Mathematics Mastery

At home materials
Guidance Pack
Year 3 Weeks 8-9

Week 8

Pack 1: Lines, length and perimeter

Session A) Estimating length ☆

Session B) Parallel and perpendicular ☆

Session C) Perimeter ☆

Session D) Exploring perimeter ☆

Week 9

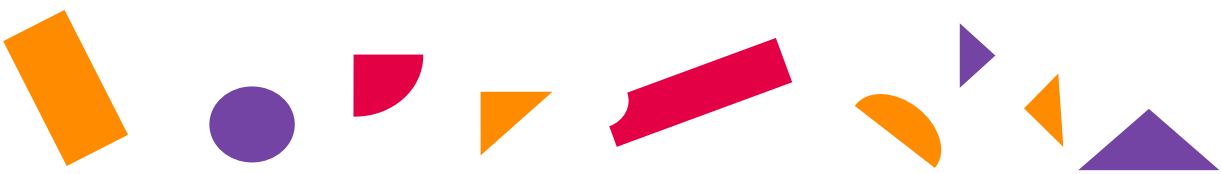
Pack 2: Time

Session A) Measuring time ☆

Session B) Time across a day ☆

Session C) Hour hand ☆

Session D) Minute hand ☆



Mathematics Mastery

Step-by-step

Timing

Each session is 30 minutes
20 minute Talk Task and 10 minute independent activity

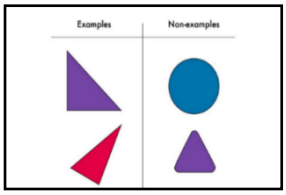
Session guidance

Get **them** talking and grow their language.

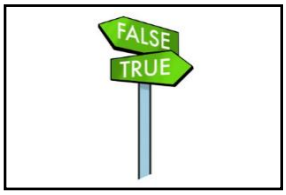
Get **them** to use equipment, manipulatives, models and images to show and explain.

Challenge them to think mathematically. Use the 'Prompts for Thinking' listed below to help them build habits in the way they think about mathematical situations.

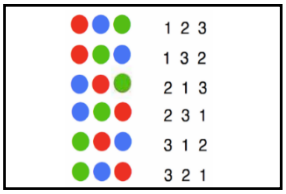
Reason it
Explain how you know. Focus on reasons rather than answers. What could you say, do, draw or write to help someone else understand?



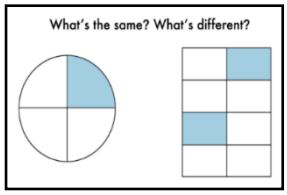
Generate examples and non-examples
What are the important features? What features are not important (e.g. colour)?



True or false?
If true, give examples to support your answer.
If false, give a counter example.



Find all possibilities
Have you found all the possible answers? How do you know? Did you work systematically?



What's the same? What's different?
Compare and contrast and look for connections.
How many different answers can you give?

Always, sometimes or never true?
Give examples to show if the statement is always, sometimes or never true. How do you know?

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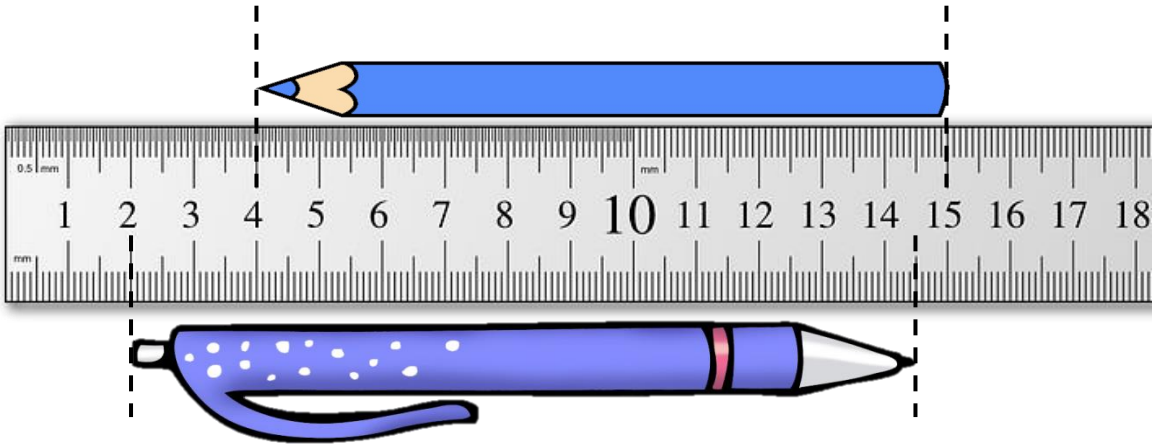
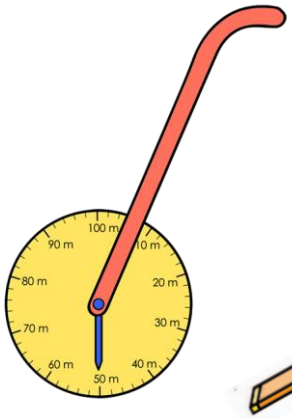
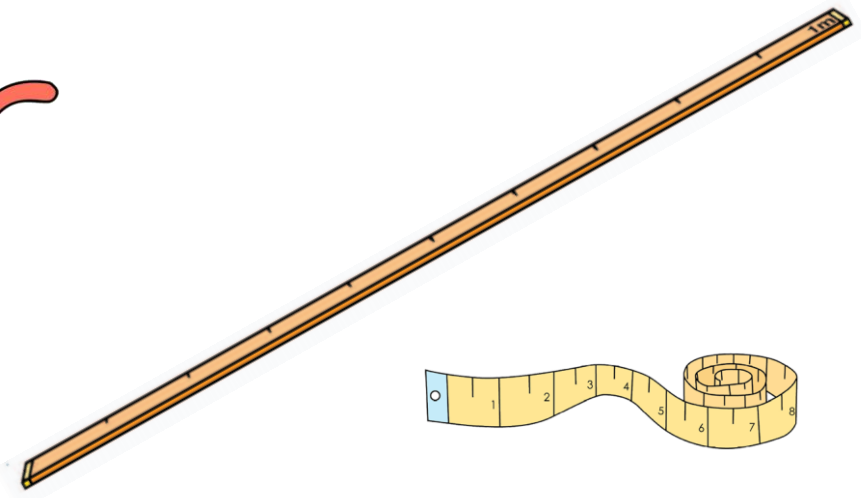
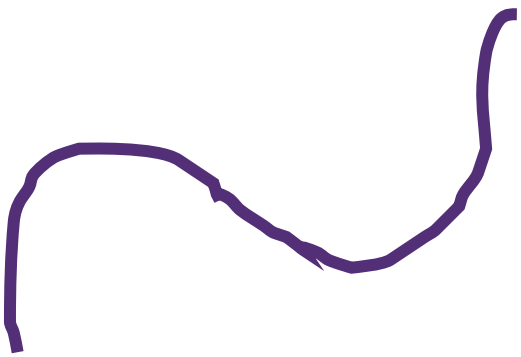
Pack 1 Session A

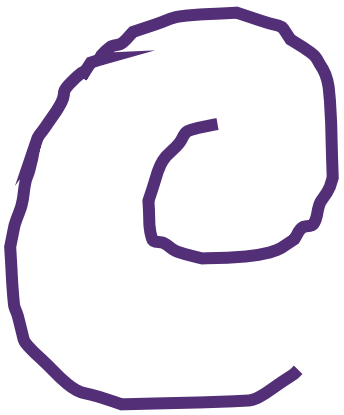
Talk Task: Estimating length











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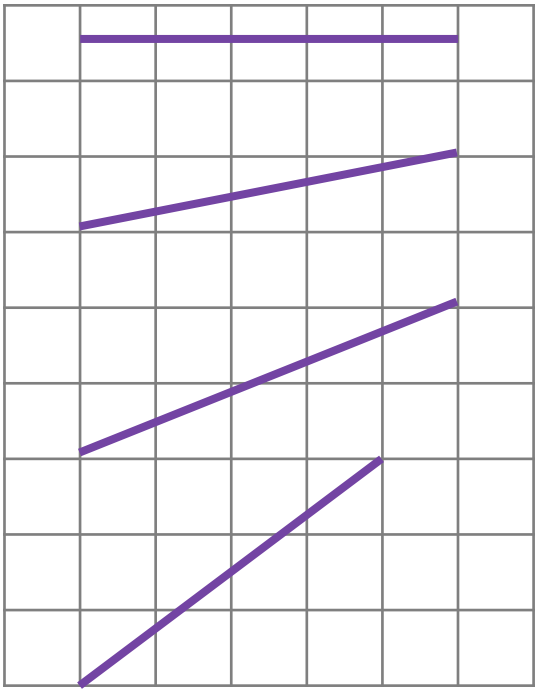
Pack 1 Session A

Activity: Estimating length

1) Are these lines longer or shorter than 5 cm? Measure and write down the length of each.



2) Draw straight and curved lines that are approximately 5 cm long. Use a ruler and string to measure the length and check your accuracy.

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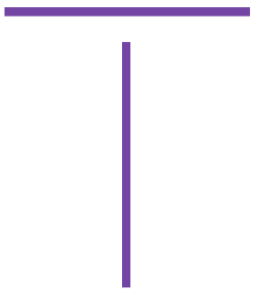
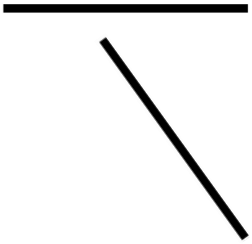
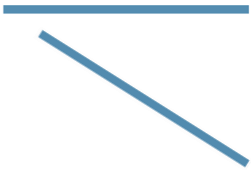
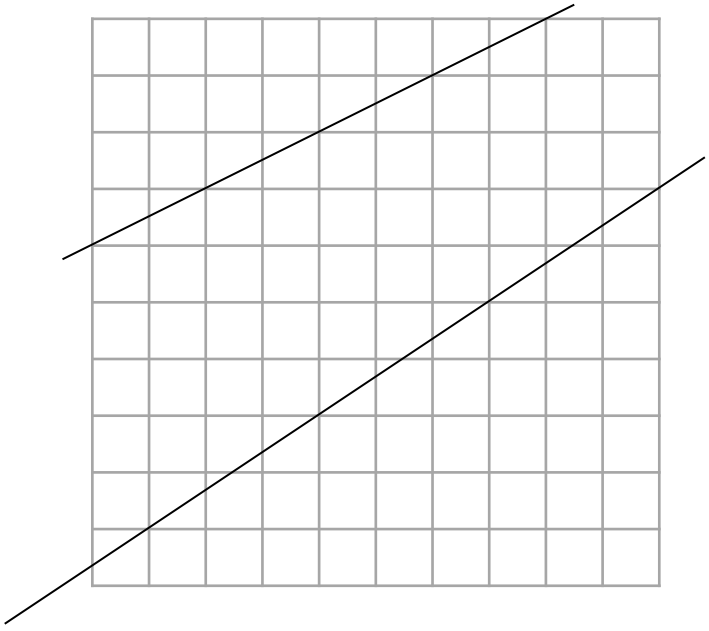
Pack 1 Session B

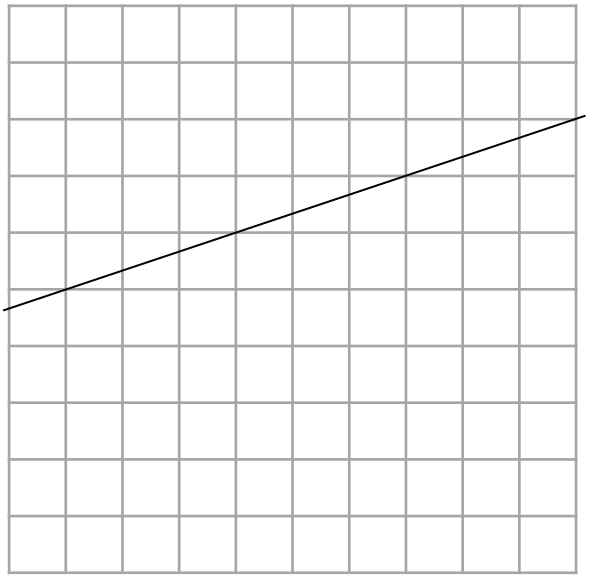
Talk Task: Parallel and perpendicular

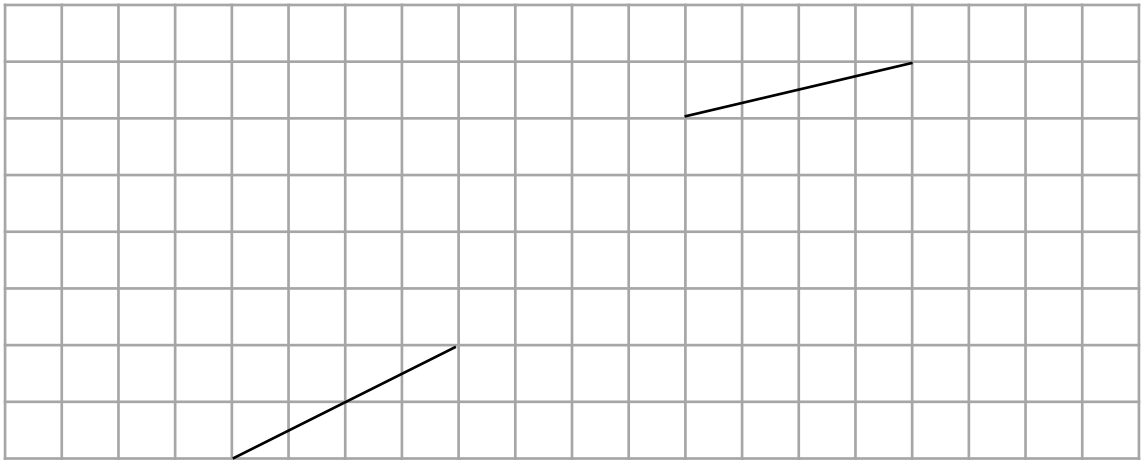












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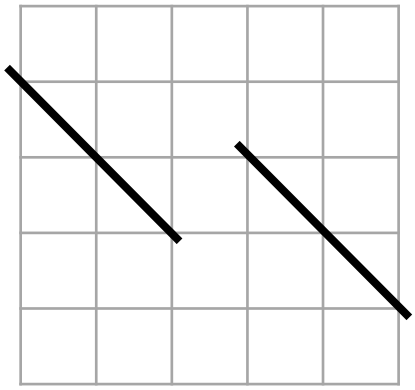
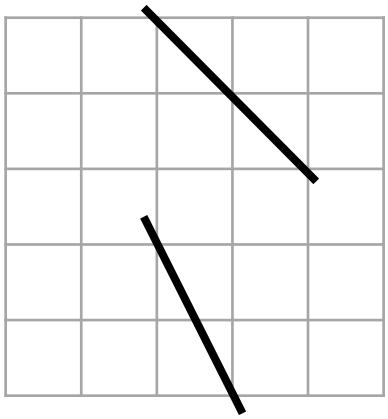
Pack 1 Session B

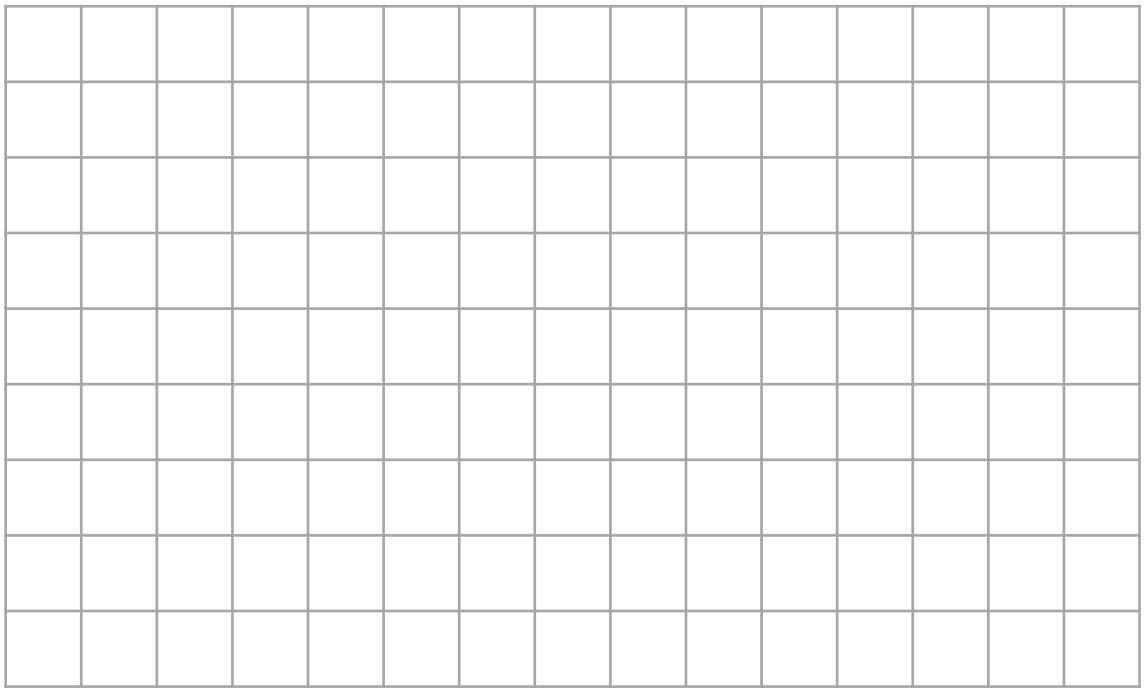
Activity: Parallel and perpendicular

1) Draw and write to show how you know if the lines are parallel or not





2) Create examples and non-examples for parallel and perpendicular lines.



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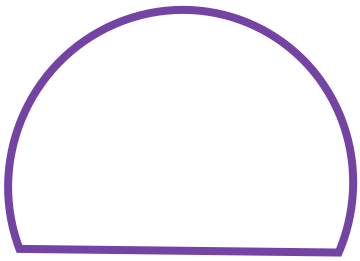
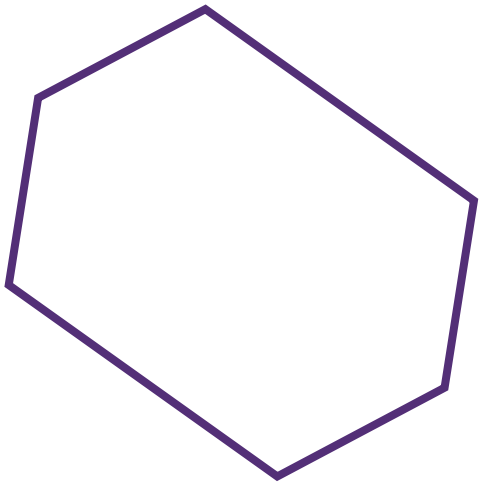
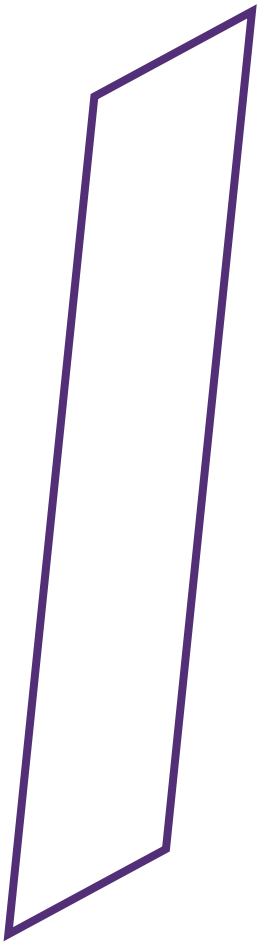
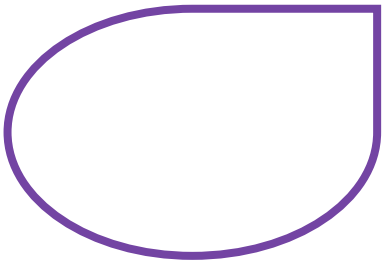
Pack 1 Session C

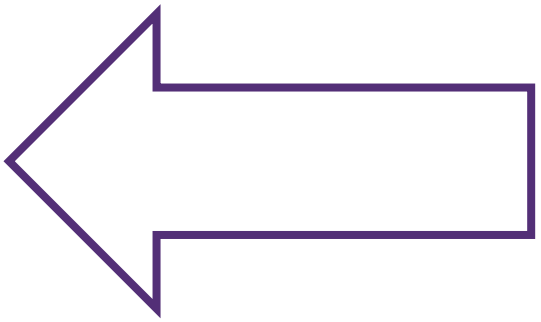
Talk Task: Perimeter











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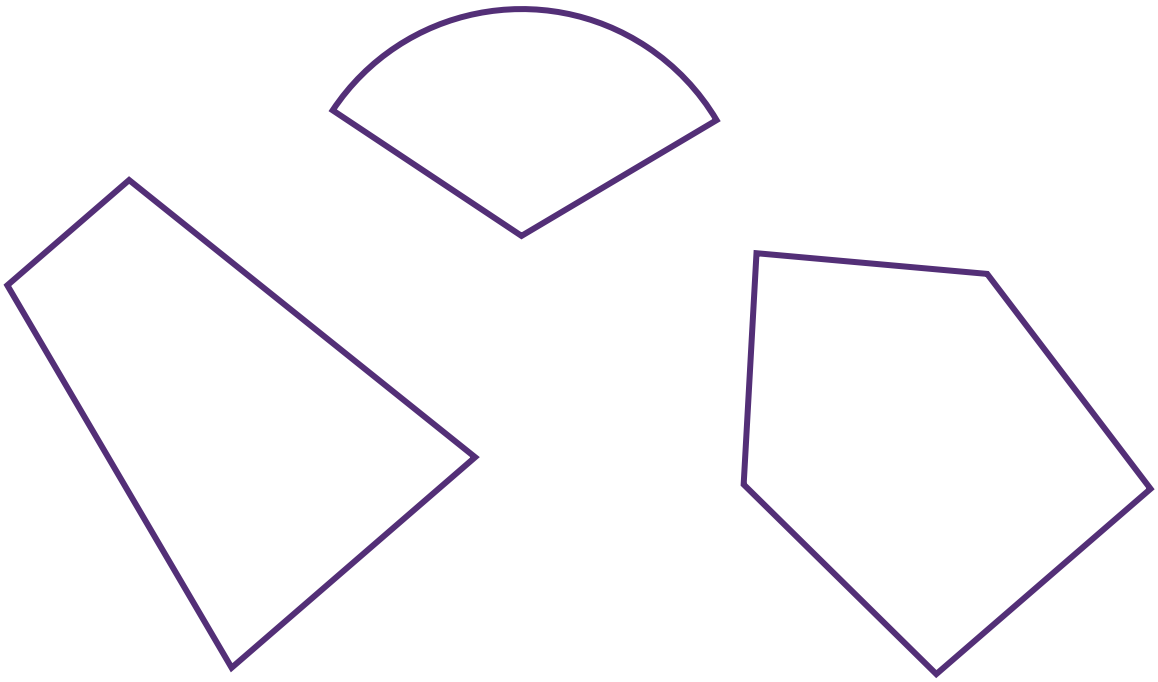
Pack 1 Session C

Activity: Perimeter

1) Estimate and then measure and calculate the perimeter of each shape.



2) Sketch shapes with a perimeter of approximately 15 cm.

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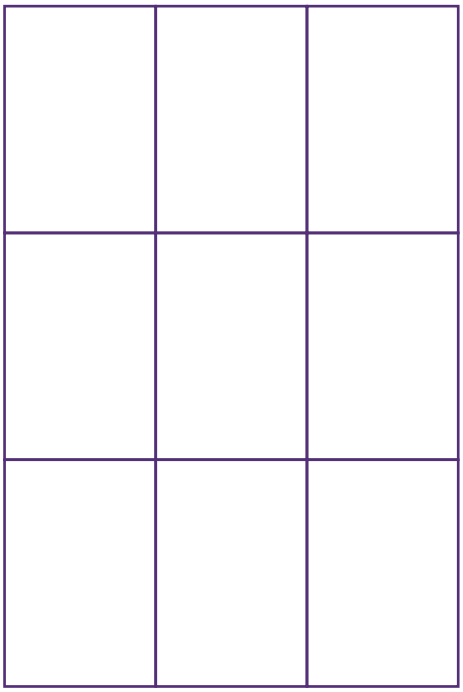
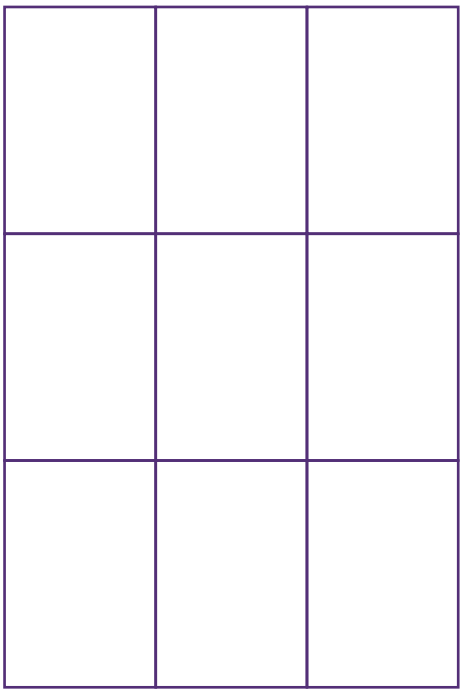
Pack 1 Session D

Talk Task: Exploring perimeter





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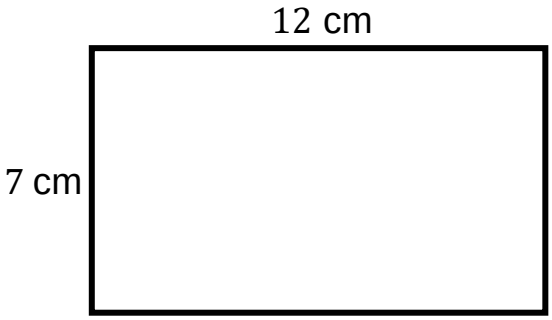
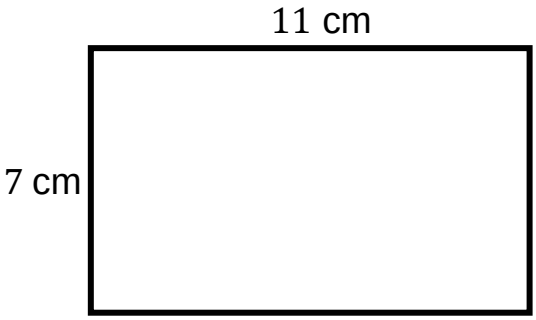
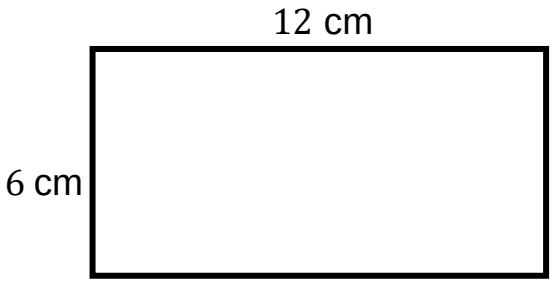
Pack 1 Session D

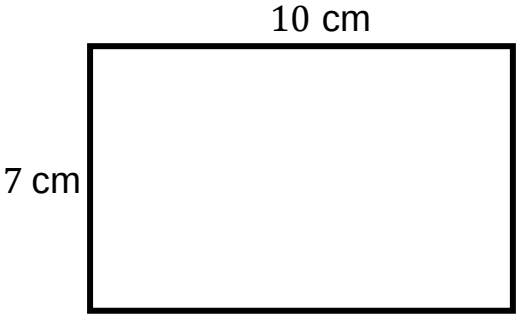
Activity: Exploring perimeter

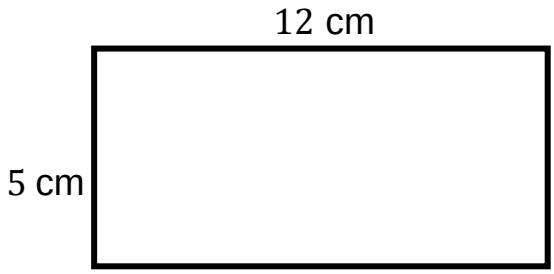
Work out the perimeter. Remember to include missing lengths

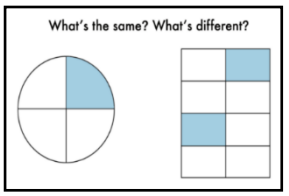












What do you notice?
Where could you go next?

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Pack 2 Session A

Talk Task: Measuring time

day

month

second

minute

century

hour

week

fortnight

year

decade

millennium

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Pack 2 Session A

Activity: Measuring time

1) Which unit of measure would you use to describe each of the following:

a) Age of an adult _____

b) Age of a baby _____

c) Length of a film _____

2) Choose something that you would measure with each of these units:

a) hours

b) weeks

c) seconds

3) Decide if each statement is true or false.

a) The half term break is longer than 4 days. True / False

b) 15 days is shorter than a fortnight. True / False

c) The summer holidays are longer than 3 weeks True / False

d) Half a year is shorter than a school term True / False

Write a true statement and a false statement:

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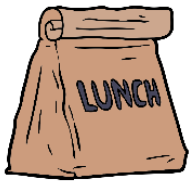
Pack 2 Session B

Talk Task: Time across a day

6:00 am
7:00 am
8:00 am
9:00 am
10:00 am
11:00 am
12:00 pm
1:00 pm
2:00 pm
3:00 pm
4:00 pm
5:00 pm
6:00 pm
7:00 pm
8:00 pm
9:00 pm
10:00 pm



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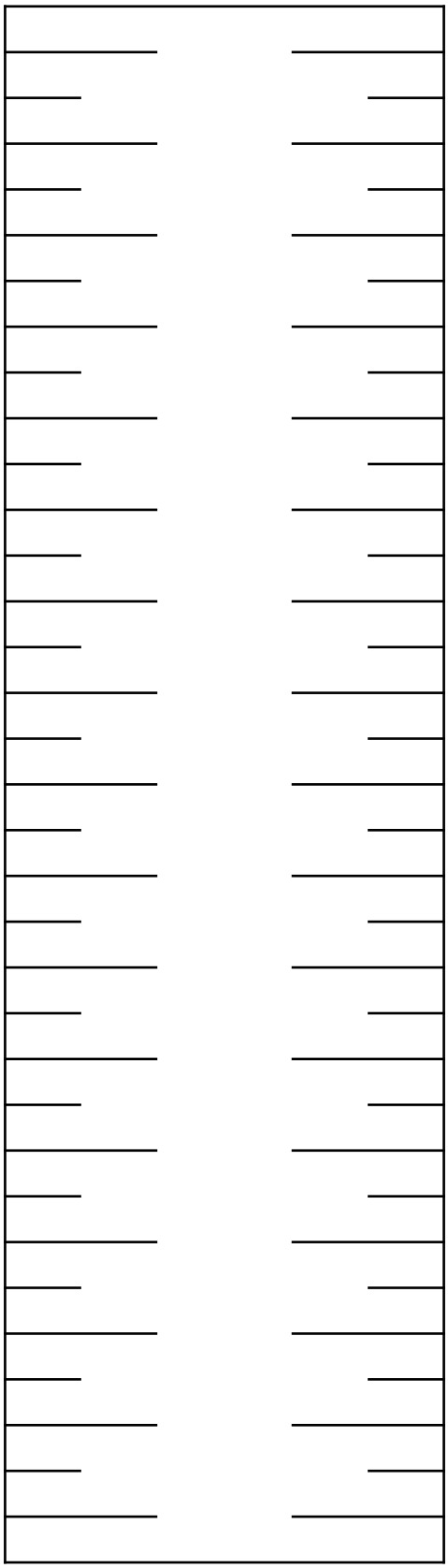
Pack 2 Session B

Activity: Time across a day



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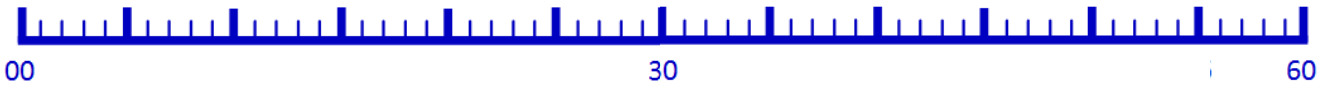
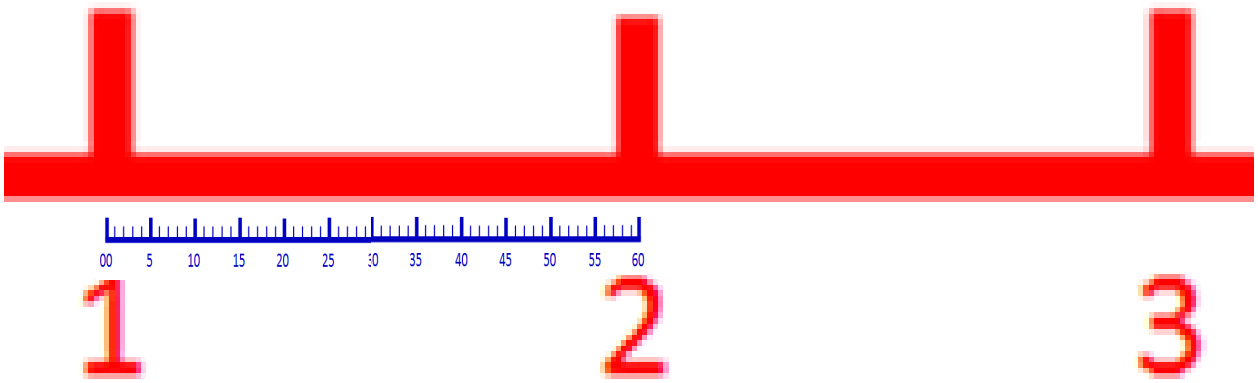
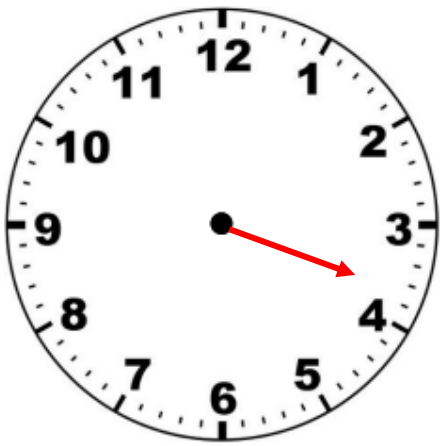
Pack 2 Session C

Talk Task: Hour hand







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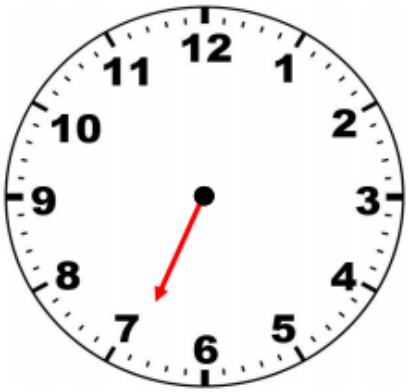
Pack 2 Session C

Activity: Hour hand

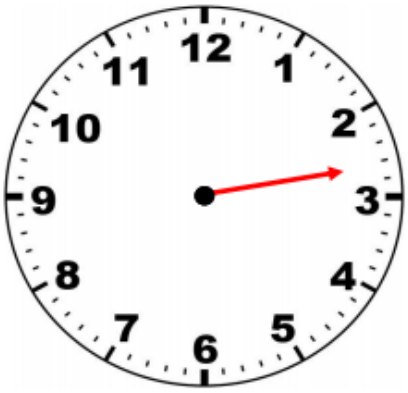
1) Select the correct time. Where would the minute hand be?

Quarter past 10
Half past 10
Quarter to 11



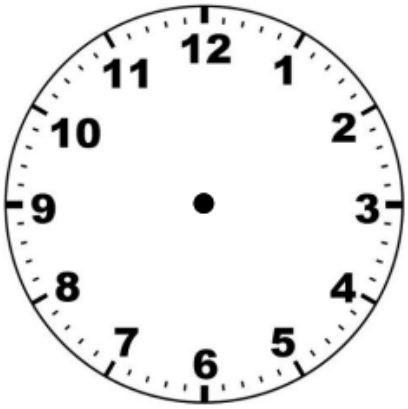
7 o'clock
Quarter past 7
Quarter to 7

Quarter past 1
Half past 1
Quarter to 2

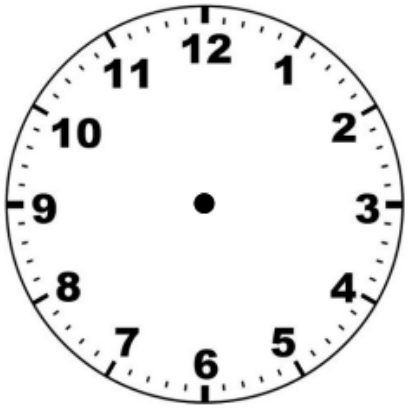


2:10
2:40
2:55

2) Choose where to draw the hour hand to show the given time.



Half past 8



Ten to three

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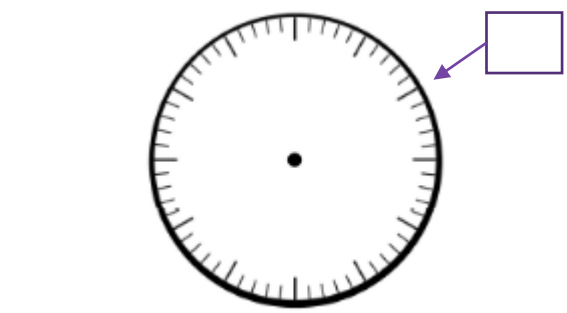
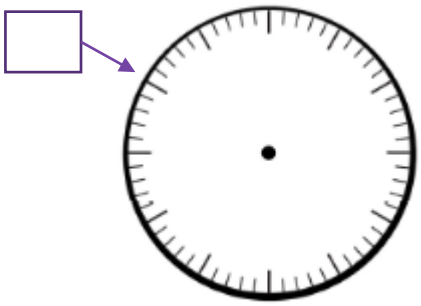
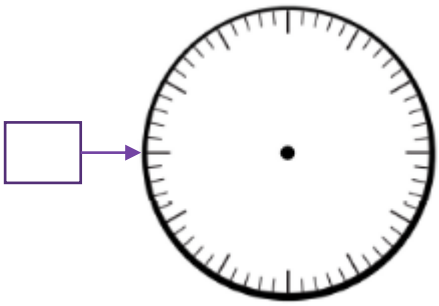
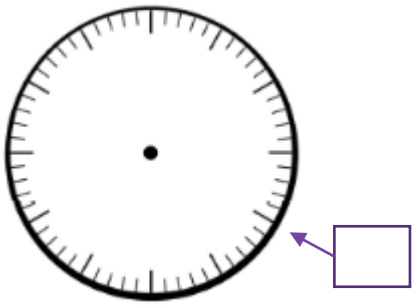
Pack 2 Session D

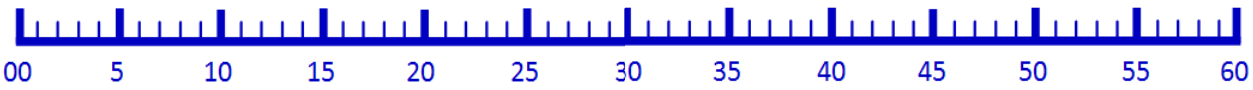
Talk Task: Minute hand

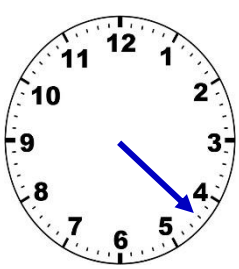


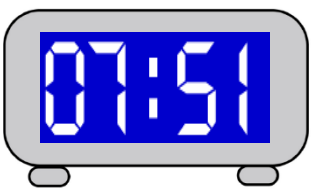


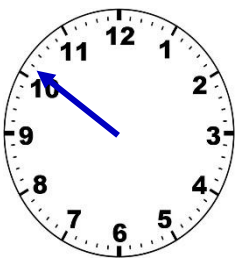












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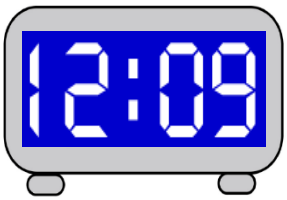
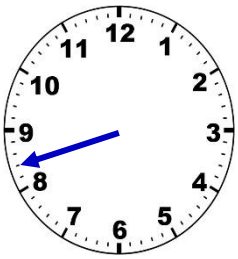
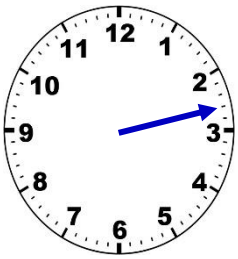
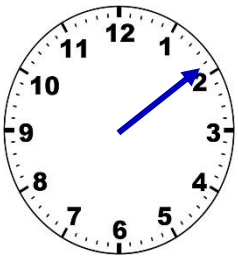
Pack 2 Session D
Activity: Minute hand

1) Match the clocks and draw in the hour hand.

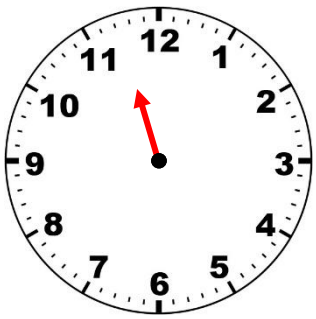


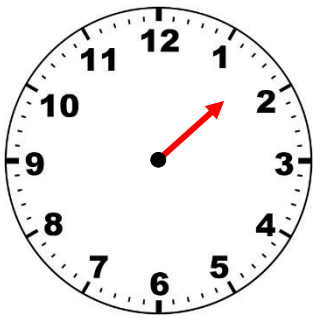


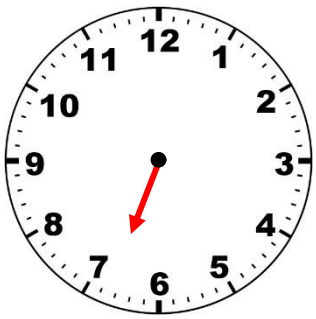




2) Draw the minute hand in the correct position to show each time.







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