

Wednesday 8th July: Good Morning. Did you have trouble with the 'X' factor in the problem of the day? Today, it is time to develop your story further and get creative whilst being mathematical. We hope that you have a great day.

Mr H and Mr C

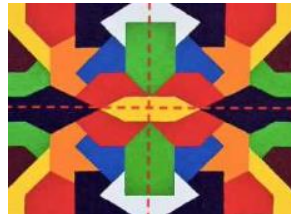
Daily reading	<p>Today, please read for 30 minutes. If anyone at home has the opportunity to discuss this with you, please ask them to.</p> <p>Read through the text about 'The man who bought a mountain'. Answer the questions in full.</p>
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Daily times tables	<p>Please continue to learn your year group times tables: 6x, 7x and 9x</p> <p>Fizz Buzz: How to Play.</p> <ul style="list-style-type: none"> • Choose the times table you would like to practise. • Take turns with a partner take turns to count from 1 • When you get to a multiple in your chosen times table, you must say "FIZZ!" instead of the number. • A way you can make it more difficult is to add an extra rule. If any number contains the same number you chose for the times table, you have to say BUZZ! <p>Times tables website: https://www.timestables.co.uk/</p>
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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>Using the words and writing them down are the best ways to learn them. Activities you could do are:</p> <ul style="list-style-type: none"> • Find the meaning of the words • Put the words into sentences • If there is a pattern, how many words you can find with the same pattern • Draw pictures of the what the words mean with the word in the picture • Create a word search • Create a crossword • Test your parents!
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Daily Maths	<p>Symmetry in art:</p> <p>Watch to remind yourself of symmetry</p> <p>Symmetry BBC Lines of symmetry BBC</p> <p>Cut out an eight by eight square from your maths book. Count four squares in and draw a line down the page. Colour in the squares on one half of your square. Can you make the pattern look like it has been reflected across your line of symmetry? If you have a mirror, fold the paper in half to check if your pattern looks the same on both sides.</p> <p>Key point: Colour in whole squares to make your pattern easier to copy. Colour in parts of squares if you want to make it more challenging</p>
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Now, cut a sixteen by sixteen square out of your maths book. Count four squares in and fold vertically. Count four squares down and fold horizontally. You should have four squares. Colour in one of the squares to create a pattern. Now reflect that pattern across each line of symmetry. Use a mirror to check whether your pattern is reflected.



Daily English

Characters from adventure stories:

Today, you are going to create characters for your adventure story. Draw a picture of your main character. Then around the picture, write words that describe them both physically (what they look like) and emotionally (how they behave).

Think about these questions to help

- How old is your character?
- Where do they appear in your story?
- What problem do they encounter?
- How do they solve the problem?



Describe your character in as many ways as you can. Try and write phrases rather than just words to describe.

CHALLENGE: Can you describe your character using similes and metaphors?

Below are some word mats to help. Once you have created your main character, go and create another character for your story, they could be a villain!

<p>Overall Appearance</p> <table border="0"> <tr><td>athletic</td><td>hideous</td><td>skeletal</td></tr> <tr><td>beautiful</td><td>lanky</td><td>slender</td></tr> <tr><td>blotchy</td><td>lifeless</td><td>slight</td></tr> <tr><td>brawny</td><td>lithe</td><td>statuesque</td></tr> <tr><td>bronzed</td><td>muscular</td><td>stocky</td></tr> <tr><td>burly</td><td>overweight</td><td>strapping</td></tr> <tr><td>frail</td><td>pallid</td><td>trim</td></tr> <tr><td>fragile</td><td>pasty</td><td>voluptuous</td></tr> <tr><td>gangly</td><td>plump</td><td>weak</td></tr> <tr><td>gaunt</td><td>puny</td><td>willowy</td></tr> <tr><td>gawky</td><td>rangy</td><td>wiry</td></tr> <tr><td>haggard</td><td>scarred</td><td>wrinkled</td></tr> <tr><td>herculean</td><td>scrawny</td><td></td></tr> </table>	athletic	hideous	skeletal	beautiful	lanky	slender	blotchy	lifeless	slight	brawny	lithe	statuesque	bronzed	muscular	stocky	burly	overweight	strapping	frail	pallid	trim	fragile	pasty	voluptuous	gangly	plump	weak	gaunt	puny	willowy	gawky	rangy	wiry	haggard	scarred	wrinkled	herculean	scrawny		<p>Face</p> <table border="0"> <tr><td>blood-stained</td><td>frightened</td></tr> <tr><td>contorted</td><td>honest</td></tr> <tr><td>dimpled</td><td>menacing</td></tr> <tr><td>downcast</td><td>pale</td></tr> <tr><td>expressionless</td><td>pretty</td></tr> <tr><td>familiar</td><td>ruddy</td></tr> <tr><td>fierce</td><td>sallow</td></tr> <tr><td>flushed</td><td>smiling</td></tr> <tr><td>freckled</td><td>square</td></tr> <tr><td>fresh</td><td>swollen</td></tr> <tr><td>friendly</td><td>weather-beaten</td></tr> </table>	blood-stained	frightened	contorted	honest	dimpled	menacing	downcast	pale	expressionless	pretty	familiar	ruddy	fierce	sallow	flushed	smiling	freckled	square	fresh	swollen	friendly	weather-beaten	<p>Mouth</p> <table border="0"> <tr><td>cavernous</td><td>smiling</td></tr> <tr><td>delicate</td><td>sulking</td></tr> <tr><td>downturned</td><td>thin</td></tr> <tr><td>frothing</td><td>toothless</td></tr> <tr><td>gaping</td><td>wide</td></tr> <tr><td>puckered</td><td>wrinkled</td></tr> <tr><td>slobbering</td><td>yawning</td></tr> </table> <p>Teeth</p> <table border="0"> <tr><td>black</td></tr> <tr><td>buck</td></tr> <tr><td>chattering</td></tr> <tr><td>clenched</td></tr> <tr><td>crooked</td></tr> </table>	cavernous	smiling	delicate	sulking	downturned	thin	frothing	toothless	gaping	wide	puckered	wrinkled	slobbering	yawning	black	buck	chattering	clenched	crooked	<p>Eyes</p> <table border="0"> <tr><td>beady</td><td>gentle</td></tr> <tr><td>bloodshot</td><td>green</td></tr> <tr><td>blue</td><td>grey</td></tr> <tr><td>bright</td><td>little</td></tr> <tr><td>brown</td><td>luminous</td></tr> <tr><td>bulging</td><td>shining</td></tr> <tr><td>clear</td><td>stony</td></tr> <tr><td>dark</td><td>sunken</td></tr> <tr><td>dead</td><td>thin</td></tr> <tr><td>frightened</td><td>wide</td></tr> </table>	beady	gentle	bloodshot	green	blue	grey	bright	little	brown	luminous	bulging	shining	clear	stony	dark	sunken	dead	thin	frightened	wide
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Healthy Me

Today, it's about eating healthy and being active.

If you are having a snack today, why not make it a fruit or vegetable snack. Try and stay away from the biscuits and crisps.

Also, try and do something active for 20 minutes. Make the activity physical enough to get your heartbeat up: run around, ride a bike, trampoline, skip, kick a football, shoot a hoop and star jump. There are so many things you can do. Find something you enjoy and challenge yourself.

Problem of the Day	SECRET ← SECRET SECRET	M1LLION	HEAD HEELS	ARREST YOU'RE
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The activities below are supplementary and can be used to further extend learning opportunities whilst at home.

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>
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>

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.

4H: 4h@newbridge.bathnes.sch.uk 4C: 4c@newbridge.bathnes.sch.uk

Please look out for tomorrow's learning, from Mr Hempleman and Mr Cumpson

The Man Who Bought a Mountain

"Everyone: stick together, look out for each other and stay on the trail, please. The path is really rocky and steep. It's mostly uphill from here – but I suppose you'd all guessed that! As the elders say, the longest journey begins with a single step."

Yash finished his speech and smiled at the weather-beaten faces looking back at him. He had spoken loudly and clearly to the group of nine men and women, most of whom shuffled from foot to foot, adjusting huge rucksacks as they listened.

"Jeez! How old is this kid, eleven?" muttered one man towards the back.

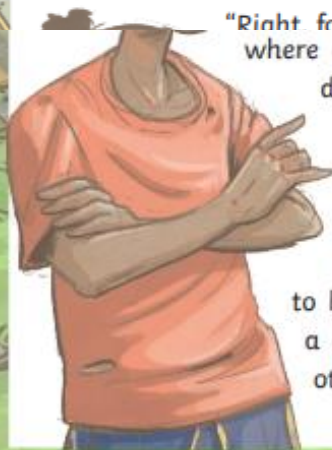
"Actually, I'm twelve." Yash gritted his teeth.

Twelve years living at the base of this mountain, he thought to himself, compared with the twelve hours since you got off the plane.

A wise voice then echoed in his head.

Always be welcoming to friends but be even more welcoming to visitors.

He forced another smile and then fastened his rarely brushed brown hair into a messy knot with a plain elasticated band which he took from his wrist.



"Right, follow me. It's a few hours to the base camp. The Jagurdwa where clear, cool ground water pooled gently before tumbling down the mountain rocks.

The area around the Spring of Hope always reminded him how much new life came from even the tiniest nooks and crannies on the vast Jagurdwa mountain. Cracks and crevices along the side of the steep path were home to beetles and spiders and, behind the cascading waterfall, a damp, shallow cave served as a perfect hiding place for other small creatures who preferred the darkness. The river

The Man Who Bought a Mountain

that cascaded from here with its streams and pools provided homes for fish and other creatures, and food for people.

Some visitors squealed or jumped in fright at the sight of the many animal species living on its slopes, but Yash loved to see them and took pleasure in trying to identify one set of distinguishing features from another. He knew that some animals lived only in this mountain region and nowhere else.



Questions

1. Look at the first paragraph.

Which of these words are used to describe the path? Tick **three**.

- rocky steep dangerous
 damp shallow uphill

2. How old is Yash?

3. **Find** and **copy** a word which shows that Yash did not brush his hair regularly.

4. Number the events of Yash's guided expedition (1-4), to show the order in which they occurred. The first one has been done for you.

- He went up a steep slope.
 1 Yash began his storytelling.
 He went past the Spring of Hope.
 He went through the amaranth crop fields.

5. Look at the paragraph beginning 'The area around the Spring of Hope...'.
Which of these mountain features are mentioned in this paragraph?

	Mentioned	Not mentioned
deep valley		
cascading waterfall		
snowy summit		
shallow cave		

6. How did Yash and some visitors differ in their reaction to many of the animal species?

7. Using evidence from the whole text, do you think that Yash is a kind character?
Explain your answer.

Yes

No
