What I can do in mathematics – level 2

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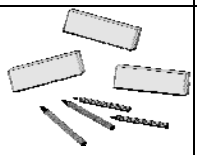
Name: ……..

My counting, comparing and ordering numbers		
My I can statements	**Examples of questions I can answer**	**My working and answers**
I can count forwards and backwards in equal steps and describe any patterns in the sequence	Here are some numbers in a sequence: ..., 7, 9, 11, 13... Will the following numbers also be in the sequence: 3, 16, 21, 58? Explain how you know. Write the missing numbers in this sequence. 53 48 43 38 ☐ ☐ 23 18 Explain how you identified them.	. 53 48 43 38 ☐ ☐ 23 18
I can explain how to put a set of two-digit numbers in order	If you write these numbers in order, smallest first, which number comes third? 37, 13, 73, 33, 3 Write the same digit in each box to make the number sentence true: ☐1 > 6☐ Now do the same for this number sentence: ☐1 < 6☐	☐1 > 6☐ ☐1 < 6☐
I can partition numbers to 100	There are 10 pencils in each box and four more pencils. How many pencils are there altogether?  Write a number in the box to make the statement true: 10 + 15 = ☐ + 5 KS1 2003 © QCA	10 + 15 = ☐ + 5
I can round any two-digit number to the nearest 10 and explain how I did it	Paul wants to round 26 to the nearest 10. He is not sure whether the answer is 20 or 30. What would you say to help him decide? Place these numbers on the number line: 53, 66, 58. 50 60 70 Explain how this helps you round each number to the nearest 10.	50 60 70
I can find half or quarter of a shape or a group of objects	Make lines on a circular paper plate to form quarters. Place 12 counters onto the plate so that there are the same number of counters on each quarter. Explain how you did this.	

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My understanding of addition and subtraction and their relationship		
My I can statements	**Examples of questions I can answer**	**My working and answers**
I can use mathematical words to explain how I solve addition and subtraction problems	Read this problem then explain how you would work it out: Demi has a 20p coin and a 10p coin. How much more money does she need to buy a comic that costs 50p? Write a number sentence to show your answer. Explain how to find the missing number: ☐ – 8 = 25	☐ – 8 = 25
I can explain how I know whether to use addition or subtraction to solve a problem	Say whether you would use addition or subtraction to solve each of these problems and explain how you know: Jude is five years older than Mark. Mark is seven years old. How old is Jude? There are some yellow and some orange flowers in a vase. There are 14 flowers altogether. Six are yellow. How many are orange?	
I can record how I solve addition and subtraction problems	Use equipment, drawings or jottings to solve this problem: Samir is running a 50-metre potato race. He drops his potato after 18 metres. How much further does he have to go?	
I can solve subtraction problems by taking away or by counting on	Explain your method for each of these problems: Jason took 40p to the school fete. He has spent 15p. How much money does he have left? Peter is 12 and Casey is nine. How much older is Peter than Casey?	
I can say the subtraction that matches an addition sentence and the other way round	Place the numbers 6, 15 and 9 into these number sentences: ☐ + ☐ = ☐; ☐ – ☐ = ☐ Find as many addition and subtraction sentences as you can that use these numbers: 26, 18, 8, 10, 16, 34	☐ + ☐ = ☐ ☐ – ☐ = ☐

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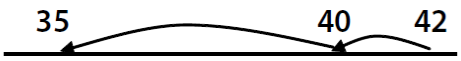
My use of mental calculation strategies to solve problems involving addition and subtraction		
My I can statements	**Examples of questions I can answer**	**My working and answers**
I can add or subtract a one-digit number to or from a two-digit number	Connor drew this number line. What calculation did he work out?  Draw your own number line to show how you would work out 37 + 8.	
I can add or subtract a multiple of 10 to or from a two-digit number	What number is 30 less than 64? Explain your method. What is the missing number in the number sentence below? How do you know? 57 + ☐ = 97	57 + ☐ = 97
I can subtract by counting back or by finding the difference	Work out these two calculations: 32 – 5 and 32 – 29 Explain how you did each subtraction. Did you choose the same method? If not, why not?	
I can choose how to solve a problem and explain my method	Megan and Jack are growing beans. Megan's plant is 25 cm tall. Jack's is 38 cm tall. How much taller is Jack's plant than Megan's? Explain how you worked this out. Jess has saved 62p. She spends 5p. How much money does she have left?	
I can record my working for an addition or subtraction problem	Work out the difference between the number of boys in your class and the number of girls. Record how you solved the problem so that someone else could understand what you did.	

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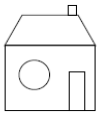
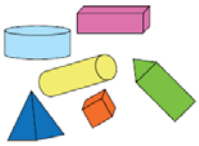
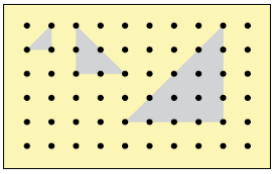
My skills in recognising and describing shapes		
My I can statements	**Examples of questions I can answer**	**My working and answers**
I can recognise and name common 2-D and 3-D shapes	Identify the shapes that are pentagons. Explain how you know.	
I can describe shapes, using mathematical words	Pick up and look carefully at these three shapes. Do they all have straight edges and flat faces? What else is the same about them? What is different? Look at this picture. Don't let your partner see it. Using the names of shapes, tell your partner how to draw it. 	
I can sort shapes and explain how I sorted them	Rick sorts these shapes into those with five flat faces and those with four or less flat faces. Decide which shapes will go in each set.  Now choose your own way to sort this set of shapes. Explain how you have done it.	
I can draw shapes of different sizes and decide if they are the same or not	 What is the same and different about these three shapes? What mathematical language can you use to describe them?	
I can visualise shapes	Imagine a cube. Four faces are yellow, the rest are blue. How many faces are blue? Imagine a pyramid with a square face. What shapes are the other faces? How many vertices does it have? How many edges?	

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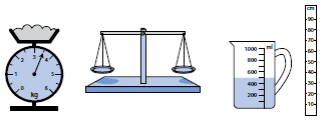
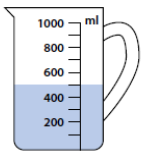
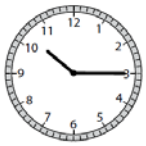
My understanding and use of standard units and equipment to measure		
My I can statements	**Examples of questions I can answer**	**My working and answers**
I can choose a suitable unit of measure	Suggest sensible units you might use to measure: the height of your table; how much water is in a cup; the weight of my reading book; how long it takes me to wash my hands.	
I can choose a sensible measuring instrument	Choose a piece of equipment to help you measure: the weight of your shoe; how long the classroom is; how long this lesson lasts; how much water a cup holds. 	
I can read a scale to take a measurement	How long is this line? Now draw a line 2 cm longer than this one.  How much water is in this measuring jug?	
I can make a sensible estimate for a measurement	Find an object in the classroom that you think is about 10 cm long. About how heavy do you think your pencil case is?	
I can solve problems by measuring	If I programme my floor turtle to go forward three metres is there enough room in the classroom? How could you measure to find out?	
I can use clocks and time lines to tell the time and order events	 What time does this clock show? Draw a clock showing the time half an hour later. Show your school day on this time line. When do you leave home, have breaks, go back home, etc.?	

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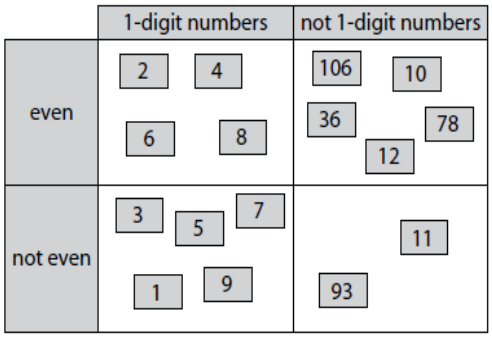
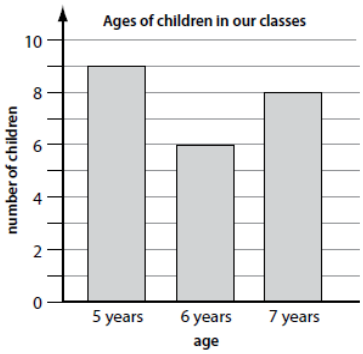
My skills in organising and interpreting data to answer questions		
My I can statements	**Examples of questions I can answer**	**My working and answers**
I can sort objects and explain how I sorted them	Choose your own headings to sort a set of 0 to 9 cards. Explain how you sorted them. Look at this Carroll diagram. Where should 15 go?	
I can organise information into lists and tables	Write the numbers from 1–30 into a table to show which are multiples of 5. What do you notice?	
I can create a pictogram or block graph to show information	Find out how many girls and how many boys are in your class. Show this information in a table and in a pictogram.	
I can read information from tables and graphs and use this to answer questions	Class 2 made a graph. How many children are five years old? What is the total number of children in the class? KS1 2003 © QCA	
I can suggest what information to collect and how to do it in order to solve a problem	The school cook wants to find a new meal that children would like to eat. How could you help her to choose a meal to cook that would be popular?	

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