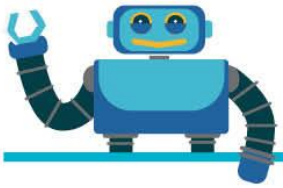


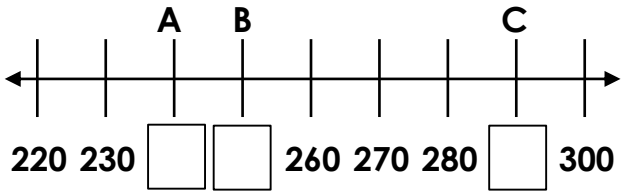
# Home Learning Pack

# Year 3

Classroom secrets KIDS

# Ordering Numbers

1a. Fill the gaps in the number line using the numbers below.




290 250 240

D VF

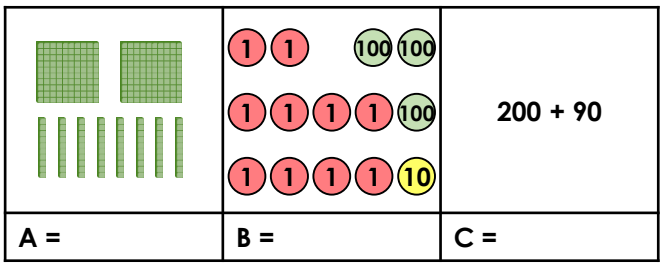
2a. Put these numbers in ascending order.

570 730 590

_____ , _____ , _____

D VF

3a. What is each representation worth?




List the numbers in ascending order.

_____ _____ _____

D VF

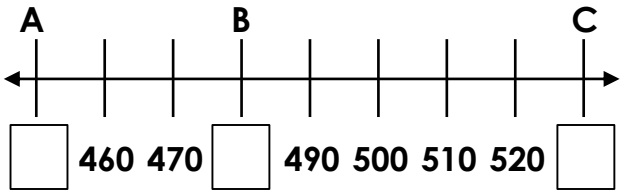
4a. True or false? Lewis has placed three numbers in ascending order.

| |
|---|
| 410 |
| 380 |
| 430 |

D VF

# Ordering Numbers

1b. Fill the gaps in the number line using the numbers below.




480 530 450

D VF

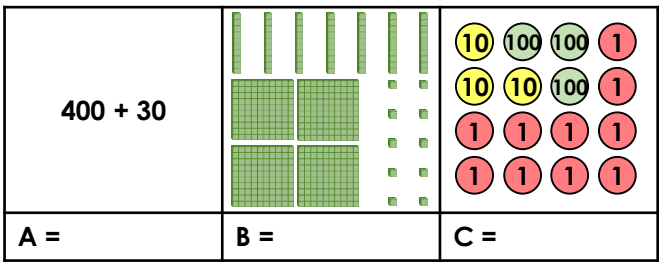
2b. Put these numbers in ascending order.

930 380 310

_____ , _____ , _____

D VF

3b. What is each representation worth?




List the numbers in ascending order.

_____ _____ _____

D VF

4b. True or false? Frank has placed three numbers in ascending order.

| |
|---|
| 790 |
| 800 |
| 880 |

D VF

# Ordering Numbers

1a. Phoenix the parrot wants to reach the peach. He can only go through the maze by stepping on ascending numbers.

| | | |
|---|---|---|
| 240 | 250 |  |
|  → 220 | 230 | 260 |
| 210 | 290 | 240 |

How many routes can he take?

PS

# Ordering Numbers

1b. Oka the panda wants to reach the plant. She can only go through the maze by stepping on ascending numbers.

| | | |
|---|---|---|
|  → 470 | 500 | 480 |
| 490 | 570 | 540 |
| 530 |  | 520 |

How many routes can she take?

PS

2a. Luke and Gavin are placing numbers in ascending order.

Gavin

| | | |
|---|---|---|
| 630 | 670 | 710 |

Luke

| | | |
|---|---|---|
| 280 | 410 | 380 |

Who is correct? Prove it.

R

2b. Leila and Evie are placing numbers in ascending order.

Leila

| | | |
|---|---|---|
| 930 | 960 | 950 |

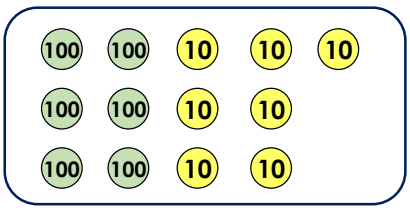
Evie

| | | |
|---|---|---|
| 530 | 550 | 580 |

Who is correct? Prove it.

PS

3a. Choose between 5 and 10 place value counters each time to create 3 different 3-digit numbers.

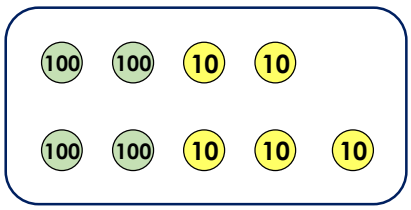



Write the numbers that you have created below in ascending order.

_____ , _____ , _____

PS

3b. Choose between 5 and 10 place value counters each time to create 3 different 3-digit numbers.



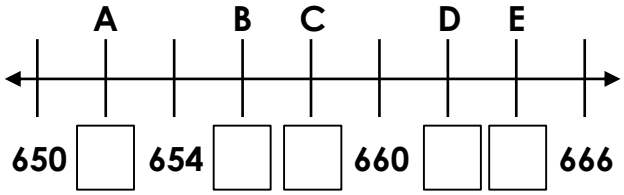

Write the numbers you have created below in ascending order.

_____ , _____ , _____

R

# Ordering Numbers

1a. Fill the gaps in the number line using the numbers below.




662 | 658 | 664 | 656 | 652

VF

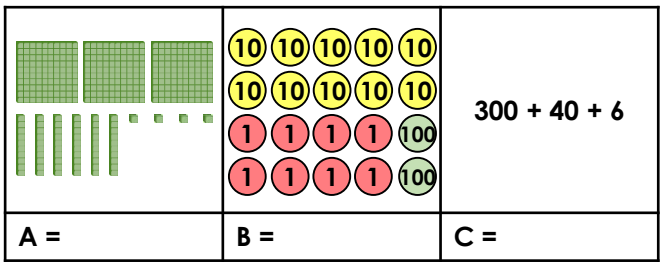
2a. Put these numbers in ascending order.

426 | 381 | 329 | 894 | 677

_____, _____, _____, _____, _____

VF

3a. What is each representation worth?




List the numbers in descending order.

_____ _____ _____

VF

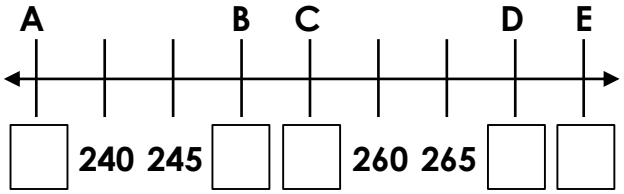
4a. True or false? Lucie has placed these five numbers in ascending order.

| |
|---|
| 670 |
| 767 |
| 676 |
| 776 |
| 777 |

VF

# Ordering Numbers

1b. Fill the gaps in the number line using the numbers below.




270 | 250 | 255 | 235 | 275

VF

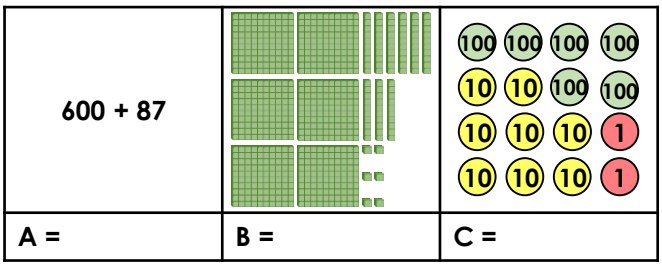
2b. Put these numbers in descending order.

576 | 903 | 567 | 799 | 652

_____, _____, _____, _____, _____

VF

3b. What is each representation worth?




List the numbers in ascending order.

_____ _____ _____

VF

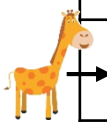
4b. True or false? Fiona has placed these five numbers in descending order.

| |
|---|
| 882 |
| 849 |
| 797 |
| 658 |
| 685 |

VF

# Ordering Numbers

1a. Jerry the giraffe wants to reach the apple. He can only go through the maze by stepping on ascending numbers.



| | | | |
|---|---|---|---|
| 715 | 716 | 718 | 721 |
| 719 | 721 | 724 | 730 |
| 716 | 720 | 722 | 727 |
| 715 | 716 | 718 | 719 |

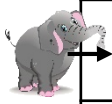
How many routes can he take?

E PS

# Ordering Numbers

1b. Elsie the elephant wants to reach the pear. She can only go through the maze by stepping on descending numbers.

| | | | |
|---|---|---|---|
| 323 | 319 | 318 | 311 |
| 330 | 335 | 329 | 309 |
| 336 | 332 | 330 | 352 |
| 341 | 368 | 355 | 310 |



How many routes can she take?

E PS

2a. Nuha and Pete are placing numbers in descending order.

Nuha

| | | | | | |
|---|---|---|---|---|---|
| 300 | 200 | 100 | 350 | 250 | 150 |

Pete

| | | | | | |
|---|---|---|---|---|---|
| 650 | 600 | 550 | 500 | 450 | 400 |

Who is correct? Prove it.

E R

2b. Hunter and Willow are placing numbers in ascending order.

Hunter

| | | | | | |
|---|---|---|---|---|---|
| 150 | 250 | 200 | 350 | 400 | 450 |

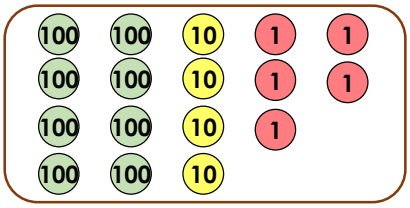
Willow

| | | | | | |
|---|---|---|---|---|---|
| 150 | 300 | 450 | 600 | 750 | 900 |

Who is correct? Prove it.

E PS

3a. Choose between 5 and 10 place value counters each time to create four 3-digit numbers.

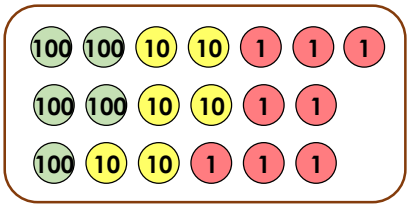



Write the numbers that you have created below in ascending order.

_____ , _____ , _____ , _____

E PS

3b. Using the place value counters below, create four different 3-digit numbers. You can reuse counters for each new number.



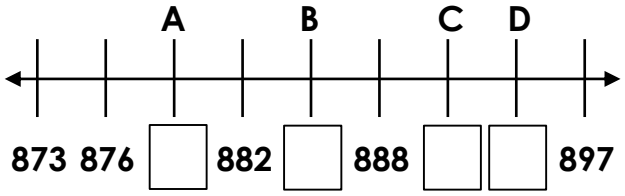

Write the numbers you have created below in descending order.

_____ , _____ , _____ , _____

E R

# Ordering Numbers

## 1a. Fill the gaps in the number line using the numbers below.




| | | | |
|---|---|---|---|
| eight hundred and eighty-five | 891 | 7 hundreds, 8 tens and 114 ones | eight hundred and seventy-nine |

GD VF

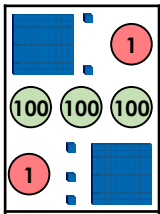
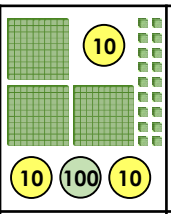
## 2a. Put these values in ascending order.

| | | | | |
|---|---|---|---|---|
| 200, 28 tens and 3 ones | 384 | 700, 10 tens and 9 ones | seven hundred and forty-one | 600, 23 tens and 4 ones |

_____, _____, _____, _____, _____

GD VF

## 3a. What is each representation worth?

| | | | |
|---|---|---|---|
|  |  | one hundred, 38 tens and 10 ones | 400 + 119 |
| A = | B = | C = | D = |

## List the numbers in descending order.

_____ _____ _____ _____

GD VF

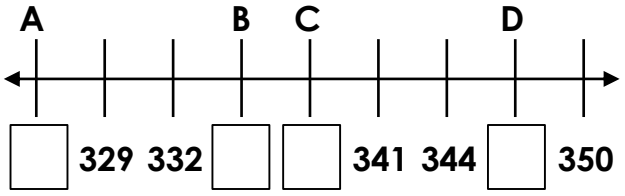
## 4a. True or false? Callum has placed these six numbers in ascending order.

| |
|---|
| 8 hundreds, 10 tens and 73 ones |
| nine hundred and seventy-six |
| 98 tens and 1 one |
| 984 |
| 6 hundreds, 38 tens and 9 ones |
| nine hundred and eighty-eight |

GD VF

# Ordering Numbers

## 1b. Fill the gaps in the number line using the numbers below.




| | | | | |
|---|---|---|---|---|
| 347 | three hundred and twenty-six | 2 hundreds, 9 tens and 45 ones | 33 tens and 8 ones | |

GD VF

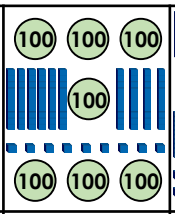
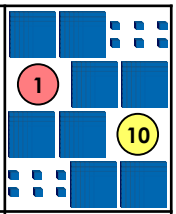
## 2b. Put these in descending order.

| | | | | |
|---|---|---|---|---|
| six hundred and two | 596 | 500, 10 tens and 112 ones | 200, 42 tens and 1 one | 100, 38 tens and 11 ones |

_____, _____, _____, _____, _____

GD VF

## 3b. What is each representation worth?

| | | | |
|---|---|---|---|
| seven hundred and ninety-four | 600 + 231 |  |  |
| A = | B = | C = | D = |

## List the numbers in ascending order.

_____ _____ _____ _____

GD VF

## 4b. True or false? Jemma has placed these six numbers in descending order.

| |
|---|
| 41 tens and 7 ones |
| 2 hundreds, 7 tens and 37 ones |
| three hundred and one |
| two hundred and ninety-six |
| 1 hundred, 18 tens and 9 ones |
| 272 |

GD VF

# Ordering Numbers

1a. Rigby the racoon wants to reach the cherries. He can only travel in the maze by finding up to 6 ascending numbers.

| | | | |
|---|---|---|---|
| 806 | 800 + thirteen | 700 + 139 | 868 |
| 7 hundreds, 9 tens and 22 ones | 83 tens and 1 one | 838 | 664 + 200 |
| 810 + 44 | nine hundred and twenty | 900 + seventeen | nine hundred and three |
| 8 hundreds, 10 tens and 21 ones | 917 | 6 hundreds, 33 tens and 9 ones |  |

How many routes can he take?

PS

# Ordering Numbers

1b. Binky the rabbit wants to reach the carrot. She can only travel in the maze by finding up to 6 descending numbers.

| | | | |
|---|---|---|---|
| 322 | 300 + 15 | three hundred and thirty | 200 + 171 |
| 350 + 35 | 363 | three hundred and forty | 32 tens and 5 ones |
| 2 hundreds, 10 tens and 71 ones | 300 + 68 | 352 |  |
|  200 + 186 | 372 | 1 hundred, 21 tens and 9 ones | 300 + 8 |

How many routes can she take?

PS

2a. Leon and Toria are placing numbers in descending order.

Leon

| | | | | | |
|---|---|---|---|---|---|
| 500 + 163 | 418 | 400 and two ones | 200 + 60 + 138 | 300 + ninety ones | 200 + 19 tens + 1 |

Toria

| | | | | | |
|---|---|---|---|---|---|
| 298 | 100 + 18 tens + 7 ones | 210 + 43 | 200 + 3 tens + 19 ones | 172 | 100 + 50 |

Who is correct? Prove it.

R

2b. Alessia and Kieran are placing numbers in ascending order.

Alessia

| | | | | | |
|---|---|---|---|---|---|
| 500 + fifty-seven | 521 + 40 | 568 | 400 + 182 ones | 57 tens and 9 ones | 500 + 90 |

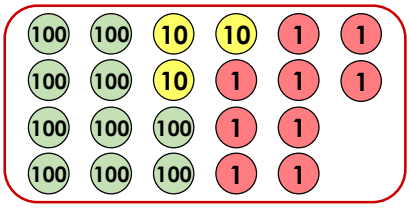
Kieran

| | | | | | |
|---|---|---|---|---|---|
| 173 | 200 + 10 tens | 481 + 100 | 300 + 39 tens + 2 ones | 690 + 20 | 949 |

Who is correct? Prove it.

PS

3a. Choose between 5 and 10 place value counters each time to create six 3-digit numbers.

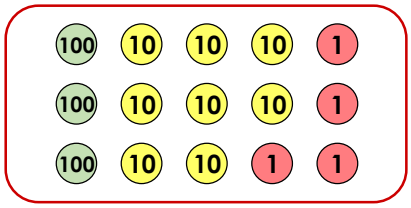



Write the numbers that you have created below in ascending order.

_____, _____, _____, _____, _____, _____

PS

3b. Choose between 5 and 10 place value counters each time to create six 3-digit numbers.




Write the numbers you have created below in descending order.

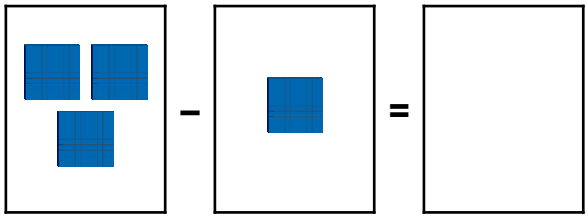
_____, _____, _____, _____, _____, _____

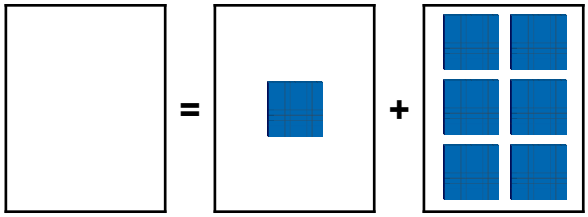
R

# Add and Subtract Multiples of 100

Add and Subtract Multiples of 100

1a. Complete the number sentences.

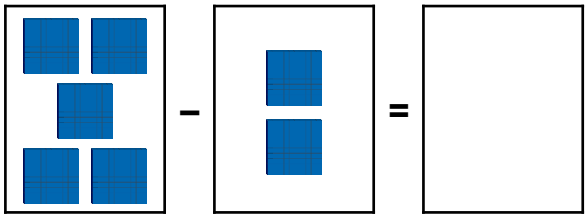
A. 

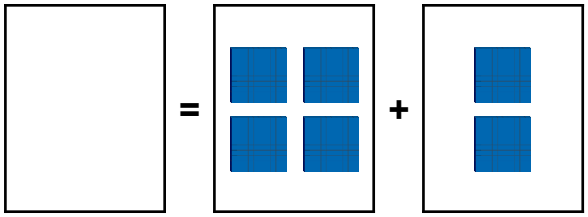
B. 

D

VF

1b. Complete the number sentences.

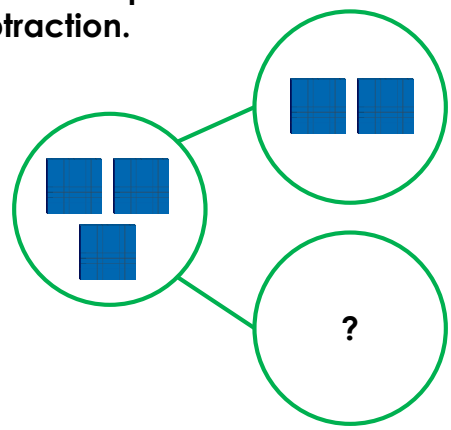
A. 

B. 

D

VF

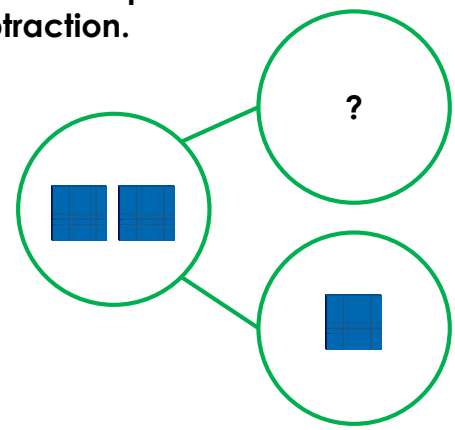
2a. Use the part whole model to write a subtraction.




D

VF

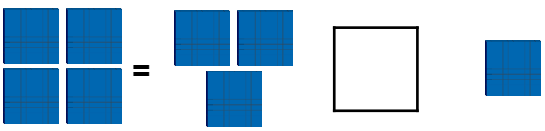
2b. Use the part whole model to write a subtraction.

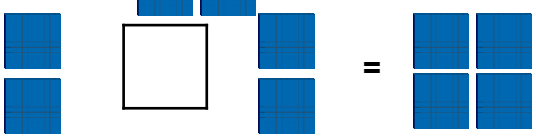



D

VF

3a. Use the correct symbols to complete the number sentences.

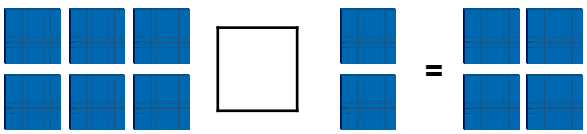
A. 

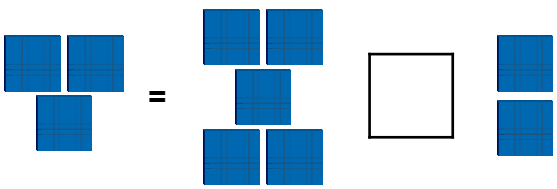
B. 

D

VF

3b. Use the correct symbols to complete the number sentences.

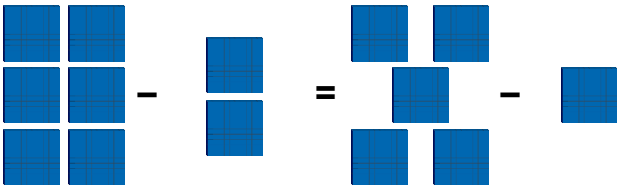
A. 

B. 

D

VF

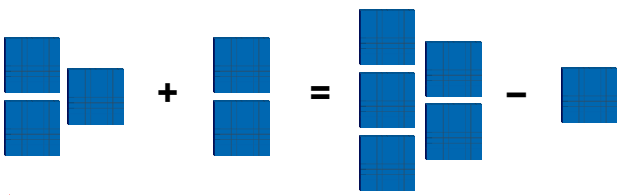
4a. True or false?



D

VF

4b. True or false?



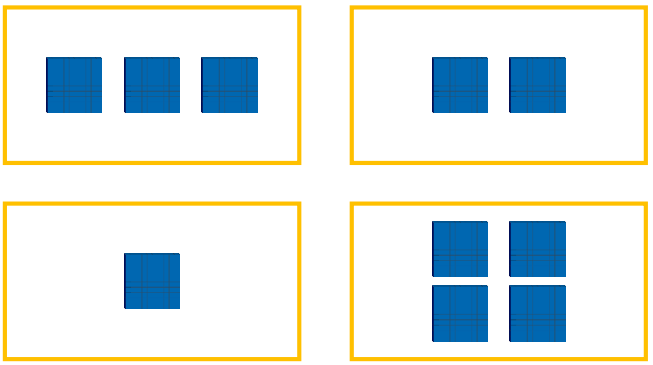
D

VF

# Add and Subtract Multiples of 100

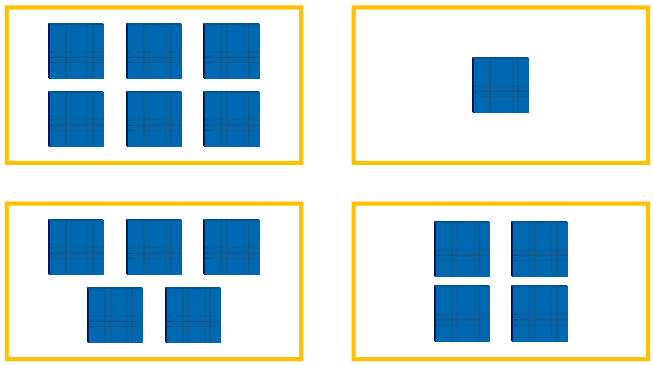
Add and Subtract Multiples of 100

1a. Use these cards to find all of the possible addition equations that will equal 1,000 or less.



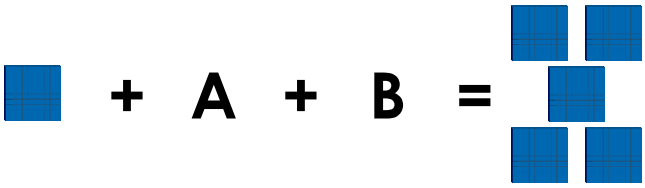
D PS

1b. Use these cards to find all of the possible subtraction equations that will equal 100 or more.



D PS

2a. Find all of the possible values for A and B, where A and B are multiples of 100.

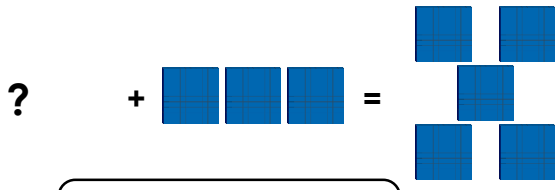



D PS

2b. Find all of the possible values for A and B, where A and B are multiples of 100.


D PS

3a. Kira and Cristal are adding multiples of 100.




Kira

The missing number is 200.

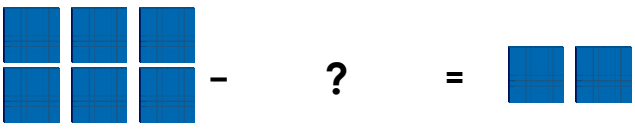
The missing number is 800.

Cristal

Who is correct? Explain how you know.

D R

3b. Hugh and Cole subtracting multiples of 100.




Hugh

The missing number is 800.

The missing number is 400.

Cole

Who is correct? Explain how you know.

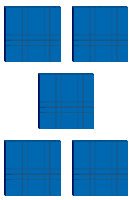
D R

# Add and Subtract Multiples of 100

Add and Subtract Multiples of 100

**1a. Complete the number sentences. Write your answers in numbers.**

A. three hundreds + 100 100 100 100 100 100 = ☐

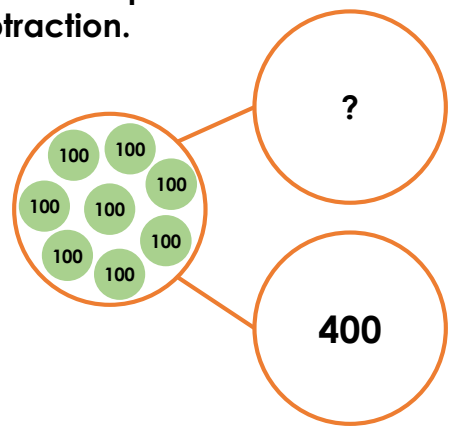
B. ☐ =  − 100

**1b. Complete the number sentences. Write your answers in numbers.**

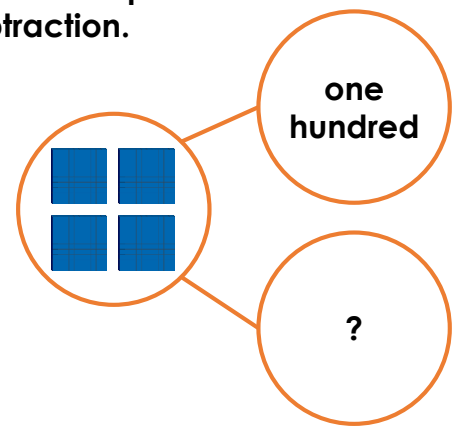
A. two hundreds +  = ☐

B. ☐ = 100 100 100 100 − 200

**2a. Use the part whole model to write a subtraction.**




**2b. Use the part whole model to write a subtraction.**




**3a. Use the correct symbols to complete the number sentences.**

A.  ☐ four hundreds = 

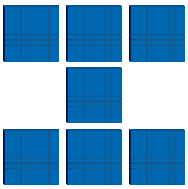
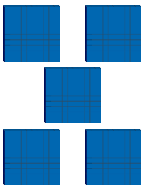
B. 100 = 100 100 100 ☐ 100 100

**3b. Use the correct symbols to complete the number sentences.**

A. 100 100 100 100 100 = 100 ☐ 100 100 100 100

B. 600 ☐  = 

**4a. True or false?**

100 +  =  + 

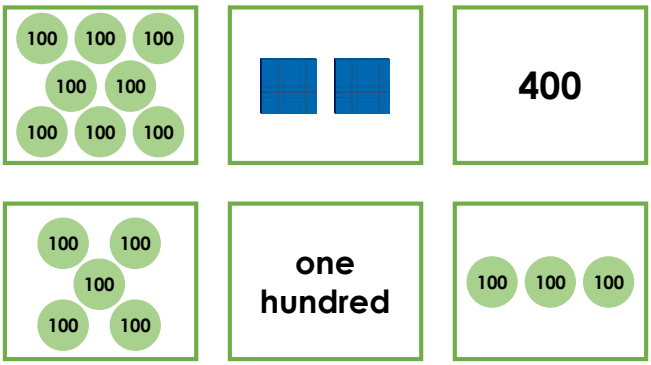
**4b. True or false?**

100 100 100 100 100 100 − two hundreds = 100 100 + 100 100

# Add and Subtract Multiples of 100

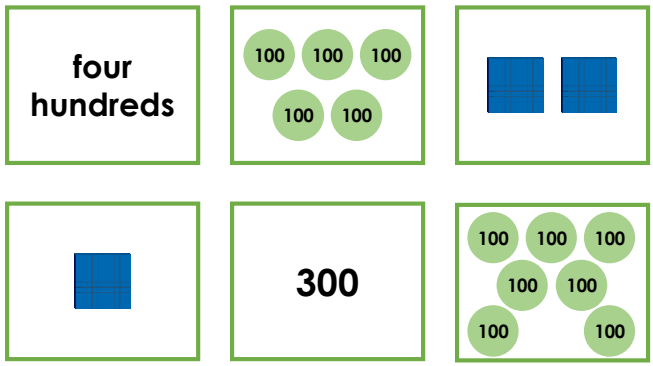
Add and Subtract Multiples of 100

1a. Use these cards to find all of the possible addition equations that will equal 1,000 or less.




E PS

1b. Use these cards to find all of the possible subtraction equations that will equal 100 or more.




E PS

2a. Find all of the possible values for A and B, where A and B are multiples of 100.


+ A – B = 600

E PS

2b. Find all of the possible values for A and B, where A and B are multiples of 100.

nine hundreds – A + B =

E PS

3a. Sarah and Jane are subtracting multiples of 100.

= ? – one hundred

Sarah

The missing number is 500.

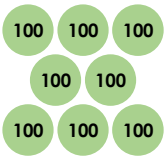
The missing number is 700.

Jane

Who is correct? Explain how you know.

E R

3b. Peter and Enzo are adding multiples of 100.




= five hundreds + ?

Peter

The missing number is 300.

The missing number is 900.

Enzo

Who is correct? Explain how you know.

E R

## Add and Subtract Multiples of 100

## Add and Subtract Multiples of 100

1a. Complete the number sentences.
Write your answers in numbers.

A. 700 − 400 = ☐

B. ☐ = three hundreds + six hundreds

GD VF

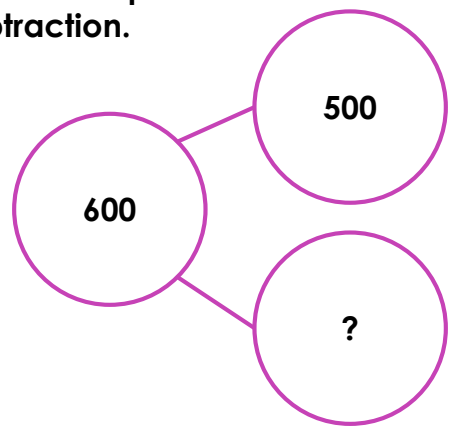
1b. Complete the number sentences.
Write your answers in numbers.

A. 500 + 200 = ☐

B. ☐ = eight hundreds − six hundreds

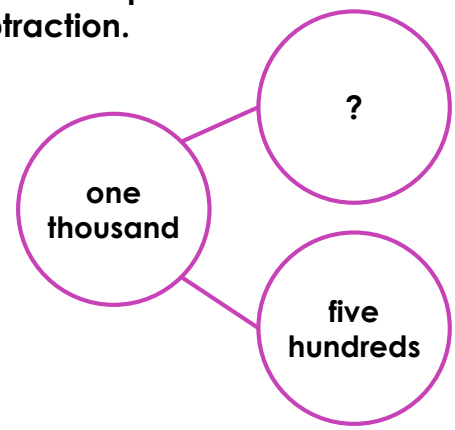
GD VF

2a. Use the part whole model to write a subtraction.




GD VF

2b. Use the part whole model to write a subtraction.




GD VF

3a. Use the correct symbols to complete the number sentences.

A. nine hundreds = six hundreds ☐ three hundreds

B. 1,000 ☐ 300 = 700

GD VF

3b. Use the correct symbols to complete the number sentences.

A. 600 = 800 ☐ 200

B. three hundreds ☐ three hundreds = six hundreds

GD VF

4a. True or false?

600 + 200 = 500 + 300

GD VF

4b. True or false?

three hundreds − one hundred > six hundreds − four hundreds

GD VF

## Add and Subtract Multiples of 100

1a. Use these cards to find all of the possible subtraction equations that will equal 100 or more.

| | | |
|---|---|---|
| 900 | 500 | seven hundreds |
| 100 | two hundreds | 200 |

GD PS

## Add and Subtract Multiples of 100

1b. Use these cards to find all of the possible addition equations that will equal 1,000 or less.

| | | |
|---|---|---|
| two hundreds | 600 | one thousand |
| 200 | one hundred | 400 |

GD PS

2a. Find all of the possible values for A, B and C, where A, B and C are multiples of 100.

$$100 + A - B + C = 300$$

GD PS

2b. Find all of the possible values for A, B and C, where A, B and C are multiples of 100.

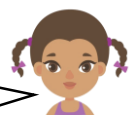
$$300 + A - B - C = 600$$

GD PS

3a. Ashley and Kendal are adding multiples of 100.

1,000 = ? + 600

Ashley: The missing number is three hundreds.



Kendal: The missing number is four hundreds.

Who is correct? Explain how you know.

GD R

3b. Alan and Emmet are subtracting multiples of 100.

nine hundreds = one thousand – ?

Alan: The missing number is 100.

Emmet: The missing number is 200.

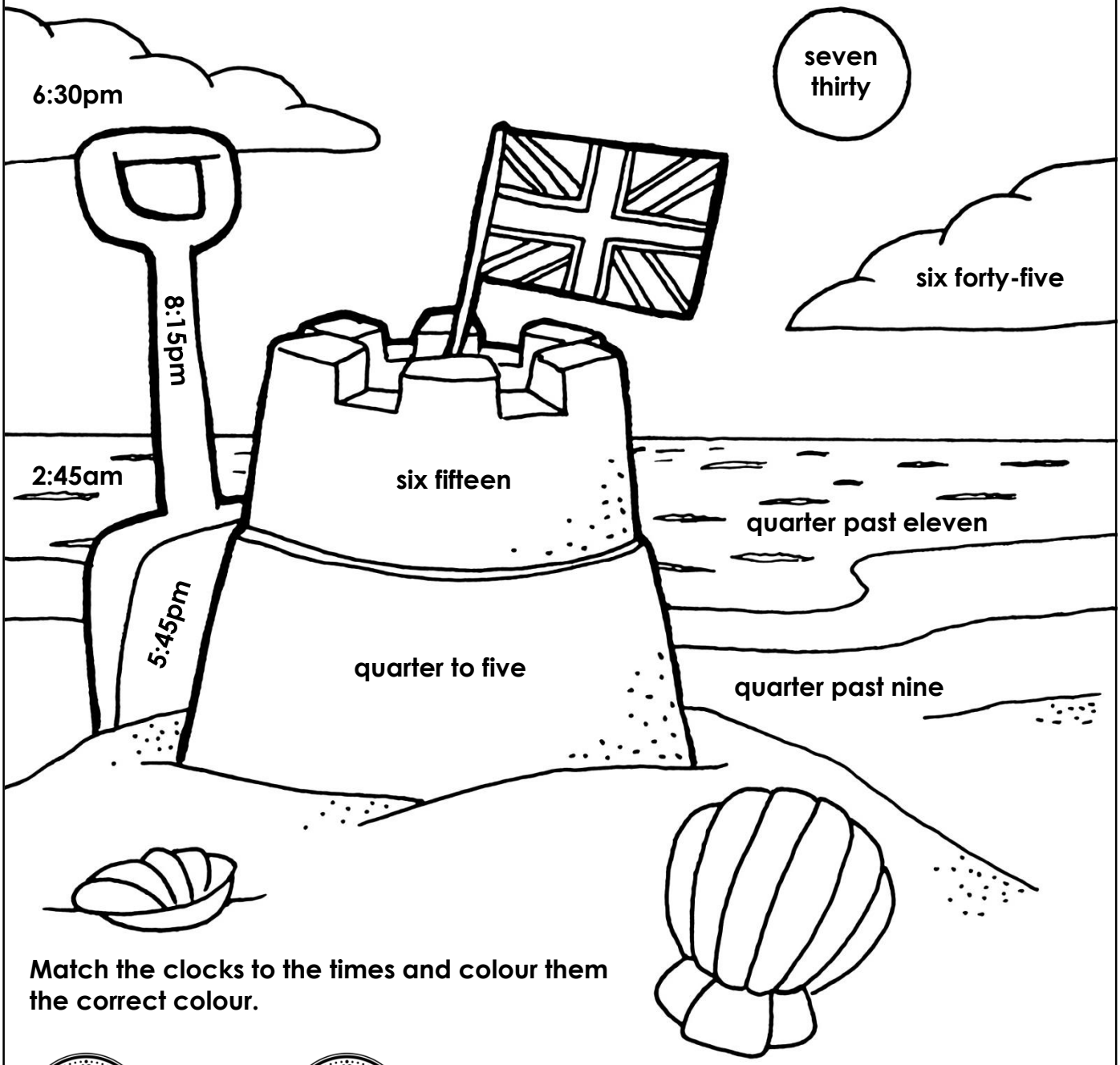
Who is correct? Explain how you know.

GD R

| | | | | |
|---|---|---|---|---|
| 36 ÷ 4 | 72 ÷ 4 | 48 ÷ 4 | 40 ÷ 4 | 24 ÷ 4 |
| 2 | 9 | 18 | 12 | 10 |
| 76 ÷ 4 | 4 ÷ 4 | 52 ÷ 4 | 32 ÷ 4 | 8 ÷ 4 |
| 11 | 19 | 1 | 13 | 8 |

| | | | |
|---|---|---|---|
| 6 | 16 ÷ 4 | 15 | 28 ÷ 4 |
| 4 | 68 ÷ 4 | 7 | 80 ÷ 4 |
| 17 | 12 ÷ 4 | 20 | 64 ÷ 4 |
| 3 | 56 ÷ 4 | 16 | 20 ÷ 4 |
| 14 | 60 ÷ 4 | 5 | 44 ÷ 4 |

# Converting Time Colour by Numbers




Match the clocks to the times and colour them the correct colour.


yellow


red


orange


yellow


blue


yellow


blue


pink


red

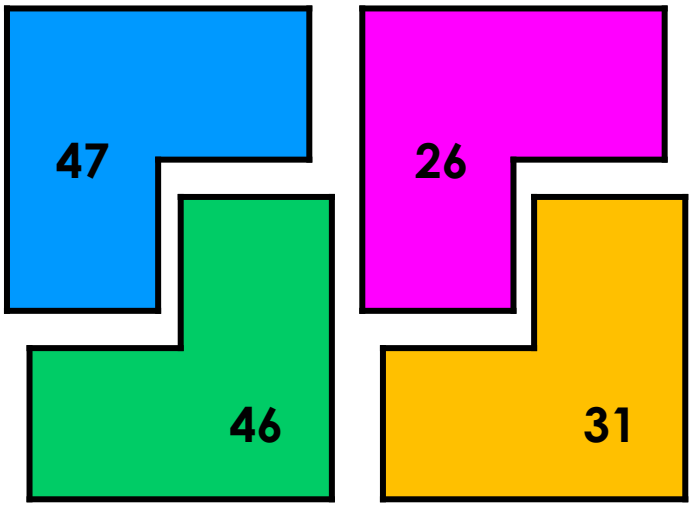

purple

Now colour the rest of the picture.

# The 3 Times Table

**1. The grid displays different calculations from the 3 times tables. The sum of three different calculations will equal one of the numbers on the shapes.**

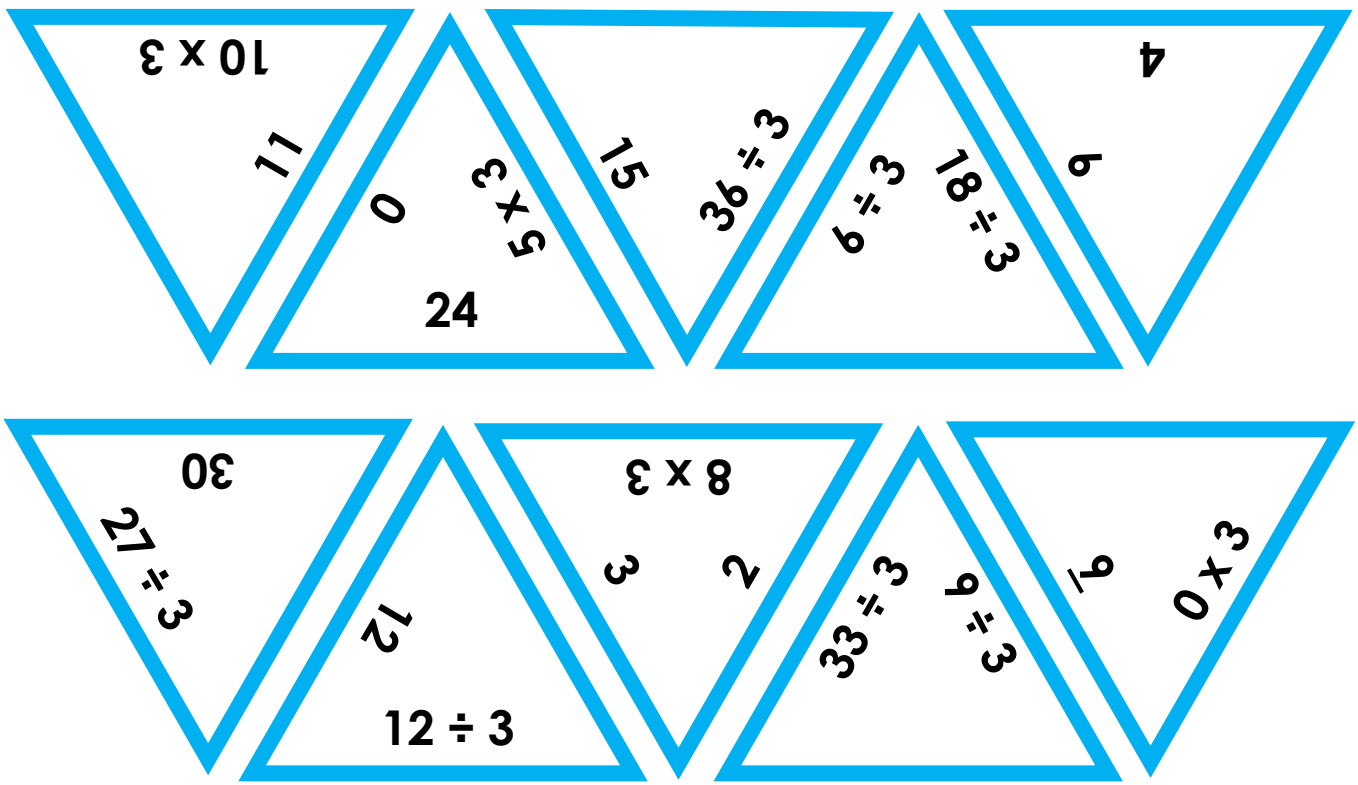
| | | | |
|---|---|---|---|
| 3 x 5 | 21 ÷ 3 | 15 ÷ 3 | 0 x 3 |
| 3 x 3 | 3 x 8 | 3 x 7 | 3 ÷ 3 |
| 36 ÷ 3 | 33 ÷ 3 | 3 x 9 | 3 x 6 |




**Investigate how the shapes can be arranged on the grid by using your knowledge of the 3 times table and addition.**

DP

**2. Match the calculations to the correct answer.**




DP