

# 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](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.

## Year 5

### Article of the week:

Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Thoughts for the week – reflect on our class charter from the beginning of Year 5. How can we share our opinions? Does everyone have to share the same opinion? Why? What is our responsibility when others share their views?

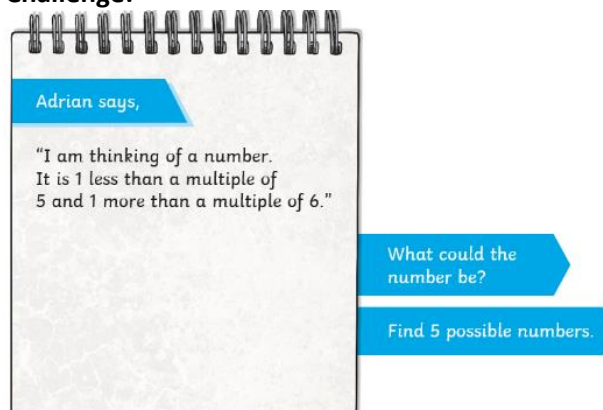
### Job application for Ambassadors!

As discussed in our Zoom session last week, applications for Ambassadors for our Rights Respecting work are now open! We are looking for **two** ambassadors in each class! At the bottom of this remote learning plan, there is an application form which you need to complete if you are interested. If you do complete it, ask an adult at home to send it using your class email address at the top of this remote learning plan. The deadline for applications is Friday 22<sup>nd</sup> January 2021!

| Day | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Maths – multiplication and division                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Science/Topic work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | <p>At the bottom of this remote learning plan, there is a list of <b>ten</b> words for spelling practice this week. Practice these everyday this week at the start or end of each English session.</p> <p><b>Writing a diary entry</b><br/>Today, you are going to write a diary entry as Charles using your plan from day 4 last week. Reflect on what has recently happened and how Charles is feeling.</p> <p>Below is the opening of my diary entry to help you get started. You may use these ideas to help you:</p> <p style="text-align: right;"><i>23rd June 1870</i></p> <p><i>Hello Diary,<br/>I cannot believe what is happening! Miss Eliot! I mean, who even is she to tell me what I can and cannot do?!</i></p> <p><i>So, this is what happened today.</i></p> | <p><b><u>Multiples and common multiples</u></b><br/><b>Starter:</b><br/>Challenge yourself and practice <b>any</b> one of the four calculation methods by clicking on the link below:<br/><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p><b>Learning:</b><br/>Below are the multiples of 4 and 5. The common multiples are those that are found in both lists:<br/>Multiples of 4:<br/>4, 8, 12, 16, <b>20</b>, 24, 28, 32, 36, <b>40</b>, 44, 48</p> <p>Multiples of 5:<br/>5, 10, 15, <b>20</b>, 25, 30, 35, <b>40</b>, 45, 50, 55, 60</p> <p><b>Practice:</b><br/>Find the common multiples of 3 and 6 using the following steps:<br/>a) Write the multiples of 3.<br/>b) Write the multiples of 6<br/>c) Now circle the common multiples.</p> <p>Now find the common multiples of:<br/>1. 3 and 4<br/>2. 5 and 8</p> | <p><b><u>Science – Forces</u></b><br/>In Science, the topic for this term is Forces. In today's lesson, you will learn what forces are. You will also learn about contact forces and non-contact forces. The lesson will end with some questions to check your understanding.</p> <p>Click on the link below:<br/><a href="https://classroom.thenational.academy/lessons/what-are-forces-6dh3ec">https://classroom.thenational.academy/lessons/what-are-forces-6dh3ec</a></p>  |

3. 6 and 8
4. 4 and 6
5. 5 and 7
6. 8 and 12

**Challenge:**



**Editing and redrafting**

Today, you are going to continue with your diary from yesterday if you have not finished it. When you have finished, read over it. There are always areas of improvement and editing is not just about finding mistakes and correcting them! At the bottom of this remote learning plan, I have attached a diary writing word mat.

1. Use the word mat to help you improve your paragraph openers and sentence starters. This will help to create a clear structure in your letter as well as more informative! If you feel that large parts of your writing need to be edited, feel free to redraft them – you **do not** need to write the entire diary again.
2. Ask an adult to support you with spelling – can you find at least three words that you have misspelt and correct them? If there are no spelling errors, see if you can find synonyms

**Factors and common factors**

**Starter:**

1. Using the hundred square below, identify and circle the 4 and 8 times tables (you may want to do these in two different colours).

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

**History – The Romans**

In today's lesson, you will be learning about one of the most famous Roman in history! – Julius Caesar! You will be exploring his accomplishments and how he became the ruler of the Roman Empire.

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

<https://classroom.thenational.academy/lessons/how-did-the-roman-empire-become-so-powerful-74u62t>

- for at least three important words in your letter and improve them.
3. Use the checklist at the bottom of this remote learning plan to **check** and then tick what you have included in your diary.

2. Circle the common multiples (reminder: these are numbers that are in **both** of these times tables).

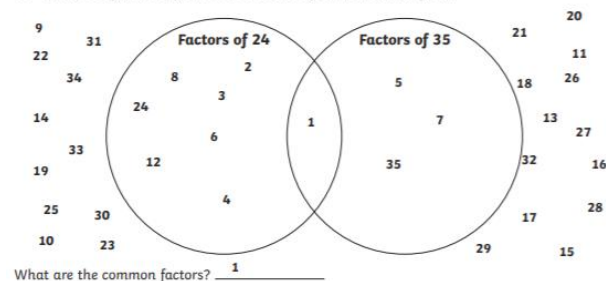
**Learning:**

Revise your understanding of factors and multiples by clicking on the link below:

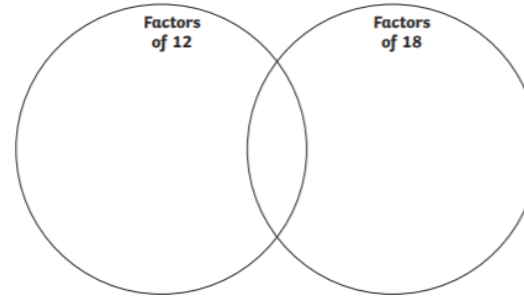
<https://classroom.thenational.academy/lessons/understand-the-terms-common-factor-and-common-multiple-as-properties-of-a-number-cdk68c?step=2&activity=video>

Now complete the questions below. The first one has been done for you as an example:

- a. Place every number from 1 to 35 correctly in the Venn diagram.



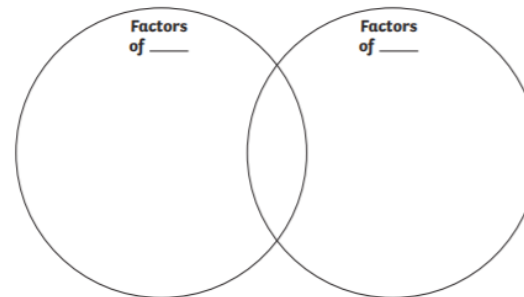
- b. Place every number from 1 to 18 correctly in the Venn diagram.



What are the common factors? \_\_\_\_\_

The highest common factor is \_\_\_\_\_

- c. Choose two numbers to compare. Complete the Venn diagram and identify the highest common factor.



The highest common factor is \_\_\_\_\_

### Challenge:

Here is Annie's method for finding factor pairs of 36

|   |    |
|---|----|
| 1 | 36 |
| 2 | 18 |
| 3 | 12 |
| 4 | 9  |
| 5 | X  |
| 6 | 6  |

When do you put a cross next to a number?

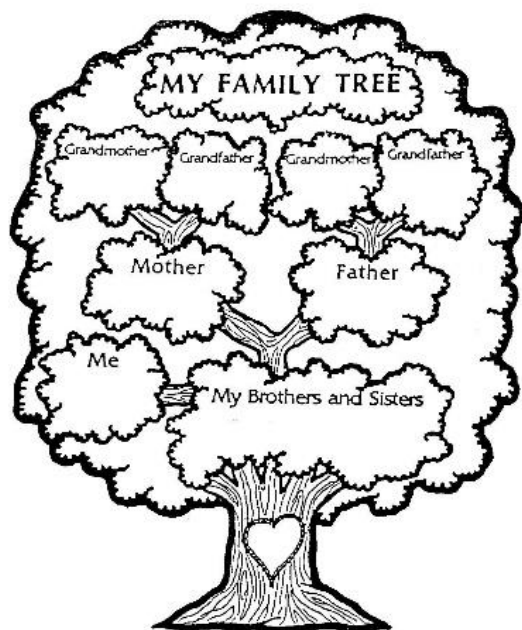
How many factors does 36 have?

Use Annie's method to find all the factors of 64

### Family

Answer the following questions:

- What does family mean to you?
- What makes a family?
- What makes a good parent?
- Draw a family tree which includes your family members (e.g. grandparents, parents, brothers, sisters, cousins, pets). Below is an example:



Begin to follow Chapter 2 of *Rooftoppers* up to the end of page 14 by clicking on the following link:  
<https://www.youtube.com/watch?v=pn2mUS59cFs>

Complete a role on the wall for Miss Eliot by describing what kind of person you think she is. Think about:

### Multiplication – 4-digit numbers by 1-digit numbers

#### **Starter:**

Challenge yourself and practice your division facts by clicking on the link below:

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

#### **Learning:**

Click on the link below to recap your knowledge of short multiplication:

<https://classroom.thenational.academy/lessons/multiplying-3-digit-numbers-by-1-digit-numbers-60t6ae?step=2&activity=video>

Now use the column method to answer the following questions:

1.  $1432 \times 2 =$
2.  $1352 \times 3 =$
3.  $3212 \times 3 =$
4.  $3113 \times 3 =$
5.  $2543 \times 4 =$
6.  $3465 \times 5 =$
7.  $5387 \times 6 =$
8.  $4184 \times 6 =$

#### **Challenge:**

Alex calculated  $1,432 \times 4$

Here is her answer.

|          | Th | H  | T  | O |
|----------|----|----|----|---|
|          | 1  | 4  | 3  | 2 |
| $\times$ |    |    |    | 4 |
|          | 4  | 16 | 12 | 8 |

$$1,432 \times 4 = 416,128$$

Can you explain what Alex has done wrong?

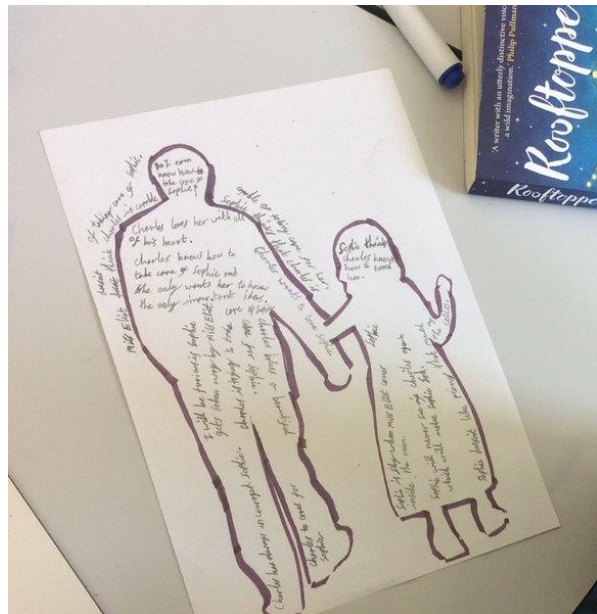
#### **PE**

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

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

- What might she say to one of the people she works with about Charles when she returns to the National Childcare Agency?
- What kind of a person is she?

Below is an example of a role on the wall for Charles and Sophie:



Recap yesterday's reading up to the end of page 14 by clicking on the following link:

<https://www.youtube.com/watch?v=pn2mUS59cF5>

### Multiplication – 2-digit numbers by 2-digit numbers

#### **Starter:**

Which of the **two** numbers below are prime numbers? Explain how you know.

29      39      49      59      69

#### **Learning:**

Click on the link below to learn how to multiply 2-digit numbers by 2-digit numbers:

<https://www.khanacademy.org/math/arithmetic-home/multiply-divide/multi-digit-mult/v/multiplying-2-digit-numbers>

### RE – prayers from different religions

- Do you know any prayers?
- What is the importance of the prayer?
- Do you think prayers/praying help people? Why?

Christianity – The Lord's Prayer:

In Jesus' time, some of the Jews thought that the longer you prayed the more likely it was that God would hear you. They also used long prayers as a way to show everyone else how religious they were. Jesus said that any prayer to God needed to be short and include a few major themes because God was more touched by what was in people's

Explore and sort the images below and think about what good parenting and bad parenting is.

Now answer the following questions. Remember to explain your choices:

- Is Charles a good parent? Why?
- What makes a good parent?



- Do you think Charles will learn to be a good parent over time? Why? Use evidence from the text to back up your thoughts.

Now solve the questions below using the long multiplication method. An example is shown below to help you:

Step 1: **Multiply**  
 Step 2: **Zero** (this allows us to move to the tens place)  
 Step 3: **Multiply**  
 Step 4: **Add**

$$\begin{array}{r} 82 \\ \times 47 \\ \hline 574 \\ 3280 \\ \hline 3854 \end{array}$$

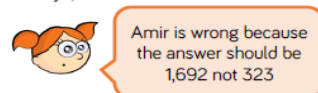
- $18 \times 3 =$
- $12 \times 13 =$
- $14 \times 12 =$
- $13 \times 13 =$
- $33 \times 23 =$
- $24 \times 25 =$
- $23 \times 36 =$
- $34 \times 44 =$

### Challenge:

Amir has multiplied 47 by 36

|          |   |   |   |
|----------|---|---|---|
|          |   | 4 | 7 |
| $\times$ |   | 3 | 6 |
|          | 2 | 8 | 2 |
|          | 1 | 4 | 1 |
|          | 3 | 2 | 3 |

Alex says,



Who is correct?  
 What mistake has been made?

hearts than empty words from their lips that meant nothing. During his Sermon on the Mount, Jesus taught people the following prayer:

*Our Father, who art in heaven,  
 Hallowed be thy name.  
 Thy kingdom come.  
 Thy will be done, on earth as it is in heaven.  
 Give us this day our daily bread.  
 And forgive us our trespasses,  
 as we forgive those who trespass against us.  
 And lead us not into temptation,  
 but deliver us from evil.  
 For thine is the kingdom, and the power,  
 and the glory, for ever and ever.  
 Amen.*

Some of the language in this prayer is out of date now so in 1977, some people changed the words to make it more modern and easier for modern people to understand its meaning, which is shown below:

**Our Father, who art in heaven,**

This is saying who our prayer is going to. God is Our Father and people are His children

**hallowed by thy Name,**

Hallowed is a big word that means "Holy". By saying, "hallowed be thy Name", it is saying that God's name is holy.

**thy kingdom come, thy will be done, on earth as it is in heaven.**

What God wants people to do, is what people should do so that earth will be as perfect as heaven.

**Give us this day our daily bread.**

This means that people trust God to give them what they need.

**Forgive us our trespasses, as we forgive those who trespass against us.**

Trespass means to do a bad thing. When people trespass against God, it's called sinning.

**And lead us not into temptation, but deliver us from evil.**

When we are tempted to do the wrong thing, it leads to anger and hate. That is evil.

**Amen**

This means that people are certain that God hears their prayers and will answer them.

- Why do you think that Jesus called God 'father'?
- What would you ask God to do in this world to change it?
- What things are you grateful for?



|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                          |  |   |   |   |  |   |   |  |   |   |   |  |   |   |   |  |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>4. Is it easy to forgive people when they hurt us? Explain your answer.</p> <p>5. Choose <b>one</b> of the tasks below and complete it:</p> <p>a) Copy out the version you like the best and decorate it. You could include pictures of ideas in the prayer.</p> <p>b) Write your own prayer that you think people should say every day. You can design this any way you wish to.</p> |  |   |   |   |  |   |   |  |   |   |   |  |   |   |   |  |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 5 | <p><b>Free-write Friday!</b></p> <p>Explore the picture below and brainstorm everything that comes to your mind. Think about:</p> <ul style="list-style-type: none"> <li>Who/what are these things that are approaching? Are the people right to be wary?</li> <li>Do you think the new arrivals mean harm or do they come in peace?</li> <li>How many of them do you think they are?</li> <li>Where have they come from?</li> <li>Who is the character telling the story?</li> <li>How will people deal with this 'threat'?</li> <li>Who controls the airships?</li> </ul>  <p>Your task now is to continue the story. Think about the free-writes 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</p> | <p><b>Multiplication – 3-digit numbers by 2-digit numbers</b></p> <p><b>Starter:</b></p> <p>Look at the calculation that Sonny has complete. Complete your own calculation for his question (26 x14) so you can work out whether Sonny's answer is correct or not. Write a comment or a tip for Sonny to help him improve.</p> <table border="1" data-bbox="882 794 1153 1129"> <tbody> <tr> <td></td><td></td><td>2</td><td>6</td></tr> <tr> <td>×</td><td></td><td>1</td><td>4</td></tr> <tr> <td></td><td>1</td><td>0</td><td>4</td></tr> <tr> <td></td><td>2</td><td>6</td><td>0</td></tr> <tr> <td></td><td>3</td><td>6</td><td>6</td></tr> </tbody> </table> <p><b>Learning:</b></p> <p>Click on the link below to learn how to multiply 3-digit numbers by 2-digit numbers with Mr J:</p> <p><a href="https://www.youtube.com/watch?v=dNSrfoYLQZU">https://www.youtube.com/watch?v=dNSrfoYLQZU</a></p> <p>Now solve the questions below using the long multiplication method. Use the example from</p> |                                                                                                                                                                                                                                                                                                                                                                                          |  | 2 | 6 | × |  | 1 | 4 |  | 1 | 0 | 4 |  | 2 | 6 | 0 |  | 3 | 6 | 6 | <p><b>Music – texture</b></p> <p>What is Texture?</p> <p>Watch the following video and find out more:</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z9ffng8">https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z9ffng8</a></p> <p>Watch the Following video to see how the song “Homelands” was written.</p> <p>Our voices can also imitate many different textures. When we whisper our voices have a specific texture. Humming gives us a different one. Can you change your voice to different textures when you sing (Humming voice, airy voice, loud voice)?</p> |
|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 6                                                                                                                                                                                                                                                                                                                                                                                        |  |   |   |   |  |   |   |  |   |   |   |  |   |   |   |  |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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looking for a story that is exciting and descriptive.

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

|                                                                                                  |                                                         |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Description<br> | In the distance, I could see...                         |
| Description<br> | From inside the robot, I could hear...                  |
| Description<br> | All around me, there was a smell of...                  |
| Description<br> | I felt...                                               |
| Action<br>     | I couldn't believe what was happening before my eyes... |
| Dialogue<br>  | The Robot roared...                                     |

yesterday's lesson to help you – it is very similar.

1.  $411 \times 12 =$
2.  $525 \times 13 =$
3.  $342 \times 16 =$
4.  $448 \times 20 =$
5.  $233 \times 23 =$
6.  $234 \times 25 =$
7.  $238 \times 36 =$
8.  $152 \times 44 =$

### Challenge:

Pencils come in boxes of 64

A school bought 270 boxes.

Rulers come in packs of 46

A school bought 720 packs.

How many more rulers were ordered than pencils?



## Ambassador application form

### Gordon Primary School

Rights Respecting School Ambassador Application

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

I would like to become a Rights Respecting School ambassador and promote the school values because:

## Spelling

# 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 |
|----------------|------|-----|-------|-------|-------|------------|
| Forcible       |      |     |       |       |       |            |
| Legible        |      |     |       |       |       |            |
| Dependable     |      |     |       |       |       |            |
| Comfortable    |      |     |       |       |       |            |
| Understandable |      |     |       |       |       |            |
| Reasonable     |      |     |       |       |       |            |
| Enjoyable      |      |     |       |       |       |            |
| Reliable       |      |     |       |       |       |            |
| Doubt          |      |     |       |       |       |            |
| Island         |      |     |       |       |       |            |

## English resources for Day 2:

### Diaries

#### When did it happen?

This morning

At first

As soon as I woke up

Before long

After a while

Afterwards

During

Later

In the meantime

At that moment

Eventually

In the end

#### How did it happen?

Without a sound

Without warning

As fast as I could

In the blink of an eye

Awkwardly

Silently

Cautiously

In a flash

Wildly

Softly

Trying not to make a  
sound

#### How did you feel?

Sadly

Hopefully

Luckily

Nervously

Frantically

Unfortunately

I felt terrible

It was the worst

I was so happy when

My heart was  
thumping

In a state of terror

#### Informal phrases

By the way

You'll never believe  
this but

Guess what happened!

The thing is

I won't even go there

Anyway

Besides

Perhaps

Maybe

I wonder if

Can you believe it?

## Did I...

Child

include the date and/or time that the entry was written?

☐

write in the first person?

☐

use past tense for the main events?

☐

tell events in chronological order?

☐

include personal emotions and feelings?

☐

use paragraphs to organise my writing (including an introduction and conclusion)?

☐

use an informal style?

☐

use time conjunctions and adverbials?

☐