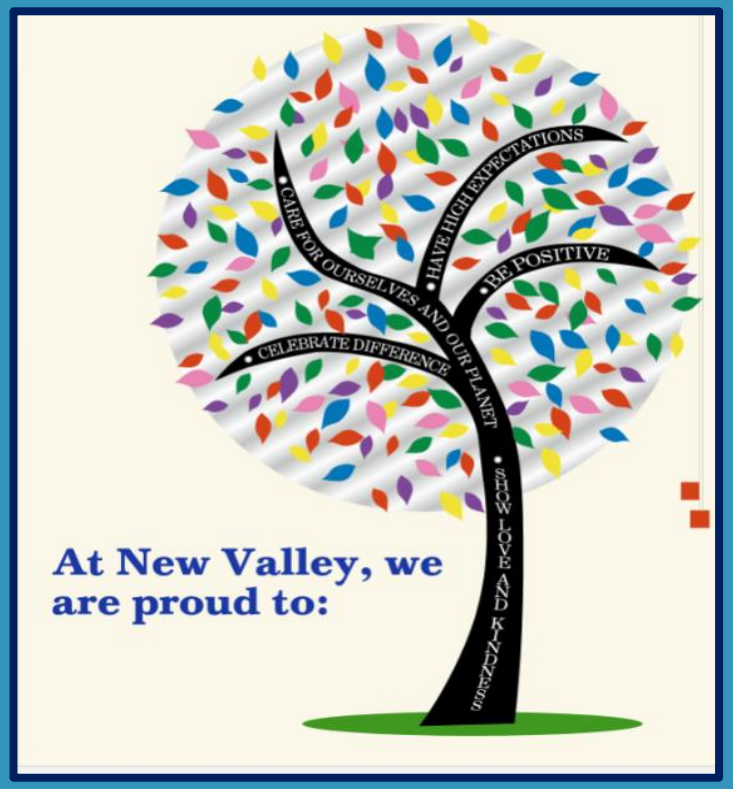
NEW VALLEY PRIMARY SCHOOL
REMOTE LEARNING
FRIDAY 26TH FEBRUARY



Year 5

Beech Class

Week Beginning 22/2/2020

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

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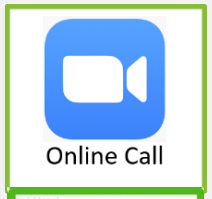
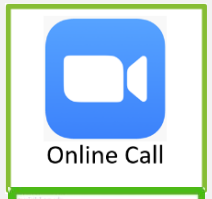
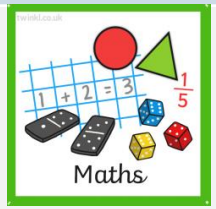
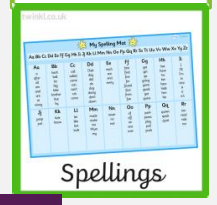
Beech Class
Recommended Daily Timetable

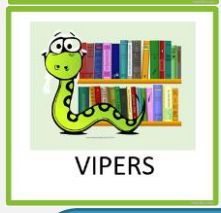
9.00-9.30	9.30-10.00	10.00-10.30	10.30-11.00	11.00-12.00	12.00-1.00	1.00-1.30	1.30-2.00	2.00-3.00
Wider curriculum	Walk/ Exercise	Call with Miss Swainson/ Spellings	Call with Miss Swainson/ Spellings	English	Lunch and Free Time	Video call with Miss Swainson /VIPERS	Video call with Miss Swainson /VIPERS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

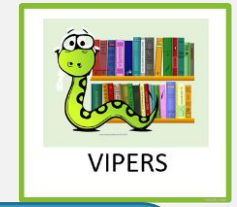


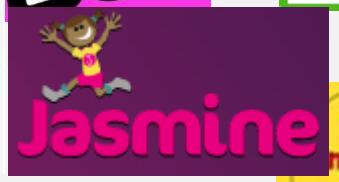


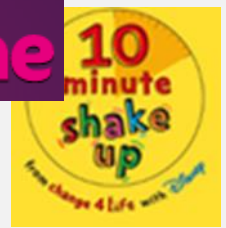












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Click on me to login to TTRS. Have you played a new gig yet?

Friday 26/2/2021

Our video calls

English- We will be looking at the start of our next book 'Hidden Figures'!

Maths- We will be looking at your maths warm up

Wider Curriculum

Space and Earth!

The Moon

Watch the video of the moon and its orbit here.

Using the information from the video and on here, look at the diagram showing the lunar cycle.

It shows the eight different points in its orbit around the Earth. Use a pencil to shade the parts of the moon which is not being lit by the sun.

Then order the pictures to add them to the diagram. You could always do it with Jaffa cakes!

English

LO: To use a range of noun phrases to write about a character

Read the first four pages of our book 'Hidden Figures'.

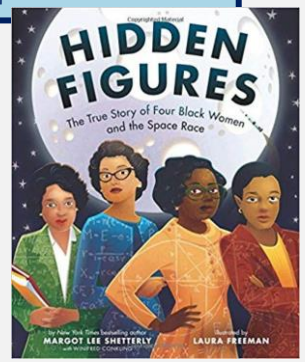
Use the 'Role on the Wall' outline to write notes about how Dorothy Vaughan might have been feeling at different parts of her life so far.

Write these feeling in the inside of the character outline.

Around the outside of the character outline, write how she behaved at different moments in the story so far.

One way we often describe impressive individuals is to use a noun + noun phrase e.g. a woman of integrity. Use the word bank on the Role on Wall to create these phrases.

Stuck? Need reminding? Look at our working wall for Maths. Click here



Maths

LO: To divide 2 digits by 1 digit.

Please follow the links to the White Rose website to find today's lesson. Click here for our warm up.

Lesson Video Link

Lesson Activity Sheet online Link or click here for the Activity Sheet

Today's answers

VIPERS

The Girl of Ink and Stars

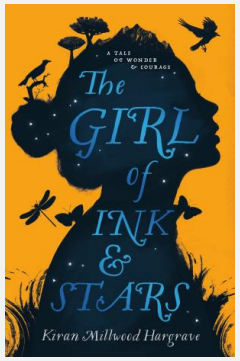
Read the first couple of pages of Chapter 2

Use the indicators on the text to help you find where to look for the answer to each question.

1. What evidence is there on page 9 that Isabella doesn't like the ravens?
2. How do you think Isabella feels towards Pablo? How do you know?
3. Explain how Gromera looks like a wheel (or a starburst).
4. What is the Governor's ship made from?
5. Find and copy a group of words that suggest the Governor's ship is very big.

Remember to answer in full sentences.

Stuck? Need some ideas? Look at our working wall for VIPERS. Click here



Spellings

Click here to go to spellings

VIPERS- THE GIRL OF INK AND STARS

first PERSON

Setting

Joya
- Myths
- It is an island
- There are no songbirds on Joya
- Ruled by the governor Adorni who separated part of the Island
- Anyone who does not obey Adorni gets banished

The house
- Narrow beds
- Mud walls
- Fire and clay pot
- Basin (sink)
- Talk line (walkie talkie)
- Living room is full of maps made by Da
- Only one map of the Island in the house- Ma's old family map

Characters

Da
Da is Dad to Isabella
Cook porridge (not very well)
Cartographer
Likes to travel and create maps

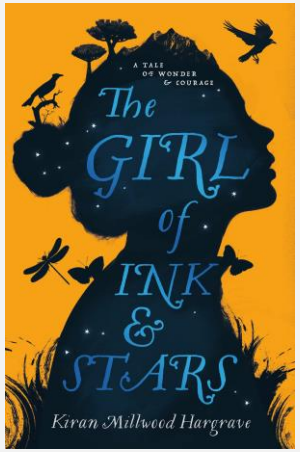
Isabella
Sister to Gabo
Short
Best friend is Lupe
13 years old
She has a hen and a ginger cat (Pep)
Curious- wants to travel the Island

Gabo
Twin of Isabella
Boy
Not there- died? Lost? Taken? Moved?
13 years old

MA
Mum of Isabella
Now not there
Used to make pottery- a milk jug was her last piece she made
Family heirloom- map of the Island

Plot so far...

Chapter 1: Introduced to the characters Isabella and Da. Isabella gets up for school and has breakfast that Da had made her.				



New Language.
Irritated-Annoyed
Marooned- tapped or alone in an inaccessible place
Cartographer-person who makes maps
Heirloom-an object that is valuable to family history

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CLICK HERE TO GO BACK TO HOMEPAGE

CHAPTER TWO

Our street ran in a straight, steep line down to the Western Sea, and all the houses were built the same: a long row of mud huts with straw roofs that Lupe thought looked sweet. I thought that they looked as if one good gust of wind would send them all tumbling into the water.

I normally ran to the market square, skidding downhill on my heels, because the ravens liked to fly low and running put them off. Today, though, I settled for a fast walk – after all, I was almost at the top of the school now. It didn't seem right to run like a little child.

Masha, who lived across the street, was standing in her doorway. I waved, trying to see past her into the house.

'Looking for someone?' She smiled, her lined face crinkling like old paper. 'Pablo's already left. You know the Governor likes them to be at work before dawn.'

Masha's son Pablo had been born when she was already old, her belly swelling even as her hair turned grey and her face creased with age. Masha called it a miracle, and Pablo *was* miraculous. Gabo and I had always been in awe of him, as all the villagers were, because of his strength. Aged ten, he could lift his parents, one over each shoulder. Having a piggyback from Pablo felt like flying, but it had been a long time since I'd seen him.

Two years ago, when his mother's back got too bad, Pablo left school and took her place as a labourer, although Masha pleaded with him not to. Now fifteen, he pulled carts as if they were paper, and cared for the Governor's horses too.

'He took the present for Lupe,' Masha added, wrinkling her nose. I knew she didn't understand why I chose to be friends with the Governor's daughter. 'I told him to hide it like you asked.'

'Thank you,' I said. 'Maybe I'll see him tomorrow?'

'Maybe.' But her voice was not hopeful. He was always up before sunrise, home after dark.

I waved goodbye, shouldered my satchel and started down the hill.

From this high up Gromera looked like a wheel, or a starburst, with the market square at its centre and streets like spokes spiking outwards, some ending at the wide, calm harbour that bottlenecked into the sea, ripe with fish. On a clear night, the stars settled on its surface like water lilies.

The Governor's ship was moored there, as always. Da said it was carved from a single Afrik baobab trunk. The baobab must be an enormous tree, because the hull nearly spanned the width of the port, the mast arrowing towards the sky, the sails stowed. It crouched over the fishing fleet like a mountain, huge and unmoving. Like everything the Governor had, it took up far more space than it ought to.

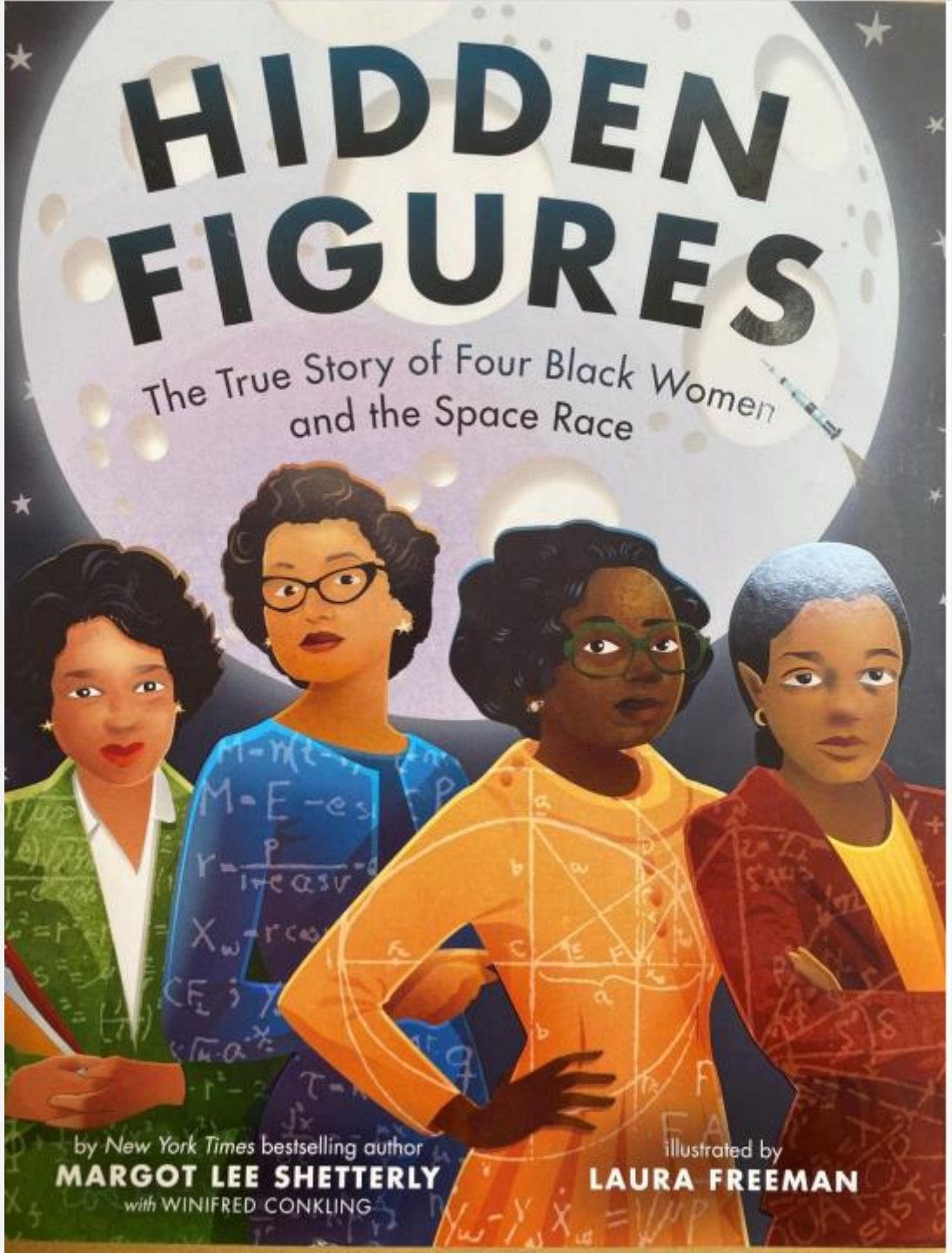
Question 1

Question 2

Question 2

Question 3

Questions 4 and 5


HIDDEN FIGURES
The True Story of Four Black Women and the Space Race
by New York Times bestselling author
MARGOT LEE SHETTERLY
with WINIFRED CONKLING
illustrated by
LAURA FREEMAN


Dorothy Vaughan, Mary Jackson,
Katherine Johnson, and Christine Darden
were good at math. *Really* good.
NASA
NASA

In 1943, the United States was at war: World War II. Dorothy Vaughan wanted to serve her country by working for the National Advisory Committee for Aeronautics, the government agency that designed airplanes. Having the best airplanes would help America win the war. Making airplanes fly faster and higher and safer meant doing lots of tests at the agency's Langley Laboratory in Hampton, Virginia. Tests meant numbers, numbers meant math, and math meant computers.

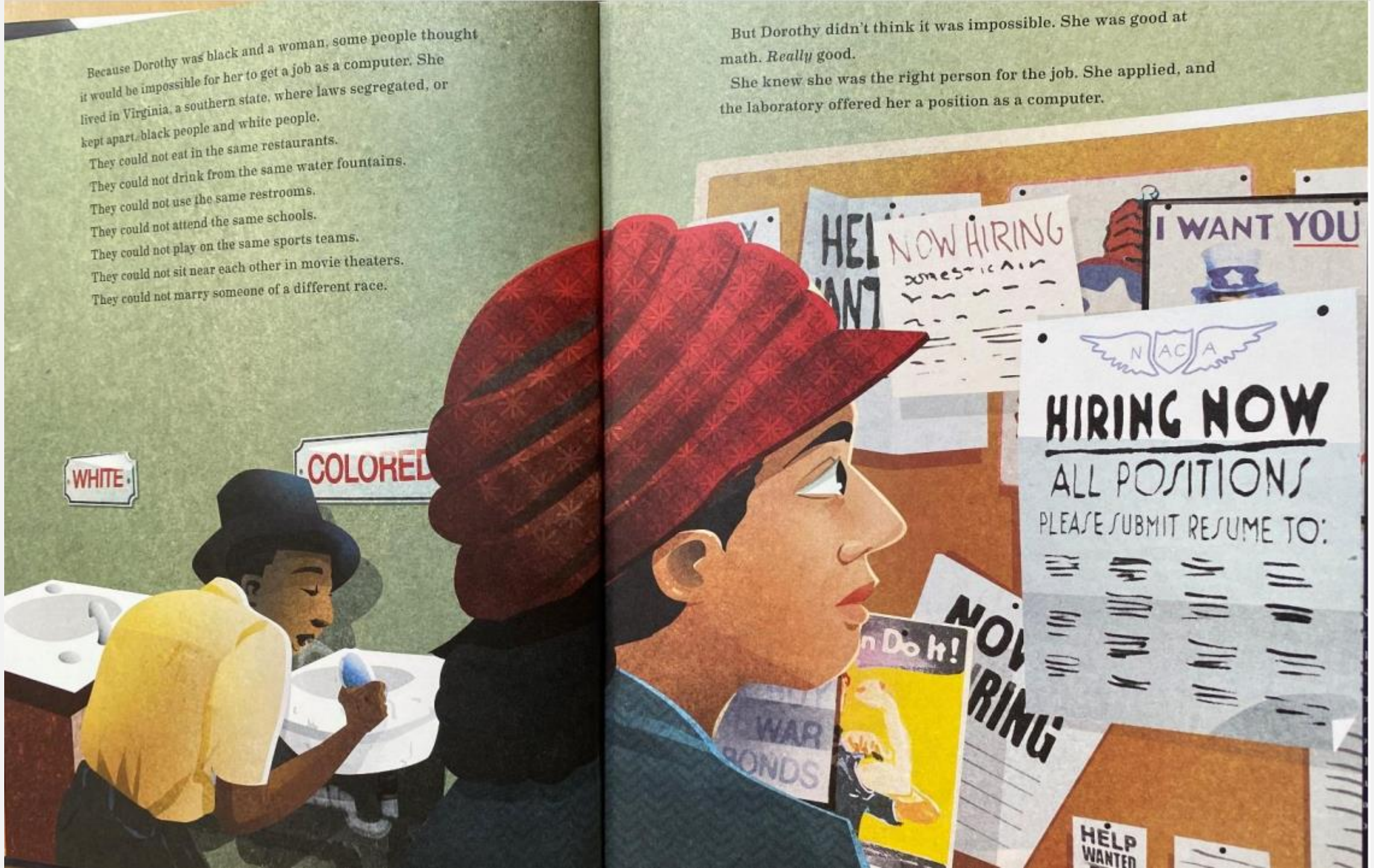
Today we think of computers as machines, but in the 1940s, computers were actual people like Dorothy, Mary, Katherine, and Christine. Their job was to do math.

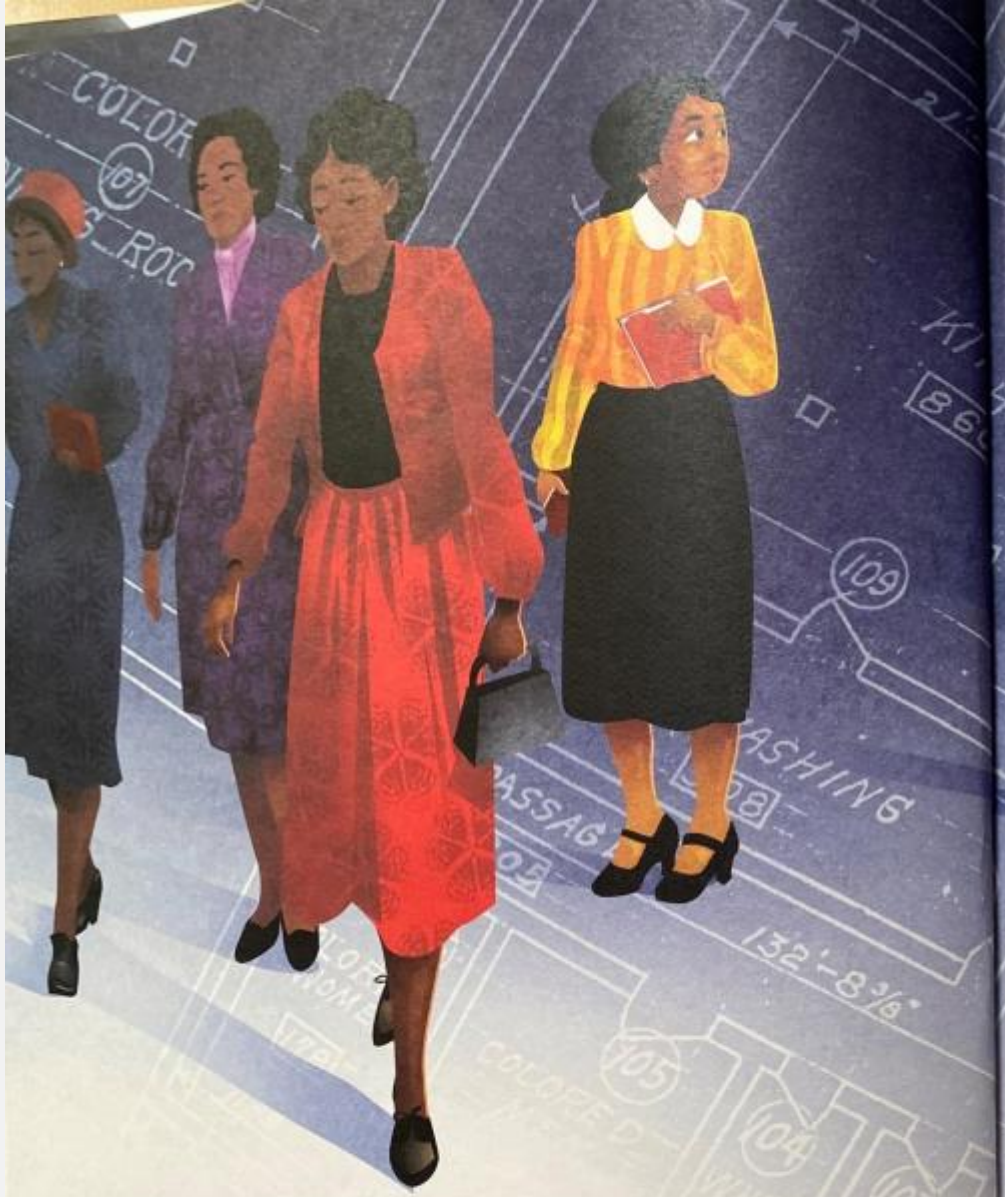
Because Dorothy was black and a woman, some people thought it would be impossible for her to get a job as a computer. She lived in Virginia, a southern state, where laws segregated, or kept apart, black people and white people.

They could not eat in the same restaurants.
They could not drink from the same water fountains.
They could not use the same restrooms.
They could not attend the same schools.
They could not play on the same sports teams.
They could not sit near each other in movie theaters.
They could not marry someone of a different race.

But Dorothy didn't think it was impossible. She was good at math. *Really* good.

She knew she was the right person for the job. She applied, and the laboratory offered her a position as a computer.



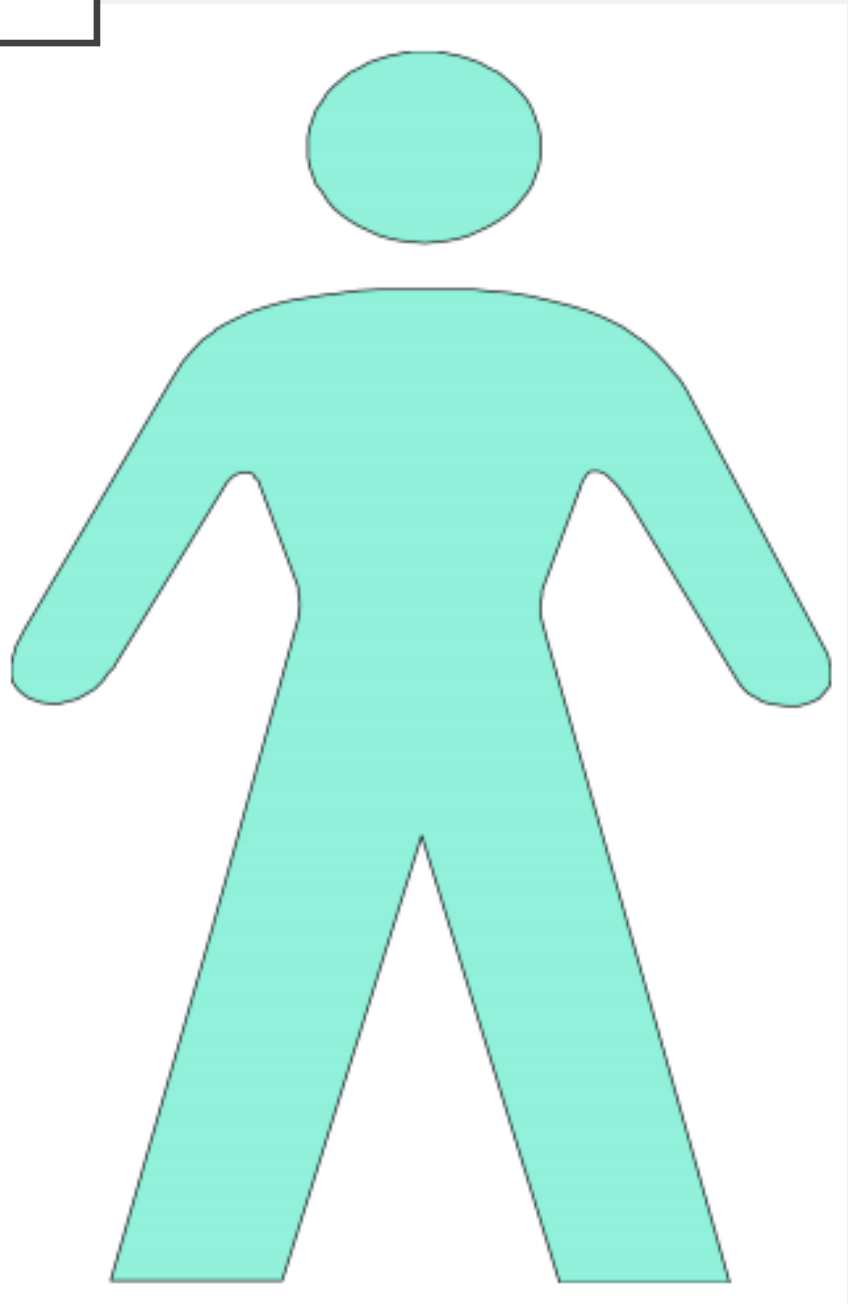


At work, blacks and whites were kept apart. The white computers worked in one building and Dorothy and the other black computers worked in a different building, in their separate office.

Even though they worked on the same kinds of assignments, the black computers and white computers used separate bathrooms and ate in separate lunchrooms.

ROLE ON THE WALL

Example: Dorothy Vaughan was a woman of strength and integrity. She had a vision to exceed expectations despite the segregation and sexism that was everywhere.



Abstract Nouns

principle
vision
integrity
courage
strength
determination
ingenuity
brilliance
endurance
generosity

Adjectives

versatile
industrious
resilient
innovative
persistent
patient
sociable
confident
studious

MATHS WARM UP

Flashback 4

Year 5 | Week 1 | Day 5

1) Work out $2{,}713 \times 8$

2) What is the perimeter of the square?

3) What is 5^2 ?

4) Max saves £15. He spends £2.50 on a magazine.
How much does he have left?

White Rose Maths

MATHS WORKING WALL-MULTIPLICATION

Our journey so far...

WINK- What I need to Know
WIND- What I need to Do

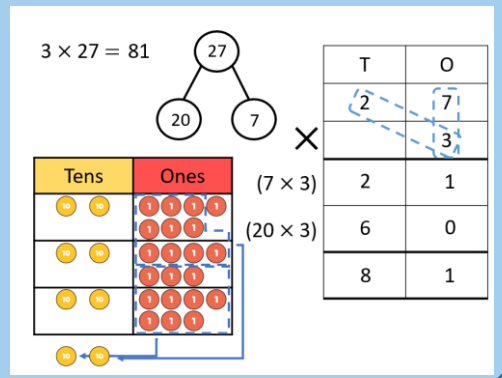
Key Vocabulary

- multiply
- groups of
- lots of
- times
- divide
- share
- remainder
- factor
- multiple
- product

Multiplying 2 digits by 1 digit

WIND-

- Partition the largest number. Place the single digit under the ones column.
- Multiply the ones e.g. 3 x7 and write the answer below.
- Multiply the ones with the tens. 20x 3 and write it below.
- Add them together.

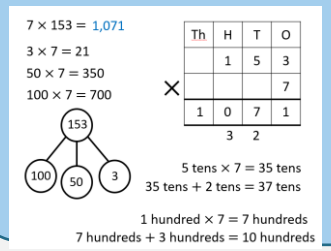


Link to the video

Multiplying 3 and 4 digits by 1 digit

WIND-

- Partition the largest number. Place the single digit under the ones column.
- Multiply the ones and write the answer below.
- Multiply the ones with the tens and write it below.
- Multiply the ones by the hundreds.
- Don't forget to count any numbers that have been carried over.



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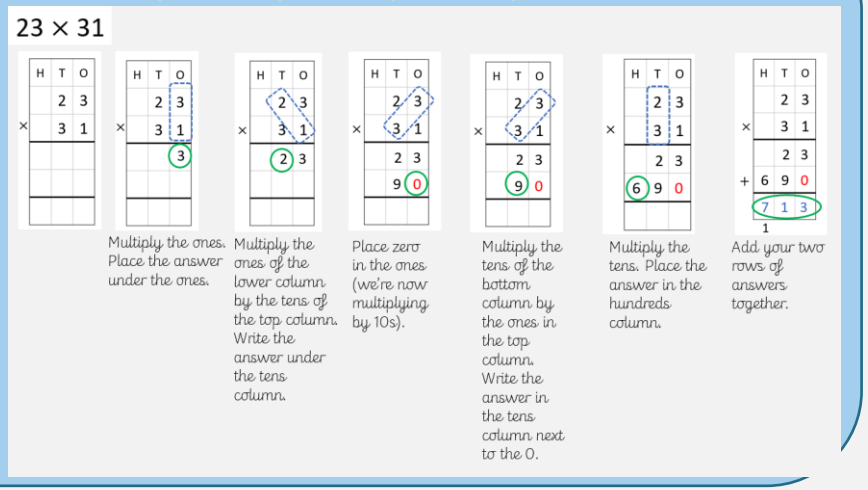
Multiply 2 digits area model

Link to the video

Multiply 2 digits by 2 digits



Link to the video

Multiply 3 digits by 3 digits

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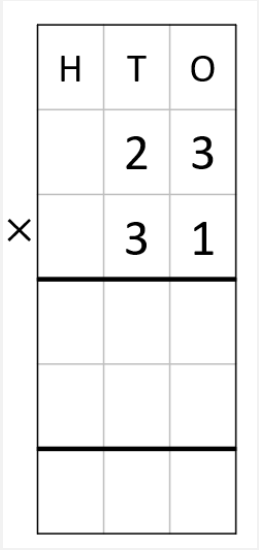
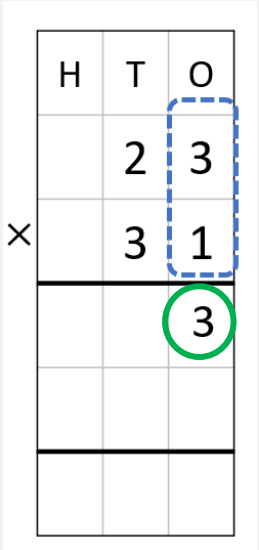
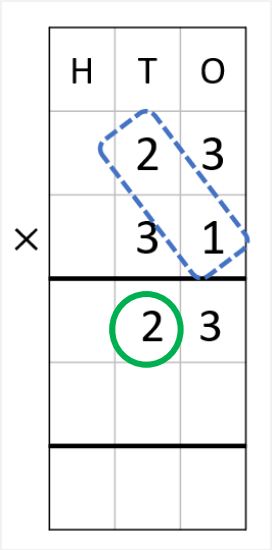
23 × 31

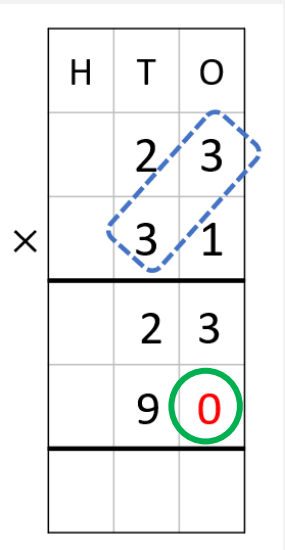




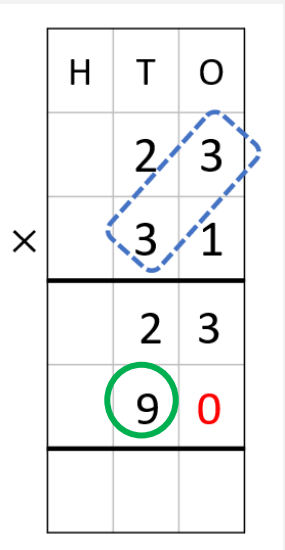
Multiply the ones. Place the answer under the ones.



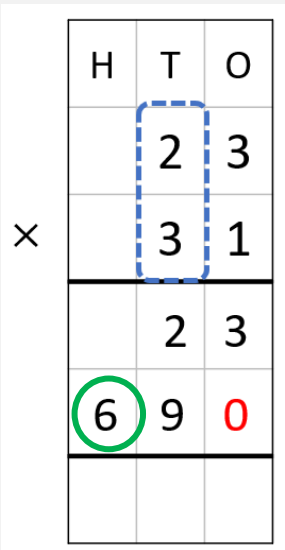
Multiply the ones of the lower column by the tens of the top column. Write the answer under the tens column.



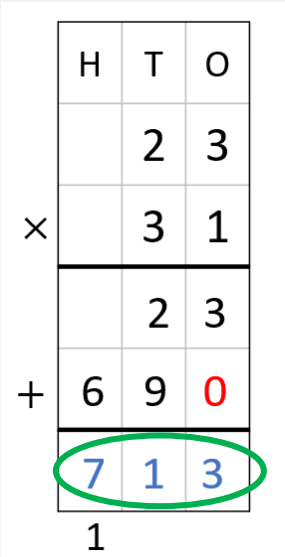
Place zero in the ones (we're now multiplying by 10s).



Multiply the tens of the bottom column by the ones in the top column. Write the answer in the tens column next to the 0.



Multiply the tens. Place the answer in the hundreds column.



Add your two rows of answers together.

2,313 × 32 =

TTh	Th	H	T	O
	2	3	1	3
×			3	2
				6
+				

(2,313 × 2)
(____ × ___)

2,313 × 32 =

TTh	Th	H	T	O
	2	3	1	3
×			3	2
			2	6
+				

(2,313 × 2)
(____ × ___)

2,313 × 32 =

TTh	Th	H	T	O
	2	3	1	3
×			3	2
		6	2	6
+				

(2,313 × 2)
(____ × ___)

2,313 × 32 =

TTh	Th	H	T	O
	2	3	1	3
×			3	2
	4	6	2	6
+				

(2,313 × 2)
(____ × ___)

Multiplying by the ones

2,313 × 32 =

TTh	Th	H	T	O
	2	3	1	3
×			3	2
				6
+			9	0

(2,313 × 2)
(2,313 × 30)

Multiplying by the tens

2,313 × 32 =

TTh	Th	H	T	O
	2	3	1	3
×			3	2
	4	6	2	6
+		3	9	0

(2,313 × 2)
(2,313 × 30)

2,313 × 32 =

TTh	Th	H	T	O
	2	3	1	3
×			3	2
	4	6	2	6
+	9	3	9	0

(2,313 × 2)
(2,313 × 30)

2,313 × 32 =

TTh	Th	H	T	O
	2	3	1	3
×			3	2
	4	6	2	6
+	6	9	3	9	0

(2,313 × 2)
(2,313 × 30)

2,313 × 32 = 74,016

TTh	Th	H	T	O
	2	3	1	3
×			3	2
	4	6	2	6
+	6	9	3	9	0
	7	4	0	1	6
	1	1	1		

(2,313 × 2)
(2,313 × 30)

Add your two answers up

Divide 2-digits by 1-digit (1)

1 Rosie is working out 93 ÷ 3 using a place value chart.

Tens	Ones
10 10 10	1
10 10 10	1
10 10 10	1

a) Talk about Rosie's method with a partner.

b) Complete the division.

93 ÷ 3 = ☐

2 Use place value counters to complete the divisions.

a) 66 ÷ 3 = ☐

b) 86 ÷ 2 = ☐

c) 50 ÷ 5 = ☐

d) 48 ÷ 4 = ☐

e) ☐ = 39 ÷ 3

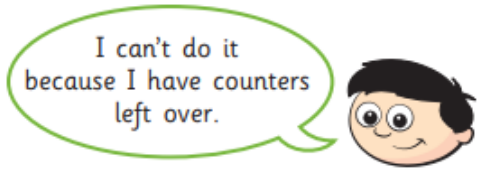
f) 84 ÷ 4 = ☐

3 Dexter is working out 56 ÷ 4 using a place value chart.

T	O
10	1
10	1
10	1
10	1

10 1 1

a)



Do you agree with Dexter? _____

Explain your answer.

_____

_____

b) Work out 56 ÷ 4 using place value counters.

56 ÷ 4 = ☐

4 Use place value counters to complete the divisions.

a) 72 ÷ 3 = ☐

b) 92 ÷ 4 = ☐

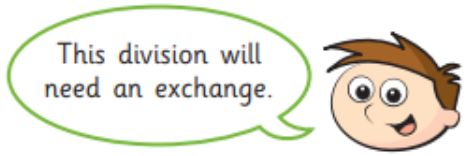
c) 65 ÷ 5 = ☐

d) 48 ÷ 6 = ☐

e) ☐ = 45 ÷ 3

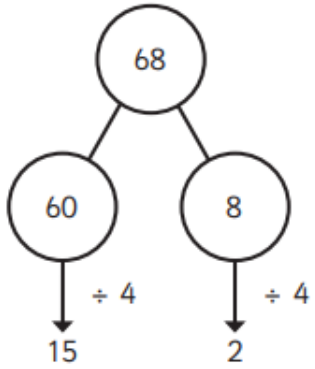
f) 64 ÷ 4 = ☐

5 Teddy is working out 57 ÷ 3



How does Teddy know this? Talk about it with a partner.

6 Amir is working out 68 ÷ 4

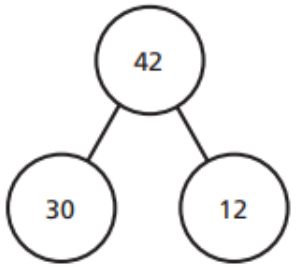


68 ÷ 4 = 17

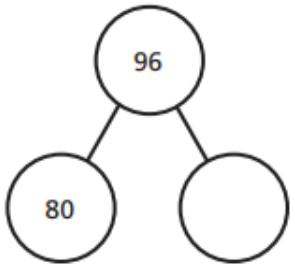
Talk about Amir's method with a partner.

7 Use Amir's method to complete these calculations.

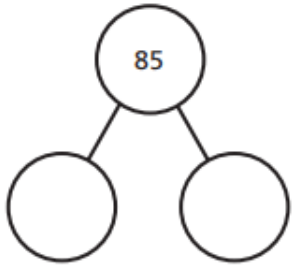
a) 42 ÷ 3 = ☐



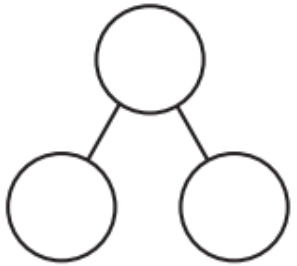
b) 96 ÷ 4 = ☐



c) 85 ÷ 5 = ☐



d) 84 ÷ 6 = ☐



8 Kim has 92 beads.

She wants to share them equally between 4 friends.

How many beads will each friend get?

☐

9 Write <, > or = to make the statements correct.

96 ÷ 8 ◯ 72 ÷ 6

95 ÷ 5 ◯ 63 ÷ 3

51 ÷ 3 ◯ 64 ÷ 4

98 ÷ 7 ◯ 95 ÷ 5

CLICK HERE TO GO BACK TO HOMEPAGE

Spellings
dependable
comfortable
understandable
reasonable
enjoyable
reliable
possible
horrible
terrible
incredible

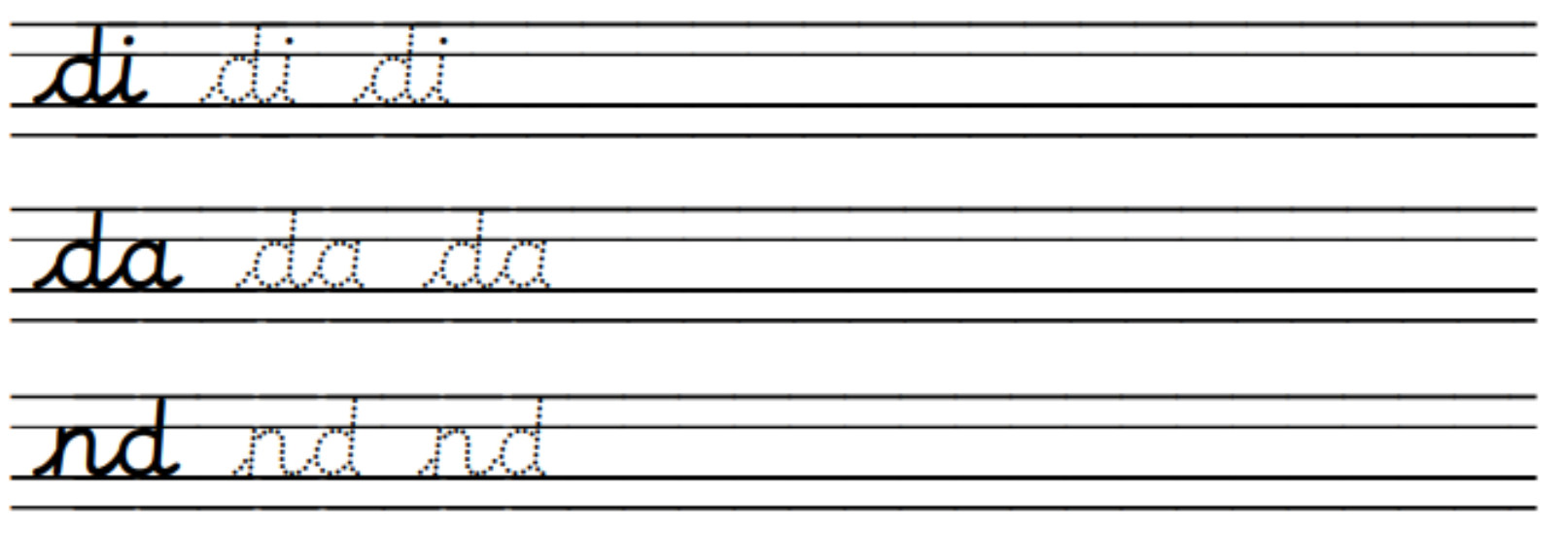
Can you select 8 of your spellings to write into sentences?

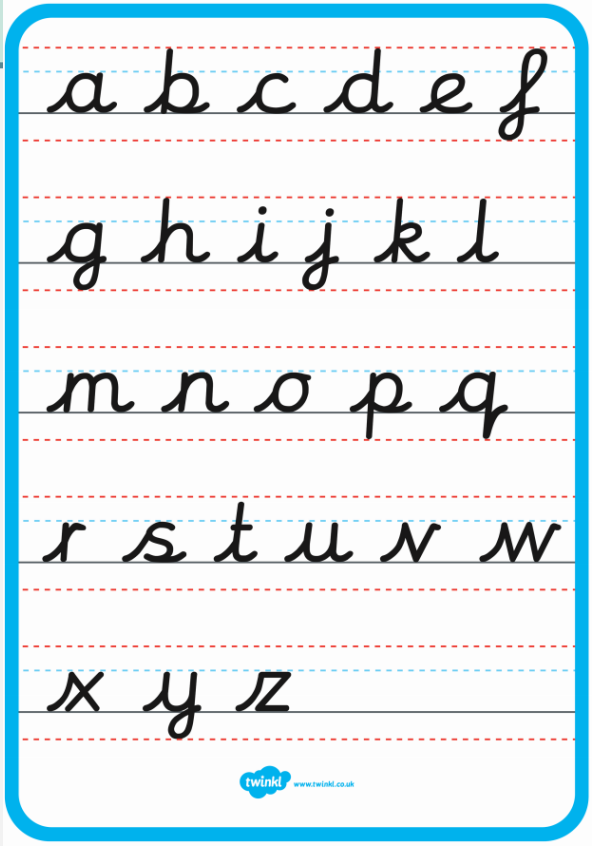
Handwriting

Click here to watch Miss Swainson's video about handwriting!

Top tips

- Sit on a chair at a table.
- All legs on the ground (2 humans legs and 4 chair legs)
- Touch your tummy on the table and pull your chair in
- Pincer grip
- Supporting hand
- Go slow
- Don't forget to start on the line
- Write on lined paper





THE MOON'S CYCLE

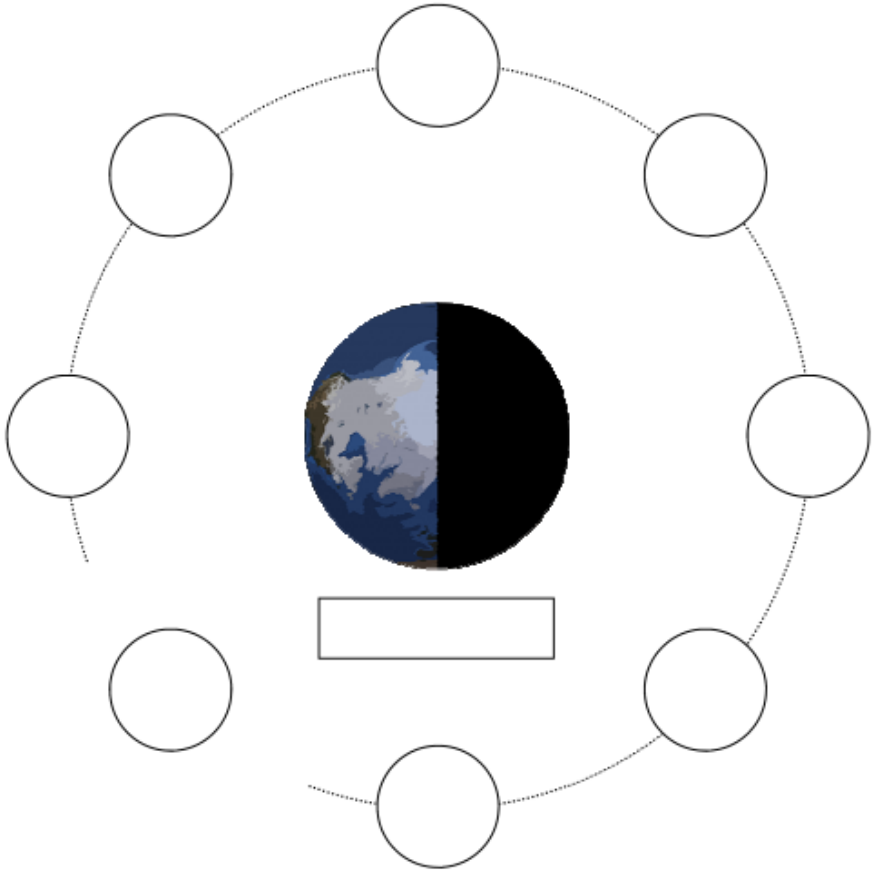
The lunar cycle

The Moon is not a light source. It does not create its own light. We can only see the Moon because it reflects light from the Sun. At any one time, half of the Moon is being lit by the Sun, and half of it is in darkness. As the Moon orbits the Earth, we can see all, some, or none of the side of the Moon which is being lit by the Sun at that time. This causes the Moon's appearance to change, as viewed from the Earth. We call this change in appearance the **phases of the Moon**.

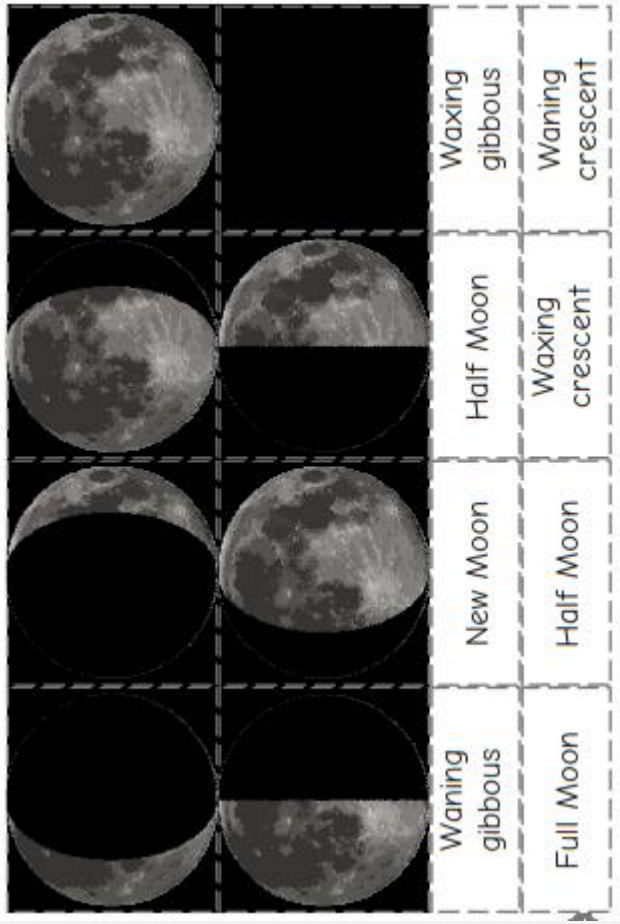
We use the words 'waxing' (getting bigger) and 'waning' (getting smaller) in our descriptions of the phases of the Moon. The Moon takes approximately 30 days to complete its orbit around the Earth, after which the lunar cycle repeats itself.

New Moon We cannot see any of the lit side of the Moon.	**Waxing crescent** We can see a small sliver of light.	**Half Moon** We can see half of the lit side of the Moon.	**Waxing gibbous** We can see almost all of the lit side of the Moon.	**Full Moon** We can see all of the side of the Moon lit by the Sun.	**Waning gibbous** We can see almost all of the lit side of the Moon.	**Half Moon** We can see half of the lit side of the Moon.	**Waning crescent** We can see a small sliver of light.

The lunar cycle (not to scale)



The Moon's appearance as viewed from the Earth								



JAFFA CAKE MOONS