

Measurement of time

HERE'S THE MATHS

Your child is learning to tell the time with increasing accuracy. The process is made more complex by the different formal systems used to record time – analogue, digital, 12-hour, 24-hour – and by the informal expressions used in conversation, e.g. quarter to 6, twenty past 5. Take opportunities to discuss time and to refer to different types of clocks, including ones with Roman numerals. Making a timeline for the day helps your child to practise using the vocabulary of time in a personally relevant context.

ACTIVITY

What to do

- Draw a long straight line on the paper.
- With your child mark above the left-hand end the time they got up in 12-hour form, e.g. 7:30 a.m.
- Mark their bedtime above the right-hand end.
- Together add some more a.m. and p.m. times, e.g. arrive at school, lunchtime, swimming lesson, end of the school day, etc. Discuss where to place them and continue to mark entries above the line.
- Add some times for your day below the line so your child can see what you were doing too.

You will need:

- large piece of paper to draw a personal timeline for the day
- coloured pen for variation
- clock with moveable hands for variation

Variation

- Use a clock with moveable hands for your child to show you the times on the line.

QUESTIONS TO ASK

What time is it now? Can you tell me the same time in a different way?

Why are a.m. and p.m. often added to times?

What is 7:00 p.m. in 24-hour time?

What is 20:00 in 12-hour time?

What number is the Roman numeral XII?

What two times describe 12 o'clock?



Year 3 Maths Newsletter 4



Date: _____

Name: _____

MATHS TOPICS

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

- Multiplication and division
- Measurement of time

KEY MATHEMATICAL IDEAS

During these three weeks your child will be learning to:

- recall and use multiplication and division facts for the 4 times table
- recall and use multiplication and division facts for the 8 times table
- use a timeline and read and write vocabulary related to time, using 12- and 24-hour clocks.

TIPS FOR GOOD HOMEWORK HABITS

Homework gives you the opportunity to become involved in your child's learning so try not to let it become a chore. Make it a special time and offer lots of praise and support – most importantly, have fun!

Multiplication and division

HERE'S THE MATHS

Your child needs to learn the key facts of the 4 times table: $1 \times 4 = 4$, $2 \times 4 = 8$, $5 \times 4 = 20$ and $10 \times 4 = 40$. From these they can deduce missing ones e.g. $4 \times 5 = 20$, therefore 4×6 is 20 plus 4, making 24. Because multiplication and division are reversible, one fact provides three further facts e.g. $4 \times 9 = 36$, $9 \times 4 = 36$, $36 \div 4 = 9$ and $36 \div 9 = 4$. Another way to calculate the 4 times table is to double the 2 times table, e.g. $2 \times 3 = 6$ so 4×3 is double that answer, i.e. 12.

ACTIVITY

What to do

- With your child, write the numbers in the 4 times table on the cards from 4 to 48.
- Put them in the container and take turns to choose a card and say four multiplication and division facts for the number that use the 4 times table, e.g. for 28, $4 \times 7 = 28$, $7 \times 4 = 28$, $28 \div 4 = 7$ and $28 \div 7 = 4$.
- If further practise is required, put the card back so that it can be chosen again.
- Keep the cards so that the activity can be played again. (This activity can be adapted to use for any times table.)

You will need:

- 12 small squares of card and a container
- pen

Variations

- When your child is confident with the 4 times table, play 'How many 4s in . . . ?' against the clock. Start the timer. Take out a card, e.g. 20, and ask, 'How many 4s in 20?' As soon as your child answers 5, draw out the next card. Make sure that you take your turn at answering too!
- Make a new set of cards for the 40 times table to use in the activities.

QUESTIONS TO ASK

Why are all the numbers in the 4 times table even?

How many 4s in . . . ?

What is 4×9 ?

Count backwards in 4s from 48.

Count in 4s starting at 2. (Choose different starting numbers.)

Multiplication and division

HERE'S THE MATHS

The lesson focuses on introducing the 8 times table. Your child needs to learn the key facts: $1 \times 8 = 8$, $2 \times 8 = 16$, $5 \times 8 = 40$ and $10 \times 8 = 80$ and use these to deduce missing ones. Also, because $8 = 4 \times 2$, you can find eight times a number by doubling the answer for the 4 times table, e.g. to find 8×6 , $4 \times 6 = 24$, double 24 is 48, so $8 \times 6 = 48$.

ACTIVITY

48	64	28	88
40	24	56	42
56	16	34	96
24	60	88	72
32	64	78	24
16	40	96	30

You will need:

- pencil and paper

What to do

- Explain to your child that in each row one number is not in the 8 times table.
- Cover all except the first row and ask them to identify which one is not in the 8 times table.
- Take turns to spot the rogue number in each row.
- Now design new grids for each other to try.
- Discuss how to choose numbers that make it tricky to spot the 'wrong' number.

QUESTIONS TO ASK

What is the next multiple of 8 after 30?

What multiple of 8 lies between 50 and 60?

Name two multiples of 8 that have the same 10s digit.

What is 50×8 ?

How many 8s in 240?