

Wednesday 3rd June: Good morning! We hope you are all well and keeping safe. Have a lovely day.

Love Mrs Button and Mrs Amor

Daily reading

Please read for at least half an hour today and if you want to, complete the skimming and scanning exercise below.

Comprehension-Skimming and Scanning:

Badgers are one of the most popular and well-known British mammals. There are 11 species of badger, which are commonly found in Northern America and most of Europe as far as Southern Scandinavia. The honey badger is found in most parts of sub-Saharan Africa, including the Arabian Desert. Badger species found on the British Isles have been there for at least 250,000 years but some scientists say they could have been around for as long as 400,000 years.

In the United Kingdom, badgers are protected by a law which makes it illegal to hurt, trap or kill them. They do not like to be touched and it is highly likely that you would get bitten or attacked if they feel threatened.

Badgers are part of the same family as otters, ferret, polecats, weasels and wolverines. They have an elongated head with small ears and a black and white face. Their body has greyish fur, with black and white areas underneath. A badger can grow to nearly a metre long and will weigh between 9 and 11 kilograms. They can run very quickly but only for a short time. They are also good climbers and swimmers!

A male badger is called a boar, a female is called a sow and the babies are called cubs. They can live to be 15 years old. A group of badgers is called a cete although they are often called clans. There are usually 2 – 15 badgers in a cete. Badgers typically give birth during January, February or March and can have between 1 and 5 cubs each time. The birth usually takes place in the underground chambers, where the cubs will remain until they are about 8 weeks old.

Badgers have chunky bodies with short legs that are suitable for digging. They have five toes on each foot and very long, powerful claws, which makes them the fastest-digging animal on Earth! They live in a complex underground burrow called a sett that they dig themselves. Setts have a number of rooms for different things, such as sleeping and giving birth; they are all connected with tunnels that lead up to the outside world. Badgers use leaves and grass to make beds in their setts. The biggest sett on record was 35 metres long with 12 different entrances. Some setts have been used for more than 100 years by many generations of badgers!

Badgers live in families of around 6 and are very house proud. They keep their setts very clean and tidy and do not eat or go to the toilet inside. They build separate toilets above ground, far away from their setts. They build their setts close to a scratching tree which they use to keep their claws sharp.

Badgers are nocturnal mammals, which means they are asleep during the day and active at night. During the day, they stay underground in their setts, where they might sleep and groom each other. At night, they go out to look for food and spend a lot of time clearing out, gathering fresh bedding, playing and digging.

Badgers are omnivores which means they eat both meat and plants. Their diet is made up mainly of earthworms but they also like beetles, slugs, wasps, frogs and mice. They also enjoy fruit, such as elder berries or blackberries, and bluebells. They have excellent hearing and a very powerful sense of smell which helps them to find food. They can eat several hundred earthworms each night!

Badgers have played a predominant part in English Literature and have featured in lots of British books over the years, such as Brian Jacques's Redwall series, "Tommy Brock" in Beatrix Potter's The Tale of Mr. Tod, "Bill Badger" in Mary Tourtel's Rupert Bear, "Mr. Badger" in Kenneth Grahame's The Wind in the Willows and "Trufflehunter" in C. S. Lewis's Chronicles of Narnia.

Skimming and Scanning Challenge

1. The word 'badgers' appears 13 times. Underline them all in red.
2. The word 'are' appears 16 times. Underline them all in blue.
3. The word 'they' appears 26 times. Underline them all in green.
4. The word 'have' appears 11 times. Underline them all in purple.
5. Circle the word 'badger' in red. How many are there? _____
6. Circle the word 'which' in blue. How many are there? _____
7. Circle the word 'but' in green. How many are there? _____
8. Circle the word 'setts' in purple. How many are there? _____
9. Highlight all the commas in orange. How many are there? _____
10. Highlight all the exclamation marks in yellow. How many are there? _____
11. Highlight the apostrophes in pink. How many are there? _____
12. Highlight the semi-colons in brown. How many are there? _____

Circle the correct answer to complete each sentence. Use skimming and scanning techniques to find the evidence in the text.

13. Badgers are part of the same family as otters, ferrets, polecats, weasels and...

rabbits	wolverines	stoats	owls
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14. Badgers use leaves and grass to make beds in their...

burrows.	nests.	setts.	hives.
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15. The biggest sett on record was 35 metres long with 12 different...

tunnels.	windows.	doors.	entrances.
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16. During the day they stay underground in their setts, where they might sleep and...

groom each other.	eat earthworms.	play with the cubs.	dig tunnels.
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17. Badgers are omnivores which means they eat...

meat.	plants.	both meat and plants.	pizza and chips.
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18. Badger species found on the British Isles have been there for at least...

500,000 years.	250,000 years.	300,000 years.	450,000 years.
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19. The honey badger is found in most parts of sub-Saharan Africa, including the...

Arabian Desert.	Sahara Desert.	Amazon Rainforest.	Scottish Highlands.
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20. They have five toes, on each foot, and very long, powerful claws which makes them the...

hungriest mammal in the British Isles.	slowest swimming mammal in the world.	sharpest-clawed mammal in Britain.	fastest-digging animal on Earth.
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21. Some setts have been used for more than _____ by many generations of badgers!

1000 years	500 years	100 years	200 years
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22. Badgers give birth to between 1 and 5 cubs between...

January to March.	July to September	March to May.	October to December.
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Year 6 Book Group

I would like you to read chapters 11 to 18 of **Orphans of the Tide** by **Struan Murray** (make sure you have a biscuit and a drink when you are reading). What has been your favourite part so far?

Daily Maths

Reasoning revision:

1. This is a weather report from the radio: "The temperature in Dundee will average 3°C. The temperature in Glasgow will be 5°C lower than Dundee. The temperature in London will be 8°C higher than Glasgow."

What will the temperature be in Glasgow today?

What will the temperature be in London today?

2. Gracie and Evie each start with the same number. Gracie rounds the number to the nearest hundred. Evie rounds the number to the nearest ten. Gracie's answer is double Evie's answer. Explain how this could be.

3. Class 6 gets through $\frac{3}{4}$ of a packet of glue sticks per table each year. There are six tables in the class. How many boxes of glue sticks does the class get through altogether? Give your answer as a mixed number.

4. Round to the nearest thousand

5,843 874,732 699,847 43,743,743

5. Match the equivalent proportions.

$\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ $\frac{4}{5}$

25% 0.5 80% 20% 0.4

6. The difference between two whole numbers is four. When each number is rounded to the nearest hundred, the difference between them is 100.

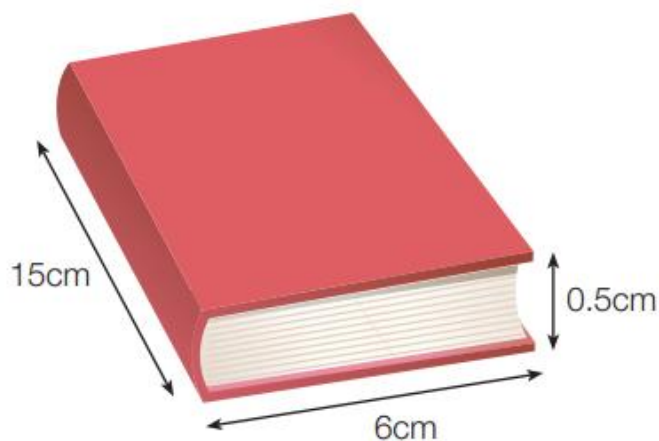
Write two possible values for the sets of numbers.

Challenge:

1.

One book is 6cm wide, 15cm long and 0.5cm thick.

Eight identical books are placed on top of each other.



What volume is taken up by the books?

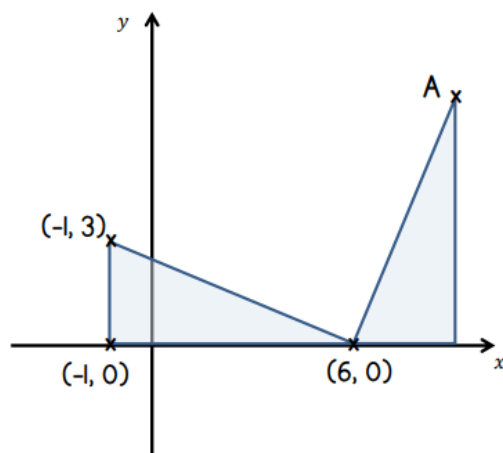
2. Five numbers have a mean of 12. Here are four of the numbers. 13, 12, 9, 16
What is the fifth number? Show your method.

3. 20% of ----- = $\frac{1}{10}$ of 680

4.

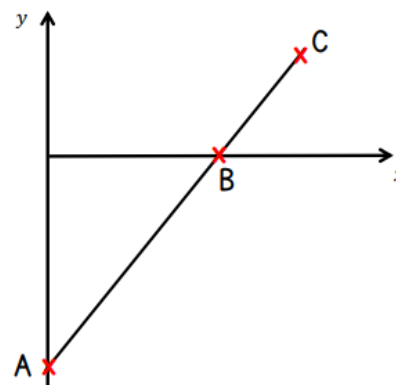
Co-ordinate Problems

1



The diagram shows two identical triangles.
The co-ordinates of three points are shown.
Find the co-ordinates of point A.

2



A is the point $(0, -10)$

B is point $(8, 0)$

The distance from A to B is two-thirds of the distance from A to C

Find the co-ordinates of C.

Daily English

Fiction – writing to entertain (with thanks to Pie Corbett)

Read the story again or you can listen to this being read aloud here:

<https://soundcloud.com/talkforwriting/red/s-pgmsBkkwTq6>

Red “Don’t stray from the path!”

Skipping through the forest, Red, so named because of her favourite cloak, recognised the familiar smell of the lush flowers that she passed every week. The stone-laid path meandered through tall, majestic trees, forming a canopy of serenity. Red stopped to pick a handful of the gently nodding daffodils that flanked the path to her Grandmother’s house.

As she crouched, a gentle breeze filled her nostrils with a waft of unfamiliar perfume. ‘What is that?’ Red pondered. Staring inquisitively towards the undergrowth, her mother’s words echoed meaninglessly, yet continuously, around in her head: “Don’t stray from the path!” But why should she always listen to her mother? Surely one look couldn’t hurt, could it?

Overcome with curiosity, Red stepped from the path. Parting the emerald leaves, Red’s eyes sparkled with excitement. In front of her, handfuls of pink confetti drifted down from the boughs of majestic cherry trees; joyous birdsong twittered above her, harmonising the melodic humming of the bees. She could feel her heart racing in anticipation and wondered what other treasures lay beyond the path. In the distance, a lake of dancing primroses enticed her further in; her mother’s words were now lost.

Deeper and deeper Red walked, transfixed by the exquisite offerings of the forest. Deeper and deeper she walked, unaware of the world changing around her. Deeper and deeper she walked, until nothing was recognisable. The trees, once a canopy of serenity, now formed foreboding tunnels, suppressing all life in their thorny grasp. The forest floor, once a blazing carpet of confetti, was now a complex maze of brambles and thorns, tearing at Red’s vulnerable ankles. The birdsong had stopped; the silence was deafening. All of a sudden, Red felt like something or someone was watching her; she sensed its presence. An uncontrollable shiver ran down her spine as she realised that she was not alone. What was it? Panicking, she spun around, hoping to find the path – but it was too late.

Red’s breathing quickened; her heart hammered against her chest as terror bubbled in her throat. Panic immediately seized her in a spiral of darkness as a sinister shadow grew through the trees. Two malevolent eyes ... the stench of rotten breath ... a spine-chilling howl ... “Don’t stray from the path!” How foolish she had been.

Tasks - choose one, two or all three:

1. Re-read the story and make a list of questions you have as a reader. You may like to question the character's actions as well as the author's intent.
2. What is your impression of Red at the beginning of the story? What led you to this opinion? How does your impression of Red change as the story unfolds?
3. The story ends on a cliff-hanger. What do you think will happen next and what led you to this prediction? Have a go at writing the next paragraph of the story.

Well-being

FUN with EYEBROWS



MUCH OF A CHARACTER'S EMOTION IS CONTAINED IN THEIR EYEBROWS. SEE WHAT KIND OF EMOTIONS YOU CAN MAKE THE FACES ABOVE SHOW. PLAY AROUND WITH THE HEIGHT, ANGLE, CURVE, AND THICKNESS OF THE EYEBROW LINES.

Problem of the day

Yesterday's problems:

What type of cheese is made backwards? EDAM
 Why are ghosts bad at lying? You can see right through them
 What two things can you never eat for breakfast? Lunch and Dinner

Today's Problem:

Egyptian Word Scramble

LENI	□□□□
IISS	□□□□
HPXISN	□□□□□□
MMMUY	□□□□□
BCSAAR	□□□□□□
YIPMRAD	□□□□□□□
PNCAOIC	□□□□□□□
NABISU	□□□□□□
YPPRSUA	□□□□□□□
GEYPT	□□□□□



Healthy Me	<p>Create your own indoor/outdoor Olympics:</p> <p>Set up fitness stations throughout the house e.g.: pushups in the bedroom, crunches in the hallway, planking in the family room and a stair-climb on the real stairs.</p>
<p>The activities below are supplementary and can be used to further extend learning opportunities whilst at home.</p>	
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>
Termly Spellings	<p>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.</p> <p>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.</p> <p>Remember the ways in which we practice them each week in class:</p> <ul style="list-style-type: none"> • 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	<p>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?</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>
<p><i>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.</i></p> <p><i>All Year 6 communication to go through this email:</i></p> <p>6b@newbridge.bathnes.sch.uk</p> <p><i>Please look out for tomorrow's learning, from Mrs Amor and Mrs Button.</i></p>	