Ashdene Primary School

Excellence: everyone, everywhere, every day

How to help at home: Year 3

Maths

Children knowing their times table facts is very important as these are needed in order for children to be successful in many areas of the maths curriculum such as multiplication, division, fractions and area.
Our aim in Year 3 is to ensure children prepare themselves for the multiplication Times Table Check (MTC), which they will sit in Year 4. We will be practicing quick recall of times tables as frequently as possible. Please note that so far, children should know their 2, 3, 4, 5 and 10 times tables.
Below are some ideas you could try at home to help your child.

Tips

Use the facts you know to work out the ones you don't. If you know the x2 table, you can double these facts so that you know the x4 table. If you know the x4 table, you can double this to know the x8 table and so on. For example, if you know 3 x 4 is 12, you know that 6 x 4 is 24.

Rock paper scissors

The game rock paper scissors with a twist! After saying 'Rock, paper, scissors' each player shows between 2 and 10 fingers to their partner. You both then multiply the numbers to find the product. The first person to shout out the correct answer wins.

TT Rockstars

https://play.ttrockstars.com
The way children answer questions when playing this online game is very similar to the MTC. Regularly playing on this will be excellent preparation. The Sound Check on TT Rockstars replicates the test and we recommend that your child practices this regularly.

Towers

Get some paper cups and write times table facts on the outside and the answers on the inside. Give children one minute to answer as many questions on the cups as they can. Each one they get right; they can use to build a tower. Challenge them to get a taller tower each time.

Other online games/websites

https://www.topmarks.co.uk/maths-games/7-11-years/times-tables
https://www.timestables.co.uk/

Practical maths

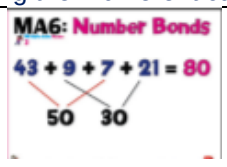
When you're out shopping, if you're paying with cash, see if your child can work out how much change you will get. This could either be exact or an estimate based on rounding the cost of something to a whole pound.

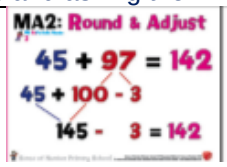
Time

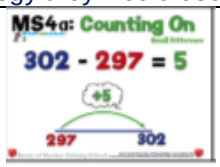
Time is a tricky one for the children to get their heads around. If you have an analogue clock at home, ask your child the time as often as possible and talk to them about how the hands on the clock identify the hour and the minute. This will help them get used to the clock and you will be able to address any misconceptions with them. Here are some websites with fun games the children can play to practise the time.
https://www.topmarks.co.uk/Search.aspx?q=telling+time
https://uk.splashlearn.com/time-games

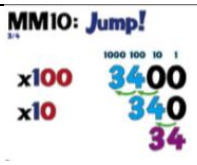
Mental Fluency

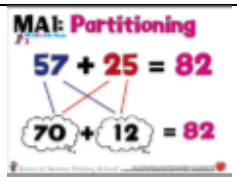
Throughout the year, your child will focus on different mental strategies in class. Please support your child by giving them different calculations and asking them which strategy they would use and why in order to solve it.

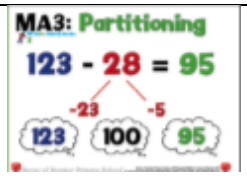


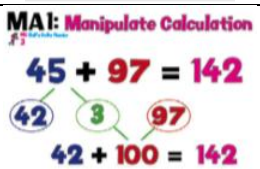




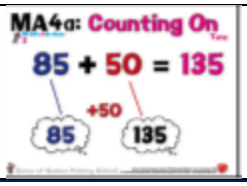


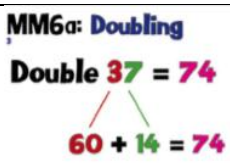


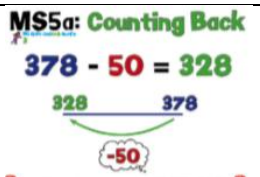


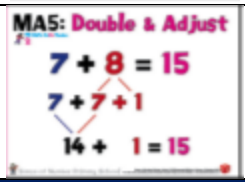












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Spelling

In Year 3, children are taught to spell words with prefixes and suffixes. They should be able to correctly spell a wide number of homophones as well as using the possessive apostrophe accurately in words.

Boggle	Silly sentences
Choose 20 letters (vowels and consonants). How many words with a specific pattern can children make?	Practice writing silly sentences that make sense using words from their spelling list.

Pattern Spotting	Mind reader	Hangman	Anagrams
When reading, look for words that follow the spelling pattern.	Pick a word from their spelling list and give them clues to help them guess e.g. it has 4 letters, it starts with a vowel and ends in a consonant, it has one syllable etc.	Try to figure out your partner's word by guessing letters. Each incorrect letter is part of the drawing. Guess the word before it is complete.	Jumble the letters from a word from the list. Can children unscramble it?

Writing, Grammar and Punctuation

In Year 3, children should be able to write at length, considering the genre, audience and purpose of their writing. Writing should include a range of sentence types with more than one clause. Words should be chosen carefully to ensure clarity and cohesion. Children need to understand and use grammatical terminology from the Y3 National Curriculum and apply this in their writing.

Reading for writer hints	Editing
When reading a text that the children really enjoy, look for what the writer has done to make it so good. - Long/short sentences used to build tension and suspense. - Range of sentence types e.g. exclamation and question. - Choice of vocabulary.	Ask children to proof read your writing. They love finding mistakes in someone else's work! Choose a section from a text that they found boring; can they rewrite it to make it better?

Online grammar games	Book Talk	Magpie Book
https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar https://www.teachwire.net/news/7-of-the-best-online-grammar-games-for-ks2 http://www.crickweb.co.uk/ks2literacy.html	Share picture books and try to verbally tell the story drawing on the details in the pictures.	Keep a notebook nearby when reading. When children find a new and exciting word, add it to their magpie book so they don't forget it!

Reading

In Year 3 children should be reading for meaning, showing a greater understanding of what they have read. They should be developing a wide vocabulary and start drawing inferences from what they have read. Children should read at home every day for 20 minutes.

When reading at home:

- Encourage children to ask questions to develop a greater understanding.
- Discuss the meaning of new and unfamiliar vocabulary. Children could use dictionaries to find definitions of words. Can they discuss the meaning of words in context?
- Discuss words and phrases that capture the reader's interest.
- Make predictions about what books will be about and what may happen next.
- Ask children questions where they have to hunt for the answer within the text.
- Discuss the characters and events in the story. Can children explain their thoughts using words from the texts?
- Discuss similarities and differences between books that the children have read.
- Can children summarise what has happened in a chapter? Can they do this in 20, 10 or 5 words?
- Read aloud with expression.

Read for purpose. Can children follow a recipe or a set of instructions? Can they research their favourite animal?