



Supporting Your Child with Maths

Year 3

Booklet 1: November

These booklets have been designed to help you support your child as they build and develop their skills on a **strong foundation** of key mathematical concepts.

The maths curriculum covers a wide range of concepts but is built on **confidence and fluency of key facts**. When a child is fluent with these facts and skills their confidence grows and they are more able to **apply** them to a range of problems.

The booklets include specific guidance for your child's year group on skills and methods used as well as ideas for games to play and ways to practise key ideas.

Wherever we can, we want to make this practice **fun** and **practical**.

Lots of opportunities to **talk** about the maths and to show that we, as adults, **enjoy** it too.

Did you know?

- Parents' maths knowledge has **no** impact on how successful their children will be
- Parents' attitude towards maths has a **pro-found** impact on their children's success

Did you know?

Mathematical understanding has a bigger impact on success in adulthood than reading and writing

If you have any questions or would like to know more, please contact your child's teacher or Mrs Gibbons, the maths leader.



Learn It!

Year 3 – Phase 1 (Sept-Nov)

I know other useful number bonds.

By the end of this phase, children should know the following facts. The aim is for them to recall these facts **instantly**.

Near doubles

$$5 + 6 = 11$$

$$6 + 7 = 13$$

$$7 + 8 = 15$$

$$8 + 9 = 17$$

Adding 9

$$3 + 9 = 12$$

$$4 + 9 = 13$$

$$5 + 9 = 14$$

$$6 + 9 = 15$$

$$7 + 9 = 16$$

Key Vocabulary

What do I **add** to 5 to make 11?

What is 17 **take away** 9?

What is 4 **less than** 13?

How many more than 8 is 17?

What is the **difference** between 15 and 9?

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these Learn-Its while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

Use What You Already Know!
Doubles

Use doubles and near doubles – If you know that $6 + 6 = 12$, how can you work out $6 + 7$? Could it help with $5 + 7$?

Adding 9 – if you know that $6 + 10 = 16$, how can you work out $6 + 9$? (add 10 and take one away)

Buy one get three free - If your child knows one fact (e.g. $8 + 5 = 13$), can they tell you the other three facts in the same fact family?

Example of a fact family

$$6 + 9 = 15$$

$$9 + 6 = 15$$

$$15 - 6 = 9$$

$$15 - 9 = 6$$



Practise It!

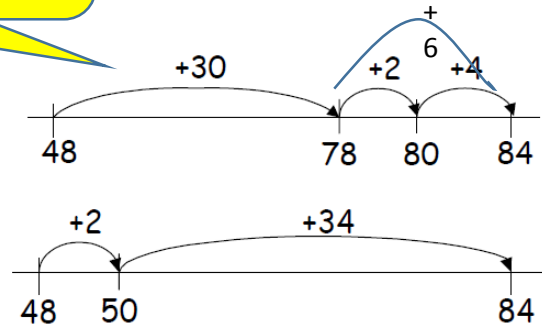
Year 3 - Phase 1 (Sep-Nov)

I can use numberlines to add and subtract

Children learn to use numberlines throughout their time at primary school. Although initially a written method, these will become a mental strategy as they become more skilled.

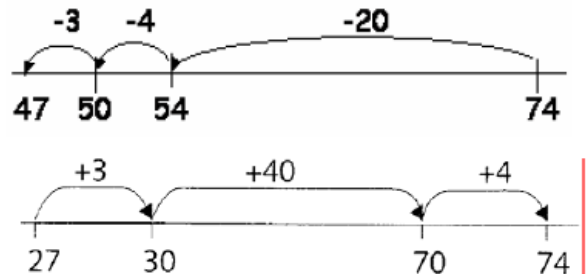
Partition 36 into 30 + 6
Count on 30 ($48 + 30 = 78$)
Count up to the next multiple of 10 ($78 + 2 = 80$)
Count on the rest ($80 + 4 = 84$)

$$48 + 36 = 84$$



Count up to the next multiple of 10 ($48 + 2 = 50$)
*Count on the remaining tens ($50 + 30 = 80$)
Count on the rest ($80 + 4 = 84$)
*more confident children might omit this stage

$$74 - 27 = 47$$



The process is similar for subtraction but can be done by counting down or counting up as shown.



Try It!

Year 3 - Phase 1 (Sep-Nov)

Try using numberlines to solve these.

Work out $327 - 183$. Explain each stage to me.

+ 57 = 100

The difference between the heights of two children is 37cm. What could their heights be? Roughly how old do you think they would be?

Rick says $38 + 72 = 100$. Is he right? What mistake has he made?

Show me how you would calculate $257 + 47 + 35$.

Work out $56 + 27$. Explain what you did. What did you notice about the numbers that helped you choose how to do it?

Two numbers have a difference of 185. One of the numbers is 478. What is the other? Is this the only answer?

Megan is **109cm** tall.

Sunil is **137cm** tall.

How much taller is Sunil than Megan?