

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:

3A - class3a@gordonprimary.redbridge.sch.uk

3U - class3u@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.

This Week's Spellings



Spellings

6

Objective: To recognise and spell common prefixes and how these influence word meanings –de & re

	A	B	C
1	turn	decode	decode
2	return	defuse	defuse
3	call	debug	decamp
4	recall	de-ice	demist
5	fill	deform	deactivate
6	refill	return	rebuild
7	pay	recall	recycle
8	repay	refill	replace
9	play	repay	rewrite
10	replay	replay	rearrange



Look
Study the word and practice spelling it out loud.



Cover
Use a piece of paper to cover your word.



Write
Write the word you covered.



Check
Check to see if you spelled your word correctly!

Include each of the words in a sentence:

New Maths This Week

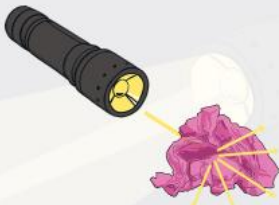
Monday- Revision addition (near doubles)
 Tuesday- Addition- the column method (no regrouping)
 Wednesday-Addition- the column method (with regrouping)
 Thursday- Subtraction- the column method (with regrouping)
 Friday- *I am eight* and *Build it Up* challenges

KEY MATH VOCABULARY

ADDITION & SUBTRACTION

increased by combine
 add plus + sum
 all together more than

deduct less difference
 minus fewer than
 subtract take away
 decrease

Day	English	Maths	Science/Topic work										
1	To predict the next part of a story Recap: Where is the Iron Man now? How did he get there? How are the farmers feeling and why? How is Hogarth feeling and why? Refer to the text labelled Monday and reread the text Think about what you think might happen next. Is this the end of the Iron Man? What might happen next in the story? <u>Task</u> Write what you think might happen next in the story.	Addition by near doubling Starter: Complete the sequences.... <table><tr><td>1) 0,2,4,6....</td><td>1)0,4,8,12....</td></tr><tr><td>2) 1,3,5,7....</td><td>2)18,16,14....</td></tr><tr><td>3) 0,5,10,15.....</td><td>3)0,8,16,24....</td></tr><tr><td>4) 0,10,20,30.....</td><td>4)15,30,45....</td></tr><tr><td>5) 0,3,6,9.....</td><td>5)5,10,20.....</td></tr></table> Which methods can we use to add together numbers? TTYP • Near doubles • Partitioning and then adding • Addition using a number line • Addition using the column method addition • add • more • plus • sum • make • total • altogether  When doubling a number, you are adding the number to itself. So, 4 doubled is $4 + 4 = 8$ 19 doubled is $19 + 19 = 38$ Double the numbers and then make the adjustments. $10 + 10 = 20$ and then add 1 $14 + 16 =$ round the numbers to the nearest 5 $15 + 15 = 30$	1) 0,2,4,6....	1)0,4,8,12....	2) 1,3,5,7....	2)18,16,14....	3) 0,5,10,15.....	3)0,8,16,24....	4) 0,10,20,30.....	4)15,30,45....	5) 0,3,6,9.....	5)5,10,20.....	Science- Transparent, Translucent and Opaque Transparent If an object is transparent, it means light completely passes through it and you can see clearly through it.  Translucent If an object is translucent, it means that some light passes through it but the light is scattered so you can't see clearly through it.  Opaque If an object is opaque, it means no light can pass through it. It blocks the light.  Complete Activity A (see Science resources below) or B
1) 0,2,4,6....	1)0,4,8,12....												
2) 1,3,5,7....	2)18,16,14....												
3) 0,5,10,15.....	3)0,8,16,24....												
4) 0,10,20,30.....	4)15,30,45....												
5) 0,3,6,9.....	5)5,10,20.....												

Choose a colour and complete the activity (see full sheet in resources).

On your whiteboards

Add these two numbers by near doubling.

- | | | |
|-------------|--------------|---------------|
| 1) 6 + 5 = | 1) 9 + 11 = | 18 + 12 = |
| 2) 6 + 4 = | 2) 15 + 14 = | 19 + 22 = |
| 3) 4 + 5 = | 3) 19 + 21 = | 49 + 52 = |
| 4) 7 + 6 = | 4) 24 + 24 = | 69 + 72 = |
| 5) 8 + 9 = | 5) 28 + 32 = | 98 + 101 = |
| 6) 11 + 9 = | 6) 45 + 46 = | 1025 + 1027 = |

Activity B-

Maths Resources

Add these two numbers by near doubling.

- | | | |
|-------------|--------------|---------------|
| 1) 6 + 5 = | 1) 9 + 11 = | 18 + 12 = |
| 2) 6 + 4 = | 2) 15 + 14 = | 19 + 22 = |
| 3) 4 + 5 = | 3) 19 + 21 = | 49 + 52 = |
| 4) 7 + 6 = | 4) 24 + 24 = | 69 + 72 = |
| 5) 8 + 9 = | 5) 28 + 32 = | 98 + 101 = |
| 6) 11 + 9 = | 6) 45 + 46 = | 1025 + 1027 = |

English Resources

Clink, Clink, Clink! went the nail on the knife. And CRASSSHHH! The Iron Man vanished. He was in the pit. The Iron Man had fallen into the pit. Hogarth went close. The earth was shaking as the Iron Man struggled underground. Hogarth peered over the torn edge of the great pit. Far below, two deep red headlamps glared up at him from the pitch blackness. He could hear the Iron Man's insides grinding down there and it sounded like a big lorry grinding its gears on a steep hill. Hogarth set off. He ran, he ran, home – home with the great news.

And as he passed the cottages on the way, and as he turned down the lane towards his father's farm, he was shouting "The Iron Man's in the trap!" and "We've caught the Iron Giant." When the farmers saw the Iron Man wallowing in their deep pit, they sent up a great cheer.

He glared up towards them, his eyes burned from red to purple, from purple to white, from white to fiery whirling black and red, and the cogs inside him ground and screeched, but he could not climb out of the steep-sided pit.

Then under the lights of car headlamps, the farmers brought bulldozers and earth-pushers, and they began to push in on top of the struggling Iron Man all the earth they had dug when they first made the pit and that had been piled off to one side. The Iron Man roared again as the earth began to fall on him. But soon he roared no more. Soon the pit was full of earth. Soon the Iron Man was buried silent, packed down under all the soil, while the farmers piled the earth over him in a mound and in a hill.

They went to and fro over the mound on their new tractors, which they'd bought since the Iron Man ate their old ones, and they packed the earth down hard. Then they all went home talking cheerfully. They were sure they had seen the last of the Iron Man. Only Hogarth felt suddenly sorry. He felt guilty. It was he, after all, who had lured the Iron man into the pit.

Activity A -Draw or cut out the objects/pictures on the sheet on the right and stick in the correct columns on the left.

Transparent, Translucent or Opaque

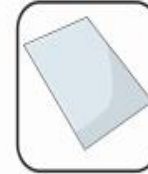
Transparent

Translucent

Opaque

Now think about why these objects might need to be transparent, opaque or translucent.

Transparent, Translucent or Opaque



Write down your own definitions for:

Transparent:

Translucent:

Opaque:

- Look around the room and classify as many objects as you can find into the following categories

Transparent	Translucent	Opaque

2

To plan a diary entry

Refer to the text labelled **Tuesday** and reread the text

Have a think about these questions and discuss the answers with an adult. You DO NOT need to write the answers down.

Addition using the column method

Starter: Which one is the odd one out and why?



P.E

Active afternoon

You can complete any of these indoor exercises:

Kids skipping workout (you will need a skipping rope):

https://www.youtube.com/watch?v=y_TXVcKK-oU

Or

Morning kids workout:

<https://www.youtube.com/watch?v=skSbg1IGup8>

How does Hogarth feel about what he's done to the Iron Man?

Was that what he set out to do at first?

What was his initial plan for the hole?

How do the farmers feel about what Hogarth has done?

Does Hogarth want to rectify his mistake?

If so, how?

Task:

Today, you are going to plan a diary entry from the perspective of Hogarth. You will need to think about the main events that has happened from the time Hogarth initially set out to trap a fox with the hole till the time he captured the Iron Man in the hole and the farmers buried him there.

Remember to add bullet points of his feelings at every stage as well.

Use the template under Tuesday's resources to plan your diary entry.

Column method for addition

$$26 + 13 =$$

H T O

$$\begin{array}{r} 26 \\ + 13 \\ \hline 39 \end{array}$$

1. Place the digits in the correct column.
2. Show the addition and equal sign.
3. Add the ones column first.
4. Add the tens column.

$$154 + 135 = \dots$$

$$\begin{array}{r} 154 \\ + 135 \\ \hline 289 \end{array}$$

1. Place the digits in the correct column.
2. Show the addition and equal sign.
3. Add the ones column first.
4. Add the tens column.
5. Add the hundreds column.

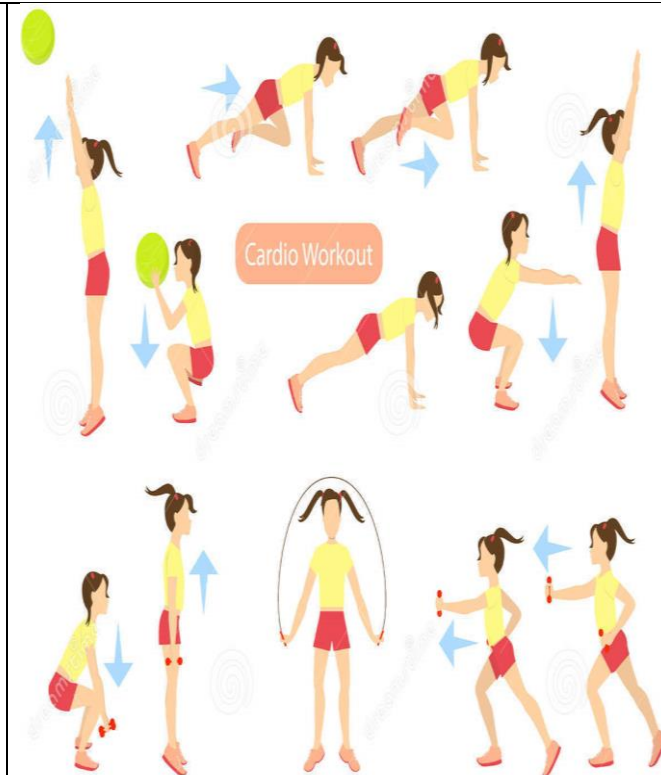
Your turn!

$$45 + 34 =$$

$$145 + 122 =$$

1. Place the digits in the correct column.
2. Show the addition and equal sign.
3. Add the ones column first.
4. Add the tens column.
5. Add the hundreds column.

Activity- Complete either red, green or purple using the column method.



Choose red or green
To use the column method for addition.

- | | |
|--------------|----------------|
| 1) 23 + 32 = | 1) 56 + 41 = |
| 2) 31 + 43 = | 2) 75 + 24 |
| 3) 45 + 42 = | 3) 165 + 114 = |
| 4) 61 + 37 = | 4) 235 + 231 = |
| 5) 74 + 25 = | 5) 345 + 444 = |
| | 6) 461 + 16 = |

LO: To use the column method for addition.

- 1) 73 + 25 =
- 2) 231 + 157 =
- 3) 1562 + 1335 =
- 4) 2031 + 1718 =
- 5) 553 + 35 =
- 6) 1025 + 304 =

Addition using the column method
Steps to success

- 1) Place the digits in the correct column.
- 2) Insert the addition sign.
- 3) Add the ones column first.
- 4) Add the tens column.
- 5) Add the hundreds column.

Music

In today's lesson we are going to learn about pulse and Rhythm.

You are going to need a pair of headphones if you have, if not, just try and find a quiet spot in your house where you are not going to be disturbed, you will also need a pencil and a paper, sometimes it's easier to remember things when we write them down, and you will also need your hands and your body.

Are you ready to have some fun?

Here we go:

<https://teachers.thenational.academy/lessons/understanding-pulse-and-rhythm-chj3cr>

What is your favourite song? Can you find the pulse? Can you count to 4 and only clap on number 1, repeatedly, until the end of the song?

Maths Resources Tuesday

Choose red or green

To use the column method for addition.

LO: To use the column method for addition.

1) $23 + 32 =$

2) $31 + 43 =$

3) $45 + 42 =$

4) $61 + 37 =$

5) $74 + 25 =$

1) $56 + 41 =$

2) $75 + 24$

3) $165 + 114 =$

4) $235 + 231 =$

5) $345 + 444 =$

6) $461 + 16 =$

1) $73 + 25 =$

2) $231 + 157 =$

3) $1562 + 1335 =$

4) $2031 + 1718 =$

5) $553 + 35 =$

6) $1025 + 304 =$

Tuesday English Resources

In the silent dusk, he tapped the nail and the knife blade together. Clink, Clink, Clink! At the sound of the metal, the Iron Man's hands became still. After a few seconds, he slowly turned his head and the headlamp eyes shone towards Hogarth. Again, Clink, Clink, Clink! Went the nail on the knife.

Slowly, the Iron Man took three strides towards Hogarth, and again stopped. It was now quite dark. The headlamps shone red. Hogarth pressed close to the tree trunk. Between him and the Iron Man lay the wide lid of the trap. Clink, Clink, Clink! again he tapped the nail on the knife. And now the Iron Man was coming. Hogarth could feel the earth shaking under the weight of his footsteps. Was it too late to run? Hogarth stared at the Iron Man, looming, searching towards him for the taste of the metal that had made that inviting sound.

Clink, Clink, Clink! went the nail on the knife. And CRASSSHHH! The Iron Man vanished. He was in the pit. The Iron Man had fallen into the pit. Hogarth went close. The earth was shaking as the Iron Man struggled underground. Hogarth peered over the torn edge of the great pit. Far below, two deep red headlamps glared up at him from the pitch blackness. He could hear the Iron Man's insides grinding down there and it sounded like a big lorry grinding its gears on a steep hill. Hogarth set off. He ran, he ran, home – home with the great news.

And as he passed the cottages on the way, and as he turned down the lane towards his father's farm, he was shouting "The Iron Man's in the trap!" and "We've caught the Iron Giant." When the farmers saw the Iron Man wallowing in their deep pit, they sent up a great cheer.

He glared up towards them, his eyes burned from red to purple, from purple to white, from white to fiery whirling black and red, and the cogs inside him ground and screeched, but he could not climb out of the steep-sided pit.

Then under the lights of car headlamps, the farmers brought bulldozers and earth-pushers, and they began to push in on top of the struggling Iron Man all the earth they had dug when they first made the pit and that had been piled off to one side. The Iron Man roared again as the earth began to fall on him. But soon he roared no more. Soon the pit was full of earth. Soon the Iron Man was buried silent, packed down under all the soil, while the farmers piled the earth over him in a mound and in a hill.

They went to and fro over the mound on their new tractors, which they'd bought since the Iron Man ate their old ones, and they packed the earth down hard. Then they all went home talking cheerfully. They were sure they had seen the last of the Iron Man. Only Hogarth felt suddenly sorry. He felt guilty. It was he, after all, who had lured the Iron man into the pit.

LO: To plan a diary entry



Introduction:

E.g.

Dear Diary,

Am I meant to be distressed or jumping for joy? I thought capturing the Iron Man was what we all wanted but suddenly, I regret my actions.

Events (what happened?):

E.g.

- A fox approached the hole
- Next I spotted the iron Man
-

Feelings (how you felt?):

- At the beginning, I felt anxious but excited
- shivers ran through my spine as the Iron Man approached



Time conjunctions you could use:

E.g. Next, although, firstly

Adverbials you could use:

E.g.

Cautiously and silently...

In the blink of an eye.....

To write a diary entry

Refer to your plan from yesterday.

Now write your diary entry as Hogarth.

Colloquial Language

You should try to use chatty/informal language.

Follow a "Diary Style"

Start each entry with a date and "Dear Diary".

First person

Remember to use personal pronouns (in particular: I/We)

Chronological order

Your diary should be in time order, using adverbials.

HOW TO WRITE A:

DIARY

Self-reflection

Try to include your thoughts, feelings, opinions and hopes (inside speech marks).

Past Tense

A diary is about what has already happened.

Detailed descriptions

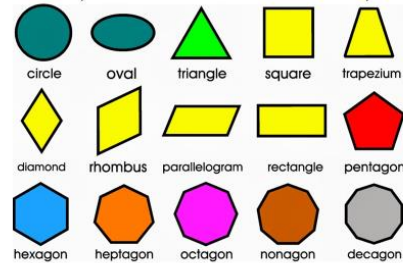
Remember to use more than one sense, to make your description more imaginable. Similes and metaphors can also be effective.

3

You can also refer to this in the resources labelled Wednesday to remind you of the features of a diary entry.

Addition using the column method- with regrouping Starter:

Choose any 6 shapes and describe them. How many sides and corners do they have?



$$28 + 34 = \dots$$

H	T	U
	2	8
+	3	4
	6	2
	1	

1. Place the digits in the correct column.
2. Show the addition and equal sign.
3. Add the units column first.
4. Carry into the tens column underneath the bottom line if you need to.
5. Add the tens column.

$$273 + 128 = \dots$$

H	T	U
	2	7
+	1	2
	3	9
	1	

1. Place the digits in the correct column.
2. Show the addition and equal sign.
3. Add the units column first.
4. Carry into the tens column underneath the bottom line.
5. Add the tens column.
6. Add the hundreds column.

R.E- The Parable of the Lost Sheep

Jesus told many parables. A **parable** is a simple story which has a special religious or moral meaning at the end. People can learn from **parables** because stories are easy to remember and they remind us of things we do in our own lives.

Watch the animated clip:

<https://www.youtube.com/watch?v=tyWZeOlaRo4>

Jesus seems to have told this parable more than once. Jesus has a little child stand in front of the audience as he tells the story. He is answering one of the disciples' questions concerning, "who is the greatest in the kingdom of heaven". The parable of the lost sheep is used to help the audience understand that God is not just concerned with the "greatest" in the kingdom. He does not want even one little child to be lost.



Think about the answers to these questions:

Addition using the column method(with regrouping).

Steps to success

- 1) Place the digits in the correct column.
- 2) Show the addition and equal sign.
- 3) Add the ones column first.
- 4) Add the tens column.
- 5) Add the hundreds column.
- 6) Regroup if necessary

Now Try these

- | | |
|----------------|------------------|
| 1) $28 + 32 =$ | 1) $54 + 47 =$ |
| 2) $35 + 46 =$ | 2) $79 + 24 =$ |
| 3) $56 + 48 =$ | 3) $126 + 114 =$ |
| 4) $63 + 38 =$ | 4) $235 + 281 =$ |
| 5) $77 + 25 =$ | 5) $345 + 465 =$ |
| | 6) $666 + 879 =$ |

Now Try these

- 1) $79 + 24 =$
- 2) $345 + 465 =$
- 3) $666 + 879 =$
- 4) $1566 + 1335 =$
- 5) $2081 + 1788 =$
- 6) $5689 + 5066 =$

How did the Shepherd feel when he realised his sheep was missing?

Why did the Shepherd go looking for his sheep?

How did he feel when he had found it?

What message/moral does this story give to you?

Activity A

(See R.E Resource sheet below)

Activity B

Think of a time when you lost something that was really precious to you. How did you feel? How did you feel when you were searching for it?

How did you feel when you had found it?

Draw a picture to illustrate this.

Now Try these

1) $28 + 32 =$

2) $35 + 46 =$

3) $56 + 48 =$

4) $63 + 38 =$

5) $77 + 25 =$

1) $54 + 47 =$

2) $79 + 24 =$

3) $126 + 114 =$

4) $235 + 281 =$

5) $345 + 465 =$

6) $666 + 879 =$

Now Try these

1) $79 + 24 =$

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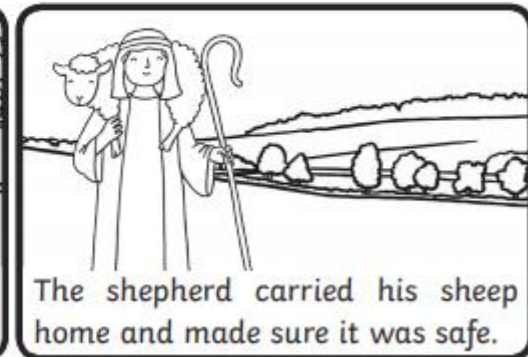
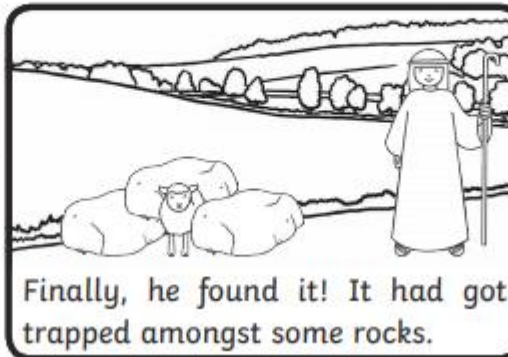
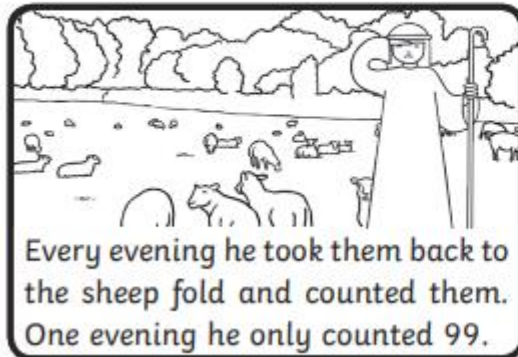
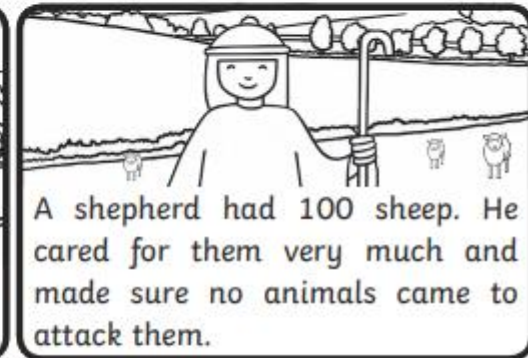
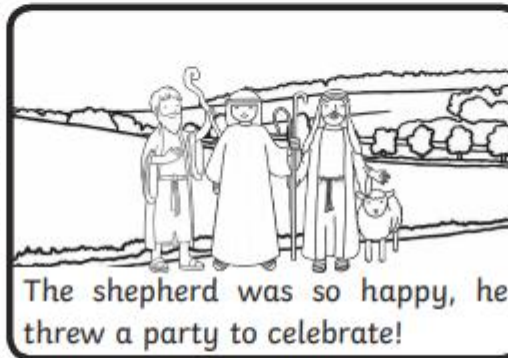
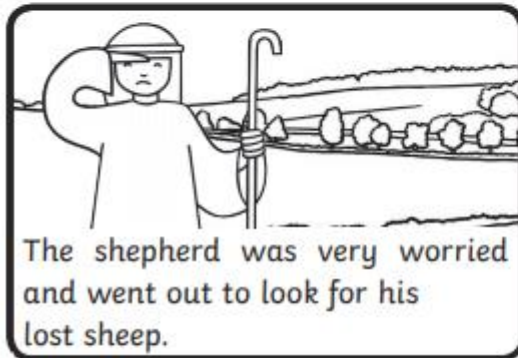


Detailed descriptions

Remember to use more than one sense, to make your description more imaginable. Similes and metaphors can also be effective.

The Lost Sheep

Can you cut out each scene and stick them in the correct order? Check you have the story set out properly before you stick it down.



To learn the spelling and meaning of words

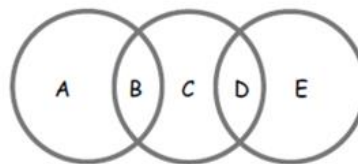
Refer to the words in the spelling grid above.

Learn the spellings of these words. Check the meaning of any unfamiliar words and write sentences using these words.

Challenge yourself using a variety of sentence starters.

Starter:

Use each of the digits 1 to 5 once.
Replace each letter by one of the digits.
Make the total in each circle the same.



1
2
3
4
5

LO: To be able to use column method for subtraction.

Solve $48 - 26 = \dots$

H	T	U		H	T	U
	4	8				
	-	2	6			■■■■
2 2						

PSHE

To understand what makes a good friend.

People who are friends talk to each other and spend time together. They trust one another and also help each other when they are in trouble or are hurt. Friends are people that can be looked up to and trusted.



Solve $243 - 29 = \dots$

H	T	U
2	4	3
	-	29
2	1	4

1. Put the largest number on top.
2. Place the digits in the correct column.
3. Show the subtraction and equal sign.
4. **Exchange and then subtract** the top number from the bottom number in the units column.
5. Subtract the top number from the bottom number in the tens column. **Exchange if you need to.**
6. Subtract the top number from the bottom number in the hundreds column.

Solve $65 - 29 =$

H	T	U
	6	5
	-	29
	3	6

1. Put the largest number on top.
2. Place the digits in the correct column.
3. Show the subtraction and equal sign.
4. **Exchange and then subtract** the top number from the bottom number in the units column.
5. Subtract the top number from the bottom number in the tens column. **Exchange if you need to.**

Steps to success

1. Put the largest number on top.
2. Place the digits in the correct column.
3. Show the subtraction and equal sign.
4. **Exchange and then subtract** the top number from the bottom number in the units column.
5. Subtract the top number from the bottom number in the tens column. **Exchange if you need to.**

Let's watch this video to learn what makes a good friend:

<https://www.bbc.co.uk/bitesize/clips/zxgygk7>

Task:

Refer to the resourced labelled Thursday PSHE and complete the activity.

Challenge:

What could you do to be a good friend?

		Complete Activity A or B or C in the Maths resources below:		
	Maths Resources Thursday <u>LO: To use the column method for subtraction with regrouping.</u> 1) 21-12= 2) 24-16= 3) 32- 11= 4) 53- 24= 1) 23-12= 2) 35-26= 3) 63- 37= 4) 75- 49= 5) 91- 56= <u>LO: To use the column method for subtraction with regrouping.</u> 1) 74-59= 2) 92-28= 3) 274- 139= 4) 3921-242=			

Maths Resources Thursday

LO: To use the column method for subtraction with regrouping.

1) 21-12=

2) 24-16=

3) 32- 11=

4) 53- 24=

1) 23-12=

2) 35-26=

3) 63- 37=

4) 75- 49=

5) 91- 56=

LO: To use the column method for subtraction with regrouping.

1) 74-59=

2) 92-28=

3) 274- 139=

4) 3921-242=

Friends are important to us. Draw your friend and write 3 words, which describe them.

A large, empty rectangular box with a black border, intended for the student to draw their friend.

Free-write Friday



Look at the picture above. What can you see? What comes to mind? Write a story or a poem around the picture. Remember, there is no right or wrong answer. This is your time to get creative and express your ideas as an author.

Here are some questions to think about:

Will Rose's adventure prove to be magical and fun?

Friday- Mathematics Investigation

Choose A or B
Read the problem
Underline key information
Solve using diagrams/pictures or a table
Check your answer

Activity A I'm Eight

Age 5 to 11
Challenge Level ★



When I went into a classroom earlier this week a child rushed up to tell me she was 8 that day.

Well, Happy Birthday to everyone who has a birthday today!

This challenge is about finding a variety of ways of asking questions which make 8.

You might think of $6 + 2$, or $22 - 14$ or...

However, try to create examples that use all the different mathematical ideas that you know about.

Perhaps you could challenge yourself to find ways of making 8 that you think no-one else will have thought of.

If you are not 8 years old, you might like to use your age instead of 8.

Activity B Build it up!

Art Afternoon-

How to draw a pop art onomatopoeia.

Roy Fox Lichtenstein was an American pop artist. During the 1960s, along with Andy Warhol, Jasper Johns, and James Rosenquist among others, he became a leading figure in the new art movement. His work defined the premise of pop art through parody.

Whaam! and *Drowning Girl* are generally regarded as Lichtenstein's most famous works.



Or is Rose just about to begin a living nightmare, and seriously regret venturing out into Watchwood Forest?

If you were in Rose's shoes what would you do?

Do you think the different characters you can see are good or bad?

Story Starter!

Eyes. Wherever you went in Watchwood Forest there were eyes.

It was home to the most beautiful and mysterious creatures in the entire realm, yet very few human eyes had ever seen it.

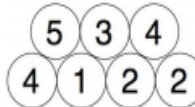
One day, at the time of year where it stays sunny and warm well into the evening, a little girl called Rose decided she would explore Watchwood Forest. Rose had been told by her parents and by numerous other bossy grown-ups that she was never to go into the Forest.

Now, to you and me (as the kind of people that always follow the rules), it might seem a little careless and a bit reckless and maybe even a bit foolish for Rose to find herself in such a place, especially after been told such a thing!

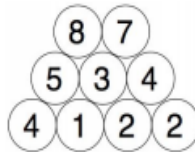
We start with any four numbers (not zero!):



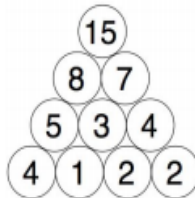
We then add them in pairs and place the total above each pair:



And we then add in pairs the new numbers:



We do the same with those two numbers to get our final number:



You need to find four starting numbers to place at the bottom so that when you get to the top you reach 15.

Try to find as many starting numbers as you can.

Think about good ways of doing this. You may want to use a system!

Watch this video to learn how to create one of your own:

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

Task:

Now create one of your own! You can use any onomatopoeic word such as CRASH!, BANG!, BOOM!, CLINK! etc.

If markers aren't available to you, you can use colouring pencils instead. Black marker is also optional.

The main colours used by Pop Art artists are yellow, red and blue but you can use any bright, vibrant colour.

	However, Rose was not that sort of girl. In her mind, rules were there to be broken... Can you continue Rose's story?		