Reception – Summer 2

This term your child will be learning about:

Visualise & Make

Encourage children to create their own bracelets and necklaces using their own pattern rules. Prompt children to describe the rule they followed.

To extend this, children could be the customer and request a bracelet or necklace with a given rule. For example, they could ask for an AAB necklace.

Vocabulary

repeat
pattern
next
rule
same
different
in front
behind

Provide children with a range of items for them to make patterns with. Ask them to identify their rule.

Create a scene or environment following children's interests, for example, a fairy town. Talk through where you have placed objects and why. Prompt your child to then replicate and build their own scene. Encourage your child to explain the reasons why they have placed objects where they have.

Use blocks and bricks of varying shapes and sizes. Encourage your child to build more complex structures such as castles. Prompt them to look at their constructions from different positions

Other Resources:

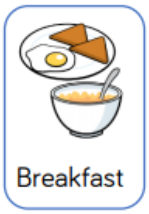
- I See a Pattern Here by Bruce Goldstone
- Pattern Fish by Trudy Harris
- Pattern Bugs by Trudy Harris
- I See a Pattern Here by Bruce Goldstone
- What the Ladybird Heard by Julia Donaldson

Year 1 – Summer 2

This term your child will be learning about:

Time

Sort the activities into **before** and **after** school.


Breakfast


Bedtime story


Get dressed


Go to a party

Can you think of one more activity for each group?
Can you sort the activities into three groups labelled **morning**, **afternoon** and **evening**?

Vocabulary

morning
afternoon
evening
faster
slower
o'clock
half past

Match the times to the clocks.

9 o'clock

Two o'clock

5 o'clock

To discuss:

- Which is the hour hand?
- Which is the minute hand? How do you know?
- Where does the minute hand point at half past

Teddy, Mo and Whitney are running a race. Here are their times.


Teddy - 52 seconds


Mo - 58 seconds


Whitney - 48 seconds

Use **faster** or **slower** to complete each sentence.

Teddy is _____ than Mo.

Teddy is _____ than Whitney.

Whitney is _____ than Mo.

Can you write any more sentences to describe the race using the words slower and faster?

Key Skills: Count in multiples of 10, 2 and 5 in order fluently.

Year 2 – Summer 2
This term your child will be learning about:

Statistics

Vocabulary
tally
data
pictogram
how many more….
most popular
least popular

Complete the tally chart for Year 2 and Year 3

Year Group	Tally	Total
Year 1	𝍸 𝍸	10
Year 2		19
Year 3	𝍸 𝍸 𝍸 𝍸 ||	
Year 4	𝍸 𝍸 𝍸 ||	17

Complete the pictogram.

Hair Colour		Total
Black	○ ○ ○ ○ ○	5
Blonde	○ ○ ○ ○ ○ ○ ○	
Brown		9
Ginger	○ ○ ○ ○	4

Key

○ = 1 person

Here is a pictogram to show Class 5s favourite t-shirts.

Colour	
Blue	👕 👕 👕 👕 👕 👕 👕 👕
Green	👕 👕
Red	👕 👕 👕 👕
Purple	👕 👕 👕 👕 👕 👕 👕

Key

👕 = 1 T-shirt

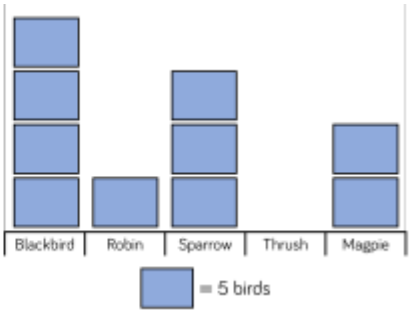
What is the most popular colour t-shirt?
What colour is the least popular t-shirt?
How many more children chose blue t-shirts than red?
How many children are in Class 5?

Class 4 are collecting data about favourite colours.

Colour	Number of children
Red	5
Green	8
Blue	7
Yellow	2

Make a block diagram using cubes to represent the data.
Now draw the block diagram.
What will the title be?
Remember to label the blocks and draw a clear scale.

How many more sparrows are there than robins?
What is the total number of birds?
How did you calculate this?
Can you think of your own questions to ask a friend?



Key Skills: Count in multiples of 3 to 12 x 3

Year 3 – Summer 2

This term your child will be learning about:

Shape

Fluency:

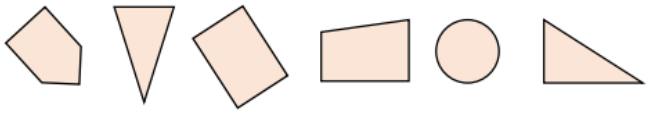
Look at the hands of the clock.
Turn the minute hand one quarter of a turn clockwise.
Where is the large hand pointing?
What is the new time?

What turn has the minute hand made?

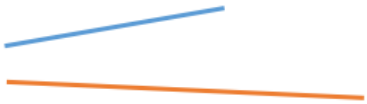
The angle between the hands is _____ than a right angle.
This is called an _____ angle.

The angle between the hands is _____ than a right angle.
This is called an _____ angle.

Sort the shapes based on the number of right angles they have.
Record your answer in a table.



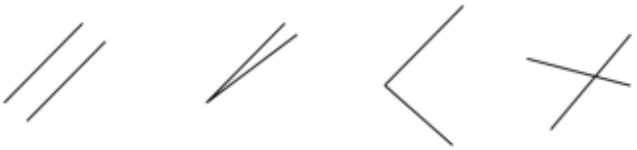
Measure these lines. Record your measurements in cm and mm.



_____ cm and _____ mm

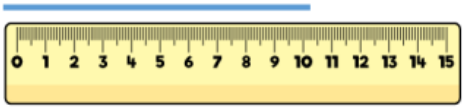
_____ cm and _____ mm

Tick the images where you can see an angle.
Explain your choices.



Problem Solving:

Alex measures the line.

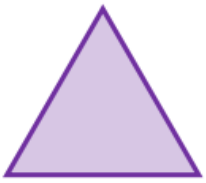


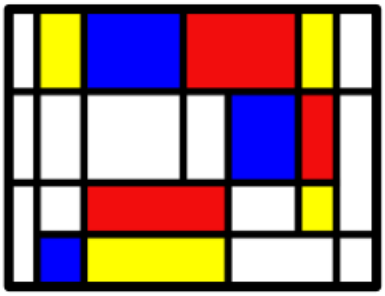
She says it is 10 cm 4 mm

Is Alex correct?

True or False?

This shape has two right-angles.





How many horizontal and vertical lines can you spot in this image by Mondrian?

Mathematical talk:

How many right angles make a half turn/three-quarter turn/ full turn?
Can you give me a time where the hands on the clock make an acute/obtuse angle?
Can you see horizontal and vertical lines around your house?
Where might you see sets of parallel lines in everyday life?

Key Skills: Recall multiples of 8 up to 12x8 in any order, including related division facts with growing fluency.

Year 4 – Summer 2

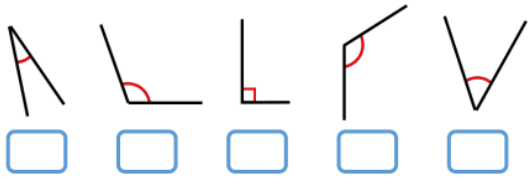
This term your child will be learning about:

Properties of Shapes

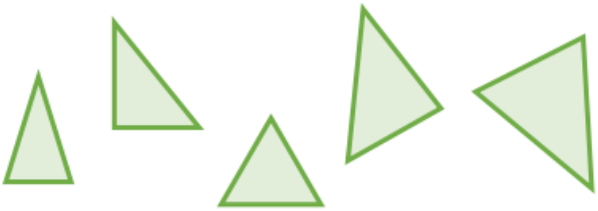
Fluency:

A right angle is 90 degrees.
Acute angles are smaller than a right angle.
Obtuse angles are larger than a right angle.

Label the angles. O for obtuse, A for acute and R for right angle.



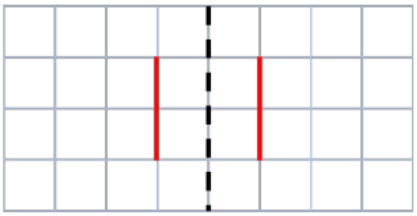
Label each of these triangles: isosceles, scalene or equilateral.

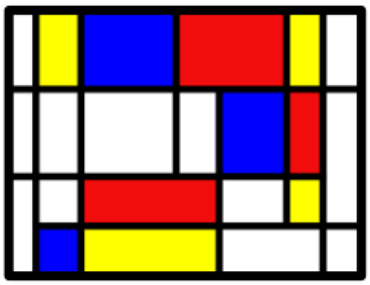


Using folding, find the lines of symmetry in these shapes.

Problem Solving:

How many different symmetrical shapes can you create using the given sides?





How many horizontal and vertical lines can you spot in this image by Mondrian?

Draw two more sides to create:

- An equilateral triangle
- A scalene triangle
- An isosceles triangle

Mathematical Talk:

How many degrees are in a right angle?
What is an acute / obtuse angle?
What is a polygon?
What are the properties of an isosceles / scalene / equilateral triangle?

Key Skills: Recall multiples of 12 in any order

Year 5 – Summer 2

This term your child will be learning about:

Converting Units

Fluency:

Complete the conversions.

1,000 mm = 1 m

5,000 mm = ☐ m

50,000 mm = ☐ m

500 mm = ☐ m

5,500 mm = ☐ m

1,000 ml = 1 l

☐ ml = 3 l

☐ ml = 30 l

300 ml = ☐ l

☐ ml = 0.3 l

Here are the heights of 4 children.

Whitney 1.3 m	Jack 124 cm	Rosie 1.32 m	Mo 141 cm

Put the children in height order, starting with the shortest.

Complete the conversions.

1 year = ☐ months

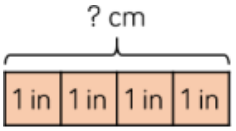
☐ years = 24 months

☐ years = 60 months

2.5 years = ☐ months

3 years 2 months = ☐ months

☐ years ☐ months = 75 months



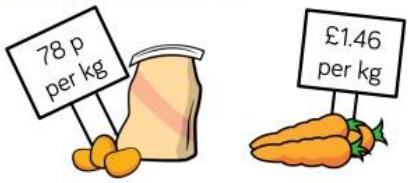
16in ≈ ☐ cm

15in ≈ ☐ cm

33in ≈ ☐ m

Problem Solving:

Amir buys 2,500 grams of potatoes and 2,000 grams of carrots.



He pays with a £5 note.

How much change does he get?

A plank of wood is 5.8 metres long.

Two lengths are cut from the wood.

175 cm

$3\frac{4}{5}$ m

How much of the wood is left?

Dora weighed 7.8 lbs when she was born.

Amir weighed 3.5 kg when he was born.

Who was heavier, Dora or Amir?
Explain your answer.

Mathematical Talk:

Can you convert the distances from metres into kilometres?

What does 'kilo' mean when used at the start of a word?

There are_____grams in____kilograms.

Would it be appropriate to measure your height in millimetres?

Which unit of measure would be best to measure: the height of a door frame, the length of a room, the width of a book?

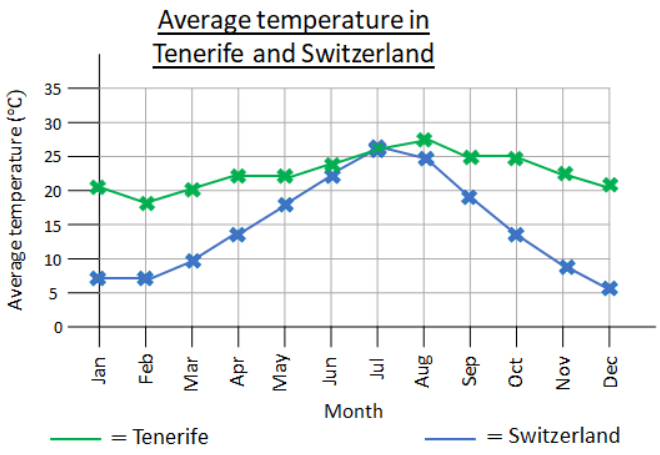
Key Skills: To use related times table facts – 6 x 4 = 24 so 0.6 x 4 = 2.4

Year 6 – Summer 2

This term your child will be:

Completing Themed Projects

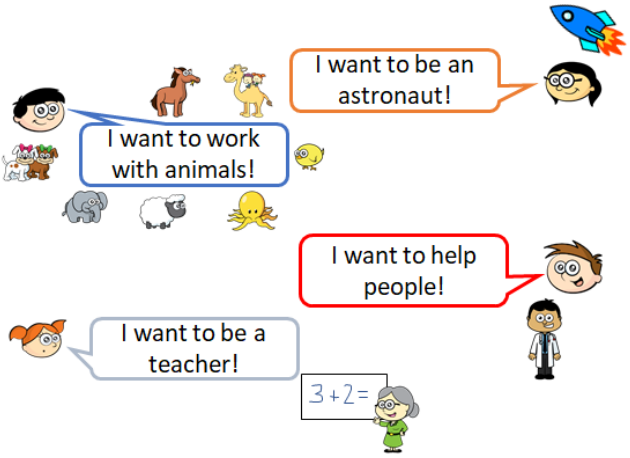
Climate:



What do you know?

What can you find out?

Our Futures:

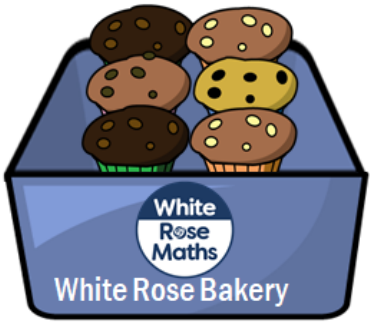


Baking:

Ingredients
(makes 6 cupcakes)

For the cupcake mixture:
120 g butter
120 g caster sugar
120 g self-raising flour
2 eggs
1 tsp vanilla extract

For the icing:
140 g butter
275 g icing sugar
2 tbsp milk



The projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life.