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| Number sense 3.12 | Length of unit: 2 weeks | Week beg: | Year: 3 | Teacher: |
| <p>Success criteria</p> <p>Pupils can represent fractions as numbers and explain and show how they know one fraction is bigger than or equivalent to another.</p> | <p>Prior Learning:</p> <p>Check that children can already</p> <ul style="list-style-type: none"> ● count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward ● recognise the place value of each digit in a two-digit number (tens, ones) ● identify, represent and estimate numbers using different representations, including the number line ● compare and order numbers from 0 up to 100; use >, < and = signs read and write numbers to at least 100 in numerals and in words ● use place value and number facts to solve problems ● compare and order lengths, mass, volume / capacity and record the results using >, < and = ● compare and sequence intervals of time ● recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ● choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / g); temperature (°C); capacity (litres / ml) to the nearest appropriate unit; using rulers, scales, thermometers and measuring vessels ● interpret and construct simple pictograms, tally charts, block diagrams and simple tables ● ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity | | <p>Resources</p> <p>Maths vocabulary book</p> <p>Using and Applying in every maths lesson</p> <p>Assessment through guided maths</p> <p>Think Maths!</p> <p>Pitch and Expectations Y3</p> <p>Models and Images</p> <p>Overcoming Barriers to Learning L2 to L3/L3 to L4</p> <p>Securing Level 3/Level 4</p> | |
| <p>Guidance</p> <p>Pupils begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as size and equivalence. They should go beyond the [0, 1] interval, including relating this to measure.</p> <p>They understand the relation between unit fractions as operators (fractions of) and division by integers.</p> | | | | |

Learning objectives

Pupils should be taught to:

Number and place value

- identify, represent and estimate numbers using different representations

Fractions

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- compare and order unit fractions and fractions with the same denominator.
- solve problems that involve all of the above.

Pupil outcomes:

I can represent and explain how I know how to order the following numbers and place them on a number line: $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $\frac{4}{4}$, 1, $1\frac{1}{2}$, $\frac{2}{4}$ and $\frac{2}{2}$.