

Y3 3.2 Unit Three, Part 2

Properties of numbers and number sequences

Learning intentions :-

- to read and write and order whole numbers to at least 100.
- to understand use and begin to read odd and even numbers, sequence, predict, pattern

Resources:-

- 0 –30 Number Line (Resource sheet 12) and counting stick
- Large 0-99 grid
- Individual 0-99 grids (Resource sheet 1)
- Multilink cubes
- 0-99 number cards (Resource sheets 5)

Activities:-

1. Pointing at the numbers, count up and down in 2s on the number line on the wall starting from 0 then 1. Which sequence is odd, which is even? Why?
2. When pupils are confident, use an imaginary number line to count up and down in 2s pointing to a blank wall.
3. Start from different starting numbers (e.g. 13, 26). Identify if they are odd or even numbers and count up and down in 2s from that number. (Use the number line again if they find this difficult)
4. Make up and say poems to help remember the sequences.
(2 4 6 8 who do we appreciate—Even Steven!
1 3 5 7 9 11 all odd children go to heaven)
5. Discuss how to find if there is an odd number without counting. Discuss putting things in pairs and seeing if there is an odd one. Do this with the pupils in the group. Find a partner and see if there is an odd or even number. Count pupils by counting in 2s and adding 1 if there is an odd number.
6. Play odd/ even grab. Predict whether you will grab an odd or even number of cubes. Grab a (double) handful and pair cubes. Is it an odd or even number? How do you know? (Encourage children to explain that if it divides exactly by two it is even. If there is one left over, it is odd) Score one point for a correct prediction. Count the cubes by counting in 2s and record answer. Writing odd or even .
7. Draw two circles on paper. Label one **odd** and one **even**. Hold up individual numbers from 0 –99. Ask if they go in the odd or even set. Put in the correct set discussing if necessary.

How can you tell if a number is odd or even using the 2 times table?

Vocabulary

**odd even sequence pattern predict equal
left over on its own partner pair divide**