Maths workshop

Year 3

National Curriculum

Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Key aims of national curriculum

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

- **Fluent recall** of **mental maths facts** e.g. times tables, number bonds. Do they understand what is meant by =, -, x ÷?

Key aims of national curriculum

Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

- To **reason** mathematically – children need to be able to **explain** the mathematical concepts with number sense; they must explain **how** they got the answer and **why** they are correct.

Key aims of national curriculum

Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

- **Problem solving** – What strategies can they apply?
- Breaking down into smaller steps
- Trial and error
- Considering all possibilities

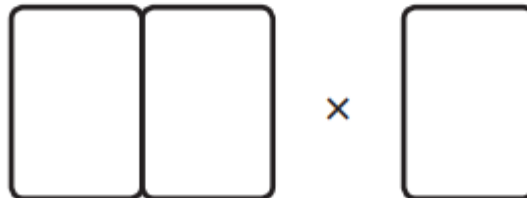| $\times$	□	□
9	63	54
□	56	48

Chen uses these digit cards.

| 5 | 6 | 9 |
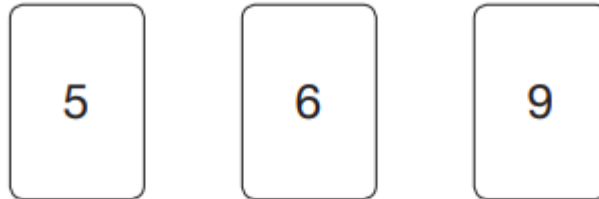
She makes a 2-digit number and a 1-digit number.

She multiplies them together.

Her answer is a **multiple of 10**

What could Chen's multiplication be?

| | | × | |

13 Ally and Jack buy some stickers.

Pack of 12 stickers
£10.49

12 stickers
99p each

Ally buys a pack of 12 stickers for £10.49

Jack buys 12 single stickers for 99p each.

How much more does Jack pay than Ally?

Show your method

£

2 marks

How you can help at home

- Telling the time

- The ability to estimate

- To use maths in a real life context

- Cooking

- Shopping