

Gordon Primary School

Remote Learning Grid

22.02.21

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:

4I - class4i@gordonprimary.redbridge.sch.uk

4S - class4s@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.

Remember to revise and practise phonics use lessons given by Ruth Miskin.

This Week's Spellings

Choose either A, B or C to learn.

Write 5 sentences using words from your spellings.

A	B	C
fast	faster	funnier
faster	fastest	funniest
cheap	cheaper	stickier
cheaper	cheapest	stickiest
small	smaller	angrier
smaller	smallest	angriest
kind	larger	smellier
kinder	largest	smelliest
clean	smoother	friendlier
cleaner	smoothest	friendliest

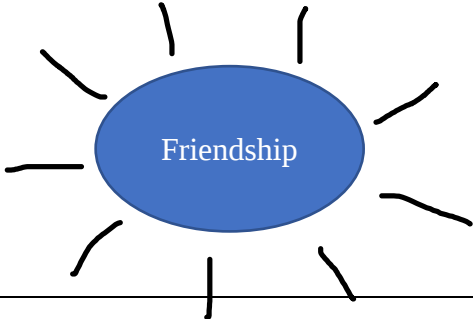
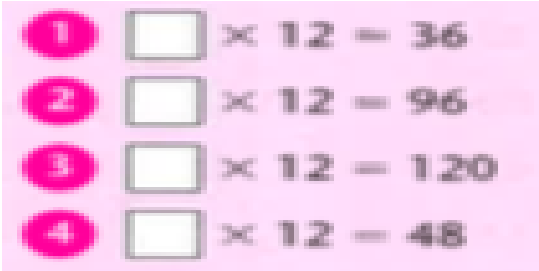
New Maths This Week

Multiplication and Division

This week the children will be using their knowledge of their multiplication and division facts. They will also be using written method to multiply towards the end of the week. They have previously learnt this method in Autumn term. There is an example below for you to follow.

$$44 \times 4 = 176$$

$$\begin{array}{r} 44 \\ \times 4 \\ \hline 164 \\ + 160 \\ \hline 176 \end{array}$$
$$\begin{array}{r} 164 \times 4 = 160 \\ + 160 \times 4 = 160 \\ \hline 176 \end{array}$$

Day	English	Maths	Science/Topic work
1	Part one, Chapter 3 Belonging - What does it mean to belong? Read chapter 3 or listen to the video on the Multimedia page on the school website. Page 21. Who are Lil's friends? Does she have any friends at St Kildas? How do you think she felt after her old school friends rejected her? Are they good friends if they rejected her just for going to a new school? Why do you think they did that? Discuss the questions above and write out your thoughts in full sentences. Have a think back to your friendship recipe. What makes a good friend? What does friendship mean to you? 	Starter:  <u>Main lesson – Understanding multiplication can be done in any order</u> https://classroom.thenational.academy/lessons/understanding-multiplication-can-be-completed-in-any-order-68rp6c Please use the link for your Maths lesson In today's lesson you will need to complete both the introduction and closing quiz. Along with the tasks that are set out through the video lesson. You do not need to upload every answer of the quiz but you can take a picture of your final results. You can type or write up your answers for the tasks throughout the lesson. In this lesson there is a worksheet for you to also complete.	<u>History – Ancient Egypt</u> What was Ancient Egyptian society like? You will need paper and a pencil for this lesson. Follow the link below. In today's lesson you will need to complete both the introduction and closing quiz. Along with the tasks that are set out through the video lesson. You do not need to upload every answer of the quiz but you can take a picture of your final results. You can type or write up your answers for the tasks throughout the lesson. Ms Leary & Miss Small's challenge: Can you draw your own society pyramid like the one in the lesson? You could include your family in this one. Who would be at the top? Grandparents? Include pictures of your family you can draw these or use photographs (with permission). https://classroom.thenational.academy/lessons/what-was-ancient-egyptian-society-like-6hgk0t

Part one, Chapter 3
Oz and Tulip

What are your first impressions of Tulip? Do you think her and Lil will get on? What in their conversation tells you of this?

What is the main thing all the children have in common?

Discuss and make notes on the questions above.

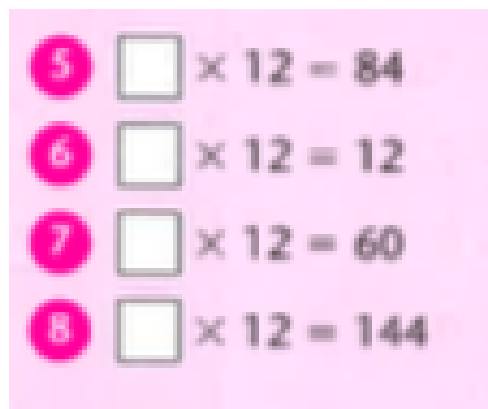
Page 24.

'I'd never seen this girl at St. Kildas, though, and she had the sort of face you'd remember – brown skinned, green-eyed, freckled. Her hair was jet black and sprang out in perfect corkscrew curls.'

Why was does Tulip have the sort of face you'd remember? Think back to when the book is set. Do you think London was as culturally diverse as it is now?

Using the description of Tulip, illustrate what a portrait of her.

Starter:



Main lesson: Understanding that multiplication and division are inverse

<https://classroom.thenational.academy/lessons/understanding-that-multiplication-and-division-are-inverse-operations-61gk0r>

Please use the link for your Maths lesson.

In today's lesson you will need to complete both the introduction and closing quiz. Along with the tasks that are set out through the video lesson. You do not need to upload every answer of the quiz but you can take a picture of your final results. You can type or write up your answers for the tasks throughout the lesson. In this lesson there is a worksheet for you to also complete.

Geography – How did the Ancient Egyptians travel?

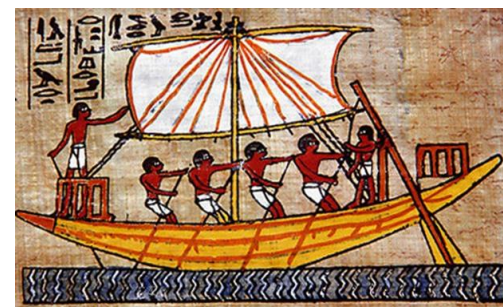
You will need paper and a pencil for this lesson. Follow the link below and complete the tasks from the lesson.

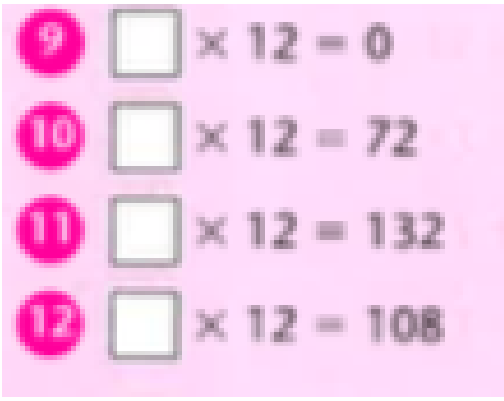
In today's lesson you will need to complete both the introduction and closing quiz. Along with the tasks that are set out through the video lesson. You do not need to upload every answer of the quiz but you can take a picture of your final results. You can type or write up your answers for the tasks throughout the lesson.

<https://classroom.thenational.academy/lessons/how-did-the-ancient-egyptians-travel-and-trade-cnkh4t>

Ms Leary's & Miss Smalls challenge:

Can you draw or make an Egyptian boat? Use the lesson to help you. If you can label your boat. I have attached an image of a funerary boat painted on an artefact.



3	Part one, Chapter 3 <u>The Panic</u> <u>Page 28 and 29</u> How did Lil feel when the Mendoza family left the room? What tells the reader that Lil was worried she couldn't find her satchel? Why do you think Lil's feelings all of a sudden change? One minute she was panicking and the next she seems calm. Do you think she is happy that Tulip picked up the wrong bag? If so, why? Discuss this and write your answers in full sentences. Some of your answers could include quotes from the book as evidence. Going back to the question from the beginning of the week. What does it mean to belong? What does it mean to you to belong? Where do you belong? Does it have to be a place? Or Can it be a group of people? Or a family? Write out what it means to you to belong. Or you can draw yourself in the middle of a page and draw around you all the things that make you feel like you belong somewhere.	<u>Starter</u>  <u>Main lesson: Using the inverse to find missing numbers</u> https://classroom.thenational.academy/lessons/using-the-inverse-operation-to-find-missing-numbers-cgt32c Please use the link for your Maths lesson. In today's lesson you will need to complete both the introduction and closing quiz. Along with the tasks that are set out through the video lesson. You do not need to upload every answer of the quiz but you can take a picture of your final results. You can type or write up your answers for the tasks throughout the lesson. In this lesson there is a worksheet for you to also complete.	<u>Science – What are insulators and conductors?</u> In today's lesson you will need to complete both the introduction and closing quiz. Along with the tasks that are set out through the video lesson. You do not need to upload every answer of the quiz but you can take a picture of your final results. You can type or write up your answers for the tasks throughout the lesson. Watch the investigation carried out and use the lesson to help you write up the method. Remember the method of an investigation is what was done. https://classroom.thenational.academy/lessons/what-are-insulators-and-conductors-6rtp8t Ms Leary's and Miss Small's challenge: Can you include diagrams (drawings) in your Method write up?
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4	Part one, Chapter 4 Grandad and the curse Read page 30 to the end of 31. Why is Lil so shocked when she sees Grandad? What has changed about him? How do you think Grandad felt when Lil told him Professor Hanawati sent the jar to him? – ‘He sent the <i>jar</i>?’ Grandad interrupted. Listen to the video on the multimedia page. Listen to how your teacher reads that sentence to help you. ‘The curse,’ he whispered. Why do you think Grandad whispers this? What is the curse? Discuss the questions above and make notes. Predict what you think this curse is. Think back to Professor Hanawatis feet found, now Grandad sick! I predict that the curse....	Complete these sums using column method. Show your workings out. Use the example above or link below to help you. https://www.youtube.com/watch?v=SfxULALs_u8 A Work out <table><tr><td>1</td><td>27×2</td><td>9</td><td>47×5</td></tr><tr><td>2</td><td>35×4</td><td>10</td><td>56×3</td></tr><tr><td>3</td><td>19×3</td><td>11</td><td>85×2</td></tr><tr><td>4</td><td>59×8</td><td>12</td><td>67×4</td></tr><tr><td>5</td><td>23×5</td><td>13</td><td>58×5</td></tr><tr><td>6</td><td>64×2</td><td>14</td><td>27×8</td></tr><tr><td>7</td><td>28×4</td><td>15</td><td>94×4</td></tr><tr><td>8</td><td>36×8</td><td>16</td><td>38×3</td></tr></table>	1	27×2	9	47×5	2	35×4	10	56×3	3	19×3	11	85×2	4	59×8	12	67×4	5	23×5	13	58×5	6	64×2	14	27×8	7	28×4	15	94×4	8	36×8	16	38×3	<u>Music</u> Rhythm - Composing Rhythms Today we are going to learn a new note. This note lasts for 4 beats. You are going to need a pair of headphones if you have some, but if you don’t, don’t worry, you can find some place in your house where you are not going to be disturbed, you will need a pencil and some paper and your hands. You will also need a plastic beaker or a cup. Let’s start the lesson. Here are some of the rhythmic patterns you practised while watching the video. Make your own rhythmic patterns and have a practise with someone in your family. <table><tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>Ta</td><td>Ti-Ti</td><td>Ta</td><td>- ah</td><td>Ta</td></tr><tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>Ta</td><td>Ta</td><td>(Ta)</td><td>(Ta)</td><td>Ta</td></tr></table> Challenge! If you haven't yet done so, make a short recording with you playing the cup game and send it to your class teacher. Alternatively you can create your own rhythm using all the musical notes we have learned so far, take a picture of it and send it to your teacher.	4							Ta	Ti-Ti	Ta	- ah	Ta	4							Ta	Ta	(Ta)	(Ta)	Ta
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Part one, Chapter 4
Grandad and the curse

Read page 30 to the end of 31.

For today's lesson I would like you to write up your prediction of the curse as a part of a story.

Think about:

Where does the curse come from? – The jar (this is a good opportunity to use adjectives to describe what the jar looks like)

How do you get the curse? – touching? looking?

What does the curse do to you? – sickness? Missing body parts? Send you crazy?

Can you see the curse? – (for example; black smoke rose from the jar)

Does the curse affect everyone? – Adults only? Children? Who?

Can the curse be broken?

You will need to write a short paragraph about your curse. Including adjectives. I have attached a picture below to help you.

Complete these sums using column method. Show your workings out.

Use the example above or link below to help you.

https://www.youtube.com/watch?v=SfxULALs_u8

A
Work out

1	64	7	62
	$\times 2$		$\times 5$
2	25	8	38
	$\times 6$		$\times 8$
3	37	9	59
	$\times 5$		$\times 2$
4	48	10	74
	$\times 3$		$\times 4$
5	52	11	65
	$\times 7$		$\times 3$
6	29	12	46
	$\times 4$		$\times 9$

PE



Put on some slow, relaxing music and have a go at practicing these movements. Whilst you are doing so make sure you are breathing deep and slow! Can you make a yoga sequence by adding some moves together and making sure they flow into one another?

<https://www.youtube.com/watch?v=xlg052EKMtk>

Watch and follow this Frozen inspired Yoga flow to help you!

again. The hospital smelled horrible, of carbolic mixed with old vegetables. It made me feel ill, which was odd for a place meant to make people better.

'Please,' I begged. 'I'll be quick.'

Over her shoulder I glimpsed rows of snowy-white beds; knowing Grandad was in one of them, just feet away, was infuriating. It crossed my mind to dodge past the nurse.

Then I caught her taking in my St Kilda's blazer – horrid bright red – that showed at the wrists of my coat. And the ugly felt hat on my head and my satchel, strapped across me, all of which bore the school crest. I might as well have worn a sign around my neck.

'Shouldn't you be in school?' the nurse asked. 'Perhaps I should give them a telephone call.'

'I'm going, don't worry,' I muttered, and hurried back down the stairs.

Out in the street, I kicked myself. I should've known there'd be visiting hours at the hospital. Not only that, skipping school was risky: there was always someone, somewhere, waiting to peach on you. In adventure stories the heroes have a bunch of like-minded pals

on hand to help. It was different trying to be brave by yourself.

Most of my old friends had been boys – Neddy, Joe, Brian and Bobby Fitzpatrick. When we weren't at school, we'd play Crab Apple Cricket or Bulldog out in the street.

Then I'd got the scholarship to St Kilda's.

'Can you smell brains?' Bobby asked the others, on the first day of term, when they'd gone down the street to their new school and I'd gone up it to mine. They didn't speak to me after that.

The girls at St Kilda's were even harder to be pally with. Some days, when no one was looking, I'd get a bit upset. And I felt bad for that too, because it wasn't like I had something proper to be sad about, like a dad or a brother dead in the war.

At some point, I realised I was lost. This was a part of South London I'd never been to before. The road was busy with shoppers and nannies pushing babies in prams. Weaving in amongst traffic, the newspaper boys shouted the day's headlines – about King George, our new prime minister Mr Bonar Law, and Ireland now a country of its own. And – my ears pricked – Egypt:

'Courageous Howard Carter just days from finding

missing boy king! Experts convinced he'll discover a tomb full of gold!

I hugged the satchel tight against my hip. Inside it, in a box, was another piece of gold, a jar so unsettling that last night I'd had to hide it. Even in broad daylight, I'd not completely shaken off that feeling of dread. It didn't help that I knew next to nothing about this extraordinary find.

Enough misery-mongering.

It was hours till visiting hours started, and I was on the wrong side of London to go to school. With time to kill, I decided to do some digging of my own.

* * *

The bus ride to the British Museum cost me my last thruppence. On arrival, I went straight upstairs. The Egyptian exhibits weren't in one big room, but a series of little ones that ran into each other. To my mind, it was the best bit of the whole museum. I loved the old dark wood cabinets and the way the floor dipped and creaked when you walked. The blinds, always down at the windows, made a sort of all-day twilight. There were vases, statues called *shabtis* for guarding dead bodies, swords, beads, even mummified pets.

Everywhere you looked something fascinating glinted back at you – like in Grandad's shop, only older and more beautiful.

The Egyptian rooms were usually very quiet. So I'd not expected to find anyone else up there, let alone two children sitting cross-legged on the floor of the very first room.

It pulled me up short. 'Oh!'

The girl, who was drawing, glanced up from her notepad. Sat beside her was a boy, also drawing, who carried on doing so until she nudged him.

'Hey!' he yelped, as his pencil jerked across the paper.

'I thought you said no one came here,' the girl complained.

I was thinking the same, embarrassed and a bit annoyed. It was then I noticed the girl's pinafore – red, like mine, with the yellow school badge on the bib. She wasn't hiding hers under a coat, either, but wearing it for all to see.

'You at St Kilda's, then?' I asked. It came out a bit abruptly, though I hadn't meant it to. My run-in with the nurse had left me still feeling a bit spiky.

The girl tugged at her dress. 'I'd hardly wear *this* out of choice. And as for that *poisonous* school hat!'

She then saw mine, still rammed on to my head.

I snatched it off quick: how I hated the stupid thing. The girl thought this funny and laughed. I wasn't sure if I was meant to join in, but she had such a cheeky lopsided grin that I found myself grinning back. No one I knew smiled like that, or if they did I'd not seen them do it for a very long time.

'You hate St Kilda's too?' she asked.

'The students are a bit snooty,' I admitted.

The girl pulled a face. 'Millicent Thorpe and pals, d'you mean?'

I nodded. They were the snobbiest of the lot.

I'd never seen this girl at St Kilda's, though, and she had the sort of face you'd remember – brown-skinned, green-eyed, freckled. Her hair was jet black and sprang out in perfect corkscrew curls. Instead of rushing off, I set down my satchel next to their bags, coats, mittens, hats and scarves, which they'd dumped in a heap inside the door.

'I'm Tulip.' The girl was still smiling.

Tulip: it sounded *daring*, like a dancer or a flapper girl's name. She had that look to her too – tall and slender.

'I'm Lil, short for Lilian,' I replied, thinking how dull my name was in comparison.

'That's Oz, my brother,' Tulip meant the boy. 'He

doesn't say much, so don't think him rude. He loves this museum. We come here all the time.'

The boy was about ten, I'd say, and looked just like her. He wasn't wearing a uniform at all, which made me think he didn't go to school, the lucky so and so. I felt a pang of envy for him and his sister, who seemed quite happy in each other's company. Times like these I wished I had a bigger family of my own.

'He's good at drawing,' I remarked.

He'd almost filled a fresh page with hieroglyphics that he was copying from a coffin in the centre of the room. Some of the images – the snake, falcon and ankh – were also on Grandad's jar, which got me interested.

'Does he know what they mean?' I asked Tulip.

'He's learning,' she replied. 'Why, do you understand them?'

'Only a bit.' I pointed to some of the rougher sketches on Oz's paper. 'That dog creature? It's Anubis, god of the underworld. And this one, with the open wings – it's Isis, goddess of protection.'

Both were on the jar.

Thinking I might be on to something, I moved closer to the coffin for a better look. I'd been in this room loads of times before, but I'd never noticed the

name on the display card inside the cabinet. Yet there it was, in black and white:

Item 475: Coffin of unknown nobleman, decorated in relief-work typical of the Upper Nile. Thought to date back to 1350 BC.

Professor Selim Hanawati, Luxor, Egypt. May 1900.

I whistled under my breath, not quite believing my luck. The first place I'd looked and here it was, a whopping great clue! The coffin, with its connection to Professor Hanawati, might well have come from the same part of Egypt as the jar. Perhaps he'd found it on the same trip.

But I reminded myself that Anubis and Isis were often found on goods buried in ancient Egyptian graves, and I should **probably** calm down. Yes, it was likely the jar *was* something to do with death, but that didn't mean this coffin here belonged to the same dead person.

'It's only a nobleman's coffin,' Oz spoke behind me, making me jump. 'If he'd been a pharaoh, the whole lot would've been gold.'

'I suppose so,' I agreed.

'Most of the tombs they've found so far have been "robbed in antiquity",' Oz went on. 'So even if Howard Carter does find Tutankhamun, chances are a thief will have got there first.'

I looked at him sideways: for someone who didn't talk much, he had a fair bit to say about Egyptian burials.

'My brother Alex taught me about Egypt. He was an expert,' Oz explained proudly.

Tulip rolled her eyes: 'Oh, Oz, don't go on about Alex. I'm sure Lil doesn't want to hear our whole family history.'

Actually, I was wondering what Oz, or this brother of his, would make of Grandad's jar, when a woman rushed into the room. 'I should have realised you'd both be up here!'

Tulip looked so horrified that for a moment I panicked: was the woman one of those school attendance officers who made trouble if they caught you skiving?

Then Tulip said, 'Oh lordy, Mama! I'm sorry! I forgot the time!'

This was her *mother*?

She didn't look like Oz or Tulip – she was white, and yet her children both had brown skin. Her clothes

were the sort *my* mother wouldn't be seen dead in – an orange dress, purple stockings and the brightest red lipstick. Now, I wasn't one to get excited about dresses and stuff, but even I could see that this woman was terrifically glamorous. And how amazing that she didn't bat an eyelash at the fact Tulip wasn't in school!

'Hurry up, darlings,' the woman drawled in an accent that wasn't English. 'Mr Pemberton's joining us for lunch.'

'Clever you!' Tulip started rooting through the pile by the door, grabbing her scarf and bag. Oz packed away his sketchbook. A flurry of putting on coats and hats followed.

'Goodbye, Lil!' Tulip waved. Then all three of them were gone. The room was suddenly quiet and rather empty. It was odd to miss people I'd only just met, but that's how it felt.

It was early still – by my watch, just past midday – but with no more money for a bus fare, I decided to start the long walk back to Brompton Hospital. I went to pick up my satchel from where I'd left it by the door, but it wasn't there. Someone must've moved it.

Panicky minutes followed as I searched the room. Then, thank crikey, I **found it**, wedged between the open door and the wall. **Except**, when I pulled it free

and lifted the flap to check everything was still inside, I realised *this* satchel wasn't mine. Yes, it was conker-brown leather, with two front buckles and the St Kilda's crest on the front. But inside was a sketchbook and pencils, and the name 'Tulip Mendoza' with an address in Highgate written underneath.

The daft girl had taken the wrong bag. With the jar still inside.

By the time I'd raced outside, the Mendozas had well and truly gone. I couldn't believe I'd been so careless. There was nothing I could do about it, though, apart from not tell Grandad I'd lost it. At least I knew where Tulip lived. And I had to admit I rather liked having an excuse to see her and her brother again.

When I arrived at the hospital, Grandad was asleep. He was at the far end of the ward – ‘in a nice quiet spot,’ said a different nurse to this morning’s, thankfully, with a lovely, soft-as-feathers voice. I’d hoped to find him propped up in bed, glad to see me, but as I passed the other patients my heart sank: no one here looked well enough for visitors.

Behind Grandad’s bed, the windows were open. The fresh air made it so bitterly cold the bed was heaped with blankets: all I could see was a tuft of his steel-grey hair sticking out from underneath.

I pulled up a chair.

‘That you, Lily?’ he said without looking.

‘How did you guess?’

‘You smell of rain,’ he replied. ‘Your mother would’ve had the good sense to bring her umbrella.’

The blankets twitched. Grandad’s face appeared. I wasn’t ready for the shock. It was only a few days since

I’d last seen him, but he’d got so much thinner, like his skin had shrunk down to his bones.

‘How’s my cat? You been feeding her?’ he croaked.

‘I’ve been trying,’ I admitted. ‘Don’t tell Mum but I skived off school to come and see you.’

His attempt at laughing turned into a horrible cough. Mum had worried about him passing on the infection, but what bothered me far more was how sick he looked.

‘Listen, I’ve something to tell you,’ I dropped my voice to a nervous whisper. ‘A parcel turned up at your shop. It’s from a man called Professor Hanawati, and inside it is the most wonderful—’

‘He sent the *jar*?’ Grandad interrupted. He tried – and failed – to sit up.

I nodded. It was becoming painfully obvious how important this jar was. And how stupid I’d been to let it out of my sight.

‘Why did the professor send it to you?’ I asked. ‘It looks like it belongs in a museum.’

Grandad spluttered. ‘A *museum*? That’s how all this terrible business started!’

‘What terrible business?’

‘The curse,’ he whispered.

He looked sicker than ever, suddenly. Sweat rolled off his face, pooling in his collarbones and soaking

Super adjectives!

adjectives are words which describe

People 

adorable
adventurous
aggressive
annoying
beautiful
clumsy
confident
considerate
excitable
glamorous
grumpy
helpful
important
intimidating
obnoxious
odd
talented
thoughtless
timid
handsome

Objects 

bright
clear
distinct
drab
elegant
filthy
gleaming
grotesque
long
magnificent
muddy
precious
sparkling
spotless
strange
unsightly
unusual
valuable

Good 
feelings

brave
calm
cheerful
comfortable
courageous
determined
eager
elated
encouraged
energetic
enthusiastic
excited
exuberant
fantastic
fine
healthy
joyful
pleasant
relieved

Bad 
feelings

angry
annoyed
anxious
ashamed
awful
bewildered
bored
clumsy
confused
defeated
defiant
depressed
disgusted
disturbed
dizzy
embarrassed
envious
frightened
hungry
lonely

Size 

big
colossal
enormous
gigantic
great
huge
immense
large
little
long
mammoth
massive
mini
minuscule
puny
short
tall
teeny
tiny

Time 

ancient
brief
early
fast
late
modern
old
quick
rapid
short
slow
swift
young