

White Rose Maths Edition

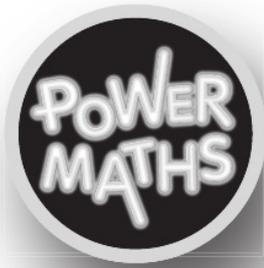
# Year 3 Practice Book 3A



Pearson

Series Editor: Tony Staneff





# Year 3 Practice Book 3A



What do you look like?  
Draw yourself doing  
your favourite activity.

This book belongs to \_\_\_\_\_.

My class is \_\_\_\_\_.

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Lead author: Josh Lury

Consultants (first edition): Professor Liu Jian and Professor Zhang Dan

Written by Tony Staneff and Josh Lury



# Contents

## Unit 1 – Place value within 1,000

Represent and partition numbers to 100

Number line to 100

100s

Represent numbers to 1,000

Partition numbers to 1,000

Partition numbers to 1,000 flexibly

100s, 10s and 1s

Use a number line to 1,000

Estimate on a number line to 1,000

Find 1, 10 and 100 more or less

Compare numbers to 1,000

Order numbers to 1,000

Count in 50s

End of unit check

## Unit 2 – Addition and subtraction (1)

Use known number bonds

Add/subtract 1s

Add/subtract 10s

Add/subtract 100s

Spot the pattern

Add 1s across 10

Add 10s across 100

Subtract 1s across 10

Subtract 10s across 100

Make connections

End of unit check

## Unit 3 – Addition and subtraction (2)

Add two numbers

Subtract two numbers

Add two numbers (across 10)

6

6

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12

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18

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72

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78

80

80

83

86

This looks like a good challenge!



Add two numbers (across 100)	89
Subtract two numbers (across 10)	92
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It is time to do some practice!



# How to use this book

Do you remember how to use this **Practice Book**?



Use the **Textbook** first to learn how to solve this type of problem.

**Unit 5: Multiplication and division (2), Lesson 1**

### Multiply by 3

**Discover**



1 a) There are 3 balls under each cup.  
How many balls are there in total?  
Write down a multiplication sentence to work out the answer.

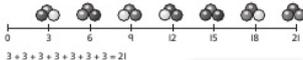
b) Work out  $8 \times 3$ .

**Share**

a) Under each cup there are 3 balls.

I could count them one by one.

I did a repeated addition, using a number line to help me.

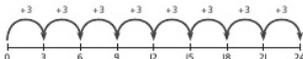


$3 + 3 + 3 + 3 + 3 + 3 + 3 = 21$   
 $7 \times 3 = 21$   
There are 21 balls in total.

Now I know 7 groups of 3. I can easily work out 8 groups of 3.

This is a  $7 \times 3$  array.  $7 \times 3 = 21$

b)  $8 \times 3 = 24$



This shows you which Textbook page to use.

Have a go at questions by yourself using this **Practice Book**. Use what you have learnt.

**Unit 5: Multiplication and division (2), Lesson 1** Date: \_\_\_\_\_

### Multiply by 3

1 a) How many chairs are there in total?



$8 \times 3 = \square$

b) The roses are in bunches of 3. How many roses are there in total?



$\square \times \square = \square$

2 A box contains 3 cakes.  
Richard has 6 boxes of cakes.  
How many cakes does Richard have?



$\square \times \square = \square$

138



Challenge questions make you think hard!



Questions with this light bulb make you think differently.

# Reflect

Each lesson ends with a **Reflect** question so you can think about what you have learnt.

Use **My power points** at the back of this book to keep track of what you've learnt.



## Reflect

The answer is 27. The working out is  $9 \times 3$ . Write a question that matches the working out and answer.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

140

# My journal

At the end of a unit your teacher will ask you to fill in **My journal**.

This will help you show how much you can do now that you have finished the unit.

Date: \_\_\_\_\_ Unit 5: Multiplication and division (2)

### End of unit check

#### My journal

You now know the 2, 3, 4, 5, 8 and 10 times-tables.  
Work out a number that could go into each box.  
What strategy did you use?

	My number
a) A number in the 2 and 5 times-tables greater than 25	
b) A number in the 3, 4 and 8 times-tables	
c) A number in the 8 and 10 times-tables less than 50	
d) A number in the 3, 4 and 5 times-tables	

#### Power check

How do you feel about your work in this unit? 😊 😐 😞

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Unit 5: Multiplication and division (2)

### Power play

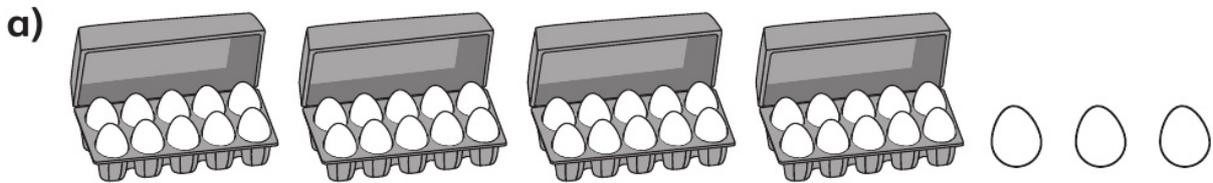
Time trial

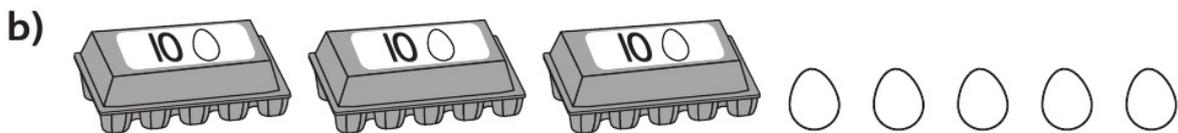
a) How quickly can you complete these times-table wheels?

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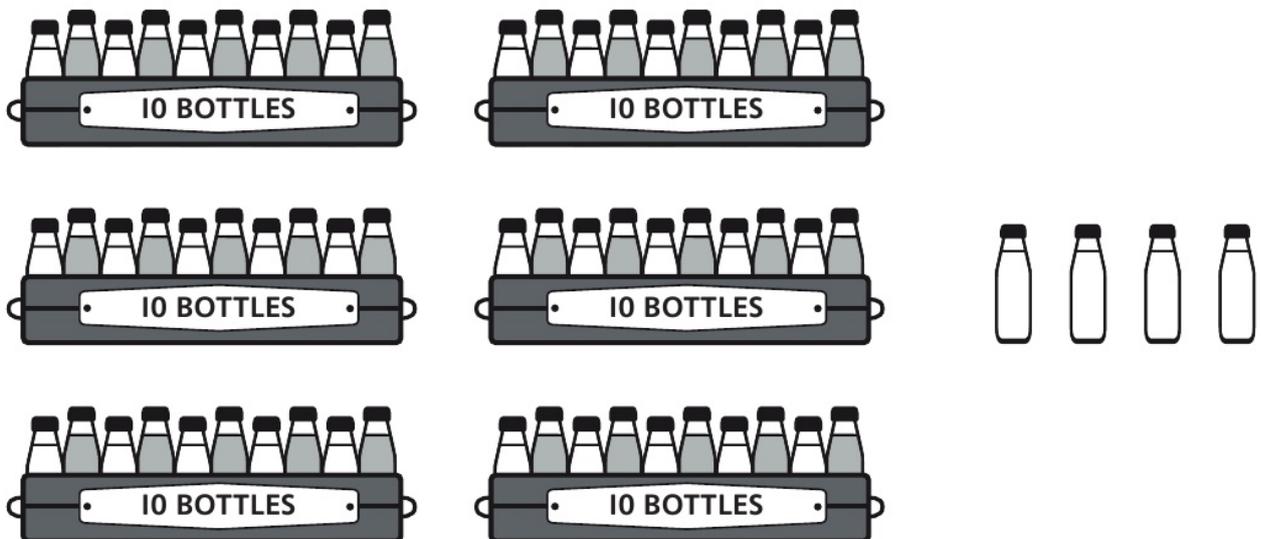
# Represent and partition numbers to 100

1 How many eggs are there?

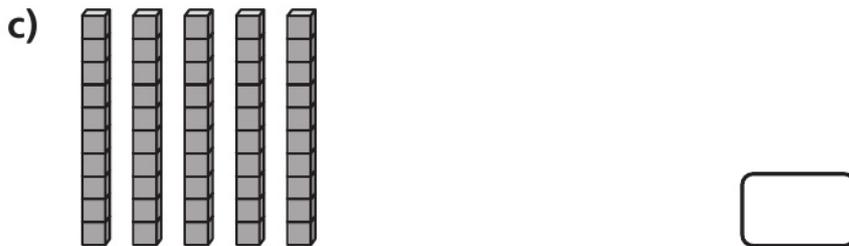
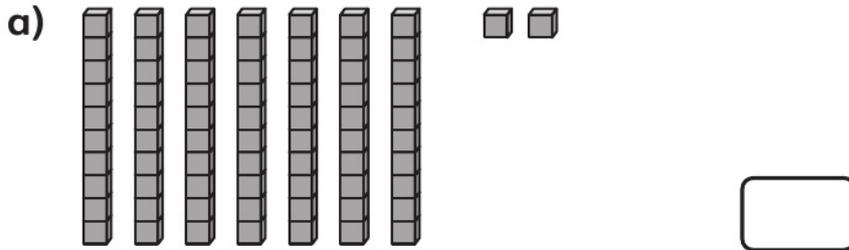




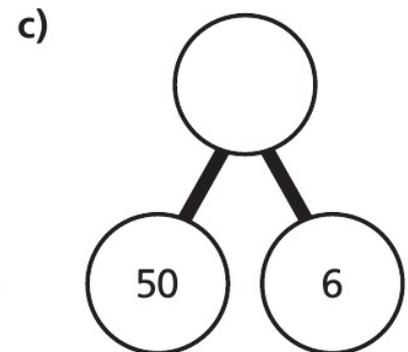
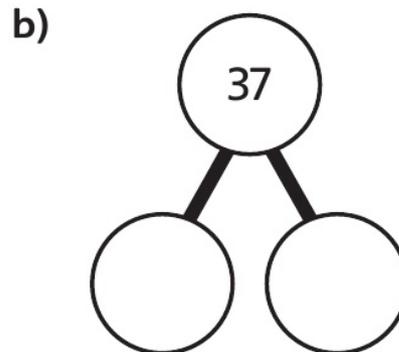
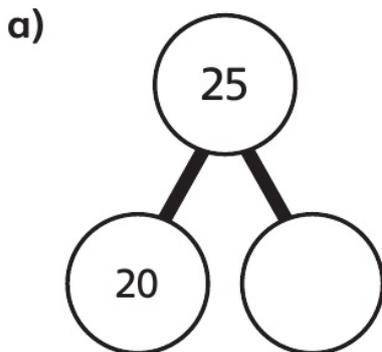

2 How many milk bottles are there?



3 What numbers are represented with the base 10 equipment?

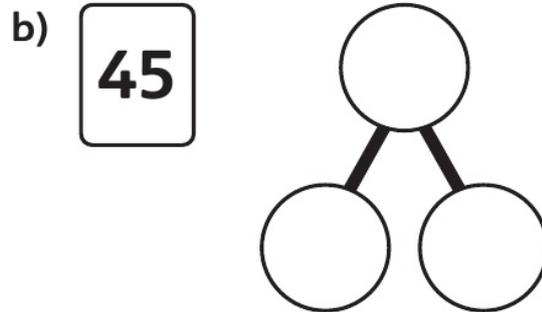
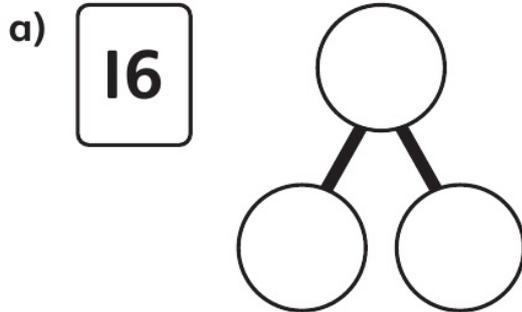


4 Complete the part-whole models.



5 Make these numbers with base 10 equipment.

Use the base 10 equipment to complete the part-whole models.



6 Here are three numbers.

Make each number with base 10 equipment.

24
54
84

**CHALLENGE**

What is the same about each number?

What is different about each number?

Discuss with a partner.

## Reflect

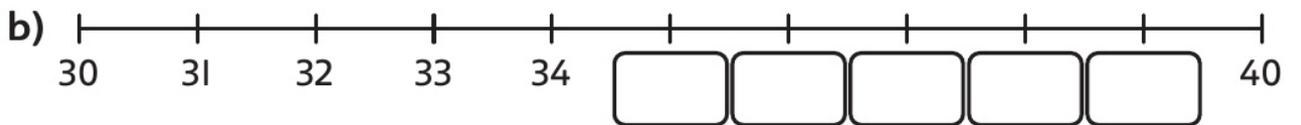
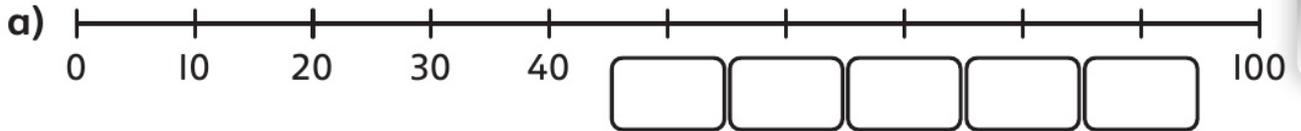
Make a 2-digit number with base 10 equipment.

Draw a part-whole model for your number.

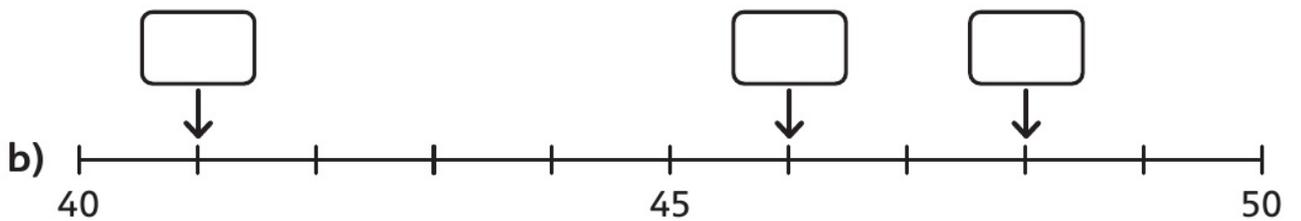
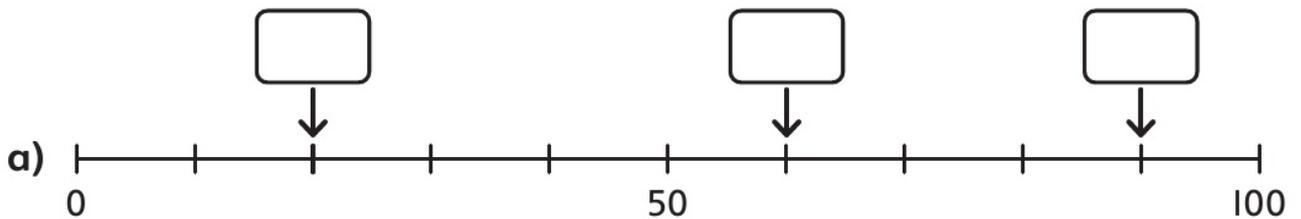
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# Number line to 100

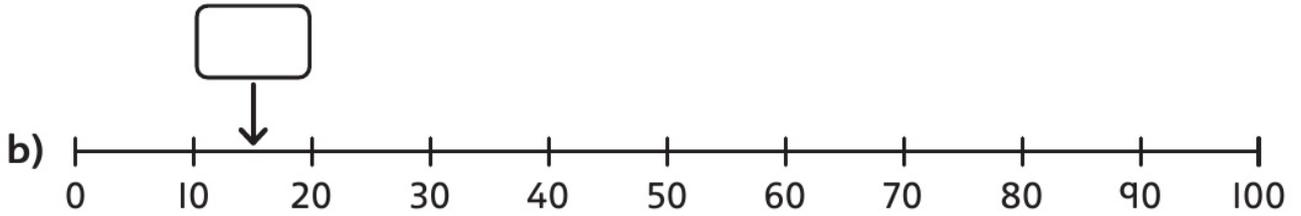
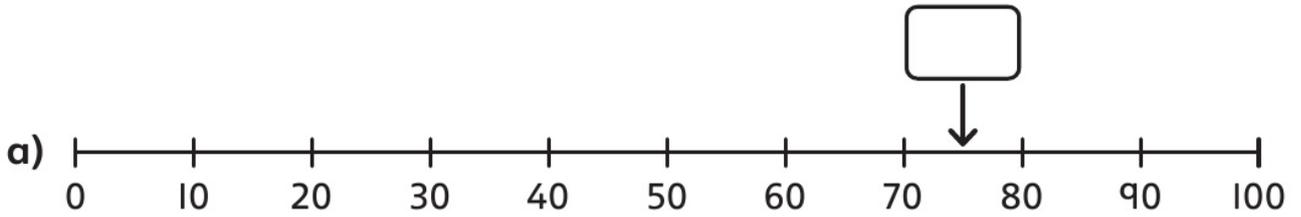
1 Complete the number lines.



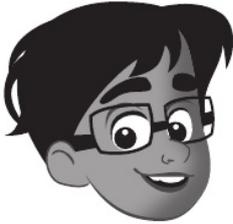
2 What numbers are the arrows pointing to?



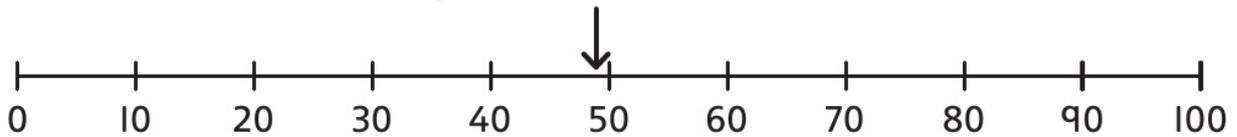
3 What numbers are the arrows pointing to?



4



The arrow is pointing to 45.



Do you think Max is correct?

Write the number that the arrow is pointing to.

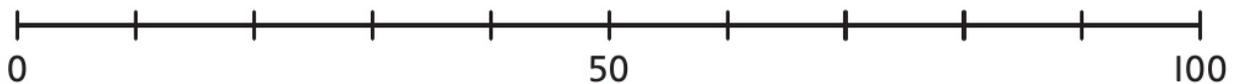
5 Draw an arrow from each number to its position on the number line.

20

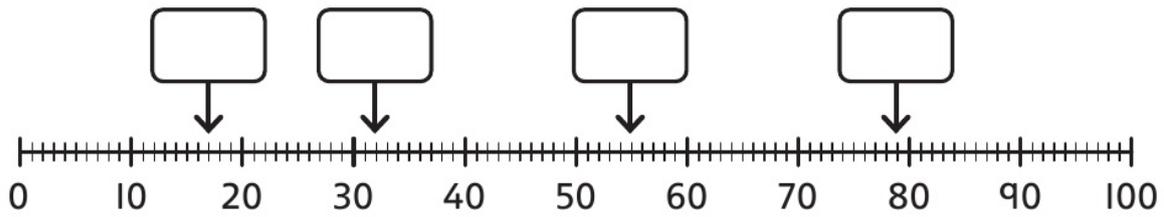
35

70

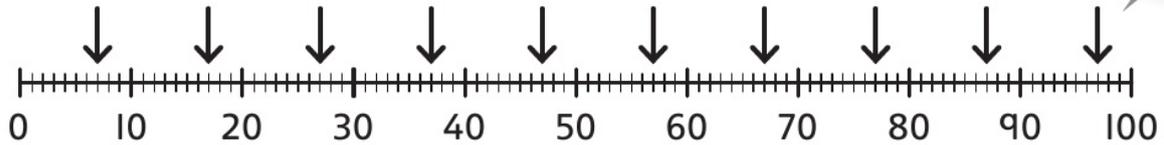
99



6 What numbers are the arrows pointing to?



7 What is the same about all the numbers the arrows are pointing to?



**CHALLENGE**

## Reflect

Draw a number line that goes up in 10s.

What numbers is it easy to draw arrows to?

What numbers is it harder to draw arrows to?



# 100s

1 How many leaflets are in each picture?

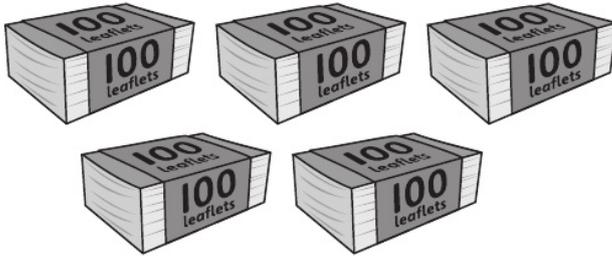
a)




b)




c)



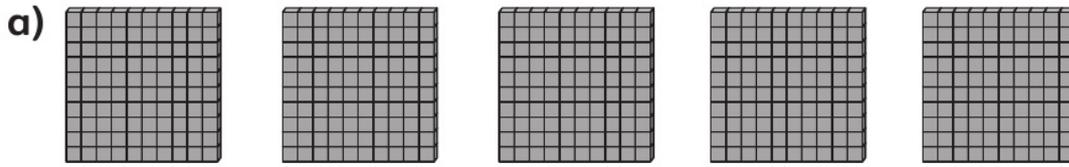

2

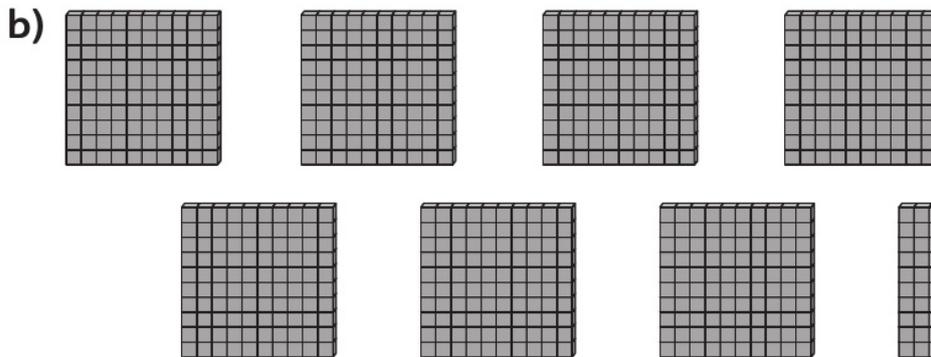


How many balloons are there?

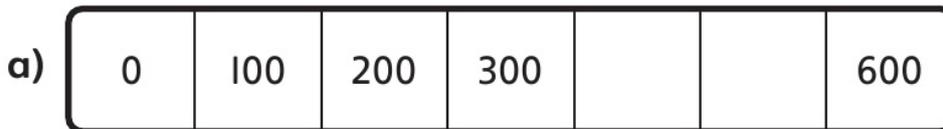
3 What numbers are shown?

Write your answers in numerals and words.

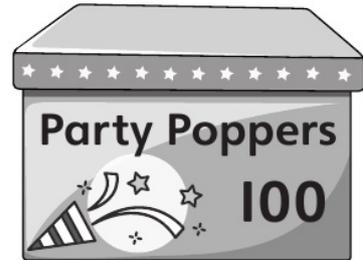





4 What are the missing numbers?



- 5 A box contains 100 party poppers.  
Jamila has 700 party poppers.  
Draw how many boxes Jamila has.



- 6 Andy is counting in 100s.

Seven hundred,  
eight hundred,  
nine hundred ...

**CHALLENGE**

What number should Andy say next?



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## Reflect

Count out loud from 200 to 1,000 in 100s.

Count out loud from 700 to 0 in 100s.

Did you say any numbers twice? Which ones? \_\_\_\_\_

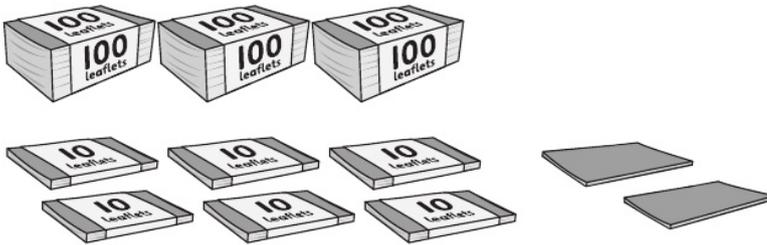
# Represent numbers to 1,000

1 How many sunflower seeds are there?

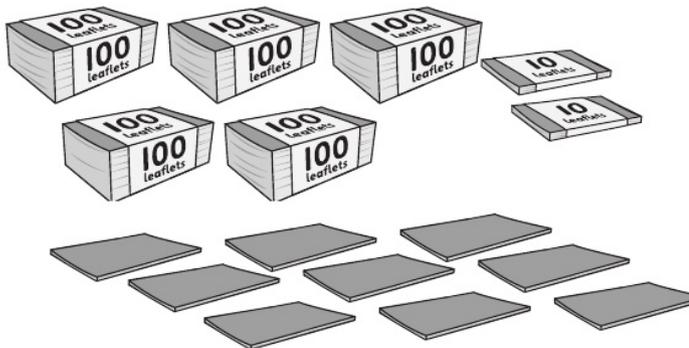



2 How many leaflets are there?

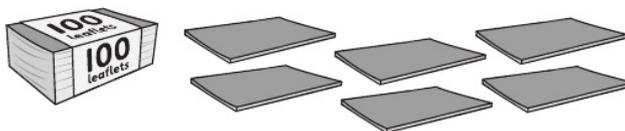
a)



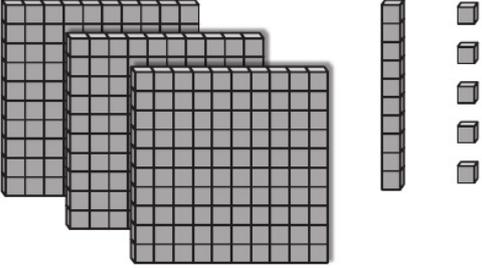

b)

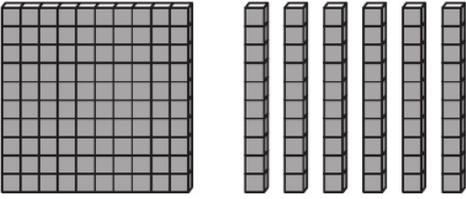


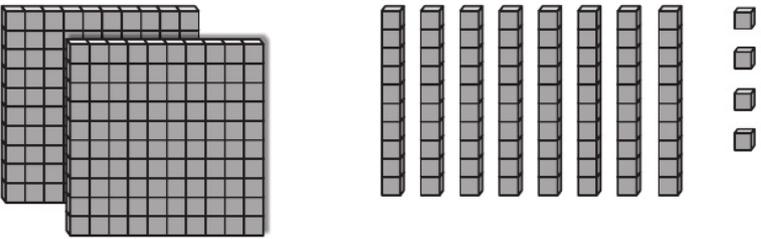

c)

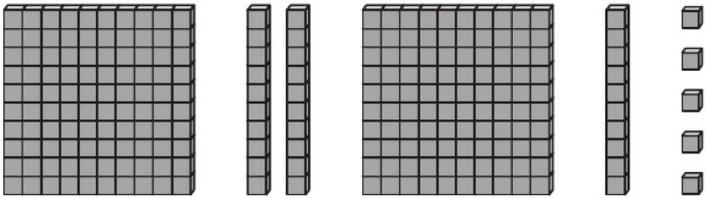


**3** Write the numbers shown here.

a) 

b) 

c) 

d) 

**4** Make the number 263 with base 10 equipment.

a) How many 100s in 263?

b) How many 10s in 263?

c) How many 1s in 263?