

Gordon Primary School

Remote Learning Grid

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
Ambitious						
Cautious						
Fictitious						
Infectious						
Nutritious						
Innocent						
Innocent						
Decent						
Decency						
Frequent						

Challenge:

What does it mean to be *ambitious*? What are you ambitious about? Why?

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/>

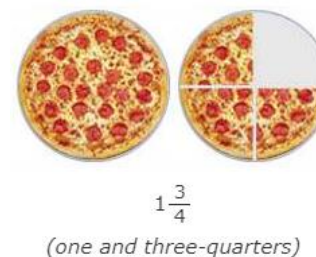
https://library.thenational.academy/?utm_campaign=NLT-Place2Be-BAFTA-KIDS-2021&utm_medium=email&utm_source=Intercom&utm_content=Intercom-NLT-Place2Be-BAFTA-KIDS-2021

New Maths This Week

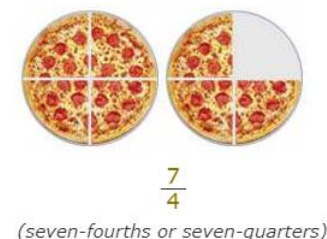
This week, you will be learning what mixed numbers and improper fractions are. You will also learn how to convert mixed numbers to improper fractions and vice versa.

Below is an introduction to what mixed numbers and improper fractions are:

A mixed number is a whole number and a fraction combined. For example, $1\frac{3}{4}$



An improper fraction has a numerator larger than the denominator. For example, $\frac{7}{4}$ as seen below:



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

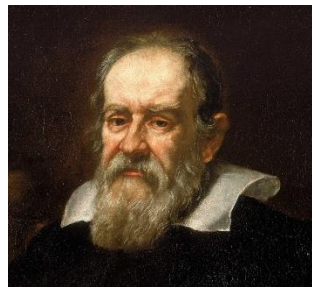
Article of the week:

Article 30 – Every child has the right to practice their own culture, language and religion.

Thoughts for the week – watch and complete the online quiz using this link:

<https://www.bbc.co.uk/newsround/38668427>

Even if you do not celebrate it, what responsibility do you have for others that celebrate Chinese New Year? Why is it important to respect everyone's beliefs, language and culture?

Day	English	Maths	Science/Topic work
1	Poetry Last week on day 4, you finished Chapter 3 of <i>Rooftoppers</i> and explored onomatopoeia in preparation for writing your own poem on home. Your task today is to use the vocabulary you came up with last week in order to write your poem. One thing you might like to do is write your poem as a 'concrete' poem so that the shape of it shows us what it is about (for example, written inside an outline of a house). Below are the poems that were shared with you last week as an example to help you: 	Fractions – fractions of whole numbers How can we work out a fraction of a whole number? For example, what is $\frac{3}{4}$ of 20? To work out a fraction of a whole number, we need to follow two steps: - First, we need to divide the whole number by the denominator. - Then we need to multiply the answer by the numerator. For example, to work out $\frac{3}{4}$ of 20, we first divide the whole number 20 by the denominator 4, so $20 \div 4 = 5$. Then we multiply the answer 5 by the numerator (3), so $5 \times 3 = 15$. Therefore, $\frac{3}{4}$ of 20 = 15 Here is another example: What is $\frac{2}{3}$ of 36? - Step 1: $36 \div 3 = 12$ - Step 2: $12 \times 2 = 24$ So, $\frac{2}{3}$ of 36 is 24. Now answer the following questions below: $\frac{3}{4}$ of 28 = $\frac{2}{3}$ of 27 = $\frac{4}{5}$ of 40 =	Science – Forces In today's lesson, you will recap the definition of non-contact forces. You will also investigate gravity and gravitational force and learn about Galileo by completing an investigation.  Click on the link below to watch the lesson and complete the activity: https://classroom.thenational.academy/lessons/what-are-non-contact-forces-6djkgd Challenge: Explain what some of the uses of magnets are with examples.

	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.	4. $\frac{3}{8}$ of 32 = 5. $\frac{5}{8}$ of 64 = Challenge: True or False? To find $\frac{3}{8}$ of a number, divide by 3 and multiply by 8  Convince me.	
2	Visualising a setting In Chapter 3, we learn that Sophie goes on the rooftops. This part of the reading is shown on page 7 of this plan. - Why do you think she goes on the rooftop? - What do you think she could see, hear and feel up there? Below are some pictures of the London skyline and rooftops. Create a list of what you can see: 	Fractions – mixed numbers A mixed number is a whole number and a fraction combined. For example, $1\frac{3}{4}$  $1\frac{3}{4}$ (one and three-quarters) Click on the link below to learn more about mixed numbers. Watch the video from the beginning to the 6th minute only: https://classroom.thenational.academy/lessons/using-mixed-numbers-61hkad?activity=video&step=2&view=1 Now represent the following mixed numbers using your own diagrams:	History – The Romans In today's lesson, you will be learning about why Boudicca lead a revolution against the Romans. You will begin the lesson by looking at who the Iceni tribe were and then looking at how the Romans responded to the death of the Iceni King. You will learn end the lesson about finding out how Boudicca fought back against the Romans.  Click on the link below to watch the lesson and complete the activity: https://classroom.thenational.academy/lessons/why-did-boudicca-lead-a-revolt-against-the-romans-60v3gc



For example, $1\frac{3}{4}$:



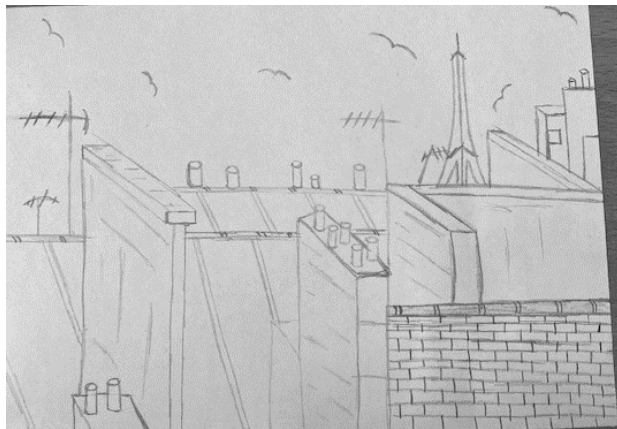
$$1\frac{3}{4}$$

(one and three-quarters)

1. $2\frac{1}{4}$
2. $3\frac{3}{4}$
3. $1\frac{4}{5}$
4. $4\frac{2}{5}$
5. $3\frac{5}{8}$



Your task now is to draw a silhouette/outline of London rooftops to imagine this scene in the story and develop further character understanding of Sophie. Label your drawing with description. Below is Miss Ibrahim's drawing as an example to help you:



Challenge:

Write a short description from Sophie's point of view describing and explaining how she feels being on the rooftops and her first experience up there.

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!'

Important people in our life

Read Chapter 4 of *Rooftoppers* on the next page where Sophie goes 'mother-watching'.

Imagine that you are Sophie.

- What do you remember about your mother, the cello, dancing and the shipwreck?
- How do you feel when you see other mothers with their children?
- What do you wish for most? Why?

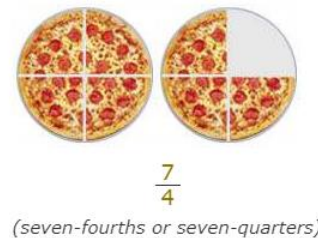
Your task is to write about an important person in your life. Think about your relationship with them and the positive influences they have on you. You can draw a picture of this special person and write a description inside the outline or underneath as a paragraph.

Below is an example to help you get started:

For me, one of the most important people in my life is my teacher. I know that nobody in this world is perfect, but the people that give you motivation always help you in lots of ways. My teacher has taught me many things that motivate and give me energy every day in a positive way. She has also taught me lessons about life in many ways. My teacher works very hard for me and teaches me that it is okay to make mistakes as long as we learn from them.

Fractions – improper fractions

An improper fraction has a numerator larger than the denominator. For example, $7/4$ as seen below:

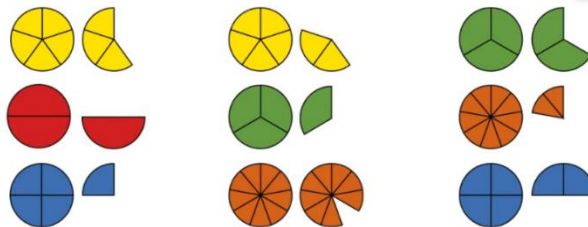


Click on the link below to learn more about improper fractions. Only watch the first two minutes of the video:

<https://classroom.thenational.academy/lessons/using-improper-fractions-6ru62c?activity=video&step=2&view=1>

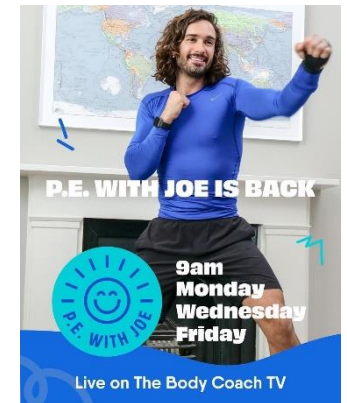
Now write the improper fraction for each of the diagrams below.

For example, the first diagram shows $8/5$.

**PE**

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

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





A

The original cello case, Sophie's life raft, was kept at the foot of her bed. For her eleventh birthday, Charles sanded away the mildew and bought some paint.

'What colour?' he asked.

'Red. Red is the opposite of sea-colours.' It was difficult for Sophie to love the sea.

Charles painted the cello case the brightest red he could find, and set a lock on it. She stacked her precious things inside, and midnight snacks. She opened it only as a treat, or if she had one of her dark sea-nightmares.

If Sophie had known how important the cello case would prove to be, she would probably not have stored honey in it, which always manages to leak. But she did not know: it is impossible, Charles always said, to know everything.

Charles warned her not to think too much of the

cello case. 'Be careful not to treasure the wrong things in life,' he said. 'We cannot tell if it is rightfully yours, Sophie. You may not be able to keep it; someone may claim it.'

'Yes, I know!' Sophie grinned. 'Someone *will* claim it. My mother will. When she comes.' Sophie spat on her palm and crossed her fingers for luck. It was like a reflex; she spat and crossed them a hundred times each night.

'The case may not have belonged to your mother. It might have been snatched up by her as the ship went down. Women very rarely play the cello, Sophie. In fact, I have never heard of a woman who does. A violin is more usual for a woman.'

'No,' said Sophie. 'It was a cello. I know it was. I remember. I remember her fingers on the bow.'

Charles bowed his head in a courteous nod, as he always did when he disagreed. 'I remember the ship well, Sophie. I remember the band. But I do not remember, Sophie, any women with cellos.'

'But I do.'

'Sophie, no. The band was made up of men with moustaches and greased hair.'

'I remember, Charles! I do!'

'I know.' Charles's face was too sad to look at. Sophie scowled at her ankles instead. 'But, dear heart, you were a baby.'

'That doesn't mean I don't remember. I saw her, Charles, I really *did*. I remember the cello.' The arguments were always the same. *How did you make people believe you?* Sophie thought. It was too slow, and too unwieldy. It was impossible.

'I saw her floating. I did!' She balled her fists. If she had not loved him so much, she would have spat at him.

'And yet, my child, I did not see her. I was there too.' He sighed so deeply that his breath ruffled the curtains. 'I know it's hard, Sophie. Life is so hard. My God, life is the hardest thing in the world! That is a thing people should mention more often.'



Almost every night, Sophie went mother-watching. She snuffed the candle, and sat on the window sill with her legs swinging, watching the mothers on her street go by. The best ones had faces full of wit. Sometimes they carried sleeping children; fat babies, and toddlers with legs stuck out at peculiar angles. Sometimes they sang as they passed by under Sophie's dangling feet.

That evening, though, Sophie took out her sketch book. It was leather, and soft from being kept under her pillow. She drew in it every birthday.

Sophie's pencil was bluntish, and she chewed at the lead to sharpen it. Then she closed her eyes, and tried to remember. She drew a pair of black trousers, worn thin at the knee ('worn at the knee' is surprisingly difficult to draw, but she did her best) and on top of them the torso and head of a woman. She added hair. She had no coloured pencils, but she bit at a hangnail and used a little blood to paint it red. Then, with her pencil over the face, Sophie hesitated.

'Oh,' she whispered. And then, 'Think.' And then, 'Please.' But she could remember only a blur. At last Sophie drew a tree blowing in the wind, and then drew hair blowing across the face.

Mothers are a thing you need, like air, she thought, and water. Even paper mothers were better than nothing; even imaginary ones. Mothers were a place to put down your heart. They were a resting stop to recover your breath.

Under her picture, Sophie wrote 'my mother'. Her finger was still bleeding, so she drew a flower behind the woman's ear, and coloured it red.

Every night before she went to sleep, Sophie told herself stories in her head, in which her mother returned to find her. They were long and difficult to recall in the morning, but they ended in dancing. When she remembered her mother, she always remembered dancing.

Chinese New Year!

On 12th February (tomorrow) is the celebration of the Chinese New Year. This year, it is the year of the Ox.



Click on the link below to learn more about what Chinese New Year is about:

<https://www.bbc.co.uk/programmes/p07zqjl7>

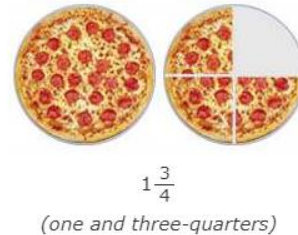
Choose **one** out of the two activities below to complete:

- Design and make a greeting card to friends/family to wish them a happy new year. Below are some examples of designs:



Fractions – converting mixed numbers to improper fractions

A mixed number is a whole number and a fraction combined. For example, $1\frac{3}{4}$



To convert a mixed number to an improper fraction, we need to follow 3 steps:

- First, we need to multiply the whole number by the denominator.
- Then we need to add the answer to the numerator.
- Finally, we write the answer as the numerator and keep the denominator the same.

For example, to convert $1\frac{3}{4}$ to an improper fraction, we do the following:

- First, multiply the whole number 1 by the denominator 4, so $1 \times 4 = 4$.
- Then, we add the answer 4 to the numerator 3, so $4 + 3 = 7$.
- Finally, write the answer 7 as the numerator and keep the denominator 4 the same:

Therefore, $1\frac{3}{4} = \frac{7}{4}$

Here is another example:

What is $4\frac{3}{8}$ converted to an improper fraction?

RE – adoration, confession, thanksgiving, supplication

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

- Adoration
- Confession
- Thanksgiving
- Supplication

Today, you will be focusing on thanksgiving and supplication.

Thanksgiving is the act of giving thanks. This is sometimes called giving praise which can be



given to people and God. Thanksgiving is our time to express gratitude for all that God has done. We can express gratitude for the big things and small things. A gratitude journal is a great way to focus on and remember the blessings of God. We need to give thanks to God for the big things that we tend to take for granted. We give thanks for children, for our family, for our health, for our homes, and for all our life's blessings. We give thanks for daily food. We give thanks for a parking spot. We give thanks for the bird which came to sing at our window.

Supplication is the act of asking for something. It is often done with a humble attitude whereby we make a plea to God. When we pray with





- Design a make a lantern. You will need a sheet of A4 coloured card, scissors and a stapler or sticky tape. Instructions are shown on the next page to help you.

Remember to send photos of your work so we can wish everyone a happy Chinese New Year through our home learning gallery!

- Step 1: $8 \times 4 = 32$
 - Step 2: $32 + 3 = 35$
 - Step 3: $35/8$
- So, $4 \frac{3}{8} = 35/8$

Now convert the following mixed numbers to improper fractions below:

1. $2 \frac{1}{4}$
2. $3 \frac{3}{4}$
3. $1 \frac{4}{5}$
4. $4 \frac{2}{5}$
5. $3 \frac{5}{8}$

Challenge:

Three children have incorrectly converted $3 \frac{2}{5}$ into an improper fraction.



Annie

$$3 \frac{2}{5} = \frac{6}{15}$$



Mo

$$3 \frac{2}{5} = \frac{15}{5}$$



Dexter

$$3 \frac{2}{5} = \frac{32}{5}$$

What mistake has each child made?

supplication, it is not just for ourselves, but for others too. For many people, prayers of supplication are the beginning of prayer. They believe that we go to God for His protection when we feel overwhelmed by something.

How does the supplication part of prayer look?

First, we must ask. God wants to be asked because He wants to help us. He loves us and wants to meet our wishes.

Secondly, we need to ask with the right heart.

Thirdly, supplications are to be made for other people as well. One of the biggest ways to help others is by praying for them.

Fourthly, we should continue – God doesn't always answer our prayers in the ways that we would like them to be answered. However, this does not mean we should stop.

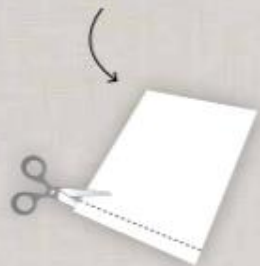
Your task is to refer to the Christian and Islamic prayers from the RE session about The Lord's Prayer and The Fatiha and to find at least **one** example of thanksgiving and supplication within the prayers.

Challenge:

Explain how each concept is evident within the prayers.

1

Cut a strip about 3cm wide from the short side of the card. This will be used to make the handle.



2

Fold the rest of the sheet of card in half length-ways.



3

Cut a straight line across the fold of the card, about 2cm in from the side, stopping about 3cm from the unfolded edge. Don't cut all the way across!



4

Repeat Step 3 across the card, with the cuts about 2cm apart.



5

Unfold the card, curve it round so the two short sides are just overlapping, and staple together at the top and bottom (or stick together with tape).



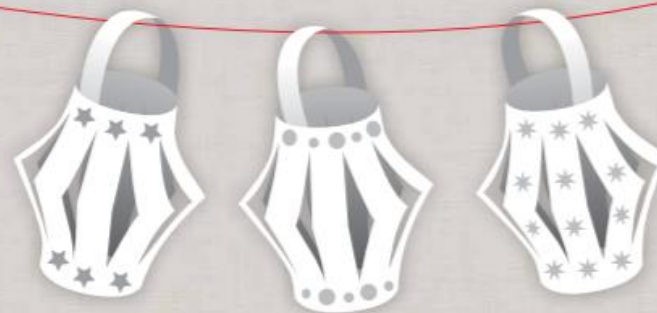
6

Squash the lantern down a little so that the middle pushes outwards. Staple the handle strip to either side of the top of the lantern.



You can decorate your lantern any way you like, and hang up a row of different coloured lanterns along a string from the ceiling.

7



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 engine screamed as the wheels spun round. His heart pounded.

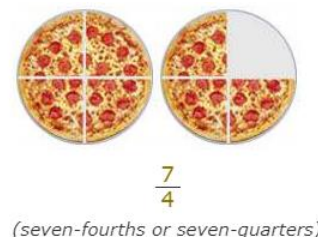
Tim knew that he only had seconds to act. A terrifying roar filled his ears, and he knew the monster was right behind him. He could feel the ground shake beneath him as its gigantic feet collided with the ground.

The chase was on, and the T-Rex let out another blood-chilling roar, determined not to let its prey escape...

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. You may also complete your narrative as a storyboard if you wish.

Fractions – converting improper fractions to mixed numbers

An improper fraction has a numerator larger than the denominator. For example, $7/4$ as seen below:



To convert an improper fraction to a mixed number, we need to follow 3 steps:

- First, we need to divide the numerator by the denominator.
- Then we need to write the answer as the whole number.
- Finally, we write the remainder as the numerator and keep the denominator the same.

For example, to convert $7/4$ to a mixed number, we do the following:

- First, divide the numerator 7 by the denominator 4, so $7 \div 4 = 1$ remainder 3.
- Then, we write the answer 1 as the whole number.
- Finally, write the remainder 3 as the numerator and keep the denominator 4 the same:

Therefore, $7/4 = 1 \frac{3}{4}$

Here is another example:

What is $22/5$ converted to a mixed number?

- Step 1: $22 \div 5 = 4$ remainder 2
- Step 2: 4 is the whole number

Safer Internet Day 2021

Safer Internet Day 2021 this year is on 9th February. It is celebrated in the UK with the theme:

An internet we trust: exploring reliability in the online world.

This year in the UK, Safer Internet Day explores reliability online. The internet has an amazing range of information and opportunities online, but how do we separate fact from fiction?

Click on the link below and choose one video to watch about internet safety:

<https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/i-am-educator/safer-internet-day-films/films-5-11-year>

Now click on the link below to read some top tips for staying safe:

<https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/safer-internet-day-2021-top-tips/safer-internet-day-0>

Create a poster on internet safety with some of your top tips for staying safe and positive online. An example is shown below to help you:

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

Description 	Without warning Tim heard....
Action 	Suddenly...
Dialogue 	Tim yelled...
Where 	Behind Tim...

- Step 3: the remainder 2 is the numerator and keep the denominator 5 the same
So, $\frac{22}{5} = 4 \frac{2}{5}$

Now convert the following improper fractions to mixed numbers below:

- $\frac{12}{5} =$
- $\frac{17}{5} =$
- $\frac{14}{4} =$
- $\frac{22}{4} =$
- $\frac{20}{8} =$

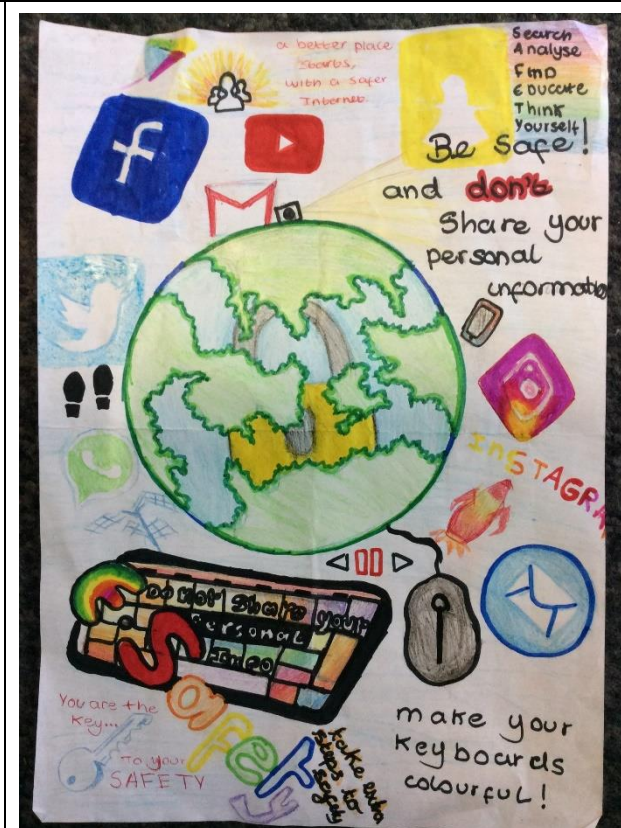
Challenge:

Spot the mistake

- $\frac{27}{5} = 5 \frac{1}{5}$
- $\frac{27}{10} = 20 \frac{7}{10}$

What mistakes have been made?

Can you find the correct answers?



	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		