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 The logo for 'Mult e Maths' features the word 'Mult' in a bold, sans-serif font, followed by a stylized 'e' inside a circular graphic with concentric rings, and the word 'Maths' in the same bold, sans-serif font. The entire logo is set against a light grey rectangular background.

# KS2 Measures, Shape, Space and Handling Data Teacher's Notes

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# Introduction

All activities in the Mult-e-Maths Strand CD-ROMs are accompanied by teacher's notes, which are included on the CD-ROMs as PDFs. This pre-printed pack is designed to save you printing time, providing a ready-to-use resource that you can file in a ring-binder alongside your maths planning.

The pack consists of four parts, one for each of Years 3, 4, 5 and 6. In each part there are:

- a list of contents, including the titles of the on-screen activities and brief descriptions of them;
- a planning grid linking activities to objectives in the National Numeracy Strategy *Framework for teaching mathematics* (see below for further details);
- teacher's notes for starters and then lessons (see overleaf for further details).

## Planning

The **planning grids** included in this pack are designed to help you to incorporate the Mult-e-Maths Strands into your planning.

The left-hand column of each grid shows NNS *Framework* objectives for the appropriate strand and year. They appear in the same order as in the *Framework*.

The right-hand column shows the starter and lesson activities that match each objective. (Lessons are shaded to enable you to distinguish between starters and lessons more easily.)

**Note:** The grids show the main learning objective for each activity, whereas the teacher's notes also detail any linked objectives.

The Mult-e-Maths Strands do not cover all of the NNS *Framework* objectives, but are designed to support other methods of effective teaching, including practical and pencil and paper work.

**Medium term plans** can be downloaded from the Mult-e-Maths website. These show how each Mult-e-Maths Strand activity can be mapped into your termly planning. They are provided in Microsoft Word® format to enable you to adapt them to your own school plans.

Clicking on the Mult-e-Maths icon on any screen of a Mult-e-Maths Strand will take you directly to the website at:



[www.cambridge-hitachi.com/multemaths/](http://www.cambridge-hitachi.com/multemaths/)

The medium term plans can be accessed from the 'Ideas and inspiration' section.

Mult-e-Maths and the National Numeracy Strategy Framework – Addition and Subtraction Year 3 Planning grid

Year 3 Framework objectives (continued)	Mult-e-Maths Starters and Lessons (continued)
(p33) Add by partitioning into tens and units, then recombining	<b>AS356 Partitioning</b> Finding the answers to additions where partitioning into tens and units might be a useful strategy <b>AS3513 Using tens and units</b> Adding pairs of 2-digit numbers by partitioning into tens and units <b>AS3L3 Partitioning and addition</b> Partitioning numbers into tens and units to help with addition <b>AS3L16 Adding larger numbers</b> Adding larger numbers by splitting them into their place value parts and with the aid of jottings
(p33) Find a small difference by counting up from the smaller to the larger number	<b>AS3512 Counting up</b> Solving subtractions by counting up <b>AS3L9 Small differences</b> Using counting up from the smaller number to solve subtractions and deciding when this method is most appropriate <b>AS3L10 Changing the order</b> Finding the missing number in addition problems by changing the order of the numbers
(p33) Identify near doubles, using doubles already known	<b>AS3521 Near doubles</b> Using known doubles to solve near doubles <b>AS3L12 Near doubles</b> Using near doubles when adding
(p35) Add and subtract mentally a 'near multiple of 10' to or from a 2-digit number, by adding or subtracting 10, 20, 30... and adjusting	<b>AS3519 Adding and adjusting</b> Adding 9, 19, 29... 99 to 2-digit numbers <b>AS3520 Subtracting and adjusting</b> Subtracting 9, 19, 29... 99 from 2-digit numbers <b>AS3L8 Using near multiples of 10</b> Adding and subtracting mentally using near multiples of 10 and adjusting
(p35) Use patterns of similar calculations	<b>AS358 Using patterns</b> Spotting inconsistencies in patterns of calculations and using the patterns to find the answers to other calculations <b>AS3L14 Similar calculations</b> Identifying patterns of similar calculations and using them to solve other additions and subtractions
(p35) Say or write a subtraction statement corresponding to a given addition statement, and vice versa	<b>AS353 Matching additions and subtractions</b> Using knowledge of number facts to 20 to make additions and matching subtractions <b>AS3L6 Number facts to 20</b> Finding pairs of numbers with a given total up to 20 and identifying corresponding subtraction facts
(p37, 39) Use known number facts and place value to add/subtract mentally	<b>AS3522 Add and subtract mentally</b> Adding and subtracting mentally without crossing the tens boundary <b>AS3524 Using known number facts</b> Finding the missing numbers in additions and subtractions and using one number fact to solve other additions and subtractions <b>AS3L18 Number facts and place value</b> Using known number facts and place value to help mental calculation

Planning grid for Addition and Subtraction Year 3

Year 3 sample plan: Autumn term, part 1

Unit	Days	Pages	Topic	Objectives: children will be taught to ...	Mult-e-Maths starter reference	Mult-e-Maths lesson reference
1	3	8-19	Place value, ordering, estimating, rounding	Read and write whole numbers to 1000 in figures and words. Know what each digit represents, and partition 2-digit numbers into a multiple of 100, a multiple of 10, and ones. Read and begin to write the vocabulary of estimables. Estimate up to 100 objects.	NS354 NS3512 NS353 NS351	NS3L2 NS3L3 NS3L1
		76-77	Reading numbers from scales	Read scales to the nearest division.	SS3512	
2-3	10	24-29	Understanding + and -	Extend understanding of the operations of addition and subtraction. Read and begin to write related vocabulary. Use +, - and = signs. Recognise that addition can be done in any order. Recognise all coins and notes. Understand £, p notation (e.g. £3.06). Find totals, give change and work out how to pay.		
		66-69	Money and 'real life' problems	Put the larger number first to count on. Identify near doubles. Bridge through a multiple of 10 and adjust.	AS3511 AS3521 AS3517 AS3516 AS3523	AS3L15 AS3L13 AS3L12 AS3L7
		32-41	Mental calculation strategies (+ and -)	Choose appropriate number operations and calculation methods to solve word problems. Explain and record methods informally. Check sums by adding in different order.		SP3L1
4-6	13	58-61	Making decisions, checking results	Say the number that is 1, 10 or 100 more, or less, than any given 2- or 3-digit number. Read time to 5 minutes. Read and begin to write the vocabulary related to length. Use a ruler to draw and measure lines to the nearest half cm. Read scales to the nearest division. Use decimal notation for m and cm. Measure and compare using m and cm. Know the relationships between m and cm, km and m. Suggest suitable units and equipment to estimate or measure lengths, including km. Round to nearest whole/half unit, or to mixed units (e.g. 3 m 20 cm). Choose an appropriate number operation and calculation method to solve word problems. Explain and record methods informally.	NS352 NS3511 SS353	NS3L4
		70-77	Place value, ordering, estimating, rounding Measures, including problems	Classify and describe 3-D and 2-D shapes, referring to reflective symmetry, faces, sides/edges, vertices, angles. Read and begin to write the vocabulary of position. Use spaces on square grids. Identify right angles in 2-D shapes and in the environment. Investigate general statements about shapes.	SS356 SS355	SS3L6 SS3L7
7	2	62-65	Reasoning about shapes Assess and review		SS351 SS3515 SS355	SS3L2 SS3L3

Sample medium term plans for Year 3

## Teacher's notes

Each strand except Solving Problems consists of separate starters and lessons to enable you to mix and match starter and lesson activities appropriate to your planning. (The starters for Solving Problems are incorporated within the lessons, because each starter is designed to revise specific maths skills needed in the problem-solving lesson activity.) All of the activities are accompanied by teacher's notes.

The teacher's notes for starters include the following sections:

- **Objective(s)** from the NNS Framework
- **Prior knowledge and skills** to help you to plan when it is appropriate to incorporate this activity into your teaching
- **Vocabulary**
- **Resources**
- **Main teaching activity** to give a suggested order of teaching, plus notes on using the Mult-e-Maths activity
- **Probing questions**

In addition to these sections, teacher's notes for lessons may also include some or all of the following:

- **Differentiated pupil activities**
- **Plenary**
- **Key idea and assessment** to suggest a focus for what to assess during the plenary
- **Solutions** to pupil activities

For ease of reference, each activity and its accompanying teacher's notes are coded, for example:

- FD6S17 means Year 6 Starter 17 of the Fractions, Decimals, Percentages, Ratio and Proportion Strand.
- AS3L7 means Year 3 Lesson 7 of the Addition and Subtraction Strand.

The codes for the six Mult-e-Maths Strands are:

- FD** Fractions, Decimals, Percentages, Ratio and Proportion
- NS** Numbers and the Number System
- AS** Addition and Subtraction
- MD** Multiplication and Division
- SS** Measures, Shape, Space and Handling Data
- SP** Solving Problems

## Measures, Shape, Space and Handling Data

## Year 3 Contents

### Planning grid

#### Starters

SS3S1	<b>Odd shape out</b> Finding similarities and differences in 2-D shapes
SS3S2	<b>Combining shapes</b> Combining shapes to make other shapes
SS3S3	<b>3-D shape properties</b> Describing the properties of 3-D shapes
SS3S4	<b>Directions and coordinates</b> Describing squares on a grid using compass directions and coordinates
SS3S5	<b>Right angles</b> Identifying right angles in 2-D shapes and pictures of everyday objects
SS3S6	<b>Telling the time</b> Reading the time on an analogue or digital clock, and making the matching time on the other type of clock
SS3S7	<b>One minute countdown</b> Estimating and finding how many simple additions children can make and solve in one minute
SS3S8	<b>How heavy?</b> Estimating masses, reading scales and calculating combined masses
SS3S9	<b>What's the length?</b> Estimating, measuring and comparing lengths
SS3S10	<b>How much water?</b> Reading from scales on measuring cylinders
SS3S11	<b>Sorting numbers</b> Identifying how given numbers in a Venn diagram have been sorted
SS3S12	<b>Sorting 2-D shapes</b> Sorting 2-D shapes according to their properties
SS3S13	<b>What's the temperature?</b> Reading a thermometer scale
SS3S14	<b>Interpreting bar charts</b> Interpreting a bar chart in which each interval represents two
SS3S15	<b>Using coordinates</b> Using simple coordinates to identify the positions of squares on a grid

#### Lessons

SS3L1	<b>Properties of 2-D shapes</b> Sorting and classifying 2-D shapes according to their properties
SS3L2	<b>Properties of 3-D shapes</b> Describing and sorting 3-D shapes according to their properties
SS3L3	<b>Giving positions</b> Giving instructions and finding positions on a grid of squares
SS3L4	<b>Patterns</b> Describing and making patterns
SS3L5	<b>Right-angled turns</b> Making right-angled turns on a 4-point compass and on a clock
SS3L6	<b>Telling the time</b> Reading the time on an analogue clock and writing 12-hour digital clock times

## Lessons (continued)

<b>SS3L7</b>	<b>Measuring lengths</b> Measuring lengths to the nearest half centimetre
<b>SS3L8</b>	<b>Measuring mass</b> Measuring masses in kilograms, and in kilograms and grams, and using the masses to solve problems
<b>SS3L9</b>	<b>Finding capacities</b> Measuring capacities in litres and in millilitres, and solving problems involving capacities
<b>SS3L10</b>	<b>Organising information</b> Solving problems by organising and interpreting data in tally charts, pictograms and bar charts
<b>SS3L11</b>	<b>Dates and times</b> Discussing units of time and using a calendar
<b>SS3L12</b>	<b>Right angles</b> Identifying right angles, and saying whether a given angle is greater than or less than a right angle

## Measures, Shape, Space and Handling Data

## Year 4 Contents

### Planning grid

#### Starters

SS4S1	<b>Odd shape out</b> Finding similarities and differences in 2-D shapes
SS4S2	<b>2-D shapes</b> Sketching 2-D shapes based on descriptions
SS4S3	<b>Properties of 3-D shapes</b> Describing the properties of 3-D shapes
SS4S4	<b>Directions and coordinates</b> Describing points on a grid using compass directions and coordinates
SS4S5	<b>Angles</b> Comparing and ordering angles
SS4S6	<b>Telling the time</b> Reading the time on an analogue clock and saying how the same time would be shown on a digital clock, and vice versa
SS4S7	<b>Estimating time</b> Estimating how long a short task will take and finding the difference between the estimate and the actual time
SS4S8	<b>Balancing items</b> Finding items with the same mass
SS4S9	<b>What's the length?</b> Measuring lengths and finding objects that would make a total length of 1 metre
SS4S10	<b>Capacities</b> Comparing the capacities of cylindrical containers visually and then by measuring
SS4S11	<b>Sorting numbers</b> Organising and interpreting data about numbers
SS4S12	<b>Sorting shapes</b> Sorting 2-D shapes into Carroll diagrams according to their properties
SS4S13	<b>How hot is it?</b> Estimating temperatures and using the scale on a thermometer
SS4S14	<b>Representing and interpreting data</b> Completing and interpreting tally charts and bar charts
SS4S15	<b>Using coordinates</b> Using coordinates to identify the positions of points on a grid of squares

#### Lessons

SS4L1	<b>Investigating polygons</b> Sorting polygons according to their properties
SS4L2	<b>Properties of 3-D shapes</b> Identifying the properties of 3-D shapes and using them to sort 3-D shapes
SS4L3	<b>Compass points and coordinates</b> Describing routes using compass directions, and points using coordinates
SS4L4	<b>Symmetry and reflections</b> Sorting polygons according to their lines of symmetry, and identifying reflections of polygons in a mirror line parallel to one side
SS4L5	<b>Angles</b> Relating turns to their measurements in degrees and comparing angles less than 180

**Lessons (continued)**

<b>SS4L6</b>	<b>Time</b> Reading the time to the nearest minute from analogue and digital clocks, and solving problems involving time
<b>SS4L7</b>	<b>Perimeter</b> Measuring and calculating the perimeters of simple shapes
<b>SS4L8</b>	<b>How heavy?</b> Using the relationship between kilograms and grams
<b>SS4L9</b>	<b>Capacity</b> Using measuring cylinders to find capacities and applying the relationship between litres and millilitres
<b>SS4L10</b>	<b>Transport survey</b> Collecting, organising and interpreting data about how children travel to school
<b>SS4L11</b>	<b>Using a calendar</b> Investigating the features of calendars and using a calendar to compare dates
<b>SS4L12</b>	<b>Measuring area</b> Counting squares to find the areas of simple shapes

## Measures, Shape, Space and Handling Data

## Year 5 Contents

### Planning grid

#### Starters

SS5S1	<b>Odd triangle out</b> Describing and naming triangles and identifying similarities and differences between them
SS5S2	<b>Nets</b> Identifying which arrangements of joined squares are nets of an open cube
SS5S3	<b>Symmetrical patterns</b> Completing symmetrical patterns on a grid of squares
SS5S4	<b>Coordinates</b> Giving and plotting coordinates on a grid of squares
SS5S5	<b>Angles</b> Estimating and measuring acute and obtuse angles
SS5S6	<b>Telling the time</b> Writing the time from an analogue clock using 12-hour and 24-hour digital notation
SS5S7	<b>Changing units</b> Converting larger metric units to smaller ones
SS5S8	<b>Balancing masses</b> Identifying items with the same mass
SS5S9	<b>Finding the perimeter</b> Calculating perimeters of rectangles and regular polygons
SS5S10	<b>How much water?</b> Comparing the capacities of containers, and identifying ways of making 1 litre of water
SS5S11	<b>Investigating dice throws</b> Investigating which number on a dice is most likely to be thrown
SS5S12	<b>How likely?</b> Discussing the likelihood of events
SS5S13	<b>Temperatures</b> Reading temperatures from a thermometer and presenting and interpreting the data collected
SS5S14	<b>Finding modes and ranges</b> Finding the mode and the range of sets of data
SS5S15	<b>Area pairs</b> Finding areas that match the dimensions of rectangles

#### Lessons

SS5L1	<b>2-D shape properties</b> Identifying the properties of 2-D shapes in order to classify them
SS5L2	<b>3-D shapes</b> Visualising 3-D shapes from 2-D drawings
SS5L3	<b>Coordinates</b> Using compass directions and then coordinates to plot the outlines of polygons
SS5L4	<b>Symmetry and reflection</b> Investigating lines of symmetry and reflections of 2-D shapes
SS5L5	<b>Angles</b> Estimating, measuring and drawing angles
SS5L6	<b>The 24-hour clock</b> Interpreting and applying 24-hour clock times



## Lessons (continued)

<b>SS5L7</b>	<b>Area</b> Carrying out area investigations to develop understanding that the area of a rectangle can be calculated by multiplying its length by its breadth
<b>SS5L8</b>	<b>Mass</b> Estimating and measuring masses, and expressing masses in different ways
<b>SS5L9</b>	<b>Chance</b> Discussing the likelihood of events occurring
<b>SS5L10</b>	<b>Computer survey</b> Testing a hypothesis by collecting, representing and interpreting data
<b>SS5L11</b>	<b>Organising time</b> Planning a school year with six terms
<b>SS5L12</b>	<b>Translating shapes</b> Investigating the effect of translating shapes on the coordinates of their vertices

## Measures, Shape, Space and Handling Data

## Year 6 Contents

### Planning grid

#### Starters

SS6S1	<b>Comparing 2-D shapes</b> Describing and comparing the properties of quadrilaterals
SS6S2	<b>Coordinates</b> Giving the coordinates of points to complete polygons
SS6S3	<b>Translating shapes</b> Giving the coordinates of a shape after translations and describing translations given the starting and finishing coordinates
SS6S4	<b>Angles</b> Identifying and estimating acute and obtuse angles, and investigating the effect of changing the size of an angle in a right-angled triangle
SS6S5	<b>Calculating angles</b> Calculating missing angles in triangles
SS6S6	<b>Rotating shapes</b> Giving the coordinates of a shape after a rotation about a vertex
SS6S7	<b>Sorting 3-D shapes</b> Sorting 3-D shapes in a Venn diagram according to three criteria
SS6S8	<b>Compound shapes</b> Calculating the perimeter and area of simple compound shapes with missing side lengths
SS6S9	<b>Measuring cylinder scales</b> Identifying the scale on a measuring cylinder and solving problems based on it
SS6S10	<b>Which units?</b> Suggesting suitable imperial and metric units to measure everyday objects
SS6S11	<b>Imperial and metric masses</b> Finding objects with approximately equal masses, using imperial and metric units
SS6S12	<b>Time zones</b> Using a time zone map to identify the time in different parts of the world
SS6S13	<b>Pounds and euros</b> Using a conversion graph to convert pounds to euros
SS6S14	<b>Averages</b> Finding the mode, range, median and mean values of sets of data
SS6S15	<b>Investigating chance</b> Investigating whether you are more likely to throw an odd or an even total score using two dice

#### Lessons

SS6L1	<b>Quadrilaterals</b> Identifying the properties of quadrilaterals in order to name and classify them
SS6L2	<b>3-D shapes</b> Visualising 3-D shapes from 2-D drawings
SS6L3	<b>Drawing polygons</b> Using coordinates, or angles and side lengths, to draw polygons
SS6L4	<b>Tangrams</b> Investigating how shapes fit together to make other shapes
SS6L5	<b>Rotation</b> Exploring rotations of shapes about one vertex

## Lessons (continued)

<b>SS6L6</b>	<b>Time and time zones</b> Introducing times around the world
<b>SS6L7</b>	<b>Compound shapes</b> Calculating and comparing the areas and perimeters of compound shapes
<b>SS6L8</b>	<b>Recording mass</b> Solving problems involving mass and recording masses in different ways
<b>SS6L9</b>	<b>Comparing capacities?</b> Exploring the relationships between different standard measures for capacity
<b>SS6L10</b>	<b>Interpreting data</b> Thinking about how to organise and interpret data
<b>SS6L11</b>	<b>Solving time problems</b> Creating a timeline and a timetable using 24-hour clock times
<b>SS6L12</b>	<b>Probability</b> Exploring probability

## Measures, Shape, Space and Handling Data Year 3 Planning grid

Year 3 Framework objectives	Mult-e-Maths Starters and Lessons
(p73) Measure and compare using standard units	<b>SS3S9 What's the length?</b> Estimating, measuring and comparing lengths
	<b>SS3L7 Measuring lengths</b> Measuring lengths to the nearest half centimetre
	<b>SS3L8 Measuring mass</b> Measuring masses in kilograms, and in kilograms and grams, and using the masses to solve problems
	<b>SS3L9 Finding capacities</b> Measuring capacities in litres and in millilitres, and solving problems involving capacities
(p77) Read scales to the nearest division	<b>SS3S8 How heavy?</b> Estimating masses, reading scales and calculating combined masses
	<b>SS3S10 How much water?</b> Reading from scales on measuring cylinders
	<b>SS3S13 What's the temperature?</b> Reading a thermometer scale
(p79) Use units of time and know the relationships between them	<b>SS3S7 One minute countdown</b> Estimating and finding how many simple additions children can make and solve in one minute
	<b>SS3L11 Dates and times</b> Discussing units of time and using a calendar
(p79) Read the time to 5 minutes on an analogue clock and a 12-hour digital clock, and use the notation 9:40	<b>SS3S6 Telling the time</b> Reading the time on an analogue or digital clock, and making the matching time on the other type of clock
	<b>SS3L6 Telling the time</b> Reading the time on an analogue clock and writing 12-hour digital clock times
(p81) Classify and describe 3-D and 2-D shapes referring to their properties	<b>SS3S1 Odd shape out</b> Finding similarities and differences in 2-D shapes
	<b>SS3S3 3-D shape properties</b> Describing the properties of 3-D shapes
	<b>SS3L2 Properties of 3-D shapes</b> Describing and sorting 3-D shapes according to their properties
(p83) Make and describe shapes and patterns	<b>SS3S2 Combining shapes</b> Combining shapes to make other shapes
	<b>SS3L4 Patterns</b> Describing and making patterns
(p85) Identify and sketch lines of symmetry in simple shapes, and recognise shapes with no lines of symmetry	<b>SS3L1 Properties of 2-D shapes</b> Sorting and classifying 2-D shapes according to their properties
(p87) Read and begin to write the vocabulary related to position, direction and movement	<b>SS3S4 Directions and coordinates</b> Describing squares on a grid using compass directions and coordinates
	<b>SS3S15 Using coordinates</b> Using simple coordinates to identify the positions of squares on a grid
	<b>SS3L3 Giving positions</b> Giving instructions and finding positions on a grid of squares

Mult-e-Maths and the National Numeracy Strategy Framework – Measures, Shape, Space and Handling Data Year 3 Planning grid

Year 3 Framework objectives (continued)	Mult-e-Maths Starters and Lessons (continued)
(p89) Make and describe right-angled turns, including turns between the four compass points	<b>SS3L5 Right-angled turns</b> Making right-angled turns on a 4-point compass and on a clock
(p89) <b>Identify right angles</b> in 2-D shapes and the environment	<b>SS3S5 Right angles</b> Identifying right angles in 2-D shapes and pictures of everyday objects
(p89) Compare angles with a right angle	<b>SS3L12 Right angles</b> Identifying right angles, and saying whether a given angle is greater than or less than a right angle
(pp91, 93) <b>Solve a given problem by organising and interpreting numerical data in simple lists, tables and graphs</b>	<b>SS3S11 Sorting numbers</b> Identifying how given numbers in a Venn diagram have been sorted
	<b>SS3S12 Sorting 2-D shapes</b> Sorting 2-D shapes according to their properties
	<b>SS3S14 Interpreting bar charts</b> Interpreting a bar chart in which each interval represents two
	<b>SS3L10 Organising information</b> Solving problems by organising and interpreting data in tally charts, pictograms and bar charts

#### Key to lesson and starter references

SS3S1 refers to Measures, Shape, Space and Handling Data Year 3 Starter 1

SS3L1 refers to Measures, Shape, Space and Handling Data Year 3 Lesson 1