

Tuesday 9th June: Good morning Year 5. We hope you had a lovely evening. Thought for today, let's have another good day Year 5 and aim to be great! If you find an activity tricky or it is something you think you can't do, you have to give it a go and try your very best.

"You don't have to be great to start, but you have to start to be great!" Zig Ziglar

Daily reading

This hopefully will support what you researched yesterday.

Life Cycle of a Flowering Plant

Most plants need to be pollinated to reproduce. Flowering plants do this by producing flowers that are designed to entice insects or other animals towards them, so that they can spread their pollen to other plants. This is why so many flowers are colourful and scented; they are designed to attract pollinators.

Seed Distribution

Once the fruit had ripened, the seeds are ready to be distributed. It is vital that they are spread as far as possible. Different plants use many different ways to distribute the seeds: wind, water and animals eating them are just a few examples.



Germination

With enough light and water, the seed will germinate. The emerging shoots need lots of light, but get most of their nutrients from the seed.

Growing leaves

As the plant grows, it requires more nutrients from the soil. If seeds grow too close together, they will compete for water and nutrients and not grow as strongly.



Fruit

If a flower is pollinated, it will turn into a fruit. All flowering plants produce fruit, but not all fruits are edible nor do they all look like traditional fruits. Some fruits turn into seed pods: you can see this with poppies or marigolds.



Flowering

When the flower matures, it will start to produce flowers. These contain both male and female parts. If it is pollinated, this flower will eventually turn into a fruit.

Pollination

All flowering plants rely on animals or insects to pollinate them. Mostly, this is done by insects; however, some plants make use of birds. Each flower needs to be pollinated with pollen from another flower.

Look carefully at the vocabulary

1. Which word means to create a new generation?
2. What does the word "emerging" mean?
3. Find a word that means "needs".
4. If a plant "relies" on an insect or bird to do something, what does that mean?
5. What does the word "edible" tell you about something?

Challenge:

- What happens to a seed after it has been distributed?
- What do all flowering plants produce?
- Why do flowers go to so much effort to attract pollinators?
- When does a plant start to produce flowers?
- What do seeds need in order to germinate?

Daily times tables

Over the course of Terms 5 and 6, we have given you lots of different ways to learn your times tables. Today, you can choose which activity you would like to do to ensure you know your tables really well. How do you know that you know them? Well, if you can recall them with speed you are doing brilliantly.

For example - if you answer these questions within 5 seconds you have cracked it.

- 3 x 5 =
- 6 x 7 =
- 11 x 5 =
- 12 x 10 =
- 8 x 9 =

How well did you do? Do you need to practice some more?

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.

impossible
respons**i**ble
invis**i**ble
incred**i**ble
sens**i**ble

Activities you could do are:

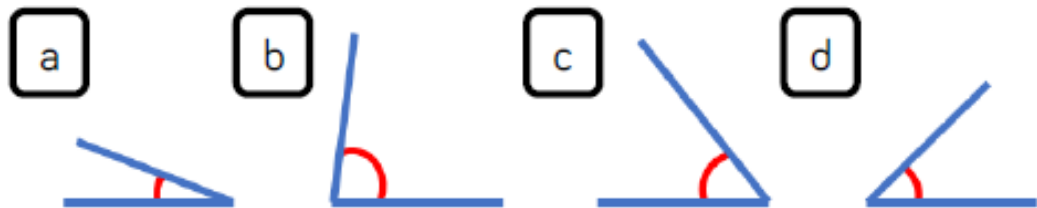
- Find the meaning of the words
- Put the words into sentences
- If there is a pattern, how many words you can find with the same pattern
- Draw pictures of the what the words mean with the word in the picture
- Create a word search
- Create a crossword
- Test your parents!

You can choose one a day; we will put these suggestions on each daily plan.

Daily Maths

RECAP:

Put these angles in order of size. Explain how you know.



How many degrees?

Today, we are going to learn how to use a protractor.

If you do not have a protractor, you could find angles in your house that are:

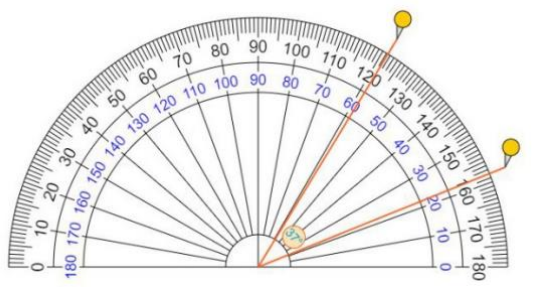
Acute, obtuse or right angles and make a list in your maths book.

e.g. the corner of a table is a right angle

https://www.homeschoolmath.net/teaching/g/measure_angles.php

If you have access to the internet use this link as there is a video to teach you how to use a protractor and worksheets to follow.

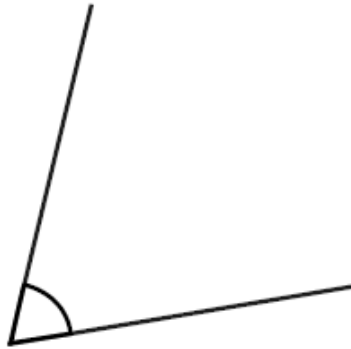
If you know how to use a protractor or someone at home can teach you, then follow the instructions below.



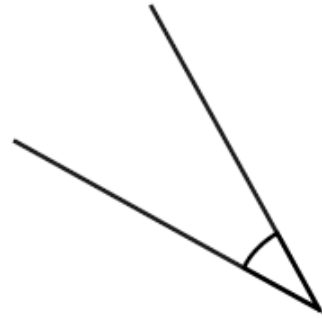
TASK:

Measure the following angles:

1. °

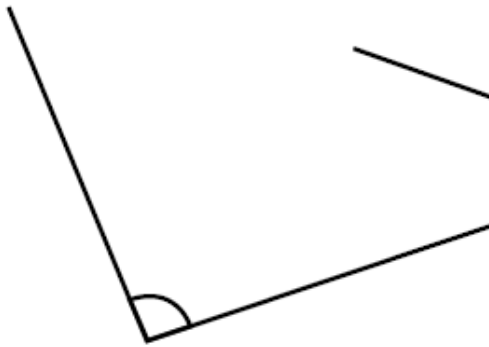


2. °

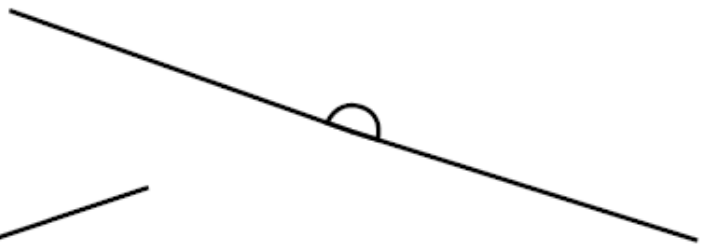


Measure the following angles:

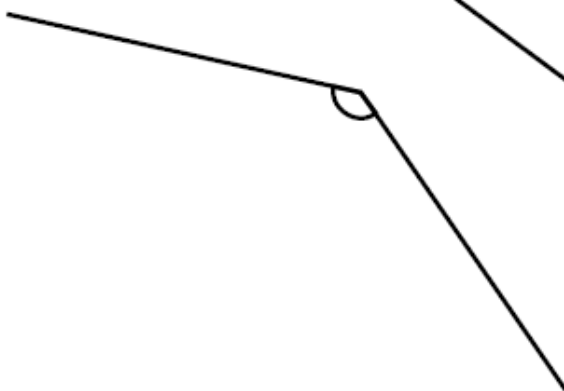
1. °



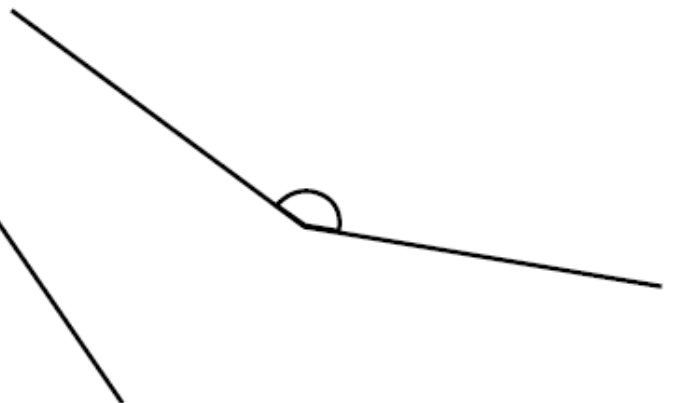
2. °



3. °



4. °



If you do not have protractor then try drawing angles that are approximately acute or obtuse.

- 30 degrees
- 85 degrees
- 120 degrees
- 45 degrees
- 160 degrees

Today you will be carrying out your own science investigation. The question is:

How do drinks affect our teeth?

What do you like to drink? Do you think all or any drinks affect our teeth and how could we find out? Just like when we do investigations at school, we would like you to collect the equipment, plan the investigation, carry out the investigation, record the results and then write a conclusion.

Equipment:

- Coke
- Milk
- Water
- Orange/apple juice
- Coins (1p and 2p are the best)
- Transparent cups/glasses
- Labels for the cups

In order to investigate which drinks affect our teeth you will need to put the same amount of water in the cups and pour the liquid in over the coin. Should the amount of liquid be the same? Why? You will need to write up the investigation into your English book. The headings you need are:

Investigation:

Equipment:

Method: What you did to answer the question, how you carried out the investigation, remember to consider how to ensure it is a fair test

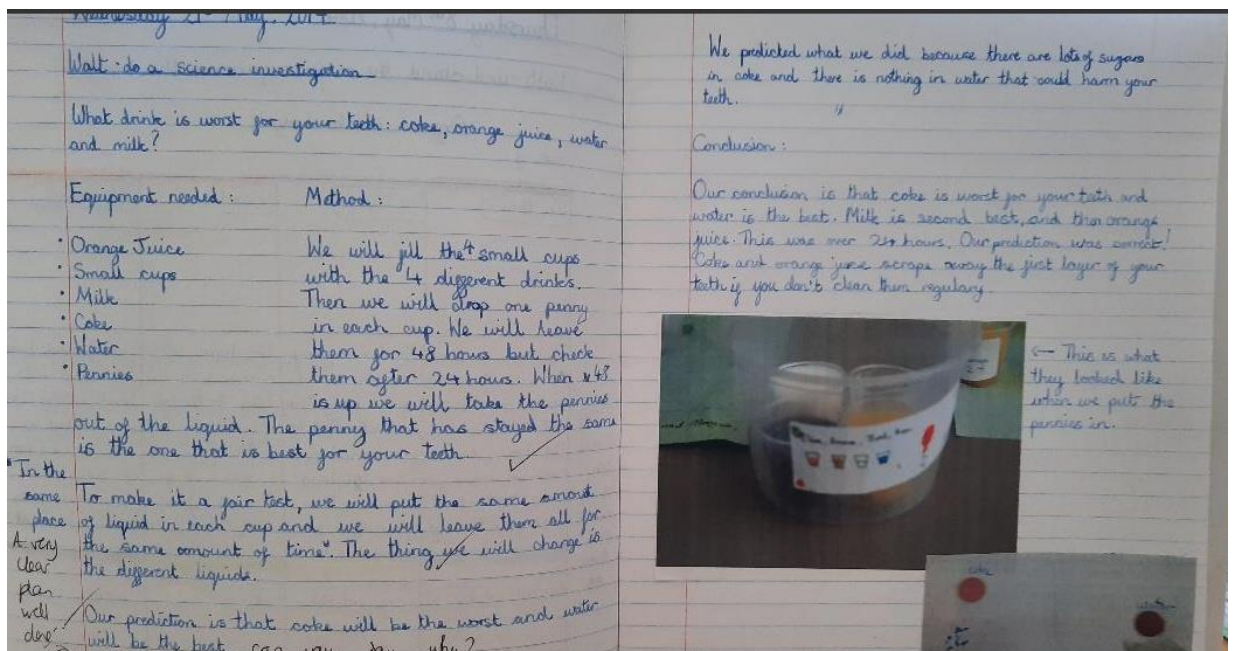
Prediction: What do you think will happen?

Results: What actually happened?

Conclusion: What have you learnt from carrying out the experiment?

You can also draw a diagram and label the equipment. If you prefer, you could take a photograph. Make sure it is neatly written out and that you underline your headings.

It may take a few days, so you may need to write the results and conclusion at the end of the week. Good luck scientists!



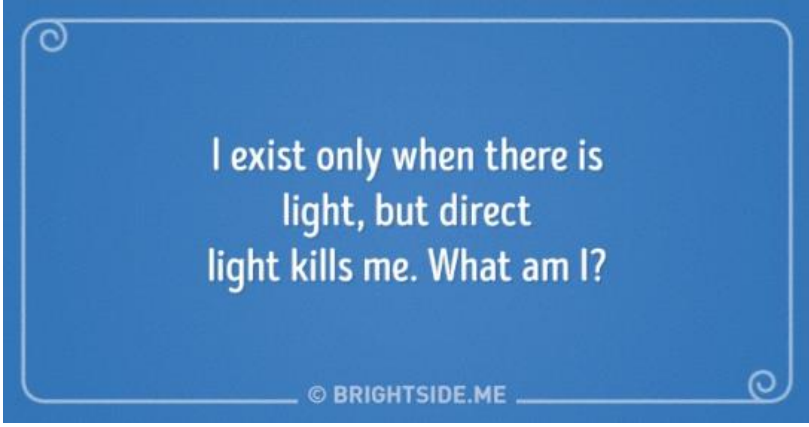
This is a great video to watch after you have set your investigation up.

<https://www.bbc.co.uk/bitesize/clips/zsc9j6>

How is your exercise regime going?

Today, aim to run or walk at least a mile. If you run/walk 5km, how many miles have you done?

You could think about starting your couch to 5K training ready for when you are in Year 6.

Problem of the day	<p>The answer to yesterday's problem was...A chess player.</p> 
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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. 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? Use the strategies listed at the top of the page.</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.

5B:5b@newbridge.bathnes.sch.uk **5H:**5h@newbridge.bathnes.sch.uk

Please look out for tomorrow's learning, from Mrs Bartlett and Mr Handson