

## Homework without the hassle

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## Plan, Estimate, Check - Year 3

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# Teacher Guide | Plan, Estimate, Check

## Learning target

Students use duration relationships to plan a practical event. They count every component, compare the full total with the time available, revise a plan for a reason and explain uncertainty.

## Equipment and preparation

Use a teaching clock or a stated duration, safe timer, counters, pencils and the game cards. Keep the R4 teacher key with the teacher. A rehearsal or observation may be simulated with stated evidence when real timing is impractical.

## Entry check

Ask two questions without answers on display: “Does a start time tell us how long?” and “Would you count movement between stations?” Note whether pupils distinguish clock time from elapsed duration and include transition. This is only the insecure prerequisite.

## Access and challenge

Support: physical model and labelled component list. Core: mixed new cases with a reason. Extension: diagnose a contradiction and revise a plan. Accept oral, written or assisted recording when motor demands are not the target.

# Teacher Guide | Lessons 1-3

## Lesson 1 – Define the limit

Show R1. Model the complete 60-minute showcase: setup 10, welcome 5, three stations of 8, transitions 6, pack-up 10 and reflection 5. Contrast the incomplete 54-minute sum without transitions. Partners explain why the six minutes are not spare. Use R2 cards 1–4.

## Lesson 2 – Estimate the parts

Retrieve only an insecure entry point. Model a changed estimate using R2 cards 5–8. Pupils complete R3 guided page, then explain why setup rising to 12 makes 62. A valid repair needs an actual reason such as a rehearsal that supports shorter setup.

## Lesson 3 – Count transitions

Demonstrate one full R4 turn: three stations of nine make the plan 63. Show an incorrect omission of transitions and correct it constructively. Pupils complete R3 code page, then play all 12 R4 challenge cards; partners then calculate and explain each turn.

## Check before moving on

Ask each pupil for a specific example or explanation of the lesson target. Record a misconception and give focused feedback. Do not replace the next lesson with a new general test.

# Teacher Guide | Lessons 4-5

## Lesson 4 – Check and revise

Use the R5 library and art-gallery rehearsals after R3 transfer. The library case totals 55; longer demonstrations make 58. Ask for a feasible three-minute revision. Correct the false claim that a 10:00 start means ten hours of duration.

## Lesson 5 – Explain uncertainty

Before R6, restate the success criteria without showing answers. Pupils independently build the ten-step 45-minute plan. Check is to use the observed transition times and justify a change. Apply reasoning the actual response.

## Evidence and marking

The initial assessment totals 47, two over. Observed transitions increase it to 49, four over. A not coherent feasible four-minute repair and a specific explanation that observation challenged the transition estimate. Do not answer necessity or an accessible response mode.

## Next teaching step

For missing components, revisit the full model and transitions. For calculation errors, rehearse sums with counters. For unsupported revisions, ask what a trial would show. For secure learners, offer a fresh matched schedule with a contradiction to diagnose.

# Count every part of the hour

|                                                                                                     |                                                                                                       |                                                                                                         |                                                                                                         |                                                                                                         |                                                                                                             |                                                                                                          |                                                                                                            |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <br>Setup<br>10 min | <br>Welcome<br>5 min | <br>Station A<br>8 min | <br>Station B<br>8 min | <br>Station C<br>8 min | <br>Transitions<br>6 min | <br>Pack-up<br>10 min | <br>Reflection<br>5 min |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|

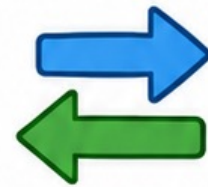
$$10 + 5 + 8 + 8 + 8 + 6 + 10 + 5 = 60 \text{ minutes}$$

## Example 1



Three stations:  
 $8 + 8 + 8 = 24 \text{ minutes}$

## Example 2



Transitions:  
6 minutes



Without transitions, 54 minutes is incomplete — the six minutes are not spare.

# Count every component, then check the total.

# Showcase planning cards 1-3

## The limit

We have 60 minutes.  
Count setup, welcome,  
stations, transitions,  
pack-up and reflection.



## Station time

$8 + 8 + 8 = 24$  minutes.  
Each station uses eight  
minutes.



## Complete check

$10 + 5 + 24 + 6 + 10 + 5$   
 $= 60$  minutes.  
The full plan fits one hour.



# Showcase planning cards 4–6

## 4 Missing time

$$10 + 5 + 24 + 10 + 5 = 54 \text{ minutes.}$$

This plan is incomplete:  
it omits six minutes of transitions.



## 5 Longer stations

$$9 + 9 + 9 = 27 \text{ minutes.}$$

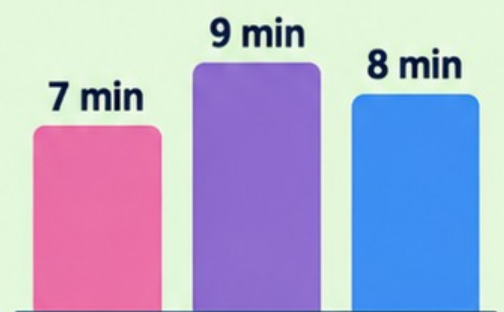
The full plan becomes 63 minutes:  
three over



## 6 Different, same total

$$7 + 9 + 8 = 24 \text{ minutes.}$$

Unequal stations can still take  
the same total.



# Showcase planning cards 7–9

## 7 A balanced change

Setup 12, pack-up 8:  
plus two and minus two.  
The full plan stays 60 minutes.



## 8 Three transitions

$2 + 2 + 2 = 6$  minutes.  
Moving time is part of the plan.



## 9 Transitions overrun

$4 + 4 + 4 = 12$  minutes.  
That is six more than estimated,  
so the full plan becomes 66 minutes.



# Showcase planning cards 10–12

## 10 Check an estimate

Welcome: estimate 5,  
observed 6 minutes.  
The plan becomes 61 minutes.



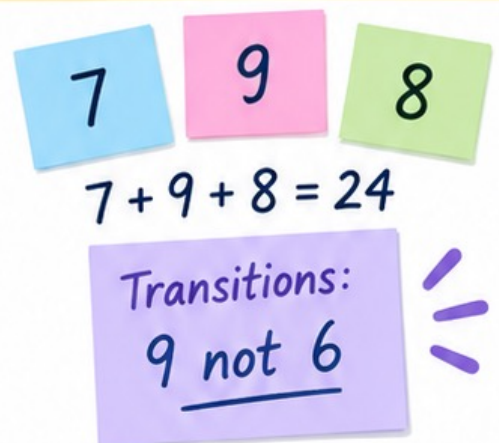
## 11 Revise with a reason

If stations take nine minutes each,  
the plan is 63.  
If setup can safely be seven rather  
than ten, the revised total is 60.



## 12 Name the uncertainty

Stations  $7 + 9 + 8 = 24$ , but  
observed transitions take 9  
rather than 6.  
The plan is 63.  
Check transition time again.



Name: \_\_\_\_\_

## Transition-aware schedule planner — guided

A complete showcase includes setup 10, welcome 5, three stations of 8, transitions 6, pack-up 10 and reflection 5 minutes.

1. What is  $8 + 8 + 8$ ? Label the station total in minutes.

2. Add  $10 + 5 + 24 + 6 + 10 + 5$ . Does the plan fit 60 minutes?

3. If setup takes 12 instead of 10 minutes, what is the new total?

4. Describe one feasible two-minute change to fit the hour. Why might it work?

## Transition-aware schedule planner — guided

A complete showcase includes setup 10, welcome 5, three stations of 8, transitions 6, pack-up 10 and reflection 5 minutes.

1. What is  $8 + 8 + 8$ ? Label the station total in minutes.

**$8 + 8 + 8 = 24$  minutes.**

2. Add  $10 + 5 + 24 + 6 + 10 + 5$ . Does the plan fit 60 minutes?

**$10 + 5 + 24 + 6 + 10 + 5 = 60$  minutes. Yes, it fits.**

3. If setup takes 12 instead of 10 minutes, what is the new total?

**62 minutes, two over the limit.**

4. Describe one feasible two-minute change to fit the hour. Why might it work?

**For example, return setup to 10 minutes if a rehearsal shows this is feasible. Then the plan totals 60 minutes.**

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Name: \_\_\_\_\_

# Transition-aware schedule planner — core

Original complete plan = 60 min: setup 10, welcome 5, stations 8+8+8, transitions 6, pack-up 10, reflection 5.

1. Welcome takes 6, not 5. New total?

2. Transitions take 3+3+3, not 6. New total?

3. Stations take 7+9+8. New full total?

4. Setup takes 12 and pack-up takes 8. New full total?

5. Stations take 24 min. How many minutes over 60?

6. Choose a feasible revision for question 5. Explain why.

# Transition-aware schedule planner — core

Original complete plan = 60 min: setup 10, welcome 5, stations 8+8+8, transitions 6, pack-up 10, reflection 5.

1. Welcome takes 6, not 5. New total?

**61 minutes.**

2. Transitions take 3+3+3, not 6. New total?

**63 minutes.**

3. Stations take 7+9+8. New full total?

**60 minutes, because  $7+9+8=24$ .**

4. Setup takes 12 and pack-up takes -8. New full total?

**60 minutes: +2 setup and -2 pack-up cancel.**

5. Stations take 24 min. How many minutes over 60?

**3 minutes over (63 total).**

6. Choose a feasible revision for question 5. Explain why.

**For example, reduce setup from 10 to 7 if rehearsal makes that feasible. New total 60.**

Name: \_\_\_\_\_

## Transition-aware schedule planner — transfer

Use the information below to answer each question. Show your reasoning clearly.

1. A 50-minute mini-expo has setup 8, welcome 4, two demos of 10 each, changeovers 5, pack-up 8 and reflection 5.  
Add every part. Does it fit?

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2. The welcome actually takes 6, not 4.  
What is the new total?  
Explain a feasible two-minute revision.

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3. The mini-expo starts at 9:00.  
Does this tell you its duration?  
What other information would you need?

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## Transition-aware schedule planner — transfer

Use the information below to answer each question. Show your reasoning clearly.

- 1.** A 50-minute mini-expo has setup 8, welcome 4, two demos of 10 each, changeovers 5, pack-up 8 and reflection 5.  
Add every part. Does it fit?

**$8 + 4 + 10 + 10 + 5 + 8 + 5 = 50$  minutes. Yes, it fits.**

- 2.** The welcome actually takes 6, not 4.  
What is the new total?  
Explain a feasible two-minute revision.

**52 minutes, two over. For example, reduce setup from 8 to 6 if a trial shows this is feasible: revised total 50.**

- 3.** The mini-expo starts at 9:00.  
Does this tell you its duration?  
What other information would you need?

**No. 9:00 is a start time. We need the end time or the elapsed time to know duration.**

# Overrun Diagnosis Team Game



## You need:

12 challenge cards, paper and counters.



## How to play:

Partner A reads a card and predicts the new total.

Partner B adds every component and checks.

Together explain a feasible revision.

Swap roles after each card.

## Worked turn:

Three stations change from 5 minutes each to 9 minutes each. Station total changes from 24 to 27.

The full programme changes from 60 to 63 minutes, three over.

If a rehearsal shows setup can take 7 rather than 10 minutes, the revised total is 60.

## Score:

One point for a correct total.

One point for a justified revision.



## Finish:

Play all 12 cards. Compare reasons, not speed.



# Overrun challenge cards 1-6

Original full plan = 60 min.



1

Welcome 6  
instead of 5.



New total? Fit? Why?

2

Setup 12  
instead of 10.



New total? Fit? Why?

3

Three stations of 9  
instead of 8.



New total? Fit? Why?

4

Transitions  
 $3+3+3$  instead of 6.



New total? Fit? Why?

5

Pack-up 8  
instead of 10.



New total? Fit? Why?

6

Stations  $7+9+8$   
instead of  $8+8+8$ .



New total? Fit? Why?

# Overrun challenge cards 7-12

Original full plan = 60 min.

7

Transitions 4+4+4  
instead of 6.



New total? Fit? Revise if needed.

8

Setup 12 AND  
pack-up 8.



New total? Fit? Revise if needed.

9

Reflection 7  
instead of 5.



New total? Fit? Revise if needed.

10

Welcome 4 AND  
reflection 6.



New total? Fit? Revise if needed.

11

Stations 8+9+8.



New total? Fit? Revise if needed.

12

Transitions observed  
at 9, not 6.



New total? Fit? Revise if needed.

# Overrun Diagnosis — teacher key 1–6

Original complete plan: 60 minutes

## 1 Welcome

6 instead of 5 →  
61 minutes;  
one over.



## 2 Setup

12 instead of 10 →  
62 minutes;  
two over.



## 3 Stations

9+9+9 instead of  
8+8+8 →  
63 minutes;  
three over.



## 4 Transitions

4+3+3 instead of  
6 →  
63 minutes;  
three over.



## 5 Pack-up

8 instead of 10 →  
58 minutes;  
two under.



## 6 Stations

7+9+8 instead of  
8+8+8 →  
60 minutes;  
fits.



For an overrun, accept any feasible justified revision that reaches 60 or less. Do not delete transitions.

# Overrun Diagnosis – teacher key 7–12

Original complete plan: 60 minutes.

## 7 Transitions

4+4+4 instead of 6  
→ 66 minutes;  
six over.



## 8 Setup

12 and pack-up 8  
→ 60 minutes;  
fits.



## 9 Reflection

7 instead of 5  
→ 62 minutes;  
two over.



## 10 Welcome

and reflection 6  
→ 60 minutes;  
fits.



## 11 Stations

8+9+8 instead of  
8+8+8 → 61 minutes;  
one over.



## 12 Transitions

Transitions observed  
at 9 instead of 6  
→ 63 minutes;  
three over.



Check a revision against the full plan. A shorter duration must be feasible.

## Checked schedule and revision — rehearsal 1

Name: \_\_\_\_\_

A 55-minute library pop-up has setup 9, welcome 4, three demonstrations of 9 each, moves 5, pack-up 6 and reflection 4 minutes.

1. Write a complete sum. Does the plan fit 55 minutes?

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2. All three demonstrations actually take 10 minutes each. What is the revised total and overrun?

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3. Suggest a feasible three-minute change. Explain why it could work.

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A 55-minute library pop-up has setup 9, welcome 4, three demonstrations of 9 each, moves 5, pack-up 6 and reflection 4 minutes.

1. Write a complete sum. Does the plan fit 55 minutes?

**$9 + 4 + 9 + 9 + 9 + 5 + 6 + 4 = 55$  minutes. Yes, it fits.**

2. All three demonstrations actually take 10 minutes each. What is the revised total and overrun?

**$10 + 10 + 10$  is 30, three more than 27. New total 58 minutes, three over.**

3. Suggest a feasible three-minute change. Explain why it could work.

**For example, reduce setup from 9 to 6 if a rehearsal shows this is feasible. The revised total is 55.**

**PREVIEW**

## Checked schedule and revision — rehearsal 2

Name: \_\_\_\_\_

### Case

A 40-minute art gallery has setup 6, welcome 3, two sharing rounds of 9 each, transitions 4, pack-up 5 and reflection 4 minutes.

### Wrong claim

It starts at 10:00, so it lasts 10 hours.

1. What is wrong with this claim? Distinguish start time from duration.

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2. Add all components. Does the gallery fit 40 minutes?

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3. Which estimate would you check first with an observation? Explain why.

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PREVIEW

## Checked schedule and revision — rehearsal 2

Name: ANSWERS

### Case

A 40-minute art gallery has setup 6, welcome 3, two sharing rounds of 9 each, transitions 4, pack-up 5 and reflection 4 minutes.

### Wrong claim

It starts at 10:00, so it lasts 10 hours.

1. What is wrong with this claim? Distinguish start time from duration.

**10:00 is a start time, not a duration. It does not mean ten hours.**

2. Add all components. Does the gallery fit 40 minutes?

**$6 + 3 + 9 + 9 + 4 + 5 + 4 = 40$  minutes. Yes, it fits.**

3. Which estimate would you check first with an observation? Explain why.

**For example, time the transitions: the four-minute estimate may differ in practice.**

**Accept another justified uncertain component.**

Name: \_\_\_\_\_

## Independent assessment — check and revise

A class showcase has 45 minutes available. Estimate setup 6, welcome 4, three activities of 8 each, transitions of 2, 2 and 1 between activities and afterwards, pack-up 4, reflection 4 minutes.

| Step | Component    | Minutes |
|------|--------------|---------|
| 1    | Setup        |         |
| 2    | Welcome      |         |
| 3    | Activity 1   |         |
| 4    | Transition 1 |         |
| 5    | Activity 2   |         |
| 6    | Transition 2 |         |
| 7    | Activity 3   |         |
| 8    | Transition 3 |         |
| 9    | Pack-up      |         |
| 10   | Reflection   |         |

1. Fill the table. Add every duration. Does the final estimate fit 45 minutes? By how much?

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2. Observed transitions take 3, 2 and 2 minutes. Find the new total. Make one or more feasible changes so the plan fits. Justify them.

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3. Which estimate was uncertain? What observation showed this?

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# Independent assessment — check and revise

A class showcase has 45 minutes available. Estimate setup 6, welcome 4, three activities of 8 each, transitions of 2, 2 and 1 between activities and afterwards, pack-up 4, reflection 4 minutes.

| Step | Component    | Minutes |
|------|--------------|---------|
| 1    | Setup        | 6       |
| 2    | Welcome      | 4       |
| 3    | Activity 1   | 8       |
| 4    | Transition 1 | 2       |
| 5    | Activity 2   | 8       |
| 6    | Transition 2 | 2       |
| 7    | Activity 3   | 8       |
| 8    | Transition 3 | 1       |
| 9    | Pack-up      | 4       |
| 10   | Reflection   | 4       |

1. Fill the table. Add every duration. Does the initial estimate fit 45 minutes? By how much?

**$6+4+8+2+8+2+8+1+4+4=47$  minutes. No, two over 45.**

2. Observed transitions take 3, 2 and 2 minutes. Find the new total. Make one or more feasible changes so the plan fits. Justify them.

**Observed transitions  $3+2+2=7$  instead of 5; new total 49, four over.**

**Example repair: if feasible, setup  $6 \rightarrow 4$  and activities  $8+8+8 \rightarrow 7+7+8$ , saving four; revised total 45.**

3. Which estimate was uncertain? What observation showed this?

**Transition time was uncertain. Observation showed seven minutes rather than the estimated five.**

# Learning evidence rubric — planning with duration

|                                 | Needs teaching                                             | Developing with support                                                  | Target met independently                                                |
|---------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Concept / accuracy</b>       | Uses an inaccurate total or leaves out a component.        | Correct on familiar plan with a prompt; unsure when a condition changes. | Applies the complete-duration relation to a fresh plan.                 |
| <b>Application / procedure</b>  | Cannot yet total and revise a meaningful schedule.         | Totals and revises with a model or step-by-step prompts.                 | Checks the full total and makes a feasible justified revision.          |
| <b>Reason / evidence</b>        | Guesses or names a rule without evidence.                  | Gives a relevant detail but needs help linking it to the conclusion.     | Explains a result using a specific component, sum or observation.       |
| <b>Transfer / communication</b> | Response is hard to interpret or method does not transfer. | Response unclear with support; fresh context makes insecure.             | Communicates a coherent plan and uses the method in a new matched case. |

**Evidence observed:**

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**Next teaching step:**

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Plan Estimate, Check

## Our goal

Plan a 60-minute showcase.

Include every activity and transition.

Check the total and revise when evidence changes.

Does a start time make sense?

Would you count working two stations?



# Useful words

Duration means how long something lasts.

An estimate is a sensible prediction.

60 minutes = 1 hour.

A clock time tells when; a duration tells how long.



# The full hour

Setup 10 + welcome 5 + stations 8 + 8 + 8  
+ transitions 6 + pack-up 10 + reflection 5  
= 60 minutes.

Every component has a time check.



# Three stations

Each station uses eight minutes.

$8 + 8 + 8 = 24$  minutes.

Repeated equal periods are still separate periods of the plan.



# What is missing?

$10 + 5 + 24 + 10 + 5 = 54$  minutes.

This sum leaves out transitions.

The six minutes are needed for moving, they are not spare.



# Guided check

Setup was estimated at 10 minutes.

A rehearsal shows it takes 12.

How long is the complete plan now?

Pause, calculate, check and explain it.



## Guided answer

The original total was 60 minutes.

Setup increased by two, so the new total is 62.

That is two minutes over.

A feasible two-minute reduction elsewhere could restore the fit.



# Check an estimate

Welcome was estimated at five minutes.

A trial takes six minutes.

The full plan becomes 65 minutes.

Which component could be changed for a good reason?



# A complete game turn

Three stations now take nine minutes each

$9 + 9 + 9 = 27$ , three more than 24.

The full plan is 63 minutes

If a rehearsal starts seven minutes later, the plan returns to 60.



## Your turn

Transitions take  $3 + 3 + 3$  minutes instead of six.

What is the full total now?

Describe a feasible revision and give your reason.



# A tempting error

“The stations take 24 minutes, so transition can be ignored.”

No: moving uses time too.

The 60-minute check must include all components.



# Fresh rehearsal

A 55-minute library pop-up has setup 9, welcome 4,  
three demos of 9, moves 5, pack-up and reflection 1.  
Check the full total.  
What changes if each demo takes 10 minutes?



# Choose your route

Support: use a labelled list and counters.

Core: check a mixed plan and explain the result.

Extension: diagnose a contradictory tool and repair it.

Everyone still can choose and justifies.



# Independent task

Plan the 45-minute class showcase on the assessment page.  
Include three activities and all three transitions.  
Check the total, justify a revision, and make an uncertain estimate.  
Work independently to record your evidence.



# Look at your evidence

Which components did you count?

Which estimate did you test?

What did the observations show?

What would you advise next?



# The key idea

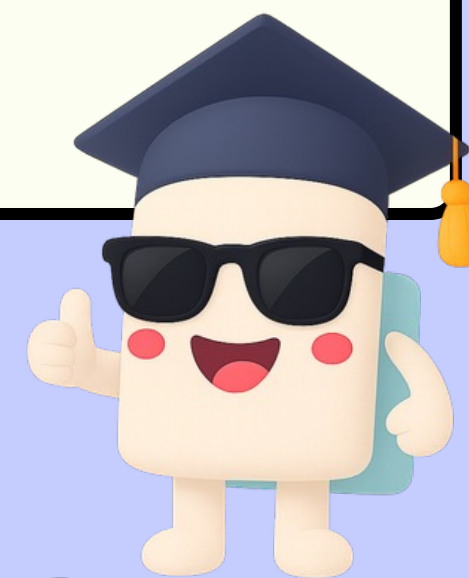
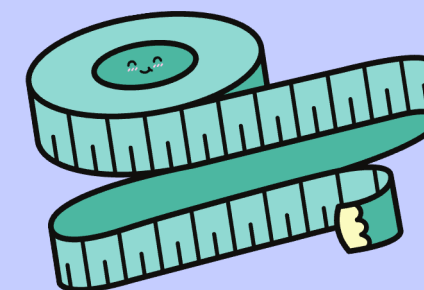
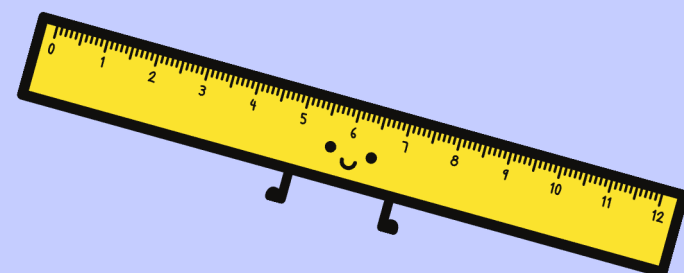
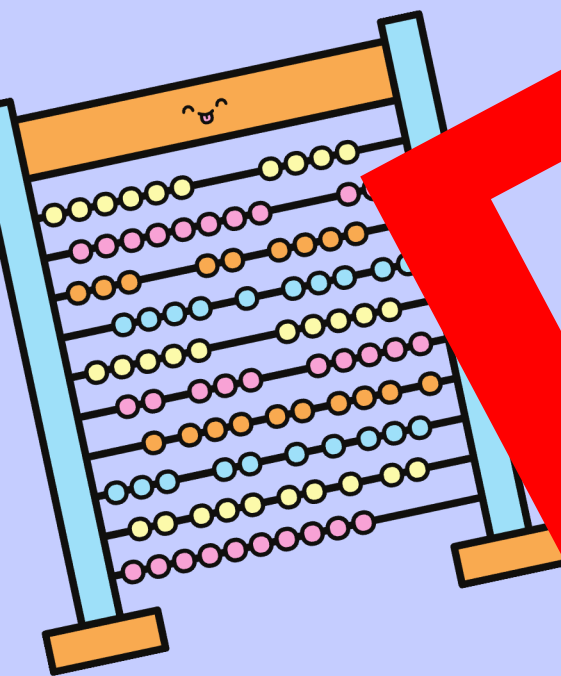
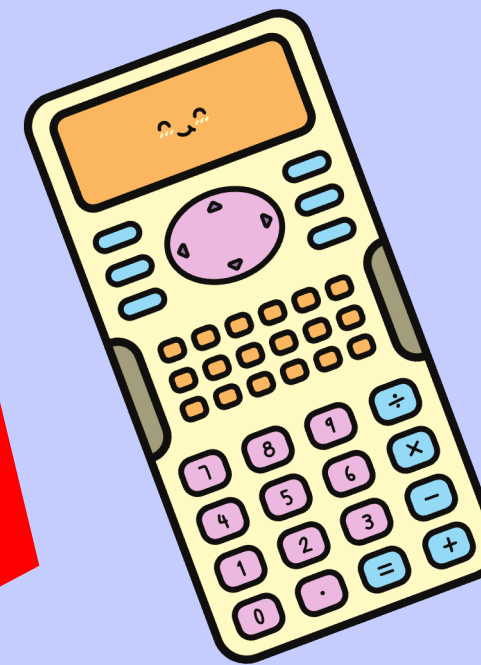
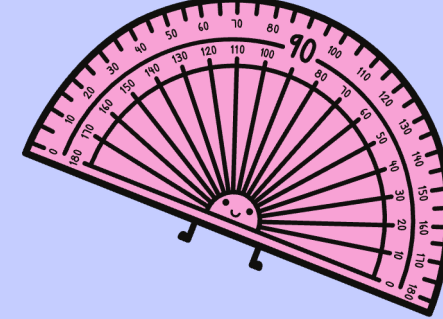
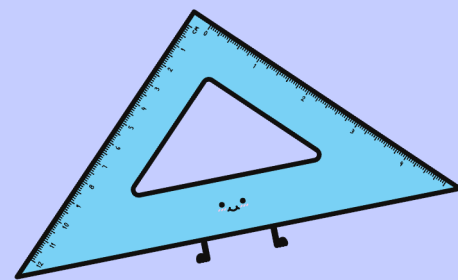
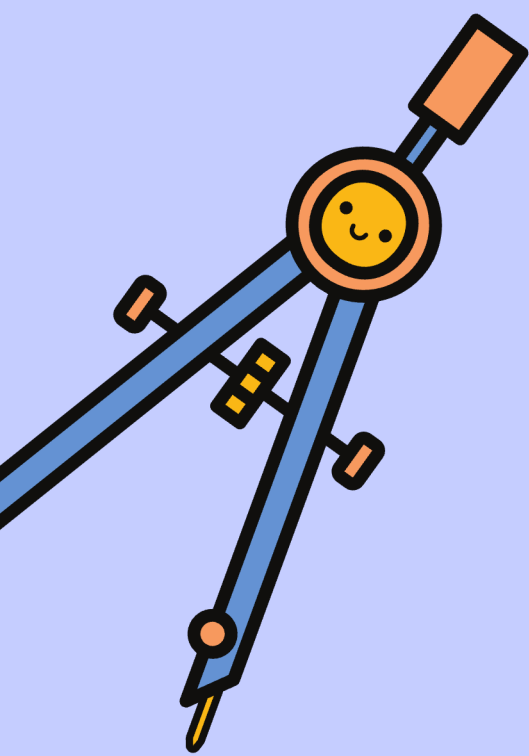
A plan fits only when every duration is included.

Transitions use time.

Compare the complete plan with the time available.

Revise estimates using the feedback, then check again.





Well Done!  
Count every part.

Plan Estimate, Check

## Question 1

Three stations take 8 minutes each. What is their total time?



# Answer 1

24 minutes, because  $8 + 8 + 8 = 24$ .



## Question 2

Each of the three stations takes 9 minutes to set up. What is the full  
showcase total?



## Answer 2

63 minutes. The station total rises from 24 to 27, and the plan is three minutes over.



## Question 3

Can we ignore transitions when checking totality?



## Answer 3

No. Moving between activities uses time, so transitions count.



## Question 4

Setup rises from 10 to 12 minutes. The other estimates stay the same.  
What is the new total?



## Answer 4

62 minutes. The original 60 increases by tw



## Question 5

Setup rises by 2, but pack-up falls from 10 to 8. Does the plan still fit?



## Answer 5

Yes. The plus two and minus two cancel, so the total stays 60 minutes.



## Question 6

A pupil says “The 24 station minutes are the whole schedule.” Identify and repair the error.



## Answer 6

24 minutes covers only the stations. Add setup, welcome transitions,  
pack-up and reflection to reach 60.



## Question 7

Transitions take  $3 + 3 + 3$  minutes rather than 6. What happens?



## Answer 7

They take 9 minutes, so the plan is 63. Explain a possible three-minute saving.



## Question 8

Compare station times of 7, 9, 8 with three periods of 8. Which total is greater?



## Answer 8

Neither. Both station sets total 24 minutes, though their parts differ.



## Question 9

A 50-minute mini-expo uses  $8 + 4 + 10 + 10 + 5 + 5 + 5$  minutes. Does it fit?



## Answer 9

Yes. The complete sum is 50 minutes.



## Question 10

The mini-expo welcome actually takes 6, not 4. Explain the new result.



## Answer 10

The full total is 52 minutes, two over, because only velocity increased by two.



## Question 11

“It starts at 9:00, so its duration is 9 hours. Who wrote with the claim?”



## Answer II

9:00 is a time of day. Duration is how long the event lasts. The start time alone does not tell us.



## Question 12

A new plan totals 47 minutes but has a 45-minute limit. What should the planner do next?



## Answer 12

Name the two-minute overrun, make a feasible justified change and then check the new full total. Accept your alternatives.



