

Monday 6th July

Good morning lovelies and welcome to another week of learning – we hope you had a fabulous weekend.

This week is ‘**Glad to Care Awareness Week**’, celebrating the wonderful efforts of those working in the care industry. Have a look on the website and read some amazing stories of what people have done prior to and during the Lockdown - some are truly inspiring. <https://gladto care.com/amazing-stories/>

Love Mrs Button and Mrs Amor.

Daily reading

Please read for at least half an hour today.

Prediction - look at the illustration and answer the questions that follow



Tunnel in the Hedge

- Where does the tunnel lead?
- What is the source of the light?
- Do you think the rabbit will go through?
- Has it been through before?
- How did it find out about the tunnel?
- Would you go through it?

Daily Maths

Revision - Fractions ,decimals and percentages:

Ready:

Decimal	0.15	0.01	0.2	0.125	0.25
Equivalent fraction	$\frac{15}{100}$				
Simplest form	$\frac{3}{20}$				
Code letter	A	B	C	D	E

Decimal	0.3	0.02	0.4	0.375	0.5
Equivalent fraction	$\frac{3}{10}$				
Simplest form	$\frac{3}{10}$				
Code letter	F	G	H	I	J

Decimal	0.45	0.03	0.6	0.75	0.625
Equivalent fraction	$\frac{45}{100}$				
Simplest form	$\frac{9}{20}$				
Code letter	K	L	M	N	O

Decimal	0.9	0.04	0.8	0.33	0.11
Equivalent fraction					
Simplest form					
Code letter	P	Q	R	S	T

Decimal	0.45	0.03	0.6	0.75	0.625
Equivalent fraction	$\frac{45}{100}$				
Simplest form	$\frac{9}{20}$				
Code letter	K	L	M	N	O

Decimal	0.9	0.04	0.8	0.33	0.11
Equivalent fraction					
Simplest form					
Code letter	P	Q	R	S	T

Can you crack the code?

$\frac{3}{10}$	$\frac{3}{8}$	$\frac{3}{4}$	$\frac{2}{10}$	$\frac{33}{100}$	$\frac{2}{5}$
----------------	---------------	---------------	----------------	------------------	---------------

$\frac{5}{8}$	$\frac{3}{10}$	$\frac{3}{10}$
---------------	----------------	----------------

$\frac{11}{100}$	$\frac{2}{5}$	$\frac{1}{4}$
------------------	---------------	---------------

$\frac{4}{5}$	$\frac{1}{4}$	$\frac{33}{100}$	$\frac{11}{100}$
---------------	---------------	------------------	------------------

$\frac{5}{8}$	$\frac{3}{10}$
---------------	----------------

$\frac{11}{100}$	$\frac{2}{5}$	$\frac{1}{4}$
------------------	---------------	---------------

$\frac{3}{20}$	$\frac{3}{100}$	$\frac{9}{10}$	$\frac{2}{5}$	$\frac{3}{20}$	$\frac{1}{100}$	$\frac{1}{4}$	$\frac{11}{100}$
----------------	-----------------	----------------	---------------	----------------	-----------------	---------------	------------------

Steady:


Manufacturers often try to persuade us to buy their goods by giving a certain amount of it away for nothing. For example, in supermarkets, we might see a packet of cereal – normally weighing 500g – advertising 15% extra free. But how much more cereal would we actually get for the same price?

Using what you know about percentages, work out how much you would get free in the bargains below.

Quantity	Offer	Calculation	Amount free
500g	15% free	10% of 500g is 50g 5% of 500g is 25g (half of 10%)	50g + 25g = 75g
250g	20% free		
180g	15% free		
200g	5% free		
95g	8% free		
1.4kg	20% free		
380g	33% free		
1kg	14% free		
2.2kg	11% free		

Which offer would give you the largest amount free?

	<p>Go:</p> <p>1. A little monkey had 60 peaches. On the first day he decided to keep $\frac{3}{4}$ of his peaches. He gave the rest away. Then he ate one. On the second day he decided to keep $\frac{7}{11}$ of his peaches. He gave the rest away. Then he ate one. On the third day he decided to keep $\frac{5}{9}$ of his peaches. He gave the rest away. Then he ate one. On the fourth day he decided to keep $\frac{2}{7}$ of his peaches. He gave the rest away. Then he ate one. On the fifth day he decided to keep $\frac{2}{3}$ of his peaches. He gave the rest away. Then he ate one.</p> <p>How many did he have left at the end?</p> <p>2. A little monkey had 75 peaches. Each day, he kept a fraction of his peaches, gave the rest away, and then ate one.</p> <p>These are the fractions he decided to keep:</p> <p>$\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ $\frac{3}{5}$ $\frac{5}{6}$ $\frac{11}{15}$</p> <p>In which order did he use the fractions so that he was left with just one peach at the end?</p>
<p>Daily English</p>	<p>Writing to Entertain – Dreams</p> <p>Dreams are one of those things in the world that I find hard to explain. Your dreams can flash back into your past, submerge you in the present or also transport you into worlds not yet seen. Some are immensely realistic and some are utterly surreal. But what are dreams? Are they visions of our imagination? Are they a subconscious way of processing the world we live in? Are they a vehicle for our minds to offload? Whatever the answer, they are a fascinating thing to explore and provide authors with a fantastic stimulus for writing.</p> <p>Task 1: Connect with your dreams</p> <p>The past few months have been some of the craziest in many of our lives. The world momentarily stopped to take breath, to search for the right path. For many of us, things that we treasure have been stripped from our lives: our friends and families, our passions and hobbies. All of us have dreams and aspirations. These may be things that we long to do, to see or experience. They may be the things we long to become, or to achieve in our lives. With such chaos in our lives, it is easy to lose sight of these dreams.</p> <ul style="list-style-type: none"> • Write freely about your dreams and aspirations. What do you want to achieve in life? Who do you want to become? What are your goals and ambitions? Let the words burst out of you in whatever form they decide to take. Don't worry about spelling, punctuation, and grammar or sentence construction. Just focus on the words that spill out of you and find themselves assembled on the page. After all, what better stimulus to write about than your own dreams.
<p>Well-being</p>	<p>Pretend you are interviewing somebody famous or a real-life hero (it could be a doctor or nurse) – what would you ask them? Make a list of some questions you would ask them and pretend you are interviewing them on TV. Take it in turns to be the interviewer and interviewee. If you film it, send it in!</p>

Problem of the Day	Friday's problem – balance Today's Problem: Five people were eating apples, A finished before B, but behind C. D finished before E, but behind B. What was the finishing order?
Healthy Me	How many burpees can you do in a minute? Can you challenge your family – who is the burpee champion? 
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: <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	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?
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.
<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 tomorrow's learning, from Mrs Amor and Mrs Button.</i></p>	