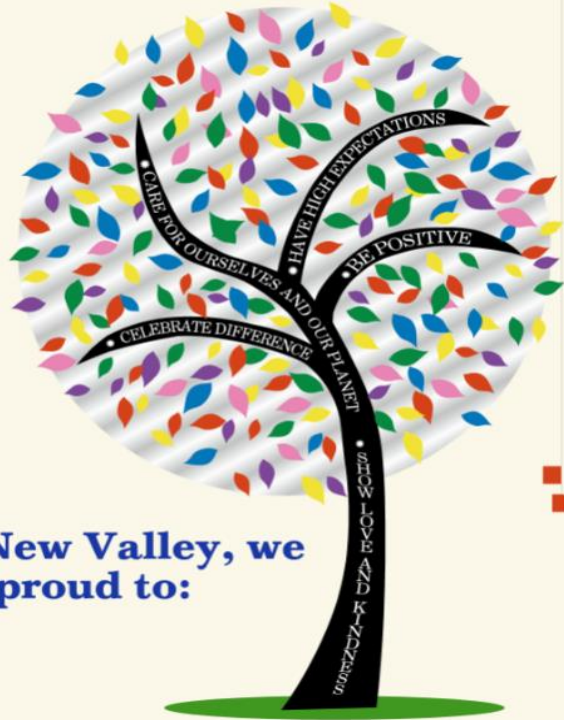




NEW VALLEY PRIMARY SCHOOL REMOTE LEARNING THURSDAY 25TH FEBRUARY



At New Valley, we
are proud to:

Year 5

Beech Class

Week Beginning 22/2/2020

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

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	VIPERS	Music Login in using your Charanga password and complete the lesson set by Mr Shepherd	Maths

Wider Curriculum

Exercise

Online Call

Online Call

English

Lunchtime

VIPERS

Music

Maths

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

Click on the word Charanga or click on the music picture to take you to the website.

Thanks for not printing this page!

Wider Curriculum Space and Earth!

The moon

Use the information on the moon to create a report about it. Make sure you include diagrams especially how the moon moves.

[Click here for information about the moon.](#)

You can use the [format](#) given or you can make your own.



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

Maths

LO: To multiply 4 digits by 2 digits (part 2).

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 reading the rest of chapter 1

English

LO: To use a range of sentence types to create an advert.

Engine, build, design, mathematics, compute, science, bio, meteor, physics, type, technical, electric, statistics, astronomy. Can you create different jobs by adding suffixes to the words above? Can you guess what any of the unfamiliar jobs are? Do you think any of these jobs would be useful for working in NASA? Why?

We are going to continue our vital work for NASA and in this session we are going to do this by writing a job advert - we need to recruit new members! What information they need to include?

Model creating a job advert and using a range of sentence types.

Look at the 4 different types of sentences you could have.

[\(Click here\)](#)

Look at the example here.

Fancy finding out more? [Click here](#) to look at how to be an [intern for NASA](#) at the age of 16(they normally get hired after doing the intern)!



Spellings

[Click here to go to spellings](#)



The Girl of Ink and Stars

Read Chapter 1 again- particularly the ending.
Thinking all about Da.

- List three places mentioned on Da's map.
- Who do you think Ma and Da are now?
- What did Ma used to make?
- How did Da injure his leg?
- Write what you think Da might be thinking about during breakfast, as he stares into space.

Remember to write in full sentences.

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



Music

Mr Shepherd has created music lessons especially for us, so we can have our music lessons like usual on a Thursday afternoon!

[Click this link](#) to log on to Charanga (email beech@newvalleyprimary.com if you don't know your login).

Session focus: Dynamics

[In Charanga, click on 'Assignments' and then select 'Week 4' to start working your way through this week's lesson. Enjoy!](#)



VIPERS - THE GIRL OF INK AND STARS

Setting

Joya

- Myths
- It is an island
- There are no songbirds on Joya

The house

- Narrow beds
- Mud walls
- Fire and clay pot
- Basin (sink)
- Talk line (walkie talkie)

Da

A parent? Dad?
Sibling- brother or sister?
Cook porridge (not very well)

Characters

Isabella

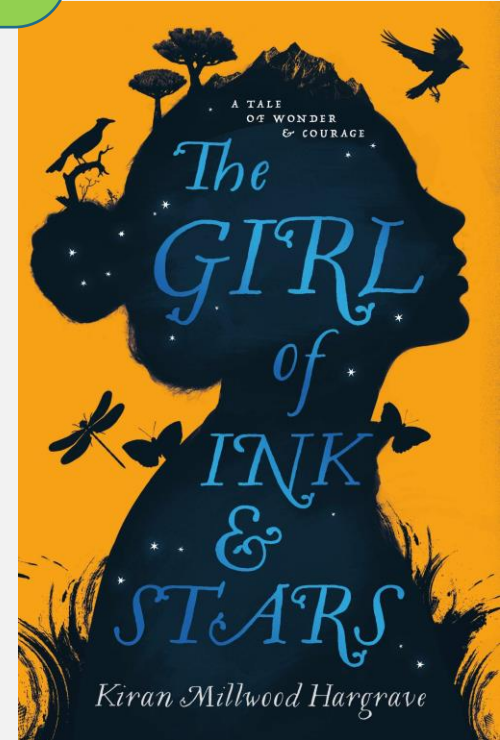
Sister to Gabor
Short
Best friend is Lupe
13 years old
She has a hen and a ginger cat (Pep)
Curious

Gabor

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

Plot so
far...

New Language.



Thanks for not printing this page!

[CLICK HERE TO GO BACK TO HOMEPAGE](#)

CHAPTER ONE

They say the day the Governor arrived, the ravens did too. All the smaller birds flew backwards into the sea, and that is why there are no songbirds on Joya. Only huge, ragged ravens. I'd watch them perch on the rooftops like omens, and try to squint them into the chaffinches and goldcrests Da drew from memory. If I imagined hard enough, I could almost hear them singing.

'Why did the songbirds leave, Da?' I'd ask.

'Because they could, Isabella.'

'And the wolves? The deer?'

Da's face would darken. 'Seems the sea was better than what they were running from.'

Da would tell me another story then, about the girl-warrior Arinta, or about Joya's mythical past as a floating island, and refuse to say more about the wolves and the backwards birds. But I kept asking, until the day came when I found my own answers.

The morning it began was like any other.

I woke in my narrow bed, sunrise just starting to brighten the mud walls of my room. The smell of burnt porridge hung on the air. Da must have been up for hours, as it took a long time for the fire to heat the heavy clay pot. I could hear Miss La, our hen, scratching about outside my room, seeking out crumbs. She was thirteen years old, same as me, but even though it's young for a person, it's very, very old for a chicken. Her feathers were grey, her mood was black and even our cat Pep was scared of her.

My tummy rumbled as I stretched my arms. Pep was sprawled across my legs, and he yowled loudly as I sat up.

'You awake, Isabella?' Da called from the kitchen.

'Morning, Da.'

'Porridge is ready. A little over-ready, in fact...'

'Coming!' I eased my legs out and smoothed the cat's rough fur where it had ruffled in the night. 'Sorry, Pep.'

He purred and closed his green eyes.

I washed my face in the basin by the window, and stuck a tongue out at the reflec-

tion in the polished metal above Gabo's bed, straightening his sheets, dustier every day, but still made. The voice line arched next to his pillow – a long, thin hollow Da had etched for us up the walls and over the ceiling. When we pressed our lips to it and whispered, it carried our voices so we could talk even when we were at each end of the room in our separate beds.

Three years now. Three years since I sat there, my twin's hand fire in mine as he faded in the night, fast as a blown-out match.

But still I could conjure him. Easy as breathing.

It would not do to start the day sad. Shaking the thoughts out of my head, I pulled on my school dress. It was as big as it had been six weeks before. My best friend Lupe would laugh. *Still the shortest in the class!* she'd say.

I quickly braided my unbrushed hair and hoped Da wouldn't notice I hadn't untangled it all summer. Pep was rolling on the bed but I wasn't allowed to stroke him with my uniform on. My teacher, Señora Feliz, was always picking ginger hairs off my dress with irritated fingers.

I pulled aside the curtain that served as my bedroom door, and carefully stepped over Miss La, who squawked as I scattered her small pile of crumbs. She narrowed her misty eyes and pecked at my ankles, chasing me further into the main room where we ate, talked and planned adventures.

A big bowl of blackened porridge sat on our large pine-plank table, marooned among a sea of maps. More of Da's maps were stuck to the walls, and they rustled as I passed, like a talking breeze.

I traced the papers with my finger as I did every morning, watching how the silver pigment of Afrik's rivers met those of Ægypt; how Ægypt clung to the curve of Europa Bay like one hand grasping another across the sea. On the opposite wall hung the sketchy coast of Amrica and its dragging ocean currents, labelled with strange, wondrous names: the Frozen Circle, the Vanishing Triangle, the Cerulean Sea. The paper was dyed a beautiful deep blue, and the currents were picked out in thread against it. Da had used a needle thin as a hair for these – gold for Cerulean, black for the Triangle, white for the Frozen Circle. But past the eastern coast,

everything stopped. Only one word broke the blankness.

Incognito. Unknown.

I could almost feel Da's disappointment in the long-dried ink of the word. Unfavourable tides on his last trip meant an early return to Joya, and Da never again made it across that wild expanse before the Governor arrived on our island. Governor Adori closed the ports and made the forest that stretched coast-to-coast between our village of Gromera and the rest of the island into a border, banishing anyone who resisted his rule to the other side. Gromera was cut off from the rest of Joya, and the forest was strung with thick thorns and enormous bells to warn the Governor's guards if anyone came through. I had never heard the bells ring.

Da dreamt of filling in the gaps on his Amrica maps, whereas what I wanted, more than anything else, was to cross the forest border and chart the Forgotten Territories which lay beyond, though I had never told him so.

There was only one map that showed the whole of our island, and it hung in Da's study. I called it Ma's map because it had

been passed down through her family for generations, maybe ever since Arinta's time, a thousand years ago. It had always felt like a sign that Ma and Da were meant for each other, that he was a cartographer and her only heirloom was a map.

Each of us carries the map of our lives on our skin, in the way we walk, even in the way we grow, Da would often say. See here, how my blood runs not blue at my wrist, but black? Your mother always said it was ink. I am a cartographer through to my heart.

'Fetch the jug, would you?' Da's voice made me jump, pulling me back into the room.

I dragged a chair to the shelves, carefully taking the jug from high up, and put it on the table next to the porridge. It was forest green and special, because it was the last thing Ma made. We used it only on the first day of school, and on birthdays and feast days. Da kept it out of reach and washed it with great care.

I could remember Ma, sometimes – dark-eyed and mostly smiling, smelling of the black clay she worked with, making pots for the villagers and delicate pieces for the

Governor. Or maybe I imagined her, like the songbirds.

‘Good morning, little one.’ Da limped from the kitchen. I rushed to take the milk pail and cups he was carrying.

‘You shouldn’t walk without your stick,’ I scolded.

Da had broken his leg as a young man, leaping from the jetty of an Ægyptian port on to a moving ship, and now used a walking stick carved from a fragment of his great-grandfather’s fishing boat. It was my favourite thing out of the many favourite things in the room. Light as paper, it floated in even the thinnest skim of water, but most miraculously of all it glowed in the dark. Da said it was because of the sap, but I knew it was magic.

I hurried to clear a space on the table, shifting the Himalay Mountains on to a shelf.

Da poured the milk into Ma’s jug, then settled down on the bench next to me and grinned. ‘Pick a pocket.’

I rolled my eyes. ‘Left.’

He wiggled his eyebrows like two black caterpillars. ‘Right answer.’ He pulled a small jar from his pocket.

‘Pine honey!’ I unscrewed the lid and the smell filled my nostrils, making my mouth water. ‘Thank you, Da.’

‘Nothing but the best for your first day back at school.’

I shrugged. ‘It’s only school...’

‘Oh, well, I suppose I’ll just have to eat all of this myself, then...’ He took the open jar and mimed pouring the honey into his mouth.

‘No!’ I grabbed it back. ‘You’re right, it’s a very important day. I’m only surprised you didn’t get two jars.’

The honey was so good I hardly noticed the porridge was burnt, but when I looked up Da’s food was untouched. He was sitting in that hunched way that meant he was thinking. His hand rested on the milk jug and I could see the pulse in his wrist. His eyes had a faraway look.

First days of school were hard for both of us.

I cleared away my bowl as quietly as possible and pushed his closer to his hand. ‘I’ll see you later, Da.’

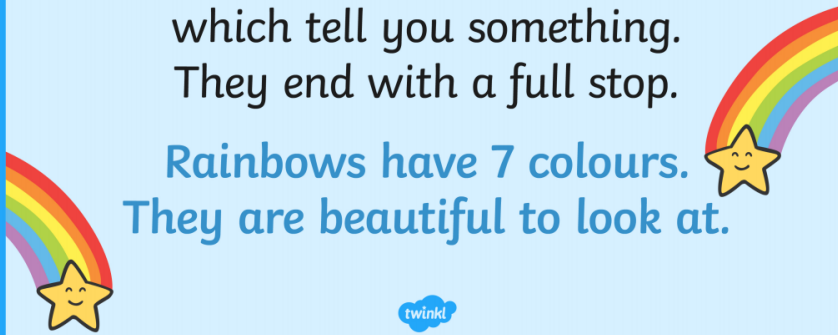
When he didn’t answer I picked up my satchel and left the house, closing the peeling green door gently behind me.

TYPES OF SENTENCES

Statements

Statements are sentences which tell you something. They end with a full stop.

Rainbows have 7 colours.
They are beautiful to look at.

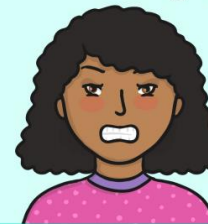


twinkl

Commands

Commands are sentences that tell you to do something. They are found in instructions but can also be urgent or angry and can be very short.

Help me!
Please stop doing that.



twinkl



Questions

Questions are sentences that ask you something. They usually end with a question mark.

What did you
have for dinner?



twinkl

Exclamations

An exclamation is a sentence beginning with 'What' or 'How'. It is a full sentence, including a verb, which ends with an exclamation mark.



What a dangerous
mountain to climb!

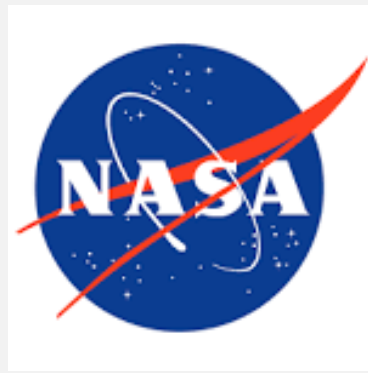


What amazing
children they are!



How kind of him
to do that!

twinkl



Hiring Now – All Positions!

Are you a talented mathematician or scientist? Your country, which faces trials and tribulations, needs you to enlist.

Join our elite organisation and make sure America is victorious. What an important moment in history this is!

There are a number of positions to fill: typist, electrician...

Flashback 4

Year 5 | Week 1 | Day 4



- 1) Multiply 1,305 by 6
- 2) A square has an area of 64 m^2
What is the length of one of its sides?
- 3) Which of these is a prime number?
10, 11 and 15
- 4) Find the sum of 199 and 198

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

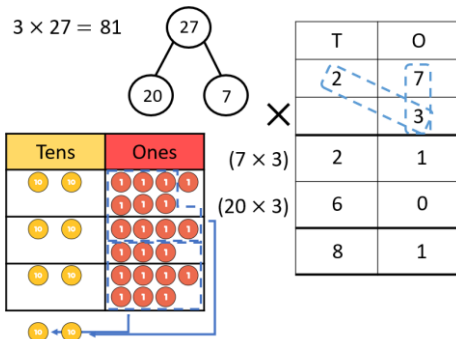
multiple

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. 3×7 and write the answer below.
- Multiply the ones with the tens. 20×3 and write it below.
- Add them together.

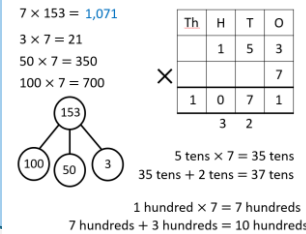


[Link to the video](#)

Multiplying 3 and 4 digits by 1 digit

WIND-

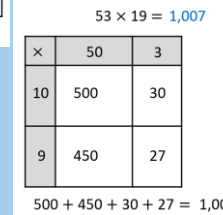
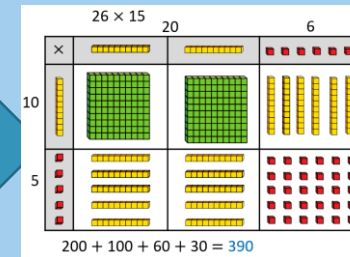
- Partition the largest number. Place the single digit under the ones column.
- Multiply the ones and write the answer below.
- Multiply the ones with the tens and write it below.
- Multiply the ones by the hundreds.
- Don't forget to count any numbers that have been carried over.



[Link to the video](#)

Multiply 2 digits area model

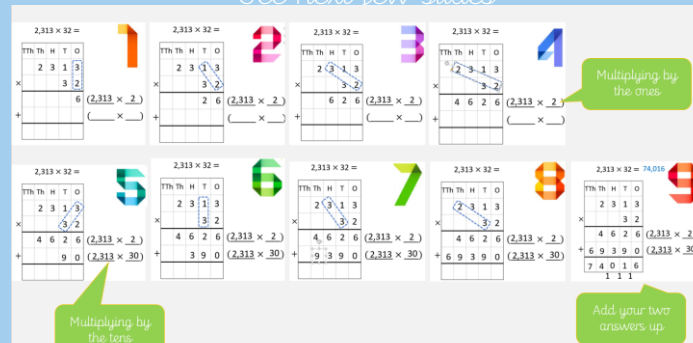
Multiply all the digits using the grid.



[Link to the video](#)

Multiply 3 and 4 digits by 2 digits

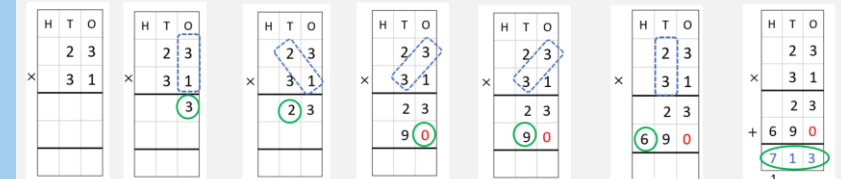
See next few slides



[Link to the video](#)

Multiply 2 digits by 2 digits

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.

[CLICK HERE TO GO BACK TO HOMEPAGE](#)

Thanks for not printing this page.

$$23 \times 31$$

	H	T	O
		2	3
×		3	1

Multiply the ones.
Place the answer
under the ones.

	H	T	O
		2	3
×		3	1
			3

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

	H	T	O
		2	3
×		3	1
		2	3

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

	H	T	O
		2	3
×		3	1
		2	3
		9	0

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.

	H	T	O
		2	3
×		3	1
		2	3
		9	0

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

	H	T	O
		2	3
×		3	1
		2	3
	6	9	0

Add your two
rows of
answers
together.

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

$$2,313 \times 32 =$$



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

$$(2,313 \times 2)$$

$$(\quad \times \quad)$$

$$2,313 \times 32 =$$



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

$$(2,313 \times 2)$$

$$(\quad \times \quad)$$

$$2,313 \times 32 =$$



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

$$(2,313 \times 2)$$

$$(\quad \times \quad)$$

$$2,313 \times 32 =$$



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

$$(2,313 \times 2)$$

$$(\quad \times \quad)$$

Multiplying by the ones

$$2,313 \times 32 =$$



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

$$(2,313 \times 2)$$

$$(2,313 \times 30)$$

Multiplying by the tens

$$2,313 \times 32 =$$



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

$$(2,313 \times 2)$$

$$(2,313 \times 30)$$

$$2,313 \times 32 =$$



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

$$(2,313 \times 2)$$

$$(2,313 \times 30)$$

$$2,313 \times 32 =$$



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

$$(2,313 \times 2)$$

$$(2,313 \times 30)$$

$$2,313 \times 32 = 74,016$$



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

$$(2,313 \times 2)$$

$$(2,313 \times 30)$$

Add your two answers up

- 1** Complete the multiplication.

		1	2	3	4	
x				2	1	
		1	2	3	4	
		2	4	6	8	0

$(1,234 \times \boxed{})$

$(1,234 \times \boxed{})$

- 2 Tommy is calculating $1,234 \times 26$

- a) Complete his working out.

			1	2	3	4	
	×				2	6	
			7 ₁	4 ₂	0 ₂	4	
		2	4	6	8	0	

$$(\quad \times \quad)$$

$$(\quad) \times (\quad)$$

- b)** Fill in the grid to check Tommy's working is accurate.
You may use place value counters to help.

×	1,000	200	30	4
20				
6				




- 3 Rosie is calculating $2,541 \times 42$
Here is Rosie's working.

	2	5	4	1	
×			4	2	
	4	0	8	2	(2,541 × 2)
	8	0	6	4	(2,541 × 40)
	1	2	1	4	6

- a) Rosie has made two mistakes. What are they?

- b) What is the correct answer?



□

- 4 Work out the multiplications.

- a) $4,284 \times 23$

- b)
- $2,142 \times 46$

A blank sheet of graph paper with a grid of squares. The grid consists of 20 columns and 10 rows of small squares. The entire grid is enclosed within a larger rectangular border.

What do you notice?



- 5 A machine makes 2,734 boxes every hour.
The machine works for 3 hours each day.
a) How many boxes will it make in 12 days?

- b) Compare methods with a partner. Were there any other ways you could have worked out the answer?



- 6 Work out $378 \times 7 \times 12$
Show your method clearly.

7

1	2	3	4	5	6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
						<input type="text"/>	<input type="text"/>		

×

- a) Using all the digit cards, create 4 different calculations and work out the answer to each.

- b) Write your answers in ascending order.

- c) What is the smallest product that can be made?



- 8 Amir scores 4,680 points in a computer game for 12 games in a row.
Whitney scores 2,512 points every game for 24 games.

Who scores more points?

How many more?





[CLICK HERE TO GO BACK TO HOMEPAGE](#)



Spellings

dependable

comfortable

understandable

reasonable

enjoyable

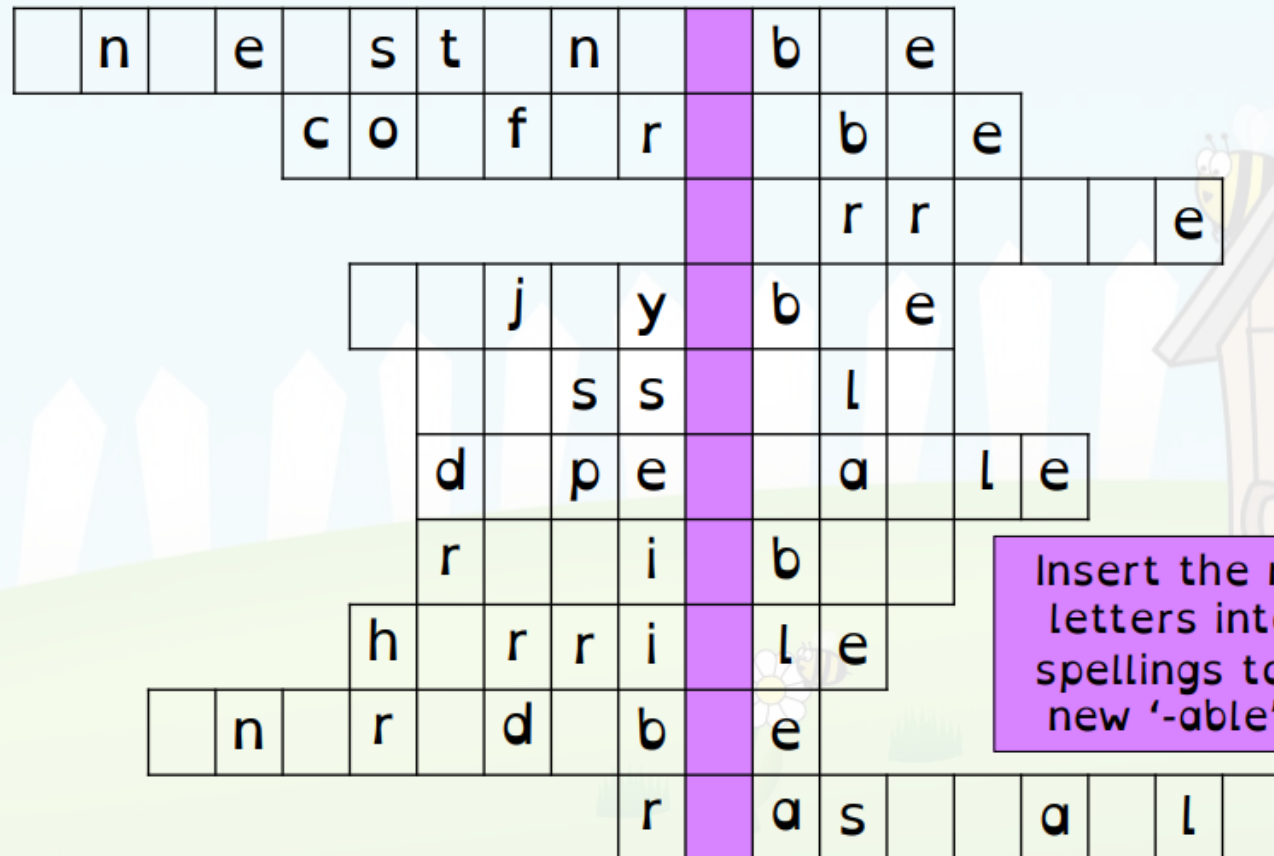
reliable

possible

horrible

terrible

incredible



Insert the missing letters into your spellings to find a new '-able' word.

THE MOON

The Moon

The Moon is the only natural satellite of Earth. It orbits the Earth approximately once every 30 days. It is clearly visible to the naked eye from the surface of the Earth. The rotation of the Moon and its orbit mean that one side of the Moon always faces Earth, and the other faces away.



Exploration of the Moon

Since the 1950s, humans have sent robotic spacecraft to explore the Moon. 1969, the Apollo 11 mission landed 2 humans on the Moon. The Moon is the only body other than the Earth that has had humans on its surface.

How was the Moon formed?

There have been lots of different theories about how the Moon was formed. Some astronomers thought that the Moon and the Earth formed near to each other at the same time. Some astronomers thought that it formed elsewhere and was captured by the Earth's gravity and ended up in orbit around it.

The most accepted hypothesis is that about 4.5 billion years ago, when the solar system was young, the Earth was hit a glancing blow by a body the size of Mars, which has been named **Theia**. This knocked material off the Earth and into orbit around it. This material eventually clumped together due to its own gravity and formed the Moon. The evidence supporting this idea includes the fact that the Moon is made of very similar materials to the Earth.



[Watch the two links below-](#)

<https://www.youtube.com/watch?v=B-b4XvuQo1Y>

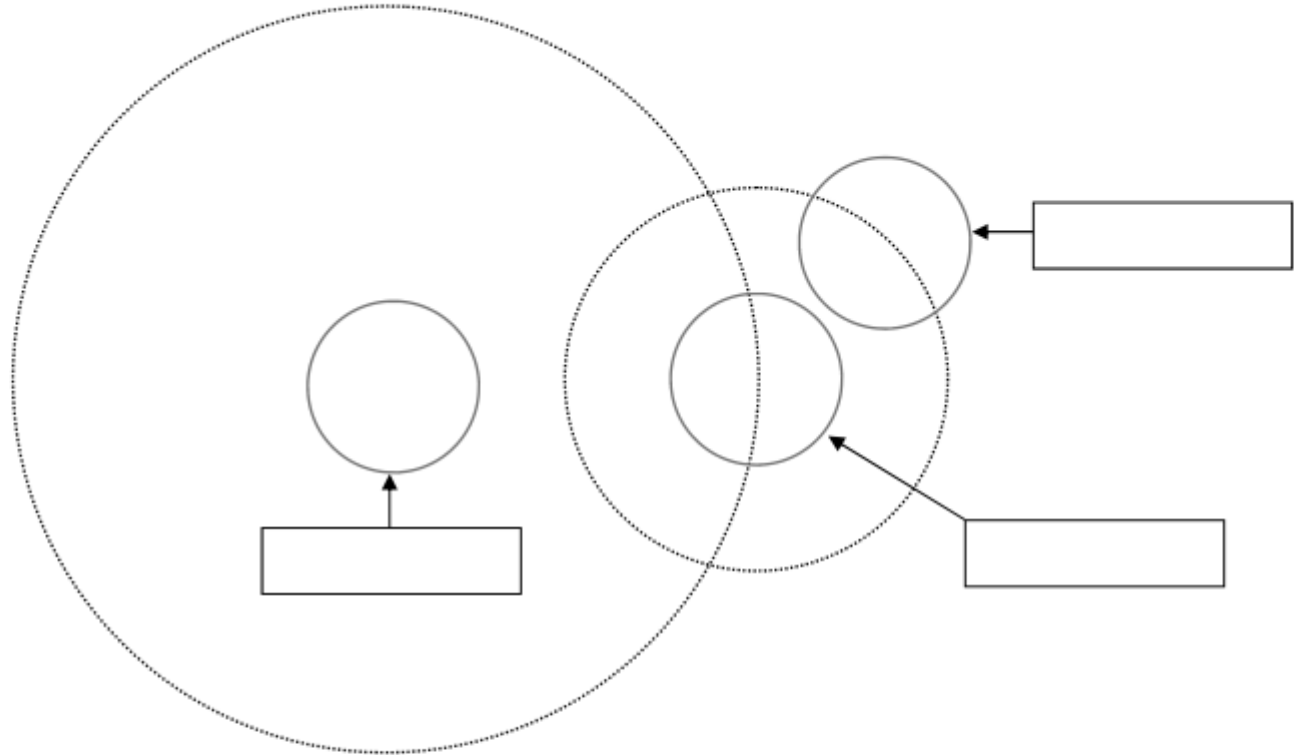
<https://www.youtube.com/watch?v=6AviDjR9mmo>



The Moon

How do the Earth and Moon move?

Diagram showing the orbits of the Earth, Sun and Moon (not to scale)



How was the Moon formed?

Has the Moon been explored?
