

# What I Can Do My Own Mathematics 

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, $\qquad$ , - <br> Find the missing numbers: 738 <br> 728 <br> 718 |  |
| I understand what each digit in a three-digit number is worth and can explain how I know | Max puts these numbers in order from smallest to largest. What would be the third number? $835,535,538,388,508$ <br> How many three-digit numbers is it possible to write that have 6 in the tens column? |  |
| I can multiply/divide a number by 10 | Ann says that $38 \times 10$ is 308 . Explain how you know she is wrong. <br> 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 $\begin{array}{\|rrrrr} 342-119: \\ 200 & 220 & 230 & 250 & 300 \end{array}$ |  |
| I can order negative and positive numbers | The temperature at noon on Monday is $-2^{\circ} \mathrm{C}$ and on Tuesday is $-6^{\circ} \mathrm{C}$. 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 $£ 2.30$ ? <br> 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 $1 / 5$ of this bar of chocolate? Explain your answer. $\square$ |  |

# What I Can Do My Own Mathematics 

Name:
My Mental Addition and Subtraction

| My I can statements | Examples of questions I can answer | My working and answers |
| :---: | :---: | :---: |
| I can add <br> two-digit <br> numbers, <br> 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. <br> Work out the missing digits: $3 \square+\square 2=85$ |  |
| I can subtract <br> two-digit <br> numbers, <br> choosing an efficient method | Work out these two subtraction calculations: $72-5 \quad 72-68$ <br> 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. <br> Paul's working is: 70-10=60 and $5-2=3 \text { so } 72-15=63$ <br> Can you identify where Paul has gone wrong? |  |
| I can use addition and subtraction to solve problems | I have 45 p in my money bank and 28 p in my purse. How much more money do I need to buy a comic that costs $£ 1$ ? |  |

# What I Can Do My Own Mathematics 

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 $32 \div 4=8$ ? <br> What is the missing number: <br> $35 \div \square=5$ How do you know? |  |
| I can multiply a two-digit by a one-digit number and record the steps I take | What is $20 \times 3$ ? Use your answer to work out $21 \times 3$. Explain how you did this. <br> What is the total value of seventeen 5p pieces? 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 $60 \div 3=20$ to help you find $72 \div 3$ ? <br> 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? <br> 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. $3 / 4$ of them are girls. How many girls is this? |  |

# What I Can Do My Own Mathematics 

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. <br> Which shape is regular? Describe how you know. |  |
| I can sort shapes describing how I have classified them <br> I can identify whether shapes are symmetrical | Place the shapes below in the correct place in the Venn diagram. <br> Make one shape of your own to add to each section of the diagram. |  |
| I can visualise shapes | On the grid join dots to make a triangle which does not have a right angle. Use a ruler. |  |

# What I Can Do My Own Mathematics 

Name:

## My Problem Solving using Money and Measures

| My I can statements | Examples of questions <br> 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: <br> Mary has collected 61 key rings, Jo has 45. How many more keyrings does Mary have than Jo? <br> 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 <br> I can explain how I solved a problem | Josh buys one coconut and half a kilogram of bananas. What does he pay? <br> Coconut 78p <br> Bananas <br> $£ 1.50$ per kg <br> Show your working. <br> Explain your method to a friend. |  |
| I can solve <br> problems <br> involving <br> money, <br> including <br> finding change | Holly has these coins. <br> She wants to buy a notebook costing $£ 1.50$ <br> How much more money does she need? <br> 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. <br> How many 200 ml cups of juice can be filled from the jug? |  |
| I can solve problems that involve time | A film starts at 6.30 p.m. and ends at 8.10 p.m. How long is it? |  |

# What I Can Do My Own Mathematics 

Name:

## My Problem Solving using Tables and Graphs



## What I Can Do in Mathematics Level 3




## CityChallenge

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