



School name: \_\_\_\_\_ MATHS PLANNING YEAR A



Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Year: 3-4

Term: Summer 1

Week Commencing: Week 1

Topic		NC Links: Pupils should be taught to: Decimals and Money						
Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	<u>L.O. Recall 6x table</u>  <u>L.O. fluency</u>  336 ÷ 6 = 478 x 6 = 603- 451 = 6871 + 304 =	TMM  Solve a multiplication pyramid	<u>L.O. To make a whole one</u>  <b>Must:</b> make a whole from tenths <b>Should:</b> make a whole from hundredths <b>Could:</b> solve missing number problems	Children make a whole from any number of tenths and hundredths. They use their number bonds to ten and one hundred to support their calculations. Children use pictorial and concrete representations to support their understanding.eg 100 squares, rekenreks and part whole models. How many tenths make one whole? How many hundredths make one tenth? How many hundredths make one whole? If I have _____ hundredths, how many more do I	Chn complete part-whole models of tenths, then hundredths.  They also identify errors in part-whole models.  Chn then solve calculations of missing numbers eg. $0.6 + ? = 1$ $? + 0.32 = 1$	Decimal Tenths Hundredths Part/whole Add subtract	Children explain how they make a whole from a certain number of hundredths.  .	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

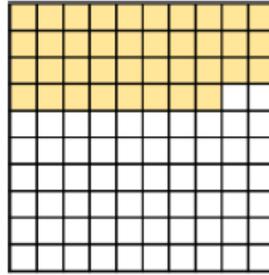
				need to make one whole?				
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Here is a hundred square.

How many hundredths are shaded?

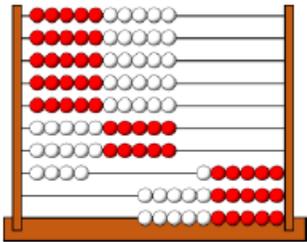
How many more hundredths do you need to shade so the whole hundred square is shaded?

\_\_\_ hundredths + \_\_\_ hundredths = 1 whole



Here is a rekenrek with 100 beads.

Each bead is one hundredth of the whole.

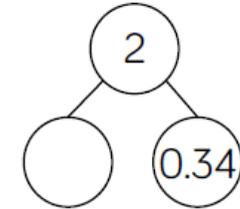
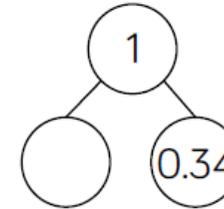
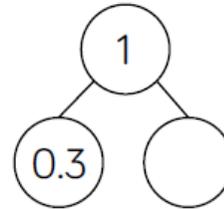


\_\_\_ hundredths are on the left.

\_\_\_ hundredths are on the right.

0.\_\_\_\_ + 0.\_\_\_\_ = 1

Complete the part-whole models.



Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Tues	<u>L.O. Recall 6x table</u>  <u>L.O. fluency</u>  420 ÷ 6 = 309 x 6 = 3709 - 3111 = 871 + 874 = 741cm =?m	TMM  <u>L.O. To explain errors</u>	<u>L.O. To Read &amp; Write Decimals to Hundredths</u>  <b>Must:</b> read and write decimals to hundredths <b>Should:</b> be able to partition decimals in different ways. <b>Could:</b> Solve word problems and relate back to fractions.	Teach chn to read and write numbers with decimals and understand the value of each digit.  Teach chn place value by partitioning numbers with decimals in different ways.  Show how decimals relate back to fractions Eg 0.43 = 43/100	Children use place value counters and a place value grid to make numbers with up to two decimal places. Chn complete part-whole models of the same decimal in different ways. Show misconceptions and errors and chn identify them. Match descriptions to the correct number. Relate decimals back to fractions Eg 0.43 = 43/100	Decimal Tenths Hundredths Part/whole Add subtract Place holder	How many ones/tenths/hundredths are in the number? How do we write this as a decimal? Why? What is the value of the _____ in the number _____? When do we need to use zero as a place holder? How can we partition decimal numbers in different ways?	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

What number is represented on the place value grid?

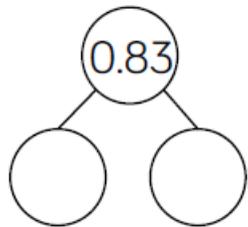
Ones	Tenths	Hundredths
	●	● ● ●
0	1	3

There are \_\_\_ ones,  
 \_\_\_ tenths and  
 \_\_\_ hundredths.  
 The number is \_\_\_

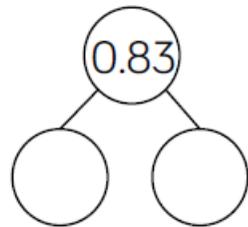
Make the numbers on a place value chart and write down the value of the underlined digit.

3.47      2.15      0.6      25.03

Complete the part-whole model in two different ways and write a number sentence to go with each.



$0.83 = \underline{\quad} + 0.03$



$0.83 = 0.7 + \underline{\quad}$

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
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Wed	<p><b><u>L.O. Recall 6x table</u></b></p> <p><b><u>L.O. fluency</u></b></p> <p>741 + 1587 =            300 - 48 =            405 x 6 =            316 ÷ 6 =</p>	<p>TMM</p> <p>L.O. To fill in a web.</p>	<p><b><u>L.O. To Compare Decimals</u></b></p> <p><b>Must:</b> compare decimals using &lt;, &gt; &amp; =</p> <p><b>Should:</b> Be able to add a decimal to 2 decimal places to make &lt;, &gt; &amp; = statements true</p> <p><b>Could:</b> include fractions in &lt;, &gt; &amp; = statements</p>	<p>Teach children to apply their understanding of place value to compare numbers with decimals with up to two decimal places.</p> <p>Review and ask chn to explain the symbols &lt;, &gt; &amp; =</p> <p>They will consolidate and deepen their understanding of 0 as a place holder when making a comparison.</p>	<p>Chn use a Place value grid to show and compare numbers.</p> <p>They create their own decimals to make &lt;, &gt; &amp; = statements true.</p> <p>Chn include fractions to make &lt;, &gt; &amp; = statements true and show equivalence.</p>	<p>Decimal Tenths Hundredths Place holder Greater than Less than Equals Fractions Decimal places</p>	<p>How many tenths does it have?            There are ____ tenths and ____ hundredths.            The number is greater/less than because ...</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

Write the numbers shown and compare using  $<$  or  $>$



Draw counters in the place value chart to make the statement correct.



Complete.

5.5 ○ 5.7      0.37 < 0. \_7

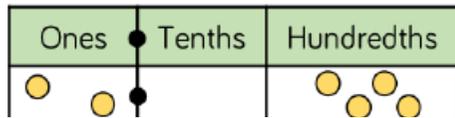
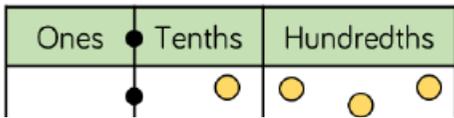
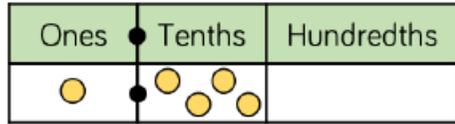
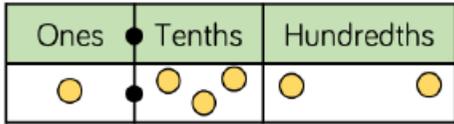
0.14 ○ 0.29      2.22 > 2. \_2

1 ○ 0.64      1. \_1 > 1. \_1

3.32 ○ 3.23      9.9\_ < 9.9\_

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
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Thurs	<u>L.O. Recall 6x table</u>  <u>L.O. fluency</u> 4741+5099= 505 – 379 = 189 x 6 = 369 ÷ 6 =	TMM  <u>L.O. To join the 6x facts</u>	<u>L.O. To Order decimals</u>  <b>Must:</b> put decimals from a place value grid in order understanding ascending/ descending <b>Should:</b> be able to order without a place value grid <b>Could:</b> Add inequality statements to make statements true or add their own decimal numbers.	Teach children to apply their understanding of place value to order numbers with decimals with up to two decimal places. They will consolidate and deepen their understanding of 0 as a place holder, the inequality symbols and language such as ascending and descending.  Chn spot errors in equality statements and explain the errors. Use real date such as class pupil heights to order decimals.	Chn identify decimal numbers from a place value grid and put them in ascending/descending order.  Chn take a series of decimal numbers and order them in ascending/descending order.  Chn add <, > &= symbols to make statements true. They also add their own decimals to inequality statements.	Decimal Tenths Hundredths Place holder Greater than Less than Equals Fractions Decimal places Ascending Descending	Which digit can we use to compare these decimals? Will this always be the case? Do we always use the digit furthest left to compare decimals? x is </>= y because ...	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

Write down the decimals represented in the place value grid and then place them in ascending order.



Place the numbers in descending order.

46.2

9.64

46.02

40.46

Complete.

1.11  1.12  1.13

0.1\_ < 0.1\_ < 0.15

3.32  3.23  2.32

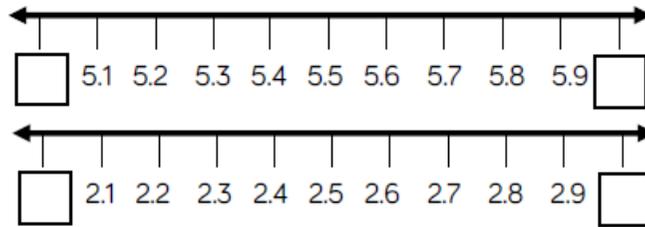
1.9\_ < 1.9\_ < 2.01

4.44  4.34  4.04

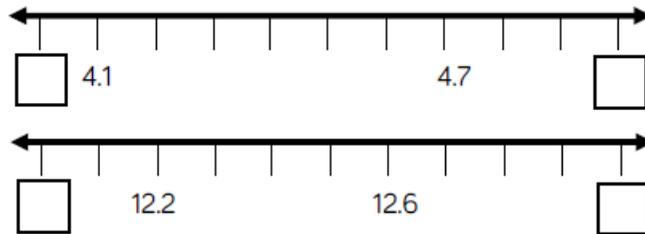
6.67 > 6.\_7 > 6.37

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Fri	<u>L.O. Times Table Test</u>	TMM	<p><b><u>L.O. To Round Decimals</u></b></p> <p><b><u>Must:</u></b> know which whole numbers a decimal sits between and which it is closer to.</p> <p><b><u>Should:</u></b> Know which numbers round up and which don't.</p> <p><b><u>Could:</u></b> identify errors and explain why they are wrong.</p>	<p>Teach children to round numbers with 1 decimal place to the nearest whole number. They look at the digit in the tenths column to understand whether to round a number up or not. It is best to avoid the phrase 'round down' as this can sometimes lead to misconceptions. Children need to be taught that if a number is exactly half way, then by convention we round up to the next integer. Which numbers does the decimal lie between? Which number is the decimal closer to?</p>	<p>Chn look at a series of decimals with tenths to identify which whole numbers they lie between.</p> <p>They look at decimals to tenths and identify which whole number they are closer to.</p> <p>Show a series of decimals and identify those that round up and those that don't.</p> <p>Chn look at statements and identify errors and explain why</p>	<p>Decimal Tenths Number line Round up integers</p>	<p>Which column do we focus on when rounding to the nearest whole number? Which digits in the tenths column do not round up? Which Digits do round up?</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

Which integers do the decimals lie between?



Complete the sentences to describe each decimal.



\_\_\_ is closer to \_\_\_ than \_\_\_

\_\_\_ rounds to \_\_\_ to the nearest whole number.

Circle the numbers that round up to the nearest whole number.

4.5      3.7      2.3      4.2      16.8      1.9