

# Welcome!

## Maths in Year 3





## Purpose

- Unpick the methods used in school.
- Understand the expectations.
- Partake in a session with your child.
- Improve your own subject knowledge.

# Zones of Regulation

The majority of us, including children, find it hard to manage strong emotions such as worry, angry, restlessness or tiredness.



These high energy feelings stops us from getting on with our day effectively. Children who feel these emotions find it hard to learn and concentrate in school. So...

We teach your children the Zones of Regulation curriculum which helps children to manage difficult emotions. This is known as self regulation.

It teaches children strategies to help them identify their emotions and cope with these feelings, so they can get back to feeling calm and ready to learn.



We explore the four Zones of Regulation and how they are used to categorise all experience. Here they are:





It provides us with an easy way to think about communicate around, and care for our feelings. The four Zones are used to establish a common language that all adults and children will use throughout the curriculum and daily life. Since every person experiences a wide range of feelings, we stress that ALL zones are okay, and you should not attach judgement or shame to any one Zone.



Before we start every lesson, the whole class, adults included complete a Zones check in. Let's do one together...





# Here is how you can help your child use Zones of Regulation at home:

- ✓ Model and identify your own feelings using Zones language in front of your child (e.g.: "I'm frustrated. I think I am in the Yellow Zone.")
- ✓ Observe your child's behaviour and try to use strategies when they are showing signs of being in the yellow/blue zone, to catch it before they move to the red zone.
- ✓ Practice calming strategies when your child is in the green zone. This may include doing some deep breathing/meditation/heavy work and sensory activities throughout their day.
- ✓ Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")
- ✓ At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- ✓ Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy/ go into the Green Zone.
- ✓ Put up and reference the Zones visuals and tools (see links at the end for free resources) in your home to consistently refer to and check in regularly with this
- ✓ Praise and encourage your child when they share which Zone they are in.
- ✓ Develop your child's own zones of regulation tool box – using the exercises above
- ✓ Have easy access to calming/sensory equipment at home
- ✓ Remember to monitor your language: o usually less is best (minimal in the red zone)





Here is how you can help your child regulate at home:

### **Tips for helping your child to regulate**

- Know yourself and how you react in difficult situations before dealing with your child's behaviours.
- Know your child's sensory threshold. We all process sensory information differently and it impacts our reactivity to situations.
- Know your child's triggers or sparks.
- Be consistent in managing your child's behaviour and use the same language you use at home.
- Empathise with your child and validate what they are feeling.
- Have clear boundaries/routines and always follow through.
- Do not deal with an angry, upset child when you are not yet calm yourself.
- Discuss strategies for the next time when you are in a similar situation.
- Remember to ask your child how their choices made you feel (empathy).
- Praise your child for using strategies. Encourage your child to take a sensory break to help regulate their bodies.
- Create a 'calm' box or 'sensory box' full of things which help to keep your child calm and alert.



## **STOP, OPT & GO**



Let's do one together...

**Zones Check-In**  
Pause and Notice

SIGNAL EMOTION ZONE

A body signal I notice is

I feel

I'm in the

Tired Bored Sad













Calm Happy Focused

Worried Silly Frustrated

Overjoyed Out of Control Mad

Red Zone Yellow Zone

Green Zone Blue Zone



# A script for you to use at home..



Everyone pause, listen to your body signals, how does it feel? What is it telling you?



1. Put your hands on your **heart**, how fast or slow is it beating?



2. Put your hands on your tummy, how you **breathing**, is it quick, short breaths or slow deep ones?



3. What is your **energy** level, is it slow and tired or high and energetic?



4. Is your **movement** still, fidgety or comfortable?



5. Is your **mind** racing, foggy, or focused?

Our body signals tell us how we are feeling.

What did your body tell you ?

My heart is beating quickly, my breathing is getting faster and I am quite fidgety.

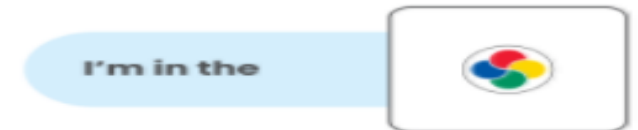
I feel anxious



We connect situation, body signals and emotions to our Zones for regulation:

My heart is beating quickly, my breathing is getting faster and I am quite fidgety, I feel anxious.

I'm in the Yellow Zone





# Column Addition and Subtraction



Your children will be learning how to add and subtract using the column method this term.

## Number – Addition and Subtraction

I can add and subtract MENTALLY a 3-digit number and ones, tens and hundreds.

I can add and subtract numbers with up to three digits, using formal written methods of **columnar addition and subtraction**.

I can estimate the answer to a calculation.


I can use inverse operation to check answers.

I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

An **addend** is a number added to another.

The **sum** is the the total when numbers are added together.

**Column addition** is a way of adding numbers by writing a number below another.

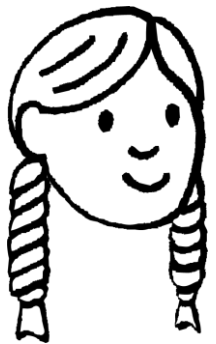




Jun wants to add together 3-digit numbers.

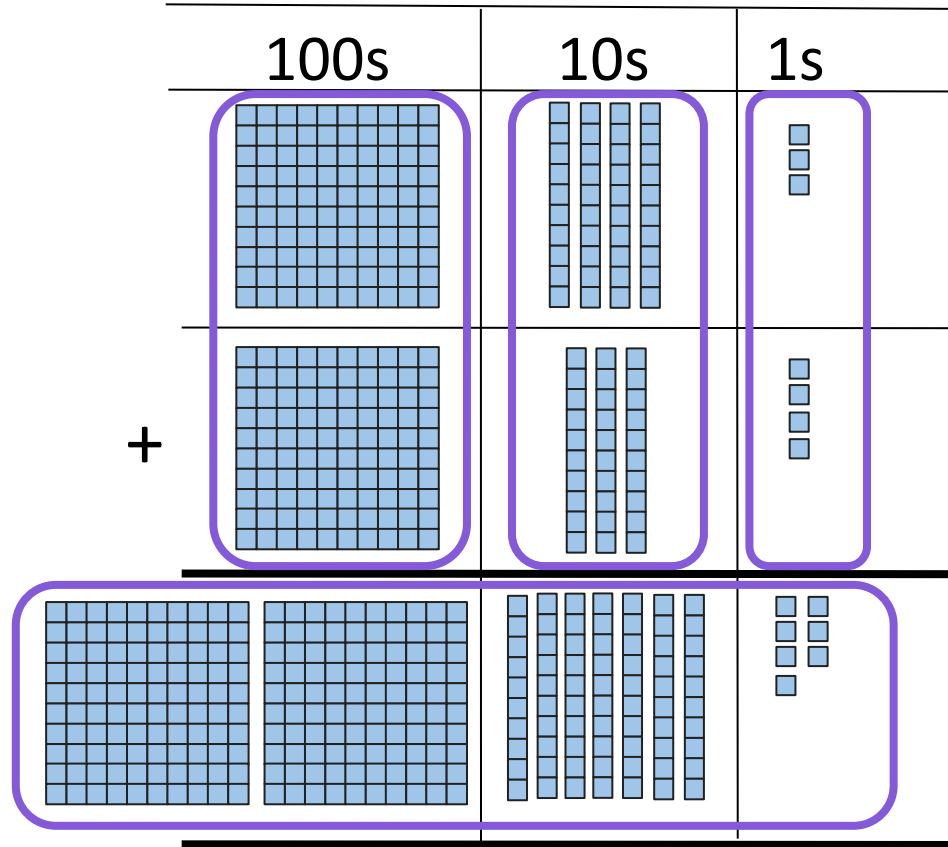


I want to use **column addition** to add together 143 and 134 tens.



Start with the smallest place value numbers first. 3 ones add 4 ones equals 7 ones.

1 hundred add 1 hundred equals 2 hundreds.



143 can be partitioned into 1 hundred, 4 tens and 3 ones.  
134 can be partitioned into 1 hundred, 3 tens and 4 ones.

$$143 + 134 = 277$$

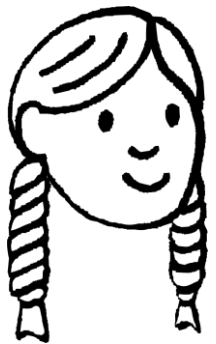




Jun uses **column addition** to add 143 and 134



I start with the smallest place value numbers first. 3 hundreds.



4 tens add 3 tens equals 7 tens.

	100s	10s	1s
	1	4	3
+	1	3	4
<hr/>			
	2	7	7
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143 can be partitioned into 1 hundred, 4 tens and 3 ones.

$$143 + 134 = 277$$



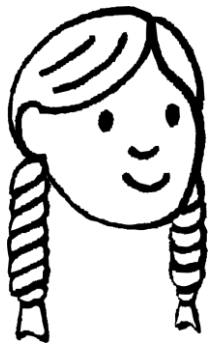




Jun uses **column addition** to add 328 and 230



I start with the smallest place value numbers first. 8 ones add 0 ones equals 8 ones. 3 hundreds add 2 hundreds equals 5 hundreds.



2 tens add 3 tens equals 5 tens.

	100s	10s	1s
	3	2	8
+	2	3	0
<hr/>			
	5	5	8
<hr/>			

328 can be partitioned into 3 hundreds, 2 tens and 8 ones.

$$328 + 230 = 558$$



# Task A

1) Complete each **column addition**.

a)  $223 + 342 = \underline{\quad}$

	100s	10s	1s
	2	2	3
+	3	4	2
<hr/>			
<hr/>			

b)  $313 + 266 = \underline{\quad}$

	100s	10s	1s
	3	1	3
+	2	6	6
<hr/>			
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# Task A

2) Use the equations to complete each **column addition**.

a)  $523 + 162 = \underline{\quad}$

	100s	10s	1s
+			

b)  $530 + 262 = \underline{\quad}$

	100s	10s	1s
+			



Any questions on  
addition?






The **minuend** is the number being subtracted from.

A **subtrahend** is a number subtracted from another.

**Column subtraction** is a way of subtracting numbers by writing a number below another.





Aisha and Sam represent  $266 - 125$  as a **column subtraction**.



We start with the numbers with the smallest place value.

$$\begin{array}{r} 266 \\ - 125 \\ \hline \\ \hline \end{array}$$

The **minuend** always appears first in a **column subtraction**. The **subtrahend** is written underneath.  $2$  hundreds subtract  $1$  hundred is equal to  $1$  hundred.





Aisha and Sam represent  $367 - 305$  as a **column subtraction**.



We don't really need to write a zero in the hundreds column.  $367 - 305$  place value.

$$\begin{array}{r}
 367 \\
 - 305 \\
 \hline
 \hline
 \end{array}$$

3 hundreds subtract 3 hundreds. There are no tens to subtract. 7 ones is equal to 2 zero ones.



1) Complete each **column subtraction**.

a)

$$\begin{array}{r} 355 \\ - 113 \\ \hline \\ \hline \end{array}$$

b)

$$\begin{array}{r} 467 \\ - 233 \\ \hline \\ \hline \end{array}$$

c)

$$\begin{array}{r} 676 \\ - 304 \\ \hline \\ \hline \end{array}$$



2) Complete each equation using **column subtraction**.

a)  $463 - 122 = \underline{\quad}$

	<input type="text"/>	<input type="text"/>	<input type="text"/>
-	<input type="text"/>	<input type="text"/>	<input type="text"/>
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	<input type="text"/>	<input type="text"/>	<input type="text"/>
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b)  $786 - 564 = \underline{\quad}$

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Any questions on  
subtraction?

