# Help Your Child Love Maths!

National Numeracy Champions

Year 3

# Point out the maths in everyday life

National Numeracy Champions

# Exciting, fun maths sketchbooks!!

- **Each child will be given a brand new sketchbook to take home!**
- **Each sketchbook will have an activity stuck in that you can do at home, together as a family.**
- **They will be given out on a Friday and need to be returned the following Monday – giving you two weekends you could do it.**
- **Miss Darbourne will look at them and give stickers for effort and engagement.**
- **They will then go back out the following Friday (every two weeks)**
- **We will be praising effort and engagement in the activities :)**

- **However you might feel about maths, you can make a huge difference to your children's numeracy learning.**

- **All the evidence shows that talking about everyday maths helps develop children's maths confidence.**

- **Here are some questions that you can ask each other when tackling the activities .....**

- What do we need to do?
- What information do we have?
- What do we need to find out?
- Would any equipment help?
- What do you notice when...?
- Shall we make a guess and see if it works?
- What could we do if we get stuck?
- If we were doing this again, is there anything we could do differently?

## Questions to extend thinking and ask each other*

Can you tell me what we need to do?

How are we going to do this?

What information do we have? What do we need to find out?

What do we need before we start?

How are we going to record what we are doing?

How are we going to start?

Could there be a simpler way to do this?

What do you mean by...?

What do we notice when...?

Have we thought of all the possibilities?

Is there something that we already know that might help?

Would a picture/ table/graph/diagram/ photo help?

Would any equipment or counters help?

Why not make a guess or estimate and see if it works?

How did you get that answer? Do you want to see how I did it?

What could we try next?

How could we check that this is correct?

What if...?

What could we do if we get stuck?

What have we learned or found out?

If we were doing this again, what would we do differently?

Did we learn any new words today?

What skills have we used?

What else could we do with this activity? How could we make it a bit more challenging?

How can we show the rest of the class what we have done?

*Please note: Not all questions will match every activity!

## Comments to encourage each other

I'm enjoying this!

I'd like to.... My idea is....

I'm going to do this differently so we can compare.

That's a really good idea.

We are working so well, we can be proud of ourselves!

I like the way you thought about that.

This will be useful in real life because...

People in work use this skill when they...

It's good that we kept at it and didn't give in!

Sometimes things are hard but that's when we learn most.

Let's have fun! Let's challenge Mum...Dad... Granny...Uncle... anyone else you can think of!

# Let's have a go!!!

**Do you have parking meters in your town?**

**The coins you can use to pay at a parking meter are 5p; 10p; 20p; 50p; £1.**

**A meter charges 30p per hour.**
**It does not give change.**

How many different ways can you pay for one hour? ...and for two hours? Would your answers be different if the parking meter gave change?

**Family comments:**

**Child comments:**

**Curriculum Link**

Add and subtract money in context, solve a range of problems, checking all possibilities, presenting data.



National Numeracy
Getting on with numbers

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- You can adapt these activities to suit your family's interests and use whatever items you may have to hand, at home or out and about.
- You might want to take photos, draw pictures, write calculations or create diagrams - it's up to you!
- Do use the comment boxes to reflect your discussions and thoughts as you complete each activity together.

Let's look at this week's activity .....

# Bug football

Family Maths Toolkit

**The first ever mini beast 5-a-side football tournament is being held.**

**There are 4 teams – beetles, spiders, woodlice and centipedes.**

**Beetles have 6 legs; spiders have 8 legs; woodlice have 10 legs; centipedes have 40 legs.**

1. How many legs on the pitch when the beetles play the spiders?
2. How many boots do the woodlice team need?
3. Which two teams playing each other would make a total of 250 legs on the pitch?
4. How many legs altogether in the beetles team?
5. The spiders have been sponsored for new boots which cost £20 a pair – how much will this cost for the team?
6. Can you make up another bug team – how many legs in their team?
7. Your team reaches the football final and play the woodlice. How many legs on the pitch?

**Family comments**:

**Child comments**:

**Curriculum Link**

Using times tables facts to solve problems.



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QR code takes you to this page which has more information and ideas of activities you can do at home. Homework due – Monday 2nd November

National Numeracy
Getting on with numbers

Number Confidence Week | Go to the Challenge

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# Activities for Children

We've got loads of activities and ideas to help parents, carers and teachers build their children's confidence with numbers.

You can access some quick ideas from the three pages below for ages under 5-13, or for dozens of downloadable resources sign-up for free to the **Family Maths Toolkit**.

## 5 years old and younger

At this age, children are beginning to:

- Learn about basic measurement, shapes, spaces, positions, numbers, order and patterns
- Understand the sequence of numbers
- Understand positional words such as in, on, outside and under
- Develop an awareness of time
- Learn number rhymes and songs

**See activities**