|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Western Road Community Primary School Weekly Maths Plan** | | | | | | |  |
| **Class: Larch (Year 3)** | | **Teacher: Miss Doone** | | **Term: 4** | **Week Beginning: 23.03.20** | |
| **Topic: Fractions** | | | | | | | | | |
|  | **Warm Up** | | **Teaching and Learning** | | **Activity** | | | **Next Steps** | |
| **Monday** | Use TT Rockstars to work on your Times Tables. Can you beat your current rock status? | | This term / next term, we are going to be working on a new topic – fractions! Where do we see fractions?  What does a ‘fraction’ actually mean? | | Use a piece of paper (or your Maths exercise book) to make a mind map – what do you already know about fractions? What do you want to find out? | | | Have a look round the house – can you find anything that has fractions? | |
| Tuesday | Print out your Times Tables Olympics sheet (you can find these online if they aren’t on the website.) You have 3 minutes to try your questions, remember you need to get them all right before moving onto the next level. | | A fraction shows the amount you HAVE (top part/numerator) OUT OF/DIVIDED BY (middle line) the total amount (bottom part/denominator). A fraction is a part of a whole.  *There is a PP to accompany this session.* | | Get some beads, cubes, counters, sweets, toys – anything you have access to!  Get an adult to tell you a fraction such as ½. Use your items to demonstrate how many you have in total e.g. two, and the fraction you need to show e.g. 1 out of the 2.  Repeat this with other example such as 1/3 and 1/4. | | | Practise doubling and halving numbers – do they get larger or smaller? Why? | |
| **Wednesday** | Get someone at home to ask you 5 Maths questions for you to solve (just like our weekly Mental Maths!) Get them to check it. Were you right? | | Recap your learning from yesterday - what is a fraction? Remind yourself what the top/bottom parts of fractions are called. (Numerator/denominator). Recap the bottom is the total number of parts and the top is the amount you have. E.g. 1/4 = four total parts, one that you have.  We have different types of fractions – unit and non-unit.– unit = numerator of 1, non-unit numerator of 2 or more. Which fraction is unit or non-unit out of 2/3 and 1/2 ?  *There is a PP to accompany this session.* | | There are 3 differentiated shading fractions worksheets you can choose to work on.  Mild/Spicy – just unit fractions e.g. shade 1/3.  Spicy to write in the fraction too.  Hot – non-unit fractions. | | | Practise folding a piece of paper – can you fold it into half? Quarters? What else? | |
| Thursday | Have a go at these addition questions: 1 + 3 =? 4 + 9 = ? 6 + 8 = ? | | Recap your learning from yesterday on unit/non-unit fractions. Give an example of a unit or non-unit fraction. Today you will be looking at how to make a whole. What does ‘whole’ mean? (Whole = total amount.) How could we show a whole in: drawing? Written down? Using cubes?  How can we find out what we can add to a fraction to reach a whole? Get an adult to tell you a fraction e.g. 1/3. What is the whole? (3/3) How many more do we need to get to 3/3? (2/3). Repeat with an adult with similar examples.  *There is a PP to accompany this session.* | | Have a go at working out on paper or in your Maths exercise book what you need to add to each fraction to make a whole:  1/2 + ? = 1 whole  1/4 + ? = 1 whole  1/3 + ? = 1 whole  1/10 + ? = 1 whole | | | Make your own fraction wall – you can do this by cutting strips of paper and labelling them with each fraction e.g. cut into 4 pieces – each piece is 1/4! | |
| **Friday** | Have a go at these subtraction questions: 4 – 3 = ? 10 - 6 = ? 20 – 5 = ? | | Recap your learning from this week on fractions, then start today’s activity! | | Use your pizza templates and toppings to have a go at making different fraction pizzas.  Can you make: Halves Quarters Thirds  Something else? | | | Ask an adult if you can make a real pizza – how will you show fractions using the toppings? | |