

I can convert nouns or adjectives into verbs using suffixes.



You can change nouns and adjectives into verbs by adding the suffixes -ate, -ise, and -ify.

Remember, the usual spelling rules apply:

- For words ending in 'y' change to 'i' before adding the ending.
- For words ending in 'e' remove the 'e' before adding the ending.
- For words ending with a short vowel, sound double the consonant before adding the ending.

Sort these words into the right boxes (note: some words may fit into more than one box):

popular	advert	captive	pure	real	computer
oxygen	equal	active	author	valid	

-ate	-ise	-ify

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Choose a **coordinating conjunction** from the box to complete these sentences.

and	but	or	so
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1. I went to bed very late _____ I am tired today.
2. I listened to the weather forecast _____ put an umbrella in my bag.
3. I enjoy playing hockey _____ it's not my favourite sport.
4. We could go to the park _____ to the cinema.

Choose a **subordinating conjunction** from the box to complete these sentences.

although	because	so that	even if	whenever
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1. My dad has fixed my bike _____ I can take it to the park.
2. My brother is grumpy _____ he has got to do his homework.
3. I will always support my local team, _____ they always lose!

Write a song about your town

You have been asked to write a song about your local area to encourage tourists to visit. Use the space below to list all the places, festivals, landmarks etc. that could feature in your song. Think about the instruments you could use in your song – it could be to the score of a popular existing song.



ACTIVITY 1 | SAILING BOAT





STEM Learning Objectives:

-  **Science:**
Explore resistance in water by making and testing a boat.
-  **Technology:**
Use a range of tools, equipment, materials and components.
-  **Engineering:**
Understand the forces acting on a sailing boat.
-  **Maths:**
Measuring and marking out.

WHAT YOU NEED:

Materials:

- Polystyrene foam pizza disc
- A4 coloured card
- Plastic milk bottle lid
- Wooden skewer
- Decorations



Tools:

- Low melt glue gun
- Ruler
- Felt tip pens
- Large scissors
- Lump of poster tack
- Pencil
- Hole punch
- Water tray




Can you spot any hazards? How can you reduce the risks?

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WHAT YOU DO:

1. Use the felt tip and ruler to draw a boat shape on your pizza disc. Make it as long as the disc and quite wide to help prevent the boat capsizing. Cut out the boat base.
2. Place the poster tack on the table and press a bottle lid onto it with the open side downwards. Press down with the pencil to make a small hole in the middle. Don't make the hole too big as it needs to be a tight fit on the skewer.
3. Take out the poster tack and glue the lid down towards the front of the boat base. Push the pointed end of the skewer down through the hole in the lid and into the base.
4. Cut the sheet of coloured card so that it is shorter than the skewer, and trim it to your preferred shape. You can decorate it with a felt tip pen. Punch a hole in the middle of the top and bottom, then slide the sail onto the skewer.
5. Place the boat in the water tray and blow into the sail to make it move across the water. You can customise your boat by adding a sailor, flag, decorations etc. You could try to help it move faster, for example by changing the shape of the base to make it more streamlined.



STEM Explanation:








Gravity acts downwards on the boat, pulling it down onto the water.

The boat base is made from polystyrene foam pizza disc, this contains lots of little air pockets, making it buoyant so that it doesn't sink.

When you blow into the sail the boat moves across the water.

The resistance of the water (drag) slows the boat down.

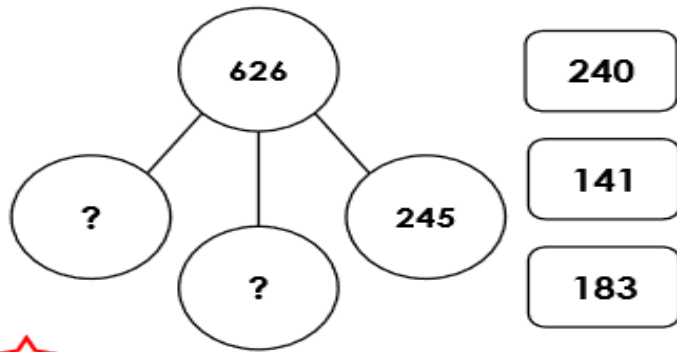
If you make the boat more streamlined (e.g. by making the front pointed and rounding off the corners) this reduces the drag so the boat can go faster.

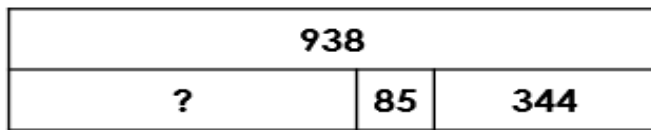
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Multi-Step Problems

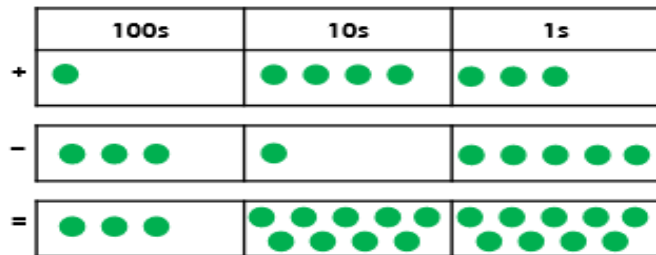
1b. Use the cards to complete the part whole model.



2b. Complete the bar model.

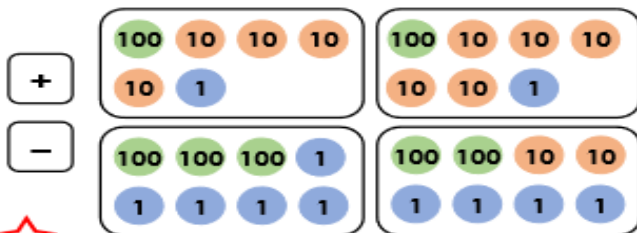


3b. Kate thinks of a number. She adds and subtracts the following numbers:



What number did she start with?

4b. Which of the following cards create a two-step calculation that gives 222 as the answer?



Roman Numerals

1a. Complete the sequences by filling in the missing Roman numerals.

a) X XII

b) XXXVI XXXVIII

c) LX LXII

2a. Write the following Roman numerals in ascending order.

L XIX XV XXXI

3a. Use $<$, $>$ or $=$ to complete the statements.

LXXI 21

85 XCV

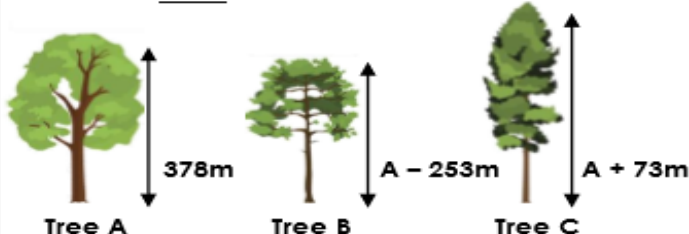
XLVIII 48

Multi-Step Problems

1a. Tree A is 378m tall.

Tree B is 253m shorter than tree A.

Tree C is 73m taller than tree A.



What is the total height of the trees?

Multi-Step Problems

1b. A school orders 455 maths books.

They order 258 fewer English books than maths books, and 86 more art books than English books.



Maths
455



English
Maths - 258



Art
English + 86

How many books are ordered in total?