Kestrels Home Learning Tuesday 30<u>th</u> June
<u>Weekly tasks to do when possible:</u>

Grammar: Write some sentences with modal verbs (check the Grammar slide for a definition)
Spelling: Practise writing words with the suffixes ful, ment, ness and less and then cover them and rewrite them, look at the slides for extra activities.
Arithmetic: Mental methods for addition and subtraction see the following slides for practice.
Please make sure you are reading daily, for at least 20 minutes.

<u>**Mexico Activities for the week!**</u>
I have suggested some activities below which are suitable for a Year 5/6 class but can also be done by younger children with some help.
Choose the activities you would most like to do and present them creatively! You can present your work however you like, for example, in the form of artwork, a scrapbook, a PowerPoint.
Our weekly focus for this week is Culture and tradition.
Please see the next slide for the activities.

Suggested activities for the week:
- Learn some numbers/ greetings in Spanish. There are some great videos on YouTube for this and the free language learning app Duolingo has a course in Spanish (this app is excellent!).
- Mexican Spanish is slightly different to Spanish from mainland Spain, can you find out more about this?
- Research the traditional sports of Mexico and present these as a poster or try some yourself (unless they are dangerous!)
- Try some Mexican food. There are lots of Mexican dishes in our local supermarkets!
- Research the main religions in Mexico.
- Research the Mayans! What happened to them? Have they influenced any of modern Mexico?
- Research the clothing in Mexico and design your own traditional outfit.
- In England we have the monarchy and government. Is this the same as Mexico? Do they have any laws which are different?
- Is there anyone who is famous who was born in Mexico?
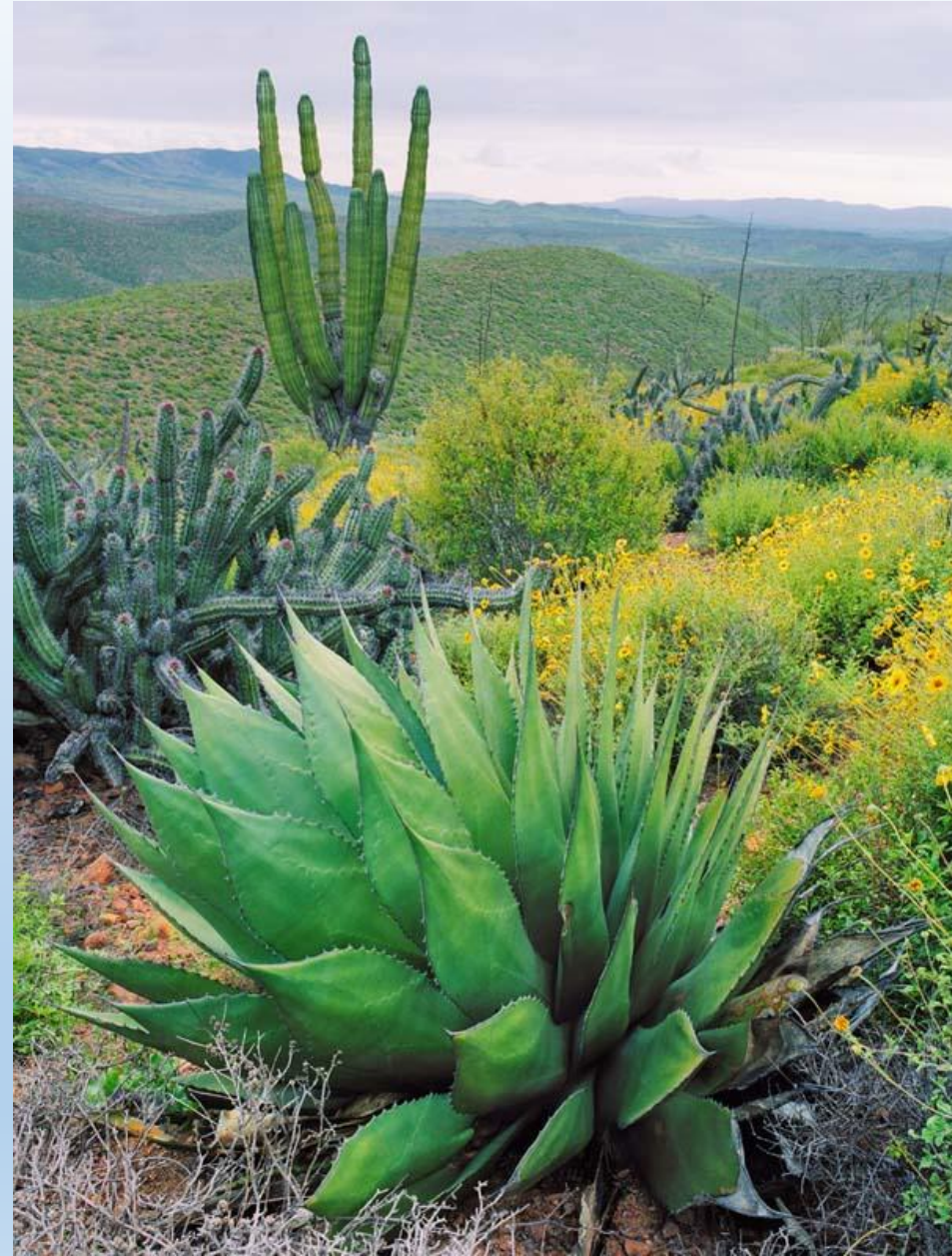
Grammar: Write some sentences with modal verbs.

Modal verbs come **before another** verb and tell us how **possible / likely** something is

Spot the modal verbs:

He **could** go home but he **must** finish this first.

Spelling Rule Explanation

Suffixes are added to the end of a <u>root word</u>.

end**<u>less</u>**   move**<u>ment</u>**   use**<u>ful</u>**   dark**<u>ness</u>**

less: without   **ment:** action / process
ful: full of   **ness:** state of being

For <u>root words</u> ending in **'y'**:

CHANGE **IT** or **KEEP** **IT!**

enjo**<u>y</u>** **>** enjo**<u>i</u>**ment or enjo**<u>y</u>**ment? Why?

happ**<u>y</u>** **>** happ**<u>i</u>**ness or happ**<u>y</u>**ness? Why?

Examples

Where have I just added the suffix?

Which root words would have ended in **'y'**?

care**less**   sick**ness**   power**ful**   enjoy**ment**

treat**ment**   penni**less**   angri**ness**   pain**ful**

help**ful**   move**ment**   harm**less**   silli**ness**

THINK: Which root words could you add a different suffix too? *less / ment / ful / ness*

Practice

Decide which suffix can be added: *less, ment, ful, ness.*

REMEMBER: If it ends in 'y' CHANGE IT or KEEP IT!

Starter
hope *(+less)*

power *(+ful)*

kind *(+ness)*

state *(+ment)*

point *(+less)*

Challenge 1
help

pay

peace

happy

punish

Challenge 2
employ

delight

lonely

invest

mercy

THINK: How many have more than one answer?

Further examples

less	**ment**	**ful**	**ness**
end	govern	success	aware
use	develop	use	dark
home	manage	help	weak
hope	move	wonder	sick
help	depart	power	fit
harm	agree	care	sad
point	treat	hand	good
care	state	pain	kind
fear	invest	peace	fair
speech	pay	dread	bright
spot	punish	delight	mad
mind	**(after a 'y')**	**(after a 'y')**	**(after a 'y')**
(after a 'y')	pay	beauty	happy
joy	employ	mercy	lonely
penny	enjoy	joy	empty
mercy	accompany	play	dizzy

Note

Some words can take more than one of these suffixes.

E.g. joyless, joyful.

Some of these root words can also take several suffixes at the same time.
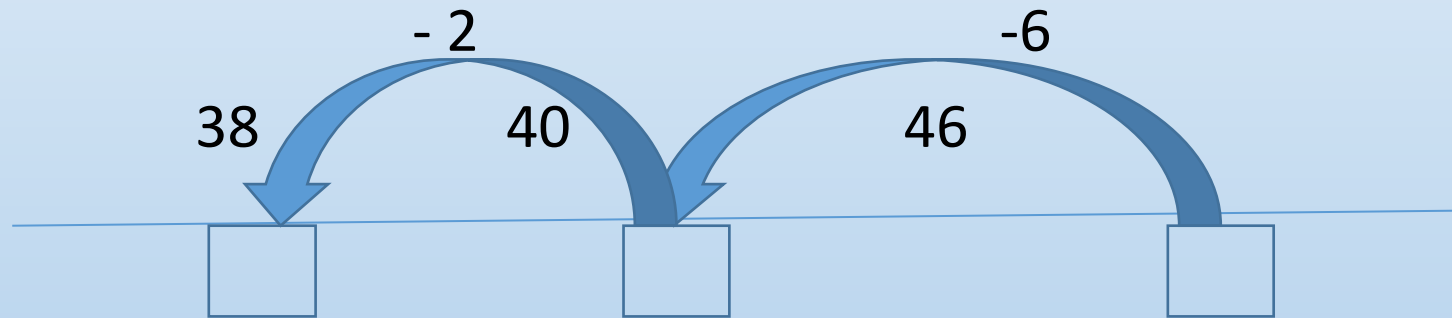
E.g. peacefulness, carelessness

Exceptions

Some root words with one syllable keep the **'y'** before a suffix.

E.g. shyness, dryness.

Recall and use addition and subtraction facts to 20

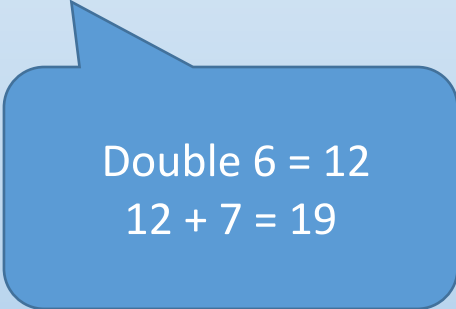Calculate 46 – 8. Tom solved this calculation using two jumps on a number line. How did he do it?

- 2   -6

38   40   46

Fill in the missing numbers to show your understanding

Adding and subtracting numbers mentally.

6 + 6 + 7.

What is the most efficient way to solve this calculation?

6 + 6 + 6 + 1 - 19

Double 6 = 12
12 + 7 = 19

Adding and subtracting numbers mentally.

103 – 98

What is the most efficient way to solve this calculation?

I counted up from 98 to 100 and then from 100 to 103 giving me my answer of 5

I subtracted 98 from 100 and then added the 3 giving me my answer of 5

Adding and subtracting numbers mentally

27 + ☐ = 40

> I knew I would need 3 ones to get to the next multiple of 10 but that only got me to 30 so I needed to add another 10 to get to 40. My answer is 13

☐ -16 = 46

> I knew I needed to add the two numbers together so I doubled 6 and added 50 to get to 62

100 - 54 = ☐

> I counted up to 60 which was 6 and then 4 tens to get to 100. My answer is 46.
> I subtracted 50 from 100 and then subtracted 4 from 50 to get 46

Maths
L.O: To compare and classify 3D shapes and describe their properties.

Complete the table about the 3D shapes:

3D Shape / Object		Faces	Edges	Vertices
Cube				
Cuboid				
Sphere				
Cylinder				
Cone				
Triangular Pyramid				
Square Pyramid				
Pentagonal Pyramid				
Hexagonal Pyramid				
Octagonal Pyramid				
Triangular Prism				
Pentagonal Prism				
Hexagonal Prism				
Octagonal Prism				

Challenge:

Create a Venn diagram/ Carroll diagram with some 3D shapes.

Extra challenge:

Draw a picture using 3D shapes and then label them!

You could draw a very angular robot or a dinosaur with cylinders and spheres.

English - L.O: To write a non-chronological report.

Today I would like you to write up your non-chronological report in anyway which you would like but make sure it is engaging for your chosen audience.

Below you will find the features of a non-chronological report (a boring one, be a risk taker and choose the features which you think are the most important!)

	Topic title covers the whole subject.		Non-chronological reports use **factual language.**
	Brief **introduction paragraph** gives who/what/where overview.		**Present tense** verbs (unless it is a historical report, then it would be past tense).
	The information is organised into **paragraphs.**		**Technical language** may be explained in a glossary.
	Each category has a **sub-heading.**		**Third person** makes it impersonal.
	Some information may be in **fact boxes or bullet-point** lists.		Non-chronological reports have a **formal tone.**
	Extra details support the main points.		**General language,** not particular examples.