## Maths - Year 3

Number and the Number System 5: Ordering and structuring numbers to 1000.

| Key Vocabulary |  | Mathematical Skills |
| :---: | :---: | :---: |
| estimate | An educated guess, close to the actual. | - Say number names from reading them and show the cardinal value of written numerals by building them with structured apparatus. <br> - On hearing a number, build it with structured apparatus. <br> - Say and write a 3 digit number in numerals and words from seeing it built with structured apparatus. <br> - Write 3 digit numbers correctly. <br> - Know where to look for numbers on a number line. <br> - Use patterns on the 100 square to find numbers quickly. <br> - Explain the relationship between the positions of numbers on the 100 square. <br> - Show multiples of 100 in order on an empty number line. <br> - Understand the idea of a range of numbers. <br> - Place in order different ranges of numbers below 1000. |
| approximately | About, nearly, close to an amount or value. |  |
| hundreds | Multiples of 100 e.g. 100, 200, 300, 400 etc. |  |
| tens | Multiples of 10 e.g. 10, 20, 30, 40..... 120 etc. |  |
| ones | Multiples of 1 that are smaller than 10. |  |
| equivalent | Equal to |  |

## Mathematical Methods

- Explore patterns in a 100 square using language such as 'before', 'after', 'next', 'between', 'nearly', 'ten more than', 'ten fewer than' etc.

- Compare measurements using more/greater than (>) And less/fewer than (<).
- Explore measuring using metres and centimetres, with the use of number rods.

- Explore how to measure over $100 \mathrm{~cm} / 1 \mathrm{~m}$ and relate this to place value frames.


Can you..?

- Complete this section of a hundred square.
- Can you write 2 metres and 30 cm in centimetres?

- Compare 136 and 265 using < and >.
- Tom found that pages 434-441 were missing from his book. How many pages were missing?
- Look at the table: a) Which day did Rebecca walk
the furthest? b) How many more steps did she

| Rebecca's <br> Pedometer | Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Steps <br> recorded | 569 | 782 | 953 | 891 | 974 | walk on Friday compared to Wednesday?

