



YEAR 3 MATHS PARENTS' WORKSHOP

Wednesday 16th November 2022

YEAR 3



Welcome to our Year 3 Maths Parents' Workshop

Aims for this morning:

- An understanding of the maths that we teach in Year 3.
- A focus on times tables and multiplication.
- Experience our approach to maths here at St Teresa's.

YEAR 3



Current picture

Nationally

- 71% of Year 6 pupils achieved the Expected Standard in mathematics in May 2022.
- 22% of pupils achieving Greater Depth.

St Teresa's

- 91% of our 2022 Year 6 cohort achieved the Expected Standard.
- 50% of pupils achieved Greater Depth.

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What we teach in Year 3 - National Curriculum

Number and Place Value

- Place value of 3-digit numbers (numbers up to 1,000).

Addition & Subtraction

- Add and subtract 3-digit numbers using mental arithmetic and formal methods.

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What we teach in Year 3 - National Curriculum

Multiplication & Division

- Multiplication and division facts for the 3, 4 and 8 times tables (the children should already know the 2, 5 and 10 times tables).

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What we teach in Year 3 - National Curriculum

Measurement

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Telling the time using analogue and 12 and 24 hour clocks.

Statistics

- Bar charts, pictograms and tables.

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What we teach in Year 3 - National Curriculum

Fractions

- Add and subtract fractions with the same denominator.

Geometry

- 2-D shapes and 3-D shapes.
- Angles: right angles, acute and obtuse angles.

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A focus on times tables

The application of multiplication facts underpins a large percentage of the KS2 mathematical curriculum.

The more secure children are with their multiplication facts, the more likely they will achieve the expected standard or beyond at the end of KS2.

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A focus on times tables

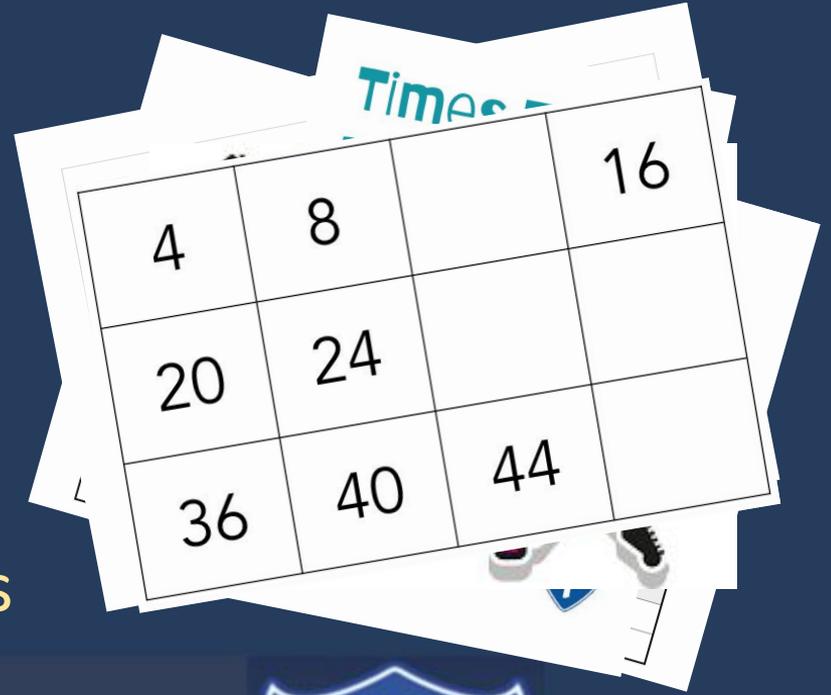
Furthermore, an additional statutory assessment has been introduced that assesses children in their multiplication facts. Children take this test in Year 4, so our children are only one year away.

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What we do to build times table knowledge in Year 3?

- Times table grids
- Times tables homework
- Times table booklets
- Times Table Rockstars
- Times table knowledge grids



YEAR 3



Times Tables Rockstars



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Times table knowledge grids

1×4	2×4	3×4	4×4
5×4	6×4	7×4	8×4
9×4	10×4	11×4	12×4

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What does maths teaching look like at St Teresas?

Our CPA (Concrete, Pictorial, Abstract) approach to the teaching of maths mastery is yielding positive results.

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So what does a concrete, pictorial and abstract approach look like?

$36 \times 6 =$

Alastair

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Concrete Representation of $3 \times 4 =$

Using the pasta shells
in front of you, can
you make 3 lots of 4
shells?

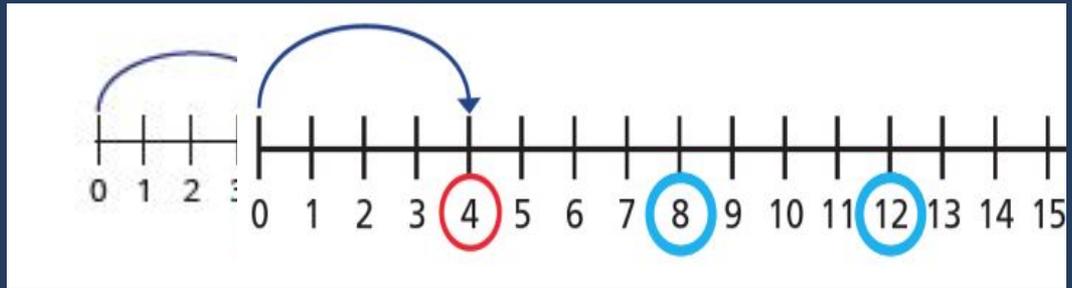


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Pictorial Representation of $3 \times 4 =$

Using the number line, can you draw 3 groups of 4?

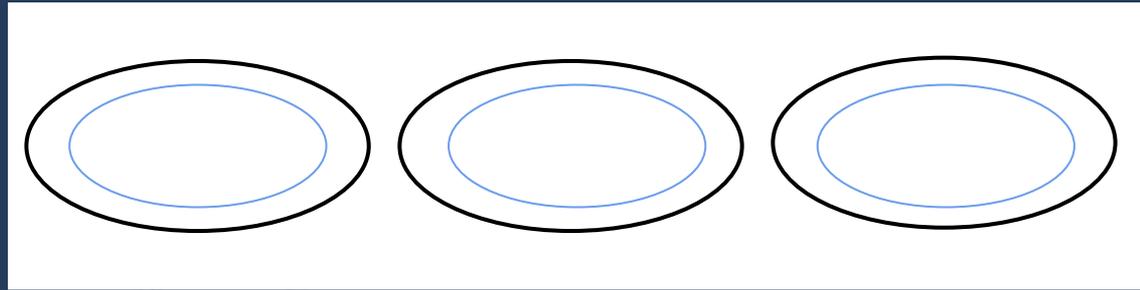


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Pictorial Representation of $3 \times 4 =$

Using the plates can you draw 3 lots of 4 doughnuts?



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Abstract Representation of $3 \times 4 = 12$

Now can you
answer this
question?

$$3 \times 4 = 12$$

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Introducing reasoning and problem solving

Mathematical reasoning is the bridge between fluency and problem solving.

Children should be able to apply their knowledge to different situations.

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Introducing reasoning and problem solving

Can help consolidate and reinforce skills leading to deeper understanding

Increased emphasis in National Curriculum

Makes mathematics interesting and enjoyable

It teaches resilience

It is the essence of being a mathematician and what makes mathematics so important

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Applying multiplication knowledge

If I know $3 \times 4 = 12$,
then I will know...

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One step reasoning

A bottle contains 4 litres of juice.

Mrs Wilson needs 30 litres of juice for a party.

She has 12 bottles.

Does she have enough juice?



We are applying our times table knowledge to a one step reasoning problem.

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Two step reasoning

Tennis balls come in packets of 2, 4 and 8

Rosie buys 5 of each different size pack.

How many tennis balls does she buy altogether?

Show your workings.

We are applying our times table knowledge to a trickier reasoning problem.

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Thank you for your attendance

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