

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>

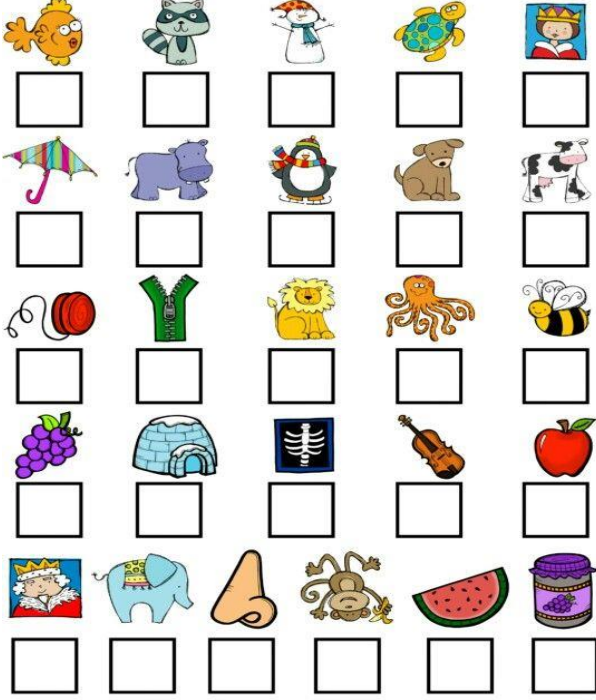
In addition to the daily activities below, please can you assist your child with regular Reading, Spelling and Maths (At least 3 times per week)

- 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.

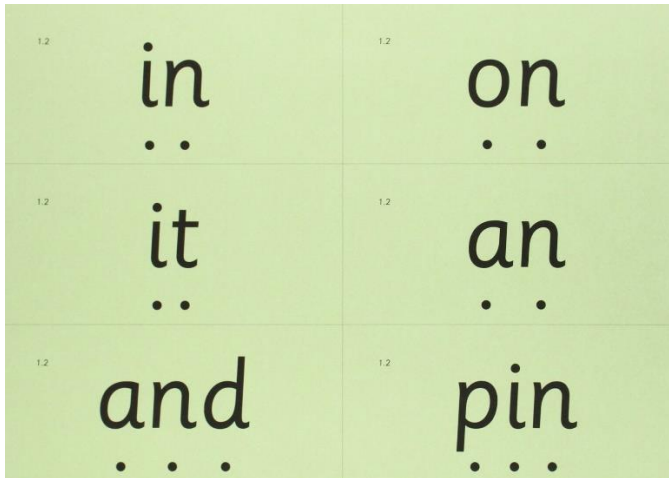
The High Frequency Word Charts, a 100-square chart and additional resources can be found at the bottom, after the daily activities grid.

Year Reception

Day	English Phonics – Sound Mat	Maths ‘Under’ and ‘On Top’	Science/Topic work Singing																																			
1	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 Can you use the sound mat below to re-cap the set 1 sounds? You may still have your set 1 mat that was given to you before the Christmas break that you can use. Use your finger to track each sound as you read it aloud. How speedily can you recall the sounds? Speed Sounds Set 1 <table><tr><td>m</td><td>a</td><td>s</td><td>d</td><td>t</td></tr><tr><td>i</td><td>n</td><td>p</td><td>g</td><td>o</td></tr><tr><td>c</td><td>k</td><td>u</td><td>b</td><td>f</td></tr><tr><td>e</td><td>l</td><td>h</td><td>sh</td><td>r</td></tr><tr><td>j</td><td>v</td><td>y</td><td>w</td><td>th</td></tr><tr><td>z</td><td>ch</td><td>qu</td><td>x</td><td>ng</td></tr><tr><td></td><td></td><td></td><td></td><td>nk</td></tr></table> Challenge: Can you look around your home and think of a word that begins with any set 1 sound and play, / spy?	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	Our focus for Maths this week is positional language. Today, the key words we will be learning about are ‘under’ and ‘on top’. Find a teddy or a toy in your home to use for this activity. Can you place your object under the chair? Can you say, “My toy is under the chair”? Can you now place your object on top of the table? Can you describe where you placed your object to an adult? Make sure to use the correct positional language e.g. <i>the teddy is on top of the table</i>. Can you place your object under your bed? Can you describe where you placed your object to an adult? Can you place your object on top of the TV? Tell your adult where you placed your object? Make sure to use the correct language e.g. <i>the teddy is on top of the TV</i>. Can you now place your object somewhere else using the positions ‘under’ and ‘on top’ and explain the objects position to your adult?	Can you join in with singing the position song? https://www.youtube.com/watch?v=8F0NYBBKczM  Where did you put your object today for the maths lesson? Can you draw a picture to show where you placed it?
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																																		

	Phonics - Initial Sounds	'In front' and 'behind'	Understanding the World
2	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 Can you look at each picture and say what you can see to your adult? Can you tell your adult what the beginning sound of that word is and write it down? Example: I can see a fish – f f f fish (write f)  Challenge: Can you read the words 'zip', 'dog' and 'fish' and have a go at writing the words?	Today, the key words we will be learning about are 'in front' and 'behind'. Find a teddy or a toy in your home to use for this activity. Can you place your object in front of the bed? Can you say, "my toy is in front of the bed"? Can you now place your object behind the sofa? Can you describe where you placed your object to an adult? Make sure to use the correct positional language e.g. <i>the teddy is behind the sofa</i>. Can you place your object in front of your parent? Can you describe where you placed your object to an adult? Can you place your object behind the TV? Tell your adult where you placed your object? Make sure to use the correct language e.g. <i>the teddy is behind the TV</i>. Can you now place your object somewhere else using the positions 'behind' and 'in front of' and describe its position to your adult?	As we are now in the winter season, can you use the link below to learn about what we can see outside during the winter time? https://classroom.thenational.academy/lessons/to-name-things-that-you-can-see-outside-in-winter-c4t3ec During the winter season, how would we need to dress? Do we need to wear boots or shoes? Do we need to wear a coat, t-shirt, scarf, shorts or a hat? Why or why not? Can you draw a picture of yourself and the clothes you would wear during Winter? 

	E.g. zip –z-i-p		
3	Phonics – CVC Words 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/eatured Can you say what you can see in each picture and write the sound it begins with on a piece of paper? What sound comes next? What is the last sound you can hear? Example: I can see a hat – h-a-t       Challenge: Can you make up a sentence for each word and tell your adult?	'Next to' and 'Beside' Today, the key words we will be learning about are 'next to' and 'beside'. Find a teddy or a toy in your home to use for this activity. Can you place your object next to the bed? Can you say "my toy is next to the bed"? Can you now place your object beside another toy? Can you describe where you placed your object to an adult? Make sure to use the correct positional language e.g. the teddy is beside the toy. Can you place your object next to the chair? Can you describe where you placed your object to an adult? Can you place your object beside the TV? Tell your adult where you placed your object? Make sure to use the correct language e.g. the teddy is beside the TV. Can you now place your object somewhere else and describe its position to your adult? What do you notice about these two positions?	Physical Development Can you use the link below to join in with the exercise? Can you copy the actions and the different moves? https://www.youtube.com/watch?v=sLMGJ9S0seE Once finished, place your hand on top of your heart and feel it beating. What has happened? Can you feel your heart beating fast? Why do you think it's beating faster now? To calm your heart down why don't you check out all the work children did from Nursery to Year 6 for the Take One Picture Competition. https://www.gordonpri.uk/national-gallery-take-one-picture/ National Gallery: Take One Picture 2020-2021 Home >> Key Information >> Curriculum >> National Gallery: Take One Picture 2020-2021 The Battle of San Romano by Paolo Uccello  Scroll down and click on 'The Battle of San Romano pdf'

	Example: The wizard lost his magical <u>hat</u> .		
4	Phonics – Read CVC Words 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 Can you Fred Talk these words? Example: i-n - in  Challenge: Can you pick one word from above and say it in a sentence? Example: I am in the shops.	'Inside' and 'Outside' Today, the key words we will be learning about are 'inside' and 'outside'. Can you find a large cardboard box/tub for this activity? Can you place yourself inside the box/tub? Can you say, "I am inside the box"? If you cannot find anything large enough just use an object to place inside something. Can you now place yourself outside of the box/tub? Can you describe where you placed yourself to an adult? Make sure to use the correct positional language e.g. I am outside of the box. Can you place an object inside the box/tub? Can you describe where you placed your object to an adult? Can you place your object outside the box? Tell your adult where you placed your object? Make sure to use the correct language e.g. <i>the teddy outside the box</i>. Can you now place your object somewhere else and describe its position to your adult?	Sensory Play - Rice Ask an adult to place a bag of rice inside a large bowl. Add small bottles and spoons. Can you fill up the bottle with rice using the spoon? How long did it take to fill it up to the top? It is full. Can you now pour the rice out? It is empty. How long did it take to pour out all the rice? 
5	Storytime 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 Miss Gray read the story of 'Rosie's Walk'. This book is all about positional language that you have been learning this week for maths.	'Over' and 'In Between' Today, the key words we will be learning about are 'above' and 'in between'. Find a teddy or a toy in your home to use for this activity. Can you place your object in between two other toys? Can you say "my teddy is in between the and the"?	Sensory – Playdough Can you make playdough with an adult? It can be any colour you like. Can you manipulate the playdough to create your name?

<https://www.youtube.com/watch?v=g3Qr3Ec3Mbc>

When you have finished listening to the story can you tell your adult...

Where did Rosie go first?

Where did Rosie go at the end?

What happened to the fox?

Red words are tricky words.

You have to use your memory and remember them.

Use the link below to have a go at reading some tricky words.

<https://www.phonicsplay.co.uk/>

login details:

Username: jan21

Password: home

*Click on 'Resources'



*Scroll down a little and select the game:



*Select Phase 2 Tricky Words

Play this game with your adult next to you. If you say the word correctly you press the tick. If you are incorrect or don't know the word that's okay just press the cross and you will have an opportunity to practise some more.

Can you now place your object **above** the chair?
Can you describe where you placed your object to an adult? Make sure to use the correct positional language e.g. *the teddy is above the chair.*

Can you place your object **in between** two adults in your home? Can you describe where you placed your object to an adult?

Can you place your object **above** the TV? Tell your adult where you placed your object? Make sure to use the correct language e.g. *the teddy is above the TV.*

Can you now place your object somewhere else using the positions 'above' and 'in between' and describe its position to your adult?



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

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	