# Homework/Extension
# Step 2: Numbers to 1,000

## National Curriculum Objectives:

Mathematics Year 3: (3N2a) Read and write numbers up to 1000 in numerals and in words
Mathematics Year 3: (3N4) Identify, represent and estimate numbers using different representations

## Differentiation:

Questions 1, 4 and 7 (Varied Fluency)
**Developing** Complete the table using knowledge of numbers up to 1,000 and Base 10 where zero is not used as a place holder.
**Expected** Complete the table using knowledge of numbers up to 1,000 and Base 10 where zero is used as a place holder. Numerals and words.
**Greater Depth** Complete the table using knowledge of numbers up to 1,000 and Base 10 where zero is used as a place holder and unconventional partitioning is used. Numerals and words.

Questions 2, 5 and 8 (Varied Fluency)
**Developing** Identify the odd one out using knowledge of numbers up to 1,000 and Base 10. Numerals only.
**Expected** Identify the odd one out using knowledge of numbers up to 1,000 and Base 10. Numerals and words.
**Greater Depth** Identify the odd one out using knowledge of numbers up to 1,000 and Base 10 where unconventional partitioning is used. Numerals and words.

Questions 3, 6 and 9 (Reasoning and Problem Solving)
**Developing** Explain who is correct using knowledge of numbers up to 1,000 and Base 10 where zero is not used as a place holder.
**Expected** Explain who is correct using knowledge of numbers up to 1,000 and Base 10 where zero is used as a place holder.
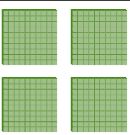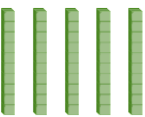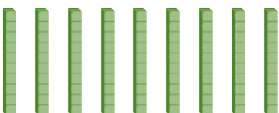**Greater Depth** Explain who is correct using knowledge of numbers up to 1,000 and Base 10 where zero is used as a place holder and unconventional partitioning is used.
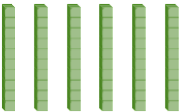
## More Year 3 Place Value resources.

## Did you like this resource? Don't forget to review it on our website.

# Numbers to 1,000
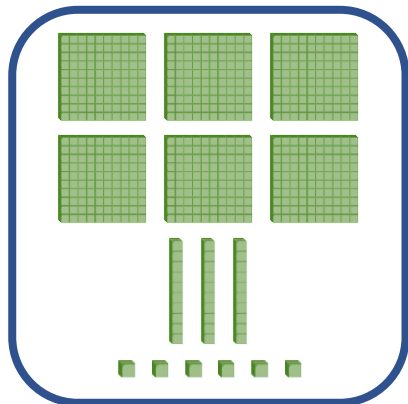
**1. Complete the table below by filling in the totals.**
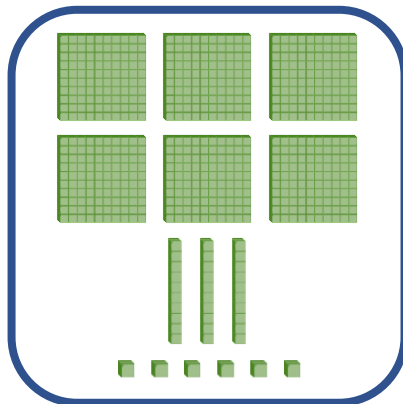
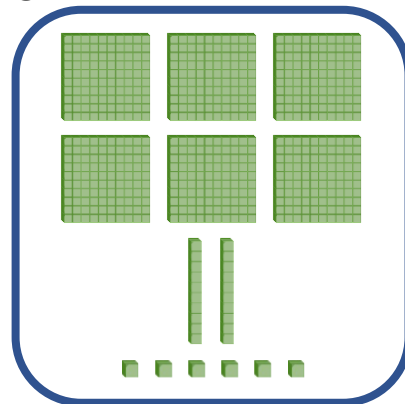| Hundreds | Tens | Ones | Total |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

D

**2. Which is the odd one out?**

**A**

**B**

**C**

D

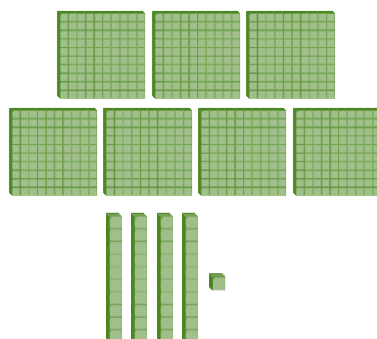**3. Holly and Sinead are discussing numbers.**

The number shown is 741.

The number shown is 714.
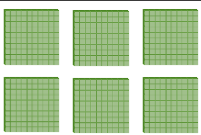
**Holly**

**Sinead**

**Who is correct? Explain your answer.**
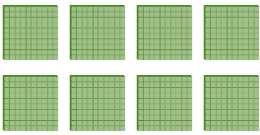
D

# classroomsecrets.co.uk

**Homework/Extension – Numbers to 1,000 – Year 3 Developing**
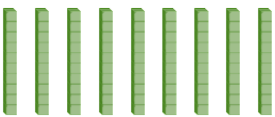
# Numbers to 1,000

**4. Complete the table below by filling in the total in numbers or by drawing the missing Base 10.**

| Hundreds | Tens | Ones | Total |
|---|---|---|---|
| | | | |
| | | | 802 |
| | | | nine hundred and fifty-nine |

**5. Which is the odd one out?**

**A**

Five hundred and seventy-four

**B**

**C**

564
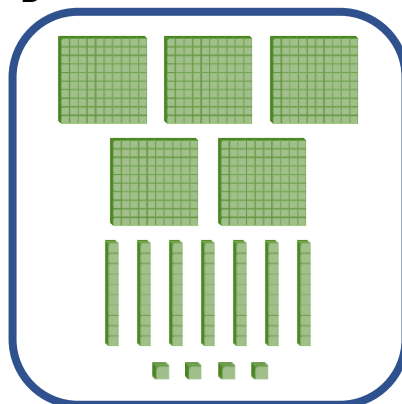
**6. Chris and Tina are discussing numbers.**

Chris: The number shown is 801.

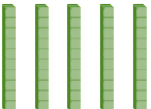Tina: The number shown is eight hundred and eleven.

**Chris**

**Tina**

**Who is correct? Explain your answer.**

# Numbers to 1,000

**7. Complete the table below by filling in the total in words or by drawing the missing Base 10.**
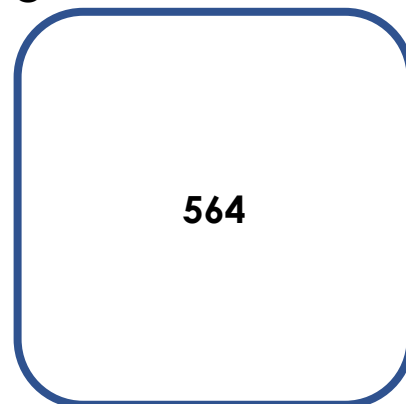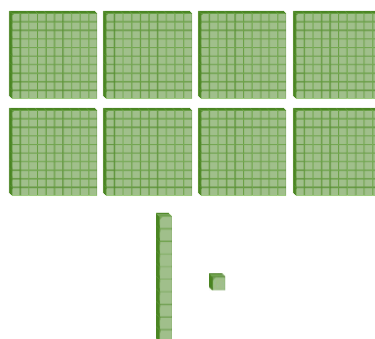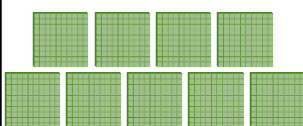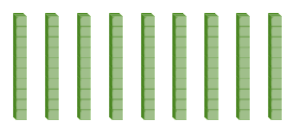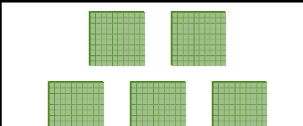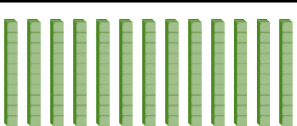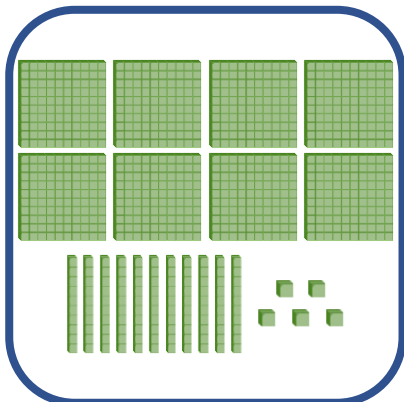
| Hundreds | Tens | Ones | Total |
|---|---|---|---|
| (8 hundred squares) | (6 ten rods) | | nine hundred and ninety-nine |
| (4 hundred squares) | (6 ten rods) | | |
| (5 hundred squares) | | | eight hundred and twenty |

⭐GD

VF
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**8. Which is the odd one out?**

**A**

(8 hundred squares, 3 ten rods, 4 one cubes)

**B**

950

**C**

nine hundred and fifteen
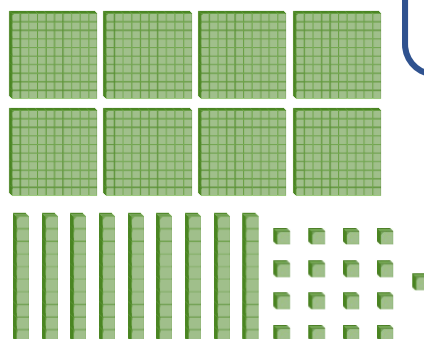
⭐GD
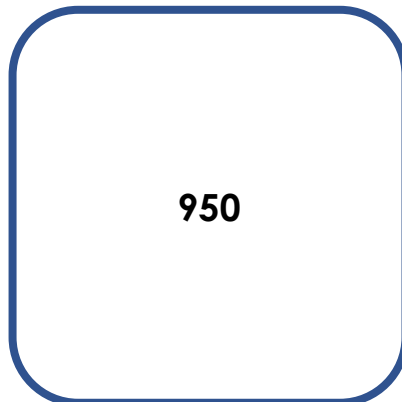
VF
HW/Ext

**9. Ed and Tony are discussing numbers.**

Ed: The number shown is nine hundred and seventy-one.

Tony: The number shown is nine hundred and seven.

**Ed**

**Tony**

**Who is correct? Explain your answer.**

⭐GD

RPS
HW/Ext

## <u>Developing</u>
1. **458; 165; 991**
2. **C**
3. **Holly is correct as there are 7 hundreds, 4 tens and 1 one which makes 741 altogether.**

## <u>Expected</u>
4. **698; zero tens and two ones; 9 hundreds**
5. **C**
6. **Tina is correct as there are 8 hundreds, 1 ten and 1 one which makes 811 altogether.**

## <u>Greater Depth</u>
7. **Nine ones; six hundred and thirty; twelve tens**
8. **B**
9. **Tony is correct as there are 8 hundreds, 9 tens and 17 ones which makes nine hundred and seven altogether.**