

## Helping Your Child Achieve in Y3

This booklet provides information for parents and carers on the end of year expectations for children in this year group. All the objectives will be worked on throughout the year and will be the focus of direct teaching. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

### **Supporting Maths at Mortimer St Mary's Junior School**

The overall aim is that when children leave our school they:

- have a secure knowledge of number facts and a good understanding of the four operations;
- are able to use this knowledge and understanding to carry out calculations mentally and to apply general strategies when using one-digit and two-digit numbers and particular strategies to special cases involving bigger numbers;
- make use of diagrams and informal notes to help record steps and part answers when using mental methods that generate more information than can be kept in their heads;
- have an efficient, reliable, compact written method of calculation for each operation that children can apply with confidence when undertaking calculations that they cannot carry out mentally;
- use a calculator effectively, using their mental skills to monitor the process, check the steps involved and decide if the numbers displayed make sense.

### **Mathematics in Year 3**

- Compare & order numbers up to 1000. Read & write all numbers to 1000 in digits and words.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 and 100.
- Recall & use multiplication & division facts for 3, 4, 8 tables.
- Recognise place value of any 3-digit number.
- Add and subtract - 3-digit nos and ones, 3-digit nos and tens, 3-digit nos and hundreds
- Add and subtract Numbers with up to 3-digits using written columnar method.
- Estimate and use inverse to check.
- Multiply 2-digit by 1-digit
- Count up/down in tenths.
- Compare and order fractions with same denominator.
- Add and subtract fractions with same denominator with whole.
- Tell time using 12 and 24 hour clocks; and using Roman numerals. Tell time to nearest minute.
- Know number of days in each month and number of seconds in a minute.

## Y3 Addition

- Continue with partitioned columnar method.
- Introduce expanded columnar addition.

H T O

	2	3	6
+		7	3
<hr/>			
			9
	1	0	0
	2	0	0
<hr/>			
	3	0	9

Progressing to the compact columnar method.

TO 23 + <u>42</u> <u>65</u>	HTO 315 + <u>624</u> <u>939</u>	TO 94 + <u>73</u> <u>167</u>	HTO 561 + <u>718</u> <u>1279</u>	TO 47 + <u>25</u> <u>72</u> 1	HTO 237 + <u>516</u> <u>753</u> 1
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- Add money using both £ and pence in practical contexts.

## Y3 Subtraction

- Continue with vertical number line subtraction progressing to the expanded columnar subtraction method.

$$89 - 35 = 54$$

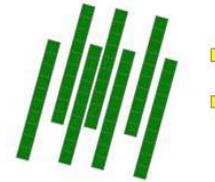
$$80 + 9$$

$$- \underline{30} + 5$$

$$50 + 4 = 54$$

- Introduce exchanging through the expanded columnar subtraction method

$$72 - 47$$



$$60 + 12$$

$$- \underline{40} + 7$$

$$20 + 5 = 25$$

- Progressing on to compact columnar subtraction.

TO 47 - <u>23</u> <u>24</u>	HTO 864 - <u>621</u> <u>243</u>	TO <del>45</del> 1 - <u>36</u> <u>15</u>
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- Emphasise value of digit, e.g. 4 tens subtract 2 tens = 2 tens. Use the correct language for subtraction i.e. exchange rather than borrow.
- Subtract amounts of money to give change.

## Y3 Division

- Recall and use division facts for 3, 4, and 8 times tables.
- Continue with repeated subtraction on a vertical number line.
- Write and calculate mathematical statements for division using the tables they know.
- Introduce grouping method before short division, encourage children to estimate answers before attempting calculation. Create fact box to encourage efficient grouping e.g. not always groups of 10 - 1x, 2x, 5x, 10x, 20x, 50x, 100x.

$$\begin{array}{r}
 \underline{13} \\
 5 \overline{) 65} \\
 \underline{- 50} \quad (5 \times 10) \\
 15 \\
 \underline{- 15} \quad (5 \times 3) \\
 \underline{0}
 \end{array}$$

- Introduce short division, with exact answers.

$$\begin{array}{r}
 \phantom{3} 2 \\
 \hline
 3 \overline{) 96}
 \end{array}$$

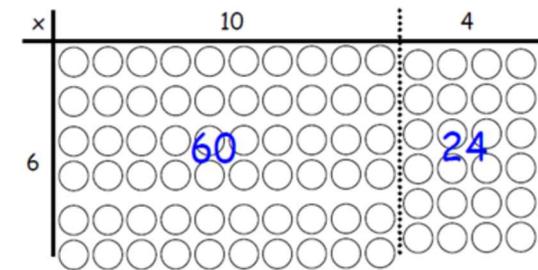
- Progressing to short division involving carrying, with exact answers.

## Y3 Multiplication

- Recall and use multiplication tables for 3, 4 and 8.
- Continue to use arrays and number lines/Cuisenaire rods for 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication. Statements to include the multiplication tables that they know and 2 digit numbers x 1 digit numbers. Pupils use mental methods and progress to formal written methods.

- Introduce grid model.

$$\begin{array}{r|l}
 \text{X} & 10 \quad 4 \\
 \hline
 6 & 60 + 24 = 84
 \end{array}$$



- Progressing to expanded method of multiplication.

$$\begin{array}{r}
 \text{T O} \\
 14 \\
 \times \quad 5 \\
 \hline
 20 \quad (5 \times 4) \\
 + 50 \quad (5 \times 10) \\
 \hline
 70
 \end{array}$$

### ***Reading in Y3 - pupils need to be able to***

- ❖ Identify and make notes of the main points of section(s) of text
- ❖ Infer characters' feelings in fiction and consequences in logical explanations
- ❖ Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen
- ❖ Use syntax, context and word structure to build their store of vocabulary as they read for meaning
- ❖ Explore how different texts appeal to readers using varied sentence structures and descriptive language
- ❖ Share and compare reasons for reading preferences, extending the range of books read
- ❖ Empathise with characters and debate moral dilemmas portrayed in texts
- ❖ Identify features that writers use to provoke readers' reactions

### **Activities to support reading development**

- ❖ Encourage your child to read every day, use a text type that they are interested in and are keen to read
- ❖ Listen to your child read as often as possible, as this develops fluency and confidence with reading aloud

### ***Writing in Y3 - pupils need to be able to***

#### **Plan their writing by:**

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

#### **Draft and write by:**

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

#### **Evaluate and edit by:**

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

*Literacy text types covered in Y3 - Narrative (Stories with familiar settings, Adventure & Mystery Stories, Authors & Letters, Fables and Traditional Tales, Dialogue and Plays, Diary Entries), Non-Narrative (Information Texts, Instructions, Reports, Recount) and a range of poetry.*

### Key grammar features in Y3

- Prepositions
- Nouns, Pronouns, Verbs, Adjectives
- Short sentences to build excitement and pace in a story
- Adverbial phrases
- Exclamatory sentences
- Extending sentences to add information and develop content - through description, actions or facts
- Connectives and conjunctions
- Use words and phrases to signal time sequences
- Dialogue, speech verbs and punctuation
- Similes

### Spelling - pupils are given opportunities to

- Develop a range of personal strategies for spelling at the point of composition and for learning new and irregular words
- Develop a range of strategies for checking and proof reading spellings after writing
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### The following areas are a focus in Y3

- Revise prefix - un and explore new prefixes: pre-, dis-, mis-, re-, sub-, tele-, super-, auto-
- Revise suffixes : -s, -es, -ed, -ing, -er
- Suffixes:-ment, -ness, -ful, -less, -ly (with a consonant before it) and -ly straight on to root word e.g. sadly, unusually.
- Revise contractions e.g. can't, didn't, hasn't, couldn't, it's, I'll
- Place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'] and in words with irregular plurals [e.g. children's]

### Homophones

brake/break, grate/great, eight/ate, weight/wait, son/sun, here/hear, not/not, meat/meet, missed/mist, heel/heal/he'll, plain/plane, berry/bury, groan/grown, rain/rein/reign, heard/herd, through/threw

### Useful Terms

#### Connective

A connective is a word or phrase that links clauses or sentences.

e.g. addition *also, furthermore, moreover*  
opposition *however, nevertheless, on the other hand*  
reinforcing *besides, anyway, after all*  
explaining *for example, in other words, that is to say*  
listing *first(ly), first of all, finally*  
indicating result *therefore, consequently, as a result*  
indicating time *just then, meanwhile, later*

#### Sentences

A sentence can be **simple, compound or complex**.

A **simple sentence** consists of one **clause**: *It was late.*

A **compound sentence** has two or more clauses joined by *and, or, but* or *so*. The clauses are of equal weight (they are both main clauses): *It was late but I wasn't tired.*

A **complex sentence** consists of a main clause which itself includes one or more subordinate clauses: *Although it was late, I wasn't tired.*

(The subordinate clause beginning with *although* is underlined and is used to add more detail into the sentence)

**Preposition** - is a positional word that shows the connection between a noun and other words in a sentence, e.g. the boy raced **along** the beach

**Noun** - a word used to name a person, place, thing, feeling or an idea, e.g. girl, home, ball, fear, plan

**Pronoun** - a word used in place of a noun, e.g. me, him, hers, theirs, ours

**Verb** - a word to show action or a state of having or being, e.g. I **eat** chocolate, the puppy **barked**.

**Adjective** - a word used to describe something (a noun), e.g. the **tall, blue** vase was used to decorate the table

**Simile** - comparing one thing with another using the words "like" or "as" e.g. as cold as ice

**Metaphor** - comparing two things by saying that one thing is the other (not using the words like or as) e.g. the morning was a blanket of warmth wrapped around me.

#### Adverbials

A word or group of words that explain "when", "how" or "where" the action takes place.

They can come before or after a verb e.g. "when" - The train **finally** left the station, "how"

- The boy ran **quickly** through the field, "where" - The children ran **outside**. Adverbials can

also be used to compare the way in which actions are done e.g. Fiona painted **more carefully** than

Tom.