Reasoning and Problem Solving
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 (Reasoning)
Developing Explain the odd one out from a set of visual representations of multiples of 100, including place value grids, place value counters and Base 10.
Expected Explain the odd one out from a set of visual representations of multiples of 100, including place value grids, place value counters and Base 10 with some unconventional partitioning.
Greater Depth Explain the odd one out from a set of visual representations of multiples of 100, including mixed visual representations, words and unconventional partitioning.

Questions 2, 5 and 8 (Problem Solving)
Developing Use 3 visual representations of multiples of 100 to make an addition and a subtraction number sentence. Using place value grids, place value counters and Base 10.
Expected Use 3 visual representations of multiples of 100 to make an addition and a subtraction number sentence. Using some examples of unconventional partitioning.
Greater Depth Use 3 visual representations of multiples of 100 to make an addition and a subtraction number sentence. Using mixed visual representations, words and unconventional partitioning.

Questions 3, 6 and 9 (Reasoning)
Developing Explain whether a given statement about a visual representation of a multiple of 100 is correct or not. Using place value counters.
Expected Explain whether a given statement about a visual representation of a multiple of 100 is correct or not. Using a place value grid and some unconventional partitioning.
Greater Depth Explain whether a given statement about a visual representation of a multiple of 100 is correct or not. Using mixed visual representations, words and unconventional partitioning.

More Year 3 Place Value resources.

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

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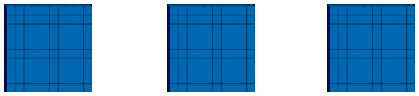
Hundreds

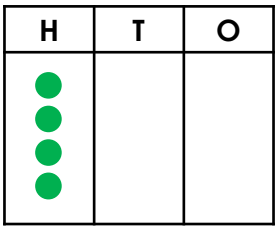
1a. Which image is the odd one out? Explain your answer.

A.



B.

C.



D

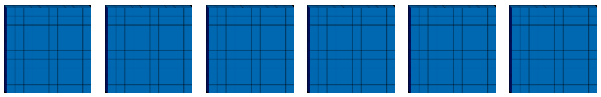
R

Hundreds

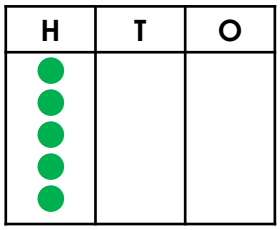
1b. Which image is the odd one out? Explain your answer.

A.

B.



C.

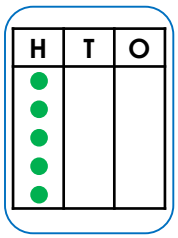


D

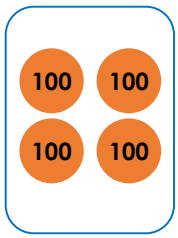
R

2a. Use the cards below to complete the inequality statements.

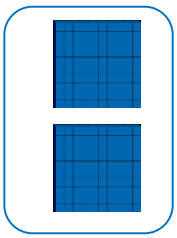
A.



B.



C.



_____ > _____

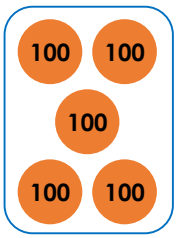
_____ < _____

D

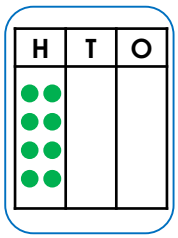
PS

2b. Use the cards below to complete the inequality statements.

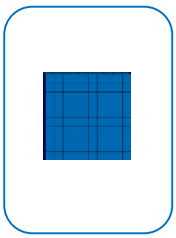
A.



B.



C.



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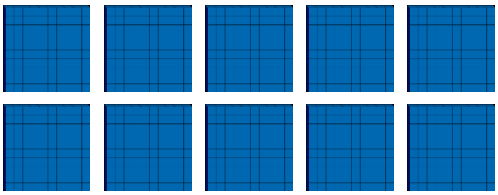
D

PS

3a. Sam has written a statement about the image below. Do you agree?



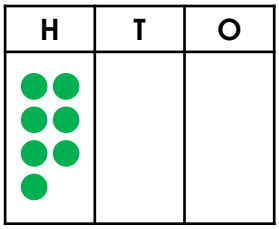
There are 10 hundreds in this image, which is 1,000.

Explain your answer.

D

R

3b. Ben has written a statement about the image below. Do you agree?



There are 6 hundreds in this number.

Explain your answer.

D

R

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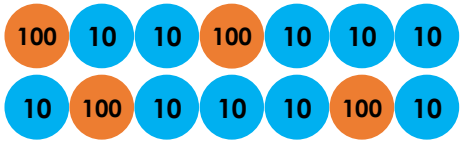
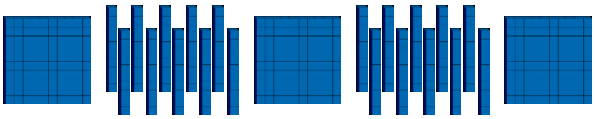
Hundreds

4a. Which image is the odd one out? Explain your answer.

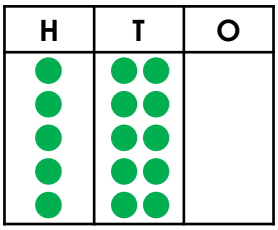
A.



B.



C.



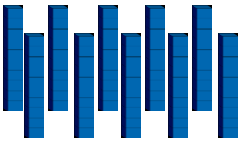
E

R

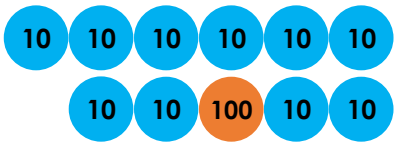
Hundreds

4b. Which image is the odd one out? Explain your answer.

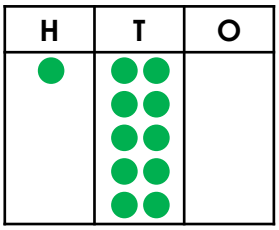
A.



B.



C.

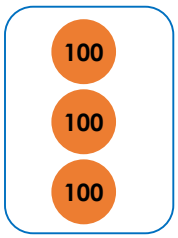


E

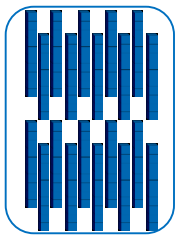
R

5a. Use the cards below to complete the inequality statements.

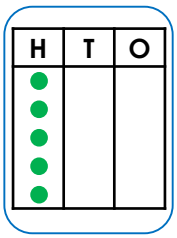
A.



B.



C.



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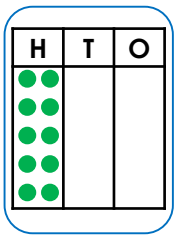
_____ < _____

E

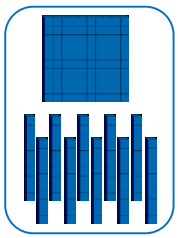
PS

5b. Use the cards below to complete the inequality statements.

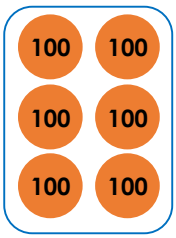
A.



B.



C.



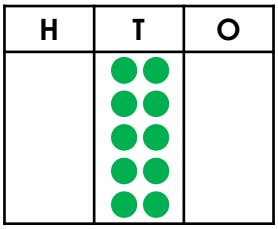
_____ > _____

_____ < _____

E

PS

6a. Taylor has written a statement about the image below. Do you agree?



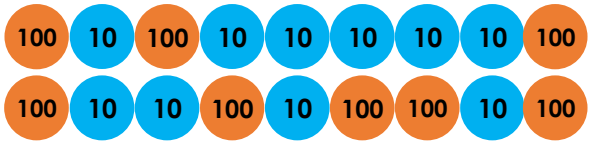
This number has no hundreds.

Explain your answer.

E

R

6b. Kylie has written a statement about the image below. Do you agree?



This number is 800.

Explain your answer.

E

R

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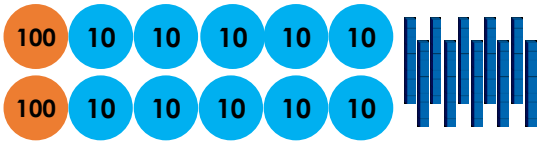
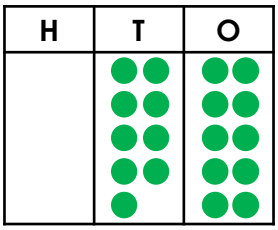
Hundreds

7a. Which image is the odd one out? Explain your answer.

A. three hundreds and ten tens

B. 

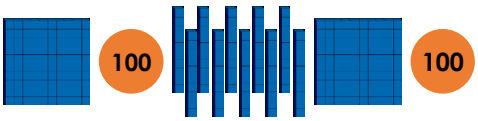
C. 

GD

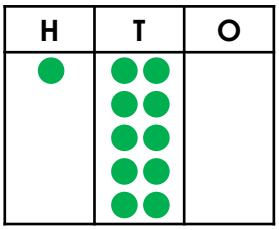
R

Hundreds

7b. Which image is the odd one out? Explain your answer.

A. 

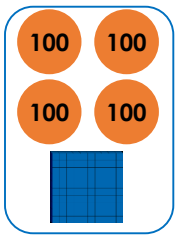
B. ten ones, nine tens and four hundreds

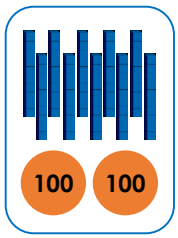
C. 

GD

R

8a. Use the cards below to complete the inequality statements.

A. 

B. 

C. nine tens, six hundreds and ten ones

_____ > _____

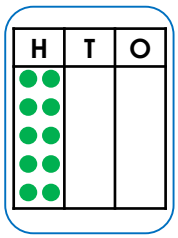
_____ < _____

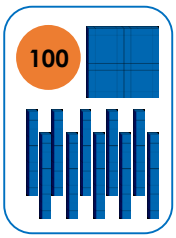
GD

PS

8b. Use the cards below to complete the inequality statements.

A. ten ones, one hundred and nine tens

B. 

C. 

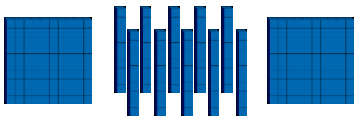
_____ > _____

_____ < _____

GD

PS

9a. George has written a statement about the image below. Do you agree?



one hundred and ten tens

100 100 100 100 100

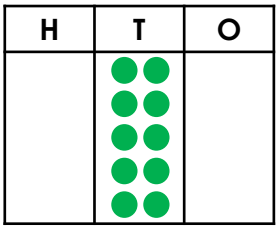
This number has ten hundreds.

Explain your answer.

GD

R

9b. Shazana has written a statement about the image below. Do you agree?



two hundreds and ten tens

10 10 10 10 10
10 10 10 10 10

This number has two hundreds.

Explain your answer.

GD

R

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Reasoning and Problem Solving Hundreds

Developing

1a. A because B and C are 400, but A is 300.

2a. Various answers, for example:
A (500) > B (400) or C (200) < B (400)

3a. Yes, there are 10 hundreds in the image, which is 1,000.

Expected

4a. C because A and B are 500, but C is 600.

5a. Various answers, for example:
A (300) > B (200) or A (300) < C (500)

6a. No, the number is 100 because there are 10 counters in the Tens column in the place value grid.

Greater Depth

7a. C because A and B are 400, but C is 100.

8a. Various answers, for example:
C (700) > A (500) or B (300) < A (500)

9a. Yes, ten hundreds is 1,000, which is the number that the image represents.

Reasoning and Problem Solving Hundreds

Developing

1b. C because A and B are 600, but C is 500.

2b. Various answers, for example:
B (800) > A (500) or C (100) < B (800)

3b. No, there are 7 hundreds in the image, so the number is 700.

Expected

4b. A because B and C are 200, but A is 100.

5b. Various answers, for example:
A (1,000) > C (600) or B (200) < C (600)

6b. No, the number is 900 (8 x 100 and 10 x 10 = 100).

Greater Depth

7b. C because A and B are 500, but C is 200.

8b. Various answers, for example:
B (1,000) > C (300) or A (200) < C (300)

9b. No, there are five hundreds in the number represented by the image.

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