Year 3 Spring 1: Week 5 Maths Planning				
Date	Learning Objective	Starter Activity	Main Teaching	Plenary Activity
1/2/2021	✓ Pupils are able to continue with sequences and identify the pattern used.	Complete the first day of the 'Fluent in Five' questions in the folder. Some of these require written methods, others are completed mentally. Answer questions and explore strategies to answer trickier questions.	https://www.educationquizzes.com/ks2/maths/number-sequences-year-3/ Load up this website and answer questions to gain an understanding of sequences and patterns in numbers. Open the flip 'sequences' and work through the first through questions together. Discuss whether the children can identify the pattern between each number before predicting the next number in the sequence. **Independent work** Complete the 'Number Sequences' work available.	Pupils could write their own sequence and ask members of their family to identify the pattern and vice versa.
2/2/2021	✓ Pupils are able to solve missing number problems using their knowledge of addition and subtraction.	Complete the second day of the 'Fluent in Five' questions in the folder. Some of these require written methods, others are completed mentally. Answer questions on whiteboards and explore strategies to answer trickier questions.	Open the flipchart 'Missing numbers' and work through the questions available, discussing the difficulties in each one. Obviously there is a number missing so discuss strategies of how to complete the sum. They will need to understand when to use the inverse in this lesson, discuss the meaning and benefits of using the inverse. **Independent work**	Discuss any difficulties with pupils and clear misconceptions together.

			Easier - complete questions on sheets.	
			Medium - complete questions at the end of the flip firstly. There is another set of questions on the sheet.	
			Harder - pupils will have questions using column addition or subtractions with different parts of the sum missing, let them try these and discuss differences with them.	
3/2/2021	✓ Pupils are able to order numbers from smallest to largest or vice versa based on their value.	Complete the third day of the 'Fluent in Five' questions in the folder. Some of these require written methods, others are completed mentally. Answer questions on whiteboards and explore strategies to answer trickier questions.	Open MyMaths – Number – Number and place value – ordering whole numbers. Work through this and play the games towards the end to gain a decent understanding of place value and ordering numbers. Pupils will be expected to order numbers from lowest to highest up to 1000. They should also be able to use the signs < and > for greater and less than. Complete the questions on the flip 'Ordering numbers' in their book. **Independent work** Ask pupils to complete the ordering numbers worksheet depending on ability.	Discuss work with children, how did they find it? Were there any numbers they struggled with? Have they answered questions correctly?

				Go through the PPT about greater and less than.	
				Ext: try the 'more than and less than' sheet	
				http://www.snappymaths.com/year3/y3number/y3number3.htm other worksheets available here.	
4/2/2021	✓ Pupils can order numbers up to 1000 in both ascending and descending order.	http://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering Play the game above. Pupils have to order the numbers shown from smallest to largest. They could use whiteboards.		**Whole Class:** Write four for your child: Easy: 73, 78, 71 and 79 Medium: 856, 894, 823 and 835 Higher: 953, 959, 948 and 955 Ask child **how could we order the numbers from smallest to largest and largest to smallest?** Explain that when ordering three digit numbers you should look at the hundreds first. If one number has less/more hundreds than another then it's smaller/larger. **But what happens if they all have the same number of hundreds?** Explain that we then look at the tens column and so on. http://www.ictgames.com/abacusInteger.html	Can pupils order numbers correctly in both ascending and descending order? What difficulties did they face? Challenge them with four digit numbers.

			Use the website above to give pupils a visual demonstration of bigger/smaller numbers. To check child's understanding write another four numbers for them and see if they can order them from smallest to largest. **Individually:** Easy: Use the '**I am learning to order numbers up to 1000'** sheet. Medium: Hand out the '**ordering numbers'** sheets. There are two activities, one which involves ordering from smallest to largest and the other largest to smallest. Harder: Write some larger for children to order.	
5/2/2021	✓ Pupils can identify whether a number is greater than or less than a given number based on place value.	https://www.ictgames.com/rangeArranger/index.html Use the sliding scale to set numbers from 1 – 1000. Press GO. Pupils must stack the bricks from smallest to largest.	**Whole Class:** Open **mymaths -> number -> counting and place value -> greater than and less than** It covers a variety of methods for comparing numbers. It also introduces greater than > equal to = and less than <. When you get to slide 3 there are some questions children can answer using whiteboards. This will assess their understanding.	https://www.ictgames.com/rangeArranger/index.html Go back to this to consolidate work.

			Continue going through the slides until you feel the children are ready to work independently.	
			You could open the flipchart '**Greater than prompt'** so pupils won't forget the symbols.	
			Individually: **Easy:** Pupils should work from the **greater than/less than/equal to sheet**. **Medium**: Pupils should work from the **comparing numbers sheet**. **Higher:** Pupils should work from the **write the correct comparison symbol sheet**.	