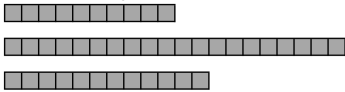


DAY	OBJECTIVES	TEACHING ACTIVITIES (20 mins)	INDEPENDENT WORK (20 mins)	Plenary / HOMEWORK (10 mins)	Success Criteria Must/should/could <i>I can:</i>	Evaluation
	<p>Mental: Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing</p> <p>Main: Round two-digit or three-digit numbers to the nearest 10 or 100</p> <p>A2007</p>	<p>Mental: Display several subtraction calculations on the IWB; some best done mentally, some best done using column subtraction. On pupil WBs children calculate, showing their strategy. Explain to their partner why they chose the strategy they used. Discuss as a class how we could work out each question</p> <p>Main: Emphasise the importance of reading whether you are asked to round to the nearest 10, 100 or 1,000. HA start work without listening to my model Explain which numbers are 10s (those that end in one zero) i.e. 10, 20, 30 and so on, which numbers are 100s (those that end in two zeros) e.g. 100, 200, 300 and so on. Model how it is useful to find the halfway point between 2 numbers on a number line and then see which side of the halfway point a number falls on e.g. when rounding 38 to the nearest 10:  <math display="block">\begin{array}{c} 30 \qquad \qquad \qquad 40 \\ \hline \qquad \qquad \qquad   \\ \qquad \qquad \qquad 35 \end{array}</math>   Model also with tens and units blocks, to show whether a number is closer to the next 10 or the previous 10 e.g. when rounding 12 to the nearest 10 you can see 12 is closer to 10 than to 20     Explain convention of rounding up to the nearest 10 from numbers that end in 5 and up to the nearest 100 from numbers that end in 50. Check HA were OK with rounding to nearest 10, 100 and 1,000. Explain language of units as whole numbers, tenths as 1 decimal place and hundredths as 2 decimal places. Model how to round to the nearest whole number, 1 dp or 2 dps.</p>	<p>LA – round 2-digit numbers to the nearest 10 and 3-digit numbers to the nearest 100,</p> <p>MA – as above, but also round 3-digit numbers to the nearest 10</p> <p>HA – as above, but also round 4-digit numbers to the nearest 100 and nearest 10</p> <p>Ext – round numbers with decimal places</p>	<p>M: know that numbers can be rounded up or down and calculations estimated</p> <p>S: round numbers up or down correctly</p> <p>C: round numbers with decimal places up or down correctly</p>	<p>In pairs children give each other numbers to round and say whether they need to be rounded to the nearest 10, 100, 1,000 or 1 or 2 decimal places.</p>	