Counting

Counting from zero in multiples of 4, 8, 50 and 100.

| 0 | 4 | | | 16 | 20 |

| 0 | | 100 | 150 | 200 | |

| 0 | 8 | | 24 | 32 | |

Complete the number patterns.

Count on and back in tens and hundreds from any given number.

Sally is counting backwards in hundreds. She starts at 526, then counts back 3 more hundreds. What does she count back to?

Addition and Subtraction

Mentally add and subtract one, ten and a hundred to any 3-digit number.

Complete these using a mental method.

$42 + 37 =$ ⬚ $29 + 67 =$ ⬚

$69 - 27 =$ ⬚ $170 - 19 =$ ⬚

Add and subtract numbers up to 3 digits with regrouping using the column method.

$$\begin{array}{r} 3\ 8 \\ 9\ 3\ + \\ \hline 1\ 3\ 1 \\ {\scriptstyle 1} \end{array}$$

Fractions

Add and subtract both unit and non-unit fractions of amounts within a whole.

Complete the following:

$\dfrac{3}{8} + \dfrac{2}{8} =$ ⬚ $\dfrac{6}{7} - \dfrac{5}{7} =$ ⬚

On Tuesday, Kathy ate three ninths of her chocolate bar. On Thursday she ate $\frac{2}{9}$ of the chocolate bar.
How much did she eat altogether?

Count in tenths and recognise that tenths arise by division of one digit numbers by 10.

Continue counting in tenths:

1.5   ⬚   ⬚

I know that 120 divided by 10 is 12.
How can I use this to work out what 12 divided by 10 would be?

Place Value

Recognise the place value of each digit in a three-digit number.

Write the number in the box.

$559 =$ [500] $+$ [50] $+$ ⬚

$559 =$ [500] $+$ ⬚ $+$ [19]

$559 =$ [200] $+$ ⬚ $+$ [9]

Read, write and compare and order numbers to 1000 (in numerals and words).

Write these numbers in words:

637   703   350   599

Multiplication and Division

Identify factor pairs using 2, 3, 4, 5, 8 and ten times tables.

What are the factor pairs for 16:

4×4 ⬚   ⬚

Multiply and divide two digits by one digit using short method division and multiplication.

✖	20	6
5	100	30	= 130

$7\ 5 \div 3 = 3\ \overline{7\ 15}\quad 2\ 5$

Ways to help your child:

- Help them to learn how to spell numbers and words which are maths vocabulary.

- Practise counting forwards and backwards in fours, eights and hundreds.

- Play 'Partitioning Power' – see how many different ways you can partition a number.

- Partition numbers - $242 = 200 + 40 + 2$

Ways to help your child:

- Help them to have rapid recall of the two, three, four, five, eight and ten times tables.

- Add numbers around you e,g, Bus no:242 (2 + 4 + 2) – whoever gets to 20 first is the winner.

- In the shops look at multipacks – ask questions like 'if we buy three packs of six bags, how many will we have altogether?'

Position and Direction

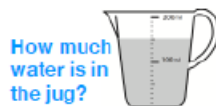Identify acute, obtuse and right angles.

Label these angles acute or obtuse.

⬚   ⬚

Link turns to right angles (i.e. ½ turn is 2 right angle turns)

Matthew is facing east. He makes a full turn and ends up facing east again.
How many right angles has he turned through?

Measurement

Use and compare lengths (m, cm, mm), mass (g, kg), and volume/capacity (l, ml).

How much water is in the jug?

What weight is on the scales?

Calculate perimeter.

Use your ruler to measure and then calculate the perimeter.

Shape

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Are these statements TRUE or FALSE?

Perpendicular lines are never at right angles to each other.

Two parallel lines will never meet.

A horizontal line goes from left to right.

A vertical line goes straight up and down.

Money

Add and subtract amounts of money to give change.

In a shop, drinks cost £1.55 and sandwiches cost £2.00. If you buy a drink and a sandwich, how much change will you get from £5.00?

Time

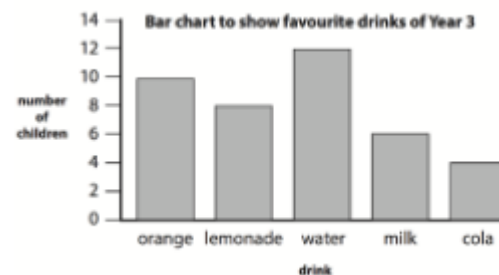Read time to the nearest minute.

What is the time?   Draw 17:05

Statistics

Interpret and present data using scaled bar charts, pictograms and tables.

Bar chart to show favourite drinks of Year 3

Answers questions like:
How many more children like water than…..?
How many children are in the class?
Which is the most/least popular drink?

Ways to help your child:

- Cook with your children, get them involved in weighing out food and looking at weights and capacities on packaging. Discuss symbols (g, kg, l, ml) and how much of the ingredients are need for double the quantity.
- Help them pay in shops and check change.
- Help your child to read the time on different clocks – digital and analogue.
- Set timers for cooking food.

Ways to help your child:

- Identify shapes in the environment.
- Look at weather tables and graphs online and discuss the data.
- Read sports tables – can they create graphs to represent team results?