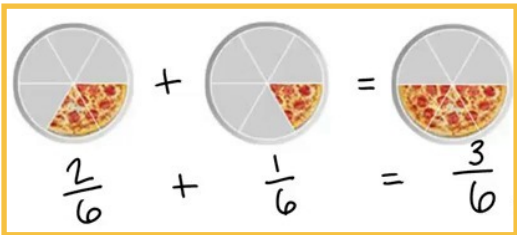




Fractions:

Can I add and subtract fractions?

Same Denominator



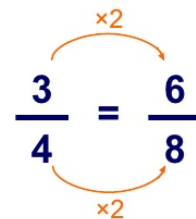
Different Denominator

We can use **equivalent** fractions to add fractions that do not have the same **denominator**.

For example:

$$\frac{3}{4} + \frac{1}{8}$$

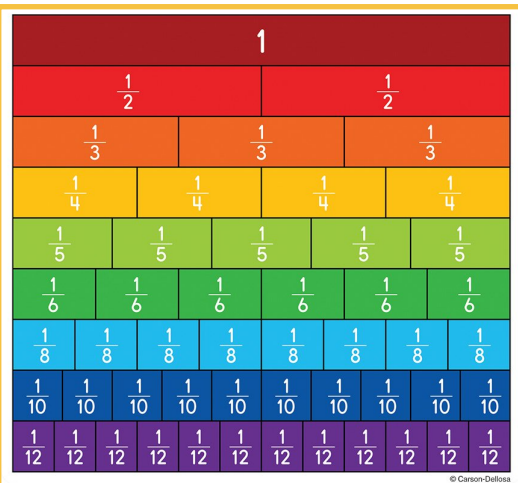
We need to change $\frac{3}{4}$ into an equivalent fraction with a denominator of 8.



Now we have:

$$\frac{6}{8} + \frac{1}{8} = \frac{7}{8}$$

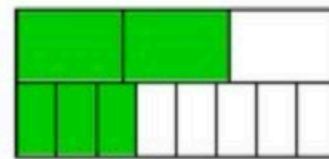
Can I compare and order fractions?



Comparing Fractions Using Models

Draw 2 of the same size region. Then, split each region to represent the fraction.

$$\frac{2}{3} > \frac{3}{8}$$

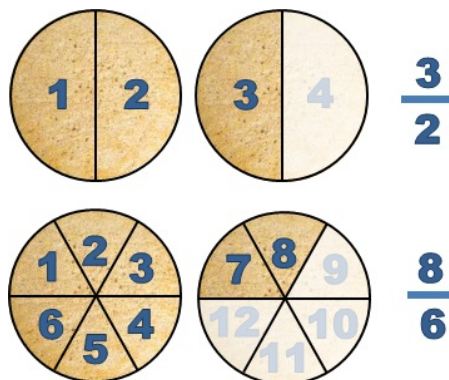


Can I understand mixed and Improper Fractions?

$$2 \frac{1}{2} \longrightarrow \frac{5}{2}$$

Mixed fraction

Improper fraction



Can I multiply Fractions?

FRACTION BY A FRACTION

Step #1
Multiply the numerators.

Step #2
Multiply the denominators.

Step #3
Simplify.

$$\frac{2}{5} \times \frac{3}{4} = \frac{6}{20} \div 2 = \frac{3}{10}$$

FRACTION BY WHOLE

Step #1
Rewrite the whole # as fraction

Step #2
Multiply the fractions.

Step #3
Simplify. *If needed, convert improper to mixed number.

$$\frac{1}{4} \times 5 \rightarrow \frac{1}{4} \times \frac{5}{1} = \frac{5}{4} = 1\frac{1}{4}$$

Can I convert Mixed Number Fractions into Improper Fractions?

Multiply the whole number by the denominator and add the numerator.

Keep the same denominator.

Then add.

$$4\frac{1}{3} = \frac{13}{3}$$

Multiply.

MIXED NUMBERS

Step #1
Convert mixed #s to improper fractions.

Step #2
Multiply the fractions.

Step #3
Convert back to mixed number.

$$1\frac{1}{2} \times 2\frac{1}{5} \rightarrow \frac{3}{2} \times \frac{11}{5} = \frac{33}{10} = 3\frac{3}{10}$$

Can I convert fractions to percentages to decimals?

Decimal	Percentage	Fraction
0.23	23%	$\frac{23}{100}$ cannot simplify!
x 100	out of 100	
0.05	5%	$\frac{5}{100}$ \rightarrow $\frac{1}{20}$ can simplify!
x 100	out of 100	

What is $\frac{13}{20}$ as a %?

13 marks \div 20 marks = 0.65 = 65%

Can I solve problems involving fractions in context?

BERTIE'S BIG WIN

Bertie has just had a big win at the lottery.
 He spends $\frac{1}{5}$ of his money on a large house.
 He spends $\frac{3}{4}$ of his remaining money on a luxury yacht.
 He spends $\frac{2}{3}$ of his remaining money on a trip into space.
 He gives the remaining \$50,000 to charity.
 How much money did he win?



Hint: You could use fraction strips to help you work this out.

Maple Class Learning Journey
English, Term 3
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

- 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.





English

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

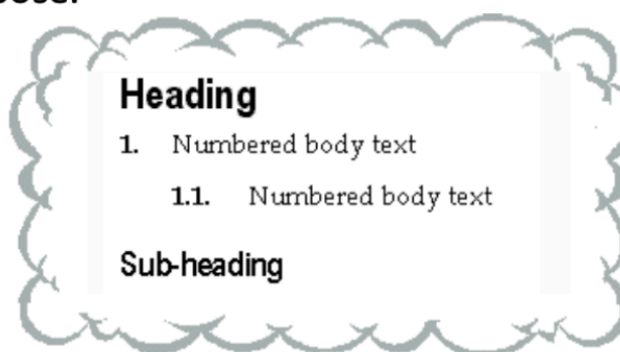
I can **here** you very good.

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 only living thing for miles.

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 broken at least twice. This man's name was Albus Dumbledore.

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?

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