

Maths Planning and Ideas



Week Commencing: Monday 04/05/2020

Year Group: Year 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	<u>LC: Can you compare fractions?</u>	<u>LC: Can you order fractions?</u>	<u>LC: Can you add fractions</u>	<u>LC: Can you subtract fractions?</u>	May Bank Holiday
Activity	<p>Starter: Times Table Rockstars</p> <p>Battle of the Bands have been set for Y3 children. Don't forget to use Rock Slam to individually challenge others in your class or year group.</p> <p>Main: Go to the following website: https://whiterosemaths.com/homelearning/year-3/ Select - Summer Term – Week 1 (w/c 20 April) Lesson 3 - Compare fractions</p> <p>Watch the video. Pause if you need to take notes or replay sections to help with understanding.</p>	<p>Starter: Times Table Rockstars</p> <p>Battle of the Bands have been set for Y3 children. Don't forget to use Rock Slam to individually challenge others in your class or year group.</p> <p>Main: Go to the following website: https://whiterosemaths.com/homelearning/year-3/ Select - Summer Term – Week 1 (w/c 20 April) Lesson 4 - Order fractions</p> <p>Watch the video. Pause if you need to take notes or replay sections to help with understanding.</p>	<p>Starter: Times Table Rockstars</p> <p>Battle of the Bands have been set for Y3 children. Don't forget to use Rock Slam to individually challenge others in your class or year group.</p> <p>Main: Go to the following website: https://whiterosemaths.com/homelearning/year-3/ Select - Summer Term – Week 2 (w/c 27th April) Lesson 1 - Add fractions</p> <p>Watch the video. Pause if you need to take notes or replay sections to help with understanding.</p>	<p>Starter: Times Table Rockstars</p> <p>Battle of the Bands have been set for Y3 children. Don't forget to use Rock Slam to individually challenge others in your class or year group.</p> <p>Main: Go to the following website: https://whiterosemaths.com/homelearning/year-3/ Select - Summer Term – Week 2 (w/c 27th April) Lesson 2 - Subtract fractions</p> <p>Watch the video. Pause if you need to take notes or replay sections to help with understanding.</p>	

Independent Task:

Children to complete activity found here:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-3-Y3-Summer-Block-1-WO4-Compare-fractions-2020.pdf>

Answers can be found here:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-3-Y3-Summer-Block-1-ANS4-Compare-fractions-2020.pdf>

Independent Task:

Children to complete activity found here:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-4-Y3-Summer-Block-1-WO5-Order-fractions-2020.pdf>

Answers can be found here:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-4-Y3-Summer-Block-1-ANS5-Order-fractions-2020.pdf>

Independent Task:

Children to complete activity found here:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-5-Y3-Summer-Block-1-WO6-Add-fractions-2020.pdf>

Answers can be found here:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-5-Y3-Summer-Block-1-ANS6-Add-fractions-2020.pdf>

Independent Task:

Children to complete activity found here:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-2-Y3-Summer-Block-1-WO7-Subtract-fractions-2020.pdf>

Answers can be found here:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-2-Y3-Summer-Block-1-ANS7-Subtract-fractions-2020.pdf>

Compare fractions

1 Write <, > or = to compare the fractions.

Use the bar models to help you.



$\frac{5}{8} \bigcirc \frac{3}{8}$



$\frac{5}{8} \bigcirc \frac{7}{8}$



$\frac{5}{10} \bigcirc \frac{7}{10}$



2 Write <, > or = to compare the fractions.

a) $\frac{1}{5} \bigcirc \frac{3}{5}$

d) $\frac{6}{7} \bigcirc \frac{2}{7}$

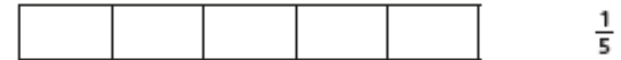
b) $\frac{2}{5} \bigcirc \frac{2}{5}$

e) $\frac{6}{13} \bigcirc \frac{12}{13}$

c) $\frac{2}{7} \bigcirc \frac{6}{7}$

f) $\frac{13}{15} \bigcirc \frac{13}{15}$

3 Here are some bar models.



a) Shade the bar models to represent the fractions.

b) Write < or > to compare the fractions.

Use the bar models to help you.

$\frac{1}{2} \bigcirc \frac{1}{3}$

$\frac{1}{4} \bigcirc \frac{1}{3}$

$\frac{1}{5} \bigcirc \frac{1}{3}$

$\frac{1}{3} \bigcirc \frac{1}{2}$

$\frac{1}{4} \bigcirc \frac{1}{5}$

$\frac{1}{5} \bigcirc \frac{1}{2}$



- 4 What could the missing numerators and denominators be?
Give three examples for each.

a) $\frac{1}{5} < \frac{\square}{5}$ $\frac{1}{5} < \frac{\square}{5}$ $\frac{1}{5} < \frac{\square}{5}$

b) $\frac{1}{5} < \frac{1}{\square}$ $\frac{1}{5} < \frac{1}{\square}$ $\frac{1}{5} < \frac{1}{\square}$

- 5 Jack is comparing fractions.

$\frac{1}{8}$ is greater than $\frac{1}{4}$
because 8 is greater than 4



Draw bar models to show that Jack is wrong.

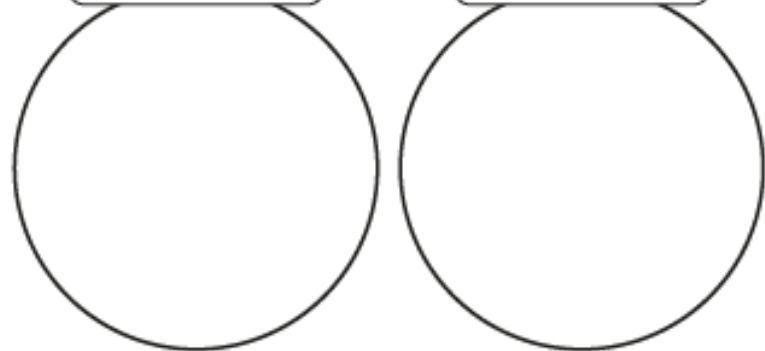


- 6 Sort the fractions into the circles.

$\frac{5}{6}$ $\frac{1}{8}$ $\frac{1}{2}$ $\frac{2}{6}$ $\frac{1}{12}$ $\frac{3}{6}$

greater than $\frac{1}{6}$

less than $\frac{1}{6}$



- 7 Complete the sentences using the word bank.

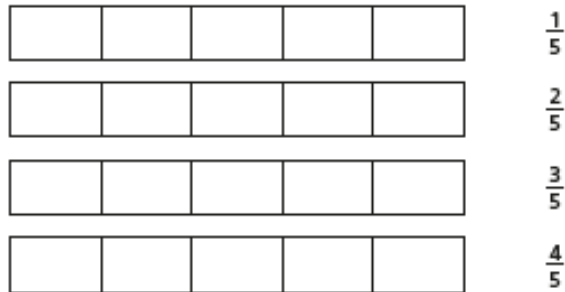
numerator denominator greater smaller

- a) When fractions have the same denominator, the greater the _____, the _____ the fraction.
- b) When fractions have the same numerator, the greater the _____, the _____ the fraction.

Order fractions



1 a) Shade the bar models to represent the fractions.

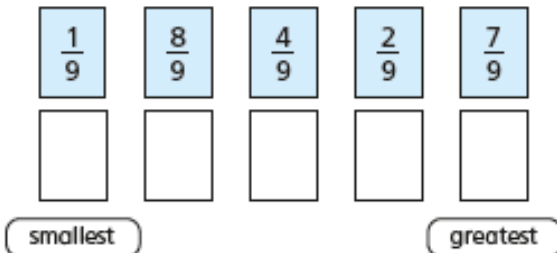


b) What do you notice?

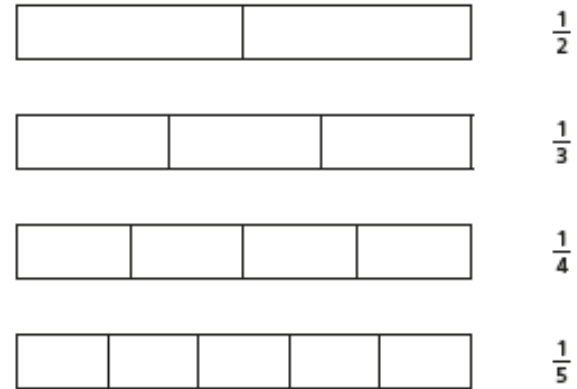
c) Complete the sentence.

When fractions have the same _____, the _____ the _____ the _____ the fraction.

2 Write the fractions in order, starting with the smallest.



3 a) Shade the bar models to represent the fractions.

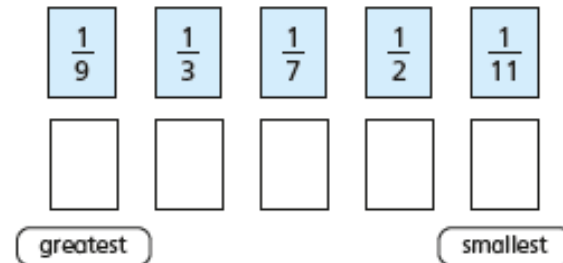


b) What do you notice?

c) Complete the sentence.

When fractions have the same _____, the _____ the _____ the _____ the fraction.

4 Write the fractions in order, starting with the greatest.



- 5 Tommy and Dora are ordering fractions.

$$\frac{1}{5} \quad \frac{4}{15} \quad \frac{2}{3} \quad \frac{7}{15}$$



Tommy

I cannot order these fractions because the numerators and denominators are different.

I think I can use equivalent fractions to help me.



Dora

Who do you agree with? _____

Talk about it with a partner.

- 6 a) Complete the equivalent fractions.

$$\frac{3}{5} = \frac{6}{\square} \quad \frac{2}{9} = \frac{6}{\square} \quad \frac{1}{7} = \frac{6}{\square}$$

- b) Write the fractions in order, starting with the greatest.

$\frac{6}{9}$	$\frac{3}{5}$	$\frac{1}{7}$	$\frac{2}{9}$
\square	\square	\square	\square

greatest

smallest

- 7 Dexter and Alex are ordering fractions from smallest to greatest.

$$\frac{1}{7} \quad \frac{2}{21} \quad \frac{4}{35} \quad \frac{2}{7}$$

- a)



Dexter

I am going to make the numerators the same.

Use Dexter's method to put the fractions in order.

- b)

I am going to make the denominators the same.



Alex

Use Alex's method to put the fractions in order.

- c) Which method do you prefer? Talk about it with a partner.


Add fractions




1 Complete the additions.

Use the bar models to help you.

a)  $\frac{1}{3} + \frac{1}{3} = \square$

b)  $\frac{1}{5} + \frac{1}{5} = \square$

c)  $\frac{1}{5} + \frac{2}{5} = \square$

d)  $\frac{1}{5} + \frac{3}{5} = \square$

2 Shade the circles and complete the additions.



$\frac{1}{8} + \frac{3}{8} = \square$



$\frac{5}{8} + \frac{1}{8} = \square$

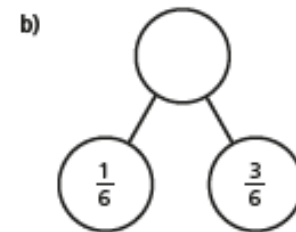
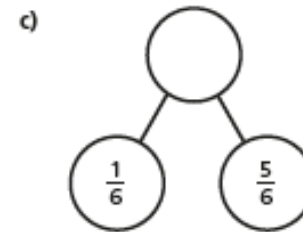
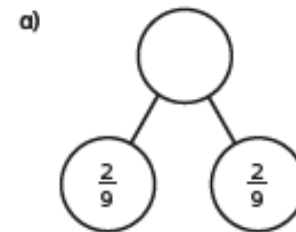


$\frac{3}{8} + \frac{3}{8} = \square$



$\frac{5}{8} + \frac{3}{8} = \square$

3 Complete the part-whole models.



Which part-whole model is the odd one out? _____

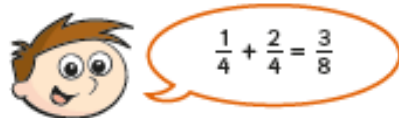
Talk about your choice with a partner. Did they choose the same odd one out?



- 4 Alex and Huan are eating a cake.
 Alex eats $\frac{4}{7}$ of the cake.
 Huan eats $\frac{2}{7}$ of the cake.
 What fraction of the cake have they eaten altogether?

They have eaten of the cake altogether.

- 5 Teddy is adding fractions.



- a) Draw a bar model to show that Teddy is wrong.

- b) Complete the addition $\frac{1}{4} + \frac{2}{4} =$



- 6 Annie has baked 12 muffins.



She puts them into 2 boxes.

What fraction of the muffins could she put in each box?

Complete the table to show different possibilities.

One has been done for you.

Box 1	Box 2
$\frac{1}{12}$	$\frac{11}{12}$

Are there any other possibilities? Talk about it with a partner.

- 7 Complete the additions.

a) $\frac{3}{8} + \frac{4}{8} =$

d) $\frac{3}{103} + \frac{4}{103} =$

b) $\frac{3}{9} + \frac{4}{9} =$

e) $\frac{5}{31} + \frac{9}{31} =$

c) $\frac{3}{29} + \frac{4}{29} =$


f) $\frac{17}{111} + \frac{33}{111} =$





Subtract fractions


1 Complete the subtractions.

Use the bar models to help you.

a)  $\frac{2}{3} - \frac{1}{3} = \square$

b)  $\frac{2}{5} - \frac{1}{5} = \square$

c)  $\frac{3}{5} - \frac{1}{5} = \square$

d)  $\frac{4}{5} - \frac{1}{5} = \square$

2 Jack has $\frac{7}{8}$ of a chocolate bar.

He eats $\frac{4}{8}$ of the chocolate bar.

What fraction of the chocolate bar does he have left?

Jack has of the chocolate bar left.



3 Complete the subtractions.

Simplify your answers where possible.

a) $\frac{7}{10} - \frac{1}{10} = \square = \square$

e) $\frac{8}{12} - \frac{4}{12} = \square = \square$

b) $\frac{7}{10} - \frac{2}{10} = \square = \square$

f) $\frac{9}{12} - \frac{5}{12} = \square = \square$

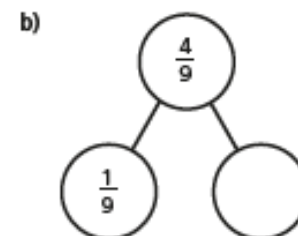
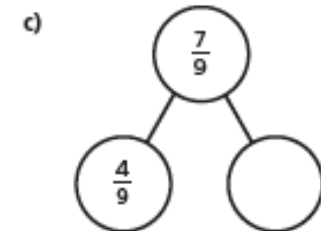
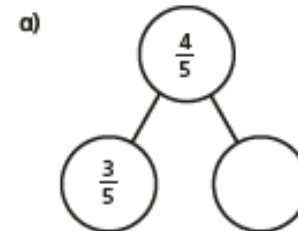
c) $\frac{7}{10} - \frac{3}{10} = \square = \square$

g) $\frac{9}{59} - \frac{5}{59} = \square$

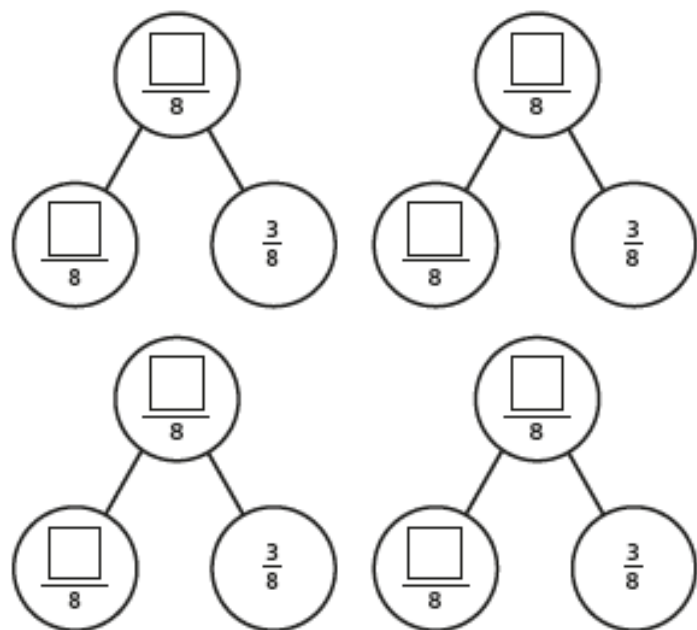
d) $\frac{7}{12} - \frac{3}{12} = \square = \square$

h) $\frac{13}{127} - \frac{9}{127} = \square$

4 Complete the part-whole models.



- 5 Complete the part-whole model in four different ways.



- 6 Kim has read $\frac{6}{7}$ of her book.
Tom has read $\frac{2}{7}$ of his book.

a) Shade the bar models to represent this information.



b) How much more has Kim read than Tom?

Kim has read

--

 more of her book than Tom.



- 7 Write the missing numerators.

a) $\frac{8}{9} - \frac{\square}{9} = \frac{7}{9}$

e) $\frac{7}{10} - \frac{5}{10} = \frac{1}{10} + \frac{\square}{10}$

b) $\frac{5}{11} - \frac{\square}{11} = \frac{4}{11}$

f) $\frac{\square}{4} - \frac{1}{4} = \frac{1}{4} + \frac{1}{4}$

c) $\frac{8}{9} - \frac{\square}{9} = \frac{3}{9} + \frac{4}{9}$

g) $\frac{\square}{5} - \frac{2}{5} = \frac{1}{5} + \frac{2}{5}$

d) $\frac{7}{9} - \frac{5}{9} = \frac{\square}{9} - \frac{4}{9}$

h) $\frac{4}{5} + \frac{1}{5} = \frac{3}{7} - \frac{2}{7} + \frac{\square}{7}$

- 8 Complete the table to show three possible values of the square and triangle.

		$= \frac{13}{92}$
$\frac{\square}{92}$	$-\frac{\square}{92}$	$= \frac{13}{92}$

How many other answers can you find?



Where can I complete further work?

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[White Rose Maths](#) – Free Maths home learning resources for all ages. Watch the videos and try the questions.

[Primary Stars](#) – Free Maths home learning packs for Year 1 and 2.

[BBC Bitesize Primary](#) – Free learning resources available for KS1 and KS2 across all subjects.

[I See Maths](#) – Free daily home maths lessons hosted by Gareth Metcalfe. Follow the link for videos, information and resources.

[Top Marks](#) – Free educational resources and games for English and Maths.

[ICT Games](#) – Free educational resources and games for English and Maths.