

Year 4 Assessment: Rounding Adventures with Max the Monkey

Learning objective: To accurately round numbers to the nearest 10, 100, and 1,000, and apply rounding skills to real-world financial contexts.

Read each question carefully. Show your working out clearly to gain full marks. Remember to include the £ symbol where necessary.

Max the monkey is helping his friends at the local market. Max loves to see how numbers behave, especially when they need to be rounded to make counting easier. Help Max solve these number puzzles as he organises his fruit stall and calculates his savings.

Word bank: nearest · round up · round down · digit · estimate · interval · place value · approximate

1. Round these numbers to the nearest 10: a) 43, b) 78, c) 155. (3 marks)

2. Max has 412 bananas. Round this number to the nearest 100. Explain your reasoning using the 'round down' rule. (3 marks)

3. Max finds a box of 2,489 strawberries. Round this number to the nearest 1,000. Is the number closer to 2,000 or 3,000? (2 marks)

4. Max sells a bunch of grapes for £3.40. If he rounds the price to the nearest pound, what would the cost be? Justify your answer based on the digit in the tenths column. (3 marks)

5. Compare and contrast rounding 55 to the nearest 10 and rounding 550 to the nearest 100. What do you notice about the digit 5 in both scenarios? (4 marks)

6. Max has three piles of coins: £28, £42, and £19. Estimate the total amount of money by rounding each value to the nearest 10 before adding them together. (5 marks)

7. What might happen if a shopkeeper always rounded prices up to the nearest pound, regardless of the actual cost? How would this impact the customers? (5 marks)

Draw: Draw a number line from 0 to 100. Mark the number 64 on the line and show with an arrow whether it rounds to 60 or 70.



Extension challenge: Total: /25. Challenge: If you round a mystery number to the nearest 10 and get 50, and round the same number to the nearest 100 and get 0, what are all the possible whole numbers it could be?