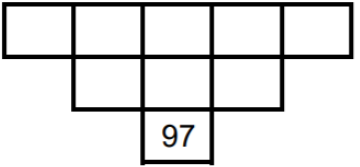
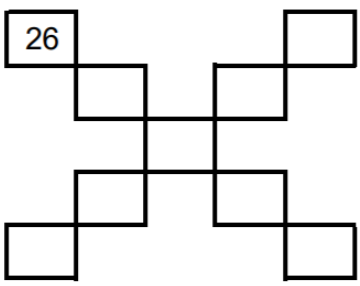
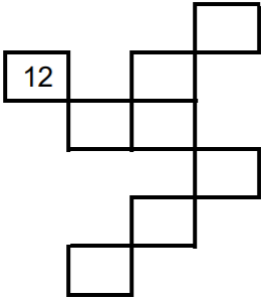
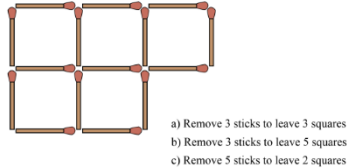


Ngunnawal Primary School **Year 5/6 Maths Learning** **Matrix**

Subtracting with zeros	Add and Subtract 1 and 10	Addition	Multiplication
Learning Intention: I can subtract from numbers with multiple zeros Success Criteria: - Place the calculation in the vertical algorithm - Start from the Ones and subtract going towards the higher values - Take from the next column on the left, if the top number is too small - Take from the next significant value if I have multiple zero place holders - I must not skip columns when taking from the column on the left Learning Task: Create 2-digit up to 7-digit number numbers with place holders (e.g. 60 or 120,000) Create a 2-digit up to 7-digit number numbers less than the first number and subtract the second number from the first.	Learning Intention: I can add and subtract 1 or 10 to an integer Success Criteria: - Identify what number to add or subtract - Add or subtract 1 or 10 - Fill in the missing number Learning Task: 1.  2. 	Learning Intention: I can apply my addition skill to real-life situations. Success Criteria: - Add prices together - Create a budget Learning Task: Plan a party- Budget \$200 - Use catalogues to locate items you will need to plan your party. - Add up the price of the items. Record your working out in your workbook. - Share your work via Seesaw	Learning Intention: I can recite my times tables from 1 to 4. Success Criteria: - Correctly recall my times tables. Learning Task: - Recite your times tables from 1-4.
Plotting Coordinates	Place values and Number	Number of the Day	Multiplication
Learning Intention: I can plot coordinates Success Criteria: Draw a Cartesian plane	Learning Intention: I can identify different representation of a given number Success Criteria:	Learning Intention: I can identify different representations of a given number Success Criteria:	Learning Intention: I can say my times tables from 5 to 8. Success Criteria: I can solve my times tables

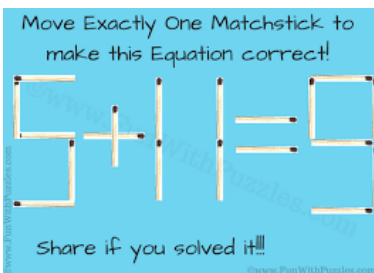
• Number the x-axis and y-axis • Draw shapes on the plane • identify the coordinates for the vertices for the shapes you have drawn Learning Task: Students will draw a 1 quadrant or 4 quadrant Cartesian plane and plot some coordinates to create regular and irregular 2-D shapes.	• Define the value of the digits in a number. • Explain how different integers can combine to create the same number • Explore examples of the four operations (add, subtract, multiply and divide) that will make your number. Learning Task: • Choose a number based on my level of understanding (2-digits to 4-digits) • Write the number as expanded notation (26 = 20 + 6) • Place value of each digit • Round to the nearest 10, 100, 100, 10,000 • Double the number • Halve the number • Use 2 factors to create your number	• Define the value of the digits in a number. • Explain how different integers can combine to create the same number • Explore examples of the four operations (add, subtract, multiply and divide) that will make your number. Learning Task: NOD: 472 or 9478 • Write the number as expanded notation (26 = 20 + 6) • Place value of each digit • Round to the nearest 10, 100, 100, 10,000 • Double the number • Halve the number • Use 2 factors	Learning Task: recite your times tables from 5-8.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
Solve subtraction problems	Problem Solving	Addition word problems	Multiplication																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
Learning Intention: I can subtract from numbers with multiple zeros Success Criteria: 1. Read the word problem carefully 2. Identify the numbers I will use for my calculation 3. Follow steps from the first lesson to subtract Learning Task: Complete these questions <table><tr><td>12,444</td><td>B</td></tr><tr><td colspan="2">86,268</td></tr></table>	12,444	B	86,268		Learning Intention: I can add and subtract 1 or 10 to an integer Success Criteria: • Use logical reasoning skills to solve problem Learning Task: 1. <table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td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$\begin{array}{r} 4\ 9\ 0\ 3\ 2\ 7 \\ -\ 1\ 2\ 8\ 2\ 1\ 8 \\ \hline \end{array}$ Michael chooses a number between 10,000 and 15,000. He adds 23,154. His answer is 33,904. What is his starting number? Jazmin chooses a number 300,000. She subtracts 123,468. Lily chooses a number 410,000. She subtracts 130,982.	2.  3. Create your own pattern	2. Alison bought a house for \$482,402. She sold it 5 years later and received \$849,957. What was her profit? 3. In January, there were 34,371 newborn dragons. The dragons were silver and black, with large scales. In February, another 61,428 dragons were born. However, in March, 42,985 dragons died. How many dragons are there?	
Subtraction Problem solving	Problem Solving	Number of the Day	Problem solving
Learning Intention: I can solve subtraction problems Success Criteria: Login to Studyladder Chose a task from subtraction Problem-Solving pod Complete the task Learning Task: Students need to solve a range of subtraction problems using their knowledge of subtraction	Learning Intention: I can solve problems involving mathematical concepts Success Criteria: Use problem solving skills to solve Learning Task: Solve problems  2. What is the biggest number possible by moving 2 matchsticks?  3.	Learning Intention: I can identify different representation of a given number Success Criteria: - Define the value of the digits in a number. - Explain how different integers can combine to create the same number - Explore examples of the four operations (add, subtract, multiply and divide) that will make your number. Learning Task: - Choose a number based on my level of understanding (2-digits to 4-digits) - Write the number as expanded notation ($26 = 20 + 6$) - Place value of each digit - Round to the nearest 10, 100, 100, 10,000 - Double the number - Halve the number	Learning Intention: I can apply my number and problem-solving skills to games. Success Criteria: - Use number and problem-solving skills successfully when playing a game. Learning Task: - Play a game that involves number or problem-solving games, these could include: - Battleships - Monopoly - Uno - Rubrik's cubes - Boxes - Sudoku - Chess

Fix By Moving 1 Matchstick

$$6 + 4 = 4$$

4.



- Use 2 factors to create your number