Master Rounding to the Nearest 100

Rationale

In this step, pupils build on their understanding of rounding to the nearest 10 by rounding 2, 3 and 4-digit numbers to the nearest 100

They will use their previous knowledge of number lines and consider multiples of 100 before and after a given number. They will understand the significance of the tens digit when rounding to the nearest 100 to decide whether to round up to the next multiple or down to the previous multiple of 100

Pupils will develop their learning by identifying a range of numbers that round to a specific multiple of 100. For example, numbers between 2,550 and 2,649 round to 2,600

Key Stem Sentences

- The multiples before and after ___ are ___ and ___
- ___ rounded to the nearest 100 is ___
- When rounding to the nearest 100, look at the ___ digit.
- ___ is nearer to the _____ multiple of 100

Key Vocabulary

- nearest / nearer to
- rounded to
- next / previous
- multiple

Key Representations

Number Lines

239

200 ———————————————————— 300
239 rounded to the nearest 100 is 200

3,856

3,800 ———————————————————— 3,900
3,856 rounded to the nearest 100 is 3,900

5,025

5,000 ———————————————————— 5,100
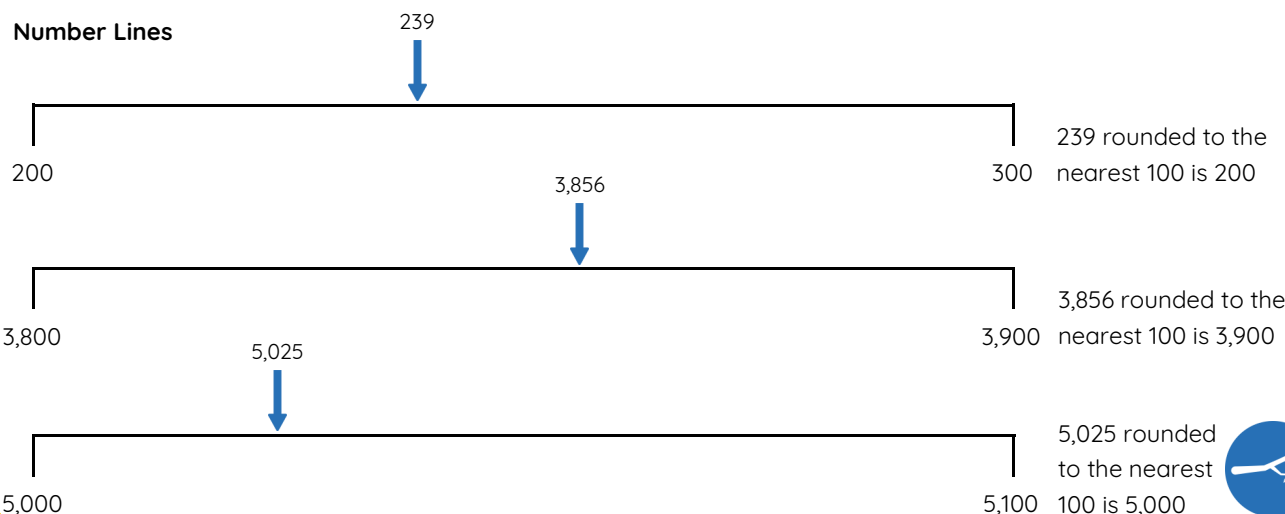5,025 rounded to the nearest 100 is 5,000

Common Errors or Misconceptions

- Pupils may be insecure in the parameters of rounding, especially when rounding a 5 or 0 digit and may not realise that a number can round to zero.
- Pupils may not realise that numbers can round to the multiple before a given number.

Pupils will FLOURISH if they can...

- identify the multiples of 100 before and after a given number.
- accurately round a given number to the nearest 100
- identify numbers that round to a specific multiple of 100
- explain their understanding using 'Decide, Assess, Back up' with representations.