Year 3
Maths Parent Workshop

Friday 30th January 2026

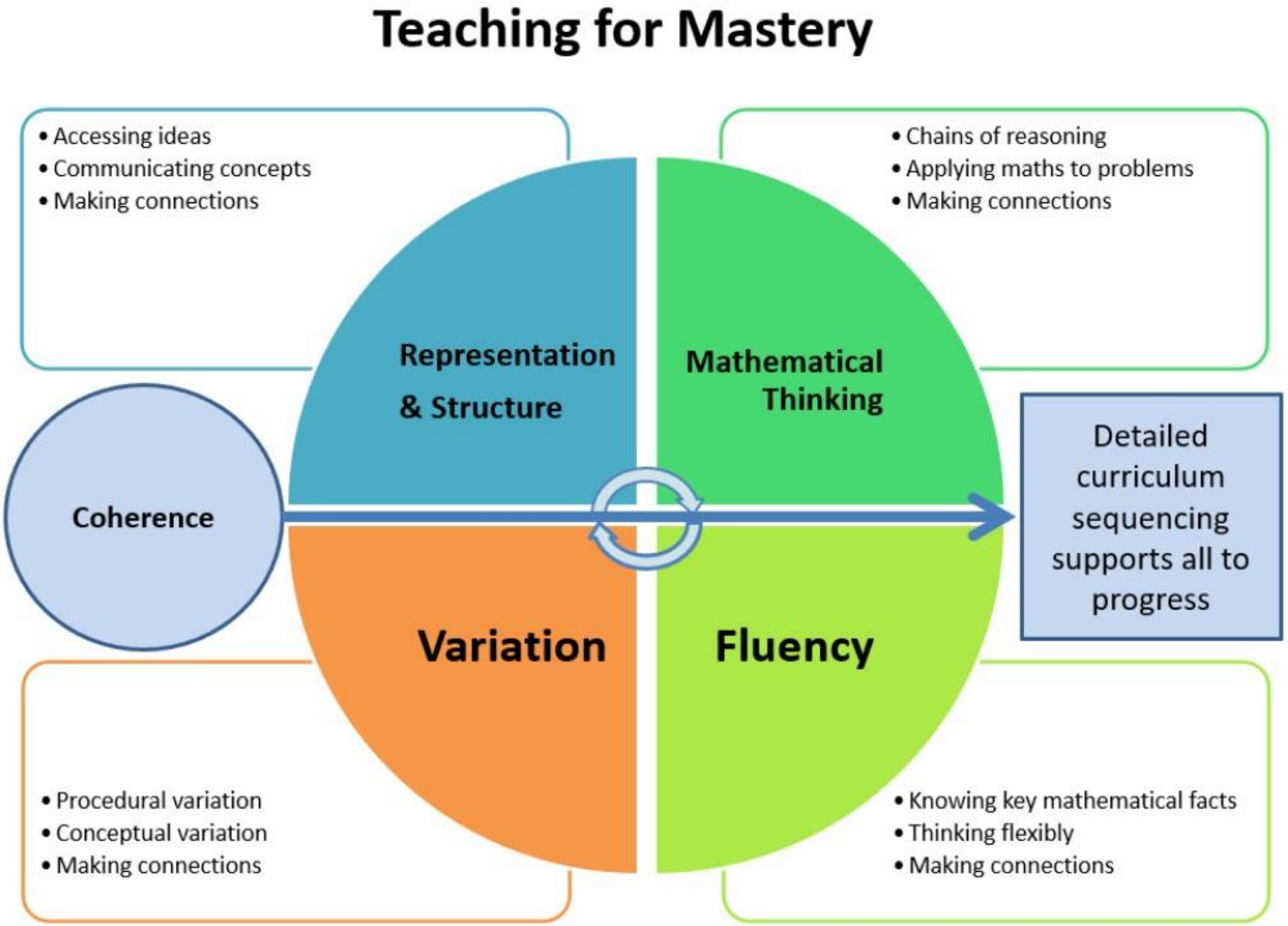
Maths Vision at Hazelwood

AT HAZELWOOD SCHOOLS, WE BELIEVE THAT MATHS IS AN ESSENTIAL PART OF EVERYDAY LIFE. LEARNING IS, THEREFORE, FOCUSED ON CHILDREN SECURING A STRONG CONCEPTUAL UNDERSTANDING OF MATHS AND DEVELOPING THE SKILLS AND SELF-CONFIDENCE REQUIRED TO APPLY THEIR MATHEMATICAL KNOWLEDGE TO CREATIVELY SOLVE PROBLEMS.

Maths Vision at Hazelwood

- **Fluent recall** of **mental maths facts. For example,**. times tables, number bonds.
- 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.
- **Problem solving** – applying their skills to real-life contexts.

Mastery for all



Maths at Hazelwood

Concrete - Use of manipulatives to understand the concept.

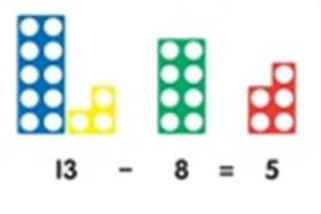
Pictorial - A visual representation which cements understanding from the concrete phase.

Abstract - Written understanding of concepts.

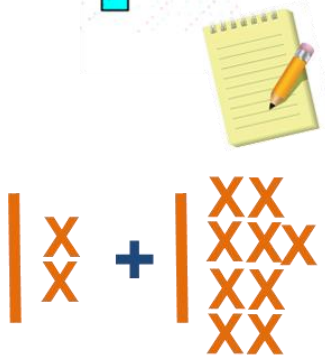
Concrete, Pictorial and Abstract

Although we've presented CPA as three distinct stages, it is important to go back and forth between each stage to reinforce concepts.

Active / Concrete



Building visual images



13 - 8

Abstract

12 + 19

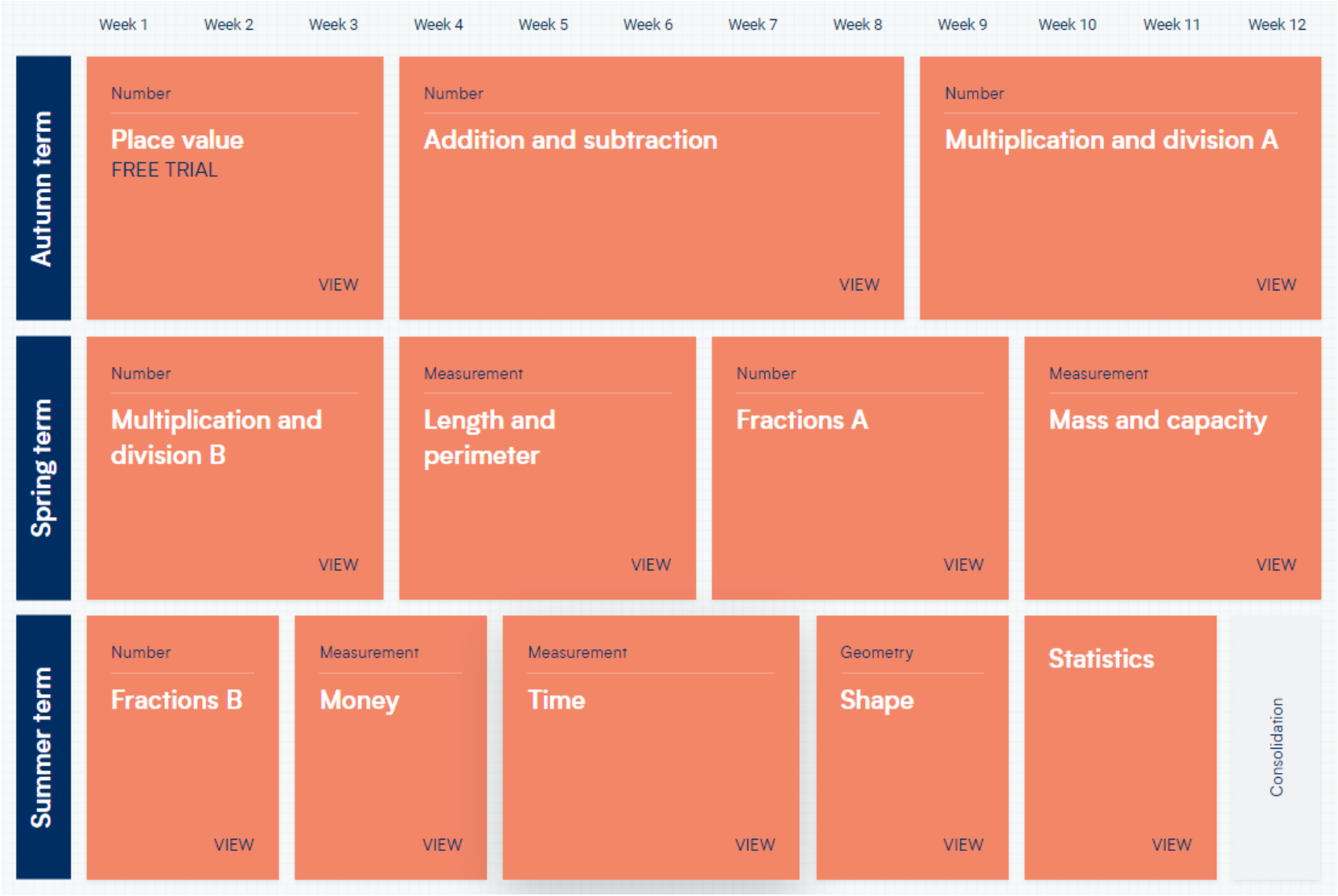
Metacognition

Examples of questions to promote metacognitive thinking include:

- How did you find out?
- Why do you think that?
- How do you know this?
- Can you show me?
- How do you prove this?
- Is there another way to solve this problem?

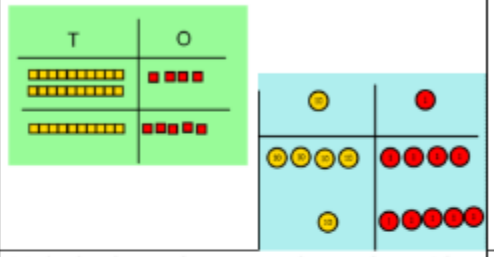
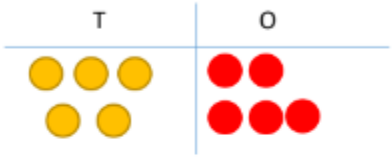
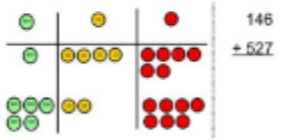
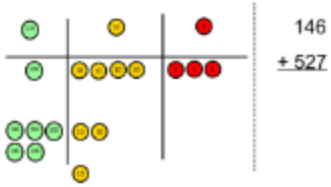
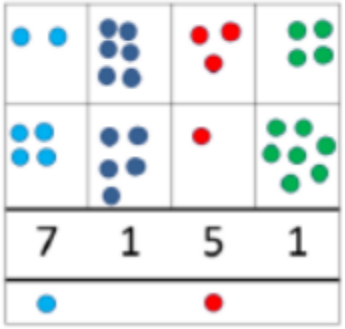
Metacognition is an important factor of mathematical problem solving. Metacognition is **the ability to monitor and control our own thoughts, how we approach the problem, how we choose the strategies to find a solution, or ask ourselves about the problem.**

Year 3 Curriculum



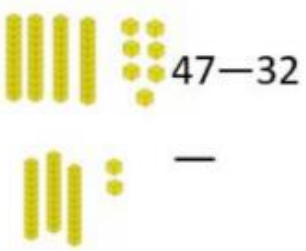
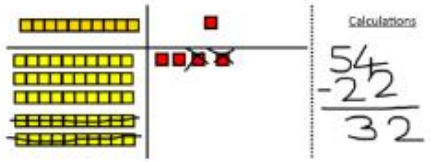
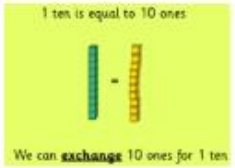
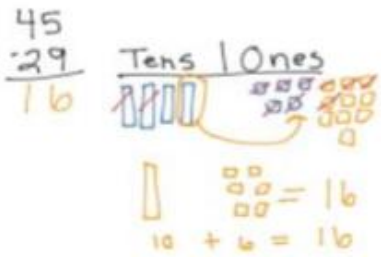
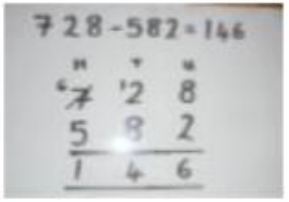
Calculation Policy – Year 3

Year 3 – Addition

Column method - no regrouping	24 + 15= Add together the ones first then add the tens. Use the Base 10 blocks first before moving onto place value counters.  	After practically using the base 10 blocks and place value counters, children can draw the counters to help them to solve additions. 37 + 18 = 55  	21 + 42 = 21 + 42 Used for calculations where the ones do not require exchanging place value.
Column method - regrouping	Make both numbers on a place value grid.  Add up the ones and exchange 10 ones for one 10. Repeat for each place value column  	Children can draw a pictoral representation of the columns and place value counters to further support their learning and understanding.  	536 + 85 621 1 1 Start with the ones, then 10s and so on. Carry over the 10s or 100s.

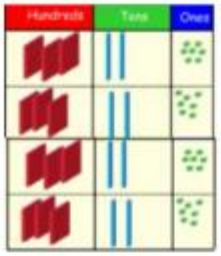
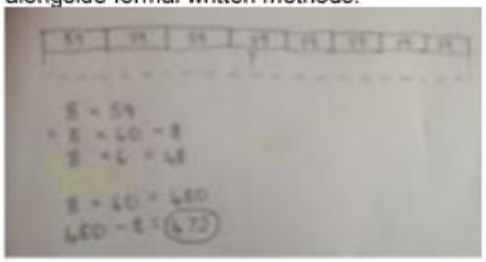
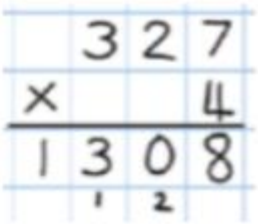
Calculation Policy – Year 3

Year 3 – Subtraction

Column method without regrouping		Draw represenations to help to show working. 	
Column method with regrouping	Exchange one ten for ten ones to subtract  		

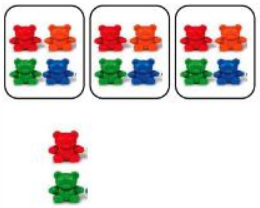
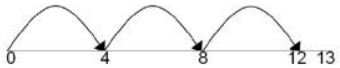
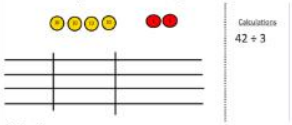
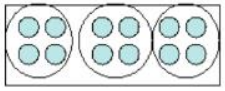
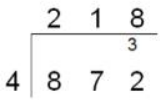
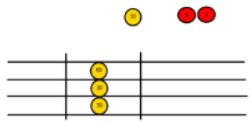
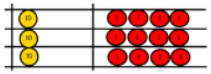
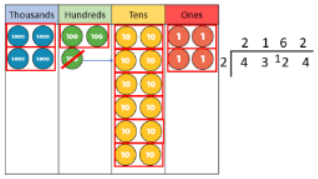
Calculation Policy – Year 3

Year 3 – Multiplication
Multiply 2 digit by 1 digit

Column Method Multiply by a 1-digit number	327 x 4  	Bar modelling and number lines support learners when solving problems with multiplication alongside formal written methods.  Use 'multiple by multiples of 10' and adjust.	

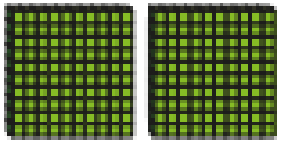
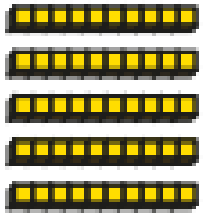
Calculation Policy – Year 3

Year 3 – Division No bus stop method

Division with a remainder	14 ÷ 3 = Divide objects between groups and see how much is left over 	Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder. 13 ÷ 4 =   Draw dots and group them to divide an amount and clearly show a remainder. 14 ÷ 3 =	Complete written divisions and show the remainder using r. e.g. 29 ÷ 8 = 3 r5 
Short division with no remainders	Use place value counters to divide using the bus stop method alongside  42 ÷ 3= Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left	Children can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.  Encourage them to move towards counting in multiples to divide more efficiently.	Begin with divisions that divide equally with no remainder. Start with the digit with the largest place value. Carry over what you can't divide e.g. the 3 tens. 
	over.  We exchange this ten for ten ones and then share the ones equally among the groups.  We count how much is in 1 group. The answer is 14.	4,324 ÷ 2  	

Year 3 – Example Questions

254 – 125

Hundreds	Tens	Ones
		

		H	T	O	
		2	5	4	
	–	1	2	5	

Year 3 – Example Questions

44 children are put into 4 equal teams.

How many children are there in each team?

Year 3 – Example Questions

Dexter spends one third of his money. He has these coins left.

How much did Dexter spend?

□ p

Parent in Class Sessions

- You will now go and visit your child's classroom.
- They will be working on a whole class maths investigation working on reasoning & problem solving skills
- Children will be working in groups so please do support the whole group/table your child is working with.
- Please do remain in the classroom until you are collected by a member of Hazelwood Staff.
- We hope you enjoy the session!