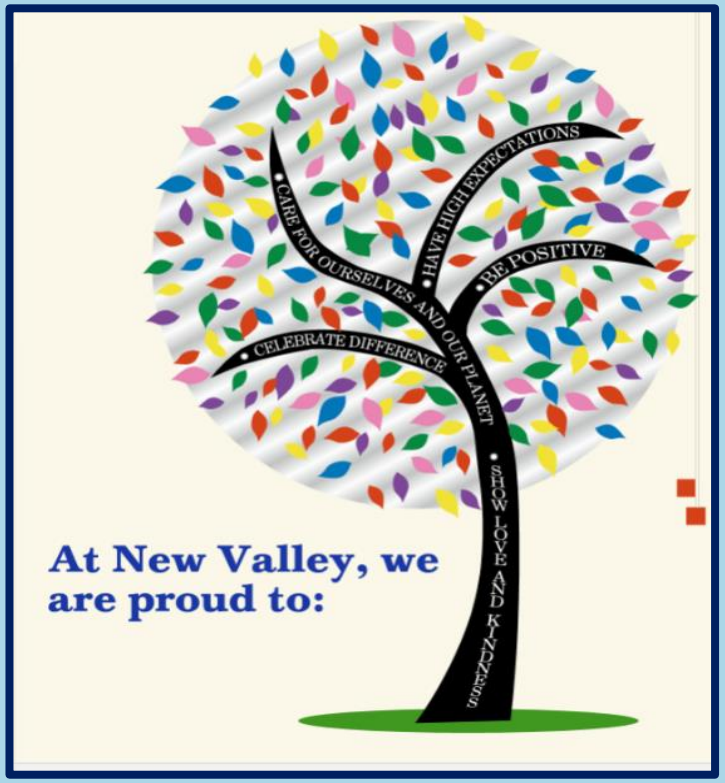
NEW VALLEY PRIMARY SCHOOL
REMOTE LEARNING
WELL-BEING WEDNESDAY 3RD MARCH

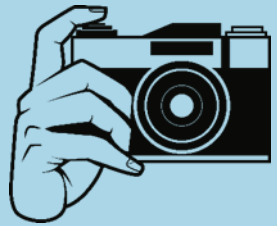


Year 5

Beech Class

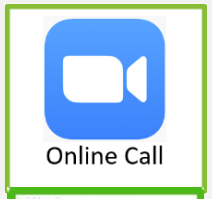
Week Beginning 1/3/2021

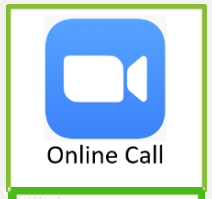
Work should be photographed or scanned and returned to me at beech@newvalleyprimary.com .

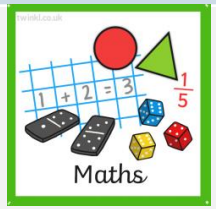


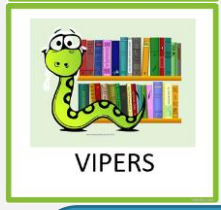
Beech Class
Recommended Daily Timetable

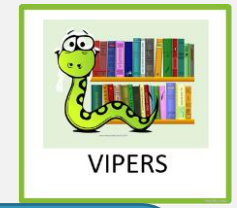
9.00-9.30	9.30-10.00	10.00-10.30	10.30-11.00	11.00-12.00	12.00-1.00	1.00-1.30	1.30-2.00	2.00-3.00
Wider curriculum	Walk/ Exercise	Call with Miss Swainson/ Spellings	Call with Miss Swainson/ Spellings	English	Lunch and Free Time	Video call with Miss Swainson /VIPERS	Video call with Miss Swainson /VIPERS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

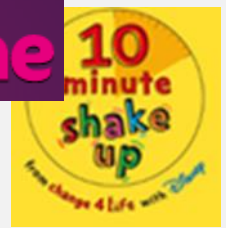












Click on me to login to TTRS. Have you played a new gig yet?

Wednesday 3/3/2021

Our video calls
Votes for Schools
No call this PM

Wider Curriculum

Space and Earth!

In this lesson, we will investigate what the universe is. We will also discuss galaxies, including the galaxy we are in: the Milky Way. Finally, we will discuss and investigate the Big Bang Theory as an explanation for how the universe began.

Click the link below for the lesson

https://classroom.thenational.academy/lessons/what-is-the-universe-and-what-is-it-made-from-c8uk8e

For our Well- Being have some time to colour the astronaut. Click here

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

English

LO: To describe characters using new vocabulary.

Activity 1: Sort these words into words you know and don't know: Versatile, industrious, resilient, innovative, persistent, patient.

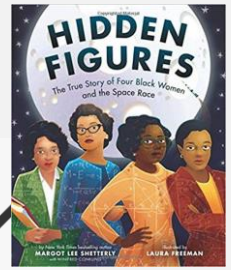
Activity 2: These are all words that you could use to describe Dorothy Vaughan and Mary Jackson.

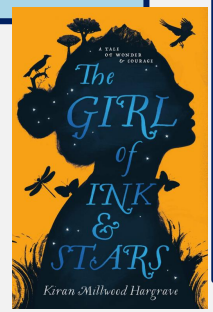
How might an engineer, like Mary Jackson, show they are.... versatile? Industrious? Resilient? Innovative? Persistent? Patient?

Around a picture of Mary Jackson and Dorothy Vaughan, describe the personalities of these women who have stood up against inequality of females and segregation.

For each word you use, describe why you think they show that characteristic e.g. They are courageous because...

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





Maths

LO: To divide 4 digits by 1 digit.

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

VIPERS

The Girl of Ink and Stars

Read the next few pages of chapter 2 (I leave you on a little cliff hanger)

1. Where does Lupe always meet Isabella?
2. Who is the lady who grabs Isabella's wrist?
3. What does she ask Isabella?
4. 'The other villagers shrank back from her' (pg 14). What does this mean?
5. What do you think has happened to Cata?
6. Lupe seems very suspicious at the end. What does she do that tells you she might know something about Cata disappearing?

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

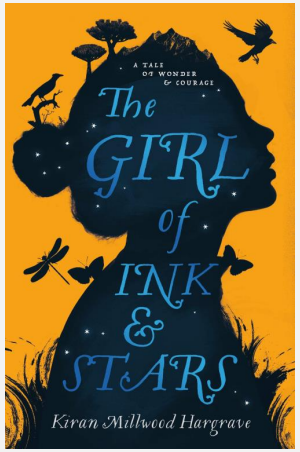
Isabella
Sister to Gabo
Short
Best friend is Lupe
13 years old
She has a hen and a ginger cat (Pep)
Curious- wants to travel the Island

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

clay mine memory still made my throat feel tight.

Question 1

Lupe always met me by a barrel at the edge of the market square so we could walk to school together, even though it meant she had to get up almost as early as the labourers. When I got to the square a queue was already forming for the well. More and more people used it since the River Arintara began drying up.

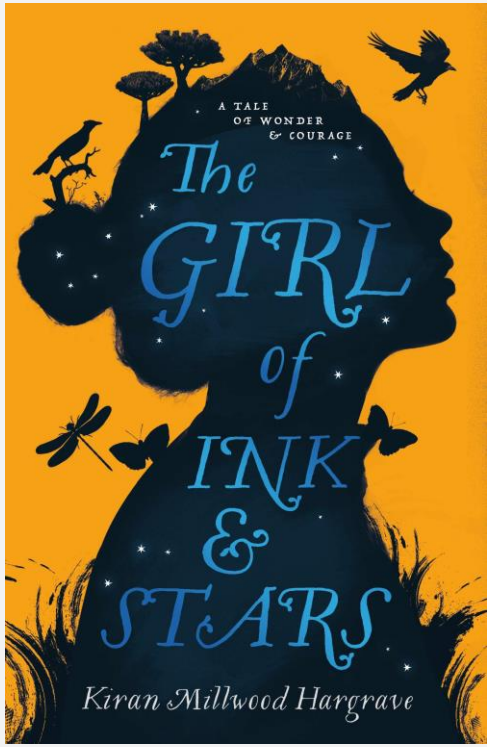
All the stalls were open, selling fish and grain and leather. Most of the stalls belonged to the Governor, their cool blue awnings like a patch of sky, with the honey stall a bright sun-yellow in the middle.

Question 2

As I made my way towards the barrel someone grasped my wrist. I jumped, stumbling against a nearby stall, and vegetables tumbled to the dusty ground.

'Hey!' the stall keeper growled. 'What do you think you are doing?'

I turned to see who was gripping me. It was a woman dressed in green robes, which meant she worked in the orchards. She should already be there – latecomers were sometimes whipped.



'I'm sorry,' the woman said to the stall keeper, without taking her eyes from my face. 'Isabella Riosse?'

'Yes,' I said. 'Who—'

'Something has happened.' She clutched my wrist harder. She was so small, her face almost level with mine.

'What do you think you are doing?' the stall keeper repeated, stepping out from behind his piles of potatoes.

'Cata,' hissed the woman, ignoring him. 'Have you seen her?'

I frowned. 'Cata Rodriguez?' Cata was in my class at school, but we had only spoken a couple of times before.

The woman nodded fiercely. 'I'm her mother. She said you were friends. I thought maybe you knew where she was.'

I shifted uncomfortably. It was true that I was nicer to Cata than anyone else, but she was very quiet and mostly people ignored her. 'I'm sorry,' I began, 'I haven't—'

'I've looked everywhere. She wasn't there when I woke up, I—' The woman broke off, breathing hard. Her hand fluttered to her chest, as if she could not fill her lungs.

'You! What are you doing here?'

Question 2 and 3

Cata's mother jumped. One of the Governor's men was striding towards us, the crowd parting like wheat before his blue tunic.

'If you see her, send her home,' the woman said to me hurriedly, face twisted with worry. And then she was gone, running in the direction of the Governor's estate.

'What a mess,' tutted the stall keeper, starting to pick up the vegetables. 'No, don't help. You've caused enough trouble already.'

Dazed, I walked to the corner of the market square where Lupe and I always met. Something in the woman's face had shaken me, right to the bones. I hoped Cata was all right.

'Isa!'

I spun around as Lupe came running across the square, satchel flying. The other villagers shrank back from her. The Governor's daughter did not have many friends. Not that Lupe cared.

Question 4

'I don't give a fig,' she'd said to one of the girls teasing her about the fussy plaits her mother insisted on. 'Isabella likes them, and that's enough for me.'

We made an odd set, Lupe and I: she as tall as a near-grown boy, and I barely reaching her shoulder. She seemed to have got even taller in the month since I had last seen her. Her mother would not be pleased. Señora Adori was a petite, elegant woman with sad eyes and a cold smile. Lupe said she never laughed and believed girls should not run, nor have any right to be as tall as Lupe was getting.

She squeezed me tightly and then drew back, eyeing me up and down.

'Still so short!' she said enviously, then frowned. 'What's wrong? You've gone all pale. Did your da not let you out in the sun this summer? Mama does that, but sometimes I sneak out—'

'Cata's missing.' I pushed the words out. 'I just saw her mother.'

'Cata?'

I rolled my eyes impatiently. 'The girl who sits at the back.'

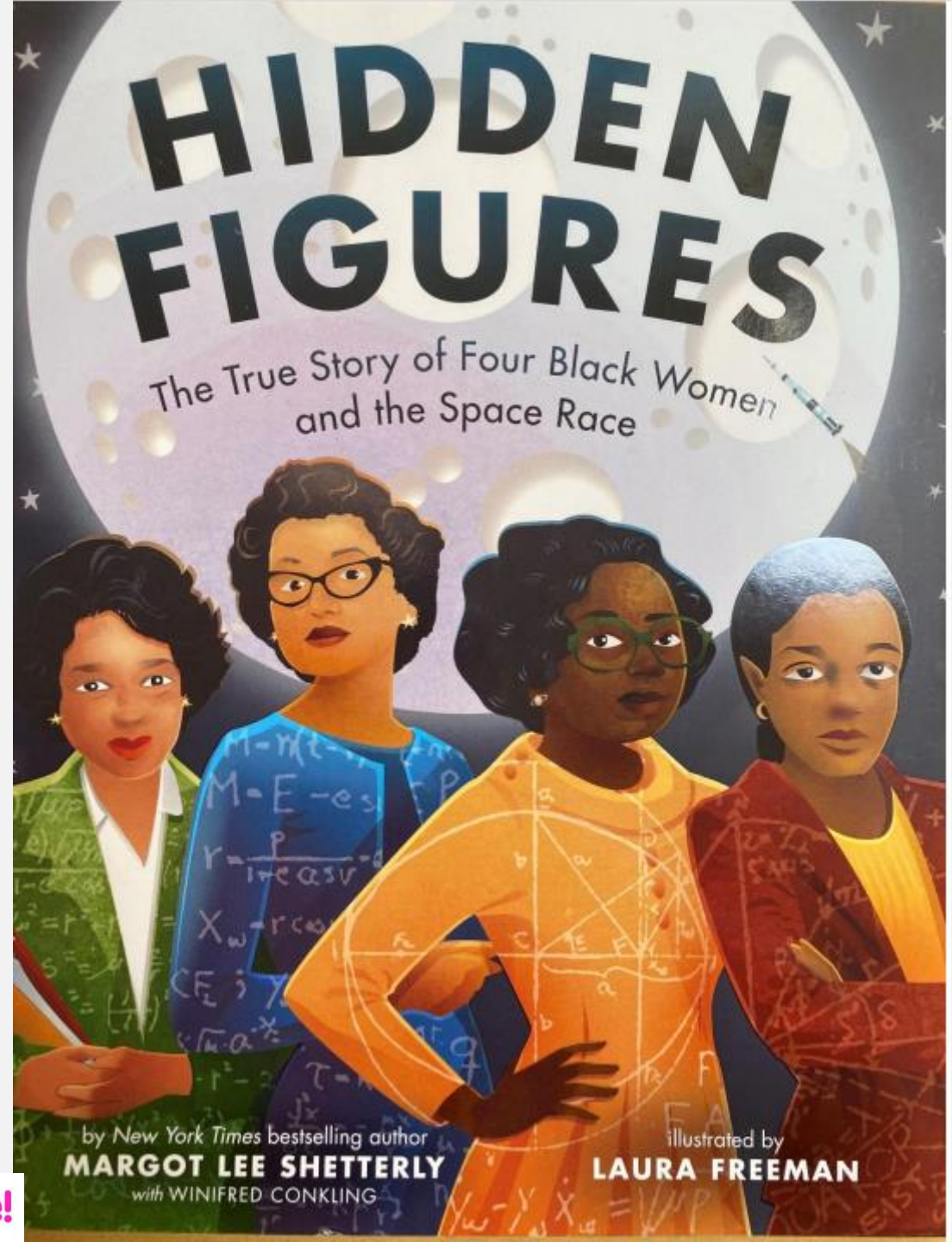
Lupe shifted from one foot to the other. She had that look on her face, like Pep sauntering away from a broken dish.

I stared at her. 'What?'

'What, what?' said Lupe, pulling her satchel higher on to her shoulder.

'You know something.' I stepped forward.

Question 5



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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.

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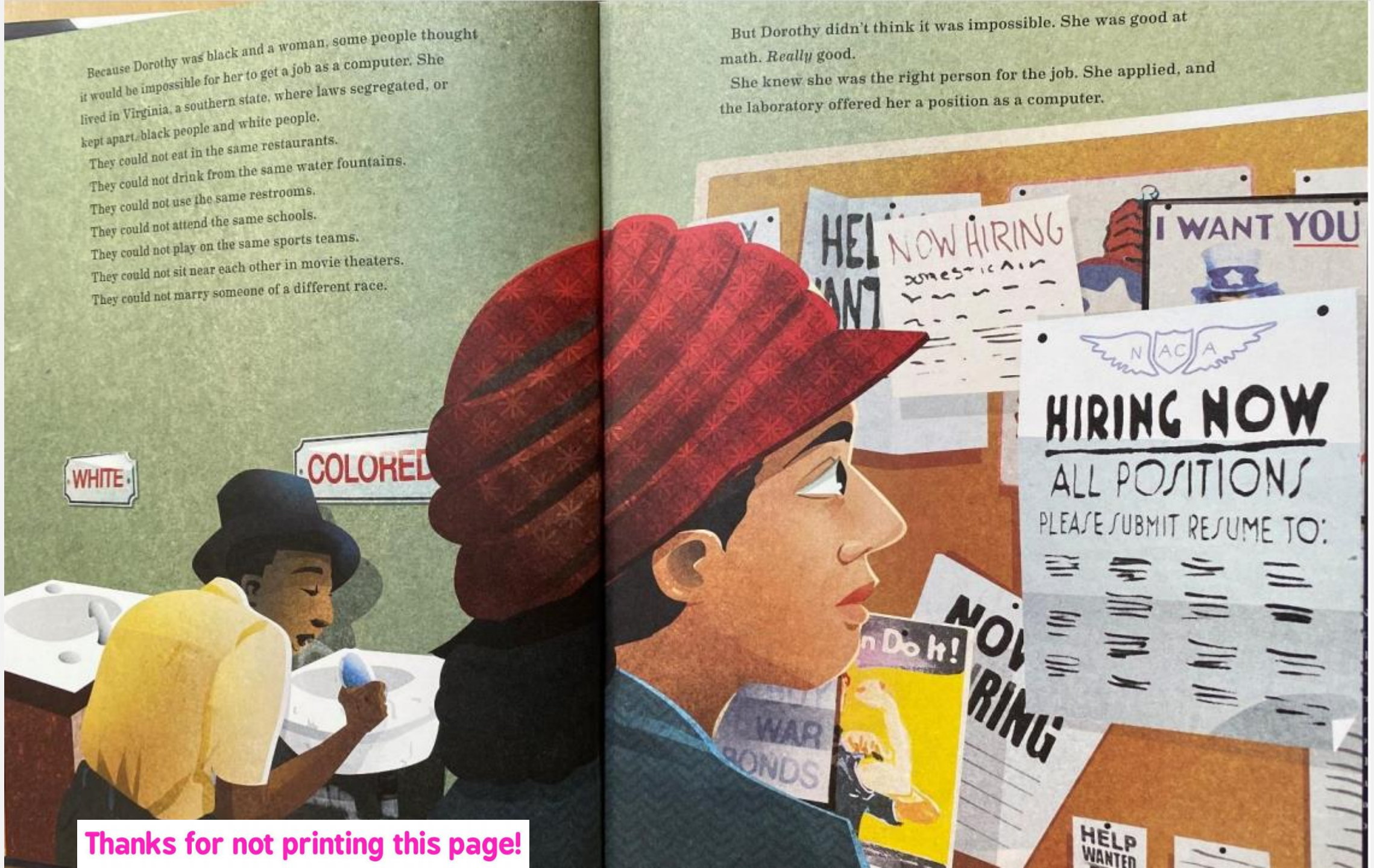
Because Dorothy was black and a woman, some people thought it would be impossible for her to get a job as a computer. She lived in Virginia, a southern state, where laws segregated, or kept apart, black people and white people.

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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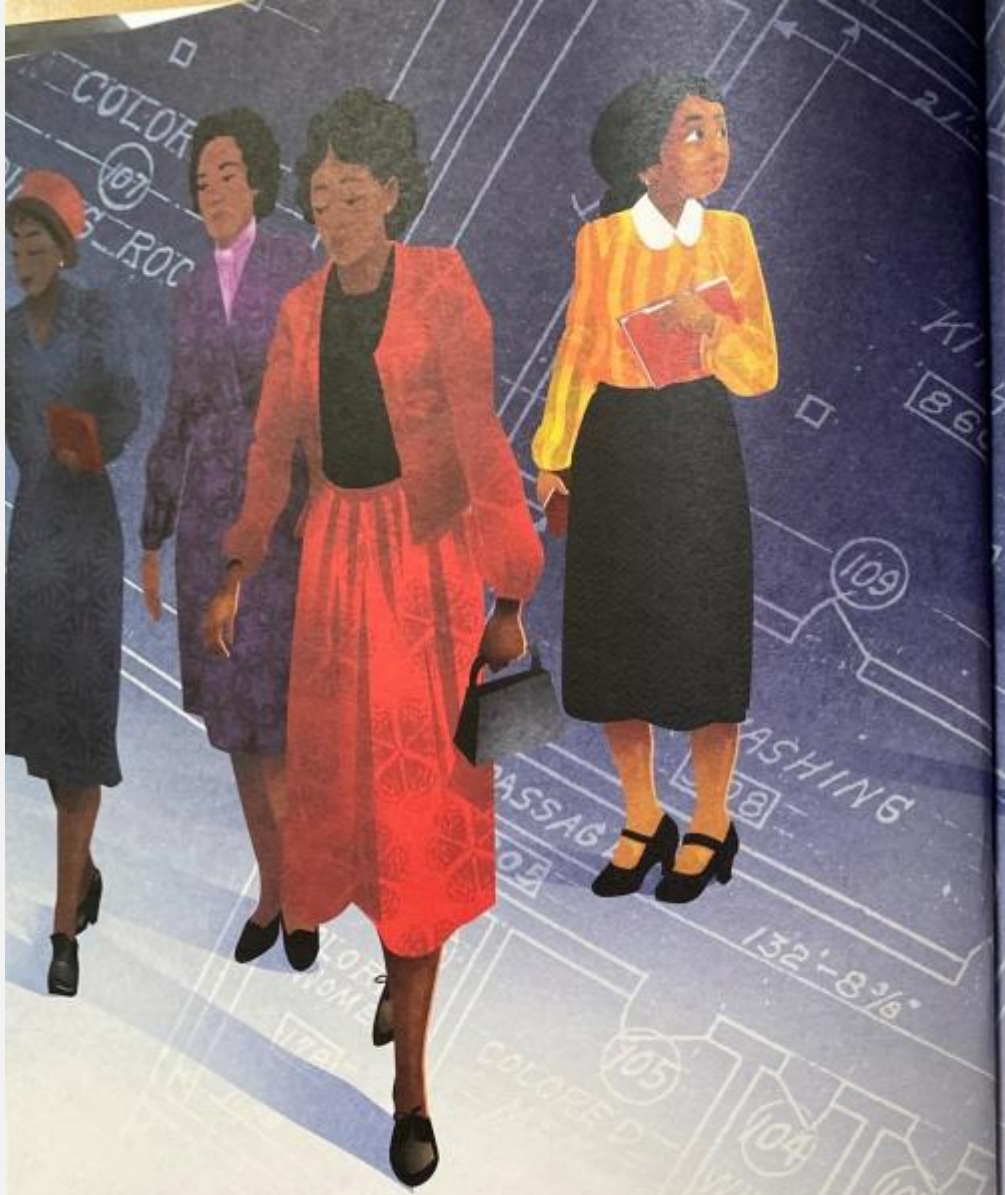

At work, blacks and whites were kept apart. The white computers worked in one building and Dorothy and the other black computers worked in a different building, in their separate office.

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

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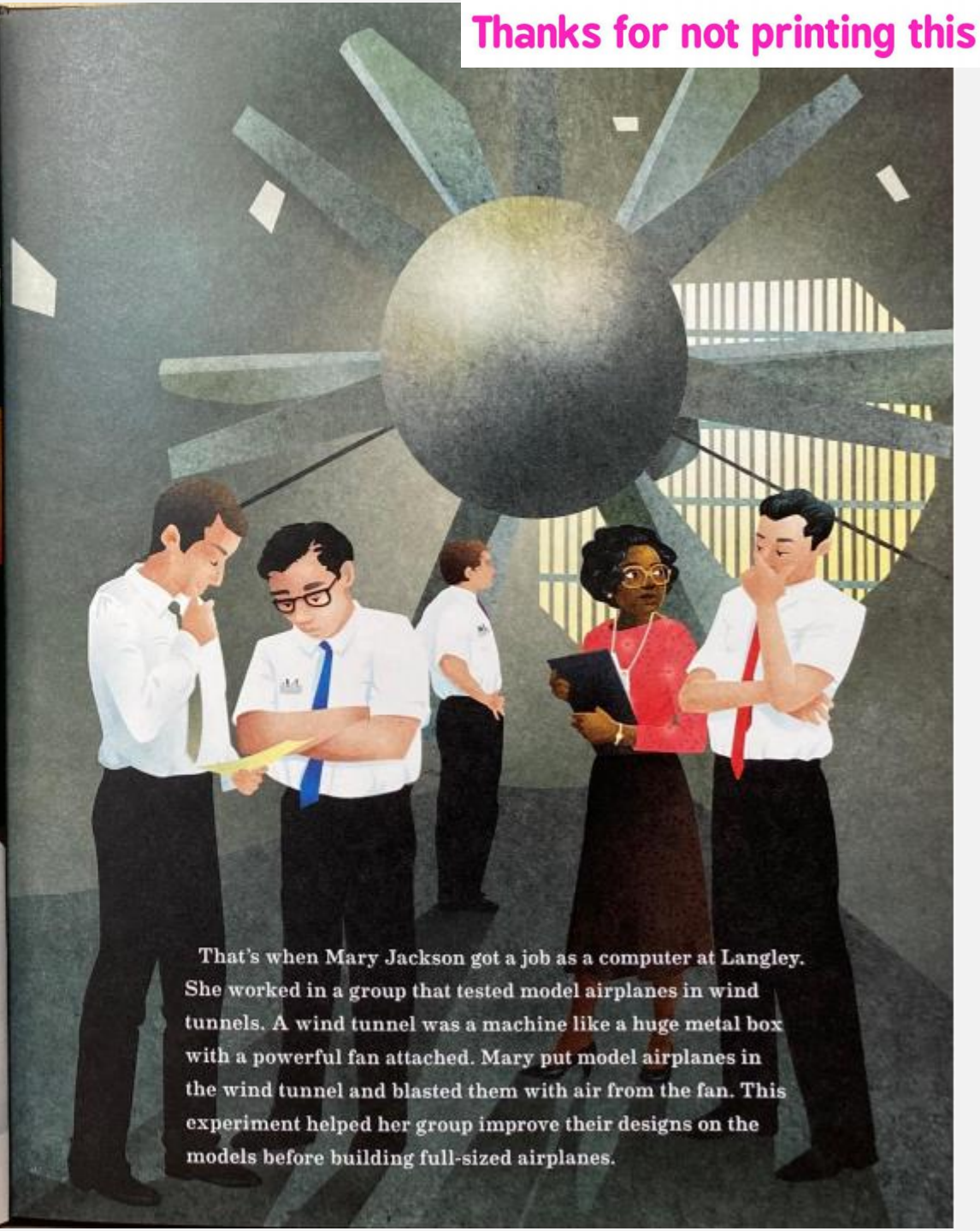
America won the war in 1945, but Dorothy stayed on the job, still trying to make airplanes faster and safer. By 1951, the Americans and the Russians were competing to see who could build the best planes. That meant more experiments and more numbers.

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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HIDDEN FIGURES

Around the picture of Mary Jackson and Dorothy Vaughan, describe the personalities of these women who have stood up against inequality of females and segregation.
For each word you use, describe why you think they show that characteristic e.g.

They are courageous because...

Versatile, industrious, resilient, innovative, persistent, patient.

MATHS WARM UP

Flashback 4

Year 5 | Week 2 | Day 3

1) Multiply 34 by 27

2) A book costs £19

How much do 9 books cost?

3) Complete the sentence.

8 is a factor of .....

4) What is 48 ÷ 3?

White Rose Maths

MATHS WORKING WALL-MULTIPLICATION

Our journey so far...

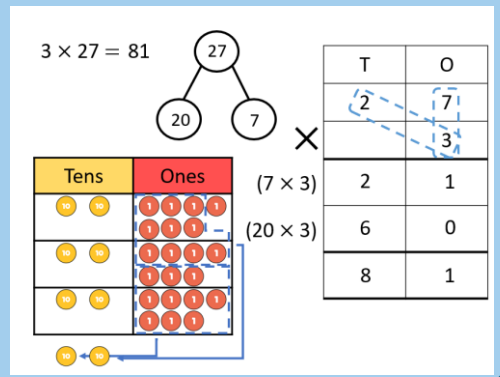
WINK- What I need to Know
WIND- What I need to Do

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.

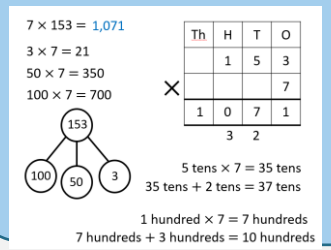


Link to the video

Multiplying 3 and 4 digits by 1 digit

WIND-

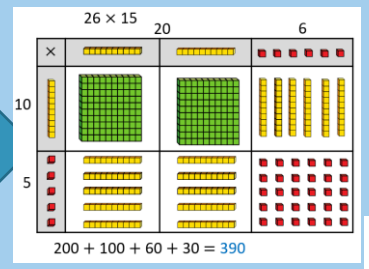
- Partition the largest number. Place the single digit under the ones column.
- Multiply the ones and write the answer below.
- Multiply the ones with the tens and write it below.
- Multiply the ones by the hundreds.
- Don't forget to count any numbers that have been carried over.

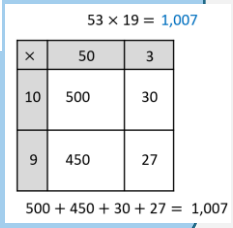


Link to the video

Multiply 2 digits area model

Multiply all the digits using the grid.

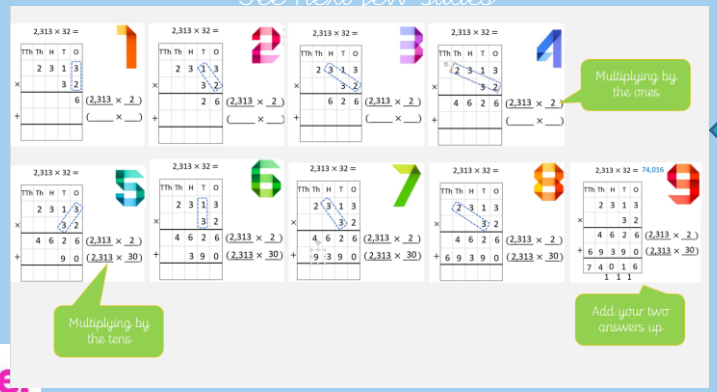




Link to the video

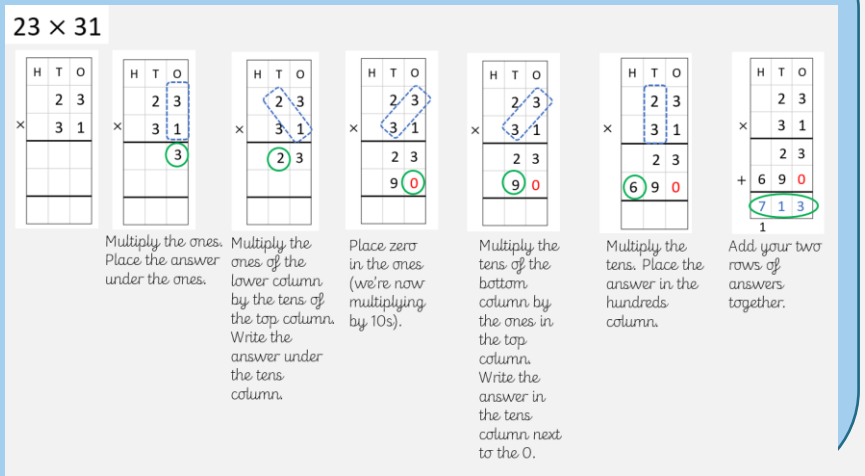
Multiply 3 and 4 digits by 2 digits

See next few slides



Link to the video

Multiply 2 digits by 2 digits



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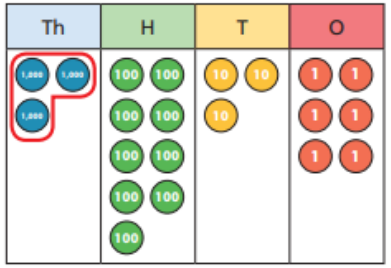
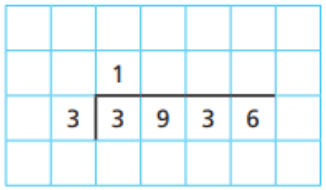
Divide 4-digits by 1-digit

1 **a)** Circle the groups of 3 to help you complete the sentences and calculation.

The first step has been done for you.





There is [1] group of 3 thousands.

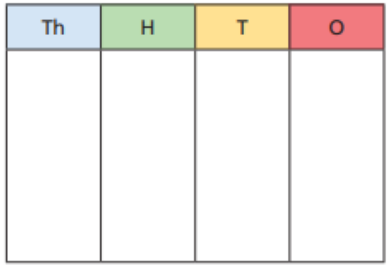
There are [ ] groups of 3 hundreds.

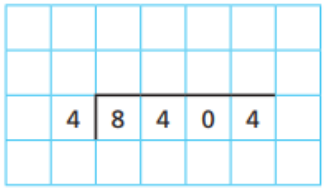
There is [ ] group of 3 tens.

There are [ ] groups of 3 ones.

3,936 ÷ 3 = [ ]

b) Use the place value chart to work out 8,404 ÷ 4

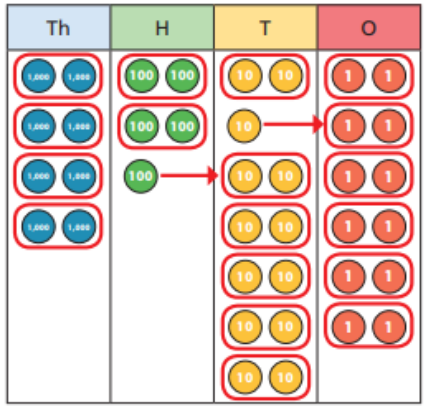


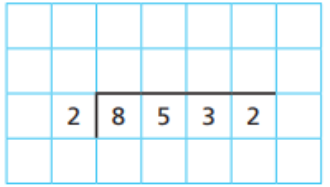


8,404 ÷ 4 = [ ]

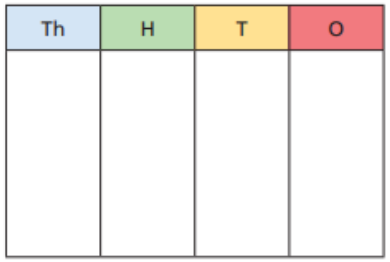
2 Use the place value charts to work out the divisions.

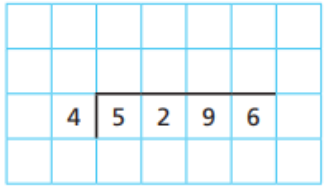
a) 8,532 ÷ 2 = [ ]



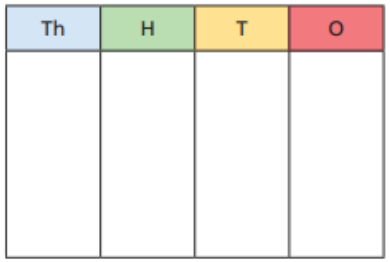


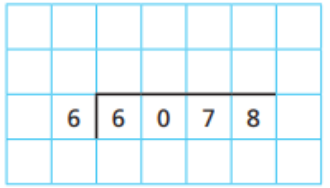
b) 5,296 ÷ 4 = [ ]





c) 6,078 ÷ 6 = [ ]





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3 Complete the divisions.

a)

	5	3	5	6	0	

b)

	9	2	7	3	6	

c)

	4	6	5	2	4	

d)

	6	9	7	8	6	

e)

	3	4	6	8	3	

f)

	1	2	0	7	9	

Could you have calculated the answer to part f) more efficiently?

4 Work out the values of a, b and c.

9,415						
a	a	a	a	a	a	a

$a =$ ☐

b	b	b	b	b	b	b	b
5,328							

$b =$ ☐

120	120	120	120
c	c	c	c	c	c

$c =$ ☐

5 Find the missing digits.

a)

		2	2		1	
		8	9	6		

b)

		3		6		
		6	5		4	

6 Books are available to buy in three different deals.

Deal A

£12.99

Deal B

£38.16

Deal C

£25.60

Which is the best deal? _____

Show your workings.

CLICK HERE TO GO BACK TO HOMEPAGE

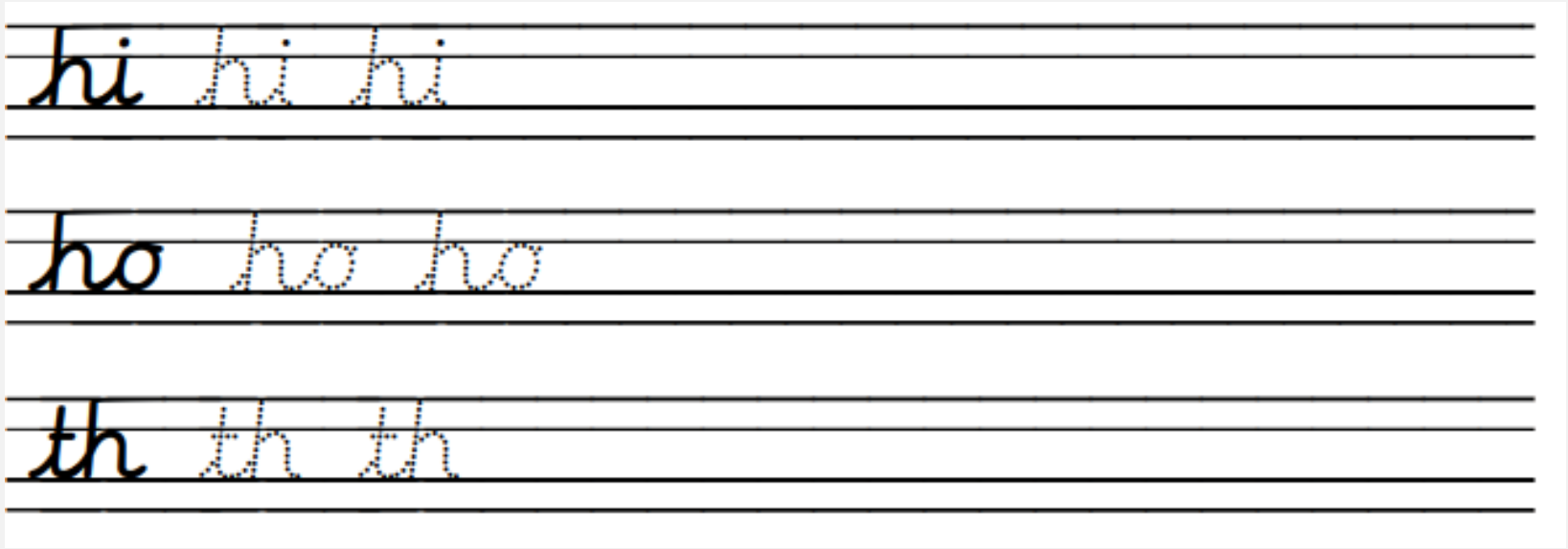
Spellings	1st Attempt	2nd Attempt	3rd Attempt
reliably			
dependably			
comfortably			
possibly			
horribly			
terribly			
visibly			
incredibly			
sensibly			
legibly			

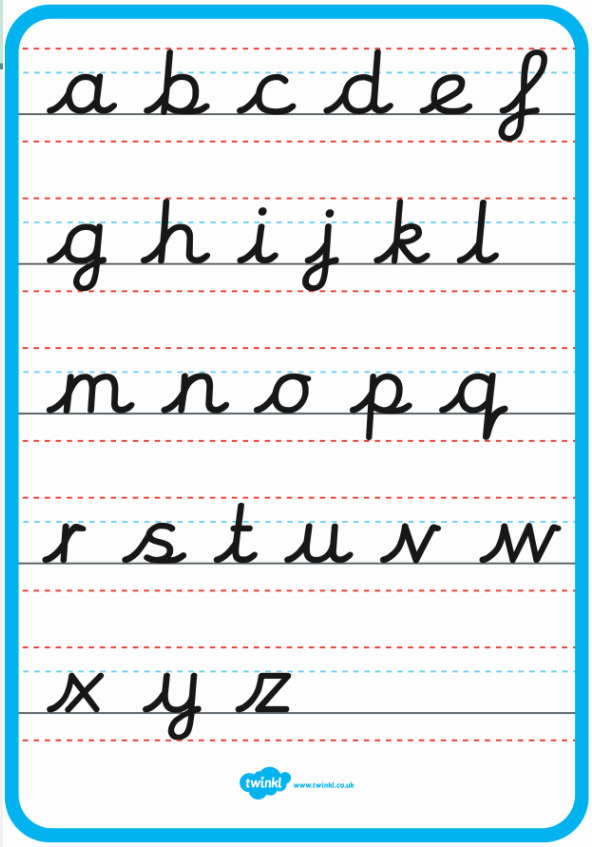
Handwriting

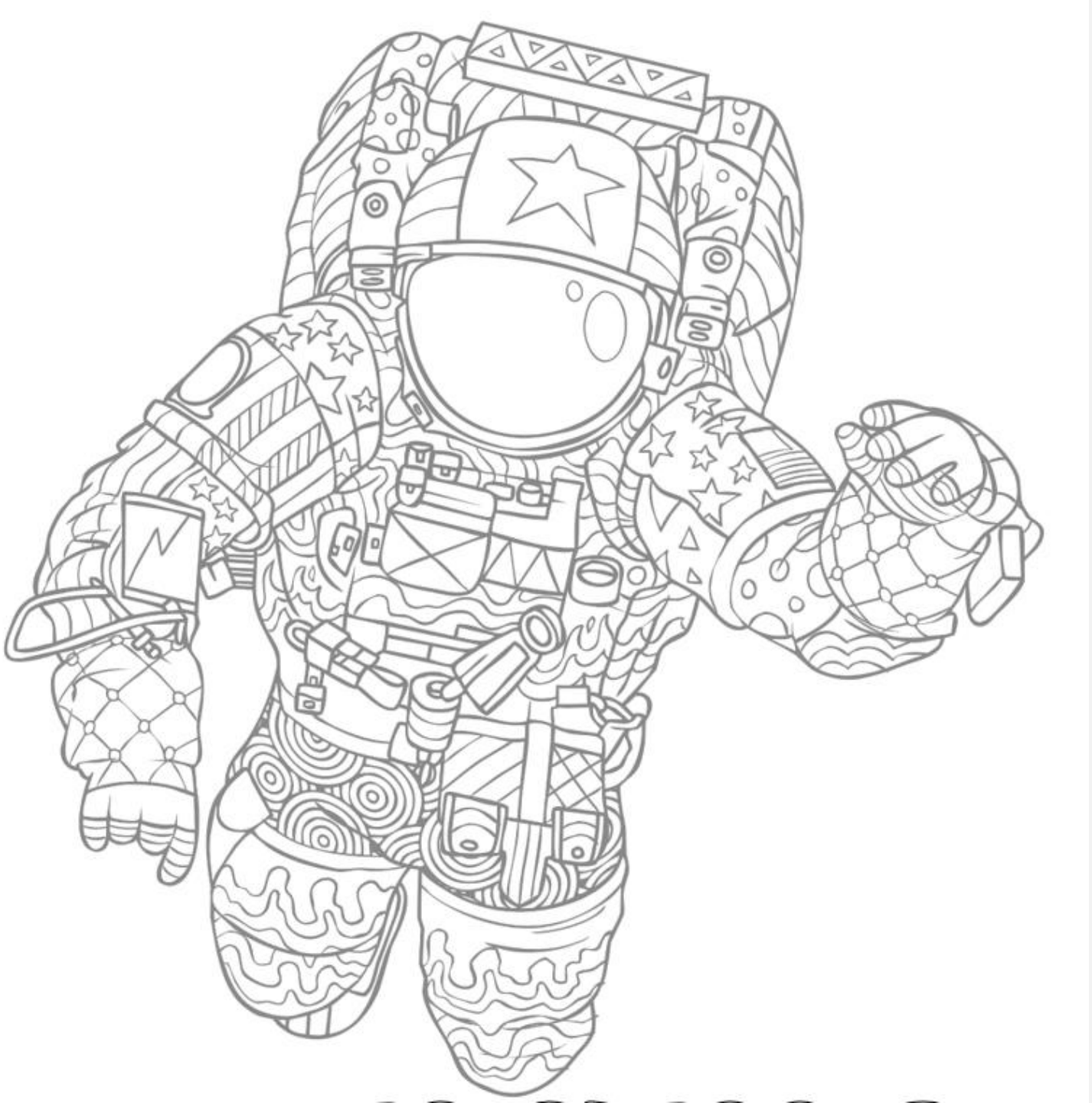
Click here to watch Miss Swainson's video about handwriting!

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





FACT CARDS

WELL-BEING COLOURING