

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.

Day	English	Maths	Science/Topic work
1	To reflect as a character Recap: What has happened so far in the story? Tell an adult or your sibling Let's reread the text Refer to the text labelled Monday and read the text again   Have a think about these questions and discuss the answers with an adult. You DO NOT need to write the answers down. Who do you think might have eaten the tractor?	Adding fractions with the same denominator In this lesson, we will be using your knowledge of addition to add fractions with the same denominator. We will use lots of different pictures of fractions, as well as the part/whole model to help us. Watch the clip and complete the activities during the video. https://classroom.thenational.academy/lessons/fractions-adding-fractions-with-the-same-denominator-c9k3jc?activity=vi  Would you prefer to have $\frac{1}{2}$ or $\frac{1}{4}$ this chocolate bar? How many pieces would you get?	Science- Deforestation, its effects and solutions. Deforestation is the clearing, or cutting down, of forests. It describes the actions of humans in removing forests from the planet, rather than destruction caused by such natural events as hurricanes. Deforestation destroys the habitat of many animals, leading to their death. Watch the youtube clip on deforestation https://www.youtube.com/watch?v=nUstYj4o2VQ Now watch- Can we live without trees? https://www.youtube.com/watch?v=HQTpt8x9VPU Without trees, we would all die. Besides providing oxygen for us to breathe, trees make life on earth sustainable. ... Trees affect everything from the air we breathe to the rain that falls from the sky. Without a robust population of trees, we would die and so would our planet as we know it!

How does Hogarth's father feel about the half-bitten tractor?

Why was Hogarth's father driving home as fast as he could?

How do you think Hogarth's father felt when a giant iron foot came down in the middle of the road, and a giant hand reached down towards the windshield?

Why do you think Hogarth's father ran over the Iron Man?

How do you think Hogarth's father feels about what he did to the Iron Man?

Do you think he has any regrets?

What is he going to do now?

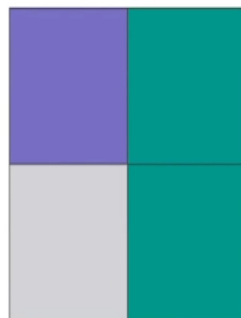
Task - To orally rehearse a monologue as Hogarth's father

Pretend you are Hogarth's father and you're reflecting on what has just happened.

Even though you're thinking about the events in your head, say what you're thinking aloud. Think about what Hogarth's father would be thinking.

For example:

I can't believe I just did that! But I think he deserves it. Why on earth has he bitten our



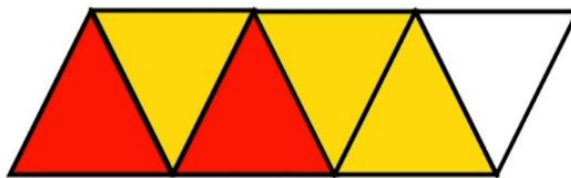
How many **parts** has this **whole** been cut into?

4 This is the **denominator**

How many **parts** are green? 2

How many **parts** are purple? 1

We can show this as $\frac{2}{4} + \frac{1}{4} = \frac{3}{4}$



Find the **denominator** (how many **equal parts** in total)?

Red? 2

Yellow? 3

Altogether $\frac{2}{6} + \frac{3}{6} = \frac{5}{6}$

Success Criteria:



1) Find the **denominator** by counting the **total** of the **equal parts**

2) Identify the **parts** coloured 1 blue and 1 pink

3) **Add them together** $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$



As part of the Gordon Primary Eco-Corner Challenge (see Newsletter). We call all children in Year 3 to either **design a Poster**, **write a poem**, **information leaflet** or **persuasive writing**. This could be about deforestation, planting trees or the importance of plants and/or seeds. The best work will be selected for display on the school website.

Make it eye catching and appealing as well as the information being accurate. Include some scientific facts, if appropriate, to support your argument.

See examples in the Science resources below.

tractor? Why was he reaching for my windshield? Did he want to kill me? I'm sure the rest of the farmers will be glad when I tell them what happened. But, hold on a minute... is he dead? Did I kill him? I feel so guilty? Should I go back and try to save him? May be I can at least ask him what exactly he wants from us.

Now complete the main activities in Maths resources Part 1 and Part 2 below.

Maths Resources Monday 8.2.21

Part 1

A) Use your multiplication and division facts to work through the rules to help you calculate the value of a non-unit fraction of an amount.

- 1: Divide the whole by the denominator
- 2: Multiple the value of one part by the numerator

1) Find $\frac{2}{5}$ of 15 =

2) Find $\frac{3}{4}$ of 32 =

3) Calculate $\frac{7}{8}$ of 16 =

4) George has 40 pieces of lego. He gives his friend $\frac{8}{10}$ of them.

How many lego pieces did George's friend receive?

Part 2

B) Use your multiplication and division facts to work through the rules to help you calculate the whole after being given a fraction value.

- 1: Divide the fraction value by the numerator
- 2: Multiple one part by the denominator to find the whole

1) If I know that $\frac{3}{7}$ is 12. What is the value of the whole?

2) Sandra was given £50. This was $\frac{5}{9}$ of her brother's money.
How much money did Sandra's brother have?

So Hogarth's father again got back into his car. But as he turned the car in the yard, he saw a strange thing in the headlamps. Half a tractor lay there, just half, chopped clean off, the other half missing. He got out of his car and the other farmer came to look too. The tractor had been bitten off – there were big teeth-marks in the steel. No explanation!

The two men looked at each other. They were puzzled and afraid. What could have bitten the tractor in two? There, in the yard, in the rain, in the night, while they had been talking inside the house. The farmer ran in and bolted the door.

Hogarth's father jumped into his car and drove off into the night and the rain as fast as he could, homeward. The rain poured down. Hogarth's father drove hard. The headlights lit up the road and bushes. Suddenly – two headlamps in a tall treetop at the roadside ahead. Headlamps in a treetop? How? Hogarth's father slowed, peering up to see what the lights might be, up there in the treetop.

As he slowed, a giant iron foot came down in the middle of the road, a foot as big as a single bed. And the headlamps came down closer. And a giant hand reached down towards the windshield. The Iron Man! Hogarth's father put on speed, he aimed his car at the foot. Crash! He knocked the foot out of the way. He drove on, faster and faster. And behind him, on the road, a clanging clattering boom went up, as if an iron skyscraper had collapsed. The iron giant, with his foot knocked from under him, had toppled over. And so, Hogarth's father got home safely.

To reflect as a character

This is a follow-up from yesterday's task. You may reread the text for yesterday if you like.



Practise orally rehearsing your monologue one more time to an adult.

Task:

Write your monologue as Hogarth's father.

Remember:

To write in 1st person

Include feelings and thoughts

Subtracting fractions with the same denominator

In this lesson, we will be using your knowledge of subtraction to take-away fractions with the same denominator. We will use lots of different pictures of fractions, as well as the part/whole model to help us.

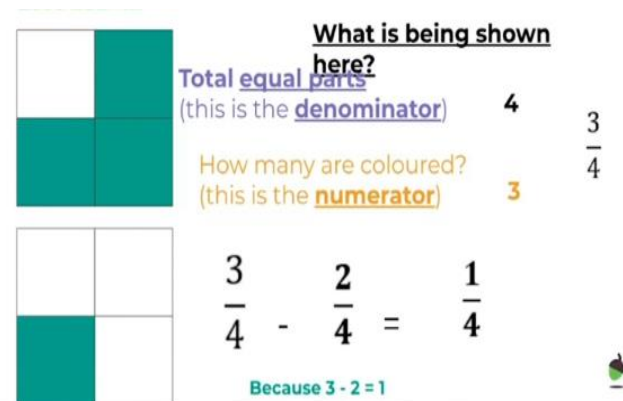
Watch the clip and complete the activities during the video.

<https://classroom.thenational.academy/lessons/fraction-subtracting-fractions-with-the-same-denominator-c9jker?activity=video&step=2&view=1>

Recap

$$\frac{2}{4} + \frac{1}{4} = \frac{3}{8}$$

What mistake has someone made here in **adding fractions**?



P. E

Warm up- suitable for outdoors

Do 20 star jumps

Followed by jogging on the spot for 2 minutes

Stretch your right arm into the air, followed by your left arm.

Repeat right and left again.

Now throw any ball into the air and catch it 10 times.

Now you can complete any of these indoor exercises:

Kids beginner's workout- The Body Coach

<https://www.youtube.com/watch?v=mhHY8mOQ5eo&list=PLyCLOPd4VxBvPHOpzoEk5onAEbq40g2-k&index=3&t=0s>

9 min exercise for kids- Home workout

<https://www.youtube.com/watch?v=oc4QS2USKmk>



Music

What is Harmony?

Let's Learn...



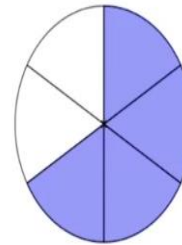
numerator changes
not denominator

The order is important when subtracting

7 - 2 is not the same as 2 - 7

Your turn - why don't we subtract the denominator?

$$\frac{6}{6} - \frac{2}{6} = \frac{4}{6}$$



$$\frac{6}{6} - \frac{2}{6} = \frac{4}{0}$$



We only subtract the numerator because the denominator does not change
(It is still split into 6 equal parts)

Try these subtraction questions (use part whole model to help if you want)

	$\frac{4}{6} - \frac{1}{6} = \frac{\square}{\square}$
	$\frac{6}{7} - \frac{4}{7} = \frac{\square}{\square}$
	$\frac{3}{5} - \frac{2}{5} = \frac{\square}{\square}$

Watch the following videos to find out.

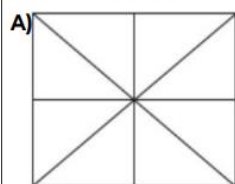
<https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zgxx2nb>

Harmony is when two or more sounds are played together.

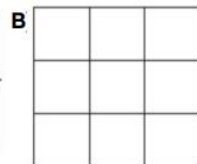
Listen to the song "No Place Like". What does the song make you think about?

Make a drawing about the song. Use colours to express moods.

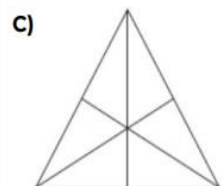
Part 1: Shade in the diagrams to subtract these fractions with the same denominator



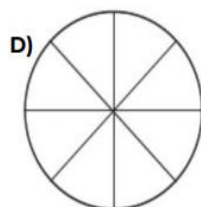
$$\frac{8}{8} - \frac{4}{8} = \frac{\boxed{}}{\boxed{}}$$



$$\frac{9}{9} - \frac{8}{9} = \frac{\boxed{}}{\boxed{}}$$



$$\frac{6}{6} - \frac{2}{6} = \frac{\boxed{}}{\boxed{}}$$



$$\frac{8}{8} - \frac{6}{8} = \frac{\boxed{}}{\boxed{}}$$

Part 2: Use the part whole model to subtract these fractions with the same denominator

1. $\frac{7}{8} - \frac{4}{8} =$

2. $\frac{4}{5} - \frac{3}{5} =$

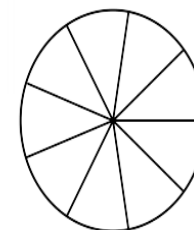
3. $\frac{4}{6} - \frac{3}{6} =$

4. $\frac{8}{10} - \frac{2}{10} =$

5. $\frac{6}{7} - \frac{\boxed{}}{7} = \frac{2}{\boxed{}}$

Challenge

If a shape is cut into **9 equal pieces** and give **4** pieces to one friend **2** to another friend, how many pieces will I have left?



To infer from a text

Let's read more:

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



Task:

Starter

Complete red or green

Try to do these calculations in your head

Quick addition:

- 1) $8 + 7 =$
- 2) $13 + 8 =$
- 3) $21 + 12 =$
- 4) $32 + 15 =$
- 5) $38 + 27 =$

- 1) $25 + 12 =$
- 2) $34 + 14 =$
- 3) $104 + 73 =$
- 4) $123 + 116 =$
- 5) $189 + 99 =$

Money- British coins and notes

What are coins?

Why do we use them?

How else can we pay for things we buy?

What are the names of the British coins we use?

What are the names of the notes we use?

Take a look at any coins and notes you might have at home and match them up with these below:

History- Stonehenge

Read the information about Stonehenge:

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zg8q2hv>

Or see the resources in History below:



Activity A

Draw a picture of Stonehenge and label it. See the BBC bite size link here:

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zg8q2hv>

Activity B- Answer the questions below and sketch a diagram of Stonehenge as it was 4000 years ago. Label it.

- 1) What is Stonehenge?
- 2) Where is Stonehenge?
- 3) How long do you think Stonehenge took to build?
- 4) How do archaeologists think the huge stones were moved to where they stand now?
- 5) How do they think the boulders were made to stand upright?

Answer the following questions and write the answers in full sentences.

Why are the farmers angry?

Who might have eaten their machines? How do we know from the text?

List 3 adjectives to describe how the farmers are feeling and why?

Challenge:

What do you think might happen next?



Activity A

What could you buy with a £1 coin?

What could you buy with a £5 note?

What could you buy with a £10 note?

Activity B

What could you buy with a £2 coin?

What could you buy with a £10 note?

What could you buy with a £20 note?

Challenge:

How many 10ps in a £1?

How many 5ps in £5?

How many 20ps in £10?

How many 5ps in £100?

Before the use of coins, how did people buy and sell things?

6) What happens every year on the 21st June at Stonehenge?

7) What was Stonehenge used for?

BUT Next morning all the farmers were shouting with anger. Where were their tractors? Their earth-diggers? Their ploughs? Their harrows? From every farm in the region, all the steel and iron farm machinery had gone. Where to? Who had stolen it all? There was a clue.

Here and there lay half a wheel, or half an axle, or half a mudguard, carved with giant toothmarks where it had been bitten off. How had it been bitten off? Steel bitten off? What had happened? There was another clue. From farm to farm, over the soft soil of the fields, went giant footprints, each one the size of a single bed.

The farmers, in a frightened, silent, amazed crowd, followed the footprints. And at every farm the footprints visited, all the metal machinery had disappeared. Finally, the footprints led back up to the top of the cliff, where the little boy had seen the Iron Man appear the night before, when he was fishing. The footprints led right to the cliff-top. And all the way down the cliff were torn marks on the rocks, where a huge iron body had slid down. Below, the tide was in. The grey, empty, moving tide. The Iron Man had gone back into the sea.

History Resources- Stonehenge Facts

Stonehenge is one of the world's most famous monuments. It stands on **Salisbury Plain**, in Wiltshire, and its giant stones can be seen from miles around. Stonehenge was built over many hundreds of years. Work began in the late Neolithic Age, around 3000 BC. Over the next thousand years, people made many changes to the monument. The last changes were made in the early Bronze Age, around 1500 BC. We may never know exactly why Stonehenge was built, but people probably gathered there for **religious ceremonies**.

How was Stonehenge built?

The first task was to cut the boulders into shape. Archaeologists believe that the ancient Britons hammered wedges of wood into cracks in the stone. When the wood was soaked in water, it expanded and split the stone. Next, the builders used **chisels** and **hammers** to shape them. The stones were then transported to the building site. They were probably carried on **rafts** down rivers, then dragged overland by teams of men and oxen. It's believed that the stones were placed on **giant wooden sledges** and pulled along the ground using log rollers. The builders dug **deep ditches** for the stones. Then they pulled on ropes to raise them and packed the ditches with rocks to hold the stones in place.

What was Stonehenge for?

Why did the ancient Britons build such a massive monument at Stonehenge? What exactly went on at this sacred site? Some people think that Stonehenge was used to study the movements of the Sun and Moon. Other people think it was a place of healing. The ancient Britons believed that the Sun and Moon had a special power over their lives. It is very likely that they held special ceremonies at Stonehenge on **Midsummer's Day** (the longest day of the year) and on **Midwinter's Day** (the shortest day of the year).

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

Add 20 to these: Add 50 to these:

- | | |
|------|-----|
| • 10 | 12 |
| • 15 | 49 |
| • 19 | 89 |
| • 37 | 274 |
| • 59 | 999 |
| • 99 | 0.5 |

When adding coins together it may be better to add all the pounds up first and then add the pence.

Use any coins you might have at home to help.
Here are some examples:



How much? _____

$$50p + 10p + 5p = 65p$$



How much? _____

Add the larger values first

E-safety – Making good choices online

Watch this video clip: “Block Him Right Good Alfie”



https://www.thinkuknow.co.uk/8_10/watch/

Activity 1:

Think about the answers to the following questions and discuss with an adult.

What did you like about Play Like Share?

What different things do Sam, Ellie and Alfie do online?

What problem did Alfie face at the beginning of the cartoon?

How did the gamer make Alfie feel?

What did Alfie do when he realised something wasn't right?

What happened when Selfie's video was made public?
How did it make them feel?

£1 +10p + 5p +2p= £ 1 and 15 pence also written like this: £1.15

Use the pound sign £, then write in the pounds. Followed by a decimal sign (looks like a full stop- separates the pounds from the pence) and then the pence.

Complete activity A or B

Activity A

Add the coins in the jar and write the total on the box.

See Maths resources for Monday below.

Activity B

Complete this sheet on education city1-6 only::
Mathematics- Year 3- activities- measurement- till we meet again- counting money

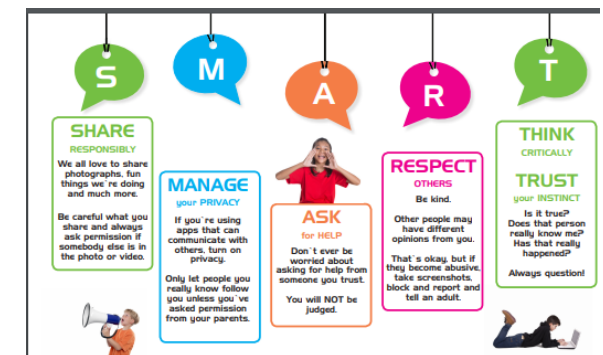
https://cdn.go.educationcity.com/eccontent/files/activity_sheets/33360/Till%20We%20Meet%20Again%20-%2033360.pdf

Activity 2:

Create a poster for Sam, Ellie and Alfie's new band Selfie. Come up with a design that shows off each character's talents and abilities.

Remember to include any online safety lessons learnt from the video in the poster.

For example:



The best posters will be shared in the newsletter, so take your time and create something beautiful.

Activity A



Activity B

Look at the coins and notes. How much money is there?

1

2

3

4

5

6



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:

What do you think the troll is thinking?

Do you think he means to cause all this fuss?

How will the people deal the troll?

Would you try to catch him or communicate with him?

When faced with a problem, what are the best ways to deal with it?

Where do you think the troll has come from?

What do you think the rope around the troll's waist is for?

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

Here is a picnic that Samira and Michael are going to share equally.



Can you tell us what each of them will have?

Activity B

Art:

Artists sometimes look at books and stories for their inspiration. Here are some examples of art generated from stories and books.

4. John William Waterhouse, *The Lady of Shalott* (1888)



Stamps

Tilly's parcel cost 55p to post.

She stuck on eight stamps.
Each stamp was either 10p or 5p.



How many of each stamp did Tilly stick on her parcel?

Make up your own puzzle like this.
Ask a friend to do it.

Today, in Art, we will be drawing our inspiration from a story called *'The Promise'*



Watch this video to listen to the story:

<https://www.youtube.com/watch?v=ea7W4EfhZGk&feature=youtu.be>

From this, we will be drawing our own trees and envisioning a better world.

Watch this video to help you:

<https://www.youtube.com/watch?v=gExU54kVM0o>



The best art work will be featured in the newsletter, so take your time and create something beautiful.