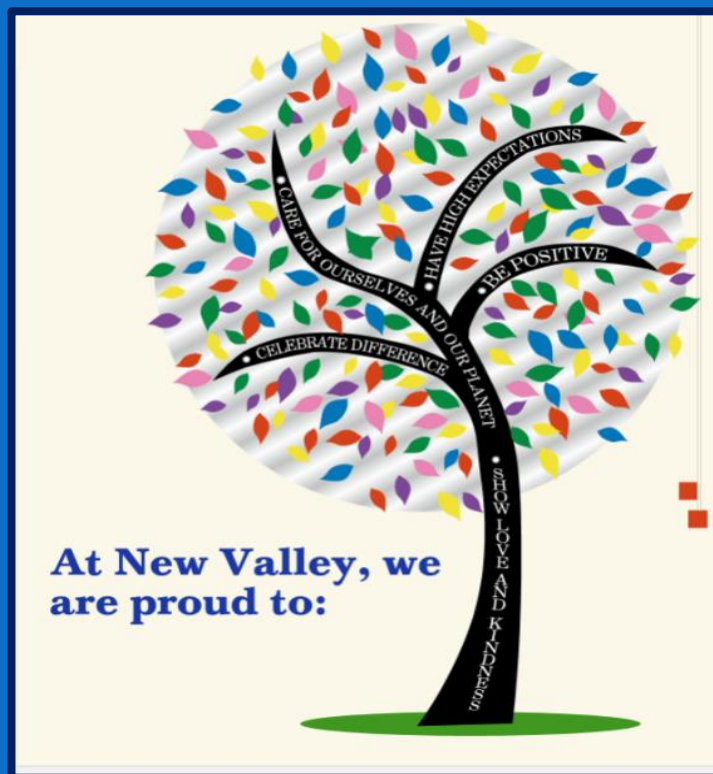




NEW VALLEY PRIMARY SCHOOL

REMOTE LEARNING

MONDAY 22ND FEBRUARY



Year 5

Beech Class

Week Beginning 22/2/2021

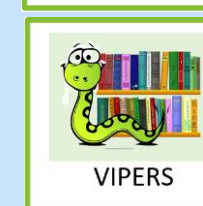
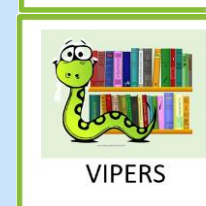
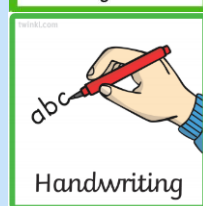
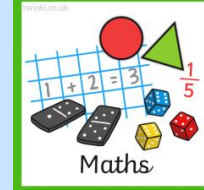
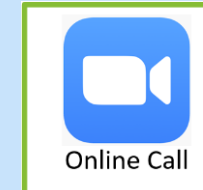
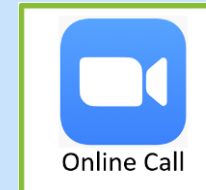
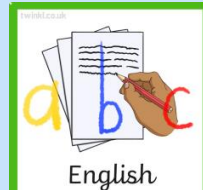
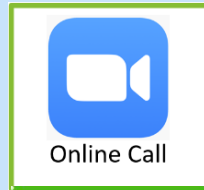
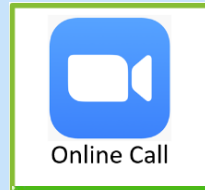
Work should be photographed or scanned and returned to me at beech@newvalleyprimary.com.

Thanks for not printing this page!

Beech Class

Recommended Daily Timetable

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



Thanks for not printing this page!

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



Wider Curriculum

Space and Earth!

Very excitingly we are going to be looking at space!

In this lesson, we will discuss what we can find in our solar system. We will also discuss what a planet, moon and space dust are. Finally, we will examine the differences between asteroids, meteoroids, meteors and meteorites.

<https://classroom.thenational.academy/lessons/what-is-the-solar-system-c5jk6r>



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

Maths

LO: To multiply two digits by two digits.

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

Please follow the links to the White Rose website to find today's lesson.

[Re watch- Lesson Video Link](#)
[Click here for the Activity Sheet](#)
[Today's answers](#)

Our video calls

English- We will be looking at our new book!

Maths- We will looking at your warm up from today and then looking at multiplication of two digits.

English

LO: To ask a range of questions about a subject.

Welcome to the NASA/NACA Recruits Induction Program.

[Click here for your badge!](#)

What is different about the badges? What do you know about NASA/NACA? Do you know what the abbreviations stand for? What do you think you know about NASA/NACA? Are there any questions that you would like to find out?

[Click here for your first top secret files!](#) Study the photos and make a list what you see. Answer the questions at the side.

You're first assignment as trainee employees is to write a report on NASA. We have to become experts.

Fill out the following table:

Try to have at least 3 for each column.

What I Know	What I think I Know	Questions
NASA launched the first man on the moon	NASA could have been called NACA before because they used to work with planes rather than rockets	Who are some of the people in the photos?



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



The Girl of Ink and Stars

[Click here for the part we will be looking at.](#)

P- What might the songbirds and animals have been running from (Page 1)?

The songbirds might have been running from...

I- Gabo's bed is 'dustier every day'.

What does this mean (Page 3)?

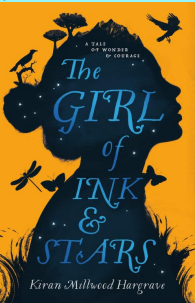
It means...

I- What impressions are we given about Isabella's house?

We are given the impression...

(We will look at this question call!)

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



Spellings

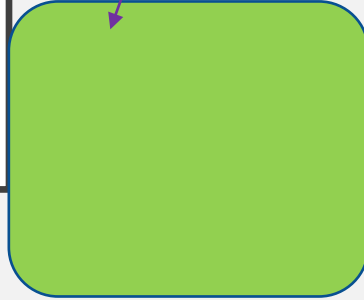
[Click here to go to spellings](#)



Match the suffixes with the root of the word.

VIPERS - THE GIRL OF INK AND STARS

Setting



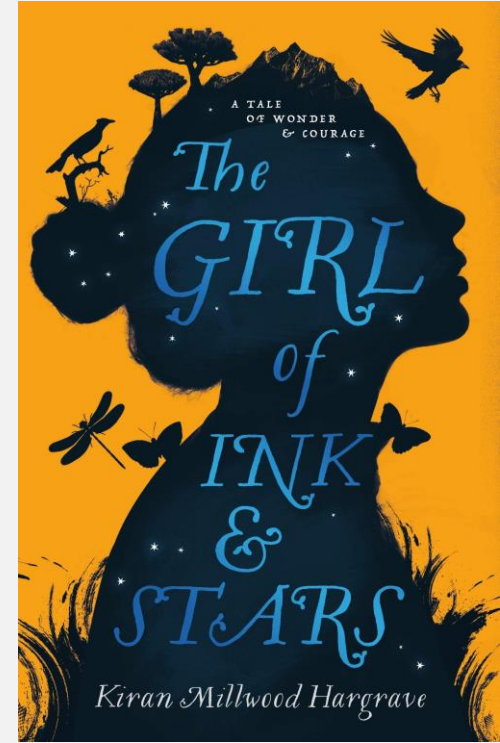
Characters



Plot so
far...

We will write what has happened
so far together on our call.

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.

NASA TRAINEE BADGE



TOP SECRET ASSIGNMENT



Dryden Flight Research Center E-33718 Photographed 8/54
NACA Staff NASA photo



Answer these questions:

- Can you group the photos under the correct organisation NASA or NACA?
- Which organisation do you think came first? Can you order the pictures roughly on a timeline?
- What do you notice about the technology?

Flashback 4

Year 5 | Week 1 | Day 1



- 1) What is the area of a square with a side length of 6 cm?
- 2) What is 24×3 ?
- 3) Find the sum of £1,250 and £3,940
- 4) Write down a 4-digit number with 3 in the hundreds column.

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

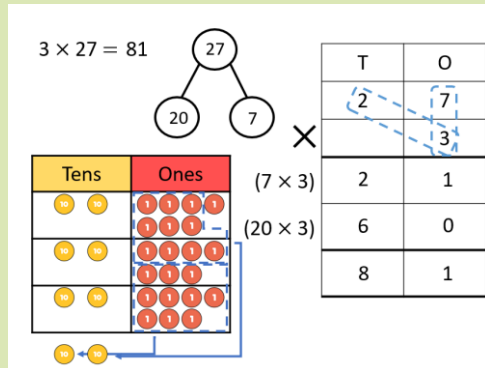
multiple

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.

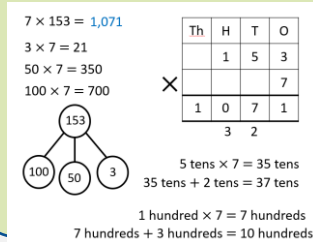


[Link to the video](#)

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

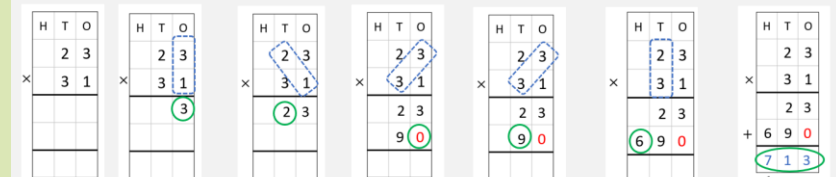
[Link to the video](#)

Multiply 3 digits by 3 digits

[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		



1) Hugo has been practising long multiplication. For each question, can you spot his mistake and explain where he has gone wrong?

a)

	2	2
×	4	4
<hr/>		
	8	8
	8	8
<hr/>		
1	7	6

(22 × 4)
(22 × 40)

1

b)

		5	4
	×	2	3
<hr/>			
	1	5	2
		1	
1	0	8	0
<hr/>			
1	2	3	2

(54 × 3)
(54 × 20)

1

c)

	3	7
×	2	3
<hr/>		
1	1	1
	2	
7	4	0
	1	
<hr/>		
9	7	1

(37 × 3)
(37 × 20)

1) Identify the missing digits in these calculations.

			3
	×	5	3
<hr/>			
	1	2	9
	1		
	1		
<hr/>			
2		7	

			6
	×	2	
<hr/>			
		5	
		1	
	5		0
	1		
<hr/>			
1		7	2



1) Complete these calculations.

a)

		3	2
	×	4	3
<hr/>			
		9	6
<hr/>			

(32 × 3)

b)

		5	4
	×	2	7
<hr/>			
<hr/>			

(54 × 7)
(54 × 20)

2) Set out and complete these calculations using the long multiplication method as above.

a) 28 × 43 =

<hr/>				

b) 64 × 73 =

<hr/>				

c) 56 × 35 =

<hr/>				



Words ending in -able and -ible. -able is used where there is a related word ending -ation



1. Highlight the suffix in the words.
2. Group the words in the list according to ending/root words etc and look for any patterns or rules that occur.

Things to look for: 'able' is often used on words where the root word can still be heard e.g vary/variable. 'ible' is more common when the root word cannot be heard e.g. incredible, but there are exceptions like 'accessible'.

Look at the endings of these words, can you spot a pattern?



Think about the root words. Are there exception words that don't fit the pattern?

forgivable	gullible	disposable	incredible
incredible	likable	susceptible	fashionable
suggestible	terrible	excitable	knowledgeable

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

but but

back back

blue blue

because because

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