

Friday 5th June

Love Mrs Button and Mrs Amor

So here we are again – it’s Friday already. We hope you have had a lovely week and have been able to get out in the fresh air. Thank you for all working so hard - we are both so proud of you. Love Mrs Button and Mrs Amor.

Daily reading

Please read for at least half an hour today and if you want to complete the comprehension below, please do so.

Common Descent

In **On the Origin of Species**, Charles Darwin suggested that all life on Earth descended from one common ancestor. This means that every species - from a human to an oak tree - all started off as the same thing billions of years ago. That means that your DNA shares a very small similarity with that of an oak tree, as well as everything else that lives today. This wasn’t a new idea. Since 1740, scientists have speculated that this might be the case. It wasn’t until recently, though, that scientists discovered how far back we have to go to find the point where life started to separate into different species. That point was roughly 3.8 billion years ago. Scientists think that the point where plants and animals diverged and became what are known as separate kingdoms was around 1.5 billion years ago. All living things are divided by a system called the Linnaean classification system. This is named after the scientist who created it, Charles Linnaeus. Until he created his system in the 1700s, scientists could call animals whatever they felt like, which made it very difficult to compare findings. Linnaeus’s system split the living world into groups. **Kingdom** - This is the first grouping for a living thing. The kingdoms are animal, plant, fungi, bacteria and protists (very simple organisms). All living things fall into one of these. **Phylum** - This grouping divides living things further based on some of their key physical characteristics. Some examples are chordata (animals with a backbone), molluscs (snails etc) and arthropods such as insects. At this point, a cat, a shark and a snake are all together. **Class** - A living thing’s class divides into groups that we are more likely to recognise. These include mammals, reptiles, amphibians and fish. **Order** - Within each class, living things are sorted into orders. These might be something like cetacea (whales and dolphins) or primates. **Family** - This splits things even further within their category. So far, a cat and a dog would still be in the same group. At the family level, they would split into feline and canine groups. **Genus and species** - This is the final grouping and is used to explain a specific species. For instance, the human genus is **homo** and the species is **sapiens**. That’s why we refer to ourselves as homo sapiens.

1. How many different categories are there for living things?
2. What else split off at the same time as molluscs?
3. If a dog is a canine, which family would a cat be under?
4. When did animals and plants separate?
5. Who developed the naming system?
6. Which word means that animals and plants went separate ways?
7. What is used to sort living things into their phylum?
8. Find a word or phrase that is a synonym of “thought”
9. Why is it important to have a clear naming system for living things?

Year 6 Book Group

I would like you to read chapters **11 to 18** of **Orphans of the Tide** by **Struan Murray** (make sure you have a biscuit and a drink when you are reading). What has been your favourite part so far?

Daily Maths

Revision:

1. I have -£26 in my bank account. I put £35 into my account. What is my new balance?
2. My bank account has £9 in it. I spend £19 pounds. What is my new bank account balance?
3. I spend £45 on a new game. The balance in my bank account is now -£12. How much money did I have in my account before I bought the game?

4.

Country	Minimum Temperature	Maximum Temperature	4. Temperature Range
Canada	-29°C	15°C	5. 44°C
China	-12°C	21°C	6. 33°C
Sweden	-16.6°C	17.9°C	7. 34.5°C

Are the following statements true or false?

- a) If you order the countries by their average minimum temperature, from coldest to warmest, they would be: Canada, Sweden and China.
- b) The difference in temperature between the coldest minimum temperature and the hottest maximum temperature is less than 40°C

5. An explorer was investigating a deep crater.

On day one, she travelled -5.6m down the crater. On day two, she travelled a further -4.8m down the crater. On day three, she travelled 6.8m back up the crater to collect some more supplies. On day four, she travelled another -9.7m back down the crater. On day five, she travelled all the way back up to the top of the crater to return to the surface.

How far did she need to travel on day five to return to the surface?

6. Reece's house had a temperature of 12°C. He put the heating on and the temperature rose by 8.4°C. As he was still cold, Reece decided to light a fire which increased the temperature by a further 13.8°C. What was the temperature in the house now?

7. Mr and Mrs Smith had £367 in their bank account. At the end of the month they had to pay three bills. Their telephone bill was £96.40, their gas bill was £203.20 and their electricity bill was £145.30. How much would Mr and Mrs Smith need to pay into their account to clear their overdraft?

8. At 4pm the temperature in Sydney, Australia was 28°C. By 2am, it had dropped by 15.4°C, but by 10am the following morning it had risen by 11°C. What was the temperature in Sydney now?

9. Rebecca made a cup of tea with a temperature of 90°C. She left it to cool, but forgot about it for 20 minutes, which meant that its temperature dropped by 74°C. She decided to reheat her tea in the microwave which increased its temperature by 58.7°C, and then she drank it. How hot was her tea at the point of drinking?

Challenge: – Adding and Subtracting Negative Numbers:

The rules are:

+(+) 3+(+2) = 3 + 2 = 5

Two like signs become a positive sign

-(-) 6-(-3) = 6 + 3 = 9

+(-) 7+(-2) = 7 - 2 = 5

Two unlike signs become a negative sign

-(+) 8-(+2) = 8 - 2 = 6

$8 + (-1) = \underline{\quad}$

$0 - (-4) = \underline{\quad}$

$(-4) + (-8) = \underline{\quad}$

$9 + (-4) = \underline{\quad}$

$(-8) + 7 = \underline{\quad}$

$3 + (-4) = \underline{\quad}$

$(-5) + (-2) = \underline{\quad}$

$9 + (-5) = \underline{\quad}$

$3 + (-2) = \underline{\quad}$

$9 + (-2) = \underline{\quad}$

$(-8) + (-2) = \underline{\quad}$

$(-5) + (-9) = \underline{\quad}$

$(-1) + (-1) = \underline{\quad}$

$(-8) + (-5) = \underline{\quad}$

$(-3) + (-7) = \underline{\quad}$

$(-1) + 2 = \underline{\quad}$

Daily English



There are two choices today

Questions:

What has happened here?

Where did the diamond come from?

How long has it been here for?

Has anyone seen it yet? Did anyone see where it came from?

Who might be the first person to discover it?

What do you think they will do?

What would you do if you discovered this?

Write a newspaper article:

What headline would you give this story in a newspaper?

Write the article to accompany it. Include quotes from eyewitnesses and/or experts

Well-being

Brain Break Breathing

Butterfly Breaths



Sit on the floor with the bottom of the feet touching and the knees bent out to the sides. Put your hands on your ankles and gently bounce your knees like you are flapping butterfly wings. Close your eyes and breathe slowly and calmly. Be sure to take slow deep breaths in and out. Pretend you are flying to your favorite place in the whole world. Imagine what it looks like. What do you see? What do you hear? What does it feel like? Imagine you are flying around and you are happy and calm. Now it is time to fly home, slowly flap your wings back home. Take a deep breath in and slowly exhale. Now slowly open your eyes.

Try this ...

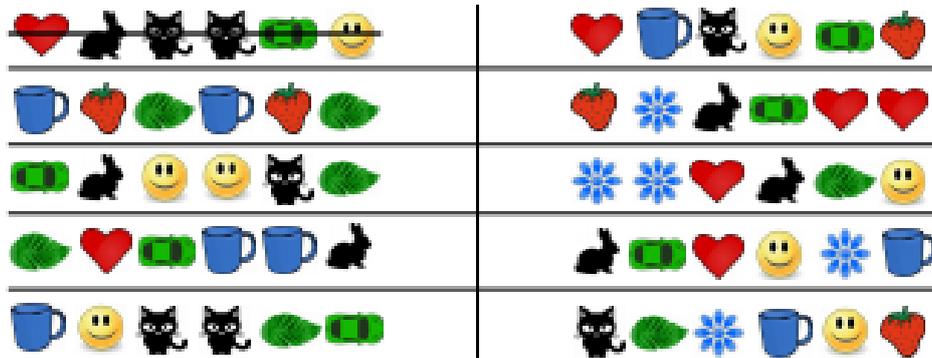
Problem of the day

Yesterday's problems:

2	9	6	1	4	5	8	3	7
3	5	7	8	2	6	1	4	9
1	4	8	9	3	7	5	2	6
6	3	9	5	1	2	4	7	8
5	8	1	7	6	4	3	9	2
4	7	2	3	9	8	6	1	5
9	6	4	2	8	3	7	5	1
8	1	5	4	7	9	2	6	3
7	2	3	6	5	1	9	8	4

Today's Problem:

Picture Pattern Search



Healthy Me

It's almost the weekend so why don't you go out for a walk on Saturday or Sunday? Let us know where you have been and what you saw.

The activities below are supplementary and can be used to further extend learning opportunities whilst at home.	
Home Learning	<p>Please look at your Home Learning grid.</p> <p>Visit the school website at https://www.newbridge.bathnes.sch.uk/ and go to the tab Classes and click on your class.</p> <p>Please plan and complete these activities throughout the duration of the school closure.</p>
Termly Spellings	<p>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.</p> <p>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.</p> <p>Remember the ways in which we practice them each week in class:</p> <ul style="list-style-type: none"> • 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	<p>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?</p>
Curriculum Overview	<p>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.</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>
Useful websites	<p>Please see the useful websites list.</p>
<p><i>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.</i></p> <p><i>All Year 6 communication to go through this email:</i></p> <p>6b@newbridge.bathnes.sch.uk</p> <p><i>Please look out for the next email for tomorrow's learning, from Mrs Amor and Mrs Button.</i></p>	