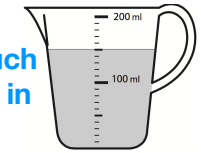
Measurement

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

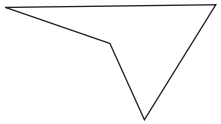
How much water is in the jug?



What weight is on the scales?

Calculate perimeter

Use your ruler to measure and then calculate the perimeter.



Money

Add and subtract amounts of money to give change

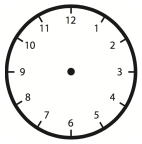
In a shop, drinks cost £1.55 and sandwiches cost £2.00. If you buy a drink and a sandwich, how much change will you get from £5.00?

Time

Read time to the nearest minute

What is the time?

Draw 17:05



Ways to help your child

- Cook with your child, let them weigh out food and looking at weights and capacities on packaging. Discuss symbols (g, kg, ml, l) and how much of the ingredients are needed 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.

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.

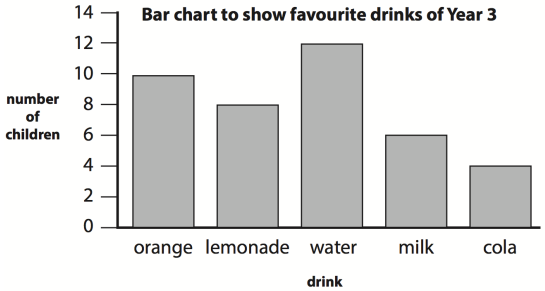
Two parallel lines will never meet.

A horizontal line goes from left to right.

A vertical line goes straight up and down.

Statistics

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



Answer these questions:

How many more children like water than cola?

If 4 more children arrived in the class and they all liked lemonade. Would it become the most popular drink? Explain why.

How many children are in Year 3?

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 teams results?

Year 3 Fundamentals of Mathematics

Before children leave Year 3 they should be able to...

PRIMARY ADVANTAGE
SCHOOLS ACHIEVING MORE TOGETHER

Counting

Count from zero in multiples of four, eight, fifty and one hundred

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?

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, compare and order numbers to one thousand (in numerals and words)

Write these numbers in words:

637 703 350 599

Ways to help your child

- Help them learn how to spell numbers as words.
- 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 on buses 242 = 200+40+2

Addition and Subtraction

Mentally add and subtract one, ten and a hundred to any three digit number

Complete these using a mental method.

42 + 37 = ☐ 29 + 67 = ☐

69 - 27 = ☐ 170 - 19 = ☐

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

Use a written method of column addition to complete the following.

487 + 16 + 83 =

Multiplication and Division

Identify factor pairs using two, three, four, five, eight and ten times table (deriving division facts)

What are the factor pairs for 16:

4 x 4 ☐ ☐

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

Use a written method of multiplication to complete the following.

63 x 8 = 38 x 4 =

Ways to help your child

- Help them to have rapid recall of the two, three, four, five, eight and ten times tables.
- Add up numbers on buses e.g. 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 bags will we have altogether?'

Fractions

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

Complete the following:

$\frac{3}{8} + \frac{2}{8} = \frac{\quad}{\quad}$ $\frac{6}{7} - \frac{5}{7} = \frac{\quad}{\quad}$

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 ten

Continue counting in tenths:

1.5 ☐ ☐

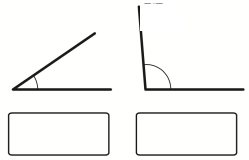
I know that 120 divided by 10 is 12.

How can I use this to work out what 12 divided by 10 would be?

Position and Direction

Identify acute, obtuse and right angles.

Label these angles acute or obtuse.



Link turns to right angles (i.e. 1/2 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?