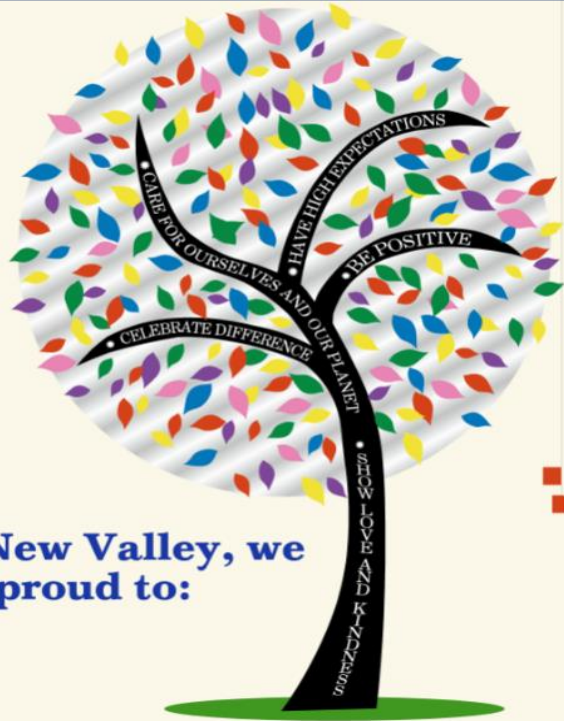




NEW VALLEY PRIMARY SCHOOL

REMOTE LEARNING

MONDAY 1ST MARCH



At New Valley, we
are proud to:

Year 5

Beech Class

Week Beginning 1/3/2021

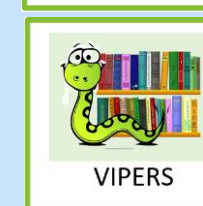
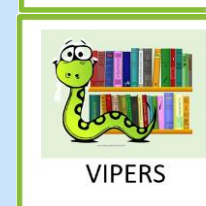
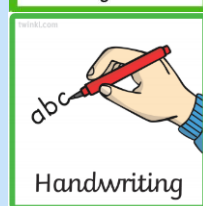
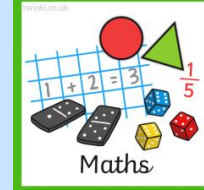
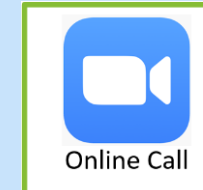
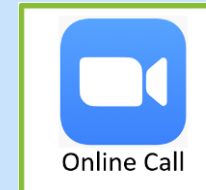
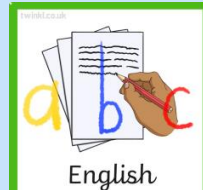
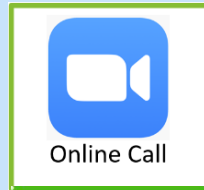
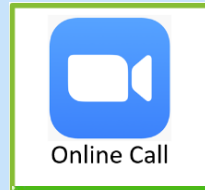
Work should be photographed or scanned and returned to me at beech@newvalleyprimary.com.

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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



Thanks for not printing this page!

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



Wider Curriculum Space and Earth!

In this lesson, we will learn about the Sun, the Earth and the Moon. We will also learn about satellites, including natural and artificial satellites. We will discuss the lunar phases and finally we will learn about solar and lunar eclipses.

Click the link below to take you to the lesson

<https://classroom.thenational.academy/lessons/what-are-solar-and-lunar-eclipses-6nh3et>



Maths

LO: To divide two digits by one digit part 2.

Warm up! [Click here to do your warm up!](#) We will go through these in our call!

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](#)

Our video calls

English- We will be looking at your English work.

Maths- We will looking at your warm up from today and go over dividing.

English

LO: To think of arguments to why Mary Jackson should be educated.

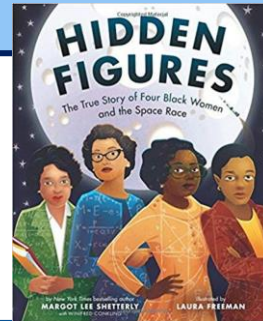
We are going to learn about one of the other NASA employees: **Mary Jackson.**

Read the next few pages of the book '[Hidden Figures](#)'.

What are all the obstacles that Mary Jackson had to overcome? Schools were segregated in Virginia, so she was unable to attend the right school she needed. In order to get permission, she had to go to a judge.

[Click here to watch the video showing Mary Jackson and the judge.](#)

Make a list of all the points about why Mary Jackson should be allowed to go to a white school to learn her lessons that she needed to go to NASA. (It helps to be in the role of Mary Jackson- What would you say?)



[Stuck? Need some ideas?](#)
[Look at our working wall for Maths. Click here](#)



The Girl of Ink and Stars

[Reread the first part of chapter 2 and the next new pages.](#)

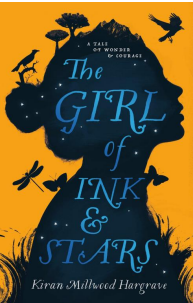
What impression do you get about Governor Adomi?

Pick 4 words and explain why you picked them e.g. I think he is a dictator because...

Highlight or list all the parts of the text that give you this impression e.g. 'no one was allowed in the water.'

[Stuck? Need some ideas?](#)
[Look at our working wall for VIPERS. Click here](#)

[Click here to practice your handwriting!](#)



Spellings

[Click here to go to spellings](#)



Match the suffixes with the root of the word.

VIPERS - THE GIRL OF INK AND STARS

Setting

Joya

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

Da

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

Characters

Isabella

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

Gabor

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

MA

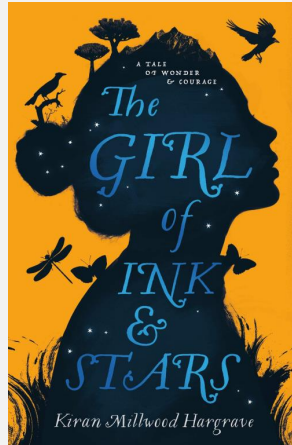
Mum of Isabella
Now not there
Used to make pottery- a milk jug was her last piece she made
Family heirloom- map of the Island

Plot so far...

first
PERSON

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- trapped 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 al-

ready 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?'

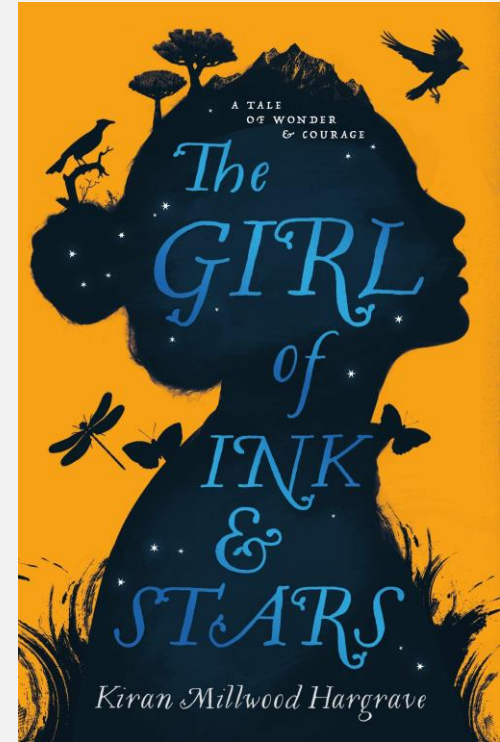
'Maybe.' But her voice was not hopeful. He was always up before sunrise, home after dark.

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.

To the east, his house glinted in the sunrise. Built from black basalt and big as five ships, the mansion sat between the blue sea and the green forest, spreading out over the fields like a storm cloud. From here, though, it



looked small enough to squash between my forefinger and thumb. Below it was the village, with the school halfway between.

The old school building had been small but bright, and we had painted the walls rainbow colours with whatever dyes Da could spare. But then the Governor had knocked it down – Lupe had decided she'd had enough of being taught alone at home and demanded to be sent to the local school like the rest of us.

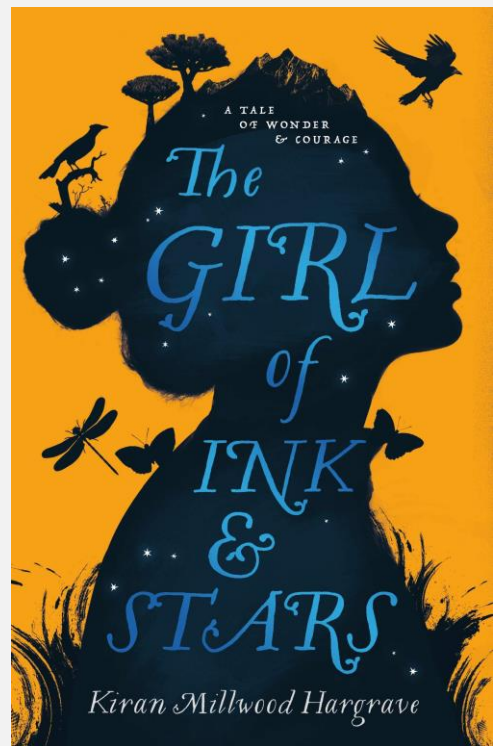
Governor Adori had rebuilt it from stone, twice as big, because if his daughter was going, it had to look grander.

‘Not for me, you understand,’ Lupe had said with a sad smile. She adopted an even posher voice to add, ‘To uphold the family honour.’

We weren't allowed to paint the walls of the new school. A lot of children were unkind to Lupe because of that, but I knew it wasn't her fault.

Behind the Governor's house, closest to the forest, was the orchard, where I had never been. I squinted at the ant-like specks of the labourers there, and wondered which one was Pablo. To the west, the black sand of the beaches was almost covered by the incom-

ing tide. We were not allowed to be on the beaches at high tide, and no one was allowed in the water unless they were launching one of the Governor's boats. My toes itched. Da had described being in the sea but it was not the same as trying it for myself.



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

Thanks for not printing this page!

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



Thanks for not printing this page!



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.

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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.

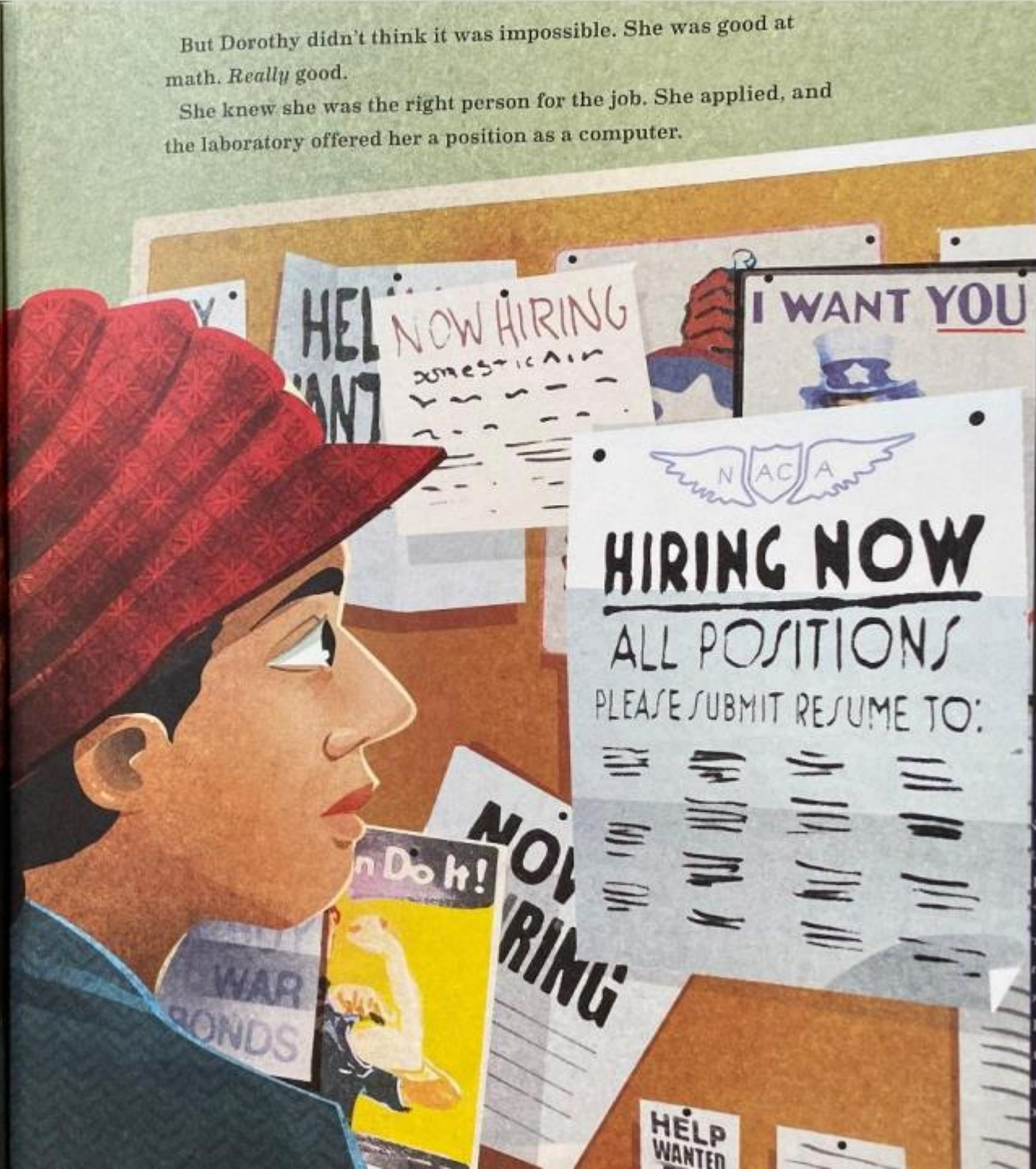
They could not play on the same sports teams.

They could not sit near each other in movie theaters.

They could not marry someone of a different race.

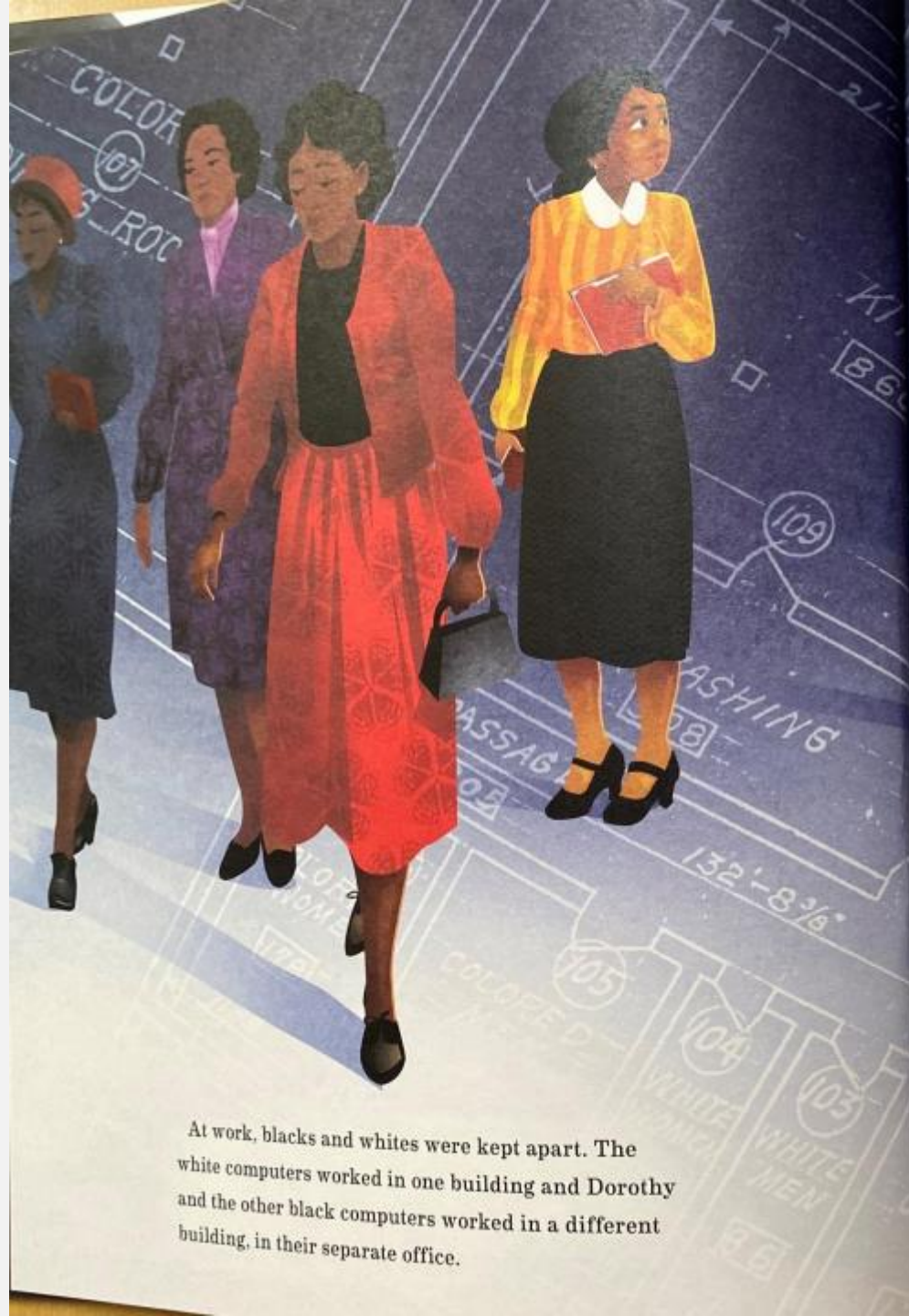
But Dorothy didn't think it was impossible. She was good at math. *Really* good.

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



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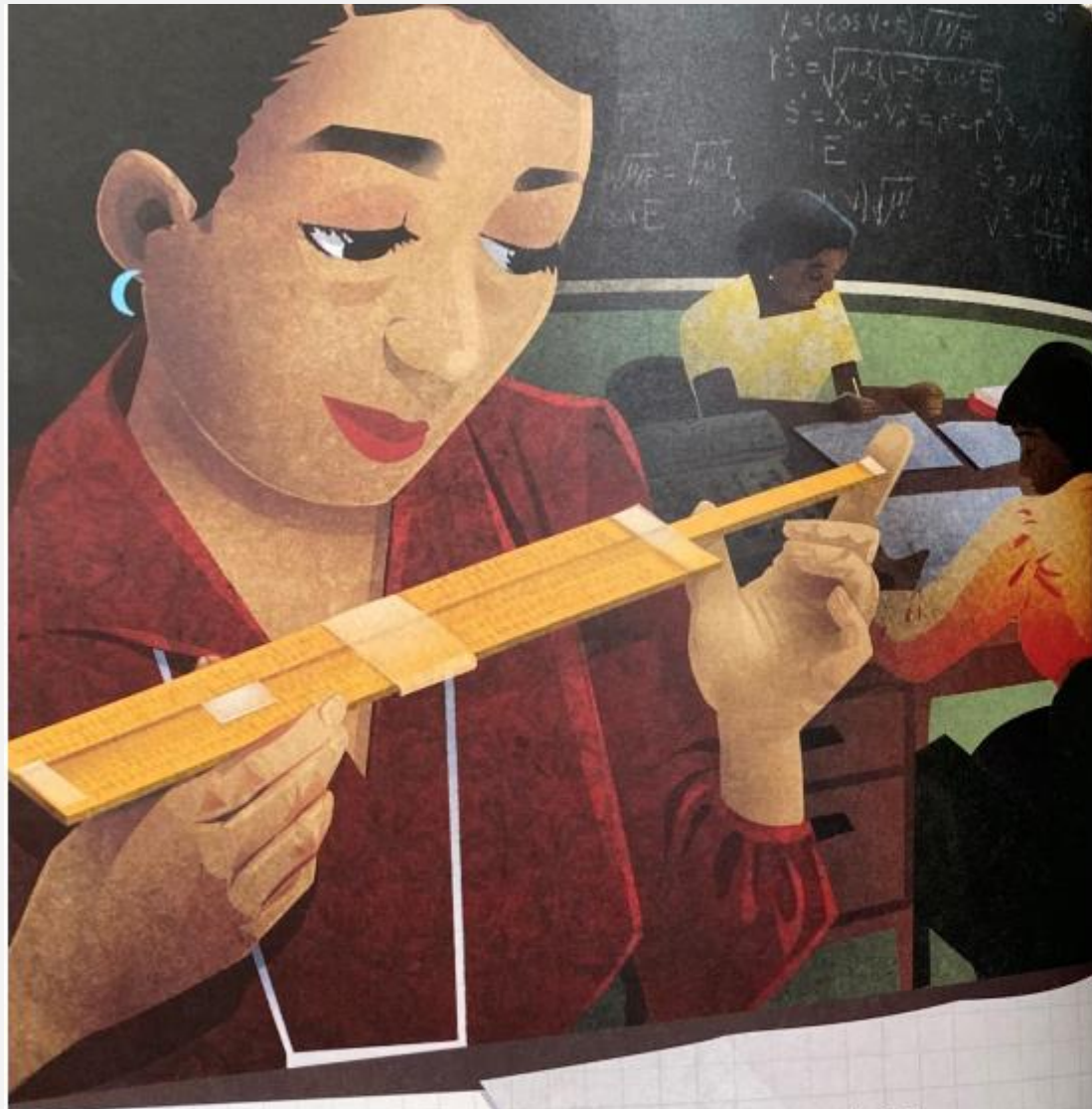
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At work, blacks and whites were kept apart. The white computers worked in one building and Dorothy and the other black computers worked in a different building, in their separate office.



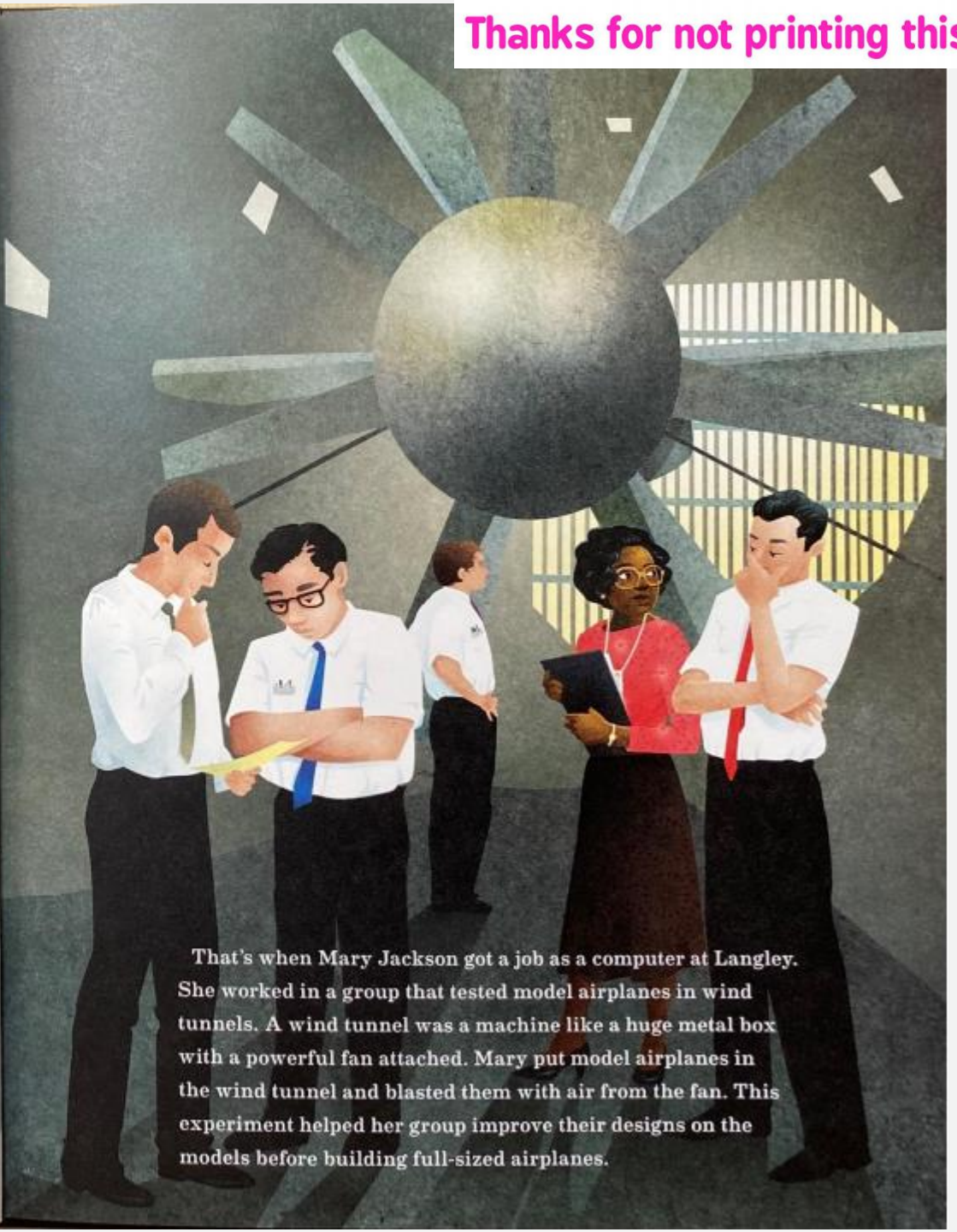
Even though they worked on the same kinds of assignments, the black computers and white computers used separate bathrooms and ate in separate lunchrooms.



America won the war in 1945, but Dorothy stayed on the job, still trying to make airplanes faster and safer. By 1951, the Americans and the Russians were competing to see who could build the best planes. That meant more experiments and more numbers.

Lots and lots of numbers.

And more numbers meant the need for more computers.



That's when Mary Jackson got a job as a computer at Langley. She worked in a group that tested model airplanes in wind tunnels. A wind tunnel was a machine like a huge metal box with a powerful fan attached. Mary put model airplanes in the wind tunnel and blasted them with air from the fan. This experiment helped her group improve their designs on the models before building full-sized airplanes.



Mary wanted to become an engineer, but officials said it was impossible. Most of the engineers at the laboratory were men. And to become an engineer, Mary needed to take high-level math classes, but she wasn't allowed to go inside the white school where the classes were taught.

But Mary was good at math. *Really* good. And she refused to give up. She got permission to enter the school building and take the math classes, and she earned good grades. Because she didn't give up, Mary Jackson became the first African-American female engineer at the laboratory.



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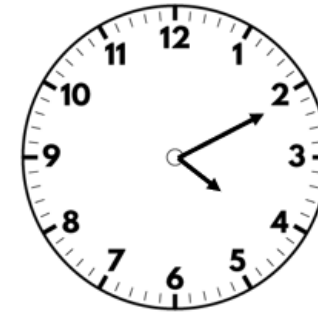
NASA TRAINEE BADGE

Flashback 4

Year 5 | Week 2 | Day 1

- 1) Use the diagram to work out 15×19

\times	10	5
10		
9		



- 2) Multiply 32 by 5
- 3) What is the perimeter of a rectangle that has length 8 cm and width 3 cm?
- 4) What is the value of 6 in the number 16,412?

Divide 2-digits by 1-digit (2)

- 1 Whitney is working out $49 \div 4$ using a place value chart.

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

1

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

b) Why is there one counter left over?

c) Complete the division.

$$49 \div 4 = \boxed{}$$

d) Use place value counters to complete the divisions.

$$50 \div 4 = \boxed{}$$

$$51 \div 4 = \boxed{}$$

What do you notice?

- 2 Complete the divisions.

a) $47 \div 3 = \boxed{}$

e) $49 \div 6 = \boxed{}$

b) $26 \div 5 = \boxed{}$

f) $47 \div 4 = \boxed{}$

c) $89 \div 4 = \boxed{}$

g) $74 \div 3 = \boxed{}$

d) $32 \div 5 = \boxed{}$

h) $81 \div 7 = \boxed{}$

- 3 Complete the divisions.

a) $36 \div 4 = \boxed{}$

c) $45 \div 3 = \boxed{}$

$37 \div 4 = \boxed{}$

$46 \div 3 = \boxed{}$

$38 \div 4 = \boxed{}$

$47 \div 3 = \boxed{}$

$39 \div 4 = \boxed{}$

$48 \div 3 = \boxed{}$

$40 \div 4 = \boxed{}$

$49 \div 3 = \boxed{}$

b) $70 \div 5 = \boxed{}$

d) $92 \div 4 = \boxed{}$

$71 \div 5 = \boxed{}$

$91 \div 4 = \boxed{}$

$72 \div 5 = \boxed{}$

$90 \div 4 = \boxed{}$

$73 \div 5 = \boxed{}$

$89 \div 4 = \boxed{}$

$74 \div 5 = \boxed{}$

$88 \div 4 = \boxed{}$



- 4 Dora has been working out some divisions.

$$\begin{aligned}72 \div 4 &= 18 \\73 \div 4 &= 18 \text{ r}1 \\74 \div 4 &= 18 \text{ r}2 \\75 \div 4 &= 18 \text{ r}3\end{aligned}$$



I know without working it out that $76 \div 4$ must be 18 r4

- a) Why does Dora think this?

- b) Explain why Dora is wrong.

- 5 Eggs come in boxes of 6

Annie has 75 eggs.

She wants to know how many boxes she can fill.

- a) Complete the division to work it out.

$$\square \div \square = \square \text{ r } \square$$






- b) What does the remainder represent?

Talk about it with a partner.

- c) Complete the sentence.

Annie can fill boxes with eggs left over.

- 6 Jack has these bulbs.

	Daffodils 49
	Tulips 63
	Crocuses 98

Equal numbers of each bulb are put into 4 tubs.

How many of each bulb will be in each tub?

Daffodils Tulips Crocuses

How many of each bulb will be left over?

Daffodils Tulips Crocuses

How many tubs could Jack use so that there are no bulbs left over?



Focus- Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably



Spellings
reliably
dependably
comfortably
possibly
horribly
terribly
visibly
incredibly
sensibly
legibly

Sort the words into two groups. Words that have the suffix -ably and -ibly. Colour the suffix -ably one colour and -ibly in another colour. Is there a pattern or anything you notice about the words?

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

h h h h

ha ha ha

he he he

a b c d e f

g h i j k l

m n o p q

r s t u v w

x y z