Friday 19th June:

JANUARY — JULY
FEBRUARY — AUGUST
MARCH — SEPTEMBER
APRIL — OCTOBER
MAY — NOVEMBER
JUNE — DECEMBER

INVINCIBLE FIVE

Daily reading	Please read the Viking Longships comprehension text and answer the attached questions. This can be found and downloaded on the Year 5 daily learning page of the school website.

Viking Longships

twinkl

The Vikings built longships for war and raiding. The ships were also sometimes called 'dragonships'.

Appearance
The front end of the ship would have a carved figure head to scare off enemies and be intimidating.

Speed
They were long and narrow for travelling quickly through the water. This was important for surprise attacks and speedy getaways!

Power
The ships were powered by wind in a wool sail or manpower by rowing with oars if there wasn't any wind available.

Steering
One man would steer the ship by using a big steering oar at the back (stern) of the ship.

Room
A typical longship would have enough room to fit around 50 - 60 people inside. Eating and sleeping were done on the deck as there was no shelter on the ships.

Protection
The Viking men's shields were tied over the oar holes to protect both men and women during battles.

Viking Longships Comprehension

Answer these questions in full sentences with capital letters and full stops.

Don't forget - The spellings that you might need could either be in the question (within the text.

1. What was the purpose of the carved figure head at the front?

2. How did the shape of the longship help it to travel quickly?

3. What is the stern of the ship and what happens there?

4. Do you think wool is the preferred material used for sails on modern boats today? Why/why not?

5. What was the purpose of the shields on the side of the ship?

6. Why was all eating and sleeping done on deck?

7. How would you evaluate the overall effectiveness of the Viking longship as a method of transportation? Give reasons for your answer.

If you are unable to access the comprehension, make sure to do 30 mins of independent reading today and discuss what you have read with an adult. Also, take time to ask family members about the books that they are reading.

Daily times tables	Using your knowledge of times tables, can you solve these number grids?
	Remember to use patterns to help you when multiplying by 10 or 100.
	For example we know that 6 x 7 = 42, so 6 x 70 = 420 and 60 x 70 = 4200.

X	50	8
40		
7		

X	20	7
50		350
		42

X		2
70	2800	
5		10

X	30	
	2700	90
9	270	9

Termly Spellings	Please take time to learn spellings for future weeks and to re-visit past spellings.
	These can be found on the school website at https://www.newbridge.bathnes.sch.uk/ and go to the tab **Classes** and click on your class.

This week's spellings are:

lovable   comfortable   valuable
adorable   respectable

Activity:
Today is test day when all of your purposeful practise comes to fruition. Kindly ask a member of your family if they can test you on this week's spellings. Best of luck :)

Daily Maths	**Milligrams and millilitres**:

Today, focuses on the use of **milli-** in units of length and mass. The prefix milli- means $\frac{1}{1,000}$
Convert from metres to millimetres (**mm**), litres to millilitres (**ml**) and vice versa. If possible, the use of rulers, tape measures, jugs and bottles can help children to get a better understanding of the conversions.

Here is a handy method to help convert from **m** to **mm**, and from **l** to **ml**:
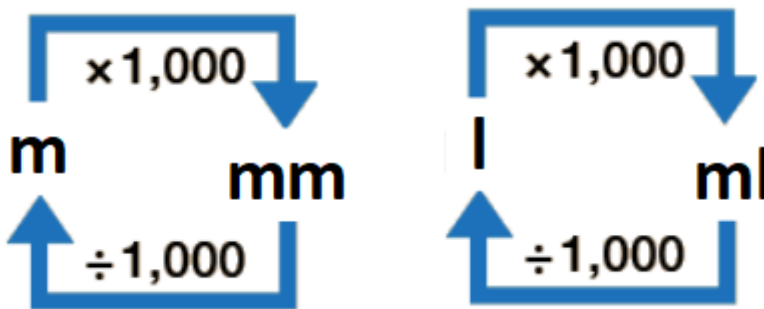
Multiplying and Dividing by 10, 100 and 1000

10 000	1000	100	10	1	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					•			

Multiplying		**Dividing**	
X 10	digits move LEFT **1** space	÷ 10	digits move RIGHT **1** space
X 100	digits move LEFT **2** spaces	÷ 100	digits move RIGHT **2** spaces
X 1000	digits move LEFT **3** spaces	÷ 1000	digits move RIGHT **3** spaces
⬅		➡	

These questions can help prompt discussion beforehand:

Question 1:

Complete the conversions.

1,000 mm = 1 m   1,000 ml = 1 l

5,000 mm = ☐ m   ☐ ml = 3 l

50,000 mm = ☐ m   ☐ ml = 30 l

500 mm = ☐ m   300 ml = ☐ l

5,500 mm = ☐ m   ☐ ml = 0.3 l

Question 2:

Complete the missing information

$\frac{1}{1,000}$ m = ☐ mm $\frac{1}{100}$ m = ☐ mm $\frac{1}{10}$ m = ☐ mm

$3\,l + \frac{1}{4}\,l =$ ☐ ml $2\,l +$ ☐ ml = 2,500 ml

Question 3:

Compare the measurements using < , > or =

2 l ◯ 1,500 ml   60 l ◯ 6,000 ml

2.8 m ◯ 280 mm   3,700 m ◯ 3.7 mm

Question 4:

Cola is sold in bottles and cans.

330 ml
48 p

1.25 litres
£1.59

Alex buys 5 cans and 3 bottles.
She sells the cola in 100 ml glasses.
She sells all the cola.
How many glasses does she sell?

Alex charges 50 p per glass.
How much profit does she make?

If you would rather learn maths through a more practical task - try this:

You will need a measuring jug and a range of different sized containers. Predict how much liquid each container might hold, then fill the container using the measuring jug to calculate the exact volume of liquid. Finally calculate the difference from your prediction and convert the volume into litres.

For example:

Container	Prediction of volume of water held (ml).	Actual volume of water held (ml).	Difference (+ or - ml)	Conversion to litres
mug	200ml	275ml	+75 ml	0.275 l
			_____ ml	_____ l

Daily English

Activity:
Can you continue this short story using the question prompts and sentences activities provided below?

Dragonworld

This was their favourite time of day to fly.

As the glowing, crimson sun dipped down below the vast horizon, retreating to allow night to take its place, the dragons took flight.

The sky looked beautiful: wisps of pillow-like clouds seemed to part in front of them as they flexed their powerful wings. Like sails from ancient ships, the wings beat in the dying embers of the sun's fire, embracing what little warmth remained. Thousands of tiny scales that covered the beasts' bodies glistened like rubies in the dazzling light.

As they reached full speed, leaving the world far beneath them, they almost grinned as they thought about where they were going. There would be others like them there. It would be paradise…

Question time!
Where are the dragons heading?
What is 'paradise'? Why are they looking forward to it so much?
Are these the only 3 dragons that exist, or are there more?
Where have the dragons come from? Where is their home?
If you had a pet baby dragon, how would you look after it?

Sentence challenge!
A simile is a way of describing something by comparing it to something else, often using the word "like" or "as."
Can you identify all of the similes in my writing?
Can you think of your own similes to use in your writing?
You could experiment using metaphors, or even personification to make your writing really exciting to read!

Perfect picture!
Can you draw what you think a dragon's home might look like? Think carefully about what dragons are fond of.

Sick sentences!

These sentences are 'sick' and need help to get better. Can you help? Could you add an adverb?

The dragon flew through the sky.

The sun was shining in the sky.

There were big clouds.

Healthy Me	At the start of the week, you were challenged to keep a record of how long you spent looking at an electronic device. How did it go? Are you surprised by the total amount of time? How much of that time spent was beneficial or an improvement to your day? What else could you have been doing instead? A 2019 study found that the average child in the UK spends 23 hours a week (or 3 hours 18 mins a day) using a personal electronic device. Talking with friends and family, reading for pleasure, playing games with friends and doing home learning are many ways in which time spent looking at screens can benefit our well-being. Like all things in life though, the key to success is striking a balance. For parents, information about screen time can be found here: https://www.internetmatters.org/resources/screen-time-tips-to-support-7-11-year-olds/

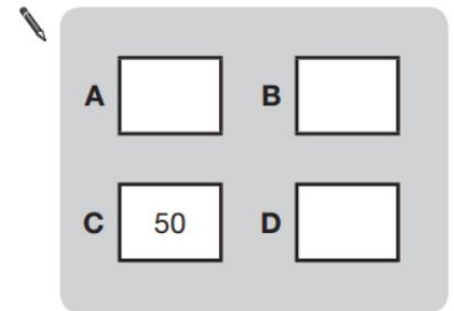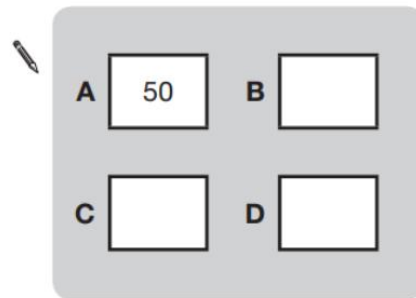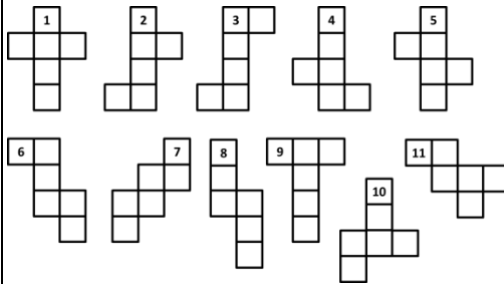|	
Problem of the Day	The number in **A** is **twice** the number in **D**. The number in **B** is **5 less** than the number in **C**. The number in **D** is **10 more** than the number in **B**. Write the missing numbers in this diagram. Now use the same rule for this diagram. A 50 B C D A B C 50 D *Answers to yesterday's problem:* 1 2 3 4 5 6 7 8 9 11 10

The activities below are supplementary and can be used to further extend learning opportunities whilst at home.

Home Learning	Please look at your Home Learning grid. Visit the school website at https://www.newbridge.bathnes.sch.uk/ and go to the tab **Classes** and click on your class. Please plan and complete these activities throughout the duration of the school closure.
National Curriculum Word Lists	Look in your Reading Log and find all of the spellings for your year group. How many of these can you learn? Use the strategies listed at the top of the page.
Curriculum Overview	Take time to look at the Curriculum Overview for your year group. This can be found on the school website at https://www.newbridge.bathnes.sch.uk/ Go to the tab **Key Information**, go down the menu on the left hand side to **Curriculum**, go to **Termly Overview** and click on the one for your year group. Talk to a grown up at home and decide on an aspect you would like to find out more about. This means that when you come back to school, you will be able to share something new.
Useful websites	Please see the useful websites list.

Well done for trying all of these areas of learning. Please can we ask that your parent sends a few lines in an email to let us know what you have completed today.

5B: 5b@newbridge.bathnes.sch.uk **5H:** 5h@newbridge.bathnes.sch.uk

Please look out for tomorrow's learning, from Mrs Bartlett and Mr Handson