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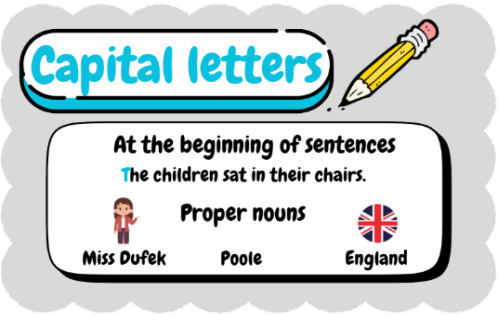
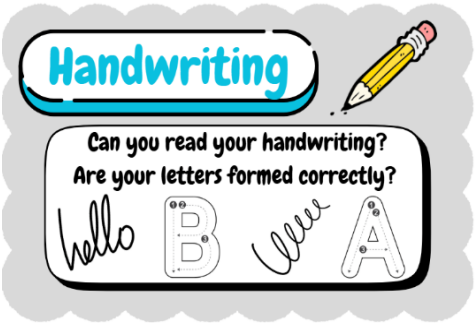
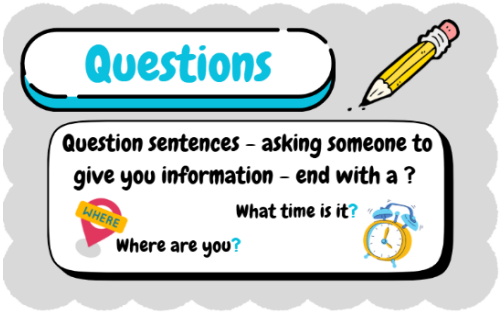
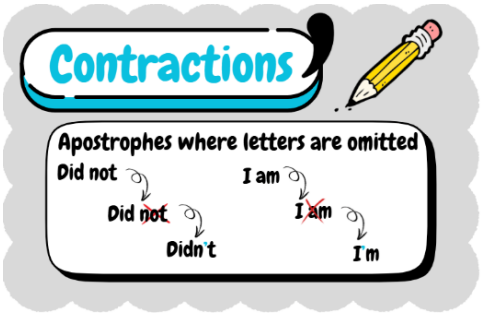
At LMS we check for...

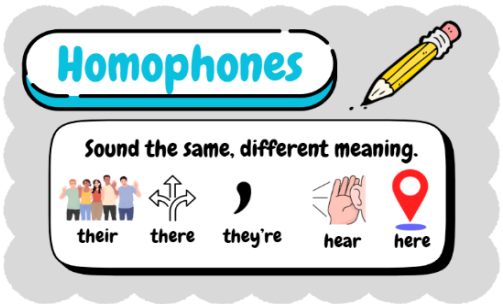
These are our key non-negotiables which we expect in all piece of written work.











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Word list – years 3 and 4

accident(ally)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy/business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward(s)
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
woman/women

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Word list – years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

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SPaG

Spelling, Punctuation and Grammar (SPaG) your children will be expected to know by the end of Year 5.

The difference between a plural and possessive -s	The **dogs** are playing with the ball. This is the **dog's** ball. These are the **dogs'** balls.	If it is a word already ending in an -s, the apostrophe goes after it and another does not need to be added on.
Adverbials	I played football **on Saturda**y. I ran really **quickly** to catch up my friends.	A word or phrase which provides us with more information about how, when, where or why something happened.

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Fronted adverbials	**Earlier today,** I visited the shop. **In Corfe Mullen,** I like to go down the rec. **Slowly,** I rode my bike up the steep hill. **With a loud bang,** the door closed behind me. **As the minutes passed,** I began to wonder if the bus would arrive. **Like a cheetah,** the athlete ran around the track to win the race.	A single word or phrase that begins a sentence to add more detail about the main clause. It will usually be telling you when, where or how an action happened.
Appropriate use of pronoun or noun within and across sentences to aid cohesion	Today, **Ben** was excited to visit the museum. When **he** arrived, **he** quickly ran to the ticket office. Before long, **the boy** had his ticket in his hand and was ready to explore.	The pupils need to ensure that their writing does not rely on repeating the same name or pronoun for their character. Instead, use a variety of ways.

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Apostrophes for possession	Rachel's shoes. James' pen. The children's books. The puppies' toys.	To show something belongs to someone, an apostrophe is needed.
Determiner	**My** shoes are red. **The** park was too busy. **This** book is really good.	A word placed before a noun.
Pronoun	**He, she, it, we, they, them, you, us.**	A word which stands in for a noun.
Possessive pronoun	**Mine, yours, hers, theirs, its, ours, his.**	A pronoun indicating possession.

Relative pronouns	**Who, whom, whose, which, that, where, when.**	This introduces a relative clause.
Relative clauses	The car**, which I bought last year**, needs fixing. **When I am tired,** I like to get an early night. I walk to school with my friend**, whose house is next door.**	A subordinate clause that provides more information about a noun or noun phrase. Commas must be used to show where the relative clause has been used.

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Modal Verbs	**Must, shall, will, should, would, can, could, may, might.**	An auxiliary verb that expresses how likely something is to happen.
Using brackets, commas and dashes to mark parenthesis.	John **(my best friend)** arrived early to my house. The lion**, with its magnificent mane,** roared. The crocodile **- fast and fierce -** got away.	A word or phrase used as an explanation which does not make sense on it's own and is marked off by brackets, commas or dashes.

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Prime Numbers

Prime numbers are whole numbers that can only be divided by themselves and 1.

19 is a prime number. It can only be divided by 1 and 19.

9 is not a prime number as it has factors of 1, 9 and 3.

Number 1 is not a prime number.

1	**2**	**3**	4	**5**	6	**7**	8	9	10
11	12	**13**	14	15	16	**17**	18	**19**	20
21	22	**23**	24	25	26	27	28	**29**	30
31	32	33	34	35	36	**37**	38	39	40
41	42	**43**	44	45	46	**47**	48	49	50
51	52	**53**	54	55	56	57	58	**59**	60
61	62	63	64	65	66	**67**	68	69	70
71	72	**73**	74	75	76	77	78	**79**	80
81	82	**83**	84	85	86	87	88	**89**	90
91	92	93	94	95	96	**97**	98	99	100

Composite Numbers

Composite numbers are numbers that can be divded by whole numbers other than 1 and themselves. They have factors.

Factors are the numbers that divide into them.

The factors of 10 are: 1, 2, 5, 10.

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Fractions

What is a fraction?

A fraction is a part of a whole.

There are two numbers to a fraction.

The top number is the numerator.

The bottom is the denominator.

Unit Fractions

Fractions where the numerator is 1.

Equivalent Fractions

Fractions that look different but show the same amount.

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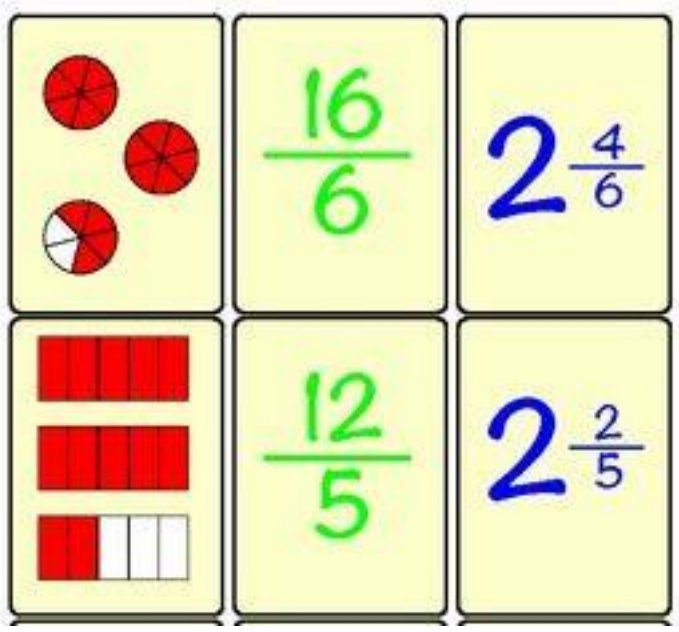
Improper Fractions

Have numerators that are higher than the denominator.

Mixed number fractions

These fractions contain whole numbers and fractions.



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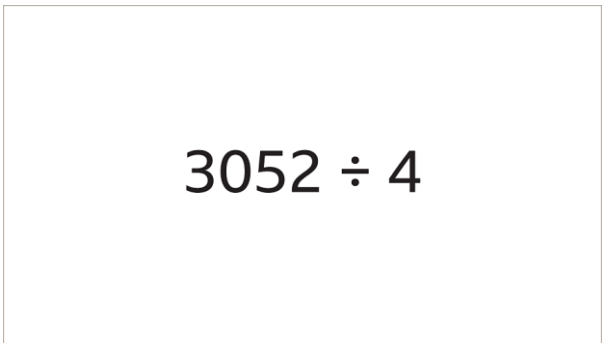
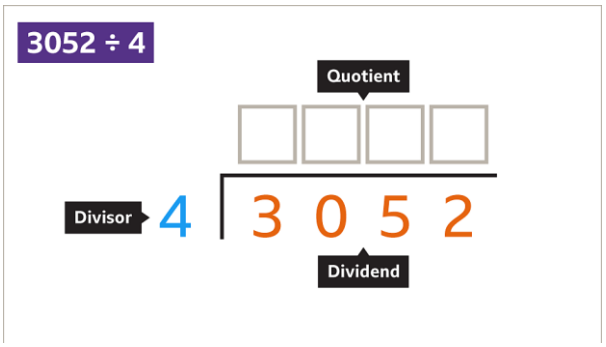
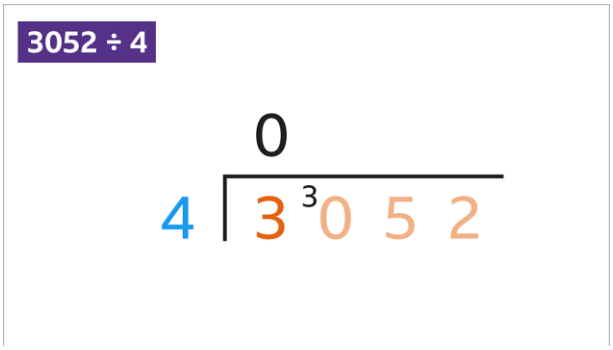
Division

To divide large numbers, we use the bus stop method. It is important that the digits 'inside the bus stop' (the dividend) are written with plenty of space between them so there is room to carry.







Here the 3 is 'left over' so must be carried to the 0 to make it now 30 ÷ 4.

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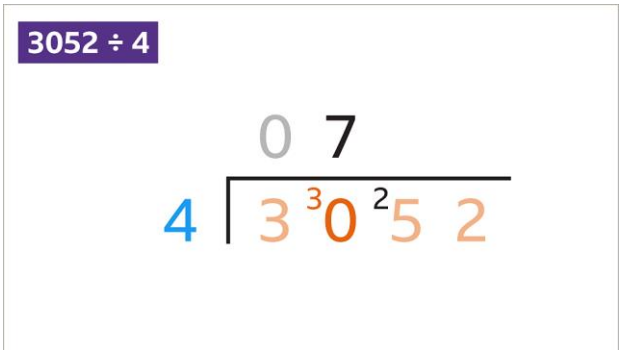
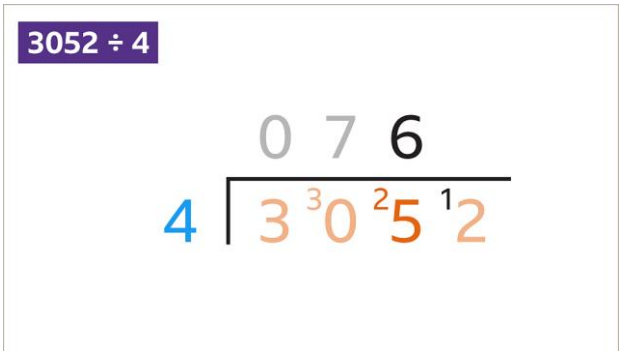
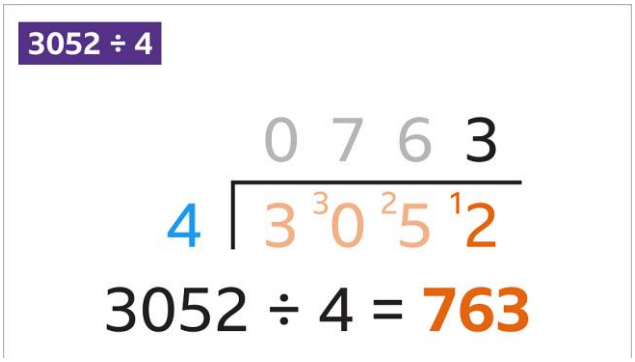


30 ÷ 4 = 7 r2, therefore the 2 is carried over to make it 24 ÷ 4.



24 ÷ 4 = 6 r1, therefore the 1 is carried over to make it 12 ÷ 4.



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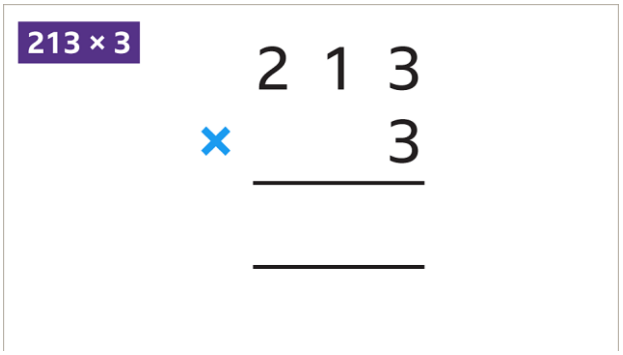
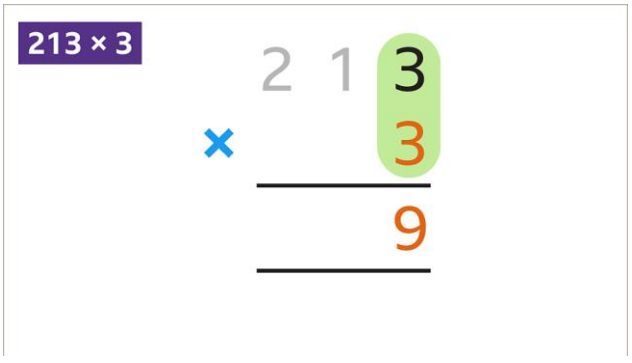
Multiplication

Example 1.





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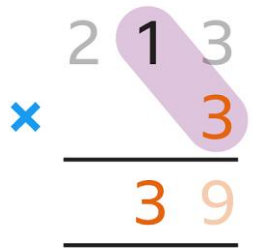
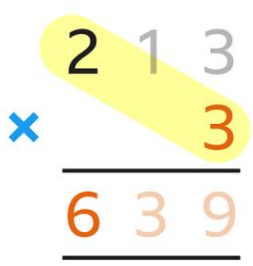
213 × 3



213 × 3



213 × 3

2 1 3
× 3
6 3 9

213 × 3 = **639**

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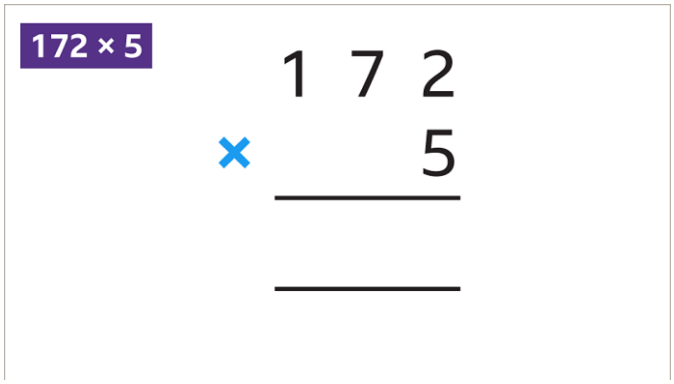
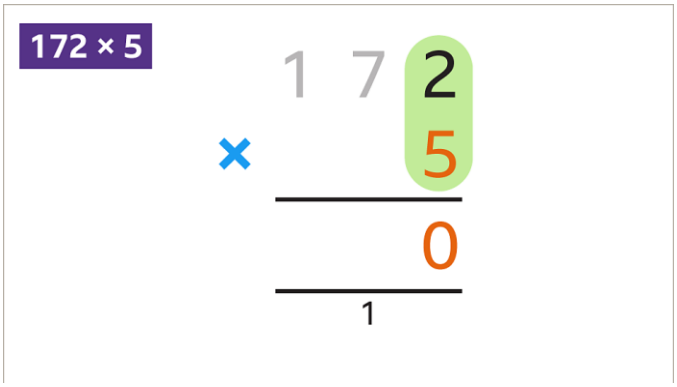
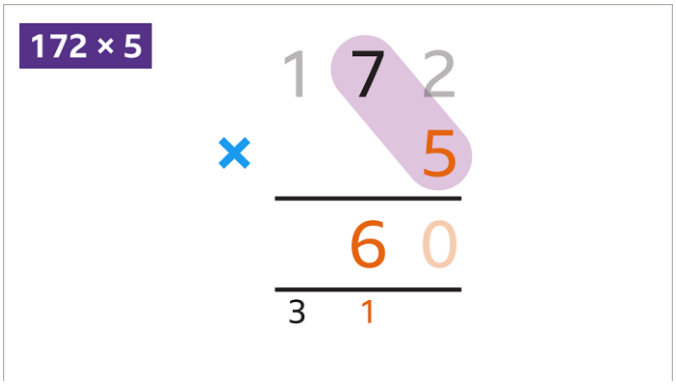
Multiplication

Example 2.

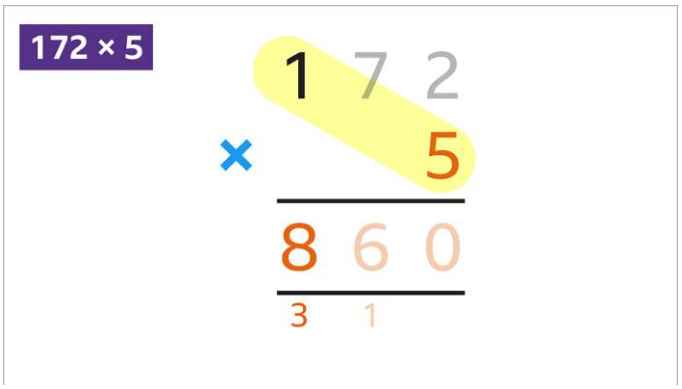


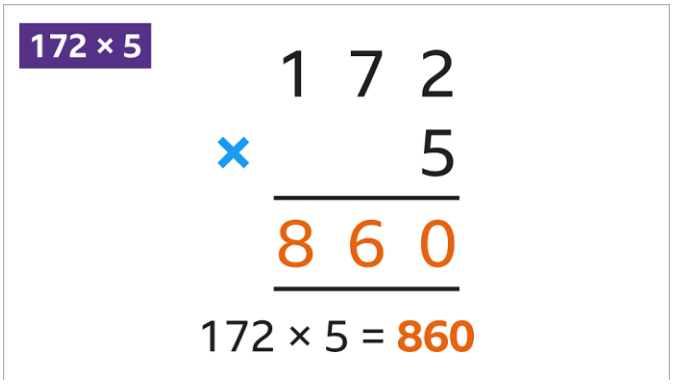


2 x 5 = 10. The units/ones is placed in the answer and the tens is carried to the next column. This can be written above or below. We tend to advise it is above so it doesn't get forgotten.



7 x 5 = 35 Then you have to add the 1 ten which was carried over from the previous multiplication. 35 + 1 = 36. Again, the units/ones is placed in the answer and the tens is carried to the next column.





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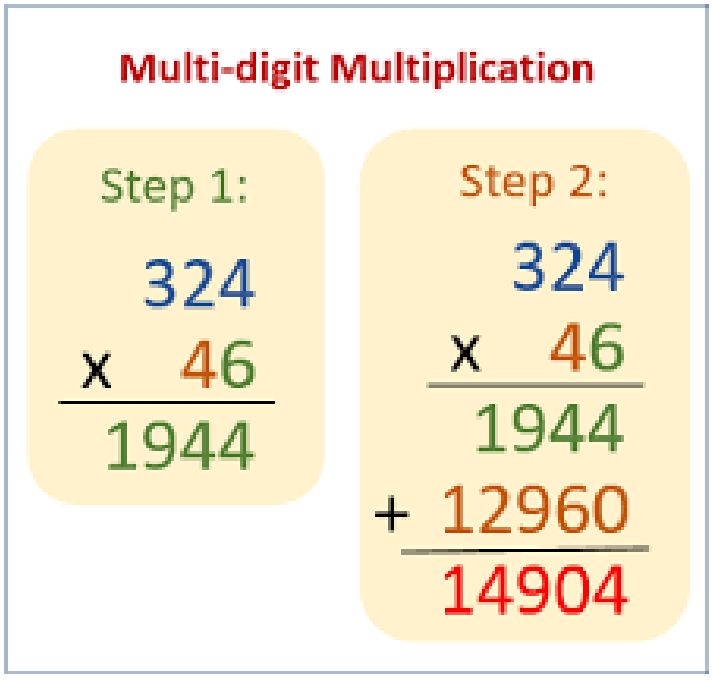
Multiplication

Example 3.



This multiplication question is a 3 digit x a 2 digit.

Firstly, you multiply all the digits in the top number by 6 (the ones/units of the second number) and you follow the steps shown in the two previous examples.

Next, you will need to multiply all of the digits in the top number by 4 (the tends of the second number). Before you follow the same steps, you must put a zero (0) as a place holder in the ones column. Your answers will then be placed from the tens column and beyond.

This is where carrying above is helpful as you will end up with two answers which need to be added to find the final total.

If you child needs further support with this, please ask them to see their maths teacher who can explain this to them 1:1.

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Key maths terminology.

Vocabulary	Definition	Example
Ascending order	Arranged from smallest to largest. (Increasing)	3,9,12,55
Descending order	Arranged from largest to smallest. (Decreasing)	100, 34, 12, 7
> Greater than	Something is greater than another thing.	8 > 4
< Less than	Something is less than another thing.	7 < 12
= equal to	Something is equal to another	10 + 5 = 11 + 4
Common Factor	A factor of two (or more) given numbers	A common factor of 12 and 9 is 3.

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Factor pair	A factor pair is the pair of numbers which will result in a given product.	Factor pairs of 8 are: 8 and 1 2 and 4
Common Multiple	A multiple of two (or more) given numbers	A common multiple of 3 and 6 is 12.
Square number	The result of multiplying the same number twice.	2 x 2 = 4 4 is a squared number
Cube number	The result of multiplying the same number three times.	2 x 2 x 2 = 8 8 is a cubed number
Percentage	The number of parts per hundred which is written using the % symbol.	30% means for every 100, there are 30.

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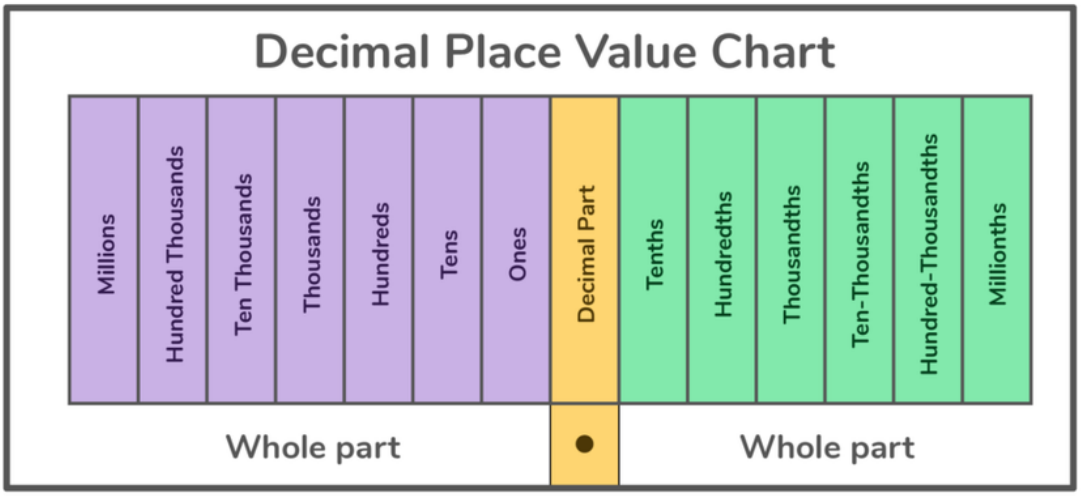
Key maths terminology.



Children need to know place value up to a million and understand the parts smaller than one.