

Friday 19th June:

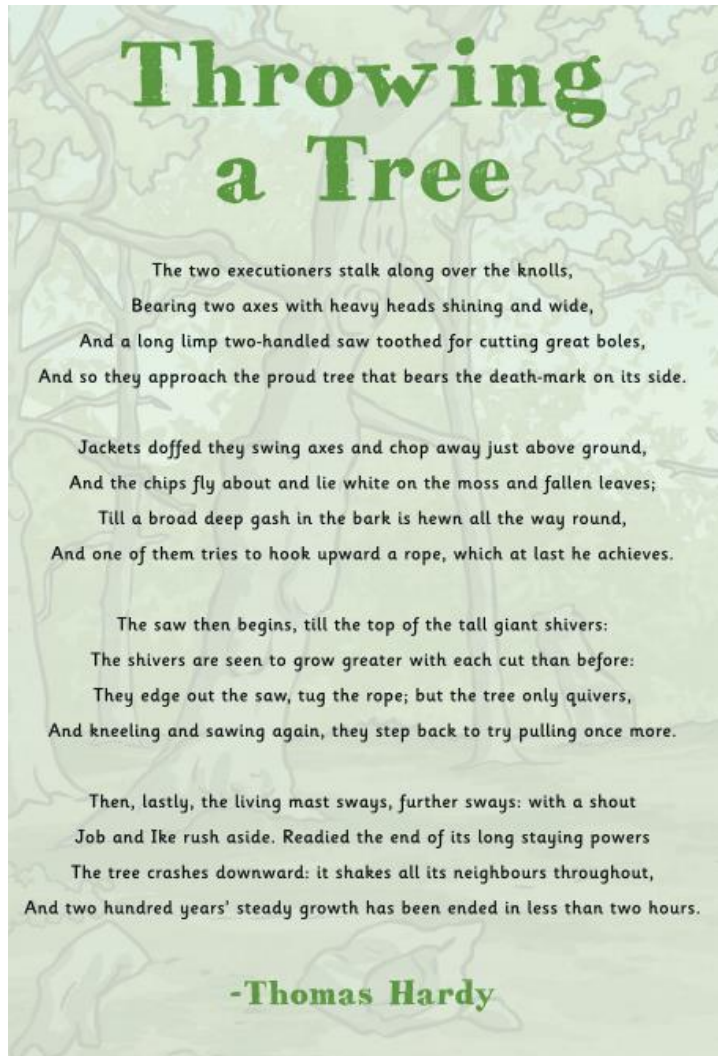
Well it's already the end of the week! Hope you have had a lovely week and kept yourselves busy! Have a fabulous weekend and enjoy time with your families.

Love Mrs Button and Mrs Amor.

Daily reading

Please read for at least half an hour today – how many books have you read since March?

Comprehension:



1. What does the word 'stalk' mean and what does it suggest about the tree fellers?
2. What evidence in the poem is there that chopping the tree is a difficult job?
3. How long had the tree been growing for?
4. How does the poet try to make the reader feel sorry for the tree?
5. What are the names given to the tree fellers?
6. What is meant by the phrase 'it shakes all its neighbours'?
7. How long did the whole process take to chop down the tree?

Year 6 Book Group

I would like you to finish **Orphans of the Tide by Struan Murray** (make sure you have a biscuit and a drink when you are reading). I hope that you enjoyed it – I certainly did!

Daily Maths

Fairtrade Maths:

Fair Trade Fractions - Banana Trader

Follow the route from budding banana plant to harvesting and use your knowledge of fractions to find out how well the banana plants grow, where the bananas are sold and the challenges and benefits that could affect the crop along the way.

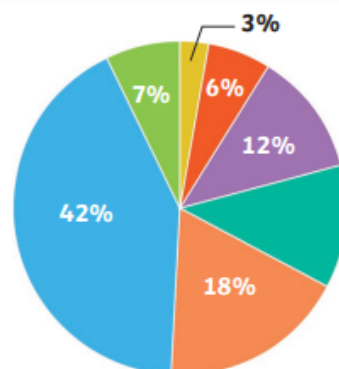
Planting the Crop

Eduardo the banana farmer plants 10,000 banana plants every season. There are some challenges and benefits on his farm. Using your fractions skills, work out the quantities and complete the table here. Record fractions in their simplest form.

Eduardo's Bananas	Challenge/Benefit	Answer
1. Eduardo planted 10 000 banana plants at the beginning of the season.	He had someone to help him dig holes for $\frac{3}{4}$ of the banana plants.	How many holes did he have to dig himself? _____
2. 9000 banana plants were growing slowly.	Eduardo had enough organic fertiliser for $\frac{1}{3}$ of the slow-growing crop.	How many banana plants had fertiliser? _____
3. Eduardo's 10 000 banana plants were all ripening well.	A flash flood washed away 2 000 banana plants.	What fraction of the crop was destroyed? _____
4. 7 500 banana plants are ready to harvest.	Eduardo has help to harvest 2 500 of these plants.	What fraction of the crop did Eduardo have help to harvest? _____
5. Eduardo has sold all of his bananas and needs to plant his new crop.	Eduardo can plant another $\frac{3}{4}$ as many plants as his last crop.	How many banana plants does Eduardo have this time? _____

Sending the Crop around the World

Look carefully at the pie chart and answer the questions using the information.



- What percentage of the bananas go to Europe? How do you know?

- If the number of bananas that go to China is 500, how many bananas go to Canada, the USA, Russia, the UK and Europe? Round the amount going to the rest of the world to the nearest **hundred**.

- How many bananas are exported altogether?

- If the number of bananas that go to Canada is increased by 100%, how many bananas go to China, the USA, Russia, the UK, Europe and the rest of the world now?

- How many bananas are exported altogether now?

- If the order was changed and $\frac{2}{5}$ of the total order was going to Europe, $\frac{2}{10}$ was going to the Rest of the World, and $\frac{4}{10}$ going to USA, how many bananas would go to each destination? How can you check your calculations are correct?

Daily English

This week, we have been looking at **Fairtrade**.

Today, you are going to watch the video about chocolate again.

<https://schools.fairtrade.org.uk/resource/the-story-of-chocolate-unwrapping-the-bar/>

Ann Marie tells us about the daily routine of a cocoa farmer - make notes.

Task:

Finish creating your comic or story board to illustrate a day in the life of a cocoa farmer in CAYAT.

Well-being

Do the right thing even if no one is watching.

Perhaps tidy your room, unload the dishwasher or if you are allowed to, make your parents a drink.

Problem of the Day

Yesterday's Problem:

You can make the word 'ten' by removing the bottom matchstick and two side matchsticks from the first letter. The far right matchstick on the second letter and the top and bottom matchsticks on the third letter.

Today's Problem:

You can only move one glass to make a row of alternately full and empty glasses. Which one do you move?



Healthy Me

Another Button family favourite - **One Ingredient Banana Ice Cream!** (with added peanut butter obviously)

Instructions:

Start with a ripe banana. Make sure the banana is ripe, it should be sweet and soft.

Peel the banana and chop. Peel the banana and chop into small pieces. It doesn't matter what shape or size the pieces are in, as long as they are evenly sized.

Put the bananas in an airtight container. Place in a freezer-safe glass bowl or freezer bag.

Freeze the banana pieces for at least 2 hours. Freeze until solid, at least 2 hours but ideally overnight.

Pulse the frozen banana pieces in a small food processor or powerful blender. Transfer the frozen banana pieces into a small food processor or high-speed blender. Pulse to break up.

Keep pulsing — the banana will look crumbly. Keep pulsing. At first the banana pieces will look crumbled or smashed. Scrape down the food processor.

Keep blending — the banana will look gooey. Switch to blending. It will look gooey, like banana mush. Scrape down the food processor.

Keep blending — the banana will look like porridge. Keep blending. It will get smoother but still have chunks of banana in it. Scrape down the food processor.

Watch the magic happen! Suddenly, as the last bits of banana smooth out, you'll see the mixture shift from blended banana to creamy, soft-serve ice cream texture. Blend for a few more seconds to aerate the ice cream. (If adding any mix-ins, like peanut butter or chocolate chips, this is the moment to do it.)

Transfer to an airtight container and freeze until solid. You can eat the ice cream immediately, but it will be quite soft. You can also transfer it back into the airtight container and freeze it until solid, like traditional ice cream.

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.

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.

Also, you can learn the Year 5/6 statutory words that we have provided for you. Concentrate on the spellings that you know you find tricky.

Remember the ways in which we practice them each week in class:

- Writing them forwards and backwards
- Writing the vowels in a different colour
- Write them in a pyramid shape
- Look, write, cover, check
- Each letter could be a different colour
- You could also find out their meaning by using a dictionary.
- Can you write each one in a sentence?

**National
Curriculum
Word Lists
Curriculum
Overview**

Look in your Reading Log and find all of the spellings for your year group. How many of these can you learn? Can you write a sentence using the words?

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 I ask that your parent sends a few lines in an email to let me know what you have completed today

All Year 6 communication to go through this email:

6b@newbridge.bathnes.sch.uk

Please look out for the next email for tomorrow's learning, from Mrs Amor and Mrs Button.