

**Thursday 18th June:** *Good morning! It is almost the weekend, and with it (on Sunday) comes Father's Day - an occasion for honouring fatherhood and paternal bonds. Every person in a family has an important role to play - enriching each other's lives through love and time shared together. Traditionally, cards are given on Father's Day to show our appreciation. But often, it can be the little things that truly matter. So, enjoy having fun and being with your family - maybe even through doing some collaborative daily learning :)*

**Daily reading**

Put aside half an hour of time today to sit and enjoy reading your book.

Today's English activity is looking at the differences between *formal* and *informal* language. What examples can you find in your reading book? Is it written mainly in a formal style (such as non-fiction or information texts), an informal style (like Tom Gates) or a mixture of both (like in Harry Potter)?

**Daily times tables**

Using your knowledge of times tables, can you solve these number grid problems?

X	9	6	8	
	54			
			0	
3		18		
2				14

X		7	3	
9	36			
7				70
		42		
8	32			

**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:

lovable                  comfortable                  valuable  
adorable                  respectable

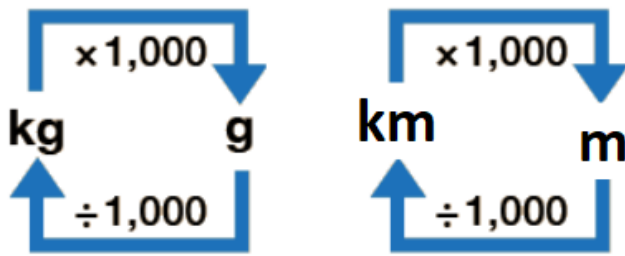
**Activity:** Write each word in its own sentence. As a challenge, try to write a cohesive sentence that includes all five words!

**Daily Maths**

Today's learning objective is: **Kilograms and kilometres.**

The prefix 'kilo' in units of length and mass, means a thousand. Today, you will be converting from metres to kilometres (**km**), grams to kilograms (**kg**) and vice versa. If possible, it is useful to feel the weight of a kilogram and various other weights in order to have a better understanding of their value. For example, a paper clip weighs roughly 1g whilst a 1 litre bottle of water (or an average-sized pineapple!) weighs close to 1kg.

Here is a handy method to help convert from g to kg, and from m to km:



**Multiplying and Dividing by 10, 100 and 1000**

10 000	1000	100	10	1	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					•			

**Multiplying**

X 10    digits move LEFT 1 space  
 X 100    digits move LEFT 2 spaces  
 X 1000    digits move LEFT 3 spaces



**Dividing**

÷ 10    digits move RIGHT 1 space  
 ÷ 100    digits move RIGHT 2 spaces  
 ÷ 1000    digits move RIGHT 3 spaces



These questions can help prompt discussion beforehand:

What does 'kilo' mean when used at the start of a word?

Complete the stem sentence:

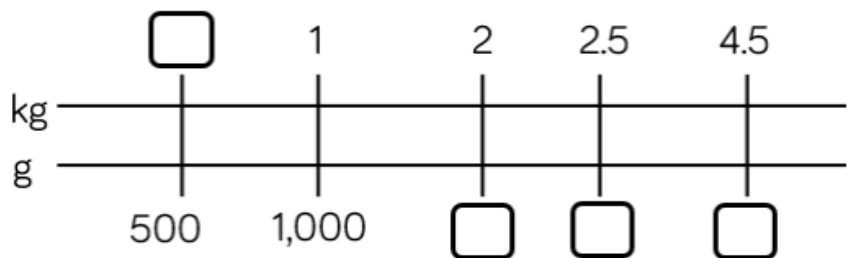
There are \_\_\_\_\_ grams in \_\_\_\_ kilograms.

How would you convert a fraction of a kilometre to metres?

What is the same and what is different about converting from kg to g and km to m?

**Question 1:**

Find the missing values on the double number line.



Write your conversions as sentences.

**Question 2:**

Complete the missing information.

$\frac{1}{10}$  kilogram =  grams

$\frac{3}{10}$  km =  metres

$7 \text{ kg} + \frac{1}{4} \text{ kg} =$   g

$12 \text{ km} +$   km = 12,500 m

**Question 3:**



Compare the measurements using  $<$ ,  $>$  or  $=$

5 kg ○ 4,500 g

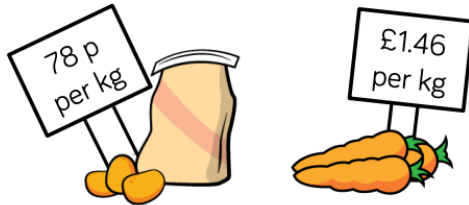
12 kg ○ 12,000 g

3.7 km ○ 370 m

37,000 m ○ 3.7 km

**Question 4:**

Amir buys 2,500 grams of potatoes and 2,000 grams of carrots.



He pays with a £5 note.  
How much change does he get?

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

Look at different foods you can find in the kitchen. Discover their weight (which should be listed somewhere on the packaging) and convert this weight into **kg** or **g**. For example, a standard loaf of bread usually weighs 800g - if we divide this by 1000, we know that it also weighs 0.8kg. A bag of sugar might weigh 1.5kg - so if we multiply by this by 1000, we know that is also weighs 1500g. Present your findings neatly in your exercise book alongside a picture of each food item.

**Daily English**

Today, we will be looking at some of the differences between formal and informal language. Below, there is information about formal and informal language as well as some quick activities. For more information you could visit BBC Bitesize here: <https://www.bbc.co.uk/bitesize/articles/zmnvgwx>

**What Are Formal and Informal Language?**

**Formal Language**

**Formal** language is used for more official and serious purposes. The correct grammar should always be used.

**Informal Language**

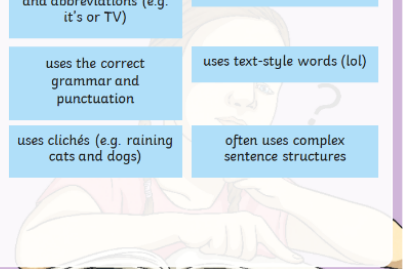
In **informal** situations and informal writing, a more relaxed casual and chatty style can be used. Slang words and abbreviations are more acceptable.



**What Are Formal and Informal Language?**

Sort the following criteria into formal or informal language conventions:

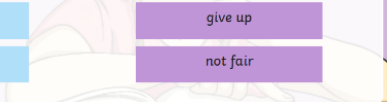
is clear and to the point	use more contractions and abbreviations (e.g. it's or TV)	has a more serious tone
has a more 'chatty' tone	uses the correct grammar and punctuation	uses text-style words (lol)
uses specific vocabulary for the subject	uses clichés (e.g. raining cats and dogs)	often uses complex sentence structures



**Formal or Informal Vocabulary**

Some vocabulary is more formal, whereas other is more informal in tone. Can you match these formal and informal words with the same meanings (synonyms)?

Formal	Informal
profession	now
injustice	chance
sufficient	enough
opportunity	job
sacrifice	give up
immediately	not fair



**Formal or Informal?**

Read the following emails and decide whether they are **formal** or **informal**:

Dear Sir/Madam,  
I am writing to inform you of my upset when I opened the lucky dip bag I had recently purchased with my own pocket money.  
I was disappointed to find that my favourite toy brand had been replaced with an inadequate copy, which even had pieces missing.  
I shall expect to be fully compensated for the distress and inconvenience this experience has caused me and hope that you send a replacement promptly.  
Yours sincerely,  
Miss F. James

Hi Kerry,  
You know the lucky dip bag I bought when we went into town yesterday? Well, you'll never believe what happened when I opened it - there was a broken, copy of the toy instead of the real thing!  
I was so shocked and annoyed that I've emailed the company to tell them what I think.  
I hope they send me a new one ASAP so I can complete the set.  
Was your pack ok? I hope so.  
C u soon,  
Frankie

**Main Activity:**

1. Read the speech below and highlight the formal vocabulary.  
You should be able to find around 10 examples.

Good evening ladies and gentlemen. I am delighted to welcome you to the twenty-fifth annual charity ball. As you are all eminently aware the funds raised at our previous charity ball events have enabled us to support numerous charitable organisations in their worthwhile endeavours.

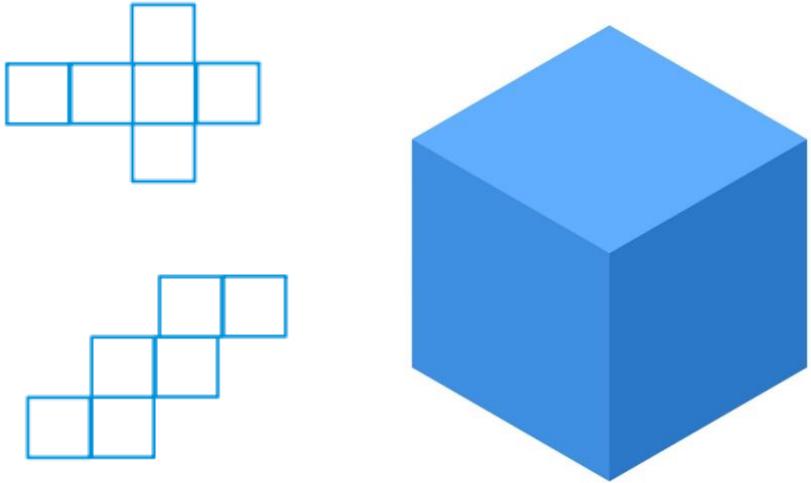
2. Now write the words or phrases you have highlighted in the table below and use a dictionary to find out and write their meanings.

Formal Word or Phrase	Meaning

**Healthy Me**



For exercise today, practise performing squats. This simple exercise will help build your leg and core strength - giving a good foundation for all types of sports and fitness activities. Start by seeing how many squats you can do in 30 secs and build it up from there!

<p><b>Problem of the Day</b></p>	<p>We can use a net to construct models of 3D shapes. A cube can be made using 11 different nets! Here are two of them. Can you work out the other <b>nine</b>? Try drawing then making the nets to check to see if they work (Tip: you can use the squares in your maths exercise book to help with this).</p> <div style="text-align: center;">  </div> <p><i>Answer to yesterday's problem: All of the foods were fruits except for carrots which are a vegetable (peas are technically a legume, the pod with the peas inside is classed as fruit).</i></p>
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**The activities below are supplementary and can be used to further extend learning opportunities whilst at home.**

<p><b>Home Learning</b></p>	<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>
<p><b>National Curriculum Word Lists</b></p>	<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>
<p><b>Curriculum Overview</b></p>	<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>
<p><b>Useful websites</b></p>	<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*