



BRONZE

School name: _____ MATHS PLANNING YEAR A



Teacher: _____

Class: _____

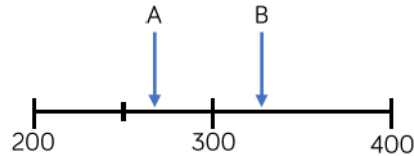
Year: 3-4

Term: Autumn 2

Week Commencing: Week 5

Topic		NC Links: Pupils should be taught to:						
		Add and subtract						
Day	Mental/Oral Starter		Main Lesson			Plenary	Assessment	
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	<u>L.O. Recall 9x table</u> <u>L.O. fluency</u> Y3 5537+1699= 1880-999= 11 x 9= 45÷9= Y4 5537+1699= 1880-999= 125x9= 801÷9=	<u>L.O. Greater than, less than or =</u>	<u>L.O. To Estimate answers</u> Must: Subtract with exchanges using concrete manipulatives Should: Subtract with exchanges using column method Could: Identify and explain errors	Teach chn to estimate how reasonable their answers are. Chn can round numbers or refer to near numbers to see whether an estimate is reasonable. Show chn why estimates are essential in real life. Teach chn to estimate their answers first. Before working them out precisely.	Chn estimate points on a number line. They use near numbers and rounding skills to match estimates to calculations. Play a game with dice to fill a column calculation (see overleaf)	Estimate Round Near numbers	Why is this a reasonable estimate of the answer?	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

Estimate the position of arrows A and B on the number line.
Use your estimations to estimate the difference between A and B.



Match each number to its 'near number'.

497	304	52	27
30	500	50	300

Use the near numbers to estimate the answers to the calculations:

$497 + 304$	$304 - 27$	$27 + 52 + 304$
$27 + 304$	$497 - 52$	$304 - 52 - 27$
$52 + 497$	$497 - 304$	$304 + 52 - 27$

Decide whether to round to the nearest 10, 100 or 1,000 and estimate the answers to the calculations.

$4,623 + 3,421$	$9,732 - 6,489$	$8,934 - 1,187$
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Tommy

I estimate $143 - 95$ will be 50 because I will subtract 100 from 150

Is this a good estimate? Why?

Are there any other ways he could have estimated?

Game



The aim of the game is to get a number as close to 5,000 as possible.

Each child rolls a 1-6 die and chooses where to put the number on their grid.

Once they have each filled their grid, they add up their totals to see who is the closest.

	Th	H	T	O
	?	?	?	?
+	?	?	?	?

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Tues	<u>L.O. Recall 9x table</u> <u>L.O. fluency</u> <u>Y3</u> 8x9= 99÷9= 6458+2299= 5142-785= <u>Y4</u> 173x9= 199÷9= 6458+2299= 5142-785=	<u>L.O. To complete a Venn diagram</u>	<u>L.O. To Check Answers</u> Must: Subtract with exchanges using concrete manipulates Should: Subtract with exchanges using column method Could: Identify and explain errors	Teach chn to check their answers by using inverses so that they do not repeat their errors.	Chn use subtraction to check an addition calculation. They use addition to check a subtraction calculation. Given a calculation chn find other addition and subtraction facts. Chn identify and correct explanation errors. Chn complete a number square where horizontal rows and vertical columns add up to 1200	Inverses	How can you check your answers?	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

Use a subtraction to check the answer to the addition.

$$134 + 45 = 179$$

Alex has baked 145 cakes for a bun sale.
She sells 78 cakes.
How many does she have left?

Show your answer using a bar model and check your answer using an addition.

Write all the calculations you could make using these cards.



Here is a number sentence.

$$350 + 278 + 250$$

Add the numbers in different orders to find the answer.

Is one order of adding easier? Why?

Create a rule when adding more than one number of what to look for in a number.

I completed an addition and then used the inverse to check my calculation. When I checked my calculation, the answer was 3,800

One of the other numbers was 5,200

What could the calculation be?

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

$$\underline{\quad} - \underline{\quad} = 3,800$$

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
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Wed	<u>L.O. Recall 9x table</u> <u>L.O. fluency</u> <u>Y3</u> $7 \times 9 =$ $81 \div 9 =$ $4057 + 1888 =$ $1546 - 888 =$ <u>Y4</u> $192 \times 9 =$ $422 \div 9 =$ $4057 + 1888 =$ $1546 - 888 =$							Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

