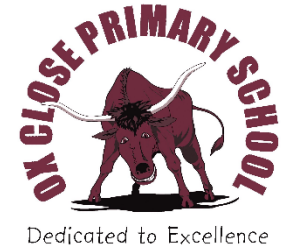


Maths Planning and Ideas



Week Commencing: Monday 21. 09. 2020

Year Group: Year 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	LC: Can you partition numbers to 1000?	LC: Can you place numbers on a numberline to 10 000?	LC: Can you find 1, 10, 100 more or less?	LC: Can find 1000 more or less?	LC: Can you problem solve?
Activity	<p>Starter: Times Table Rockstars</p> <p>Main: Go to the following website: https://whiterosemaths.com/homelearning/year-4/week-2/ Find and watch Partitioning video. Pause if you need to take notes or replay sections to help with understanding. Independent Task: Children to complete worksheet found in resources.</p>	<p>Starter: Times Table Rockstars</p> <p>Main: Go to the following website: https://whiterosemaths.com/homelearning/year-4/week-2/ Find and watch Numberline to 10 000 video. Pause if you need to take notes or replay sections to help with understanding. Independent Task: Children to complete worksheet found in resources.</p>	<p>Starter: Times Table Rockstars</p> <p>Main: Go to the following website: https://whiterosemaths.com/homelearning/year-4/week-3/ Find and watch Find 1, 10, 100 more or less video. Pause if you need to take notes or replay sections to help with understanding. Independent Task: Children to complete worksheet found in resources.</p>	<p>Starter: Times Table Rockstars</p> <p>Main: Go to the following website: https://whiterosemaths.com/homelearning/year-4/week-3/ Find and watch 1000 more or less video. Pause if you need to take notes or replay sections to help with understanding. Independent Task: Children to complete worksheet found in resources.</p>	<p>Starter: Times Table Rockstars</p> <p>Main: Today the children will apply the skills they have learnt this week to reason and problem solve questions. Independent Task: Children to complete worksheet found in resources.</p>

	Answers can be found in resources.	Answers can be found in resources.	Answers can be found in resources.	Answers can be found in resources.	Answers can be found in resources.
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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.

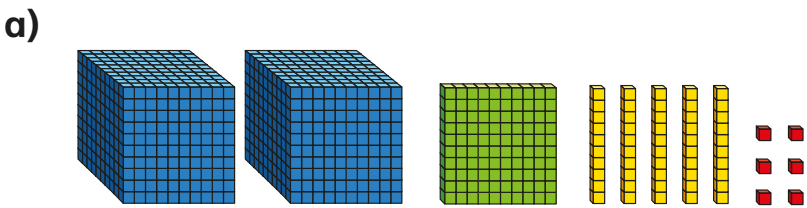
[I See Maths](#) – Free daily home maths lessons hosted by Gareth Metcalfe. Follow the link for videos, information and resources.

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

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

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1 Complete the number sentences.



$2,156 = 2,000 + \square + \square + \square$

b)

Th	H	T	O
<div>1,000</div> <div>1,000</div> <div>1,000</div> <div>1,000</div> <div>1,000</div>	<div>100</div> <div>100</div> <div>100</div>		<div>1</div> <div>1</div> <div>1</div> <div>1</div> <div>1</div> <div>1</div>

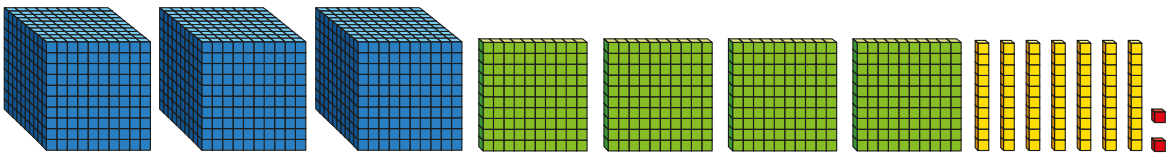
$5,308 = \square + \square + \square$

c)

Th	H	T	O
<div>1,000</div> <div>1,000</div> <div>1,000</div> <div>1,000</div> <div>1,000</div>	<div>100</div>	<div>10</div> <div>10</div>	

$\square = \square + \square + \square$

2 Complete the number sentences.

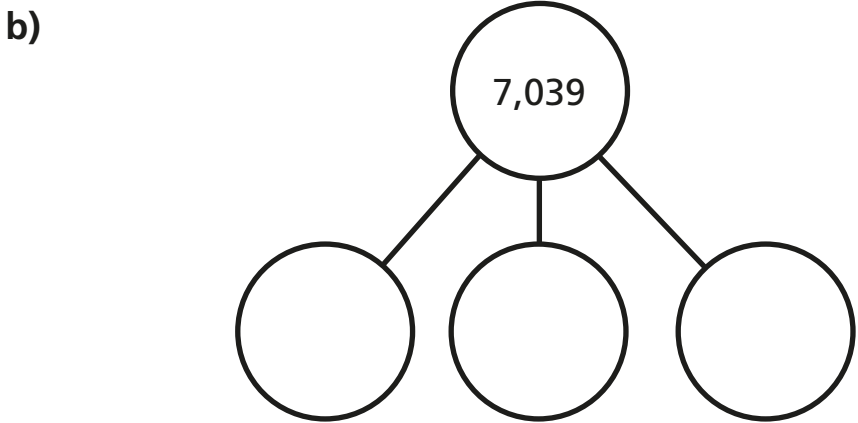
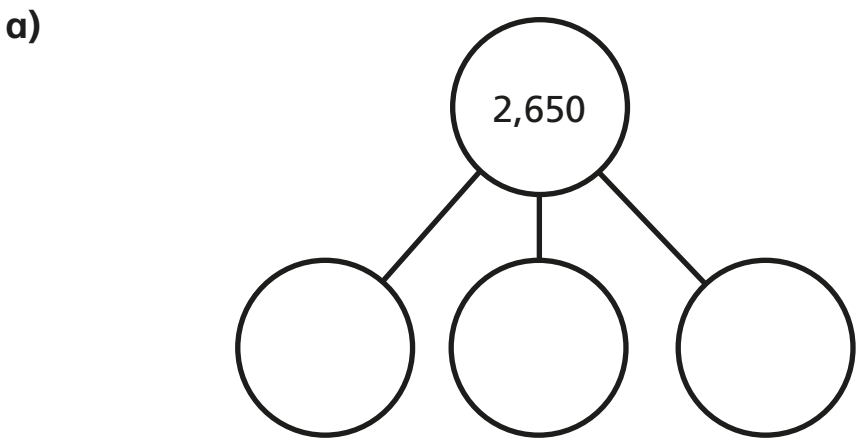


$3,472 = 3,000 + \square + \square + \square$

$3,472 = 2,000 + \square + \square + \square$

$3,472 = 1,000 + \square + \square + \square$

3 Complete the part-whole models.





4 Complete the sentences.

a) 2,348 is equal to 2 thousands, hundreds, tens and ones.

b) 5,072 is equal to thousands, hundreds, tens and ones.

c) is equal to 2 thousands, 7 hundreds and 6 tens.

d) is equal to 8 thousands and 2 ones.

e) 54 ones is equal to tens and ones.

f) 28 tens is equal to hundreds tens.

5 Complete the number sentences.

a) $2,909 = 2,000 + 900 +$

$2,909 = 2,900 +$

$2,909 = 1,000 + 900 +$

b) $7,156 = 7,000 + 100 +$

$7,156 = 56 +$

$7,156 = 6 +$

6 Explain why 20 hundreds is equal to 2,000

7 Alex has 4 digit cards.



She makes a 4-digit number.

Her number has 7 thousands and 1 ten.

What numbers could Alex have made?

8 Jack has some number cards.

A	B	C	D
46 hundreds	4,000 + 600	3 thousands and 16 hundreds	460 ones

a) Which number card is not equal to the others? Card ____

b) Write another number card that is equal to Card B.

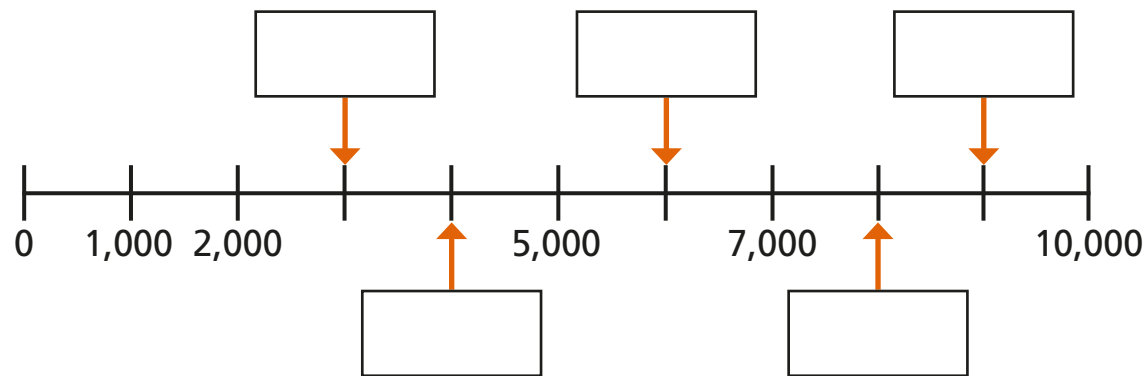


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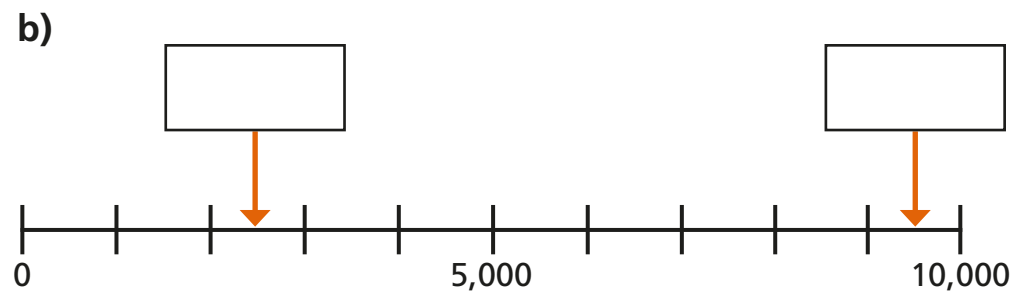
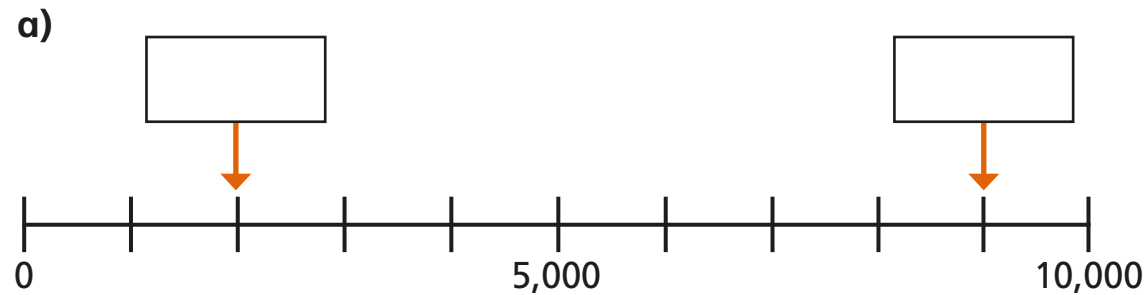
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U`bi a VYf`bY`hc`%\$Z\$\$\$`3

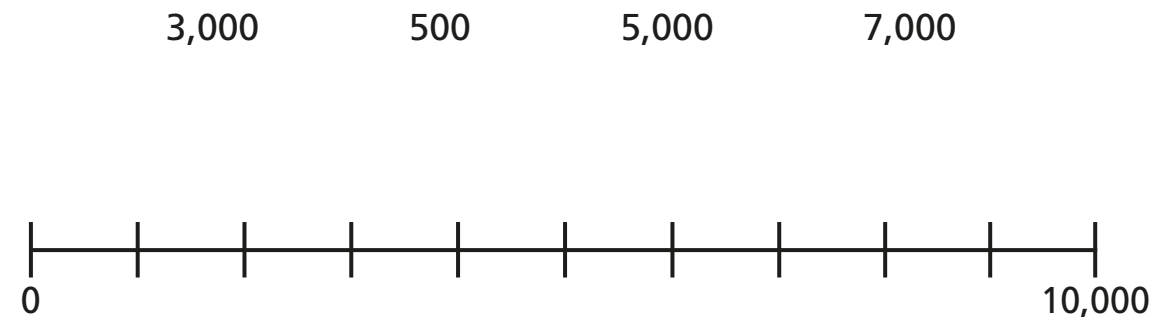
1 What numbers are the arrows pointing to?



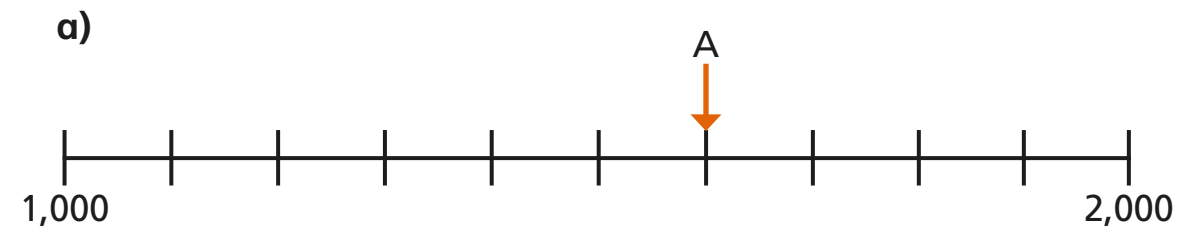
2 What numbers are the arrows pointing to?



3 Label the number line with these numbers.

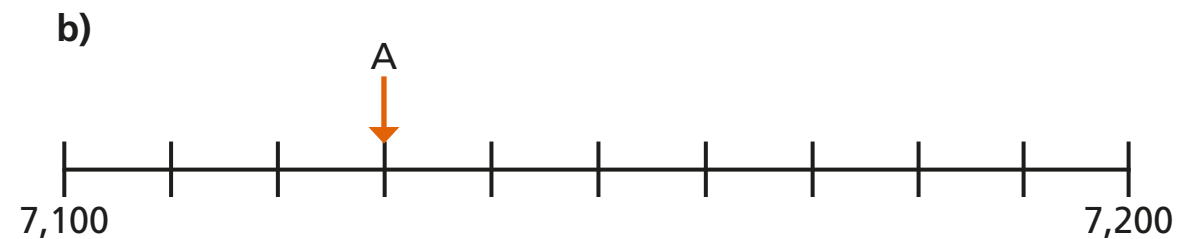


4 What is the value of A on each number line?



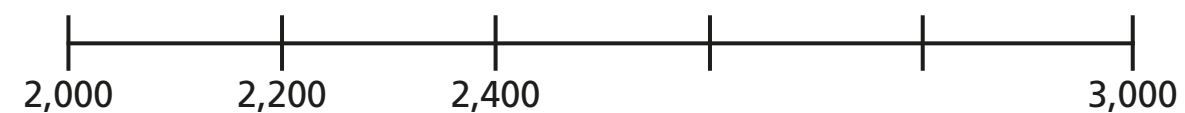
Circle your answer.

5,000 6,000 1,600 1,500

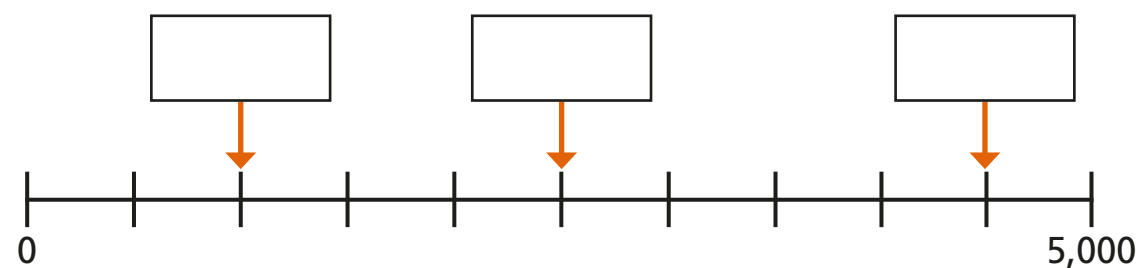


A =

- 5 Complete the number line.



- 6 What numbers are the arrows pointing to?



- 7 a) Estimate the values of A, B and C.

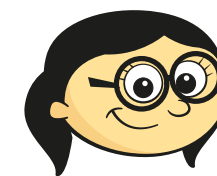


A = B = C =

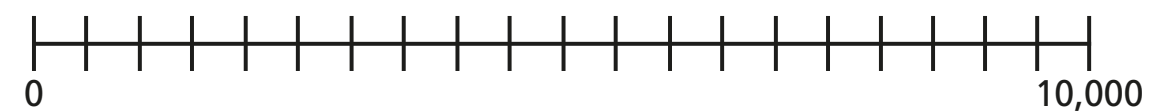
- b) D is greater than A but less than B

Write three possible values of D.

- 8



This number line goes up in thousands.

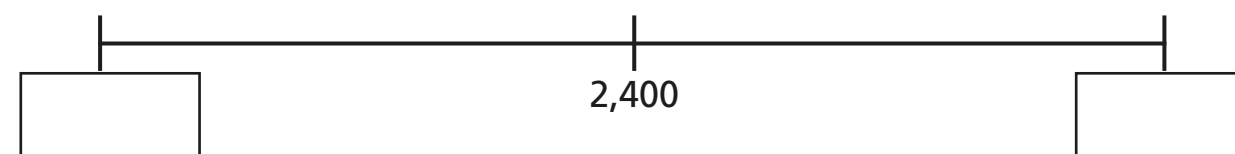


Is Annie correct?

Explain your answer.

- 9 What could the missing numbers be?

a)



b)



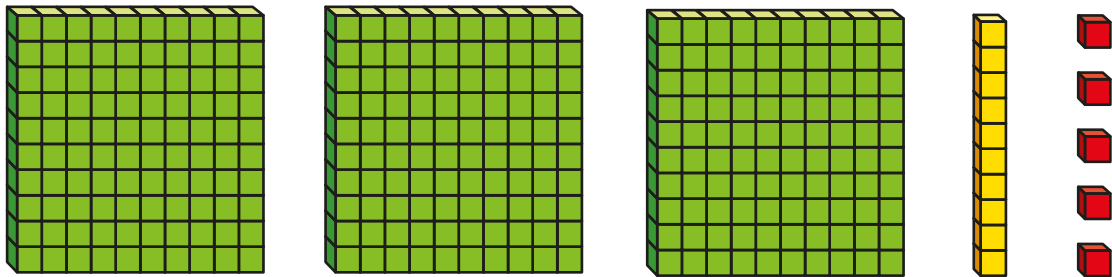
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`Ygg3



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	<input type="text"/>	c) 703	<input type="text"/>
b) 180	<input type="text"/>	d) 695	<input type="text"/>

5 What is 10 less than each of these numbers?

a) 789	<input type="text"/>	c) 300	<input type="text"/>
b) 245	<input type="text"/>	d) 404	<input type="text"/>

6 Complete the sentences.

a) 100 more than 763 is

b) is 100 more than 765

c) is 100 less than 503

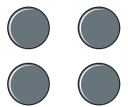

d) 1 less than 300 is

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.

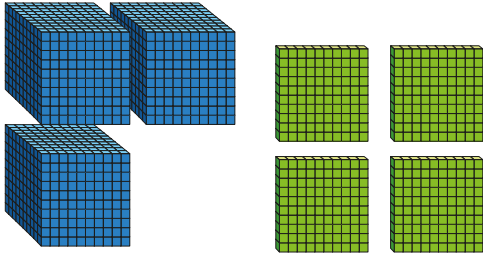
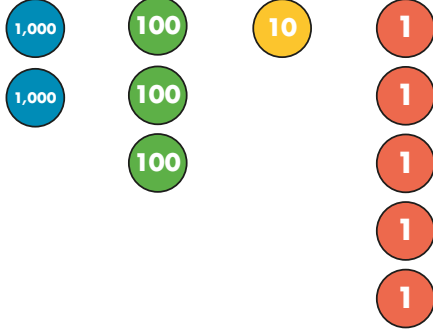
100 less than Kim's number is 900

What is 10 less than Kim's number?



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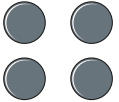

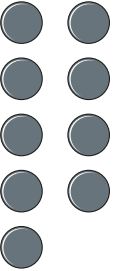

1 Write numerals to complete the table.

1,000 less	number	1,000 more
		
		

2 Find 1,000 more and 1,000 less than each number.

a)	<div><div></div><div>1,000 less</div></div>	7,000	<div><div>1,000 more</div><div></div></div>
b)	<div><div></div><div>1,000 less</div></div>	3,918	<div><div>1,000 more</div><div></div></div>
c)	<div><div></div><div>1,000 less</div></div>	1,203	<div><div>1,000 more</div><div></div></div>

3 Use the place value chart to help you complete the sentences.

Th	H	T	O
			

- a) 1,000 more than 4,192 is
- b) 100 more than 4,192 is
100 less than 4,192 is
- c) 10 less than 4,192 is
10 more than 4,192 is
- d) 1 less than 4,192 is
1 more than 4,192 is

4 a) What is 100 less than 2,000?

b) What is 10 less than 2,000?

c) What is 1 less than 2,000?

5 Complete the sentences.

a) 1,000 more than 7,163 is

b) is 100 more than 2,360

c) is 100 less than 1,900

d) 1 less than 1,500 is

e) 10 less than 109 is

f) is 1,000 more than 972

g) is 10 less than 5,990

6 Complete the number tracks.

1,760	1,770	1,780				
-------	-------	-------	--	--	--	--

365	1,365		3,365			
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7 Is this always, sometimes or never true?

When you find 100 more than a 4-digit number, only the 100s column changes.



8 Complete the number sentences.

a) $5,190 + 100 =$

f) $6,195 + 10 =$

b) $395 + 1,000 =$

g) $3,070 - 100 =$

c) $7,090 - 10 =$

h) $792 + 10 =$

d) $7,090 + 10 =$

i) $5,000 - 100 =$

e) $4,062 - 100 =$

j) $1,093 + 10 =$

9 a) Mo thinks of a number.

1,000 less than Mo's number is 5,751

What is 10 less than Mo's number?

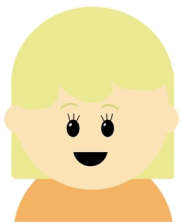
b) 1 less than Ron's number is 100 more than Mo's number.

What is Ron's number?



REASONING 1

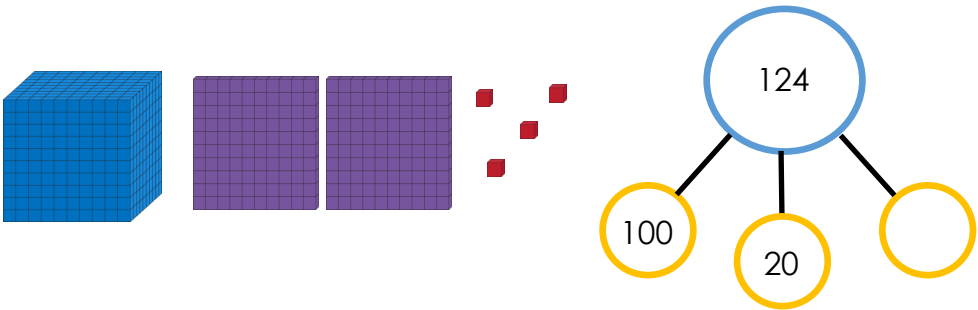
Convince me...



$$7,000 + 400 + 20 + 6 = 5,000 + 2,300 + 120 + 6$$

REASONING 2

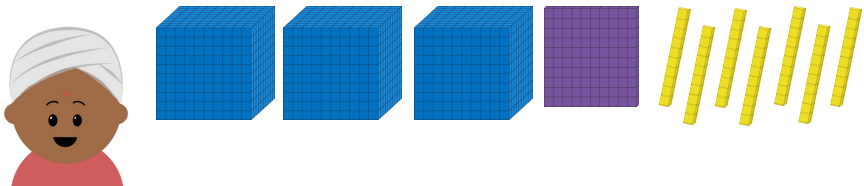
Ranjit has created a part whole model to represent the Base 10.



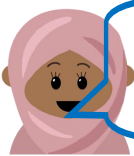
Describe and correct the error he has made.

PROBLEM SOLVING 1

Ranjit has represented a number using Base 10.



Asha and Caleb have represented the same number but differently.



I have more hundred pieces than Ranjit.



I have more ten and one pieces than Ranjit.

Give two solutions for each to show how they could have represented it.



REASONING 1

Help Darcy place this number on each number line.



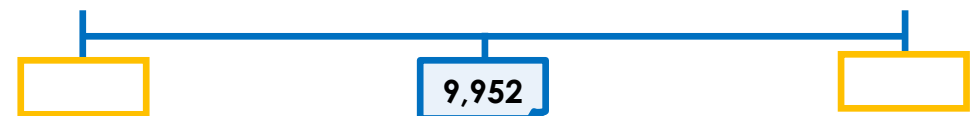
2,245



Explain why it is in different places.

PROBLEM SOLVING 1

What could the start and end numbers be?

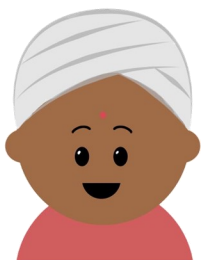


Give 3 possibilities for each.



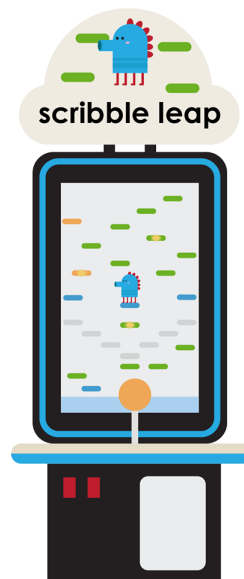
REASONING 1

Ranjit says...



Adding or subtracting 1,000,
changes the number between
odd and even.

Explain why he is incorrect.



PROBLEM SOLVING 1

Four children are playing a new video game
in an arcade.

Jerry got the high score of 10,000 points.

Millie got the second highest score.

Jane got exactly a thousand points less than

Alfie.

Alfie got more points than



10,000



How many points could each
player have got?