

# Learning Letter

wb 27<sup>th</sup> April

Year 3 - Mark's Maths group 3MB

## Maths this week

The focus for this week's learning is **place value**.

Go to Google Classroom to find the word document with the work for each lesson. You could also have a look at the PowerPoints / videos on Google Classroom to help you understand the tasks.

## Lesson 1

### Learning question:

Can you compare objects and numbers?

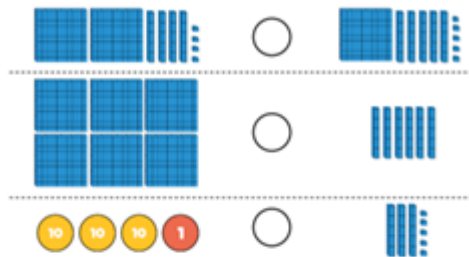
### Success criteria:

- I can compare numbers to 1000.
- I recognise the value of each digit.
- I can solve problems.

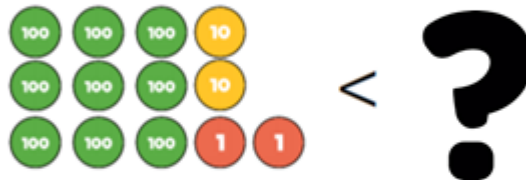
### THE CROCODILE ALWAYS EATS THE BIGGER NUMBER!

#### Task 1

Use  $<$ ,  $>$  or  $=$  to make the statements correct.



#### Task 2



- What number is on the left?
- Find **5** numbers that the question mark could be.

#### Task 3

Replace the word **and** with  $<$ ,  $>$  or  $=$ .

- 1) 254 and 468
- 2) 837 and 431
- 3) 438 and 472
- 4) 645 and 649
- 5) 421 and 98
- 6) 1000 and 857

#### Task 4

Ray says, "97 is bigger than 348 because it starts with a bigger number."

Do you agree? **Explain your answer!**

## Lesson 2

### Learning question:

Can you order objects and numbers?

### Success criteria:

- I can order numbers to 1000.
- I can recognise the place value of each digit.
- I can solve problems.

## THE CROCODILE ALWAYS EATS THE BIGGER NUMBER!

### Task 1

1) Use the symbols  $<$ ,  $>$  and  $=$  to fill in the gaps.



2) Use the symbols  $<$ ,  $>$  and  $=$  to fill in the gaps.

255  682  634  six hundred and thirty-four

### Task 2

**Ascending** means getting **higher**. **Descending** means getting **lower**.

1) Put these numbers in **ascending** order:  
523, 418, 893

2) Put these numbers in **descending** order.  
712, 83, 436, 103

### Task 3

Here is a list of numbers.

312, 321, 123, 132, 213, 231

Place the numbers in ascending order.  
Now place them in descending order.  
What do you notice?

### Task 4

Buckingham Palace was built in 1703.

Big Ben was built in 1843

St. Paul's Cathedral was built in 1675.

Put these buildings in order, starting with the one that was built first (lowest number).

## Lesson 3

**Learning question:**

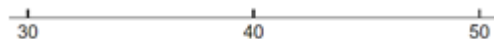
Can you round to the nearest ten?

**Success criteria:**

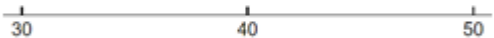
- I can round numbers.
- I can recognise the place value of each digit.
- I can solve problems.

**Task 1**

- 1) Put the number 31 on the number line, then round it to the nearest ten.



- 2) Put the number 48 on the number line, then round it to the nearest ten.



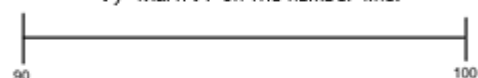
**Task 2**

Round these numbers to the nearest ten:

- 3) 52
- 4) 19
- 5) 77
- 6) 35
- 7) 14
- 8) 89

**Task 3**

- 9) Mark 97 on the number line.



- 10) What is 97 rounded to the nearest ten?

Round these to the nearest ten:

- 11) 93
- 12) 99
- 13) 102
- 14) 109
- 15) 199
- 16) 191
- 17) 109

## **Lesson 4**

**Learning question:**

Can you round to the nearest ten?

**Success criteria:**

- I can round numbers.
- I can recognise the place value of each digit.
- I can solve problems.

**Task 1**

- 1) Put 238 on the number line, then round it to the nearest ten.



- 2) Put 231 on the number line, then round it to the nearest ten.



**Task 2**

Round these numbers to the nearest ten:

- 3) 71
- 4) 64
- 5) 164
- 6) 364
- 7) 653
- 8) 135
- 9) 195
- 10) 995

**Task 3**

- 11) What is one hundred and five rounded to the nearest ten?
- 12) What is sixty-eight rounded to the nearest ten?
- 13) a) Sophia has 435 sweets. How many does she have, rounded to the nearest ten?  
b) Explain how you know.

# Lesson 5

## Learning question:

Can you understand and use place value?

## Success criteria:

- I recognise the place value of each digit.
- I can use a number line.
- I can find 10 or 100 more or less than a number.
- I can compare and order numbers.

LQ: Can you understand and use place value?	
<b>Success Criteria:</b>	
<input type="checkbox"/> I can recognise the place value of each digit.	
<input type="checkbox"/> I can use a number line.	
<input type="checkbox"/> I can find 10 and 100 more or less than a number.	
<input type="checkbox"/> I can compare and order numbers.	
<input type="checkbox"/> Independent	<input type="checkbox"/> Achieved
<input type="checkbox"/> Groups/Pairs	<input type="checkbox"/> Working towards
<input type="checkbox"/> CT/TA	<input type="checkbox"/> Did not achieve
Date:	

1 Anna has made a number.

Hundreds	Tens	Ones

What number has Anna made?

\_\_\_\_\_

Is the number odd or even?  
How do you know?

2 Circle the number that has the digit 7 in the tens column.

725    572    257

3 Max is making a number using some counters. Max chooses 6 counters. He makes a number greater than 300. Circle the counters Max could have chosen.



4 Match the numbers.

Six hundred and six	676
Six hundred and sixty	606
Six hundred and seventy-six	660

5 Complete the missing numbers.

255	265	275				
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6 Here are some digit cards.



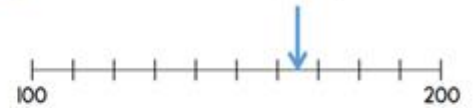
Max uses the cards to make a 3 digit number. Write down all the numbers between 250 and 550 Max can make.

7 What is 100 less than 719? \_\_\_\_\_

What is 10 more than 97? \_\_\_\_\_

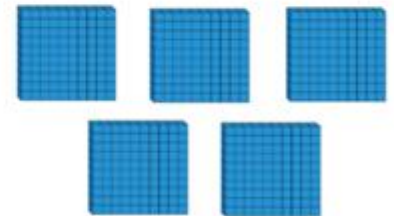
What is 10 less than 205? \_\_\_\_\_

8 What number is the arrow pointing to?



\_\_\_\_\_

9 How many tens are there in 500?



\_\_\_\_\_

**Remember to keep working on your times tables too!**

**Make sure you know your 3, 4 and 8 times tables, then move onto 6 and 7.**

**Good luck!**