

## Maths Planning and Ideas



**Week Commencing:** Monday 14. 09. 2020

**Year Group: Year 3**

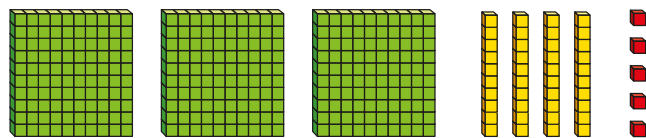
	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	LC: Can you place numbers on a number line to 100?	LC: Can you read a three-digit number?	LC: Can you read three — digit numbers (2)?	LC: Can you place numbers on a number line to 100?	LC: Can you problem solve?
Activity	<p><b>Starter:</b> <a href="#">Times Table Rockstars</a></p> <p><b>Main:</b> Go to the following website: <a href="https://whiterosemaths.com">https://whiterosemaths.com</a> <u>Find numbers to 1000 on a place value grid activity.</u> Watch the video. Pause if you need to take notes or replay sections to help with understanding.</p> <p><b>Independent Task:</b> Children to complete activity from the video there are no worksheets today.</p>	<p><b>Starter:</b> <a href="#">Times Table Rockstars</a></p> <p><b>Main:</b> Go to the following website: <a href="https://whiterosemaths.com/homelearning/year-3/week-2/">https://whiterosemaths.com/homelearning/year-3/week-2/</a> Find 100s, 10s and 1s (1) Watch the video. Pause if you need to take notes or replay sections to help with understanding.</p> <p><b>Independent Task:</b> Children to complete activity found in resources.</p>	<p><b>Starter:</b> <a href="#">Times Table Rockstars</a></p> <p><b>Main:</b> Go to the following website: <a href="https://whiterosemaths.com/homelearning/year-3/week-2/">https://whiterosemaths.com/homelearning/year-3/week-2/</a> Find 100s, 10s and 1s (2). Watch the video. Pause if you need to take notes or replay sections to help with understanding.</p> <p><b>Independent Task:</b> Children to complete activity found in resources.</p>	<p><b>Starter:</b> <a href="#">Times Table Rockstars</a></p> <p><b>Main:</b> Go to the following website: <a href="https://whiterosemaths.com/homelearning/year-3/week-2/">https://whiterosemaths.com/homelearning/year-3/week-2/</a> <u>Find number line to 100.</u> Watch the video. Pause if you need to take notes or replay sections to help with understanding.</p> <p><b>Independent Task:</b> Children to complete activity found in resources.</p>	<p><b>Starter:</b> <a href="#">Times Table Rockstars</a></p> <p><b>Main:</b> Today the children will apply the skills they have learnt this week to reason and problem solve questions.</p> <p><b>Independent Task:</b> Children to complete activity found in resources.</p>

15.09.2020

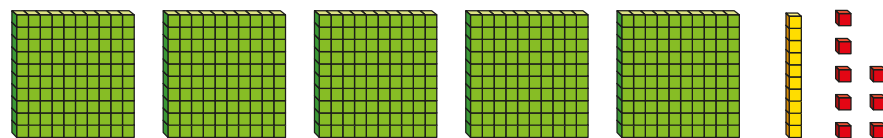
## LC: Can you read a three-digit number?

**1** What numbers are represented?

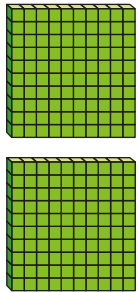

a)



b)



c)

Hundreds	Tens	Ones
		

**2** Make each number using base 10

a) 426

b) 150

c) five hundred and thirty-two

**3** Write each number in numerals.

a) four hundred and sixty-nine

b) three hundred and thirty-seven

c) nine hundred and fifty

d) eight hundred and three

**4** Complete the sentences.

a) 348 is equal to 3 hundreds,  tens and  ones.

b) 673 is equal to  hundreds,  tens and  ones.

c) 792 is equal to  hundreds, 9 \_\_\_\_\_ and 2 \_\_\_\_\_.

d) 308 is equal to 3 \_\_\_\_\_ and 8 \_\_\_\_\_.

e)  is equal to 7 hundreds, 5 tens and 1 one.

f)  is equal to 8 hundreds and 2 ones.

5 Complete the number sentences.

a)  $432 = 400 + 30 + \boxed{\phantom{00}}$

$435 = 400 + \boxed{\phantom{00}} + \boxed{\phantom{00}}$

$437 = \boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}}$

b)  $520 = 500 + \boxed{\phantom{00}}$

$502 = 500 + \boxed{\phantom{00}}$

c)  $392 = 300 + 90 + \boxed{\phantom{00}}$

$392 = 92 + \boxed{\phantom{00}}$

$392 = 2 + \boxed{\phantom{00}}$

6 What is the value of the 3 in each number?

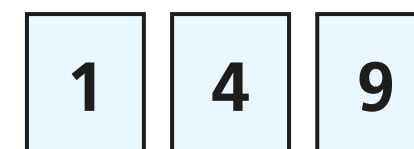
a) 137 \_\_\_\_\_

b) 390 \_\_\_\_\_

c) 213 \_\_\_\_\_

d) 375 \_\_\_\_\_

7 a) Mo has 3 digit cards.



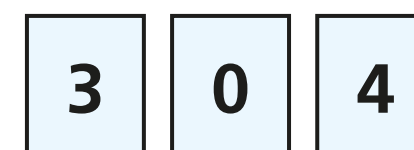
He makes a 3-digit number.

His number has 9 tens.

What numbers could Mo have made?

or

b) Aisha has some different digit cards.

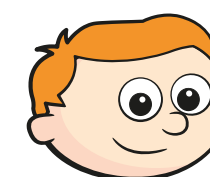


Aisha makes a 3-digit number.

Write all the numbers that Aisha could make.

\_\_\_\_\_

8 Ron is thinking of a number.



My number has an even number of tens. There are 2 more hundreds than there are ones. One of the digits is a 6

Circle the numbers that Ron could be thinking of.

286

462

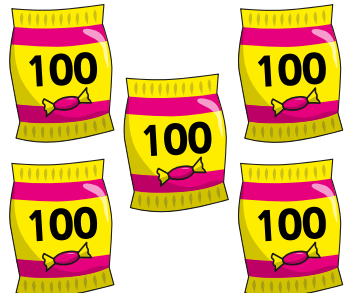

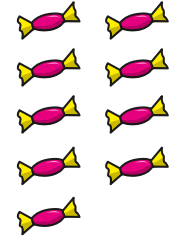
385

614

604

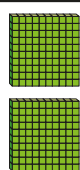
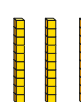
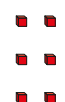
328

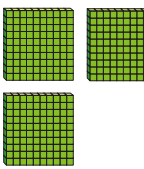
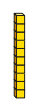
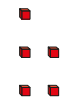
1 How many sweets are there?

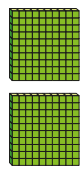
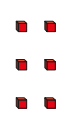
Hundreds	Tens	Ones
		

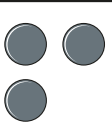

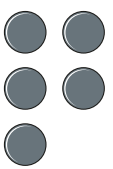
There are  sweets.


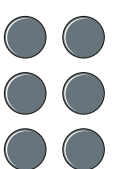
2 Match the place value charts.


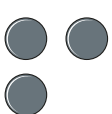
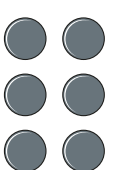
H	T	O
		

H	T	O
		

H	T	O
		

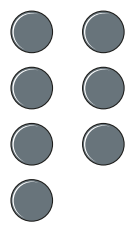
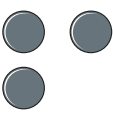
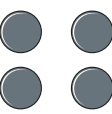
H	T	O
		

H	T	O
		

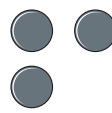
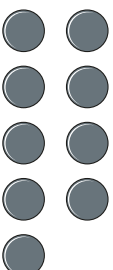

H	T	O
		

3 What numbers are represented?



a)

Hundreds	Tens	Ones
		

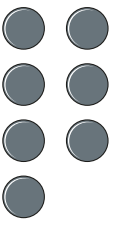

b)

Hundreds	Tens	Ones
		

c)

Hundreds	Tens	Ones
		

d)

Hundreds	Tens	Ones
		

- 4 Make these numbers using counters.  
Draw the counters on the place value charts.

a) 215

Hundreds	Tens	Ones

b)  $300 + 70 + 8$

Hundreds	Tens	Ones

c) two hundred and seventy

Hundreds	Tens	Ones

- 5 Teddy is making numbers using 10 counters.

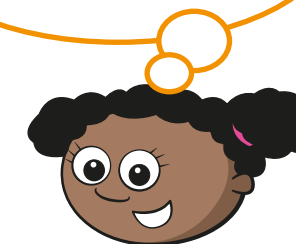
Hundreds	Tens	Ones

- a) Draw 10 counters on the place value chart to show that Teddy can make the number 217
- b) Write two more numbers Teddy can make.

- c) What is the greatest number Teddy can make?

- 6 Whitney is thinking of a number.

My number has 5 hundreds, 3 ones and 8 tens.



The number Whitney is thinking of is 538

Is this statement true or false?

Explain how you know.

---



---



---

- 7 Dani uses counters to make this number.

Hundreds	Tens	Ones
● ● ● ●	●	● ● ●

- a) What number has Dani made?

- b) Dani moves two of the counters.

Which of these numbers can she make?

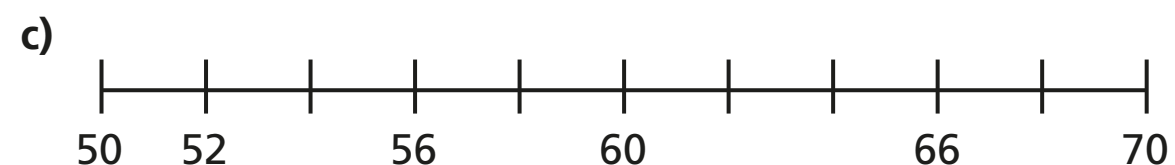
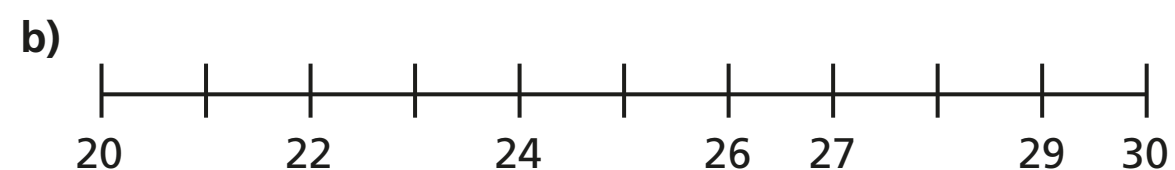
Circle your answer.

233      613      800      215      224

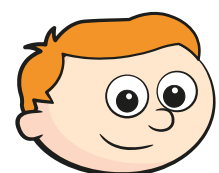
17.09.2020

LC: Can you place numbers on a number line to 100?

1 Complete the number lines.

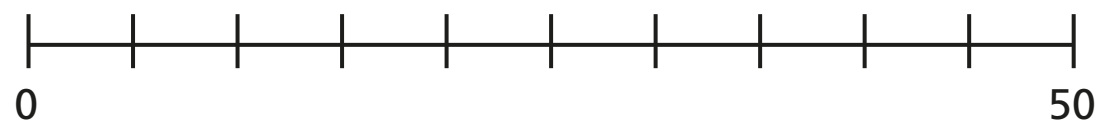


2



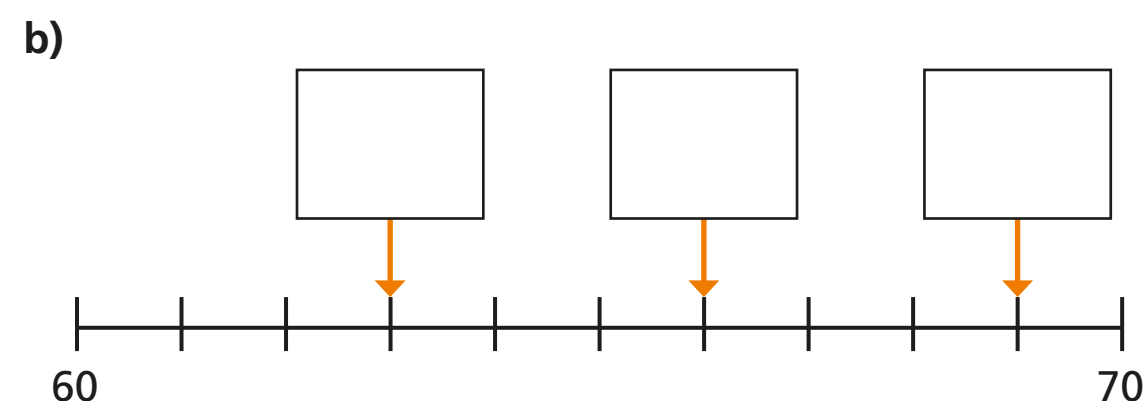
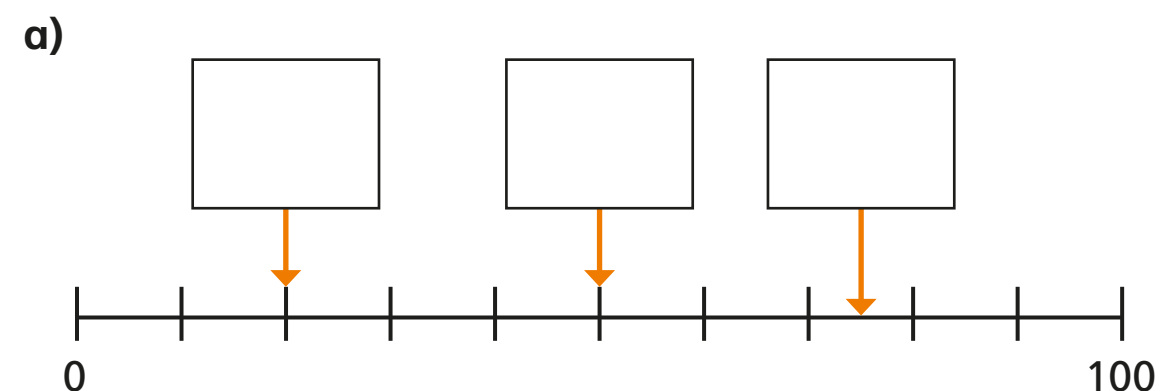
Ron

I think this number line goes up in 5s.

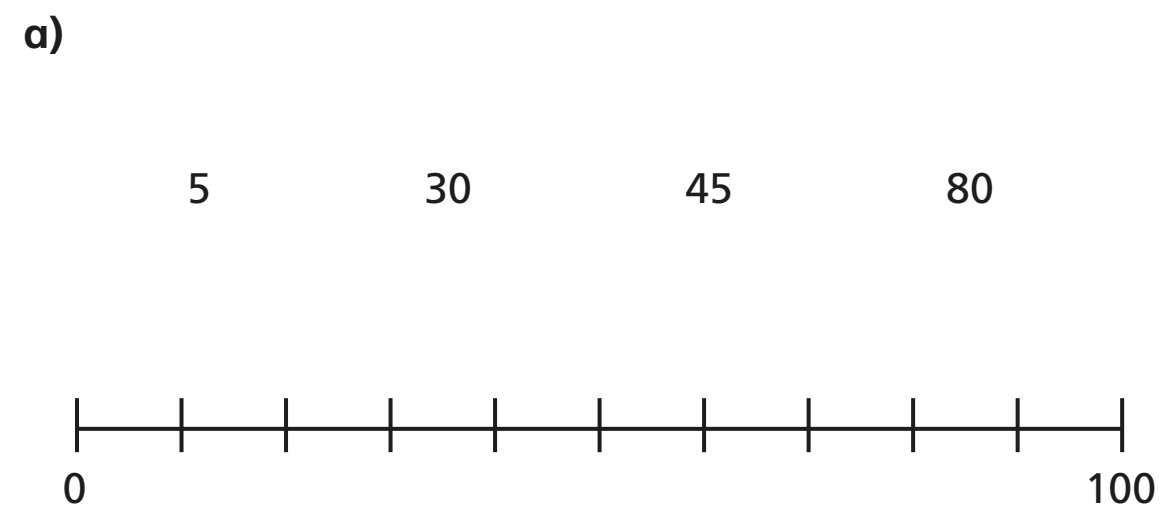


Show a partner that Ron is correct.

3 What numbers are the arrows pointing to?



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



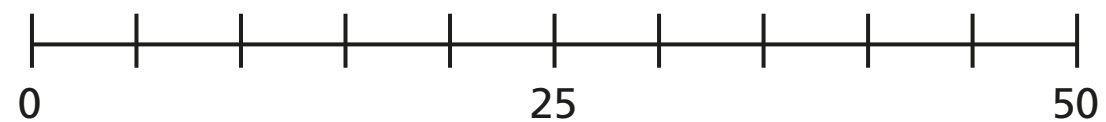
b)

10

35

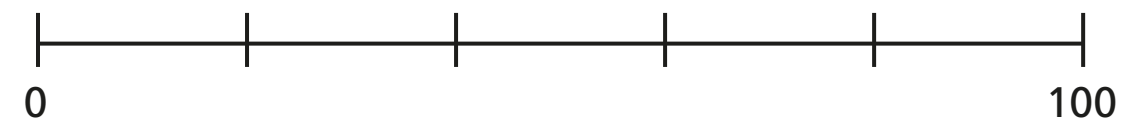
40

45

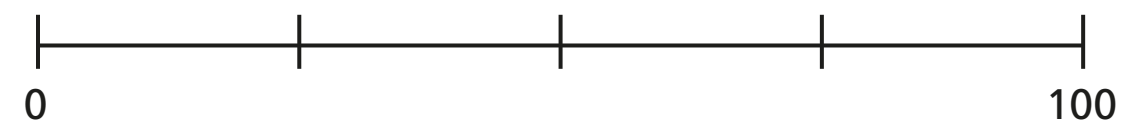


6 Complete the number lines.

a)

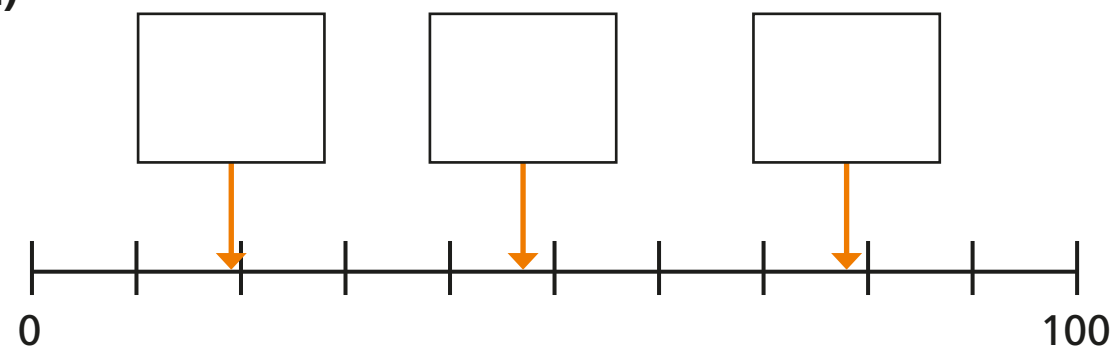


b)

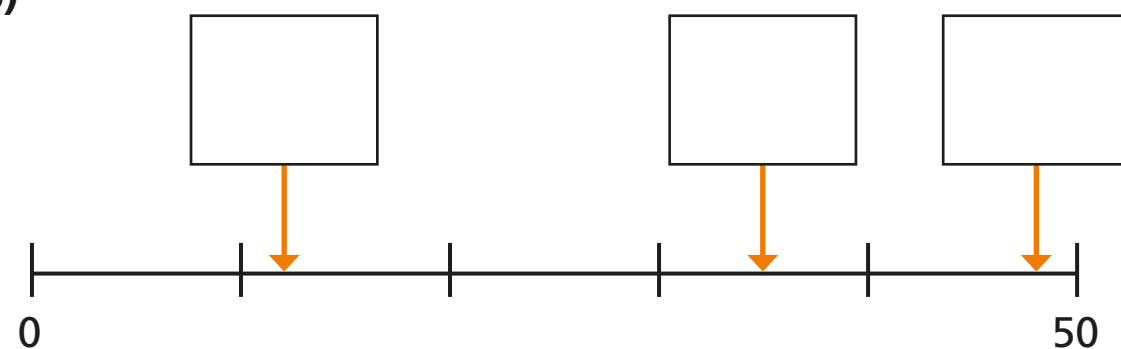


5 Estimate the numbers the arrows are pointing to.

a)



b)

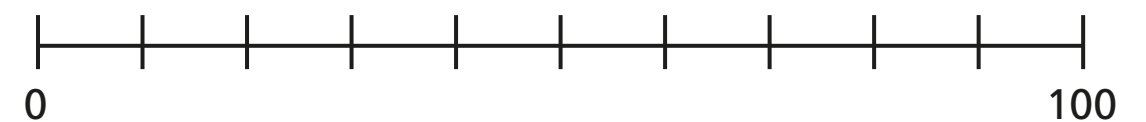


7 Estimate where these numbers belong on the number line.

27

48

79



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



## friday challenge questions 100s, 10s AND 1s

### REASONING 1

True or False?

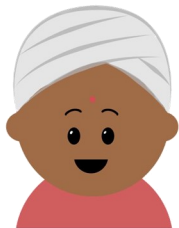
The hundreds value in 763 and 963 is the same.

Explain your reasoning.

### REASONING 2

Ranjit was asked to use these digits once to make the two largest numbers:

2, 3, 7, 9, 0, 4.



974

230

Describe the error that Ranjit has made.

### REASONING 3

What am I?

573

639

395

- All of my digits are odd.
- The digit in my tens place is greater than the digit in the ones place.
- The ones digit is a multiple of 5.

Explain how you know!

### REASONING 4

Marlon says...



Eleven tens are in the number 118.

10

Do you agree or disagree? Explain your thinking!



© Copyright Deepening Understanding LTD 2019

Photocopiable for educational purposes only







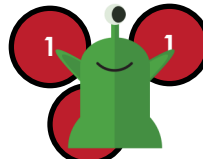

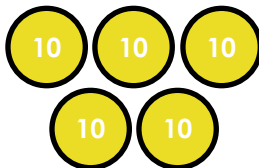

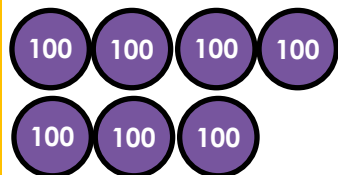


## Y 100s, 10s AND 1s

### PROBLEM SOLVING 1



Each row has no more than 10 counters in it.

...shows where a counter or counters are missing.

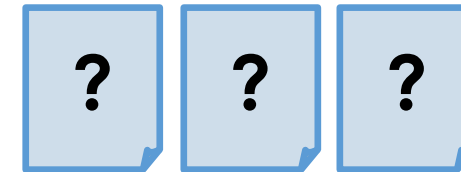
H	T	O
		
		
		

What numbers could be being represented?

Find all possible solutions!

### PROBLEM SOLVING 2

Use the clues to find the missing digits.



#### CLUE 1

The hundreds and tens digits multiply together to make 18.

#### CLUE 2

The hundreds and ones have digits which total 9.

#### CLUE 3

The ones digit is always even.



What could the number be?  
How can you be certain you have found every option?



© Copyright Deepening Understanding LTD 2019

Photocopiable for educational purposes only

### **Where can I complete further work?**

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[White Rose Maths](#) – Free Maths home learning resources for all ages. Watch the videos and try the questions.

[Primary Stars](#) – Free Maths home learning packs for Year 1 and 2.

[BBC Bitesize Primary](#) – Free learning resources available for KS1 and KS2 across all subjects.

[I See Maths](#) – Free daily home maths lessons hosted by Gareth Metcalfe. Follow the link for videos, information and resources.

[Top Marks](#) – Free educational resources and games for English and Maths.

[ICT Games](#) – Free educational resources and games for English and Maths.