

**Monday 8<sup>th</sup> June** Good morning , how are you all? We hope you had a good weekend and are ready for this week’s learning. Let us know what you have been up to.

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.

**Comprehension:**

**RUBBISH**

They had seen the piece of chain lying in a heap of rubbish in the scrap yard a few days previously. It was just what they needed to complete the camp they had made – to secure the door and keep those not in the group out. All that was required was for one of them to climb the wire mesh fence, drop into the yard and retrieve it.

All eyes were on Josh, who was a tall, strong boy with an athletic body and straight, brown floppy hair.

“Go on, Josh, you could do it easily,” they urged him.

He didn’t want to; he knew it was wrong, but he also knew he would get no peace until he did.

Keeping his toes in the small mesh holes was tricky; however, he was soon at the top and dropping down to the ground into a crouch. It was as he landed that he heard it . . . a faint growl that swiftly grew to a furious barking. As he dived behind an old, wrecked van, he heard footsteps and then an angry voice shouted at his friends,

“Clear off out of here the lot of you! If I see you hanging round again, I’ll let the dog loose on you.”

There was laughter and running footsteps . . . then silence.

Not knowing where the man was, Josh edged round the other side of the van where he had a good view of the site office. He could see a small room with two men. No, wait, was that a third on the floor? Something was wriggling and appeared tied up like a parcel with lots of tape. The voices were muffled but Josh could just make out what they were saying.

“If we’re going to do it, we better get on with it.”

“Where will we dispose of it?”

“Weighed down in the quarry, it’ll never be found.”

At that moment a man (it must have been the one who had chased away the other children) arrived blocking Josh’s view of the proceedings. He was happy not to see and soon wished he was deaf.

Not long later, a car started and Josh crept closer to the gateway. As it opened and the car left, he sprinted out, pursued by the sound of barking and shouting as they realised his presence. He ran for his life, dodging down streets, and as he ran, thought about what to do if he escaped without being caught.

1. Where was the chain?
2. What surrounded the scrap yard?
3. Why did they want the chain?
4. Why did the gang think Josh could easily get over the fence?
5. Why didn’t he want to do it?
6. Why did he do it?
7. How do you know the dog was chained?
8. What do you think was on the floor and why?
9. Why do you think it says, ‘he soon wished he was deaf’?
10. What do you think Josh should do if he escapes and why?
11. Why do you think the text was called Rubbish?

**Year 6 Book Group**

I would like you to read chapters **18 to 22** of **Orphans of the Tide** by **Struan Murray** (make sure you have a biscuit and a drink when you are reading). Can you anticipate what will happen next?

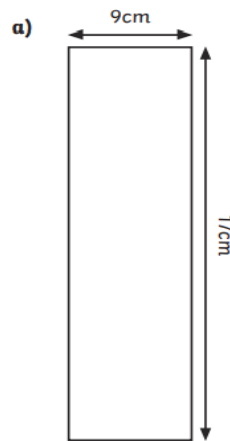
Daily Maths

**Revision – Area and Perimeter:**

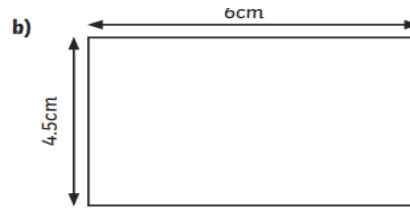
Reminder: area of a triangle is base x height divided by 2

**Ready:**

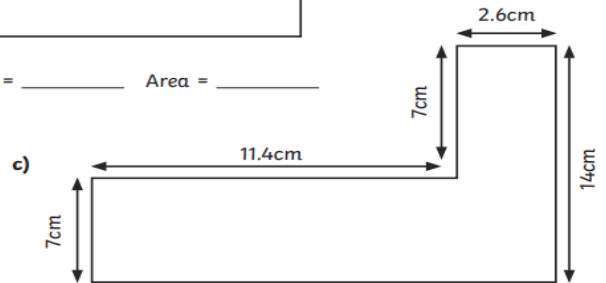
Calculate the area and perimeter of these rectilinear shapes:



Perimeter = \_\_\_\_\_ Area = \_\_\_\_\_



Perimeter = \_\_\_\_\_ Area = \_\_\_\_\_

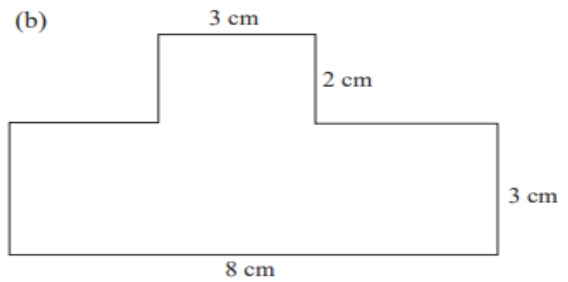
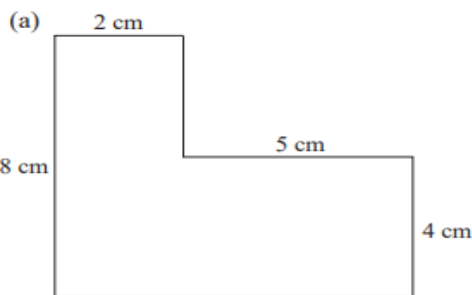


Perimeter = \_\_\_\_\_ Area = \_\_\_\_\_

**Steady:**

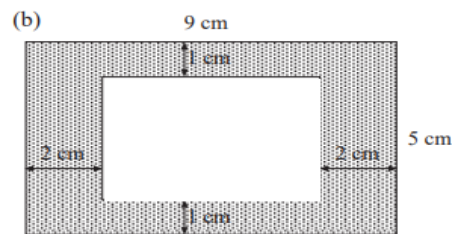
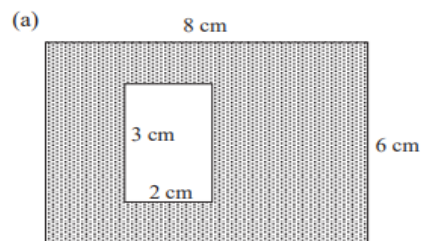
1.

Find the area and perimeter length of each of these shapes:



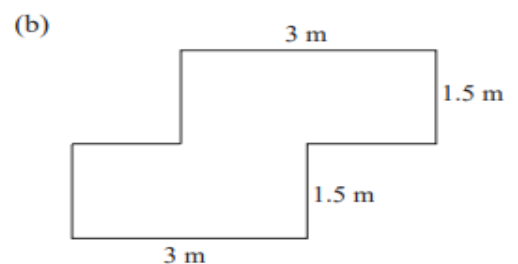
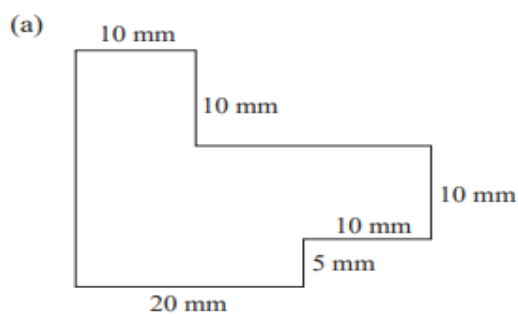
2.

Find the area of the shaded part in each diagram:



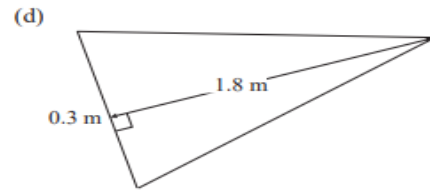
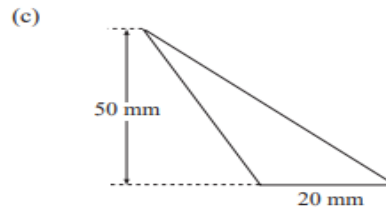
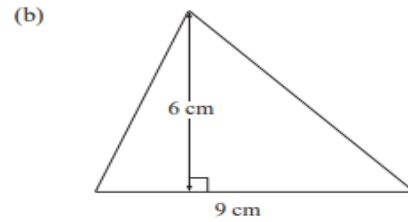
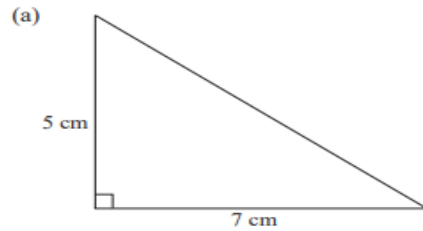
3.

Find the area, in suitable units, of each of these shapes:

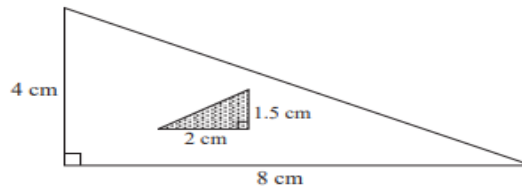


**Go:**

1. Find the area of each of these triangles:



2. Find the area of the *unshaded* part of this diagram:



**Daily English**

**This week we will be looking at famous artists in our daily English:**

Laurence Stephen Lowry (1 November 1887 – 23 February 1976) was an English artist. Many of his drawings and paintings depict Pendlebury, Lancashire, where he lived and worked for more than 40 years. Lowry is famous for painting scenes of life in the industrial districts of North West England in the mid-20th century. He developed a distinctive style of painting and is best known for his urban landscapes peopled with human figures, often referred to as "matchstick men".

**Using the painting below either:**

- Write a character description of one of the people in the painting - who are they, what do they do, where do they live, who do they live with? etc. Use your imagination.  
**Or**
- Describe the scene you see in as much detail as possible.  
**Or**
- If you have access to a computer or other research materials, research the life of LS Lowry and write his biography.

**People Standing About – LS Lowry 1933**



<b>Well-being</b>	<p><b>Try this over the next two days:</b></p> <p>Look outside your window or use a photograph and try to draw it or paint it in the style of LS Lowry - remember his people were nicknamed 'matchstick men'.</p>
<b>Problem of the Day</b>	With someone in your house take it in turns to tell a story – you can only say one word at a time!
<b>Healthy Me</b>	How many star jumps can you do in a minute ? Rest for five minutes and try again – can you beat your target?
<b>The activities below are supplementary and can be used to further extend learning opportunities whilst at home.</b>	
<b>Home Learning</b>	<p>Please look at your Home Learning grid.</p> <p>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>Termly Spellings</b>	<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 <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>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"> <li>• Writing them forwards and backwards</li> <li>• Writing the vowels in a different colour</li> <li>• Write them in a pyramid shape</li> <li>• Look, write, cover, check</li> <li>• Each letter could be a different colour</li> <li>• You could also find out their meaning by using a dictionary.</li> <li>• Can you write each one in a sentence?</li> </ul>
<b>National Curriculum Word Lists</b>	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?
<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>	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><a href="mailto:6b@newbridge.bathnes.sch.uk">6b@newbridge.bathnes.sch.uk</a></p> <p><i>Please look out for tomorrow's learning, from Mrs Amor and Mrs Button.</i></p>	