How to Support your child in Years 3 & 4

WILLIAM HARDING SCHOOL

Aim high... Work hard... Be kind...

Reading (including phonics)

Read often

- Listen to your child read their class book
- Engage in Online Reading Buddy
- Record in yellow reading record books
- Read a variety of books to your child
- Discuss new and interesting words
- Read a rage of books, fiction, non-fiction, recipe books, dictionaries etc

Discuss the books

- Ask questions about what has happened
- Ask ‘why do you think…?’
- Ask ‘how do you know…?’

Writing

What we do in school

- Write different genre and for different purposes
- Discuss the content
- Plan
  - VGPS
  - Paragraphs and content
- Edit
  - Reread and correct
  - Up-level to improve
  - Use a thesaurus (online or book)

  - Handwriting practise
  - Cursive formation

Vocabulary	Grammar
Gently, quickly, fast, delicately, gracefully, rapidly. curled, dropped, climbed, pulled. On her back were tiny hairs, her fangs were razor sharp, from her rear she spun delicate, strong silk web.	because, although, until, while, but, and, so, if, since
Punctuation ? . ! , CL	**Spelling**

Terminology

- Adjective – describes a noun
- Adverb – describes a verb
- Expanded noun phrase – a descriptive clause
- Adverbial phrases – a group of words telling us ‘how, when, where, why, how long’
- Inverted commas – often known as speech marks

Spellings

- Read a variety of books to recognise words and spelling patterns
- Practise words from the year group lists
- Practise writing common errors
  - Look, cover, say, write
- Use a dictionary (online or book)
- Play online spelling games

Maths

Number Place Value

- Count! In 1s as well as groups
- Real-life problem solving
- Tell the time - analogue and digital
- Board games using maths skills
- Arithmetic practise - online games

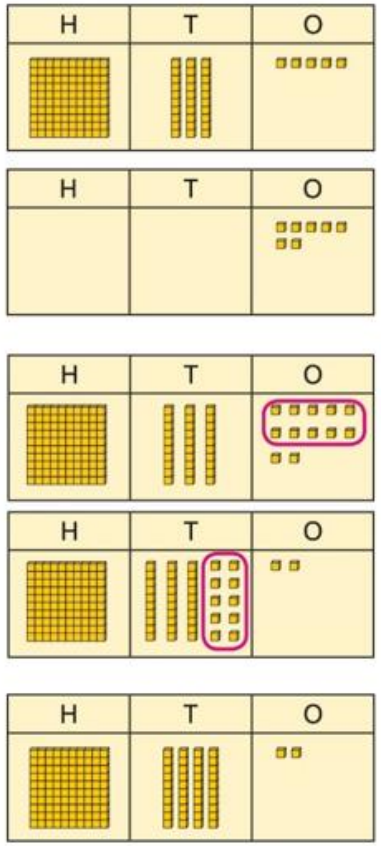
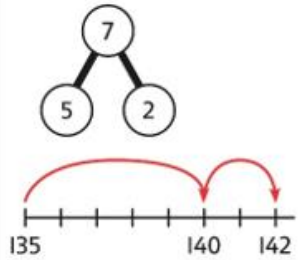
Times tables

- Engage with TTRS
- Play online games

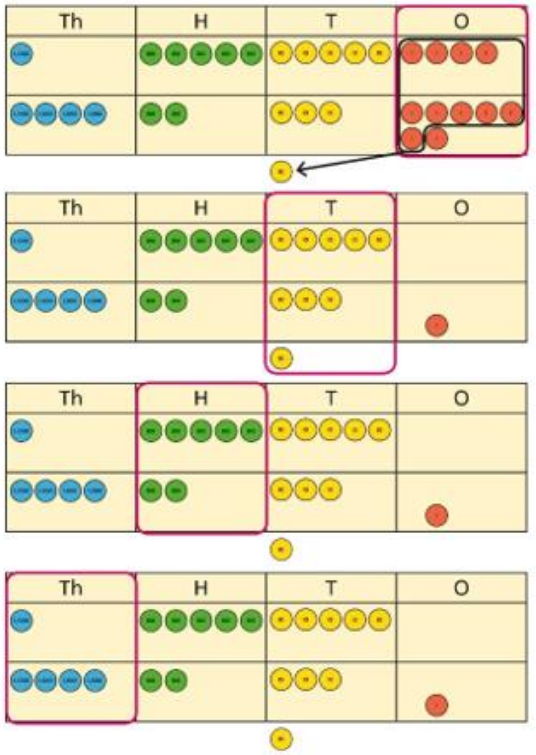
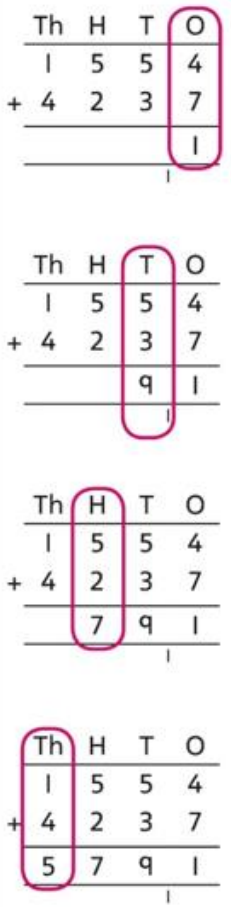
Maths

Calculation strategies- Year 3

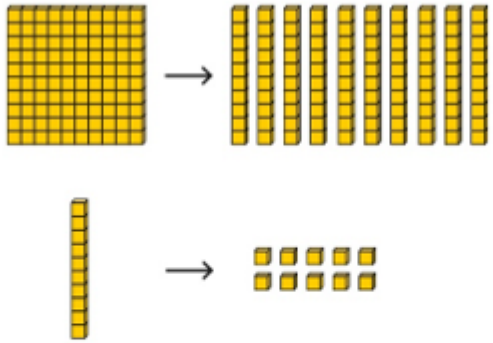
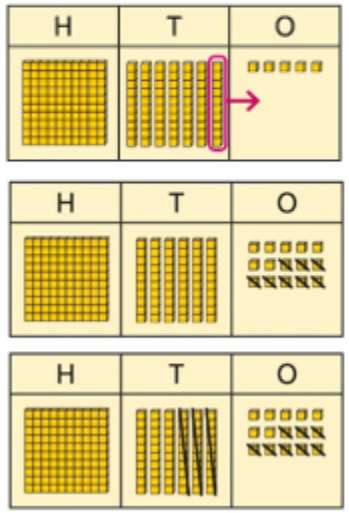
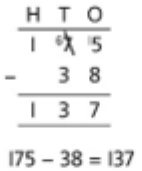
Addition-YR3

3-digit number + 1s with exchange	Understand that when the 1s sum to 10 or more, this requires an exchange of 10 ones for 1 ten. Children should explore this using unitised objects or physical apparatus.	Exchange 10 ones for 1 ten where needed. Use a place value grid to support the understanding.  *135 + 7 = 142*	Understand how to bridge by partitioning to the 1s to make the next 10.  *135 + 7 = ?* *135 + 5 + 2 = 142* Ensure that children understand how to add 1s bridging a 100. *198 + 5 = ?* *198 + 2 + 3 = 203*

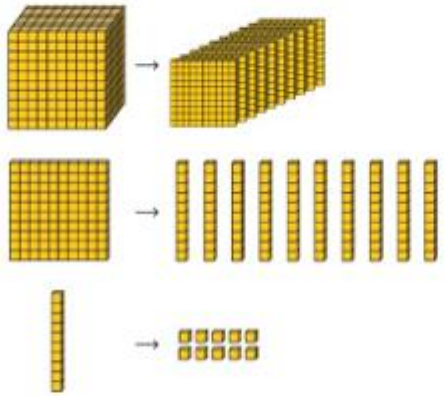
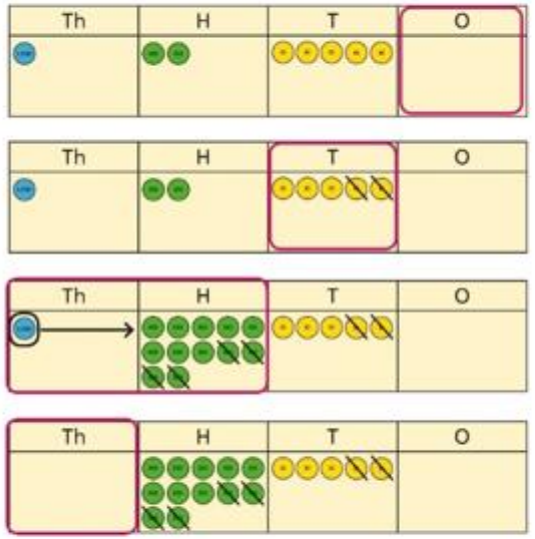
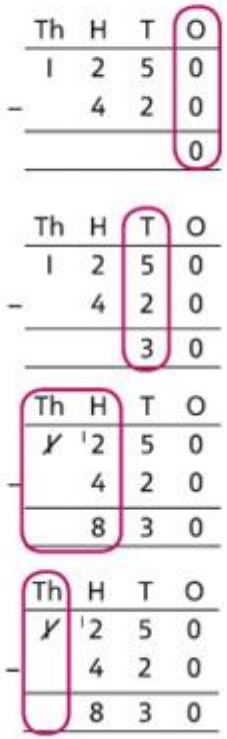
Addition-YR4

Column addition with exchange	Use place value equipment on a place value grid to organise thinking. Ensure that children understand how the columns relate to place value and what to do if the numbers are not all 4-digit numbers. *Use equipment to show 1,905 + 775.*  *Why have only three columns been used for the second row? Why is the Thousands box empty?* *Which columns will total 10 or more?*	Use place value equipment to model required exchanges.  Include examples that exchange in more than one column.	Use a column method to add, including exchanges.  Include examples that exchange in more than one column.

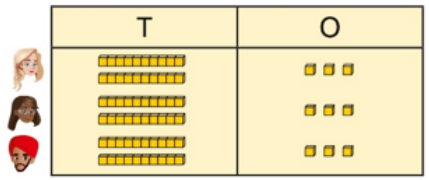
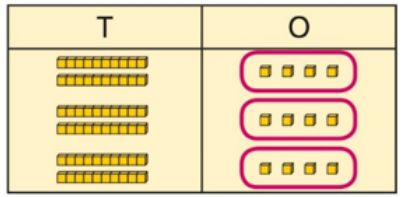
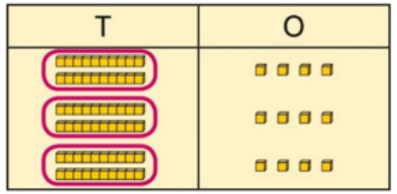
Subtraction-YR3

3-digit number – up to 3-digit number, exchange required	Use equipment to enact the exchange of 1 hundred for 10 tens, and 1 ten for 10 ones. 	*Model the required exchange on a place value grid.* *175 − 38 = ?* *I need to subtract 8 ones, so I will exchange a ten for 10 ones.* 	Use column subtraction to work accurately and efficiently.  175 – 38 = 137 If the subtraction is a 3-digit number subtract a 2-digit number, children should understand how the recording relates to the place value, and so how to line up the digits correctly. Children should also understand how to exchange in calculations where there is a zero in the 10s column. 

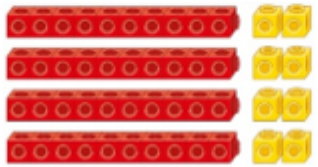
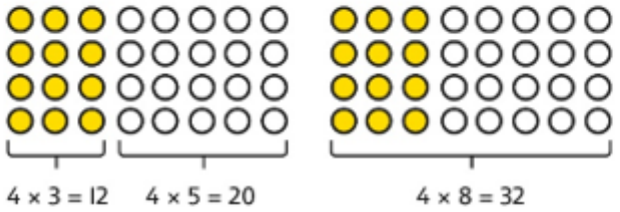
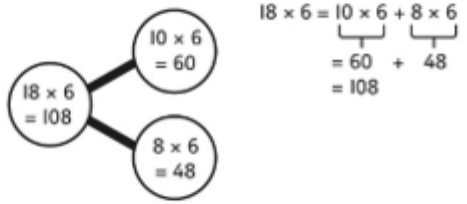
Subtraction-YR4

Column subtraction with exchange	Understand why exchange of a 1,000 for 100s, a 100 for 10s, or a 10 for 1s may be necessary. 	Represent place value equipment on a place value grid to subtract, including exchanges where needed. 	Use column subtraction, with understanding of the place value of any exchange required. 

Multiplication-YR3

Multiplying a 2-digit number by a 1-digit number	Understand how to link partitioning a 2-digit number with multiplying. *Each person has 23 flowers.* *Each person has 2 tens and 3 ones.*  *There are 3 groups of 2 tens.* *There are 3 groups of 3 ones.* Use place value equipment to model the multiplication context.  *There are 3 groups of 3 ones.* *There are 3 groups of 2 tens.*	Use place value to support how partitioning is linked with multiplying by a 2-digit number. *3 × 24 = ?*  *3 × 4 = 12*  *3 × 20 = 60* *60 + 12 = 72* *3 × 24 = 72*	Use addition to complete multiplications of 2-digit numbers by a 1-digit number. *4 × 13 = ?* *4 × 3 = 12* *4 × 10 = 40* *12 + 40 = 52* *4 × 13 = 52*

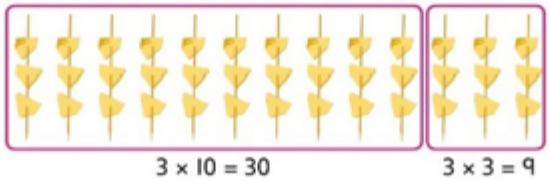
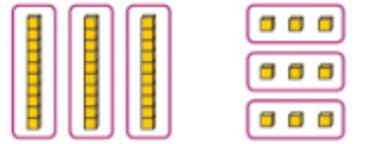
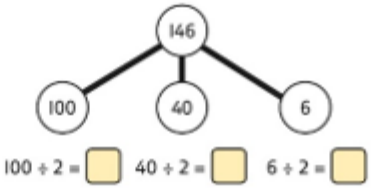
Multiplication-YR4

Understanding and using partitioning in multiplication	Make multiplications by partitioning. *4 × 12 is 4 groups of 10 and 4 groups of 2.*  *4 × 12 = 40 + 8*	Understand how multiplication and partitioning are related through addition.  *4 × 3 = 12* *4 × 5 = 20* *12 + 20 = 32* *4 × 8 = 32*	Use partitioning to multiply 2-digit numbers by a single digit. *18 × 6 = ?*  *18 × 6 = 10 × 6 + 8 × 6* *= 60 + 48* *= 108*

Division-YR3

2-digit number divided by 1-digit number, with remainders	Use place value equipment to understand the concept of remainder. *Make 29 from place value equipment. Share it into 2 equal groups.*  *There are two groups of 14 and 1 remainder.*	Use place value equipment to understand the concept of remainder in division. *29 ÷ 2 = ?*  *29 ÷ 2 = 14 remainder 1*	Partition to divide, understanding the remainder in context. *67 children try to make 5 equal lines.* *67 = 50 + 17* *50 ÷ 5 = 10* *17 ÷ 5 = 3 remainder 2* *67 ÷ 5 = 13 remainder 2* *There are 13 children in each line and 2 children left out.*

Division-YR4

Dividing 2-digit and 3-digit numbers by a single digit by partitioning into 100s, 10s and 1s	Partition into 10s and 1s to divide where appropriate. *39 ÷ 3 = ?*  *39 = 30 + 9* *30 ÷ 3 = 10* *9 ÷ 3 = 3* *39 ÷ 3 = 13*	Partition into 100s, 10s and 1s using Base 10 equipment to divide where appropriate. *39 ÷ 3 = ?*  *39 = 30 + 9* *30 ÷ 3 = 10* *9 ÷ 3 = 3* *39 ÷ 3 = 13*	Partition into 100s, 10s and 1s using a part-whole model to divide where appropriate. *142 ÷ 2 = ?*  *100 ÷ 2 = 50* *40 ÷ 2 = 20* *6 ÷ 2 = 3* *50 + 20 + 3 = 73* *142 ÷ 2 = 73*

Homework

- Discuss the task.
- What do they plan to do?
- How will your child challenge themselves? ‘Must, should or could’?
- Do you have anything that could help? Books, online searching together
- Share your experiences

Basic Skills

- Independence – packing their own bags etc
- Perseverance when completing activities showing your child it is okay to make mistakes but to try a different way.
- Making a sandwich
- Telling the time

Any questions?