

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:

RA - classra@gordonprimary.redbridge.sch.uk

RB - classrb@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.

Useful websites

Phonics

Your child will benefit from taking part in the daily phonics lesson with Ruth Miskin – this is available on YouTube from 9.30am each day and will be available for 24hours so you can choose a time to view that is convenient to you. Use the link below to join in with the Set 1 Speed Sound Lesson, Set 1 Word Time Reading Lesson and the Set 1 Spelling Lesson. Have a pencil and paper ready so you can join in with the spelling lesson.

<https://www.youtube.com/c/RuthMiskinTrainingEdu/featured>

If your child is confident with the set 1 sounds and also blending with some confidence, you can also use the same link above to watch the Set 2 Speed Sound Lesson and the Set 2 Spelling Lesson.

Reading

Use the link below to sign up with Oxford Owl to access free eBooks. If you use this site, you can select the age range 4-5 to access suitable books for you and your child to read together but you don't have to stick with this age range as you can access a range of books that you can read to your child, asking them who, what, where, when and why questions to develop their understanding of what is read to them.

https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+4-5&level=&level_select=&book_type=&series=#

Other useful sites to access stories:

<https://stories.audible.com/discovery>

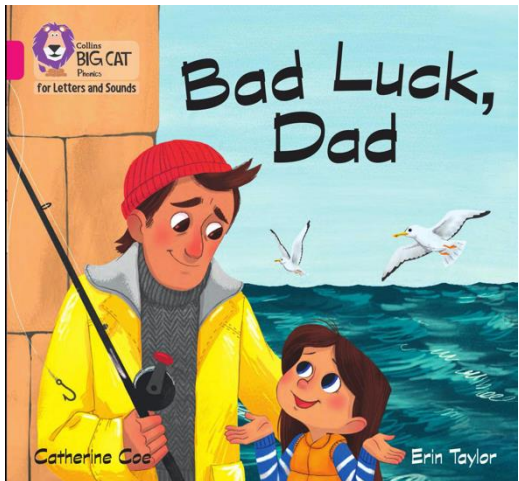
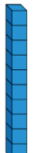
<https://www.youtube.com/channel/UCnBdzaRy-Ky9Vh54XJfz1Q>

In addition to the daily activities below, please can you assist your child with regular Reading, Spelling and Maths (At least 3 times per week)

- Your child should practise reading the high frequency words and practise spelling them.
- Use the 100-square to practise counting at least to 20 and beyond
- Use the provided links under 'Reading' to support reading with your child at home.

The High Frequency Word Charts, a 100-square chart and additional resources can be found at the bottom, after the daily activities grid.

Year Reception 15.03.21

Day	English	Maths	Science/Topic work
Mon	Pre-reading – Front Cover Prediction Look at the front cover of this book.  Can you tell your adult...? 1) Who and what do you see in the picture? 2) What do you think the characters will do in the story? 3) Have you ever been to see the sea or sailed across the sea? If so, what was it like and if not, would you like to see the sea and why? Can you use your phonics to read the title to your adult? Now can you draw and write about what you think will happen in this book? Remember, there is no wrong or right answer because you are predicting!	Place Value to 20 - Counting to 20 Starter activity: Can you count from 1-100 using a 100 grid? A 100-grid is attached on the last page of this document. Main activity: Can you click on the link below to join in with learning to count objects up to 20? https://classroom.thenational.academy/lessons/counting-objects-up-to-20-6rrkgc?activity=video&step=1 You will need: 20 objects (pencils, pasta) A container 1-20 number line (larger version is attached below Monday's learning grid)  Challenge: Match the representations to the correct numeral.  12  7  10	PSED: Rights Respecting Charter – Article This week, we are learning about the zones of regulation. This is all about how we feel during the day and why it might make us feel like that. Below, you will find the 4 different coloured zones. The blue zone is when we might feel sad.  The green zone is when we are feeling happy, calm, or content.  The yellow zone is when we are feeling worried.  The red zone is when we are feeling angry.  Can you tell an adult how you are feeling today and why? Which zone would you put yourself in?



Number Line 0-20



Pre-reading Reading Book Jazz and Jet Green Words and Red Words

Can you practise reading these sounds with speed for 1 minute?

b	ff	ll
f	l	ss

Can you Fred Talk the **green words** below. Can you practise reading them? You might start to remember how to read them without Fred talking.

bad fin huffs lets tell kiss

Can you read the **red words** below? Remember 'a' is the word here not the sound.

Common exception words:

a as the I no go

Can you discuss with your adult what the words below mean?

huffs rod fin cod

Challenge:

Can you practise reading all the words with speed?

Place Value to 20 - Ordering Numbers

Starter activity:

Can you whisper the numbers in yellow and shout out the numbers in blue?

The numbers in blue that you shout out are our even pattern of 2s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Main activity:

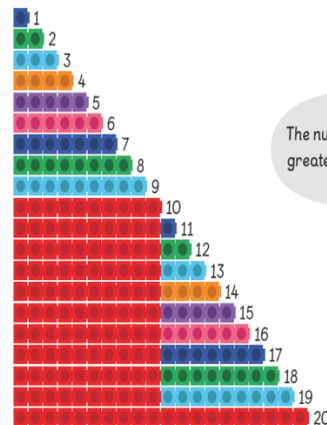
Can you click on the link below to join in with learning to order numbers to 20?

<https://classroom.thenational.academy/lessons/ordering-numbers-up-to-20-6rt3ad?activity=video&step=1>

You will need:

-Number cards to 1-20 (These are attached below Tuesday's learning grid)

In Focus



The numbers become greater from 1 to 20.

Do the number towers get longer from 1 to 20?

Understanding the World

This week is Science Week. It's time to experiment and investigate. Find a big bowl and fill it up with water. Find the following objects and place them in front of you;

Key
Orange
Pen
Fork

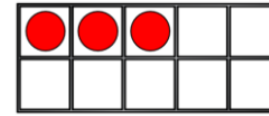
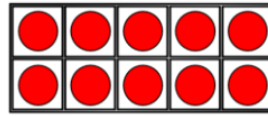
If you were to place these objects into the water, what do you think will happen? Will they sink or will they float? Can you record your predictions on a sheet?

Now, place the objects one at a time and find out which ones float and which ones sink.



Challenge:

What number is represented on the 2 tens frame?



b

f

ff

l

ll

ss

bad fin huffs lets tell kiss

Common exception words:

a as the I no go

huffs rod fin cod

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

Reading – Jazz and Jet

Can you read the following pages of the text, *Bad Luck, Dad?* These pages are attached below Wednesday's learning grid.

Don't forget to use your reading finger to follow the words. Can you re-read the text to have a go at reading with more speed?

Dad dips the rod in.

I hop up. A fin!



Dad tugs the big rod.

Dad gets a big cod.



Dad tugs the rod. No!

Dad lets the cod go.



Place Value to 20 – Counting on from 10

Starter activity:

Can you count from 0-20 and then count back from 20-0?

Main activity:

Can you click on the link below to join in with learning to continue exploring place value within 20?

<https://classroom.thenational.academy/lessons/exploring-place-value-68tpcd?activity=video&step=1>

You will need:

-20 counting objects (preferably the 2 groups of 10 being different objects e.g., 10 kidney beans and 10 pasta pieces)

-2 tens frames

-1-10 number cards

(These are attached below Wednesday's learning grid)

Challenge:

Mr Monaghan says,



I am going to count to 20

I will start at 8

Will Mr Monaghan say 11?

Explain how you know.

Expressive Arts & Design

Using the resources around your house, can you create a representation of your favourite sea animal? You can create an octopus, a fish, a shark and many more.



Wed

Dad huffs and Dad tuts.

I tell him bad luck.



How is Dad feeling? How do you know?
How might Dad calm down?

Challenge:

Tell your adult what you think will happen next?
You can draw and write about what you think will
happen on a piece of paper.

Dad dips the rod in.

I hop up. A fin!



Dad tugs the big rod.

Dad gets a big cod.



Dad tugs the rod. No!

Dad lets the cod go.



Dad huffs and Dad tuts.

I tell him bad luck.



1

2

3

4

5

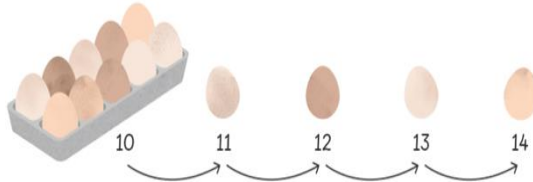
6

7

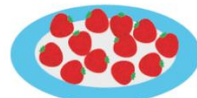
8

9

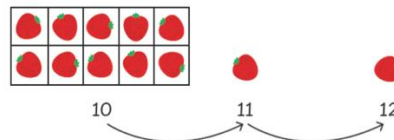
10

Th	Hold a Sentence Can you practise saying the sentence Dad tugs the big rod. Keep repeating it until you remember it well. Now can you write the sentence without looking at how it is written. Don't forget to use finger spaces between your words. Now try the sentence: Dad gets a big cod. Challenge: Can you have a go at labelling some of the things you can see in the picture below e.g, grass? Remember your adult will not help you to spell the words but they will encourage you to sound out the words and write down the sounds that you can hear. 	Place Value to 20 – Counting on from 10 Starter activity: Can you click on the link below to join in with naming 2D shapes? https://www.youtube.com/watch?v=dbPIY8npPIw Main activity: Let's Learn! In Focus Count on from 10.  Why is it easier to count on from 10? 	Music Can you click on the link below to join in with the 'Big Blue Sea' song? https://www.youtube.com/watch?v=_jxzZMw89qY Click on the link below to listen and join in with the song about the '5 Oceans'. https://www.youtube.com/watch?v=X6BE4VcYngQ  Which ocean is the biggest? Which ocean is the smallest?
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1 How many strawberries are there?

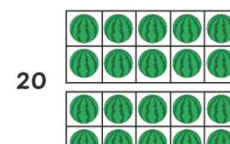
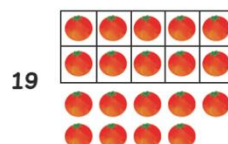
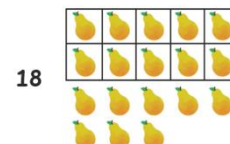
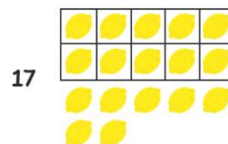
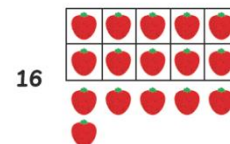
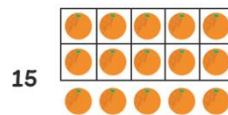
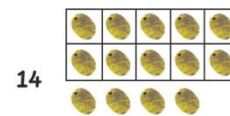
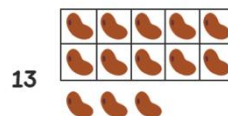
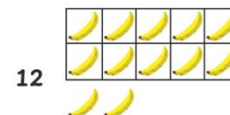
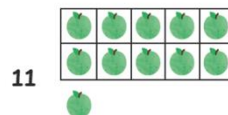


Make 10 and count on.



Let's practise!
Can you practise counting on from 10?

2 Count on from 10.



Challenge:

Fill in the ten frames with counters to show 14 and complete the sentence.



14 has ____ ten and ____ ones.

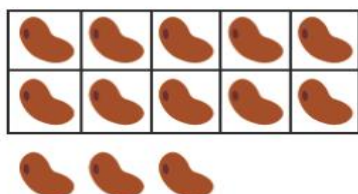
2

Count on from 10.

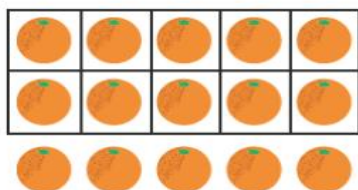
11



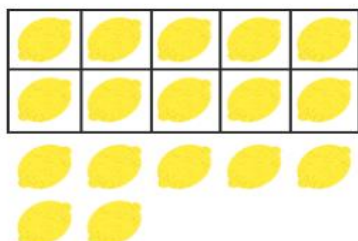
13



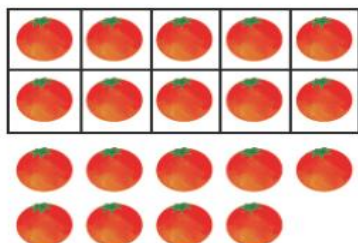
15



17



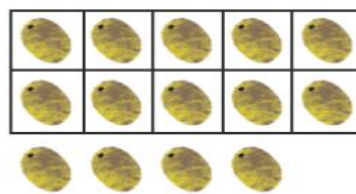
19



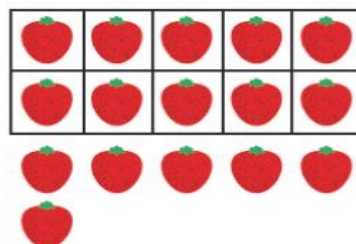
12



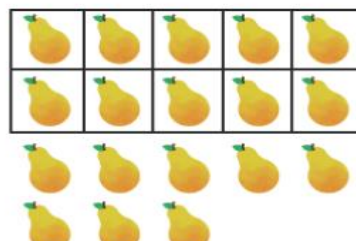
14



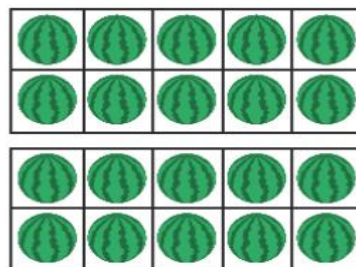
16



18



20



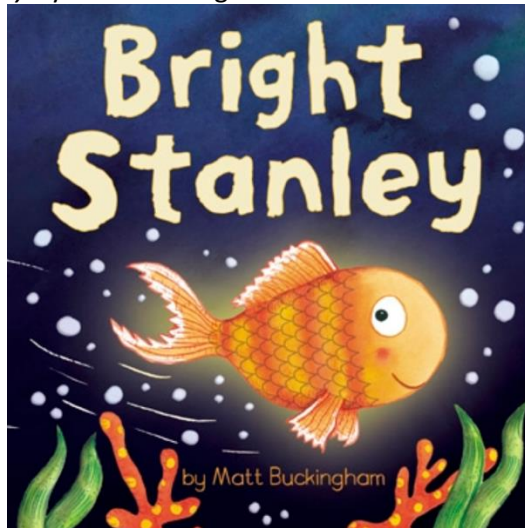
Fri

Story Time

Pre-reading story activity:

Can you talk with your adult about places we could go to have an adventure?

Click on the link below to listen to the story, *Bright Stanley* by Matt Buckingham



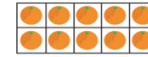
Don't forget to answer the questions below with your adult.

- 1) Can you describe what Stanley looked like?
- 2) What did the lobster not want Stanley to touch?
- 3) Who or what was Stanley looking for?
- 4) How did this book make you feel and why? (good, happy, excited, sad, scared, nervous etc)

Place Value – Comparing Numbers

Starter activity:

Miss Benjamin gives you 10 oranges.
Then Mrs Khan gives you 1 more.
How many oranges do you have now?



Mrs Alban gives you 10 lemons.
You have 1 less because you give Mrs Kay one.
How many lemons do you have now?



Main activity:

Which bus stop has more children?

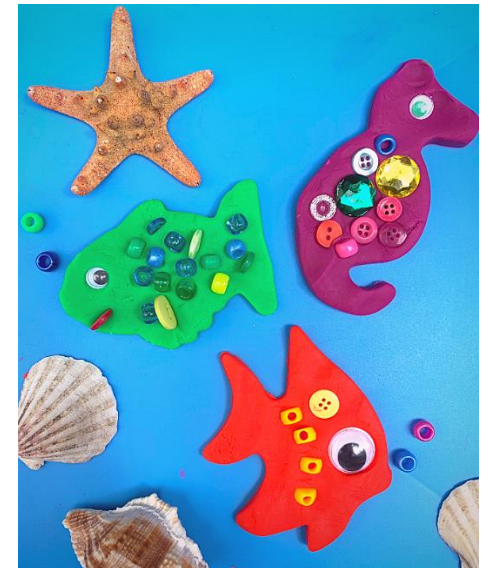
In Focus



Sensory – Playdough

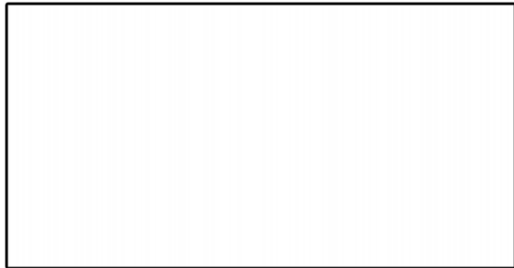
Using coloured playdough, can you create your own favourite sea animal? How many legs does your sea creature have? Does it slither, swim or crawl? Why is it your favourite sea creature?

SURPRISE SEA CREATURES



Challenge:

Can you draw and write about your favourite part of the story and why?



Let's Learn

Bus Stop A
13 children



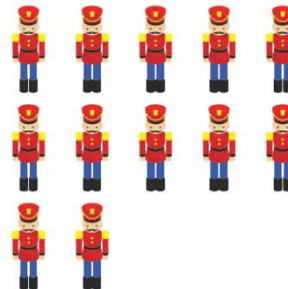
Bus Stop B
11 children



Bus Stop A has more children than Bus Stop B.
Bus Stop B has fewer children than Bus Stop A.

1 Compare using more or fewer.

Group A
12 toy soldiers



Group B
14 toy soldiers



(a) Group A has toy soldiers than Group B.

(b) Group B has toy soldiers than Group A.

Group C
[] ribbons



Group D
[] ribbons



- (a) Group C has [] ribbons than Group D.
(b) Group D has [] ribbons than Group C.

Challenge:

Here are two number cards. Use a number track to explain which one is smaller, and by how many.

13

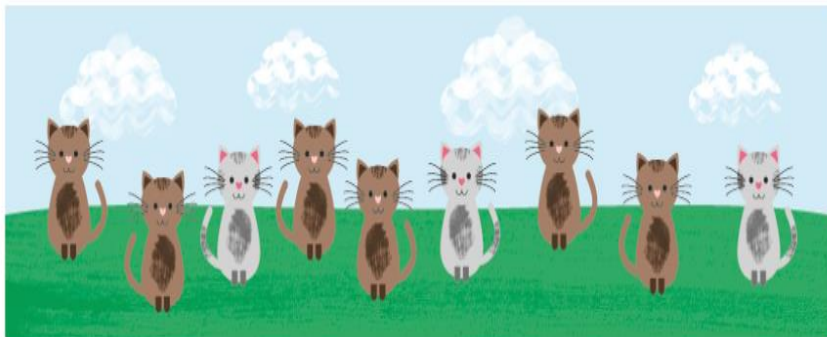
17

11	12	13	14	15	16	17	18	19	20
----	----	----	----	----	----	----	----	----	----

Guided Practice

Make number stories.

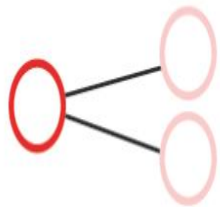
1



There are 9 kittens.

kittens are grey.

kittens are brown.



2



There are children.

There are boys.

There are girls.

children wear glasses.

children do not wear glasses.



Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

Speed Sounds Set 2

ay



may I play?

ee



what can you see?

igh



fly high

ow



blow the snow

oo



poo at the zoo

oo



look at a book

ar



start the car

or



shut the door

air



that's not fair

ir



whirl and twirl

ou



shout it out

oy



toy for a boy

This resource is used to help children form their letters correctly by using a rhyme to help with shape and direction.

Rhymes for letter formation - taken from Read Write Inc.

a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaurs bottom, up his tall neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girls face, down her hair and give her a curl.	h  Down the head, to his hooves and over his back.	i  Down the body and dot for the head.	j  Down his body, curl, dot for his head.	k  Down the kangaroo's body tail and leg.	l  Down the long leg.
m  Down Maisie, mountain, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirates plait and around his face.	qu  Round her head, up past her earring, down her hair, and flick.	r  Down the robots back and curl over his arm.
s  Slither down the snake.	t  Down the tower, across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under head.	z  Zig-zag-zig.				

High frequency words

an

as

at

it

am

see

if

in

is

of

off

on

can

dad

had

back

and

away

cat

day

mum

yes

get

for

look

this

big

up

dog

play

High frequency words

I the to a no go into are my

you be he she we me said all

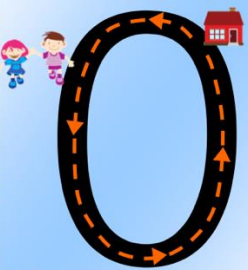
going they put was have like some

come what want little one were there oh Mr

their people looked called asked could Mrs

This resource is used to help children form their numbers by using a rhyme to help with shape and direction.

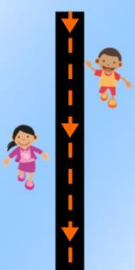
Around and round and
round we go,



When we get home we
have a zero.

www.communicatorhall.co.uk

Start at the top and
down we run,



That's the way we
make a one.

www.communicatorhall.co.uk

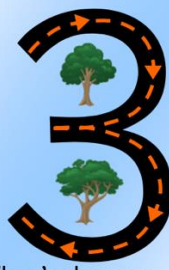
Around and back on a
railroad track



Two, two, two

www.communicatorhall.co.uk

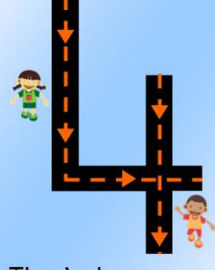
Around the tree and
around the tree,



That's the way we
make a three.

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Down and over, down
some more



That's the way we
make a four.

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Down and around
then a flag on high



That's the way we
make a five.

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Down we go and make
a loop,



Number six makes a
hoop.

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Across the sky and
down from heaven,



That's the way we
make a seven.

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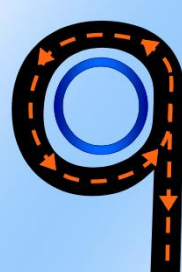
Make an 's' and do
not wait



When it's joined up
you have an eight.

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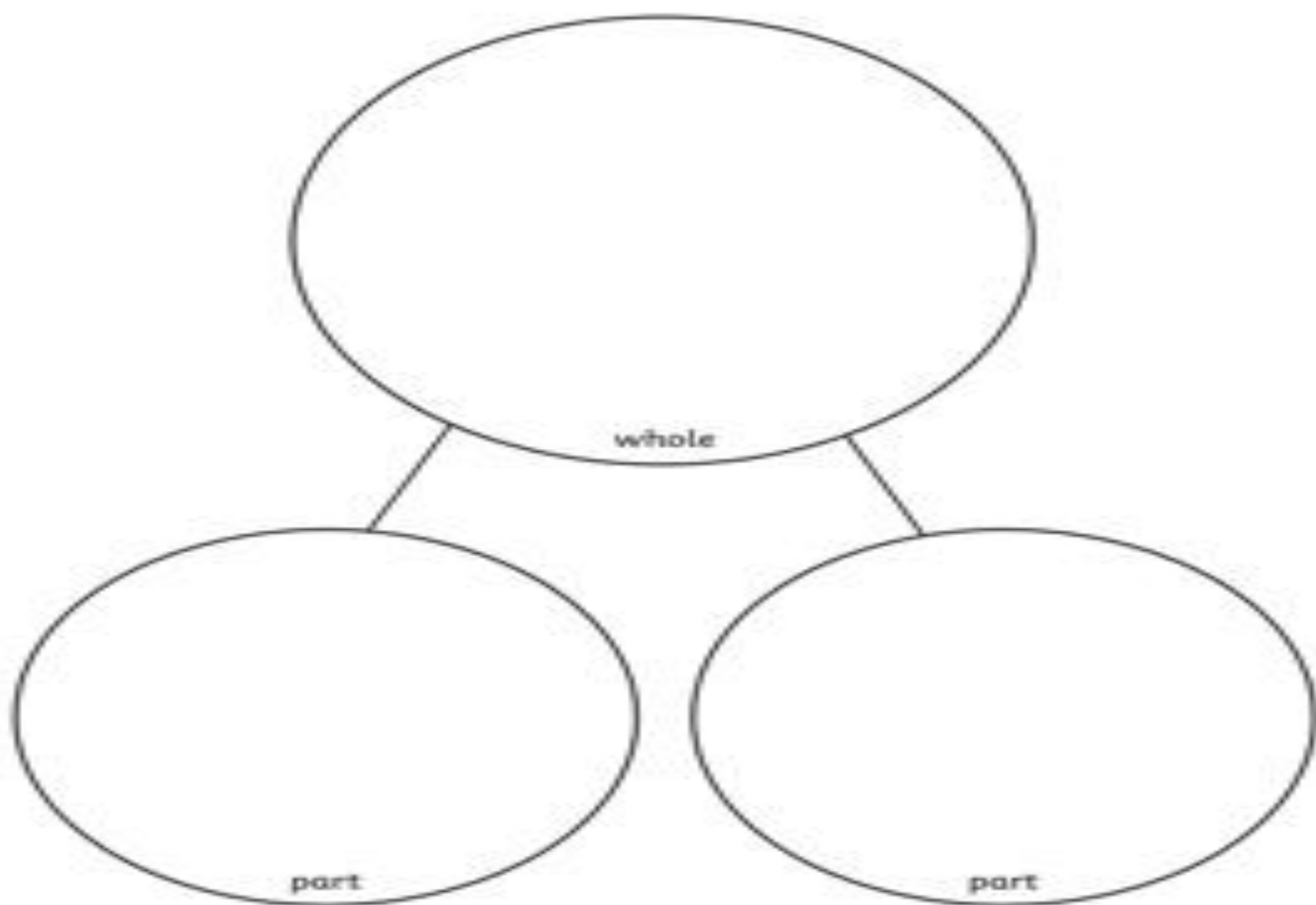
Make a loop and then
a line,



That's the way we
make a nine.

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Part-Whole Model



Tens Frame

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