Year 3 Number Knowledge – Summer 1

Each term, your child will focus on two areas to help them with their understanding of number. We would like you to choose one of the following activities to complete at home each week.

Counting: *Counting in 50s*

Count aloud in multiples of 50 from zero. You could try one of the following to help make it more fun:

- Say a multiple of 50 whilst going up or down the stairs
- Throw a ball and say a multiple of 50 each time the ball is caught
- Jump from one side of the room to another whilst counting in 50s
- Counting in 50s using different voices

Find a path through the maze by counting in 50s.

Start	50	100	150	2	3	1
4	11	30	200	16	18	22
38	33	300	250	55	48	28
52	58	350	60	62	58	65
62	400	450	500	550	600	73
77	88	90	700	650	82	93
94	98	800	750	101	94	93
104	108	110	850	900	98	96
103	105	138	144	140	950	Finish

1) Fill in the missing numbers.
50 100 ___ 200 ___ ___ 350 ___ ___ 500 ___ ___

2) Count on in steps of 50 from 350.
350

3) Count on in steps of 50 from 600.
600

4) Fill in the missing numbers.
600 550 ___ ___ 400 ___ ___ 250

5) Count down in steps of 50 from 550.
550

CHALLENGE: Create some of your own for a family member or friend to complete.

Counting in 50s is similar to counting in 5s.
Explain why this statement is correct.

CHALLENGE: Create a poster to help others when counting in multiples of 50.

Multiplication tables and related division facts: *3 x table*

3 x
3 x 1 = 3
3 x 2 = 6
3 x 3 = 9
3 x 4 = 12
3 x 5 = 15
3 x 6 = 18
3 x 7 = 21
3 x 8 = 24
3 x 9 = 27
3 x 10 = 30
3 x 11 = 33
3 x 12 = 36

Play on TTRockstars.
https://ttrockstars.com/

If you are having problems logging in, please speak to us and we can help.

Complete the following sequences:

a. 3 6 9 ___ 15 ___
b. 24 21 ___ 15 ___ 9
c. ___ 24 27 30 ___ 36
d. 45 ___ ___ 36 33 30
e. 12 ___ 18 21 ___ 27
a. ___ 48 45 ___ 39 36
b. 39 42 ___ 48 ___ 54
c. 21 ___ ___ 12 9 6
d. ___ ___ 21 24 27 30
e. 54 51 ___ ___ 42 39

Choose a calculation from the 3 times table and write out the other related facts.

E.g.
Because I know 5 x 3 = 15,
I also know:
3 x 5 = 15
15 ÷ 5 = 3
15 ÷ 3 = 5