# Ngunnawal Primary School
# Year 3 Maths Learning Matrix

| Addition Split Strategy | Addition Split Strategy | Addition Compensation Strategy | Addition Compensation Strategy |
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| **Learning Intention:** To successfully use the split strategy to solve addition number problems<br><br>**Success Criteria:** I can break numbers into their parts to make it easier to add numbers together.<br>For example, 42+32 becomes<br>40+30= 70<br>2+3=5<br>70+5= 75<br><br>**Learning Task: Complete the following questions using the split strategy**<br><br>• 38+34<br>• 29+28<br>• 75+14<br><br>• 940+175<br>• 134+675<br>• 6548+2785 | **Learning Intention:** To successfully use the split strategy to solve addition number problems<br><br>**Success Criteria:** I can break numbers into their parts to make it easier to add numbers together.<br><br>**Learning Task: Come up with 6 of your own 3-4 digit addition problems and solve them using the split strategy**<br><br>e.g. 453+3562=<br>3000+0=3000<br>400+500=900<br>50+60=110<br>3+2=5<br>3000+900+110+5=4015. | **Learning Intention:** To successfully use the compensation strategy to solve addition number problems.<br><br>**Success Criteria:** Being able to round to the nearest 10. Being able to add 1-2 digit numbers and being able to add or subtract the amount rounded.<br><br>**Learning Task: Watch**<br>https://www.youtube.com/watch?v=5qo2sUoyfoQ<br>https://www.youtube.com/watch?v=bi3ZgtVbxvg<br>**Complete the following questions using the compensation strategy**<br><br>• 15+18=<br>• 94+17=<br>• 12+29<br><br>• 244+49=<br>• 236+21=<br>• 468+21= | **Learning Intention:** To successfully use the compensation strategy to solve addition number problems.<br><br>**Success Criteria:** Being able to round to the nearest 10. Being able to add 1-2 digit numbers and being able to add or subtract the amount rounded.<br><br>**Learning Task:**<br>Come up with 6 of your own 2-3 digit addition problems and solve them using the compensation strategy.<br><br>e.g. 12+15<br>10+15=25<br>25+2+27<br><br>e.g. 17+16<br>20+16=36<br>36-3=33 |
| **Addition Vertical Strategy** | **Addition Vertical Strategy** | **Addition Word Problems** | **Addition Word Problems** |
| **Learning Intention:** To successfully use the vertical strategy to solve addition number problems<br>**Success Criteria:** Layout addition number problems using your knowledge of place value. Starting at the unit's column. | **Learning Intention:** To successfully use the vertical and regrouping strategy y to solve addition number problems.<br><br>**Success Criteria:** Layout addition number problems using your | **Learning Intention:** To successfully solve a range of addition word problems.<br><br>**Success Criteria:** To use the cube strategy to help solve addition number problems. To use a strategy, you are | **Learning Intention:** To successfully solve a range of addition word problems.<br><br>**Success Criteria:** To use the cube strategy to help solve addition number problems. To use a strategy, |

e.g. **T U**

16
+ 13

**Learning Task: Watch**
**https://www.youtube.com/watch?v=8Rgo_O9-L9I**
Complete the following questions using the vertical strategy.

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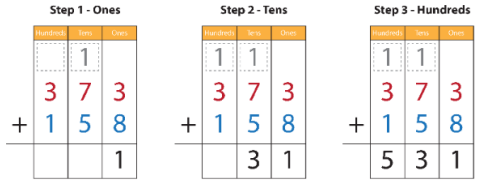
| • 81+6<br>• 12+17<br>• 51+43<br>• 34+43 | • 145+73<br>• 123+125<br>• 398+111<br>• 674+325 |

knowledge of place value. Starting at the unit's column. understanding the importance of carrying a 2 digit number into the next place value column.




**Learning Task: Watch:**
**https://www.youtube.com/watch?v=8hz0fAQV0ac**
Complete the following questions using the vertical and regrouping strategy

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| • **17+14**<br>• **36+78**<br>• **27+98**<br>• **456+147** | • **235+675**<br>• **548+376**<br>• **976+461**<br>• **547+297** |

most confident in to solve addition word problems.

C: Circle the numbers
U: underline the question
B: Draw a box around the key words
E: Eliminate unnecessary words
S: Solve the problem

**Learning Task**: Solve the following worded questions with assistance of the cube's strategy. You may use the split, compensation or vertical strategy to find your answer.

Josh had 6 toy trucks and was given 6 more for his birthday. How many toy trucks does he have now?

Debbie was baking cupcakes for the fete. On Saturday she baked 10 cupcakes, on Sunday she baked 5 cupcakes and on Monday she baked 2 cupcakes. How many cupcakes did she bake altogether?

How many sandwiches were sold in total? 15 chicken were sold. Vegetarian sold 8 less than chicken. Beef was the most popular sandwich and sold 14 more than vegetarian.

you are most confident in to solve addition word problems.

**Learning Task:** Come up with 4 of your own addition worded problems. Demonstrate your knowledge of the cubes strategy and use any strategy e.g. split compensation or vertical strategy to solve it.

| Analogue and digital clocks | Converting analogue and digital times | Telling time to the minute | Telling time to the minute |
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| **Learning Intention:** I can understand the difference between analogue and digital clocks<br><br>**Success Criteria:** Understanding the functions of each of the hands on an analogue clock.<br><br>**Learning Task:** Draw an analogue clock in your book, making each hand a different colour on the analogue (e.g., shorthand is the hour hand, long hand is the minute hand).<br>Create 4 analogue clock displays of an o'clock time, quarter past time, half past time, and quarter to time. | **Learning Intention:** I can convert between analogue and digital time<br><br>**Success Criteria:** Successfully converting between analogue and digital times<br><br>**Learning Task:**<br>Using your books, create 4 analogue clock drawings, and 4 digital clock drawings. Represent the following times on an analogue clock-<br>9:15, 11:40, 1:30, 8:05, 3:20<br>Represent the following times on a digital clock -<br>2:10, 10:50, 12:25, 4:00, 6:55. | **Learning Intention:** I can tell time to the minute<br><br>**Success Criteria:** Feeling confident in matching time to the master clock to the minute, which using both analogue and digital time.<br><br>**Learning Task:**<br>https://education.abc.net.au/res/i/L9649/index.html<br><br>Using this website, match the time to the master clock, converting between analogue and digital time displays. | **Learning Intention:** I can tell time to the minute<br><br>**Success Criteria:** Confidently being able to tell time to the minute and understanding the movements of each hand on an analogue clock.<br><br>**Learning Task:**<br>https://www.youtube.com/watch?v=njpsJUFX-Vk<br>Watching this clip, take note of the minute and hour hands positions.<br>In your book, draw analogue clocks showing these times to the minute (parents also note the position of the hour hand between numbers).<br>3:03, 2:46, 7:34, 6:18, 11:56. |
| **Converting units of time** | **Converting units of time** | **Time word problems** | **Time word problems** |
| **Learning Intention:** I can understand how to select appropriate measurements or units of time<br><br>**Success Criteria:** I can see relationships between units of time.<br><br>**Learning Task:** Brainstorm all units of time we can measure with (e.g., seconds, minutes, hours, days, weeks, months, years etc).<br>Find how many seconds in one minute?<br>How many minutes in one hour?<br>Hours in a day? Days in a week? | **Learning Intention:** I can convert between units of time<br><br>**Success Criteria:** Converting between units of time successfully and understanding which measurement to use<br><br>**Learning Task:**<br>In your book, convert the following between units of time:<br>1. 180 seconds in minutes<br>2. 2 years in months<br>3. 480 minutes in hours<br>4. 63 days in weeks<br>5. 144 hours in days | **Learning Intention:** I can solve time word problems<br><br>**Success Criteria:** Be able to break a question down to understand which mathematical problem is being asked.<br><br>**Learning Task:**<br>Using the CUBES process below, break down the following sample questions<br>C: Circle the numbers<br>U: underline the question<br>B: Draw a box around the key words<br>E: Eliminate unnecessary words<br>S: Solve the problem | **Learning Intention:** I can create my own time word problems<br><br>**Success Criteria:** To use the CUBES strategy to create your own time word problems<br><br>**Learning Task:**<br>Create 5 of your own word problems about time that could be solved using the CUBES process |

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| Weeks in a month (approximately)?<br>Months in a year?<br><br>Which unit of time would you use to measure:<br>- saying your x5 multiplication facts<br>- a drive to the shops<br>- a school term<br>- the age of a tree<br>- a weekend<br>- winter. | 6. 1 day in minutes<br>7. 2 years in days (no leap years)<br>8. 3 hours in seconds<br>9. 4 weeks in hours<br>10. 5 years in seconds | 1. Mr. Collins arrives at the airport at 1:50 pm. His flight leaves at 5:20 pm. How many minutes will he need to wait for his flight.<br><br>2. Sally decides to watch all the Season 1 episodes of her favourite TV show, on after the other!<br>There are eight 30 minute episodes in the season.<br>How many hours will her TV marathon take?<br><br>3. There are 30 days in September, April, June and November.<br>What is the total number of days in these four months? | |