

### 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

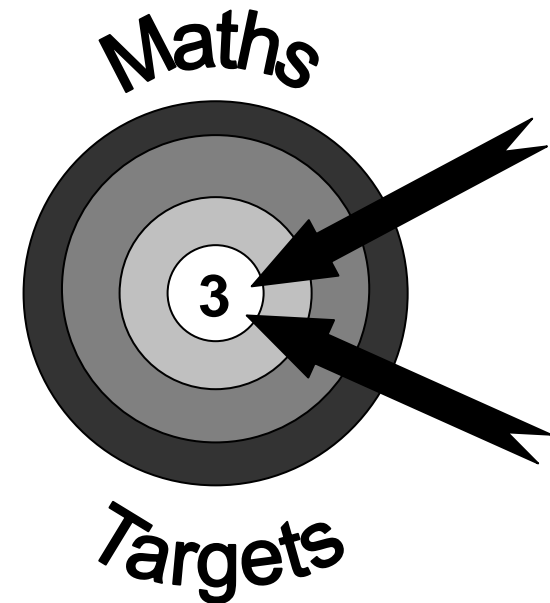
tinned tomatoes 400g

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

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

- Read and write numbers up to 1000 and put them in order. Know what each digit is worth.
- Count on or back in tens or hundreds from any number under 1000, e.g. 462, 472, 482... or 462, 562, 662...
- Know by heart addition and subtraction facts to 20, e.g.  $4 + 16 = 20$ ,  $12 - 8 = 4$ .
- Work out in their heads sums such as  $56 + 29$ , and  $97 - 51$ .
- Know by heart the 2, 5 and 10 times tables.
- Do simple divisions, such as  $27 \div 5$ .
- Find simple fractions, such as  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{10}$ , of shapes and numbers.
- Tell the time to the nearest 5 minutes.
- Use **£.p.** e.g. know that £2.04 is £2 and 4p.
- Solve simple number problems and explain how to work them out.
- Recognise right angles and lines of symmetry in simple shapes.
- Explain a simple graph.

### 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.

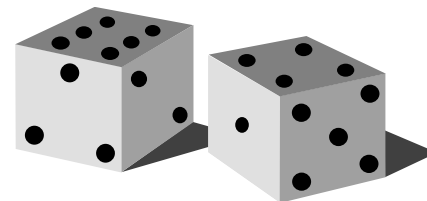
### Fun activities to do at home

#### 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.  $7 \times 2$  or  $7 \times 5$ ).
- ◆ If the answer is on your paper, cross it out.
- ◆ The first to cross out all six of their numbers wins.



\_\_\_\_\_ is working on the targets that are ticked.