

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: Partition three-digit numbers into multiples of 100, 10 and 1 in different ways</p> <p>Main: Give estimates for the sums and differences of two-digit or three-digit numbers</p> <p>A2008</p>	<p>Mental: Model for children how to partition numbers in different ways: LA – partition 3-digit numbers into T, U HA – partition numbers with decimal places</p> <p>Main: Revise how to round numbers from yesterday. Explain that estimating allows us to get a 'rough' answer and to check our calculations. Model how to estimate by slightly changing the numbers in a calculation to make them easier to work with e.g. <math>48 + 23</math> could be estimated as <math>50 + 20</math>.</p>	<p>LA – estimate answers by rounding numbers in calculations to the nearest 10 and adding or subtracting them</p> <p>MA – estimate answers by rounding numbers in calculations to the nearest 10 or 100 and adding, subtracting, multiplying or dividing them</p> <p>HA – estimate answers by rounding numbers with decimal places in calculations and adding, subtracting, multiplying or dividing them</p>	<p>M: know that estimate means to get a rough answer</p> <p>S: round numbers to estimate</p> <p>C: estimate calculations with decimal places</p>	<p>Put several questions on the WB. Children use estimation on their pupil WBs to check if they could be right or are clearly wrong</p>	