# Year 3 Maths Number 

## and Place Value

## Workbook



## Home Learning Year 3 Maths Workbook Pack

## Year 3 Programme of Study - Number and Place Value

| Statutory Requirements | Worksheet | Page Number | vNotes |
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| Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number | Counting in 4s, 8 s , 50s and 100s worksheet. <br> 10 More 10 Less Worksheet <br> 100 More 100 Less Robots <br> Activity Sheets 1, 2 and 3 | 3-8 |  |
| Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | Maths Magician Partitioning Worksheet Hundreds, Tens and Units <br> Hundreds and Ones Number Partitioning Worksheet | 9-12 |  |
| Compare and order numbers up to 1000 | Ordering Numbers to 1000 Worksheet 1 and 2 | 13-14 |  |
| Identify, represent and estimate numbers using different representations | Estimate Addition Calculations Worksheet <br> Estimate Subtraction Calculation Worksheet <br> Estimate Money Calculations Worksheet <br> Representing Numbers Using Base 10 <br> Estimate on 0-1000 Number Line Worksheet <br> Estimate on Different Number Lines Worksheet | 15-20 |  |
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## Counting in 4s, 8s, 50s and 100s

Complete the following sequences:
a) $\qquad$ $81216 \quad 20$ $\qquad$
f) $\qquad$ 6456 4032
b) 6456 $\qquad$ 40 - 24
g) $350 \quad 400$ $\qquad$ 500 $\qquad$ 600
c) $\qquad$ 100150200 $\qquad$ 300
h) 1100 $\qquad$ 800700600
d) 900 $\qquad$ 600500400
i) $\qquad$ 84807672
e) 56 $\qquad$ 6468 $\qquad$ j) 8088 $\qquad$ 112120

Continue the following sequences:
k) $4 \quad 8 \quad 12$
l) $8 \quad 16$

24
m) 50100150
n) 100200300 $\qquad$ - $\qquad$ ____ _ $\qquad$
o) 808488 $\qquad$

p) 125012001150 $\qquad$
$\qquad$
q) 144136128 $\qquad$
$\qquad$
$\qquad$
$\qquad$
r) 150014001300 $\qquad$ $-\quad-\quad+$ $\qquad$
s) 124120116 $\qquad$



## Challenge

Explain the relationship between counting in 4 s and 8 s and compare this to the relationship between counting in 50s and 100s.

## 10 More and 10 Less Worksheet

Adding or subtracting 10 can be done by representing or imagining a number as hundreds, tens and units and simply adding or removing one of the tens e.g.

|  |  |  |
| :---: | :---: | :---: |
| $56-10=46$ | 56 | $56+10=66$ |

Sometimes you will make a new hundred or need to break a hundred down into tens to be able to do this. e.g.


1. Try these. Draw the hundreds, tens and units if you wish.
2. $43-10=$
3. $27+10=$
4. $59-10=$
5. $38+10=$
6. $97+10=$
7. $107-10=$
8. $153+10=$
9. $195+10=$
10. Can you fill in the missing numbers in these pieces snipped from number squares?

Don't forget you can have number squares that are bigger than 0-100
1.

2.

3.

4.

5.

6.

7.

8.

2. Look at the amounts these children have saved. How much would they have if they spent $£ 10$ or if they saved $£ 10$ more?
1.

| $-£ 10$ | $£ 37$ | $+£ 10$ |
| :--- | :--- | :--- |
|  |  |  |

2. 


3.

6.

5.

4.

8.


Can you find 100 more than and 100 less than the number in the robot's tummy?
E.g.


Can you find 100 more than and 100 less than the number in the robot's tummy?
E.g.


Can you find 100 more than and 100 less than the number in the robot's tummy?
E.g.


Maths Magician Partitioning Worksheet Hundreds, Tens and Units


Can you put these numbers into hundreds, tens and units?

For example:

## $438=$






(T)



## Ordering Numbers to 1000 Worksheet 1

Fill in the spaces below with the numbers in order from smallest to largest.


12
16
29





## Ordering Numbers to 1000 Worksheet 2

Fill in the spaces below with the numbers in order from smallest to largest.
202


222




| ¿OOOL moqo fo дamsud un an！ 6 <br>  | $\begin{aligned} & 0 \varepsilon \varepsilon+8 \angle \varepsilon \\ & \varepsilon 9 \varsigma+0 \varsigma \downarrow \\ & 08 \vdash+\varsigma \varepsilon 乙 \\ & 0 乙 乙+\downarrow \varepsilon \varsigma \end{aligned}$ <br>  <br>  | ¿OOG mnoqd fo дamsud un aņ 6 <br>  | $\begin{gathered} 8 乙 て+8 b \\ 9 し て+70 l \\ 8 b+0 b 乙 \\ 7 レ \downarrow+\angle \varepsilon 乙 \end{gathered}$ <br>  <br>  | $\begin{gathered} \varsigma \subseteq+S L l \\ l \varepsilon 乙+9 乙 \\ \varsigma \varepsilon l+\varepsilon l l \\ l 乙 Z+\dagger 乙 l \end{gathered}$ <br> ¿OGZ дnogo fo amsun uv aṇ 6 <br>  |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \angle 9+5 \sqcap \\ & \angle l+乙 8 \\ & 8 b+\vdash l \\ & 9 乙+\angle 8 \end{aligned}$ <br> ¿OLL moqo fo дamsud un aṇ 6 <br>  |  <br>  | $\begin{gathered} O Z Z+G \angle \\ S \angle L+G O L \\ O b+G O Z \\ G \angle l+O G L \end{gathered}$ <br>  <br>  | $\begin{aligned} & 09 \downarrow+07 l \\ & 0 L+0 \varepsilon l \\ & 08 \downarrow+09 \\ & 09+0 乙 \downarrow \end{aligned}$ <br>  <br>  | $\begin{gathered} \varepsilon \sqcap+G b \\ レ \vdash+\varsigma 乙 \downarrow \\ 9 L+\varepsilon 9 \\ \angle L+9 L \end{gathered}$ <br>  <br>  |
| $\begin{aligned} & 9 \varsigma+\varepsilon G \\ & \tau \varepsilon+8 b \\ & 9 L+9 \downarrow \\ & \varepsilon 乙+78 \end{aligned}$ <br> ¿OZL moqn fo дamsud un an！ 6 <br>  | $\begin{aligned} & \angle 9+57 \\ & \angle l+28 \\ & 8 b+7 l \\ & 9 Z+\angle 8 \end{aligned}$ <br>  <br>  | $\begin{aligned} & \angle 乙+\varsigma \varepsilon \\ & 乙 \varepsilon+b 乙 \\ & L \varepsilon+\angle\rangle \\ & \varsigma 乙+乙 \angle \end{aligned}$ <br>  suoוְøן | $\begin{aligned} & b 乙+b \varepsilon \\ & \varepsilon G+\angle l \\ & 9 l+l \varepsilon \\ & \varepsilon 乙+\angle \varepsilon \end{aligned}$ <br>  <br>  | $\begin{aligned} & 8 l+\varsigma \eta \\ & l \varepsilon+8 乙 \\ & \varsigma \vdash+\varepsilon l \\ & \angle l+\sqcap \varepsilon \end{aligned}$ <br>  <br>  |

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| ¿OOG moqu fo גamsud ud an＠ 6 <br>  | ¿OGE 7noqd fo дамsud uv an！ 6 <br>  |  | $\begin{aligned} & \angle 9 Z-9 b\rceil \\ & 0 \angle 9-9 \varepsilon 8 \\ & b \varepsilon 乙-1 \varepsilon \sqcap \\ & 99 Z-0 b 7 \end{aligned}$ <br> ¿OOZ moqd fo дамsud un an！ 6 <br>  | ¿OSI moqo fo damsud uv an！ 6 <br>  |
| :---: | :---: | :---: | :---: | :---: |
|  |  <br>  |  | $\begin{gathered} 091-00 Z \\ 0 \angle-0 \varepsilon \downarrow \\ 08 \mathrm{l}-09 乙 \\ 09-0 Z 1 \end{gathered}$ <br> ¿ $0 \angle$ Inoqd fo дamsud ud әм̣ 6 <br>  | ¿09 子noqo fo дамsub un 6 <br>  |
| $\begin{gathered} ル-\varepsilon G \\ \tau \varepsilon-8 b \\ 9 L-ゅ 乙 し \\ \varepsilon 乙-ゅ 8 \end{gathered}$ <br>  <br>  |  <br>  | $\begin{aligned} & \angle \vdash-9 \angle \\ & 9 L-G l l \\ & \text { Zl-lを } \\ & 7 S-て b \end{aligned}$ <br>  <br>  | $\begin{aligned} & \angle L-L \varepsilon \\ & 9 L-\angle \varepsilon \\ & b \tau-b \varepsilon \\ & 8 L-\varsigma \vdash \end{aligned}$ <br>  <br>  | $\begin{aligned} & \angle L-8 b \\ & Z L-\angle Z \\ & \varsigma \vdash-\varsigma 9 \\ & \varepsilon 乙-\vdash \varepsilon \end{aligned}$ <br>  <br>  |


|  <br>  |  <br>  |  |  <br>  |  <br>  |
| :---: | :---: | :---: | :---: | :---: |
|  <br>  |  <br>  |  <br>  | $\begin{gathered} 17+d_{0 Z} \\ d_{0 L}+d_{0 \varepsilon} \\ d_{07}+d_{0 G} \\ d_{09}+d_{0 L} \end{gathered}$ <br>  <br>  | $\begin{aligned} & d_{\ell \sqcap}+d_{\ell \sqcap} \\ & d_{l \sqcap}+d_{l} \\ & d_{\emptyset \zeta}+d_{0 G} \\ & d_{0 L}+d_{L} \end{aligned}$ <br> ¿dg $\angle$ znoqd fo дамsud ud 6 <br>  |
| $\begin{aligned} & d_{Z 乙}+d_{l l} \\ & d_{0 l}+d_{\angle l} \\ & d_{b}+d_{0 l} \\ & d_{\varepsilon}+d_{8} \end{aligned}$ <br> ¿dgZ Inoqo fo àmsuo uv an＠ 6 <br>  | ¿ ¿dog moqo fo дамsud uo añ <br>  | $\begin{aligned} & d_{L \zeta}+d_{\emptyset l} \\ & d_{L \zeta}+d_{b 乙} \\ & d_{l \zeta}+d_{l \varepsilon} \\ & d_{\varsigma \zeta}+d_{乙 乙} \end{aligned}$ <br>  <br>  | $\begin{aligned} & d_{L l}+d_{\varepsilon 乙} \\ & d_{l 乙}+d_{b l} \\ & d_{\nvdash l}+d_{l 乙} \\ & d_{9 l}+d_{\angle l} \end{aligned}$ <br>  <br>  | $\begin{gathered} d_{8 l}+d^{2} l \\ d_{b}+d_{G} \\ d g l+d q \\ d \_l+d_{l l} \end{gathered}$ <br>  <br>  |

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| $\stackrel{\checkmark}{\omega}$ | 古 | ${ }^{\circ}$ | $\stackrel{\text { r }}{ }$ | \％ | 镸 | 笛 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |

## Estimate on 0-1000 Number Line Worksheet

| 0 | 1000 |
| :---: | :---: |
| b) 213 |  |
| L |  |
| 0 | 1000 |
| c) 987 |  |
| L |  |
| 0 | 1000 |
| d) 753 |  |
| L |  |
| 0 | 1000 |
| e) 289 |  |
| L |  |
| 0 | 1000 |
| f) 672 |  |
|  |  |
| 0 | 1000 |
| g) 31 |  |
| L |  |
| 0 | 1000 |
| h) 814 |  |
|  |  |
| 0 | 1000 |

## Estimate on Different Number Lines Worksheet

a) 743
500
b) 857
700 1000
c) 387
300
d) 198
100 1
e) 449

200
f) 576

| $L$ |  |
| :--- | :--- |
| 500 | 700 |
| g) 610 |  |
| 450 | 650 |

h) 841

| L <br> 750 <br> i) 338 | 900 |
| :--- | :---: |
| 300 | 350 |

## Writing Numbers in Words

Write the following numbers in words:

| 243 | Two hundred and forty-three |
| :---: | :---: |
| 562 |  |
| 785 |  |
| 391 |  |
| 669 |  |
| 402 |  |
| 513 |  |
| 699 |  |
| 840 |  |
| 709 |  |
| 112 |  |
| 590 |  |
| 519 |  |
| 101 |  |

## Writing Numbers in Words

Write the following words in numbers:

| Three hundred and forty-six | 346 |
| :---: | :---: |
| Six hundred and thirty-nine |  |
| Nine hundred and thirteen |  |
| Seven hundred and twenty-eight |  |
| Four hundred and six |  |
| Nine hundred and thirty |  |
| One hundred and four |  |
| Five hundred and thirty-five |  |
| Two hundred and twenty-two |  |
| Four hundred and sixty |  |
| Eight hundred and seventy-eight |  |
| Nine hundred and ninety-one |  |
| One hundred and ninety-nine |  |
| Five hundred and fifteen |  |

## Writing Numbers in Words

Write the following words into numbers and numbers into words.

|  | 561 |
| :---: | :---: |
|  | Two hundred and fourteen |
| Six hundred and fifty-nine | 902 |
| Four hundred and twelve |  |
| Eight hundred and eight | 327 |
| Seven hundred and forty |  |
| Six hundred and sixteen | 880 |
| Three hundred and thirty-seven | 679 |
|  |  |
|  |  |
|  |  |

## Estimation - Reading Speedometers

Estimation can be useful in real life situations. Be useful and apply your estimation skills to these situations.
Look at the speed limit signs and the speedometers. Is the driver going Too Fast! or Driving Safely? The first one is done for you.


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| 1. | $2 .$ | 3. | 4. 3600 |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
| Estimated Speed $\square$ | Estimated Speed | Estimated Speed $\square$ | Estimated Speed $\square$ |

## Solving Number Problems Using Number Representation

For each of the problems below, begin by representing the number in the place value chart then complete the calculation by adding or subtracting from the appropriate column.
E.g. The Jones family have 56 fish.

Represent 56 in the chart by using dots or base 10 bars.

| Hundreds | Tens | Units |
| :---: | :---: | :---: |
|  | $\bigcirc$ | $\bigcirc$ |
|  | $\bigcirc$ | $\bigcirc$ |
|  | $\bigcirc$ | $\bigcirc$ |

Then read the rest of the question and add or cross out the extra dots or bars needed.
They buy 10 more. How many do they have altogether?
Don't forget to make a new hundred if you have 10 dots or bars in the tens column.

1. 76 people have attended the School Summer Fayre.

If 10 go home, how many are left?


| Hundreds | Tens | Units |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |


| Answer |
| :---: |
|  |
|  |

2. Raj has saved $£ 49$.

His grandmother gives him $£ 10$. How much does he have altogether?

3. Bilal collects stamps.

He has 326.
He buys a packet of 100 with his pocket money.


How many does he have

| Hundreds | Tens | Units |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |
|  |  |  |


| Answer |
| :---: |
|  |
|  | now?

## Solving Number Problems Using Number Representation

4. There are 97 guinea pigs in the zoo enclosure.

10 babies are born. How many are there altogether?


| Hundreds | Tens | Units |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |


| Answer |
| :---: |
|  |
|  |

5. Billy is playing a video game. He has scored 872 points.

He misses a jump and loses 100 points.

How many does he have


| Hundreds | Tens | Units |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |

 now?
6. Freya collects

103 conkers.
She gives 10 of them to a friend. How many does she have left?


| Hundreds | Tens | Units |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |


| Answer |
| :---: |
|  |
|  |

7. There are 372 children in the school.

When a nearby school closes, 110 more children join. How many pupils


| Hundreds | Tens | Units |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |


| Answer |
| :---: |
|  |
|  | are there now?

8. A shark has 295 teeth.

It loses 110. How many does it have left?


| Hundreds | Tens | Units |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |


| Answer |
| :---: |
|  |
|  |

