

Newbridge Primary School Year 6 Daily Learning

Thursday 2nd July:

Good morning lovely Year 6, we hope that you are well and having a great week whether at home or in school.

2 July 2020 is ...

184th day of the year. There are then 182 days left in 2020.

27th Thursday of 2020.

27th week of 2020 (using ISO standard week number calculation).

12th day of Summer. There are 82 days left till Autumn.

Birthstone for this day: Ruby and Onyx.

Love Mrs Button and Mrs Amor.

Daily reading

Please read for at least half an hour today.

Inference Questions - look at the illustration and answer the questions that follow



Who is this?

What kind of character is he?

How do you think he speaks? Demonstrate his voice. Why did you do it like that?

Do you think this character is wealthy or poor? Why?

What is his job?

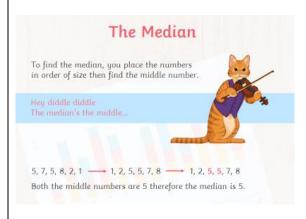
What is an orator?

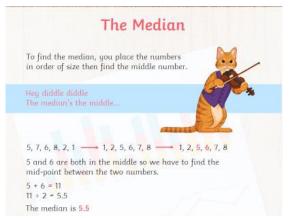
Would you trust him?

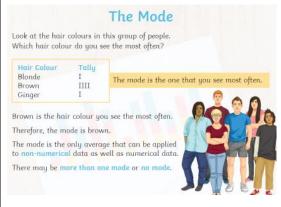
Where is he? Why is he there?

Daily Maths

The median, mode and range - key points:







The Range

Find the range in this set of data:

3, 5, 7, 9, 2, 6

It helps to put the numbers in order of size first, starting with the smallest: 2, 3, 5, 6, 7, 9

Now, select the highest and lowest numbers and find the difference between them.

9 - 2 = 7

The range is 7

One way to help you remember:

think of a mountain range - you want to find the height difference between the highest and lowest mountains in that range.

The range is the difference between the highest and lowest numbers in a set of data. It allows us to find out how spread out the values are. This is known as the 'measure of spread'

The set of data may contain negative numbers too: 5, -3, 4, 2, -1, 8

-3, -1, 2, 4, 5, 8

8 - -3 = 11

Remember, two minus signs next to each other make a plus.

Ready:								
Fir	nd the median for each of these data sets:							
1.	3, 4, 5, 6, 7, 8, 9, 10, 13							
2.	11, 12, 13, 15, 18, 20							
3.	5, 4, 1, 9, 8							
4.	11, 21, 5, 9							
w	orded Problems:							
1.	A group of students were asked about the rare the results:	ıumber (of mobil	e electro	onic devi	ces in th	eir hom	es. Th
	Number of Mobile Electronic Devices	0	1	2	3	4	5	6
	Frequency	0	2	5	10	8	4	3
	Calculate the median number of devices.							
	oup of year 11s were asked how many		_					
2. A gr	oup of year 11s were asked how many many of Younger Siblings	0		1	2	3		4
2. A gr	oup of year 11s were asked how many	0	4	1 0				
2. A gr	mber of Younger Siblings	0 10 dents ha	4 ave in t	1 O otal?	2 130	3 145		4
2. A gr Nu Fre a. H b. (roup of year 11s were asked how many y mber of Younger Siblings equency How many younger siblings did the stud	0 10 dents ha	4 4 gs per s	1 0 otal?	2 130	3 145 ed.	5	4
2. A gr Nu Fre a. H b. (mber of Younger Siblings equency How many younger siblings did the stud	0 10 dents ha	4 4 gs per s	1 0 otal?	2 130	3 145 ed.	5	4
2. A gr Nu Fre a. H b. (mber of Younger Siblings quency How many younger siblings did the stud Calculate the median number of younger	0 10 dents ha	gs per :	otal?	2 130 s surveye	3 145 ed.	?	60
2. A gr Nu Fre a. H b. (c. H Go: 3. 23	mber of Younger Siblings equency How many younger siblings did the stud	0 10 dents ha	gs per :	otal? student	2 130	3 145 ed.	?	of Pla
2. A gr Nu Fre a. H b. (c. H Go: 3. 23 con score	mber of Younger Siblings quency How many younger siblings did the stud Calculate the median number of younger How many students have more than the players took part in a basketball npetition. The number of baskets red by each player is recorded in	0 10 dents ha	gs per :	otal? student Baskets 0	2 130 s surveye	3 145 ed.	? umber	of Pla
2. A gr Nu Fre a. H b. (c. H Go: 3. 23 con score	mber of Younger Siblings equency How many younger siblings did the stud Calculate the median number of younger How many students have more than the	0 10 dents ha	gs per :	otal? student Baskets 0 1	2 130 s surveye	3 145 ed.	? umber	of Pla 3
2. A gr Nu Fre a. H b. (c. H Go: 3. 23 con score	mber of Younger Siblings quency How many younger siblings did the stud Calculate the median number of younger How many students have more than the players took part in a basketball npetition. The number of baskets red by each player is recorded in	0 10 dents ha	gs per :	otal? student Baskets 0 1 2	2 130 s surveye	3 145 ed.	?	of Pla 3 6 5
2. A gr Nu Fre a. H b. (c. H Go: 3. 23 con scor	mber of Younger Siblings quency How many younger siblings did the stud Calculate the median number of younger How many students have more than the players took part in a basketball npetition. The number of baskets red by each player is recorded in	0 10 dents ha	gs per :	otal? student Baskets 0 1	2 130 s surveye	3 145 ed.	? umber	of Pla 3

b. A player is selected at random. Is this player more likely to have scored the median or modal number

of baskets? Justify your answer.

4

Reunite each set of data with its correct statement.

1, 2, 5, 4, 5
2, 2, 3, 1, 2
7, 15, 2, 6, 7, 6
1, 2, 3, 4, 5
0, 5, 0, 2, 0
12, 11, 12, 10, 11
6, 6, 2, 8, 1
10, 5, 10, 5, 5
6, -3, 0, -3, 7
-3, 2, 9, -2, 7, -3

I have no mode.
My mode is zero.
My mode is negative.
My range is 15 more than my mode.
My mode and range have the same value but they are not 2.
My mode is 1 more than my range.
My mode and range have the same value.
If you add the two values of my mode, the answer will be equal to my range.
I have the greatest modal values of all the cards.
My mode is one less than my range.

Extension: Find the mode and range for each set of data.

Daily English

Writing to Entertain – Villains (with thanks to Pie Corbett) Task 4 Poetry

Focus in on the unusual detail - I am the ...

The idea is that, rather than describing the general appearance of a character, you tune in to the intricate details: the mannerisms, facial expressions, strange objects or possessions. To do this, focus on one element of a character and become it.

The only way you can do this is by looking at it closely, so a visual stimulus is really helpful. There are some villainous pictures below...

To become it, you just need the sentence stem: I am the ... then extend the idea with action or detail. For example: I am the eyes, staring menacingly at my next victim. The simple pattern and structure really helps focus on the language choice, whilst bringing something specific to life.

Modelled version based on Lord Voldemort from Harry Potter: Lord Voldemort

I am the eyes, filled with anger, glaring with malicious intent.
I am the mouth, rotten to the core, poised with fatal words to attack.
I am the nose – snaked slits, sensing impure blood and weakness.
I am the pallid skin, void of warmth, tainted with bleached spite.
I am the gnarled fingers, twisted in hate, charged with greed.
I am the mind, sinister and severe, plotting devastation.



Now choose your own villain and write an 'I am' poem Top Tips:

Notice how each sentence addresses one feature, such as the eyes, the mouth, the nose, etc. First, name the feature of the character, e.g. I am the eyes.

Then, add in detail to describe or to bring the feature to life: filled with anger (describe) glaring with malicious intent (adding action)





Well-being

Make some play dough in different colours. Create a game with your family around a given theme for example, The Simpsons characters. Can you guess each other's creations?

https://www.bbcgoodfood.com/howto/guide/playdough-recipe

Problem of the Day

Yesterday's problem – a plate

Today's Problem

Faster than a twitch!
Fly with me to the Pitch!
With a seeker, a keeper,
Or a chaser, a beater,
Wizard or witch;
I play a mean game of Ou

I play a mean game of Quidditch.

What am I?

Healthy Me

Activity	Your Score	Multiply by	New Score
30 Seconds press up		x10	
60 Seconds jumping jacks		x5	
45 Seconds lunges (alternate legs)		х6	
45 Second Triceps dips		x7	
30 Second leg crunch		x2	
		otal Score:	

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: 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.

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 tomorrow's learning, from Mrs Amor and Mrs Button.