

Year 1/2– Summer Term

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--|--|---|---|------------------------------|--------|-----------------------------|--------|--------|---------|---------|---------|
| <p>Number: Place Value Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Given a number, identify one more and one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p>Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p> | <p>Geometry: Position and Direction Describe position, direction and movement, including whole, half, quarter and three quarter turns</p> <p>Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> | <p>Problem Solving and Efficient Methods</p> | <p>Measurement: Time Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</p> <p>Compare and sequence intervals of time.</p> <p>Measure and begin to record time (hours, minutes, seconds)</p> | <p>Investigations</p> | | <p>Consolidation</p> | | | | | |

Year 3/4 – Summer Term

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---|---|--|--|---|----------------------|--------|--------|--------|---------|---------|---------|
| <p>Measurement: Money Add and subtract amounts of money to give change using both £ and p in practical contexts. Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> | <p>Statistics Interpret and present data using bar charts, pictograms and tables. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve one-step and two-step questions (for example, ‘How many more?’ and ‘How many fewer?’) using information presented in scaled bar charts and pictograms and tables. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> | <p>Measurement: Time Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks. Read, write & convert time between analogue and digital 12 and 14 hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours. Convert between different units of measure eg hour to minute.</p> <p>Use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p>Compare durations of events (for example to calculate the time taken by particular events or tasks).</p> | <p>Geometry: Properties of Shapes Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Identify lines of symmetry in 2D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> | <p>Measurement: volume and capacity (Y3) Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml).</p> <p>Co-ordinates (Y4) Describe positions on a 2D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> | Consolidation | | | | | | |

Year 5/6 – Summer Term

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--|--|---|-------------------------|--------|--------|--------|--------|--------|---------|---------|---------|
| <p><u>Measurement- converting units</u> Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Convert between miles and kilometres.</p> <p>Solve problems involving converting between units of time. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> | <p><u>Geometry- position and direction</u> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> | <p><u>Geometry- Properties of Shapes and Angles</u> Identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees ($^{\circ}$) Draw 2-D shapes using given dimensions and angles.</p> <p>Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90° Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> | <h2>Investigations</h2> | | | | | | | | |