

Gordon Primary School

Remote Learning Grid – Week Beginning 22.03.21

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

5K - 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
Vicious						
Precious						
Conscious						
Delicious						
Malicious						
Suspicious						
Ambitious						
Cautious						
Fictitious						
Infectious						

Why not try a spelling challenge of your choice this week using the link below?:

<https://www.spellingcity.com/spelling-games-vocabulary-games.html>

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 links below to access free reading online! Remember to sign your reading record too!

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

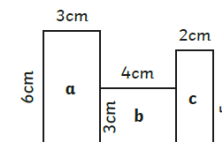
https://library.thenational.academy/?utm_campaign=NLT-Place2Be-BAFTA-KIDS-2021&utm_medium=email&utm_source=Intercom&utm_content=Intercom-NLT-Place2Be-BAFTA-KIDS-2021

New Maths This Week

This week, children will be learning how to work out the area of compound shapes and how to interpret line graphs.

Area is the space inside of a shape.

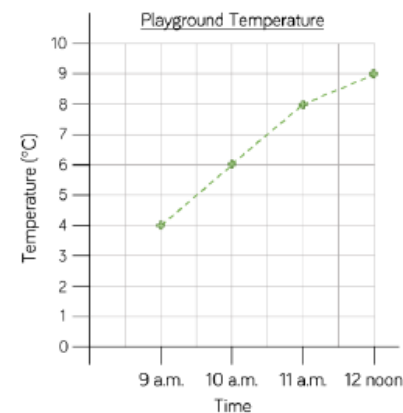
Below is an example of a compound shape that is made up of 3 rectangles: :



Area a: _____ cm^2 Area c: _____ cm^2

Area b: _____ cm^2 Total: _____ cm^2

Below is an example of a line graph:



Times Tables:

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

<https://ttrockstars.com>

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

Year 5

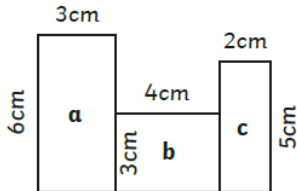
Article of the week:

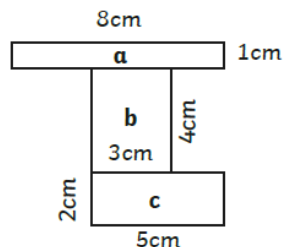
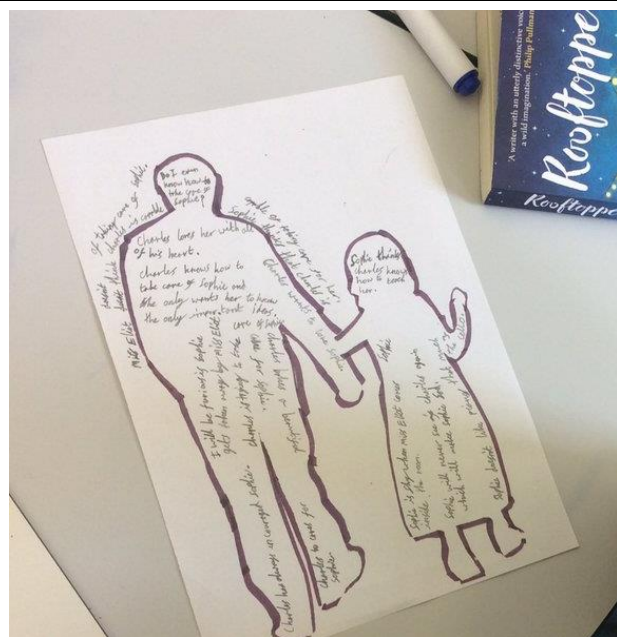
Article 24 – All children and young people have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay alive, healthy and safe.

Thoughts for the week – Meet the fairtrade farmers:

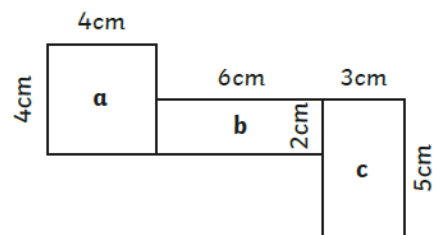
<https://www.fairtrade.org.uk/get-involved/current-campaigns/fairtrade-fortnight/meet-the-fairtrade-farmers/>

- What is fairtrade?
- Why is it important? Where does this food come from?
- We have the right to it, but what is our responsibility?

Day	English	Maths	Science/Topic work
1	<u>Rooftoppers – Understanding Matteo’s character</u> Read Chapter 12 of <i>Rooftoppers</i> using the link below: https://www.youtube.com/watch?v=3mLCJLVSc5U • How did Matteo get into Sophie’s hotel room? • Why has he come to visit her? • How does Sophie respond? • Why doesn’t he want her on the rooftops? • What would you do as Sophie/Matteo in this situation? Why? Complete a role on the wall for Matteo’s character using what you have found out so far about him. Below is an example (for different characters in the story):	<u>Measurement – Calculating the area of compound shapes</u> Click on the link below to learn about calculating the area of compound shapes: https://classroom.thenational.academy/lessons/calculate-the-area-of-rectilinear-shapes-6mr3ar?activity=video&step=2&view=1 Now calculate the area of the following compound shapes, which are made up of 3 rectangles:  Area a: _____ cm² Area c: _____ cm² Area b: _____ cm² Total: _____ cm²	<u>Science – Materials</u> In this lesson, you will learn what makes a substance a formulation. You will identify some common formulations and investigate what happens when formulations are scaled up or down. Click on the link below to watch the lesson and complete the activity: https://classroom.thenational.academy/lessons/what-is-a-formulation-74r32t



Area a: _____ cm^2 Area c: _____ cm^2
 Area b: _____ cm^2 Total: _____ cm^2



Area a: _____ cm^2 Area c: _____ cm^2
 Area b: _____ cm^2 Total: _____ cm^2

2

Rooftoppers – Developing a viewpoint

Read Chapter 13 and 14 of *Rooftoppers* using the link below:

Chapter 13:

<https://www.youtube.com/watch?v=nNFS2zxkLIY>

Chapter 14:

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

- Is breaking boundaries a good thing? Explain why using examples.
- Should Sophie trust Matteo? Why?

Measurement – Calculating the area of compound shapes

Click on the link below to learn about calculating the area of compound shapes:

<https://classroom.thenational.academy/lessons/calculate-the-area-of-rectilinear-shapes-6mr3ar?activity=video&step=2&view=1>

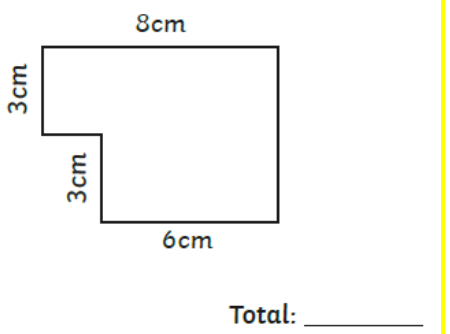
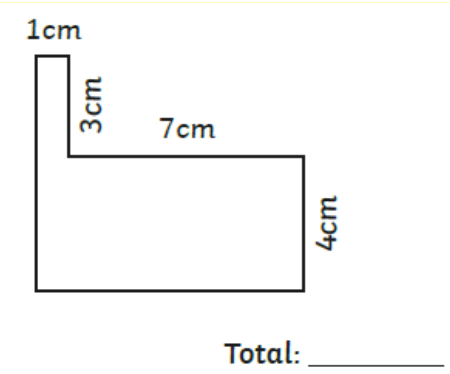
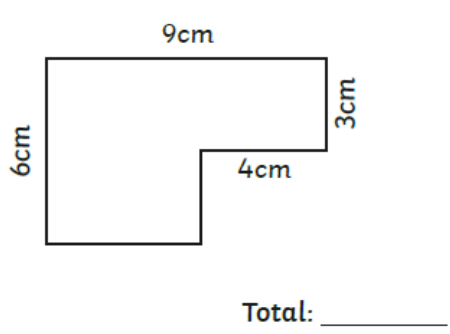
Now calculate the area of the following compound shapes by finding the missing lengths and by splitting the shape into 2 rectangles:

Geography – Rivers

This term, we are learning about rivers and the different features of them, including the role of the water cycle. In this lesson, you will be learning about rivers around the world. You will mainly be focusing on the continents of South America, Africa and Europe.

Click on the link below to watch the lesson and complete the activity:

<https://classroom.thenational.academy/lessons/here-are-the-worlds-rivers-6dh32d>

	What could/should she do next? – suggest a range of options she may have.	 Total: _____	
		 Total: _____	
		 Total: _____	
3	<u>Rooftoppers – Inner thoughts and feelings</u> Should you always obey your role models? Why/why not? Read Chapter 15 of <i>Rooftoppers</i> using the link below:	<u>Statistics – Interpreting bar graphs</u> Click on the link below to learn how to read and interpret bar graphs:	<u>PE</u> Follow the YouTube link below and choose a PE session by Joe Wicks to do:

<https://www.youtube.com/watch?v=2p7Td3g3u8I>

- How has Sophie changed to this point in the story? – Compare this to her first experience on the rooftops in London.
- What are the consequences for her?
- How does Sophie feel about being a rooftoper?
- What skills will she need to have to be successful?

Activity 1

Create a brainstorm of Sophie's thoughts/feelings so far. Use a thesaurus to generate new words that you can use for the next activity.

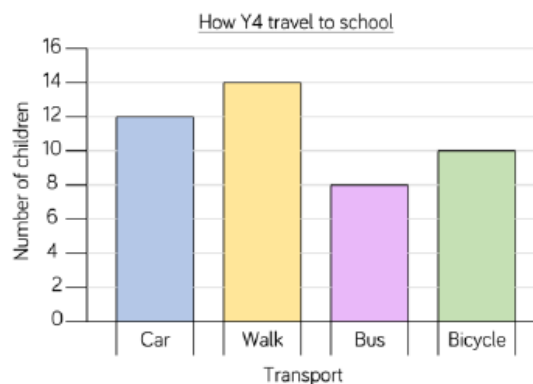
Activity 2

Write in a thought bubble in role of Sophie explaining her experiences as a rooftoper and how she feels. What questions might be running through her mind about the consequences if she gets caught breaking the rules? Below are some questions to help you?

- Explain your experiences as a rooftoper – how do they make you feel?
- How do you feel about breaking the rules?
- Could you have avoided breaking the rules?
- Have you thought about what the consequences could be?

<https://classroom.thenational.academy/lessons/reading-and-interpreting-bar-graphs-chhk6c?activity=video&step=2&view=1>

Read the bar graph below:



Now complete the table below using the information in the bar graph:

Transport	Number of children
Car	
Walk	
Bus	
Bicycle	

What is the most/least popular way to get to school?
How many children walk to school?

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



4

Rooftoppers – Developing further understanding of Matteo's character

Rhetorical questions:

<https://www.bbc.co.uk/bitesize/topics/z4jf6g8/articles/z6cj7nb>

Statistics – Interpreting line graphs

Click on the link below to learn how to read and interpret line graphs:

<https://classroom.thenational.academy/lessons/reading-and-interpreting-line-graphs-cgktd?activity=video&step=2&view=1>

PSHE – Zones of Regulation

Last week, you were introduced to the 4 Zones of Regulations.

Write three of your own rhetorical questions of your own to suit the functions above.

Read Chapter 16 of *Rooftoppers* using the link below:

<https://www.youtube.com/watch?v=7rLwC36vBD>

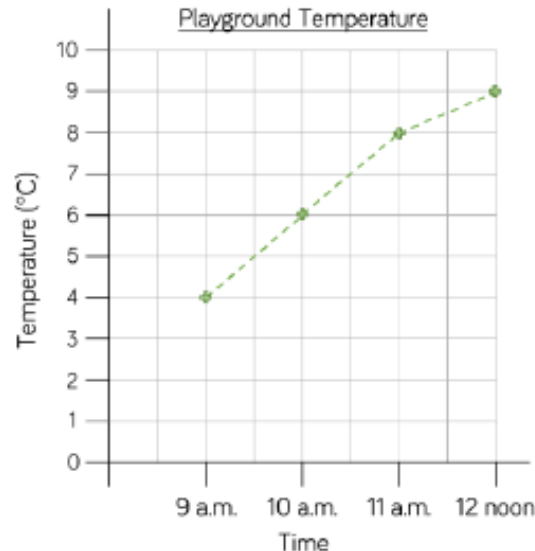
- What evidence can you find of how the author describes the character of Matteo?
- What does he look like?
- How do you know?
- How is it effective?
- How does the use of language create an image?
- How is his knowledge of the world different to Sophie?

What is a dramatic monologue? A long speech by one actor in a play or film. This might be spoken alone on stage to the audience or it might be spoken to another person(s) on stage at the same time.

What is an internal monologue? Inner speech – a character pondering their own thoughts and playing out phrases and conversations in their mind. Some of you might experience this in your own lives!

We are going to write a dramatic monologue for Matteo that you will perform next week. Here is an example of a monologue NOT related to Rooftoppers:

The line graph below shows the temperature in the playground during a morning in April:



Now answer the questions below using the information in the line graph:

The temperature at 9 a.m. is _____ degrees.

The warmest time of the morning is _____.

Click on the link below to watch a video to learn about expected behaviours and unexpected behaviours and how they make people feel:
<https://www.youtube.com/watch?v=vLSvX3r9Wc>

Below is a table with 2 columns with the following headings:

- 1) Expected behaviours
- 2) Unexpected behaviours

Complete the table with examples of behaviours that are expected and the behaviours that are unexpected in class:

Behaviour	
 Expected	 Unexpected

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For example, listening when the teacher is talking is an example of expected behaviour.

Running around in the classroom is an example of unexpected behaviour.

	We'll Figure It Out Do you know what's the hardest thing about being a kid? No? Grown-ups are always telling you what to do. Yeah, yeah, I know. It's for our own good mostly. Safety stuff. Look both ways before crossing. Don't talk to strangers. Don't play with matches. Those things make sense. But why do my parents' friends tell me what to study in college? Who to vote for when I get older? What kind of job to get? Those things are a million, billion years away. And the kids I know are smart. We'll figure it out when we get there. So, come on! Have a little faith in us. Do us kids a favor. Don't talk down to us. Just because we're younger and littler than you doesn't mean we can't figure out stuff on our own. Talk to kids like we're human beings. Listen to us too. And maybe ... adults can even learn something important from what kids are saying. Kinda like ... you're doing right now. Picking out features in a monologue: 1. What do we call the device used in the first line of the monologue? What is the effect? 2. What form of punctuation is used in the last two sentences of the monologue? What is the effect? 3. What do you notice about the sentence lengths? 4. "Talk to us like we're human beings. Listen to us too" What verb tense is used in these sentences? What do we know about the character? 5. Who is he/she? – their personality, traits, etc. 6. What do they want? 7. Who are they talking to? What are their different emotions and feelings?		
5	Free-write Friday! Explore the picture below and brainstorm everything that comes to your mind – think about adjectives, expanded noun phrases,	Statistics – Interpreting line graphs Click on the link below to learn how to read and interpret line graphs:	<u>Music – Pulse and metre – exploring 4 beats and 2 beats in a bar</u> Are you ready for a really fun Music lesson? Use the following link to start the lesson:

rhetorical questions, similes – anything that will help you with your writing!

Your task now is to write a short story for this picture. Think about the free-writing you completed each week during the first half of spring term and the examples of beginnings I provided. You may also complete your narrative as a storyboard if you wish.

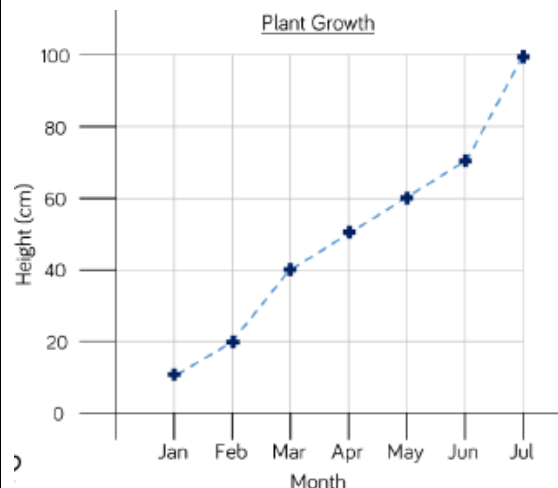


Below are some questions and a writer's toolkit to guide you through your story if you would like some ideas to get started:

- What can you see? What do you think has happened/is happening/will happen? What do you wonder?
- Where did the house come from?
- How do you think it got here? (Which direction did it come from? How fast was it travelling?) Why is it surrounded by all of the bricks? What happened to the lampposts?
- Who is the woman inside the house? Was she bothered by the 'landing'? Give evidence to support your opinion.
- Why is she looking out of the window? What might she be thinking?

<https://classroom.thenational.academy/lessons/reading-and-interpreting-line-graphs-cgktd?activity=video&step=2&view=1>

The line graph below shows the growth of a plant over 6 months:



Now answer the questions below using the information in the line graph:

- How tall was the plant when it was measured in May?
- In what month did the plant first reach 50 cm?
- How many centimetres did the plant grow between March and July?

<https://classroom.thenational.academy/lessons/exploring-4-beats-and-2-beats-in-a-bar-75j3er>

Can you clap and keep the pulse on your favourite song? Try clapping once thinking of it as 2 beats in a bar, (one clap and one click) and once 4 beats in a bar (one clap and three clicks)

- Do you think she'll stay here for long?
Why/why not?
- Do you think anyone else is in the house with her?
- Why do you think she came to this place?
Where is this?
- If your house could travel, where would you like to go? Have a look at maps/travel brochures/best places to visit lists. Make a travel itinerary for you and your house. Are there any costs involved? How much spending money would you take? Which currencies would you need? Which languages would you need to be able to speak? What sights would you see?

Action sentence openers ☐ Afterwards ☐ Immediately ☐ Soon ☐ After a while ☐ Before long ☐ All of a sudden ☐ In a blink of an eye ☐ Eventually ☐ Later	Dialogue ☐ called ☐ demanded ☐ screamed ☐ exclaimed ☐ pleaded ☐ screeched ☐ roared ☐ wailed ☐ announced	Dialogue ☐ groaned ☐ replied ☐ mumbled ☐ gasped ☐ whispered ☐ stammered ☐ sobbed ☐ grumbled ☐ uttered
Where sentence openers (prepositions) ☐ Under ☐ Through ☐ Beside ☐ Below ☐ Above ☐ Next to ☐ Between ☐ Inside ☐ Behind ☐ Across ☐ On top of ☐ Underneath	Adverb sentence openers ☐ Angrily ☐ Anxiously ☐ Cautiously ☐ Awkwardly ☐ Courageously ☐ Frantically ☐ Silently ☐ Nervously ☐ Rapidly ☐ Gently ☐ Foolishly ☐ Loudly ☐ Quietly ☐ Mysteriously	Conjunctions to link sentences ☐ and ☐ then ☐ so ☐ because ☐ until ☐ or ☐ as ☐ when ☐ but ☐ while