Homework/Extension
Step 5: Number Line to 1,000

National Curriculum Objectives:

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

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)
Developing Choose the odd one out when placing 3-digit multiples of 50 or 100 on number lines. Most increments labelled.
Expected Choose the odd one out when placing 3-digit multiples of 10 on number lines. Start and end increments labelled, or value of increments given.
Greater Depth Choose the odd one out when placing 3-digit multiples of 5 on number lines. Two middle increments labelled, or value of increments given.

Questions 2, 5 and 8 (Varied Fluency)
Developing Use digit cards to create 3-digit multiples of 50 or 100 that can be placed on number lines. Most increments labelled.
Expected Use digit cards to create 3-digit multiples of 10 that can be placed on number lines. Start and end increments labelled, or value of increments given.
Greater Depth Use digit cards to create 3-digit multiples of 5 that can be placed on number lines. Two middle increments labelled, or value of increments given.

Questions 3, 6 and 9 (Reasoning and Problem Solving)
Developing Use the clues to find a 3-digit multiple of 50 or 100 which can be placed on number lines. Most increments labelled.
Expected Use the clues to find a 3-digit multiple of 10 which can be placed on number lines. Start and end increments labelled, or value of increments given.
Greater Depth Use the clues to find a 3-digit multiple of 5 which can be placed on number lines. Two increments labelled, or value of increments given.

More Year 3 Place Value resources.

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

Number Line to 1,000

1. The number line below goes up in multiples of 50. Whose number is the odd one out and does not belong on the number line below?


Emily


James

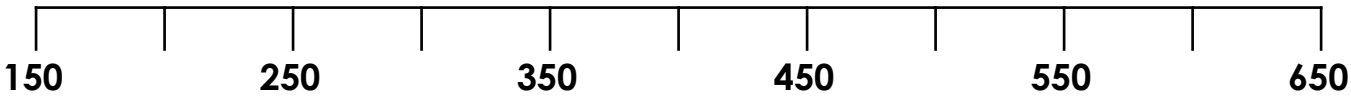

Akram


Tobias


Ben


Sameer

Emily	James	Akram	Tobias	Ben	Sameer
400	100	600	550	300	250



D

VF
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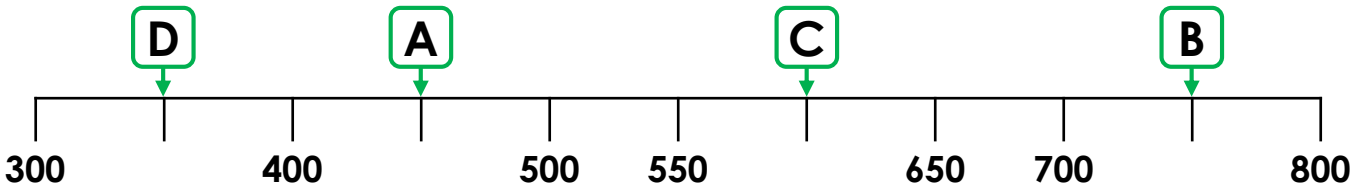
2. Use the digit cards to create multiples of 50 or 100 and place them on the number line below. You can use the digit cards more than once.

1	2	3	4	5	6	7	8	9	0



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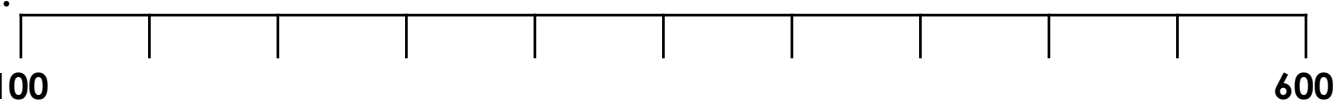
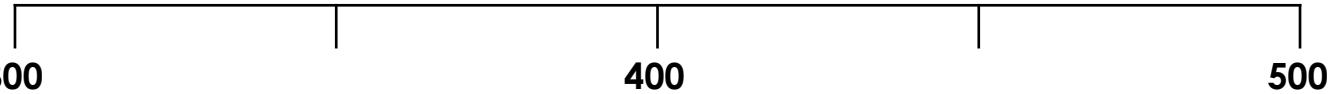
3. I'm thinking of a number between 100 and 600. It is a multiple of fifty. Two of the digits are not even. It can be placed directly on a marker on both of the number lines below.

What could my number be?
Explain your answer.

A.



B.



D

RPS
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Number Line to 1,000

4. The number line below goes up in multiples of 20. Whose number is the odd one out and does not belong on the number line below?


Katie


Aiden

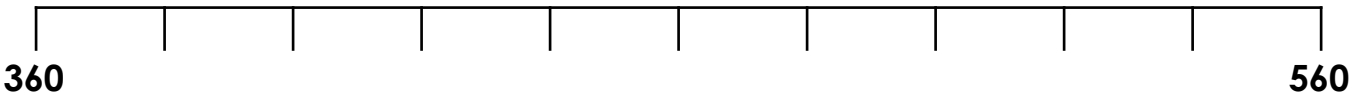

Mandy


Josh


Oliver


Atifa

Katie	Aiden	Mandy	Josh	Oliver	Atifa
460	520	380	420	540	320

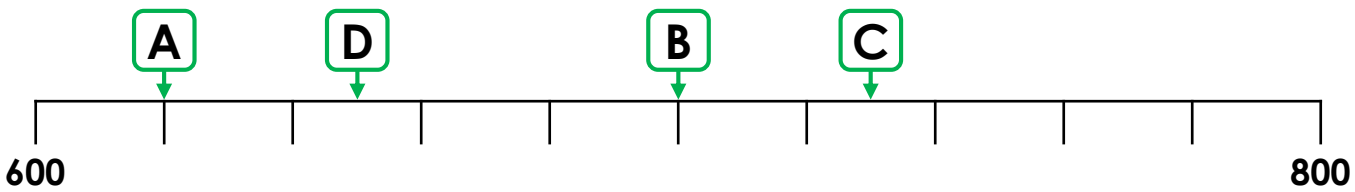


E

VF
HW/Ext

5. Use the digit cards to create multiples of 10 and place them on the number line below. You can use the digit cards more than once.

1	2	3	4	5	6	7	8	9	0



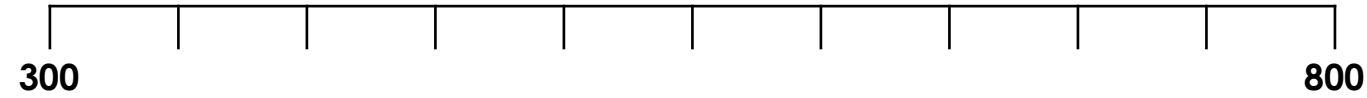
E

VF
HW/Ext

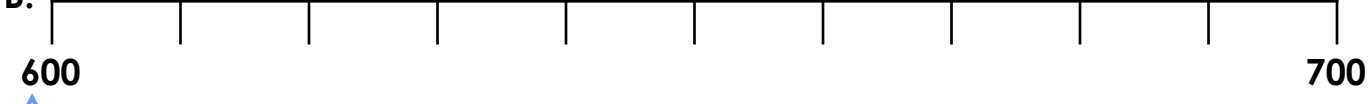
6. I'm thinking of a number between 400 and 700. It is a multiple of ten, but one of the digits is not even. It can be placed directly on a marker on both of the number lines below.

What could my number be?
Explain your answer.

A.



B.



E

RPS
HW/Ext

Number Line to 1,000

7. The number line below goes up in multiples of twenty. Whose number is the odd one out and does not belong on the number line below?


Victor


Elspeth

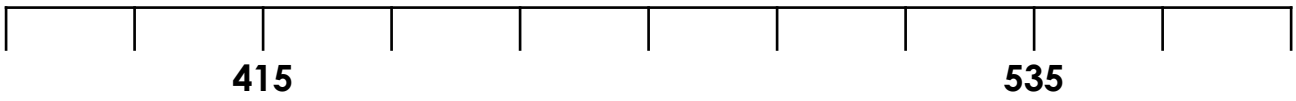

Bruce


Doug


Alice


Georgia

375	435	585	515	395	555

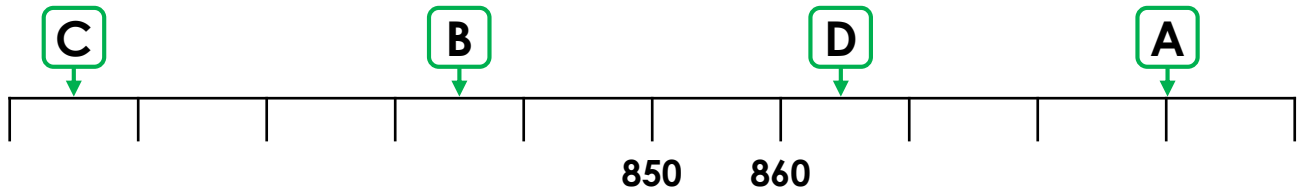


GD

VF
HW/Ext

8. Use the digit cards to create multiples of 5 and place them on the number line below. You can use the digit cards more than once.

1	2	3	4	5	6	7	8	9	0



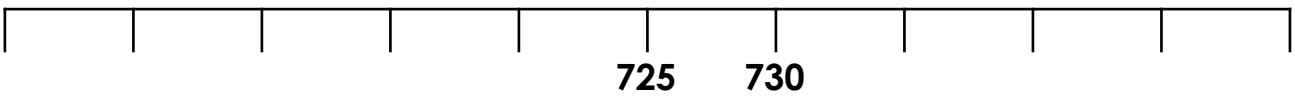
GD

VF
HW/Ext

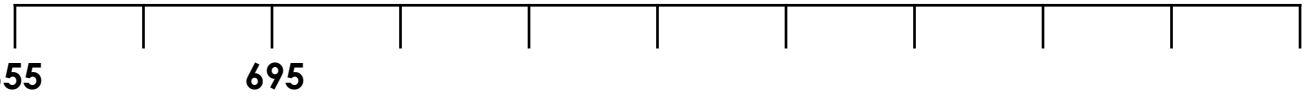
9. I'm thinking of a number between 100 and 1,000. It is a multiple of five, and has no even digits. It can be placed directly on the same marker on both of the number lines below.

What could my number be?
Explain your answer.

A.



B.



GD

RPS
HW/Ext

Homework/Extension
Number Line to 1,000

Developing

1. James is the odd one out.
2. A = 450; B = 750; C = 600; D = 350
3. 350 because it has two odd digits, it is a multiple of fifty and it will point directly to a marker on both number lines.

Expected

4. Atifa is the odd one out.
5. A = 620; B = 700; C = 730; D = 650
6. 650 because it has one odd digit, it is a multiple of ten and it will point directly to a marker on both number lines.

Greater Depth

7. Bruce is the odd one out.
8. A = 890; B = 835; C = 805; D = 865
9. 715 or 735 because they have no even digits, they are both a multiple of five and they will point directly to a marker on both number lines.