## Year 3 Maths Number and Place Value Workbook


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Counting in 4s, 8s, 50s and 100s

Complete the following sequences:
a) $\qquad$ 81216
20 $\qquad$
f) $\qquad$ 6456 $\qquad$ $40 \quad 32$
b) 6456 _ 40 _ 24
g) $350 \quad 400$ $\qquad$ 500 $\qquad$ 600
c) $\qquad$ 300
h) 1100 $\qquad$ 800700600
d) 900 $\qquad$ 600500400
i) $\qquad$ $\begin{array}{lll}84 & 80 & 76\end{array} 72$
e) 56 $\qquad$ $64 \quad 68$ $\qquad$ j) 8088 __ _ 112120

Continue the following sequences:
k) $4 \quad 8 \quad 12$
l) $8 \quad 16$

24
m) 50100150
n) 100200300 $\qquad$ _-_ $\ldots$
o) 808488 $\qquad$

p) 125012001150 $\qquad$ $\ldots-$
q) 144136128 $\qquad$
$\qquad$ ____ _ _ _ _
r) 150014001300 $\qquad$ $-\quad-\quad+$ $\qquad$
s) 124120116 $\qquad$ _-_ -__-_ -_


## Challenge

Explain the relationship between counting in 4 s and 8 s and compare this to the relationship between counting in 50s and 100s.

## 10 More and 10 Less Worksheet

Adding or subtracting 10 can be done by representing or imagining a number as hundreds, tens and ones and simply adding or removing one of the tens e.g.

|  |  |  |
| :---: | :---: | :---: |
| $56-10=46$ | 56 | $56+10=66$ |

Sometimes you will make a new hundred or need to break a hundred down into tens to be able to do this. e.g.

| 94 <br>  | $94+10$ | $94+10=104$  <br> 10 lots of $10=100$ so a new 100 is made. |
| :---: | :---: | :---: |
| 102 | 102-10 <br> We need to work with 10s so we break the hundred down into 10 lots of 10 . | $102-10=92$ <br> Then we can take one away. |

1. Try these. Draw the hundreds, tens and ones if you wish.
2. $43-10=$
3. $27+10=$
4. $59-10=$
5. $38+10=$
6. $97+10=$
7. $107-10=$
8. $153+10=$
9. $195+10=$
10. Can you fill in the missing numbers in these pieces snipped from number squares?

Don't forget you can have number squares that are bigger than 0-100
1.

2.

3.

4.

5.

6.

7.

8.

2. Look at the amount these children have saved. How much would they have if they spent $\$ 10$ or if they saved $\$ 10$ more?
1.

| $-\$ 10$ | $\$ 37$ | $+\$ 10$ |
| :--- | :--- | :--- |
|  |  |  |



4.

5.

6.

7.


| 8. | $\$ 198$ |  |
| :--- | :--- | :--- |
|  |  |  |

Can you find 100 more than and 100 less than the number in the robot's tummy?
E.g.


Can you find 100 more than and 100 less than the number in the robot's tummy?
E.g.


Can you find 100 more than and 100 less than the number in the robot's tummy?
E.g.


Maths Magician Partitioning Worksheet - Hundreds, Tens and Units


Can you put these numbers into hundreds, tens and units?

For example:

## $438=$








## Ordering Numbers to 1000 Worksheet 1

Fill in the spaces below with the numbers in order from smallest to largest.




29


(2)


## Ordering Numbers to 1000 Worksheet 2

Fill in the spaces below with the numbers in order from smallest to largest.


222


| $\begin{aligned} & ゅ レ 乙+~ Z 8 L \\ & \varepsilon G G+9 G \vdash \\ & 98 L+b \varepsilon l \\ & 9 G L+10 b \end{aligned}$ <br> ¿OOOL moqd fo дamsud ud a＾！ 6 <br>  | $\begin{aligned} & 0 \varepsilon \varepsilon+8 \angle \varepsilon \\ & \varepsilon 9 \varsigma+0 \varsigma \downarrow \\ & 08 \vdash+\varsigma \varepsilon 乙 \\ & 0 乙 乙+\downarrow \varepsilon \varsigma \end{aligned}$ <br> ¿OGL moqo fo גamsud un aṇ 6 <br>  | $\begin{aligned} & 09 \downarrow+\varsigma ゅ \varepsilon \\ & 08 \downarrow+\varsigma 8 乙 \\ & 0 \varsigma ゅ+\varsigma \varepsilon \downarrow \\ & \varsigma \iota Z+\varsigma ゅ 乙 \end{aligned}$ <br>  <br>  | $\begin{gathered} 8 乙 乙+8 b \\ 9 l 乙+\vdash 0 l \\ 8 b+0 b 乙 \\ \text { カレレ+ } 2 \varepsilon 乙 \end{gathered}$ <br>  <br>  | $\begin{gathered} S G+S L l \\ l \varepsilon 乙+9 乙 \\ S \varepsilon l+\varepsilon l l \\ l 乙 Z+\dagger 乙 l \end{gathered}$ <br> ¿OGZ 子noqd fo дамsud ud aņ 6 <br>  |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \angle 9+5 \eta \\ & \angle l+Z 8 \\ & 8 b+\vdash l \\ & 9 乙+\angle 8 \end{aligned}$ <br>  <br>  | $\begin{aligned} & 9 G L+\downharpoonright \vdash 乙 \\ & \text { ZOL + } \downarrow 0 \varepsilon \\ & \varepsilon L 乙+\vdash b 乙 \\ & b 乙 L+\vdash \varepsilon 乙 \end{aligned}$ <br>  <br>  | $\begin{gathered} O Z Z+G \angle \\ G \angle L+G O L \\ O b+G O Z \\ G \angle L+O G L \end{gathered}$ <br>  suoו̣םן | $\begin{aligned} & 09 \downarrow+0 \succcurlyeq l \\ & 0 L+0 \varepsilon l \\ & 08 \downarrow+09 \\ & 09+0 乙 \downarrow \end{aligned}$ <br>  <br>  | $\begin{gathered} \varepsilon \vdash+\varsigma b \\ \iota \vdash+\varsigma 乙 \downarrow \\ 9 L+\varepsilon 9 \\ \angle L+9 L \end{gathered}$ <br> ¿OGL mnogo fo дamsud un aņ 6 <br>  |
| $\begin{aligned} & 9 G+\varepsilon G \\ & \tau \varepsilon+8 b \\ & 9 L+9 \downarrow \\ & \varepsilon 乙+\downarrow 8 \end{aligned}$ <br> ¿OZL nnoqo fo дамsud up anı 6 <br>  | $\begin{aligned} & \angle 9+S 7 \\ & \angle L+Z 8 \\ & 8 b+\nabla l \\ & 9 Z+\angle 8 \end{aligned}$ <br>  <br>  | $\begin{aligned} & \angle 乙+G \varepsilon \\ & \iota \varepsilon+b 乙 \\ & \iota \varepsilon+\angle \downarrow \\ & G 乙+乙 \angle \end{aligned}$ <br>  <br>  | $\begin{aligned} & b 乙+b \varepsilon \\ & \varepsilon G+\angle l \\ & 9 l+l \varepsilon \\ & \varepsilon 乙+\angle \varepsilon \end{aligned}$ <br>  <br>  | $\begin{aligned} & 8 l+S \sqcap \\ & l \varepsilon+8 乙 \\ & S \sqcap+\varepsilon l \\ & \angle l+\downarrow \varepsilon \end{aligned}$ <br>  <br>  |



|  | ¿OSE anoqd fo дамsud uv an！ 6 <br>  | ¿OGZ $\ddagger n o q x$ fo damsud uv an！ 6 <br>  |  <br>  | $\begin{gathered} 8 ८ 乙-08 \varepsilon \\ 91 乙-\vdash 0 \sqcap \\ 8 b-0 b 乙 \\ \text { カレレ- Lع乙 } \end{gathered}$ <br> ¿OSI Inoqo fo дamsud un an！ 6 <br>  |
| :---: | :---: | :---: | :---: | :---: |
|  |  <br>  | $\begin{gathered} \text { OZZ-00६ } \\ \text { OSL-0ZZ } \\ \text { OZL- SOZ } \\ \text { SL-OGL } \end{gathered}$ <br> ¿O8ınoqd fo дамsun uv амп̣ 6 <br>  | ¿OL nnoqd fo дамsud ud aṇ 6 <br>  |  <br>  |
|  <br>  | $\begin{gathered} \angle l-S b \\ 9 \square-\angle 8 \\ 8 b-ゅ l l \\ 9 Z-\angle L \end{gathered}$ <br> ¿Ot 子noqd fo дамsud uv амп̣ 6 <br>  | $\begin{gathered} \angle \triangleright-9 L \\ 9 \angle-G l l \\ Z L-l \varepsilon \\ \dagger G-Z b \end{gathered}$ <br>  <br>  | $\begin{aligned} & \angle l-l \varepsilon \\ & 9 l-\angle \varepsilon \\ & b 乙-b \varepsilon \\ & 8 l-97 \end{aligned}$ <br> ¿OZ $\operatorname{\text {nnoqd}}$ fo дамsud ud aṇ 6 <br>  | $\begin{aligned} & \angle L-8 b \\ & Z L-\angle 乙 \\ & \text { S૪- ૬q } \\ & \varepsilon 乙-\downarrow \varepsilon \end{aligned}$ <br>  <br>  |






## Estimate on 0-1000 Number Line Worksheet

a) 459

| 0 | 1000 |
| :--- | :--- |
| b) 213 |  |
| 0 | 1000 |
| c) 987 |  |

$0 \quad 1000$
d) 753

| 0 | 1000 |
| :---: | :---: |
| e) 289 |  |
| L |  |
| 0 | 1000 |

f) 672
$\square$

0
1000
g) 31
$0 \quad 1000$
h) 814
$\square$
0

## Estimate on Different Number Lines Worksheet



## Writing Numbers in Words

Write the following numbers in words:

| 243 | Two hundred and forty-three |
| :---: | :---: |
| 562 |  |
| 785 |  |
| 391 |  |
| 669 |  |
| 402 |  |
| 513 |  |
| 699 |  |
| 840 |  |
| 709 |  |
| 112 |  |
| 590 |  |
| 519 |  |
| 101 |  |

## Writing Numbers in Words

Write the following words in numbers:

| Three hundred and forty-six | 346 |
| :---: | :---: |
| Six hundred and thirty-nine |  |
| Nine hundred and thirteen |  |
| Seven hundred and twenty-eight |  |
| Four hundred and six |  |
| Nine hundred and thirty |  |
| One hundred and four |  |
| Five hundred and thirty-five |  |
| Two hundred and twenty-two |  |
| Four hundred and sixty |  |
| Eight hundred and seventy-eight |  |
| Nine hundred and ninety-one |  |
| One hundred and ninety-nine |  |
| Five hundred and fifteen |  |

## Writing Numbers in Words

Write the following words into numbers and numbers into words.

|  | 561 |
| :---: | :---: |
|  | 902 |
| Two hundred and fourteen |  |
| Six hundred and fifty-nine | 327 |
| Four hundred and twelve |  |
| Eight hundred and eight | 880 |
| Six hundred and sixteen | 660 |
| Seven hundred and forty | 779 |
| Three hundred and thirty-seven | 819 |
| Tr |  |
|  |  |

## Estimation - Reading Speedometers

Estimation can be useful in real life situations. Be useful and apply your estimation skills to these situations.

Look at the speed limit signs and the speedometers. Is the driver going Too Fast! or Driving Safely? The first one is done for you.

| 1. | 2. | 3. | 4. |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
| Estimated Speed <br> Driving Safely | Estimated Speed | Estimated Speed | Estimated Speed |

## Estimation - Reading Speedometers

Estimation can be useful in real life situations. Be useful and apply your estimation skills to these situations.

Look at the speed limit signs and the speedometers. Is the driver going Too Fast! or Driving Safely? The first one is done for you.

| 1. | 2. | 3. | 4. 3600 |
| :---: | :---: | :---: | :---: |
| (1) |  |  |  |
|  |  |  |  |
| Estimated Speed $\square$ | Estimated Speed $\square$ | Estimated Speed $\square$ | Estimated Speed |

## Solving Number Problems Using Number Representation

For each of the problems below, begin by representing the number in the place value chart then complete the calculation by adding or subtracting from the appropriate column.
E.g. The Jones family have 56 fish.

Represent 56 in the chart by using dots or base 10 bars.

| Hundreds | Tens | Units |
| :---: | :---: | :---: |
|  |  | $\bigcirc$ |
|  |  | $\bigcirc$ |

Then read the rest of the question and add or cross out the extra dots or bars needed.
They buy 10 more. How many do they have altogether?
Don't forget to make a new hundred if you have 10 dots or bars in the tens column.

1. 76 people have attended the School Summer Fayre. If 10 go home, how many are left?


| Hundreds | Tens | Units |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |


| Answer |
| :---: |
|  |
|  |

2. Raj has saved $\$ 49$. His grandmother gives him \$10. How much does he have altogether?

3. Bilal collects stamps. He has 326.

He buys a packet of 100 with his pocket


| Hundreds | Tens | Units |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |

 does he have now?

## Solving Number Problems Using Number Representation

4. There are 97 guinea pigs in the zoo enclosure. 10 babies are born. How many are there


| Answer |
| :---: |
|  |
|  | altogether?

5. Billy is playing a video game. He has scored 872 points.

He misses a jump and loses 100 points.

How many does he
 have now?
6. Freya collects 103 conkers.

She gives 10 of them to a friend. How many does she have left?

7. There are 372 children in the school.

When a nearby school closes, 110 more children join. How
 many pupils are there now?
8. A shark has 295 teeth.

It loses 110. How many does it have left?


| Hundreds | Tens | Units |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |

