

**Tuesday 7<sup>th</sup> July:**

Good Morning and welcome to Tuesday's learning. We hope you are all well and working hard. Have a lovely day and remember how proud we are of each and every one of you!

Love Mrs Button and Mrs Amor.

**Daily reading**

Please read for at least half an hour today.

**Prediction - look at the illustration and answer the questions that follow:**



**Forest**

What's on the other side of the door?

What is the girl holding in her hand?

How did she get to the forest?

Where is this?

Who hung the lanterns in the trees?

Where does the stream lead?

Will the girl go back through the door or stay in the forest? Predict what will happen next.

**Daily Maths**

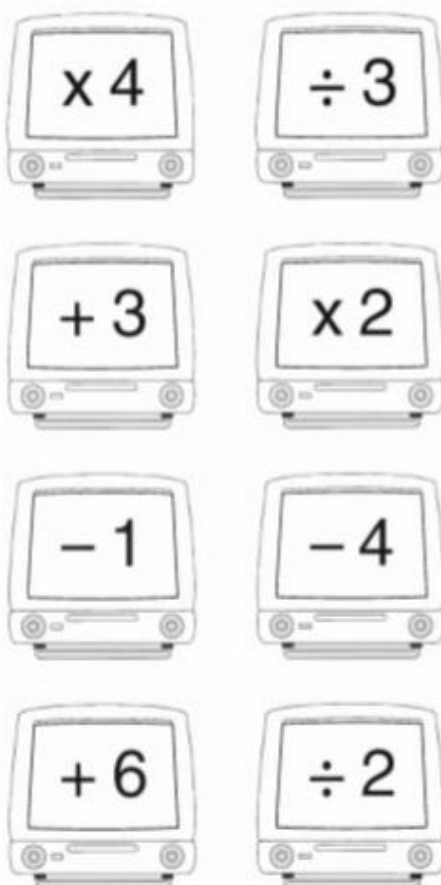
**Function Machines:**

**Ready:**

Input numbers	Function machine	Output numbers
3 7 56 168	+ 29	
7 19 63 109	- 6	
40 59 100 276	x 3	
7 23 99 503	x 9	
30 51 150 999	÷ 3	

Start (input)	Function machine 1	Function machine 2	Answer (output)	Target number
3				10
7				25
11				20
15				6

Steady:



Here are eight function machines.

**Task 1**

Using two function machines, work out how to make an output of 16 if you start with an input of 5.

Try using three function machines to get the same output.

Now try using four function machines.

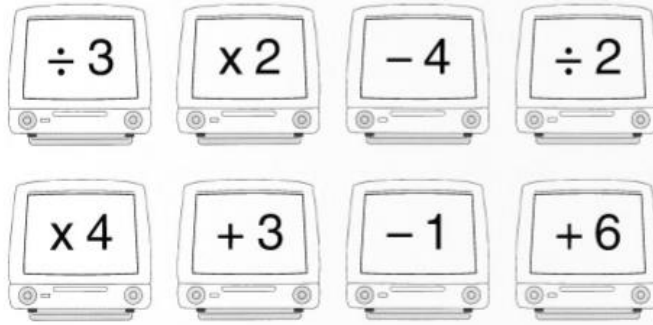
Keep going – see how many function machines you can use.

**Task 2**

How many different outputs can you make with an input of:  
 10 using two function machines?  
 10 using three function machines?  
 10 using four function machines?

Go:

Here are eight function machines.



There are different ways of using one, two or more function machines to change an input number of 12 into an output of 24.

For example:

$$12 \begin{array}{c} \boxed{\div 3} \\ \text{---} \\ \boxed{\times 2} \\ \text{---} \end{array} = 24$$

$$12 \begin{array}{c} \boxed{\div 2} \\ \text{---} \\ \boxed{\times 4} \\ \text{---} \end{array} = 24$$

$$12 \begin{array}{c} \boxed{\div 2} \\ \text{---} \\ \boxed{+ 6} \\ \text{---} \\ \boxed{\times 2} \\ \text{---} \end{array} = 24$$

**Task**

Investigate how to make all the output numbers from 1 to 30 with an input of 12.

**Challenge**

Create a set of eight function cards you can use to make all the output numbers from 1 to 30 with an input of 7.

Write down why you chose your eight functions.

Daily English

Writing to Entertain – Dreams

Task 2: Poetry response – Dream Poem

Read this Dream poem by Pie Corbett

I dreamed I saw an anteater inspecting an anthill,  
a camel tucking into a plate of gooseberries,  
a metal hammer melting in the sun,  
a shoe filled with smarties and mouse sauntering across the path.

I dreamed I saw a flock of furious feathers,  
a cluster of curious clocks,  
a library of luxurious lakes,  
a swarm of silent serpents,  
a school of serious sand dunes,  
a class of cracked cliff edges  
and a crowd of chameleon curtains changing colour.

I dreamed I witnessed the difference between a scream and a silence,  
the difference between red and black,  
the difference between nothing and everything you know  
and the second that yes became no.

I dreamed I heard a silence explode,  
a car braking to a full stop,  
a door slamming open,  
a Siamese cat purring,  
a hand waving hello,  
a friendship breaking in two  
and the moment when the world began. I dreamed I touched a furnace made of snowflakes,  
a lake made of sawdust and sadness,  
a mountain made of pillows  
and a spider's web made of steel girders.

	<p><b>All these things I have dreamed</b></p> <p><b>Write your own dream poem:</b></p> <p><b>Tool 1: Draw upon the senses:</b> Each stanza begins by tuning in to one of the senses: I dreamed I saw/ witnessed/ I dreamed I heard/ I dreamed I touched/ I dreamed I tasted/ I dreamed I felt/ I dreamed I smelled Brainstorm a list of things you may see, hear, touch, taste, feel or smell in your dreams.</p> <p><b>Tool 2: Extend ideas with action:</b> One of the ways the poet brings the dreams to life is through his choice of verbs. Make a list. Remember - push for words that you find intriguing and charged with meaning. e.g. inspecting, tucking, melting, sauntering, etc.</p> <p><b>Tool 3: Extend ideas with similes or kennings:</b> Another tool we could choose to explore is to develop our ideas using similes or kennings. To extend using a simile, you need to make a comparison with another thing of a different kind, making the description more emphatic or vivid. e.g. I dreamed I saw a cat sneaking by with eyes like emeralds. A kenning is the process of using a two-word phrase in the place of a one-word noun. For example, a cat could be referred to as a milk-sipper or a sun-worshipper.</p> <p><b>Tool 4: Create your own collective nouns:</b> In the second stanza, the poet plays around with new weird and wonderful collective nouns. A collective noun is the name given to a group of things. To help bring this to life for the reader, the poet also plays with alliteration, pairing words with the same initial sound. For example: I dreamed I saw a flock of furious feathers, a cluster of curious clocks. Try creating your own collective nouns by pairing a word for a group (e.g. a class, a swarm, a library) with the object in your dream. You may like to include alliteration as exemplified above.</p> <p><b>Tool 5: Include some 'opposites' or 'impossibilities':</b> One of the joys of dreams is that there are not right or wrong ideas - the opportunity for creativity is endless. Throughout the poem, Pie Corbett explores things that oppose one another, such as 'the difference between nothing and everything you know.' He also pairs impossibilities, e.g. I dreamed I heard a silence explode, a car braking to a full stop, a door slamming open. Make a list of opposites and impossibilities. You may find it helpful to categorise your ideas, e.g. sounds, sights, objects, feelings, etc.</p> <p><b>Now have a go at writing your own dream poem.</b></p>
<p><b>Well-being</b></p>	<p>Play 'What if?'. Think of some fun questions and discuss them with your family.  For example: What if dogs could talk?  What would they say?  Would they have an accent?  Would different dogs have different voices?</p>
<p><b>Problem of the Day</b></p>	<p><b>Yesterday's problem:</b> - CABDE. Putting the first three in order, <b>A</b> finished in front of <b>B</b> but behind <b>C</b>, so <b>CAB</b>. Then, we know <b>D</b> finished before <b>B</b>, so <b>CABD</b>. We know <b>E</b> finished after <b>D</b>, so <b>CABDE</b>.</p> <p><b>Today's Problem:</b></p> <p>A man has 53 socks in his drawer: 21 identical blue, 15 identical black and 17 identical red. The lights are out, and he is completely in the dark. How many socks must he take out to make 100 percent certain he has at least one pair of black socks?</p>
<p><b>Healthy Me</b></p>	<p><a href="https://www.bbcgoodfood.com/recipes/fruit-nut-yogurt">https://www.bbcgoodfood.com/recipes/fruit-nut-yogurt</a></p> <p>Try this yummy breakfast recipe - obviously, Mrs Button would add a swirl of peanut butter to it too!</p>



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

<p><b>Home Learning</b></p>	<p>Please look at your Home Learning grid. Visit the school website at <a href="https://www.newbridge.bathnes.sch.uk/">https://www.newbridge.bathnes.sch.uk/</a> and go to the tab <b>Classes</b> and click on your class.</p> <p>Please plan and complete these activities throughout the duration of the school closure.</p>
<p><b>Termly Spellings</b></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 <a href="https://www.newbridge.bathnes.sch.uk/">https://www.newbridge.bathnes.sch.uk/</a> and go to the tab <b>Classes</b> 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"> <li>• Writing them forwards and backwards</li> <li>• Writing the vowels in a different colour</li> <li>• Write them in a pyramid shape</li> <li>• Look, write, cover, check</li> <li>• Each letter could be a different colour</li> <li>• You could also find out their meaning by using a dictionary.</li> <li>• Can you write each one in a sentence?</li> </ul>
<p><b>National Curriculum Word Lists</b></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><b>Curriculum Overview</b></p>	<p>Take time to look at the Curriculum Overview for your year group. This can be found on the school website at <a href="https://www.newbridge.bathnes.sch.uk/">https://www.newbridge.bathnes.sch.uk/</a> Go to the tab <b>Key Information</b>, go down the menu on the left hand side to <b>Curriculum</b>, go to <b>Termly Overview</b> 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><b>Useful websites</b></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](mailto:6b@newbridge.bathnes.sch.uk)

*Please look out for tomorrow's learning, from Mrs Amor and Mrs Button.*