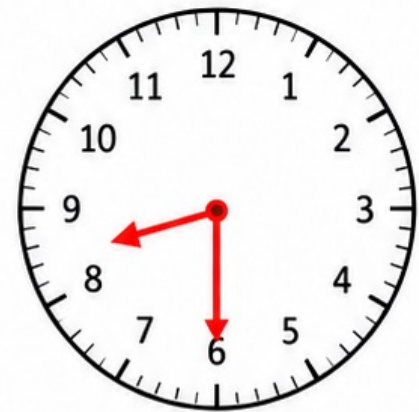
4. Draw the hands to show 1:00.



5. Draw the hands to show 1:30.



6. Draw the hands to show 8:30.



Write one sentence about the hour hand.

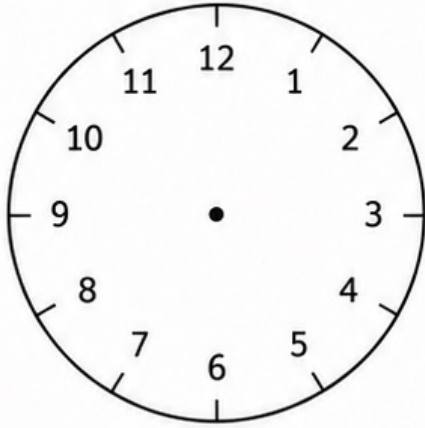
The hour hand is halfway from 8 to 9.

Name: _____

Clocks in a New Situation

Read the problems carefully. Show your thinking and use the space provided.

1. Draw 3:30 on the clock.



Explain where the hour hand should be at 3:30.

2. Look at the clock. Write the time in digital form and in words.



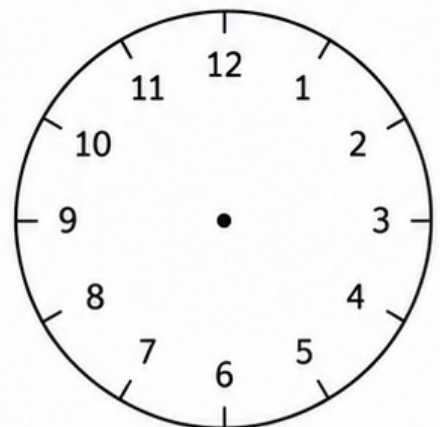
Digital form: _____

In words: _____

3. A child says, "At 7:30 the hour hand stays exactly on 7."

What is wrong with the claim?

Draw a correct 7:30 on the clock.

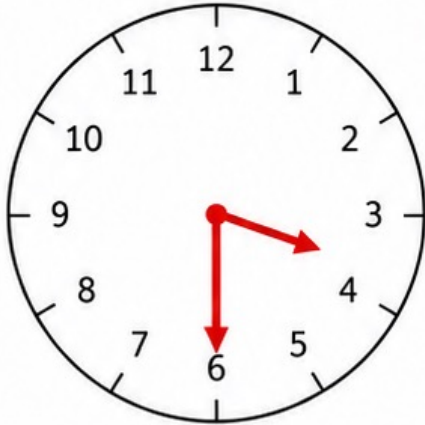


Name: **ANSWERS**

Clocks in a New Situation

Read the problems carefully. Show your thinking and use the space provided.

1. Draw 3:30 on the clock.



Explain where the hour hand should be at 3:30.

Halfway between 3 and 4.

2. Look at the clock. Write the time in digital form and in words.



Digital form: **9:00**

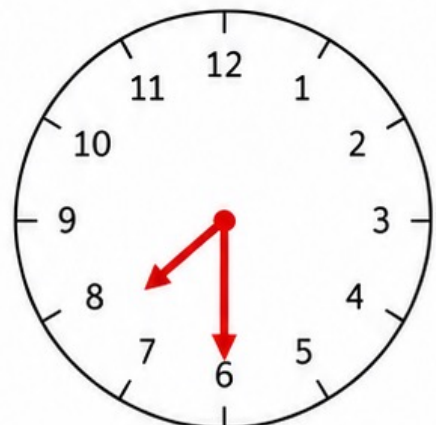
In words: **nine o'clock**

3. A child says, "At 7:30 the hour hand stays exactly on 7."

What is wrong with the claim?

The hour hand moves while the minute hand turns. At 7:30 it is halfway to 8.

Draw a correct 7:30 on the clock.



Clock-and-Message Match

Match analogue clocks, word messages and digital times.
Work with a partner, explain your thinking and learn together!

Clocks help us make sense of our day!

1 Setup

- Shuffle the clock cards and the label cards.
- Work with a partner.
- Each partner needs a teaching clock.



2 How to play

- 1 Take turns. Reveal one card from the pile.
- 2 Build or read the time on your teaching clock.
- 3 Choose the matching word label and digital label from the other cards.
- 4 Explain what the hour hand and minute hand show.
- 5 Your partner checks. If they agree, keep the set.
- 6 Swap turns and try the next card.



3 Worked turn

Here is an example.



2:30 = half past two

The long **minute** hand points to 6.

The short **hour** hand is halfway from 2 to 3.

Use this example to help you. Your teacher has a key for checking.

Explain your thinking!

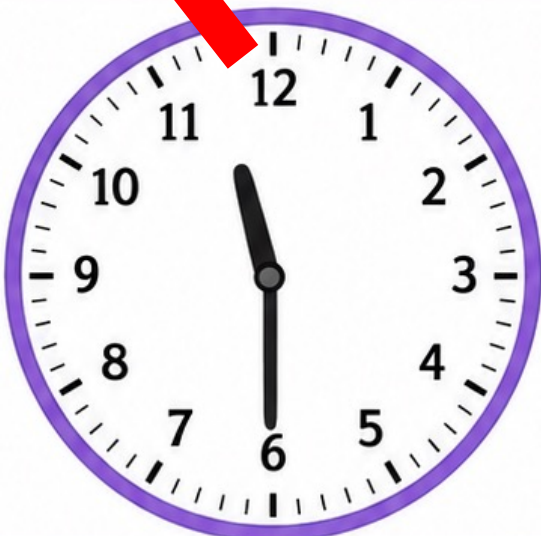
4 Finish

- When all the cards are matched, sort any mistakes.
- Explain how you would repair each mistake.

Mistakes help us learn!



Clock Cards — Cut Along the Lines



PREVIEW

Match, Explain, Check

Cut out the labels. Match each set on the mat. Explain how you know. Check with the key.

Talk about the time.
Use the words and the numbers!

✂ **two o'clock** **2:00**

✂ **half past two** **2:30**

✂ **five o'clock** **5:00**

✂ **half past five** **5:30**

✂ **half past eleven** **11:30**

✂ **half past one** **1:30**

Clock	Words	Digital
1.		
2.		
3.		
4.		
5.		
6.		

Teacher key

Cover the key while playing.

two
o'clock

2:00

half past
two

2:30

five
o'clock

5:00

half past
five

5:30

half past
eleven

11:30

half past
one

1:30

Name: _____ Date: _____

New Clock Rehearsal — 4:00 and 4:30

Look at the clocks, think carefully and answer the questions.

1. Look at the clock. It shows 4:00.



Write the digital time.

_____ : _____

Write the time in words.

Which hand tells you the hour?

2. Draw the hands for 4:30.



Where is the hour hand at 4:30?

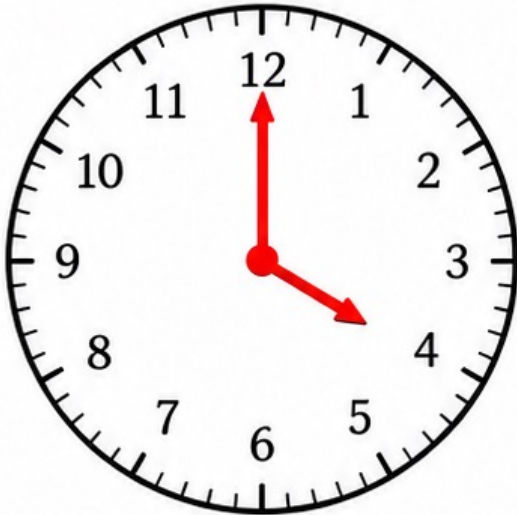
3. What changed from 4:00 to 4:30?

Explain both hands.

New Clock Rehearsal — 4:00 and 4:30

Look at the clocks, think carefully and answer the questions.

1. Look at the clock. It shows 4:00.



Write the digital time.

4:00

Write the time in words.

four o'clock

Which hand tells you the hour?

The short hand points to 4.

2. Draw the hands for 4:30.



Where is the hour hand at 4:30?

Halfway between 4 and 5.

3. What changed from 4:00 to 4:30?

Explain both hands.

The minute hand travelled halfway from 12 to 6.

The hour hand travelled halfway from 4 to 5.

Name: _____

Date: _____

Repair the Half-Past Claim

The hour hand stays on 6 at 6:30.

1 Is the claim correct? Explain why.

2 Draw a correct 6:30.



3 What is one reliable way to check both hands?



You can use a real teaching clock if needed.

Name: **ANSWERS**

Date: _____

Repair the Half-Past Claim

The hour hand stays on 6 at 6:30.

- ① Is the claim correct? Explain why.

No. At 6:30 the hour hand is halfway from 6 to 7.

- ② Draw a correct 6:30.



- ③ What is one reliable way to check both hands?

Check the minute hand at 6 and the hour hand halfway to 7.



You can use a real teaching clock if needed.

Name: _____ Date: _____

Show What You Know: Hours and Halves

Read the clocks or draw the hands as asked. Write your answers in the spaces provided.

1. What time is shown on the clock?



Write the time:

_____ : _____

2. What time is shown on the clock?



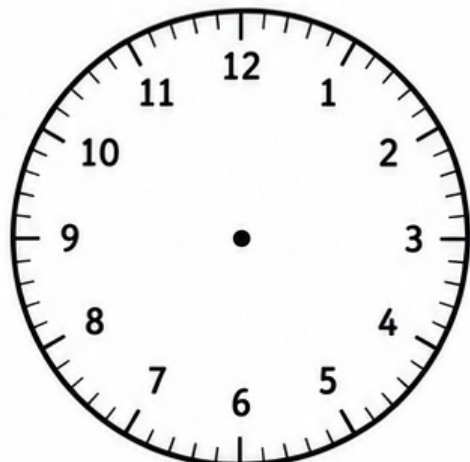
Write the time:

_____ : _____

3. Draw the hands to show 4:30.



Draw the hands to show 7:00.



Why is the hour hand between two numbers at half past?

You can say your answer out loud. Your teacher will write it here.

Name: **ANSWERS**

Date: _____

Show What You Know: Hours and Halves

Read the clocks or draw the hands as asked. Write your answers in the spaces provided.

1. What time is shown on the clock?



Write the time:

9:30

2. What time is shown on the clock?



Write the time:

12:00

3. Draw the hands to show 4:30.



Draw the hands to show 7:00.



Why is the hour hand between two numbers at half past?

You can say your answer out loud. Your teacher will write it here.

At half past, 30 minutes have passed. The minute hand has made half a turn to 6, so the hour hand has moved halfway towards the next number.

Name: _____

Date: _____

Hours and Halves – Learning Evidence

Use this rubric to record evidence of a child's understanding of telling the time to the hour and to the half hour.

	Needs teaching	Developing with support	Target met independently
Concept and accuracy	Shows inaccurate hand positions on clocks (e.g. hour or minute hand in the wrong place).	Reads a familiar clock to the hour or half hour with a prompt.	Reads a correct time on a new clock (to the hour or half hour) without support.
Application and procedure	Cannot complete the task, even with reminders.	Completes the task with a model (e.g. an example clock or marked step).	Reads and constructs four clocks showing given times (a mix of hours and half hours).
Reason and evidence	Gives an unsupported guess or a response without a reason.	Uses a level clock (e.g. position of a hand or counting in 5s) with a prompt.	Explains how the hands move to show the time (e.g. which hand moves and why).
Transfer and communication	Provides an unclear or no response when asked to apply understanding in a different context.	Gives a clear response with support (e.g. a question, visual or sentence starter).	Gives a clear response in a new, but matched, case (e.g. a different clock or a real-life situation).

Observed evidence:

Next teaching step:

Accessible response mode:

Hours and Halves on a Moving Clock



Our goal

Read and make whole-hour and half-hour clocks.

Check both hands. What do you already know about 2:00 and 2:30?



Two different hands

The short hand shows the hour.

The long hand shows the minutes.

At o'clock the minute hand is at 12. At half past it is at 6.



The moving clock

At 2:00 the hands point to 2 and 12.

At 2:30 the minute hand is at 6. The hour hand is halfway to 3.



Two o'clock

Start with the short hour hand on 2.

Place the long minute hand on 12.

Say both clues before naming 2 o'clock.



Half past two

Move the minute hand halfway around the face to 6.

Move the hour hand halfway from 2 toward 3.

This clock reads 2:30.



Guided clock: 5:00

Pause and make 5:00 on a teaching clock.

Where does each hand point? Explain your choice.



5:00: check the hands

The long minute hand points to 12.

The short hour hand points exactly to 5.

Both clues show five o'clock.



From 5:00 to 5:30

The minute hand makes half a turn to 6.

The hour hand moves halfway from 5 to 6.

Make the change on your clock.



A complete matching turn

Reveal a clock card. Read or build its time.

Choose the matching word and digital label.

Explain both hands before your partner checks.



Your turn: 11:30

Build half past eleven.

Tell a partner why the short hand sits between 11 and 12.



The stuck hour hand

A clock marked 2:30 cannot keep the hour hand exactly on 2.

Move it halfway towards 3 while the minute hand points to 6.



A new 3:30 case

Read “half past three” and the digital time 3:30.

Draw the minute hand to 6 and the hour hand halfway from 3 to 4.



Choose your practice route

Support: use a teaching clock and name each hand.

Core: read and draw mixed whole and half hours.

Extend: find and repair a contradictory clock.



Independent clock check

Read the first two clocks without help.

Construct the last two clocks.

Explain why the hour hand moves between numbers at half past.



What is your evidence?

Point to a clock you read correctly.

Explain one hand movement using its position.

Name the next clock idea you will practice.



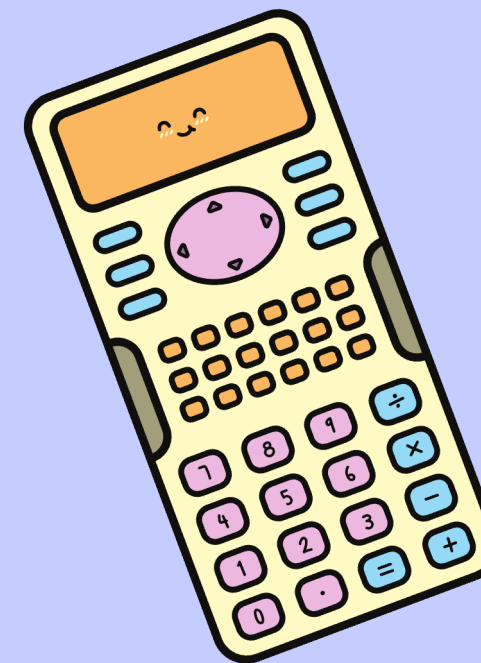
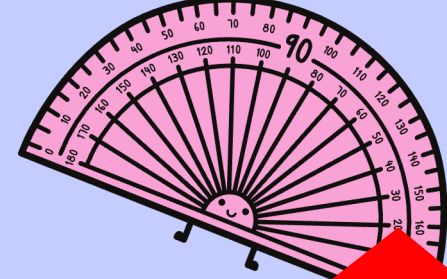
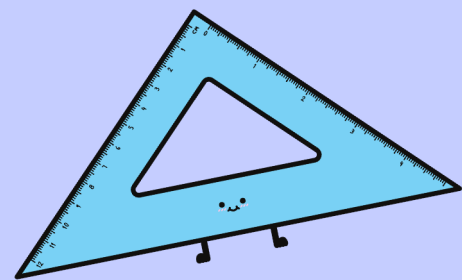
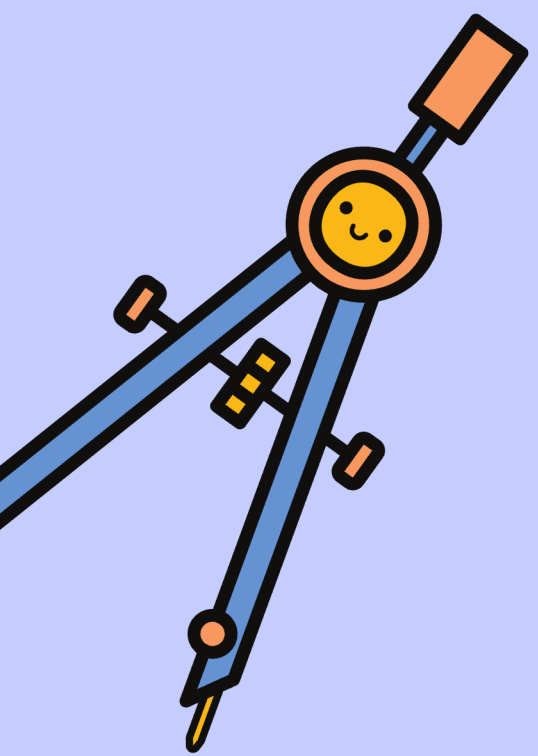
One hour, two moving hands

The minute hand makes a full turn in one hour.

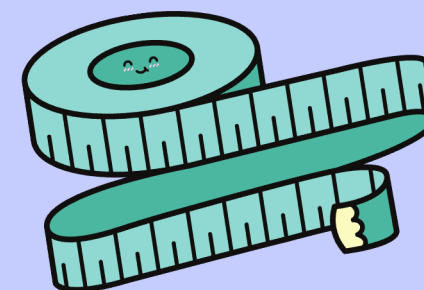
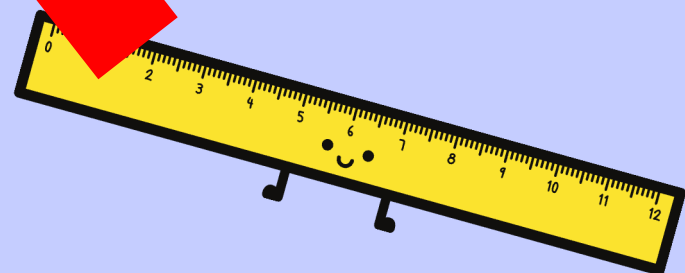
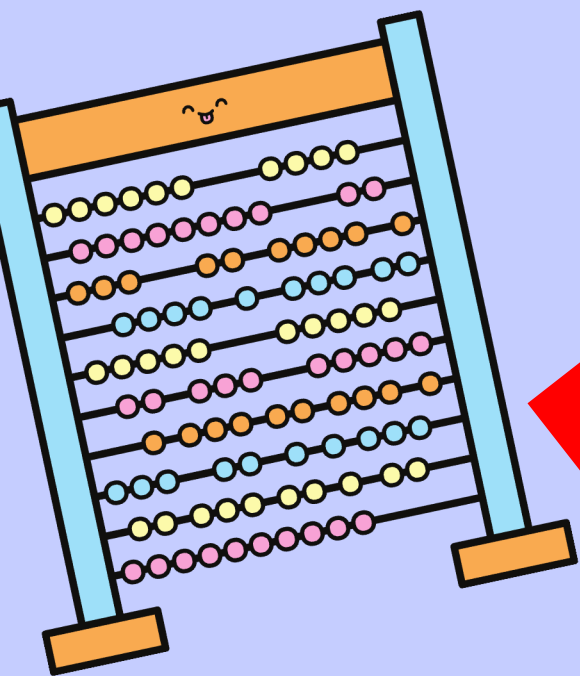
The hour hand moves gradually to the next number.

At half past, it is halfway between them.





Well done!



Hours and Halves on a Moving Clock Quiz



Question 1

Where is the hour hand at 2:30?



Answer 1

Halfway between 2 and 3. Half an hour has passed since 2:00



Question 2

Where does the minute hand point at half past?



Answer 2

To 6. It has moved halfway around the clock



Question 3

Is an hour hand exactly on 11 correct at 11:00?



Answer 3

No. It should be halfway from 11 towards 12



Question 4

A clock has the minute hand at 12 and hour hand at 5. What time?



Answer 4

5:00. The long hand at 12 marks o'clock and the short hand marks 5.



Question 5

Move 5:00 forward by half an hour. Show both roads.



Answer 5

5:30. Minute hand to 6; hour hand halfway from 5 to 6.



Question 6

A 2:30 clock has its hour hand exactly on 2. What is wrong?



Answer 6

The hour hand should be halfway from 2 to 3. The minute hand stays at 6.



Question 7

Match 11:30 to words and explain the hour and



Answer 7

Half past eleven. The hour hand is halfway from 11 to 12.



Question 8

What changes from 2:00 to 2:30?



Answer 8

Minute hand moves from 12 to 6; hour hand moves from 12 to halfway towards 3.



Question a

Draw both hands for 3:30.



Answer 9

Long minute hand to 6; short hour hand halfway from 4 to 5



Question 10

Why is the hour hand not on 3 at 3:30?



Answer 10

Thirty minutes have passed, so it has move half way towards



Question 11

A child says the hour hand stays on 5 until 100. What time is that?



Answer II

No. At 5:30 it is halfway between 5 and 6.



Question 12

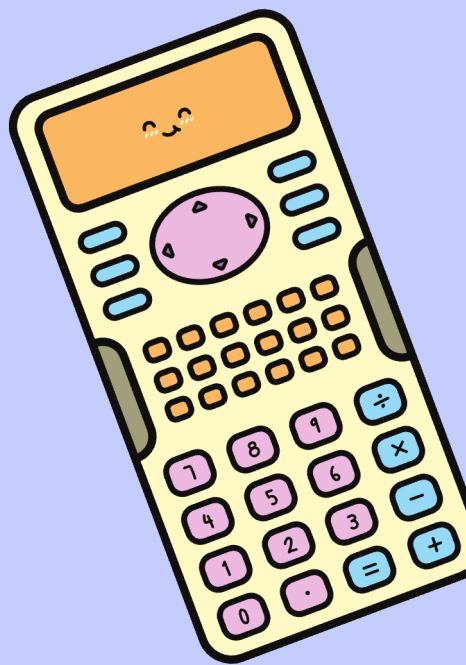
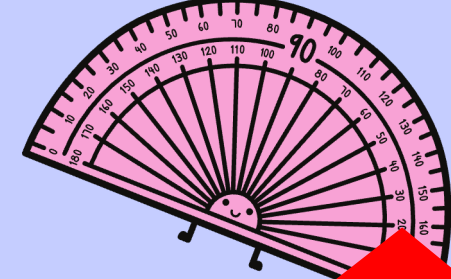
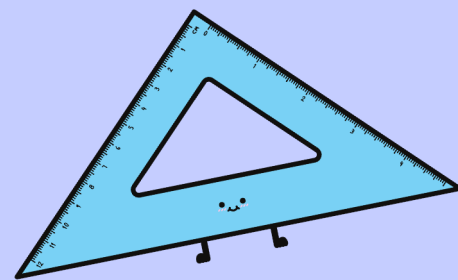
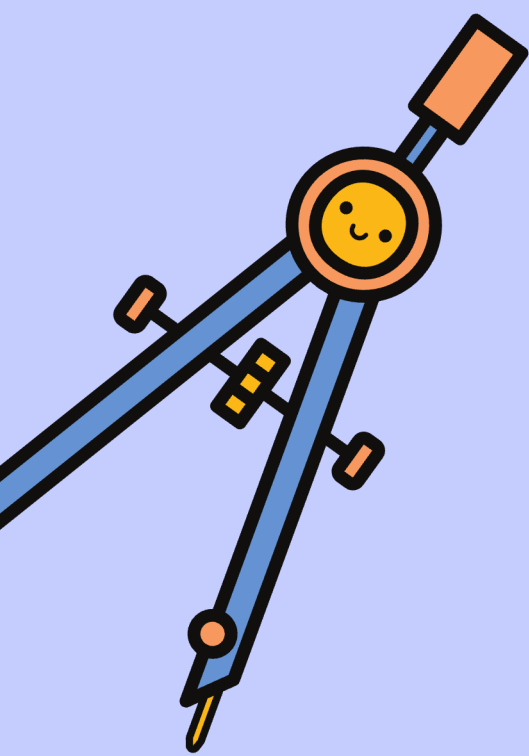
Read 8:30 and explain both hands.



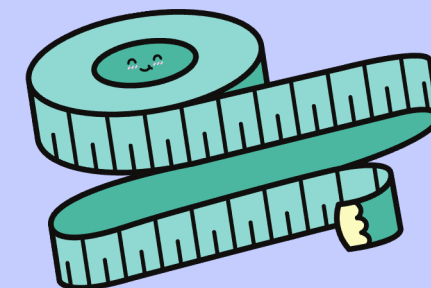
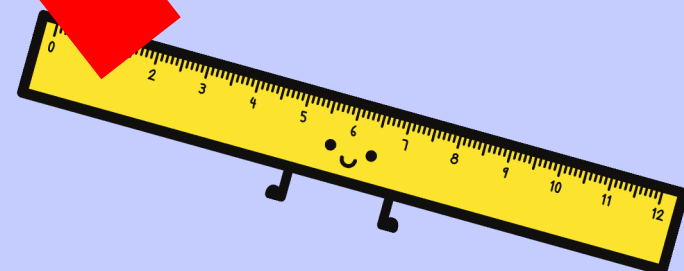
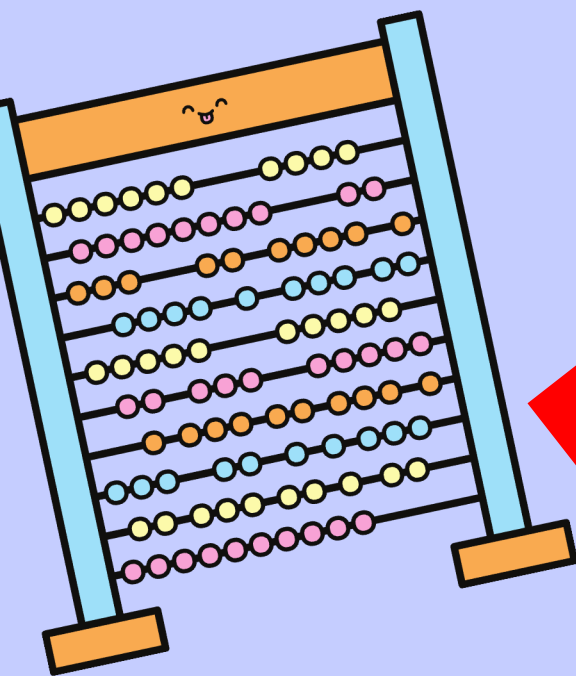
Answer 12

Half past eight. Minute hand at 6; hour hand halfway from 8 towards 9.





Well done!



PREVIEW