



NEW VALLEY PRIMARY SCHOOL REMOTE LEARNING TUESDAY 2ND MARCH



At New Valley, we
are proud to:

Year 5

Beech Class

Week Beginning 1/3/2021

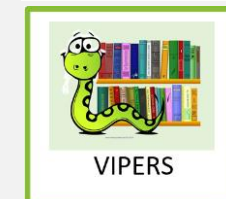
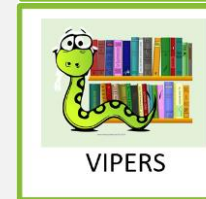
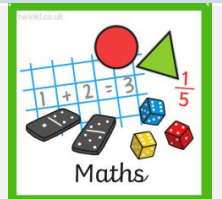
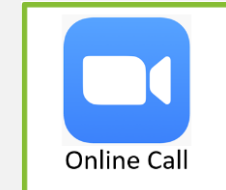
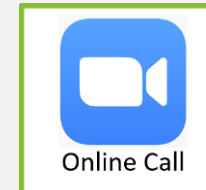
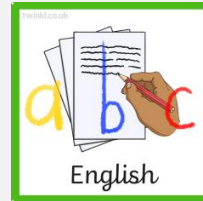
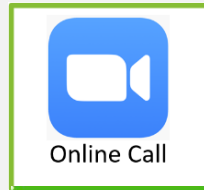
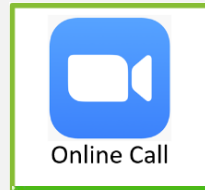
Work should be photographed or scanned and returned to
me at beech@newvalleyprimary.com.

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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?



Our video calls

English- We will be looking at VIPERS

Maths- Bring your flashback 4 (maths warm up)



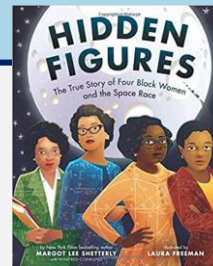
The Girl of Ink and Stars

Read the next few pages of chapter 2
Use the guides to help you locate the answers.

1. What is the name of the Governor's daughter and friend of Isabella?
2. Explain why you think Lupa and Isabella are such good friends. Use evidence from the text.
3. Why do you think the 'clay mine memory' makes Isabella's 'throat feel tight'?
4. What happened to Isabella's mother and Gabo?



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



Spellings

[Click here to go to spellings](#)

English

LO: To use the subjunctive form.

Recap yesterday's work. Look at the video again of Mary Jackson asking permission to go to a white school.

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

You are going to write in the role of Mary Jackson as if she is talking to the judge persuading him to let her to go to the white school so that she can learn the right lessons to go to NASA.

When we are being formal (like talking to a judge) we use subjunctive verbs. [Click here to understand what the subjunctive form is.](#)

Using your work from yesterday complete these 5 sentence openers as if you are Mary Jackson talking to the judge.

I suggest you...I recommend you...It is essential you... It is crucial you...I strongly urge you...

Wider Curriculum

The formation of our solar system

Read the information about our solar system and how it is created. [Click here](#)

Answer the questions about our solar system. [Click here for the questions](#)

Do you have any question about the solar system?



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

Maths

LO: To divide 3 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

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

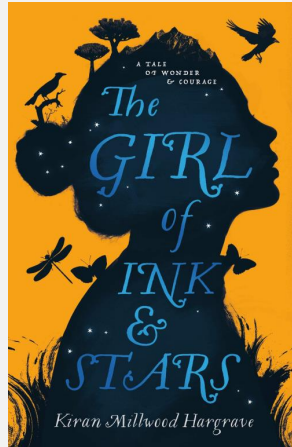
Mum of Isabella
Now not there
Used to make pottery- a milk jug was her last piece she made
Family heirloom- map of the Island

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?'

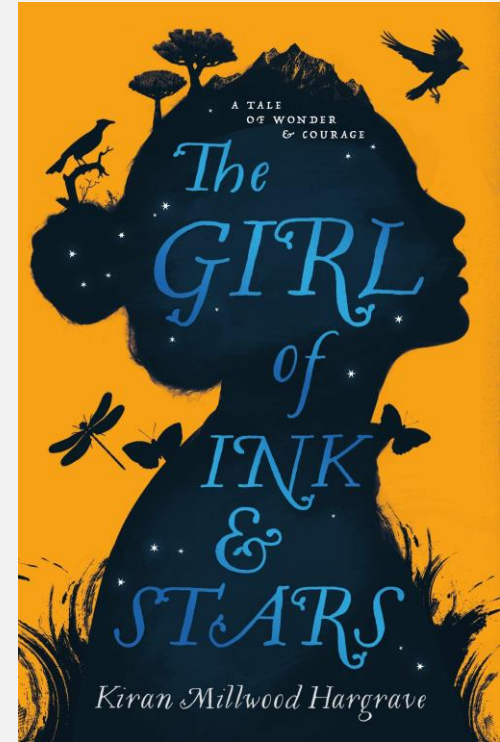
'Maybe.' But her voice was not hopeful. He was always up before sunrise, home after dark.

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.

Above the beaches were the clay mines, which I tried not to look at because it brought back one of the few clear memories I had of Ma – the day she took Gabo and me to the mines. She taught us how to tie ourselves with vines to a dragon tree – *You knot like this, and then rub the sap into your hands for grip* – and lowered us one by one into the gorge. Gabo got scared and wriggled so much the knot broke. When he landed on the soft mud at the bottom it made a very rude noise, and he was filthy when Ma climbed up with him from the darkness. I laughed so hard it hurt.

I remembered that, that ache in my belly. How it came back two months later, when Ma died. Only then it was sharper, and there was no one carrying anyone out of that darkness. Three years on the same sweating sickness took Gabo. Three years after that, the

clay mine memory still made my throat feel tight.



Question 1

Question 2

Question 4

Question 3

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!

An illustration of four African American women at a NASA event. In the foreground, a woman with short dark hair and a yellow patterned top is looking down at a NASA badge that says 'Christine Darden'. Next to her, a woman with glasses and a red patterned top is also looking at a NASA badge that says 'Katherine Johnson'. In the background, two more women are looking at a document; one is wearing a blue patterned top and the other a dark top with glasses. The background is a blue wall with a grid of dots.

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

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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.

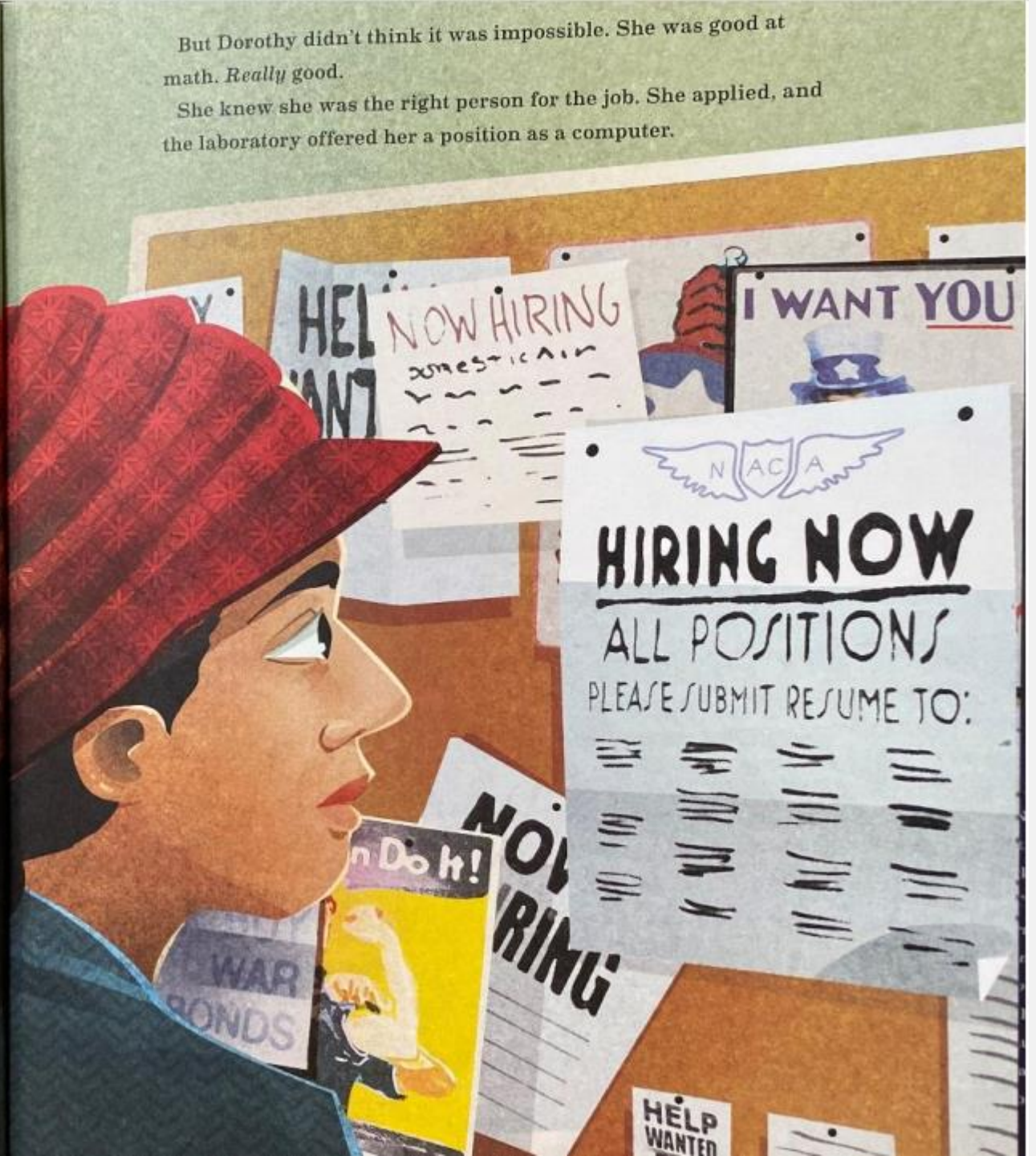
They could not play on the same sports teams.

They could not sit near each other in movie theaters.

They could not marry someone of a different race.

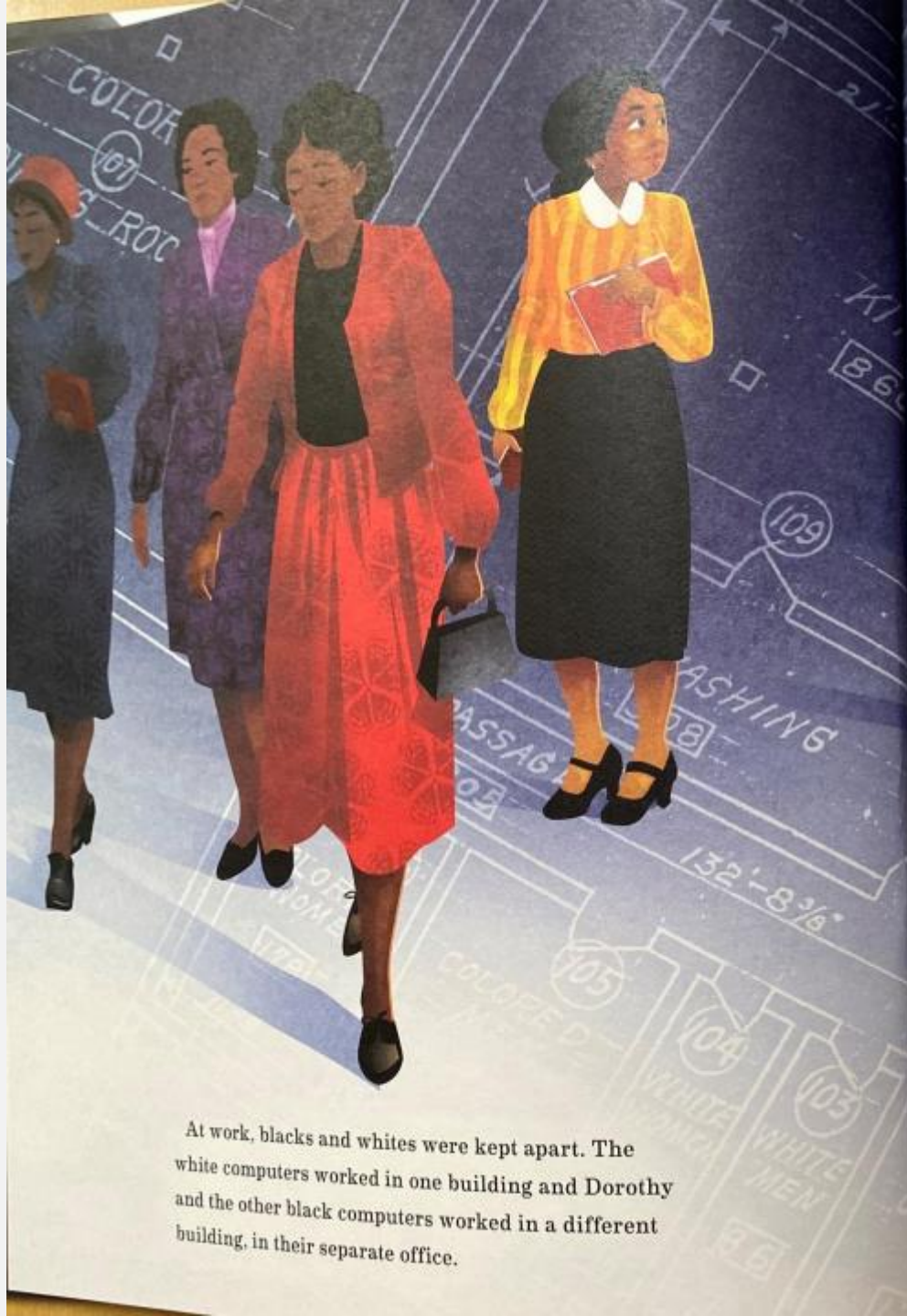
But Dorothy didn't think it was impossible. She was good at math. *Really* good.

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



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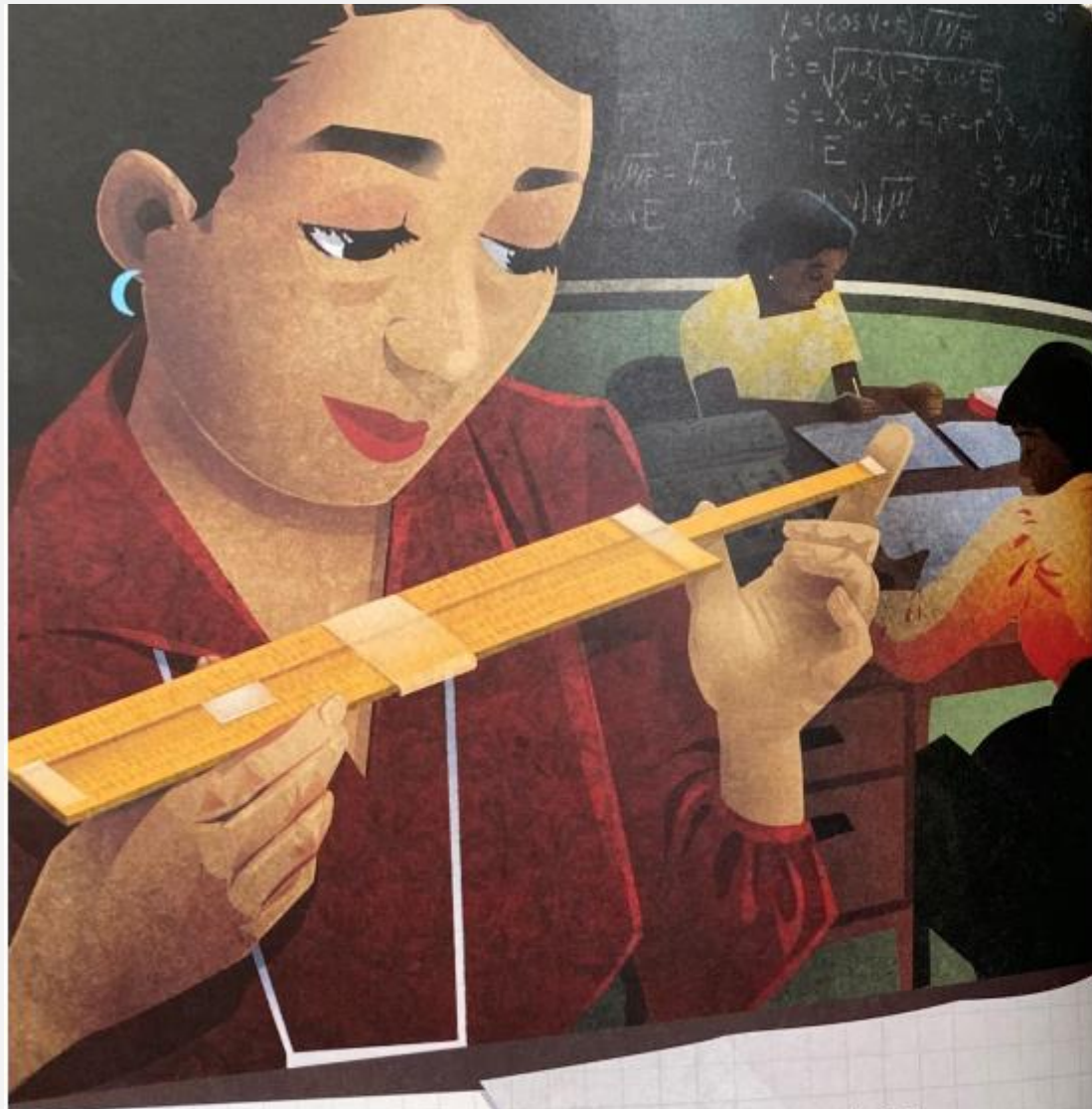
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At work, blacks and whites were kept apart. The white computers worked in one building and Dorothy and the other black computers worked in a different building, in their separate office.



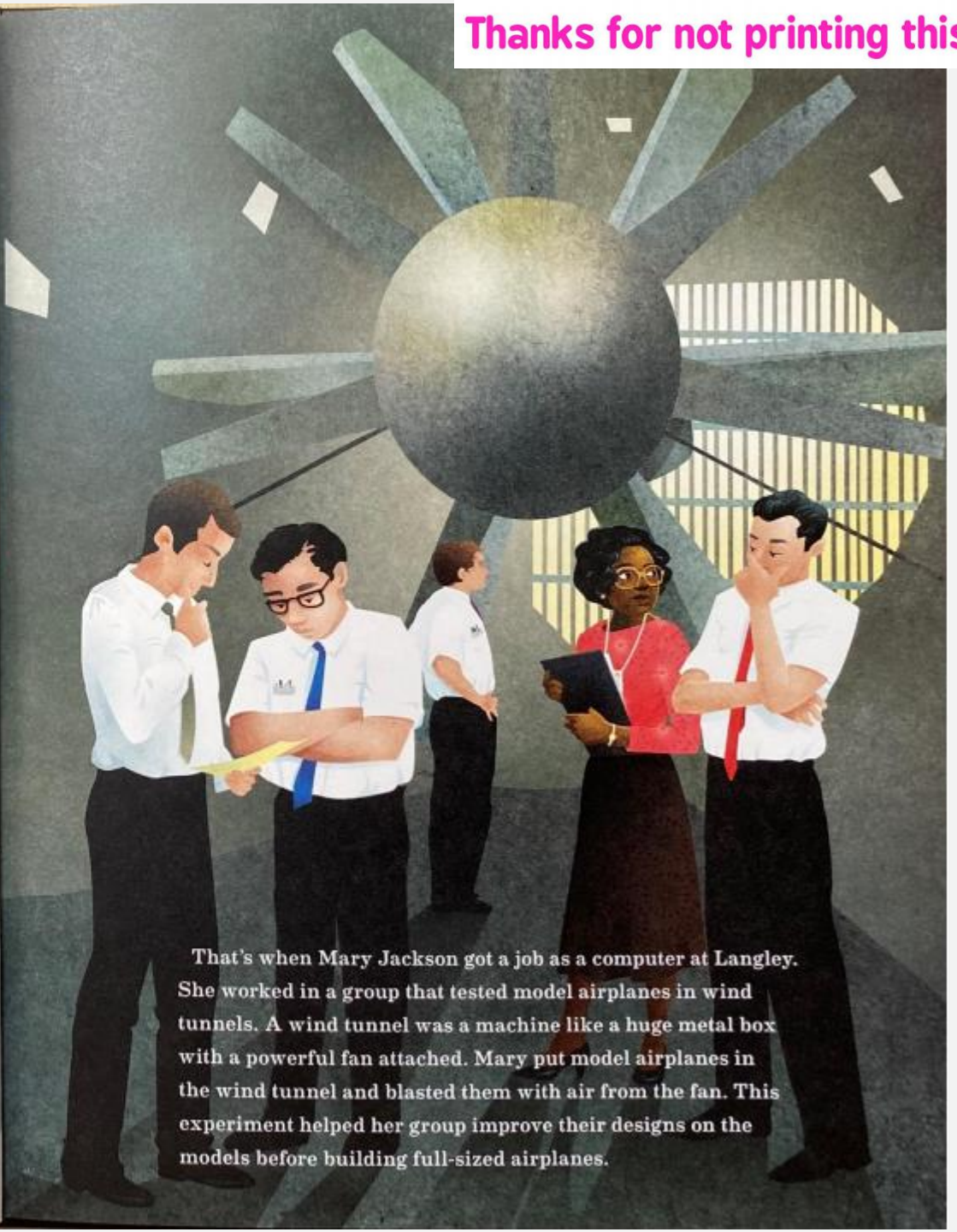
Even though they worked on the same kinds of assignments, the black computers and white computers used separate bathrooms and ate in separate lunchrooms.



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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Flashback 4

Year 5 | Week 2 | Day 2



- 1) Work out 24×13
- 2) A bus carries 46 passengers.
There are 3 full buses.
How many passengers in total?
- 3) What is $150 \div 3$?
- 4) What is $1,500 \div 3$?

$$2,313 \times 32 =$$



	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

Divide 3-digits by 1-digit

- 1 Jack is working out $844 \div 4$ using a place value chart.

H	T	O
 		
 		
 		
 		

- a) Talk about Jack's method with a partner.
b) Complete the division.

$$844 \div 4 = \boxed{}$$

- 2 Use Jack's method to work out these divisions.

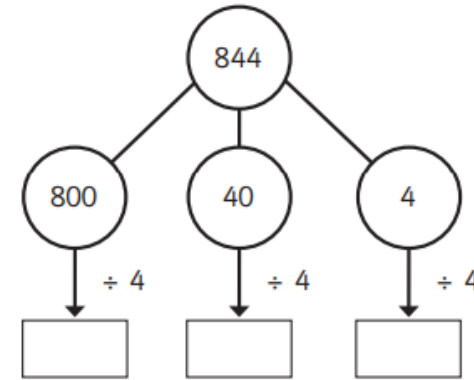
a) $525 \div 5 = \boxed{}$

c) $840 \div 8 = \boxed{}$

b) $636 \div 6 = \boxed{}$

d) $903 \div 3 = \boxed{}$

- 3 Eva is working out $844 \div 4$ using a part-whole model.



Complete Eva's method.

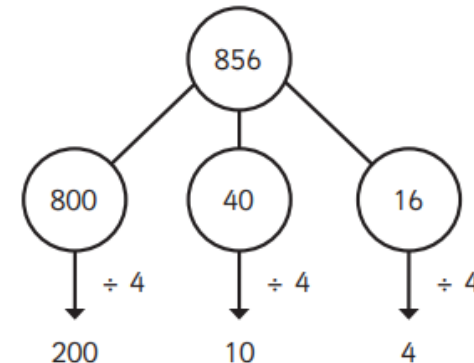
$$844 \div 4 = \boxed{}$$

- 4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?

- 5 Whitney is using flexible partitioning to divide a 3-digit number.



Could Whitney have partitioned her number another way?

Use Whitney's method to work out these divisions.

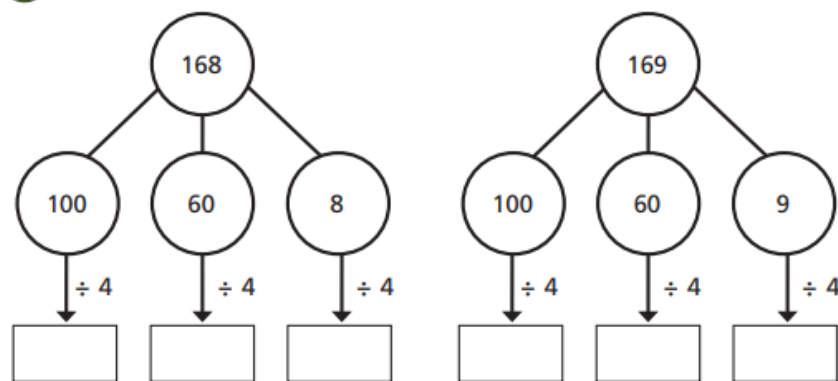
a) $585 \div 5 =$

c) $648 \div 4 =$

b) $672 \div 6 =$

d) $847 \div 7 =$

6 Complete the part-whole models and divisions.



$168 \div 4 =$

$169 \div 4 =$

What is the same and what is different about the calculations?

Talk about it with a partner.

7 Complete the divisions.

a) $258 \div 6 =$

c) $864 \div 4 =$

b) $623 \div 5 =$

d) $824 \div 3 =$

8 Eva has a piece of ribbon.

The ribbon measures 839 cm long.

How much ribbon would be left over if she cuts it into:

a) 4 equal pieces

b) 6 equal pieces

c) 8 equal pieces

Can Eva cut the ribbon into equal pieces with no ribbon left over?

Explain your answer.

9 Use 15 counters and a place value chart.

a) Can you make a number that is divisible by 3?

b) Can you make a number that has a remainder of 1 when divided by 3?

c) Can you make a number that has a remainder of 2 when divided by 3?

What do you notice? Talk about your findings with a partner.



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Spellings

reliably

dependably

comfortably

possibly

horribly

terribly

visibly

incredibly

sensibly

legibly

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

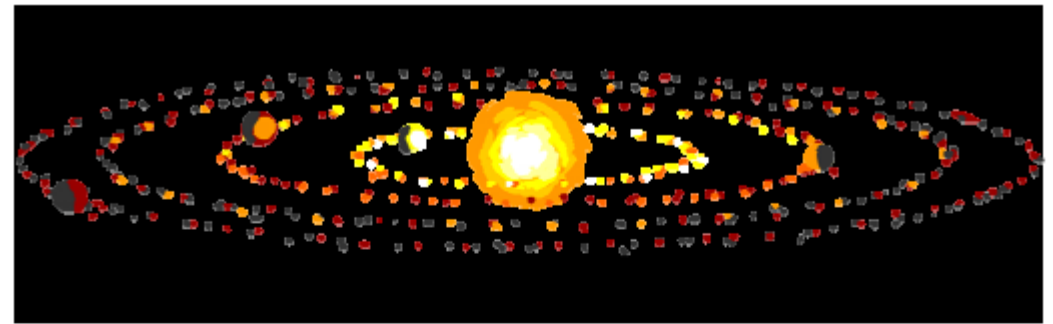
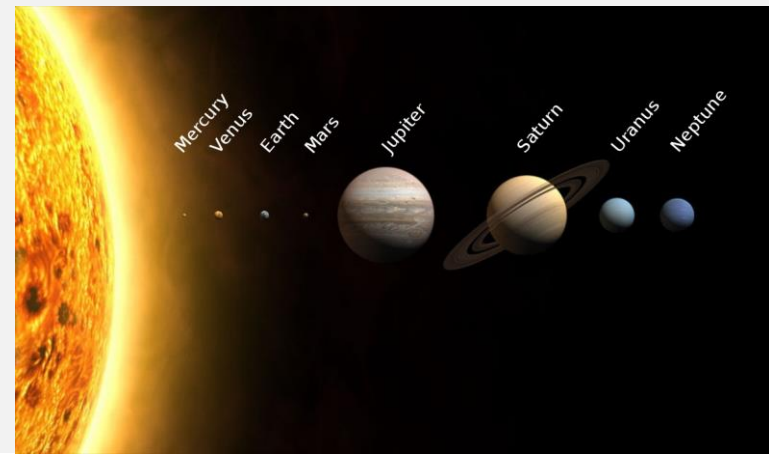
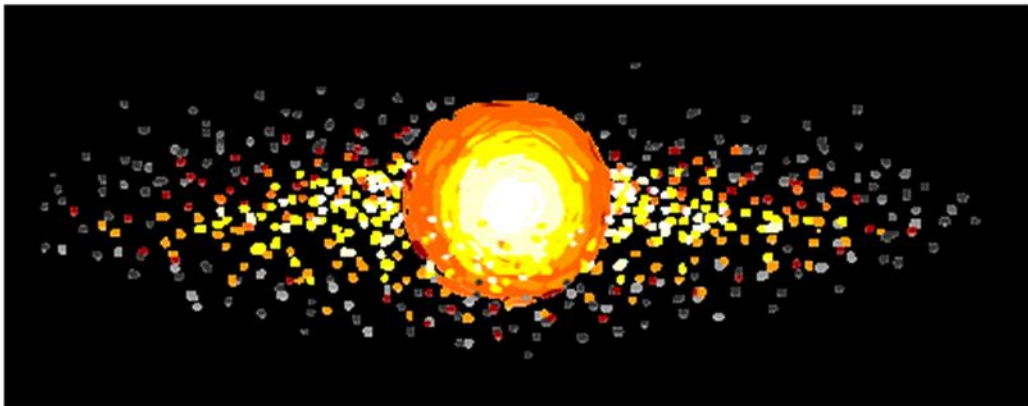
OUR SOLAR SYSTEM

The origins of the solar system

The solar system started as a gigantic cloud of gas and dust - mostly hydrogen, but with some other materials. As time passed, the cloud started to collapse under its own gravity. As it collapsed, the cloud began to rotate and got smaller and hotter.

The Sun

Eventually, the temperature and pressure at the centre of the cloud got high enough to start a reaction called thermonuclear fusion. This reaction turns hydrogen into helium (another gas) and gives out huge amounts of energy in the process. This is how the Sun was born.



The planets and moons

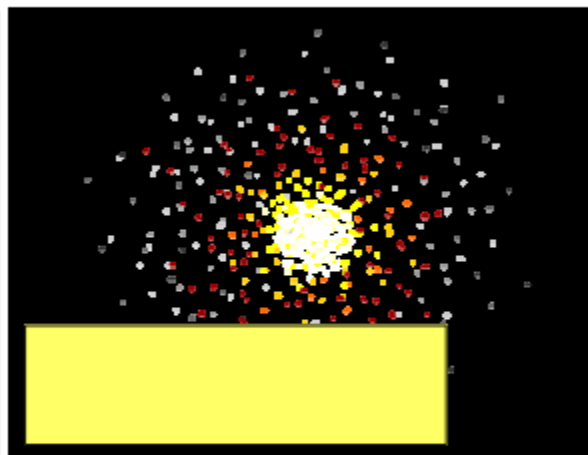
The young Sun had rings of dust and gas orbiting around it. As time passed, the material in these rings began to clump together due to gravity, forming many objects called planetesimals. Over the course of millions of years, they collided with each other to form the planets and moons.

The shape of the Sun and planets

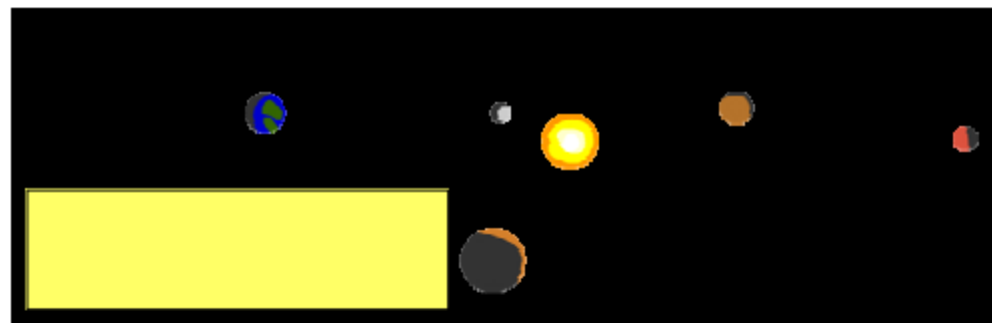
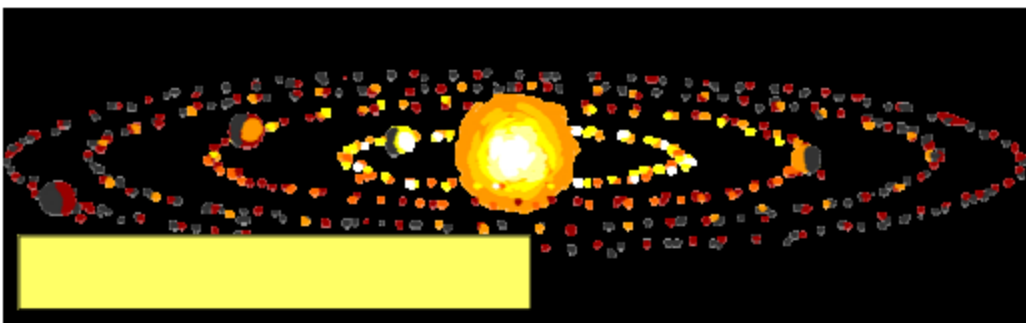
When an object gets large enough, it becomes rounded due to gravity, which constantly pulls the material close together. This makes the Sun, planets and moons approximately spherical (ball-shaped). We can see this effect when we look at the water oceans on the Earth, which find their own level because of the force of gravity.

How was the solar system formed?

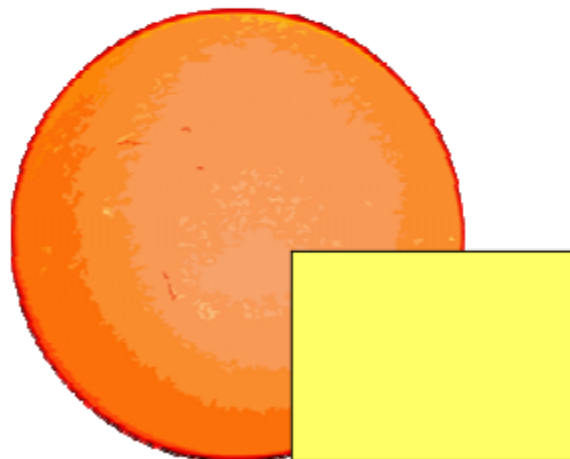
What did the solar system form from?



How did the planets and moons form?



How did the Sun form?



Why are the planets and moons approximately spherical?
