

# A New Approach to Differentiation

*Old style differentiation demonstrates only factual and procedural knowledge and over-rapid progression*

## Year 3 - place value of a digit in 3 digit numbers

Lower ability or  
Red Group

Middle ability or  
Orange Group

Higher ability or  
Green Group

Red

$$1) \underline{34}$$

$$2) \underline{85}$$

$$3) \underline{92}$$

$$4) \underline{63}$$

$$5) \underline{43}$$

Ext:

$$\underline{345}$$

Orange

$$1) \underline{234}$$

$$2) \underline{854}$$

$$3) \underline{492}$$

$$4) \underline{643}$$

$$5) \underline{342}$$

Ext:

$$\underline{7548}$$

Green

$$1) \underline{2534}$$

$$2) \underline{8544}$$

$$3) \underline{4922}$$

$$4) \underline{6455}$$

$$5) \underline{3455}$$

Ext:

$$\underline{75485}$$



*Differentiation within a Teaching for Mastery approach still exists, but it looks very different. Children are all kept working on the same learning point (place value of 3 digit numbers) but their thinking and learning is deepened. All children begin at Layer 1.*

Layer 1

$\underline{345}$

$\underline{468}$

$\underline{895}$

$\underline{453}$

$\underline{789}$

Layer 2

1)  $3 \square 4 = \square + 20 + 4$

1)  $400 + 70 + \square = \square \square 5$

2)  $993 = 900 + \square + \square$

4)

H	T	O
● ●	●	●

How many more counters are needed to make 476? Explain how you know

Layer 3

1)

H	T	O

I have 9 counters. John says he can make the number 421. Is he true or false? Please explain.

How many different numbers can you make with 9 counters?

2) Claire says that 345 can be written as 3 hundreds and 45 ones. How else could it be written?