



Maple Class Learning Journey

Maths, Term 6

Happiness, Progress, Success!



Collaboration Creativity Independence Resilience Reflection

Graphs:

Can I interpret information from graphs and answer questions?

Line Graph

A line graph that uses points connected by lines to show how something changes in value.

Pictogram

A pictogram uses pictures to show data. Each picture represents a certain number of cars, people, fruit or animals etc.

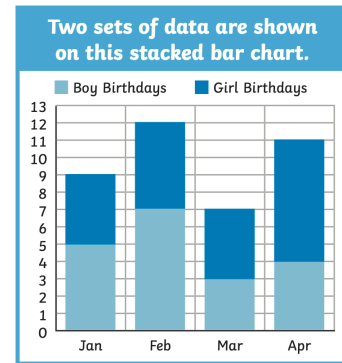
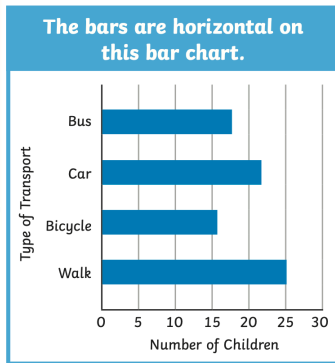
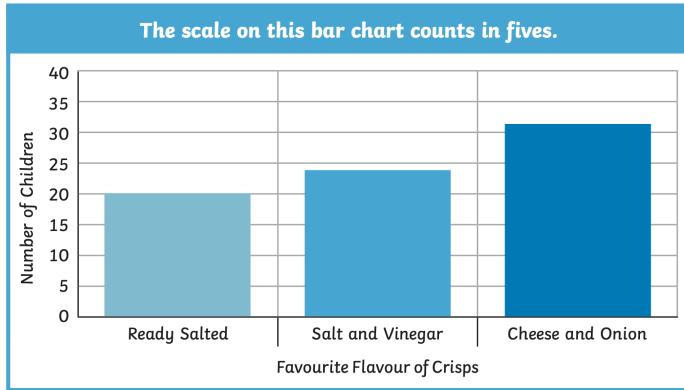
Pie Chart

A pie chart is a circular chart divided into sections. Each sector shows the relative size of each value.

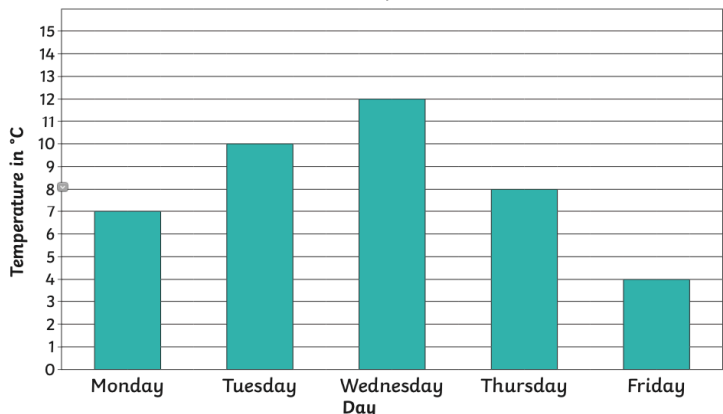
Tally Chart

Type of Transport	Number Seen
Bicycle	
Car	
Train	
Aeroplane	
Bus	
Lorry	

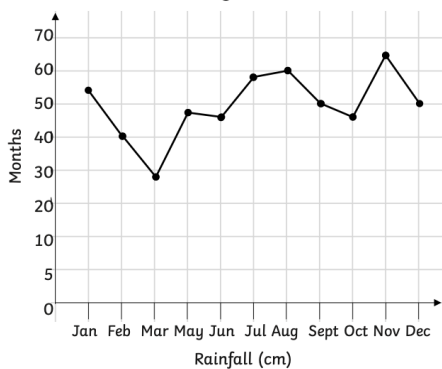
Tally charts use markings to record counting. To get the total you count in 5s. They are mainly used for recording data before being turned into a graph.



A Bar Chart to Show the Temperature at Lunchtimes



Average in London



Month	Rainfall (mm)
January	54
February	40
March	38
April	38
May	48
June	46
July	58
August	60
September	50
October	57
November	65
December	50

Time Tables:

Can I interpret information from time tables?

William wants to travel to Paris by train.

He needs to arrive in Paris by 5:30 pm.

Circle the latest time that William can leave London.

Rowsley South (Depart)	1100	1214	1328	1442
Darley Dale (Arrive)	1105	1219	1333	1447
Darley Dale (Depart)	1107	1221	1335	1449
Matlock (Arrive)	1122	1236	1335	1504
Matlock (Depart)	1132	1246	1350	1514
Darley Dale (Arrive)	1147	1301	1400	1529
Darley Dale (Depart)	1149	1303	1415	1531
Rowsley South (Arrive)	1154	1308	1417	1536

Leaves London	Arrives Paris
12:01	15:22
12:25	15:56
13:31	16:53
14:01	17:26
14:31	17:53
15:31	18:53
16:01	19:20

Data:

Can I find the mean, median, mode and range of data?

Can I use this information to answer questions?

Mode

The mode is the value that appears most often in a set of data.

The range is the difference between the lowest value and the highest value.

Range

Median

The median is the middle number in a list of numbers ordered from lowest to highest.

The mean is the total of all the values, divided by the number of values.

Mean

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English, Term 6
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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.

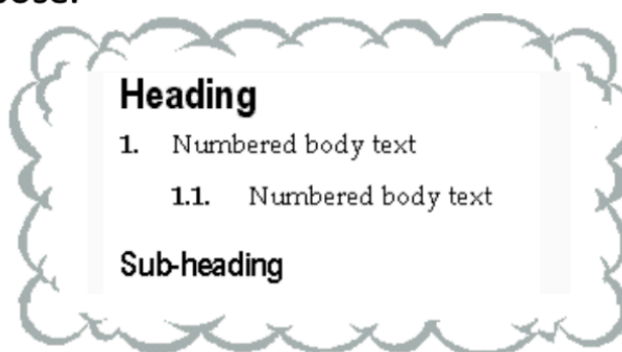
I can **here** you very good.

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