

Time

HERE'S THE MATHS

Your child is learning to tell the time from an analogue clock, including using Roman numerals, and 12-hour and 24-hour clocks. There are a number of different ways to describe the same time, e.g. 6:45 p.m. is also quarter to 7, 15 minutes to 7 and 18:45. For additional practice, ask your child to tell the time as often as possible using clocks in your own home.

ACTIVITY

1: <input type="text"/> <input type="text"/> a.m.	2: <input type="text"/> <input type="text"/> p.m.	3: <input type="text"/> <input type="text"/> a.m.	4: <input type="text"/> <input type="text"/> p.m.
5: <input type="text"/> <input type="text"/> a.m.	6: <input type="text"/> <input type="text"/> p.m.	7: <input type="text"/> <input type="text"/> a.m.	8: <input type="text"/> <input type="text"/> p.m.
9: <input type="text"/> <input type="text"/> a.m.	10: <input type="text"/> <input type="text"/> p.m.	11: <input type="text"/> <input type="text"/> a.m.	12: <input type="text"/> <input type="text"/> noon

What to do

- Take turns to fill in the number of minutes, choosing numbers from 1 to 59. (For numbers up to 9, fill in as 01, 02, etc.).
- Take turns to use the cocktail sticks to put the times on the Roman-numeral clock faces.
- Check each other's clocks.

Variation

- Change the a.m./p.m. times to the 24-hour clock.

You will need:

- 2 pieces of a cocktail stick, one shorter than the other to represent clock hands
- blank Roman-numeral clock faces

How many seconds in 2 minutes?

The train journey to London takes $2\frac{1}{2}$ hours. If it arrives at 4:15 p.m., what time did it leave?

What is 3:50 p.m. in the 24-hour time?



Year 3 Maths Newsletter 11



Date: _____

Name: _____

MATHS TOPICS

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

- Addition
- Subtraction
- Time

KEY MATHEMATICAL IDEAS

During these three weeks your child will be learning to:

- add and subtract numbers mentally
- subtract 3-digit numbers using the formal written method of subtraction
- tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.

TIPS FOR GOOD HOMEWORK HABITS

Find out what homework needs to be done and consider offering small treats, such as a trip to the park, to encourage your child to complete their homework promptly.

Addition

HERE'S THE MATHS

Your child is continuing to consolidate their understanding of the formal written column method for addition, including estimating and checking their answers. They should also be encouraged to work out this type of calculation mentally when they can. Instant recall of number bonds to 20 helps the process enormously.

ACTIVITY

What to do

- The number cards take their face value. The Jack is worth 11, the Queen 12, King 13 and the Joker 14.
- Start the timer.
- One person holds the pack of cards and turns them over one at a time.
- The other person says the number required to make 100.
- Stop the timer when the pack is finished. Swap roles and play again.
- The winner is the one with the shortest time.

You will need:

- pack of playing cards
- timer (or phone with timer)

QUESTIONS TO ASK

Estimate the sum of $175 + 305$. (Round the numbers to the nearest 100, so 500).

What is the sum of $199 + 99$? (Use addition calculations that sound/look complex but can actually be done mentally).

What has to be added to 167 to make 200?

Suggest two 3-digit numbers that have a total of 300.

- Ask more questions of these types and ask your child to make up questions to ask you.

Subtraction

HERE'S THE MATHS

This week the focus is on subtraction including the formal written method for subtraction using decomposition, remembering to estimate and check answers. Checking can be done by adding or by repeating the calculation on a number line. It is also important to continue to develop fluency in subtracting numbers mentally.

ACTIVITY

A			B		
454	823	612	269	176	328
537	741		292	147	

You will need:

- pencil and paper
- calculator (or phone with calculator) for variation

What to do

- Take turns to write a calculation, $A - B$, choosing numbers from the boxes, e.g. $452 - 269$.
- One person estimates the answer.
- The other uses the formal written method to calculate the answer.
- Discuss how to check the answer.
- Change roles.
- Play for 10 minutes.

Variation

- Use a calculator to check the answer.

QUESTIONS TO ASK

Take away 3 (30, 300) from 600.

Why is it useful to estimate an answer before you begin?

What is the inverse (opposite) of subtraction?

Explain the word 'decomposition'.

How can you check your answer?