

**Wednesday 1st April:** Happy April Fools' Day one and all! Be on the alert for any fake news and general jiggery-pokery looking to catch you unawares.

**Daily reading**

Today please read for 30 minutes  
If anyone at home has the opportunity to discuss this with you, please ask them to.  
If you have a younger brother or sister, you could read to them.  
Enjoy a short story read by David Walliams today at 11am  
<https://www.worldofdavidwalliams.com/elevenses/> (or listen to a previous day's reading!)

**Daily times tables**

Please continue to learn your year group times tables: 6x, 7x, 8x, 9x, and 12x  
If these are a bit tricky, please work on your 2x 3x 4x 5x and 10x  
An idea for how to learn them is:

- Sing them (there are many videos to help you)
- Play Hit the Button <https://www.topmarks.co.uk/maths-games/hit-the-button> - this website will also help you with doubling, halving, square numbers and prime numbers
- <https://www.timestables.co.uk/> - this is a great website to assess how you are doing with your times tables.

**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:

- Writing them forwards and backwards
- Writing the vowels in a different colour e.g. **delicious**
- 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?

**Daily Maths**

Following on from yesterday's learning about factors, can you identify the first **eight** prime numbers?  
Hints: They only have two factors. They are all less than 20.  
For example: 3 is a prime number as the only two factors it has are 1 and 3 (1x3).

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Challenge:

Can you identify all fifteen of the prime numbers less than 50?  
Is the number 1 a prime number? If not, why not?  
What are **composite** numbers?

Play this game to splat prime numbers!  
[http://www.sheppardsoftware.com/mathgames/numbers/fruit\\_shoot\\_prime.htm](http://www.sheppardsoftware.com/mathgames/numbers/fruit_shoot_prime.htm)

\*Flash player will need to be enabled.

<b>Daily English</b>	<p>Understanding instructions is important for many reasons including: building Lego, baking a cake, creating an algorithm or even loading a dishwasher!</p> <p>Your activity today is to create a set of instructions for anything. They could be for an everyday activity like washing your hair or brushing your teeth, or an imaginative activity such as how to dress a unicorn so that it is ready to go to magical disco ball.</p> <p>To be successful, you will need to use:</p> <p>a) a range of <b>imperative verbs</b> (also known as 'bossy' verbs - words that tell you to do something)</p> <p>b) <b>time adverbs</b> (when to do each instruction)</p> <p><b>How to brush your hair</b></p> <ol style="list-style-type: none"> <li>1. <b>Firstly</b>, <b>make</b> sure you are not bald by checking for hair.</li> <li>2. <b>Next</b>, <b>remove</b> any hats, headbands, or other hair accessories. Also <b>remove</b> any large or bulky earrings as a safety precaution.</li> <li>3. <b>Obtain</b> a brush</li> </ol> <p><b>For short hair</b></p> <ol style="list-style-type: none"> <li>4. <b>Pick up</b> brush and <b>place</b> against scalp in the centre of your head. <b>Move</b> brush down and towards the outside of your head while applying light pressure.</li> <li>5. When brush is no longer in hair, <b>replace</b> on scalp and repeat step 4.</li> <li>6. <b>Move</b> to another section of the head and repeat step 4 and 5 until desired brushedness is achieved.</li> </ol> <p><b>For med/ long hair</b></p> <ol style="list-style-type: none"> <li>4. <b>Pick up</b> brush and <b>place</b> in hair about 4 inches from the end of hair.</li> <li>5. <b>Pull</b> brush down through and out of hair. <b>Do</b> this for all sections of hair around your head. <b>Repeat</b> until untangled.</li> <li>6. <b>Finally</b>, <b>repeat</b> step 4 and 5 continuously, while moving up hair towards scalp.</li> </ol>
<b>Healthy Me</b>	<p>Go Noodle <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a></p> <p>Joe Wicks 'The Body Coach' workouts on YouTube <a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a></p>
<b>Problem of the day</b>	<p>How can we decide if information on the internet is legitimate (trustworthy)?</p> <ul style="list-style-type: none"> <li>- Dog Island <a href="http://www.thedogisland.com/">http://www.thedogisland.com/</a></li> <li>- Raining diamonds <a href="https://www.bbc.co.uk/news/science-environment-24477667">https://www.bbc.co.uk/news/science-environment-24477667</a></li> <li>- The Tree Octopus <a href="https://zapatopi.net/treeoctopus/">https://zapatopi.net/treeoctopus/</a></li> <li>- The immortal jellyfish <a href="https://www.natgeokids.com/uk/discover/science/nature/drkarl/">https://www.natgeokids.com/uk/discover/science/nature/drkarl/</a></li> <li>- BBC Penguins <a href="https://youtu.be/9dfWzp7rYR4">https://youtu.be/9dfWzp7rYR4</a></li> </ul>
<p><b>The activities below are supplementary and can be used to further extend learning opportunities whilst at home.</b></p>	
<b>Home Learning</b>	<p>Please look at your Home Learning grid. You should have a copy in your folder, if not 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. Please plan and complete these activities throughout the duration of the school closure.</p>
<b>National Curriculum Word Lists</b>	<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>
<b>Curriculum Overview</b>	<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>Which aspects have you not yet covered in class? (Your teacher will have highlighted this on the paper copy).</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>
<b>Useful websites</b>	<p>Please see the attached sheet for many useful websites</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](mailto:5b@newbridge.bathnes.sch.uk) **5H:** [5h@newbridge.bathnes.sch.uk](mailto:5h@newbridge.bathnes.sch.uk)

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

### **Questions to ask before you read**

- Can you look at the pictures and predict what you think will happen in this book?
- What makes you think that?
- What characters do you think might be in our story?
- Do you think there will be a problem in this story? Why or why not?
- Does the topic/story relate to you or your family? How?

### **Questions to ask during the reading**

- What do you think will happen next?
- What can you tell me about the story so far?
- Can you predict how the story will end?
- Why do you think the character did \_\_\_\_\_?
- What would you have done if you were the character?
- How would you have felt if you were the character? (use different characters)
- As I read \_\_\_\_\_, it made me picture \_\_\_\_\_ in my head. What pictures do you see in your head?
- As you read, what are you wondering about?
- Can you put what you've just read in your own words?

### **Questions to ask after reading**

- Can you remember the title?
- In your opinion, was it a good title for this book? Why or why not?
- Were your predictions about the story correct?
- If there was a problem, did it get solved?
- What happened because of the problem?
- Why do you think the author wrote this book?
- What is the most important point the author is trying to make in his writing?
- What was your favourite part of the story?
- If you could change one thing in the story, what would it be?
- Can you retell the story in order?
- If you were \_\_\_\_\_, how would you have felt?
- What is the most interesting situation in the story?
- Is there a character in the story like you? How are you alike?
- Why did you like this book?