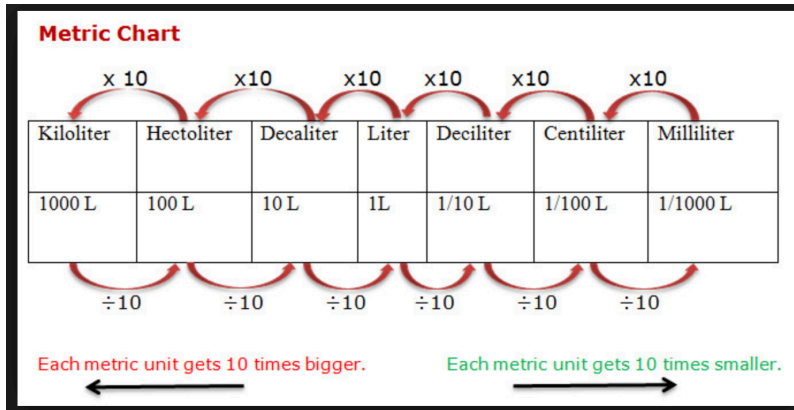




Metric Measure:

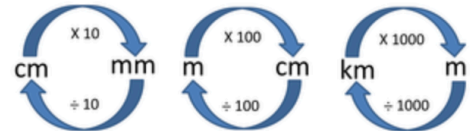
Can I convert between different units of metric measures?



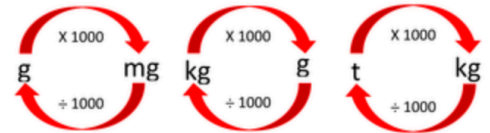
Metric units

Converting Between Metric Units

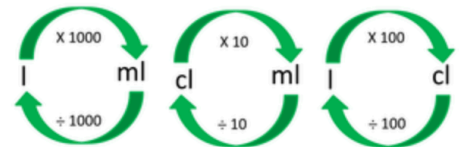
Length:



Mass:



Volume:



Metric Measure:

Can I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints?

Metric → Imperial

Imperial → Metric



1 inch = 2.54 cm

To convert inches to cms: multiply by 2.54
To convert cms to inches: divide by 2.54

1 gallon = 4½ litres

To convert gallons to litres: multiply by 4.5
To convert litres to gallons: divide by 4.5



1 Km = 5/8 mile

To convert Kilometres to miles: multiply by 5/8 (0.625)
To convert miles to Kilometres: divide by 5/8 (0.625)

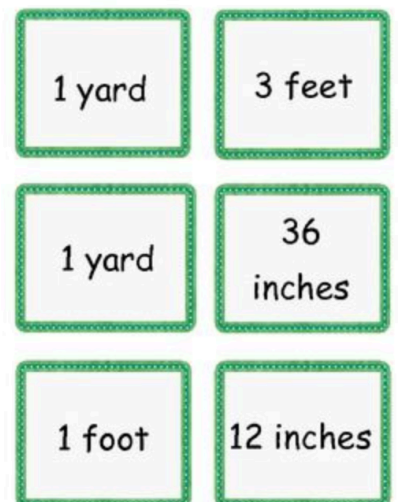
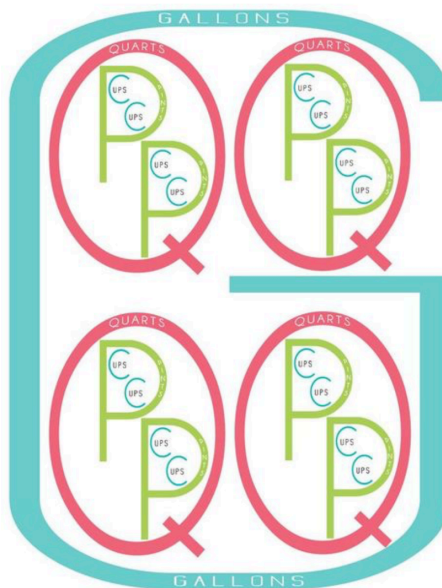
1 litre = 1¾ pints

To convert litres to pints: multiply by 1¾ (1.75)
To convert pints to litres: divide by 1¾ (1.75)



1 Kg = 2.2 lbs

To convert Kilograms to pounds: multiply by 2.2
To convert pounds to Kilograms: divide by 2.2



Metric Measure:

Can I find the perimeter and area of shapes?

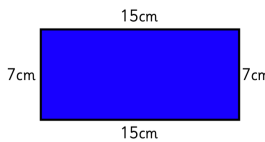


Perimeter =
 $S + S + S + S$

Area =
 $L \times W$

S = Side
L = Length
W = Width

Finding the **perimeter**: rectangle



The perimeter:
 $15\text{cm} + 15\text{cm} + 7\text{cm} + 7\text{cm}$
 $= 44\text{cm}$

Rectangles and parallelograms have two pairs of equal parallel sides, so you could also work it out like this:

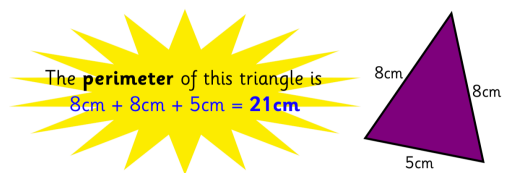
add 15cm and 7cm then multiply by 2

or

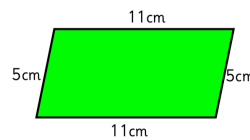
multiply 15cm by 2 and 7cm by 2 and add the totals together

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Finding the **perimeter**



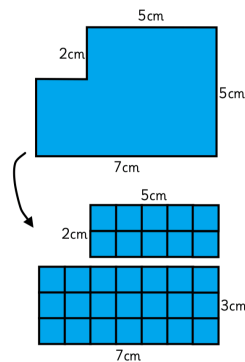
The **perimeter** of this triangle is
 $8\text{cm} + 8\text{cm} + 5\text{cm} = 21\text{cm}$



The **perimeter** of this parallelogram is
 $11\text{cm} + 11\text{cm} + 5\text{cm} + 5\text{cm} = 32\text{cm}$

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Finding the **area**

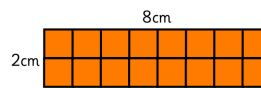


You can calculate the area of shapes made up of rectangles by breaking them down into individual rectangles.

The area:
 $5\text{cm} \times 2\text{cm} = 10\text{cm}^2$
 $7\text{cm} \times 3\text{cm} = 21\text{cm}^2$
 $10\text{cm}^2 + 21\text{cm}^2 = 31\text{cm}^2$

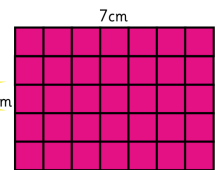
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Finding the **area**: rectangle



The area:
 $8\text{cm} \times 2\text{cm}$
 $= 16\text{cm}^2$

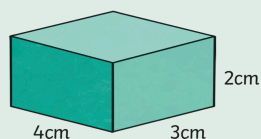
The area:
 $7\text{cm} \times 5\text{cm}$
 $= 35\text{cm}^2$



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Volume

3D shapes have volume.
length \times height \times depth = volume



$4\text{cm} \times 2\text{cm} \times 3\text{cm} = 24\text{cm}^3$



Metric Measure:

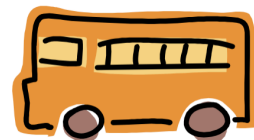
Can I convert between different measures of time?

$$\boxed{24 \text{ Hour}} - \boxed{12 \text{ Hours}} = \boxed{12 \text{ Hour Answer}}$$

13:00 - 12:00 = 1:00 PM
14:00 - 12:00 = 2:00 PM
15:00 - 12:00 = 3:00 PM
16:00 - 12:00 = 4:00 PM
17:00 - 12:00 = 5:00 PM
18:00 - 12:00 = 6:00 PM
19:00 - 12:00 = 7:00 PM
20:00 - 12:00 = 8:00 PM
21:00 - 12:00 = 9:00 PM
22:00 - 12:00 = 10:00 PM
23:00 - 12:00 = 11:00 PM

wiki How to Convert from 24 Hour to 12 Hour Time

BUS TIMETABLE



Newport	06:50		07:25	08:45	09:10	09:45
Underwood	07:00	07.25	07:41	08:55	09:19	09:53

Maple Class Learning Journey
English, Term 4
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, **will would should could**
must. **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.

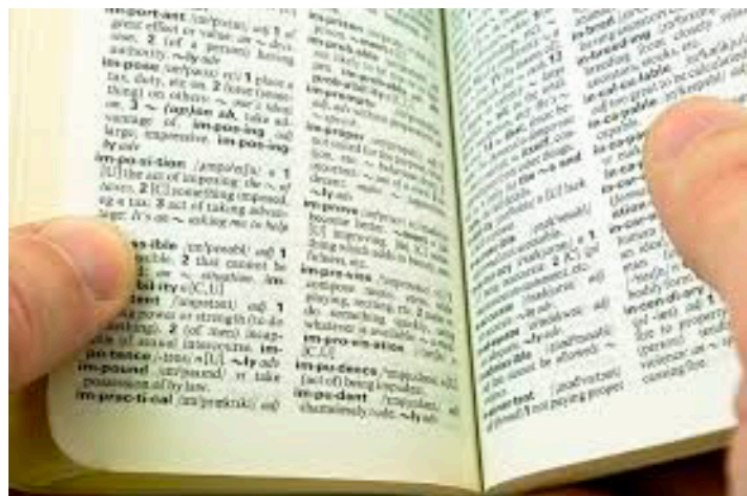
Formal words

- 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.

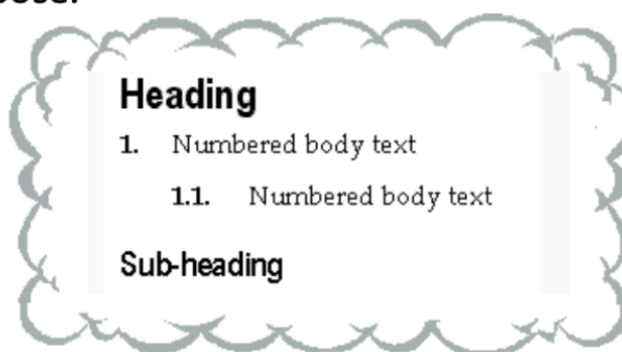
I can **here** you very good.

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