Rounding and Estimating

Maths | Year 3 | Lesson 5 of 5

Learning Objective	Resources
To be able to make estimates in practical contexts.	Slides Stopwatches Worksheet 5A/5B/5C/5D Estimate Cards (FSD? activity only) Items for question card challenges, e.g. marbles, counters, cubes, plastic cups, plastic bottles, jam jars, etc. (FSD? activity only)

Teaching Input

- Tell children that today they are going to be doing some estimating challenges. Provide children with a stopwatch in pairs.
- How long do you think it would take you to say the alphabet? Children to discuss ideas and write an estimate down on their whiteboards. Tell children that their partner is going to time them to see how long it really takes them. Children to do this in pairs then discuss the results as a class. How long did it take you? How close was this to your estimate?
- How long do you think you can sit on a chair holding your legs straight out in front of you for? Again, children to write down an estimate and then time each other.
- How long do you think you can balance a book on your head for? Children repeat the previous process.

Main Activity

Lower ability:	Middle ability:	Higher ability:
Worksheet 5A asks the children to do estimates of various activities with a partner. They will need some form of timing device. They made need help understanding the questions. The second part of the worksheet asks the children to do some 'zany estimating'. All the groups have the same questions in this section for use in the plenary.	Worksheet 5B asks the children to do various estimating activities and then find the difference between the estimate and actual result. The second part of the worksheet asks the children to do some 'zany estimating'. All the groups have the same questions in this section for use in the plenary.	Worksheet 5C asks the children to work with a partner. They have to think of some estimating challenges for themselves. They have to write the challenge in boxes and check with the teacher that the challenges are safe before undertaking them. The second part of the worksheet asks the children to do some 'zany estimating'. All the groups have the same questions in this section for use in the plenary.

Fancy something different...?

- Set up the Estimate Cards in different places around the classroom with the relevant objects, e.g. marbles and a plastic cup for the question 'How many marbles do you think it would take to fill this plastic cup?'.
- Provide children with worksheet 5D which has each question listed on. Children to walk around the classroom and make an estimate for each question. When finished, split the class into as many groups as there are questions and ask them to find out the actual answer. The groups then give the actual answer to the rest of the class. What was the difference between your estimate and the actual answer? Children could use calculators if necessary.
- To add a competitive edge, children could add together all the differences. The child who had the least difference overall between their estimates and actual answer wins!

Plenary	Assessment Questions
Children who did the main activity will have made estimates for the 'zany estimates' on their worksheets. On the slides, go through each one and tell children the actual answers. Children who did the Fancy Something Different? activity can give estimates there and then.	• Can children make accurate estimates? • Can children find the actual answers to questions to compare to an estimate? • Can children find the difference between an estimate and an actual answer?