

**Cloudside Academy**  
**MTP Year 3 Summer 1 2019-20**



<p><b>Resources</b> Physical objects, fraction wall, fraction representations (games), Bar models, angle eater, 2-D shapes,</p>	<p><b>Mastery: (where to find some resources)</b></p> <ul style="list-style-type: none"> <li>• Teaching for Mastery</li> <li>• White Rose</li> <li>• Mastery maths stickers</li> <li>• Nrich (curriculum mapping)</li> </ul>	<p><b>Links to prior learning/ objectives</b> Children will have learned how to identify <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of shapes, lengths and amounts. Children will have been shown what a fraction is. Children will have learnt multiplication and division facts to support them with finding fractions. Children will have been taught about turns, linking to quarter/half/ three quarters/ whole turn (linking to a clock). Children will have been exposed to a range of 2-D shapes and their properties.</p>	
Dates	Objectives	Vocabulary	Barriers to ARE (misconceptions)
20.4.20	Compare and order unit fractions, and fractions with the same denominator.	Recognise, find, name, write, fractions, numerator, denominator, half, quarter, three-quarter, third, fractions, order, compare, equivalence, numerator, denominator	Children may not understand what a fraction is. They may not know that the larger the denominator the smaller the fraction. Children may struggle to apply their knowledge of fractions of a range of objects/ lengths and shapes. Children may not have a secure understanding of multiplication and division. Children may not recognise what the equivalence means and that two fractions can be the same. Children may not recognise what the numerator and denominator represent.
27.4.20	Add and subtract fractions with the same denominator within one whole. (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ )	Add subtract, fractions, denominator, numerator.	Children may struggle to understand how to add and subtract fractions (especially if they are taught procedurally first).

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4.5.20	Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events (e.g. calculate the time taken by particular events or tasks.)	Seconds, minutes, hours, days, weeks, months, years, leap year, facts, units of time. Compare, greater than, less than, duration,	Understanding of the different units of time. Identifying the relationship between the different units of time. Recognising the size of each unit of time. Understanding of equality symbols. Understanding of the different units of time. Identifying the relationship between the different units of time. Recognising the size of each unit of time. Addition and subtraction strategies. Accuracy of counting.
11.5.20	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.	Seconds, hours, minutes, o'clock, a.m./p.m., morning, afternoon, noon and midnight, 12-hour, 24-hour, roman numerals, multiples of 5, analogue, digital, clock, face, hands.	Children may not know the relationship between facts of time. Children may not understand what a clock face represents and how to read it. Children may struggle with identifying when they are past an hour or going to an hour. Children may struggle to recognise that the time on an analogue clock could be am or pm depending on the time of day. Children may struggle to see that 24-hour time (pm) continues between 13:00- 24:00.
18.5.20	Tell and write the time from an analogue clock, including using Roman Numerals form I to XII, and 12-hour and 24-hour clocks.	Seconds, hours, minutes, o'clock, a.m./p.m., morning, afternoon, noon and midnight, 12-hour, 24-hour, roman numerals, multiples of 5, analogue, digital, clock, face, hands.	Children may not know the relationship between facts of time. Children may not understand what a clock face represents and how to read it. Children may struggle with identifying when they are past an hour or going to an hour. Children may struggle to recognise that the time on an analogue clock could be am or pm depending on the time of day. Children may struggle to see that 24-hour time (pm) continues between 13:00- 24:00.

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