



Maths Masterclass



Year 3: Summer 2

Welcome back to another Maths Masterclass Newsletter. We hope you are enjoying our Maths Newsletters. We have included the key coverage and some strategies that we use for teaching maths in class, alongside some online resources and activities for your child to try at home. We hope this helps with supporting your child at home and celebrating their success.

Multiplication and Division

Throughout this half term, we will be building on our knowledge of multiplication and division and progressing to formal written methods. We will be revisiting how this looks with concrete resources and then transferring this to the written methods.

Ben is using Base 10 to help him to multiply.

24×2

Tens	Ones
2	4

He then counts up the ones and the tens. He has 8 ones and 4 tens.

He says $40 + 8$ is 48 so the answer must be 48.

$78 \div 3$ becomes

$$\begin{array}{r} 26 \\ 3 \overline{) 78} \end{array}$$

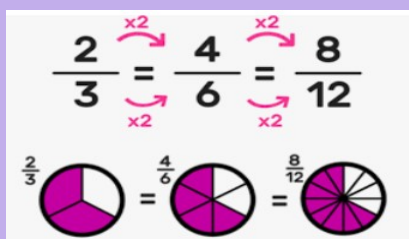
Answer: 26

At home please ask your child to explain to you the methods that they have been taught for multiplication and division. They will be multiplying and dividing 2 digits by 1 digit mentally at first and then progressing to the formal written methods.

Fractions

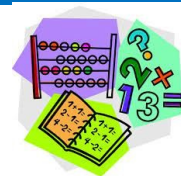
This half term, we will be recognising and showing using diagrams, equivalent fractions with small denominators. We will also be revisiting our previous fraction learning and solving problems using it.

There are lots of opportunities at home to learn about fractions. Can I have $\frac{1}{3}$ of the pizza please? Can you give me $\frac{2}{8}$ of the Lego please?





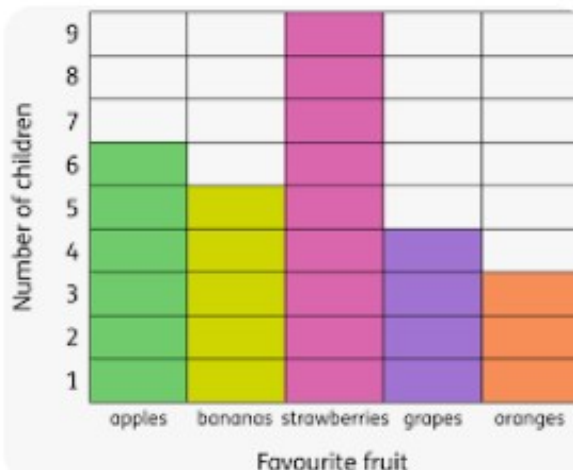
Maths at Home



Statistics

This half term the children will be presenting data using bar charts, pictograms and tables. We will then be using this data to answer one-step and two-step questions—How many more? How many fewer?

At home you could collect data and present it how we have been presenting it at school. The favourite colours of the family? The favourite foods of the family? Then ask your child questions such as—Who has the most? Who has the least? What would happen if...?



Reasoning

You may have heard the teachers talking to you about developing your child's reasoning skills. This is when you are able to apply mathematical concepts in a range of ways and explain what they mean. Here is an example for you to discuss:

Tiny is thinking about measuring a table.



I cannot measure the table in millimetres, because it is too big.

Do you agree with Tiny?
Explain your answer.

Words to use—centimetres, millimetres, length, greater than, less than, shorter, longer

Family challenge

Odd One Out

Zara does three quarter turns clockwise.

Amy does one half turn clockwise.

Joy does one quarter turn anticlockwise.

Extend: think of a reason why each example could be the odd one out.

Can you explain the answers to your class teacher?



Our next battle will be running from
3rd June—10th June

Having trouble logging on?
Send us an email at
admin@hamble-pri.hants.sch.uk

Please try to spend 10-15 minutes practising times tables as often as possible to support fluency. Fast recall of times tables really helps children when they solve problems and do more complex maths!



YEAR 3:
Winning class:



KANGAROOS

Lots of brilliant progress with times tables across Year 3. Well done to all, keep it up!