**Guess my number**

Choose a car number you can see, e.g. 592.

## P592 CTM

♦ Add 10 to the number in your head. Say the answer aloud.

♦ Can your child guess which car you were looking at? If so she or he can have a turn next.

**Secret sums**

♦ Ask your child to say a number, e.g. 43.

♦ Secretly do something to it (e.g. add 30). Say the answer, e.g. 73.

♦ The child then says another number to you, e.g. 61.

♦ Do the same to that number and say the answer.

♦ The child has to guess what you are doing to the number each time!

♦ Then they can have a turn at secretly adding or subtracting something to each number that you say to them.

**Cupboard maths**

Ask your child to look at the weights printed on jars, tins and packets in the food cupboard, e.g.
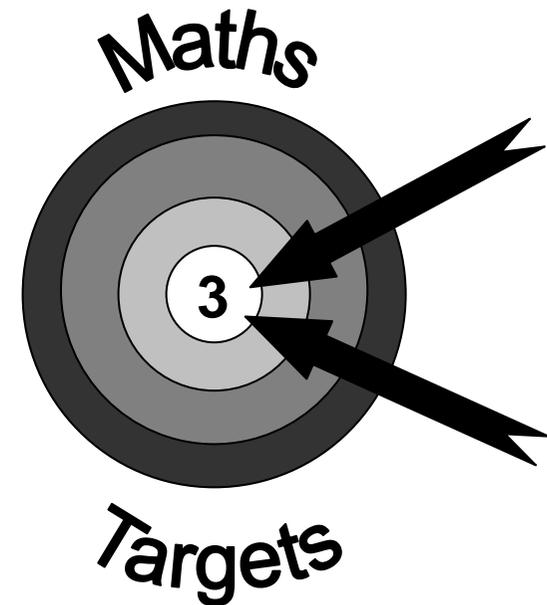
tinned tuna 185g

tinned tomatoes 400g

jam 454g

Choose six items. Ask your child to put them in order. Is the largest item the heaviest?

# Targets for pupils in Year 3



**A booklet for parents**

Help your child with mathematics

## Targets – Year 3 3

### By the end of Year 3, most children should be able to…

☐ **Partition three-digit numbers into multiples of 100, 10 and 1 in different ways**

*I can split a number into hundreds, tens and ones*
*I can explain how the digits in a number change when I count in 10s or 100s*

☐ **Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100**

*I know the sum and difference of any pair of numbers to 20*
*I can add and subtract multiples of 10 or 100 in my head*

☐ **Add or subtract mentally combinations of one-digit and two-digit numbers**

*I can add and subtract one-digit and two-digit numbers in my head (e.g. 62+7, 7+45, 48−6, 60−8)*

☐ **Draw and complete shapes with reflective symmetry; draw the reflection of a shape in a mirror line along one side**

*I can draw a symmetrical shape. I can reflect a shape when the mirror line is one of its sides*

☐ **Read, to the nearest division and half-division, scales that are numbered or partially numbered; use the information to measure and draw to a suitable degree of accuracy**

*I can use a ruler or a tape measure to measure a length to the nearest $\frac{1}{2}$ cm*

☐ **Use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion**

*I can place objects on a Venn diagram*

_____ is working on the targets that are ticked.

### About the targets

These targets show some of the things your child should be able to do by the end of Year 3.

A target may be more complex than it seems, e.g. a child who can count to 1000 may not know what each digit represents. In 784, for example, the '8' is worth 80 not just 8.

### Fun activities to do at home

#### Bingo!
One person has the 2x table and the other has the 5x table. Write six numbers in that table on your piece of paper, e.g.

# 4   8   10   16   18   20

- ◆ Roll one or two dice. If you choose to roll two dice, add the numbers, e.g. roll two dice, get 3 and 4, add these to make 7.
- ◆ Multiply that number by 2 or by 5 (that is, by your table number, e.g. 7 x 2 or 7 x 5).
- ◆ If the answer is on your paper, cross it out.
- ◆ The first to cross out all six of their numbers wins.