

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>

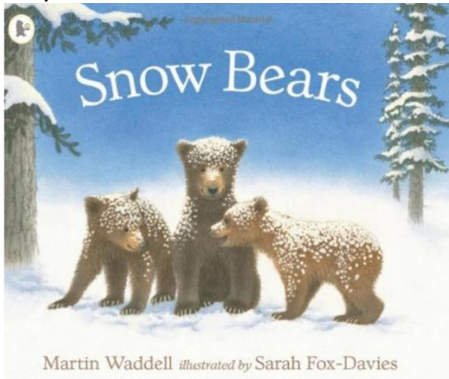
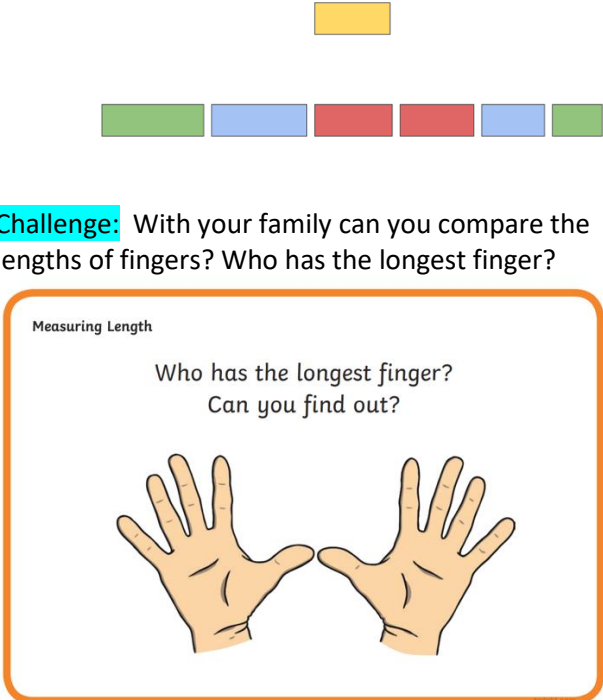
<https://www.youtube.com/channel/UCnBdzaRy-Ky9Vh54XJfz1Q>

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)

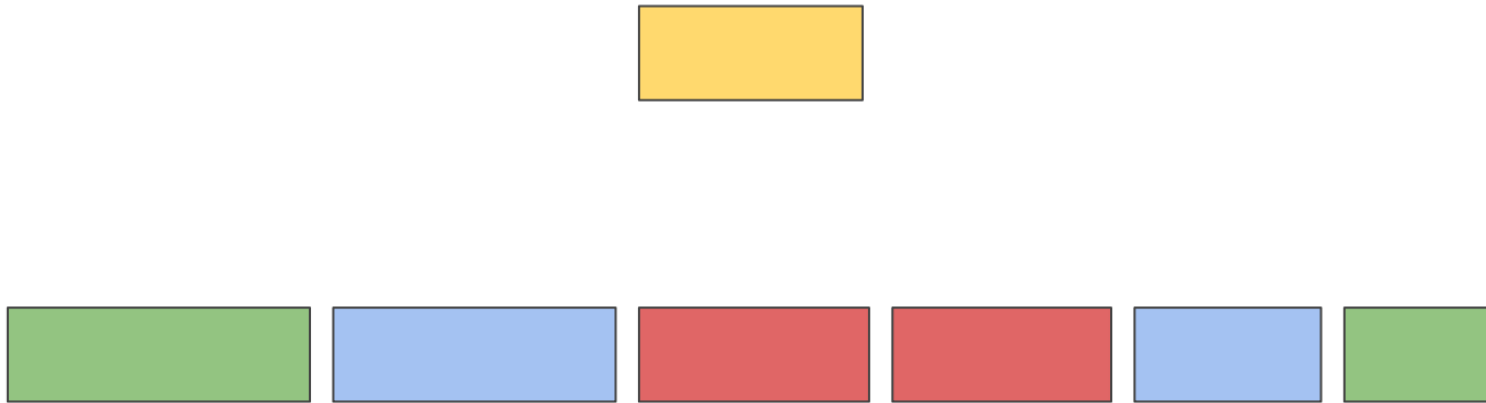
- Your child should practise reading the high frequency words and practise spelling them.
- Use the 100-square to practise counting at least to 20 and beyond
- Use the provided links under 'Reading' to support reading with your child at home.

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 01.02.21

Day	English Story Time	Maths Measurement – Length	Science/Topic work
Mon	Don't forget to use the link below to join in with daily Set 1 Phonics Lessons each day at 9:30am. https://www.youtube.com/c/RuthMiskinTrainingEdu/featured Click on the link below to listen to the story, <i>Snow Bears</i> by Martin Waddell (Author of Owl Babies) and illustrated by Sarah Fox-Davies  https://www.youtube.com/watch?v=CayXcJM56a8 Don't forget to answer the questions below with your adult. 1) What games did the bears want to play? 2) Can you say one thing that happened in the beginning, one thing that happened next and one thing that happened at the end? 3) Did you like Mummy Bear? Why or why not? 4) What would you like to play in the snow and why? 5) Was there anything the same or different about this story and the story, Owl Babies?	Can you join Miss Molnar to estimate and compare different lengths? https://classroom.thenational.academy/lessons/estimating-the-lengths-of-objects-and-then-compare-and-order-lengths-6rvk0d?activity=video&step=1 You will need the following sheet below which is attached under Monday's learning grid. Can you estimate which strips of paper will be longer than your new strip? Which ones will be shorter than it? Check your order after!  Challenge: With your family can you compare the lengths of fingers? Who has the longest finger?	PSED: Rights Respecting Charter – Article 24 All children are entitled to health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Click on the link below to watch a video about what we need to do to stay healthy. Can you talk to your adult about some of the things you do to stay healthy? https://www.youtube.com/watch?v=UxnEuj1c0sw Why not make your own poster to show the different ways we can stay healthy! 

Can you estimate which strips of paper will be longer than your new strip? Which ones will be shorter than it? Check your order after!

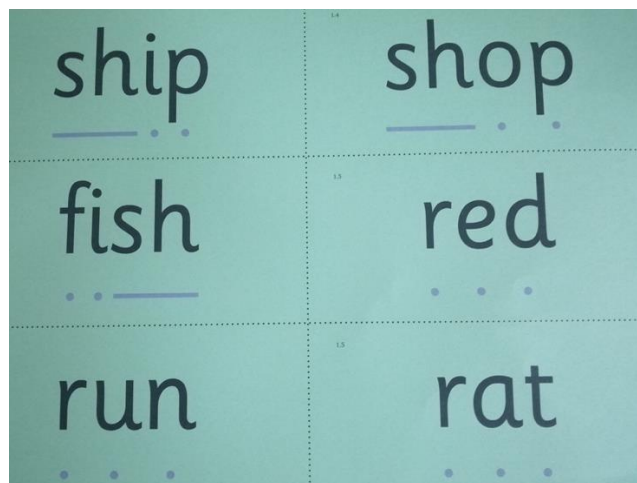
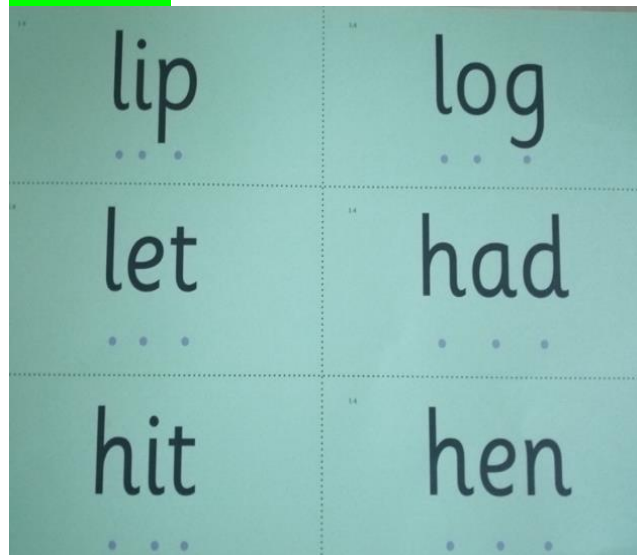


Phonics - Green Words and Red Words

Can you Fred Talk these words?

Example: l-i-p – lip

Green Words are decodable words



Measurement – Length

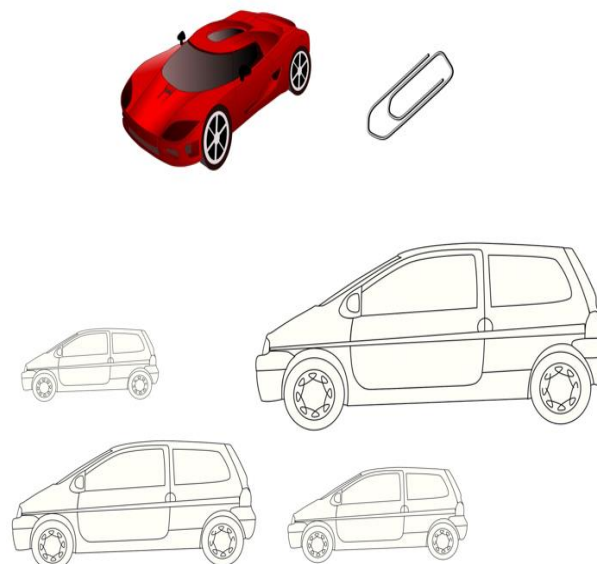
Can you join Miss Molnar in part 1 of how to measure the length of objects using non-standard measures?

<https://classroom.thenational.academy/lessons/measuring-objects-using-non-standard-units-and-using-accurate-language-part-1-64r64c?activity=video&step=1>

The following resources below are attached under this Tuesday's learning grid.

You can use paper clips, peas or pasta as your measuring tools!

Can you measure and record the length of your toy cars? Can you order them from shortest to longest?



Source: Pixabay, OpenClipart-Vectors, Car vehicles

Understanding the World

Can you use the link below to join Miss Hughes with identifying foods that are healthy and foods that are not healthy?

<https://classroom.thenational.academy/lessons/to-identify-foods-that-are-healthy-and-foods-that-are-not-healthy-64wk0d>



Red words are tricky words.

of is our new word (The peg is made of wood.)

Can you practise writing it on paper?

How speedily can you read the red words below?

of the

to my

go he

we she

Challenge: Can you read the CVCC words below and put each of the words into a sentence?

shelf

dress

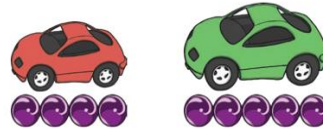
frog

Challenge:

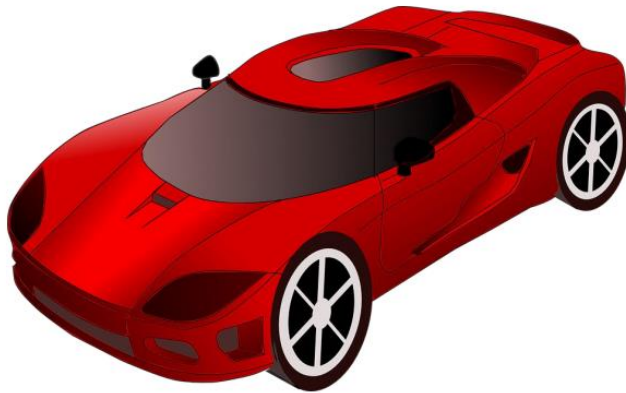
Can you explain which car is the longest and why?

Length Challenge Cards

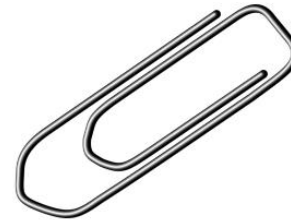
3. Which toy car is the longest?



Can you measure and record the length of your toy cars? Can you order them from shortest to longest?

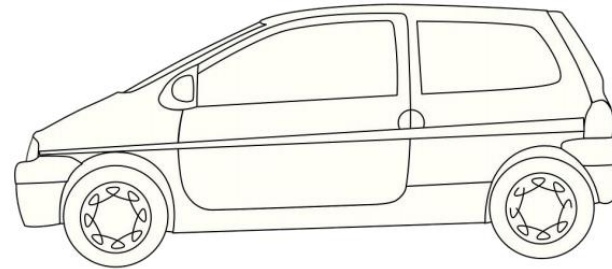
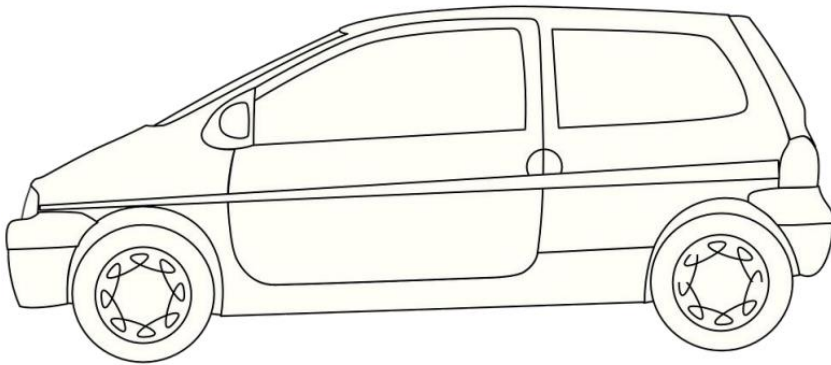
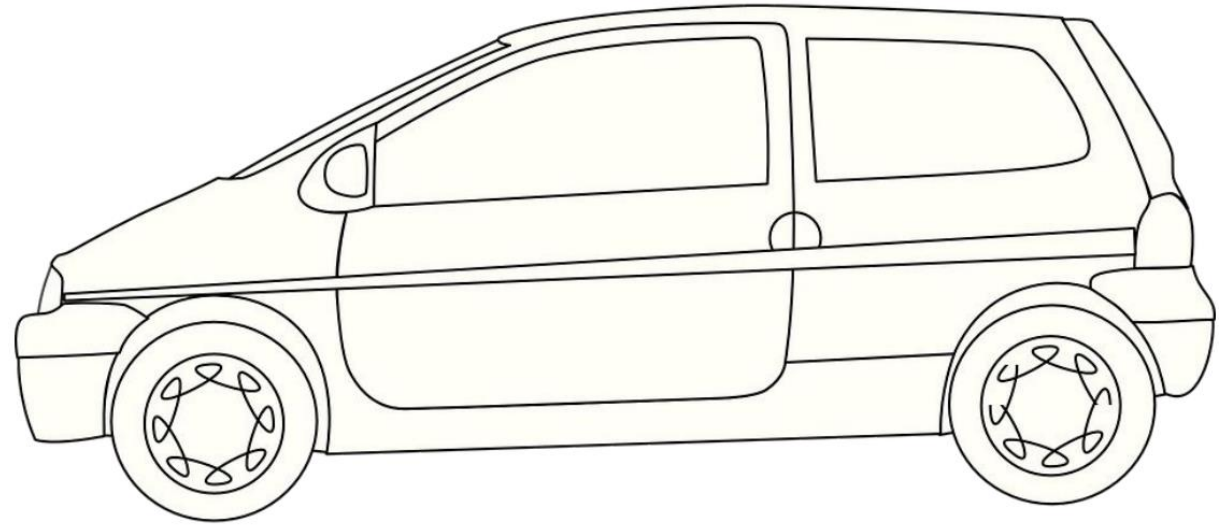
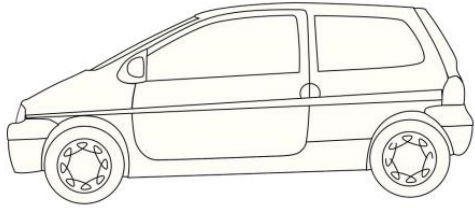


*Source: Pixabay, Clker-Free-Vector-Images,
Car racing red*



*Source: Pixabay, Clker-Free-Vector-Images,
Paperclip*





Source: Pixabay, OpenClipart-Vectors, Car vehicles



Wed

Phonics – Spell CVC Words

Can you use your Fred Fingers to help you sound out each word?

Example: c-a-t, cat

Challenge: You need to choose one of the picture words to put in a sentence. Can you practise saying your sentence, remember it and have a go at writing it?

Measurement – Length

Can you join Miss Molnar in part 2 of how to measure the length of objects using non-standard measures?

<https://classroom.thenational.academy/lessons/measuring-objects-using-non-standard-units-and-using-accurate-language-part-2-65jkje?activity=video&step=1>

The following resource below is attached under this Wednesday's learning grid.

Can you measure the cars and create car parking spaces using playdoh, string or pasta?
Then you can decorate your car park!



Source: Pixabay, OpenClipart-Vectors, Car vehicles Source: Pixabay, ReSampled, Car machine Source: Pixabay, playdoh, colour

Challenge:

Length Challenge Cards

7. Which words would you put between these two objects; taller than, shorter than, the same as?

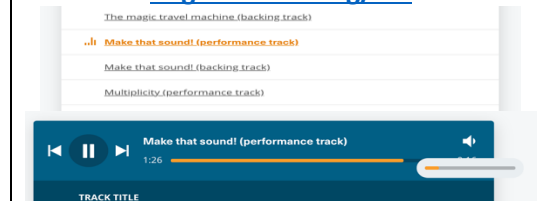


Say: The water bottle is _____ the pineapple.

Expressive Arts & Design – Music

Use the link below and scroll up to select, play and join in with performing to the track, *Make that sound!* (performance track).

<https://www.singup.org/singupathome/songs-for-learning/4-7>



You will need to find objects around your home that will create sounds using the following actions:

shake, blow, beat and strum



Can you sing along with the song and use your chosen objects for each action to join in with the performance track? Remember, you might want to rehearse a few times. You might even want to record your actual performance and email it to your teacher!

Reading Sentences

<https://www.phonicsplay.co.uk/resources/phase/3>

Can you login to phonicsplay using the login details below:

Username: jan21.

Password: home

*Select Sentences Phase 3

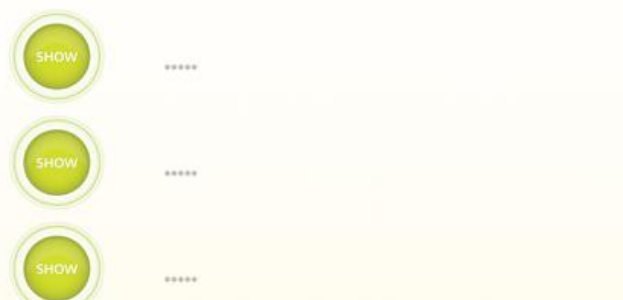


*Select Mon Revise Phase 2

Select a set to work from:

	Week 2	Week 3
Mon	Revise Phase 2	y
Tue	j	z
Wed	v	Tricky Words he, she
Thu	w	qu
Fri	x	Tricky Words the, to

Select show and have a go at reading the sentences one by one. Don't forget to Fred talk and spot those red words!

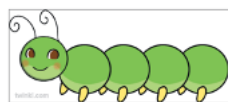


Challenge:

Can you rehearse one of the sentences you read? Can you remember it, say it and write it on a piece of paper?

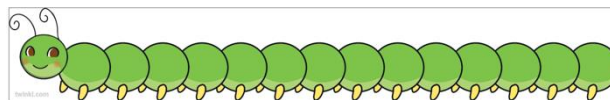
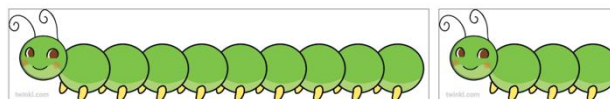
Measurement - Length

Can you use your measuring objects from Miss Molnar's sessions e.g., peas to measure the length of the caterpillars below and write down what each caterpillar measures? **Example:**



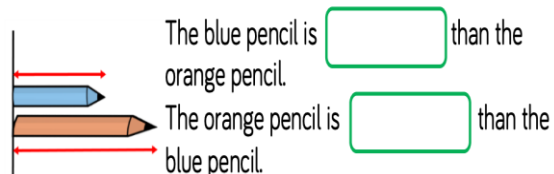
3 peas long

These caterpillar strips are attached below Thursday's learning grid.



Challenge: Can you compare the lengths of the pencils and explain to your adult which is the longest and shortest pencil?

Use the words **longer** and **shorter** in the sentence stems to compare the length of the blue pencil and the orange pencil.



Which pencil is the longest? Which pencil is the shortest?

Healthy Hands – Cutting

Can you get your adult to sit and guide you with using a pair of small/ children scissors to cut straight lines?

You will need your thumb, index finger and middle finger to help you cut.

The cutting strips are below this Thursday's learning grid.

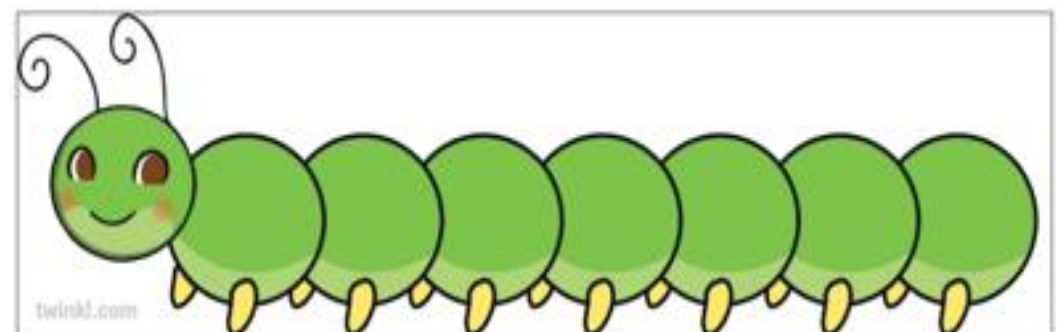
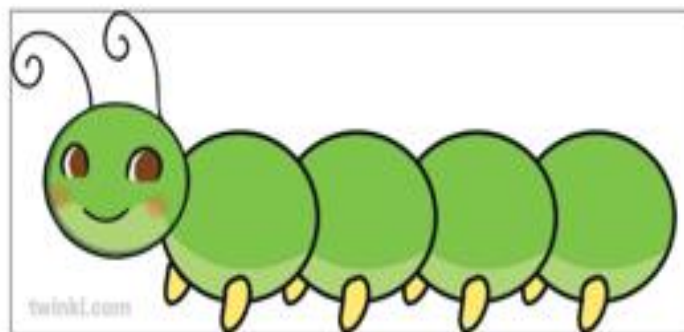
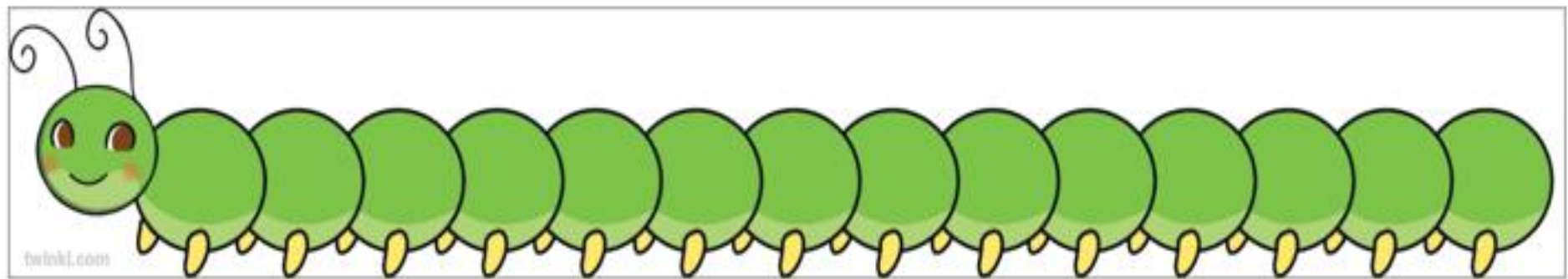
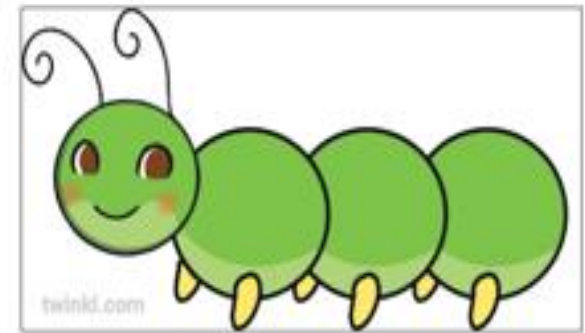
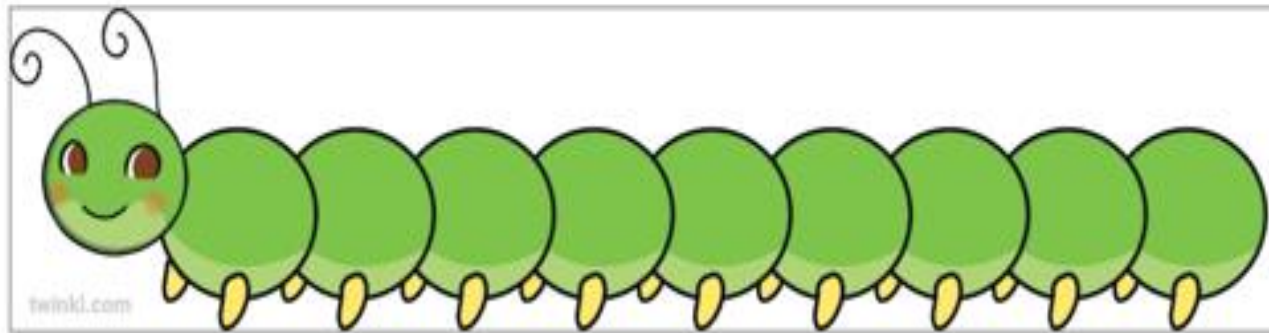
You can easily make your own cutting strips with pen and paper.



If you are wondering what to do with all those bits of paper, you have cut, you can use some glue and create a collage!

It might be a good idea to colour or decorate the strips before cutting them up!





Handwriting

Can you practise writing letters using the sound rhymes to help you form letters correctly?
Use a piece of paper to have a go.

Practise sound-writing

i

Down the body
and dot for the
head.

Practise sound-writing

n

Down Nobby and
over his net.

Practise sound-writing

p

Down the pirates
plait and around
his face.

Practise sound-writing

g

Around the girls
face, down her
hair and give her
a curl.

Practise sound-writing

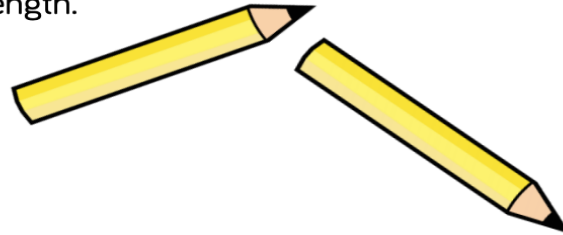
o

All around the
orange.

Measurement – Solve Length Problems

- 1) Can you tell and show your adult how Eva can check that the pencils are the same length without using measuring tools?

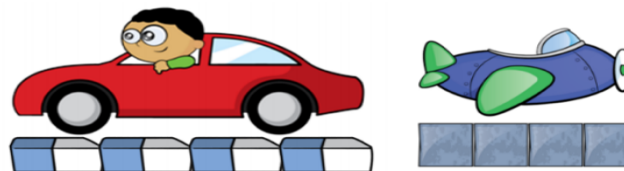
Eva thinks the pencils are the same length.



How can Eva check if she is correct?

2)

Whitney measures the length of two toys.



She says,



The toys are the same length.

Do you agree with Whitney?
Explain your answer.

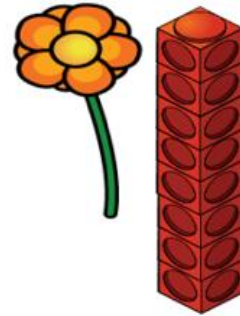
Sensory – Playdough

Can you make playdough with an adult?
It does not need to be coloured.
Can you manipulate the playdough to create your own Snow Babies just like in the story, *Snow Babies*?



Challenge:

True or false?



The flower is 8 cubes tall.
Explain your answer.

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

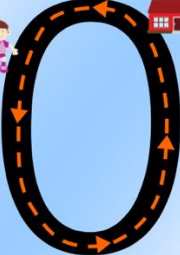
come what want little one were there oh Mr

their people looked called asked could Mrs

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

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

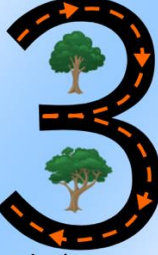
Around and back on a railroad track



Two, two, two

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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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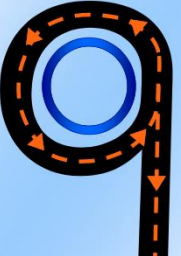
Make an 's' and do not wait



When it's joined up you have an eight.

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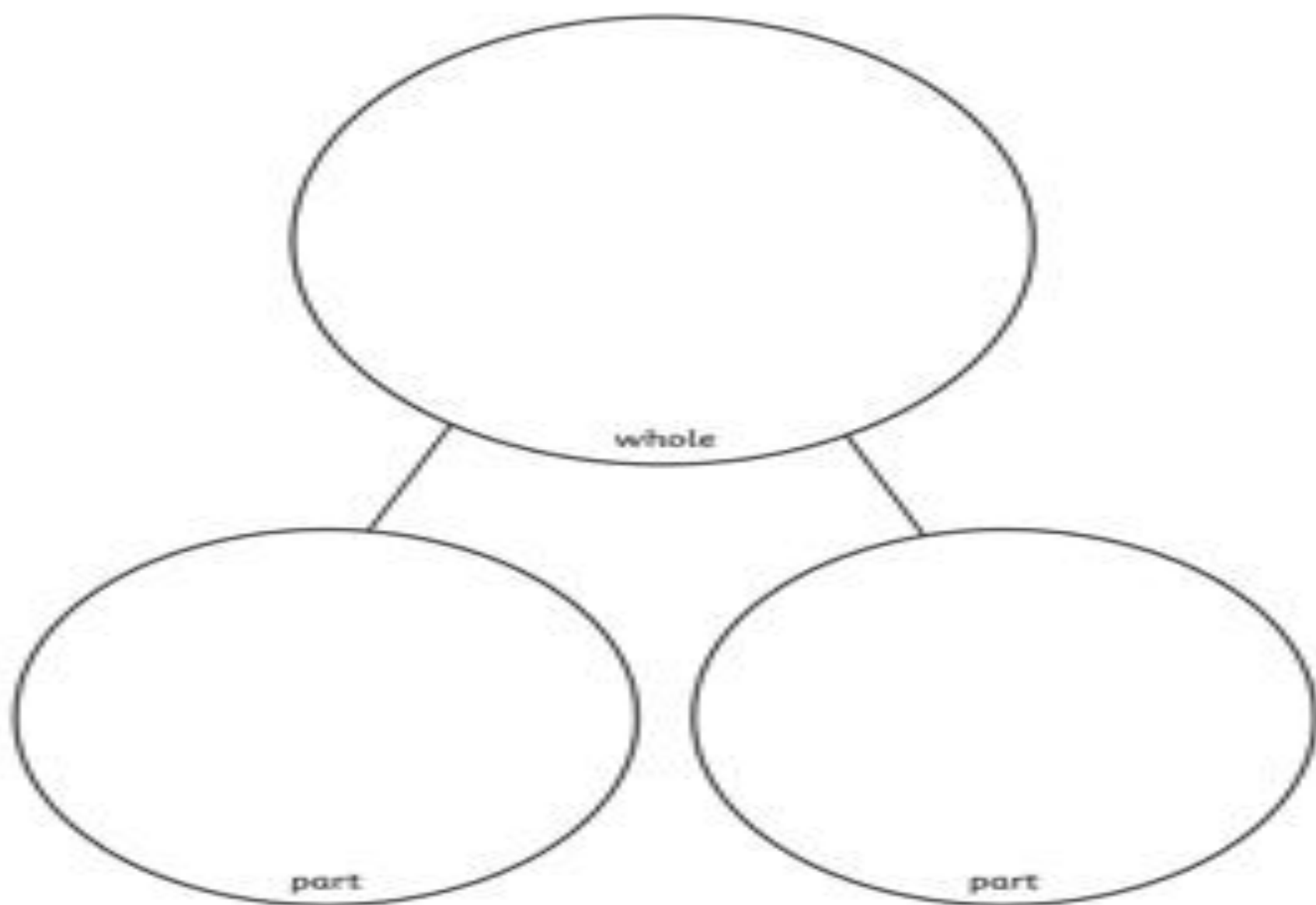
Make a loop and then a line,



That's the way we make a nine.

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Part-Whole Model



Tens Frame
