

max maths primary

A SINGAPORE APPROACH

Journal

3



ALICE HANSEN

max maths primary

A SINGAPORE APPROACH

Journal

3

ALICE HANSEN

Macmillan Education
4 Crinan Street
London, N1 9XW
A division of Macmillan Publishers Limited
Companies and representatives throughout the world
www.macmillanic.com

ISBN 978-1-380-02482-4

Text © Macmillan Publishers Limited 2018
Design and illustration © Macmillan Publishers Limited and Star Publishing Pte Ltd
Written by Alice Hansen

The author has asserted her right to be identified as the author of this work in accordance with the Copyright, Design and Patents Act 1988.

First published 2018

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Original design by John Dickinson and Macmillan Education
Page layout by Tek-Art
Illustrations by Robbie Short and Mark Ruffle c/o Beehive Illustration Agency
Picture research by Fiona Gartland/Out of House
Cover design by Macmillan Education
Cover illustration by Star Publishing Pte Ltd
Cover photography by Shutterstock/3d_kot
Cover picture research by Susannah Jayes

Printed and bound in the UK

2022 2021 2020 2019 2018

10 9 8 7 6 5 4 3 2 1

Acknowledgements

The authors and publishers would like to thank the following for permission to reproduce their images:

p12 PhotoDisc (orange butterfly), PhotoDisc/Getty Images (brown striped butterfly), PhotoDisc (brown butterfly), Macmillan Mexico/Tony Sanchez (turquoise butterfly), Getty (green butterfly), Getty (blue butterfly), Getty (yellow butterfly); **p13** ImageSource; **p46** Getty Images/iStockphoto / Thinkstock/ Davidenko Andrey (beehive), PhotoDisc/Getty Images (door), Getty (moon); **p58** PhotoDisc (butterfly), PhotoDisc/Getty Images (ladybird), PhotoDisc (leaf), Getty Images/eli_asenova (orange), Getty Images/iStockphoto/Knaupe (pinecone); **p93** Getty Images/iStockphoto/Thinkstock/ene (bird), Brand X (gift box); **p96** PhotoDisc (window and door), Getty Images/Thinkstock/Hemera Technologies (set square); **p98** Getty Images/Thinkstock/Hemera Technologies

Contents

Helping your child at home	iv	6 Data handling	61
1 Numbers up to 1 000	1	Bar graphs	61
Counting to 1 000	1	Sorting data using Venn diagrams and Carroll diagrams	66
Counting within 1 000	6	7 Multiplication	71
Estimating	11	Multiplying teen numbers	71
2 Addition	16	8 Division	76
Mental addition	16	Division	76
Adding 2-digit numbers	21	9 Length, mass and volume	81
3 Subtraction	26	Converting between lengths	81
Mental addition and subtraction	26	10 Time	86
Subtracting 2-digit numbers	31	Reading the time	86
4 Fractions	36	11 Position and movement	91
Mixed numbers and improper fractions	36	Position, direction and movement	91
Equivalent fractions	41	Right angles	96
5 Shape and space	46		
2D shapes	46		
3D shapes	51		
Reflective symmetry	56		

Helping your child at home

Welcome to Max Maths Journal 3! This journal is designed to help you support your child with their mathematical learning, including the language of mathematics. It can be used either as part of the Max Maths scheme or as a standalone resource.

This journal provides opportunities for consolidation of school learning and reflection, so it is important to make sure your child has covered a topic at school before your child begins work on it in the journal. Typically, your child will be set exercises from the journal as homework by their teacher.

We recommend that when your child sits down to work on the journal, you are on hand to provide support, engage in discussion and explore the maths together. Some tasks in the journal require the direct involvement of a grown-up for discussion and you are expected to reflect with your child on their understanding at the end of each topic.

Topic structure

Each topic begins with a scenario and related task that reflects key learning from the topic.

Check your maths!

These tasks check your child's understanding of one or more of the key concepts in the topic.

Practising my maths language

These activities are focused on practising new mathematical language connected to the topic. They often require discussion with an adult at home.

From school to home

Opportunities for discussion, sharing and reflection on your child's learning. At the end of the topic, there is space for your child's teacher to comment on your child's learning experience.



Numbers up to 1000

Counting to 1000

We have been counting up to 200 and beyond.



Ask to use a bag of rice from your kitchen.

Make a pile of exactly 200 grains of rice by counting the grains.

Make another pile of rice that has approximately 1 000 grains in it. Do not count them all. Use what you know about 200 and 1 000 to estimate what the pile would look like.

Check your maths!

The children are counting in ones from 167, but only one of them has counted correctly.

- a Which child is correct?
- b What errors have the other children made?
-
-

167, 168,
169, 170,
171, 172...



Jade

167, 168, 169,
171, 172...



Padma

167, 168, 169,
170, 180, 190,
200...



Tya

167, 177, 187,
197...



Samir

Practising my maths language^e

Look at these numbers.

- a Choose a number from the group below and count on 20 more.
- b Which will give you the biggest number when you have counted on 20 more? Show an adult and tell them why.
- c Which number will give you the smallest? Show an adult and tell them why.
- d Does the adult agree with your answers to b and c?

125

592

98

801

203

177

From school to home

Find someone at home to talk to.

- 1** Show them your school work. Talk about some of your answers to the questions on numbers up to 1 000.
- 2** Explain what you have learnt about counting to 1 000.
- 3** Ask someone at home to help you complete the following:

a What do you like about counting to 1 000?

b What was hard about counting to 1 000?



I understand



I understand a bit



I need more time to understand this

4 How well do you understand this topic now?
Circle one face for each statement.

- I can count to 200 and beyond.



- I can read numbers to 1 000.



- I can write numbers to 1 000.



5 Ask an adult at home to read and sign this.

I have checked learning on this topic.

We have shared some understanding at home.

Signed _____

Date _____

Teacher comment _____

Date _____