

Number sense 3.10	Length of unit: 2 weeks	Week beg:	Year: 3	Teacher:
<p>Success criteria</p> <p>Pupils can explain and show how and when their counting is useful for adding and subtracting. They can explain and show how to tell the time and use knowledge of different unit of time to solve problems.</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 use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in Year 2 (for example, $146 = 100 + 40$ and 6, $146 = 130$ and 16).</p> <p>Using a variety of representations, including those related to measure, pupils continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000.</p> <p>Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in, and prepared for, using digital 24-hour clocks in Year 4.</p>				

Learning objectives

Pupils should be taught to:

Number and place value

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas

Measurement

- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m. / p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events, [for example, to calculate the time taken by particular events or tasks]

Statistics

- interpret and present data using bar charts, pictograms and tables.

Pupil outcomes:

I can explain and show how the start times of television programmes change when a sports programme over runs by ten minutes. I can read the time on different clocks and say what the time will be in half an hour and in 45 minutes.