

Together we learn, grow and dream

Supporting Maths at Home: A Guide for Year 3 Parents

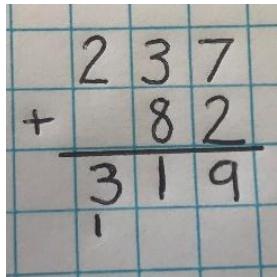
Wincham Community Primary School

In Year 3, we build on the foundations of Year 2. The children are now working with numbers up to 1,000. This year is a big milestone as we move from mental methods to more formal "written" methods, and we begin to dive deeper into fractions and new times tables.

Here is how you can support your child's journey into Key Stage 2 maths at home.

1. Addition and Subtraction: Into the Hundreds

What we do in school: We use "Base 10" and "Place Value Counters" to represent hundreds, tens, and ones. We introduce the Column Method. We talk about "exchanging" (not 'carrying') when 10 ones become 1 ten, or 10 tens become 1 hundred.



A handwritten column addition problem on a grid. The top row has '237' with a '+' sign below it. The bottom row has '82' with a horizontal line below it. The bottom row is aligned under the '3' of '237'. The result '319' is written below, with a '1' in the tens column and a '9' in the ones column.

How to help at home:

- **Place Value Scavenger Hunt:** Ask your child to find a number in the house or on the street that has a 3 in the *hundreds* column (e.g., a house number like 342).
- **Estimate and Add:** When shopping, pick two items (e.g., 85p and 40p). Ask: "Roughly how much will that be?" Then use the column method on a scrap of paper to find the exact total.
- **The "Exchange" Talk:** If they are doing a subtraction and "can't do it," ask: "Do we need to exchange a ten for ten ones?"

Top Tip: At this stage, some children find the "Column Method" tricky at first. Remind them to always start adding or subtracting from the **Ones** column!

2. Multiplication: The 3, 4, and 8 Times Tables

What we do in school: We build on the 2s, 5s, and 10s. We show that the 4 times table is just "double the 2s" and the 8 times table is "double the 4s."

How to help at home:

- **The Doubling Link:** If your child knows $3 \times 2 = 6$, ask them what 3×4 is. "If you double 6, you get 12!"
- **Spider Legs (8s):** Draw a spider. How many legs do 3 spiders have? Count in 8s: "8, 16, 24."
- **Factor Flowers:** Draw a flower with the number 12 in the middle. On the petals, write pairs of numbers that multiply to make 12.

3. Division: Flexible Partitioning

What we do in school: To divide a 2-digit number (like 42) by a 1-digit number (like 3), we "partition" the number into parts that are easy to divide, such as 30 and 12.

How to help at home:

- **Breaking it down:** If you have 48 pieces of Lego to share between 3 people, help them see that they can share 30 first (10 each) and then share the remaining 18 (6 each). Total = 16.
- **Remainder Reality:** Share 13 sweets between 4 people. "How many are left over?" We call this a **remainder**.

4. Fractions: Parts of a Whole

What we do in school: We learn that a fraction is part of a whole. We find unit fractions and non-unit fractions of shapes and amounts.

How to help at home:

- **Kitchen Fractions:** "Can you cut this pizza into quarters? If you eat 3 pieces, what fraction have you eaten?"
- **Fraction of a Set:** "There are 12 eggs in the box. What is one third of the eggs?" (Share them into 3 groups).

Key Vocabulary for Year 3:

- **Exchange:** Swapping 1 ten for 10 ones (or vice versa) to help with a calculation.
- **Denominator:** The bottom number of a fraction (how many equal parts the whole is split into).
- **Numerator:** The top number of a fraction (how many parts we are talking about).
- **Estimate:** Making a clever guess that is close to the actual answer.

Quick "Year 3" Everyday Maths:

- **The Calendar:** Ask questions like: "How many days until the end of the month?" or "How many months until your birthday?"
- **3D Shapes:** Find shapes around the house. Can they find a *cylinder* (tin of beans), a *sphere* (orange), or a *prism* (Toblerone box)?
- **Measuring:** Use a tape measure to find the height of family members in metres and centimetres (e.g., 1m 25cm).