

**Friday 5th June:** Congratulations, you have successfully completed another week of daily learning. We are extremely proud of all the learning you have accomplished - particularly as it is clear you are maintaining such high standards across your presentation, handwriting and level of detail in your work. We have also enjoyed receiving examples of your learning whilst also hearing about specific activities that you have enjoyed. You (and all your families) deserve a restful and joyous weekend!

**Daily reading**

From our story (which can be found on the Year 5 daily learning page), **'Beowulf and Grendel, the Monster of the Night'**, find the following words and discuss their definitions with a member of your family. If you aren't sure, read the sentence and words around them to help understand their context. Following on, either look for the words in a dictionary or online via a safe search.

- 1) abhorred
- 2) ferocious
- 3) poised
- 4) gnashed
- 5) humiliated
- 6) perished
- 7) manacled
- 8) recklessly
- 9) victorious

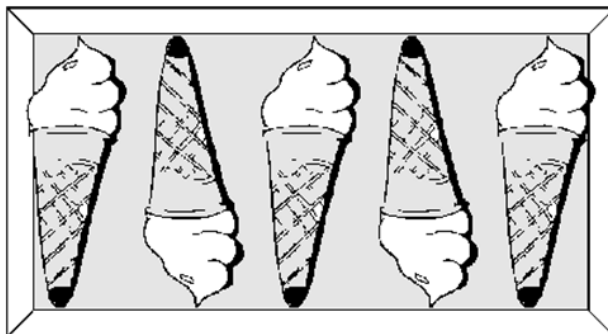
Once complete, speak with a family member to find out if they are happy for you to watch this animation of Beowulf online: <https://www.youtube.com/watch?v=QKjcoFZmKuA> It is made for upper Key Stage 2 children (and is narrated by Derek Jacobi!), however it does contain scenes of fighting and the monstrous Grendel!

If you are unable to access this reading, record a list of up to ten words in your current reading book that you are not 100% about their meaning. Then look these words up in a dictionary or online via a safe search.

**Daily times tables**

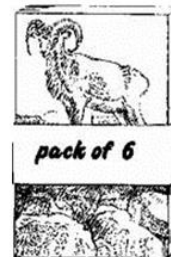
Using your knowledge of times tables, try solve this selection of problems:

**Q1** There are 5 ice-creams in a box.



Alex buys 7 boxes of ice-creams.  
How many ice-creams does she buy altogether?

**Q2** A shop sells postcards in **packs of 6** and **packs of 8**.



Alan bought **4 packs of 8 cards**.  
How many cards did he get?

**Q3** Write what the **four missing digits** could be.

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## 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:

crumb          climb          thumb  
subtle          plumber

**Activity:** Please ask a member of your family to test you on this week's spellings. Best of luck – remember the silent letters!

## Daily Maths

Today's learning objective is: **Reflection.**

Today, you will be reflecting objects using lines that are parallel to the axes. Continue to use a 2-D grid and coordinates in the first quadrant. You might want to use mirrors, or to count how far the point is away from the mirror line, so that you can work out where the reflected point will be located. It is important to know the language: object (name of shape before reflection) and image (name of shape after reflection).


These questions can help prompt discussion beforehand:

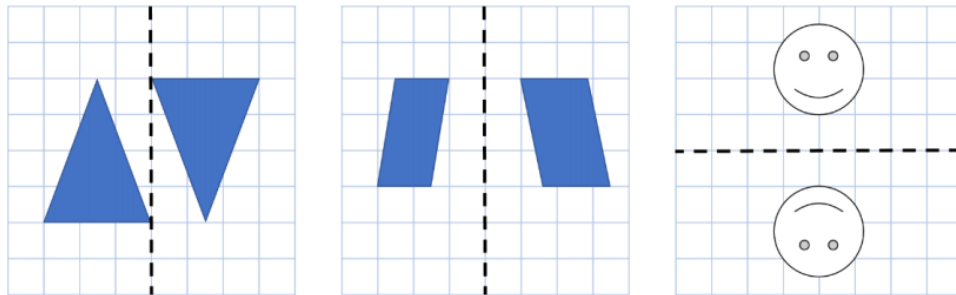
When I reflect something, what changes about the object? Is it exactly the same?

What are the coordinates of this point? If I reflect it in the mirror line, what are the new coordinates?


If I reflect this point/shape in a vertical/horizontal mirror line, what will happen to the  $x$ -coordinate/ $y$ -coordinate?

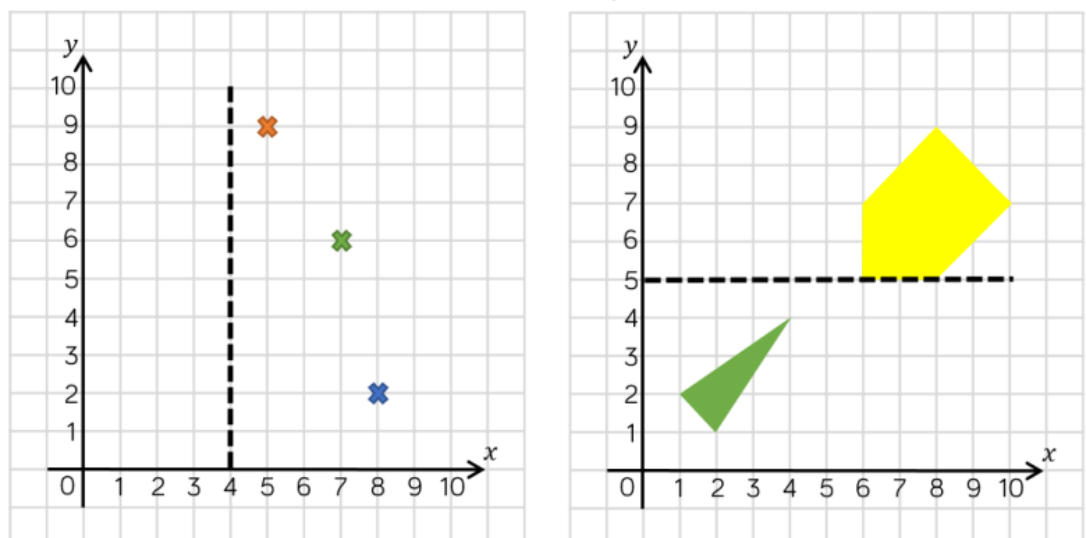
### Question 1:

 Which of the diagrams show reflections in the given mirror line?



### Question 2:

 Reflect the coordinates and the shapes in the mirror line.



### Question 3:



Dora

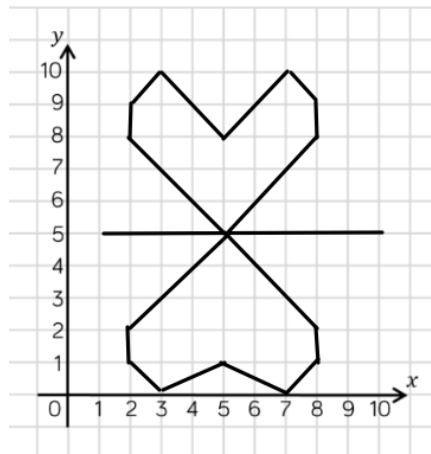
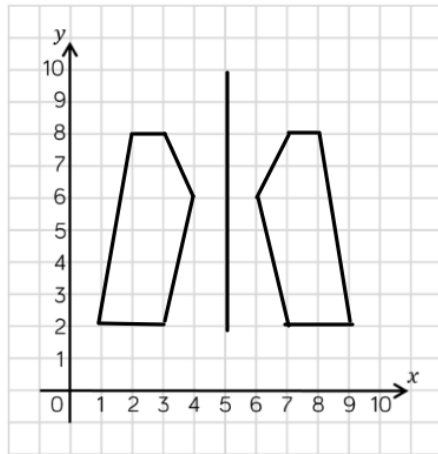
When you reflect a shape, its dimensions change.

Do you agree with Dora?  
Explain your thinking.

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

Using the square paper in your exercise book, draw the x and y axis to create your first quadrant (go at least 10 squares across and 10 squares up). Then draw a shape or a picture, draw a horizontal or vertical mirror line and finally, reflect your picture in the mirror line. Feel free to colour them in and bring your images to life!

For example:



### Daily English

Today, your activity is to write a short character description of Beowulf using your hero ideas from yesterday.

Before we begin, to help bring Beowulf to life, we are going to look at personification (giving human traits to non-living things). For example, 'the warm sun **smiled** down on me as I skipped towards the bus'. The sun cannot smile, so we call this type of figurative language – personification.



**Activity 1:** Write two or three lines of personification for Beowulf:

For example:

His flowing locks danced in the breeze.

His sword would sigh each time it was returned to the scabbard.

- 1) Choose a noun (hair, cape, helmet, armour etc)
- 2) Choose a verb that humans can do (jump, shout, cry, etc)
- 3) Put them together to make a personification phrase:  
As Grendel clawed at Beowulf, **his armour cried out in defiance.**

**Activity 2:**

Write a short paragraph describing Beowulf:

**Beowulf**

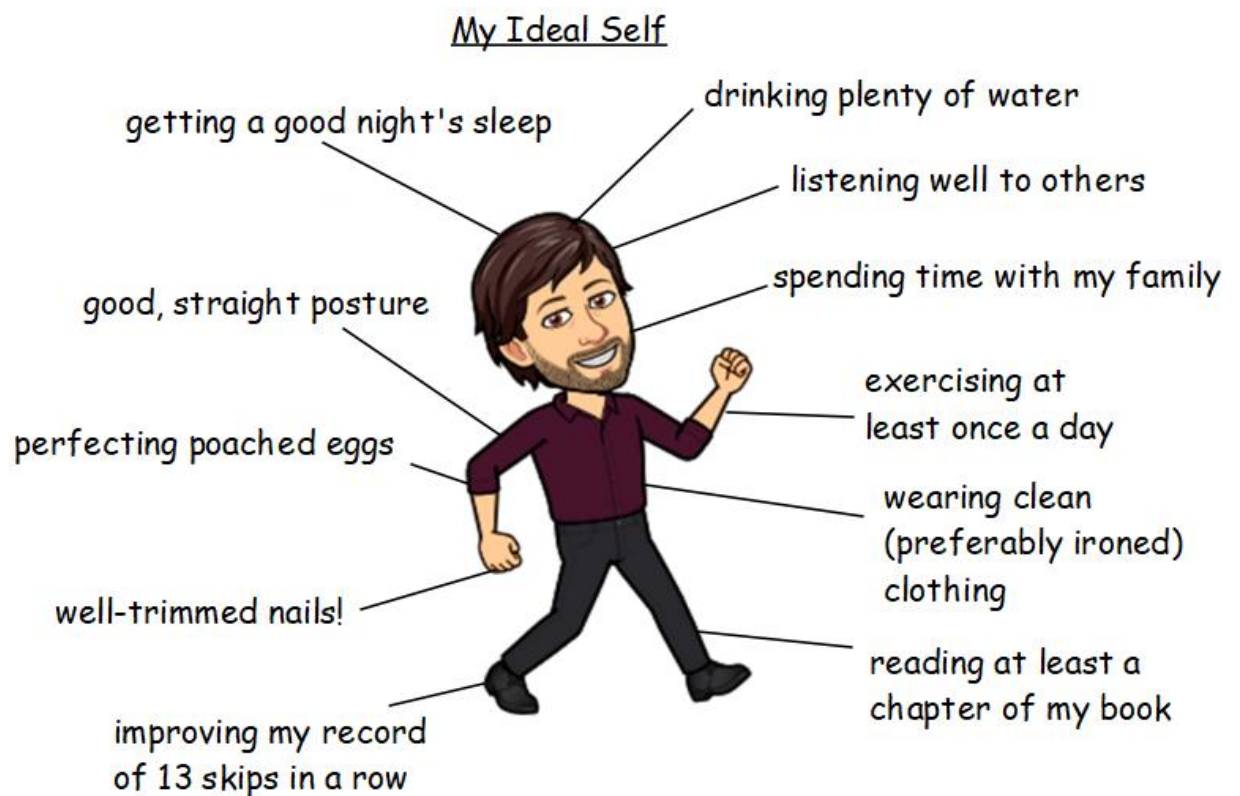
Across his back lay a well-worn sword and a battered shield – both of which had clearly seen recent action. Beowulf was his name and he rode his horse with a seasoned ease; his flowing locks dancing in the breeze. No matter the occasion, his cape would glide confidently across the scene as he rode towards his purpose – slaying beastly creatures.

**Healthy Me**

**PSHE:** Hopefully, this week you have enjoyed reflecting on what makes you unique. To finish, your activity is to draw and label your 'ideal self'. This is an idealised version of yourself created out of what you have learned from your daily experiences, the demands of life, and what you admire in your role models.

By writing down the things that you would like to aim for, it should help make these goals more achievable – or even help you decide upon the things that truly matter the most (and actually, some things that you thought mattered, might turn out to be not so important after all).

My example below include goals that probably appear less than grandiose, but by all means, aim for the Moon and you may reach the stars (I've already made peace with the fact that I'll never own my own fashion line, but all of your futures stretch out far ahead to infinite possibilities).



**Problem of the day**

**Computing:**

Which algorithm *will not* successfully help Alex complete his puzzle by chopping down (destroying) all **three** trees?

Once you have decided, why not try it for yourself? <https://studio.code.org/s/mc/stage/1/puzzle/4>  
Can you create a third algorithm that will also chop down all three trees?



a)

```

when run
  turn left
  move forward
  move forward
  move forward
  move forward
  turn left
  destroy block
  turn right
  turn right
  move forward
  move forward
  move forward
  move forward
  turn left
  destroy block
  turn right
  turn right
  move forward
  move forward
  move forward
  turn left
  destroy block
            
```

b)

```

when run
  move forward
  move forward
  move forward
  move forward
  destroy block
  turn left
  move forward
  move forward
  move forward
  destroy block
  turn left
  move forward
  move forward
  move forward
  destroy block
            
```

c)

```

when run
  move forward
  move forward
  move forward
  destroy block
  turn left
  move forward
  turn left
  move forward
  turn right
  move forward
  turn left
  move forward
  turn right
  move forward
  turn left
  move forward
  destroy block
            
```

The answers to yesterday's problem was: **algorithm c).**

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

<b>Home Learning</b>	<p>Please look at your Home Learning grid. Visit the school website at <a href="https://www.newbridge.bathnes.sch.uk/">https://www.newbridge.bathnes.sch.uk/</a> and go to the tab <b>Classes</b> and click on your class.</p> <p>Please plan and complete these activities throughout the duration of the school closure.</p>
<b>National Curriculum Word Lists</b>	<p>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.</p>
<b>Curriculum Overview</b>	<p>Take time to look at the Curriculum Overview for your year group. This can be found on the school website at <a href="https://www.newbridge.bathnes.sch.uk/">https://www.newbridge.bathnes.sch.uk/</a> Go to the tab <b>Key Information</b>, go down the menu on the left hand side to <b>Curriculum</b>, go to <b>Termly Overview</b> and click on the one for your year group.</p> <p>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.</p>
<b>Useful websites</b>	<p>Please see the useful websites list.</p>

*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](mailto:5b@newbridge.bathnes.sch.uk) **5H:** [5h@newbridge.bathnes.sch.uk](mailto:5h@newbridge.bathnes.sch.uk)

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