

By the end of the year, your child will be meeting the Year 3 mathematics standard if ...

... they are solving realistic problems using their growing understanding of number, algebra, geometry, measurement, probability and statistics.

They will be solving number problems by breaking up numbers and moving them around without counting. For example, $8 + 5$ could become $8 + 2 + 3$.

To meet the standard, your child will be learning to:

- explore patterns in numbers up to 10000
- use familiar number facts to solve problems
- talk about fractions when sharing and exploring shapes and quantities
- organise objects and talk about what's different and what's the same
- create and describe number patterns
- measure objects and time
- give and follow directions
- talk about the reasons why an event is likely to happen or not
- investigate a topic, collect and display data, and discuss what they have discovered.

FOCUS ON NUMBER

During Year 3 at school, a large part of mathematics teaching time will focus on number learning.

This is a small part of the skills and knowledge your child is learning in order to meet this standard. Talk to the teacher for more information about your child's learning.

MATHEMATICS PROBLEMS AT THIS LEVEL MIGHT LOOK LIKE THIS:

A nature park has 18 turtles. Another 8 turtles are released into the park.

How many turtles are there now at the nature park?

There are now 26 turtles. I worked out that $18 + 2 = 20$. That leaves 6 remaining from the 8. So, $20 + 6 = 26$.

There are 26 turtles altogether.



Ask the teacher what your child is doing in mathematics. Talk about how you can work together to support your child's learning.



MATHEMATICS AT HOME

Talk together and have fun with numbers and patterns



Help your child to:

- find and connect numbers at the local shops
- name the number that is 10 more or 10 less than a number up to 100
- make patterns when counting in groups (skip counting) forwards and backwards, starting with different numbers (e.g. 13, 23, 33, 43 ..., ...43, 33, 23, 13), and have fun by taking turns to say the next number
- try making different types of patterns by drumming, clapping, stamping, dancing or drawing patterns that repeat
- find out the ages of family and extended family members
- have them try solving addition and subtraction problems to 20 in their heads, e.g. $10 + 4$, $15 - 7$
- use groups of 10 that add to 100, e.g. $50 + 50$, $30 + 70$.

Use easy, everyday activities

Involve your child in:

- telling the time – o'clock, half past, quarter to and quarter past.
- learning their multiplication facts (times tables). For trickier facts, encourage them to explain why they are sure of the answer. Celebrate logical explanations and precise answers over speedreading and sharing a book. Ask them questions about numbers in the story – use the number of pages as another way to practise number facts, e.g. How many pages are left?
- doing a shape and number search when you are reading a book or looking at art (like carvings and sculpture), e.g. What shapes can you see?
- helping at the supermarket. Ask your child to get specific items, e.g. a medium-sized tin of pet food, 2 litres of milk, 250 grams of mince or chickpeas.



THE WAY YOUR CHILD is learning to solve maths problems may seem strange. Ask questions. Get your child to show you how they do it and support them in their learning.

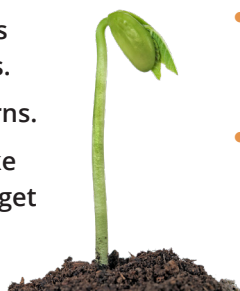
Talk a lot to your child while you are doing things together. Use the language that works best for you and your child.

Being positive about mathematics is really important for your child's learning – even if you didn't enjoy it or do well at it yourself at school.

FOR SCHOOL HOLIDAYS/WEEKENDS/RAINY DAYS

Here are some suggestions for what you and your child can do together.

- Play games – board games, pen and paper games; e.g. noughts-and-crosses, dots and boxes, card games and jigsaw puzzles.
- Make your own advertising pamphlet. Cut out and sort images to go on it, make pretend money to spend.
- Grow seeds or sprouts. Measure and record the growth each week.
- Fold and cut out paper dolls and other repeating shapes.
- Trace over repeating patterns.
- Go on a treasure hunt. Make a map with clues. Who can get to the treasure first?
- Dance to music and sing or clap to favourite songs – or each make up a dance sequence and teach the dance to someone else.
- Both take turns closing your eyes and describing how to get from the front gate to the kitchen, from the kitchen to a bedroom, from home to school.
- Do timed activities like counting how many times your child can bounce a ball in a minute.
- Play guess-and-check games. Use different shaped jars. How many beans, buttons, pegs are in the container?



SUPPORT YOUR CHILD

Parents, family and carers like you play a big part in your child's learning every day – you can support and build on what they learn at school.