

<b>Year Three: Block B: Unit 2: What Numbers?</b>	
<b>Learning Objectives</b>	<b>Resources</b>
<p>Using and applying mathematics</p> <ul style="list-style-type: none"> <li>• Represent the information in a puzzle or problem using numbers, images or diagrams; use these to find a solution and present it in context, where appropriate using £.p notation or units of measure</li> <li>• Identify patterns and relationships involving numbers or shapes, and use these to solve problems</li> </ul> <p>Knowing and using number facts</p> <ul style="list-style-type: none"> <li>• Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100</li> <li>• Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000</li> <li>•</li> </ul>	<p>Mini-whiteboards 100 number square Plastic numbers Coloured card Cloth bag</p> <hr/> <p><b>Vocabulary</b></p> <p>problem, solution, calculate, calculation, operation, inverse, answer, method, explain, reasoning, pattern, predict, estimate, approximate add, subtract, multiply, divide, group, sum, total, difference, plus, minus, double, halve, multiple, product</p>
<b>Success Criteria</b>	<b>Curriculum Links</b>
<p>I can explain how I solve problems I can describe and continue patterns I know and use addition and subtraction facts for all numbers to 20 I can add and subtract multiples of 10 in my head I recognise multiples of 2, 5 and 10</p>	<p>History/Science/Geography – get the children to identify and explain the properties of numbers used in other curriculum areas</p> <hr/> <p><b>ICT Activities</b></p> <p>Desk top publishing – get the children to produce posters showing calculations that can be used to make numbers up to fifty</p>

<b>Year Three and Four: Block B: Unit 2: What Numbers?</b>				
	<b>Mental/Oral Starter</b>	<b>Shared Learning</b>	<b>Independent and Group Tasks</b>	<b>Plenary</b>
<b>Monday</b>	<p>Split the children into pairs and provide them with a mini-whiteboard. Ask them to record addition and subtraction questions that they could use to make 17.</p> <p>Bring the class back together. Get some children to share one of the numbers and the operation sign from a calculation that they have recorded. Ask the rest of the class to identify the other number they need to use in the calculation to make 17.</p>	<p>Ask the children to describe where they have seen numbers being used today. Write a list of the children's suggestions on the board. Discuss with the class how numbers help people make sense of the world. Ask the children what might happen if we did not have any numbers.</p> <p>Draw a set of doors on the board. Get the children to describe a possible number pattern they might see on doors in a street. Establish with the class that most streets have even numbers on one side of the street and odd numbers on the other. Get the children to suggest numbers that could be added to the doors on the board.</p> <p>Add the following set of numbers to the doors on the board: 5, 14, 23, 32. Ask the children to calculate the next door number (41). Establish with the class that the gap between doors is nine.</p>	<p>Support (activity 1a) Provide the children with some number patterns using addition calculations. Get them to identify the next three numbers in each pattern.</p> <p>Core (activity 1b) Provide the children with some number patterns using addition and subtraction calculations. Get them to identify the next three numbers in each pattern.</p> <p>Extension (activity 1c) Get the children to create their own number patterns using addition and subtraction for a partner to identify the next three numbers in each pattern.</p>	<p>Get some children to share the patterns that they have created for the class to identify the next numbers.</p>