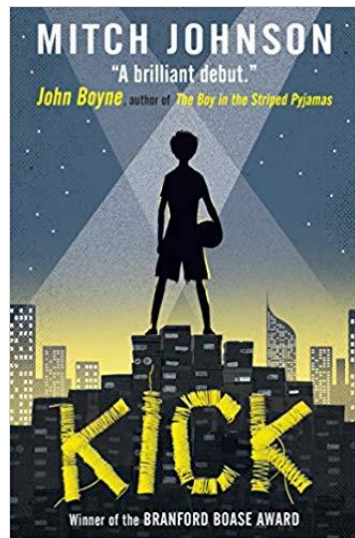


Wednesday 6th May:

Hello all! Hope you are well and looking after yourselves. Well, it's already Wednesday – halfway through the week. Hope you have a good day – let us know what you've been up to!

Daily reading

Comprehension:



Budi's plan is simple. He's going to be a star. Budi's going to play for the greatest team on earth, instead of sweating over each stitch he sews, each football boot he makes. But one unlucky kick brings Budi's world crashing down. Now he owes the Dragon, the most dangerous man in Jakarta. Soon it isn't only Budi's dreams at stake, but his life. A story about dreaming big, about hopes and heroes, and never letting anything stand in your way.

- 1) Look at the front cover: make a prediction about the story by using the title and the images on the front of the book.
- 2) Read the blurb. What is Budi's plan?
- 3) What could have happened to make Budi owe the dragon?
- 4) Why is the front cover effective when comparing it to the final line of the blurb?

Year 6 Book Group

I would like you to read chapters **six and seven** of **Orphans of the Tide** by **Struan Murray** (make sure you have a biscuit and a drink when you are reading). Perhaps read it out loud to an adult – what do they think of the story?

Daily Maths

Fractions Revision- Multiplying Fractions:
Here's some reminders

Multiply the numerators

$$\frac{2}{5} \times \frac{3}{4} = \frac{6}{20}$$

Multiply the denominators

$$\frac{2}{5} \times \frac{3}{4} = \frac{6}{20}$$

Reduce the fraction if necessary

$$\frac{6}{20} = \frac{3}{10}$$

Reduce is also the same as simplifying

Step 1 $3\frac{3}{4} \times \frac{3}{5} = \frac{15}{4} \times \frac{3}{5}$

Step 2 $\frac{15}{4} \times \frac{3}{5} = \frac{3}{4} \times \frac{3}{1}$

Step 3 $\frac{3}{4} \times \frac{3}{1} = \frac{9}{4}$

Step 4 $\frac{9}{4} = 2\frac{1}{4}$

Multiplying mixed numbers

$$5 \times \frac{8}{10}$$

$$= \frac{5}{1} \times \frac{8}{10}$$

Multiplying fractions by whole numbers

Ready: (please ignore the numbers next to the questions)

$3 \times \frac{3}{4} =$

$2 \times \frac{1}{4} =$

$5 \times \frac{3}{4} =$

$1 \frac{1}{2} \times 4 =$

$4 \frac{3}{4} \times 7 =$

$8 \times 6 \frac{3}{4} =$

8a. Fill in the missing numbers so that the calculation below is correct.

$$\frac{\square}{11} \times \frac{2}{\square} = \frac{18}{44}$$

8b. Fill in the missing numbers so that the calculation below is correct.

$$\frac{\square}{12} \times \frac{4}{\square} = \frac{44}{60}$$

Steady:

Use the digit cards to complete the calculations below.

1

2

3

4

$\frac{1}{\square} \times 4 = 1 \frac{1}{3}$

$\frac{\square}{5} \times 9 = 1 \frac{4}{5}$

$\frac{1}{4} \times 9 = 2 \frac{1}{\square}$

$\frac{1}{3} \times 4 = 1 \frac{\square}{6}$

There are 5 children at a party.

Each child needs 1 pie plus an extra $\frac{3}{10}$ of another pie.





How many pies need to be ordered?
Prove it.

How many ways can you complete the missing digits?

$$\begin{array}{r} \text{[purple splat]} \\ \text{[brown splat]} \end{array} \times \frac{3}{\text{[blue splat]}} = \frac{6}{12}$$
$$= \frac{\text{[green splat]}}{2}$$

Eva and Amir both work on a homework project.

Eva  I spent $4\frac{1}{4}$ hours a week for 4 weeks doing my project.

I spent $2\frac{3}{4}$ hours a week for 5 weeks doing my project.  Amir

Who spent the most time on their project?

Explain your reasoning.

Go:

Frances is practising for a school concert.



I need to practise for more than 15 hours.
I can practise for $3\frac{4}{7}$ hours a week.

What is the minimum number of weeks Frances should practise for?
Explain your answer.

9. Jasmine is choosing between 2 packets of popcorn for a class treat.



I need to pick the largest amount so that there is enough for everyone in my class.

A.

$$5 \times 1\frac{6}{10}$$

B.

$$\frac{7}{5} \times 4$$

Which option should Jasmine choose? Convince me.

2. Tom is saving up his pocket money for his next school trip.



Tom

I get £10 pocket money a week. I only want to save part of this each week until I have between £35 and £40 for my school trip.



Tom only wants to save whole pounds each week. Explore the different amounts that Tom could save, and how many weeks it would take to save that amount so that the total saved is between £35 and £40.

Number of Weeks

Number of Pounds

--

X

=

Total Saved

--

Daily English

Writing to entertain:

Midsummer Night's Dream

Today you are going to finish producing your simplified version of *Midsummer Night's Dream* for a younger child.

You might want to create a cartoon version, a double paged spread, a short story or retell it verbally and record it. It is entirely up to you!

Where to start:

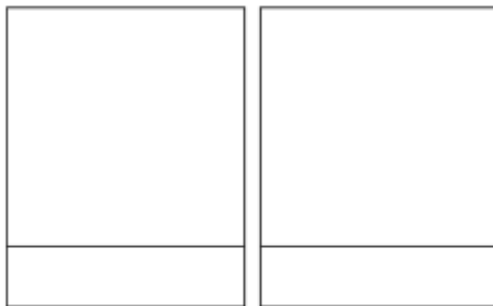
Firstly, write out the main events that happen in order - these will be the basis of your retelling.

All you need to do is 'pad them out' - by this I mean add in a little more detail - descriptive words and phrases or maybe some dialogue. Remember you need to convey the story to someone younger but still entertain them. Don't make it too simple; ensure you hook them in!

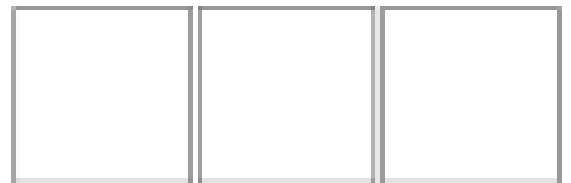
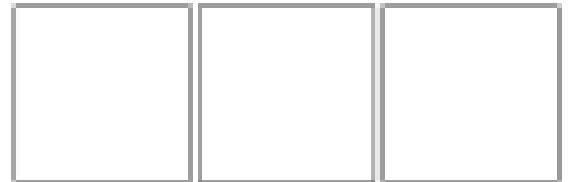
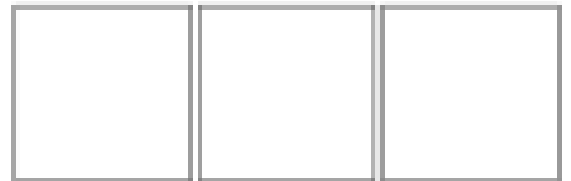
If you want to do a cartoon strip, there are lots of blank proformas online or you can draw your own like the ones below.



www.PrintablePaper.net



www.PrintablePaper.net



www.PrintablePaper.net

Be creative and enjoy!

Well-being**Play a card game – this is a favourite in the Button house:**

Old Maid is part of a family of card games known as "scapegoat" games. In scapegoat games, the goal is to avoid having a particular card or cards.

Players

2 to 8 players.

Deck

Standard 52-card deck.

Goal

To avoid being the player who ends the game holding the Old Maid.

Setup

Remove three of the queens from the deck. The remaining queen is the Old Maid.

(Alternatively, remove just one queen from the deck. The remaining queen of that same colour is the Old Maid.)

Choose a dealer.

Deal the cards as evenly as possible among the group. It's acceptable for some players to have more cards than other players.

Gameplay

Players sort their cards and discard any pairs. (If a player has three of a kind, he discards two of the cards and keeps the third).

The dealer then offers his/her hand, face down, to the player on his left. That player randomly takes one card from the dealer. If the card matches the one he/she already has in his/her hand, he/she puts the pair down. If not, he/she keeps it.

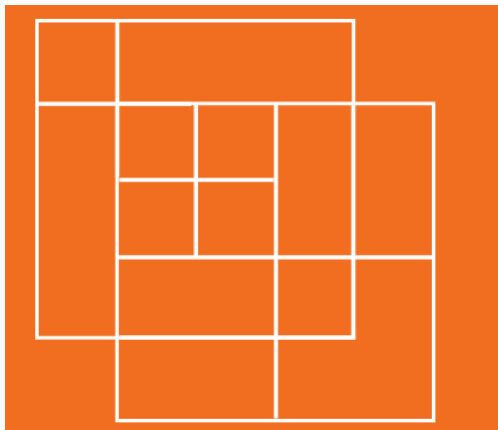
Play proceeds clockwise, so the player to the left of the dealer then offers his/her hand, face down, to the player on his left. This cycle repeats until there are no more pairs and the only remaining card is the Old Maid.

Winning

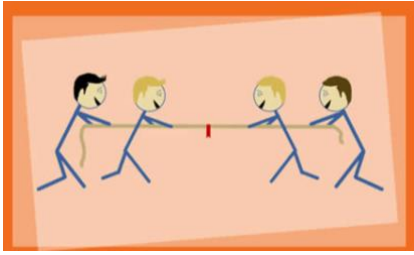
The game ends when the Old Maid is the only card in play. The person holding the Old Maid loses.

Problem of the day**Yesterday's Puzzle:**

How many squares can you see in the image below?

**There are 17 squares in total.**

This includes 6 small squares (1 x 1 unit squares), 6 medium squares (2x 2 unit squares), 3 large squares (3 x 3 unit squares), and 2 very large squares (4 x 4 unit squares).

	<p>Today's Puzzle:</p> <p>In a game of Tug-of-War, Oliver and John easily won over Thomas and Jacob. When Oliver and Thomas were a team, they could barely pull Jacob and John. When Oliver and Jacob played in a team against Thomas and John, the game ended in a draw.</p> <p>Can you name each person from strongest to weakest?</p> 
<p>Healthy Me</p>	<p>Organise a treasure hunt for a sibling or for your parents around your house or in the garden – what will the prize be?</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, 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>Termly Spellings</p>	<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?
<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? Can you write a sentence using the words?</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 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>	