

Year 3 Spring 2: Week 1 Maths Planning

Date	Learning Objective	Starter Activity	Main Teaching	Plenary Activity
22/2/21	✓ Recognise and show, using diagrams, equivalent fractions with small denominators	<p><a href="https://www.slideshare.net/Smithnz/fractions-guide">https://www.slideshare.net/Smithnz/fractions-guide</a></p> <p>Go through the first 5 slides of this to introduce fractions.</p>	<p>Go into <b>mymaths -&gt; library -&gt; number -&gt; fractions -&gt; introducing fractions -&gt; lesson</b></p> <p>This is excellent to help children understand what fractions are, lots of little games.</p> <p>Complete the 'Colour and label fractions' sheet appropriate to your child's understanding.</p>	<p><a href="https://phet.colorado.edu/sims/html/fractions-intro/latest/fractions-intro_en.html">https://phet.colorado.edu/sims/html/fractions-intro/latest/fractions-intro_en.html</a></p> <p>Select 'game'.</p> <p>Pupils must create the correct fractions based on what they are given on the right hand side. Drag the completed fraction over when finished.</p>
23/2/21	✓ Recognise and show, using diagrams, equivalent fractions with small denominators	<p><b>mymaths -&gt; library -&gt; number -&gt; fractions -&gt; fractions as operators</b></p> <p>This starts off nice and simple (slides 1-5). It involves finding fractions of different amounts.</p> <p>HA – could continue onto slide 6.</p>	<p>Explain to your class that when we are using unit fractions e.g. <math>\frac{1}{5}</math>, <math>\frac{1}{6}</math>, <math>\frac{1}{8}</math>. We use the denominator to show how many groups we need to split our number into e.g. <math>\frac{1}{8}</math> of 80 must be split into 8 groups.</p> <p>You could demonstrate this by placing 15 items onto the table and asking pupils to find <math>\frac{1}{3}</math> of this. Place into three equal groups and count items in one groups.</p> <p>Use counters, stationery, books or anything you can find in the classroom.</p>	<p><a href="https://www.topmarks.co.uk/FIash.aspx?f=bingofractionsofamountsv3">https://www.topmarks.co.uk/FIash.aspx?f=bingofractionsofamountsv3</a></p> <p>Play the game above. It's bingo involving fractions of amounts. Or you could play the 'Fraction loop cards'.</p>

			<p>Ask them to make the following fractions using the equipment you have:</p> <p><math>\frac{1}{2}</math> , <math>\frac{1}{4}</math> , <math>\frac{1}{5}</math> , <math>\frac{1}{6}</math> , <math>\frac{1}{8}</math> , <math>\frac{1}{10}</math> (easier)</p> <p><math>\frac{2}{3}</math> , <math>\frac{3}{4}</math> , <math>\frac{5}{6}</math> , <math>\frac{3}{8}</math> (harder)</p> <p>Ask them to write on a whiteboard the fraction they are showing. You can then take a picture and use as evidence in their book.</p> <p>As a class you can discuss these fractions and use the cakes to demonstrate these.</p>	
24/2/21	<p>✓ Compare and order unit fractions, and fractions with the same denominators</p>	<p><a href="http://www.sheppardsoftware.com/mathgames/fractions/Balloons_fractions1.htm">http://www.sheppardsoftware.com/mathgames/fractions/Balloons_fractions1.htm</a></p> <p>Play the game above. It involves popping balloons with fractions on from smallest to largest.</p>	<p>Ask pupils which fraction is bigger between <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>? <math>\frac{1}{3}</math> and <math>\frac{1}{2}</math>? Give them a few questions to discuss.</p> <p>Draw a few examples on the board and show the children which is actually bigger. How can we tell?</p> <p>Show the pupils the signs for greater than. Less than and equal to.</p> <p>Discuss a few more examples using this language and use the correct symbols.</p> <p><b>Open to 'Comparing fractions' PPT</b></p>	<p><a href="http://www.mathplayground.com/ASB_TugTeamFractions.html">http://www.mathplayground.com/ASB_TugTeamFractions.html</a></p> <p>Play the game above. It involves comparing fractions.</p>

			<p>Go through and discuss the different questions, individuals can use a whiteboard to test understanding.</p> <p>There is a variety of activities which involve comparing fractions.</p> <p>Some are shading and comparing using = &gt; or &lt;.</p> <p>Others involve ordering fractions.</p> <p>Select one that is appropriate for your pupils.</p>	
25/2/21	<p>✓ Compare and order unit fractions, and fractions with the same denominators</p>	<p><a href="http://www.topmarks.co.uk/Flash.aspx?f=bingofractionsofamountsv3">http://www.topmarks.co.uk/Flash.aspx?f=bingofractionsofamountsv3</a></p> <p>Start with the game above to consolidate what the children learnt yesterday.</p>	<p>LA – <math>\frac{1}{4}</math> , <math>\frac{2}{4}</math> , <math>\frac{3}{4}</math>  MA – <math>\frac{1}{6}</math> , <math>\frac{2}{6}</math> , <math>\frac{5}{6}</math>  HA – <math>\frac{2}{9}</math> , <math>\frac{3}{9}</math> , <math>\frac{7}{9}</math></p> <p>Ask pupils to order these fractions from smallest to largest. Have three empty pictures ready to show the class how this would work. Ask them to shade in the fractions given so they can see the difference in size of each one. Try a couple more if your set need.</p> <p>Complete the ordering fractions sheets appropriate to your set. Encourage pupils to write their answers in the book to avoid too many sheets.</p>	<p><a href="http://www.sheppardsoftware.com/mathgames/fractions/FruitShootFractionsAddition.htm">http://www.sheppardsoftware.com/mathgames/fractions/FruitShootFractionsAddition.htm</a></p> <p>Play the game above – choose a difficulty appropriate to your set.</p>

26/2/21	<p>✓ Recognise and show, using diagrams, equivalent fractions with small denominators</p>	<p>Open the 'Equivalent fractions' PPT and work through as a group. Allow pupils time to discuss each slide and question to deepen understanding.</p>	<p>Display the 'Fraction wall' and ask if pupils can see any equivalent fractions. If you draw a line down the middle (in line with <math>\frac{1}{2}</math>) what other fractions are on the line? <math>\frac{3}{6}</math>, <math>\frac{5}{10}</math>....collect as many answers as possible.</p> <p>Give pupils the 'Equivalent fractions' sheet to work through. They need to write or shade the equivalent fractions. The sheet gets harder as they move through the questions.</p> <p>The reasoning sheet will be a good extension to this. Pupils need to explain and understand why fractions are/are not equivalents.</p>	<p><a href="https://phet.colorado.edu/sims/html/fractions-equality/latest/fractions-equality_en.html">https://phet.colorado.edu/sims/html/fractions-equality/latest/fractions-equality_en.html</a></p> <p>Open the link and select 'game'. Start on level 1 and work up. Pupils must select pairs of equivalent fractions.</p>