



# Number problems – Natalie and Kerry

## Objectives

The relevant framework objective is:

- use all four operations to solve simple word problems involving numbers and quantities (including time) (key objective).

## Activity description

The pupils were given word problems involving money, which required the use of all four number operations.

## Commentary

One distinction between demand at level 3 and level 4 is the use of an increased range of numbers together with effective written and mental methods for computation.

In the examples given, Natalie and Kerry use all four operations, and recall multiplication facts to 100.

The pupils' responses to these problems are typical of performance at level 4.



## Items of work

Natalie's written response to a number problem

Jenny buys a car. She pays £53 per month for 39 months. How much does she pay altogether?

$$10 \times 53 = 530$$

$$20 \times 53 = 1060$$

$$40 \times 53 = 2120$$

$$2120 - 53 = 2067$$

$$39 \times 53 = 2067$$

$$\text{Total} = \text{£}2067$$



## Kerry's written response to a number problem

Danny had 526 Sweets. He wanted to put them in bags of 20. How many bags of 20 could he fill?

There are 100 Sweets in 5 bags  
So in 25 bags there are 500 Sweets.  
We now have 26 sweets left so that is one more bag.

Total = 26 bags with 6 Sweets in one other bag.



## About this entry

Subject: mathematics

Year: 5

Key stage: 2

NC programme of study: Ma2p4a

Attainment target: Ma2

Evidence for: level 4

Framework for teaching mathematics – objectives:

- Use all four operations to solve simple word problems involving numbers and quantities (including time).