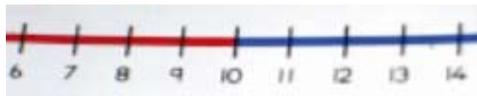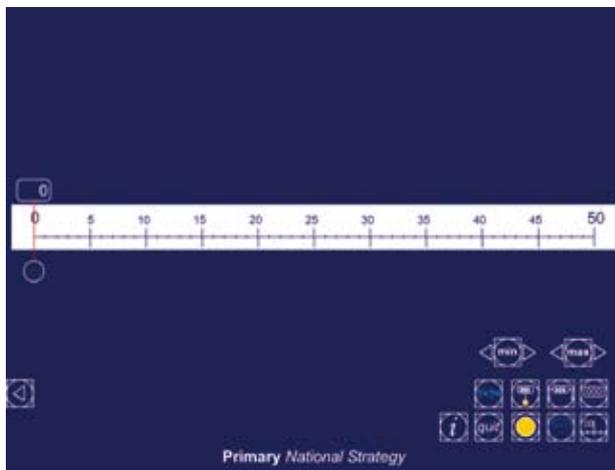# Year 3 – Block D

The models, images and practical resources detailed below will support the teaching of this Block. The text in italics relates directly to the learning overview of each Unit in the Block – this is accessed using the planning tab in the Framework. Select Planning–Year group–Block then click on the Unit tabs.

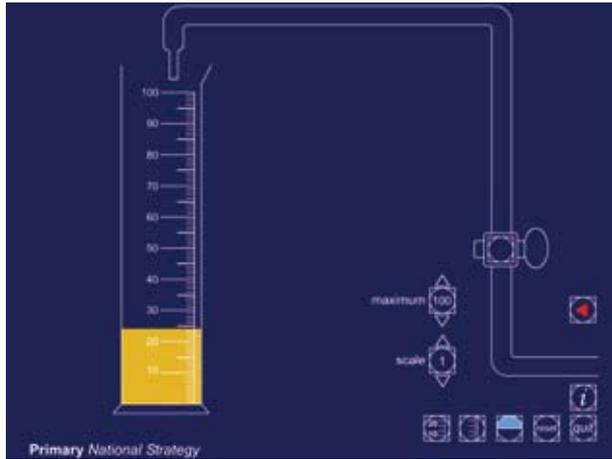Number grid interactive teaching program

*Children **use the range of calculation strategies** that they know to answer problems in the context of measures. They use their knowledge of number bonds to **add or subtract a one-digit number to or from a two-digit number**, bridging over a multiple of 10 where appropriate. They add and subtract multiples of 10 and 100. They find one half and one quarter of amounts. They use these strategies to solve problems involving money and measures.*

Number line interactive teaching program

The programs illustrated are Area interactive teaching program and Number line interactive teaching program. They can be found in the library section of the Primary Framework.

25	+	20	=	45
25	+	40	=	65
25	+	60	=	
25	+	80	=	
25	+	100	=	
25	+	120	=	
25	+	140	=	

*Children **recognise patterns of similar calculations**, such as 25 + 20 = 45, 45 + 20 = 65, 65 + 20 = 85. They continue the sequence and suggest other sequences of calculations that follow similar patterns. They apply these skills, for example when counting 20 g weights onto a balance scale in order to find the mass of an object.*

The program illustrated is Patterns of calculations spreadsheet. It can be found in the library section of the Primary Framework.

Measuring cylinder interactive teaching program

Measuring scales interactive teaching program

*Children relate their experience of number lines to reading scales. They use a numbered interval to calculate the value of each division on a scale and check that they are right by counting along the divisions. They use these skills to **read a scale to the nearest marked division or half-division** when they are measuring, for example weighing ingredients for a recipe or ordering three objects by weighing them.*
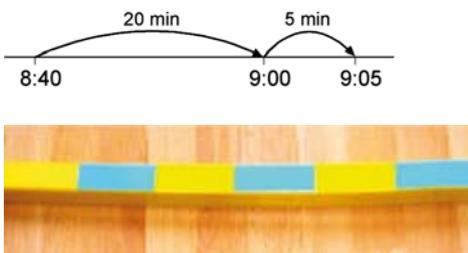
The programs illustrated are Measuring scales interactive teaching program and Measuring cylinder interactive teaching program. They can be found in the library section of the Primary Framework.

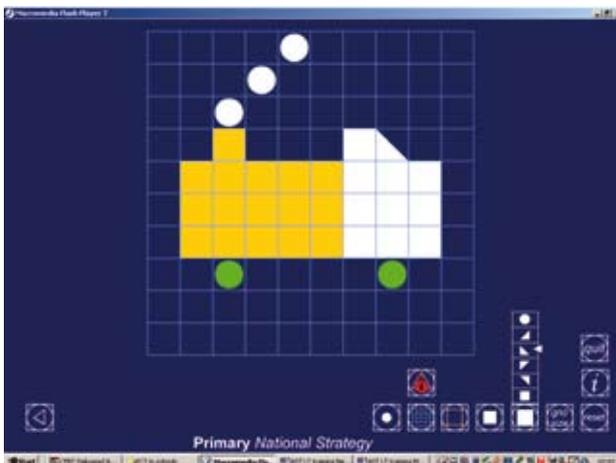|	
Tell time interactive teaching program 	*Children know the relationships between seconds, minutes, hours and days. They **read the time** on a 12-hour digital clock and on an analogue clock to the **nearest 5 minutes**.* The program illustrated is Tell the time interactive teaching program. It can be found in the library section of the Primary Framework.
	*They use counting strategies to **work out simple time differences**.*
Area interactive teaching program 	*Children use, read and record the vocabulary associated with **position, direction and movement**. They describe and find the position of a square on a grid with the rows and columns labelled.* *They secretly create a simple picture by colouring squares on the grid then describe to their partner how to create an identical picture. They use compass points and other directional language to follow and describe a route, for example around a maze or grid marked out in the playground.* The program illustrated is Area interactive teaching program. It can be found in the library section of the Primary Framework. It can be used to illustrate children's practical solutions.