

Monday 1st June: Good morning lovely Year 6 and welcome to Term 6!

We hope that you had a good week and managed to get out in the sunshine with your family. Let us know what you have been up to.

Love Mrs Button and Mrs Amor

Daily reading

Read for at least half an hour today and if you want, to complete the skimming and scanning exercise below.

Comprehension - Skimming and Scanning

We all eat food every day to survive. We wouldn't be able to function without food. Food is important as it supports our growth and maintains our health. Without food we wouldn't have any energy to move around and get on with our day to day lives.

The food that we eat is made up of different types of nutrients. In order to have a healthy diet, we need a mixture of all types. However, some types of food are better for you than others therefore it is important for us to get the right balance.

Most food falls under one of the following categories: carbohydrates, fruit and vegetables, dairy, protein or fats.

Carbohydrates are important as they give us our main source of energy. Athletes need a lot of carbohydrates as they need lots of energy to perform well. Carbohydrates contain calcium, iron, starch and fibre which are all important parts of our diet to keep our bodies healthy. Some examples of foods that are carbohydrates are cereal, potatoes, pasta and bread.

It's important to make sure you include lots of fruit and vegetables in your diet as these foods are the best source of vitamins and minerals which are essential for good health.

We all need some dairy in our diets to keep our bones and teeth healthy and strong, calcium is the key nutrient in protecting our bones. It's important to eat dairy products but not too many as they can contain fats, and too much fat is bad for us. Try to find alternative, low-fat dairy products to ensure your body is fully benefiting. Dairy products include cheese, yoghurts and milk.

Foods that contain protein are good for you as they help repair and build muscles in our bodies. High protein foods include meat, fish, nuts and seeds and some dairy products like eggs.

It's important that we have a varied diet so we can ensure we are getting all of the essential nutrients we need for our bodies to function at their best.

As the old saying goes, you are what you eat! Make sure you eat the right foods.

Skimming and Scanning Challenge

1. The word 'food' appears 7 times. Underline them all in red.
2. The word 'vegetables' appears 2 times. Underline them all in blue.
3. The word 'important' appears 7 times. Underline them all in green.
4. The word 'are' appears 10 times. Underline them all in purple.
5. The word 'we' appears 10 times. Underline them all in orange.
6. Circle the word 'protein' in red. How many are there? ____
7. Circle the word 'contain' in blue. How many are there? ____
8. Circle the word 'eat' in green. How many are there? ____
9. Circle the word 'carbohydrates' in purple. How many are there? ____
10. Highlight all of the commas in pink. How many are there? ____

Year 6 Book Group

I would like you to read chapters **eleven to eighteen** 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?

Missing Percentages – Revision:**Ready:**

1. Complete the comparative statements below using with the values provided.

30% of 340 40% of 360 90% of 430 20% of 180

70% of 500 <

= 10% of 360

= 60% of 170

60% of 430 >

2. Circle the whole to complete the statements below.

A. If 30% is 39, the whole is...
140, 150, 130

B. If 55% is 132, the whole is...
220, 240, 230

Steady:

1. Complete the comparative statements below using the values provided

31% of 460

15% of 190

98% of 200

65% of 120

70% of 280 =

< 15% of 250

> 16% of 470

35% of 230 >

2. 450 children are on a school trip. 48% of children are in Year 6, 42% of the children are in Year 5 and the rest are in Year 4.

Isobel says, "There are 27 more Year 5 children than Year 6 children on the school trip."
Is she correct? Explain your answer.

Go:

1. A lorry carries 590 litres of petrol. 27% of it is delivered to the first petrol station, 12% is delivered to the second petrol station and the rest is delivered to the third petrol station.

Isobel says, "More than 360 more litres of petrol is delivered to the third petrol station."
Is she correct? Explain your answer.

2. Complete the comparative statements below using with the values provided.

44% of 490 55% of 320 35.5% of 420 37% of 300

65.5% of 160 <

> 19% of 930

= 22% of 980

35.5% of 430 >

Watch this:

A futuristic look at the classic fairy-tale. There is no dialogue at all and the suspense builds up throughout <https://www.literacyshed.com/chaperon-rouge.html>

1. Write down your initial responses to the animation. You may like to reflect on some of the following elements:

- what you enjoyed or disliked
- what surprised, puzzled or intrigued you
- what unanswered questions you still have
- how the animation made you feel
- what other stories it may have reminded you of
- what themes lie at the heart of the story

2. Now read the story, Red.

You can listen to this being read aloud here:

<https://soundcloud.com/talkforwriting/red/s-pgmsBkkwTq6>

Red “Don’t stray from the path!”

Skipping through the forest, Red, so named because of her favourite cloak, recognised the familiar smell of the lush flowers that she passed every week. The stone-laid path meandered through tall, majestic trees, forming a canopy of serenity. Red stopped to pick a handful of the gently nodding daffodils that flanked the path to her Grandmother’s house.

As she crouched, a gentle breeze filled her nostrils with a waft of unfamiliar perfume. ‘What is that?’ Red pondered. Staring inquisitively towards the undergrowth, her mother’s words echoed meaninglessly, yet continuously, around in her head: “Don’t stray from the path!” But why should she always listen to her mother? Surely one look couldn’t hurt, could it?

Overcome with curiosity, Red stepped from the path. Parting the emerald leaves, Red’s eyes sparkled with excitement. In front of her, handfuls of pink confetti drifted down from the boughs of majestic cherry trees; joyous birdsong twittered above her, harmonising the melodic humming of the bees. She could feel her heart racing in anticipation and wondered what other treasures lay beyond the path. In the distance, a lake of dancing primroses enticed her further in; her mother’s words were now lost.

Deeper and deeper Red walked, transfixed by the exquisite offerings of the forest. Deeper and deeper she walked, unaware of the world changing around her. Deeper and deeper she walked, until nothing was recognisable. The trees, once a canopy of serenity, now formed foreboding tunnels, suppressing all life in their thorny grasp. The forest floor, once a blazing carpet of confetti, was now a complex maze of brambles and thorns, tearing at Red’s vulnerable ankles. The birdsong had stopped; the silence was deafening. All of a sudden, Red felt like something or someone was watching her; she sensed its presence. An uncontrollable shiver ran down her spine as she realised that she was not alone. What was it? Panicking, she spun around, hoping to find the path – but it was too late.

Red’s breathing quickened; her heart hammered against her chest as terror bubbled in her throat. Panic immediately seized her in a spiral of darkness as a sinister shadow grew through the trees. Two malevolent eyes ... the stench of rotten breath ... a spine-chilling howl ... “Don’t stray from the path!” How foolish she had been.

3. Write down your initial responses to the story.

You may like to reflect on some of the following elements:

- what you enjoyed or disliked
- what surprised, puzzled or intrigued you
- how the story made you feel or what other stories it may have reminded you of
- what themes lie at the heart of the story
- what morals there are to be learned

4. How does the story compare/contrast to the animation?

Make a list of similarities and differences. Which do you feel is more effective and why?

Well-being	<p>Write a list of what you want to achieve this week: Make it achievable and as you complete each task tick them off You will feel a great sense of achievement!</p>																														
Problem of the day	<p>Answer to last Friday's problem:</p> <table border="1" data-bbox="1066 219 1506 757" style="margin-left: auto; margin-right: auto;"> <tr> <td></td><td></td><td></td><td></td><td style="border: 2px solid black;">14</td> </tr> <tr> <td>3</td><td>3</td><td></td><td>2</td><td>14</td> </tr> <tr> <td></td><td>2</td><td></td><td>6</td><td>15</td> </tr> <tr> <td></td><td></td><td></td><td>3</td><td>14</td> </tr> <tr> <td></td><td>4</td><td>4</td><td></td><td>15</td> </tr> <tr> <td>14</td><td>11</td><td>20</td><td>13</td><td>12</td> </tr> </table> <p>Today's problem:</p> <ol style="list-style-type: none"> 1. Arrange the digits from 1 to 9 in alphabetical order. 2. Memorise the large number you have created. 3. Close your eyes, can you remember it? 4. How many times can you halve this number (without a calculator) to give a whole number answer? 					14	3	3		2	14		2		6	15				3	14		4	4		15	14	11	20	13	12
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Healthy Me	<p>Couch to 5K By now you should be running for 30 minutes – can you extend this to 35 minutes?</p>																														
<p>The activities below are supplementary and can be used to further extend learning opportunities whilst at home.</p>																															
Home Learning	<p>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.</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>
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Useful websites	Please see the useful websites list.
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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 tomorrow's learning, from Mrs Amor and Mrs Button.