

Thursday 4th June: Good morning! We hope you are all well and keeping safe. Have a lovely day and enjoy today's learning!

Today is **Hug your Cat Day!** So, if you have a cat you know what to do.

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: Tim Berners Lee

Nowadays, it is hard to imagine a world without the Internet. In fact, most of your parents grew up in a time when the idea of sending information from one computer to another was like something out of a science fiction film.



The idea of a network connecting lots of systems is actually a hundred years old or so. But it wasn't until the creation of something called ARPANET in the late 1960s. This was a basic system that allowed two computers to send a very simple message. The first message was "LOGIN", and it crashed the system after two letters!

When we think of the Internet now, most of us think of what is actually called the World Wide Web. This was the brainchild of a great British software engineer called Tim Berners Lee. He had been working for CERN in Geneva when he had the idea of a global network that would allow scientists and researchers to share information easily.

It was 1989 when Tim Berners Lee published a paper that explained how the modern World Wide Web would work. He was also responsible for creating the very first web browser. On 6th August 1991, he launched the very first web page. It was very simple. Its only job was to show people what the World Wide Web was about and how they could start to build their own web pages. It's hard to imagine that something that started with just one single page has grown into the massive web that it is today, in only 30 years.

It's sometimes very easy to confuse the Internet with Tim Berners Lee's World Wide Web. Perhaps an easy way to remember it is that the Internet is like a series of roads. The World Wide Web is just one way to use those roads - perhaps imagine it as cars. You also have other things that use the Internet. Email, for instance, might be lorries on the roads. Streaming films on your TV might be motorbikes. They all use the same roads (the Internet), but do it in different ways.

Nowadays, Berners Lee is the Director of the World Wide Web Consortium. This is an organisation that he created to help decide on important issues with the web. You may not notice it, but the World Wide Web is always changing how it works. The changes make it more efficient or easier to access, or sometimes more stable or harder to hack into.

So every time you type the www in your website address, remember that it stands for World Wide Web. And remember to think about the brilliant Tim Berners Lee who helped to make it all possible.

1. What was the name of the first system that connected two computers?
2. What was the first message sent between computers?
3. Where was Tim Berners Lee working when he had the idea for the World Wide Web?
4. What did the very first web page say?
5. What does the text suggest you think of the internet as?
6. Which was invented first, the Internet or the World Wide Web?
7. Which word means that the World Wide Web is quicker?
8. How does the author feel about Tim Berners Lee? What tells you this?
9. Which word or phrase tells you that ARPANET wasn't very complicated?
10. What do you think you will be able to use the Internet for in the future? Give a reason

Year 6 Book Group

I would like you to read chapters **11 to 18** of **Orphans of the Tide by Struan Murray** (make sure you have a biscuit and a drink when you are reading). What has been your favourite part so far?

Daily Maths

Revision – Ratio and Proportion:

1. Recipe for Fruit Smoothie (serves 6 people)
600g bananas
360g strawberries
240g raspberries
420ml milk
90ml natural yogurt

A Give the quantities of each ingredient Anna will need if she makes a smoothie for herself and her two friends.
B Anna holds a birthday party. Give the quantities of each ingredient she will need for the party in order to serve the 15 people that attend the party.
C Anna is using 630ml of natural yogurt. How many people is she making smoothies for?

2. A vegetable casserole is cooked for 35 minutes for every 1 litre of casserole. For how many hours will it need to be cooked if there is $3\frac{1}{2}$ litres of casserole?

3. Two shops sell the same board pens.
Shop 1 Special Offer Only £1.68 for 4 board pens!
Shop 2 Special Offer Just £2.73 for 7 board pens!
Which shop sells board pens for the lowest price? Explain how you know.

4. Shu, Lowri and Hamish are discussing how much pocket money they each get.
Shu, "I get £6.20 every two weeks."
Lowri, "I get 12.80 every four weeks."
Hamish, "I get £9.90 every three weeks."

True or false? Explain your answers fully

a) Hamish would receive £13.20 pocket money over a period of 4 weeks.
b) Over a period of 3 weeks, Shu would get more pocket money than Lowri

5. Two different shops are selling the same cans of drink. Each shop is running a different special offer.

Shop 1: £1.20 SPECIAL OFFER Buy one get one free!
Shop 2: 90p SPECIAL OFFER Get 5 cans for the price of 3

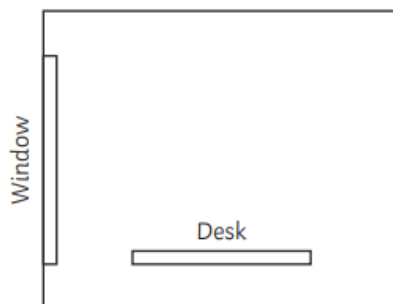
a) I decide to buy 20 cans of drink for a party. If I use the special offers, how much will it cost me to buy the drinks from each shop?
b) Which shop will give me the cheapest price for each individual can of drink and by how much?

Challenge:

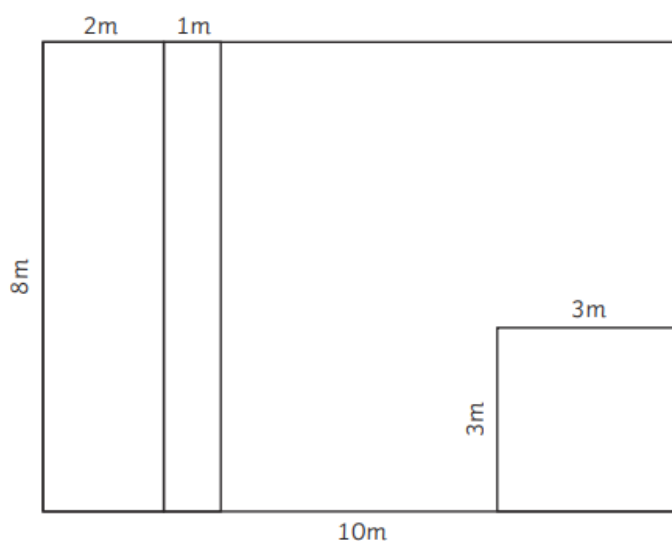
Find the missing lengths in the table, specifying the units.

	Scale	Actual Length	Length on Drawing
a)	1cm to 3m	18m	
b)	1cm to 5m		12cm
c)	1cm to 8km	6km	
d)	1cm to 2.5km		4cm

Elliot is constructing a scale drawing of his classroom. He has chosen a scale of 1cm to 2m. Measure each line and then calculate the real-life measurements of the classroom.



The diagram shows the measurements of a garden, with areas marked out for patios and decking. Using a scale of 1cm:2m, construct a scale drawing of the garden.



Daily English

Fiction – Writing to Entertain (with thanks to Pie Corbett)

Read the story again or you can listen to this being read aloud here:

<https://soundcloud.com/talkforwriting/red/s-pgmsBkkwTq6>

Red “Don’t stray from the path!”

Skipping through the forest, Red, so named because of her favourite cloak, recognised the familiar smell of the lush flowers that she passed every week. The stone-laid path meandered through tall, majestic trees, forming a canopy of serenity. Red stopped to pick a handful of the gently nodding daffodils that flanked the path to her Grandmother’s house.

As she crouched, a gentle breeze filled her nostrils with a waft of unfamiliar perfume. ‘What is that?’ Red pondered. Staring inquisitively towards the undergrowth, her mother’s words echoed meaninglessly, yet continuously, around in her head: “Don’t stray from the path!” But why should she always listen to her mother? Surely one look couldn’t hurt, could it?

Overcome with curiosity, Red stepped from the path. Parting the emerald leaves, Red’s eyes sparkled with excitement. In front of her, handfuls of pink confetti drifted down from the boughs of majestic cherry trees; joyous birdsong twittered above her, harmonising the melodic humming of the bees. She could feel her heart racing in anticipation and wondered what other treasures lay beyond the path. In the distance, a lake of dancing primroses enticed her further in; her mother’s words were now lost.

Deeper and deeper Red walked, transfixed by the exquisite offerings of the forest. Deeper and deeper she walked, unaware of the world changing around her. Deeper and deeper she walked, until nothing was recognisable. The trees, once a canopy of serenity, now formed foreboding tunnels, suppressing all life in their thorny grasp. The forest floor, once a blazing carpet of confetti, was now a complex maze of brambles and thorns, tearing at Red’s vulnerable ankles. The birdsong had stopped; the silence was deafening. All of a sudden, Red felt like something or someone was watching her; she

sensed its presence. An uncontrollable shiver ran down her spine as she realised that she was not alone. What was it? Panicking, she spun around, hoping to find the path – but it was too late.

Red's breathing quickened; her heart hammered against her chest as terror bubbled in her throat. Panic immediately seized her in a spiral of darkness as a sinister shadow grew through the trees. Two malevolent eyes ... the stench of rotten breath ... a spine-chilling howl ... "Don't stray from the path!" How foolish she had been.

Tasks:

In Red, one of the key tools that builds fear is the rapid change in setting and atmosphere.

1. Choose an everyday setting that could be scary e.g. woods or school at night. Once you have chosen your setting, ask yourself the questions:

- How is the character feeling?
- What actions would show this without telling the reader?
- How could this be mirrored in the setting?
- As the setting changes, how will their emotions change and how will you show this?

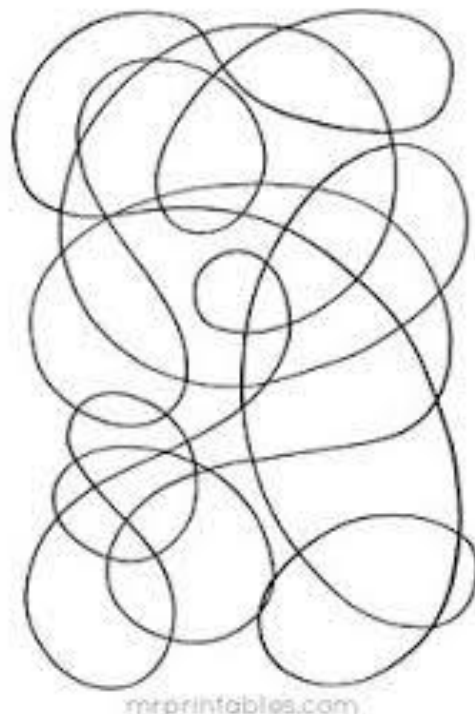
2. There are now two options:

Either as Red finishes on a cliff hanger, you could continue the story to reveal what happens next or have a go at writing your own piece of short writing, changing the atmosphere and exploring how the main character reacts.

Here is a modelled version to help you

James curled his toes into the sand beneath his feet and let out a contented sigh. He gazed across endless waves that stroked the shore, a warm smile spreading across his face. This was paradise. Pulling the sombrero down over his face, he drifted off to sleep. James awoke to the sound of panic all around him. Jumping up, he looked out across the beach – people were tearing around in all directions, gathering up their young and dragging them away from the sea. But where was the sea? The waves that had once stroked the shore had now disappeared. There before him lay an eternity of sand, as far as the eye could see. James tried to swallow but his throat was bone dry. Then he saw it.

Well-being



Scribbling!

Using a pencil or open draw a pattern without taking your pen/pencil off the page. Then colour it in - great for mindfulness.

Problem of the Day

Yesterday's problems

Egyptian Word Scramble Answers

LENI	NILE
IISS	ISIS
HPXISN	SPHINX
MMMUY	MUMMY
BCSAAR	SCARAB
YIPMRAD	PYRAMID
PNCAOIC	CANOPIC
NABISU	ANUBIS

Today's Problem- Sudoku

	9	6		4			3	
	5	7	8	2				
1			9			5		
		9		1				8
5								2
4				9		6		
		4			3			1
				7	9	2	6	
	2			5		9	8	

Healthy Me

<p>1</p> <p>30 SEC PLANK</p> 	<p>20 JUMPING JACKS</p>  <p>2</p>	<p>10 PUSH UPS</p>  <p>3</p>
<p>20 SQUATS</p>  <p>4</p>	<p>20 LIMB RAISES</p>  <p>5</p>	<p>25 SIT UPS</p>  <p>6</p>
<p>30 MOUNTAIN CLIMBERS</p>  <p>7</p>	<p>20 HIGH KNEES</p>  <p>8</p>	<p>30 LUNGES</p>  <p>9</p>
<p>25 JUMPING JACKS</p>  <p>10</p>	<p>15 BURPEES</p>  <p>11</p>	<p>20 FLUTTER KICKS</p>  <p>12</p>

Try these today!

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>
Termly Spellings	<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?
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? 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 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 tomorrow's learning, from Mrs Amor and Mrs Button.