

Spotlight 5: a learning check

Does not make sensible decisions about when to use calculations laid out in columns

Opportunity for: explaining and discussing

3 Y4 +/–

Doing odd jobs

Time 10–20 minutes

Resources

- Blank loop track (Resource sheet 21)
- Café (Resource sheet 20)
- Money
- Rewards
- At least two children

Check: does the child use key vocabulary?

estimate	pattern	minus	cost
calculate	add	difference between	change
check	plus	count up	almost
mental method	subtract	count back	
rounding	take away	columns	

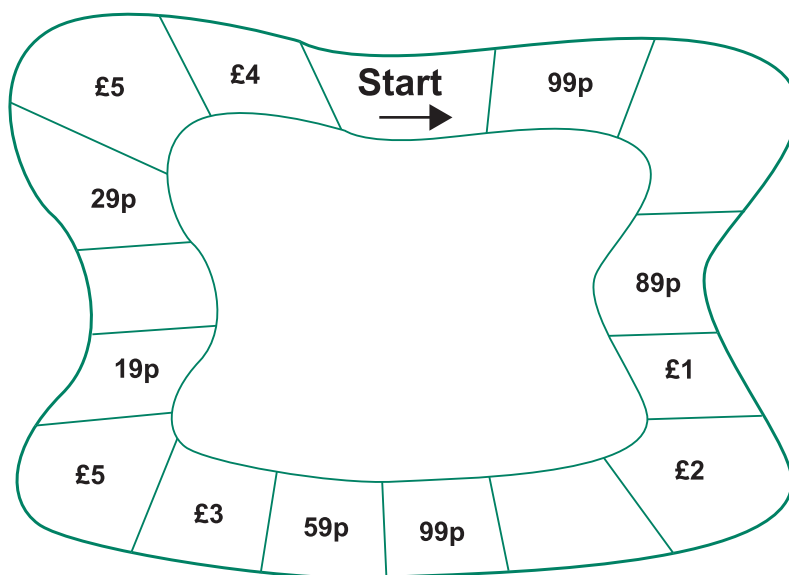
Teaching activity

‘This game, **Doing odd jobs**, will help you with estimating and calculating with money.’

This game can be played with pairs cooperating, or as a race.

Set the scene: the players are helping lots of people by cleaning windows or doing gardening, for which they get paid.

Prepare the *Blank loop track* (Resource sheet 21) by putting money amounts into some of the spaces.



How to play

1. The players throw a dice to see how many spaces to move around the track. They then write down the amounts of money they land on, and keep a running total.
2. The pairs should work together to add up their amounts of money.
3. When everyone has been once round the track, they check their total.



Estimate
Calculate
Check

(Keep this as a really short game, or supervise carefully so that children are rounding up to the nearest 10p or £1, otherwise the amounts get huge.)

4. If the pair get their amount right, they win a reward.

Variations

- Instead of using the track game, give each pair an amount of money, such as £5, and use *Café* (Resource sheet 20). The players then work together to choose a meal from the café menu. They write their bill and work out how much they need to pay and how much change they will get. If they are right, they win a reward.
- Let children make their own shopping game on the blank loop track.

Learning outcomes

By the end of this set of activities, children should be able to:

- tackle related learning tasks with increased motivation and confidence;
- use and understand connected mathematical vocabulary;
- make sensible decisions about when to use a mental method and when to use a written method;
- recognise their own strengths with the mental methods they use;
- estimate a calculation;
- work out a calculation using a range of mental and written methods;
- check a calculation, comparing it with their estimate;
- add up amounts of money using a vertical list and rounding to the nearest 10p or £1.