REAL LIFE PROBLEMS

- Go shopping with your child to buy two or three items. Ask them to work out the total amount spent and how much change you will get.

- Plan an outing during the holidays. Ask your child to think about what time you will need to set off and how much money you will need to take.

- Practise measuring the lengths or heights of objects (in metres or cm). Help your child to use different rulers and tape measures correctly. Encourage them to estimate before measuring.

- Let your child help with cooking at home. Help them to measure ingredients accurately using weighing scales or measuring jugs. Talk about what each division on the scale stands for.

- Choose some food items out of the cupboard. Try to put the objects in order of weight, by feel alone. Check by looking at the amounts on the packets.

- **Play activities/games such as:**
  Card games such as sevens, cribbage, pontoon etc.
  Any games involving calculating scores, e.g. scrabble, monopoly, quoits, darts, and bowling.

• Games involving strategic thinking/logic, e.g. draughts, chess, mastermind.

- Specialised computer games or apps designed for using and developing maths

- Play board games that involve counting skills like snakes and ladders, bingo, Scrabble and Monopoly!

These are just a few ideas to give you a starting point. Try to involve your child in as many problem-solving activities as possible. The more 'real' a problem is, the more motivated they will be when trying to solve it

Helping your child with Maths in Year 3.

Dear Parents/Carers,

In this booklet you will find some handy hints to help you support your child to achieve their Maths objectives in Year 3.

You will find more information on our school website (curriculum- Maths) about what your child will be taught and expected to achieve.
www.chaterjm.herts.sch.uk

Whatever you do, make sure your children enjoy Maths.
If they struggle to understand, make mistakes, or get bored: keep calm, make it easier, change the subject, tell them a joke, play football, go to the park …. but please don't get cross or impatient – do not say you were no good at maths when you were at school-you could put them off maths for life.
Generally the advice is;

- Talk about and involve children in the situations in which you use maths in everyday life.
- Play games involving numbers and/or logic, such as card games, dominoes, darts, draughts, chess etc.
- Stimulate their thinking at times of boredom, (such as when travelling), with mental activities.

If you have any questions please speak to your child's class teacher.

Yours Sincerely,

Mrs Raj Khindey

Can your child tell the time?

Every child in Year 3 needs to wear an analogue watch (with numbers and hands).

There are a wide range of teaching watches
available which have the minutes past and to the hour around the clock face.

Please make sure your child wears their watch to school and at home and ask them the time at regular intervals. We begin with o'clock times, then half past, then quarter past and quarter to and then all the other times.

Ask your child questions like *"This TV programme last half an hour, what time will it end?"* and make them work it out using their watch. Car or bus journeys are a good opportunity because they can work out arrival times or what time you need to leave home if you know the expected duration.

Ask your child to be a 'timekeeper' (e.g. tell me when it is half past four because then we are going swimming).

Use a stop clock to time how long it takes to do everyday tasks (e.g. how long does it take to get dressed?). Encourage your child to estimate first.

We have found that it is the children who wear an analogue watch who make most progress with telling the time, so please give your child a head start. Once your child is confident in telling the time from an analogue watch then move to digital clocks.

Does your child know all their times tables- Especially 3, 4 and 8s?

Your child needs to be able **to recall multiplication facts quickly** -this means in 5 seconds or less.

Learn them in this order 2x, 5x, 10x, 9x and then on to 3x, 4x, 6x, 7x and 8x.

When learning a new table, start off with the facts in order from 0x the number up to 12x the number.

Once your child is more confident, start challenging them to recall the facts in random order and focus on the ones they find trickiest.

Choose a method that suits your child- for example, singing, chanting, writing them out, computer games or apps on an IPad and quick fire questions as you drive along or walk to school are all good methods.

Children are also taught to recognise the reversible effect so that they know 6 x 2 is the same as 2 x 6.
They are also taught the relationship with division so that knowing 6 x 2 = 12 means they also know that 12 ÷ 2 = 6 and 12 ÷ 6 = 2.

For each known times table fact, they also know three others:

6 x 7 = 42
So they know that
7 x 6 = 42
42 ÷ 6 = 7
42 ÷ 7 = 6

Mental Maths.

Ask 'progressive' calculations, fo e.g.
7 + 6,
17 + 6,
27 + 6,
47 + 6,
147 + 6;
5 x 2,
50 x 2,
500 x 2,
500 x 20.

• Working out 2-digit additions and subtractions, multiplying and dividing 2-digit numbers by 1 digit numbers mentally.

Talk about how to make it easier,
e.g. for 28 + 15,
call it 30 add 13 and that's easy;
for 16 x 4, double 16, then double 32.

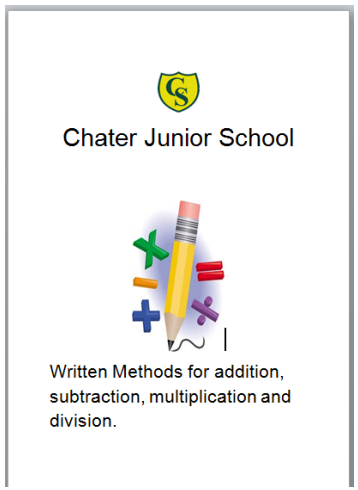
Open- ended activities, e.g. the answer's 25, what's the question?
How can you use combinations of 3 and 6 to make different numbers?
(Use each number as many times as you like with addition, subtraction, multiplication or division.)

Look out for car number plates.
What is the number on the plate?
What is this to the nearest 10 or 100 or 1000?
How many more would you need to reach the next multiple of 10, 100 or 1000?

Simple tasks like these can be done during a car journey or even on the way to and back from school!

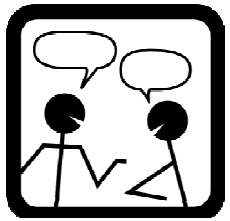
Is your child confident in using formal written methods for addition, subtraction, multiplication and division?

The maths work your child is doing at school may look very different to the kind of 'sums' you remember. This is because children are encouraged to work **mentally**, where possible, using personal jottings to help support their thinking. Even when children are taught more formal written methods they are only encouraged to use these methods for calculations they cannot solve in their heads.



Please refer to the school website for the written methods for addition, subtraction, multiplication and division booklet taught at our school.

It is very important that you do not teach your child a method that you are used to as this will confuse your child.



Let's talk Maths!

It is very important that you talk to your child about their Maths learning.
For example discuss how they work things out and ask them to **explain** their thinking:

SPOT THE MISTAKES!!

Children love to correct adults! So you can give your child some calculations with mistakes and ask them to find them.

Remember to ask your child to **explain** their working out!