

Oak Class Learning Journey

Maths, Term 1

Happiness, Progress, Success!



Collaboration Creativity Independence Resilience Reflection

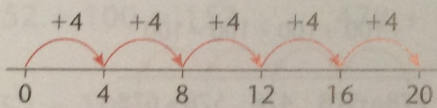
Maths

- count from 0 in multiples of 4, 8, 50 and 100

TARGET To count in multiples of 4, 8, 50 and 100 from 0.

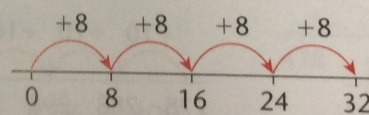
Examples

Count on five steps of 4 from 0.



Answer 20

Count on four steps of 8 from 0.



Answer 32

- find 10 or 100 more or less than a given number

TARGET To find 10 or 100 more or less than a given number.

Examples

$$52 + 10 = 62$$

$$52 + 100 = 152$$

$$52 - 10 = 42$$

$$478 + 10 = 488$$

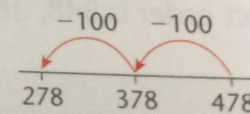
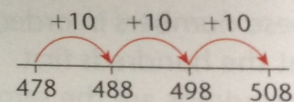
$$478 + 100 = 578$$

$$478 - 10 = 468$$

$$478 - 100 = 378$$

$$478 + 30$$

$$478 - 200$$



- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

TARGET To recognise the place value of each digit in a 3-digit number.

Example

548 The 5 has a value of 500.

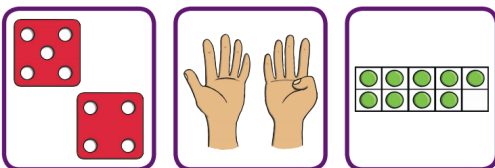
The 4 has a value of 40.

The 8 has a value of 8.

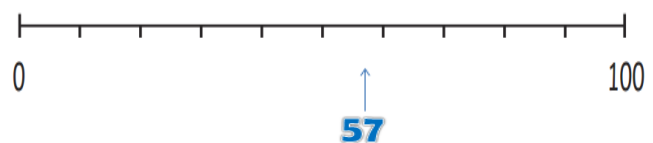
Knowing the value of the digits means that you are able to partition numbers.

$$548 = 500 + 40 + 8$$

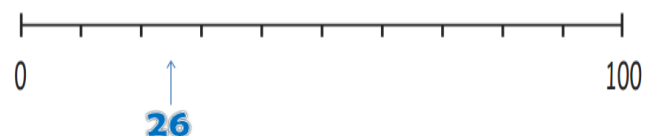
- identify, represent and estimate numbers using different representations



57



26



Maths

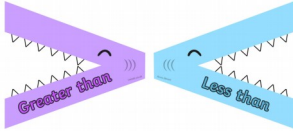
- compare and order numbers up to 1000

$$38 > 20$$

$$88 < 91$$

TARGET To compare and order numbers up to 1000.

Examples
Put these numbers in order, smallest first. 384 438 348
Look at the hundreds first. 384 438 348
If the hundreds are the same look at the tens. 384 348
The correct order is 348, 384, 438.



- read and write numbers up to 1000 in numerals and in words

TARGET To read and write numbers to 1000 in numerals and in words.

1 one	9 nine	17 seventeen	60 sixty
2 two	10 ten	18 eighteen	70 seventy
3 three	11 eleven	19 nineteen	80 eighty
4 four	12 twelve	20 twenty	90 ninety
5 five	13 thirteen	21 twenty-one	100 hundred
6 six	14 fourteen	30 thirty	1000 thousand
7 seven	15 fifteen	40 forty	
8 eight	16 sixteen	50 fifty	

The way we read a digit depends upon its position in the number.

Examples

39 reads *thirty-nine*

392 reads *three hundred and ninety-two*

3926 reads *three thousand nine hundred and twenty-six*

- I can solve number problems and practical problems involving these ideas.

Roald Dahl Maths LKS2 Challenge Cards

4. The Centipede has 45 pairs of feet. How many feet in total is that?

Roald Dahl Maths LKS2 Challenge Cards

7. Tins of spaghetti cost 33p. How many tins could Mrs Twit buy with £2 to mix with worms for Mr Twit's dinner? Would she have any change?

Oak Class Learning Journey

English, Term 1

Happiness, Progress, Success!



Collaboration Creativity Independence Resilience Reflection

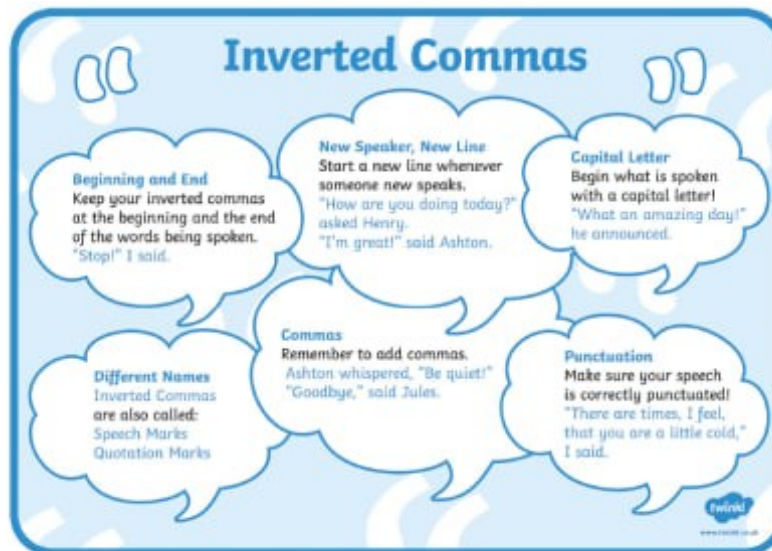
- I can extend the range of sentences with more than one clause by using a wider range of conjunctions.

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
<i>Name of a person, place, thing or idea.</i>	<i>A pronoun is used in place of a noun or noun phrase to avoid repetition.</i>
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.