

Gordon Primary School

Remote Learning Grid 01.03.21

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:

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

New Maths This Week

schoolslinks.co.uk



Spellings

5

Objective: To recognise and spell common prefixes and how these influence word meanings – un & dis

	A	B	C
1	undo	unused	unknown
2	unfit	unreal	unpopular
3	unzip	unroll	uncommon
4	untie	unclean	unlimited
5	unkind	unhappy	uncertain
6	unlike	disused	disallow
7	unfair	disable	disagree
8	untrue	dislike	disappoint
9	unseen	disobey	disobey
10	unwell	distrust	disrepair



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:

Monday- Giving change using a number line
 Tuesday- Giving change using the bar method
 Wednesday-Café role play
 Thursday- Money word problems
 Friday- Money Investigations and challenge

pence

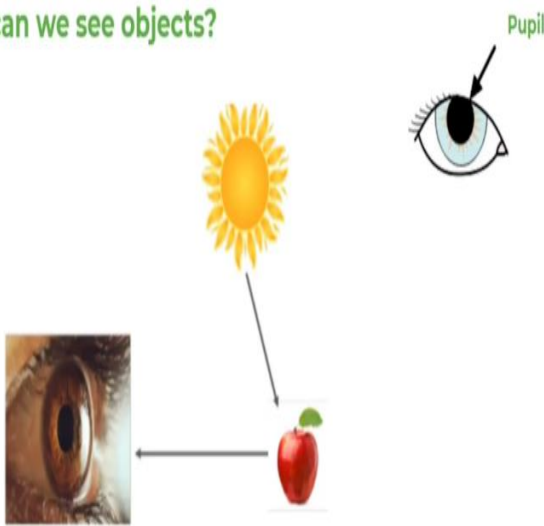
price

pound

cost

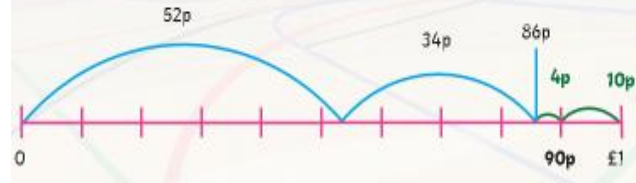
amount

spend

Day	English	Maths	Science/Topic work
1	To reflect on the events in the story Recap: Discuss with an adult or your sibling What did the farmers do to try to capture the Iron Man? Did their plan work? Let's read some more of the text Refer to the text labelled Monday and read the text Have a think about these questions and discuss the answers with an adult. You DO NOT need to write the answers down. What did Hogarth think of doing with the hole? What did Hogarth see on the brink of the cliff? How might he have felt at this point and why? Task The text says Hogarth's idea frightened him. In a paragraph or two, write down what you think Hogarth's idea was.	Giving change Starter-Play the change game: https://natwest.mymoneysense.com/students/students-5-8/the-change-game/ 	Science- How can we see objects? Have you ever wondered how our eyes are able to see things? In this lesson, we will be learning how our eyes are able to see different objects. We will find out how light travels from a light source to our eyes and what happens when it reaches the eye. You will need a piece of paper and a pencil. Watch the following clip and complete the activities. https://classroom.thenational.academy/lessons/how-can-we-see-objects-6ct6ct?activity=video&step=2&view=1 How can we see objects? 

Change with a Number Line

How could you calculate the change from £1 on a number line?

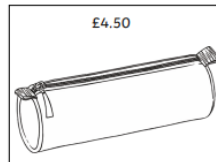


Practise Question:

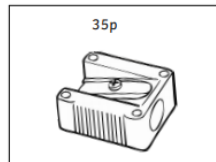
Remember to draw a numberline and find the difference by counting on.

You have £5.

You buy the following items. Work out how much change you will receive. Show your working out as a number sentence.



Change =



Change =

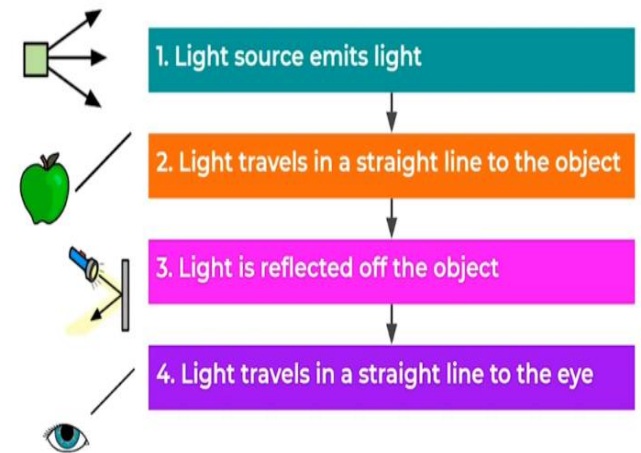
Complete activity **A** or **B** (see maths resources below)

What are the two things you need to be able to see?

_____ and _____

What happens when light hits an object?

What is the opening at the front of your eye called?



Complete Activity **A** (see Science resources below) **or**
B

Activity B- Using the instructions below, illustrate 3 different examples of light travelling between the light source and object.

Draw your light source

Draw the light ray travelling to your object

Draw the object

Draw the light ray reflecting off your object

Draw the light ray travelling to your pupil

Activity A – Change from amounts under £2

Change

1)  costs 53p. I pay 

How much change will I get?

2)  costs 29p. I pay 

How much change will I get?

3)  costs 74p. I pay 

How much change will I get?

4)  costs 99p. I pay 

How much change will I get?

5)  costs £1.10. I pay 

Activity B- Change from £5

Check the change the shopkeeper has given you. Is it the correct amount, or have they made a mistake?

You buy	You pay	Your change	Correct or incorrect?	Correct change required
 £2.99				
 £4.75				
 £4.10				
 £3.50				
 £3.25				

Now the little boy Hogarth had an idea. He thought he could use that hole, to trap a fox. He found a dead hen one day, and threw it out on to the loose soil over the trap. Then towards evening, he climbed a tree nearby, and waited. A long time he waited. A star came out. He could hear the sea.

Then – there, standing at the edge of the hole, was a fox. A big, red fox, looking towards the dead hen. Hogarth stopped breathing. And the fox stood without moving – sniff, sniff, sniff, out towards the hen. But he did not step out on to the trap. Was he too smart to walk out there where it was not safe? But at that moment he stopped sniffing. He turned his head and looked towards the top of the cliff. Hogarth, wondering what the fox had seen, looked towards the top of the cliff.

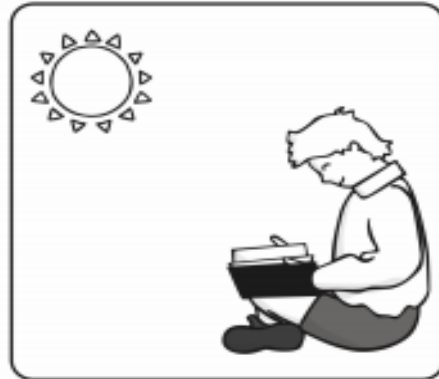
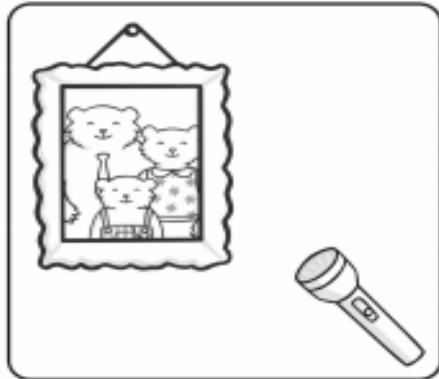
There, enormous in the blue evening sky, stood the Iron Man, on the brink of the cliff, gazing inland. In a moment, the fox had vanished. Now what? Hogarth carefully quietly hardly breathing climbed slowly down the tree. He must get home and tell his father. But at the bottom of the tree he stopped. He could no longer see the Iron Man against the twilight sky. Had he gone back over the cliff into the sea? Or was he coming down the hill, in the darkness under that high skyline, towards Hogarth and the farms?

Then Hogarth understood what was happening. He could hear a strange tearing and creaking sound. The Iron Man was pulling up the barbed-wire fence that led down the hill. And soon Hogarth could see him, as he came nearer, tearing the wire from the fence posts, rolling it up like spaghetti and eating it. The Iron Man was eating the barbed fencing wire.

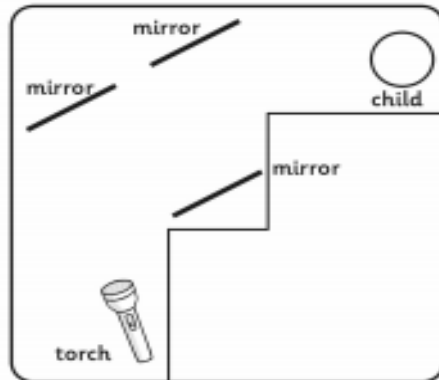
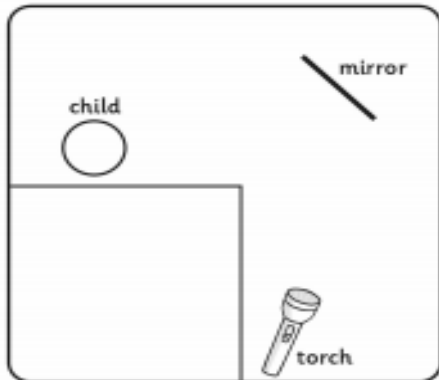
But if he went along the fence, eating as he moved, he wouldn't come anywhere near the trap, which was out in the middle of the field. He could spend the whole night wandering about the countryside along the fences, rolling up the wire and eating it, and never would any fence bring him near the trap. But Hogarth had an idea. In his pocket, among other things, he had a long nail and a knife. He took these out. Did he dare? His idea frightened him.

Activity A

Use arrows to represent light on the pictures below. Show how the boy can read the book and the picture can be seen?



Use arrows to represent light on the pictures below. Show how the children can see the light from the torch.



To reflect on the events in the story and the impact on Hogarth

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

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

What was Hogarth's idea?

Why did the Iron Man's hand become still at the sound of the metal?

Why was the Iron Man coming towards Hogarth?

2 How do you think Hogarth would have felt at this point?

Where is the Iron Man now?

How does Hogarth feel now and why?

Task:

Using evidence from the text, describe how Hogarth is feeling now and why.

For example:

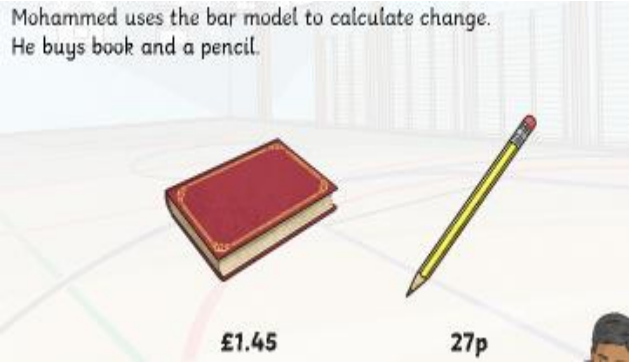
Hogarth is feeling excited because the text says he ran home with the great news.

Giving change reasoning
Starter-Play the Toy shop game:
<https://www.topmarks.co.uk/money/toy-shop-money>

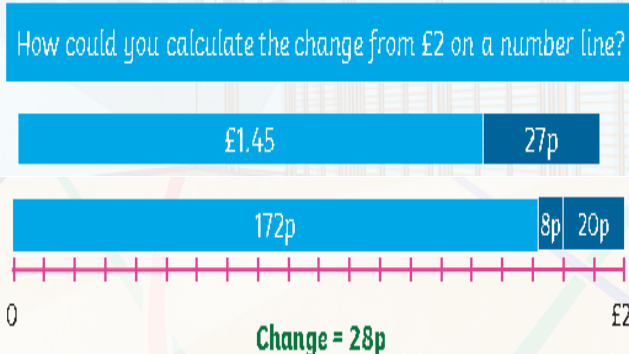
When giving change you can use counting on method using a numberline.

You can always use the bar model to help if you prefer. Here is an example:

Mohammed uses the bar model to calculate change. He buys book and a pencil.



How could you calculate the change from £2 on a number line?



For this method you total the amounts together. Draw a bar (similar to a numberline) with the amount of money you are paying. Then calculate the change.

P.E

Warm up activity:
 How many of these can you do?



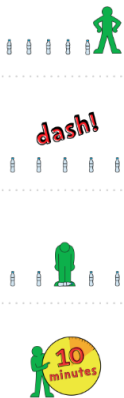
Click this link and play this game. See how many laps you can do in 10 minutes.

The image of the game is down below.

<https://www.nhs.uk/10-minute-shake-up/shake-ups/nalas-sprint-to-safety>

How to play...

- 1 Set up a course using any objects you can find (like shoes or cuddly toys) with gaps in between.
- 2 Run from start to finish as fast as you can, weaving in and out of the objects.
- 3 If you touch or knock over any of the objects, go back and set them back up.
- 4 See how many laps you can do in 10 minutes.



	Now use other clues from the text to describe how Hogarth is feeling.		Here's a link to a Joe Wicks 15 minute workout video. https://www.youtube.com/watch?v=xvn3HISxYdM <u>Music</u> What is Texture? Watch the following video and find out more: https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z9ffng8 Watch the Following video to see how the song "Homelands" was written. Our voices can also imitate many different textures. When we whisper our voices have a specific texture. Humming gives us a different one. Can you change your voice to different textures when you sing (Humming voice, airy voice, loud voice)?
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Maths Resources Tuesday

Activity A - Match the pounds and pence on the left to the pence only on the right

£1 and 50p

£5 and 50p

£1 and 5p

£5 and 1p

105p

501p

150p

550p

Activity B- Convert the pence to pounds and pence e.g. 1) £0.56

1. 56p

6. 891p

2. 516p

7. 799p

3. 143p

8. 465p

Challenge



I wonder if I can make £1 using exactly
1 coin, 2 coins, 3 coins and 4 coins

1 coin

2 coins

3 coins

4 coins

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.

3 To understand the change in a character's emotion Recap: Where is the Iron Man now? How did he get there? Tell an adult or sibling. Let's read some more of the text Refer to the text labelled Wednesday and read the text Have a think about these questions and discuss the answers with an adult. You DO NOT need to write the answers down. How might the Iron Man be feeling? Why are his eyes changing colour so fast and the cogs inside him screeching? Does he deserve what's happened to him? Why is the Iron Man struggling? What does the word 'earth' mean in the story? Why did he roar no more? How is Hogarth feeling now? Why? <u>Task:</u> Using the text, think about how Hogarth was feeling at the beginning whilst he was trying to catch the Iron Man, how he felt when he caught the iron Man and how he is feeling now. In your book, draw out a table like this and complete the table:	Money- ordering from a menu and paying Starter-Play the following game: https://natwest.mymoneysense.com/students/student-s-5-8/coin-cruncher/ In this lesson you will pretend that you are eating out in a café.  If I went to this café and I ordered: A biscuit and a cupcake. How much would they cost altogether?	History- The Bronze Age The Stone Age – 800,000 BC The Bronze Age – 2,100 BC The Iron Age – 750 BC The Bronze Age started at different times in different countries. As people travelled to other countries, the knowledge of how to mix the copper and tin to make bronze was brought with them. They learned how copper and tin was mined, and made bronze using a furnace. Metal tools had a huge impact on farming, making it much easier to clear forests and grow more crops. The loom was invented, and woollen clothes first appeared. Watch the following clips: https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-bronze-age-britain/znrygwx https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z874kqt Activity A- Create your own Bronze age tool. See full sheet in History Resources
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Events	Feelings
Beginning- as he tapped the nail on the knife	Anxious, excited, hopeful
As the Iron Man approached Hogarth	
The Iron Man falls in the pit	
After the Iron Man is buried under the soil	

Firstly, I need to find the cost of each item and then total the amounts.

Biscuit= £0.80

Cupcake= £1.00

Total= £1.00

+ 0.80

1.80

You can use a **numberline** or the **column** method.

Remember to start adding from the ones column regroup if you need to. Keep the decimal place in place and align your amounts correctly.

Practise question:

If I went to this café and I ordered:

A Ice Cream tub and a currant bun.

How much would it cost?

Use either menu **A** or **B** in the Maths resources below:

Role play with a member of your family and take orders and total the amounts correctly.

Complete at least 3 orders.

Order 2 items in each order.

Show your calculation/total

Draw Your Design

How will your materials fit together?

What Materials Will You Choose?

-
-
-



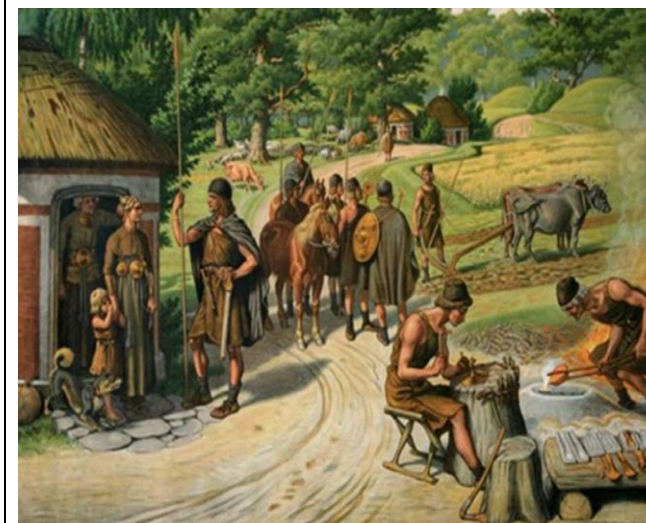
How Will Your Tool or Weapon Work?

Label and explain these features on your design.

-
-
-



Activity B- Complete a mind map on how making tools changed people's lives in the Bronze Age.



Menu A

Drinks Menu

	Tea	£1.40
	Coffee	£1.60
	Hot Chocolate	£1.50
	Fruit Juice	£1.20
	Milkshake	£1.70
	Smoothie	£1.30
	Fizzy Pop	£1.00

Menu B

Drinks

Tea.....	£1.40
Coffee.....	£1.60
Cappuccino.....	£1.90
Hot Chocolate.....	£1.50
Fruit Juice.....	£1.20
Milkshake.....	£1.70
Smoothie.....	£1.30
Fizzy Pop.....	£1.00

Food

Ham Sandwich.....	£2.40
Tuna Sandwich.....	£2.50
Cheese Sandwich.....	£2.30
Bacon Sandwich.....	£2.60
Salad.....	£1.00
Soup.....	£1.80
Toasted Sandwich...	£2.80
Crisps.....	£0.60

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 Your Design

How will your materials fit together?



What Materials Will You Choose?

-
-
-



How Will Your Tool or Weapon Work?

Label and explain these features on your design.

-
-
-

To learn the spelling and meaning of words

Refer to the words in the spelling grid above.

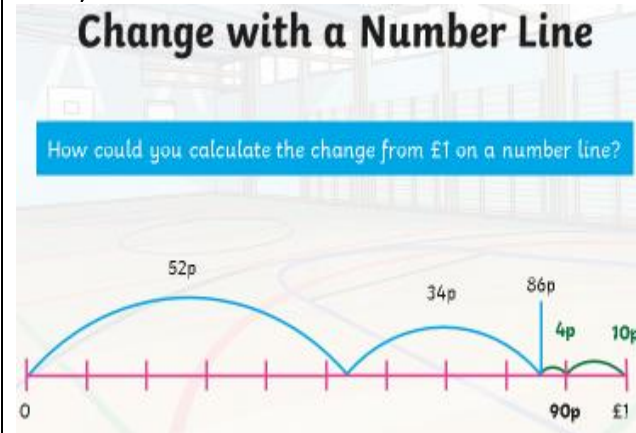
Learn the spellings of these words. Check the meaning of any unfamiliar words and write sentences using these words.

Challenge yourself using a variety of sentence starters.

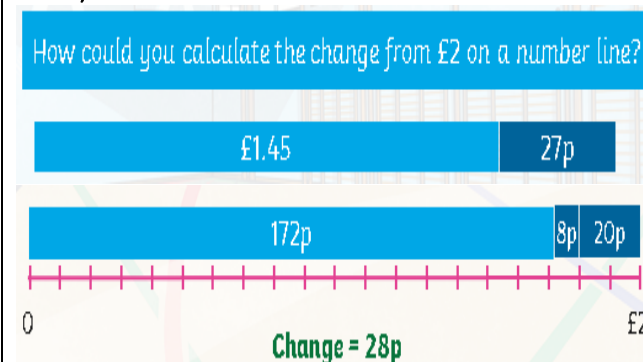
Money word Problems

You can now use a variety of method to calculate amounts and give change.

1) The number line



2) The bar method



PSHE: To explore what makes us happy

What is happiness? Happiness is the emotional state of having positive or pleasant feelings.



Write down in your book things that make you happy.

It could be having a barbecue with your friends and family, paddling in the seaside, playing a board game with someone and much more! Everyone has different things that make them happy.

Discuss with an adult/sibling which of these scenarios would make you happier and why.

Which of these would make you happier? Why?

Spending the day at the seaside

OR

Buying a new outfit

Which of these would make you happier? Why?

Baking a cake to cheer up someone who is sad

OR

Spending all your pocket money on sweets

3) The column method

$$\begin{array}{r} 32.00 \\ + 3.45 \\ \hline 35.45 \end{array}$$

Complete Activity **A** or **B** in the Maths resources below:

It's a good thing to know what makes us happy. If we know what makes us happy then we can cheer ourselves up when we feel down, or can calm ourselves when we feel a bit stressed out, or just do the things that make us happy more so that we are happier in our lives!

Task: In your books, create a 'happiness' wordle in any shape of your choice.

A wordle is a collection of words, usually on one theme. The words can be different sizes, fonts or colours. Here are some examples:



Activity A – Complete the word problems and show your working out

Tomas is given 45p by a friend. He had 38p already. How much does he have now?

Alma has four 20p coins. She buys a bottle of water for 58p. How much money will she have left?

Nura has four coins. She has 36p. What coins must she have?

Ian spends 23p on a packet of crisps and 41p on a drink. He gets 36p change. He gives the shopkeeper 2 coins. What were the coins?

Activity B- Complete the word problems and show your working out

Tomas is given 65p by a friend. He now has £1.08. How much did he have before his friend gave him some money?

Alma has three 50p coins. She buys two bottles of water for 62p each. How much money will she have left?

Nura has four coins. She has 77p. What coins must she have?

Ian spends 43p on a packet of crisps and £1.08 on a drink. He gets 19p change. He gives the shopkeeper 3 coins. What were the coins?

Free-write Friday



5

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:

Has the giant seen Jack?

How might Jack feel at this moment?

What is Jack going to do next?

What/who else lives in the land of the giants?

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

Ram divided 15 pennies among four small bags.



He labelled each bag with the number of pennies inside it.

He could then pay any sum of money from 1p to 15p without

How many pennies did Ram put in each bag?

Activity B

Money Maze

Go through the maze, collecting and losing your money as you go. You may not go through any cell more than once, and can only go into a cell through a gap, for example, you may not go from 5 to 6, or from 7 to 3.

Art Afternoon- 2D shape art

Look around you and you will see lots of geometric shapes. **Geometric shapes** are **shapes** made out of points and lines including the triangle, square, and circle. You can easily create these into pieces of art work.

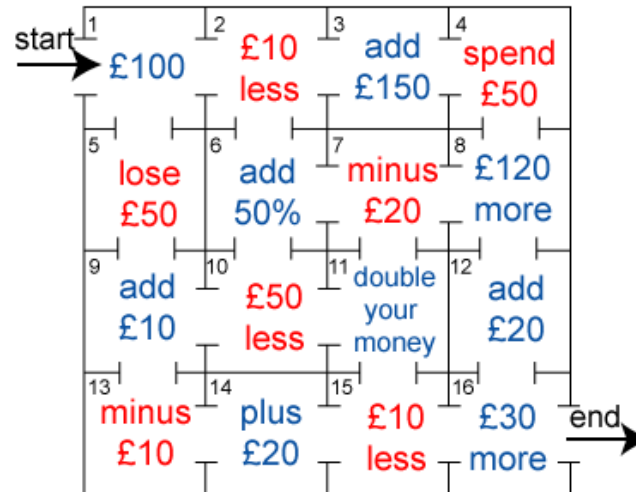


Story Starter!

Jack had been climbing for most of the morning. Step after slippery step, he had made his way up to the top of the beanstalk. Several times, when the wind picked up, he had feared he might lose his footing and fall to his death. He had dared to look down on one occasion, seeing that his house was the size of an ant far below.

Now that he had finally reached his goal and clambered up to the land of the giants, Jack had no idea what to do next.

'FEE, FI, FO, FUM...' a voice as loud as a foghorn boomed out from high above him. Jack took a deep breath...



Which route gives you the highest return? How much is it?
Which route gives you the lowest return? How much is it?



Activity:

- 1) Create your own geometric art- think about what you want to create. E.g. a face, flower etc.
- 2) Think about which geometric shapes fit into the different parts. Eg face- circle, neck-rectangle
- 3) Add detail within the shapes eg oval-eyes, Triangle-nose.
- 4) Now start to colour, use contrasting (different) colours next to each other.
- 5) If using pencil crayons press on hard for a bold look. If using paints, fill in carefully and give another coating to each section to make the colours stand out.