Year 3 Maths Home Learning w/c: 12-10-20

Monday

This lesson, we will be revisiting prior learning on number lines to 1000. The children have already done some work on this but it is an area that can be very challenging for children.

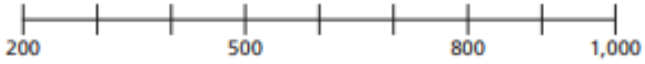
https://vimeo.com/454675110

Support - I have included a link to a lesson based on number lines to 100 if your child is struggling and needs to revisit some prior learning. Accompanying sheets can be found below next to the heading 'Support', below those for numbers to 1000.

https://vimeo.com/454674857

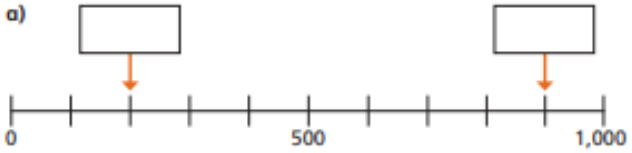
Number line to 1,000

1 Complete the number line.



2 What numbers are the arrows pointing to?

a)



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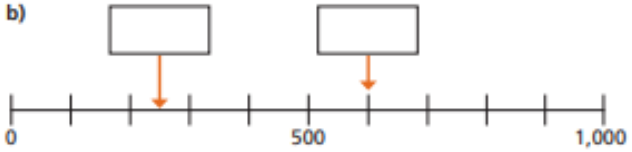

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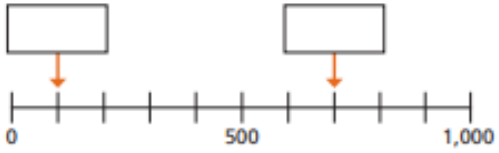
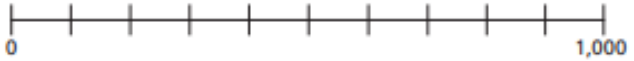
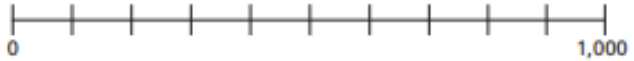


3 Write these numbers on the number line.

400 150 600 990



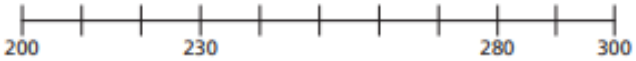
4 Here is a number line from 0 to 1,000



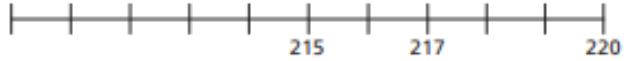
Label 500 and 750 on the number line.

5 Complete the number lines.

a)



b)

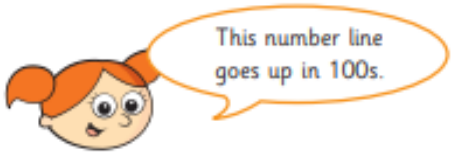


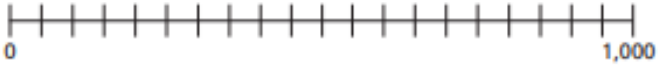
c)

6 **a)** Label 470 on the number line.

b) Label 280 on the number line.

7

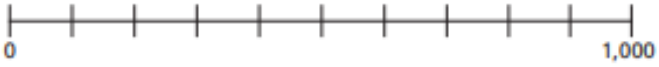




Is Alex correct? How do you know?

8 Draw an arrow to 785 on each number line.

a)



b)

c)

9 Estimate where these numbers go on the number line.

300 750 30 995

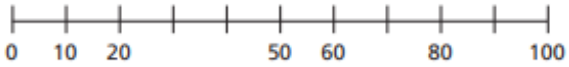
How did you do this? Talk about it with a partner.

Support sheets

Number line to 100

1 Complete the number lines.

a)



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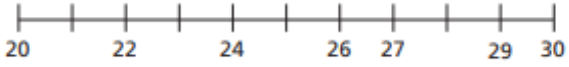

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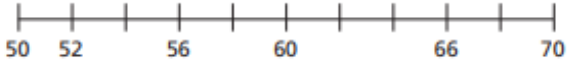

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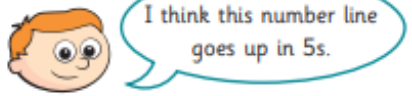
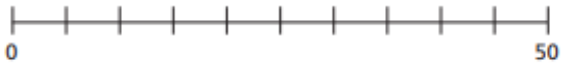
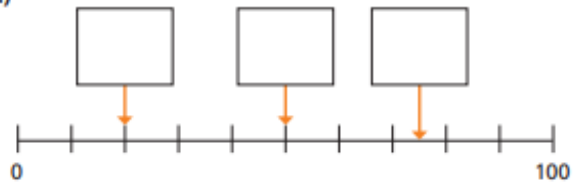




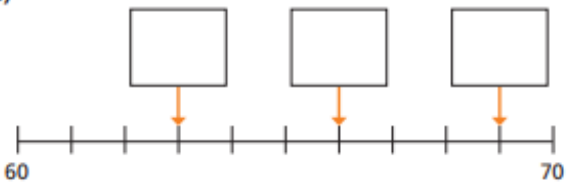
Show a partner that Ron is correct.

3 What numbers are the arrows pointing to?

a)



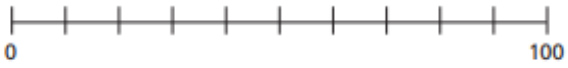
b)



4 Draw an arrow to show where each number belongs on the number line.

a)

5 30 45 80



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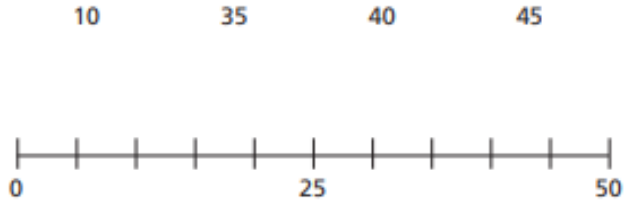
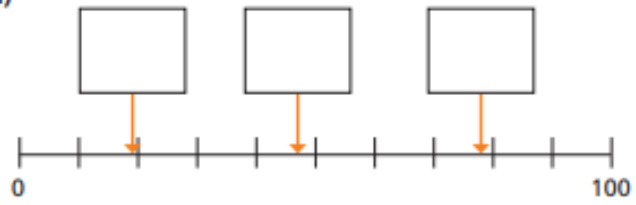


5 Estimate the numbers the arrows are pointing to.

a)



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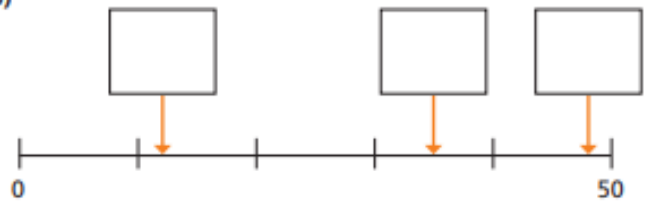
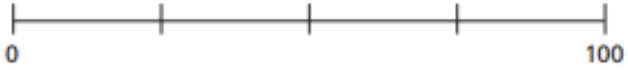


6 Complete the number lines.

a)

b)



7 Estimate where these numbers belong on the number line.

How did you do this? Talk about it with a partner.

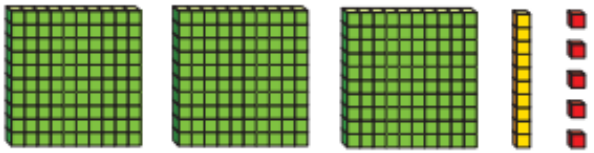
Tuesday

This lesson we revisit work on 1, 10, and 100 more / less than 3 digit numbers. Please click on the following link to access a video to introduce the lesson: https://vimeo.com/454675288

The worksheets below accompany the video and can either be printed off or answers can be written on plain paper.

Find 1, 10, 100 more or less

1 Annie makes a number using base 10



a) What number has Annie made?

Annie has made the number ☐

b) What is 100 more than Annie's number?

100 more than Annie's number is ☐

c) What is 10 more than Annie's number?

10 more than Annie's number is ☐

d) What is 1 more than Annie's number?

1 more than Annie's number is ☐

2 What number is represented?

Hundreds	Tens	Ones
●● ●●	●● ●● ●● ●● ●	●●

The number represented is ☐

a) What is 100 more than the number? ☐

What is 10 more than the number? ☐

What is 1 more than the number? ☐

b) What is 100 less than the number? ☐

What is 10 less than the number? ☐

What is 1 less than the number? ☐

3 What is 100 more than each of these numbers?

a) 700 ☐ **c)** 590 ☐

b) 385 ☐ **d)** 47 ☐

4 What is 10 more than each of these numbers?

a) 362 ☐ c) 703 ☐

b) 180 ☐ d) 695 ☐

5 What is 10 less than each of these numbers?

a) 789 ☐ c) 300 ☐

b) 245 ☐ d) 404 ☐

6 Complete the sentences.

a) 100 more than 763 is ☐

b) ☐ is 100 more than 765

c) ☐ is 100 less than 503

d) 1 less than 300 is ☐

e) 10 less than 109 is ☐

f) ☐ is 10 less than 972

g) ☐ is 1 less than 699

7 Tom makes a number on a place value chart, but one of the counters slips off the chart.

Hundreds	Tens	Ones
● ● ● ●		● ●

What could Tom's number have been?

_____

8 Complete the table.

100 more	10 more	1 more	number	1 less	10 less	100 less
			473			
398						
					890	

9 Kim thinks of a number.

100 less than Kim's number is 900

What is 10 less than Kim's number? ☐

Wednesday

Today, we will be working on an End of Unit Check for the Year 3 Place Value work we have been doing over the past few weeks. Please support your child if they need help reading the questions or help knowing where to put the answers. I would ask, however, that you please let your child answer the questions to the best of their ability using their own knowledge and understanding.

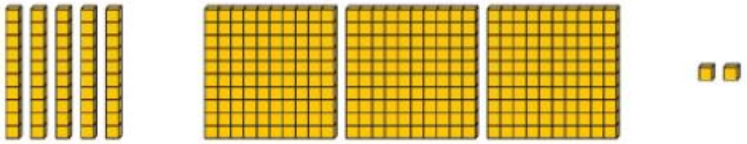
If there are areas where your child struggles, it would be wonderful if you can provide some additional support in these areas at home, outside of this maths session.

At the side of the three pages in grey, you will see there are some notes for you, as the dult providing support and guidance. I hpe you find this helpful.

Thank you.

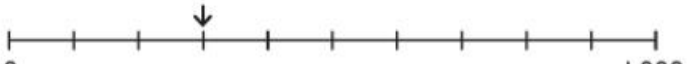
End of unit check

1 What number is shown?



A 325 B 352 C 523 D 532

2 Which number line shows the arrow pointing to 350?

A


B


C


D


3 10 more than ☐ is 385.

A 485 B 285 C 395 D 375

4 Which statement is correct?

H	T	O
4	2	9

H	T	O
3	8	1

A 429 < 381 C 429 > 381

B 429 = 381 D None of them

5 The number track goes up in 50s.

200	250	300				500

What number should be in the shaded box?

A 350 B 303 C 450 D 499

6 Which set of numbers is in order from smallest to greatest?

A 54, 540, 504, 450 C 540, 504, 450, 54

B 450, 504, 54, 540 D 54, 450, 504, 540

7 There are three boxes of counters.

Box X contains 160 counters. Box Y contains 84 counters.
Box Z contains 100 more counters than Box Y.

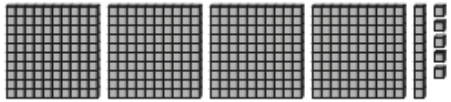
Put the boxes in order. Start with the one with the fewest counters.

→ Practice book 3A p39

→ Textbook 3A p52

End of unit check

My journal



1 What number is shown?

Represent and draw the number in different ways.

Find five ways to describe the number using as many keywords as you can.

Keywords

hundreds, tens, ones, more, less, number line, between

My journal

WAYS OF WORKING Independent thinking

ANSWERS AND COMMENTARY

In question 1, children may:
- say the number (for example, 415 or 4 hundred and 15)
- describe how the number is made (4 hundreds, 1 ten and 5 ones or 400 + 10 + 5)
- make a comparison (for example, 415 is 100 more then 315)
- show the number on a number line
- show the number using place value counters
- show the number using a part-whole model.

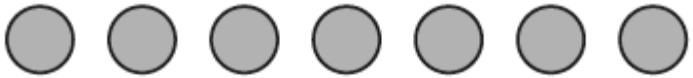
Encourage children to do as many different variations as they can.

In question 2, children should be able to make:
- 502, 511, 520, 601, 610 using seven counters
- 503, 512, 521, 530, 602, 620 using eight counters.

Some children may include 700. Explain that this is not less than 700. If children are struggling, ask them how many 100s the number must have if it lies between 500 and 700.

To extend ask children to put the numbers in order or represent them on a number line. Ask what would happen if they had nine counters. Encourage children to explain what strategy they are using.

2 Here are seven counters.



H	T	O

How many numbers can you make that are greater than 500 but less than 700?

You must use all the counters.

What happens if you have eight counters?

_____

_____

_____

Power check

How do you feel about your work in this unit?

You could use other objects instead of counters.

Power play

You will need: a place value grid (HTO) and six blank counters.

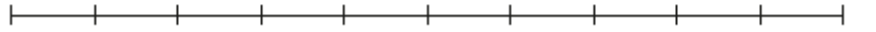
Place all the counters on the place value grid to make a number.

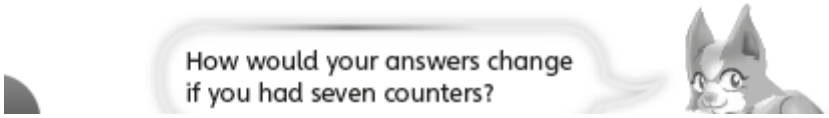
See if you can find 3-digit numbers to go in the boxes.

H	T	O

	Largest number you can make
	Smallest number you can make
	An odd number greater than 200
	An even number less than 200
	A number that has the same number of 100s and 1s
	A number where 10 more is 241

Put all your numbers on the number line.





Power play

WAYS OF WORKING Pair work

IN FOCUS Use this Power play to assess whether children understand the key concepts in this lesson. The criteria in the table make children think about the place value of the numbers. For example, a number greater than 200 must have 2 or more counters in the hundreds column, an odd number must have an odd number of counters in the ones column and so on.

ANSWERS AND COMMENTARY Largest number: 600; smallest number: 6; odd number greater than 200: 213, 231, 303, 321, 411 or 501; even number less than 200: 6, 24, 42, 60, 114, 132 or 150; same number of 100s and 1s: 60, 141, 222 or 303; 10 more is 241: 231.

For questions where there is more than one answer, encourage children to find as many answers as they can. Suggest that they make up their own questions for their friend. Ask what they notice that the digits add up to in each number. Ask why this is the case.

Thursday

This lesson we will be looking at adding and subtracting multiples of 100. To access the lesson, please click the link here to watch the teaching video then you can either rpint the worksheets below or answer the questions on plain paper.

https://vimeo.com/459318816

Add and subtract multiples of 100

1 Complete the sentences.

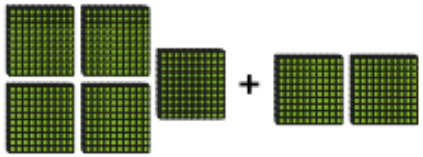
a)

5 ones + 2 ones = ☐ ones

b)

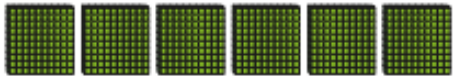
5 tens + 2 tens = ☐ tens

c)



5 hundreds + 2 hundreds = ☐ hundreds

2 Work out 600 – 400



600 – 400 = ☐

3 Complete the additions.

a) 3 + 1 = ☐

30 + 10 = ☐

300 + 100 = ☐

b) 400 + 200 = ☐

400 + 300 = ☐

400 + 400 = ☐

400 + 500 = ☐

400 + 600 = ☐

4 Complete the subtractions.

a) 9 – 2 = ☐

90 – 20 = ☐

900 – 200 = ☐

b) 600 – 400 = ☐

600 – 300 = ☐

600 – 200 = ☐

600 – 100 = ☐

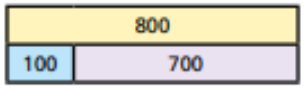
600 – 0 = ☐

5 Kim has 400 pencils.

She buys 5 more boxes of pencils.

How many pencils does she have now? ☐

6 Use the diagram to write 4 calculations.



100 + ☐ = ☐

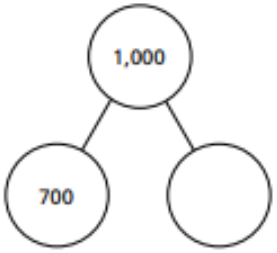
☐ + ☐ = ☐

☐ − ☐ = ☐

☐ − ☐ = ☐

7 Complete the part-whole models.

a)



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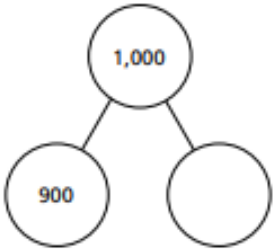
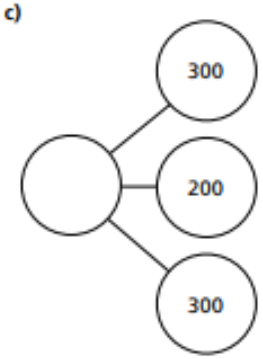


c)



8 Complete the number sentences.

a) 200 + 300 = ☐

b) 800 − 100 = ☐

c) 300 + ☐ = 700

d) 500 + ☐ = 700

e) ☐ − 200 = 300

f) 900 = ☐ + 300

g) 200 + 200 + 300 = ☐

h) 600 = 100 + 200 + ☐

i) 700 − 200 + 300 = ☐

j) 500 − ☐ = 0

9 There are 400 girls in a school.

There are 100 more boys than girls.

How many boys and girls are there in the school in total?

☐

10 The answer is 700

How many questions can you think of that add hundreds or subtract hundreds to make 700?

How do you know you have found them all?

Friday

The focus of the final lesson for this week is adding and subtracting 3 digit and 1 digit numbers, not crossing 10.

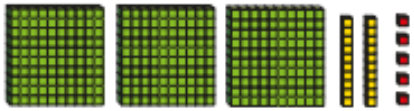
Please click the link to access the lesson video:

https://vimeo.com/459319169

Add and subtract 3-digit and 1-digit numbers – not crossing 10

1 How many candles are there in total?

2 Amir has made the number 325



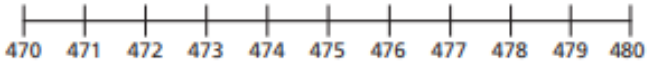
Amir subtracts 3 ones from his number.

a) Write a calculation to show what Amir has done.

b) What is the answer to the calculation?

3 Complete the calculations.

Use the number line to help if you need to.



a) 475 + 1 =

475 + 2 =

475 + 3 =

475 + 4 =

b) 475 – 1 =

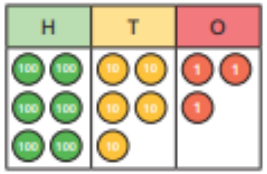
475 – 2 =

475 – 3 =

475 – 4 =

475 – 5 =

4 Here is a number.



a) Add 4 ones to the number.

What is the answer?

b) Tom says if you subtract 2 ones from the number, you get 633

What mistake has Tom made?

5 Complete the calculations.

a) 276 + 3 = ☐

b) 276 – 4 = ☐

c) 311 – 1 = ☐

d) 311 + 5 = ☐

e) 3 + 405 = ☐

f) 278 – 4 = ☐

g) ☐ = 625 + 3

h) ☐ = 488 – 7

i) 724 + ☐ = 728

j) 394 – ☐ = 393

k) ☐ + 913 = 918

l) 186 – ☐ = 184

6 Nijah collects stamps.

She has 526 stamps.

She collects 3 more.

How many stamps does she have now?

☐

7 Put the digit cards in the correct place in each calculation.

Use all 4 cards each time.

1	3	6	9

☐☐☐ + ☐ = 397

☐☐☐ – ☐ = 133

☐☐☐ + ☐ = 397

☐☐☐ – ☐ = 166

8 Work out the missing digits.

a) 7_4 + 4 = _8_

b) 97_ + 3 = 9_3

c) _78 – ☐ = 173

9 Aisha wants to work out 764 + 3 + 2

Show two ways she can do this.

_____

_____

10 Scott thinks of a number.

He adds 5 to his number.

His number ends with a 5

Was the number Scott started with odd or even? _____

Explain your answer.

_____

_____

Compare answers with a partner.