

Cloudside Academy
MTP Year 3 Summer 2 2019-20



Resources Axis, clocks, blank clock faces,	Mastery: (where to find some resources) <ul style="list-style-type: none"> • Teaching for Mastery • White Rose • Mastery maths stickers • Nrich (curriculum mapping) 	Links to prior learning/ objectives Children will have learned to interpret pictograms and block graphs. Children can count in multiples of 2/5/10 and 100. Children will have been taught to tell the time to 5-minute intervals. Children have been taught the facts of time.	
Dates	Objectives	Vocabulary	Barriers to ARE (misconceptions)
1.6.20	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.	Horizontal, vertical, perpendicular, parallel, shape names, properties. Shape names, 2d, 3D, dimensional, flat, edge, side, vertex, vertices, different orientations	Understanding of key vocabulary. Mixing up the meaning of the properties. Recognising each property within a given shape/ picture/ context. Recognising accurate vocabulary. Accurate counting skills when counting each property- not counting a vertex more than once. Naming shapes correctly. Recognising known shapes in a variety of orientations
8.6.20	Recognise angles as a property of shape or a description of a turn.	Angles, acute, obtuse, reflex, right angle, properties of shape, vertices, vertex, sum, quarter, half, full, greater than, less than, equivalent, identify, recognise.	Children may struggle to make the link between angles and a turn. Children may struggle to recognise a right angle, or whether an angle is greater or less than 90'. Children may struggle to see the relationships between shapes and their angles. Children may struggle to identify a right angle in different orientations.

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15.6.20	Identify right angles, recognise that two right angles make half a turn, three makes three quarters of a turn and four make a complete turn: identify whether angles are greater than or less than a right angle.	Angles, acute, obtuse, reflex, right angle, properties of shape, vertices, vertex, sum, quarter, half, full, greater than, less than, equivalent, identify, recognise.	Children may struggle to make the link between angles and a turn. Children may struggle to recognise a right angle, or whether an angle is greater or less than 90'. Children may struggle to see the relationships between shapes and their angles. Children may struggle to identify a right angle in different orientations.
22.6.20 29.6.20	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml) <i>(Use this as an opportunity to address any misconception from the previous weeks on addition and subtraction)</i>	Measure, amount, compare, add, subtract (and associated vocabulary above), length, long, longer than, shorter than, mass, heavier than, lighter than, volume, larger than, smaller than, capacity, more than, less than, (vocabulary for units as stated in objectives)	Children might not know that the units represent different lengths (1cm is different to 1mm etc.) Children might confuse mass with weight. Children might confuse volume and capacity. Children may struggle to link addition and subtraction skills to this work now that the numbers have units of measure.
6.7.20 13.7.20	Assessments. Consolidation/ getting the children secure with the year 3 curriculum ready for year 4.		