

Homework/Extension

Step 3: 100s, 10s and 1s 1

National Curriculum Objectives:

Mathematics Year 3: (3N2a) [Read and write numbers up to 1000 in numerals and in words](#)
Mathematics Year 3: (3N6) [Solve number problems and practical problems involving 3N1 - 3N4](#)

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Match two visual representations of 3-digit numbers shown on place value charts to the corresponding numbers. Numbers are written in numerals only and zero is not used as a placeholder.

Expected Match two visual representations of 3-digit numbers shown on place value charts to the corresponding numbers. Numbers are written in numerals and words. Some numbers include zero as a placeholder.

Greater Depth Match two representations of 3-digit numbers shown on place value charts to the corresponding numbers. Numbers are written in numerals and words, and zero is used as a placeholder. Some use of unconventional partitioning.

Questions 2, 5 and 8 (Varied Fluency)

Developing Fill in the missing values and Base 10 to show which 3-digit number is being represented on each place value chart. Includes pictorial support and zero is not used as a placeholder.

Expected Fill in the missing values and Base 10 to show which 3-digit number is being represented on each place value chart. Includes some pictorial support and some numbers include zero as a placeholder.

Greater Depth Fill in the missing values to show which 3-digit number is being represented on each place value chart. Includes numerals, words and pictorial representations, and numbers use zero as a placeholder. Some use of unconventional partitioning.

Questions 3, 6 and 9 (Reasoning and Problem Solving)

Developing Use place value knowledge to explain whether a statement is correct. Zero is not used as a placeholder.

Expected Use place value knowledge to explain whether a statement is correct. Numbers are written in words and zero is not used as a placeholder.

Greater Depth Use place value knowledge to explain whether a statement is correct. Numbers are written in words and include zero being used as a placeholder.

More [Year 3 Place Value](#) resources.

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

100s, 10s and 1s 1

1. Match the place value charts to the correct numbers below.

Table 1:


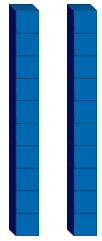


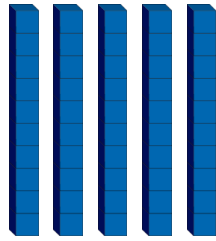
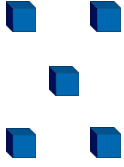
Hundreds	Tens	Ones
		

Table 2:

Hundreds	Tens	Ones
		

A. 355

B. 553

C. 124

D. 345

E. 241


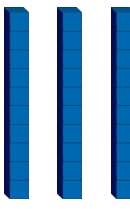



VF
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2. Fill in the missing numbers and Base 10 to complete the charts.

Hundreds	Tens	Ones

400	10	7
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Hundreds	Tens	Ones
		

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HW/Ext

3. Daisy has five digit cards.

8

3

5

2

6

She wants to make the smallest 3-digit number possible using 3 of these cards.

She says,



The smallest number I can make is 235 because I've placed the smallest digit, which is 2, in the hundreds column.

Is Daisy correct? Explain your answer.



RPS
HW/Ext

100s, 10s and 1s 1

4. Match the place value charts to the correct numbers below.

Table 1:

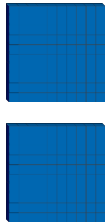

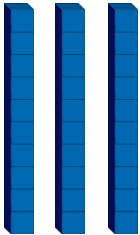

Hundreds	Tens	Ones
		

Table 2:

Hundreds	Tens	Ones
		

A. fifty-two

B. 205

C. 310

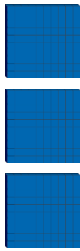
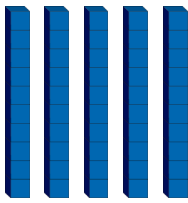

D. thirty-one

E. 301



VF
HW/Ext

5. Fill in the missing numbers and Base 10 to complete the charts.

Hundreds	Tens	Ones
		

Hundreds	Tens	Ones
600	0	8



VF
HW/Ext

6. Suzie has five digit cards.

6

9

1

3

4

She wants to make the largest 3-digit number possible using 3 of these cards.

She says,



The largest number I can make is six hundred and ninety-four because I've used the three largest digits.

Is Suzie correct? Explain your answer.



RPS
HW/Ext

100s, 10s and 1s 1

7. Match the place value charts to the correct numbers below.

Table 1:

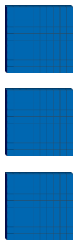
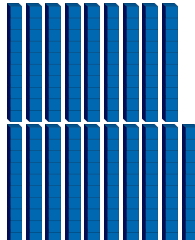


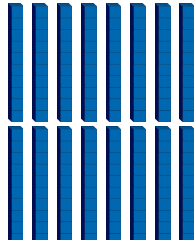
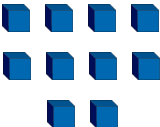
Hundreds	Tens	Ones
		

Table 2:

Hundreds	Tens	Ones
		

A. two hundred and seven

B. 506

C. 270

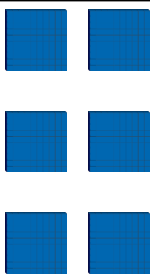
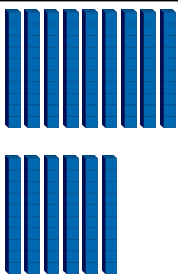
D. 516


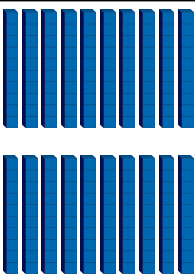
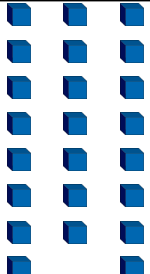
E. five hundred and sixty



VF
HW/Ext

8. Fill in the missing labels with numerals or words.

Hundreds	Tens	Ones
		

Hundreds	Tens	Ones
		

=		

=		



VF
HW/Ext

9. Arthur has five digit cards.

9

0

7

2

5

He wants to make the closest 3-digit number to five hundred using 3 of these cards.

He says,



The closest 3-digit number to 500 I can make is five hundred and nine because it's only nine away from five hundred.

Is Arthur correct? Explain your answer.



RPS
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Homework/Extension

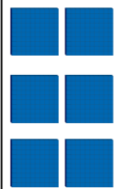


100s, 10s and 1s 1

Developing

1. Table 1 = C and Table 2 = A

2.

Hundreds	Tens	Ones
		
400	10	7




Hundreds	Tens	Ones
		
600	30	1



3. Daisy is correct because 235 is the smallest 3-digit number you can make using these digit cards. The smallest digit (2) has been correctly placed in the hundreds column, the second smallest digit (3) has been placed in the tens column and the next smallest digit (5) has been put in the ones column.

Expected

4. Table 1 = B and Table 2 = D

5.

Hundreds	Tens	Ones
		
300	50	3

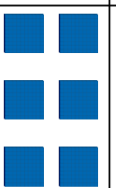

Hundreds	Tens	Ones
		
600	0	8


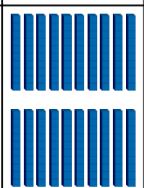

6. Suzie is incorrect because 964 is the largest three-digit number that could be made using these digit cards. 9 is the largest digit so it should be placed in the hundreds column, 6 is the second largest digit so this should be placed in the tens column followed by the digit 4 in the ones column.

Greater Depth

7. Table 1 = B and Table 2 = C

8.

Hundreds	Tens	Ones
		
six hundred	15 tens = 150	zero = 0
= 750		

Hundreds	Tens	Ones
		
three hundred	20 tens = 200	23 ones = 23
= 523		

9. Arthur is incorrect because 502 is the closest 3-digit number to 500 that can be made using these digit cards. It is only two away (which is less than nine) from his target number of 500.