

Maple Class Learning Journey

Maths, Term 1

Happiness, Progress, Success!

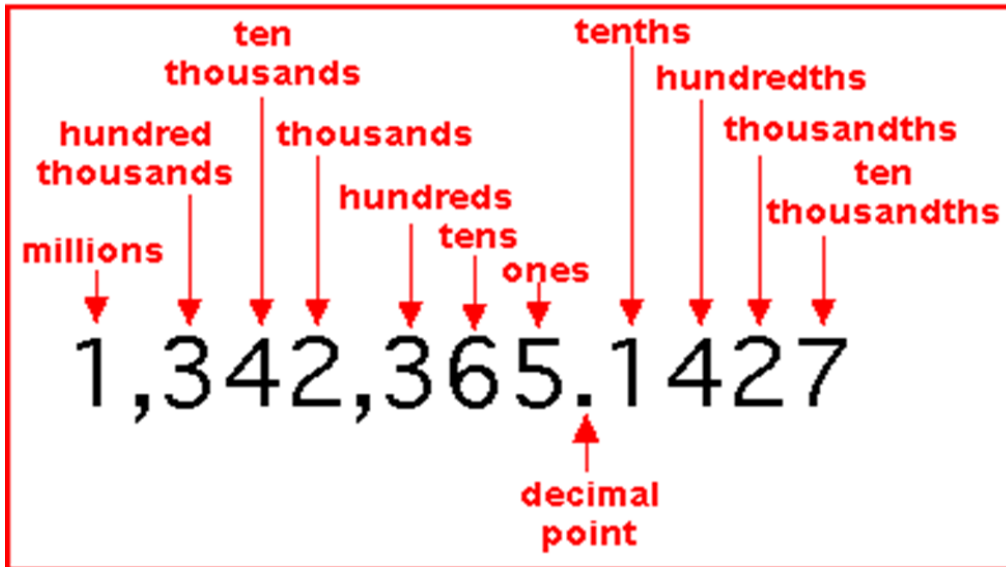
Collaboration Creativity Independence Resilience Reflection



Number and Place Value:

Read, write, order and compare numbers

- to at least 1, 000, 000 and determine the value of each digit
- read, write, order and compare numbers with up to three decimal places



Count forwards or backwards

- in steps of powers of 10 for any given number up to 1 000 000
- with positive and negative whole numbers, including through zero

Count on by tens

29		49
----	--	----

Count on by 100s.

308		508
-----	--	-----

Count back by tens

86		66	56
----	--	----	----

Count back by 100s

1066	966	
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Round

- any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- round decimals with two decimal places to the nearest whole number and to one decimal place

Rounding Rollercoaster



- 4 or less- STAY THE SAME
- 5 or more- GO HIGHER

Number and Place Value:

Solve **number problems and practical problems** that involve all of the above, including up to three decimal places

Multiples and Factors

Identify Multiples of...

How do you know a number is a multiple of 2?

The number is even – ends in 0, 2, 4, 6 or 8.

How do you know a number is a multiple of 3?


The digital root is 3, 6 or 9 (add the digits until you get a single digit).

How do you know a number is a multiple of 4?

The last 2 digits are in the 4 times table.

Read **Roman numerals** to 1000 (M) and recognise years written in Roman numerals

Roman Numerals			
1 = I	10 = X	100 = C	1000 = M
2 = II	20 = XX	200 = CC	2000 = MM
3 = III	30 = XXX	300 = CCC	3000 = MMM
4 = IV	40 = XL	400 = CD	
5 = V	50 = L	500 = D	
6 = VI	60 = LX	600 = DC	
7 = VII	70 = LXX	700 = DCC	
8 = VIII	80 = LXXX	800 = DCCC	
9 = IX	90 = XC	900 = CM	



Maple Class Learning Journey

English, Term 1

Happiness, Progress, Success!

Collaboration Creativity Independence Resilience Reflection



- Write a range of sentence structures which are grammatically accurate. Usually maintain correct tense.

We **was** doing that yesterday.

We **were** doing that yesterday.

Me and my friend **were** playing in the park.

My friend and I **were** playing in the park.

- Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.

She lives in Worcester, which is a cathedral city.

That's the girl who lives near school.

I don't like the clown that has a bright red nose.

I am cross with the cat, which has pooped in the garden.

Rachel liked the new chair, which was very comfortable.

- Demarcate sentences correctly. Use comma for a pause in complex sentences.

A **complex sentence** is a **simple sentence** (*independent clause*) to which a **part** of a sentence (*dependent clause*) has been added.

- **Because I like to study grammar,** I love this class.
- I love this class **because I like to study grammar.**

- Begin to use punctuation for parenthesis: brackets, commas, dashes.

Mr Brown (the caretaker) shouted.

Mr Brown, the caretaker, shouted.

Mr Brown - the caretaker - shouted.

English

- Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs
e.g. might, should, must.

will would should could
may can shall must might

- Begin to recognise active and passive voice.

Active Form:

The professor **teaches**
the students.

Passive Form:

The students **are taught**
by the professor.

- Identify and select determiners.

I went to _____ shop to get ___ pint of milk. I got 25p change from _____ one pound coin I gave them.

- Choose vocabulary and grammar to suit formal and informal writing, with guidance.

Formal words

- To request
- Requirements

Informal words

- To ask for
- Needs

- Use vocabulary which is becoming more precise.
- Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.

Intensity of Feelings	HAPPY	SAD	ANGRY	CONFUSED
High	Elated Excited Overjoyed Thrilled Exuberant Ecstatic Fired up Delighted	Depressed Disappointed Alone Hurt Left out Dejected Hopeless Sorrowful Crushed	Furious Enraged Outraged Aggravated Irate Seething	Bewildered Trapped Troubled Desperate Lost
Medium	Cheerful	Heartbroken	Upset	Disorganized

Maple Class Learning Journey

English, Term 1

Happiness, Progress, Success!



Collaboration Creativity Independence Resilience Reflection

- I can make the correct grammar choices in my writing.

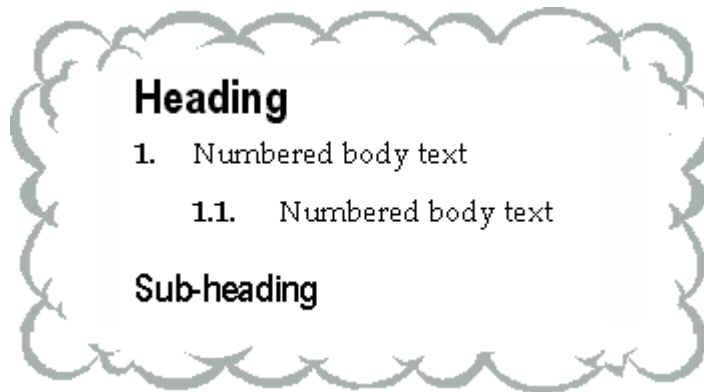
We **was** doing that yesterday.

We **were** doing that yesterday.

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My friend and I **were** playing in the park.

- I can use a range of presentational devices accurately and independently to suit a purpose.



- I can describe characters, setting, and plot with growing precision.

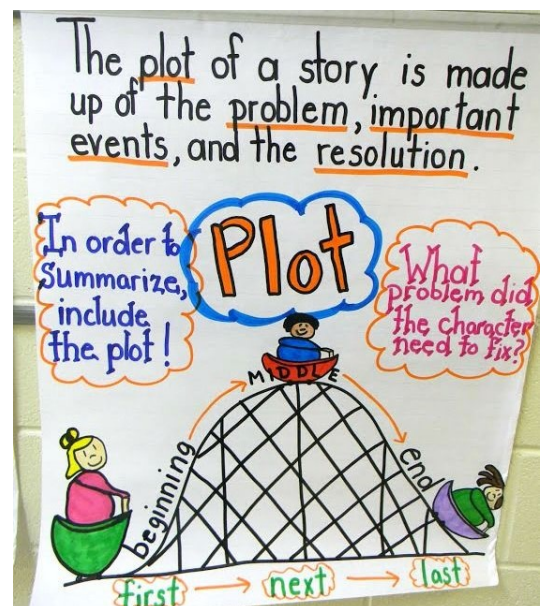
Suddenly, Sulley found himself in a desert of golden, grainy sand so he looked around puzzled at how he got there. The sunlight reflected off the sparkling sand dunes into Sulley's confused eyes. How did he get here? As he looked around he noticed small tufts of grass, slowly waving in the wind. The gentle breeze was whistling softly through the air but he could not hear any other sounds. Sulley touched the rough bark of a bare tree, the only living thing for miles.

Showing, not telling

A man appeared on the corner the cat had been watching, appeared so suddenly and silently you'd have thought he'd just popped out of the ground. The cat's tail twitched and its eyes narrowed.









Nothing like this man had ever been seen in Privet Drive. He was tall, thin and very old, judging by the silver of his hair and beard, which were both long enough to tuck into his belt. He was wearing long robes, a purple cloak which swept the ground and high-heeled, buckled boots. His blue eyes were light, bright and sparkling behind half-moon spectacles and his nose was very long and crooked, as though it had been broken at least twice. This man's name was Albus Dumbledore.

It shows what the character is like



English

- I can demarcate sentences correctly with growing precision.

<p>Comma Used to separate parts of a sentence. It can also be used to separate items in a list.</p>  <p>Example: We had apples, cheese and water.</p>	<p>Parenthesis / Brackets Use to add additional information.</p>  <p>Example: He gave me money (£10).</p>	<p>Dash Can be used to add information / clarity instead of a colon or brackets.</p>  <p>Examples: These people have the same responsibility - to serve to public.</p>
<p>Ellipsis Indicates that something has been left out / it is not finished.</p>  <p>Examples: I don't know... I'm not sure.</p>	<p>These are the main punctuation marks we will be learning this year. If you can help your child understand them or point them out whilst reading, it would help them to secure their understanding.</p>	<p>Colon Use after a complete statement to introduce a list or example.</p>  <p>Example: You know what to do: practice.</p>
<p>Speech Marks Used to show that someone is speaking.</p>  <p>Example: The boy said "I don't know".</p>	<p>Apostrophe For contraction - used to show that some letters have been taken out of a word to shorten it. For example: Can not = Can't. For possession - shows the object belongs to someone. For example: The dog's tail.</p> 	<p>Semicolon Used to link two independent clauses that are closely related.</p>  <p>Example: My dad has a red car; he likes to wash it.</p>

- I can use vocabulary which is becoming more precise?

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