



Can I add numbers using the column method?

## Column method

$$\begin{array}{r} 567 \\ + 199 \\ \hline 766 \end{array}$$

Can I subtract numbers using the column method?

## Column method

$$\begin{array}{r} 6 \cancel{7} 12 \\ - 56 \\ \hline 16 \end{array}$$

Can I multiply numbers using the grid method?

	26
X	5
X	5
20	100
6	30

$$100 + 30 = 130$$

	26	
X	35	
X	30	5
20	600	100
6	180	30

$$600 + 100 = 700$$

$$180 + 30 = 210$$

$$700 + 210 = 910$$

### Can I divide numbers using the short method?

6 goes into 1, 0 times.  
0 goes on top.  
Carry 1 over to 8, so  
it's 18.  
6 goes into 18, 3 times.  
3 goes on top.  
6 goes into 6, 1 time.  
1 goes on top

$$186 \div 6 = \begin{array}{r} 031 \\ 6 \overline{) 186} \\ \underline{0} \phantom{00} \\ 18 \phantom{0} \\ \underline{18} \phantom{0} \\ 0 \phantom{0} \\ \underline{0} \\ 0 \end{array}$$

no groups of 6  
can be made

$3 \times 6 = 18$

$1 \times 6 = 6$

### Can I divide numbers using the long method?

$$\begin{array}{r} 2 \\ 15 \overline{) 3640} \\ \underline{-30} \phantom{00} \\ 6 \phantom{00} \end{array}$$

15 doesn't go into 3, so look at the next digit.  
15 goes into 36 two times, so put a 2 above the 6.  
Take that 30 away from the 36 to get your remainder.

$$\begin{array}{r} 24 \\ 15 \overline{) 3640} \\ \underline{-30} \phantom{00} \\ 64 \phantom{0} \\ \underline{-60} \phantom{0} \\ 4 \phantom{0} \end{array}$$

Next, bring down the 4 to make 64.  
15 goes into 64 four times, so put a 4 above the 4.  
 $15 \times 4 = 60$   
Take 60 away from 64 to get your remainder.

$$\begin{array}{r} 242 \\ 15 \overline{) 3640} \\ \underline{-30} \phantom{00} \\ 64 \phantom{0} \\ \underline{-60} \phantom{0} \\ 40 \phantom{0} \\ \underline{-30} \phantom{0} \\ 10 \phantom{0} \end{array}$$

Bring the 0 down to make 40.  
15 goes into 40 two times, so put the 2 above the 0.  
 $15 \times 2 = 30$   
Take 30 away from the 40 to get your remainder.  
 $40 - 30 = 10$

# Maple Class Learning Journey

English, Term 2

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, and dashes.

**Mr Brown (the caretaker) shouted.**

**Mr Brown, the caretaker, shouted.**

**Mr Brown - the caretaker - shouted.**



## English

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

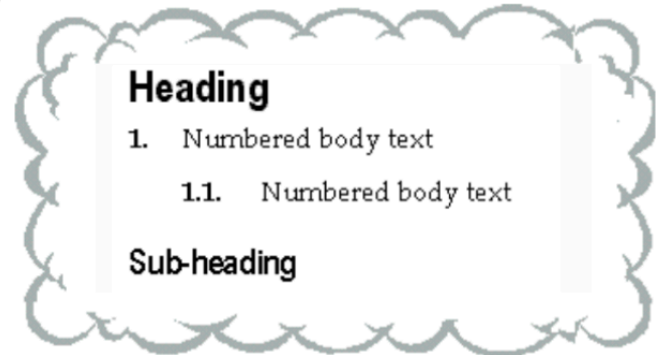
I can **here** you very good.

I can **hear** you very well.

The backpack is **theres**.

The backpack is **theirs**.

- 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. He looked around puzzled, wondering how he got here. 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

### Telling:

A man called Dumbledore entered the room. He was old. He had white hair and a white beard. He was odd-looking.

### Showing:

Nothing like this man had ever been seen in Privet Drive. He was tall, thin and judging by the silver of his hair and beard, very old. His beard was long enough to tuck into his belt. He was wearing long robes and high-heeled buckled boots. Around his shoulders, swept a purple cloak which was long enough to touch the ground. 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

## 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 a dictionary and thesaurus to check the meaning of words and expand vocabulary.



- I can demarcate sentences correctly with growing precision.

<p><b>Comma</b> 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><b>Parenthesis / Brackets</b> Use to add additional information.</p>  <p>Example: He gave me money (£10).</p>	<p><b>Dash</b> 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><b>Ellipsis</b> Indicates that something has been left out / it is not finished.</p>  <p>Examples: I don't know... I'm not sure.</p>	<p><b>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.</b></p>	<p><b>Colon</b> Use after a complete statement to introduce a list or example.</p>  <p>Example: You know what to do: practice.</p>
<p><b>Speech Marks</b> Used to show that someone is speaking.</p>  <p>Example: The boy said "I don't know".</p>	<p><b>Apostrophe</b> 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><b>Semicolon</b> 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?

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

