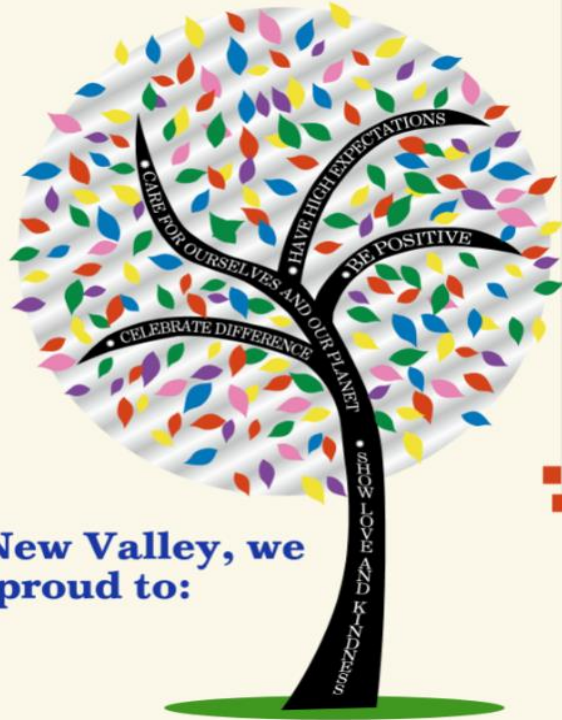




# NEW VALLEY PRIMARY SCHOOL REMOTE LEARNING WELL-BEING WEDNESDAY 24<sup>TH</sup> FEBRUARY



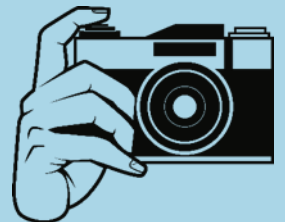
At New Valley, we  
are proud to:

Year 5

Beech Class

Week Beginning 22/2/2021

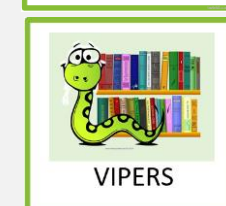
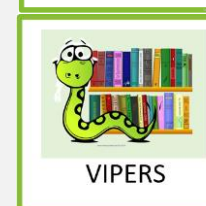
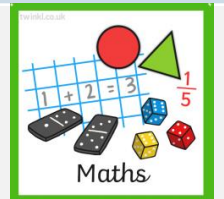
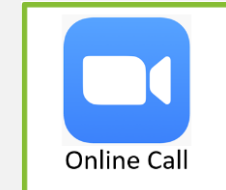
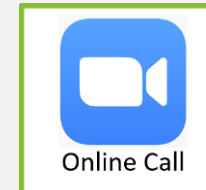
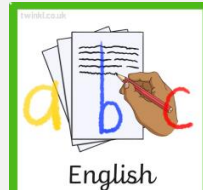
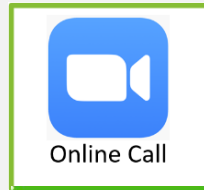
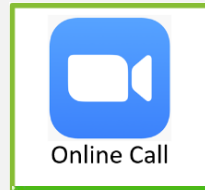
Work should be photographed or scanned and returned to me at [beech@newvalleyprimary.com](mailto:beech@newvalleyprimary.com).



# 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?



# OUR SOLAR SYSTEM





Wednesday  
24/2/2021

### Our video calls

English- We will be looking at adding openers to our sentences to make them cohesive.

### Votes for Schools

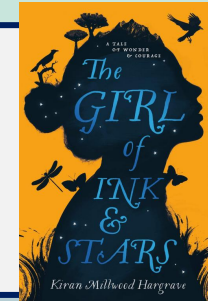
Stuck? Need some ideas?  
Look at our working wall  
for VIPERS. Click here



The Girl of Ink and Stars  
Read the rest of chapter 1

Go through the text and highlight or write down anything that tells you that this story does not take place, and is not set, in our world.

Highlight these words from the chapter:  
irritated  
marooned  
cartographer  
Heirloom  
What does each word mean?



### Wider Curriculum Space and Earth!

The Planets in our Solar System  
Using the worksheet, try and find out as much as you can about our planets in our solar system.

Click here for the worksheet

You could make fact cards for each planet like this (Click here).

For our Well- Being have some time to colour our Solar System. Click here



### English

LO: To use adverbial openers for cohesion.

We use adverbial openers to link our ideas and sentences together so that they flow. We call this cohesion.

Using the facts from yesterday (in their groups with headings) add an adverb of manner or another adverbial opener (click here for some ideas) at the beginning of them to make them more interesting and help the facts flow from one to another (cohesion). Don't forget your comma after the opener. Can you think of any adverbs or conjunctions of your own?

e.g. **Interestingly**, NASA was founded in 1958 during the Cold War. **Before this**, it was known as NACA since...

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



### Spellings

Click here to go to spellings

### Maths

LO: To multiply 4 digits by 2 digits (part 1).

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

## 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

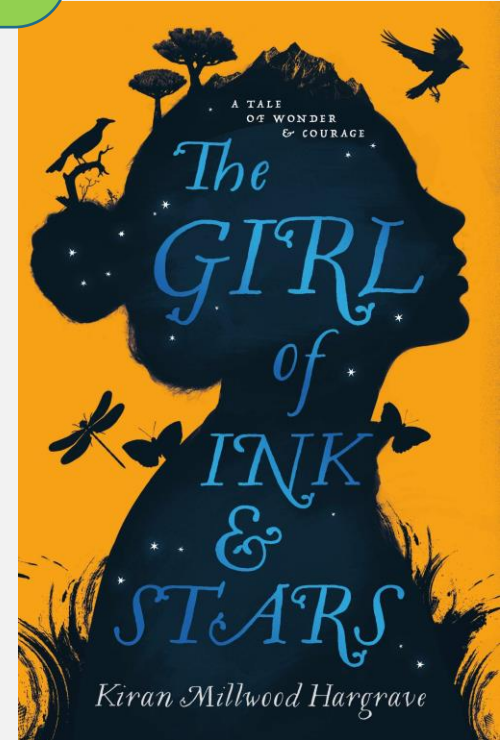
Sister to Gabor  
Short  
Best friend is Lupe  
13 years old  
She has a hen and a ginger cat (Pep)  
Curious

### 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

**T**hey 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.



# NASA FACTS

NACA was formed in 1915

NACA stands for The National Advisory Committee for **Aeronautics**

In 1935, the first female computers are hired at NACA

NACA tested and researched aeroplanes in WW1

NACA tested and researched planes in WW2

NACA used **wind tunnels** to test model planes

NACA employed women as **computers**

The computers used **calculating machines** to process **data**

NACA started to employ African American employees

NACA had a **segregated** workplace

Offices and toilets were **segregated**

NACA made planes that could travel faster than the **speed of sound**

NACA created new kinds of **missiles** and **bombers**.

NASA was formed in 1958

In 1958 segregation ended at NASA

Activity

Now using these facts add an adverb at the beginning of them to make them more interesting. Don't forget your comma after the adverb opener. Can you think of any adverbs of your own? e.g. **Interestingly**, NASA was founded in 1958 during the Cold War. Before this, it was known as NACA since...

# NASA FACTS

NASA stands for the National **Aeronautics** and Space Administration

Mary Winston Jackson was the first African American woman employed by NACA

Neil Armstrong was the first man on the moon

Astronaut Alan Shepard, America's first man in space in May 1961

Russian **cosmonaut** Yuri Gagarin becomes the first human being to travel into space in April 1961

Russia launched the first **satellite** into space

The first satellite in space was called Sputnik

John Glenn was the first man to **orbit** the Earth in 1962

Neil Armstrong and Edwin "Buzz" Aldrin became the first humans to land on the moon in 1969

Mae Jemison was the first African American woman in space

# ADVERBIAL OPENERS FOR COHESION

## **time**

in the beginning  
only yesterday  
until then  
to begin with  
at first  
meanwhile  
simultaneously  
after that  
straight away  
presently

## **place**

near this location  
around here  
in the city  
behind the clouds  
beyond the wall  
inside the cave  
out in the countryside  
along the lane  
here in this room  
over the street

## **number/frequency**

firstly  
secondly  
lastly  
once  
twice  
occasionally  
rarely  
every so often  
often  
sometimes

## **exception**

despite this  
aside from  
despite  
excluding  
even though  
other than  
with the exception of  
apart from  
however  
besides

## **cause and effect**

as a result  
for this reason  
subsequently  
hence  
as a consequence  
due to  
therefore  
so as to  
because of this  
consequently

## **contrast/comparison**

on the other hand  
alternatively  
similarly  
nevertheless  
in contrast  
rather than  
compared with  
on the contrary  
in comparison  
however

## **clarification**

in fact  
in other words  
to clarify  
above all  
the main reason for this  
for instance  
in essence  
to summarise  
to illustrate this  
in conclusion

## **emphasis/addition**


to clarify  
most importantly  
especially  
primarily  
furthermore  
above all else  
as well as  
in addition to this  
also  
moreover



## Flashback 4

Year 5 | Week 1 | Day 3



- 1) Multiply 374 kg by 6
- 2) What is the area of these two shapes?  


The diagram shows two adjacent rectangles, A and B, both shaded blue. Rectangle A is on the left with a width of 10cm and a height of 4cm. Rectangle B is on the right, sharing the same height of 4cm, with a width of 7cm.
- 3) Write down 2 factors of 20
- 4) Work out  $280 + 849$

# 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

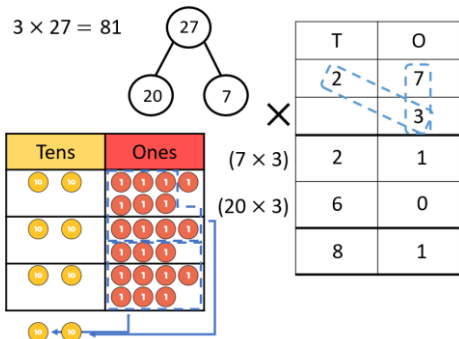
multiple

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

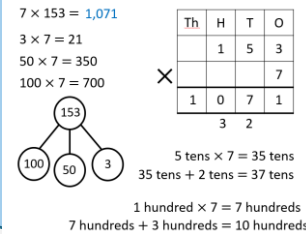


[Link to the video](#)

### Multiplying 3 and 4 digits by 1 digit

WIND-

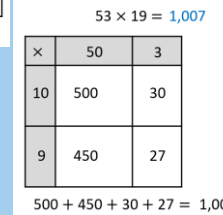
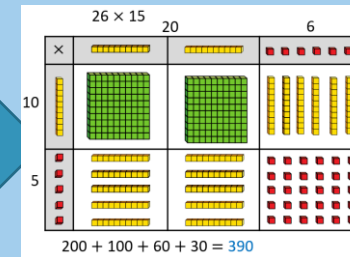
- Partition the largest number. Place the single digit under the ones column.
- Multiply the ones and write the answer below.
- Multiply the ones with the tens and write it below.
- Multiply the ones by the hundreds.
- Don't forget to count any numbers that have been carried over.



[Link to the video](#)

### Multiply 2 digits area model

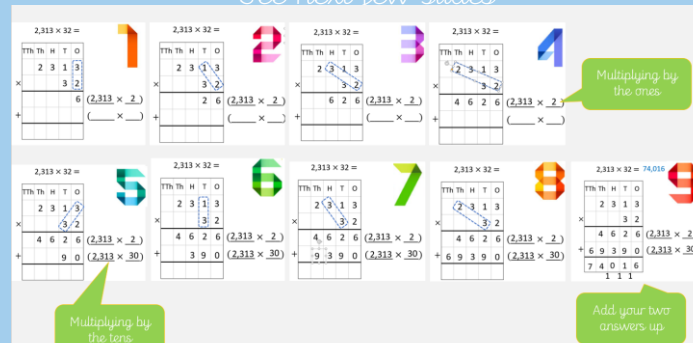
Multiply all the digits using the grid.



[Link to the video](#)

### Multiply 3 and 4 digits by 2 digits

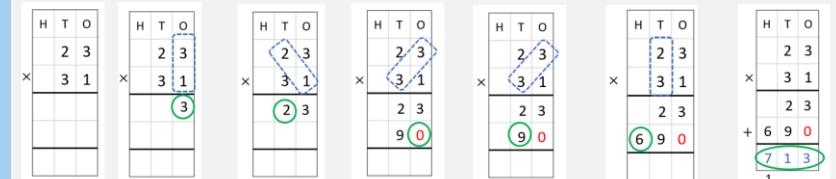
See next few slides



[Link to the video](#)

### Multiply 2 digits by 2 digits

$23 \times 31$



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
+					

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

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

$$2,313 \times 32 =$$



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

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

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

$$2,313 \times 32 =$$



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

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

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

$$2,313 \times 32 =$$



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

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

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

Add your two answers up

# Multiply 4-digits by 2-digits – basic practice

1 Complete the calculations.

a)

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

$$(2,433 \times \boxed{\phantom{00}})$$

$$(2,433 \times \boxed{\phantom{00}})$$

b)

		2	4	3	3
	×			1	7
		1	7 <sub>3</sub>	0 <sub>2</sub>	3 <sub>2</sub> 1
	+	2	4	3	3
					0

$$(2,433 \times \boxed{\phantom{00}})$$

$$(2,433 \times \boxed{\phantom{00}})$$

c)

		2	4	3	3
	×			3	1
		2	4	3	3
	+	7 <sub>1</sub>	2	9	9
					0

$$(\boxed{\phantom{00}} \times \boxed{\phantom{00}})$$

$$(\boxed{\phantom{00}} \times \boxed{\phantom{00}})$$

2 Complete the multiplications.

a)

		1	3	4	5
	×			2	5

$$(\boxed{\phantom{00}} \times \boxed{\phantom{00}})$$

$$(\boxed{\phantom{00}} \times \boxed{\phantom{00}})$$

b)

		5	0	1	2
	×			1	9

$$(\boxed{\phantom{00}} \times \boxed{\phantom{00}})$$

$$(\boxed{\phantom{00}} \times \boxed{\phantom{00}})$$

c)

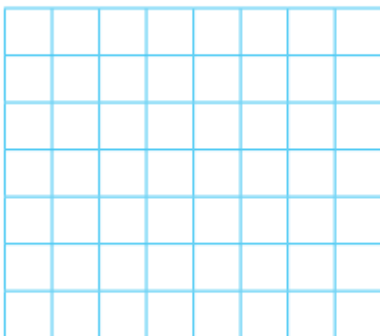
		2	7	0	8
	×			3	4

$$(\boxed{\phantom{00}} \times \boxed{\phantom{00}})$$

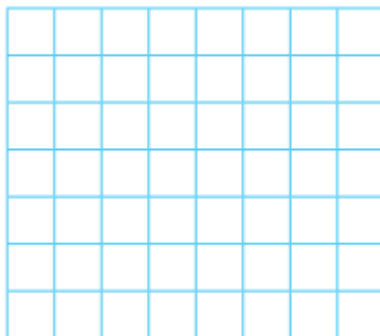
$$(\boxed{\phantom{00}} \times \boxed{\phantom{00}})$$

3 Work out the multiplications.

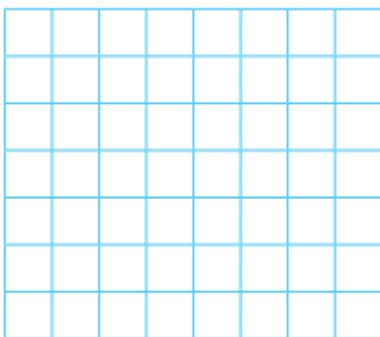
a)  $4,511 \times 23$



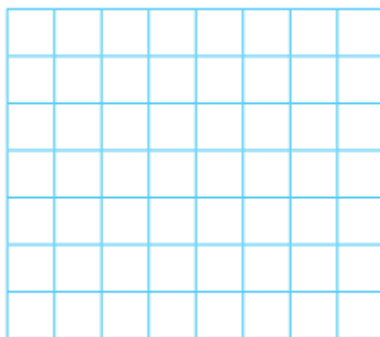
d)  $8,001 \times 26$



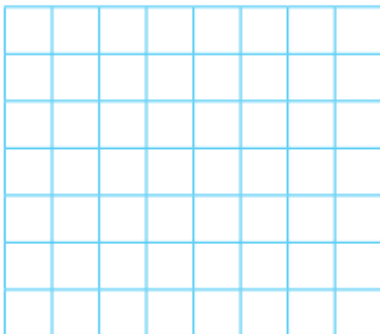
b)  $5,037 \times 15$



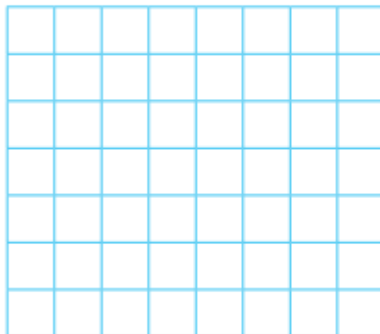
e)  $9,261 \times 11$



c)  $74 \times 1,156$



f)  $49 \times 3,860$



4 Find the product of 5,604 and 81

5 A shop buys football shirts for £39 each and sells them for £49 each.

a) The shop buys 2,700 football shirts.

How much does it cost?

b) The shop sells all the football shirts.

How much profit does it make?

Could you have worked it out a different way?

6 Calculate  $9,999 \times 99$

Compare methods with a partner.







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



Copy the spellings out.  
It might help to do the root in one colour and the  
suffix in another e.g. **reason**able

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
dependable					
comfortable					
understandable					
reasonable					
enjoyable					
reliable					
possible					
horrible					
terrible					
incredible					

# 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

d d d d

dt dt dt

de de de

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

# OUR SOLAR SYSTEM

Use the link to help you  
find out the information








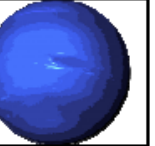
<https://theplanets.org/planets/>

Using the worksheet, try  
and find out as much as  
you can about our planets  
in our solar system.

You could create fact cards  
about each planet like the  
ones on the next page.

Click the pictures below to  
find out about some of our  
planets.

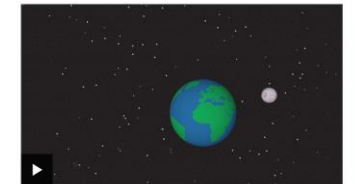
The planets in our solar system (Sheet A)

	Mercury	Venus	Earth	Mars	Jupiter	Saturn	Uranus	Neptune
								
Type of planet	Terrestrial							
Mean diameter (km)			12,756			120,536		
Distance from Sun (millions of km)					778.6			
Number of moons		0					27	
Surface gravity (m/s <sup>2</sup> )			9.8					11
Mass (septillions of kg)	0.33			0.642				
Length of day (Earth hours)				24.7	9.9	10.7		16.1
Length of year (Earth days)								
Mean temperature (°C)		464		-65				

## What are the rocky planets?

Part of Science | The solar system

[Add to My library](#)



## What are the gas planets?

Part of Science | The solar system

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# FACT CARDS

## Saturn



Size (diameter):	116 464km
Moons:	82
Distance from Sun:	1.5 billion km
Length of year:	29 years
Length of day:	10 hours 42 minutes
Temperature:	between -185°C and -122°C
Atmosphere:	
This planet is made up mostly of gas. Almost the entire planet is made up of hydrogen (~75%), helium (~25%) and traces of methane and water.	

## Jupiter



Size (diameter):	139 822km
Moons:	79
Distance from Sun:	778.89 million km
Length of year:	12 years
Length of day:	9 hours 56 minutes
Temperature:	about -110°C
Atmosphere:	
This planet is made up mostly of gas. Almost the entire planet is made up of hydrogen and helium, with traces of ammonia, sulphur and water vapour.	

## Mercury



Size (diameter):	4879.4km
Moons:	0
Distance from Sun:	58 million km
Length of year:	88 days
Length of day:	176 days
Temperature:	-173°C to 427°C
Atmosphere:	
hydrogen, helium, oxygen, sodium and potassium	

## Venus



Size (diameter):	12 104km
Moons:	0
Distance from Sun:	108.27 million km
Length of year:	225 days
Length of day:	243 days
Temperature:	around 470°C
Atmosphere:	
carbon dioxide (96.5%), nitrogen and sulphur dioxide	

## Uranus



Size (diameter):	50 724km
Moons:	27 (Titania, Oberon, Miranda, Ariel, Umbriel, etc.)
Distance from Sun:	2.94 billion km
Length of year:	84 years
Length of day:	17 hours 14 minutes
Temperature:	around -224°C
Atmosphere:	
This planet is made up mostly of gas. Almost the entire planet is made up of hydrogen and helium, with traces of ammonia, water and methane.	

## Earth



Size (diameter):	12 742km
Moons:	1
Distance from Sun:	151.75 million km
Length of year:	365 days
Length of day:	24 hours
Temperature:	between -88°C and 58°C
Atmosphere:	
Nitrogen	78.08%
Oxygen	20.95%
Argon	0.93%
Carbon dioxide	0.04%

## Mars



Size (diameter):	6791km
Moons:	2 (Phobos and Deimos)
Distance from Sun:	227.9 million km
Length of year:	687 days
Length of day:	1 day 0 hours 37 minutes
Temperature:	between -140°C and 20°C
Atmosphere:	
Oxygen: 0.13%, CO <sub>2</sub> : 95.32% CO: 0.08%, N: 2.7%, Ar: 1.6%	

## Neptune



Size (diameter):	49 244 km
Moons:	14
Distance from Sun:	4.48 billion km
Length of year:	165 years
Length of day:	16 hours 6 minutes
Temperature:	around -210°C
Atmosphere:	
This planet is made up mostly of gas. Almost the entire planet is made up of hydrogen, helium and methane.	



WELL-BEING  
COLOURING

