Number Sense Maths

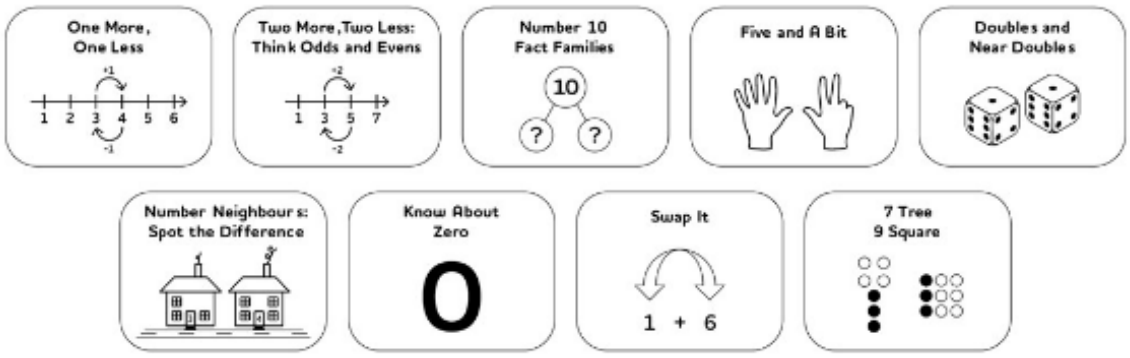
Autumn 2nd Half – Year 3

Y3 Weeks 1, 2 and 3

Activities for Home

Dear Families

We have now learnt all the calculation strategies that enable the children to add and subtract within 10 without counting on their fingers. Over the last few weeks we have sent home a page on each of them. Here are all the strategies that we have learnt:



When your child is adding or subtracting numbers within 10, encourage them to think about how they can solve them without counting on their fingers. Don't worry if you cannot remember all of the strategies yourself. This is not about you being the expert. Just take the time to talk about numbers with your child, and ask them how they could think about working things out. Encourage your child to use what they know to work out what they don't know. You could ask your child questions such as the following:

- How might we think about that?
- Do we know anything that could help you work that out?
- (For addition only) Does it help if we swap the two numbers being added, and think about 8 + 1 rather than 1 + 8?
- Can you imagine that on the tens frame? Try to see it in your head.

Being able to add and subtract within 10 is incredibly helpful in moving onto the next stage of maths. For example, if we know that 5 + 4 = 9, we can use this to solve calculations like 50 + 40 or 25 + 4. Keep playing the kind of games and doing the kind of activities that you have been doing over the last few weeks. The most important thing is for you and your child to talk about, and enjoy playing with, numbers together.

Stage 3 Book 9

Exercise A2

Complete the equations.

6 - 5 = ___	9 + 1 = ___
8 - 2 = ___	9 - 3 = ___
4 + 2 = ___	2 + 2 = ___
5 - 4 = ___	3 + 4 = ___
6 + 4 = ___	6 - 3 = ___
7 - 4 = ___	10 - 9 = ___
4 + 6 = ___	7 + 2 = ___
0 - 0 = ___	3 - 3 = ___
4 + 0 = ___	5 - 1 = ___
3 + 1 = ___	10 - 6 = ___
4 - 2 = ___	1 + 4 = ___

Talking Tip

The focus here is solving equations using the most efficient strategy. When your child has answered the question ask them how they solved it. If you see them counting and using their fingers ask them to put their fingers away and see if they can solve the equation without them. Encourage them to use something they know as a starting point to help them work out what they don't yet know.

Support them with language such as, "What do you know that might help here? Remember for Five and A Bit our hands can help. What does that mean the answer to 5 + 3 is without counting? Show me 5, and now show me 3. What's the total?" Or, "What do we know about the pairs that make 10? Yes, 4 and 6 make 10, the answer is 10."

Note some facts can be solved with multiple strategies - there is no right or wrong way. Your child should use the strategy they find easiest.

Fact Set B

Exercise B2

Complete the equations.

3 + 3 = ___	10 - 8 = ___
5 - 2 = ___	9 - 2 = ___
10 - 5 = ___	7 - 5 = ___
6 + 2 = ___	3 + 6 = ___
8 - 8 = ___	8 - 4 = ___
10 + 0 = ___	2 + 3 = ___
0 + 6 = ___	8 - 6 = ___
4 + 3 = ___	4 - 0 = ___
8 + 2 = ___	9 - 7 = ___
7 - 3 = ___	5 + 3 = ___
4 - 3 = ___	5 + 2 = ___

Talking Tip

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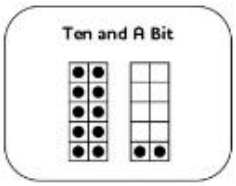
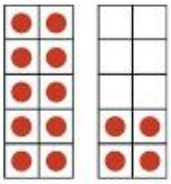
Y3 Week 4



Activities for Home

Dear Families

At school we are learning about the numbers 11 to 20. We call these 'Ten and A Bit' numbers to help the children learn that these numbers are always made up of 1 ten, and some additional ones (and that 20 is made up for 2 tens). We are learning to link this to addition and subtraction facts, as you can see here:

Number	Tens Frame	Related Equation
14 Fourteen		10 + 4 = 14 4 + 10 = 14 14 - 10 = 4 14 - 4 = 10

Here are some activities you can do with your child to support their learning:

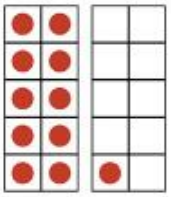
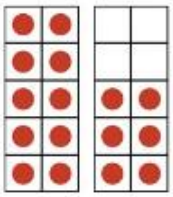
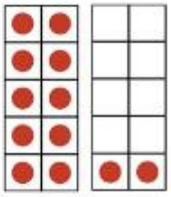
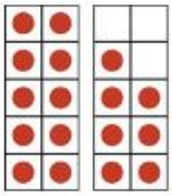
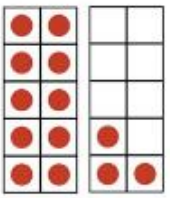
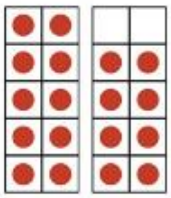
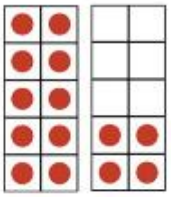
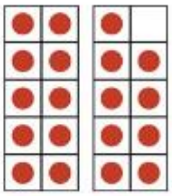
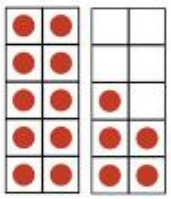
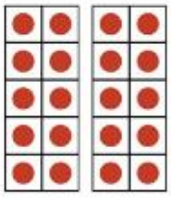
Look and see
Start by spending some time looking through the tens frame activity cards with your child to see which numbers they already recognise and which they don't yet recognise. Where they don't recognise a number yet, count the dots, counting on from 10. For example, "We have 10 here. Let's count the rest. 11, 12, 13, 14. There are 14. 10 and 4 more is 14."

Show me the number
Say a number between 11 and 20. Show your child either 10 fingers, OR fingers for all of the ones (so if you say "16" you show either 10 fingers or 6 fingers). Ask your child to show you the other part which is needed to make the total on their fingers. Do the same but showing a number card rather than saying the number so they start to relate the digits to the two parts. Repeat with other numbers between 11 and 20. Emphasise the parts and the whole in your language saying, "Yes, 16 is 10 and 6 more". As your child grows in confidence encourage them to join in saying this with you, or to say it on their own.

Compare the pairs
This is a game for you and your child to play against each other. Cut and mix up all the activity cards (both numeral cards and tens frame cards mixed up together) and share them between the two of you. 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. Who will end up with more cards? Sometimes you will be comparing two tens frames cards, sometimes two numeral cards, and sometimes one of each. This is all great practice for your child.

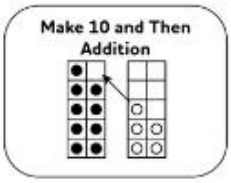
Matching pairs
Take the numeral and tens frames activity cards and lay them out face down. Turn over two cards. If they are they a matching pair keep them and have another turn. If not it is the other person's turn. Try to remember where the cards are as they are turned over! You may well want to start this game with just 4 or 5 pairs of matching numeral/tens frame cards to make it easier for your children to remember where the cards are.

Activity Cards

11	16		
12	17		
13	18		
14	19		
15	20		

Stage 4 Book 1

Y3 Weeks 5 and 6



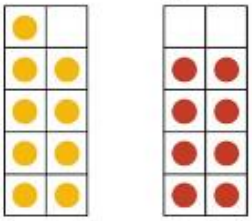
Activities for Home

Dear Families

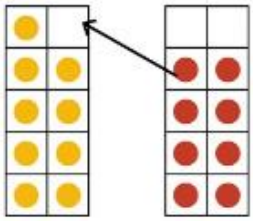
At school we are learning about adding numbers that total more than 10, for example, 8 + 5. When we add two numbers which total more than 10, we use the **"Make 10 and Then"** strategy. Below is an explanation of the strategy and at the bottom of the page are some suggested equations to act out together with your child, using the tens frames provided.

Make 10 and Then Strategy
To use the 'Make 10 and Then' strategy we add the second number in two parts. The first part we add is always the amount needed to make 10 when combined with the starting number. The second part we then add is what's left. When we have **made 10,** we **then** add what's left.

For example: 9 + 8
Step 1: Lay out the numbers 9 and 8 using everyday objects, e.g.,pasta pieces, on two tens frames. The images here show different colours but you can use the same type of objects.

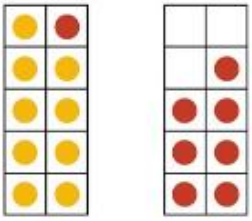


Step 2: Move enough objects from the right hand tens frame to Make 10 on the left hand tens frame.



9 + 1 = 10

Step 3: Then, add what's left on the right hand tens frame to the full 10 on the left hand tens frame. Your child should not need to count at this stage. They should just see what is there and add using their Ten and A Bit facts.



10 + 7 = 17
So, 9 + 8 = 17

So, 9 add 8 is the same as 9 add 1 and 7. The answer is 17.

Work through the following equations with your child using your everyday objects and the tens frames provided:

9 + 4 = 7 + 6 = 8 + 7 = 9 + 6 = 6 + 5 = 8 + 3 =