

Kestrels Home Learning Thursday 25<sup>th</sup> June  
Weekly tasks to do when possible:

**Grammar:** Create some of your own adverbs and get someone to act it out! Can you get them to act how you wanted them to? E.g. To run jellily.

**Spelling:** Practise writing words with the suffixes -ous and -ious and then cover them and rewrite them, look at the slides for extra activities.

**Arithmetic:** Rounding and estimating- 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.

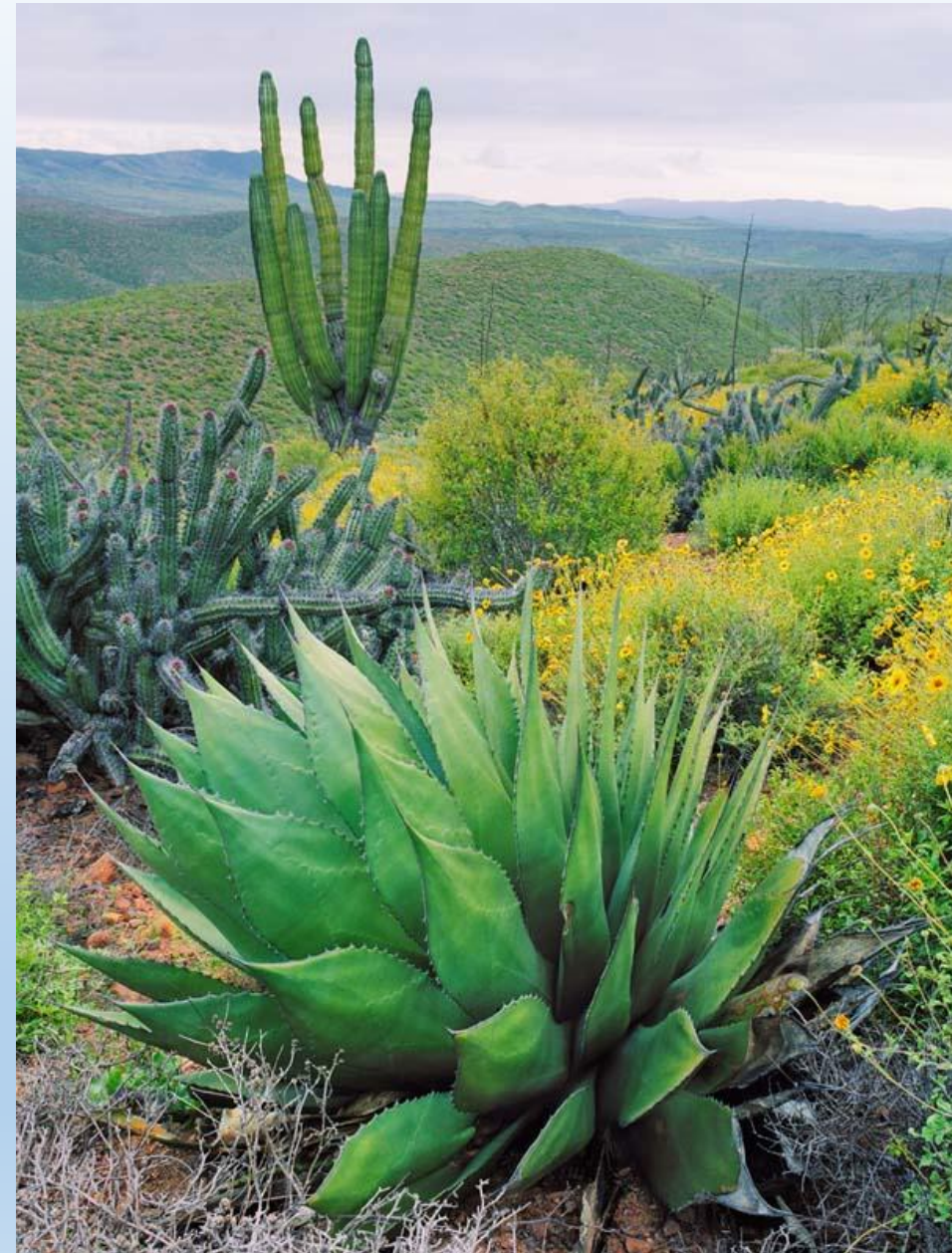
Choose the activities you would most like to do and present them creatively! You can present your work however you like, for example, in the form of artwork, a scrapbook, a PowerPoint.

**Our weekly focus for this week is Festivals.**

**Please see the next slide for the activities.**

## **Suggested activities for the week:**

- Research different Mexican festivals! Find out where they happen and why.
- Find a festival which interests you (some are listed below) and study the history of it. Is there a traditional story behind the celebration? Is it similar to any festivals we have in the UK?
- Consider the religions of Mexico. What are the main religions? Do they celebrate the same things that we do?
- Lots of festivals have traditional songs. Can you find any and have a listen? Do you enjoy them? How is the music made? Does it sound like music we have at our festivals in the UK? Why/why not?
- You could look up some of the foods associated with the festivals and try to recreate them.
- Festivals you could consider:
  - Day of the Dead
  - Carnaval
  - Cinco de Mayo
  - Independence day
  - Las Posadas.



# 1) Spelling Rule: Explanation

Where '**ous**' is added to a root word, normal rules for adding vowel suffixes apply (see Rule 21).

*E.g. 'e' at the end of a root word is often removed.*

The '**ee**' sound before '**ous**' is often spelt '**i**'.

fam**ous**    enorm**ous**    humor**ous**

ser**i**ous    glor**i**ous    prev**i**ous

**NOTE:** If the root word ends in '**our**', this is usually changed to '**or**' when '**ous**' is added.

# Examples

Which words have an obvious root word?

Has the root word changed? How? Why?

poison**ous**

curi**ous**

gener**ous**

obvi**ous**

vigor**ous**

glamor**ous**

nerv**ous**

continu**ous**

vari**ous**

**THINK:** Which words had root words ending in 'our'?

How have they changed when 'ous' was added?

# Practice

Add 'ous'. Watch out: the root word may need to

change!

## Starter

danger

poison

vary

mountain

hazard

## Challenge 1

fame

glamour

nerve

fury

humour

## Challenge 2

glory

vigour

continue

mystery

ridicule

THINK: Which other words ending in 'ous' can you think of that **don't** have an obvious root word?

# Further examples- use some of these in some sentences.

## 'ous'

famous  
dangerous  
enormous  
numerous  
nervous  
humorous  
continuous  
generous  
tremendous  
glamorous  
ridiculous  
marvellous  
vigorous  
jealous

## 'ious'

various  
serious  
previous  
obvious  
furious  
mysterious

## Exceptions

Some words with the 'ee' sound before 'ous' at the end are spelt 'eous'.

hideous  
courteous  
spontaneous

## Other exceptions

The 'e' at the end of a root word must be kept if the root word ends in a 'soft' 'g' ('j' sound).

gorgeeous  
courageeous  
outrageeous

The 'ious' ending at the end of '**religious**' makes sense when linked to the root word '**religion**'.

Be aware of '**disastrous**' (not 'disasterous').



# Arithmetic: Estimating answers – using rounding

$$23.45 + 138.71 + 9.108 =$$

Let's round these numbers to the nearest whole number, to help us estimate the answer:

23.45 to the nearest ten is 20

138.71 to the nearest ten is 140

9.108 to the **easiest** whole number is 10

Mathematically we would normally round 9.108 down to 9, but for the purposes of estimating we could choose to break this rule, as 10 is an easier number to add.

Our estimate could be  $20 + 140 + 10 = 170$

## Estimating answers – using rounding

$$345,608 + 541,098 =$$

Let's round these numbers to the nearest 10,000 to help us estimate the answer.

345,608 to the nearest 10,000 is 350,000

541,098 to the nearest 10,000 is 540,000

Our estimate could be  $350,000 + 540,000 = 890,000$



# Estimating answers – using rounding

$$3375.5 - (23 \times 95)$$

Let's round these numbers in different ways to help us estimate the answer:

$$\begin{aligned} 20 \times 100 &\text{ is } 2,000 \\ 3,400 - 2,000 &\text{ is } 1,200 \end{aligned}$$

Can you think of a different way to estimate the answer to this calculation?

Our estimate could be **1,200**

# Estimating answers – using rounding

$$2\frac{1}{4} + 3\frac{5}{8} + 1\frac{1}{2}$$

To carry out a quick mental estimate, I am going to round

$3$  and  $\frac{5}{8}$  to  $3\frac{1}{2}$ ,

since  $\frac{5}{8}$  is close to  $\frac{4}{8}$ , which is **equivalent** to  $\frac{1}{2}$

$$2\frac{1}{4} + 3\frac{1}{2} + 1\frac{1}{2} = 7\frac{1}{4}$$

Our estimate could be  $7\frac{1}{4}$

Can you think of a different way to estimate the answer to this calculation?

# Estimating answers – using rounding

$$\frac{5}{6} \text{ of } 4,920$$

Let's change 4,920 to a number that is a **multiple** of 100, but also **divisible** by 6:

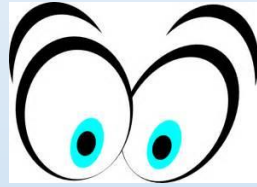
$$4,800 \div 6 = 800$$

$$5 \times 800 = 4,000$$

Our estimate could be **4,000**

$\frac{5}{6}$  is only  $\frac{1}{6}$  away from being a whole, so 4,000 seems like a good estimate.

**Now try estimating the answers to these calculations using your rounding skills**



$$34,097 + 26,156 + 135.8 =$$

$$(58 \times 70) - 9.9 =$$

$$2\frac{1}{5} + 3\frac{3}{10} + 4\frac{1}{2} =$$

$$15\% \text{ of } 848 =$$

$$8,634 \times 74 =$$

$$34,982 \times 6 =$$

# Reasoning

Sal says that if your actual answer is close to your estimate, then it must be correct. Mika says that the answer could still be incorrect, even if it is close to the estimate. Who do you agree with?

**Explain your answer and give examples.**



# Maths

## L.O: To draw a bar chart.

Today I would like you to have a go at constructing your own bar chart! You can either use the data you have collected this week or use the data in the table here from two of the Mexican cities. Remember to label your axes and give your graph a title. Think carefully about the scale that your graph might go up in. Remember the Y axis is the vertical line and usually has your scale of numbers going up it and the X axis is the horizontal axis which usually has your other variable along it such as the months of the year.

AVERAGE MONTHLY TEMPERATURES FOR CHIHUAHUA CITY IN CHIHUAHUA												
Month	J	F	M	A	M	J	J	A	S	O	N	D
Average Temp. °C	11	13	17	20	24	26	26	24	23	20	15	12

AVERAGE MONTHLY TEMPERATURES FOR VILLAHERMOSA IN TABASCO												
Month	J	F	M	A	M	J	J	A	S	O	N	D
Average Temp. °C	24	25	27	29	30	29	29	29	28	27	26	24

## English

### L.O. To add to your description of the warden.

Add to the picture of the Warden with extra information and ideas you pick up from the last two chapters (16 and 17).

Add a quotation from the text to support each idea you have about her. Remember to use quotation marks.

