

Kestrels Home Learning Monday 29th June
Weekly tasks to do when possible:

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.

Mexico Activities for the week!

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.

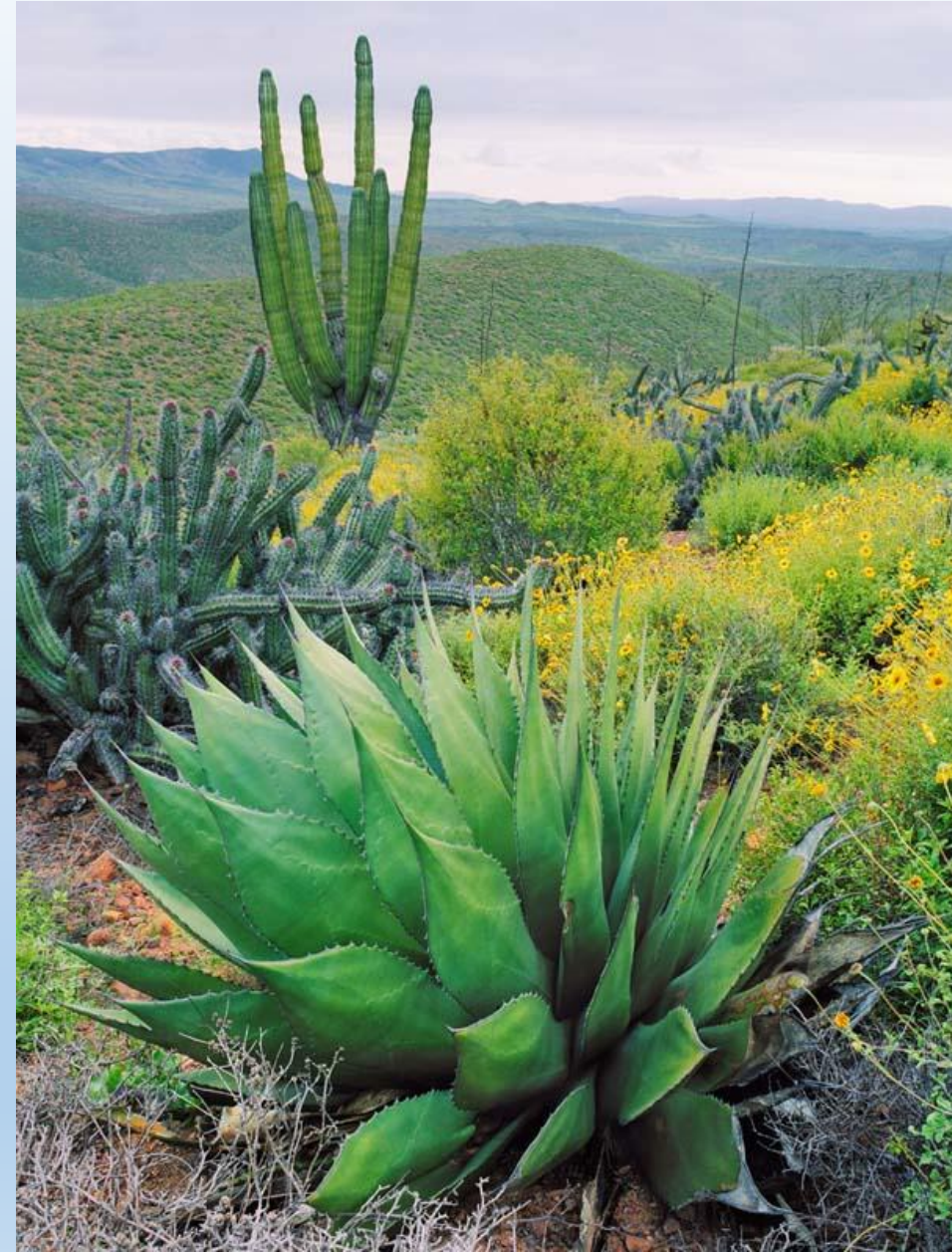
Choose the activities you would most like to do and present them creatively! You can present your work however you like, for example, in the form of artwork, a scrapbook, a PowerPoint.

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 root word.

endless movement useful darkness

less: without **ment:** action / process

ful: full of **ness:** state of being

For root words ending in 'y':

CHANGE IT or **KEEP IT!**

enjoyy > enjoiment or enjoyment? Why?

happy > happiness or happyness? Why?

Examples

Where have I just added the suffix?

Which root words would have ended in 'y'?

careless sickness powerful enjoyment

treatment penniless angriness painful

helpful movement harmless silliness

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

end
use
home
hope
help
harm
point
care
fear
speech
spot
mind
(after a 'y')
joy
penny
mercy

ment

govern
develop
manage
move
depart
agree
treat
state
invest
pay
punish
(after a 'y')
pay
employ
enjoy
accompany

ful

success
use
help
wonder
power
care
hand
pain
peace
dread
delight
(after a 'y')
beauty
mercy
joy
play

ness

aware
dark
weak
sick
fit
sad
good
kind
fair
bright
mad
(after a 'y')
happy
lonely
empty
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

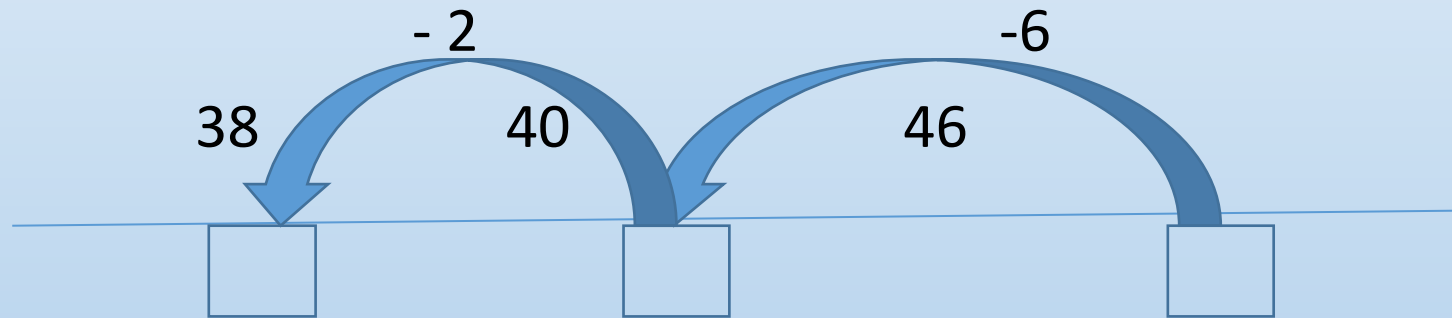
Exceptions

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?



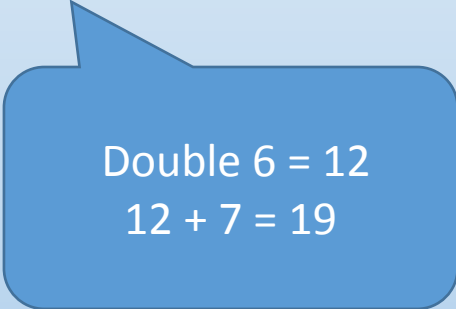
Fill in the missing numbers to show your understanding

Adding and subtracting numbers mentally.

$$6 + 6 + 7.$$

What is the most efficient way to solve this calculation?


$$6 + 6 + 6 + 1 = 19$$


$$\begin{aligned} \text{Double } 6 &= 12 \\ 12 + 7 &= 19 \end{aligned}$$

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

$$27 + \square = 40$$

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

$$\square - 16 = 46$$

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

$$100 - 54 = \square$$

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 2D shapes and describe their properties.

Complete the table about the 2D shapes:

2D Shape	Total Number of Sides	Number of Straight Sides	Number of Curved Sides	Number of Vertices	Lines of Symmetry
Square					
Rectangle					
Circle					
Triangle					
Pentagon					
Hexagon					

Challenge:

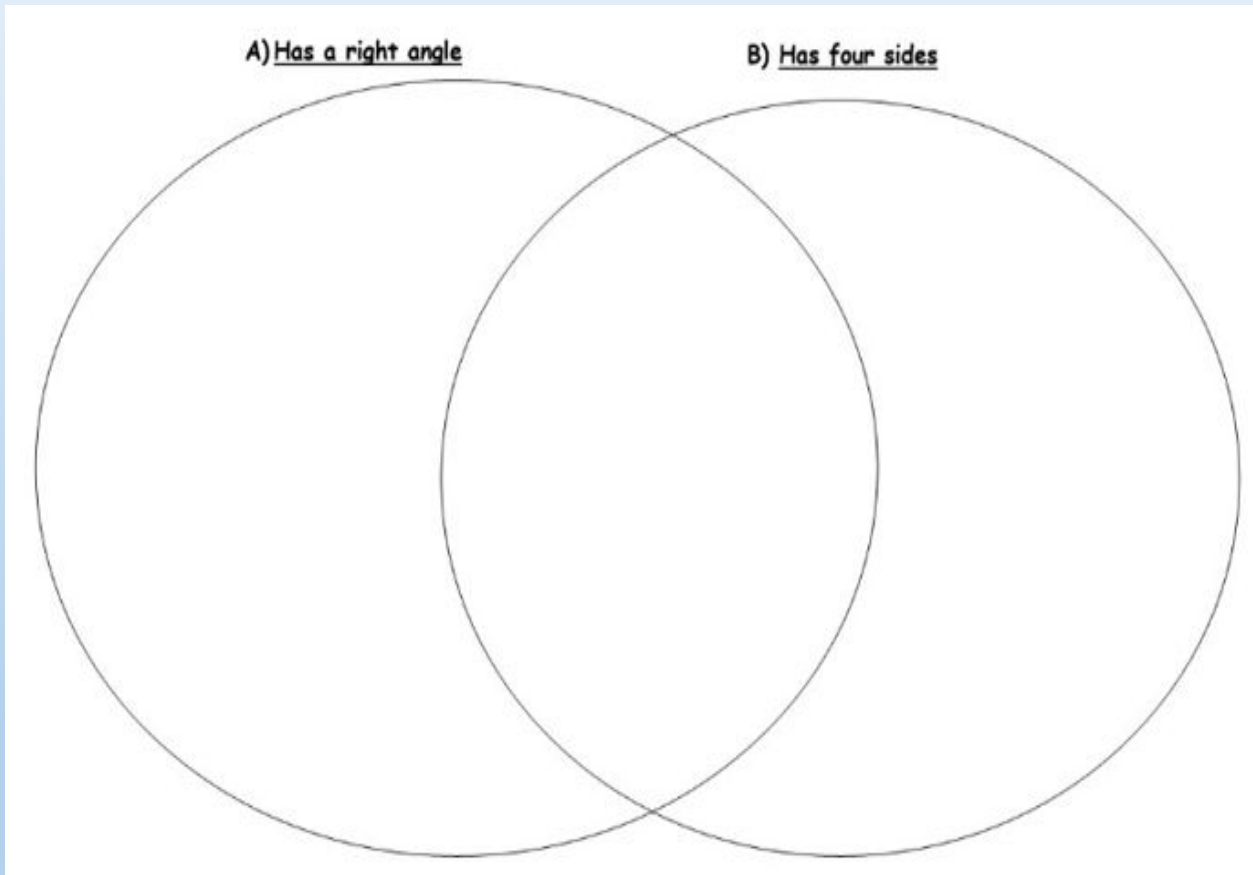
Add some extra columns to the table.

Irregular/ regular?
Perpendicular lines?
Parallel lines?

Add some extra rows with some trickier shapes!

Extension:

Create a Venn diagram or a Carroll diagram to sort some shapes.



	Has at least one right angle	Has no right angles
Has at least 4 sides		
Has fewer than 4 sides		

English - L.O: To practise taking notes

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A lot of people don't believe in curses.

A lot of people don't believe in yellow-spotted lizards either, but if one bites you, it doesn't make a difference whether you believe in it or not.

Actually, it is kind of odd that scientists named the lizard after its yellow spots. Each lizard has exactly eleven yellow spots, but the spots are hard to see on its yellow-green body.

The lizard is from six to ten inches long and has big red eyes. In truth, its eyes are yellow, and it is the skin around the eyes which is red, but everyone always speaks of its red eyes. It also has black teeth and a milky white tongue.

Looking at one, you would have thought that it should have been named a "red-eyed" lizard, or a "black-toothed" lizard, or perhaps a "white-tongued" lizard.

If you've ever been close enough to see the yellow spots, you are probably dead.

The yellow-spotted lizards like to live in holes, which offer shade from the sun and protection from predatory birds. Up to twenty lizards may live in one hole. They have strong, powerful legs, and can leap out of very deep holes to attack their prey. They eat small animals, insects, certain cactus thorns, and the shells of sunflower seeds.

Read this chapter from the book.

Today you are going to take notes on the yellow-spotted lizard and then plan a non-chronological report about it.

Think carefully about your non-chronological report and the audience which you would be writing for.

Watch the two YouTube videos; these are two stories which are actually non-chronological reports even though they don't sound like it. What makes these different? Are they more engaging than normal non-chronological reports?

As an extra challenge you could plan to write your non-chronological reports in this way.

This is the feature list for a normal non-chronological report- do the two books have all of the features?

Why/ Why not?

<https://www.youtube.com/watch?v=9talhqvyul4>

<https://www.youtube.com/watch?v=eNUO0iqJKCl>

	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.