What I can do in mathematics – level 3

© Crown copyright 2009

Name: ……..

My understanding of numbers		
My I can statements	**Examples of questions I can answer**	**My working and answers**
I can find a missing number in a sequence	Find the next two numbers: 189, 192, 195, __, __ Find the missing numbers: ( ) (738) (728) (718) ( ) ( )	
I understand the value of each digit in a three-digit number and can explain how I know	Max puts these numbers in order from smallest to largest. What would be the third number? 835, 535, 538, 388, 508 How many three-digit numbers is it possible to write if they all have 6 in the tens column?	
I can multiply/divide a number by 10	Ann says that 38 x 10 is 308. Explain how you know she is wrong. How many £10 notes are needed to make £470?	
I can round numbers to find approximate answers to calculations or problems	Which of these numbers is closest to the answer of 342 – 119: 200 220 230 250 300	
I can order negative and positive numbers	The temperature at noon on Monday is ¯2°C and on Tuesday is ¯6°C. Which day was warmer at noon? Explain how you know.	
I can solve problems that involve decimal numbers as money or measures	How many 10p pieces do you need to make £2.30? Samir walks 0.8 km. How many metres is this?	
I can recognise and write a fraction of a shape	Would a chocolate lover rather have $^{1}/_{2}$ or $^{3}/_{5}$ of this bar of chocolate? Explain your answer. 	

© Crown copyright 2009

Name: …….....

My mental addition and subtraction		
My I can statements	**Examples of questions I can answer**	**My working and answers**
I can add two-digit numbers, choosing an efficient method	What number is 27 more than 45? What number is 19 more than 45? Explain how you worked out these two calculations. Work out the missing digits: 3□ + □2 = 85	
I can subtract two-digit numbers, choosing an efficient method	Work out these subtraction calculations: 72 – 5 72 – 68 70 – 3 82 – 15 32 – 28 70 – 66 Did you use the same method for each calculation? If not, why not? Explain your methods to a friend and compare your methods with theirs.	
I can record the steps of my addition/subtraction methods	Work out 47 + 38. Record how you work this out and explain what you have written.	
I can check my answer to a calculation	Paul says 72 –15 = 63. Write down an addition calculation that you could do to check this. Paul's working is: 70 – 10 = 60 and 5 – 2 = 3 so 72 – 15 = 63 Can you identify where Paul has gone wrong?	
I can use addition and subtraction to solve problems	Layla has 45p in her money bank and 28p in her purse. How much more money does she need to buy a comic that costs £1?	

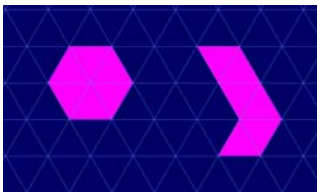
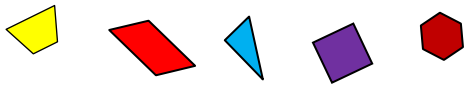
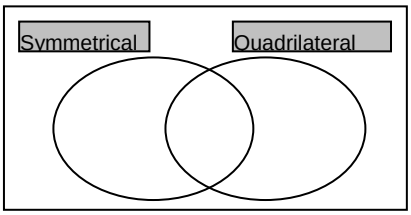
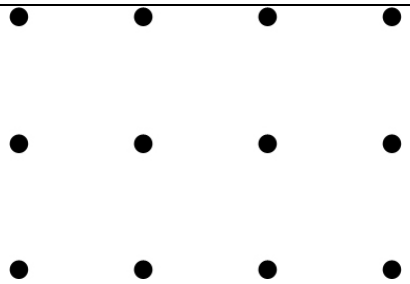
© Crown copyright 2009

Name: …….....

My understanding of multiplication and division		
My I can statements	**Examples of questions I can answer**	**My working and answers**
I can give the multiplication sentence that is linked to a division sentence and vice versa	What multiplication could you work out to check 32 ÷ 4 = 8? What is the missing number: 35 ÷ □ = 5? How do you know?	
I can multiply a two-digit by a one-digit number and record the steps I take	What is 20 x 3? Use your answer to work out 21 x 3, 22 x 3, 23 x 3... Explain how you did this. In a pile of coins, 17 are 5p coins. How much is this in total? Record your working.	
I can divide a two-digit by a one-digit number and record the steps I take	How can you use the fact that 60 ÷ 3 = 20 to help you find 72 ÷ 3? Divide 75 by 5, recording your working.	
I can solve problems that involve multiplication or division	My dad does 25 minutes of exercise every day. How much exercise does he do in a week? 36 children need to sit on benches. Five children can sit on one bench. How many benches are needed?	
I can find fractions of amounts	There are 28 children in the class. $^{3}/_{7}$ of them are girls. How many girls is this?	

© Crown copyright 2009

Name: …….....

My understanding of shapes		
My I can statements	**Examples of questions I can answer**	**My working and answers**
I can recognise 2-D and 3-D shapes and describe their properties	Describe some ways in which these two shapes are the same and some ways in which they are different.  Which shape is regular? Describe how you know.	
I can sort shapes describing how I have classified them *I can identify whether shapes are symmetrical*	Place the shapes below in the correct place in the Venn diagram.  Make one shape of your own to add to each section of the diagram.	
I can draw shapes on a grid	On the grid join dots to make a triangle which does not have a right angle. Use a ruler. Can you draw a triangle with a line of symmetry that does not have a right angle?	
I can visualise shapes	Imagine a square cut along a diagonal to make two triangles. Describe these two triangles. If you join the different sides of the two triangles together, what new shapes can you make? What do these new shapes look like?	

© Crown copyright 2009

Name: …….....

My problem solving using money and measures		
My I can statements	**Examples of questions I can answer**	**My working and answers**
I can identify what operation(s) I need to do to solve a problem	Ben and Jess are answering this problem: Mary has collected 61 key rings, Jo has 45. How many more key rings does Mary have than Jo? Ben does the calculation 61 + 45. Jess does the calculation 61 – 45. Who is correct? Explain how you know.	
I can jot down the steps to show how I worked out a problem	Josh buys one coconut and half a kilogram of bananas. What does he pay? Based on KS2 2005 Paper B level 3. © QCA Coconut Bananas 78p £1.50 per kg Show your working. Explain your method to a friend.	
I can explain how I solved a problem		
I can solve problems involving money	Holly has these coins. She wants to buy a notebook costing £1.50. How much more money does she need? I pay for a coach trip costing £7.80 with a £10 note. How much change should I get?	
I can solve problems that involve measures	A jug holds 2 litres of juice. How many 150 ml cups of juice can be filled from the jug? How much juice will be left in the jug?	
I can solve problems that involve time	A film starts at 6:30 pm and ends at 8:10 pm. How many minutes does the film last? I travel on a journey lasting 1 hour 25 minutes. The train leaves the station at 7:45 am. What time does the train arrive?	

© Crown copyright 2009

Name: …….....

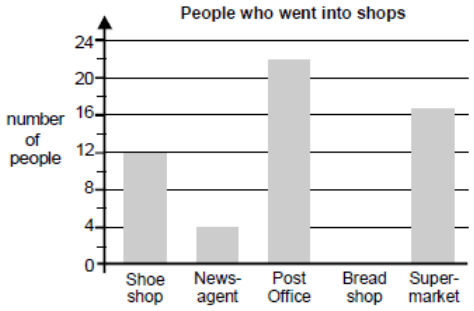
<table>
<tr><th colspan="3">My problem solving using tables and graphs</th></tr>
<tr><th>My I can statements</th><th>Examples of questions I can answer</th><th>My working and answers</th></tr>
<tr><td>I can read information accurately from different sorts of graphs and charts

I can interpret the scales along the axes of a graph to read data accurately</td><td>Chris did a survey of the number of people who went into shops in one hour.

How many people went into the supermarket during the hour?

13 people went into the bread shop.

Represent this information on the graph.

Based on KS2 1997 Paper B level 3. © QCA</td><td> 
</td></tr>
<tr><td>I can work out what information to use to answer a data-handling question

I can identify what calculations need to be done to answer a data-handling problem</td><td>This table shows the numbers of children who went walking, sailing or climbing at an outdoor centre.

<table>
<tr><th></th><th>May</th><th>June</th><th>July</th></tr>
<tr><td>walking</td><td>25</td><td>80</td><td>75</td></tr>
<tr><td>sailing</td><td>15</td><td>42</td><td>50</td></tr>
<tr><td>climbing</td><td>18</td><td>27</td><td>23</td></tr>
</table>

How many children went sailing in May, June and July altogether?

In June, how many more children went walking than climbing?

Based on KS2 2000 Paper A level 3. © QCA</td><td></td></tr>
</table>

Acknowledgments

Three questions taken from Key Stage 2 Maths 1997–2005. © Qualifications and Curriculum Authority. Used with kind permission.

QCA test questions and mark schemes can be found at www.testbase.co.uk

© Crown copyright 2009