

# Oak Class Learning Journey

## Maths, Term 2

Happiness, Progress, Success!

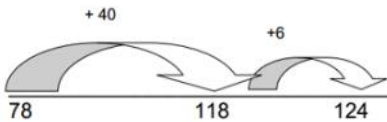


Collaboration Creativity Independence Resilience Reflection

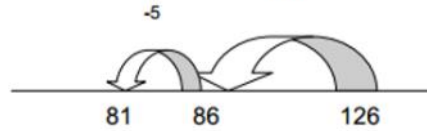
### Maths

- I can add and subtract numbers mentally.

$$78 + 46 = 124$$



-40



$$63 + 32 = 95$$

$$\begin{array}{r} 60 + 3 \\ + 30 + 2 \\ \hline 90 + 5 = 95 \end{array}$$

'Partition the numbers into tens and ones/units. Add the tens together and then add the ones/units together. Recombine to give the answer.'

- I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

#### Addition: Column Method

<p>1</p> $\begin{array}{r} 453 \\ +348 \\ \hline \end{array}$ <p>Place the numbers one on top of the other, lining up the hundreds, tens and ones.</p>	<p>2</p> $\begin{array}{r} 453 \\ +348 \\ \hline 1 \end{array}$ <p>Add the ones and write the answer</p>	<p>3</p> $\begin{array}{r} 453 \\ +348 \\ \hline 1 \end{array}$ <p>Regroup any tens under the tens column.</p>
<p>4</p> $\begin{array}{r} 453 \\ +348 \\ \hline 01 \end{array}$ <p>Add the tens including any tens you have regrouped. Regroup any hundreds under the hundreds column.</p>	<p>5</p> $\begin{array}{r} 453 \\ +348 \\ \hline 801 \end{array}$ <p>Add the hundreds including any hundreds you have regrouped.</p>	<p>6</p> $\begin{array}{r} 453 \\ +348 \\ \hline 801 \\ 11 \end{array}$ <p>Check your answer.</p>

#### Subtraction: Column Method

<p>1</p> $\begin{array}{r} 453 \\ -348 \\ \hline \end{array}$ <p>Place the numbers one on top of the other, lining up the hundreds, tens and ones.</p>	<p>2</p> $\begin{array}{r} 453 \\ -348 \\ \hline \end{array}$ <p>Subtract the ones (note that the answer is 3 - 8 is negative)</p>	<p>3</p> $\begin{array}{r} 4\cancel{5}3 \\ -348 \\ \hline 5 \end{array}$ <p>Exchange a 10 from the 50 to give 11 ones. Subtract the ones: 11 - 8 = 3.</p>
<p>4</p> $\begin{array}{r} 4\cancel{5}3 \\ -348 \\ \hline 05 \end{array}$ <p>Subtract the tens: 40 - 40 = 0.</p>	<p>5</p> $\begin{array}{r} 4\cancel{5}3 \\ -348 \\ \hline 105 \end{array}$ <p>Subtract the hundreds: 400 - 300 = 100.</p>	<p>6</p> $\begin{array}{r} 4\cancel{5}3 \\ -348 \\ \hline 105 \end{array}$ <p>Check your answer.</p>

- I can estimate the answer to a calculation and use inverse operations to check answers.

Use the inverse to complete this calculation:

$128 - 34 = 94$

$128 - 94 = 34$

$28 + 6 = 34$

- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

### Bar Modelling

Look at this simple bar model.  
What addition and subtraction calculations could it represent?

100

45                      55

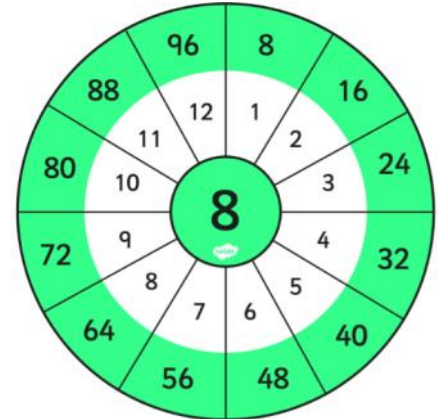
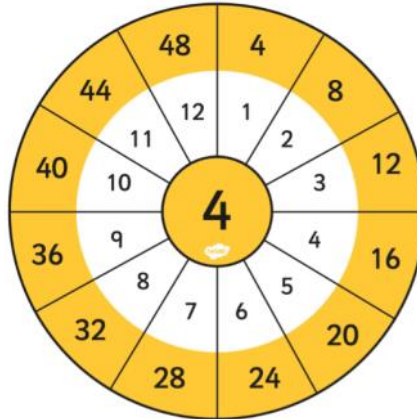
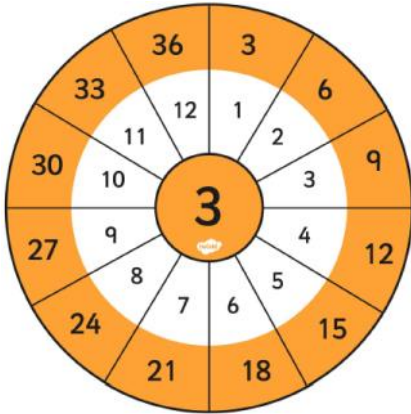
$45 + ? = 100$   
 $100 - 45 = ?$

$45 + 55 = 100$   
 $100 - 45 = 55$

So what number is missing from the bar model? How do you know?

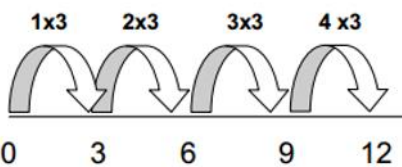
## Maths

- I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.



- I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

$$4 \times 3 = 12$$



Grid Method (teen number multiplied by a one-digit number):

$$13 \times 8 = 104$$

X	10	3
8	80	24

$$80 + 24 = 104$$

$$13 \times 8 = 104$$

$$\begin{array}{r} 10 + 3 \\ \times 8 \\ \hline 24 \quad (3 \times 8) \\ + 80 \quad (10 \times 8) \\ \hline 104 \end{array}$$

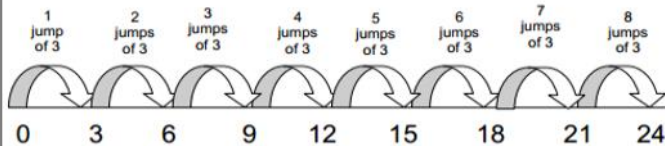
Formal short multiplication:

$$\begin{array}{r} 13 \\ \times 8 \\ \hline 104 \end{array}$$

Using an empty number line to count forwards...

$$24 \div 3 = 8$$

'How many threes in 24?'



$$24 \div 3 = 8$$

This can also be recorded as...

$$\begin{array}{r} 8 \\ 3 \overline{) 24} \end{array}$$

'Twenty four divided by three equals eight.'

'How many threes are there in twenty four?'

- I can solve problems, including missing number problems, involving multiplication and division, and solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

- A teacher asks some children to arrange some chairs into 12 rows of eight chairs. How many chairs will be laid out?



- A teacher has 7 packs of 12 pencils and 2 packs of 54 pencils. The teacher shares these pencils out into 8 pencils pots. How many pencils will be in each pot?



# Oak Class Learning Journey

## English, Term 2

Happiness, Progress, Success!



*Collaboration Creativity Independence Resilience Reflection*

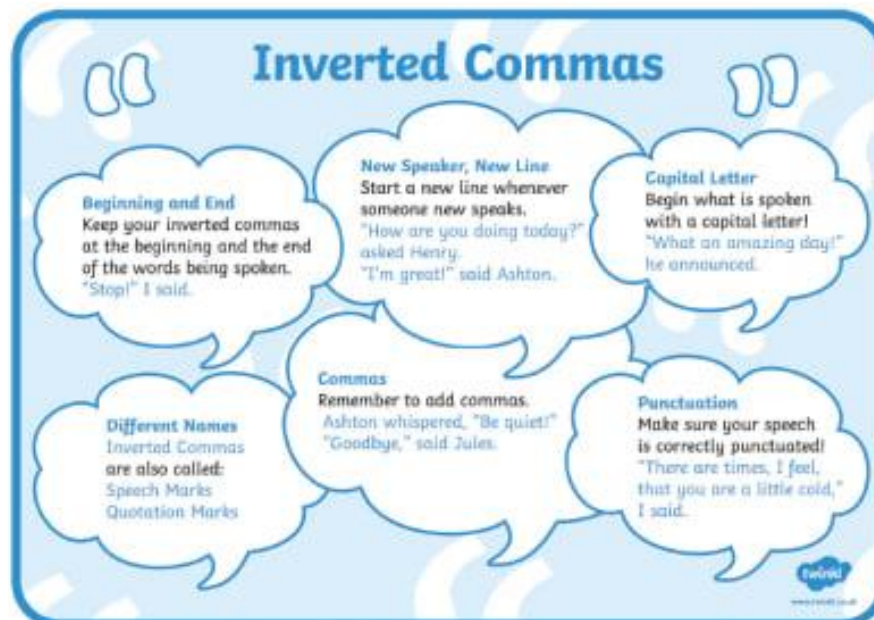
- I can extend the range of sentences with more than one clause by using a wider range of conjunctions.

### Joining Clauses

Clauses can be joined with:

- Coordinating conjunctions** (join two independent clauses)  
– AKA “FANBOYS” for, and, nor, but, or, yet, so
- Subordinating conjunctions** (join dependent clause to independent clause)  
Some examples:  
– if, since, because, with, when, whether, while

- I can use and punctuate direct speech.



- I can indicate possession by using the possessive apostrophe with plural nouns.



## English

- I can use fronted adverbials and use commas correctly after them.

'Fronted' adverbials are 'fronted' because they have been moved to the front of the sentence, before the verb. In other words, fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows.

*Before the sun came up, he ate his breakfast.*  
*All night long, she danced.*  
*As fast as he could, the rabbit hopped.*  
*Under the clock, he stood and waited.*  
*By the train station, we met.*

- I can use conjunctions, adverbs and prepositions to express time and cause

Using Conjunctions, Adverbs and Prepositions - to express time, place and cause		
Conjunctions link words and phrases together. Adverbs modify verbs, adjectives and clauses. Prepositions describe location, place and time. Remember that some words can appear in more than one column because they can belong to more than one word class.		
conjunctions	adverbs	prepositions
when	then	before
before	next	after
while	soon	during
so	always	in
because	yesterday	because of
since	here	above
where	eventually	below
later	later	under
unless	now	through
until	therefore	
	frequently	

- I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

NOUN	PRONOUN
Name of a person, place, thing or idea.	A pronoun is used in place of a noun or noun phrase to avoid repetition.
Examples: Daniel, London, table, hope - <i>Mary</i> uses a blue <i>pen</i> for her <i>notes</i> .	Examples: I, you, it, we, us, them, those - I want <i>her</i> to dance with <i>me</i> .

- I can use the present perfect form of verbs in contrast to the past tense.

## Making the Present Perfect Tense

### A little extra word...

- Present perfect** tense uses the **auxiliary** verb **HAVE** before the main verb.
- Use '**have**' for I / you / we / they.
- Use '**has**' for he / she / it.

- My friend Kshaan has lived in this town for five years.
- We have been best friends all that time.