

Homework/Extension

Step 1: Hundreds

National Curriculum Objectives:

Mathematics Year 3: (3N1b) [Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number](#)

Mathematics Year 3: (3N4) [Identify, represent and estimate numbers using different representations](#)

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Find a path through a maze by counting forwards from 100 to 1,000 in hundreds.

Expected Find a path through a maze by counting forwards and backwards from 100 to 1,000 in hundreds.

Greater Depth Find a path through a maze by counting forwards and backwards from any multiple of 100 to 1,000 in hundreds.

Questions 2, 5 and 8 (Varied Fluency)

Developing Match numerals to visual representations of multiples of 100, using conventional partitioning.

Expected Match numerals to visual representations of multiples of 100, using unconventional partitioning.

Greater Depth Match numerals to mixed visual representations of multiples of 100, using unconventional partitioning.

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

Developing Decide whether a given statement about three visual representations of a multiple of 100 is correct when using conventional partitioning.

Expected Decide whether a given statement about three visual representations of a multiple of 100 is correct when using some unconventional partitioning.

Greater Depth Decide whether a given statement about three mixed visual representations of a multiple of 100 is correct when using unconventional partitioning.

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

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

Hundreds

1. Find a path through the maze by counting forwards in hundreds from 100 to 1000.

Start

900	400	900	100	600	1,000	400	300	200	100
500	500	700	200	900	600	100	600	700	800
100	1,000	400	800	500	100	700	200	500	300
800	200	600	400	200	700	200	800	400	1,000
200	600	300	700	300	1,000	700	500	900	600

Finish



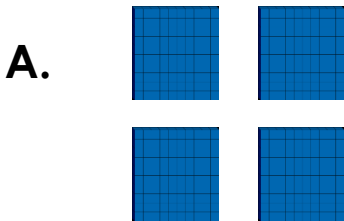
VF
HW/Ext

2. Match the numerals and the images.

700

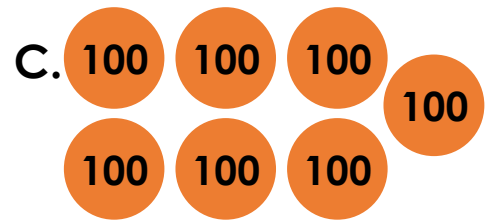
400

600



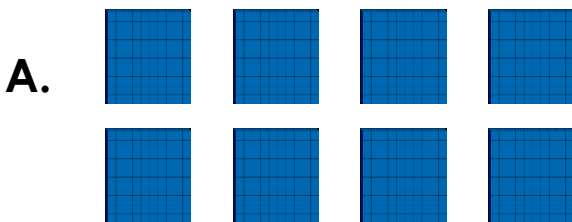
B.

H	T	O
● ● ● ● ● ●		



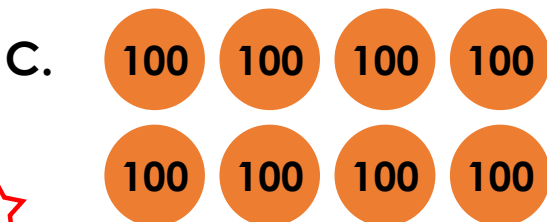
VF
HW/Ext

3. Kayden thinks that A, B and C all represent 800. Do you agree? Explain your answer.



B.

H	T	O
	● ● ● ● ● ● ● ●	



RPS
HW/Ext

Hundreds

4. Find a path through the maze by counting forwards and backwards in hundreds between 100 and 1000.

Start

900	400	300	100	600	1,000	400	300	200	100
500	200	700	400	900	700	500	600	700	800
100	1,000	400	800	500	100	300	200	900	300
800	500	600	100	200	600	200	100	1,000	400
200	600	900	700	300	1,000	700	800	900	600

Finish



VF
HW/Ext

5. Match the numerals and the images.

500

300

800

A.

B.

H	T	O
● ●	● ●	
● ●	● ●	
● ●	● ●	
●	● ●	
	● ●	
	● ●	

C.



VF
HW/Ext

6. Shaida thinks that A, B and C all represent 400. Do you agree? Explain your answer.

A.

B.

H	T	O
●	● ●	
●	● ●	
●	● ●	
	● ●	
	● ●	

C.



RPS
HW/Ext

Hundreds

7. Find a path through the maze by counting forwards and backwards in hundreds between 100 and 1000.

Start

900	400	300	200	600	1,000	400	300	200	100
500	800	700	400	100	700	500	1,000	700	800
100	1,000	400	800	200	800	300	600	100	900
800	500	600	500	700	300	900	500	300	1,000
200	600	900	700	300	1,000	400	800	400	600

Finish



VF
HW/Ext

8. Match the numerals and the images.

100

400

200

A.

H	T	O
	●●	●●
	●●	●●
	●●	●●
	●●	●●

B.

H	T	O
		●●
		●●
		●●
		●●

C.

H	T	O
		●●
		●●
		●●
		●●



VF
HW/Ext

9. Riley thinks that A, B and C all represent 300. Do you agree? Explain your answer.

A.

H	T	O
●		●

B.

H	T	O
	●●	●●
	●●	●●
	●●	●●
	●●	●●

C.

H	T	O
●	●●	
	●●	
	●	



RPS
HW/Ext

Homework/Extension Hundreds

Developing

1.

900	400	900	100	600	1000	400	300	200	100
500	500	700	200	900	600	100	600	700	800
100	1000	400	800	500	100	700	200	500	300
800	200	600	400	200	700	200	800	400	1000
200	600	300	700	300	1000	700	500	900	600

2. **700 – C, 400 – A, 600 – B**
 3. **No, B represents 80, not 800.**

Expected

4.

900	400	300	100	600	1000	400	300	200	100
500	200	700	400	900	700	500	600	700	800
100	1000	400	800	500	100	300	200	900	300
800	500	600	100	200	600	200	100	1000	400
200	600	900	700	300	1000	700	800	900	600

5. **500 – A, 300 – C, 800 – B**
 6. **No, C represents 390, not 400.**

Greater Depth

7.

900	400	300	200	600	1000	400	300	200	100
500	800	700	400	100	700	500	1000	700	800
100	1000	400	800	200	400	300	600	100	900
800	500	600	500	700	300	900	500	300	1000
200	600	900	700	300	1000	400	800	400	600

8. **100 – B, 400 – C, 200 – A**
 9. **No, A represents 301, not 300.**