Supporting your child at home

Year 3

Gorringe Park Primary School

A guide for parents

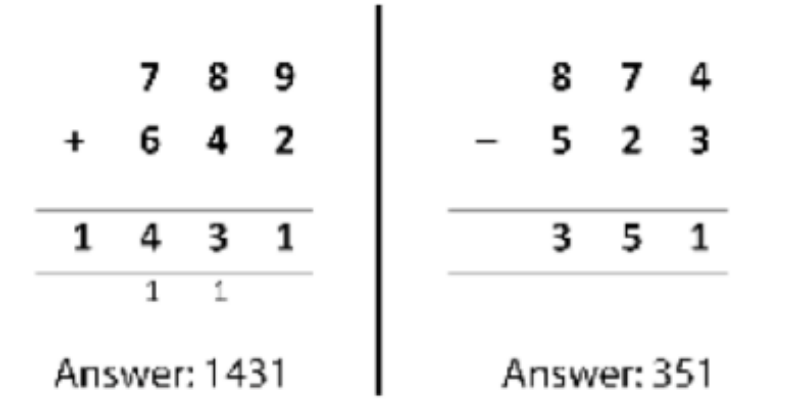
Year 3

By the end of Y3, your child will be developing written and mental methods using the four operations including number facts and the concept of place value, and performing calculations with whole numbers

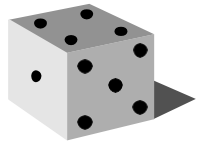
Your child should be able to:

- solve a range of number and place value problems;
- know their 2, 3, 4, 5, 8 and 10 times table
- compare different shapes with reference to its angles;
- use measuring instruments, making reference to their units of measure;
- tell the time accurately;
- recall the majority of the multiplication tables; and
- read and spell mathematical vocabulary correctly and confidently, using growing word reading knowledge and knowledge of spelling.
- Your child should be able to read and write simple fractions and decimals.

Addition and subtraction formal written methods



Children still need to be able to choose the appropriate strategy for the size of calculation that they are dealing with. Some calculations require working mentally such as 270 – 3 =



Use three dice.
If you have only one dice, roll it 3 times.
Make three-digit numbers, e.g. if you roll 2, 4
Ask your child to round the three-digit number to the nearest multiple of 10. Check whether it is correct, e.g. Roll again. This time round three-digit numbers to the nearest 100. and 6, you could make 246, 264, 426, 462, 624 and 642.
76 to the nearest multiple of 10 is 80.
134 to the nearest multiple of 10 is 130.
(A number ending in a **5** always **rounds up**.)

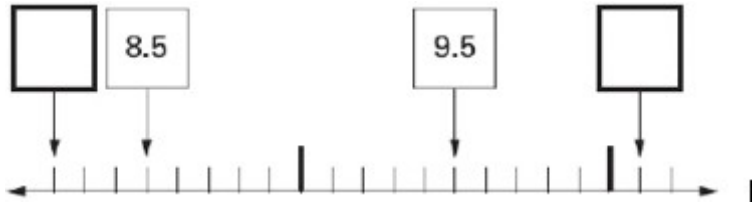
Pasta race

You need two dice and a pile of dried pasta.

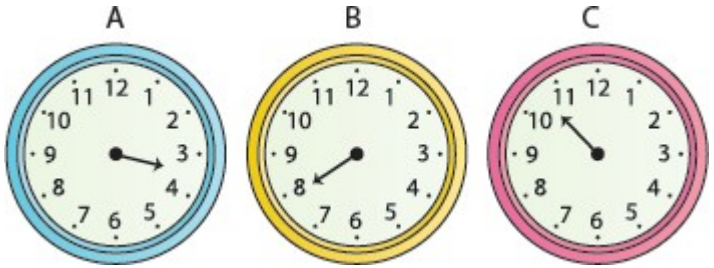
Take turns to roll the two dice.
Multiply the two numbers and call out the answer.
If you are right, you win a piece of pasta.
The first to get 10 pieces of pasta wins.

Explaining your reasoning…

Here is part of a number line. Write in the numbers missing from the two empty boxes.



These clocks have only one hand, but can you suggest a time that each could be showing?



Explain your reasoning.

I think that…because …

I chose…because…

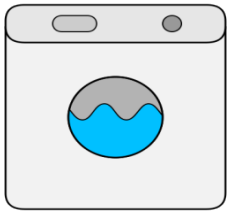
I found the pattern… so…

It can't be… because…

Use these openings to support your child in answering questions.

At home…

Looking a TV guide, plan a 2 hour block of television watching that must include 3 channels. When could you make a cup of tea during this time?



Washing

Look at the washing machine – what temperatures does the machine wash at?

If the cycle takes 1 hour and 12 minutes and it is started at 10:00 what time will it finish?

Look at the labels in your school uniform – what is it made out of? What temperature do you need to wash it on?

Cooking

Look at a Jamie Oliver recipe (other well known chefs are available) what measurements are included in his recipes?

If you need to add a handful of parsley – how much would this be if you weighed it? Would this be the same for all the family members?

If you wanted the recipe for double the number of people what would the new quantities be?

If you needed the recipe for half the number of people – what would the quantities be?

Out and about

On a car journey can you spot:

Multiples of 3, 4 and 8?
Recognise different angles in the environment
Can you spot a right angle?
Can you see parallel and perpendicular lines?
Can you see any Roman Numerals?

- What number is 27 more than 145? What number is 19 more than 145? Explain how you worked out these two calculations.

- Work out the missing digits:
  3□+ □2 = 85

- Layla has 45p in her money bank and 28p in her purse. How much more money does she need to buy a comic that costs £1?

- Holly has these coins.

She wants to buy a notebook costing £1.50.
How much more money does she need?

Children will progress towards the formal written methods of multiplication and division by the end of year 3.

24 × 6 becomes

$$\begin{array}{r} 24 \\ \times\ \ 6 \\ \hline 144 \\ \hline 2 \end{array}$$

Answer: 144

98 ÷ 7 becomes

$$\begin{array}{r} 14 \\ 7\overline{)98} \\ 2 \end{array}$$

Answer: 14

- One orange costs nineteen pence. How much will three oranges cost?
- Mark drives 19 miles to work every day and 19 miles back. He does this on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. How many miles does he travel to work and back in one week?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144