

Wednesday 3rd June: Hello and welcome to today's daily learning! What is going to make today special? Think about what you are looking forward to today, no matter how small or normal you might believe it to be. Is there something in your life that you feel fortunate for or is there something you hope to achieve? Tomorrow, you can look back upon today and say, "Wednesday was a great day as I"

Daily reading

Please read the complete story of '**Beowulf and Grendel, the Monster of the Night**'. This can be found on the Year 5 daily learning page.

If you are unable to access this reading, carry on with your daily reading for pleasure.

Activity: Can you identify the point in your book known as the 'conflict' - this is usually when the main character struggles against some other force. For example, in the first Harry Potter book, when Harry defeats Voldemort and keeps him from getting the Sorcerer's Stone. The force doesn't need be human, it could be from nature, technology or the main character could even be in conflict with themselves.

Daily times tables

Write down the first 7 **square** numbers (remember that a square number is the product of a number multiplied by itself, i.e. $9 \times 9 = 81$. Therefore 81 is a square number.

Write down the first 7 **prime** numbers (remember that a prime number only has two factors, 1 and itself, i.e. 41 can only be made by doing 1×41 . Therefore 41 is a prime number.)

Challenge:

Now use your previous answers to help solve this problem:

A **square** number and a **prime** number have a total of 22

What are the two numbers?

$$\begin{array}{ccc}
 \boxed{} & + & \boxed{} = 22 \\
 \text{square} & & \text{prime} \\
 \text{number} & & \text{number}
 \end{array}$$

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:

crumb climb thumb
subtle plumber

Activity: Write a definition for each word in your exercise book. For example, which word would this definition correspond to? **A small fragment of bread, cake or biscuit.**

Daily Maths

Today's learning objective is: Reasoning about 3D shapes.

Today, you will be identifying 3-D shapes, including cubes and cuboids, from their 2-D nets, using language associated with the properties of 3-D shapes, for example, faces, curved surfaces, vertices, edges etc.

These questions can help prompt discussion beforehand:

What's the difference between a face and a curved surface?

Name some 3-D solids which have curved surfaces and some which don't.

What faces can we see in the net? What shape will this make?


Which face will be opposite this face? Why?

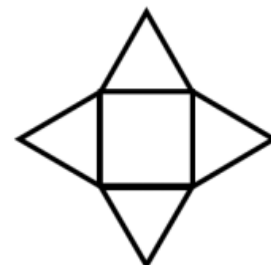
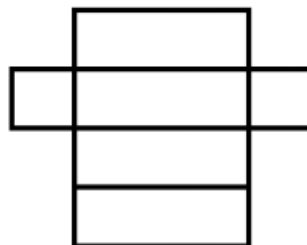
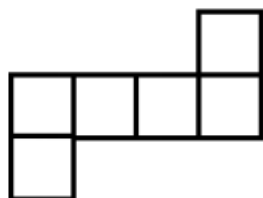
Can we spot a pattern between the number of faces and the number of vertices a prism or pyramid has?

Interactive 3D shapes and examples of the language being used can be viewed here:


<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Geometric-Solids/>

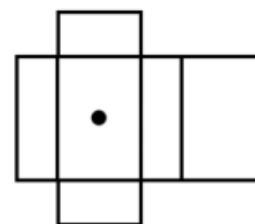
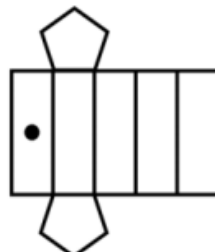
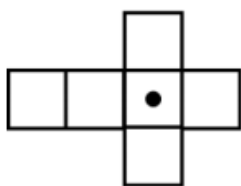
Question 1:

 Look at the different nets. Describe the 2-D shapes used to make them and identify the 3-D shape.



Question 2:

 Draw another dot on the nets so the dots are on opposite faces when the 3D shape is constructed.



Question 3:

Amir says,

If two 3-D shapes have the same number of vertices, then they also have the same number of edges.



Do you agree?

Explain why.

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

Either print out your own 3D nets to construct:

<https://www.senteacher.org/printables/freeworksheets/7/NetsPolyhedra..html>

Or, using a pencil and a ruler, make a 3D model using a net you have designed. This is similar to when we made packaging for Willy Wonka at school. Why don't you try and make your own sweets or chocolate packaging for Willy Wonka?

Daily English

When writing a story, it is important to intersperse the action with some dialogue. For example, in our story of Beowulf:

Unferth, Hrothgar's bravest knight, questioned Beowulf's skill. Unferth asked, "Are you the legendary Beowulf, who took part in a swimming contest with a friend in the ocean?"

The punctuation used to highlight speech are known as "inverted commas" (which you may also hear being referred to as speech marks).

An explanation of how to use inverted commas can be found here:

<https://www.bbc.co.uk/bitesize/articles/zb2wjhv>

With more detail here:

<https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/zhqh92p>

Activity:

Write a short scene involving two characters using inverted commas for direct speech. You can choose any two characters that you wish, and the subject of the scene can be entirely fictional.

For example:

The reinforced door of bank vault ripped from its hinges and flew straight across the room, barely avoiding Batman as he descended through the shattered glass ceiling into the main foyer. "Give up Penguin, let these people go. There's no way out. The police have cornered off the exits and that was your last stick of dynamite."

"The Batman. So, you do exist. Nice costume. Very inconspicuous," Penguin squawked as the dust settled around him. "Next, I suppose you'll be asking me to return all this money I've stolen too?"

Batman's stare remained fixed. "Your crime spree is over Penguin. No more innocent people need to come to any harm. This all ends now."

Without hesitation, Batman flashed a batarang through the air - severing Penguin's grip on his weapon.

"Aaarrgggggh," he wailed. "You'll pay dearly for this Batman!"



<p>Healthy Me</p>	<p>Continuing with our PSHE about 'Changing Me', today's exercise focuses on body image.</p> <p>What do you think is meant by the term 'body image'?</p> <p><i>Body image is how people feel about the way they look and the way their body functions.</i></p> <p>Some people are quite happy with the way they look, others don't really think about how they look, and some people are quite unhappy with the way they look.</p> <p>Activity: On your own, or with a family member, come up with a definition of 'looking normal'.</p> <p>Discuss your ideas with a family member.</p> <ul style="list-style-type: none"> - Is there such a thing as 'normal' in the way we look? - What would the world be like if we all looked the same? <p>Overall, it is important to understand that everyone is different and it is our differences that make us interesting. Look back at the things you wrote down yesterday about yourself and take pride in being one of a kind - embrace what makes you unique!</p>
<p>Problem of the Day</p>	<p>Can you calculate all of the missing numbers?</p> <p>Dev thinks of a whole number.</p> <p>He multiplies it by 4</p> <p>He rounds his answer to the nearest 10</p> <p>The result is 50</p> <p style="background-color: #e0e0e0; padding: 5px; border-radius: 10px; display: inline-block;">Write all the possible numbers that Dev could have started with.</p> <p style="text-align: center;">_____</p> <p><i>The answers to yesterday's problems were: 5 years, 3 days, 12 weeks.</i></p>
<p>The activities below are supplementary and can be used to further extend learning opportunities whilst at home.</p>	
<p>Home Learning</p>	<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>
<p>National Curriculum Word Lists</p>	<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>
<p>Curriculum Overview</p>	<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>
<p>Useful websites</p>	<p>Please see the useful websites list.</p>
<p><i>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.</i></p> <p style="text-align: center;">5B: 5b@newbridge.bathnes.sch.uk 5H: 5h@newbridge.bathnes.sch.uk</p> <p><i>Please look out for tomorrow's learning, from Mrs Bartlett and Mr Handson</i></p>	