Could that answer be right?

Years 4–6; rounding and whole-number operations

1. Estimate 198 + 307, then calculate exactly. Is 405 plausible? Explain.

2. Estimate 49 × 6, then calculate exactly. Explain the difference between your estimate and answer.

3. Estimate and calculate 803 − 397. Check your exact answer using addition.

Try it. Explain it. Check it.

4. A pupil writes 402 + 198 = 601. An estimate gives about 600. Does that prove 601 is correct? Check it.

5. Estimate and calculate 612 ÷ 3. Check with multiplication.

6. Write an incorrect answer close enough to a sensible estimate that estimation alone might miss it. Show the correct answer and another check.

Answers and teaching notes

1. About 500 using 200+300. Exact 505. 405 is about 100 below that estimate and warrants checking.

2. About 300 using 50×6. Exact 294; rounding 49 up by 1 adds 6 to the estimated product.

3. About 400. Exact 406. Check 397+406=803.

4. No. Exact 600 using 402+200−2. An estimate tests size, not exact correctness.

5. About 200 using 600÷3. Exact 204; 204×3=612.

6. Example: 299+201=501 is wrong but close to an estimate of 500. Exact 500; 299+200+1=500. Accept other explained valid examples.

What to ask next

Ask which errors their estimate could detect and which it could miss. Keep uncertainty explicit: a plausible result still needs an exact check.

Original SkillFlex activity prepared with AI assistance and editorial checks. Not classroom-trialled. Adapt to your pupils; suggested years are flexible.