

Helping your child with maths in Primary 3



We all use maths every day, often without realising it. We believe that every child can develop the numeracy skills they will need, both at school and throughout their lives. Helping your child feel confident about maths now gives them a head start.

This leaflet is to give you some ideas about how you can support your child's learning in maths in small, fun, practical ways at home this year.

As parents there are many ways you can help your child in maths. Please have a positive attitude and encourage talking about maths with your child.

*Number bonds to 20 are very important eg $7 + 8 = 15$
 $18 - 9 = 9$ $7 + 9 = 16$. Make up real examples such as I have 18 sweets and ate 9. How many left?*

You can use lots of practical materials to demonstrate these. Computer websites and games make a difference. We noticed that short, regular period of practice has an impact. The children will benefit greatly from quick recall of basic facts.

Do a little often helps far more than one long block.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The Hundred board is a great tool for learning about addition and subtraction. Choose a number and add or subtract a number – single digit or double digit. It will help with money in a big way. How much change from a £1 – start with 50p, 40p, 20p, then 55p, 35p, 25p, next 37p, 21p, 68p

Number games

Speedy pairs to 10

Make a set of 12 cards showing the numbers 0 to 10, but with two 5s. If you wish, you could use playing cards.

- ◆ Shuffle the cards and give them to your child.
- ◆ Time how long it takes to find all the pairs to 10.

Repeat later in the week. See if your child can beat his / her time.

Playing cards are also great to use. Simple snap games can help number recognition and you could play pontoon up to 10 and 21 to support their number bonds.

Number games

You need a 1 – 6 dice

- **Take turns. Roll the dice. See how quickly you can say the number to add the number on the dice to make 10.**



$$6 + ? = 10$$

If you are right you score a point, first to ten points.

You can extend the activity by making the two numbers to add up to 20 and 50.

Sum it up

- Each player needs a dice.
- Say: *Go!* Then each rolls a dice at the same time.
- Add up all the numbers showing on your own dice, at the sides as well as at the top.
- Whoever has the highest total scores 1 point.
- The first to get 10 points wins.

Car Bingo – something to do on a journey

- Each person chooses a target number, e.g. 15.
- How many car numbers can you spot with 3 digits adding up to your target number, e.g. K456 XWL.
- So $4 + 5 + 6 = 15$, bingo!

How heavy?

Cooking is a great way for your child to practise weighing and measuring in grams and kilograms.

You will need some kitchen scales that can weigh things in kilograms. Ask your child to find something that weighs close to 1 kilogram.

Can he/she find something that weighs exactly 1 kilogram?

Find some things that weigh about half a kilogram.

Children's number skills can be supported in all sorts of fun ways at home. Board games such as snakes and ladders are a great way of making them familiar with the number system and simple addition and subtraction.

'Every day maths'

An important part of children's learning in maths involves applying their skills to everyday problems and situations. Encouraging them to practise their maths skills in daily life will benefit them enormously. The following questions may give you some ideas:

- *If I eat 3 grapes from the bowl, how many will I have left?*
- *We've collected 25 conkers. If we collect 5 more, how many will we have altogether?*
- *If we share these sweets between 3 of us, how many will we each have?*
- *23 slugs entered the slug race. 7 got lost. How many slugs were left?*
- *Paul has 20p and Chris has 41p. How much do they have altogether?*

Money - this an ideal time to work with money. Many children have a better understanding of the value of money.

First of all your child will need to recognise all coins.

They should be able to add up different coins such as 10p and 5p

They should be able to recognise £5, £10 and £20 notes.

Records amounts accurately in different ways using the correct notation, for example, 149p = £1.49 and 7p = £0.07.

The children will learning to total and write amounts that are over £1. e.g. first step – tens only 50p and 70p, second step tens and tens and units , 45p + 70p and third step tens and units and tens and units, 43p + 79p.

Give your child some pocket money and let them understand the value of the money and what it can buy. Receiving (and spending!) pocket money can make children very keen learners in this area! Use any shopping trips to encourage your child to talk about money and calculate some items and how much change you will get.

Give them a scenario where they want to buy a chocolate bar costing 30p. To calculate their change, they need to work out £1 subtract 30p. They could do this using a number line, or perhaps with ten 10p coins. Continue to practise with various multiples of ten (60p, 20p, 80p, etc.) then move onto other numbers (45p, 67p, 28p, etc.) You can then move on to finding change from notes such as £5, £10, £20.

Any opportunity to find value for money gives children experience of money and solving problems. When out and about, getting children to handle money and pay at the counter helps children to count in different ways and make totals in a variety of ways. Things you might ask: How much do 2 of these cost? How special is a special offer? Do we save much? For small shopping lists, how much have we spent so far? How many 10p coins do you need to pay for that? This can be complicated but by having and a discussion and being patient can bring benefits.

Other money activities

After you have been shopping, choose 3/4/5 or 6 different items each costing less than £1. Make a price label for each one, e.g. 39p, 78p. Shuffle the labels. Then ask your child to do one or more of these.

- ◆ Place the labels in order, starting with the lowest.
- ◆ Say which price is an odd number and which is an even number.
- ◆ Add 9p to each price in their head.
- ◆ Take 20p from each price in their head.
- ◆ Say which coins to use to pay exactly for each item.
- ◆ Choose any two of the items, and find their total

How much?

- ◆ Once a week, tip out the small change from a purse. Count it up with your child.

Money tasks – very helpful website

http://www.familylearning.org.uk/money_games.html

There is a paying website, it looks very good.

<http://www.teachingmoney.co.uk/>

Time

Make sure that there are both traditional and digital clocks around the house for your child to practise reading the time to the whole, half and quarter hour. You could suggest that they can have a smartie every time that they tell you (correctly!) that it is half past the hour.

Encourage them to work out times when you are out and about e.g.

What time will swimming be finished if your lesson is half an hour?

Shape work

Straight lines

Choose 4 different lengths between 5 and 20 centimetres. Use a ruler marked in centimetres. Draw lines of each length.

You could take your child on a 'shape walk' around the supermarket to see what shapes they can spot. The shapes they may recognise in Primary 3 as well as the old familiar ones are:

2D: *pentagon (5 sides) hexagon (6 sides) octagon (8 sides)*

3D: *sphere, cube, cuboid, pyramid, cylinder, cone*

Guess my shape

◆ Think of a 2-D shape (triangle, circle, rectangle, square, pentagon or hexagon). Ask your child to ask questions to try and guess what it is.

◆ You can only answer *Yes* or *No*. For example, your child could ask: *Does it have 3 sides?* or: *Are its sides straight?*

◆ See if he can guess your shape using fewer than five questions.

◆ Now ask them to choose a shape so you can ask questions.

Curriculum for excellence – first level outcomes (Primary 3)

By the end of primary 3 we are expecting our pupils to be able to do many of the following:

- Identify the number before and after a given number beyond 100
- Make 3 digit numbers, recognise hundreds, tens and units
- Recall basic facts for addition and subtraction to 20
- Use numbers up to 100 for addition and subtraction
- Use doubles, halves and similar strategies to add and subtract numbers
- Use jumps groups and sharing to solve multiplication problems
- Divide an object into halves, quarters and eighths
- Use vocabulary of fractions
- Compare simple fractions ($\frac{1}{2}$ is the same as $\frac{2}{4}$)
- Read and write monetary values, including using the appropriate symbols
- Calculate change
- Tell the time using 12 and 24 hour notation ($\frac{1}{2}$ past, quarter past and to)
- On an analogue clock demonstrate the relative position of the hour and minute hand for half past and quarter past the hour
- Know how many minutes in an hour