

## Learning in Maths in Year 3



### A sample of Year 3 Maths statements that your child will be working on in school:

- Count, read and write numbers using hundreds in digits and words.
- Find 10 or 100 more than a given number.
- Compare, order and represent numbers up to 1000.
- Add and subtract mentally: three-digit number + 1's, three-digit number + 10s, three-digit number + 100s
- Add and subtract three-digit numbers in different ways.
- Recall and use multiplication and division facts for  $\times 3$ ,  $\times 4$ ,  $\times 8$ .
- Multiply and divide two-digit numbers using multiplication facts.
- Count and recognise tenths.
- Recognise, use and find fractions of amounts  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ .
- Add and subtract amounts of money to give change.
- Identify right angles in 2D and 3D shapes.
- Tell time to nearest minute.
- Measure, compare, add and subtract length, weight, capacity and volume.

### What you can do at home to help your child make progress:

- Count in steps of 50, and 100, e.g. using coins.
- Divide things into halves and quarters, fractions of a whole, such as pizza, sweets, etc. Encourage mathematical thinking by making the fraction unequal and asking if it show halves, quarters or neither.
- Talk about and ask questions about time. E.g. How long is it until bedtime? How long does the film last? How long was the football game? Look at both analogue and digital clocks.
- Allow children to measure ingredients for baking using scales or measuring jugs. Talk about the scale on the jug, especially those that aren't numbered.
- Sing number songs: there are lots of songs for times tables, counting in steps and doubles in Youtube.

## Understanding progress in Maths: A guide for parents

### Maths Mastery at Rushen Primary School

We aim to teach Maths in a way that deepens children's understanding of maths, in particular number. We then build on skills that have been sufficiently mastered. A *concrete, pictorial, abstract* approach is used to help children deepen their understanding and make links to what they already know.

**Concrete** means using physical objects such as counters, toys, beads to physically do maths.

**Pictorial** is looking at pictures/representations to do the maths, this could be drawings, part whole models, bar models, number lines etc.

**Abstract** is using the digits only to do maths.

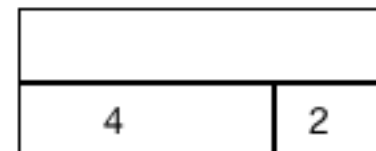
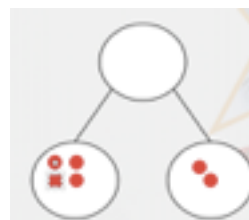
At Rushen we use language of *concept, fluency, reasoning, problem solving*.

If we look at the **Concept**: adding 2 single digit numbers,  $4+2$

It can be completed with 4 beads plus 2 more beads (concrete),



**Fluency**: How many different ways can I show this calculation? With beads, with part whole model, in a bar model.



**Reasoning**: Explaining my answer and why I think its correct. I know  $4 + 2 = 6$  because there are 4 counters there and 2 there and when I count them altogether there are 6 counters. 6 is two more than 4.

**Problem solving**: Applying skills to complex or real-life problems. Tom has 4 cards, Alice has 2 cards, how many do they have altogether?

