

<b>Number sense 3.6</b>	Length of unit: <b>2 weeks</b>	Week beg:	Year: 3	Teacher:
<p><b>Success criteria</b></p> <p>Pupils can represent fractions as numbers and explain and show how they know that for unit fractions, as the denominator increases, the size of the numbers decreases.</p>	<p><b>Prior Learning:</b></p> <p>Check that children can already;</p> <ul style="list-style-type: none"> <li>● count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward</li> <li>● recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>● identify, represent and estimate numbers using different representations, including the number line</li> <li>● compare and order numbers from 0 up to 100; use &gt;, &lt; and = signs</li> <li>● read and write numbers to at least 100 in numerals and in words</li> <li>● use place value and number facts to solve problems</li> <li>● compare and order lengths, mass, volume / capacity and record the results using &gt;, &lt; and =</li> <li>● compare and sequence intervals of time</li> <li>● recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>● 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</li> <li>● interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>● ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> </ul>		<p><b>Resources</b></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>Overcoming Barriers to Learning – L2 to 3 and L3 to 4</p> <p>Securing Level 3 and Securing Level 4 documents</p> <p>Models and Images (available online and on CD in maths resource book cupboard)</p>	
<p><b>Guidance</b></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 (for example <math>\frac{1}{2}</math> of) and division by integers (for example dividing by 2).</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 in dividing one-digit numbers or quantities by 10
- recognise and use fractions as numbers; unit fractions and non-unit 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  $\frac{1}{10}$  is smaller than  $\frac{1}{9}$  and why  $\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$ .