

Red Rose Mastery Maths Unit Overviews: Summer Term 2

Continue to use the date board as part of daily routine. This will support children with developing their knowledge of time, as well as ordinal numbers. Introduce language such as fortnight, yesterday, today, tomorrow into this work.

Summer 2 Unit 27 (Week 1): Time		
Lesson	Starter	Lesson Focus
1	Counting in twos, fives and tens	Recap telling the time to the hour Drawing hands on the clock to show these times
2	Write numbers in words from 1-20	Recap telling the time to the half hour
3	Identify and represent numbers using concrete materials	Draw hands on the clock to show times to half past the hour and recognising that the hour hand is between the hour numbers
4	Use concrete materials (ten frames) to represent addition and subtraction facts within 20	Tell the time mixed hour and half hour (and some that are not either)
5	Correctly place a number from 1 to 20 on the number line with start and end demarcation only (0,20)	Solve practical problems involving time

Summer 2 Unit 28 (Week 2): Multiplication and Division		
Lesson	Starter	Lesson Focus
1	Count across 100 forwards and backwards – focus on patterning	Solve problems involving multiplication Make/draw groups of equal size Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens)
2	Compare and order three numbers / amounts up to 50	Solve problems involving multiplication Make/draw groups of equal size Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens)
3	Identify odd and even numbers by counting in 2s from 0	Solve problems involving division by grouping
4	Tell the time to the hour and half hour	Solve problems involving division by grouping
5	Recognise one half and one quarter of a shape	Solve problems involving division by sharing or grouping (children represent the problem correctly)

Summer 2 Unit 29 (Week 3): Statistics and Calculation		
Lesson	Starter	Lesson Focus
1	Add and subtract one-digit and two-digit numbers to 20 using an appropriate strategy	Present and interpret data in block diagrams using concrete materials Recap how many in a given data category (answer and ask)

2	Correctly place a number from 1 to 20 on the number line with start and end demarcation only (0,20)	Present and interpret data in block diagrams using concrete materials How many in two given data categories (answer and ask)
3	Use concrete materials (ten frames) to represent addition and subtraction facts within 20	Present and interpret data in block diagrams using concrete materials How many more/fewer when comparing two categories using concrete materials (ask and answer)
4	Counting in twos, fives and tens	Present and interpret data in block diagrams using concrete materials How many more/fewer when comparing two categories using block diagrams (ask and answer)
5	Name and identify 2-D and 3-D shapes	Problem solving/reasoning around block diagrams true/false statements

Summer 2 Unit 30 (Week 4): Measurement		
Lesson	Starter	Lesson Focus
1	Count across 100 forwards and backwards – focus on patterning	Measure and record mass/weight using weighing scales with a simple scale and manageable standard units (kg/g) within children's range of counting competence Compare items and notice the movement of the needle for lighter/heavier items
2	Identify and represent numbers using concrete materials	Solve practical problems for mass/weight e.g. use the balance scales to find two boxes that will balance this box
3	Correctly place a number from 1 to 20 on the number line with start and end demarcation only (0,20)	Solve practical problems for length and height e.g. which of these bags would I use to fit the cricket bat in?
4	Tell the time to the hour and half hour	Solve practical problems for capacity and volume e.g. which of these vessels would hold about two of these others?
5	Write numbers in words from 1-20	Solve mixed measurement problems

Summer 2 Unit 31 (Week 5): Sorting and Sequencing		
Lesson	Starter	Lesson Focus
1	Counting in twos, fives and tens	Recap counting in 2s, 5s and 10s from 0 using concrete objects
2	Compare and order three numbers / amounts up to 50	Counting in 2s, 5s and 10s from 0 using number tracks and 100 squares – spotting patterns
3	Use concrete materials (ten frames) to represent addition and subtraction facts within 20	Sorting objects and shapes using their own criterion
4	Add and subtract one-digit and two-digit	Sorting numbers using their own criterion

	numbers to 20 using an appropriate strategy	
5	Recognise one half and one quarter of a shape	Recognise and create a repeating pattern using more than three numbers

Summer 2 Week 6: Assess and Review		
Lesson	Starter	Lesson Focus
1	Use Starters this week to revisit and rehearse any of the Starters from the previous two half terms that the children have found difficult.	<p>During this week, administer the end of term Arithmetic and Reasoning Tests. These can be administered in whatever way the teacher feels is most beneficial to the children, e.g. as a class, in groups, over multiple days etc.</p> <p>When answering the questions, children should have access to the full kit boxes they have used throughout the term.</p> <p>Any other time this week should be spent revisiting and rehearsing any aspects from the term that children have found difficult.</p>
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