

Year 3 Spring 2: Week 2 Maths Planning

Date	Learning Objective	Starter Activity	Main Teaching	Plenary Activity
	<p>✓ Add and subtract fractions with the same denominator within one whole [for example $5/7 + 1/7 = 6/7$]</p>	<p>http://www.topmarks.co.uk/Flash.aspx?f=bingofractionsofamoun tsv3</p> <p>Start with the game above to consolidate children's understanding of fractions of amounts.</p> <p>Pupils select numbers from the list on the board and answer questions, tick off their number if they have it.</p>	<p>Open the PPT 'Adding Fractions' and work through as a group. Ask regular questions to check general understanding of the class. Can they add fractions in their head? Can they use whiteboards to draw pictures of fractions and add? Do they notice anything about the numerator/denominator?</p> <p>Individually: Pupils have a range of worksheets available where they can colour the given fractions and add them together.</p> <p>A challenge could be them creating their own questions using denominators they may not be as familiar with ($3/13 + 7/13$).</p>	<p>Go through some of the trickier fraction questions with the group.</p>
	<p>✓ Add and subtract fractions with the same denominator within one whole</p>	<p>Write the following statements on the board...</p>	<p>mymaths -> library -> number -> fractions -> fraction calculations</p> <p>Work through the slides.</p>	<p>Extend pupils understanding by asking them questions like $1/2 + 1/4$</p>

	<p>[for example $5/7 + 1/7 = 6/7$]</p>	<p>There are $3/8$ of my pizza left which means I must have eaten $6/8$ already.</p> <p>I spent $2/9$ of my pocket money on sweets and $7/9$ on a magazine. Do I have any money left?</p> <p>Discuss but do not answer.</p>	<p>Hand out whiteboards + pens. Set your pupils 5 addition/subtraction questions based on fractions to check their understanding.</p> <p>LA – $1/4 + 2/4$ MA – $3/8 + 4/8$ HA – $2/10 + 4/10 + 3/10$</p> <p>Individually: Three differentiated sheets are available to work from. Ask pupils to show working in their books.</p>	<p>Go back to the starter and discuss these statements again.</p>
	<p>✓ Add and subtract fractions with the same denominator within one whole [for example $5/7 + 1/7 = 6/7$]</p>	<p>Write the following statement on the board...</p> <p>If I had $7/10$ of a cake left and ate $2/10$ I would have $1/2$ left.</p> <p>Discuss whether pupils think this is true or false. Don't reveal the answer yet.</p>	<p>Open the 'Subtracting Fractions' PPT and ask pupils to work alongside you to answer questions and discuss each question.</p> <p>What must they do with the numerator? Will the fraction increase or decrease in size? What happens to the denominator?</p> <p>Individually: Pupils have a variety of sheets to work from. Pupils should</p>	<p>Refer back to the statement at the beginning of the lesson. Do pupils still agree/disagree? Try calculating the answer.</p>

			show working in their book (sheets is fine for LA).	
✓	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Put the following questions on the board: 7×3 is smaller than 11×2 9×4 is the same as 12×3 4×8 is larger than 12×4 Ask pupils if these are true or false. How do they know? Don't tell them the answers, this will be our plenary.	Today we are recapping short multiplication in preparation for tomorrow's lesson. Hand out the speed sheets which will consolidate their knowledge of 3, 4 and 8 times tables. Individual work Recap the method on MyMaths – Number – Multiplication and Division – Short Division They should complete some questions from the sheets available (try getting them to work towards the trickier sheets, which have a range of $\times 3$, $\times 4$ and $\times 8$).	Go back to the three questions in the starter. Have the pupils provided evidence to support their true/false claim?
✓	Solve problems with fractions from the Year 3 curriculum	Put the following questions on the board. Would you rather have... $\frac{1}{4}$ of 40 sweets $\frac{2}{3}$ of 18 sweets	Work through the 'Fractions of Amounts' PPT as a class, discussing each step carefully and ask pupils to participate on whiteboards. Individually:	Refer back to the question posed in the starter. Have pupils changed their minds? Can they support their opinion?

		<p>$\frac{3}{8}$ of 40 sweets $\frac{1}{2}$ of 16 Ask the opinions of the class but don't solve anything yet.</p>	<p>Easier – pupils should work from the 'Finding fractions L' sheet. This involves some real life problems involving finding fractions of amounts.</p> <p>Medium – pupils should work from the 'Finding fractions M' sheet. This involves some real life problems involving finding fractions of amounts.</p> <p>Harder - pupils should work from the 'Finding fractions H' sheet. This involves some real life problems involving finding fractions of amounts.</p> <p>EXT: Pupils can work on the 'Fractions Maze'. There is a trickier one and an easier one. Refer back to the question posed in the starter. Have pupils changed their minds? Can they support their opinion?</p>	
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