

Kestrels Home Learning Tuesday 7th July
Weekly tasks to do when possible:

Grammar: Write some sentences with noun phrases (check the Grammar slide for a definition)

Spelling: Practise writing words with prefixes and then cover them and rewrite them, look at the slides for extra activities.

Arithmetic: Finding percentages of amounts.

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 Art.

Please see the next slide for the activities.

Suggested activities for the week:

- Research how Mexican art has changed through time.
- Create your own piece of Aztec or Mayan art!
- Research some famous Mexican art and artists and create a presentation about them or try to copy a piece of art yourself. One of my favourites is Frida Kahlo.
- Try out one of the crafts:



Tissue paper flowers for a fiesta!



A flower garland like Frida Kahlo's!



Worry dolls- Muñeca Quitapenas are dolls that remove worries. Worry dolls help ease the child's worries or can be used to make wishes. The doll is told the worry, then placed under the child's pillow. The doll does the worrying while the child sleeps.



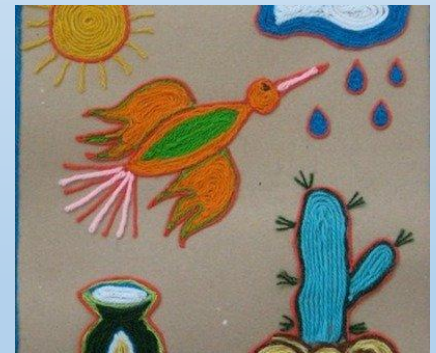
Design a sombrero!



Make a pinata!



Stone cacti



Making Cinco de Mayo Huichol yarn pictures

Grammar: Write some sentences with noun phrases.

Noun phrases are a **group of words**
that do the job of **one noun**

Spot the longest noun phrase:

In my pocket were **lots of old and slightly sticky sweets** that I had forgotten to throw away.

Spelling Rule Explanation

Prefixes are added to the start of a root word.

unplug antisocial submarine
reclaim disapprove preview
automatic semicircle

How do these prefixes change the meaning?

un: not / reversal **anti:** against
sub: below / nearly **re:** again
dis: removal / not **pre:** before in time
auto: by itself **semi:** half / partly

'un', 'dis' and 'mis' all have negative meanings.
'in' can mean *not*. It may also be spelt 'ir', 'il' & 'im'.

incorrect illegal improper irregular

il: before an 'l' im: before an 'm' or 'p'
ir: before an 'r' in: before anything else

'in', 'ir', 'il' or 'im'?

__possible __logical
__rational __active



Remember
imp!

Examples

How does the prefix change the meaning?

unfinished

replay

irreplaceable

discontented

autobiography

preheat

substandard

semicircle

anticlockwise

THINK: Which other words can you think of with these prefixes?

Practice

Match the root word to the correct prefix.

Starter

mis	fold
re	like
un	match
pre	do
dis	view

Challenge 1

sub	pilot
auto	dote
anti	natural
in	marine
un	correct

Challenge 2

in	appear
pre	possible
im	fortune
dis	active
mis	occupy

THINK: Do any have more than one answer?

Further examples

auto

autograph
autobiography
autopilot

mis

misfortune
misunderstand
mislead
misplace
misconduct
mismatch
misread

anti

antisocial
anticlockwise
antibiotic
antidote
antiseptic

dis

disappear
disable
dislike
disbelief
dissatisfaction
disadvantage

un

undo
unfold
unafraid
unnatural
uncertain
unbolt
unaware
unable
unhelpful
unhappy

pre

preview
premature
preoccupy
prehistoric
preface
prefix
preheat
prejudge

re

retry
replace
recall
redo
restock
repay
renew
reassure

sub

submarine
substandard
suburban
subdivision
subcontract

in/im/il/ir

illiterate
incorrect
immodest
illegal
immortal
impossible
irregular
illogical
inactive
irrational
intolerant

Note

These letters do not always act as a prefix at the start of a word

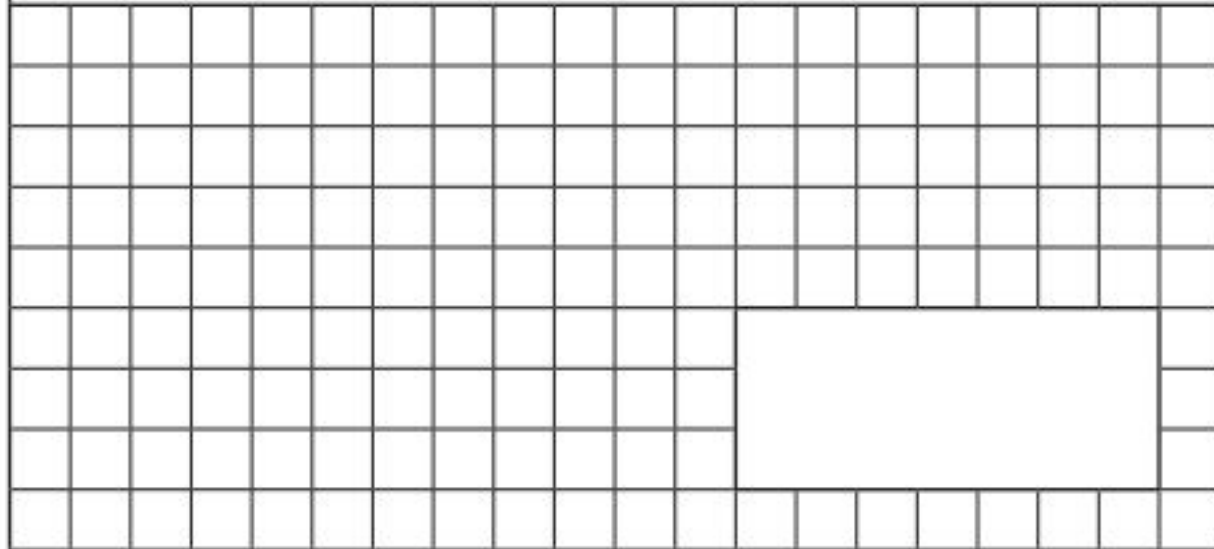
E.g. under,
distant

Some prefixes have more than one meaning

E.g. 'in' can mean not / without (*intolerant*) or into / towards (*incoming*).

Arithmetic: Finding percentages of amounts and working backwards...

$$1\% \text{ of } \underline{\hspace{2cm}} = 7.2$$



$$10\% \text{ of } \underline{\hspace{2cm}} = 35$$

$$25\% \text{ of } \underline{\hspace{2cm}} = 20$$

$$60\% \text{ of } \underline{\hspace{2cm}} = 15$$




$$74\% \text{ of } \underline{\hspace{2cm}} = 50$$

Can you make up your own?

Maths

L.O: To work backwards to calculate the answer to a problem.

Each of the following shapes has a value:








 = 7  = 17  = ?

(a)  +  +  = 25

(b)  +  +  +  = 51

(c)  +  +  +  +  +  = 136

(d)  +  +  = 48

(e)  +  +  +  +  +  +  = 100

- Can you work out the value of the red shape in each calculation?

- Hint: First substitute in the values you know for the green triangle and yellow rectangle. Then you will need to use your working backwards skills (inverse operations) to find out what the red shape must be worth. Once you have an answer, check it into the calculation and see if it works.

Can you create your own puzzle?

There are few rules with algebra to remember. If a letter is directly next to a letter, for example $3b$, this means you have to multiply whatever B is worth by 3. Any letter directly next to a number, means you will have to multiply whatever the letter is worth by the number it is next to. If the letter is above a line (a bit like a fraction), this is asking you to divide whatever the letter is worth by the number below. Using this information, can you find the solution to the code breaker on the next slide...



Mathematics Code Breaker



In the following expressions, $a = 5$, $b = 3$, $c = 10$, $d = 100$. Substitute into each expression to get your answer. Then look at the table below to see which letter your answer represents. Fill that into the blanks underneath to reveal another **HILARIOUS** maths joke.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
0	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

$17+a$ $c-3$ $b-3$ $b+c+6$ $\frac{d}{10}$ $b+5$ $c+b$ $13-c$ $5b-1$ $2b-1$ $3a+4$ $2c-3$ $\frac{400}{d}$ $\frac{c}{2}-1$

$\frac{9}{b}$ $\frac{d}{a}-6$ $3a-11$ $6b$ $\frac{d}{10}-c$ $4b$ $c-2a$ $4a-1$ $c-b$ $\frac{d}{a}-2$

$2c-1$ $\frac{d}{25}$ $d-100$ $\frac{c}{a}$ $2c-13$ $\frac{1}{2}c-1$ b^2+8 $d \div c \div a$ $2c-b^2$ a^2-17 $3(a-1)$ $\frac{d}{c^2}$

_____ ?

b^3-3b a^2-1 $c+2$ $d-88$ b^2-a $7b-2$ $bc-13$ b^2+3a

_____ !!

English - L.O: To discuss authorial choices.

Read up to chapter 24.

How does the author link what is happening in the present with Stanley to the story in the past? Why do you think the author does this?

Do you like the way that the author weaves Kate's story in with Stanley's or would you prefer a prologue- style book? Why?

<https://docs.google.com/viewer?a=v&pid=sites&srcid=YWJwbmByLm9yZ3xlbmdsaXNofGd4OjZhMjExYmUwOTlkOTk4MzU>

The whole book can be found here!