

Larch Class Spellings and Maths Outline Spring 2022

Spelling Focus	Maths Focus (In these explanations the 'Numerator' is referred to as the 'Top' and the 'Denominator' is being referred to as the 'Bottom')			
<p>-ough focus on recognising the word and how it sounds, and learning to group the words by sound to aid spelling by association. Word list cough though although dough thought ought fought nought plough bough enough tough rough through thorough borough</p>	<p>Converting between Mixed numbers and Improper fractions</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="612 434 887 618" style="border: 1px solid black; padding: 5px;"> <p>mixed number A whole number and a fraction.</p> <p>$1\frac{1}{4}$ $5\frac{4}{5}$ $4\frac{2}{3}$</p> </div> <div data-bbox="1270 434 1540 618" style="border: 1px solid black; padding: 5px;"> <p>improper fraction A fraction where the numerator is larger than or equal to the denominator.</p> <p>$\frac{7}{4}$</p> </div> </div>			
<p>-ious Use nouns to work out if the word needs a 'c' or 't' before -ious. E.g. to spell cautious recognise the noun caution, remove -ion so it ends with -ious. To spell the word spacious recognise the noun space, remove the -e so it ends with -ious. Word list malicious cautious luscious tenacious vicious ambitious conscious vivacious suspicious nutritious precious audacious spacious superstitious atrocious anxious gracious infectious ferocious</p>	<p>Comparing and ordering fractions Same bottom – The bigger the top the bigger the fraction. E.g. 5/7 is greater than (>) 3/7 Same top – The bigger the bottom the smaller the fraction. E.g. 2/17 is greater than (>) 2/70 If top and bottom are both different find equivalent fractions with the same bottom (See right ->)</p>			
<p>-cial or -tial The -cial ending usually follows a vowel The -tial ending usually follows a consonant. Word list official beneficial essential financial special influential confidential provincial crucial substantial initial artificial residential commercial</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fractions</p>	<p>Finding equivalent fractions to make bottom the same</p> <ol style="list-style-type: none"> Look at the bottoms Find a common multiple (E.g. multiples of 7 are 7, 14, 21, 28 etc.) Change the bottoms to the common multiple. Work out the new tops. X by the same number you X the bottom by. Repeat for the second number. This should also give you fraction that has the same bottom as the other fraction Fractions can now be added, subtracted or compared. 	<p>EXAMPLE $\frac{5}{7}$ and $\frac{3}{6}$</p> <ol style="list-style-type: none"> Compare 7 and 6. 42 (it can be divided by 4 and 7) $\frac{\quad}{42}$ $\frac{\quad}{42}$ For $\frac{5}{7}$ $7 \times 6 = 42$ $\times 5$ by 6 too. = $\frac{30}{42}$ For $\frac{3}{6}$ $6 \times 7 = 42$ 6 So you must $\times 3$ by 7 too, giving you $\frac{21}{42}$ $\frac{30}{42} > \frac{21}{42}$ $\frac{30}{42} - \frac{21}{42} = \frac{9}{42}$ 	
<p>-ible and -able The -able ending follows a complete root word whereas, usually, -ible does not. There are more -able than -ible endings. Word list enjoyable avoidable understandable reasonable predictable changeable manageable adorable noticeable reliable possible terrible invisible responsible edible</p>		<p>Adding Fractions Same bottoms – add the tops and keep the bottoms the same. E.g. $\frac{4}{12} + \frac{5}{12} = \frac{9}{12}$ If the bottoms are not the same find equivalent fractions with the same bottom (See right ->) and then repeat above.</p>		
<p>-ably and -ibly The addition of the -ly ending to turn adjectives into adverbs. Remember to drop the final 'e' when adding the ending. Word list probably incredibly possibly regrettably understandably unreasonably unbelievably imperceptibly</p>		<p>Subtracting Fractions Same bottoms – subtract the tops, keep the bottoms the same. E.g. $\frac{7}{12} - \frac{5}{12} = \frac{2}{12}$ If the bottoms are not the same find equivalent fractions with the same bottom (See right ->) and then repeat above.</p>		
<p>Homophones Words that sound the same. In each of these pairs of homophones, one of the pair is a verb, the other a noun. There is no distinction to be heard, the emphasis is on meaning and context. Word list guest guessed mist missed herd heard lead led past passed</p>	<p>Multiplying fractions by an integer Integer = a whole number Multiply the top by the integer. E.g. $\frac{4}{15} \times 5 = \frac{20}{15}$ Answers should be converted into mixed numbers and then simplified (See right ->).</p>	<p>Simplifying Fractions</p> <ol style="list-style-type: none"> Find the highest common factor of the top and bottom. Divide them both by the common factor number. 	<p>EXAMPLE $\frac{12}{36}$</p> <ol style="list-style-type: none"> Common factors of 12 and 36 are 1, 2, 3, 4, 6 and 12. highest is 12. $\frac{12}{36} \div 12 = \frac{1}{3}$ $\frac{36}{36} \div 12 = 3$ 	
<p>HALF TERM</p>				

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HALF TERM

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(28/02)	<p>Silent letters Read, then say rather than just hear them.</p> <p>Word list knee knife knight knot knitting knock know gnome gnat gnarled gnaw design sign reign writing wrapper wrong wrist wrinkled wreck sword honest rhyme rhubarb when whales wheat ghost rhino thumb lamb comb doubt climb crumb chalk calm could folk half salmon walk talk</p>	<p>Finding fractions of things Divide by the bottom then multiply by the top. E.g. $\frac{3}{4}$ of 32 $32 \div 4 = 8$ $8 \times 3 = 24$ $\frac{3}{4}$ of 32 is 24</p>																																																																																																																																																																																																																																																																								
(07/03)	<p>-ant and -ent After a hard 'g' or 'c', 't' or 'v', we usually use -ant After a soft 'g' or 'c', 'qu' or 'd', we usually use -ent</p> <p>Word list important tolerant innocent independent distant observant decent recent relevant patient reluctant frequent different ignorant elegant confident current significant hesitant obedient</p>	<p>Multiplying 2, 3 and 4 digit numbers by a 1 digit number</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>5</td><td>x</td><td>3</td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td>4</td><td>2</td><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>x</td><td></td><td></td><td></td><td></td><td>5</td><td>x</td><td>5</td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td>2</td><td>1</td><td>1</td><td>5</td><td></td><td></td><td></td><td>+</td><td>1</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td>1</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>5</td><td>x</td><td>4</td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>+</td><td>1</td><td></td><td></td></tr> </table>								5	x	3							4	2	3										x					5	x	5							2	1	1	5				+	1						1	1															5	x	4														+	1																																																																																																																																																																														
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(04/04)	<p>Word from Year 5/6 Word List</p> <p>Word list embarrass environment equip equipped equipment especially exaggerate excellent existence explanation</p>	<p>Recalling multiplication facts</p> <ol style="list-style-type: none"> Times tables up to 12 x 12 Multiplying by 10, 100, 1000 etc Multiplying by multiples of 10 (20, 30, 40 etc) 25 x tables (%), 15 x tables and factors of 60 (time), 90 x tables (right angles) Related division facts, including those with remainders (Link to fractions) 																																																																																																																																																																																																																																																																								

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