



Wednesday 17th June: Good morning! We have arrived at the middle of the week yet again. And what a day it is – National Eat Your Vegetables Day. We all know that vegetables form an important part of our healthy lifestyle whilst also tasting audaciously delicious - so to show our appreciation, today has been earmarked for us to dedicate a part of each meal towards enjoying some of the brightest food on our plate. Eating vegetables can also help support local farmers and introduce our palate to new explosive flavours. Why not try some rainbow carrots?



Daily reading

Please read the Anglo-Saxons and Scots Invaders comprehension text and answer the attached questions. This can be found and downloaded on the Year 5 daily learning page of the school website.

Anglo-Saxon and Scots Invaders

Questions

1. By what time had the last of the Saxons left Britain?
2. What groups of people were attacking England at this time?
3. Why were the British people not prepared for fighting?
4. Who were the Scottish people? Where did they come from?
5. What was the name of the kingdom the Scots split Scotland into?
6. Why was King Hadrigan worried about the Scots and the Picts?
7. Who did King Hadrigan ask for help? Where did these men come from?
8. Why are the Anglo-Saxons called the Anglo-Saxons?
9. What was the Anglo-Saxon rule in England?
10. What happened at the battle of Hasting?

If you are unable to access the comprehension, make sure to do 30 mins of independent reading today and discuss what you have read with an adult.

Daily times tables

Using your knowledge of factors (numbers that can be multiplied to make another number – the product), try and solve this selection of problems:

Multiples and Factors

Common Factors

Name one common factor of 35 and 60, explaining how you know.

Can you find the highest common factor of 35 and 60?

Multiples and Factors

Common Factors

Name one common factor of 28 and 54, explaining how you know.

Can you find the highest common factor of 28 and 54?

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.

This week's spellings are:

- | | | |
|----------|-------------|----------|
| lovable | comfortable | valuable |
| adorable | respectable | |

Activity: Match the words to their definitions.

- | | |
|--|--|
| Definitions (in muddled up order) | |
| lovable | a) worth a great deal of money. |
| adorable | b) providing physical ease and relaxation. |
| comfortable | c) inspiring or deserving love or affection. |
| respectable | d) regarded by society to be good, proper, or correct. |
| valuable | e) inspiring great affection or delight. |

Using your skills from yesterday to translate coordinates and also describe translations of coordinates. Attention should be drawn to the effect of the translation on the x -coordinate and the y -coordinate. For example, how does a translation of 3 up affect the x and y -coordinate?


These questions can help prompt discussion beforehand:

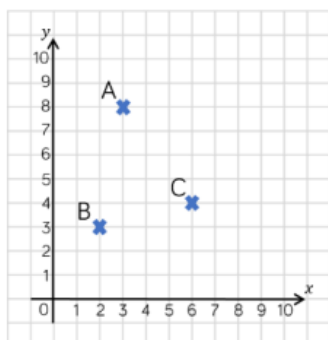
If we move this point down, what will happen to its coordinates? What if it moves up?

If I move the point two right, what will happen to the coordinates?

If these are the translated coordinates, what were the original coordinates?


Question 1:

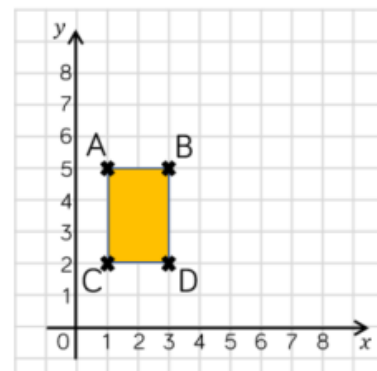
 Translate each coordinate 2 down, 1 right. Record the coordinates of its new position.




| | Before translation | After translation |
|---|--------------------|-------------------|
| A | (3, 8) | |
| B | | |
| C | | |

Question 2:

 Rectangle ABCD is translated so vertex C is translated to (3, 5). Describe the translation. What are the coordinates of the other vertices of the translated rectangle?



Question 3:

 Translate the coordinates below.

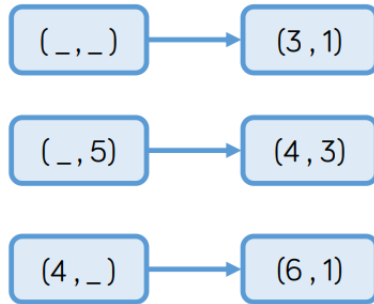
| | | | | |
|--------|---|-------|---|-------|
| (3, 6) | ➔ | (,) | ➔ | (,) |
| | ➔ | (,) | ➔ | (,) |

(3, 6)
➔
(,)
➔
(,)

(5, 7)
➔
(,)
➔
(,)

Question 4:

These three coordinates have all been translated in the same way.



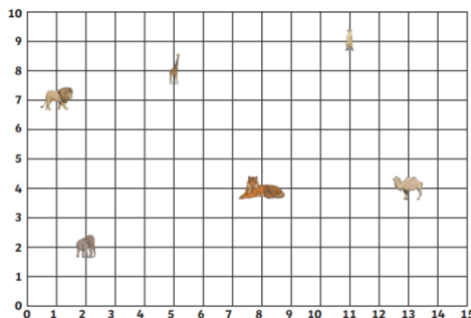
Can you work out the missing coordinates?

Describe the translation.

If you would rather learn maths through a more practical task - try this:

Using the square paper in your exercise book, draw the **x** and **y** axes to create your first quadrant (go at least 10 squares across and 10 squares up). Then, draw a shape or a picture (i.e. an animal), write the coordinates of the picture, then translate them and write the new coordinates:

For example:



| Animal | Original coordinate | Translation | Finishing coordinate |
|--------|---------------------|-----------------|----------------------|
| | (1,7) | Right 6, Down 4 | (7,3) |
| | (11,9) | Left 8, Down 5 | (3,4) |
| | (,) | Left 4, Up 3 | (,) |
| | (,) | Right 10, Up 6 | (,) |
| | (,) | Left 1, Down 2 | (,) |
| | (,) | Right 1, Up 4 | (,) |

Daily English

Punctuating sentences accurately is equally as important as the words you write. Use your knowledge of punctuation to edit the following sentences:

Activity 1:

These sentences are missing capital letters, full stops and question marks.

1. my brother's dog is called tess
2. on sunday she went to the park
3. the titanic sank in 19123. the titanic sank in 1912
4. toby and mark are going to spain in march
5. martha took her children to the zoo yesterday
6. when i go to the shop, i will get some crisps
7. sameera and i are going to town on friday
8. did you sell buns at the fair
9. my mum has a cat he is called tom
10. have you got a dress for the prom

Activity 2:

These sentences are missing capital letters, full stops, questions marks and inverted commas.

1. one warm, sunny day jessica and lilly went to the zoo when they arrived, they visited the monkeys
2. i like the zoo, said jessica lilly looked up and saw a monkey had stolen her lunchbox
3. do we have any money to buy more food asked jessica
4. lilly replied no now we dont have anything for lunch
5. dont worry girls, a voice called from behind them it was the zookeeper, who was holding their lunchbox, with a big smile on his face

Healthy Me

Here is a list of some of the most nutrient-rich vegetables and fruits around. This week, where possible, see if you can try one or two new foods from the list and share your opinion of them with your family. Sometimes, new foods can take more than a couple of tastings to really appreciate - so persevere to love them!



Most Nutrient Dense Foods (micro nutrients per calorie)

| | | | |
|---------------------|------|-----------------------|-----|
| 1. Kale, Watercress | 1000 | 11. Romaine | 389 |
| 2. Collard Greens | 1000 | 12. Broccoli | 376 |
| 3. Bok Choy | 824 | 13. Red Pepper | 366 |
| 4. Spinach | 739 | 14. Carrots | 336 |
| 5. Brussels Sprouts | 672 | 15. Cauliflower | 295 |
| 6. Swiss Chard | 670 | 16. Artichokes | 244 |
| 7. Arugula | 559 | 17. Strawberries | 212 |
| 8. Radish | 554 | 18. Pomegranate Juice | 193 |
| 9. Cabbage | 481 | 19. Tomatoes | 190 |
| 10. Bean Sprouts | 444 | 20. Blackberries | 178 |

Problem of the Day

What's the difference between a vegetable and a fruit? Many every day foods are mistakenly categorised based purely on their outside appearance. Like human beings, with vegetables and fruit, it's what's on the inside the really counts.

Can you sort these foods into vegetables and fruits?

Tomatoes, peas, peppers, pumpkins, cucumbers, olives, aubergines (egg plant), avocados, carrots.



| Vegetables | Fruits |
|----------------------|----------------------|
| | |

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> |
| 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 we ask that your parent sends a few lines in an email to let us 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