# Year 3

# Summer Term

# 2023

Dear parents,

The Year 3 team has put together this pack which contains information on what we are covering in the Summer term. It provides in depth details on what your child will cover in the following subjects:

- English
- Maths
- Science
- World Studies

We hope that this will provide you with an accurate picture on what your children will be studying in the Summer term of this academic year.

Thank you!

Year 3 team

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## English in Year 3

English in the Summer term will cover:

Fiction: Mystery

Non-fiction: Non- chronological reports

## Read Write and Inc. Literacy and Language

### Unit 5

### Overview of the unit:

This unit explores a mystery story: Smash and Grab! By John Dougherty. Children will explore how authors create mystery and suspense in their writing, and use similar techniques in their own writing.

In the non-fiction week, the focus is on developing children's understanding of non chronological reports. They will identify key features of this text type and, with support, write their own non chronological report.

Where appropriate, the children will be encouraged to develop an awareness of audiences and purpose in relation to the fiction and non-fiction texts they are reading and writing.

### Fiction

**Students will:**

- Keep up the suspense and mystery until the end
- Show how a character feels by giving clues, rather than telling the reader directly.
- Include speech which is set out and punctuated correctly.
- Use carefully chosen adverbs, to create accurate images in the reader's mind

**Writing:**

To write a new mystery story.

### Non-fiction:

**Students will:**

- Include some facts from my notes about space that the reader will find interesting.

- Is structured clearly to help the reader find information, e.g. with headings and subheadings.
- Include extra information in diagrams and pictures with captions.

-Include conjunctions (and, so, but) to make the structure of my sentences varied, clear and interesting.

**Writing:**

To write a non chronological report and then present it to the class.

# Years 3

## Spoken language

### Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

## Reading – word reading

### Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

## Reading – comprehension

### Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  1. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  2. asking questions to improve their understanding of a text
  3. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  4. predicting what might happen from details stated and implied
  5. identifying main ideas drawn from more than one paragraph and summarising these
  6. identifying how language, structure, and presentation contribute to meaning
  7. retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## Writing – transcription

### Statutory requirements

**Spelling (see English Appendix 1)**

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

## Writing – handwriting and presentation

### Statutory requirements

**Handwriting**

Pupils should be taught to:

use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined

increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

### Statutory requirements

**Handwriting and presentation**

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use when given choices and deciding whether

| Statutory requirements |
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| or not to join specific letters<br>Choosing the writing implement that is best suited for a task. |

## Writing – composition

| Statutory requirements |
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| Pupils should be taught to:<br>• plan their writing by:<br>1. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br>2. discussing and recording ideas<br>• draft and write by:<br>1. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)<br>2. organising paragraphs around a theme<br>3. in narratives, creating settings, characters and plot<br>4. in non-narrative material, using simple organisational devices [for example, headings and sub-headings]<br>• evaluate and edit by:<br>1. assessing the effectiveness of their own and others' writing and suggesting improvements<br>2. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.<br>• proof-read for spelling and punctuation errors<br>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |

## Writing – vocabulary, grammar and punctuation

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| Pupils should be taught to: |

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| • develop their understanding of the concepts set out in English Appendix 2 by:<br>1. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although<br>2. using the present perfect form of verbs in contrast to the past tense<br>3. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br>4. using conjunctions, adverbs and prepositions to express time and cause<br>5. using fronted adverbials<br>6. learning the grammar for years 3 and 4 in English Appendix 2<br>• indicate grammatical and other features by:<br>1. using commas after fronted adverbials<br>2. indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech<br>• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. |

| Year 3: Detail of content to be introduced (statutory requirement) | |
|---|---|
| **Word** | Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*]<br>Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]<br>**Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*] |
| **Sentence** | Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*] |
| **Text** | Introduction to paragraphs as a way to group related material<br>Headings and sub-headings to aid presentation<br>Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*] |
| **Punctuation** | Introduction to inverted commas to **punctuate** direct speech |

| Year 3: Detail of content to be introduced (statutory requirement) | |
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| **Terminology for pupils** | preposition, conjunction<br>word family, prefix<br>clause, subordinate clause<br>direct speech<br>consonant, consonant letter vowel, vowel letter<br>inverted commas (or 'speech marks') |

## Maths in the Summer term

Maths in the Summer term children will expand their knowledge by teaching them various ways to calculate and solve problems. This Summer term, the following topics will be taught:

- Numbers and place value
- Mental addition and subtraction.
- Problem solving, reasoning and algebra.
- Mental multiplication and division
- Statistics
- Fractions, ratio and proportion
- Geometry: properties of shapes Understanding fractions
- Geometry: position and directions
- Measurement
- Written multiplication and division

These are all new topics that the children will be learning and they will have to use their prior knowledge of topics covered this term as a basis to their learning. The following is a copy of the mid-term plan that includes a detailed breakdown of the subjects covered in the Summer. The plan provides topics week by week so that you are aware of what is being covered on a weekly basis.

# Maths Summer Term Plan 2023

| Wk | Weekly Summary | Strands | Objectives |
|---|---|---|---|
| 1 | Add 3-digit and 1-digit numbers mentally, using number facts; subtract 1-digit numbers from 3-digit numbers mentally using number facts; add and subtract multiples of 10 by counting on and back in 10s and using number facts to cross 100s; compare and order fractions with the same denominator; begin to recognise equivalences of 1/2; add and subtract fractions with the same denominator | Mental addition and subtraction (MAS) | **MAS.38** Add and subtract 1-digit to and from 3-digit numbers<br>**MAS.41** Add multiples of 10 and 100 to 3-digit numbers<br>**MAS.42** Subtract multiples of 10 and 100 from 3-digit numbers |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.44** Spot patterns and relationships and make predictions<br>**PRA.47** Explain methods using appropriate mathematical language |
| | | Fractions, ratio and proportion (FRP) | **FRP.34** Begin to understand equivalence by placing fractions on a number line<br>**FRP.35** Compare fractions using number lines and fraction strips<br>**FRP.32** Add fractions with the same denominator to make one whole<br>**FRP.44** Add and subtract fractions with the same denominator |
| 2 | Use function machines to multiply by 2, 3, 4, 5 and 8 and understand the inverse; use scaling to multiply heights and weights by 2, 4, 8, 5 and 10; use known facts to multiply multiples of 10 by 2, 3, 4 and 5; multiply numbers between 10 and 30 by 3, 4 and 5 using the grid method; multiply 2-digit numbers by 3, 4, 5 and 8 using the grid method | Mental multiplication and division (MMD) | **MMD.26** Count in 2s and recall multiplication and division facts for the ×2 table<br>**MMD.27** Count in 5s and recall multiplication and division facts for the ×5 table<br>**MMD.30** Recall multiplication and division facts for the ×3 table<br>**MMD.31** Understand that multiplication is commutative and use it in mental calculations<br>**MMD.35** Understand multiplication as repeated addition and as scaling<br>**MMD.38** Learn to divide with remainders<br>**MMD.42** Multiply multiples of 10 by 1-digit numbers |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.48** Solve problems involving multiplication and division, including missing number problems |
| | | Written multiplication and division (WMD) | **WMD.43** Use known tables and place value to multiply 2-digit by 1-digit numbers with the grid method<br>**WMD.55** Solve problems involving multiplying and adding using the distributive law to multiply 2-digit numbers by 1-digit numbers (partitioning) |
| 3 | Divide without remainders, just beyond the 12th multiple; division using chunking, with remainders; use the grid method to multiply 2-digit numbers by 3, 4 ,5 and 8; begin | Mental multiplication and division (MMD) | **MMD.44** Divide mentally numbers just beyond the tables by subtracting the multiple of 10 (no remainders) |
| | | Written multiplication and division (WMD) | **WMD.43** Use known tables and place value to multiply 2-digit by 1-digit numbers with the grid method<br>**WMD.55** Solve problems involving multiplying and adding using the distributive law to multiply 2-digit numbers by 1-digit numbers (partitioning) |

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| | to estimate products | | |
| 4 | Draw and interpret bar charts and pictograms where one square/symbol represents two units; compare and measure weights in multiples of 100g; know how many grams are in a kilogram; estimate and weigh objects to the nearest 100g; draw and interpret bar charts where one square represents one hundred units | Statistics (STA) | **STA.34** Interpret and complete pictograms where 1 symbol represents 2 items<br>**STA.41** Ask and answer questions about the data represented in pictograms and block graphs<br>**STA.30** Collect and organise data in tally charts<br>**STA.35** Interpret and complete block graphs where 1 block represents 2 items<br>**STA.49** Interpret and present data in bar charts where 1 division represents 2 units<br>**STA.51** Work out how many more/fewer using data displayed in scaled bar charts, pictograms and tables<br>**STA.52** Draw and interpret bar charts where 1 division represents 100 units |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.43** Apply reasoning skills to problems |
| | | Measurement (MEA) | **MEA.30** Choose and use appropriate standard units to measure weights (mass)<br>**MEA.32** Solve simple problems by comparing and ordering lengths, weights (masses), capacities and record the results using <, >, and =<br>**MEA.58** Begin to convert between different units of measure |
| 5 | Add 3-digit and 2-digit numbers using mental strategies; add two 3-digit numbers using mental strategies or by using column addition; use reasoning, trial and improvement to solve problems involving more complex addition | Mental addition and subtraction (MAS) | **MAS.45** Add mentally 2-digit to 3-digit numbers by partitioning or counting on<br>**MAS.46** Mentally add two friendly 3-digit numbers |
| | | Written addition and subtraction (WAS) | **WAS.43** Use compact column addition to add pairs of 3-digit numbers with a total < 1000<br>**WAS.41** Use expanded column addition to add pairs of 3-digit numbers<br>**WAS.44** Use column addition to add three 3-digit numbers with a total < 1000 |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.43** Apply reasoning skills to problems<br>**PRA.49** Use trial and improvement<br>**PRA.50** Solve problems involving more complex addition and subtraction, including missing number problems |

| Wk | Weekly Summary | Strands | Objectives |
|---|---|---|---|
| 6 | Use column addition to add three 2- and 3-digit numbers together and four 2- and 3-digit numbers together; subtract 3-digit numbers using counting up; solve word problems choosing an appropriate method | Written addition and subtraction (WAS) | **WAS.44** Use column addition to add three 3-digit numbers with a total < 1000<br>**WAS.46** Use column addition to add several 3-digit numbers with a total > 1000 |
| | | Mental addition and subtraction (MAS) | **MAS.49** Count up to subtract any 3-digit from 3-digit number<br>**MAS.28** Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back<br>**MAS.44** Subtract a 3-digit from a 3-digit number (with a difference < 50) by counting up<br>**MAS.45** Add mentally 2-digit to 3-digit numbers by partitioning or counting on |
| 7 | Add 3-digit numbers using column addition; solve problems involving measures; solve subtractions of 3-digit numbers using counting up on a line and work systematically to find possibilities; choose an appropriate strategy to solve addition or subtraction | Written addition and subtraction (WAS) | **WAS.44** Use column addition to add three 3-digit numbers with a total < 1000<br>**WAS.45** Use column addition to add several 2-digit numbers<br>**WAS.46** Use column addition to add several 3-digit numbers with a total > 1000 |
| | | Measurement (MEA) | **MEA.42** Measure, compare, add and subtract lengths or heights using m/cm/mm<br>**MEA.43** Measure, compare, add and subtract weights (masses) using kg/g<br>**MEA.44** Measure, compare, add and subtract capacities or volumes using l/ml |
| | | Mental addition and subtraction (MAS) | **MAS.44** Subtract a 3-digit from a 3-digit number (with a difference < 50) by counting up<br>**MAS.49** Count up to subtract any 3-digit from 3-digit number<br>**MAS.45** Add mentally 2-digit to 3-digit numbers by partitioning or counting on<br>**MAS.46** Mentally add two friendly 3-digit numbers |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.42** Work systematically, using logical reasoning and deduction |
| 8 | Identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines, angles and symmetry in 2D shapes; measure the perimeter of 2D shapes by counting and measuring with a ruler; tell the time on analogue and digital clocks to the minute, begin to tell the time 5, 10, 20 minutes later, recognise am and | Geometry: properties of shapes (GPS) | **GPS.31** Draw 2D shapes with specified simple properties, e.g. four straight edges<br>**GPS.41** Identify and draw horizontal, vertical, parallel, perpendicular and curved lines<br>**GPS.30** Identify right angles in 2D shapes<br>**GPS.40** Recognise angles as a property of shape and identify right angles and other angles in shapes<br>**GPS.42** Identify parallel and perpendicular lines in 2D shapes<br>**GPS.44** Identify line symmetry in 2D shapes presented in different orientations<br>**GPS.49** Classify 2D shapes according to their properties: right angles, lines of symmetry, parallel and perpendicular lines |
| | | Measurement (MEA) | **MEA.53** Measure the perimeter of simple shapes<br>**MEA.41** Begin to say the time ten minutes, or twenty minutes, later or earlier |

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| | pm and 24-hour clock times | | **MEA.47** Use vocabulary such as morning, afternoon, noon, and midnight; also am and pm times and 12 hour clocks<br>**MEA.54** Write and tell the time to the nearest minute using analogue and digital clocks<br>**MEA.40** Tell the time to the nearest five minutes using digital and analogue clocks<br>**MEA.55** Use 24 hour clocks |
| 9 | Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8; estimate products; divide using chunking, with and without remainders; decide whether to use multiplication or division to solve word problems; recognise tenths and equivalent fractions; find one-tenth and several tenths of multiples of 10 and begin to find one-tenth of single-digit numbers | Written multiplication and division (WMD) | **WMD.43** Use known tables and place value to multiply 2-digit by 1-digit numbers with the grid method<br>**WMD.45** Divide numbers just beyond the tables by subtracting the multiple of 10<br>**WMD.46** Divide numbers just beyond the tables, with integer remainders |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.45** Begin to make generalisations<br>**PRA.48** Solve problems involving multiplication and division, including missing number problems |
| | | Mental multiplication and division (MMD) | **MMD.44** Divide mentally numbers just beyond the tables by subtracting the multiple of 10 (no remainders) |
| | | Fractions, ratio and proportion (FRP) | **FRP.34** Begin to understand equivalence by placing fractions on a number line<br>**FRP.46** Develop an understanding of equivalence in fractions; 1/2s, 1/3s, 1/4s, 1/5s, 1/6s, 1/8s, 1/10s<br>**FRP.37** Find unit fractions of amounts and relate to division<br>**FRP.38** Find fractions of amounts and relate to division and multiplication |
| | | Decimals, percentages and their equivalence to fractions (DPE) | **DPE.40** Understand tenths (1/10s) as fractions and place them on a line |
| 10 | Revise column addition for adding three 3-digit numbers; revise mental strategies for addition; subtract 3-digit numbers using written and mental methods; find change using counting up; check subtraction using addition; multiply numbers between 10 and 40 by 1-digit numbers using grid method; solve division problems just beyond the known tables facts | Mental addition and subtraction (MAS) | **MAS.46** Mentally add two friendly 3-digit numbers<br>**MAS.48** Add mentally several 1-digit numbers, multiples of 10 or 100<br>**MAS.42** Subtract multiples of 10 and 100 from 3-digit numbers<br>**MAS.49** Count up to subtract any 3-digit from 3-digit number<br>**MAS.40** Find change from £5, £10 and £20 by counting up |
| | | Written addition and subtraction (WAS) | **WAS.44** Use column addition to add three 3-digit numbers with a total < 1000 |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.43** Apply reasoning skills to problems<br>**PRA.38** Begin to identify and use patterns to predict answers, and mathematical reasoning to explain them<br>**PRA.48** Solve problems involving multiplication and division, including missing number problems |
| | | Written | **WMD.44** Multiply 2-digit by 1-digit numbers using the grid |

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| | | multiplication and division (WMD) | method<br>**WMD.46** Divide numbers just beyond the tables, with integer remainders |
| | | Mental multiplication and division (MMD) | **MMD.44** Divide mentally numbers just beyond the tables by subtracting the multiple of 10 (no remainders) |

# Lower Key Stage 2 – Years 3 and 4

The principal focus of mathematics teaching in lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of Year 3, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

# Year 3 programme of study

## Number – number and place value

### Statutory requirements

Pupils should be taught to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words.

## Number – addition and subtraction

### Statutory requirements

Pupils should be taught to:

- Add and subtract numbers mentally, including:

  a three-digit number and ones

  a three-digit number and tens

  a three-digit number and hundreds

- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

- Estimate the answer to a calculation and use inverse operations to check answers

- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

## Number – multiplication and division

### Statutory requirements

Pupils should be taught to:

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which objects are connected to m objects.

## Number – fractions

### Statutory requirements

Pupils should be taught to:

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- Compare and order unit fractions, and fractions with the same denominators
- Solve problems that involve all of the above.

## Measurement

### Statutory requirements

Pupils should be taught to:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events [for example to calculate the time taken by

| Statutory requirements |
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| particular events or tasks]. |

## Geometry – properties of shapes

| Statutory requirements |
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| Pupils should be taught to:<br>• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them<br>• recognise angles as a property of shape or a description of a turn<br>• 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<br>• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. |

## Statistics

| Statutory requirements |
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| Pupils should be taught to:<br>• interpret and present data using bar charts, pictograms and tables<br>• 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. |

## Science in Summer term

### Aims

The national curriculum for Science aims to ensure that all pupils:

- Develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- Develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- Are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

By the end of the Summer term, children will have covered The Science topic “Magnets” from the national curriculum. Children will work scientifically on a variety of quick challenges and longer tasks to learn about:

- **Opposites attract:**

  The children will learn to observe the forces that magnets produce and to report and present findings from their enquiries. They will begin to name some materials that magnets can attract and some they cannot and list at least ten uses of magnets in everyday life. Pupils will learn to explain what a magnetic pole is and what it can do and offer predictions as to whether two magnets will attract or repel each other.

# Lower Key Stage 2 programme of study

## Statutory requirements

Pupils should be taught to:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

## World Studies in Summer term

**History: Early Civilisations and History of Communication**

The objectives:

- Stimulate interest and discussion.
- Assess students ‘existing knowledge.
- Place early civilisations in time.
- Develop understanding of the role of farming in early civilisations.
- Explore the planning and constructional of cities civilisations.
- Explore the importance of trade in early civilisations.
- Explore early writing and number systems.
- Identify and interpret different historical evidence for early communication.
- Examine steps in the development of printing.
- Consider why postal services began and developed.
- Tracing the development of telecommunication.