

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
M	<p>Mental: Count back from 100</p> <p>Main: Read and write numbers in figures and words</p> <p>Aut001</p>	<p>Mental:</p> <p>Main: Teacher (with remainder of class): Open hundred square on IWB e.g. https://www.topmarks.co.uk/learning-to-count/paint-the-squares. Children to count with teacher from 11 to 20 Children to count with children down the tens column on the hundred square (ten, twenty etc) Emphasise the different sounds at the end of the teen numbers and tens numbers e.g. thirteen and thirty. Show children names of the teen and tens with endings highlighted. Emphasise how eleven and twelve are awkward. Revise how 2-digit numbers have tens and units, writing a capital U above the units and a capital T above the tens. Revise how to read 2-digit numbers e.g. 32 by looking at the tens number first and saying it e.g. thirty, then saying the units number e.g. two Make deliberate mistakes swapping digits e.g. fourteen as 41. Ask children if this is right? (You may choose to let lower ability children get started on their independent work at this point) Revise how 3-digit numbers have tens and units, writing a capital U above the units and a capital T above the tens and a capital H above the hundreds. Revise how to read 3-digit numbers e.g. 654 by looking at the hundreds number first and saying it e.g. six hundred, then saying the tens number e.g. fifty and finally the units number e.g. four (six hundred and fifty-four) Repeat above process with numbers with thousands and ten thousands Tell the children 'I am going to write the number 72' and write it as 702. Ask them to discuss with their talk partner if this is correct. Why / why not? Ask some children what they think Explain that we don't need the zero to make seventy because the 7 is in the tens column. This number would be seven hundred and two. Repeat with other numbers e.g. sixty-nine as 609 Repeat with numbers with hundreds e.g. two hundred and sixty-two as 20062. Tell the children 'I am going to write the number five hundred and four' and write it as 54. Ask them to discuss with their talk partner if this is correct. Why / why not? Ask some children what they think Explain that we need a zero in the tens column, so we should write 504. Repeat with other numbers with zeros in the tens, hundred or thousands columns e.g. 703, 8,024, 1,029, 30,062, 61,207</p>	<p>Lower ability - write the names of two-digit numbers in figures in words e.g. 72 as seventy-two, and numbers in words in figures e.g. sixty-eight as 68.</p> <p>Middle ability – as lower ability, but with three-digit numbers</p> <p>Higher ability – as lower ability, but with four-digit numbers</p> <p>Gifted and talented - as lower ability, but with five-digit numbers</p> <p>Early finishers can play the ICT game at https://www.sheppardsoftware.com/math/early-math/number-words-fruit-splat-game/ on the smartboard as reinforcement / a reward</p>	<p>Have some work from a fictitious other class with common errors for children to discuss and explain in partners, e.g. 14 written in words as forty-one, 803 written as 83 etc</p>

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Tu	<p>Mental: Count in 10s (from zero)</p> <p>Main: Order digits from lowest to highest</p> <p>Aut002</p>	<p>Mental: Ask children to choose a 'voice' to use for counting in 10s e.g. loud / quiet / deep / high etc</p> <p>Main: Go through PowerPoint covering the following:</p> <ul style="list-style-type: none"> • Explaining how there are 10 digits: 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 and that these digits are used to make all other numbers • Examples of 2-digit, 3-digit and 4-digit numbers <p>At this point G+T children to go and attempt higher ability work (ordering 4-digit numbers)</p> <ul style="list-style-type: none"> • Explaining what place value means and how the place of a digit gives it its value • Visual representations of some 2-digit numbers • Some 2-digit numbers for children to order. (Observe how well they do this) • Visual representations of some 2-digit numbers, with the same digit in the tens column • Some 2-digit numbers for children to order, with the same digit in the tens column (Observe how well they do this) <p>At this point less able children can begin their independent work</p> <ul style="list-style-type: none"> • Visual representations of some 3-digit numbers • Some 3-digit numbers for children to order. (Observe how well they do this) • Visual representations of some 3-digit numbers, with the same digit in the hundreds • Some 2-digit numbers for children to order, with the same digit in the hundreds (Observe how well they do this) • Some 4-digit numbers for children to order (Observe how well they do this) <p>G+T children who have completed the work on ordering 4-digit numbers successfully to come to the carpet. Other children to start independent work</p> <ul style="list-style-type: none"> • Explaining how a unit can be split in to tenths, with a visual representation • Explaining how a unit can be split in to hundredths, with a visual representation • An explanation and visual representation of how a unit, tenth, hundredth and thousandth relate to each other • Explaining how zeros after the final digit in numbers with a decimal place are irrelevant • Some numbers with decimal places for children to order • An explanation of negative numbers, using a number line to explain them • Some examples of positive and negative numbers for children to order 	<p>Lower ability – order 2-digit numbers</p> <p>Middle ability – order 3-digit numbers</p> <p>Higher ability – order 4-digit numbers</p> <p>Gifted and talented – order numbers with decimal places and negative numbers</p>	<p>In partners children to give each other a set of numbers to order on their whiteboards</p> <p>Discuss how we can make it tricky for our partners e.g. have the tens be the same</p> <p>Order each others, swap and check agree on ordering, discussing any differences</p>

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W	<p>Mental: Count in 100s and 1,000s (from zero)</p> <p>Main: Partition numbers</p> <p>Aut003</p>	<p>Mental: Ask children to choose a 'voice' to use for counting in 100s 1,000s e.g. loud / quiet / deep / high etc</p> <p>Main: Go through PowerPoint covering the following:</p> <ul style="list-style-type: none"> • Explaining how there are 10 digits: 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 and that these digits are used to make all other numbers • Examples of 2-digit, 3-digit and 4-digit numbers At this point G+T children to go and attempt higher ability work (partitioning 4-digit numbers) • Explaining what place value means and how the place of a digit gives it its value • How to partition 2-digit numbers in to their tens and units, with visual representations of the tens and units • How to partition 3-digit numbers in to their hundreds, tens and units, with visual representations of the hundreds, tens and units • How to partition 4-digit numbers in to their thousands, hundreds, tens and units At this point G+T children who partitioned 4-digit numbers successfully to come to the carpet • Explaining how a unit can be split in to tenths, with a visual representation • Explaining how a unit can be split in to hundredths, with a visual representation • An explanation and visual representation of how a unit, tenth, hundredth and thousandth relate to each other • Explaining how zeros after the final digit in numbers with a decimal place are irrelevant • How to partition numbers in to their units and tenths, with visual representations of the units and tenths • How to partition numbers in to their units, tenths, hundredths and thousandths with visual representations of each • Some more examples of how to partition numbers in to their units, tenths, hundredths and thousandths. Emphasise the need to get the number of zeros right 	<p>Lower ability – partition 2-digit numbers</p> <p>Middle ability – partition 3-digit numbers</p> <p>Higher ability – partition 4-digit numbers</p> <p>Gifted and talented – partition numbers with decimal places</p>	<p>In partners children to give each other a numbers to partition on their whiteboards Partition each others' numbers, swap and check agree on partitioning, discussing any differences</p>

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Th	<p>Mental: Count in 10s (from any number)</p> <p>Main: Partition numbers in a variety of ways</p> <p>Aut004</p>	<p>Mental: Ask children to choose a 'voice' to use for counting in 10s e.g. loud / quiet / deep / high etc</p> <p>Main: (On each slide emphasise how thinking of one digit at a time makes it easy to partition the numbers in different ways e.g. to partition 63 in different ways, first partition the 60 and then partition the 3)</p> <p>TA to take G+T children and go through following slides of PowerPoint:</p> <ul style="list-style-type: none"> • Explaining how a unit can be split in to tenths, with a visual representation • Explaining how a unit can be split in to hundredths, with a visual representation • An explanation and visual representation of how a unit, tenth, hundredth and thousandth relate to each other • Explaining how zeros after the final digit in numbers with a decimal place are irrelevant • How to partition numbers in to their units and tenths in different ways, with visual representations of the units and tenths • How to partition numbers in to their units, tenths, hundredths and thousandths in different ways, with visual representations of each • Some more examples of how to partition numbers in to their units, tenths, hundredths and thousandths. Emphasise the need to get the number of zeros right <p>Teacher go through PowerPoint covering the following with rest of class:</p> <ul style="list-style-type: none"> • How to partition some 2-digit numbers in to their tens and units in 3 different ways, with visual representations of the tens and units • How to partition some 3-digit numbers in to their hundreds, tens and units in 3 different ways, with visual representations of the hundreds, tens and units • How to partition a 4-digit number in to thousands, hundreds, tens and units in 3 different ways 	<p>Lower ability – partition 2-digit numbers in 3 different ways</p> <p>Middle ability – partition 3-digit numbers in 3 different ways</p> <p>Higher ability – partition 4-digit numbers in 3 different ways</p> <p>Gifted and talented – partition numbers with decimal places in 3 different ways</p>	<p>Children think of their own number to partition on their whiteboard</p> <p>Partition this number in as many ways as possible</p> <p>Show work to a partner, explaining how they partitioned each number, focusing on using the correct vocabulary (units, tens, hundreds etc) e.g. 'I partitioned 63 in to 3 tens + 3 tens + 2 units + 1 unit</p>

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F	<p>Mental: Count in 100s and 1,000s (from any number)</p> <p>Main: Add and subtract multiples of 10 and 100</p> <p>Aut005</p>	<p>Mental: Ask children to choose a 'voice' to use for counting in 10s e.g. loud / quiet / deep / high etc</p> <p>Main: TA to take G+T children who were confident with partitioning numbers with decimal places to work on adding tenths, hundredths and thousandths Model how when we are adding tenths, we change the tenths, how when we are adding hundredths we change the hundredths etc</p> <p>Teacher with remainder of class: Go through examples of</p> <ul style="list-style-type: none"> • Adding and subtracting multiples of 10 to 2-digit numbers • Adding and subtracting multiples of 100 to 3-digit numbers • Adding and subtracting multiples of 10 to 3-digit numbers • Adding and subtracting multiples of 1,000 to 4-digit numbers 	<p>(Have hundred squares and base ten materials for children if they struggle to calculate mentally, but try to get them not to use these if possible)</p> <p>Lower ability – add and subtract multiples of 10 (slower working children to complete worksheet)</p> <p>Middle ability – add and subtract multiples of 10 and 100</p> <p>Higher ability – add and subtract multiples of 10, 100 and 1,000</p> <p>Gifted and talented – add and subtract tenths, hundredths and thousandths</p> <p>Extension – make up some of their own number sentences to calculate</p>	<p>In partners children to take turns to answer questions at the same level as above Each partner to take it in turns to explain their working out and to listen to the explanation Model a good answer e.g. to calculate 32 plus 20 I only need to change the tens and 30 + 20 is 52 so the answer is 52 Discuss any disagreements about answers</p>

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To access termly planning and all of the resources needed to teach these lessons visit

<http://www.saveteacherssundays.com/maths/year-3/107/>

