

Monday 15th June

Good morning!

Maths: To create your own fraction wall and find equivalent fractions.

English: To use fronted adverbials (prepositions) to describe a setting.

Suggested afternoon activities –

Science: To find out about the climate in Mexico.

Spelling

The 'shul' sound at the end of a word is usually spelt 'cial' or 'tial'.

What do you notice about the letter before each spelling of the 'shul' ending?

confidential partial essential

special facial beneficial

THINK: How can this help us chose the correct ending?

Remember: “Vowels are spec – i – al!”

social

official

artificial

potential

residential

martial

Hint: To spell longer words, split them up!

Write ‘ar – tif – i’ then check the last letter & use the **clue**!

Have you worked out the rule? Copy these sentences into your book and fill in the gaps to explain it.

If the last letter before the 'shul' sound is a then we spell the 'shul' ending

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ARITHMETIC: ANSWER THESE QUESTIONS FILLING IN THE MISSING NUMBERS.

$$45 - \square = 36$$

$$101 - 10 = \square$$

$$91 + \square = 121$$

$$71 - \square = 31$$

$$64 + \square = 104$$

$$96 - 50 = \square$$

Challenge:

Which number goes into both boxes to give the correct answer to both sums?

$$99 \div \square = 9$$

$$101 - 90 = \square$$

MATHS:

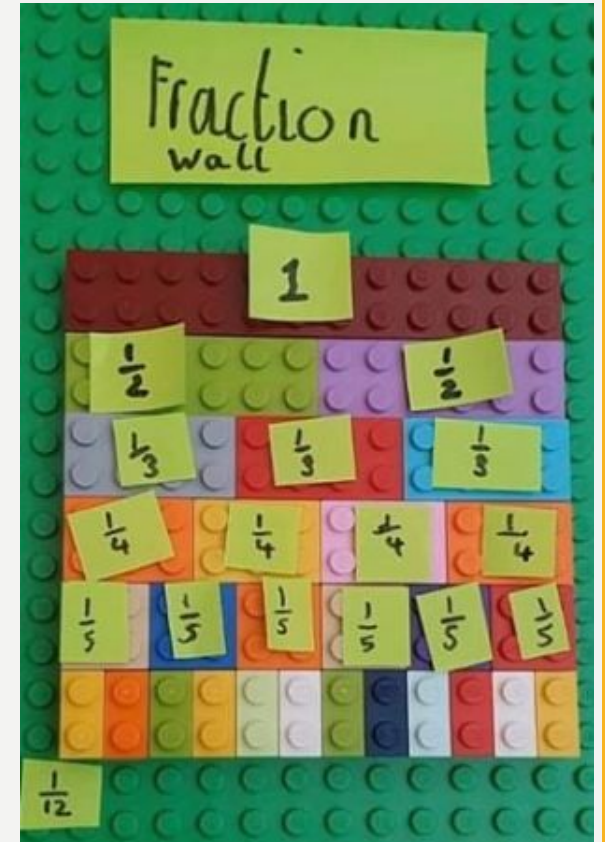
This week in maths we are looking at fractions. To start off today I would like you to create your own fraction wall. This will be helpful for you to look back on throughout the week. You can create it out of anything you like - look at the pictures for some inspiration!



Watch the video at the link below to help you create a fraction wall like the one to the left and to help you answer questions about it. (Watch from 2:03 - 6:33)

<https://www.youtube.com/watch?v=PmWnMtLBJZM>

If you have chalk, you could try drawing a fraction wall outside, or you could use sticks of different lengths like below.



1 Whole										1.00									
1/2					0.50					1/2					0.50				
1/3			0.33			1/3			0.33			1/3			0.33				
1/4		0.25		1/4		0.25		1/4		0.25		1/4		0.25					
1/5		0.20		1/5		0.20		1/5		0.20		1/5		0.20					
1/10	0.1	1/10	0.1	1/10	0.1	1/10	0.1	1/10	0.1	1/10	0.1	1/10	0.1	1/10	0.1				

If you are in year 4 or you are a year 3 who wants a challenge, see if you can add decimal equivalents to your fraction wall. For example, $\frac{1}{2}$ would be equivalent to 0.5

Questions to think about:



1.) Can you label this fraction wall? Start at the bottom with 1 whole, or $\frac{12}{12}$.

2.) Looking at the fraction wall you made, can you write down any equivalent fractions?
*Remember this means fractions that are equal in size.

ENGLISH: To use fronted adverbials in a setting description.

Today I would like you to use the adjectives and descriptive phrases you collected about the pictures of the city to write a setting description.

You will write your setting description in the past tense and the 3rd person.

What is the past tense?

The past tense talks about things that have already happened.

Which of these sentences is written in the past tense?

Arthur will be so happy at his surprise birthday party!

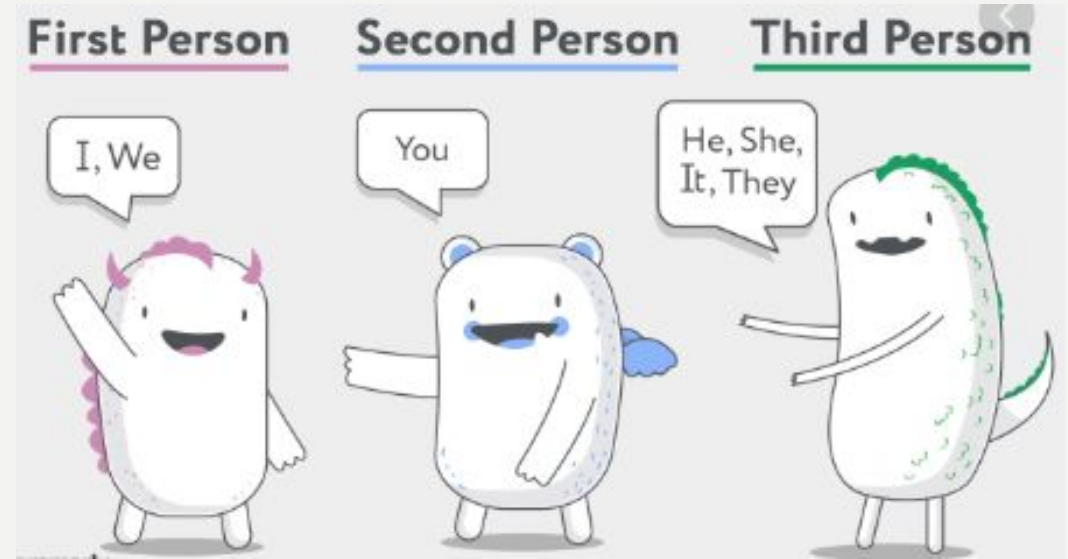
Yesterday, I went to the beach and collected ten sea shells.

I have a lot of homework to do before Monday.

What is the 3rd person?

The person we write in tells us who is speaking.

Which of these is written in the 3rd person?



1.) Dragons are very fiery creatures. They can shoot flames from their nostrils to a distance of 30 metres.

2.) We took our homemade sandwiches and cake down to the river for a picnic. I had a delicious egg and cress roll.

3.) You will never beat Alex in the running race. You would have to train all year!

Look at this setting description.

The city lived in a blanket of darkness. The city was covered in an eerie silence. The grime and pollution clung to the houses. The smoke spewed from the enormous factories that shadowed the streets. There was a warren of twisting alleyways filled with grime and graffiti. This was no place for humans to live.

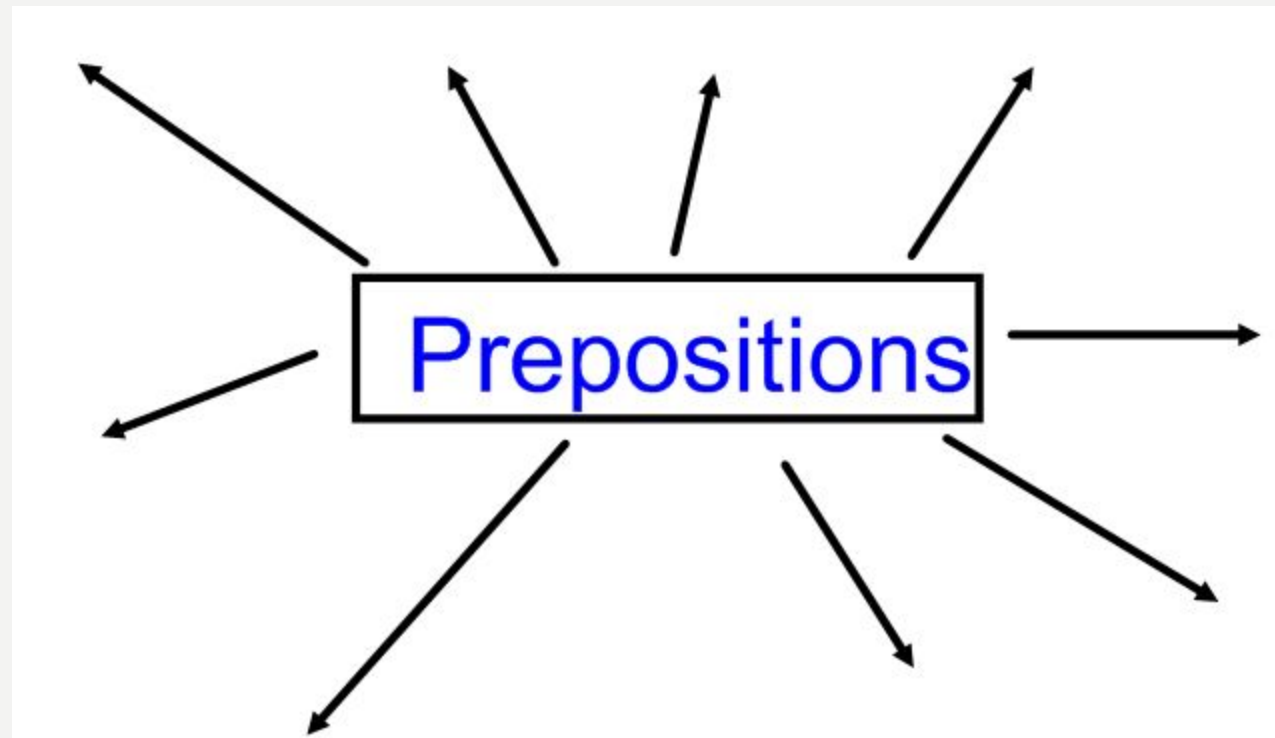
What has been done well?

What is wrong with the starts of the sentences?

What could be done to improve it?

We are going to think about how we can improve the setting description using fronted adverbials.

We are going to use a type of fronted adverbial called prepositions as these describe where things are in a setting. Examples are: In the corner, Up in the sky, All around, Spreading far and wide, etc. Make a mind map and come up with your own prepositions to use in your setting description. Remember, after your preposition you need a comma!



The city lived in a blanket of darkness. *Surrounding the derelict buildings*, an eerie silence hung in the air. *All around*, years of grime and pollution clung to the houses, spewed from the enormous factories that shadowed the streets. *Below the skyline*, was a warren of twisting alleyways filled with grime and graffiti. This was no place for humans to live.

● Fronted adverbials

When we add our fronted adverbials (prepositions) in to our original setting description, it improves the writing and allows us to picture things more clearly.

Now it is your turn! Using the list of adjectives you created about the city pictures write your own setting description using prepositions. You can use some prepositions from the list on the next page if you need some help! Don't forget to put your comma after the preposition.

Prepositions you could use:

All around,

Under the bridge,

Behind the buildings,

Along the walls,

Amongst the smoke,

Up in the sky,

Next to,

Below the,

Where the sky meets the ground,

Mexico

Today we are starting a new topic of Mexico, which we will continue with for the next 4 weeks. This week we will be looking at the climate and geography of Mexico.

1.) Intro to Mexico - <https://www.bbc.co.uk/bitesize/clips/zbdmpv4>

Climate zones - <https://www.bbc.co.uk/bitesize/clips/zr7hyrd>

2.) Can you look up this week's weather forecast for Mexico and compare it to the weather forecast for this week wherever you live? Could you plot the climate for each day in each country on a line graph?

3.) Draw/copy out a map of Mexico and label the different regions.

What is the climate like in each?

Colour them a shade of red for hot and blue for cold and draw a key showing colours and temperatures.

How do physical features like mountain ranges and the rainforests of Mexico affect the climate?

4.) Find out about the wet and dry season in Mexico and why the landscape and climate is different in the North and the South of the country. Look at a globe and find which part of Mexico goes through the equator. You could sketch this or write about it.

5.) Create a holiday brochure for one of the regions of Mexico to sell a holiday there.

You could choose the tropical South and describe all the activities you could do at the beach.

You could even design a hotel for your destination!

