

# Homework/Extension

## Step 8: Comparing Numbers

### National Curriculum Objectives:

Mathematics Year 3: (3N2a) [Compare and order numbers up to 1000](#)

Mathematics Year 3: (3N2a) [Read and write numbers up to 1000 in numerals and in words](#)

Mathematics Year 3: (3N3) [Recognise the place value of each digit in a three-digit number \(hundreds, tens, ones\)](#)

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

### Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

**Developing** Choose the correct cards to complete the inequality statement. Numerals and conventional partitioning only.

**Expected** Choose the correct cards to complete the inequality statement. Numerals and words using conventional partitioning and some instances of unconventional partitioning.

**Greater Depth** Choose the correct cards to complete the inequality statement. Numerals and words with multiple examples of unconventional partitioning within a number.

Questions 2, 5 and 8 (Varied Fluency)

**Developing** Select the number with the lowest value in each set. Numerals and conventional partitioning only.

**Expected** Select the number with the lowest value in each set. Numerals and words using conventional partitioning and some instances of unconventional partitioning.

**Greater Depth** Select the number with the lowest value in each set. Numerals and words with multiple examples of unconventional partitioning within a number.

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

**Developing** Explain whose number is greater than the target number. Numerals and conventional partitioning only.

**Expected** Explain whose number is greater than the target number. Numerals and words using conventional partitioning and some instances of unconventional partitioning.

**Greater Depth** Explain whose number is greater than the target number. Numerals and words with multiple examples of unconventional partitioning within a number.

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

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

# Comparing Numbers

1. Choose three cards to complete the statement.

740

6 hundred, 3  
tens and 5  
ones

700 and 4  
tens

635

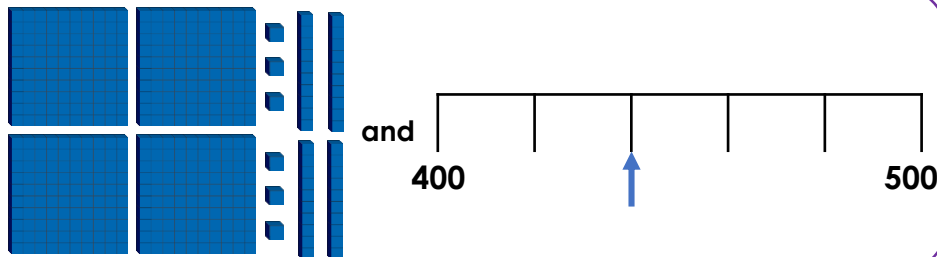
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VF  
HW/Ext

2. Choose which number in each set has the lowest value. Write your answer in digits.

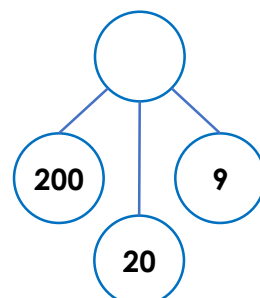
A.



B.

2 hundreds, 1  
ten and 5 ones

and



C.

H	T	O
9	3	4

and

394



VF  
HW/Ext

3. Jenny and Zarich are trying to make a number greater than the target number. They say,



Jenny

5 hundreds, 8 tens and 3 ones



Zarich

My number is 835.

My number has 5  
hundreds, 3 tens  
and 8 ones.

Whose number is greater than the target number? Explain your answer.



RPS  
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# Comparing Numbers

4. Choose three cards to complete the statement.

830

700 and 13 tens

813

8 hundreds and 13 ones

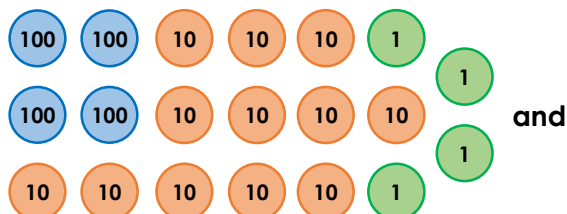
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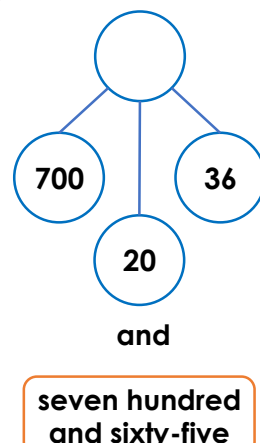
VF  
HW/Ext

5. Choose which number in each set has the lowest value. Write your answer in digits.

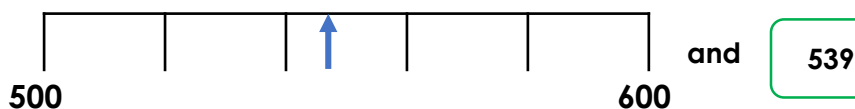
A.



B.



C.



VF  
HW/Ext

6. Razia and Jess are trying to make a number greater than the target number. They say,



Razia

four hundred and sixty-four



Jess

My number has 4 hundreds, five tens and 13 ones.

My number has four hundreds, 10 tens and four ones.

Whose number is greater than the target number? Explain your answer.



RPS  
HW/Ext

# Comparing Numbers

7. Choose three cards to complete the statement.

three  
hundreds, 14  
tens and 12  
ones

584

four  
hundreds, 18  
tens and 4  
ones

452

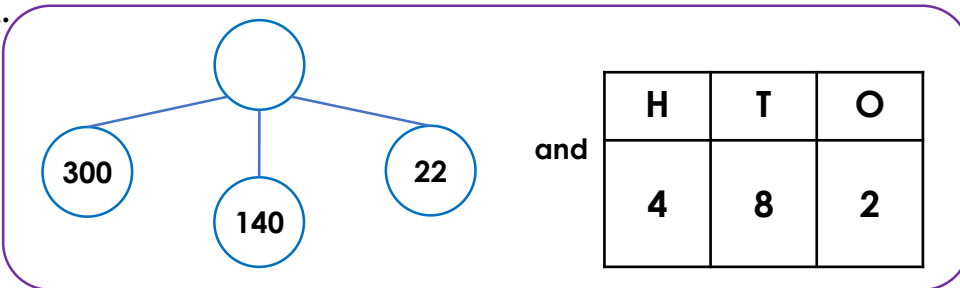
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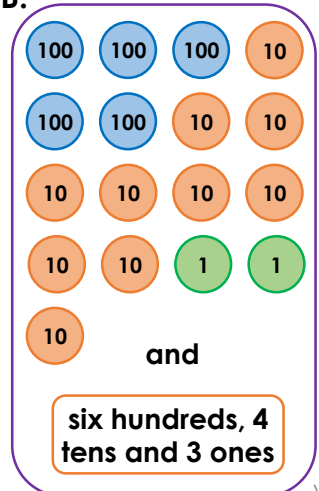
VF  
HW/Ext

8. Choose which number in each set has the lowest value. Write your answer in digits.

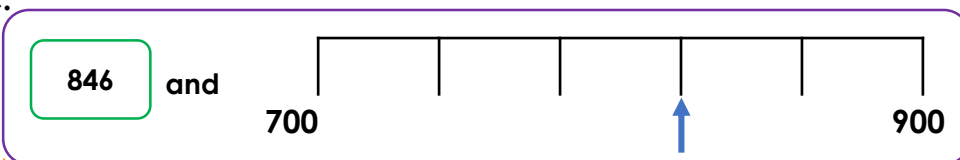
A.



B.



C.



VF  
HW/Ext

9. Josephine and Harry are trying to make a number greater than the target number. They say,



Josephine

14 tens and 13 ones



Harry

My number has 1 hundred, four tens and sixteen ones.

My number has 1 hundred, 4 tens and 3 ones.

Whose number is greater than the target number? Explain your answer.



RPS  
HW/Ext

## Homework/Extension

### Comparing Numbers

#### Developing

1. Various answers, for example: 700 and 4 tens  $>$  635 = six hundred, 3 tens and 5 ones; 700 and 4 tens  $>$  six hundred, 3 tens and 5 ones = 635; 740  $>$  635 = six hundred, 3 tens and 5 ones; 740  $>$  six hundred, 3 tens and 5 ones = 635
2. A. 440; B. 215; C. 394
3. Jenny has 835, Zarich has made 538. The target number is 583 so Jenny's number is greater as her number has 8 hundreds and the target number has 5 hundreds.

#### Expected

4. Various answers, for example: 813  $<$  830 = 700 and 13 tens; 813  $<$  700 and 13 tens = 830; 8 hundreds and 13 ones  $<$  830 = 700 and 13 tens; 8 hundreds and 13 ones  $<$  700 and 13 ones = 830
5. A. 434; B. 756; C. 539
6. Razia has made 463, Jess has made 504. The target number is 464 so Jess's number is greater as her number has 5 hundreds and the target number has 4 hundreds.

#### Greater Depth

7. Various answers, for example: 584  $>$  452 = three hundreds, 14 tens and 12 ones; 584  $>$  three hundreds, 14 tens and 12 ones = 452; four hundred, 18 tens and 4 ones  $>$  452 = three hundred, 14 tens and 12 ones; four hundred, 18 tens and 4 ones  $>$  three hundred, 14 tens and 12 ones = 452
8. A. 462; B. 602; C. 820
9. Josephine has made 156, Harry has made 143. The target number is 153, Josephine's number is greater as her number has 6 ones and the target number has only 3 ones.