



CAMBRIDGE  
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# CAMBRIDGE Primary Mathematics

Workbook 3

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# How to use this book

This workbook provides questions for you to practise what you have learned in class. There is a unit to match each unit in your Learner's Book. Each exercise is divided into three parts:


- **Focus:** these questions help you to master the basics
- **Practice:** these questions help you to become more confident in using what you have learned
- **Challenge:** these questions will make you think more deeply.

You might not need to work on all three parts of each exercise. Your teacher will tell you which parts to do.


You will also find these features:

Important words that  you will use.

compose decompose  
exchange regroup single

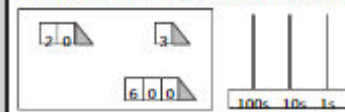
Step-by-step examples showing a way to solve a problem. 




These questions will help you develop your skills of thinking  and working mathematically.

**Worked example 1**


Draw beads on the abacus to show this 3-digit number.



Draw six beads on the 100s tower to stand for 600.



Draw two beads on the 10s tower to stand for 20.



Draw three beads on the 1s tower for 3.  
Together, the beads represent the 3-digit number 623.

5 What is the value of the ringed digit in each 3-digit number?

1/64	23/7
31/5	1/28
4/52	3/81



# Thinking and Working Mathematically

There are some important skills that you will develop as you learn mathematics.



**Specialising**  
is when I choose an example and check to see if it satisfies or does not satisfy specific mathematical criteria.

**Characterising**  
is when I identify and describe the mathematical properties of an object.

**Generalising**  
is when I recognise an underlying pattern by identifying many examples that satisfy the same mathematical criteria.

**Classifying**  
is when I organise objects into groups according to their mathematical properties.



**Critiquing** is  
when I compare and evaluate mathematical ideas, representations or solutions to identify advantages and disadvantages.

**Improving**  
is when I refine mathematical ideas or representations to develop a more effective approach or solution.

**Conjecturing**  
is when I form mathematical questions or ideas.

**Convincing**  
is when I present evidence to justify or challenge a mathematical idea or solution.



## &gt; 1.1 Hundreds, tens and ones

## Exercise 1.1

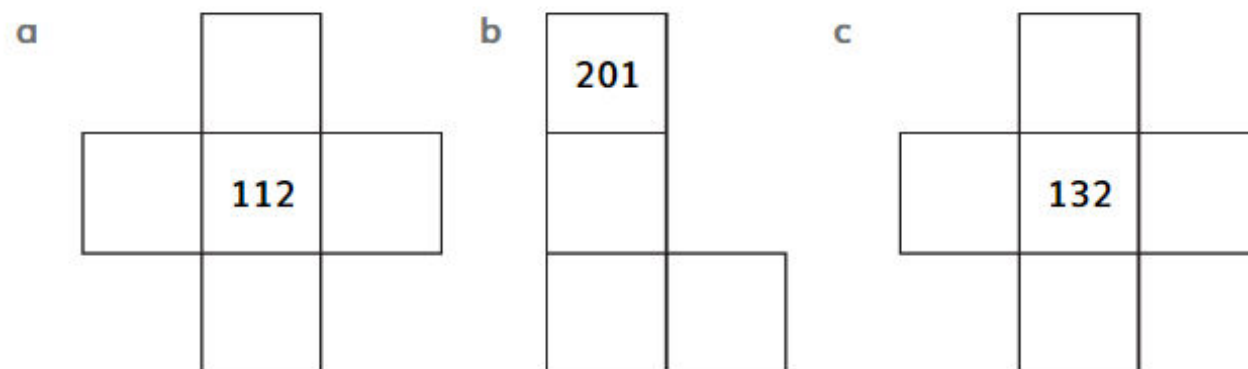
## Focus

thousand

- 1 Here is the last row of a 100 square. Write the numbers in the next row, which is the first row of the 101 to 200 square.

91	92	93	94	95	96	97	98	99	100
101									

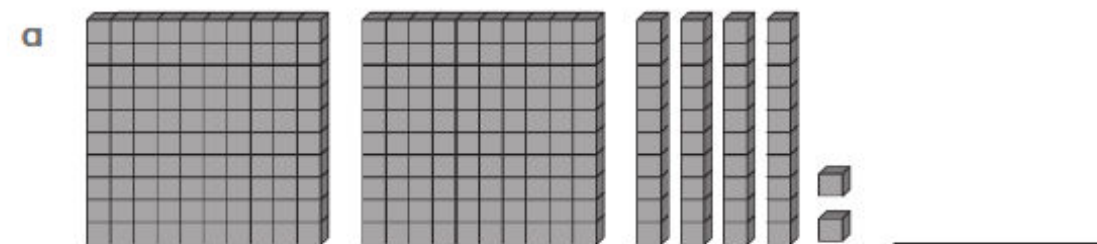
- 2 Complete these pieces from a 1 to 1000 number strip.



- 3 Draw a representation of 316.  
How will you show the value of each digit?

Now write this number in words.

- 4 What 3-digit numbers are represented below?



b

100s	10s	1s
★ ★ ★ ★ ★	★	★ ★ ★

- 5 What is the value of the ringed digit in each 3-digit number?

①64 \_\_\_\_\_ 23⑦ \_\_\_\_\_

31⑤ \_\_\_\_\_ 1②8 \_\_\_\_\_

④52 \_\_\_\_\_ 3⑧1 \_\_\_\_\_

Which hundreds values have not been used in these numbers?

## Practice

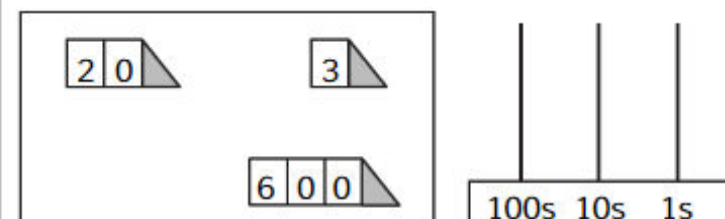
- 6 Write the numbers in the next row of the 1 to 1000 strip.

351	352	353	354	355	356	357	358	359	360

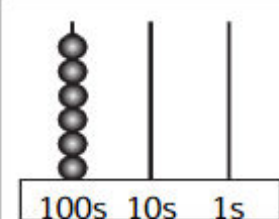


**Worked example 1**

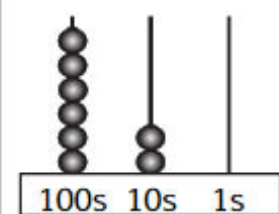
Draw beads on the abacus to show this 3-digit number.



Draw six beads on the 100s tower to represent 600.

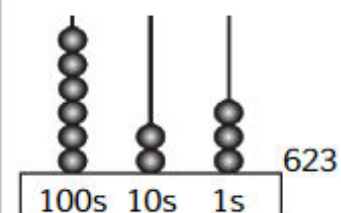


Draw two beads on the 10s tower to represent 20.

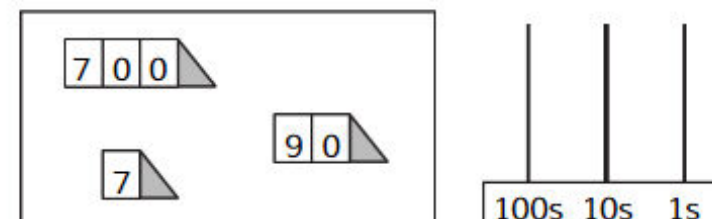
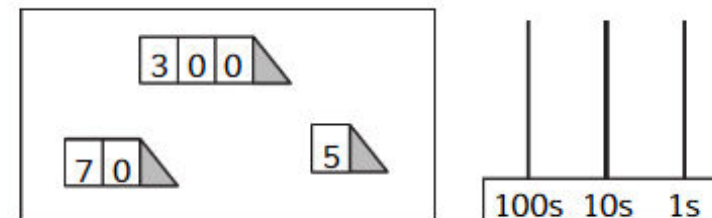


Draw three beads on the 1s tower for 3.

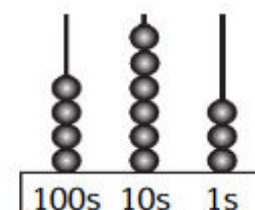
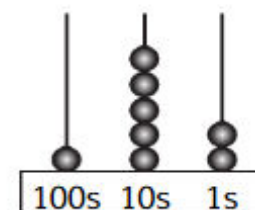
Together, the beads represent the 3-digit number 623.



7 Draw beads on each abacus to represent each 3-digit number.



8 Which 3-digit number is represented on each abacus? Write each number in words.



9 Write this 3-digit number in words.

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

**Challenge**

10 Complete these pieces, which come from a 1 to 1000 number strip.


11 Write the missing numbers on each worm.


12



When you have two different digit cards, you can make two different 2-digit numbers. So when you have three different digit cards, you must be able to make three different 3-digit numbers.

Is Arun correct? How do you know?

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13 Read along each row to find three 3-digit numbers.

5	4	6
3	1	8
9	7	2

Read down each column to find another three 3-digit numbers.

Write each number in words.

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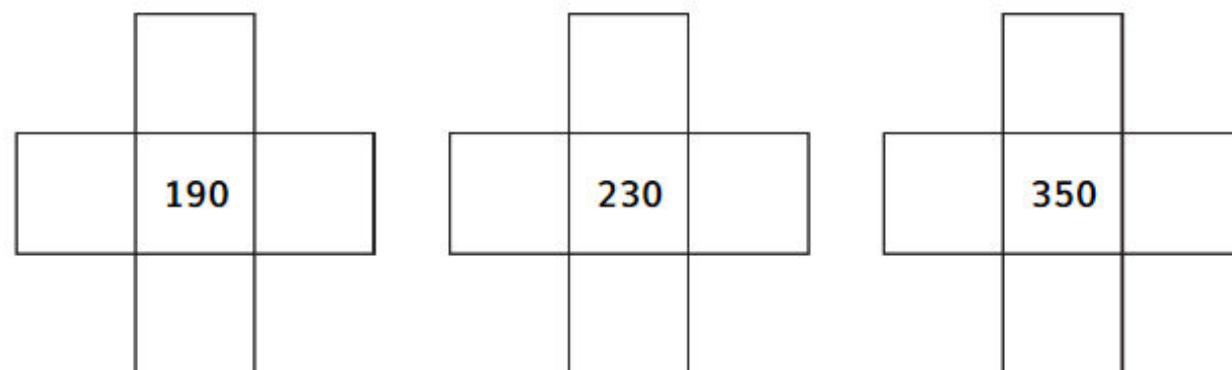
## > 1.2 Comparing and ordering

### Exercise 1.2

#### Focus

inequality is greater than, >  
is less than, <

- 1 Complete these pieces, which come from a 1000 strip.



- 2 Compare these numbers and complete the sentences.

100s	10s	1s
2	4	9
1	7	3

\_\_\_\_\_ is less than \_\_\_\_\_ and

\_\_\_\_\_ is greater than \_\_\_\_\_.

- 3 Write the statements in question 2 using the symbols < and >.

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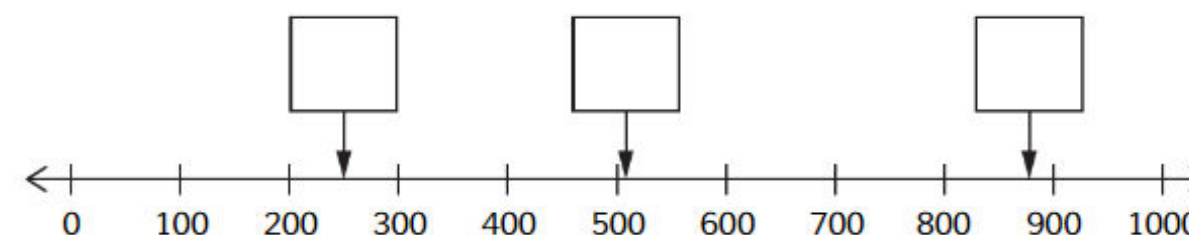
- 4 Order these numbers from smallest to greatest.

327	79	236	64	142
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\_\_\_\_\_

\_\_\_\_\_

- 5 Estimate the value of each number marked on the number line.



#### Practice

- 6 Use < and > to write two inequalities about these numbers.

100s	10s	1s
4	5	6
4	6	5

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- 7 Order these numbers from greatest to smallest.

968	689	98	69	896
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\_\_\_\_\_