

# Y3 Maths Plan

## Length & Perimeter



	Learning Step	Learning
Length & Perimeter	1	<b>Block Opener</b>
	2	Measure in m and cm
	3	measure in cm and mm
	4	Equivalent lengths
	5	Compare lengths
	6	<b>PS lesson on lengths</b>
	7	Add lengths
	8	Subtract lengths
	9	<b>PS lesson on adding/subtracting lengths</b>
	10	What is perimeter & measure perimeter
	11	Calculate perimeter – rectilinear
	12	Calculate perimeter – compound rectilinear
	13	<b>PS lesson on perimeter</b>
	14	<b>Assessment Lesson (17)</b>
	15	<b>Pause &amp; Stretch (17)</b>

### Key Principles

- **Slow down and do it well! It takes as long as it takes! Every child must get there!**
- **Block Intro** sessions simply replace your memory jogger and the classroom displays should be filled in 'live' at the same time.
- Memory jogger for the first 2-3 lessons after an assessment should be the **assessment memory jogger**.
- After these 2-3 days revert to **pre-teach memory** jogger but you **must** reassess pupils who didn't pass first time round. If they still don't that must be a focus for your intervention and maths lead with pick up later in the year for assessment.
- **Fluency** lessons do not need to include problem solving but do need to finish with a piece of reasoning to embed it (healthy mix of verbal in pairs on boards and sometimes individual in books so they practice writing explanations).
- **There should be reasoning questions and discussions throughout, e.g. why is this question the same as the last one? How is it different? Is it harder? Why?**
- If pupils finish quickly use the **if you are finished** tasks to allow them to extend themselves so the rest can catch-up. This offer some GD extension within fluency.
- When fluency has been **achieved** via the small steps then you would do **problem-solving lesson**. This should start with a piece of **reasoning** (pairs/solo) that lays the skills for the problem-solving.
- Problem-solving steps must be **whole** lessons.
- Problem-solving lesson must address the full range of problems from our grid and follow the 1-2-3 problem-solving stages.
- If pupils are finished a problem and are waiting make sure a **what if challenge** is on the board. This extends the GD within PS while you get the rest up to speed.
- Assessment days must be whole lessons.
- **Pause and Stretch** steps must be **whole** lessons.
- **Higher Attainer Register** pupils **must** go out and do **stretch** with an adult during this session.
- **Remember a learning step does not necessarily equate to a lesson – it could be less; it could be more.**