



Year 3 Autumn 2: Week 6 Maths Planning



| Date | Learning Objective | Starter Activity | Main Teaching | Plenary Activity |
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| 7.12.20 | ✓ Solve problems including missing number problems, using number facts and more complex addition and subtraction | https://www.topmarks.co.uk/maths-games/daily10 Spend this week consolidating their ability to mentally add, subtract, multiply and divide numbers. Choose a suitable Daily Ten for them to complete. | Open the PPT 'Inverse Lesson' and discuss. They should be developing an understanding that with three given numbers they can make four number sentences. This can be used to check the answers to a calculation ($24 + 12 = 36$ can be checked using $36 - 12 = 24$). Independent task Work through a sheet of your choice! | Explore the following question on the board: $36 + \underline{\quad} = 58$ How can you work the answer out? Encourage use of inverse as looked at today. |
| 8.12.20 & 9.12.20 | ✓ Solve problems including missing number problems, using number facts and more complex addition and subtraction | https://www.topmarks.co.uk/maths-games/daily10 Spend this week consolidating their ability to mentally add, subtract, multiply and divide numbers. Choose a suitable Daily Ten for them to complete. | Look at an addition question that is calculated incorrectly $\begin{array}{r} 74 \\ + 38 \\ \hline 122 \end{array}$ How can we check whether this is right? The PPT in goes through a few examples. Independent task There is a range of activities to last the two lessons. | Recap any questions that the pupils have found difficult. |
| 10.12.20 & 11.12.20 | ✓ Solve problems including missing number problems, using place value and more complex | https://www.topmarks.co.uk/maths-games/daily10 | Today we will be looking at how to check multiplication and division questions using the inverse. | Use MyMaths to cover any areas that you have struggled with this week. |

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| | addition and subtraction | Spend this week consolidating their ability to mentally add, subtract, multiply and divide numbers. Choose a suitable Daily Ten for them to complete. | <p>Put $10 \times 3 = \underline{\quad}$ and $30 \div 3 = \underline{\quad}$ on the board. Can they fill in the blanks? What do they notice?</p> <p>Put the 3, 4 or 8 times tables up on the board (you could do another speed sheet for this so pupils are practicing).</p> <p>Explain to them that the inverse is the opposite, so if they look down their times tables they can reverse the question ($8 \times 4 = 32$ ----- $32 \div 4 = 8$).</p> <p>Ask them to solve 24×3. Give them a few minutes and ask them to take their answer and divide it by 3. What should they get?</p> <p><u>Independent task</u></p> <p>There are a few sheets available for pupils to work through. Use Base Ten or counters for less able.</p> | |
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