

Lesson 1 (Teach and apply)

Starter

Refresh and read: Give each child a card clock. Ask the children to show you various o'clock, half past, quarter to and quarter past times. Move on to questions such as: *My clock says 8 o'clock. It is one hour slow. Show me what time it really is. My clock says 9:30. It is two hours fast... My clock says 1 o'clock. It is half an hour slow... My clock says half past 3. It is 15 minutes fast...*

Main teaching activities

Whole class: Say that this week, the children will use the mental strategies they learned in Unit 2 to solve 'real-life' problems that involve money and measures. Display the 'How to solve a problem' poster, and talk through the steps needed to solve the first problem on the OHT of 'Making up problems'. Can anyone remember what we need to do when we have a word problem to solve? Direct their attention to the poster. When you reach Step 4, ask the children to think of a strategy to work out the answer. Remind them of the strategies they have been learning about: partitioning one of the numbers; looking for pairs that total 10; near doubling; counting on; bridging through 10. Ask them to decide which one is 'best' to help them solve this problem. Allow them to discuss with a partner and then feed back to the class. Solve the other three problems on the OHT in the same way.

Paired work: Organise the children into ability pairs. Give each pair a copy of 'Down by the sea'. Encourage the children to write down how they worked out these problems, using numbers rather than words.

Review

Write some information on the board, such as *1m, 80cm, string, how much? or £5, £1.50, how much altogether?* Ask the children to talk to a partner and make up a problem from this information. For example: *I had 1m of string. I cut off 80cm to tie up a parcel. How much did I have left?* or *I had saved £5. My grandma gave me £1.50. How much have I now?* Invite some pairs to share their problems and the rest of the class to solve them. Record the answers on the board. If there is a pounds and pence answer such as £6.50, write it as £650. Ask the children whether this is correct. Remind them to put the decimal point after the number of pounds in order to separate pounds from pence. Write up some pence amounts (such as 150p) and ask the children to write them using pounds and pence notation (£1.50). Repeat this a few times.

Differentiation

Less confident learners: Provide the support version of 'Down by the sea' with simpler numbers. Give support with reading and recording, and provide counting apparatus, if needed.

More confident learners: Provide the extension version with more complex numbers. You could offer a challenge by asking the children to find two different methods of solving each problem.

Lesson 2 (Apply)

Starter

Refresh and read: Ask the children to say the months of the year in order together. Give 12 children a month card each and ask the others to order them by telling them where to stand. For each month, ask the children what the weather is like, what they may be doing and whether there are any significant dates (such as birthdays, Christmas, Divali or Hannukah).

Main teaching activities

Whole class: Remind the children of the Review in Lesson 1. Say that today they will be working with a partner to make up their own problems. They may remember doing this before (see Unit 2). Using an OHT of 'Making up problems', talk through some possible one-step and two-step problems. For example, the information 5 kilograms, 3 and a half kilograms, flour could be used to generate: *The baker has 3 and a half kilograms of flour. He needs 5 kilograms to bake his bread. How much more flour does he need?* or *The baker had two bags of flour. One had 5 kilograms in and the other had 3 and a half kilograms. How much flour did he have altogether?* As you make up the problems, encourage the children to think visually and to use drawings in