

Year 3, Autumn 1 and 2.

Week	Mon	Tues	Weds	Thurs	Fri
1 8	Fishy, fishy fingers. Number bonds to 10.	Show me Mixture of number bonds.	Fishy, fishy fingers. Number bonds to 20.	Counting stick. 3s.	Buzz off Counting in 10s from any number.
2 9	Fishy, fishy fingers. Number bonds to 100.	Whisper and shout. Multiples of 4.	Show me 10 more/ 10 less	Slap, clap, click. Number bonds to 20.	How much money is in my pot? Counting is 2s.
3 10	Whisper and shout. Multiples of 4.	Counting stick. 3x.	How much money is in my pot? Counting is 5s	Buzz off starting from any 5s number.	Times table tennis. 5x and 2x
4 11	Show me Mixture of multiplication.	Beach ball game. 3x	Counting stick. 4x	Buzz off Counting in 3s.	Whisper and shout. Multiples of 4.
5 12	Whisper and shout. Multiples of 8.	Buzz off Counting in 2s from any number.	Beach ball game. 4x	How much money is in my pot? Range of counting.	Fishy, fishy fingers. Number bonds to the next 10.
6 13	Buzz off Counting in 10s from any number.	Slap, clap, click. Number bonds to 20.	Fishy, fishy fingers. Number bonds to the next 10.	Show me 10 more/ 10 less	Counting stick. 4x
7 14	Show me. Range of questions.	Buzz off Counting in 2s from any number.	How much money is in my pot? Range of counting.	Beach ball game. 4x	Times table tennis. 5x and 2x

Year 3, Autumn activities

Counting stick:

Point to each division on counting stick in turn. Children chant whole of table to be practised. E.g. $1 \times 3 = 3$, $2 \times 3 = 6$ etc. Point at divisions at random. If we know $10 \times 3 = 30$, how could we work out 9×3 ? Chant multiples only. Point to each division in turn, children chant multiples in order up and then down the stick. Can move backwards and forwards. E.g. 1,2,3,4,3,2,3,4,5,6,7,6,5,6,7,8 etc. This will allow extra time to be spent on 'difficult bits'.

Fishy fishy fingers:

Say fishy, fishy fingers and a number eg 6 (show number with your fingers). Class then reply with fishy, fishy fingers and the answer to make 10. (4). Repeat with a range of numbers to make 10.

How much money is in my pot?

Have a pot and coins (either 1, 2 or 10s). Children to close their eyes and listen to you drop the coins in your pot. How much money is in there? Children to use counting skills to work out how much money is in pot (good time for questioning)

Buzz off:

Children in large circle- choose a number to count in and a target number to get to in this count- children count around the circle until they reach the target number, then buzz, off, you, are, out is said (no children out) carry on playing- can get children to come up with target numbers and starting numbers.

Show me:

Give missing answer questions for number bonds, using white boards or fans children to say answer.

Whisper and shout:

Shout and whisper alternative multiples. This shows children that alternate multiples of 2 are also multiples of 4. Also works for 6, 8 and 10 times tables.

2, 4, 6, 8 (4x table) 4, 8, 12, 16 (8 x table) 5, 10, 15, 20 (10 x table)

Beach ball game:

Throw beach ball/ bean bag around or across the circle, each catcher gives answer to last question then gives next question to be answered. Can either work through table in order, or mix them up. E.g. Thrower 1 ' $1 \times 4 =$ ' Catcher 1 ' $4, 2 \times 4 =$ '

Slap knees, Clap hands, Click fingers whilst chanting bonds

E.g. Clap, Slap, Click

$$20 + 0 = 20$$

$$19 + 1 = 20 \text{ etc}$$

Year 3, Spring 1

Week	Mon	Tues	Weds	Thurs	Fri
1	Chanting 3x	Buzz off 3x	Knees, clap, clap 3x	Fishy, fishy fingers. Number bonds to 100.	Beach ball game. 3x
2	Fishy, fishy fingers. Number bonds to 100.	Whisper and shout. Multiples of 4.	Quick draw 3x	Slap, clap, click. Number bonds to 20.	Chanting 4x
3	Knees, clap, clap 4x	Counting stick. 3x.	How much money is in my pot? Counting is 5s	Buzz off starting from any number, 10s.	Times table tennis. 5x and 3x
4	Show me Mixture of multiplication.	Beach ball game. 4x	Counting stick. 4x	Buzz off Counting in 3s.	Whisper and shout. Multiples of 8.
5	Knees, clap, clap 4x	Quick draw Mixture of x.	Beach ball game. 4x	How much money is in my pot? Range of counting.	Fishy, fishy fingers. Number bonds to the next 10.
6	Buzz off Counting in 10s from any number.	Slap, clap, click. Number bonds to 20.	Beach ball game. Number bonds	Show me Mixture of qs.	Challenge the champ. doubles
7	Counting stick. 4x	Times table tennis. 4x and 8x	Quick draw 3x	Challenge the champ. doubles	Beach ball game. 4x

Year 3 Spring 1 activities:

Chanting:

Traditional chanting on times table up to 12x.

Buzz off:

Children in large circle- choose a number to count in and a target number to get to in this count- children count around the circle until they reach the target number, then buzz, off, you, are, out is said (no children out) carry on playing- can get children to come up with target numbers and starting numbers.

Knees, clap, clap

Knees/ Clap/ Clap hands with partner. $3 \times \quad \quad 7 = \quad 21$

Counting stick:

Point to each division on counting stick in turn. Children chant whole of table to be practised. E.g. $1 \times 3 = 3$, $2 \times 3 = 6$ etc. Point at divisions at random. If we know $10 \times 3 = 30$, how could we work out 9×3 ? Chant multiples only. Point to each division in turn, children chant multiples in order up and then down the stick. Can move backwards and forwards. E.g. 1,2,3,4,3,2,3,4,5,6,7,6,5,6,7,8 etc. This will allow extra time to be spent on 'difficult bits'.

Fishy fishy fingers:

Say fishy, fishy fingers and a number eg 6 (show number with your fingers). Class then reply with fishy, fishy fingers and the answer to make 10. (4). Repeat with a range of numbers to make 10.

Quick draw:

2 children standing in a circle back to back, teachers says a question, children walk 2 paces and fire the other with the answer. First one with correct answer wins, other play sits down. Carry one with different people. All children whispering answer to person next to them.

Beach ball game:

Throw beach ball/ bean bag around or across the circle, each catcher gives answer to last question then gives next question to be answered. Can either work through table in order, or mix them up. E.g. Thrower 1 ' $1 \times 4 =$ ' Catcher 1 ' $4, 2 \times 4 =$ '

Challenge the champ:

2 children stand at the front, teacher asks a question, e.g. 6×5 First child to shout out the correct answer wins (best of 3). Rest of class respond (on whiteboards/ with number fans). The winner of the best of 3 stays at the front and a new challenger is chosen by the class teacher.

Slap knees, Clap hands, Click fingers whilst chanting bonds

See Autumn activities.

Times table tennis:

Someone says a x and passes it onto someone else who says the answer and a new x.

Year 3, Spring 2:

Week	Mon	Tues	Weds	Thurs	Fri
1	Chanting 4x	Beat the clock. 4x	Knees, clap, clap 4x	Fishy, fishy fingers. Number bonds to 100.	Challenge the champ. 4x
2	Fizz buzz 4/8	Half up, half down 8x	Quick draw 3x	Fizz buzz 4/8	Chanting 8x
3	Slap, clap, click. Number bonds to 20.	Challenge the champ. Number bonds to 20	Fizz buzz 4/8	Challenge the champ. Number bonds to 100	Times table tennis. 3x and 6x
4	Chanting 6x	Beat the clock 4x	Counting stick. 4x	Fizz buzz 3/6.	Whisper and shout. Multiples of 8.
5	Knees, clap, clap 4x	Quick draw Mixture of x.	Beat the clock 4x	How much money is in my pot? Range of counting.	Fishy, fishy fingers. Number bonds to the next 10.
6	Fizz buzz 3/6	Beat the clock 8x	Slap, clap, click. Number bonds to 20.	Show me Mixture of qs.	Challenge the champ. doubles
7	Counting stick. 4x	Times table tennis. 4x and 8x	Quick draw Mixtures of qs.	Half up, half down Mixture.	Beat the clock 6x

Year 3, Spring 2 activities

Chanting:

Traditional chanting on times table up to 12x.

Beat the clock:

Using <http://flashmaths.co.uk/viewFlash.php?id=2> see how many they can answer in the time as a class- all writing answers on wbs.

Knees, clap, clap

Knees/ Clap/ Clap hands with partner. $3 \times 7 = 21$

Challenge the champ:

2 children stand at the front, teacher asks a question, e.g. 6×5 First child to shout out the correct answer wins (best of 3). Rest of class respond (on whiteboards/ with number fans). The winner of the best of 3 stays at the front and a new challenger is chosen by the class teacher.

Fizz buzz.

Children to stand in a circle counting up in 1s. Give them a number (eg 4) that they are looking for multiples of, this is fizz when they get to this number they say fizz. Can add in another multiple of- eg 8 when they reach a multiple of 8 they say buzz. When it is 4 and 8 they say fizz buzz- see the relationship between the two.

Quick draw:

2 children standing in a circle back to back, teachers says a question, children walk 2 paces and fire the other with the answer. First one with correct answer wins, other play sits down. Carry one with different people. All children whispering answer to person next to them.

Half and half, up and down:

Work in pairs. Partner one says the number sentence, partner two says the answer, from 1x up to 10x, then swap roles and count back from 10x to 1x

Times table tennis:

Someone says a x and passes it onto someone else who says the answer and a new x.

Year 3, Summer 1

Week	Mon	Tues	Weds	Thurs	Fri
1	Chanting 4x	Beat the clock. 4x	Chant to the Macarena- 8x	Quick draw 3x	Show me Mixture of tables.
2	Clap and pat 4/8	Half up, half down 8x	Quick draw 3x	Fizz buzz 4/8	Chanting 6x
3	Show me doubles	Show me 1/2s and doubles.	Fizz buzz 4/8	Challenge the champ. Number bonds to 100	Times table tennis. 3x and 6x
4	Chanting 6x	Beat the clock 4x	Counting stick. 4x	Fizz buzz 3/6.	Show me Counting stick.
5	Chant to the Macarena- 4x	Quick draw Mixture of x.	Beat the clock 4x	How much money is in my pot? Range of counting.	Fishy, fishy fingers. Number bonds to the next 10.
6	Fizz buzz 3/6	Beat the clock 8x	Quick draw Mixtures of qs.	Show me Mixture of qs.	Challenge the champ. doubles
7	Fizz buzz 3/6	Times table tennis. 4x and 8x	Counting stick. 4x	Half up, half down Mixture.	Beat the clock 6x

Year 3 Summer 1 activities:

Chanting:

Traditional chanting on times table up to 12x.

Beat the clock:

Using <http://flashmaths.co.uk/viewFlash.php?id=2> see how many they can answer in the time as a class- all writing answers on wbs.

Chant to the Macarena:

Children chant the x table using the actions of the Macarena.

Challenge the champ:

2 children stand at the front, teacher asks a question, e.g. 6×5 First child to shout out the correct answer wins (best of 3). Rest of class respond (on whiteboards/ with number fans). The winner of the best of 3 stays at the front and a new challenger is chosen by the class teacher.

Fizz buzz.

Children to stand in a circle counting up in 1s. Give them a number (eg 4) that they are looking for multiples of, this is fizz when they get to this number they say fizz. Can add in another multiple of- eg 8 when they reach a multiple of 8 they say buzz. When it is 4 and 8 they say fizz buzz- see the relationship between the two.

Quick draw:

2 children standing in a circle back to back, teachers says a question, children walk 2 paces and fire the other with the answer. First one with correct answer wins, other play sits down. Carry one with different people. All children whispering answer to person next to them.

Half and half, up and down:

Work in pairs. Partner one says the number sentence, partner two says the answer, from 1x up to 10x, then swap roles and count back from 10x to 1x

Times table tennis:

Someone says a x and passes it onto someone else who says the answer and a new x.

Clap and pat:

2-4 x table

Clap hands as you say 2, pat knees to say 4, clap for 6, pat for 8 etc

Then only say the multiples of 4 as you pat,

Clap, 4, clap, 8 etc

Year 3, Summer 2:

Week	Mon	Tues	Weds	Thurs	Fri
1	Chant to the Macarena- 8x	Beat the clock. 4x	Quick draw 3x	Fizz buzz 4/8	Show me Doubles and halves.
2	Clap and pat 4/8	Half up, half down 8x	Quick draw 3x	Challenge the champ. Number bonds to 100	Chanting 6x
3	Show me doubles	Show me Doubles and halves.	Fizz buzz 4/8	How much money is in my pot? Range of counting.	Times table tennis. 3x and 6x
4	Tables orchestra 3, 6 4	Beat the clock 4x	Counting stick. 4x	Fizz buzz 3/6.	Show me Counting stick.
5	Chant to the Macarena- 4x	Quick draw Mixture of x.	Beat the clock 4x	Chanting 6x	Tables orchestra 3, 6 4
6	Fizz buzz 3/6	Beat the clock 8x	Tables orchestra 3, 6 4, 8	Show me Mixture of qs. 2,3, 4, 6, 8, 10x	Fizz buzz 2/4
7	Fizz buzz 4/8	Times table tennis. 4x and 8x	Counting stick. 4x	Half up, half down Mixture.	Beat the clock 6x

Year 2 Summer 1 activities:

Chanting:

Traditional chanting on times table up to 12x.

Beat the clock:

Using <http://flashmaths.co.uk/viewFlash.php?id=2> see how many they can answer in the time as a class- all writing answers on wbs.

Chant to the Macarena:

Children chant the x table using the actions of the Macarena.

Challenge the champ:

2 children stand at the front, teacher asks a question, e.g. 6×5 First child to shout out the correct answer wins (best of 3). Rest of class respond (on whiteboards/ with number fans). The winner of the best of 3 stays at the front and a new challenger is chosen by the class teacher.

Fizz buzz.

Children to stand in a circle counting up in 1s. Give them a number (eg 4) that they are looking for multiples of, this is fizz when they get to this number they say fizz. Can add in another multiple of- eg 8 when they reach a multiple of 8 they say buzz. When it is 4 and 8 they say fizz buzz- see the relationship between the two.

Quick draw:

2 children standing in a circle back to back, teachers says a question, children walk 2 paces and fire the other with the answer. First one with correct answer wins, other play sits down. Carry one with different people. All children whispering answer to person next to them.

Half and half, up and down:

Work in pairs. Partner one says the number sentence, partner two says the answer, from 1x up to 10x, then swap roles and count back from 10x to 1x

Times table tennis:

Someone says a x and passes it onto someone else who says the answer and a new x.

Clap and pat:

2-4 x table

Clap hands as you say 2, pat knees to say 4, clap for 6, pat for 8 etc

Then only say the multiples of 4 as you pat,

Clap, 4, clap, 8 etc.

