

Thursday 21st May: Good morning lovely Year 6, we hope you have a lovely day!

On this day in history...

1819 1st bicycles (Swift Walkers) in US introduced in NYC.

1916 Britain begins "Summer Time" (Daylight Saving Time)

1927 Aviator, Charles Lindbergh, in the Spirit of St Louis, lands in Paris after the first solo air crossing of Atlantic.

1932 After flying for 17 hours from Newfoundland, Amelia Earhart lands near Londonderry, Northern Ireland, becoming the 1st transatlantic solo flight by a woman.

1980 "Star Wars Episode V - Empire Strikes Back", produced by George Lucas opens in cinemas in UK and North America

Daily reading

Please read for half an hour and if you want to, you can do the comprehension below.

Comprehension:

SHARK ATTACK!

It was a boiling hot day; the sun relentless in the sky above, staring down upon us as though determined to scorch the entire Earth. As I ran down the soft, sandy beach, my spirits were high as the colourful kites being flown. The beautiful board I carried had been given to me for Christmas by my brother – a stylish, short board with a concave bottom for speed over the water; the design a sleek, silver shark on the pale-blue background.

Paddling the board hard out to sea, I was helped by the wind which was whipping up waves and promising an exciting day's surfing. Jason, who was a champion surfer and good friend, passed me whooping loudly as he rode a large roller. I felt good - King of the Ocean! What could possibly go wrong? A massive wave was approaching and I held my board in position – poised to leap on and ride the crest. My whole body was concentrated and ready, so it was with something like annoyance that I was distracted by a thump on the leg. "Driftwood," I told myself and gave it not a second thought. The wave was close. I crouched in the water. Tensed. Then I heard Jason's shout, "Behind you!" He sounded urgent. I flashed a look. A fin. Moving at speed. Towards me!

With a huge leap, I left the water, just as the enormous creature rose below me, its jaws wide open. The wave whipped me away but what had happened to my balance? At first, I thought it was panic that was making me fall. I was an expert surfer. Furious with myself (and terrified as I needed to get to the safety of the beach), I went to crouch and toppled into the water. I had no leg. Blood was pouring out of where my calf should have been. Shock and adrenalin was making me oblivious to pain, but not fear ... and I knew the shark would be back for more.

"Get on! NOW!" Suddenly, Jason was there, pulling me onto his long, slim board and while holding on - lying full length – I was surfed by him back to shore, where arms carried me up the beach. As I lost consciousness, snippets of conversation made it to my brain:

"Tiger shark . . . four metres at least . . . not a chance . . ."

". . . below the knee . . . lucky to be alive!" I thought of my brother, my board, my arrogance.

What had gone wrong? King of the Ocean? What had happened to my respect for the sea – its power and unpredictability? It would never happen again!

Tiger Sharks

Named for the dark stripes found on juvenile sharks, which fade as they grow to maturity, the Tiger shark is second only to the Great White in the number of attacks on humans.

Size

Tiger sharks can grow up to 6 or 7 metres in length and weigh up to 900 kilograms – that is four times the length of a man and ten times his weight! They take a long time to grow and have low reproduction rates.

Diet

A carnivore, the Tiger shark, which will eat anything, has been found to have a huge variety of fish in their stomachs and even metal licence plates and tyres!
Their sharp, serrated teeth and powerful jaws allow them to crack shells - allowing them to eat such foods as turtles.

	<p>Humans hunt Tiger sharks in order to use their meat, skin and fins. Their livers, which are high in Vitamin A, are often used in Vitamin supplements. Finning is when a shark's fins are removed and the body (often still alive) is thrown back into the sea. A shark cannot swim without its fins so will suffocate or be eaten.</p> <p>Due to humans, the Tiger shark is on the vulnerable list.</p> <p>Habitat: Tropical or sub-tropical seas</p> <p style="text-align: center;"><u>Questions</u></p> <ol style="list-style-type: none"> 1. Who had given him the board? 2. What does the surfer mean when he says, "King of the Ocean." 3. What is meant when it says Jason was riding "a large roller"? 4. What did the boy think he had been hit by? 5. He sounded urgent. I flashed a look. A fin. Moving at speed. Towards me! - These are not all proper sentences with subject and verb. Why has the author punctuated it like this? What effect does it have on the reader? 6. How did he become aware of his injuries? 7. What is meant by 'juvenile sharks'? 8. How are sharks able to eat turtles? 9. Should 'finning' be illegal? Explain what it is and why you think yes or no.
<p>Year 6 Book Group</p>	<p>I would like you to read chapters eleven to fifteen of Orphans of the Tide by Struan Murray (make sure you have a biscuit and a drink when you are reading). Who is your favourite character so far?</p>
<p>Daily Maths</p>	<p>Fractions, Decimals and Percentages Revision:</p> <p>Ready:</p> <p>1. True or false? All the fractions below have been correctly converted to their equivalent decimals and percentages.</p> <p>A. $\frac{1}{4} = 0.25 = 25\%$ B. $\frac{1}{2} = 0.05 = 50\%$ C. $\frac{2}{10} = 0.2 = 20\%$</p> <p>2. Match the percentage to its equivalent decimal and fraction.</p> <p>25 % 0.6 $\frac{3}{5}$ 60 % 0.2 $\frac{2}{8}$ 20 % 0.25 $\frac{1}{5}$</p> <p>3. Jackson is comparing the number of apples there are in boxes. He says, "Box A contains the most apples." Is he correct?</p> <p style="text-align: center;">Box A = $\frac{5}{8}$ Box B = 75% Box C = 0.5</p>

Steady:

1. Match the percentage to its equivalent decimal and fraction.

87.5 % 0.375 3/20

37.5 % 0.15 7/8

15 % 0.875 3/8

2. Katrina is comparing the amount of peaches there are in boxes. She says, "Only two boxes contain an equivalent amount of peaches to each other." Is she correct? Explain your answer.

Box A 16/20 Box B 87 % Box C 0.875 Box D 14/16 Box E 0.8

Go:

1. Angel the Archaeologist has uncovered an ancient tomb and a selection of cryptic slabs! She has worked out that less than 6, but more than 3 different slabs are needed in order to unseal the entrance to the tomb.

She says,



As a decimal, the total value of the slabs must not exceed 0.97. I must also use at least one slab with a fraction.

Slab 1 27%	Slab 2 16%	Slab 3 0.275	Slab 4 $\frac{3}{15}$
Slab 5 $\frac{10}{25}$	Slab 6 30%	Slab 7 $\frac{12}{60}$	Slab 8 0.325

Explore the possible combinations of slabs that are needed in order to unseal the tomb.

2. Martin is trying to solve the equation below.

He says,



I have made sure that one of the calculations uses an equivalent fraction, decimal or percentage.

Decimal 0.2	+	Fraction $\frac{1}{5}$	=	Percentage 40%
Fraction ?	-	Percentage ?	=	Decimal ?

+ \Rightarrow Solution
0.96

Complete the calculation so that the equation is correct.

Investigate other solutions to both of the equations, ensuring an equivalent fraction, decimal or percentage is used in one of the calculations, as shown above.

Daily English

This week there will be two choices per day for English.

One is linked to fiction and the other to no-fiction - you can choose which one you want to do.

Fiction - Writing to Entertain:**Green**

Tell the 'before and after' of this picture – will you write in third person, from the girl's perspective, or from the point of view of another character?

Remember to engage your reader with the use of varied sentence starters, first class vocabulary and a wide range of punctuation.

Non-fiction:

The girl in the photograph above is wondering, 'What makes leaves green?'

Write a fact file or create a poster to answer her question - here are some websites and an article that will help you.

<https://www.youtube.com/watch?v=KVUFHjw4XPU>

<https://www.bbc.co.uk/bitesize/guides/zpwmxnb/revision/1 Key Stage 3>

<https://kids.britannica.com/kids/article/leaf/433080>

Why are leaves green?

The leaves of most plants are green, because the leaves are full of chemicals that are green. The most important of these chemicals is called "chlorophyll" and it allows plants to make food so they can grow using water, air and light from the sun. This way that a plant makes food for itself is called "photosynthesis" and it is one of the most important processes taking place on the whole planet. One of the most important chemicals on Earth is called chlorophyll. It's green and it allows plants to make food so they can grow. Without photosynthesis there would be no plants or people on Earth. Dinosaurs would not have been able to breathe and the air and oceans would be quite different from those we have today. So, the green chemical chlorophyll is really important.

All leaves contain chlorophyll, but sometimes not all of the leaf has chlorophyll in it. Some leaves have green and white or green and yellow stripes or spots. Only the green bits have chlorophyll and only those bits can make food by photosynthesis. If you're really good at noticing things, you might have seen plants and trees with red or purple leaves – and the leaves are that colour all year round, not just in autumn. These leaves are still full of our important green chemical, chlorophyll, just like any other ordinary green leaf. However, they also have lots of *other* chemicals that are red or purple – so much of them that they no longer look green. But deep down inside the leaves the chlorophyll is still there and it's still green.

Well-being**Over the next two days**

Create a compliments tree - find some twigs and make leaves out of paper and write a compliment for each of your family and attach them to the twig/s. If you have no twigs, draw a tree and some compliment leaves.

Problem of the day**Boggle on Paper!**

See how many words you can create by connecting the letters to each other. Words must be at least **three** letters. You can **ONLY** make words out of the letters that are touching each other. You must connect the letters to make a word. They can be touching diagonally, horizontally, or vertically. You **CAN** use the same square more than once in a word as long as that letter touches another letter that you have already used. E.g. warms

Q	U	S	R	W
I	D	T	M	A
L	E	A	O	P
R	B	X	C	N
D	G	N	I	K

<p>Healthy Me</p>	<p>Apple "pizza" another Button house favourite!</p> <p>Ingredients: Apple Any nut or seed butter Toppings, such as raisins, blueberries, coconut flakes, or granola</p> <p>Directions: Core and thinly slice the apple, spread some nut or seed butter on and top with whatever topping you want !</p> 
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The activities below are supplementary and can be used to further extend learning opportunities whilst at home.

<p>Home Learning</p>	<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>
<p>Termly Spellings</p>	<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?
<p>National Curriculum Word Lists</p>	<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>
<p>Curriculum Overview</p>	<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>
<p>Useful websites</p>	<p>Please see the useful websites list.</p>

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 the next email for tomorrow's learning, from Mrs Amor and Mrs Button.