A Small School with a BIG Heart
Ellingham C of E
Primary School

Week	Learning Objectives	Key Outcomes	Vocabulary
1	To recap analogue time to o'clock, quarter past, half past and quarter to. (Y3 only) To practise rapid recall of multiplication facts. (Y4 only) To explore facts about months and years. To know facts and vocabulary relating to minutes, seconds, hours. To tell analogue time to 5 minute intervals.	<u>Year 3</u> I can tell and write the time from an analogue clock, including using Roman numerals from I to XII. I know the number of seconds in a minute and the number of days in each month, year and leap year. I can confidently tell the time to five minutes on an analogue clock. <u>Year 4</u> I can recall multiplication and division facts for multiplication tables up to 12 × 12. I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. I can confidently tell the time to five minutes on an analogue clock. (Y3 recap)	Analogue, o'clock, quarter past, half past, quarter to, minute hand, hour hand, day, month, year, date, leap year, second, minute, hour, day, noon, midday, midnight, week day, weekend, calendar week, school week, numeral, convert Analogue clock = a clock that has moving hands Digital clock = a clock that displays the time in numerical digits
2	To tell analogue time to 1 minute intervals. To begin to use am and pm to describe the time of day. (Y3 only) To practise rapid recall of multiplication facts. (Y4 only) To use the 24-hour digital clock. To find durations of events. (Y3 only)	<u>Year 3</u> I can estimate and read the time with increasing accuracy to the nearest minute. I can use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. I can tell and write the time from 12 hour and 24 hour digital clocks. I can find and compare durations of events. <u>Year 4</u> I can confidently read and write the time to the nearest minute using analogue clocks. I can recall multiplication and division facts for multiplication tables up to 12 × 12. I can confidently read and write the time using digital 12 and 24 hour clocks.	Morning, afternoon, am, pm, digital clock, 24 hour clock, duration
3	To compare durations of time. (Y3 only) To practise rapid recall of multiplication facts. (Y4 only) To find start and end times of events. (Y3 only) To convert between analogue and digital times using a 12-hour format. (Y4 only) To measure and convert time in seconds. (Y3 only) To solve time related problems. (Y3 only) To convert between analogue and digital times using a 24-hour format. (Y4 only)	<u>Year 3</u> I can find and compare durations of events. I can record and compare time in terms of seconds, minutes, hours and o'clock. <u>Year 4</u> I can recall multiplication and division facts for multiplication tables up to 12 × 12. I can convert time between analogue and digital 12 and 24 hour clocks.	Interval, clockwise, anticlockwise, measure

4	To recognise angles as a measure of a turn. To identify right angles. To compare comparing angles.	Year 3 I can recognise angles as a property of shape or a description of a turn. I can identify right angles and recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. I can identify whether angles are greater than or less than a right angle and compare angles by size. Year 4 I can recognise angles as a property of shape or a description of a turn. (Y3 recap) I can identify right angles and recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. (Y3 recap) I can identify whether angles are greater than or less than a right angle and compare angles by size. (Y3 recap)	Angle, turn, clockwise, anticlockwise, half, quarter, three quarter, right angle, compare, greater, less, acute, obtuse, degree Angle = when 2 straight lines meet at a point Right angle = 90 degrees Acute = less than 90 degrees Obtuse = larger than 90 degrees
5	To draw accurately using mm and cm. (Y3 only) To identify acute, right and obtuse angles. (Y4 only) To identify and find horizontal, vertical, parallel and perpendicular lines. (Y3 only) To compare and order angles. (Y4 only) To recognise and describe 2D shapes.	Year 3 I can draw and measure straight lines accurately in cm and mm; round measurements to the nearest cm. I can identify horizontal and vertical lines. I can identify pairs of perpendicular and parallel lines. I can recognise 2-D shapes and describe them accurately. I can draw 2-D shapes accurately. Year 4 I can compare the lengths and angles of a polygon. I can compare and classify geometric 2D and 3D shapes, based on their properties and sizes.	Millimetres, centimetres, measure, rounding, horizontal, vertical, parallel, perpendicular, properties, corner, side, angle, type of line, symmetry, length Horizontal = straight line that goes left to right Vertical = straight line that goes top to bottom Parallel = lines that are the same distance apart and never intersect Perpendicular = lines that are at right angles to each other
6	To recognise and describe 3D shapes. (Y3 only) To classify and draw triangles. (Y4 only) To construct and describe 3D shapes. (Y3 only) To name, describe and draw quadrilaterals. (Y4 only) To find lines of symmetry and create symmetrical figures.	Year 3 I can recognise 3-D shapes in different orientations and describe them accurately. I can make 3-D shapes using modelling materials. Year 4 I can identify, compare and classify triangles using geometrical properties. I can identify, compare and classify quadrilaterals using geometrical properties. I can identify lines of symmetry in 2-D shapes presented in different orientations. I can complete a simple symmetric figure.	Face, surface, edge, vertices, polygon, triangle, isosceles, scalene, equilateral, quadrilateral, square, rectangle, rhombus, parallelogram, trapezium, symmetry, symmetrical Isosceles triangle = 2 sides have the same length Scalene triangle = 3 unequal sides Equilateral = 3 equal sides