

Discussion Problems

Step 4: 100s, 10s, 1s 2

National Curriculum Objectives:

Mathematics Year 3: (3N2a) [Read and write numbers up to 1000 in numerals and in words](#)
Mathematics Year 3: (3N6) [Solve number problems and practical problems involving 3N1 - 3N4](#)

About this resource:

This resource has been designed for pupils who understand the concepts within [this step](#). It provides pupils with more opportunities to enhance their reasoning and problem solving skills through more challenging problems. Pupils can work in pairs or small groups to discuss with each other about how best to tackle the problem, as there is often more than one answer or more than one way to work through the problem.

There may be various answers for each problem. Where this is the case, we have provided one example answer to guide discussion.

We recommend self or peer marking using the answer page provided to promote discussion and self-correction.

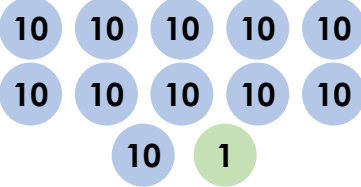
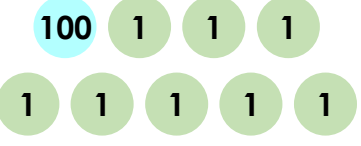
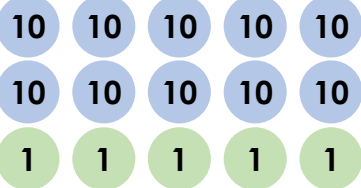
More [Year 3 Place Value](#) resources.

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

100s, 10s, 1s 2

1. Using place value counters complete the grid below so that each row and column totals this magic number:

324

Is there more than one possible answer?

DP

2. Bethany is playing a game. She says,



I'm thinking of a number. The rules are:

It is between 400 and 500.

It is a multiple of 4.

The digit sum is 8.

What could Bethany's number be?

Represent each possible number in two different ways using place value counters.

DP

100s, 10s, 1s 2

1. Using place value counters complete the grid below so that each row and column totals this magic number:

324

Is there more than one possible answer?

Various answers, for example: (see above)

DP

2. Bethany is playing a game. She says,



I'm thinking of a number. The rules are:

It is between 400 and 500.

It is a multiple of 4.

The digit sum is 8.

What could Bethany's number be? **404 or 440.**

Represent each possible number in two different ways using place value counters.

Various answers, for example: 4 hundreds and 4 ones; 4 hundreds and 4 tens.

DP