

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.

Year 4

Week beginning 25.01.21.

<u>Article of the week:</u> Articles 19 and 32–37 The government is responsible for protecting children from violence, abuse, neglect, poor treatment and exploitation.	<u>Questions to think about:</u> What are our responsibilities when it comes to helping children in other countries who are poor or living in war? Have they lost their rights?	Martin Luther King Jr day - 18 th January 'I have a dream' Holocaust Memorial day - 27 th January We will discuss both these days as a class in our zoom sessions.
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2	<u>Secrets of a Sun King</u> Emma Carroll Chapter 1. Page 1 and 2. (Stick to the pages if you can) Part one London, November 1922 <i>With intense excitement, I drew back the bolts.</i> <u>HUMAN FEET FOUND IN BLOOMSBURY TOWN HOUSE</u> Where have the feet come from? Who do they belong to? How did they get there? What happened to the rest of the person's body? When were they found? In today's lesson you should discuss these questions. You can write down your answers in note form. Use them to predict the story in the newspaper that goes with the headline. Challenge: If you want to write out the newspaper article you can, include the headline and maybe a picture. (This is an extra)	<u>Starter - Ordering and comparing 3-digit numbers.</u> (You do not have to complete everything in the starter. For example you could just complete the quiz or watch the video with the teacher.) https://classroom.thenational.academy/lessons/ordering-and-comparing-3-digit-numbers-68w68d <u>Main lesson – Constructing pictograms:</u> https://classroom.thenational.academy/lessons/constructing-pictograms-6rw6ar Please use the link for your Maths lesson.	<u>History – Ancient Egyptians</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. They worshipped many gods in their world. The ancient Egyptians left behind some great monuments that can still be seen today, such as the pyramids. For 3000 years, the people of ancient Egypt were ruled by pharaohs (basically kings or queens). Pharaohs were seen as living gods. One of the most well-known pharaohs is called Tutankhamun. His tomb was discovered by the famous archaeologist Howard Carter. It was one of the richest finds in history! https://www.natgeokids.com/uk/discover/history/egypt/ten-facts-about-ancient-egypt/ https://www.natgeokids.com/uk/discover/history/egypt/tutankhamun-facts/ https://www.historyforkids.net/tutankhamun.html Using the links, create a fact file on Tutankhamun. Include facts, a title and a picture.
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3	<u>Secrets of a Sun King</u> Emma Carroll Chapter 1. Page 3 to end of 5. Part one London, November 1922 <i>With intense excitement, I drew back the bolts.</i> <u>WW1</u> What is a privy? When was WW1? What were the trenches? https://www.bbc.co.uk/bitesize/topics/zqhyb9q Using this link I would like you to research WW1. Make notes on any information that you find interesting or useful. Try and find out: • Why the war started? • When the war started and finished? • Who was in the war? • 3 interesting facts • Any of the questions above from the book.	<u>Starter - Rounding 2 and 3 digit numbers to the nearest 10</u> (You do not have to complete everything in the starter. For example you could just complete the quiz or watch the video with the teacher.) https://classroom.thenational.academy/lessons/rounding-2-and-3-digit-numbers-to-the-nearest-10-6gu3er <u>Main lesson – Reading and interpreting bar graphs:</u> https://classroom.thenational.academy/lessons/reading-and-interpreting-bar-graphs-chhk6c Please use the link for your Maths lesson.	<u>Science – What is static electricity?</u> Follow the national academy lesson. In this lesson, we will be learning all about static electricity. We will learn how static charges occur and what happens when they are discharged. We will also be exploring how to create our own static charges with a balloon! If you have a balloon at home then you can use it for this lesson. If you don't then don't worry, you will still be able to watch the demonstrations and complete the lesson. https://classroom.thenational.academy/lessons/what-is-static-electricity-74tk2t 
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4	<u>Secrets of a Sun King</u> Emma Carroll Chapter 1. Page 3 to end of 5. Part one London, November 1922 <i>With intense excitement, I drew back the bolts.</i> <u>WW1</u> Using your notes from yesterday I would like you to create a fact file on WW1. This will be shared with your class mates and Year 3 so that when they come to read 'Secrets of a Sun King' they will have some background information on the book. Your fact file should include: A bold and bright title. A picture of WW1 (you can draw this or find one from the internet) The 3 interesting facts you found out. The questions you answered: why? when? who?	<u>Starter - Rounding 2 and 3 digit numbers to the nearest 100</u> (You do not have to complete everything in the starter. For example you could just complete the quiz or watch the video with the teacher.) https://classroom.thenational.academy/lessons/rounding-2-and-3-digit-numbers-to-the-nearest-100-ctgpar <u>Main lesson – Collecting and presenting data using tallies, tables and graphs:</u> https://classroom.thenational.academy/lessons/collecting-and-presenting-data-using-tallies-tables-and-graphs-6wup6r Please use the link for your Maths lesson.	<u>Art – Funerary Masks</u> This an example of the intricate work of Ancient Egyptian sculpture. It is the funerary mask of a pharaoh named Tutankhamen. The expression on his face is the same used to convey the look of all the pharaohs throughout the history of Egypt. The colouring of the collar is made with semiprecious stones and the stripes on the headdress are made with blue glass. The rest of the mask is made from twenty-four pounds of solid gold! If you was Pharaoh, what would your funerary mask look like? Design your own. You can use pencil, paint or whatever you have at home!
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5	<u>Secrets of a Sun King</u> Emma Carroll Chapter 1. Page 3 to end of 5. Part one London, November 1922 <i>With intense excitement, I drew back the bolts.</i> <u>The Aftermath of WW1</u> Now that you have a better understanding of what happened in WW1 it should help you to understand the characters more. What do you think of Lilian's Dad? What are his expectations of his daughter? Are they too high? Why did he never speak about the war? Why do you think his hands always trembled? What does this tell us about what he has been through? Discuss these questions. Write out your answers in full sentences.	<u>Starter - Applying place value to problem solving:</u> (You do not have to complete everything in the starter. For example you could just complete the quiz or watch the video with the teacher.) https://classroom.thenational.academy/lessons/applying-place-value-knowledge-to-problem-solving-71jket <u>Main lesson – Interpreting and presenting data in pictograms and bar charts:</u> https://classroom.thenational.academy/lessons/interpreting-and-presenting-data-in-pictograms-and-bar-charts-6tk3ar Please use the link for your Maths lesson.	<u>Mindfulness</u> Understanding Child 3 Bucket analogy – Part 1 ☆ Imagine your body is a bucket. ☆ When we get anxious or upset our stress hormones pour in and can spill over. ☆ If this happens we might cry or get angry. ☆ We need to think of the things that start to make us feel upset much earlier. ☆ Little things might add up or a few bigger things might fill your bucket. ☆ Think of worries that upset you, draw them in your bucket as water levels or pebbles. What fills up your bucket/body?  Draw out a bucket to fill in any of your worries. We will have a look at the coaches ideas next week to help you tackle you worries. 
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Understanding

Child 4

Bucket analogy – Part 2

- ☆ Look at your bucket and the things that worry you.
- ☆ Your Calming Cat coach will help you to think about different activities which might help you to let go of some of those tensions.
- ☆ Let it go
- ☆ Let it go



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For PE:

[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.