

Thursday 2nd July:

Good morning and welcome to another day.

Daily reading

Remember to try and read for at least 30 minutes today.

Read this excerpt of a person who has survived an Earthquake in Nepal:

We slept in our clothes for several nights after the earthquake. I was wary when taking a shower or going to the loo! I was on edge all the time! A quick rinse in the shower and clothes nearby to grab, and get dressed quickly, all the time saying in your head, 'please don't start shaking now...' and then a sense of utter relief when you're dressed again and feeling ready to run! Utterly exhausting, and I quickly went down with a cold.

In the days following the earthquake it was hard to know what to do with ourselves. We felt pretty useless, and the growing pile of plastic water bottles and rubbish in our room became a visible reminder of this, and the fact that we were draining resources. I had a bad cold, and as much as I wanted to help load rice and lentils on to trucks to take into Gorkha and neighbouring districts with Paddle Nepal and co. I wasn't strong enough to lift most of the sacks, and I didn't want to pass the cold on to those who were going to be heading out to do physically and emotionally demanding emergency relief work. My way of helping became writing blogs and answering questions from a few teachers back home.

It made me fully appreciate how trained personnel are so valuable in managing relief response, and how everyone involved needs to 'bring something to the table'. I could imagine that many people might flock to Nepal to help in the aid operation, and, although well-meaning, may actually start to be a drain on resources rather than being an asset. It's a tricky one to explain, given that local businesses were crying out for tourists now that most of Pokhara had cleared out!

Daily times tables

Here is today's timestables. How many of these can you complete in 5 minutes? Ask an adult to check them for you.

$2 \times 2 =$		$1 \times 3 =$		$2 \times 5 =$		$0 \times 2 =$		$9 \times 2 =$
$0 \times 4 =$		$8 \times 5 =$		$10 \times 3 =$		$5 \times 2 =$		$3 \times 5 =$
$8 \times 4 =$		$3 \times 2 =$		$9 \times 5 =$		$6 \times 3 =$		$11 \times 4 =$
$11 \times 4 =$		$10 \times 5 =$		$2 \times 5 =$		$1 \times 4 =$		$0 \times 3 =$
$4 \times 5 =$		$9 \times 4 =$		$4 \times 2 =$		$8 \times 5 =$		$10 \times 4 =$
$1 \times 5 =$		$2 \times 3 =$		$9 \times 5 =$		$6 \times 2 =$		$3 \times 4 =$
$5 \times 2 =$		$3 \times 2 =$		$10 \times 4 =$		$10 \times 5 =$		$1 \times 5 =$
$8 \times 4 =$		$11 \times 3 =$		$1 \times 2 =$		$7 \times 5 =$		$7 \times 3 =$
$2 \times 2 =$		$4 \times 4 =$		$12 \times 2 =$		$9 \times 3 =$		$11 \times 5 =$
$5 \times 3 =$		$7 \times 4 =$		$4 \times 2 =$		$5 \times 4 =$		$10 \times 3 =$
$6 \times 3 =$		$3 \times 3 =$		$6 \times 4 =$		$4 \times 5 =$		$8 \times 3 =$
$11 \times 3 =$		$11 \times 2 =$		$3 \times 3 =$		$1 \times 3 =$		$5 \times 4 =$
$12 \times 2 =$		$12 \times 4 =$		$12 \times 4 =$		$5 \times 3 =$		$9 \times 4 =$
$0 \times 5 =$		$7 \times 2 =$		$8 \times 3 =$		$3 \times 5 =$		$7 \times 2 =$
$7 \times 3 =$		$6 \times 2 =$		$2 \times 4 =$		$0 \times 2 =$		$4 \times 3 =$
$2 \times 4 =$		$12 \times 3 =$		$6 \times 5 =$		$8 \times 2 =$		$1 \times 4 =$
$12 \times 5 =$		$5 \times 5 =$		$9 \times 3 =$		$4 \times 4 =$		$9 \times 2 =$

Termly Spellings

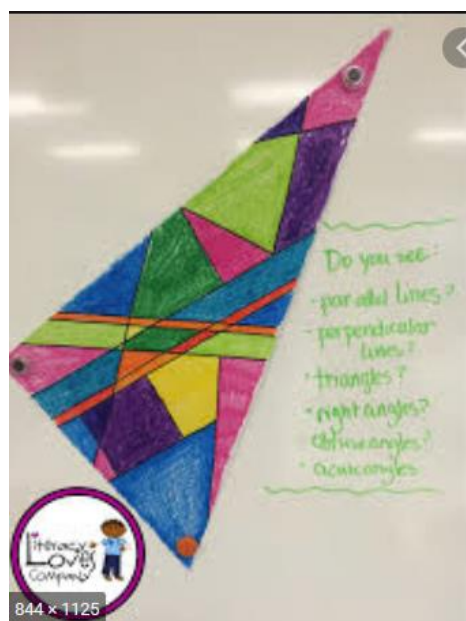
Today, you are going to learn these statutory words which have a suffix on the end.

- Accident
- Accidentally
- Probably
- Actually
- Occasionally

Look them up in a dictionary and find out their meaning. Why not create a spelling scribble of these words as they are pretty tricky ones.

Daily Maths

Today, we are going to do some cross curricular art and maths. Yesterday, we were learning about parallel and perpendicular lines. Today, we would like you to get creative and make some fantastic artwork which demonstrates your understanding of parallel, acute, perpendicular, and obtuse and right angle. You can use paint, crayons, pencil – whatever takes your fancy, but please make this a really special piece of work and take time over it. Here is an example:



Daily English

Today, we want you to write a recount. Read the extract on the daily reading to help you.

Imagine you were this girl involved in an Earthquake. Write a recount to explain what happened to you and how life has been for you. Think about the way she is feeling. Here are the features you will need to include in your recount. Write in first person as we want you to do a personal recount. You will be finishing and publishing your work tomorrow.

	Introduction paragraph briefly covers who, what, where and when about the event.		Concluding paragraph links back to the introduction.
	First or third person , depending on whether the writer was present.		Explanation of why the events were significant and to whom.
	Past tense is used (except if links to present/future are made in the conclusion).		Extra details about how and why the event happened in main paragraphs.
	Named, specific people , places and things are described.		Personal recount uses stronger language, including description of emotions.
	Time conjunctions , usually in chronological order.		Impersonal recount is more factual and direct.
	Quotations from witnesses/people who were there.		

Organise your work into paragraphs and check spelling using a dictionary.



Healthy Me

Why not make a fruit/veg smoothie today? What healthy ingredients can you include? Did it taste nice?



Problem of the Day

2 Maria has three number cards.



One of the cards has a value of 35

The other cards have a smaller value.

When you add the cards you get.

$$\text{Red box} + \text{Purple box} = 62$$

$$\text{Green box} + \text{Purple box} = 38$$

$$\text{Red box} + \text{Green box} = 46$$

What is the value of each card? ..

The activities below are supplementary and can be used to further extend learning opportunities whilst at home.

Home Learning	<p>Please look at your Home Learning grid.</p> <p>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>
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?</p> <p>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>
Useful websites	<p>Please see useful website 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.

3OG: 3og@newbridge.bathnes.sch.uk

3KC: 3kc@newbridge.bathnes.sch.uk

Please look out for tomorrow's learning, from Mrs O'Gara, Mrs Keynes and Mrs Ross