

HIAS MOODLE+ RESOURCE

Year 3 Unit Plan 3.2

Autumn Term

HIAS Maths Team
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Overview

In this document

Year 3 Unit Plans linked to Medium Term Overview

Points to consider when using this resource

These unit plans provide an example of how medium term planning could be developed into units of work. These unit plans will need to be adapted to meet the needs of pupils. The unit plan provides an outline of a possible learning journey with suggestions of types of tasks that could be used. They also identify key prior learning, some common misconceptions and an indication of number fluency pupils need to develop towards automaticity. It is assumed that pupils will have access to appropriate concrete resources to support conceptual understanding and that teachers will use a CPA (concrete, pictorial and abstract) approach to teaching.

Year 3 Unit 3.2 Plan – Addition and subtraction and measurement

This unit is about addition and subtraction in the context of measurement (money and length). There are opportunities for pupils to see a number line can be labelled as 'money' or with cm/ m. Finding totals or subtracting amounts can be a focus in both money and length using key facts, related to number bonds to 100 for finding change from £1.00 (100p). Opportunities for pupils to use number lines and bar models alongside number sentences are also provided.

Session	Unit Objectives	Types of task
1-5	Add and subtract amounts of money to give change using both £ and p in practical contexts - Use known and derived facts to work out change from £1 (100p) Y2: Find different combinations of coins that equal the same amounts of money - Know $100p = £1$; $2 \times 50p = £1$; $10 \times 10p = £1$; $5 \times 20p = £1$; $20 \times 5p = £1$; $50 \times 2p = £1$; relate to multiplication facts/ repeated addition in the context of money. Record addition and subtraction money calculations using pictorial representations such as a number-line and bar-models	Finding totals using different coins, comparing and finding the difference between the two totals. Record using addition and subtraction number sentences, number lines and bar models. Build upon Y2 work, finding different combinations of coins that equal the same amounts of money. E.g. How many different ways can you make the total 56p, 75p, 87p etc. Which totals can you make using only 2ps (5ps, 10ps, 50ps etc)? Ben has three silver coins in his pocket. What is the largest amount of money he could have? What is the smallest amount of money he could have? If all of his coins are different, how much money does he have? Kate has 86p, which coins could she have in his purse? She finds 34p more. How much has she got altogether? (model on unstructured number line, bridging $£1.00 = 100p$). Shopping: Adding amounts (noticing any number bonds to 100) Burgers cost £1.60 and hotdogs cost £1.20. Carol buys a hotdog and fries and pays £1.75. How much do fries cost? How much would it cost to by a burger and fries and a hotdog and fries? Finding change as how much is left /'taking away' in a problem context e.g. pocket money From a £1.00 (mental strategies) A pencil costs 50p and a rubber costs 29p. How much change would I get from £1.00?
6-10	Measure, compare, add and subtract length (m / cm) Measure the perimeter of simple 2-D shapes	Practical activities: e.g. Measuring a range of lengths of ribbon to compare and order on a number line. Model how to ensure children read from zero on a ruler to avoid misconceptions.

		Problem solving in the context of measures: encourage pupils to represent problem as a bar model and on a number line. e.g. Jen did a sponsored walk and managed to walk 745 metres. Toby also did the sponsored walk but he walked 100 metres less. How far did Toby walk? I have a length of string 57 cm long. How much more do I need to make a metre? Measure the perimeter of simple 2-D shapes
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Check and refresh	Watch out for...	Building fluency
- How many p = £1.00; cm = m? - How many 10p/2p/5p/20p/50 = £1.00? - Counting in 2s, 5s and 10s; 20s, 50s - Link to use of bar models to show links	- When measuring start from 0 not 'the end' of the ruler or measuring tape - Incorrect use of decimal point for money when recording pence - Using £ and p (either or not both)	Recall and use of key facts to 100 (Y2) and 1000 (Y3) in the context of money and length making links with fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ of 100 and 1000); linked addition and subtraction facts e.g. $25+75=100$; $1000-250=750$ and multiplication facts e.g. $250 \times 4=1000$; $100 \div 4 =25$.

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