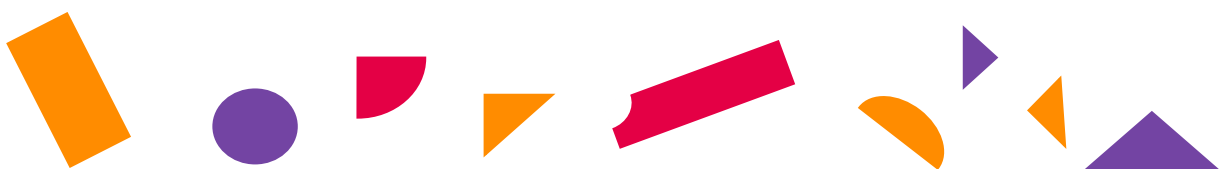


At home materials Guidance Pack Year 3 Weeks 8-9

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	☆



Timing

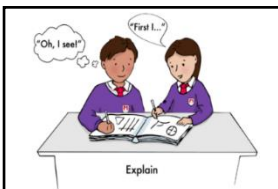
Each session is 30 minutes
20 minute Talk Task and 10 minute independent activity

Session guidance

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

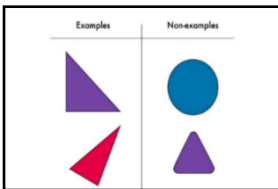
Get **them** to use equipment, manipulatives, models and images to show and explain.

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.



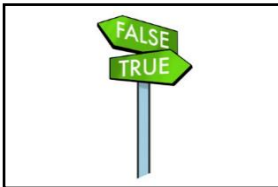
Reason it

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



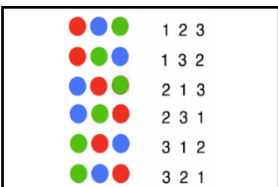
Generate examples and non-examples

What are the important features? What features are not important (e.g. colour)?



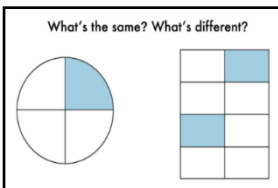
True or false?

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?

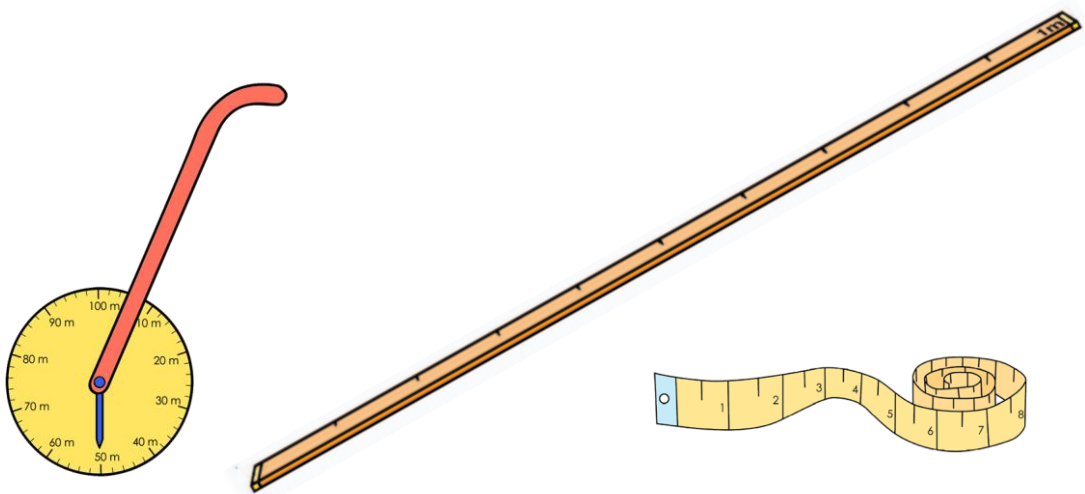
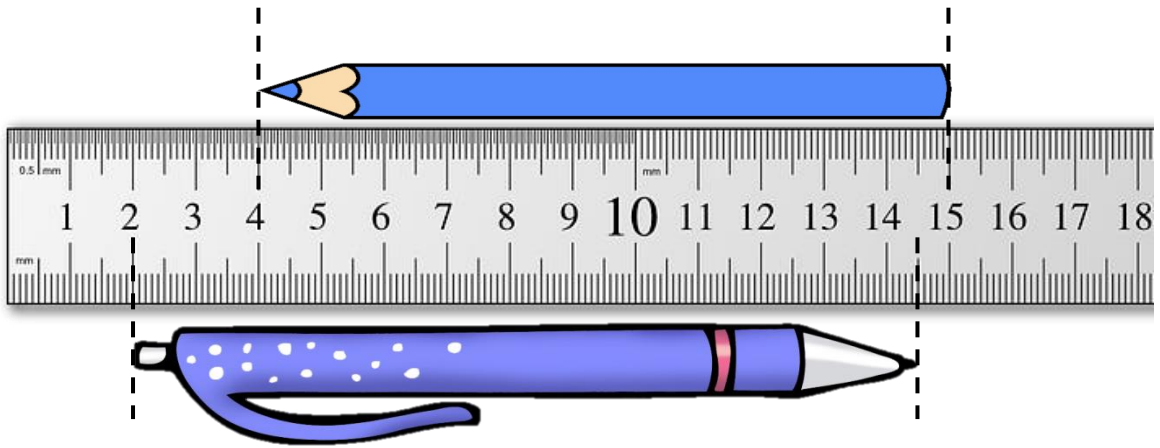


Always, sometimes or never true?

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

Pack 1 Session A

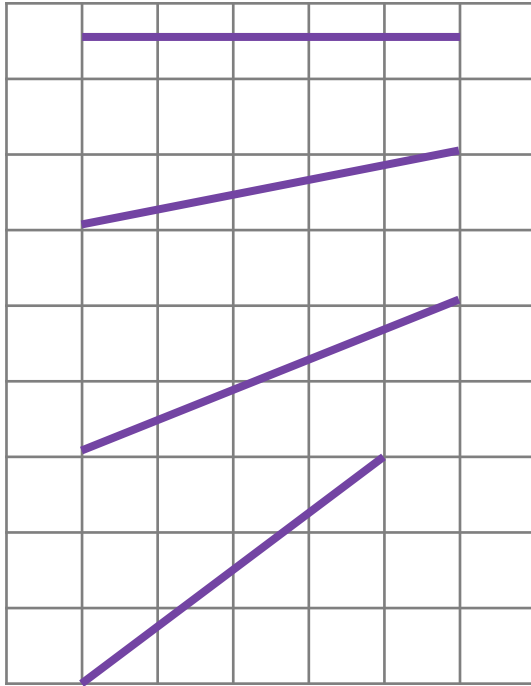
Talk Task: Estimating length



Pack 1 Session A

Activity: Estimating length

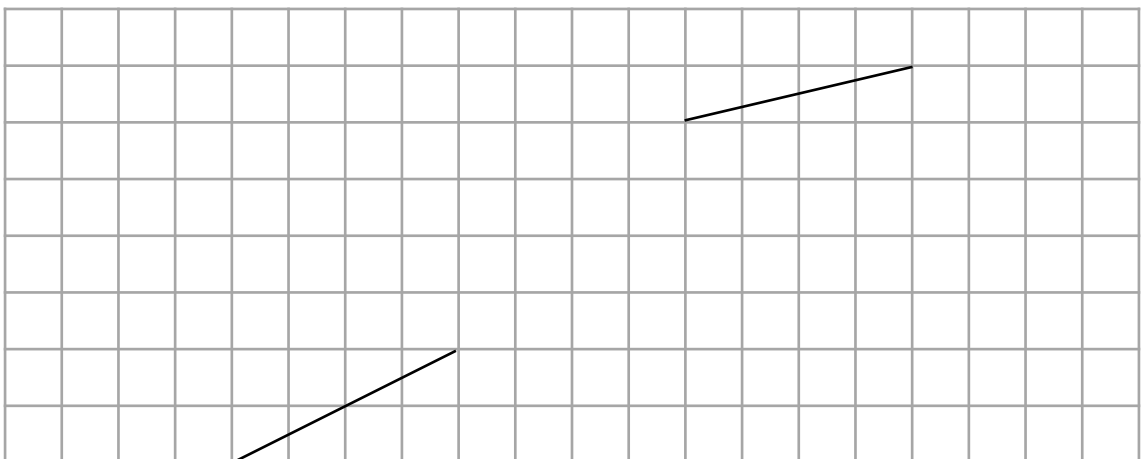
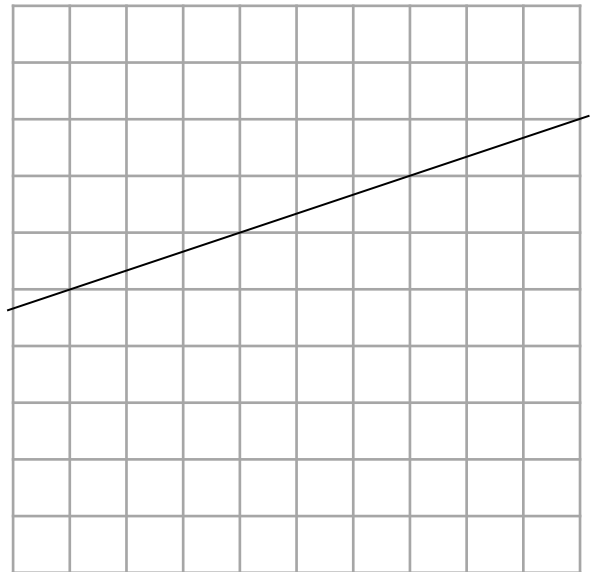
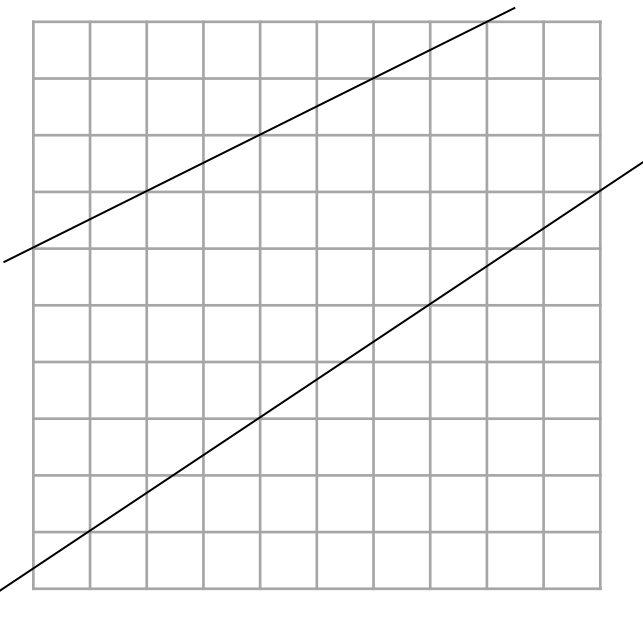
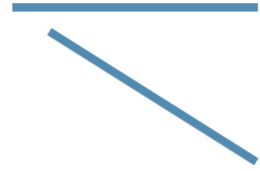
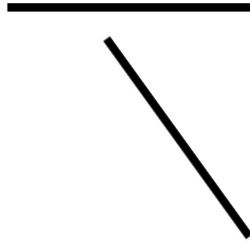
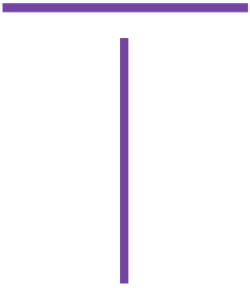
- 1) Are these lines longer or shorter than 5 cm? Measure and write down the length of each.



- 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.

Pack 1 Session B

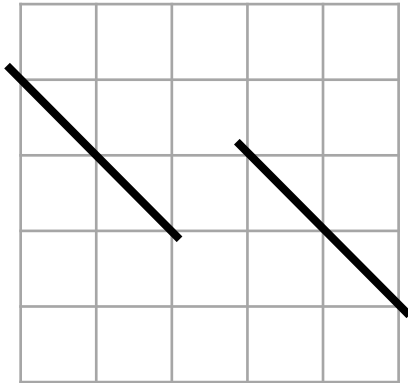
Talk Task: Parallel and perpendicular

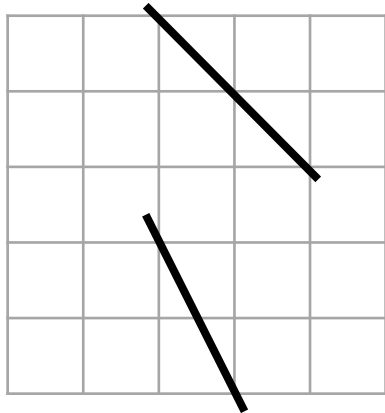


Pack 1 Session B

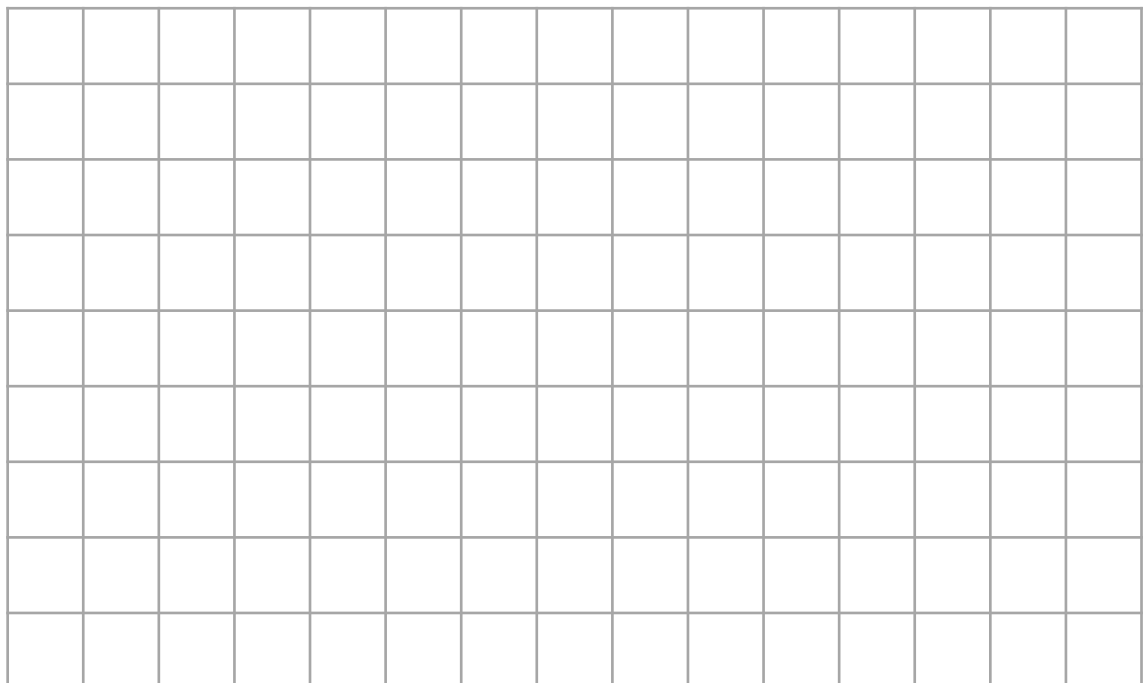
Activity: Parallel and perpendicular

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

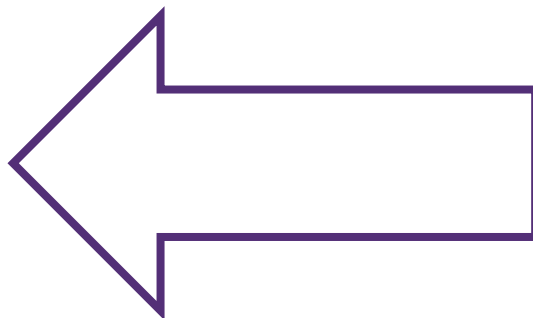
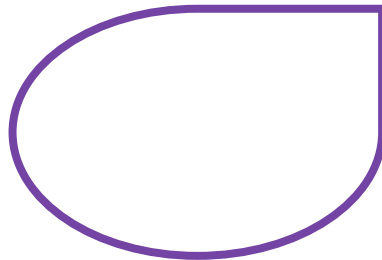
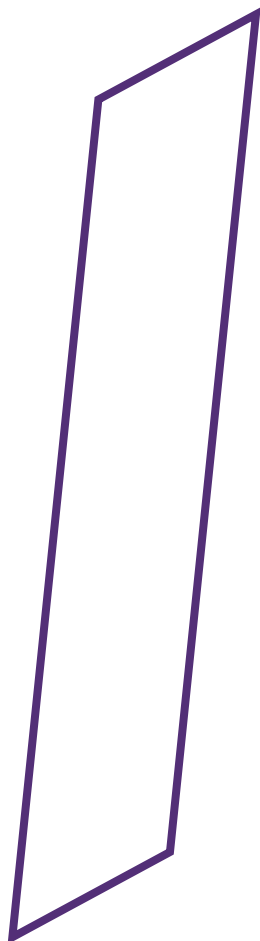
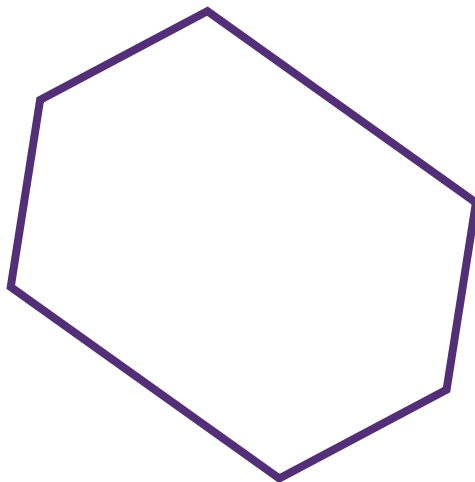
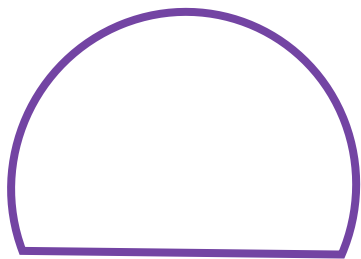




- 2) Create examples and non-examples for parallel and perpendicular lines.



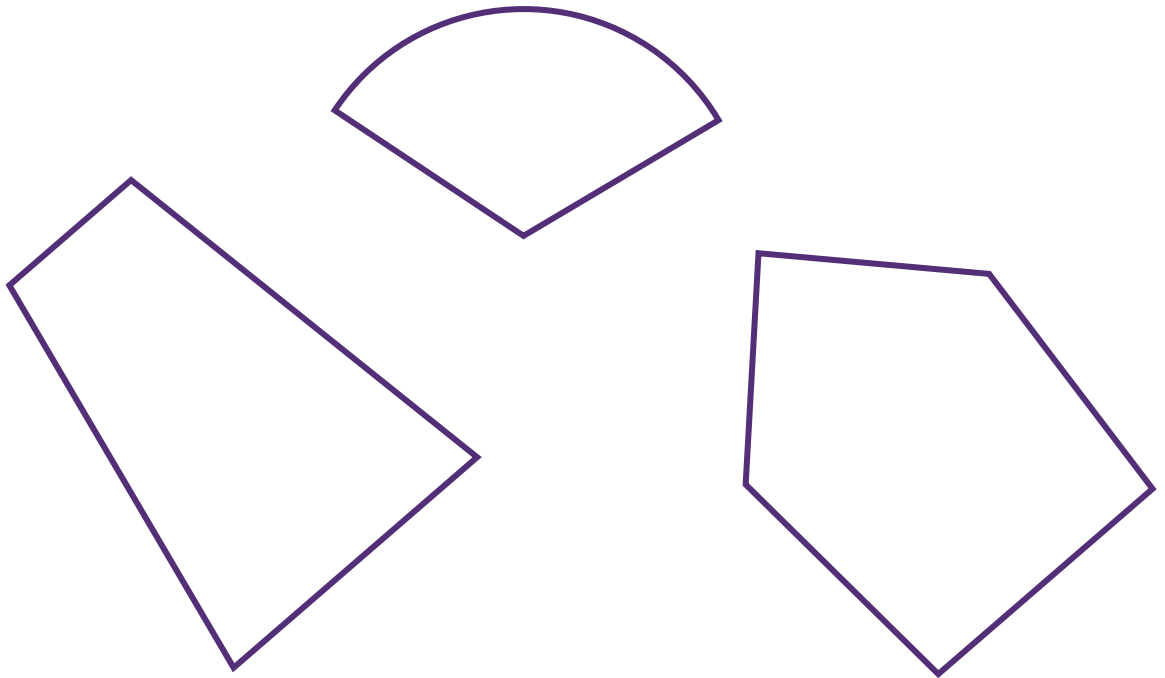
Pack 1 Session C
Talk Task: Perimeter



Pack 1 Session C

Activity: Perimeter

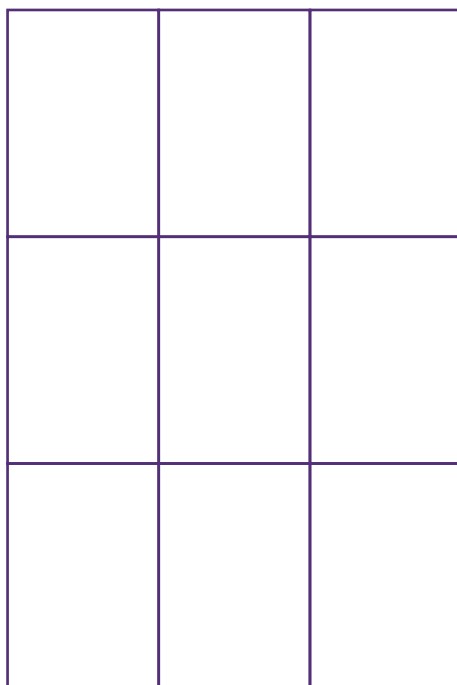
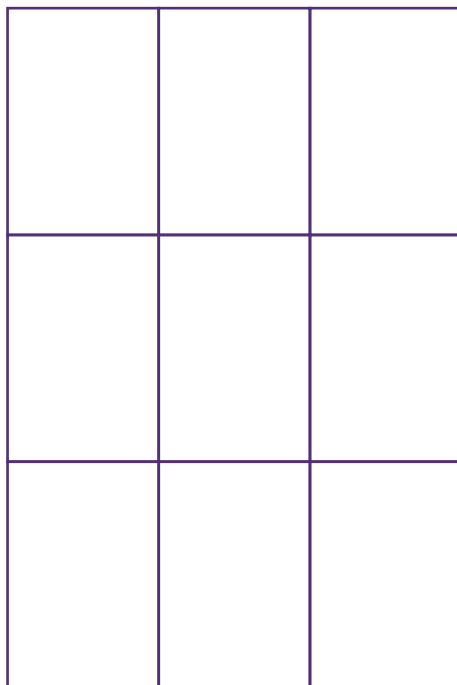
- 1) Estimate and then measure and calculate the perimeter of each shape.



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

Pack 1 Session D

Talk Task: Exploring perimeter



Pack 1 Session D

Activity: Exploring perimeter

Work out the perimeter. Remember to include missing lengths

12 cm

7 cm



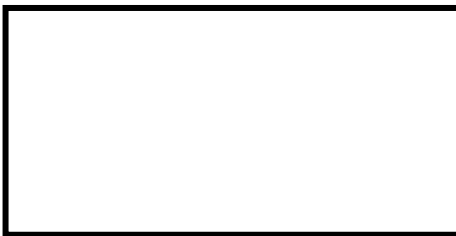
11 cm

7 cm



12 cm

6 cm



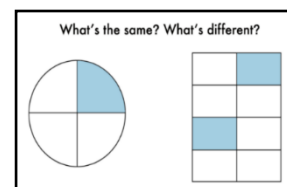
10 cm

7 cm



12 cm

5 cm



What do you notice?
Where could you go next?

Pack 2 Session A

Talk Task: Measuring time

day

month

second

minute

century

hour

week

fortnight

year

decade

millennium



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

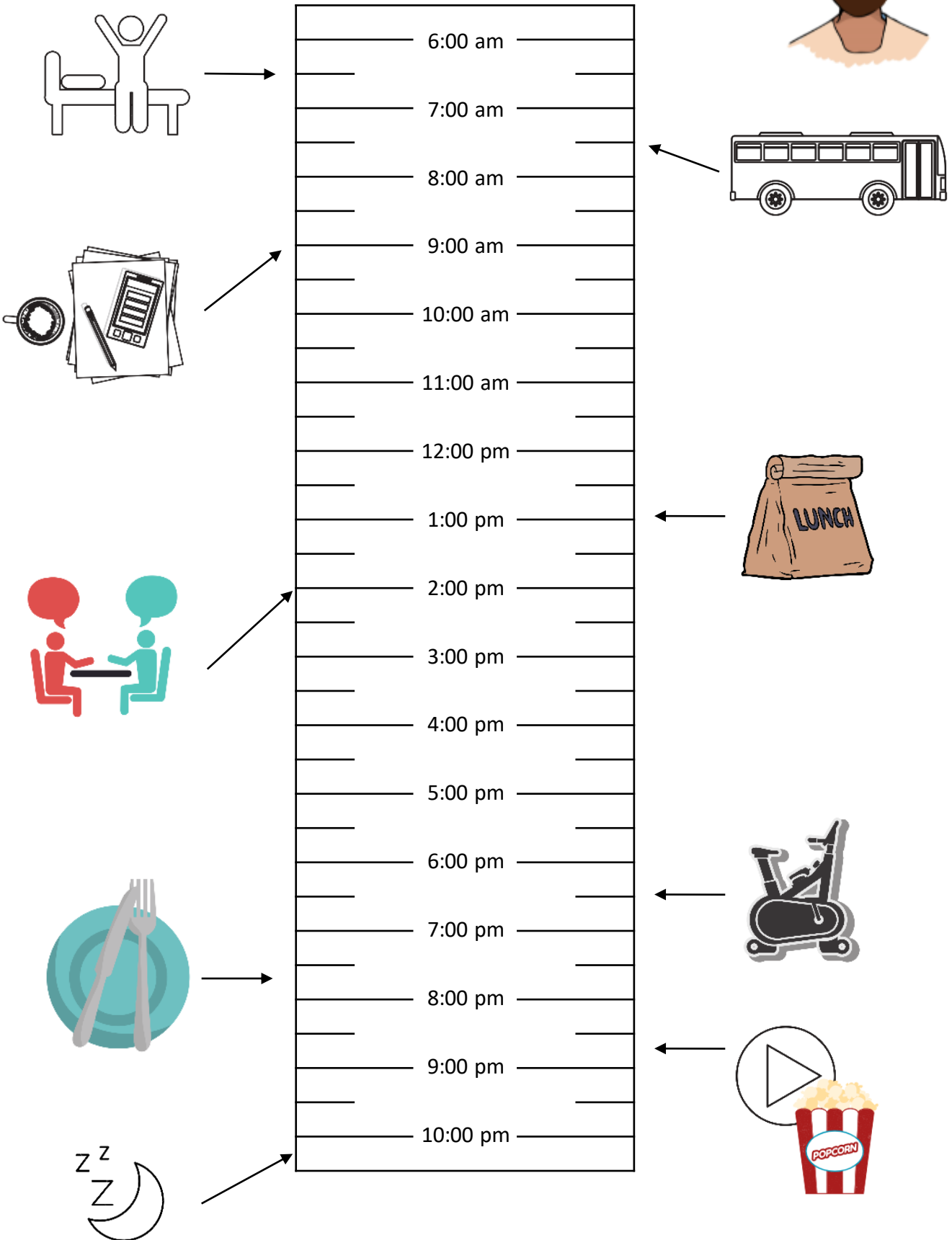
Write a true statement and a false statement:



Pack 2 Session B

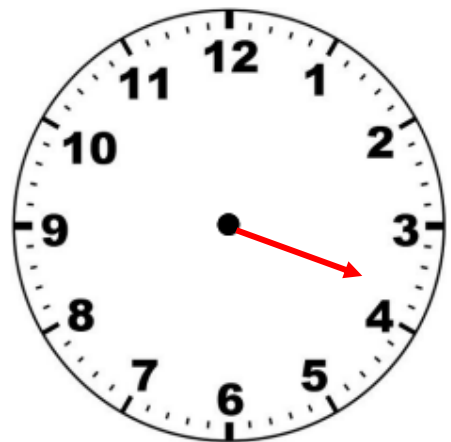
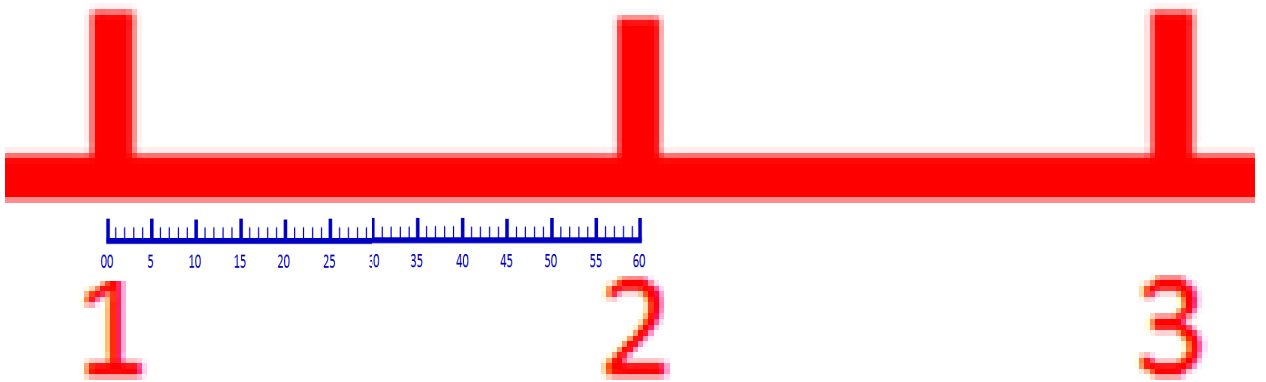
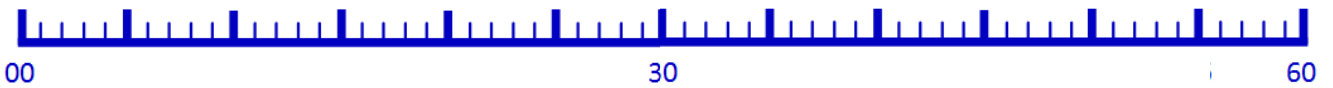
Talk Task: Time across a day

This is my day



Pack 2 Session C

Talk Task: Hour hand



Pack 2 Session C

Activity: Hour hand

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



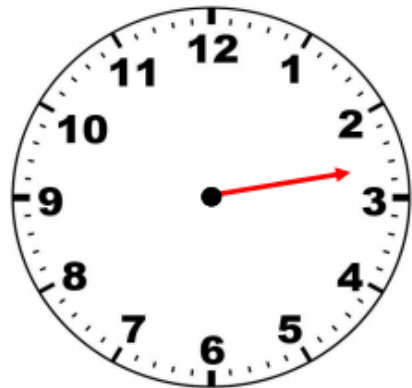
- Quarter past 10
- Half past 10
- Quarter to 11



- 7 o'clock
- Quarter past 7
- Quarter to 7

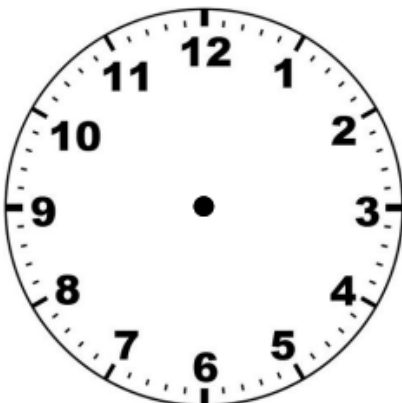


- Quarter past 1
- Half past 1
- Quarter to 2

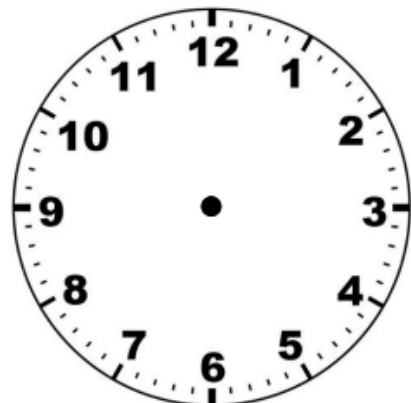


- 2:10
- 2:40
- 2:55

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

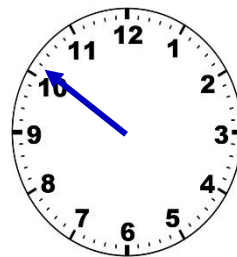
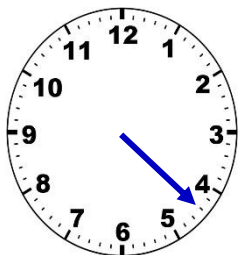
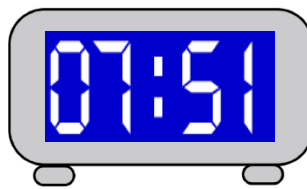
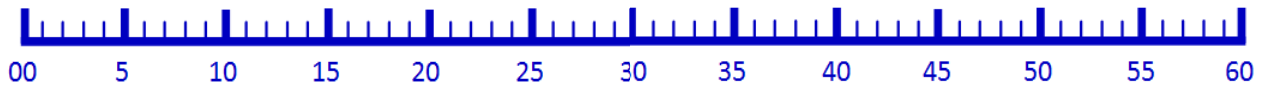
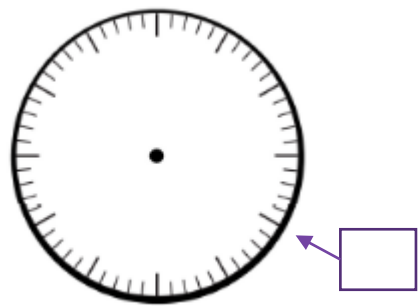
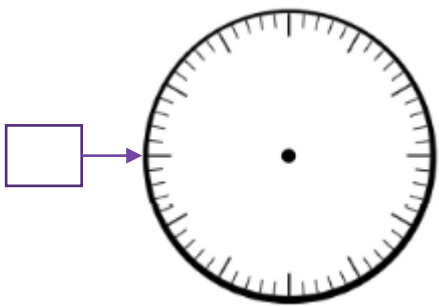
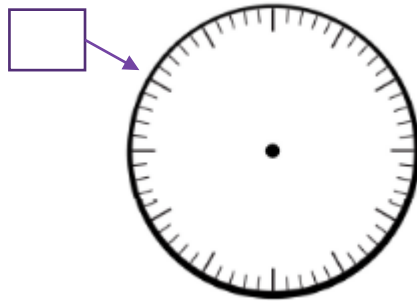
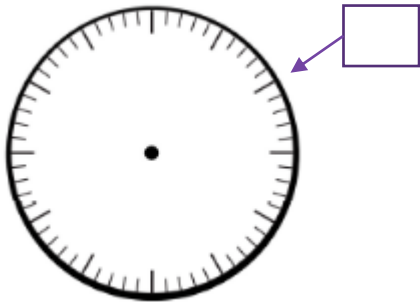


Half past 8



Ten to three

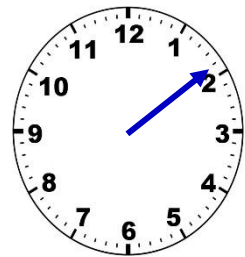
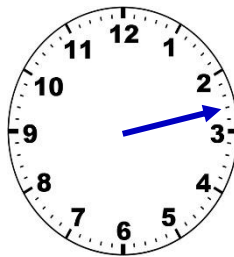
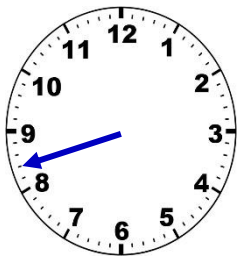
Pack 2 Session D
Talk Task: Minute hand



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.

