

Wednesday 1st April: Good Morning! What will you get up to today? Don't forget to let us know via this email!
6b@newbridge.bathnes.sch.uk

Daily reading

Today, please read for at least one hour- can you find somewhere new to read today?

Year 6 Book Group – this will start on **Monday 20th April** – I will run it on the daily learning sheets. To remind you the book is **Orphans of the Tide by Struan Murray**. It is available from Moorland Road Bookshop- the owner will deliver it to you or from some online retailers. Mrs Button

Daily times tables

Please continue to learn your times tables up to 12x12 and be regularly tested. 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.

Play this link if you can use the computer.

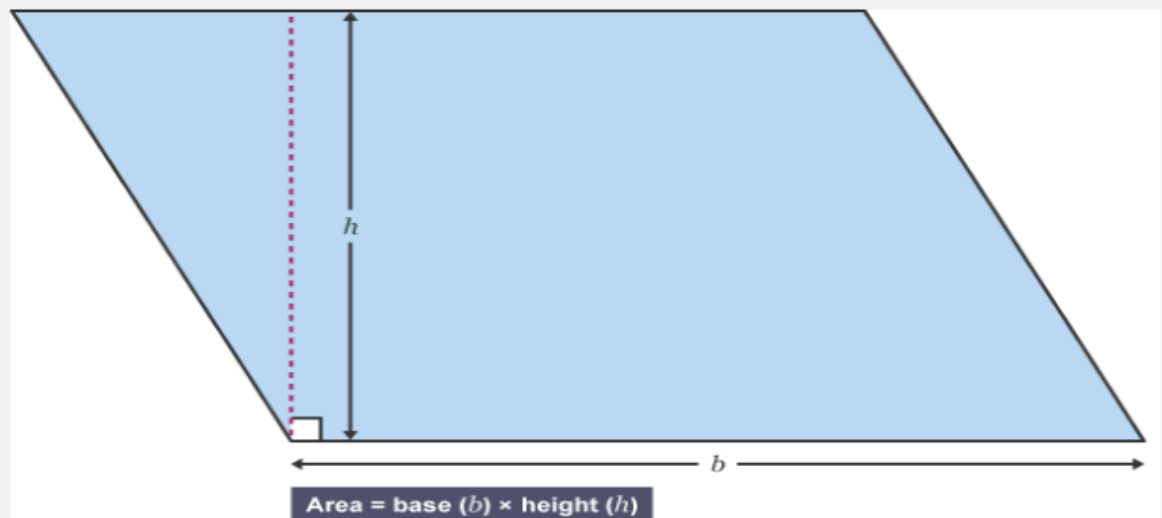
<https://www.bbc.co.uk/bitesize/topics/zd2f7nb/articles/zn2y7nb>

Daily Maths

Today we would like you to learn how to find the **area of a parallelogram**

Area of parallelograms

The area of a **parallelogram** can be calculated using the following formula:



$$\text{Area} = \text{base } (b) \times \text{height } (h)$$

Remember, the height must be the perpendicular height, measured across the shape.

There are three options to choose from- please chose at least two.

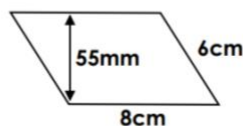
Ready:

5. Using the correct formula, match the parallelograms to their correct areas.

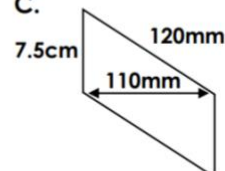
A.



B.



C.



1. 44cm²

2. 81.5cm²

3. 112.5cm²

4. 82.5cm²

5. 45cm²

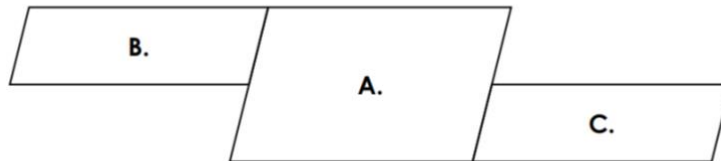
3. The area of A is an even number; the area of B is half the area of A.



What could the base and perpendicular height be for B? Explain your answer. Write your answers in centimetres.

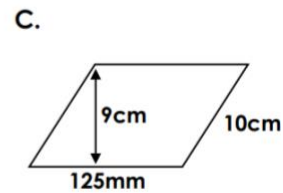
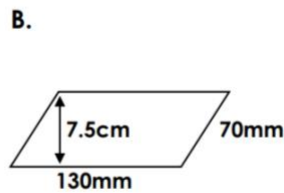
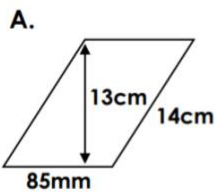
Steady:

6. The area of A is an odd number; the areas of B and C are half the area of A, but are identical to one another.



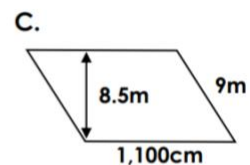
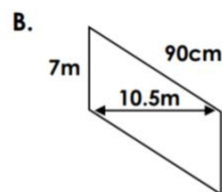
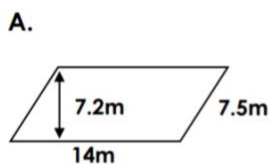
What could the base and perpendicular height be for A, B and C? Explain your answer. Write your answers in centimetres.

7. Using the formula $a = b \times h$, tick the parallelograms below with an area between 110cm^2 and 120cm^2 .



Go:

8. Using the correct formula, match the parallelograms to their correct areas.



1. 98.5m^2

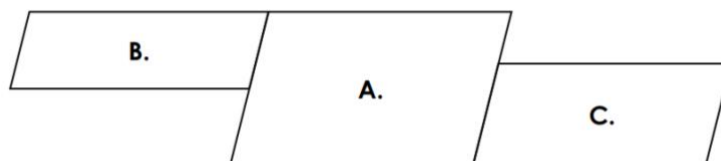
2. 93.5m^2

3. 102.5m^2

4. 100.8m^2

5. 73.5m^2

9. The area of A is an odd number; the area of B is half the area of A, but the area of C is two-thirds the area of A.



What could the base and perpendicular height be for A, B and C? Explain your answer. Write your answers in centimetres.

You have now researched your chosen country and collected lots of information about it. You are now going to write to inform – creating a report all about your chosen country. We have written reports before (e.g. about bees) and you know what a non-chronological report needs to contain. In case you have forgotten here are some tips and hints.

Writing to inform (UKS2)

Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,
The Polar Bear, although it is large, can move at great speed.
- Use **expanded noun phrases** to inform,
...a tall dark-haired man with a bright-red cap...
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **passive voice** to remain formal or detached,
The money was stolen from the main branch.
- Begin to use **colons** to link related clauses,
England was a good country to invade: it had plenty of useful land.

Adverbials

Meanwhile At first After
Furthermore Despite As a result
Consequently Due to For example

Conjunctions

when before after while
because if although as

Punctuation Content

- Use **brackets** or **dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets** or **dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons** & **semi-colons** to mark clauses



Writing to inform (UKS2)

Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,
The Polar Bear, although it is large, can move at great speed.
- Use **expanded noun phrases** to inform,
...a tall dark-haired man with a bright-red cap...
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **passive voice** to remain formal or detached,
The money was stolen from the main branch.
- Begin to use **colons** to link related clauses,
England was a good country to invade: it had plenty of useful land.

Adverbials

Meanwhile At first After
Furthermore Despite As a result
Consequently Due to For example

Conjunctions

when before after while
because if although as

Punctuation Content

- Use **brackets** or **dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets** or **dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons** & **semi-colons** to mark clauses



Remember to write using the writing process - write and edit. The editing process is all important.

Problem of the day

Yesterday's answer- They were two of a set of triplets (or quadruplets, etc.)

Today's problem - Can you name three consecutive days without using the words Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, or Sunday?

ELEPHANT BREATHING



Stand with your feet wide apart and your arms dangling in front of your body like an elephant's trunk. As you breathe in deeply through your nose, raise your arms up high above your head. Then slowly swing your arms down again as you breathe out through your mouth.

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. You should have a copy in your folder, if not 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:

- 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.

Which aspects have you not yet covered in class?

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.

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?