

Plattsburg Public School  
Learning from Home

Year 3

Group 1

NUMERACY





# Bridge to 10

## Addition



Bridging to 10 helps us add. For example...

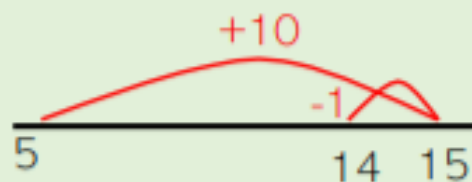
$$9 + 5$$

We can **add 1** to 9 to make 10 (because 10 is easier to add).

$$10 + 5 = 15$$

Then we must **adjust** our answer by **subtracting 1**.

$$15 - 1 = 14$$



1. **Bridge from 9.** Remember to adjust your answer by **subtracting 1**.

a.  $6 + 9 = \underline{\quad}$

b.  $9 + 14 = \underline{\quad}$

c.  $9 + 4 = \underline{\quad}$

d.  $9 + 13 = \underline{\quad}$

e.  $9 + 8 = \underline{\quad}$

f.  $15 + 9 = \underline{\quad}$

g.  $7 + 9 = \underline{\quad}$

h.  $9 + 24 = \underline{\quad}$

2. **Bridge from 8.** Remember to adjust your answer by **subtracting 2**.

a.  $8 + 5 = \underline{\quad}$

b.  $8 + 16 = \underline{\quad}$

c.  $8 + 7 = \underline{\quad}$

d.  $14 + 8 = \underline{\quad}$

e.  $6 + 8 = \underline{\quad}$

f.  $8 + 25 = \underline{\quad}$

g.  $8 + 15 = \underline{\quad}$

h.  $36 + 8 = \underline{\quad}$

3. Choose two sums above and show how you used **Bridge to 10** on a number line.

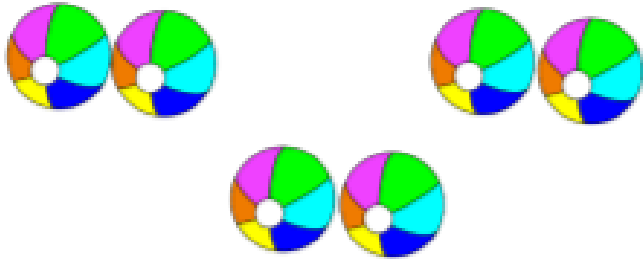
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

# Representing Multiplication

## Repeated Addition

3 groups of 2 beach balls



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

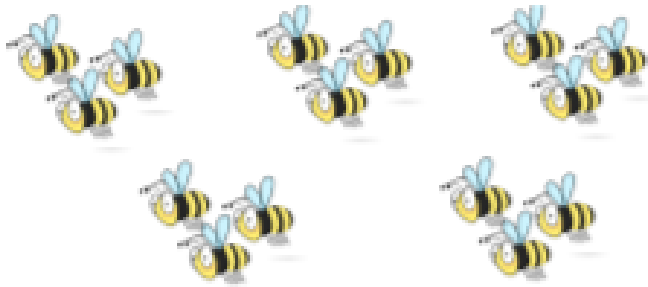
2 groups of 5 sunglasses



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

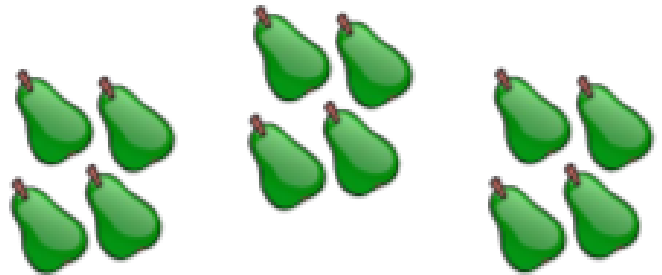
5 groups of 3 bees



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

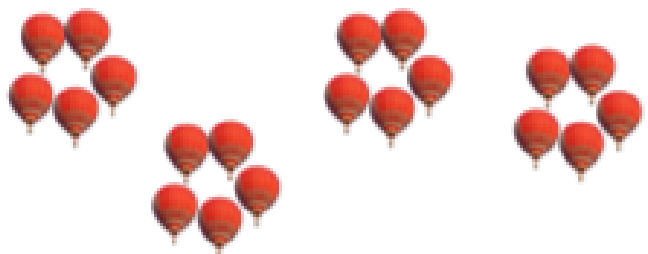
3 groups of 4 pears



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

4 groups of 5 balloons



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

         groups of          \_\_\_\_\_

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Try your own!

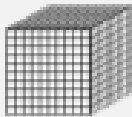
## Digit Value (4-digit)

Digits have different values depending on their place in a number.

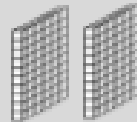
thousands   hundreds   tens   ones

**1, 2 4 2**

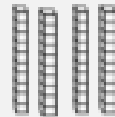
This '1' is 1,000



This '2' is 200



This '4' is 40



This '2' is 2



1. Write the value of each underlined digit:

a) 1 242   40      b) 5 510      \_\_\_\_\_      c) 9 662      \_\_\_\_\_

d) 4 637      \_\_\_\_\_      e) 2 402      \_\_\_\_\_      f) 4 129      \_\_\_\_\_

g) 6 237      \_\_\_\_\_      h) 5 477      \_\_\_\_\_      i) 7 409      \_\_\_\_\_

j) 8 052      \_\_\_\_\_      k) 3 014      \_\_\_\_\_      l) 1 802      \_\_\_\_\_

m) 1 410      \_\_\_\_\_      n) 2 615      \_\_\_\_\_      o) 3 414      \_\_\_\_\_

2. Which underlined digit has the greatest value? Draw or write to prove it.

a) 1 742 or 2 452

b) 4 403 or 8 479

c) 3 124 or 3 863

# Year 3 Maths Activity Mat 4

## Section 1

Put these numbers on the number line.

35, 55, 25, 45



## Section 2

Double the answers.

$$2 \times 3 \text{ doubled} = \boxed{\phantom{00}}$$

$$4 \times 2 \text{ doubled} = \boxed{\phantom{00}}$$

$$6 \times 2 \text{ doubled} = \boxed{\phantom{00}}$$

## Section 3

$$3 \text{ cm} = \boxed{\phantom{00}} \text{ mm}$$

$$5 \text{ cm} = \boxed{\phantom{00}} \text{ mm}$$

$$7 \text{ cm} = \boxed{\phantom{00}} \text{ mm}$$

## Section 4

Put a 'h' beside the horizontal lines in these shapes.



## Section 5

$$\begin{array}{r} 62 \\ - 42 \\ \hline \\ \hline \end{array}$$

## Section 6

Add up this set of numbers.  
Remember number bonds.

$$9 + 8 + 1 = \boxed{\phantom{00}}$$

$$5 + 3 + 7 = \boxed{\phantom{00}}$$

$$2 + 7 + 8 = \boxed{\phantom{00}}$$

## Section 7

How much money?

$$\text{five } 5\text{c} = \boxed{\phantom{00}}$$

$$\text{nine } 10\text{c} = \boxed{\phantom{00}}$$

$$\text{three } 20\text{c} = \boxed{\phantom{00}}$$

## Section 8

$$\frac{1}{4} + \frac{2}{4} = \boxed{\phantom{00}}$$





## Bridge to 10 Subtraction



Bridging to 10 helps us subtract. For example...

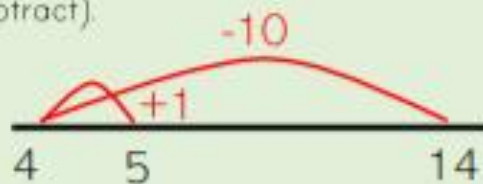
$$14 - 9$$

We can **add 1** to 9 to make 10 (because 10 is easier to subtract).

$$14 - 10 = 4$$

Then we must **adjust** our answer by **adding 1**.

$$4 + 1 = 5$$



1. Bridge from 9. Remember to adjust your answer by adding 1.

a.  $15 - 9 = \underline{\quad}$

b.  $24 - 9 = \underline{\quad}$

c.  $18 - 9 = \underline{\quad}$

d.  $27 - 9 = \underline{\quad}$

e.  $17 - 9 = \underline{\quad}$

f.  $33 - 9 = \underline{\quad}$

g.  $13 - 9 = \underline{\quad}$

h.  $45 - 9 = \underline{\quad}$

2. Bridge from 8. Remember to adjust your answer by adding 2.

a.  $14 - 8 = \underline{\quad}$

b.  $25 - 8 = \underline{\quad}$

c.  $17 - 8 = \underline{\quad}$

d.  $37 - 8 = \underline{\quad}$

e.  $15 - 8 = \underline{\quad}$

f.  $31 - 8 = \underline{\quad}$

g.  $23 - 8 = \underline{\quad}$

h.  $43 - 8 = \underline{\quad}$

3. Choose two sums above and show how you used Bridge to 10 on a number line.

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$





# Grouping Peas in Threes

I can recall and use facts from the 3x table.



Write 2 multiplication facts and 2 division facts for each group of peas.



Complete these multiplication and division facts.

1.  $3 \times \square = 18$

3.  $18 \div \square = 3$

2.  $\square \times 3 = 18$

4.  $18 \div 3 = \square$



Complete these multiplication and division facts.

5.  $3 \times \square = \square$

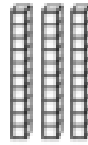
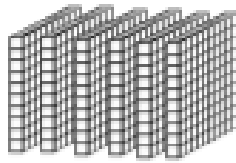
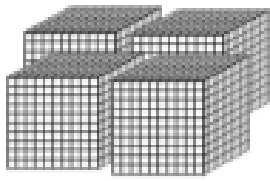
7.  $\square \div \square = 3$

6.  $\square \times 3 = \square$

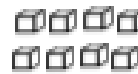
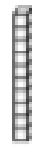
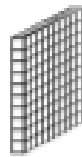
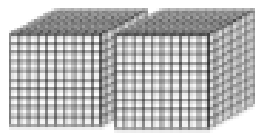
8.  $\square \div 3 = \square$

## Standard Partitioning

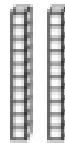
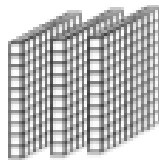
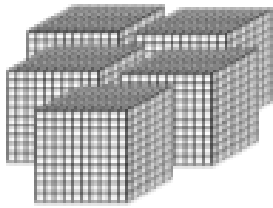
Partition the following numbers into their standard place value form.



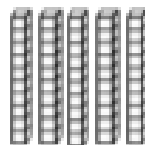
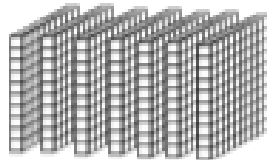
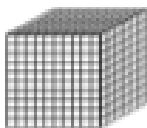
\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Fill in the missing digits to complete the addition sums below.

4	0	0	0	
+	_	0	0	
+	_	3	0	
+	_	_	_	
4	6	3	4	

_	0	0	0	
+	2	0	0	
+	_	_	0	
+	_	_	_	
7	2	5	9	

_	0	0	0	
+	_	0	0	
+	_	_	0	
+	_	_	5	
1	3	2	5	

# Year 3 Maths Activity Mat 5

## Section 1

How many groups of 5 make ten groups of 3?

## Section 2

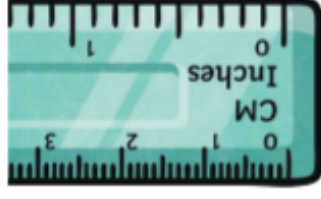
Order these fractions, largest to smallest.

$$\frac{4}{5} \quad \frac{2}{5} \quad \frac{1}{5}$$

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## Section 3

Mark on the ruler where 2cm is.



## Section 4

How many faces do these shapes have?

cube =

triangular prism =

## Section 5

A gardener uses 5 litres of water on his garden each day.

How much water will he use in a week?

Write a number statement.

## Section 6

Draw hands on the clock to show quarter to three.



## Section 7

$15g - 7g =$

$94kg - 9kg =$

## Section 8

Multiply 2 by 8.

Add 3.

How many more do you need to reach 20?



## Bridging to 10 [Addition]

When adding a number close to a multiple of 10, Bridging to 10 is a useful strategy.

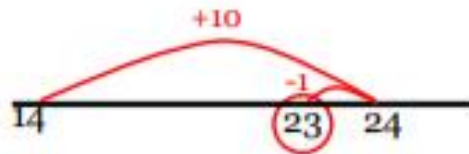
For example:  $14 + 9$

We can **add one** to 9 to make 10 (10 is easier to add).

$$14 + 10 = 24$$

Then we must **adjust** our answer by **subtracting one**.

$$24 - 1 = 23$$



1. Solve the following as quickly as you can using the **Bridging to 10** strategy.

a.  $16 + 9 = \underline{\quad}$       b.  $9 + 32 = \underline{\quad}$       c.  $18 + 9 = \underline{\quad}$       d.  $9 + 24 = \underline{\quad}$

e.  $9 + 17 = \underline{\quad}$       f.  $32 + 9 = \underline{\quad}$       g.  $9 + 35 = \underline{\quad}$       h.  $48 + 9 = \underline{\quad}$

i.  $33 + 9 = \underline{\quad}$       j.  $9 + 43 = \underline{\quad}$       k.  $13 + 9 = \underline{\quad}$       l.  $9 + 36 = \underline{\quad}$

m.  $9 + 56 = \underline{\quad}$       n.  $77 + 9 = \underline{\quad}$       o.  $9 + 46 = \underline{\quad}$       p.  $58 + 9 = \underline{\quad}$

2. We can also bridge from 8. Because we add 2 to bridge to 10, we must **subtract 2** to adjust our answer.

a.  $47 + 8 = \underline{\quad}$       b.  $8 + 35 = \underline{\quad}$       c.  $44 + 8 = \underline{\quad}$       d.  $8 + 67 = \underline{\quad}$

e.  $8 + 49 = \underline{\quad}$       f.  $74 + 8 = \underline{\quad}$       g.  $8 + 29 = \underline{\quad}$       h.  $18 + 8 = \underline{\quad}$

3. Bridging also helps when adding numbers close to multiples of 10 (20, 30, 40...). The numbers to bridge are in **bold**.

a.  $\mathbf{19} + 24 = \underline{\quad}$       b.  $\mathbf{19} + 36 = \underline{\quad}$       c.  $43 + \mathbf{19} = \underline{\quad}$       d.  $\mathbf{19} + 47 = \underline{\quad}$

e.  $\mathbf{29} + 44 = \underline{\quad}$       f.  $35 + \mathbf{18} = \underline{\quad}$       g.  $\mathbf{18} + 48 = \underline{\quad}$       h.  $54 + \mathbf{28} = \underline{\quad}$

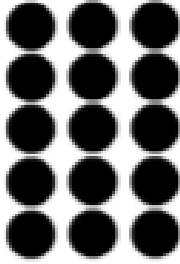
# Representing Multiplication

Equation  $4 \times 3 = \underline{\quad}$

Array

Repeated Addition  $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$

Equation  $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

Array 

Repeated Addition  $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$

Equation  $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

Array

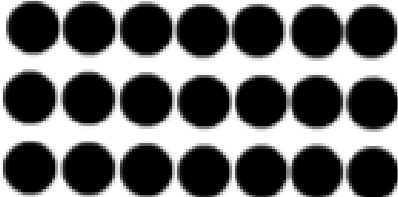
Repeated Addition  $6 + 6 + 6$

Equation  $4 \times 6 = \underline{\quad}$

Array

Repeated Addition  $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$

Equation  $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

Array 

Repeated Addition  $\underline{\quad} + \underline{\quad} + \underline{\quad}$

Equation  $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

Array

Repeated Addition  $5 + 5 + 5 + 5$

# Minute 20



Name: ..... Date: .....

1. There are ..... sets of two in 14.

$$14 \div 2 = \dots\dots\dots$$



2.  $2 \times 4 = \dots\dots\dots$

3. A pentagon has ..... sides.

4.  $63$

$$\begin{array}{r} 63 \\ - 21 \\ \hline \end{array}$$

.....

.....

5. ..... km = 1000 m

6.  $14$

$$\begin{array}{r} 14 \\ + 13 \\ \hline \end{array}$$

.....

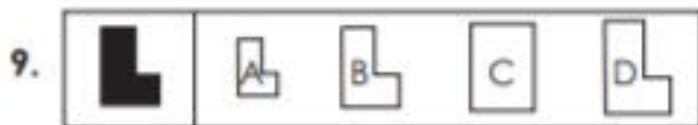
.....

7. At the park, Sue counted 4 geese and 12 ducks.

How many fewer geese than ducks were there? ..... fewer geese

8. Which number is the product? .....  $7 \times 6 = 42$

**For Questions 9 and 10, circle the figure that is congruent (same shape and size) to the shaded figure.**



My score: .....

**10**

My time: .....

minutes

seconds



# Year 3 Maths Activity Mat 6

## Section 1

Match the numbers up to add the totals to 100.

20	60
40	30
30	80
70	70

## Section 2

Fill in the missing numbers.

12	14		18		22
----	----	--	----	--	----

## Section 3

Draw the rest of the square.



What is the perimeter of the shape?

## Section 4

1 kg =  g  
2 m =  cm  
3 litres =  ml

## Section 5

A hat costs £12.20.

How much will it cost in the half price sale?

## Section 6

$$\square \times 4 = 40$$

$$\square \times 6 = 30$$

$$\square \times 2 = 24$$

## Section 7

Kamil is twice as old as his brother.

His brother is 3.

How old is Kamil?

## Section 8

Which sign is missing?

$$2 \square 3 = 6$$

$$12 \square 4 = 8$$



## Bridging to 10 [Subtraction]

When subtracting a number close to a multiple of 10, Bridging to 10 is a useful strategy.

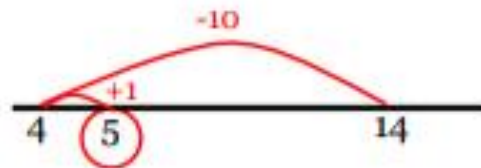
For example:  $14 - 9$

We can **add one** to 9 to make 10 (10 is easier to subtract).

$$14 - 10 = 4$$

Then we must **adjust** our answer by **adding one**.

$$4 + 1 = 5$$



1. Solve the following as quickly as you can using the **Bridging to 10** strategy.

a.  $16 - 9 = \underline{\quad}$       b.  $22 - 9 = \underline{\quad}$       c.  $36 - 9 = \underline{\quad}$       d.  $24 - 9 = \underline{\quad}$

e.  $32 - 9 = \underline{\quad}$       f.  $51 - 9 = \underline{\quad}$       g.  $43 - 9 = \underline{\quad}$       h.  $54 - 9 = \underline{\quad}$

i.  $33 - 9 = \underline{\quad}$       j.  $17 - 9 = \underline{\quad}$       k.  $13 - 9 = \underline{\quad}$       l.  $25 - 9 = \underline{\quad}$

m.  $52 - 9 = \underline{\quad}$       n.  $14 - 9 = \underline{\quad}$       o.  $37 - 9 = \underline{\quad}$       p.  $45 - 9 = \underline{\quad}$

2. We can also bridge from 8. Because we add 2 to bridge to 10, we must **add 2** to adjust our answer.

a.  $36 - 8 = \underline{\quad}$       b.  $27 - 8 = \underline{\quad}$       c.  $33 - 8 = \underline{\quad}$       d.  $54 - 8 = \underline{\quad}$

e.  $45 - 8 = \underline{\quad}$       f.  $35 - 8 = \underline{\quad}$       g.  $26 - 8 = \underline{\quad}$       h.  $75 - 8 = \underline{\quad}$

3. Bridging also helps when subtracting numbers close to multiples of 10 (20, 30, 40...). The numbers to bridge are in **bold**.

a.  $46 - 19 = \underline{\quad}$       b.  $27 - 19 = \underline{\quad}$       c.  $43 - 19 = \underline{\quad}$       d.  $77 - 29 = \underline{\quad}$

e.  $45 - 18 = \underline{\quad}$       f.  $62 - 18 = \underline{\quad}$       g.  $64 - 19 = \underline{\quad}$       h.  $75 - 19 = \underline{\quad}$



# Grouping Peas in Threes

9. Can you find 4 facts for each of these? Sketch the rows of peas out if you need to.

a. 27	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. 33	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. 6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. 30	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. 15	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

10.

a. There are 36 children in Mrs P. Pod's class. She puts them into groups of 3.  
*How many groups are there?*

<input type="text"/>
Answer = <input type="text"/>

b. Mr Mushy has 11 tins of peas. Mrs Green has 3 times as many.  
*How many tins of peas does Mrs Green have?*

<input type="text"/>
Answer = <input type="text"/>

c. Suzy Stalk has a jar containing 27 peas. She shares them fairly with her 2 friends Percy and Polly.  
*How many peas does each child get?*

<input type="text"/>
Answer = <input type="text"/>

# Minute 21



Name: ..... Date: .....

1.  $3 \times 3 = \dots\dots\dots$

2. Write 42, 420, 242 and 24 in order from **least** to **greatest**.

.....

3. 
$$\begin{array}{r} 54 \\ - 33 \\ \hline \end{array}$$

.....

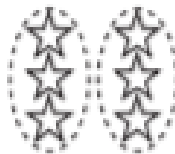
4. A rectangle has four angles and ..... sides.

5. 
$$\begin{array}{r} 53 \\ + 10 \\ \hline \end{array}$$

.....

6. Circle the abbreviation for metre.      m      mtr      M

7.  $6 \div 3 = \dots\dots\dots$



8. Haley bought 14 jelly beans and 12 mints.

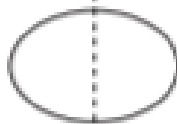
How many sweets did she buy altogether? ..... sweets

***In Questions 9 and 10, is this a line of symmetry? Write yes or no.***

9. ....



10. ....



My score:

10

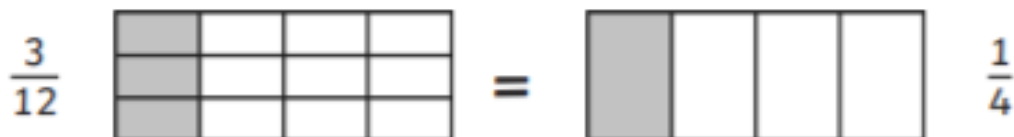
My time:

..... minutes

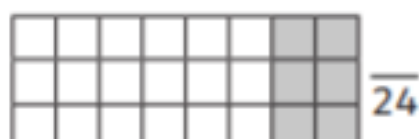
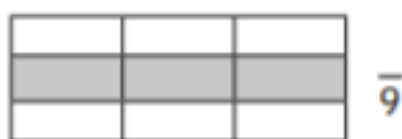
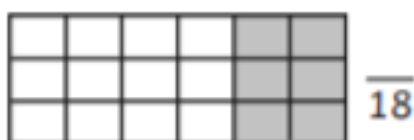
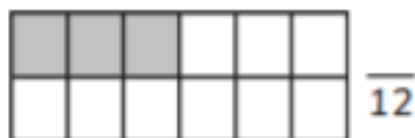
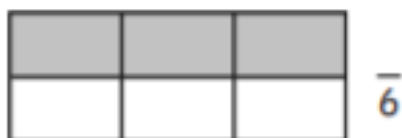
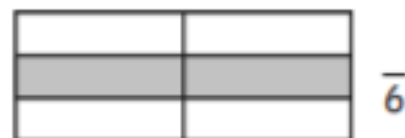
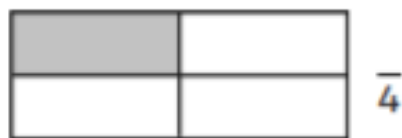
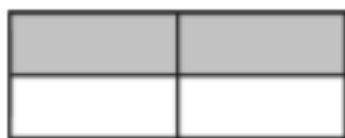
..... seconds

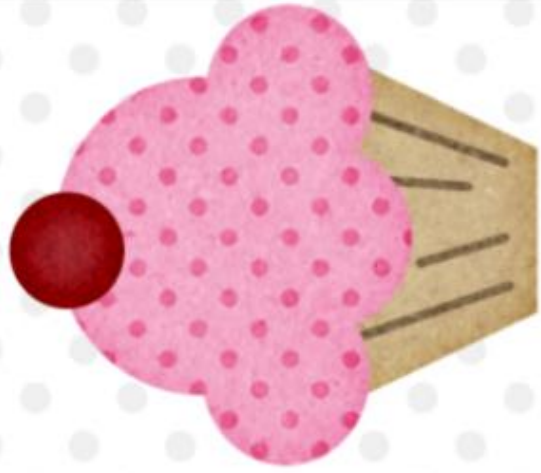
# Equivalent Fractions

These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.

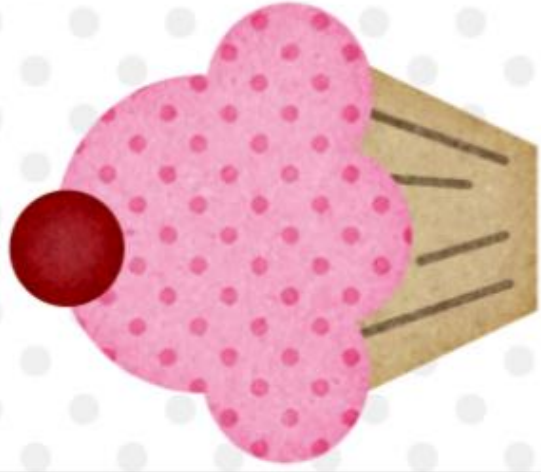


Write the shaded fraction for each rectangle. Cut each section out. Match the rectangles with the equivalent amount shaded and stick each equivalent set together in your book.





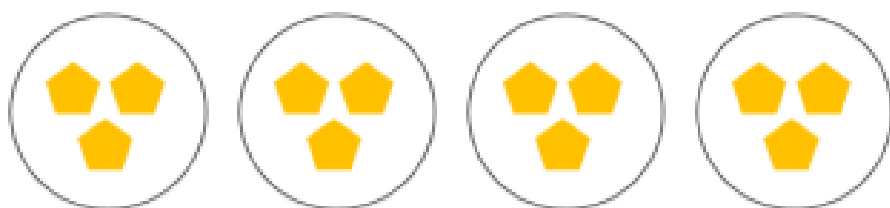
Friday





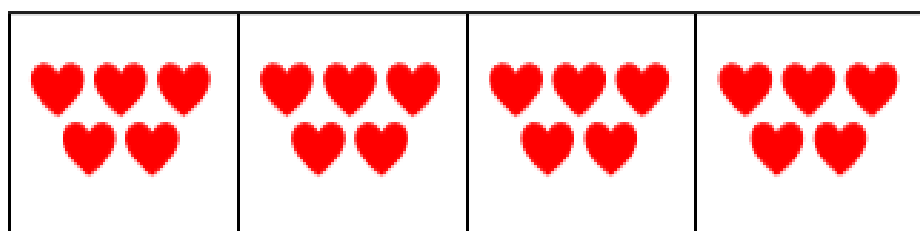


## Multiplication Represented as Groups



\_\_\_ groups of \_\_\_ = \_\_\_

\_\_\_ X \_\_\_ = \_\_\_



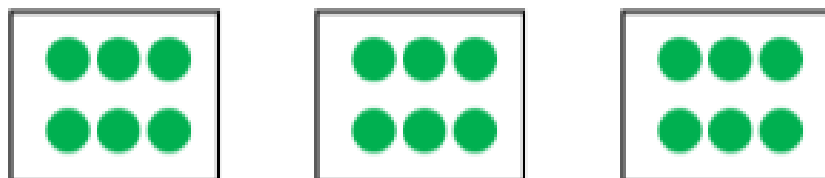
\_\_\_ groups of \_\_\_ = \_\_\_

\_\_\_ X \_\_\_ = \_\_\_



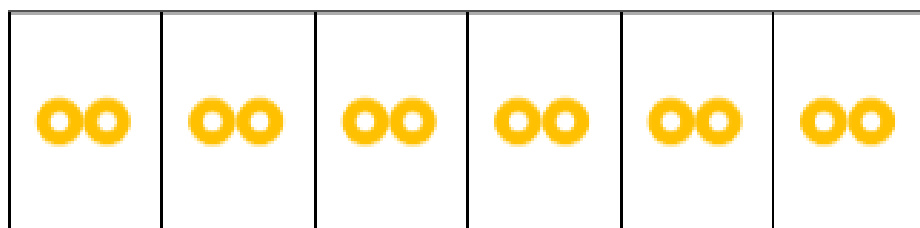
\_\_\_ groups of \_\_\_ = \_\_\_

\_\_\_ X \_\_\_ = \_\_\_



\_\_\_ groups of \_\_\_ = \_\_\_

\_\_\_ X \_\_\_ = \_\_\_



\_\_\_ groups of \_\_\_ = \_\_\_

\_\_\_ X \_\_\_ = \_\_\_



\_\_\_ groups of \_\_\_ = \_\_\_

\_\_\_ X \_\_\_ = \_\_\_

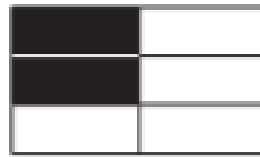
# Minute 22



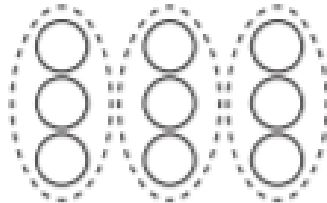
Name: ..... Date: .....

1. Write the fraction of the shaded area.

$\frac{\square}{\square}$  shaded parts  
 $\frac{\square}{\square}$  total parts



2.  $9 \div 3 = \dots\dots\dots$



3. Circle the digit in the **ones** place. 921

4. A rectangle has .....angles and .....sides.

5.  $\begin{array}{r} 65 \\ - 22 \\ \hline \end{array}$

.....

.....

6. 1 metre = .....centimetres

7.  $\$10.00 - \$5.50 = \dots\dots\dots$

8. 1 litre = .....millilitres

9.  $4 \times 7 = \dots\dots\dots$

10.  $\begin{array}{r} 26 \\ + 21 \\ \hline \end{array}$

.....

.....

My score:  $\frac{\quad}{\quad}$   
**10**

My time: ..... minutes ..... seconds

# Adding Fractions

Name..... Date.....

Colour in the correct number of boxes and write the answer to the fraction sums. Example:

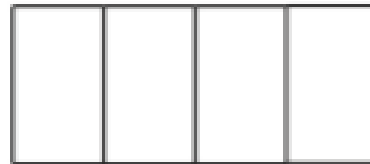
$$\text{a) } \frac{1}{4} + \frac{3}{4} = \frac{4}{4}$$

Red                  Blue



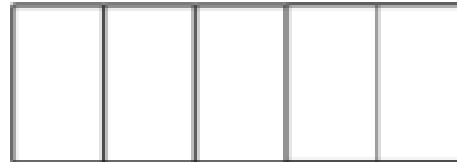
$$\text{b) } \frac{1}{4} + \frac{2}{4} = \frac{\quad}{4}$$

Red                  Blue



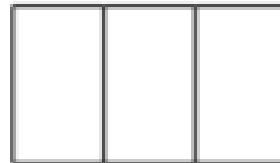
$$\text{c) } \frac{2}{5} + \frac{1}{5} = \frac{\quad}{5}$$

Red                  Blue



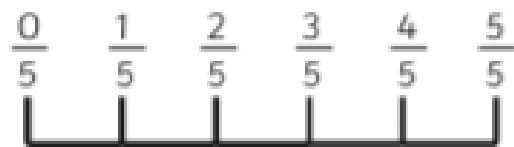
$$\text{d) } \frac{1}{3} + \frac{2}{3} = \frac{\quad}{3}$$

Red                  Blue



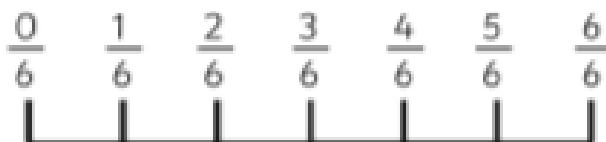
Use the fraction numberline to find the answer to the fraction sums.

$$\text{e) } \frac{1}{5} + \frac{3}{5} =$$



$$\text{f) } \frac{1}{5} + \frac{4}{5} =$$

$$\text{g) } \frac{2}{6} + \frac{3}{6} =$$



$$\text{h) } \frac{1}{6} + \frac{4}{6} =$$