



WALT: We Are Learning To
WAP: We Are Practising

Summer 2: Meadowsong

| Week | Unit | National Curriculum objectives Possible lesson objectives | White Rose Maths (WRM) 'small steps' | Models and images representing number Key vocabulary | Reasoning (in addition to WRM questions) | Fluency |
|------|--|--|--|--|--|--|
| 1 | Geometry Shape (2) | <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them <p>WAP recalling the names and properties of 2-D shapes (<i>not WRM</i>) WAP recalling the names and properties of 3-D shapes (<i>not WRM</i>) WALT describe and recognise 3-D shapes WALT use constructions materials to make 3-D shapes WALT make nets of 3-D shapes</p> | <ul style="list-style-type: none"> Recognise and describe 3-D shapes Construct 3-D shapes | - | <p>Visualising I am thinking of a 3-dimensional shape which has faces that are triangles and squares. What could my shape be? Always, sometimes, never All the sides of a hexagon are the same length. NRICH A Puzzling Cube NRICH The Third Dimension NRICH Arranging Cubes</p> | <p>Telling the time</p> <p>Number facts: 2, 5 and 10 times tables and division</p> |
| 2 | Measurement Mass, capacity and volume | <ul style="list-style-type: none"> measure, compare, add and subtract mass (kg/g) <p>WAP using balances to compare mass WALT measure mass using a scale WALT measure mass in kg and g WALT compare the mass of different objects WALT calculate with mass</p> | <ul style="list-style-type: none"> Compare mass (WRM revision) Measure mass (1) Measure mass (2) Compare mass Add and subtract mass | Scales, bar model, part-whole model | <p>Undoing I add 300g of flour to a bowl of flour, then I divide my flour into 2 equal halves. One of the halves weighs 400g. How much flour was in my bowl to start with? The answer is... 2 ½ kg What is the question? Spot the mistake 700g 800g 900g 1kg 100g 200g</p> | <p>Fact families for 4 operations</p> <p>Number facts: 4 and 8 times tables and division</p> |
| 3 | | <ul style="list-style-type: none"> measure, compare, add and subtract volume/capacity (l/ml) <p>WAP investigating volume practically</p> | <ul style="list-style-type: none"> Compare volume (WRM revision) Measure capacity (1) Measure capacity (2) | Scales, base-10, place value chart | <p>Top Tips Put these measurements in order starting with the largest. Half a litre</p> | <p>Doubling and halving 2- and 3-digit numbers</p> <p>Number facts: 3 and 6</p> |

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| | <p>WALT measure capacity by reading a scale</p> <p>WALT measure capacity in litres and ml</p> <p>WALT compare capacity and volume</p> <p>WALT calculate with capacity and volume</p> | <ul style="list-style-type: none"> • Compare capacity • Add and subtract capacity | | <p>Quarter of a litre</p> <p>300 ml</p> <p>Explain your thinking</p> <p>Write more statements</p> <p>(Could be done practically)</p> <p>If there are 630ml of water in a jug.</p> <p>How much water do you need to add to end up with a litre of water?</p> <p>What if there was 450 ml to start with?</p> <p>Make up some more questions like this.</p> <p>Always, sometimes, never</p> <p>The volume of liquid in a container is less than its capacity</p> <p>The volume of liquid in a container equals its capacity</p> <p>The volume of liquid in a container is greater than its capacity</p> | times tables and division |
| 4 | <ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) <p>WAP reading thermometers</p> <p>WAP calculating with temperature (not WRM)</p> <p>WAP reasoning about measurement (not WRM)</p> <p>WAP calculating measurements</p> | <ul style="list-style-type: none"> • Temperature (WRM revision) | Scales, bar model, base-10, place value chart, part-whole model | <p>Position the symbols</p> <p>Place the correct symbol between the measurements: > or <</p> <p>306cm  Half a metre</p> <p>930 ml  1 litre</p> <p>Explain your thinking</p> <p>Odd one out</p> <p>1m 1g 1cm 1litre</p> <p>Explain your thinking (NB more than one answer!)</p> <p>Spot the mistake</p> <p>-1°C -2°C -3°C 0°C 1°C 2°C 3°C</p> <p>Explain your thinking</p> | <p>Place value in 3-digit numbers</p> <p>Number facts: bonds to 10 and 20 and matching subtraction</p> |
| 5 | <p>Calculation revision</p> <p>The four operations</p> <p>Target gaps identified through assessment for learning</p> | | | | <p>Mental addition and subtraction</p> <p>Number facts: 8 and 6 times tables and division</p> |
| 6 and 7 | <p>Problem-solving and activity weeks</p> <p>Resources such as the BEAM Brain Busters and Maths Buzz boxes may be used</p> | | | | <p>Converting measures</p> <p>Number facts: x and division round-up and check</p> |