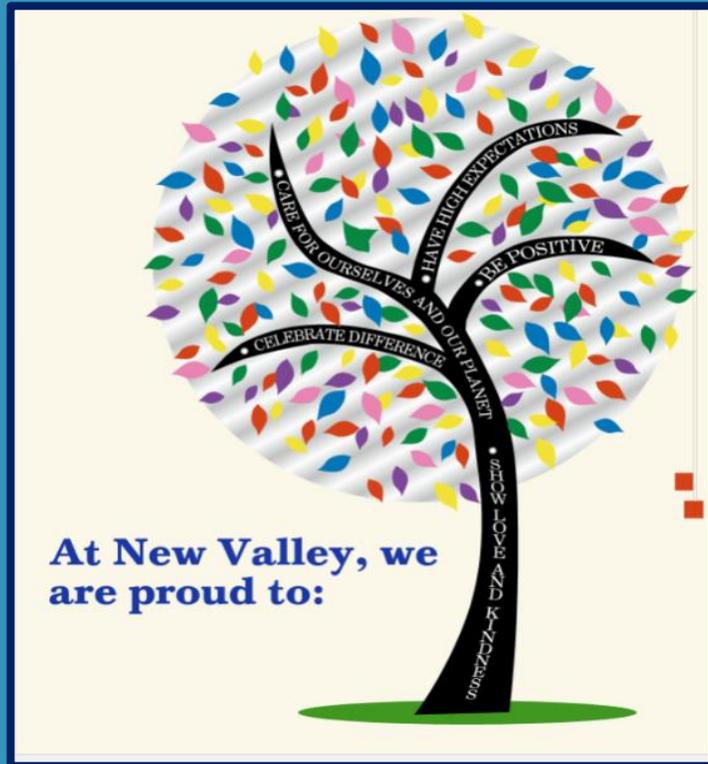




NEW VALLEY PRIMARY SCHOOL

REMOTE LEARNING

FRIDAY 22ND JANUARY



Year 5

Beech Class

Week Beginning 18/1/2020

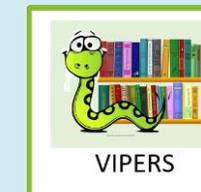
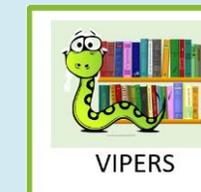
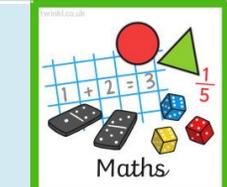
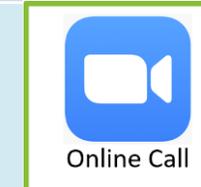
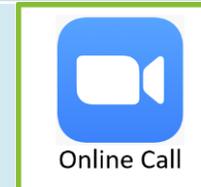
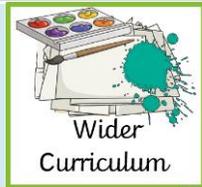
Work should be photographed or scanned and returned to me at beech@newvalleyprimary.com.

Beech Class Recommended Daily Timetable



Click on me to login to TTRS. Have you played a new gig yet?

9.00-9.30	9.30-10.00	10.00-10.30	10.30-11.00	11.00-12.00	12.00-1.00	1.00-1.30	1.30-2.00	2.00-3.00
Wider curriculum	Walk/ Exercise	Call with Miss Swainson/ Spellings	Call with Miss Swainson/ Spellings	English	Lunch and Free Time	Video call with Miss Swainson /VIPERS	Video call with Miss Swainson /VIPERS	Maths

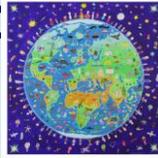


Wider Curriculum

Global Scholars Unit 3

You will be researching about a local service system e.g. recycling systems, refuse (rubbish) systems, places where you can recycle clothes, street cleaning systems, gardening and pruning systems in your local area.

Use the slides to guide you through your research. [Click here](#)



Click here to join a PE lesson provided for the PACE Trust. All you need is a little space to exercise.



Remember to take a break.
Do some exercise!



Our video calls

English- We'll be look at the story of Town is by the Sea and thinking of describing words and phrases.

Maths- We'll begin with a couple fluency questions. We'll then look at solving problems with line graphs.

English

LO: To use inverted commas (speech marks) to mark direct speech.

In a news report, you will have eye witnesses that will be interviewed and will tell the reporter what they saw or there will be interviews with the people involved.

Who could you interview for our news report about the sinking of the ship?

There are 5 people who have given a report to what they saw or what happened, however they are in speech bubbles. You need to change these speech bubbles into direct speech using inverted commas. [Remind yourself how to use inverted commas here.](#)

Now write one of your own speech from an eyewitness of someone involved.



Maths

LO: To multiply by 10.

Please follow the links to the White Rose website to find today's lesson.

[Lesson Video Link](#)

[Lesson Activity Sheet online Link](#) or [click here for the Activity Sheet](#)

[Today's answers](#)



Roftoppers

Read page 40.

P What do you think Sophie's present will be?

Sophie's present will be...

Read page 41-page 43.

I On page 41 its says 'the leather glowed, despite the grey day outside'. What does that suggest about the books?

It suggest that the books...

V On page 41, Charles says 'Books crowbar the world open for you'. What does Charles mean by that?

How does Charles feel about book?

Charles means/feels...

E What does Charles mean on page 43 by 'Never ignore a possible.'

Charles means that...

Spellings

[Click here to go to spellings](#)



ROOFTOPPERS WORKING WALL

Setting

Charles' house

- Messy
- Not safe for a child
- White
- 4 Hours away
- Trees on the outside

The Sea- English Channel

- Boat sank in the sea
- Baby found in a cello case

Charles Maxim

- 36 years old
- Tall
- Scholar
- Sophie's ward
- Bookish, generous, awkward, stubborn
- Loves Shakespeare
- unconventional
- Aristocratic face

Characters

Sophie

- Strange, awkward, bookish
- Ward of Charles
- Wants to wear trousers
- No parents- thinks her mum is alive
- Thinks she remembers her mum
- Likes to be perfect
 - Shy smile
- Hair like lightning
- Sleeps on a wardrobe
- Drinks a gallon of milk for breakfast

Miss Eliot

- Works for the childcare agency
- Comes to check up on Sophie
- Doesn't believe Sophie's mother is alive
 - Very serious
 - Worries for Sophie's welfare with Charles
 - Successful in her profession
 - Slightly mean
 - Wants everyone to be perfect and conventional- a man shouldn't raise a child and girls shouldn't wear trousers
 - Strict
- Large and has grey hair

Plot so far...

We will write what has happened so far together on our call.

Chapter 1: A boat is found in the English Channel sinking and a baby is rescued by a man called Charles Maxim.

Chapter 1: Charles takes the baby home and calls her Sophie. Miss Eliot then arrives to take Sophie away to the Childcare agency but Charles says she is his responsibility.

Chapter 2:
It is Sophie's 7th birthday. She is trying to be perfect at handstands. Miss Eliot comes to the house to check on Sophie and disapproves of her trousers and what Charles is feeding her.

Chapter 2:
Miss Eliot says Sophie can't remember her mother as she was little and her mother is not alive anymore. Sophie does not believe her.

Chapter 3:
Charles buys Sophie a boys shirt. Miss Eliot disapproves. Miss Eliot is worried Sophie doesn't know about being a lady. Charles thinks she knows the important things like reading.

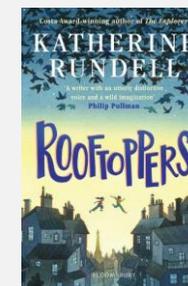
Chapter 3: Sophie has her birthday. Charles takes her to a classical music concert and Sophie thinks its boring.

Chapter 3:
Sophie then hears a cello and thinks it sounds like a thousand birds.

Chapter 3:
Charles buys Sophie a cello and she plays it on the rooftop so she won't be disturbed.

Chapter 4:
Sophie painted her old cello case red. Charles and Sophie argued that her mother did play the cello. Every night Sophie looked for her mother.

Courteous (pg 36)
Resolved (pg 29)
Bewildered (pg 26)
Unintelligent (pg 24)
Profoundly (pg 19)
Improbable (pg 19)



INVERTED COMMAS FOR DIRECT SPEECH

There are two places where inverted commas are needed when writing direct speech:

“What’s the matter, Dina?” said Sid.

Inverted Commas

You need to **open** your inverted commas with a “ before the first word which is being spoken.

Inverted Commas

You need to **close** your inverted commas with a ” after the last word which is being spoken.

Imagine that inverted commas are like hands;
They hold within them **only** the words which are being spoken.



“What’s the matter, Dina?”



said Sid.

PUNCTUATION

There are two places where other forms of punctuation are needed when writing direct speech:

“What’s the matter, Dina?” said Sid.

You need to end the speaking with:

- a comma
- a question mark, if it is a question.
- an exclamation mark, if it is an exclamation.

You will need to finish your sentence with a full stop after the reporting clause.

Examples of other punctuation in direct speech are:

“How exciting it is!” exclaimed Sarah.

“I don’t know what to do,” said Sayeed.

REPORTING CLAUSES

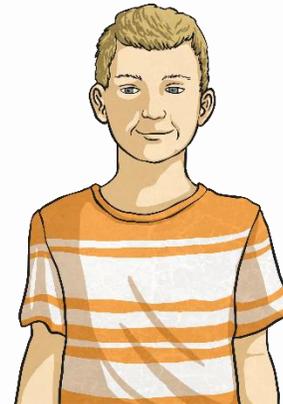
After the speech itself, a reporting clause gives a little bit of information about *who is speaking* and *how it was said*.

“What’s the matter, Dina?” *said Sid.*

Reporting Clauses

In this case, Sid is speaking.

If Sid said it in a different way, you could change ‘said’ to...



“What’s the matter, Dina?” *asked Sid.*

“What’s the matter, Dina?” *whispered Sid.*

“What’s the matter, Dina?” *uttered Sid.*

“What’s the matter, Dina?” *shouted Sid.*

DIRECT SPEECH

There are 5 people who have given a report to what they saw or what happened, however they are in speech bubbles. You need to write these speech bubbles into sentences using inverted commas. One has been done for you.

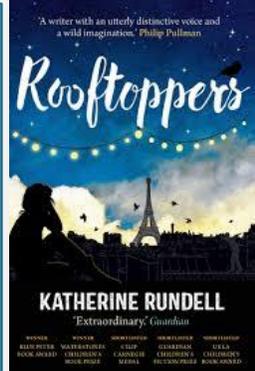
Example:

I kept playing. I was just trying to keep the passengers calm on the boat.

“I kept playing. I was just trying to keep the passengers calm on the boat.” said one of the musicians on the boat.

Is there another word for said?
Reported?
Exclaimed?

Musician on the boat



The book cover for 'Rooftoppers' by Katherine Rundell features a silhouette of a person looking out over a city skyline at night, with the Eiffel Tower prominent. The title 'Rooftoppers' is written in a stylized, cursive font at the top. Below the title, there are several lines of text, including the author's name 'KATHERINE RUNDELL' and a quote from the Guardian: 'Extraordinary'. At the bottom, there are more lines of text, including 'BOOK AWARDS' and 'CHILDREN'S CHOICE'.

It was so misty I could not see a thing. All of a sudden one of my officers on patrol shouted that he could see rocks. It was too late to turn and so we hit them straight on.

Captain of the Ship

As we sat on the lifeboat, we could parts of wreckage floating by. My eye was drawn to a case of a musical instrument- a cello I think. As we drew nearer I suddenly saw what was inside- a baby!

Charles Maxim

We got an SOS message through at around 1.30am. We quickly set off to see what could be done- but it was almost too late. The ship had sunk. Luckily some passengers had managed to get on a lifeboat.

Rescuer from the lifeboat team

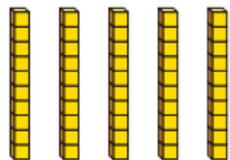
We were quite jolly listening the string quartet playing in the lounge area. Suddenly a lady screamed. We all looked at her white face as she pointed to the water creeping in. We all began to panic.

Passenger

Now try and write one of your own. Who is saying it? What will they say?

Multiply by 10

1 Complete the calculation shown in base 10



$5 \times 1 \text{ ten} = \square \text{ tens}$

$5 \times 10 = \square$

2 Complete the number sentences.

a) $2 \times 10 = \square$

d) $7 \times 10 = \square$

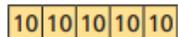
b) $4 \times 10 = \square$

e) $10 \times 6 = \square$

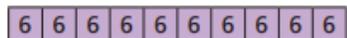
c) $10 \times 8 = \square$

f) $\square = 3 \times 10$

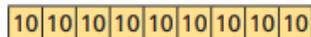
3 Match the bar models to the multiplications.



5×10



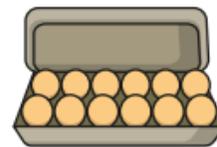
10×9



6×10



4 Tom has 10 boxes of eggs.
There are 12 eggs in each box.
How many eggs does he have altogether?



Tom has eggs.

5 Complete the sentences.

H	T	O
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1

Each row has ten and ones.

There are rows.

The calculation is \times =

- 6 Use counters on a place value chart to work out 23×10

$$23 \times 10 = \square$$

- 7 Which of these is the odd one out? Tick your answer.

There are 10 teams with 7 players on each team.

There are 10 red flowers and 7 yellow flowers.

There are 7 ten frames with 10 counters in each.

Talk about it with a partner.

- 8 Complete the calculations.

a) $45 \times 10 = \square$

e) $10 \times \square = 140$

b) $36 \times 10 = \square$

f) $\square = 40 \times 10$

c) $\square = 10 \times 78$

g) $32 \times 10 = 10 \times \square$

d) $31 \times \square = 310$

h) $670 = 2 \times 5 \times \square$

- 9 Eva walks 60 m to school.

Teddy walks 10 times as far as Eva to school.

How far does Teddy walk to school?

Teddy walks \square m to school.



- 10 Amir thinks of a 2-digit number.

He multiplies it by 10



My answer is between 755 and 795

Write all the numbers Amir could be thinking of.

- 11 Chocolates come in boxes of 8 and 10



Rosie needs to buy 80 chocolates.

- a) What boxes could Rosie buy?

- b) What is the fewest number of boxes Rosie needs to buy?



Spellings

potential

essential

substantial

influential

residential

confidential

celestial

preferential

torrential

circumstantial

Task:

One of the ways we embed our spellings is by using them.
For each word, use it in a sentence of your own.
Some might be harder than others.



Check your work for capital letters and full stops.
Have you joined your handwriting?

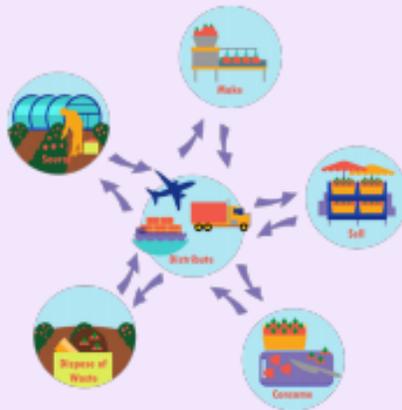
GLOBAL SCHOLARS

2 Local Service Systems

Cities create **systems** to provide **services** that help people get what they need. In the **Sustainable Systems** game, you learned how stores use systems to provide services. For example, stores help people clean clothes, repair technology, and **access** goods they need. Cities also use systems to provide other important services, like internet and electricity.

People consume natural resources to provide services, just like people use natural resources to make products. In Unit 2, you used the 5 R's (Reduce, Refuse, Reuse, Recycle, Repair) to make the steps of a product's life cycle more sustainable. You can also use the 5 R's to make the parts of a service system more sustainable. First, learn about the parts of the system. Then, decide how to change the parts to improve the sustainability of the whole system.

Look again at the service system from page 50 to learn how a change to one part of the system can affect another part and improve sustainability. In this service system, the **Distribute** part creates air pollution. You can use Reduce, one of the 5 R's, to address this issue.

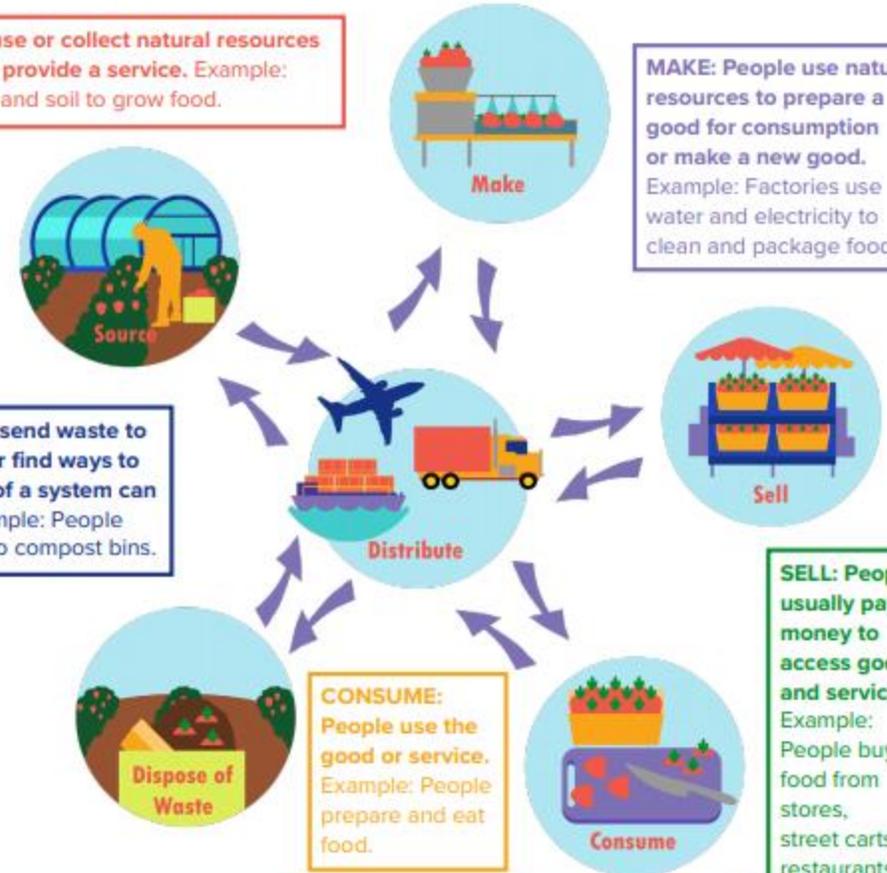


You may get food from a local farm instead of a farm far away. The food does not travel as far to get to you, which reduces air pollution from trucks, ships, and planes. A change to the **Source** part of the system improves the sustainability of the **Distribute** part.

Page 50

SOURCE: People use or collect natural resources to make a good or provide a service. Example: Farmers use water and soil to grow food.

MAKE: People use natural resources to prepare a good for consumption or make a new good. Example: Factories use water and electricity to clean and package food.



DISPOSE: People send waste to another location or find ways to reuse it. Any part of a system can create waste. Example: People put food scraps into compost bins.

SELL: People usually pay money to access goods and services. Example: People buy food from stores, street carts, restaurants, and markets.

DISTRIBUTE: People move natural resources and goods between parts of the system. Example: Food grown far away likely travels between each part of the system. Food grown close by may travel shorter distances. It may also skip some parts of the larger system.

For your information...

Learn More: Greenwashing

Companies sometimes suggest that a good or **service** is sustainable when it is not true. This kind of false advertising is called greenwashing.

Many people want to buy goods and services that help the planet. Greenwashing makes people believe what they buy helps, even if it may not be as good for the planet as companies claim.*

Companies can use colors, symbols, and words to greenwash a good or service. Green packaging, leaf symbols, and words like "bio" or "eco" lead people to connect the good or service with sustainability. Do research to avoid the influence of greenwashing. When you shop, look for natural ingredients, local goods, and little or no packaging.

What else can people do to avoid the influence of greenwashing?



Have you seen a symbol like this on a product's packaging? What did it make you think about the product? Did you do research to see if the claim was true?

*Welch, J. (2019, January 04). How Can You Avoid Greenwashing? 5 Steps to Choose Truly Healthy and Sustainable Foods. *Food Revolution Network*.

Research: Your Local Service System



How sustainable are your local **service systems**? Interview someone in your community or go online to research the parts of a service system in your city. You can interview anyone who works with a service system in your city. Use the questions on page 56 to guide your research and take notes about what you learn.

See the next page for page 56.

Step 1



Choose a local service system to research. Decide if you will interview someone or do online research.

Step 2



Use page 56 to guide your research and take notes.

Step 3



As a class, discuss what you learned about the parts of the system. Use the 5 R's to identify ways to make the system more sustainable.

Develop Your Own Opinion

People can have different opinions about an issue even if they start with the same information. This is because people think about issues from different perspectives. Use these tips to develop your own opinion:



Learn About the Issue

The more you know about an issue, the more likely you are to have ideas about it.



Listen to Other Perspectives

Find out other people's opinions to help you think about your own ideas in a new way.



Decide What Matters to You

Your opinion reflects your perspective, feelings, beliefs, and values. It's okay to be unsure or change your mind.

Service System:

SOURCE: What natural resources do people use to provide this service?

MAKE: What do people do with the natural resources to provide the service?

DISTRIBUTE: How do natural resources or goods move through the system?



SELL: How do people access the service?

DISPOSE: How do people dispose of the waste created to provide this service?

CONSUME: How do people use the service? What waste is created during consumption?

Research Responsibly

When you research and share what you learned, check that the information is correct. Give credit to the people or organizations that inspired you.



Choose Reliable Sources

You can't trust everything you read or see. To decide if a source is reliable, ask:

- ✓ **Is there an author?** The author can be a person, organization, or university. Do research to decide if the author is trustworthy.
- ✓ **Can you find the same information somewhere else?** Check other websites. If many trustworthy sources give the same information, the information is more likely to be true.
- ✓ **Did I find this on Wikipedia?** Many people write the pages on Wikipedia. Anyone can change a page at any time. It can be a good place to start, but it should not be your only source for information.

Paraphrase and Quote

Use your own words to share ideas. If you need to use the author's exact words, use quotation marks. **It is never acceptable to copy and paste information without quotation marks.**

If the author says...	You can say...	Notice that...
"Cities account for 60 percent of resource use." ^{**}	Around 60 percent of the world's resources are used by cities (UN DESA, 2020).	The numbers are the same but the words are different.
"Rapid urbanization is exerting pressure on fresh water supplies, sewage, the living environment, and public health." ^{**}	As more people move to cities, they will demand more fresh water, create more sewage, and impact the local environment.	The main idea is the same, but most of the words are different.
"City pollution—air pollution and ineffective wastewater treatment and solid waste management—remains a constant problem." ^{**}	The United Nations (2020) says pollution in cities "remains a constant problem." ^{**}	Quotation marks are around words that stay the same. It gives credit to the author.

^{*}Source: United Nations, Department of Economic and Social Affairs. (2020). *Goal 11: Make cities inclusive, safe, resilient and sustainable.*
^{**}Source: United Nations, Environment Programme. (2020). *Sustainable Cities.*

Cite Sources

Cite each source to give credit to the author. It shows that the information came from a trustworthy person or organization. Other people can also find the information if they want to read more.



- To cite a source:**
- ✓ Write the title of the article, website, or other source where you got the information.
 - ✓ Include the author and date if you can find them. Sometimes the author is an organization.