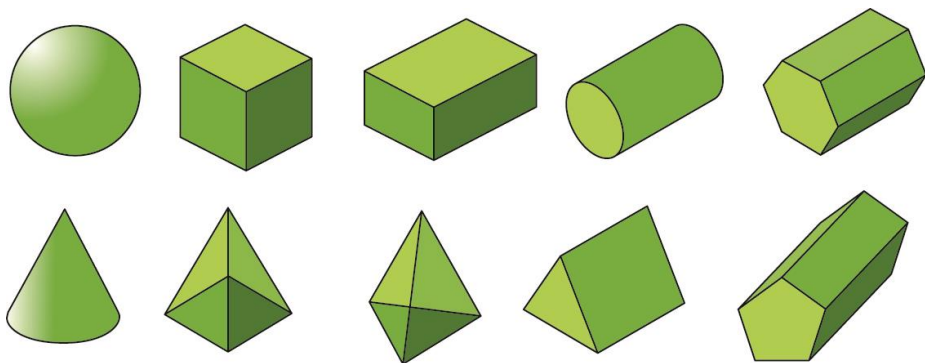


3-D shapes

HERE'S THE MATHS

A 3-D shape (often referred to as a 'solid') is described as having faces, edges and vertices (also called 'corners'). A cube is an example of a 3-D shape. It has 6 faces, 12 edges and 8 vertices. A prism is a 3-D shape that has two ends that are the same size and shape and are parallel to each other. A cube is an example of a prism.

ACTIVITY



What to do

- Use the shapes above to ask your child questions similar to those below.
- Ask your child to ask you questions similar to those below.

Variation

- Ask your child to suggest examples of real objects that have these specific shapes, e.g. a can of baked beans is a cylinder.

QUESTIONS TO ASK

What do we call this shape? What can you tell me about it?

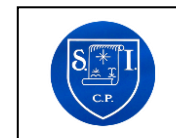
Can you point to the triangular prism?

How many vertices does a tetrahedron have? How many edges/faces?

It has 5 faces, 9 edges and 6 vertices. What shape am I thinking of?



Year 3 Maths Newsletter 1



Date: _____

Name: _____

MATHS TOPICS

These are the maths topics your child will be working on during the next three weeks:

- Numbers
- Addition and subtraction
- 3-D shapes

KEY MATHEMATICAL IDEAS

During these three weeks your child will be learning to:

- read, write, compare and order numbers to 1000 and recognise the place value in 2- and 3-digit numbers
- add and subtract numbers mentally, including pairs of 2-digit numbers, a 3-digit number and ones, and a 3-digit number and tens
- recognise, make and describe the properties of 3-D shapes, including prisms.

TIPS FOR GOOD HOMEWORK HABITS

Plan a homework timetable and agree a time when your child will do their homework.

Numbers

HERE'S THE MATHS

In order to add, subtract, multiply and divide successfully, your child needs to be able to recognise, count, read, write, compare and order numbers. It is also extremely important that they recognise the place value of each of the digits in a number. For example, in the number 458, the 4 stands for 400, the 5 for 50 and the 8 for 8 ones (units). Your child also needs to be able to partition, or split, numbers into their respective place values, i.e. $458 = 400 + 50 + 8$.

ACTIVITY

What to do

- Each player draws six circles in a row. Take turns to roll the dice three times and make a 3-digit number, e.g. if you roll a 5, 3 and 2, this could be 523, 532, 253, 235, 352 or 325.
- Write the number in one of your circles. Once the number is written in a circle you can't change it or move it.
- The winner is the first player to get all six of their circle numbers in order.

You will need:

- pencil and paper
- 1–6 dice

QUESTIONS TO ASK

Point to the tens digit.

What does this digit stand for?

What is the largest number?
How do you know?

Split this number into 100s, 10s and 1s.

What is the value of the 6 in 563?

Addition and subtraction

HERE'S THE MATHS

Adding and subtracting a pair of 2-digit numbers means answering calculations similar to: $56 + 78$ and $83 - 65$.

Adding and subtracting a 3-digit number and ones means answering calculations similar to: $376 + 7$ and $423 - 9$.

Adding and subtracting a 3-digit number and tens means answering calculations similar to: $328 + 50$ and $427 - 50$.

ACTIVITY

70	37	18	6	52	50
49	500	421	186	86	46
9	259	199	53	348	4
503	5	612	3	421	735
30	867	60	10	97	20
300	23	87	31	600	64
90	8	75	19	80	7

What to do

- Use the numbers in the target board as a focus for asking your child questions about adding and subtracting combinations of 1-, 2- and 3-digit numbers.

Variation

- Use the numbers to ask questions that involve reading, comparing and ordering numbers to 1000, as well as recognising the place value in 2- and 3-digit numbers.

QUESTIONS TO ASK

What is the sum of these two numbers?

What is the difference between these two numbers?

Which two numbers in the top row add up to 89?

Which number on the board is 70 less than 269?

Which two numbers on the board total 451?

Which two numbers beside each other have a difference of 56?