

Oak Class Learning Journey

Maths, Term 6

Happiness, Progress, Success!



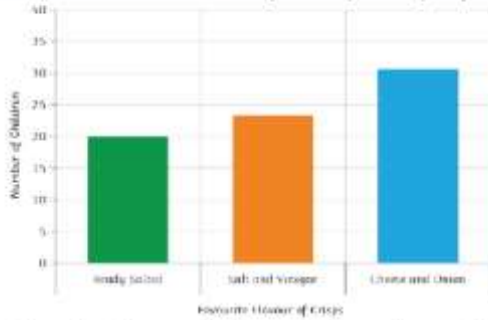
Collaboration Creativity Independence Resilience Reflection

Maths

- I can interpret and present data using bar charts, pictograms and tables.

Bar Chart

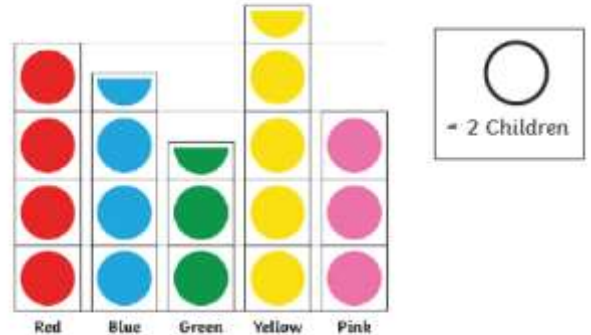
A bar chart to show children's favourite flavour of crisps:



A bar chart has a horizontal axis and a vertical axis. Bars are used to show the data value of each category. There must be a gap between each bar. The scale of the bar chart is chosen based on the data range.

Pictogram

A pictogram to show children's favourite colour:



A pictogram uses pictures or symbols to represent data. This pictogram uses one picture or symbol to represent two or more values.

Frequency Table

Eye Colour	Tally	Frequency
brown		6
blue		8
green		3
grey		4
hazel		5

Tally marks are used for counting things. Each vertical line represents one unit. The fifth tally mark in a group is always drawn across the first four to make it easier to count. The frequency column is completed after all the data has been collected.

- I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

Tables

Some children researched how a class of children had travelled to school.

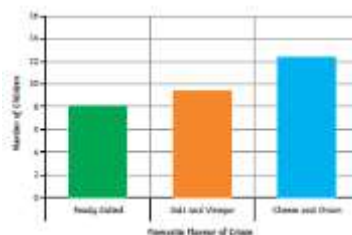
Use the data in this table to create a scale bar chart or pictogram.

Mode of transport	Number of children
Walk	15
Car	8
Bus	5
Bicycle	4

Which scale would you choose?

Bar Charts

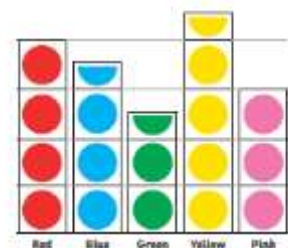
Bar charts use a bar on a scale to represent data.



What is the total number of children surveyed?

Pictogram

The scaled pictogram uses one picture or symbol to represent two or more values.



How many fewer children chose red as their favourite colour as compared with those who chose blue and green?

Oak Class Learning Journey

English, Term 3

Happiness, Progress, Success!



Collaboration Creativity Independence Resilience Reflection

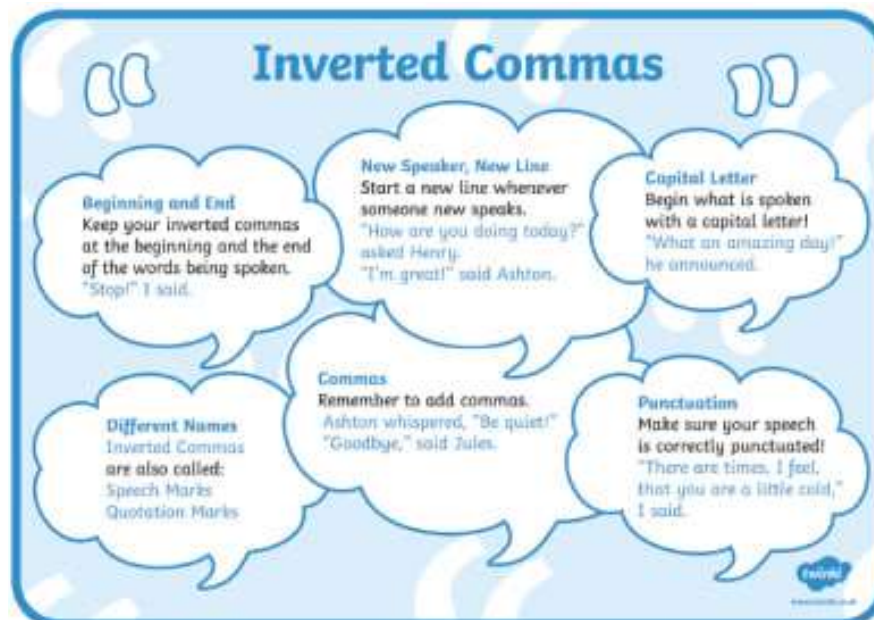
- I can extend the range of sentences with more than one clause by using a wider range of conjunctions.

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		
<i>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.</i>		
conjunctions	adverbs	prepositions
<i>when</i>	<i>then</i>	<i>before</i>
<i>before</i>	<i>next</i>	<i>after</i>
<i>while</i>	<i>soon</i>	<i>during</i>
<i>so</i>	<i>always</i>	<i>in</i>
<i>because</i>	<i>yesterday</i>	<i>because of</i>
<i>since</i>	<i>here</i>	<i>above</i>
<i>where</i>	<i>eventually</i>	<i>below</i>
<i>later</i>	<i>later</i>	<i>under</i>
<i>unless</i>	<i>now</i>	<i>through</i>
<i>until</i>	<i>therefore</i>	
	<i>frequently</i>	

- 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>
<i>Examples: Daniel, London, table, hope - Mary uses a blue pen for her notes.</i>	<i>Examples: I, you, it, we, us, them, those - I want her to dance with 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.