Varied Fluency
Step 5: Number Line to 1,000

National Curriculum Objectives:

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

Differentiation:

Developing Questions to support placing 3-digit multiples of 50 or 100 on number lines. Most increments labelled.

Expected Questions to support placing 3-digit multiples of 10 on number lines. Start and end increments labelled, or value of increments given.

Greater Depth Questions to support placing 3-digit multiples of 5 on number lines. Two middle 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

Number Line to 1,000

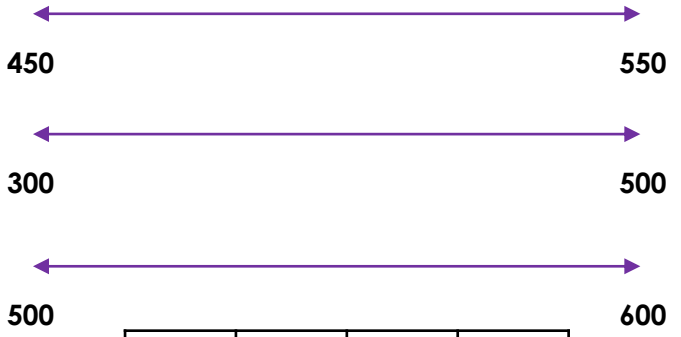**1a.** Label the midpoints of these number lines. Choose from the numbers below.

0 ←————————————→ 200

200 ←————————————→ 300

100 ←————————————→ 200

| 100 | 150 | 200 | 250 |

VF

1b. Label the midpoints of these number lines. Choose from the numbers below.

450 ←————————————→ 550

300 ←————————————→ 500

500 ←————————————→ 600

| 400 | 450 | 500 | 550 |

VF

2a. Circle the letter that represents 250.

A   B   C

100   200   300
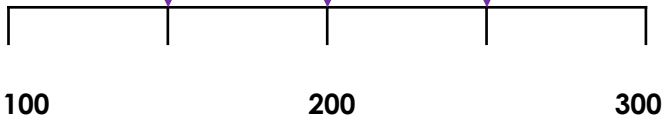
VF

2b. Circle the letter that represents 200.
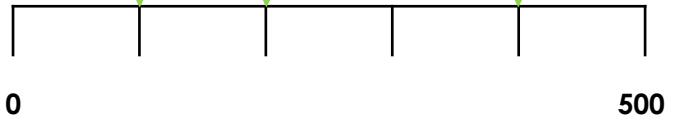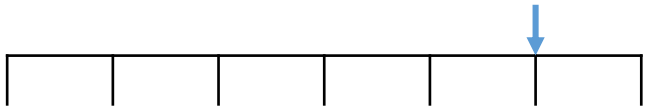
A   B   C

0   500

VF

3a. This number line has divisions of 10. What number is labelled?

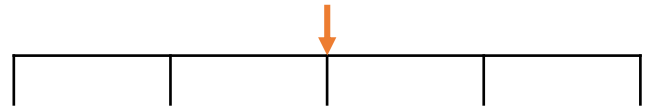200   260

VF

3b. This number line has divisions of 100. What number is labelled?
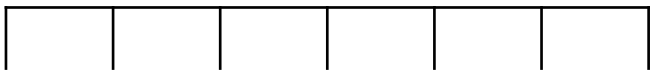
300   700

VF

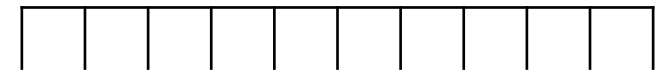**4a.** Draw a cross to represent the number six hundred and fifty.

400   500   600   700

VF

4b. Draw a cross to represent the number four hundred.
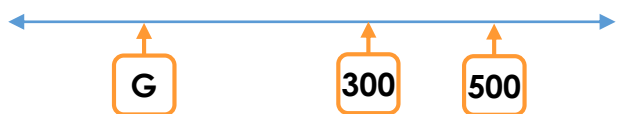
0   500   1000

VF

5a. True or false? 500 is a good estimate for K.

300   400   K

VF

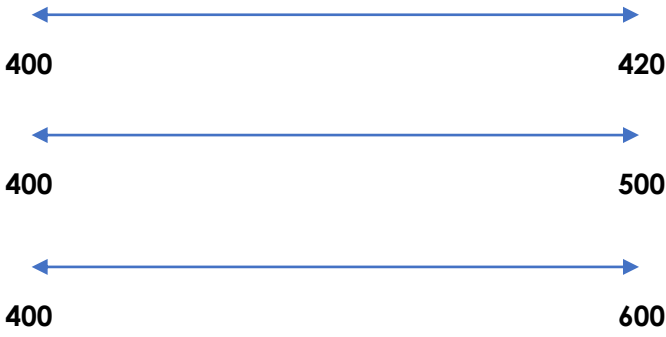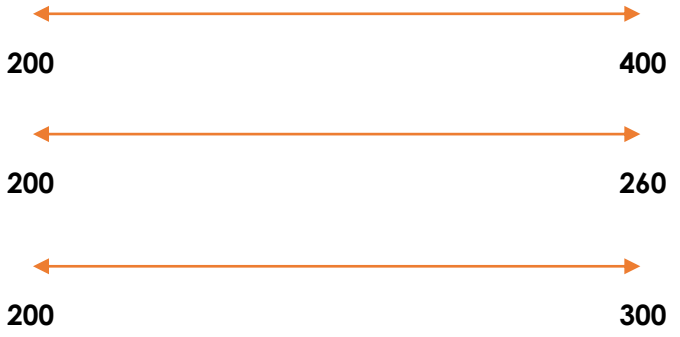**5b.** True or false? 200 is a good estimate for G.

G   300   500

VF

Varied Fluency – Number Line to 1,000 – Year 3 Developing

Number Line to 1,000

6a. Label the midpoints of these number lines.

400 ←——————————————→ 420

400 ←——————————————→ 500

400 ←——————————————→ 600

⭐E   VF

6b. Label the midpoints of these number lines.

200 ←——————————————→ 400

200 ←——————————————→ 260

200 ←——————————————→ 300

⭐E   VF

7a. Circle the letter that represents 240.

A   B   C D

200 |||||||||||||||| 400
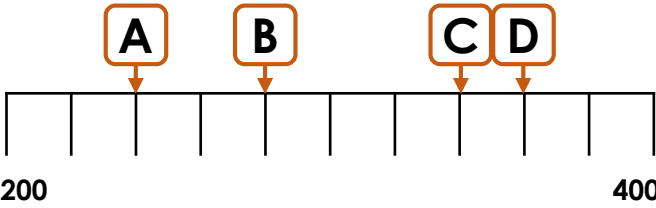
⭐E   VF

7b. Circle the letter that represents 830.

A   B C   D

800 |||||||||||||||| 900
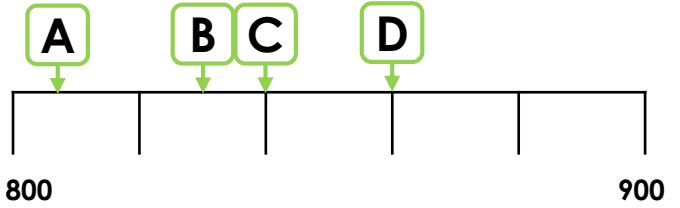
⭐E   VF

8a. This number line has divisions of 100. What number is labelled?

300 ||||||↓||||
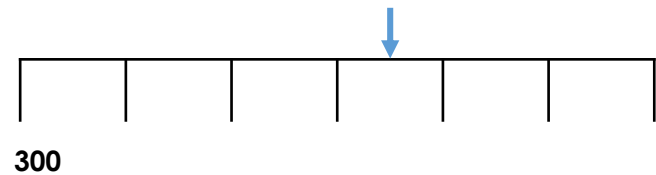
⭐E   VF

8b. This number line has divisions of 20. What number is labelled?

700 |||||↓||
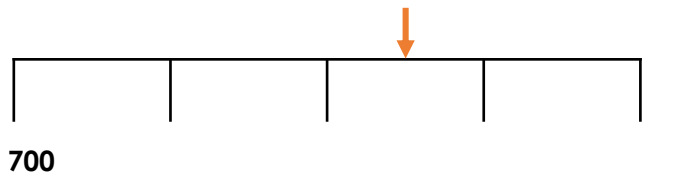
⭐E   VF

9a. Draw a cross to represent the number four hundred and eighty.

400 |||||||||| 500

⭐E   VF

9b. Draw a cross to represent the number six hundred and seventy.

600 ||||| 700

⭐E   VF

10a. True or false? 850 is a good estimate for A.

←————————————————→
   ↑   ↑   ↑
  300   500   A

⭐E   VF

10b. True or false? 100 is a good estimate for X.

←————————————————→
     ↑   ↑   ↑
     X   300   400

⭐E   VF

classroomsecrets.co.uk

Varied Fluency – Number Line to 1,000 – Year 3 Expected

11a. Label the midpoints of these number lines.

350 ⟷ 400

350 ⟷ 360

325 ⟷ 375

GD   VF

11b. Label the midpoints of these number lines.

830 ⟷ 850

835 ⟷ 855

800 ⟷ 850

GD   VF

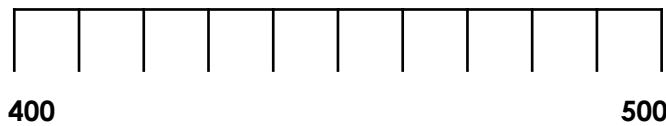**12a.** Circle the letter that represents 745.

A   B C   D

700   800

GD   VF

12b. Circle the letter that represents 375.

A B C D

350   400

GD   VF

13a. This number line has divisions of 25. What number is labelled?

400

GD   VF

13b. This number line has divisions of 50. What number is labelled?

350

GD   VF

14a. Draw a cross to represent the number five hundred and twenty-five.

350   400

GD   VF

14b. Draw a cross to represent the number one hundred and seventy-five.

200   300

GD   VF

15a. True or false? 325 is a good estimate for L.

200   300   L

GD   VF

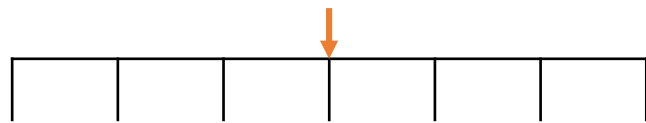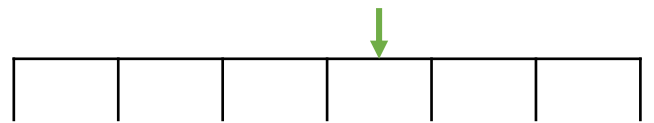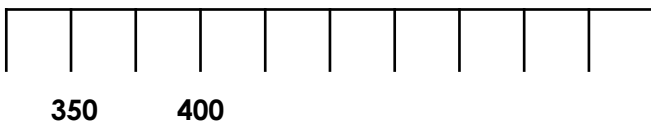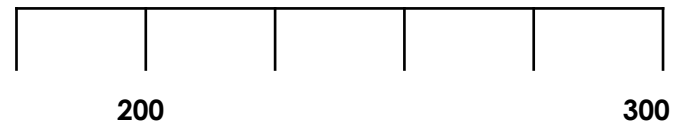**15a.** True or false? 625 is a good estimate for X.

X   700   750

GD   VF

Varied Fluency
Number Line to 1,000

Varied Fluency
Number Line to 1,000

Developing
1a. **100, 250, 150**
2a. **C**
3a. **250**
4a. **5th increment marked**
5a. **True**

Developing
1b. **500, 400, 550**
2b. **B**
3b. **500**
4b. **4th increment marked**
5b. **False**

Expected
6a. **410, 450, 500**
7a. **A**
8a. **650**
9a. **8th increment marked**
10a. **False**

Expected
6b. **300, 230, 250**
7b. **B**
8b. **750**
9b. **Halfway between 3rd and 4th increment marked.**
10b. **True**

Greater Depth
11a. **375, 355, 350**
12a. **C**
13a. **475**
14a. **8th increment marked**
15a. **True**

Greater Depth
11b. **840, 845, 825**
12b. **C**
13b. **525**
14b. **Starting point marked**
15b. **False**

classroomsecrets.co.uk
Varied Fluency – Number Line to 1,000 ANSWERS