

# Gordon Primary School

## Remote Learning Grid – Week Beginning 01.02.21

If you require further support with this week's tasks or wish to submit remote learning work to your child's teacher, they may be contacted via the following class email address:

5I - [class5i@gordonprimary.redbridge.sch.uk](mailto:class5i@gordonprimary.redbridge.sch.uk)

5K - [class5k@gordonprimary.redbridge.sch.uk](mailto:class5k@gordonprimary.redbridge.sch.uk)

Please insert your child's full name in the subject line of the email, so that your child's teacher can easily access your message.

Please note, this email address exists only for the submission of remote learning work or to seek clarification in relation to this, during any period that your child is not able to attend school. Please do not use this email address at any other time, as your message may not be responded to.

If you wish to contact your child's teacher during regular school time, please do so via the home-school communication book, or call the school office on 0208 478 2977.

**This Week's Spellings****Look, Say, Cover, Write and Check!**

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

|            | look | say | cover | write | check | correction |
|------------|------|-----|-------|-------|-------|------------|
| Practice   |      |     |       |       |       |            |
| Practise   |      |     |       |       |       |            |
| Prophecy   |      |     |       |       |       |            |
| Prophesy   |      |     |       |       |       |            |
| Vicious    |      |     |       |       |       |            |
| Precious   |      |     |       |       |       |            |
| Conscious  |      |     |       |       |       |            |
| Delicious  |      |     |       |       |       |            |
| Malicious  |      |     |       |       |       |            |
| Suspicious |      |     |       |       |       |            |

**Challenge:**

Find out the difference between *practice* and *practise*.

Remember to look up the definition of any words you are unsure of. The website below may help:

<https://kids.britannica.com/kids/browse/dictionary>

**Reading:**

Please feel free to use the Oxford Owl eBooks to read books online for free!

Remember to sign your reading record too!

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

**New Maths This Week**

This week, we will be looking finishing off multiplication over two sessions. We will then be moving onto fractions. Some of the learning we will cover is:

1. Squared numbers
2. Cubed numbers
3. Adding and subtracting fractions with the same denominator (the number at the bottom)
4. Adding and subtracting fractions with different denominators
5. Equivalent fractions

**Times Tables:**

Practise **all** of your times tables as often as you can and the corresponding division facts! Use the links below:

<https://trockstars.com>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

## Year 5

### Article of the week:

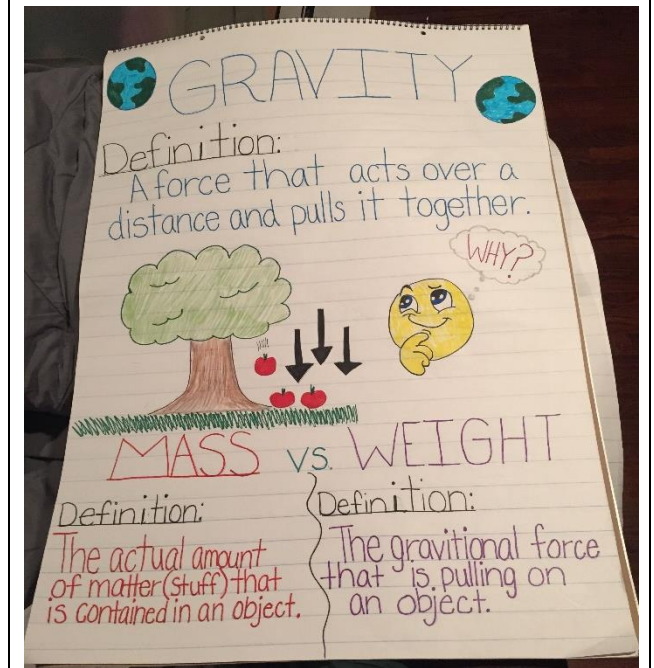
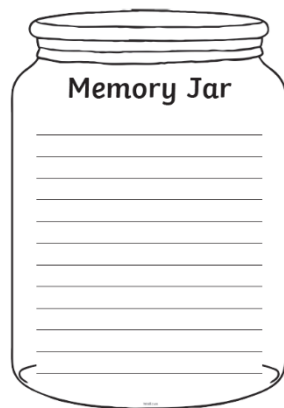
Article 24 – Health Care - ensures that every child has the right to the best possible health. Governments must provide good quality **health care, clean water, nutritious food, and a clean environment and education on health** and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Thoughts for the week - Watch Newsround to see the latest news on Covid-19 ([https://www.bbc.co.uk/newsround/news/watch\\_newsround](https://www.bbc.co.uk/newsround/news/watch_newsround)). What rights have we had during this pandemic? How does that make you feel? What is your responsibility towards your health and others? What about poorer countries? What responsibility have we shown to them?

| Day | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Science/Topic work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | <p><b><u>Memories</u></b><br/>Read <i>Rooftoppers</i> from page 15 to the end of Chapter 2.</p> <ul style="list-style-type: none"> <li>What is a memory?</li> <li>How important are memories?</li> <li>Do you think memories are reliable? Why/why not?</li> </ul> <p>Write a short piece describing one or some of your first memories. Explain why they are important to you and what makes them so memorable. If you are unable to remember one of your first memories, you may wish to write about a memory that is special to you.</p> <p>Below are some examples that might help you to remember some of your first memories (e.g. first friend, first bike ride, visit to the park, first day at school):</p> | <p><b><u>Multiplication – squared numbers</u></b><br/>Click on the link below to learn how to work out squared numbers:<br/><a href="https://www.youtube.com/watch?v=TLTNLcEn7w0">https://www.youtube.com/watch?v=TLTNLcEn7w0</a></p> <p>So, squared numbers are when we multiply a number by itself. For example, <math>3^2</math> means <math>3 \times 3</math> which equals 9.</p> <p>Now solve the questions below by multiplying the number by itself as seen in the video:</p> <ol style="list-style-type: none"> <li><math>2^2 =</math></li> <li><math>4^2 =</math></li> <li><math>7^2 =</math></li> <li><math>15^2 =</math></li> <li><math>18^2 =</math></li> </ol> <p><b>Challenge:</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Whitney thinks that <math>4^2</math> is equal to 16</p> <p>Do you agree?<br/>Convince me.</p> <p>Amir thinks that <math>6^2</math> is equal to 12</p> <p>Do you agree?<br/>Explain what you have noticed.</p> </div> | <p><b><u>Science – Forces</u></b><br/>In today's lesson, you will learn about contact forces through discussion of air and water resistance and examine what balanced and unbalanced forces are. You will also investigate friction. Based on the investigation in the video, you will make conclusions about the causes and characteristics of friction.</p> <p>Click on the link below to watch the lesson <b>and</b> to complete the quiz:<br/><a href="https://classroom.thenational.academy/lessons/what-are-contact-forces-74t3gc">https://classroom.thenational.academy/lessons/what-are-contact-forces-74t3gc</a></p> <p><b>Challenge:</b><br/>Create a poster on one of the forces you have learnt about today which includes:</p> <ul style="list-style-type: none"> <li>A definition of the force</li> <li>What it does</li> <li>Some examples of that force in action (you can include drawings)</li> </ul> <p>An example is shown below to help you:</p> |



You may use the template below for your writing and to add a drawing as well:



**Challenge:**

Compare your childhood memories to Sophie's. How are they similar or different?

Do you think Sophie will find her mother? What makes you think this?

other. Sophie loved them. Miss Eliot was shocked; and 'Girls,' she said, 'don't wear trousers.' But Sophie insisted that they did.

'My mother wore trousers. I know she did. She used to dance in them, when she played her cello.'

'She can't have,' said Miss Eliot. It was always the same. 'Women do not play the cello, Sophie. And you were *much* too young to remember. You must try to be more honest, Sophie.'

'But she did. The trousers were black, and greyish at the knee. And she wore black shoes. I remember.'

'You are imagining things, my dear.' Miss Eliot's voice was like a window slamming shut.

'But I promise, I'm *not*.'

'Sophie—'

'I'm not!' Sophie did not add, 'you potato-faced old hag!' but she did very much want to. The problem was that a person could not grow up with Charles without becoming polite to their very bones. To be impolite felt, to Sophie, like wearing dirty underwear, but it was difficult to be polite when people talked about her mother. They were so very certain that she was making it up; and she was so very certain that they were wrong.

'Toe-nail eyes!' whispered Sophie. 'Buzzard! I *do* remember.' She felt a little better.



Sophie did remember her mother, in fact, clear and sharp. She did not remember a father; but she remembered a swirl of hair, and two thin cloth-covered legs kick to the beat of wonderful music, and that wouldn't have been possible if the legs had been covered in skirt.

Sophie was also sure she remembered, very clearly, seeing her mother clinging to a floating door in the middle of the channel.

Everybody said, 'A baby is too young to remember.' They said, 'You are remembering what you wish was true.' She grew sick of hearing it. But Sophie remembered seeing her mother wave for help. She had heard her mother whistle. Whistles are very distinctive. No matter what the police said, then, she knew her mother had not gone down inside the ship. Sophie was stubbornly certain.

Sophie whispered to herself in the dark every night: *My mother is still alive, and she is going to come for me one day.*

'She'll come for me,' said Sophie to Charles.

Charles would shake his head. 'That is almost impossible, dear heart.'

'Almost impossible means still possible.' Sophie tried to stand up straight and sound adult; people believed you more easily if you were taller. 'You always say, never ignore a possible.'

'But my child, it is so profoundly improbable, that it's not worth building a life on. It would be like trying to build a house on the back of a dragonfly.'

'She'll come for me,' said Sophie to Miss Eliot.

Miss Eliot was more blunt. 'Your mother is dead. No women survived,' she said. 'You mustn't allow yourself to get carried away.'

Sometimes it seemed difficult for the adults in Sophie's life to tell between 'carried away' and 'absolutely correct but unbelievably'. Sophie felt herself flushing. 'She will come,' she said. 'Or I'll go to her.'

'No, Sophie. That is not how the world works.' Miss Eliot was sure that Sophie was mistaken, but then Miss Eliot was also sure that cross-stitch was *vital*, and Charles was *impossible*, which just showed that adults weren't always right.

One day Sophie found some red paint and wrote the name of the ship, *the Queen Mary*, and the date of

the storm, on the white wall of the house; just in case her mother passed by.

Charles's face, when he found her, was too complicated for her to look at. But he helped her reach the high parts, and wash the brushes afterwards.

'A case,' he said to Miss Eliot, 'of the just in cases.'

'But she's—'

'She is only doing as I have told her.'

'You told her to vandalise your own house?'

'No. I have told her not to ignore life's possibles.'

### **The Victorian Era**

Read Chapter 3 of *Rooftoppers* to page 22 – ‘...from her chair.’

- What else does Miss Eliot think of Charles’ parenting?
- What does it mean to be ‘normal’?
- Is it okay to be different? Why/why not?
- Do you think life was easier/harder in the Victorian times? Why?

Use some of the links below to learn about the Victorians and who they were:

<http://www.primaryhomeworkhelp.co.uk/victorians.html>

<https://www.bbc.co.uk/bitesize/topics/zcjhyc/resources/1>

[http://www.bbc.co.uk/history/trail/victorian\\_britain/](http://www.bbc.co.uk/history/trail/victorian_britain/)

<http://www.primaryresources.co.uk/history/history2.htm>

Your task is to use any of the links above of your choice to present some research on the Victorians. Some examples of topics that you may like to research are:

- Victorian children
- Daily life in the Victorian times
- Clothes
- Children
- Families

### **Multiplication – cubed numbers**

Click on the link below to learn how to work out cubed numbers:

<https://www.youtube.com/watch?v=66e1GAlGZhI>

So, cubed numbers are when we multiply a number by itself, then multiply the answer by itself again. For example,  $2^3$  means  $2 \times 2 \times 2$  which means  $2 \times 2$  equals 4, and then  $4 \times 2$  equals 8. Therefore,  $2^3$  equals 8.

Now solve the questions below:

1.  $3^3 =$
2.  $5^3 =$
3.  $8^3 =$
4.  $9^3 =$
5.  $12^3 =$

### **Challenge:**

Rosie says,



$5^3$  is equal to 15

Do you agree?

Explain your answer.

### **History – The Romans**

In today’s lesson, you will be learning about how the Romans conquered Britain. You will begin by look at why Emperor Claudius chose to invade Britain and the key differences between the Roman and Celtic armies. You will end the lesson by looking at how the Romans built towns and cities across Britain.



Click on the link below to watch the lesson **and** to complete the quiz:

<https://classroom.thenational.academy/lessons/how-did-the-romans-conquer-britain-6gw6d>

An example of how you may like to present your work is shown below:

#### Clothing

- Girls had to wear a loose-fitting shirt with stockings and at least two petticoats.
- Boys had worn dresses as babies until they were about five.



#### Toys

#### Florence Nightingale

- An inspirational nurse for her work during the Crimean War.
- She often visited soldiers at night when everyone was asleep so she could check that they were okay.
- Known as 'the lady of the lamp' because she hardly slept and always took care of soldiers.



#### Children

- Children from rich families did not need to work.
- Children from working class families ate poor food, worked long hours, lived in damp, filthy conditions.
- Children from rich families were well-fed, clean, and well-clothed.



### 3

Miss Eliot did not approve of Charles, nor of Sophie. She disliked Charles's carelessness with money, and his lateness at dinner.

She disliked Sophie's watching, listening face. 'It's not natural, in a little girl!' She hated their joint habit of writing each other notes on the wallpaper in the hall.

'It's not normal!' she said, scribbling on her notepad. 'It's not healthy!'

'On the contrary,' said Charles. 'The more words in a house the better, Miss Eliot.'

Miss Eliot also disliked Charles's hands, which were inky, and his hat, which was coming adrift round the brim. She disapproved of Sophie's clothes.

Charles was not good at shopping. He spent a day standing, bewildered, in the middle of Bond Street,

and came back with a parcel of boys' shirts. Miss Eliot was livid.

'You cannot let her wear that,' she said. 'People will think she is deranged.'

Sophie looked down at herself. She fingered the material. It felt quite normal to her; still a little stiff from the shop, but otherwise fine. 'How can you tell it's not a girl's shirt?' she asked.

'Boys' shirts button left over right. Blouses – please note, the word is *blouses* – button right over left. I am shocked that you don't know that.'

Charles put down the newspaper behind which he had retreated. 'You are shocked that she doesn't know about *buttons*? Buttons are rarely key players in international affairs.'

'I beg your pardon?'

'I meant, she knows the things which are important. Not all of them, of course; she is still a child. But many.'

Miss Eliot sniffed. 'You'll forgive me; I may be old-fashioned, but I think buttons *do* matter.'

'Sophie,' said Charles, 'knows all the capitals of all the countries of the world.'

Sophie, standing in the doorway, whispered, '*Almost.*'

'She knows how to read, and how to draw. She knows the difference between a tortoise and a turtle. She knows one tree from another, and how to climb them. Only this morning she was telling me what is the collective noun for toads.'

'A knot,' said Sophie. 'It's a knot of toads.'

'And she whistles. You would have to be extraordinarily unintelligent not to see that Sophie's whistling is unusual. Extraordinarily unintelligent, or deaf.'

Charles might just as well not have spoken. Miss Eliot swept him aside with a single flick of her fingers. 'She'll need new shirts, please, Mr Maxim. *Women's* shirts. And, my lord, those trousers!'

Sophie didn't see the problem. Trousers were just skirts with extra sewing. 'I need them,' she said. 'Please let me keep them. You can't climb in a skirt. Or, you can, but then everyone would see your pants, and surely that would be worse?'

Miss Eliot frowned. She was not the sort of person who admitted to wearing pants.

'We'll let it pass for now. You're still a child. But this can't go on forever.'

'What? Why not?' Sophie touched the bookcase with her fingertips for luck. 'Yes, it can. Why wouldn't it?'

'It certainly can't. England is no place for untrained women.'

Above all, Miss Eliot disliked Charles's wish to take Sophie on sudden expeditions. London was dirty, she said, and Sophie would catch germs and bad habits.

On the day of Sophie's probably ninth birthday, Charles stood her on a chair and polished her shoes, while she ate toast with one hand and read a book with the other. She turned the pages with her teeth. Crumbs and spit coated the corners of the paper but it was otherwise a satisfactory arrangement.

They were almost ready to leave the house for the concert hall when Miss Eliot stormed in.

'You can't take her out like that! She's filthy! And don't slouch, Sophie.'

Charles looked with interest at the top of Sophie's head. 'Is she?'

'Mr Maxim!' barked Miss Eliot, 'The girl has jam all down her top!'

'So she does.' Charles looked at Miss Eliot with courteous bewilderment. 'Does it matter?' Then, seeing Miss Eliot's hand reach towards her clipboard, he took a cloth and sponged at Sophie; as gently as if she were a painting.

Miss Eliot sniffed. 'There's some on the sleeve, too.'

'The rain will wash the rest off, surely? It's her birthday.'

'Dirt still applies on birthdays! You're not taking her to a zoo.'

'I see. Would you rather I took her to the zoo?'

Charles tipped his head to one side. He looked, Sophie thought, like a particularly well-mannered panther.

'It may not be too late to change the tickets.'

'That isn't what I meant! She'll disgrace you. I would be embarrassed to be seen with her.'

Charles looked at Miss Eliot. Miss Eliot's eyes dropped first.

'She has shining shoes and shining eyes,' said Charles. 'That is smartness enough.' He handed Sophie the tickets to hold on to. 'Happy birthday, my child.' He kissed her forehead – the once-yearly birthday kiss – and helped Sophie from her chair.

### Historical context of Rooftoppers

Click on the link below which is a BBC article about the 'ideal' woman in the Victorian times:

[http://www.bbc.co.uk/history/trail/victorian\\_britain/women\\_home/ideals\\_womanhood\\_02.shtml](http://www.bbc.co.uk/history/trail/victorian_britain/women_home/ideals_womanhood_02.shtml)

Your task now is to split your page into half which compares the upbringing of a Victorian girl compared to Sophie's upbringing by Charles. Identify at least **five** differences. An example is shown below to help you:

| An ideal Victorian girl's upbringing                                                                     | Sophie's upbringing                                                          |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Respectful</li><li>• Busy</li><li>• No life of leisure</li></ul> | <ul style="list-style-type: none"><li>• Messy</li><li>• Reads book</li></ul> |

### Challenge:

Using your table above, write two paragraphs which explains your ideas about the ideal Victorian girl and Sophie as a Victorian girl.

An example is shown below to help you:

*During the Victorian times, girls were raised in a manner where they were taught to be well-presented and ladylike. This meant that they would wear clothing such as dresses to look elegant. However, Sophie makes the choice of wearing trousers because she has a memory of her mother wearing them. This is something that Miss Eliot strongly disapproves of.*

*Furthermore, an ideal Victorian woman was taught to be respectful and to look after everything and everyone within the home. Sophie, on the other hand...*

### Fractions – adding and subtracting fractions with the same denominators

Click on the link below to learn how to add fractions:

<https://classroom.thenational.academy/lessons/fractions-adding-fractions-with-the-same-denominator-c9k3jc?step=1&activity=video>

Now click on the link below to learn how to subtract fractions:

<https://classroom.thenational.academy/lessons/fractions-subtracting-fractions-with-the-same-denominator-c9jker?activity=video&step=1>

Now solve the questions below by either adding or subtracting fractions:

1.  $\frac{1}{3} + \frac{1}{3} =$
2.  $\frac{1}{5} + \frac{3}{5} =$
3.  $\frac{3}{4} - \frac{1}{4} =$
4.  $\frac{5}{8} - \frac{3}{8} =$
5.  $\frac{2}{10} + \frac{5}{10} =$
6.  $\frac{6}{8} - \frac{3}{8} =$

### Challenge:

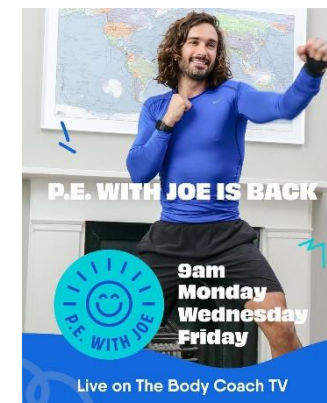
Explain how we can work out this question and then work it out:

$$\frac{2}{3} + \frac{1}{6} =$$

### PE

Follow the YouTube link below and choose a PE session by Joe Wicks to do:

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>



4

**Poetry**

Read *Rooftoppers* to the end of Chapter 3. The pages are on the bottom of this remote learning plan.

- What do we learn about Charles and Sophie?
- What do we learn about their relationship?
- How important is music in their lives?
- What role does music play in your life?
- How do you express your inner thoughts/feelings?

Below is a link to part of *Così fan tutte* as mentioned in today's reading:

<https://www.youtube.com/watch?v=Dz5jy8dNWRo>

The writer of *Rooftoppers* uses a lot of poetic language. One of the key themes are *home*. In Chapter 3, Sophie mentions that the music feels like home (p.25).

Over the next few sessions, you are going to work on writing your own poem about home. To do this, there will be a focus on onomatopoeia to bring your home to life through sounds using your choice of words.

Click on the link below to learn about onomatopoeia and its effect:

<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdy4xyc>

**Fractions – adding and subtracting fractions with different denominators**

Click on the link below to learn how to add fractions that have different denominators:

<https://classroom.thenational.academy/lessons/add-fractions-cnk3ar?activity=video&step=1>

Now click on the link below to learn how to subtract fractions that have different denominators:

<https://classroom.thenational.academy/lessons/subtract-fractions-6hh66r?activity=video&step=1>

Now solve the questions below by either adding or subtracting fractions:

1.  $\frac{2}{3} + \frac{1}{6} =$
2.  $\frac{1}{5} + \frac{2}{10} =$
3.  $\frac{3}{4} - \frac{1}{8} =$
4.  $\frac{4}{5} - \frac{2}{10} =$
5.  $\frac{1}{2} + \frac{1}{4} =$

**Challenge:**

$$\frac{5}{16} + \frac{\square}{8} = \frac{15}{16}$$

$$\frac{\square}{20} + \frac{7}{10} = \frac{17}{20}$$

**RE – adoration, confession, thanksgiving, supplication**

In today's lesson, you will be learning about four concepts that can be found in different religions:

- Adoration
- Confession
- Thanksgiving
- Supplication

Today, you will be focusing on adoration and confession.

**Adoration** is the act of loving, honor, or worship. When we pray in a spirit of adoration, we are worshipping God. Worship belongs to God. Adoration is an opportunity to remind ourselves who God is. When we are worried, we need to remind ourselves that God is powerful. Some religions believe that God loves us for who we are and similarly, we should love God for who He is.



**Confession** is to tell the truth. Christians confess Jesus by stating that He is the Christ. They also confess sin by telling the truth about something that they

have done or thought. Confession is an essential part of prayer as some religions believe that they know they are sinners. Sins have consequences on Earth and in heaven. It separates us from God.



Now have a read of some of the poems below about home and identify some examples of onomatopoeia:



**Noises**  
By Danielle Caryl

The click of the clock, the creak of the stair,  
The squeak of a mouse and the swoosh of the  
air.  
The groan of the house as it settles below,  
And outside the window, the patter of snow.  
The scruff of the dog's paws below where I  
rest,  
The rattle of the window that seems to face  
West.  
The jingle of bells from a wind chime next  
door  
The unearthly sounds of a truly loud snore.  
The crunching of snow under an animal's feet,  
The honk of a horn from right down the street.

Confession is an opportunity to be reunited to God.

Your task is to refer to the Christian and Islamic prayers from last week's RE session (The Lord's Prayer and The Fatiha) and to find at least **one** example of adoration and confession within the prayers.

**Challenge:**

Explain how each concept is evident within the prayers.

Your task now is to create a word bank of vocabulary that will help you to write your poem next lesson. Think about the sounds you want to focus on and remind you of your home. Below are some examples of onomatopoeia that may help:

|                   |        |                 |
|-------------------|--------|-----------------|
| spin              | stamp  | Shhh!           |
| creak             | whoosh | flicker         |
| bang clang a lang | Boo!   | grin            |
| squeak            | rattle | knock           |
| flap              | meow   | Trick or Treat! |



Miss Eliot sniffed. 'There's some on the sleeve, too.'

'The rain will wash the rest off, surely? It's her birthday.'

'Dirt still applies on birthdays! You're not taking her to a zoo.'

'I see. Would you rather I took her to the zoo?' Charles tipped his head to one side. He looked, Sophie thought, like a particularly well-mannered panther. 'It may not be too late to change the tickets.'

'That isn't what I meant! She'll disgrace you. I would be embarrassed to be seen with her.'

Charles looked at Miss Eliot. Miss Eliot's eyes dropped first.

'She has shining shoes and shining eyes,' said Charles. 'That is smartness enough.' He handed Sophie the tickets to hold on to. 'Happy birthday, my child.' He kissed her forehead – the once-yearly birthday kiss – and helped Sophie from her chair.

There are many ways, Sophie knew, of helping people from their chairs. It is a very revealing thing to do. Miss Eliot, for instance, would prod you off with a wooden spoon. Charles did it carefully, by the fingertips, as though they were dancing – and he whistled the string section from *Così fan tutte* all the

way down the street.

'Music, Sophie! Music is mad and wonderful.'

'Yes!' Charles had kept her birthday plans a secret, but his excitement was contagious. She skipped alongside him. 'What kind of music will it be?'

'Classical, Sophie.' His face was alight with happiness and his fingers were twitching at the tip. 'Clever, complicated music.'

'Oh. That's . . . wonderful.' Sophie was an unpractised liar. 'That will be so good.' In fact, Sophie thought, she *would* rather have gone to the zoo. Sophie had heard almost no classical music, and she would have been quite happy to keep it that way. She liked folk songs, and music you could dance to; very few just-turned-nine year olds, she imagined, could have said they liked classical music without lying a little.

The performance did not, as far as Sophie was concerned, start promisingly. The piano piece was long. The pianist had a moustache, and made the sorts of faces that Sophie associated with being very itchy.

'Charles?' Sophie glanced at Charles, and saw his lips were slightly open, and curved upwards in an expression of very listening happiness.

'Charles?'

'Yes, Sophie? And you must try to whisper.'

'Charles, how long does it go on for? I mean, it's not that it's not wonderful.' Sophie crossed her fingers behind her back. 'It's just that I . . . wondered.'

'Only an hour, my child, alas. I could live here, in this seat, couldn't you?'

'Oh. An *hour*?' Sophie tried to sit still, but it was difficult. She sucked the end of her plait. She curled and uncurled her toes. She resolved, unsuccessfully, not to bite her thumbnail. She was at last on the borderland of sleep when three violins, a cello and a viola came on stage, accompanied by their musicians.

When they began to play, the music was different. It was sweeter, and wilder. Sophie sat up properly, and shifted forwards until only half an inch of her bottom was on her seat. It was so beautiful that it was difficult to breathe. If music can shine, Sophie thought, this music shone. It was like all the voices in all the choirs in the city rolled into a single melody. Her chest felt oddly swollen.

'It's like eight thousand birds, Charles! Charles! Isn't it like eight thousand birds?'

'Yes! But shhh, Sophie.'

The melody quickened, and Sophie's pulse kept time. It sounded at once familiar and new. It plucked at her fingers and feet.

Sophie's legs wouldn't stay still. She knelt up on her seat. After a moment, she risked a whisper. 'Charles! Listen! The cello sings, Charles!'

When the music closed, she clapped until the rest of the audience had stopped and until her hands were hot and blotched with red. She clapped until everyone was staring at the girl with lightning-coloured hair and a ladder in her stocking, whose eyes and shoes lit up the whole of the second row.

There was a something in the music that felt familiar to Sophie. 'It feels,' she said to Charles, 'like home. Do you see what I mean? Like fresh air.'

'Does it? Then I think,' said Charles, 'we must get you a cello.'



The cello they bought was small, but still too large to play comfortably in her bedroom. Charles unstuck the skylight in the attic, and on the days on which it did not rain, Sophie climbed onto the roof and played her cello, up amongst the leaf-mould and the pigeons.

When the music went right, it drained all the itch and fret from the world and left it glowing. When she did stretch and blink and lay her bow down hours later, Sophie would feel tougher, and braver. It was, she thought, like having eaten a meal of cream and moonshine. When practice went badly, it was just a chore, like brushing her teeth. Sophie had worked out that the good and bad days divided half and half. It was worth it.

Nobody bothered her up on the rooftop. It was flat grey slate, with a stone balustrade running round the edge. The balustrade came up to Sophie's chin; people below, looking up, could see only a shock of bright hair, and a bowing elbow.

'I love the sky,' Sophie said one night without thinking, at dinner. She bit her tongue; other girls laughed if you said things like that.

But Charles only laid a slice of pork pie on the Bible and nodded. He said, 'I'm glad.' He added a dollop of mustard, and handed Sophie the book. 'Only weak thinkers do not love the sky.'

Almost as soon as she could walk, Sophie could climb. She started with the trees, which are the quickest route to the sky. Charles came with her. He was

not a 'no-don't, hold-tighter' sort of man. He stood underneath her and shouted. 'Higher, Sophie! Yes, bravo! Watch out for the birds! Birds look wonderful from underneath!'

**Free-write Friday!**

Explore the picture below and brainstorm everything that comes to your mind – think about adjectives, expanded noun phrases, rhetorical questions, similes – anything that will help you with your writing!



Now have a read of my beginning:

*The trees, which stretched up far from the sandy shoreline, covered almost all of the small island. We sat there quietly, taking in the natural beauty that surrounded us. Finally, we had made it to paradise. At that moment, as a faint rainbow painted the sky with colour, I felt a sense of anticipation about our time on the island.*

*As the sun began to break through the clouds, I knew that the months ahead would be full of challenges and excitement...*

Your task now is to continue the story. Think about the free-writing we have done in class together and the different ways we have written narratives. Remember – the focus is not on writing the longest story possible! I am

**Fractions – equivalent fractions**

Click on the link below to learn how to work out equivalent fractions:

<https://classroom.thenational.academy/lessons/equivalent-fractions-68rk2d?step=2&activity=video>

Now find an equivalent fraction for the fractions below:

1.  $\frac{1}{2} =$
2.  $\frac{1}{4} =$
3.  $\frac{1}{5} =$
4.  $\frac{2}{3} =$
5.  $\frac{4}{5} =$

**Challenge:**

Eva says,



I know that  $\frac{3}{4}$  is equivalent to  $\frac{3}{8}$  because the numerators are the same.

Is Eva correct?  
Explain why.

**Music – Timbre**

In the following lessons we will be looking at Timbre. Today we are exploring some new sounds. It's going to be so much fun.

Are you ready?

Follow the link:

<https://classroom.thenational.academy/lessons/exploring-different-sounds-c9k3gc>

Can you create a piece of music using the new sounds too?

looking for a story that is exciting and descriptive. You may also complete your story as a storyboard if you wish.

Below are some sentence starters and pictures to guide you through your story if you want some ideas to get started:

|                                                                                                  |                                |
|--------------------------------------------------------------------------------------------------|--------------------------------|
| Description<br> | Suddenly I heard....           |
| Action<br>      | From deep in the palm trees... |
| Dialogue<br>    | I whispered...                 |
| Where<br>      | Between the swaying trees...   |