

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:

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

accident
accidentally
actual
actually
address
answer
appear
arrive
believe
bicycle
breath
breathe

New Maths This Week

4 Times Table Activities

Count in 4s and colour in the grid:

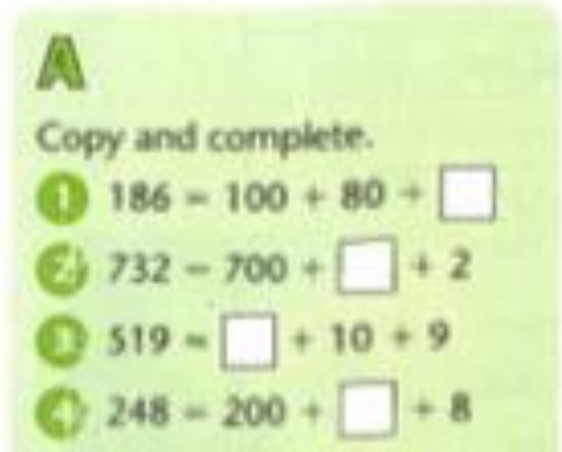
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

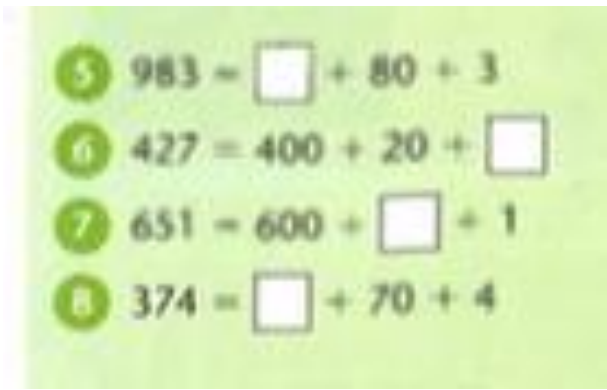
Work out these answers:

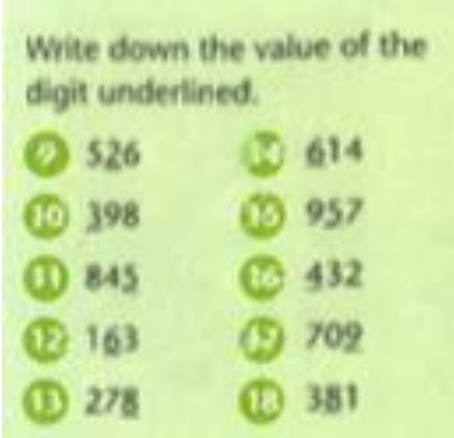
- a) $4 \times 4 =$ _____g) $7 \times 4 =$ _____
- b) $3 \times 4 =$ _____h) $1 \times 4 =$ _____
- c) $5 \times 4 =$ _____i) $11 \times 4 =$ _____
- d) $2 \times 4 =$ _____j) $8 \times 4 =$ _____
- e) $9 \times 4 =$ _____k) $10 \times 4 =$ _____
- f) $6 \times 4 =$ _____l) $12 \times 4 =$ _____

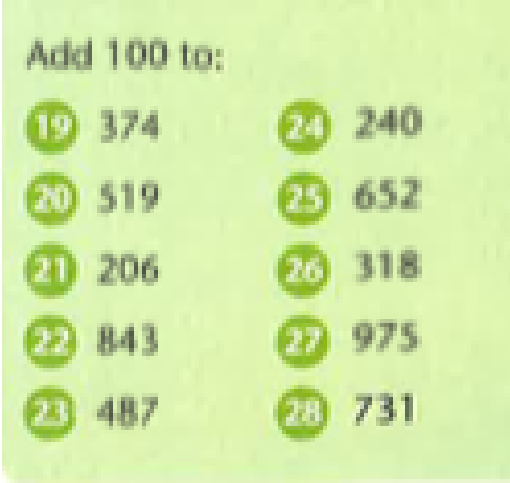
Year 4

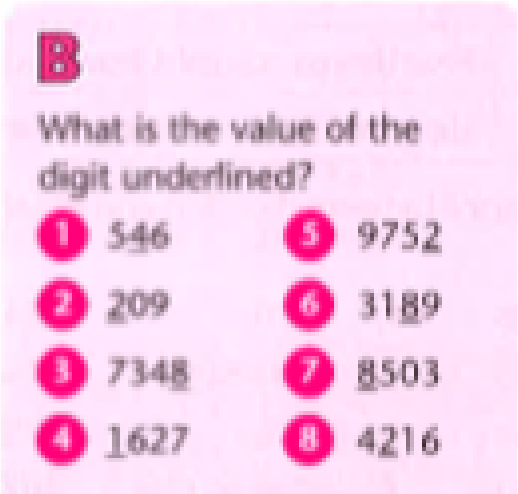
Week beginning 01.02.21.

Day	English	Maths	Science/Topic work
1	<u>Secrets of a Sun King</u> Emma Carroll Part one Chapter 1. Page 4 and 5. <u>HUMAN FEET FOUND IN BLOOMSBURY TOWN HOUSE</u> Reading back over pages 4 and 5, I would like you to highlight or note take any information that tells you about the '<u>HUMAN FEET FOUND IN BLOOMSBURY TOWN HOUSE</u>'. Using the 5 W's and H questions will help you find the information you need to. Think about: Who? What? Where? When? Why? How? Once you have done this I would like you to use the link below to remind yourselves of the features of a newspaper report. https://classroom.thenational.academy/lessons/to-identify-the-features-of-a-newspaper-report-6rv30r?activity=video&step=1	<u>Starter:</u>  <u>Main lesson – Choosing appropriate addition strategies</u> Please use the link below for your Maths lesson. https://classroom.thenational.academy/lessons/choosing-appropriate-addition-strategies-6wwkad	PE – You can add this to the same grid you got last week. Fitness Warm up- suitable for indoors Do 20 star jumps Jog on the spot for 2 minutes Stretch you right arm into the air, followed by your left arm Repeat 5 times Outdoors Now throw any ball into the air and catch it 10 times Now bounce a ball and catch it 10 times Challenge yourself to see how many times you can throw or bounce a ball without dropping it

2	<u>Secrets of a Sun King</u> Emma Carroll Part one Chapter 1. Page 4 and 5. <u>HUMAN FEET FOUND IN BLOOMSBURY TOWN HOUSE</u> In today's lesson I would like you to plan your opening paragraph. I have attached a link that will help you to do this, but remember your Newspaper report is based on '<u>HUMAN FEET FOUND IN BLOOMSBURY TOWN HOUSE</u>' not what the teacher focuses on in the lesson. https://classroom.thenational.academy/lessons/to-plan-the-opening-and-chronological-recount-paragraph-of-a-newspaper-report-60r38d Once you have completed your plan, try and write your opening paragraph out. The next lesson will help you. https://classroom.thenational.academy/lessons/to-write-the-opening-of-a-newspaper-report-cnhp2e	<u>Starter:</u>  <u>Main lesson – Choosing appropriate subtraction strategies:</u> https://classroom.thenational.academy/lessons/choosing-appropriate-subtraction-strategies-6nh3gc Please use the link for your Maths lesson.	<u>Geography – The river Nile</u> The ancient Egyptians lived from around 5000 years ago. They settled by the River Nile for its flooding that happened every year and fertilised the soil around it. https://classroom.thenational.academy/lessons/where-are-the-worlds-rivers-6dh32d Use the link to complete the lesson on: Where are the worlds rivers? – This will help you gain a better understanding on rivers. We will continue this topic throughout this term.
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3	<u>Secrets of a Sun King</u> Emma Carroll Part one Chapter 1. Page 4 and 5. In today's lesson you will write your chronological recount paragraph of your report. This is the main part of your report. You will need to use your information that you took from the book at the beginning of the week to come up with some ideas as to how the feet got there. This has to come from your own imagination as the book has not told us how they got there. Was there a fire? If so, did someone start it? Who? Is it some strange curse? Did the body just vanish? Where is it now? https://classroom.thenational.academy/lessons/to-write-the-chronological-recount-paragraph-of-a-newspaper-report-69gp2t	<u>Starter</u>  <u>Main lesson – Applying and consolidating related number facts</u> https://classroom.thenational.academy/lessons/applying-and-consolidating-related-number-facts-and-appropriate-strategies-6dgkct Please use the link for your Maths lesson.	<u>Science – What are the different components in an electrical circuit?</u> Follow the national academy lesson. In this lesson, you will learn how to build an electrical circuit. You will look at all the different components of an electrical circuit and learn the rules for building them. You will need a piece of paper, a pencil and a ruler for this lesson. https://classroom.thenational.academy/lessons/what-are-the-different-components-in-an-electrical-circuit-cdk34d
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4	<u>Secrets of a Sun King</u> Emma Carroll Part one Chapter 1. Page 4 and 5. In today's lesson I would like you to look back on the different sections of your news paper report that you have wrote. I have attached a link to help you edit these pieces before you put them alltogether on a template. https://classroom.thenational.academy/lessons/tao-edit-a-newspaper-report-cdjkgt What might your newspaper might be called? For example: THE BLOOMSBURY TIMES You can keep the same title for your piece or you can think of your own: <u>HUMAN FEET FOUND IN BLOOMSBURY TOWN HOUSE</u> Are you going to include any pictures? Or, any quotes from the police?	<u>Starter:</u>  <u>Main lesson – Adding using the column method</u> https://classroom.thenational.academy/lessons/adding-using-the-column-method-cmw3cc Please use the link for your Maths lesson.	<u>R.E – Judaism</u> Holocaust Memorial Day https://www.bbc.co.uk/teach/school-radio/assemblies-ks2-holocaust-memorial-day-steven-frank/zdngf82 Re-watch the video that we watched in our zoom call last Tuesday. Read through the BBC teach page with your parents. Note take in bullet point for any key information that you find: What was the holocaust? When did it happen? What day do we remember the holocaust on? Who led the holocaust? Who suffered during the holocaust? How many people died? If you can I would like you to go through this with an adult. Use the information you find to create a fact file.
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5	<u>Secrets of a Sun King</u> Emma Carroll Today you can add everything that you have done this week together. You should have: • Newspaper title • Report title • Opening paragraph • Recount paragraph • A picture • Quotes? https://www.britishnewspaperarchive.co.uk/?ds_kid=43700028815541740&gclid=Cj0KCQiA3smABhCjARIsAKtrg6LXmQ2Sbg3MFpqznqLVpH_8TWAB36hQThwgSAW2QGHagJIX2QW3ViEaAsZ7EALw_wcB&gclsrc=aw.ds This is a good website that allows you to have a look at any newspaper article old and new! I have attached a template for you to use below.	<u>Starter:</u>  <u>Main lesson – Adding using the column method when multiple columns require regrouping</u> https://classroom.thenational.academy/lessons/adding-using-the-column-method-when-multiple-columns-require-regrouping-cmwpcr Please use the link for your Maths lesson.	<u>Mindfulness</u> Last week I asked you to fill out your worries into a bucket.  This week I have attached a link that will help deal with these worries. https://www.tts-group.co.uk/on/demandware.static/-/Library-Sites-TTSSharedLibrary/default/vaea75f5663a038b8658d258fd198e57ce70b35d6/images/homepage/My_Activity_Book_Yrs_7_11.pdf?version=1,584,037,589,000 page 96.
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Skills

3

Lion's roar

Preparation:

- Tell the child you are going to roar like a lion. Look at the picture of the large lion and his open mouth.
- You need to signal to them by doing a loud deep roar.
- This might be an activity best carried out in an open area where you will not disturb others (the hall or a playground).

Coaching aim:

Encourage the child to:

- Take a deep breath in and try and get the roar to come from the pit of their stomach.
- You are looking for controlled roaring which is deep and focused. You can position yourself several metres away. If the child does a weak roar take a step forward and act as though you are a predator sensing a weak animal. If it is a strong roar step backwards. As you move forward remind the child if they concentrate on a deep focussed roar they are more likely to move you away.



Skills

3

Lion's roar

- ☆ Imagine you are a lion looking for the rest of your pride.
- ☆ Get the roar to come from the pit of your stomach as you have a long distance to cover.
- ☆ Take a deep breath in, this will make your roar more powerful.
- ☆ Don't roar just from your throat, this might signal you are weak, make a big, strong sound.

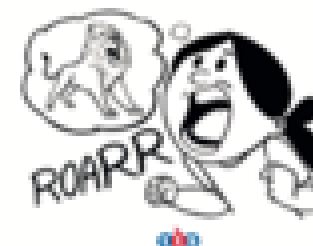


Skills

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Skills

14

Sleeping lions

- ☆ Lie still on the floor.
- ☆ Don't move or you are not.
- ☆ Keep very still.
- ☆ How long can you stay still for?



[illegible]

One filthy wet Wednesday morning, the world stopped making sense. I wish I could say I'd been expecting it, like those clever people who smell thunderstorms or feel tidal waves before they hit, but that wasn't quite how it happened.

We'd been eating breakfast, Mum and me, bumping knees under our tiny kitchen table as we polished off the last of the bread and dripping. I'd be hungry again within the hour: I always was. I was also dreading school. So you could say the day had started as grim as any other. Until, that was, I saw the headline in the morning paper:

'HUMAN FEET FOUND IN BLOOMSBURY TOWN HOUSE.'

'Is it *true*?' I asked, baffled.

Mum was scanning the inside pages for the death notices and horoscopes, which were the bits she always read first. 'Is what true, pet?'

I pointed to the article: 'Can I see?' because it was

just the sort of queer story that'd stick in my head all day if I didn't read it.

Mum turned to the front page with a frown.

'Your dad wouldn't think much of you filling your brain with this, Lil,' she said, once she'd read it herself.

No, he probably wouldn't.

Dad wanted his daughter to be quiet, hard-working, with her nose always in a textbook. And I *was* like this, but I could be fierce if I had to be and wasn't good at niceties or looking neat for school. Which was why when Mum cut my hair off with the dressmaking scissors, Dad didn't object. Better a daughter with boy-short hair than one whose plaits were always unravelling.

Meanwhile, across the kitchen table, Mum was still holding the newspaper.

'Oh come on, let me. Dad's not even here,' I pointed out.

He'd gone to work early, as usual, selling carpets door to door. Mum said he was lucky to have a job when, since the war, times were hard for everyone. She worked in Woolworths, and no amount of lipstick could hide how tired she always looked. But at least we had a roof over our heads – a sloping attic one, because our rooms were on the very top floor, which was all

right until you needed the privy. Then you'd have to go down four flights of stairs to the back yard, where you'd pray you'd remembered to bring lav paper, and that there weren't any rats waiting to nip you.

'Imagine being in the trenches, then,' Bobby Fitzpatrick, who lived in the ground-floor flat, used to say. 'The Frenchie rats were bigger than baby pigs, so Father told me.'

My dad never spoke about the war. Yet four years later, you still felt it everywhere, every day, like a gritty layer of dust. You'd notice men who'd once been soldiers now begging on street corners, unable to work because of blindness, or burns, or missing arms or legs – and those were the injuries you *could* see. I'd overheard enough adults whispering to know that the war did funny things to people. We were lucky that all Dad had to show for it was a tremble in his hands. On the outside at least, he was all in one piece.

Gulping down the last of my breakfast, I wiped my fingers on my school skirt, then asked Mum again for the newspaper. I still wanted to read about the human feet.

Mum passed it to me. 'Quickly, then, or you'll be late.'

It didn't take long to read the story. As I'd suspected, it was a very odd turn of events.

The police, the report said, had been called to a central London address, where they found a man's feet on his hearth rug. The rest of him had vanished. His coat and hat were still hanging in their usual place in the hallway. Police named the man as Professor Selim Hanawati, a scholar of Middle Eastern art.

'Where's Professor Hanawati now?' I asked Mum. I didn't suppose he could've got far without his feet.

She gave me a narrow look. 'The poor man burned to death, Lilian. Every bit of him – apart from what they found. It's called *spontaneous human* ... something or other.'

Even with half a name, it didn't make much sense to me. People's bodies didn't burn by themselves.

Mum took the paper from me gently. 'You've frightened yourself now, haven't you?'

'No.' But it *had* stirred me up rather, and Mum, noticing this – as she always did – quickly homed in on another news story. 'Look, Lil! That archaeologist Howard Carter's gone back to Egypt to start digging again for Tutankhamun's tomb. One last go, apparently. Your grandad'll be interested, won't he?'

He wouldn't: Grandad had no time for Mr Carter. 'That glory boy?' he'd called him. 'Without Lord

Carnarvon's money, he couldn't even afford the train ride to London!'

'Only because it's Egypt,' I said to Mum.

To say my grandad adored Egypt was an understatement. He'd named his Siamese cat Nefertiti after the queen. He'd travelled there, years ago, and been in love with the place ever since. It'd rubbed off on me, this fascination of his. Not that I'd a flying pig's chance of ever going there, but still.

As for the feet story, I couldn't shake it off. It stayed with me all day, through Latin, French, triple maths, and a science lesson about flammable liquids – bizarrely. To be blunt, school was a drag. I hated the place – or more precisely, St Kilda's College for Girls. Everyone was so proper, and so snooty with it. Yet listening to Mum and Dad you'd have thought our ship had well and truly come in when the scholarship offer arrived – '*Such an opportunity, Lilian!* '*It's your chance for a brighter future!*' But believe me, life was much simpler when I went to the same school as the other kids on our street.

When I got home that night, the lights were off in our flat. The stove was cold. Dad was normally back before me, so it was a bit unusual. On the table, propped up against the salt pot, was a note from Mum.