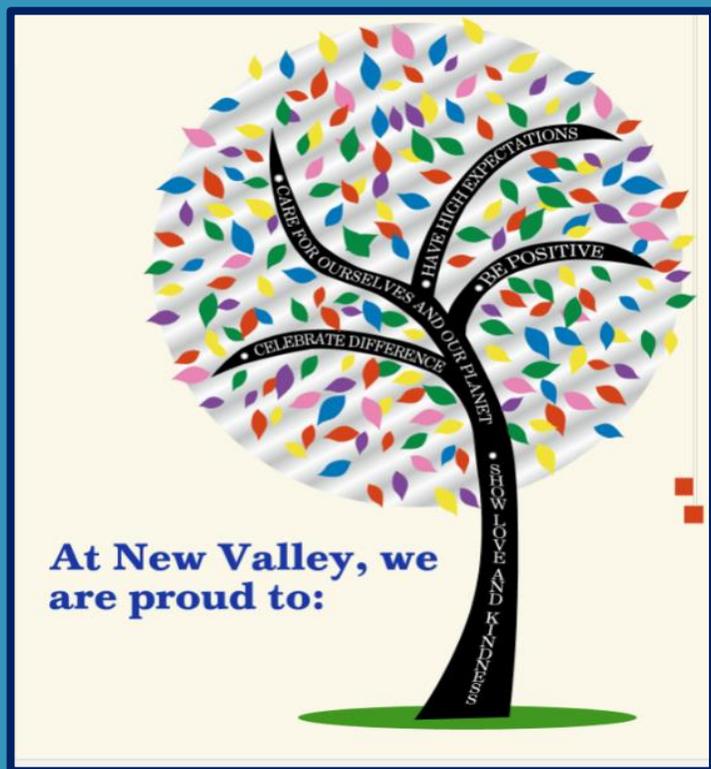




NEW VALLEY PRIMARY SCHOOL

REMOTE LEARNING

TUESDAY 18TH JANUARY



Year 5

Beech Class

Week Beginning 18/1/2020

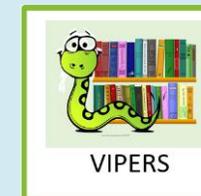
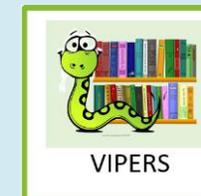
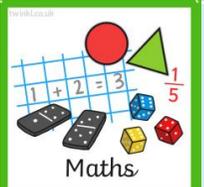
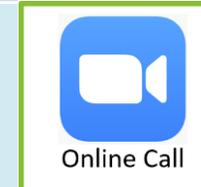
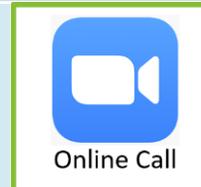
Work should be photographed or scanned and returned to me at beech@newvalleyprimary.com.

Beech Class Recommended Daily Timetable

Click me to get a great tune to start the day! We start with Beyonce- Love on Top



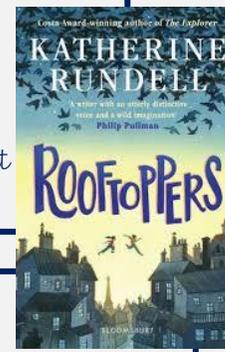
9.00-9.30	9.30-10.00	10.00-10.30	10.30-11.00	11.00-12.00	12.00-1.00	1.00-1.30	1.30-2.00	2.00-3.00
Wider curriculum	Walk/Exercise	Call with Miss Swainson/Spellings	Call with Miss Swainson/Spellings	English	Lunch and Free Time	Video call with Miss Swainson/VIPERS	Video call with Miss Swainson/VIPERS	Maths



Our video calls

English- We will be reading Chapter 3 of Rooftoppers for VIPERS.

Maths- We will start with some fluency and then will look at What prime numbers are.



Rooftoppers

Read Chapter 3

E Why does the author use the word 'probably' when describing Sophie's birthdays?

The author uses 'probably' for Sophie's birthday because...

R On page 24 Charles tells Miss Eliot that it doesn't matter is Sophie doesn't know about buttons. What does Charles think is more important?

Charles thinks it is more important that Sophie knows...

I What is the significance of the cello music in this chapter? How is it described?

The significance of the cello music is...
It is described as...

E Describe Charles' parenting style. Would you like to be looked after by him?

Charles is...

I would/wouldn't liked to be looked after him because...

Wider Curriculum

Global Scholars

We are going to be starting our new unit for Global Scholars (Unit 3).

[Click here to find out all about what you'll get up to in Unit 3.](#)

[Read the recap about Unit 2.](#)

You are going to play the Sustainability Game. [Click here for the link.](#)

[Make notes on your game.](#)



English

LO: To use sentence openers.

To ensure our writing is interesting, varied and detailed, we add sentence openers to tell us about time, place, manner or frequency. (It can become very repetitive to use I, He, She all the time)

Using sentences about the events of the ship sinking in Chapter 1 of Rooftoppers, add an adverbial to make them more interesting.

Use the word mat for help or think of some of your own openers.

Try to use a variety of different openers and adventurous language.

[Click here for the sentences and the openers.](#)

Maths

LO: To identify and know prime numbers.

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

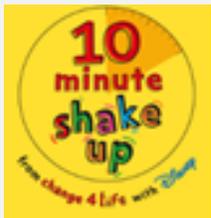
[Lesson Video Link](#)

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

[Today's answers](#)

Remember to take a break.

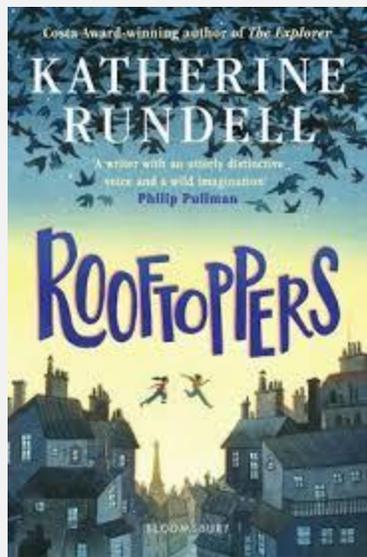
Do some exercise!



Spellings

[Click here to go to spellings](#)





CHAPTER ONE

On the morning of its first birthday, a baby was found floating in a cello case in the middle of the English Channel.

It was the only living thing for miles. Just the baby, and some dining-room chairs, and the tip of a ship disappearing into the ocean. There had been music in the dining hall, and it was music so loud and so good that nobody had noticed the water flooding in over the carpet. The violins went on sawing for some time after the screaming had begun. Sometimes the shriek of a passenger would duet with a high C.

The baby was found wrapped for warmth in the musical score of a Beethoven symphony. It had drifted almost a mile from the ship, and was the last to be rescued. The man who lifted it into the rescue boat was a fellow passenger, and a scholar. It is a scholar's job

to notice things. He noticed that it was a girl, with hair the colour of lightning, and the smile of a shy person.

Think of night-time with a speaking voice. Or think how moonlight might talk, or think of ink, if ink had vocal cords. Give those things a narrow aristocratic face with hooked eyebrows, and long arms and legs, and that is what the baby saw as she was lifted out of her cello case and up into safety. His name was Charles Maxim, and he determined, as he held her in his large hands – at arm's length, as he would a leaky flowerpot – that he would keep her.

The baby was almost certainly one year old. They knew this because of the red rosette pinned to her front, which read, '1!'

'Or rather,' said Charles Maxim, 'the child is either one year old, or she has come first in a competition. I believe babies are rarely keen participants in competitive sport. Shall we therefore assume it is the former?' The girl held on to his earlobe with a grubby finger and thumb. 'Happy birthday, my child,' he said.

ADVERBIAL OPENERS

For each sentence, add an adverbial opener to add detail about the manner, time or place.

- A baby was found floating in the English Channel.
- It was the only living thing for miles.
- The music was so loud that no one heard the crash.
- People were busy listening to the music they didn't notice the water seeping in.
- The baby was found wrapped in a musical score of a Beethoven symphony.
- The baby drifted for many miles and was the last to be rescued.
- The man who lifted the baby from the sea was a fellow passenger called Charles Maxim.
- Charles decided to keep the baby.
- It is assumed that the baby is 1 year old.

Time	Place	Manner
Afterwards,	Above the clouds,	Sadly,
Already,	Below the sea,	Slowly,
Always,	Here,	Happily,
Immediately,	Outside,	Awkwardly,
Last month,	Over there,	Bravely,
Now,	There,	Like a ... ,
Soon,	Under the ground,	As quick as a flash,
Yesterday,	Upstairs,	As fast as he could,
Today,	In the distance,	Without a sound,
Tomorrow,	Between the sea and the sky,	Without warning,
Next year,	Everywhere she looked,	Unexpectedly,
In January,	Around the tent,	Unfortunately,
On Tuesday,	Back at the house,	Suddenly,
In the morning,	Nearby,	Mysteriously,
After a while,	Down by the cliffs,	Frantically,
As soon as she could,	Behind the shed,	Anxiously,
Before long,	In the wooden box,	Courageously,
All of a sudden,	Over my bed,	Silently,
In the blink of an eye,	Somewhere near here,	Curiously,
Just then,	Far away,	Nervously,
Eventually,	Wherever they went,	Rapidly,
Later,	North of here,	Carefully,



Use these to help or can you think of some of your own?

Use [Collins Online Thesaurus](#) to find more words.

ROOFTOPPERS WORKING WALL

Setting

Charles' house

- Messy
- Not safe for a child

The Sea- English Channel

Charles Maxim

- 36 years old
 - Tall
 - Scholar
- Looks after Sophie
 - Bookish, generous, awkward, stubborn
- Loves Shakespeare
- unconventional

Characters

Sophie

- Strange, awkward, bookish
- Ward of Charles
- Wants to wear trousers
- No parents- thinks her mum is alive
- Likes to be perfect

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

Plot so far...

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

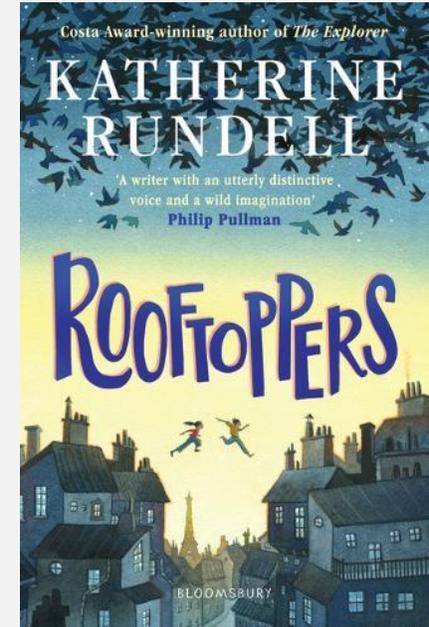
Chapter 1: A boat is found in the English Channel sinking and a baby is rescued by a man called Charles Maxim.

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 2:



Prime numbers



- 1 Aisha makes different arrays with 7 counters. She makes an array with 1 counter in each column.



She makes an array with 2 counters in a column.



- a) Is it possible to arrange the counters in another way so that they make a rectangular array? _____
Draw counters to support your answer.

- b) What are the factors of 7?

and

- c) Explain why 7 is a prime number.



- 2 Complete the table.

Number	Factors	Is the number prime?
5	1 and 5	Yes
9		
11		
14		
15		
19		

- 3 A prime number has two factors: 1 and itself. List the prime numbers up to 20

- 4 Is 25 a prime number? _____
How do you know?

- 5 Here are sequences of consecutive prime numbers. Complete the sequences.

a) 7, 11, 13, , 19

b) 37, 31, 29, , 19



6 Colour all the prime numbers.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

7 Here are some numbers.

126	175	2,378	777	381	9,000
-----	-----	-------	-----	-----	-------



Jack

The numbers are big. It's hard to check if they are prime.



Annie

I can tell quickly that none of these numbers are prime.

How does Annie know that none of the numbers are prime?

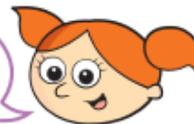
Compare answers with a partner

8 Mo and Alex are talking about prime numbers.



Mo

Prime numbers are always odd.



Alex

I think prime numbers can be even.

Who is correct? _____

How do you know?

9 Teddy writes five consecutive numbers.

Three of the numbers are prime.

What are the five consecutive numbers?

 , , , ,

10 Kim is thinking of a prime number.

It is in between a multiple of 11 and a factor of 48

What number is Kim thinking of?



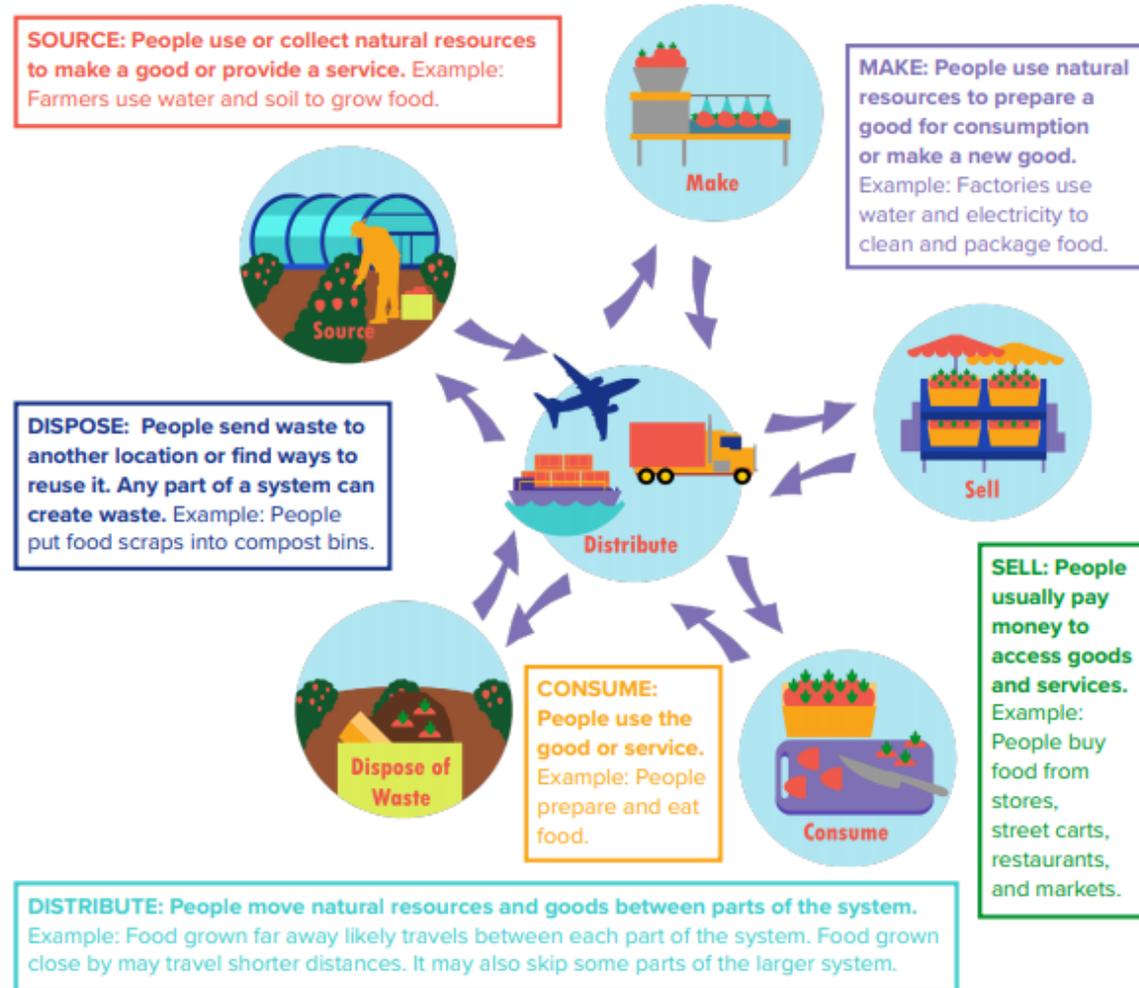
GLOBAL SCHOLARS

- *In Unit 3, you will:*
- *Play a game to learn how the choices of people and city leaders impact sustainability and accessibility in cities.*
- *Write interview questions for an expert to learn more about a service system in your city.*
- *Evaluate the accessibility of a sustainable service system in your city.*
- *Create a community guide to help your community members access a sustainable system in your city.*
- *Recommend ways to improve equity and increase access to the sustainable system.*

1 Get Connected

Each day you use many city **systems** that provide **services** help you get what you need. Even while you sleep, service systems work to manage waste and provide people with electricity, transportation, water, and food. The stores you visit are part of your city's retail system. When stores provide goods to buy, this is also a service. You save the time it takes to make or find the goods yourself.

In Unit 2, you learned about the steps in a product's life cycle. The parts of a service system are similar. Each part of a system depends on the other parts to provide the services we need. Some cities have already designed sustainable service systems. In other cities, certain parts of the system are sustainable, while others are more wasteful. Look at the system map below to learn how the parts of a system connect.



Round 1 Game Notes



Increased
Sustainability



Decreased
Sustainability

What patterns do you notice about the impact of your choices on sustainability?

What would you change if you played the game again?

UNIT 3 VOCABULARY

Vocabulary



ACCESS

1. (noun) A way to use or get something.

Example: The train station near my house has wheelchair access so more people can use it.

2. (verb) To use or get something.

Example: Do you access the train station by the stairs or the elevator?



ACCESSIBILITY (adjective)

How easy it is to use or get something.

Example: Our library has good accessibility because you can borrow books in person or with an app.



CRITERIA (noun)

The standards used to evaluate something.

Example: Our teacher gave us the criteria she will use to grade our project.



EQUITY (noun)

When everyone can access what they need to be healthy, happy, and successful.

Example: Our city puts more compost bins in neighborhoods with more people to help create equity in our waste management system.



PUBLIC HEALTH (noun)

The health of the human population as a whole.

Example: Our school started a public health campaign to encourage people to walk more.



SERVICE (noun)

A helpful act.

Example: I use a delivery service to get food when I cannot go to the grocery store.



SYSTEM (noun)

A group of parts that interact to produce an outcome.

Example: Farms, stores, restaurants, delivery services, and waste disposal are part of our city's food system.