MATHS – Year 3

Revise and practise your **times tables** – **multiplication and division** facts (3, 4, 6, 8 etc). Spend at least 15 minutes a day. https://topmarks.co.uk/maths-games/hit-the-button	Using the **expanded column method for addition** create a list of 3-digit add 3-digit calculations. Show your working out. *see pack for example	Find **fractions of amounts** – use raisins, sweets, grapes, peas or anything you can think of to help you divide amounts into equal groups and count them. (eg. $\frac{3}{5}$ of 40 , $\frac{2}{6}$ of 36 , $\frac{5}{8}$ of 24) *see pack for example	Practise **telling the time** using an **analogue clock** ('o' clock, half past, quarter to/past and the nearest 5 minutes). You could make your own clock from paper, with an hour and a minute hand. Keep a diary about what you are doing during your day.
Using the **expanded column method for subtraction** create a list of 3-digit subtract 3-digit calculations. Show your working out. *see pack for example	Make a list of any **parallel and perpendicular lines** in your house/garden. Draw some of your examples *see pack for example	Using the **column method for multiplication** create a list of 2-digit times 1-digit calculations. Show your working out. (eg. 47 x 5, 62 x 3, 39 x 4) *see pack for example	Practise **adding and subtracting fractions** which have the same denominator. eg. ¼ + ¾ = 1 $\frac{7}{10} - \frac{5}{10} = \frac{2}{10}$
Angles - Make your own angle eater/right angle tester and go round your house/garden looking for right angles. Write down all of the things you can find which have a right angle. What about angles which are less than or greater than a right angle?	**Place value** Make your own **hundreds, tens and ones** using straws, tooth picks, pencils, Lego, etc. Write down the numbers you have made. Can you find 10 or 100 more or less than your number? Can you add or and subtract your chosen numbers using the column method?	Create your own 3-digit **addition and subtraction word problems.** Draw representations and bar models to go with them. Use your written column method to solve them. *see pack for example	Choose a **maths game** to play each day. Have a go making up new rules or inventing your own maths game. See link below for ideas. https://matr.org/blog/fun-maths-games-activities-for-kids/
Time how long it takes you to complete certain activities (e.g. 20 star jumps, write name 5 times, go up and down stairs, roll 6 on a dice, find something red, get dressed etc.) Which activity took the longest? Estimate and compare times with someone else.	Write a list of four **fractions** with the same denominator. Can you put them in **order** from smallest to largest? Choose two and **compare** them using < > or = symbols.	**Money** – Create price tags and place them on some of your toys or household items. Add up what you would like to buy to find their total, then calculate how much change you would get from: £2.00, £5.00, £7.50, etc.	Create a poster about **3D shapes** and their properties. Include key words such as faces, vertices and edges. See link for more info. https://www.youtube.com/watch?v=3nLpD6bE4fE What 3D shapes can you find? Can you make anything 3D?

Expanded column method (addition):

2	1	6	+	3	1	5	=	5	3	1
2	0	0		1	0		6			
3	0	0		1	0		5			
5	0	0		3	0		1			
				1	0					

Fractions of amounts

$\frac{2}{3}$ of 9 = 6
9 ÷ 3 = 3
3 x 2 = 6

Expanded column method (subtraction):

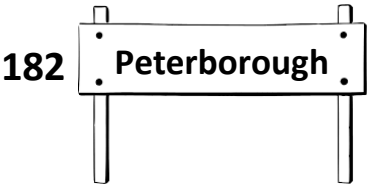
5	2	1	-	3	1	8	=	2	0	3
							11			
5	0	0		2	0		1			
3	0	0		1	0		8			
2	0	0			0		3			

Parallel and perpendicular lines:

Parallel = always the same distance apart

Perpendicular = lines that meet at a right angle

The train to Edinburgh has 121 people on it. It stops at Peterborough and 182 more people get on. How many people are on the train altogether?



? 303	
121	182

Column method (multiplication):

	3	2	x	9	=	2	8	8		
				3	0		2	x		
							9			
						1	8	+		
					2	7	0			
					2	8	8