# Post your best guess here. 

Post your estimate here.

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This lis what
loobs lỉke。

# How m@凹y @re గereq 



## Mg <br> Best G凹ess



My Estimo



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an cis cix


Let's Estimate
This is what five looks like...
Let's Estimate
How many are here?


This is what one hundred looks like．．．





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How many are here？

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\begin{aligned}
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\end{aligned}
$$

$$
\begin{aligned}
& \text { 家家会会 }
\end{aligned}
$$

## Let's Estimate

This is what ten looks like...
How many are here?


This is what ten looks like...
How many are here?


This is what four looks like...
How many are here?


## This is what ten looks like...



Let's Estimate
How many are here?


## This is what ten looks like... <br> This is what ten




This is what 10 cm looks like...

Let's Estimate
How many are here?


Let's Estimate
This is what $\qquad$ looks like...

Let's Estimate
How many are here?





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## Let's

## What is an estimate?

An estimate is a thoughtful gı Your answer will rarely be exa You might use the word 'about 'approximately' in your answe

When do we use estimates Totalling items Telliı when shopping


# stimate 

## guess.

exactly right.
out', 'around' or wer.
:es?
!ling

## Measuring

distances

## time




## How do I estimate?

## You might use $£ 3.99$ is alı rounding. $£ 3$, so the t

You might compare two objects.

This ruler i: 4 rulers lon


You might use known facts. so I think t


[^0]er is 30 cm long. The table is about long, so it is about 120 cm .
e 10 counters in the smaller pile. er pile looks about 6 times as big, ik there are around 60 counters.

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## When do we use estimates?

Totalling items
when shopping

Telling the time

Measuring distances


## How do I estimate?

You might use rounding.
You might compare two objects.

You might use known facts.
$£ 3.99$ is almost $£ 4$ and $£ 2.99$ is almost $£ 3$, so the total is almost $£ 7$.

This ruler is 30 cm long. The table is about 4 rulers long, so it is about 120 cm .

There are 10 counters in the smaller pile. The taller pile looks about 6 times as big, so I think there are around 60 counters.

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## Estimation Station Teacher Notes

This display pack contains a range of ideas for creating an interactive estimation station for a key stage 2 classroom. These hints and tips will help you to get the most out of the resources.

## Using Real Objects

Use the Let's Estimate Display Cards to create a display using real objects as part of your estimation station. You could display two identical jars, one containing ten cubes and one full of cubes. Use the cards in the pack to give children the information about the contents of one jar, and ask them to estimate the contents of the other. Provide opportunities for children to estimate quantities less than the known value as well as more than.

Other objects to use for estimation by comparison could include pasta shapes, items of fruit, coins, counters, beads and conkers.

## Using Measures

Practical resources can also allow children to estimate measures. For example, if told that a lump of playdough has a mass of 250 g , can they estimate the mass of other objects by comparing them? Younger children might use balancing scales to help them.

Children could estimate the capacity of a container or the length of an object based on a known value.

## Using Images

The Let's Estimate Challenge Cards require children to estimate quantities based on images of objects. Further images that could be used for comparison activities might include photographs of a crowd of people, a queue of cars, a car park full of cars or a field of flowers. In each instance, give the chidlren information about a small area of the whole group.

For example, in this image, a group of 10 people are ringed. Based on this information, we can estimate that there are approximately 240 people in the
 photograph.

## Adding Extra Challenge

As children move through key stage 2, they could begin to estimate with much larger numbers. For example, they could estimate the number of words in a book if told the word count for one page and the total number of pages in the book.

When using real objects, children could calculate the mass of a given amount and scale this up. For example, given a bag of rice containing 50 grains, could children measure the mass and then calculate how many grains of rice a 1 kg bag would contain?


[^0]:    almost $£ 4$ and $£ 2.99$ is almost ze total is almost $£ 7$.

