


In the first few weeks in Year 3 we will be re-visiting and re-capping on our learning from Y1 and Y2.

Activities for Home

Y3 Week 1

Dear Families,

At school we are learning to recognise between 6 and 10 items by arranging them into familiar shapes. We've been learning about 'Five and a Bit Hands' (for example showing 7 on our fingers by showing 5 and 2 more). We've also learnt some other key patterns we can arrange objects into. Here are some of them:

				
6	7	8	9	10
				

Here are some simple activities you can do at home to support your child's learning:

Match my fingers

Hold out between 6 and 10 fingers using 'Five and a Bit Hands'. Ask your child to copy the pattern with their hands. How many fingers are you each showing? If your child needs to count at first to see how many there are, encourage them to count on from the full hand of 5. For example say, "I have 5 on this hand so it is 5, 6, 7. I have 5 on this hand and 2 on this hand. That is 7." Then ask your child to show between 6 and 10 fingers on 'Five and a Bit Hands', and you copy them. Ask them how many fingers they are showing.

Move to count

You will need some small objects, such as dried pasta pieces, balls of plasticine or bottle tops. Put out between 6 and 10 items on the table. Then move them into an arrangement so your child can work out how many there are without counting. For example you might move some items into a '5' arrangement from a dice, then they can see that there is 1 more so there must be 6. Or you might find that you can arrange them into a square '4' shape, and another one, so there must be 5. Talk to your child about what you are doing. As they start to get the idea, you can give them some to arrange.

Hop, jump, clap

Give your child physical activities to do, such as 8 hops by saying, "Can you hop ___ times," and showing 8 on your fingers using 'Five and a Bit Hands'. However, when you say the number rather than showing it on your fingers, your child has to freeze. Then give your child a go at giving you actions to do, sometimes showing the number on their fingers and sometimes saying the number. Can they catch you out? Remember, only do the actions when your child shows the number, not when they say it!

Talking Tip

There are lots of different games and activities that you can play to practise subitising. You don't need to stick to these suggestions. Just keep bringing the focus to looking at groups of 6 – 10 items. Move them around and into familiar arrangements and discuss the number of items you can see.

In the first few weeks in Year 2 we will be re-visiting and re-capping on our learning from Y2 and Y1.

Activities for Home

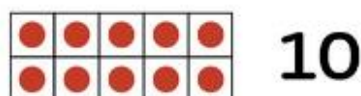
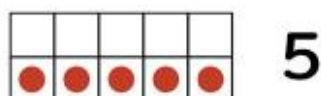
Y3 Week 2

Dear Families,

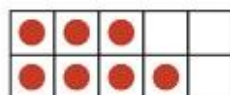
At school we are learning to recognise how many items are laid out on a grid called a 'tens frame'. The tens frame is a grid that helps us to see how many items there are without counting. This week we are sending home 3 pieces of paper to use with the activities. One has a tens frame on, and two can be cut up into small cards, each with a tens frame showing a different number on it.

Here is what we have been learning about the tens frame:

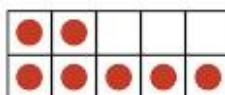
When one row of the tens frame is full it shows 5. When both rows of the tens frame are full it shows 10.



The tens frame can be filled 'fives-wise' (filling a row of 5 at a time) or twos-wise (filling a row of 2 at a time). We are learning to recognise both ways of showing a number.



Twos-wise



Fives-wise

Start by spending some time looking through the cards with your child to see which they already recognise and which they don't yet recognise. Where they don't recognise a number yet, count the dots. For the fives wise cards you can start at 5 with the full row, and count from there. For the twos wise arrangements you can count in 2s to help work it out.

Make the number

Show your child a number using your fingers. Can they show the same number on the tens frames using small items such as pasta pieces, bottle tops or balls of plasticine? Work towards them being able to do this without counting out the objects, but instead just seeing when they have the right number on the tens frame.

Compare the pairs

This is a game for two people to play against each other. Cut up the tens frames cards (both twos-wise and fives-wise) and split them into two piles. Each person turns their top card over. The person with the larger number keeps the pair. If the two cards match, the first person to shout 'snap' keeps the pair.

Matching pairs

Take the tens frames cards for 2 – 8 (these are the numbers which have different twos-wise and fives-wise arrangements). Lay them out face down. Turn over two – are they a matching pair? If so keep them, if not play again – but try to remember where they are!

Guess how many

Lay out between 1 and 10 items in a random arrangement. Guess how many there are. Then move the items onto the tens frame. Was your guess a good one? Celebrate 'near guesses'. "That was a great guess! You guessed 7 and there are 8. Well done"

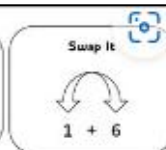
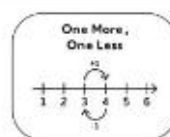
Talking Tip

There are lots of different games that you can play and activities that you can do. You don't need to stick to these suggestions. Just keep bringing the focus to recognising up to 10 items on a tens frame, in both the twos-wise and fives-wise arrangements.

In the first few weeks in Year 3 we will be re-visiting and re-capping on our learning from Y1 and Y2

Activities for Home

Y3 Week 3



Dear Families,

This week we are learning about 'One More, One Less'. We are learning to add one to a number by thinking 'one more', and we are learning to subtract one from a number by thinking 'one less'. When we add or subtract one we move to the next door number neighbour i.e., the number one up or one down on the number line.

We are also learning that when we add two numbers we can swap the order and the total is still the same. For example, $7 + 1$ gives the same total as $1 + 7$. Even when we see calculations like $1 + 7$ or $1 + 4$, we can still think about them as 'one more' calculations.

Here are some simple activities you can do at home to support your child's learning:

Next door number neighbour pairs

Cut up the sheet of activity cards and lay the cards out face down. You can use the digit cards or the tens frame cards or both. The first player turns over a pair. If they are next door numbers (e.g. 3 and 4) you keep them and then turn over another pair. If they aren't next door numbers it is the other person's turn. Every time a next door number pair is turned up, help your child to say, "these are next door number neighbours, 4 is one more than 3, and 3 is one less than 4".

One less, one more

Ask your child to lay out the activity cards face up in front of you, in a line from smallest to largest. Choose a card (e.g. 8) and turn over the cards on either side (so the 7 and the 9 in this case). Ask your child what the cards are that are turned over, encouraging them to use the sentence, "7 is one less than 8, and 9 is one more than 8." Sometimes play using the digit cards, and other times use the tens frame cards.

Show me how many

Look at some of your child's toys, such as cars or little figures. Ask your child, "Please can you get me some cars. I'd like 1 more than 5." "Can you get me some marbles? I'd like one less than 9." Build "one more, one less" into instructions you give your child. "Can you get some spoons out? We need one more than 4." "Can you pick up some toys before tea? Please pick up one more than 7." "Can you help me hang the washing out to dry? I'd like you to hang up one less than 5 things." Once your child is confident in this you can start to give instructions using addition and subtraction. "Can you give me 3 add 1 (or 1 add 3)?" "Can you give me 7 minus 1?"

Talking Tip

Repeat each of the activities several times until you are sure your child's understanding is secure.

Reinforce the learning with your language, saying for example, "Yes, they are next to each other on our number line, 6 is one more than 5 and 5 is one less than 6", and "Can you put one more counter in the tens frame. What is the number now? Yes, 8. That's right, 8 is one more than 7", and "If we take away one counter from the tens frame, how many counters would we have then? Yes, 7, that's right, 7 is one less than 8."

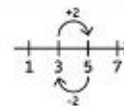
There are many games you can play - don't feel restricted to these ones. If your child wants to play differently with the materials that's fine, just bring the focus to games where you can make one more or one less and talk about what is happening together.

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Activities for Home

Y3 Week 4

Two More, Two Less:
Think Odds and Evens



Dear Families,

This week in maths we are learning about 'Two More, Two Less'. We have been doing lots of counting in odds and evens. Using our odds and evens helps us to add and subtract 2 really easily. Here are some simple activities you can do at home to support your child's learning:

Odd and even counting

Counting in odds and evens (forwards and backwards) with your child. For example you might count backward from 20 in even numbers (20, 18, 16) while you rinse their hair in the bath, or you might count forwards in odd numbers (1, 3, 5 etc.) and see if they can get their pyjamas on before you get to 19. The facts we are learning at school use odds and evens within 10, but counting in odds and evens beyond 10 will help your child get familiar with how the pattern continues. Let your child choose how you count: Will they choose odds or evens? Will they choose forwards or backwards? Encourage your child to count along with you! If you walk down a street with numbered houses on your way to school, you can use this to practice the counting pattern too. Will your child choose to walk on the odd side or the even side? Say the number of each house as you pass it.

Odds and evens sort

You will need the digit and tens frames activity cards for this game. Cut up the cards and turn them face down. One of you is 'odds' and one of you is 'evens'. Let your child turn up the cards one at a time. Who will keep the cards? As you gather the cards, put them in order. Will it be odd or even to get all their cards in the right order first?

Odd number neighbours, even number neighbours

Lay out the digit cards, face up. You say a number. Your child has to slap the card which is two more as quickly as they can. Repeat for two less. After they have done each one, you can emphasise their learning with your language. You can start by saying "Yes 2 more than 4 is 6, then move onto using the language of 'plus' and 'minus'. "Yes, 4 plus 2 is 6" or "7 minus 2 is 5". As your child gets more confident see if they can say the 'number sentence' themselves.

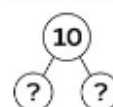
Talking Tip

As you do the activities with your child, make sure you are talking to each other lots. Reinforce the learning with your language, saying things like, "Yes, they are next to each other 6 is two more than 4 and 4 is two less than 6." Encourage your child to explain their thinking too. There are many activities you can do - don't feel restricted to these ones. Just bring the focus to activities where you can make two more or two less and talk about what is happening together.

Activities for Home

Y3 Week 4

Number 10
Fact Families



Dear Families,

This week we are learning about 'Number 10 Fact Families'. Number bonds to 10 are pairs of numbers which add to 10 like 7 and 3, and Number 10 Fact Families are the set of 4 addition and subtraction equations that relate to the number bond to 10. For example, with the number bond 7 and 3 the related equations are:

$$7 + 3 = 10, \quad 3 + 7 = 10, \quad 10 - 3 = 7 \quad \text{and} \quad 10 - 7 = 3$$

Being able to say your number bonds to 10 doesn't automatically mean that children can use them to solve addition and subtraction facts. We teach the linking of number bonds to addition and subtraction facts as a separate skill. Here are some simple activities that you can do at home to support your child's learning:

Hidden fingers

Show a number to 10 on your fingers. Your child shouts out the number pair that bonds with it to make 10. Turn your hand over so that your child can see your bent fingers. Did they say the right number? Then swap roles - your child shows a number and you say its' bond to 10.

More or less

Split the activity cards (cut up the accompanying sheet) between you and your child. You can use the numeral cards, or the tens frame cards, or both. Then, each turn over one of your cards at the same time. Using knowledge of number bonds to 10, discuss whether the pair of numbers makes more than 10, is equal to 10 or makes less than 10. Your child should use their number bond knowledge to say things like, "7 + 5 must be more than 10 because I know 5 + 5 is 10 and 7 is more than 5", or "6 + 3 must be less than 10 because I know 6 + 4 is 10 and 3 is less than 4." They don't need to tell you the answer: just whether it is more, less or equal to 10.

Bond to 10 pairs

Lay out the digit cards face down. Take turns to turn over two cards at a time. If the pair of cards make 10 you keep the cards and get another go. If not it is the other person's turn. You can also play this with the tens frame cards mixed in with the digit cards. Don't worry about pairing digit cards with digit cards or tens frames to tens frames, just pair up the quantities they show, i.e., the digit 2 card can pair to the tens frame card that shows 8.

Tell me a story


Take 10 small toys, such as 10 mini figures, or 10 toy cars and take something for them to hide in or under such as a box or tea towel. Tell a story such as, "There are 10 cars and 3 drive into the garage. How many are left?" or "There are 10 knights and 6 hide in a cave. How many are left?" When your child gets the idea, give them a chance to tell you the story, making sure you always start with 10.

Talking Tip

Repeat each of the games several times until you are sure your child's understanding is secure. There are many games you can play - don't feel restricted to these ones. If your child wants to play differently with the materials that's fine; just bring the focus to games where you are involving number bonds to 10.

Activities for Home

Y3 Week 5

Five and A Bit 



Dear Families,

This week we are practising showing 6, 7, 8, 9 and 10 on our 'Five and A Bit' hands.

6	7	8	9	10
				

We are learning to use our 'Five and A Bit' hands to solve related addition and subtraction calculations. For example, 8 shown as 5 fingers and 3 fingers helps us solve the following equations without counting:

$$5 + 3 = 8.$$

$$3 + 5 = 8.$$

$$8 - 3 = 5.$$

$$\text{and } 8 - 5 = 3$$

Here are some simple activities you can do at home to support your child's learning:

Match my fingers

Hold out between 6 and 10 fingers using 'Five and A Bit' hands. Ask your child to copy the pattern with their hands. How many fingers are you each showing? Summarise what you have. "We are showing 7 fingers. 5 fingers on this hand and 2 fingers on this hand."

Shout the number!

On the count of 3, both you and your child show between 6 and 10 fingers using 'Five and A Bit' hands. Have you put out the same amount as each other? If so the first to shout the number you've both shown gets a point. Every time you make a match, talk about the number that you have shown, for example, "We both had 6. 6 is made up of 5 and 1."

Guess how many

Put 5 fingers out on one hand and show your child. Put your other hand behind your back with some fingers showing. Say "I have 9 fingers showing in total". Ask your child to guess how many fingers are showing on your hidden hand. Show your hand when they have guessed. "That is right, 9 is made up of 5 and 4."

Five and A Bit stories

Use your fingers to act out 'Five and A Bit' stories e.g., "5 children are on the climbing frame and 3 children are on the swings. How many children are playing altogether?" Once your child gets the idea they can use their fingers to show the story. As they get more confident you could challenge them to imagine their fingers. Can they work out how many there are in total by just thinking about the numbers of fingers? You can reinforce their learning with your language, "That's right! 5 and 3 more is 8." Remember one of the numbers you are adding in your story should always be 5, and the other number should be 1, 2, 3, 4 or 5.

Talking Tip

Repeat each of the games several times until you are sure your child's understanding is secure. There are many games you can play - don't feel restricted to these ones. If your child wants to play differently with the materials that's fine; just bring the focus to games where you are involving number bonds to 10.

Activities for Home

Y3 Week 6

Doubles and
Near Doubles



Dear Families

This week in maths we are learning doubles of numbers to 5. We are learning how these help us to solve addition and subtraction facts like $3 + 3 = 6$ and $8 - 4 = 4$. We are also using these double facts to help us solve 'near double' additions like $4 + 5 = 9$. Here are some simple activities you can do at home to support your child's learning:

Show me double, show me half

You say, "Double four" and your child shows you this on their fingers (by putting up 4 on each hand) and says, "Eight!" Then you say "Halve it," and move your child's hands apart. Say, "Double four is eight," and bring your child's hands together again, then "Half of eight is four," and move their hands apart again. Get them to join in with you as you say it. Then repeat for doubles of other numbers to 5.

What's in my hand?

You will need 10 small items, such as pieces of dried pasta. Take 2, 4, 6, 8 or 10, and split them evenly between your two closed hands (so if you take 8, put 4 in each hand). Tell your child the number of pieces you have in each hand and ask them how many you have in total. Reinforce their learning with your language, saying things like, "Yes, that's right, 4 plus 4 is 8." On other occasions tell your child the total number you have, and they have to work out how many in each hand by halving that number.

Hit the double, hit the half

Lay out the digit activity cards 1 to 10 face up. Say a number between 1 and 5. Your child has to say its double and hit that digit card as quickly as they can. Reinforce with language such as "That's right, double 2 is 4. 2 plus 2 is 4." Then, say an even number between 2 and 10. Your child has to say the half and hit that digit card as quickly as they can. Reinforce the learning with your language, "That's right, half of 8 is 4. 8 minus 4 is 4." As your child gets more confident ask them to describe the relationship.

Matching pairs

You will need either the digit cards, or the tens frame activity cards, laid out face down. Turn two over. Have you got a double and half matching pair, such as 5 and 10? If so keep the cards and take another pair. If not, it is your partner's turn. Use language similar to that in the activity above to reinforce the doubles and halves relationship.

Near doubles

Lay out a 'double' number of small items (such as toy cars/pieces of dried pasta) in two groups, for example, in 2 groups of 4. Say "4 and 4 is 8." Then add one item to one of the groups... "So 4 and 5 is ___." Do the same for one less "4 and 4 is 8." Then remove one from one of the groups... "So 4 and 3 is ___." The aim is to help your child see that if they know their doubles, they can also add near doubles. As your child grows in confidence, mix up how you do the activity. They could choose a double for you to make a near double from, or they could do both the double and near double.

Talking Tip

There are many games you can play to reinforce learning of doubles, halves and near doubles. Do not feel restricted to these ones – feel free to make up your own, bringing the ideas into your everyday life and routines...

Activities for Home

Y3 Week 7

Number Neighbours:
Spot the Difference



Dear Families,

This week in Maths we are thinking about 'Number Neighbours'. Spotting number neighbours helps children solve some of the subtractions they can find hard, like $6 - 5$ and $9 - 7$. We have learnt that if the numbers we are subtracting are next door number neighbours, like in $6 - 5$, the difference (answer) is 1. If the numbers we are subtracting are odd number neighbours or even number neighbours, like $9 - 7$, the difference (answer) is 2. Here are some simple activities you can do at home to support your child's learning:

Odd and even counting

Build counting in odds and evens (forwards and backwards) into routines with your child. For example you might count backward from 20 in even numbers (20, 18, 16) while you rinse their hair in the bath, or you might count forwards in odd numbers (1, 3, 5 etc.) and see if they can get their pyjamas on before you get to 19. The facts we are learning at school use odds and evens within 10, but counting in odds and evens beyond 10 will help your child get familiar with how the pattern continues. Let your child choose how you count. Will they choose odds or evens? Will they choose forwards or backwards? Encourage your child to count along with you! If you live on a street with numbered houses, you can use your walk to school to practise the counting pattern too. Will your child choose to walk on the odd side or the even side? Say the number of each house as you pass it.

Odd number neighbours, even number neighbours

Cut out the activity cards and take one set of cards to 10 each. Each of you turns over your top card at the same time. If they are next door number neighbours then the first to shout, "Difference of 1!" takes the pair. If they are odd or even number neighbours, then the first to shout, "Difference of 2!" takes the pair. When you have been through your cards once, one of you can put one to the bottom and go through them again. Are there any more number neighbour pairs you can make? You can start to use the language of subtraction. "That's right, 9 and 7 have a difference of 2. 9 minus 7 is 2."

Matching pairs

Lay the activity cards face down on the table. Turn up two cards. If they have a difference of 1 (next door number neighbours) or a difference of 2 (odd or even number neighbours) you keep the pair and get another go. If not it is your partner's turn. (You won't necessarily be able to make number neighbour pairs from all of the cards left on the table, so if you don't think there are more pairs left then play again.)

Talking Tip

Repeat the activities several times until you feel your child has understood what number neighbours are, both next door number neighbours as well as odd and even number neighbours. There are many games you can play - do not feel restricted to these ones. Just bring the focus to activities where you are looking at a difference of 1 (next door number neighbours) and/or a difference of 2 (odd or even number neighbours).

