



Activity type

Whole class

Learning objective

Counting and understanding number: round two-digit or three-digit numbers to the nearest 10 or 100

Rounding up or down

What to do

- Open the numbers screen. Drag sections to make 56.
- Explain that the units digit determines whether a number rounds up or down to the nearest 10. If the units digit is 5 or more, the number rounds up to the next multiple of 10. If the units digit is less than 5, the number rounds down to the nearest multiple of 10.
- Discuss that the units digit in 56 is more than 5, so 56 rounds to 60 as it is closer to 60 than 50. Repeat for other two-digit numbers.
- Now show 549. Explain that the tens digit determines whether a number rounds up or down to the nearest 100. In this case, the tens digit is 4 so the number is rounded down to 500 because 549 is closer to 500 than 600 (even though 549 to the nearest 10 is 550).
- Invite volunteers to come to the board to create three-digit numbers for the rest of the class to round.
- Photocopiable page 36 can be used to support this activity.

Key questions

- *What is this number rounded to the nearest 10?*
- *What is this number rounded to the nearest 100?*

Assessment for learning

Can the children round two-digit or three-digit numbers to the nearest 10 or 100?

Activity type

Review

Learning objective

Understanding shape: relate 2D shapes and 3D solids to drawings of them; describe and visualise the shapes

Shape search

What to do

- Open the 2D shapes screen.
- Explain that the children are going to work in pairs or small groups; one child must face away from the board, while the other(s) can look (explain that they will get a chance to swap roles in the next round).
- Tell the children that you are going to display one shape section on the board and that the children who can see the shape must describe it to their partners (without naming it). Encourage the children to extend their use of shape vocabulary by asking questions such as: *How many vertices/right angles does the shape have?*
- After the shape has been identified, ask the partners to swap roles. Where appropriate, impose a time limit (such as 30 seconds) to identify each shape.
- As a variation of this activity, ask one partner to mentally select a shape from the number fans and to describe it. Once the other partner has successfully identified the chosen shape, s/he should move it into the working area.
- Repeat both activities using the 3D shapes fan.

Key questions

- *What shape is this? How many vertices does it have? How many right angles?*
- *What is the difference between the hexagon and the pentagon?*

Assessment for learning

Can the children relate 2D and 3D shapes to drawings? Can they describe and visualise the shapes?