

Year 3 Unit 3 (Spring) Support Session 1

Money and 'real life' problems

Objectives

Make up 'number stories' reflecting number statements to choose the appropriate number operation to solve word problems involving one step.

Vocabulary

addition
subtraction
calculation
number sentence
total
altogether

Resources

0-20 number cards
Whiteboards

Oral and Mental Starter

Show the group two numbers from the 0-20 cards. e.g. 7 and 11. Ask them to write a number sentence using addition or subtraction with the two numbers, $7 + 11 = 18$ or $7 + 4 = 11$.

Q Can you make a different number sentence?

Q Can you make a sentence with one of the numbers after the equals sign?

Repeat for other pairs of cards.

Main Activity

Take one of the last number sentences written e.g. $12 + 5 = 17$

Make up a story reflecting that sentence e.g. there were 12 chickens in the farmer's yard. Another 5 hatched on Monday, so there were 17 chickens in total.

Q Can you make up a different number story?

Take responses, encouraging the children to use correct vocabulary such as total or altogether. Illustrate with pictures, diagrams, jottings or number lines.

Repeat for a subtraction sentence, e.g. $12 - 7 = 5$

Write two more number sentences on the board, one subtraction and one addition. Ask the children to work in pairs, choose one number sentence and make up a number story to tell the group.

Take feedback.

Plenary

Say the following number story:

'There were 19 people on the bus. 6 got off at the bus stop. How many were left on the bus?'

Ask the children to write down the number sentence which you were thinking of when you made up the story.

Q Why did you choose the subtraction sign? What is the answer?

Repeat with the following story:

'Joel had collected 17 stickers. Owen had collected 8. How many did they have between them?'

Q What number sentence was I thinking of? What is the answer?

Year 3 Unit 3 (Spring) Support Session 2

Money and 'real life' problems

Objectives

Understand and use decimal notation for money.

Find change by counting on.

Vocabulary

pound
pence
change
count on
coin
£

Resources

Mega Money, or real coins
P.E. bag or similar
Whiteboards
A tray with several priced items using the labels from Resource sheet S3.1

Oral and Mental Starter

Put a selection of Mega coins or real coins into a P.E. bag. Invite the children to come and pick two coins out of the bag e.g. a £1 coin and a 20p coin.

Q What amount have you got altogether?

Ask the children to record in pounds the amount correctly, i.e. £1.20.

Q How many pence are there in £1.00? And in £1.20p?

Ask the children to write how many pence the amount is, i.e. 120p.
Repeat several times with different children choosing the coins.

Main Activity

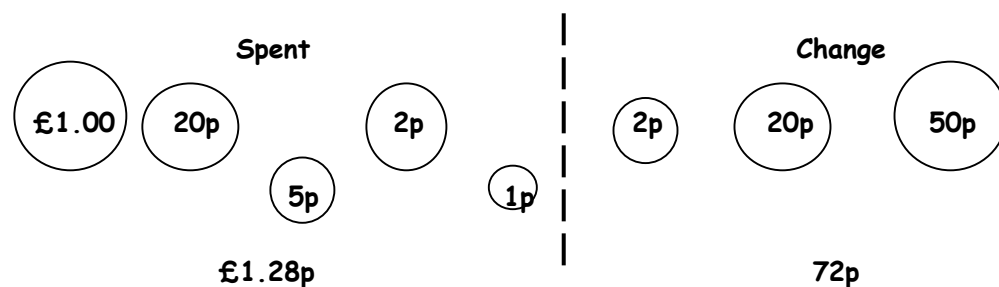
Show the group the tray with the items priced using tags from Resource sheet S3.1.

Give each child £2 (either as a £2 coin or two x £1 coins).

Play the part of a shopkeeper and ask each child to choose an item to buy.
Demonstrate how to count on to calculate the change from £2.00 using a number line:



Count out the coins for change as a child gives you £2.00. Establish that the change is 72p.
Show them $£1.28 + 72p = £2.00$ by adding up the two amounts on your whiteboard.



Repeat for a different item, working out the change given from either £1.00 or £2.00.

Q 47p and what make 50p? 50p and what make £1.00?

Ask the children to draw the steps on their whiteboards.

Plenary

Q How might you work out the change from £2.00 when you have spent some money?

Q What are the good landmarks to count on to?

Establish that counting to multiples of 10p and £1 are useful.

Cut for labels



£1.20	85p	£1.55	£1.05
75p	£1.39	47p	£1.28