

Tuesday 30th June:

Good Morning lovelies! Today is National Meteor Watch Day. Also known as National Meteor Day, on a cloudless night, people turn their eyes to the heavens in hopes of spotting the glow of a falling star.

When space debris such as pieces of rock, enter the earth's atmosphere, the friction causes the surrounding air to become scorching hot. This "shooting star" streaking through the sky surrounded by flaming hot air is a meteor.

The majority of the meteoroids that cause meteors are only the size of a pebble. Meteors sometimes occur in showers.

In the Northern Hemisphere, one of the most active meteor showers is the Perseids. Named after the constellation Perseus, where the majority of the activity takes place, particles released by the comet 109P/Swift-Tuttle cause the meteors to shower down onto the earth. One of the most impressive meteor showers in the Northern Hemisphere, the Perseids put on dazzling displays. Some years, on a clear night with a new moon, sky watchers view more than one meteor per minute! The Perseids are active from mid-July to late August.

Meteors are usually observed at night and are visible when they are about 34 to 70 miles above the Earth, and they often disintegrated at about 31 to 51 miles above. Their glow time is usually about a second. Will you spot a meteor shower?

Love Mrs Button and Mrs Amor.

Daily reading

Please read for at least half an hour today.

'Drop Off'



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

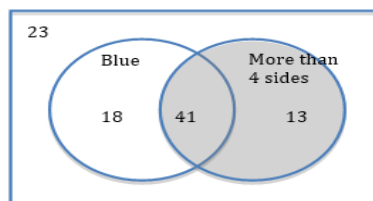
- How is the girl feeling? How do you know?
- Why is she feeling that way?
- Who is the man?
- Where are they?
- Does the title give you any clues about this image?
- What are the characters thinking?
- Draw thought bubbles to accompany the picture.

Daily Maths

Venn Diagrams

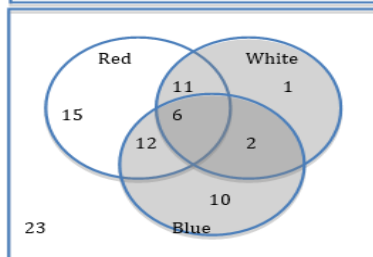
Ready:

1.



3. Some shapes were sorted into 2 sets depending on their colour and number of sides

- (a) How many shapes were Blue
- (b) How many shapes had 4 or fewer sides
- (c) How many shapes were there altogether
- (d) Where would a red triangle be placed in the Venn



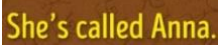
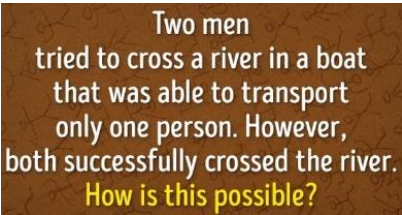
4. The colours of some flags were recorded

- (a) How many flags were looked at
- (b) How many flags had white on them
- (c) How many flags had no red on them
- (d) How many flags had 2 of the listed colours on them
- (e) How many flags had blue and white on them

2. A group of 100 people were asked if they owned a pair of Converse shoes and if they owned a pair of Nike trainers. 48 people owned Converse, 14 people owned both types of footwear, 18 people owned neither.

- a) Draw a Venn Diagram showing this information
- b) How many people own Nike?

	<p>c) How many people only own Converse?</p> <p>Steady:</p> <p>3. People were asked if they were right or left handed. The group consisted of 30 women and 70 men. 27 of the women were right handed, 12 of the men were left handed. Draw a Venn Diagram showing this information.</p> <p>4. A group of 80 people were asked if they liked different fruit. 38 said they liked apples, 42 like bananas, and 14 like cherries. 6 liked all 3 fruits. 20 people like apples and bananas, 10 of the people who liked cherries also liked bananas. 6 people like cherries and apples. Draw a Venn Diagram showing this information How many people liked apples and bananas but did not like cherries? How many people liked none of the fruit? How many people liked just one of the fruits? How many people liked at least 2 of the fruits?</p> <p>Go:</p> <p>5. A group of 40 people were asked what they ate for lunch. $\frac{3}{4}$ of the group had a sandwich, $\frac{1}{2}$ the group had some fruit, 12 people had yoghurt. 10 of the people who had yoghurt also had fruit, $\frac{1}{4}$ of the group had all 3 items, $\frac{2}{3}$ of the sandwich eaters also had fruit. 11 of the sandwich eaters also had yoghurt.</p> <ol style="list-style-type: none"> Draw a Venn Diagram to show this information How many people had just 1 of the named items? How many people had fruit and yoghurt but no sandwich? How many people had none of the named items? How many people just had yoghurt? How many people had a sandwich plus one other item?
<p>Daily English</p>	<p>Writing to Entertain – Villains (with thanks to Pie Corbett)</p> <p>Task 2: This activity will show you how to add depth to a character by exploring their inner emotions. This is such a great tool as it takes language and turns it on its head, creating new and intriguing descriptions that delve into the makeup of a character.</p> <p>Firstly, brainstorm and write lists of:</p> <ul style="list-style-type: none"> adjectives associated with colour e.g. scarlet, emerald, rusted abstract nouns (feelings and emotions) e.g. love, hatred, mischief verbs e.g. staggered, diced, hissed prepositions e.g. beneath, behind, within <p>Secondly, begin to manipulate the words, creating poetical phrases and sentences to describe a villain.</p> <p>Choose a word from each column that you feel connects with your character and then play around with them to create your sentence.</p> <p>You may find it helpful to have a particular villain in mind when you begin this activity.</p> <p>Modelled version: Rusted greed hissed inside his sick mind. Rich cruelty resonated through his callous scowl. Tainted happiness smeared itself across his weathered face. Smoke-grey anger burned in his dark, suspicious eyes. Fiery obsession assembled within. Scarlet spite stretched within his soul. Bleached sorrow strangled all hope. Blazing orange spite ruled.</p> <p>To help you get started, you may find it helpful to ask yourself: What is the emotion you see in the character? e.g. greed What colour do you associate with that emotion? e.g. rusted Where do you see it or associate it as being? e.g. inside his mind</p>

Well-being	Learn how to fingerspell using British sign language. Get a friend to learn too so you can have conversations! https://www.british-sign.co.uk/fingerspelling-alphabet-charts/
Problem of the Day	Yesterday's problem:  Today's Problem: 
Healthy Me	Design a poster to encourage a younger child to eat more fruit and vegetables.
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: <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	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.