

### Y3 Place value – further practice: counting in 100s and 50s

Complete the number tracks.

1) 200 300 \_\_\_\_ 500 \_\_\_\_ \_\_\_\_ 800 \_\_\_\_

2) \_\_\_\_ 100 \_\_\_\_ 300 \_\_\_\_ 500 \_\_\_\_ 700

3) \_\_\_\_ 900 800 \_\_\_\_ \_\_\_\_ \_\_\_\_ 400 300

4) 100 150 200 \_\_\_\_ 300 \_\_\_\_ \_\_\_\_ \_\_\_\_

5) \_\_\_\_ 700 750 \_\_\_\_ 850 \_\_\_\_ 950 \_\_\_\_

6) 500 450 \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ 150

Challenge 1:

If I count up in 100s from zero, all numbers will be even.  
Convince me that I'm correct.

Challenge 2:

Two children are trying to count up in 50s.

***"I count up in 100s first to help me," said Tom.***

***"The 5 times table help me count in 50s," said Sarah.***

Explain how each strategy could be useful.