



Good morning Kelmarsh,

How are you all today? Yesterday I had a busy day at Collingtree doing all things mini-beasts. I saw a couple of our Kislingbury family but not from Kelmarsh.

Hoping you are all keeping well.

Love Mrs Thornely

*Joke corner*

*Why was the broom late?  
It over swept!*



BE KIND ❤️

Review:

Quick Quiz

Answers

Copy the question and then work out the answers

1.  $5 + 4 = 9$

2.  $4 + 6 = 10$

3.  $2 + 8 = 10$

4.  $7 + 5 = 12$

5.  $10 + 6 = 16$

6.  $12 + 7 = 19$

7.  $3 + 8 = 11$

8.  $11 + 5 = 16$

Well done !

Now these...

9.  $9 + 7 = 16$

10.  $15 + 3 = 18$

11.  $12 + 4 = 16$

12.  $14 + 3 = 17$

13.  $16 + 2 = 18$

14.  $17 + 0 = 17$

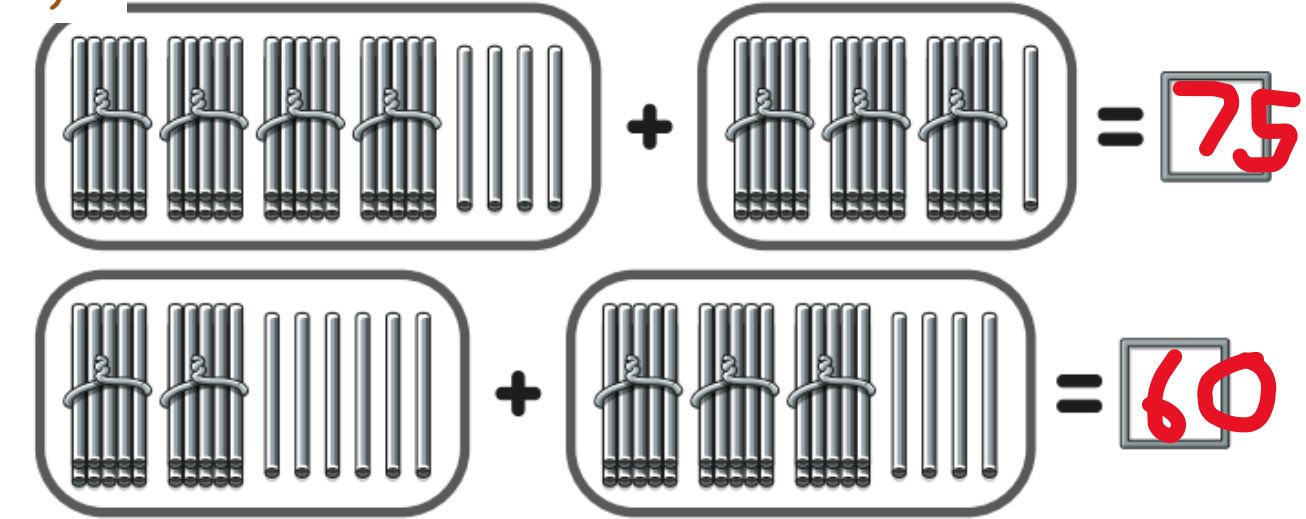
15.  $10 + 4 = 14$

16.  $16 + 3 = 19$

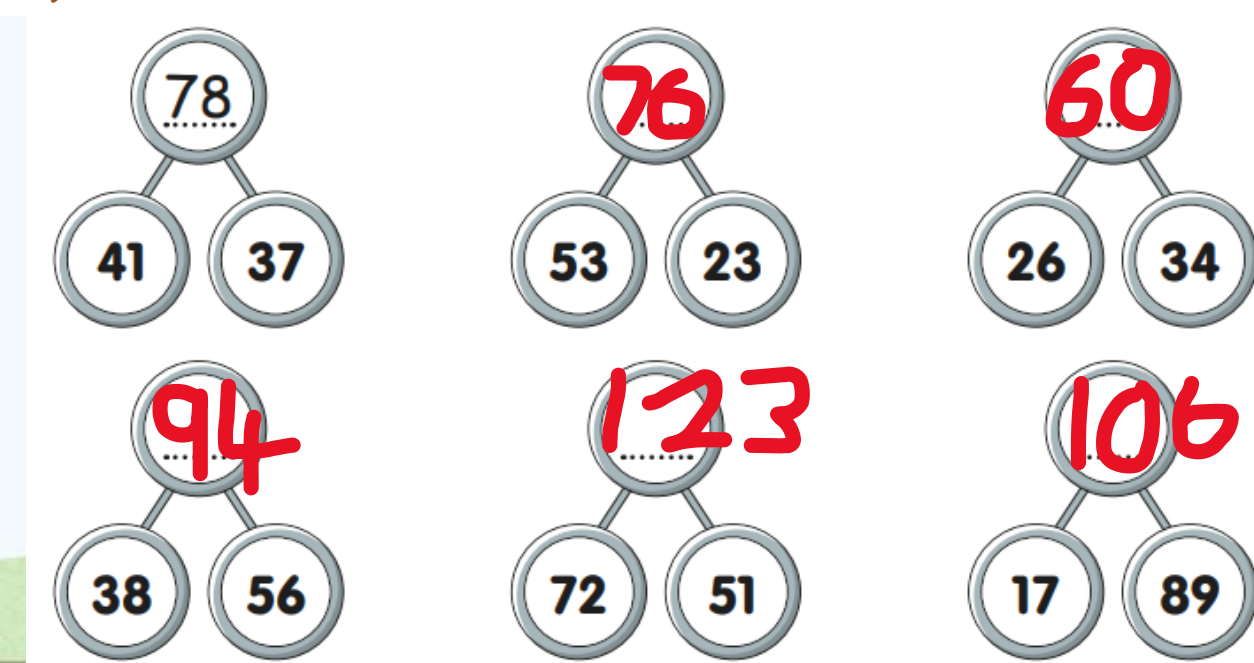


Maths L.O. Can I review adding 2 digit numbers together? Use your favourite method. Answers tomorrow?

1) Write how many sticks there are in total to answer the question.

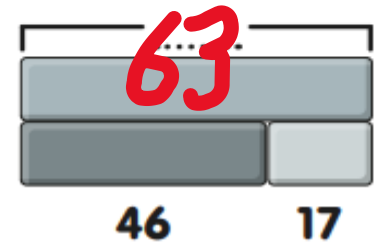
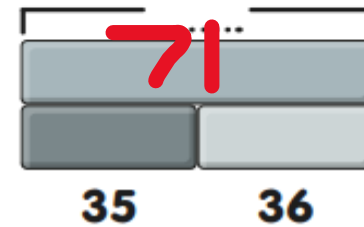
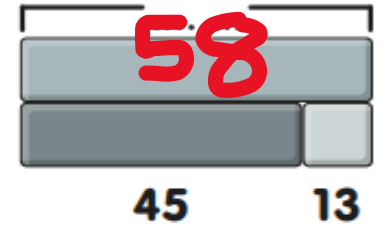
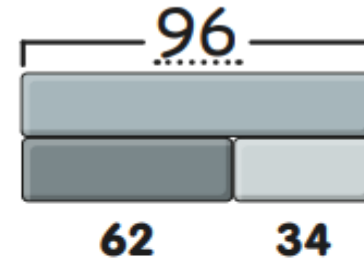


3) Write the whole value by adding the parts together.



Practise

2) Write the missing number in the bar model.



4) Answer the questions.

$$14 + 79 = 93$$

$$61 + 23 = 83$$

$$36 + 63 = 99$$

$$78 + 14 = 92$$

$$16 + 49 = 65$$

$$25 + 82 = 107$$



# Kelmarsh Stars

It has been lovely to see and hear what you've been up to!



This Kelmarsh star looks very proud of his aquarium on a plate. I love the fact he has used real sands and stones as it makes it look very realistic.



# Welcome to Kelmarsh Online

Kal ee meh a

*(Parents/ carers – our language of the term is Greek. This is how we say good morning when we do the register.)*



Flag of Greece



Today's Timetable	Kelmarsh
Lesson 1	Spelling Test/ Book Talk
Lesson 2	Maths
Break	
Lesson 3	Phonics/ Word of the Day
Lesson 4	English
Break/ Lunch	
Lesson 5	Science
Lesson 6	Audio Story Time Oliver and the Seawigs By Philip Reeve Read by ME

*Parents/carers tip:  
this follows our  
typical daily  
timetable*

*However, you might  
want to start the  
day with ...*



Spelling Test - Get your parents to test you

Mrs Maloney

would  
could  
should

Oh yoU Lovely Darling

Oh yoU Lazy Dog

Mrs Thornely

any  
many  
beautiful  
because

big elephants can always  
understand small elephants





# Book Talk

## Letter Writing : Day 2

*Parents/carers tip: the children know what we do in book talk. Please go onto the next slide once you have read the title and author with the child – text for this book is included in the PowerPoint*



## Handy hints for word reading

Look for digraphs (two letter strings e.g. sh- th) and trigraphs (three letter string e.g. -ing -lch)

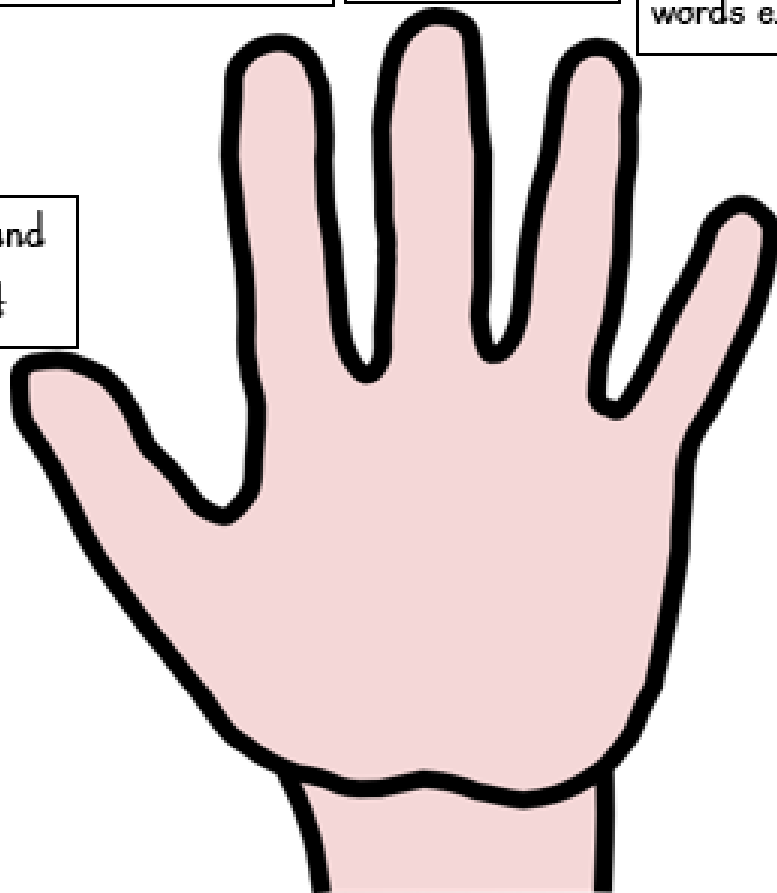
Decoding



Chunk it  
e.g. c-a-ll-le

Words within words e.g. glove

Sound it



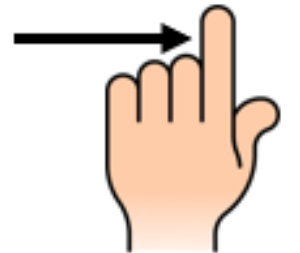
Does it make sense in the sentence?

## Key Skills: Retrieving

1) Read the question

?

2) Scan the text



3) Find the information

Abcd

# Reading Skills Key Stage 1



Predict



Retrieve



Sequence



Infer



Visualise



Clarify



Question




Vocabulary



Decoding

*Parents/carers tip: the focus today is the reading skills with orange arrows*

Word Talk 	Definition	Word class
appreciate	To be grateful for or to. <i>Mrs. Lunn appreciated the Y2's help</i>	verb
repaired	To put in good condition again after damage has been done; fix/ mend. <i>The mechanic repaired our van.</i>	verb
equipment	things made, or used, for a particular activity. <i>Cricket bats, footballs and tennis racquets are different kinds of sporting equipment.</i>	noun
leisure	Free time	noun
enough	As much or as many as needed or required. <i>I have enough money.</i>	adjective
generosity	The condition of being willing and ready to give. <i>We thanked the volunteers for their generosity.</i>	noun
grateful	feeling thankful or showing thanks for kindness or something pleasing. <i>We were grateful for your help fixing the sink.</i>	adjective



## Book Talk

Oakhill Children's Home  
Covent Garden  
London  
WC1 A23

Miss Smith  
Green Hill Primary School  
Green Hill  
London  
EC1 F89

1<sup>st</sup> January 2015  
Dear Miss Smith,



We are writing this letter to thank you and your school for your kindness. All of us at Oakhill Children's Home really appreciate your help. We were so surprised and excited when our care leader Jen told us that you had raised over £1000 for our home!

We love our home but the roof and playground need to be repaired. We are really happy that we can now get them fixed. It means that we can move back into the big bedroom and we can use the equipment in the playground again. We loved using this in

our leisure time so we can't wait for it to be finished. We should even have enough left over to have some new equipment like a basketball net and a trampoline.



We have never been so happy because your help has shown us how kind people are. You don't know us but you have still looked after us. We hope that one day we can help others the way that you have helped us.

Thank you again for your generosity. We are so grateful for your help. We hope we can come and visit your school to thank you in person. Please let us know if this is ok and when we can come to see you.

From all of the children at Oakhill Children

Parents/ carers tip:  
Using the text, encourage your child to talk about what they have just read using  
the following questions



Match the words to their meaning.

appreciate

free time

Vocabulary

leisure

just right – not too much or too little

enough

kindness and giving

generosity

to know how good something/someone is

Parents/ carers tip:  
Using the text, encourage your child to talk about what they have just read using  
the following questions



Vocabulary

Tell your parent/ the screen the meaning of  
these words.

repaired

equipment

trampoline

grateful



Parents/ carers tip:

Using the text, encourage your child to talk about what they have just read using the following questions



Vocabulary

Can you put the following conjunctions in the correct places in the following sentences? Each conjunction can only be used once

**and    so    but    because**

We love our home \_\_\_\_\_ the roof and playground need to be repaired.

We loved using this in our leisure time \_\_\_\_\_ we can't wait for it to be finished.

It means that we can move back into the big bedroom  
\_\_\_\_\_ we can use the equipment in the playground again.

We have never been so happy \_\_\_\_\_ your help has shown us how kind people are.

# Maths

Parents/carers tip: we are now moving into our maths class

Today's maths will work best using PowerPoint, in presentation mode as the modelling sections have parts of the page that will move to help with the modelling.

So please complete maths when you have access to a computer rather than using a mobile phone.

Thank you



There are two play modes in NumBots that serve different purposes.

## 1. Story Mode for Understanding

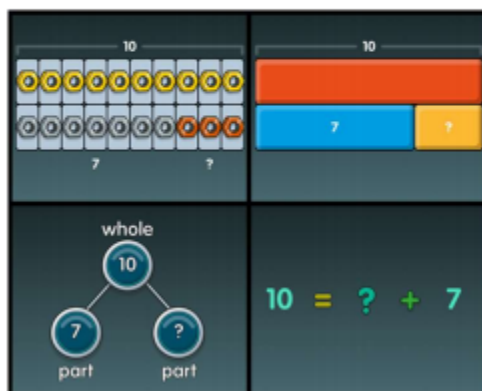
In Story Mode, the emphasis is on mathematical concepts and is underpinned by a mastery approach to teaching. Story Mode features visual representations, procedural variation, exposure to different calculation strategies and interleaved material all in very carefully sequenced order.

### Unlocking Levels

Story Mode is set out as a series of Stages (Rust, Tin, Iron, etc) containing levels, a bit like Angry Birds. Rust is the first Stage and level 1 is unlocked, so this is the place for *everyone* to start.

To unlock the next level, players need to earn two stars by showing sufficient proficiency.

The levels in Story Mode follow a natural mathematical progression and move the pupil through the game automatically, which means you don't have to set anything! (You're welcome 😊)



### Get In The Habit

Aim for pupils to play in Story Mode for three minutes four to five times a week, to get the best out of NumBots. Little and often is key (spaced practice is more effective than blocked practice).

### Baseline

There is no baseline on NumBots.

Warm up:  
3 - 5 min of  
NumBots in story  
mode





bar model



## Star words



tens



ones

-

=

whole part part diagram

subtraction

take away

whole - part = part

$$0 \times 2 = 0$$

$$1 \times 2 = 2$$

$$2 \times 2 = 4$$

$$3 \times 2 = 6$$

$$4 \times 2 = 8$$

$$5 \times 2 = 10$$

$$6 \times 2 = 12$$

$$7 \times 2 = 14$$

$$8 \times 2 = 16$$

$$9 \times 2 = 18$$

$$10 \times 2 = 20$$

$$11 \times 2 = 22$$

$$12 \times 2 = 24$$

$$0 \times 10 = 0$$

$$1 \times 10 = 10$$

$$2 \times 10 = 20$$

$$3 \times 10 = 30$$

$$4 \times 10 = 40$$

$$5 \times 10 = 50$$

$$6 \times 10 = 60$$

$$7 \times 10 = 70$$

$$8 \times 10 = 80$$

$$9 \times 10 = 90$$

$$10 \times 10 = 100$$

$$11 \times 10 = 110$$

$$12 \times 10 = 120$$

$$0 \times 5 = 0$$

$$1 \times 5 = 5$$

$$2 \times 5 = 10$$

$$3 \times 5 = 15$$

$$4 \times 5 = 20$$

$$5 \times 5 = 25$$

$$6 \times 5 = 30$$

$$7 \times 5 = 35$$

$$8 \times 5 = 40$$

$$9 \times 5 = 45$$

$$10 \times 5 = 50$$

$$11 \times 5 = 55$$

$$12 \times 5 = 60$$

Chant the  
tables ...

Maths L.O. Can I review subtracting 2 digit numbers together? (that don't cross tens)

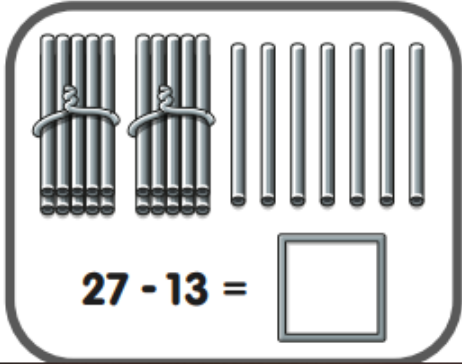
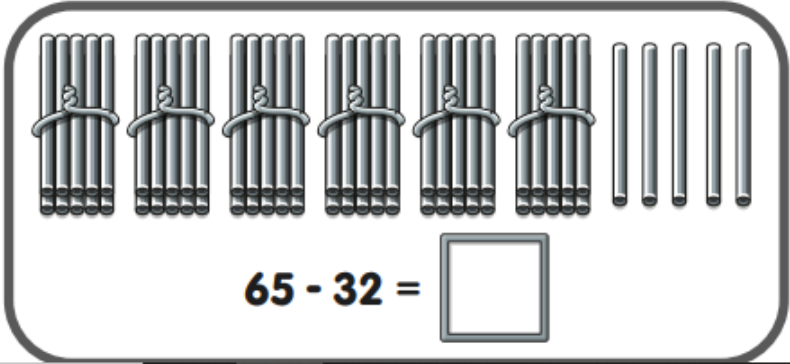
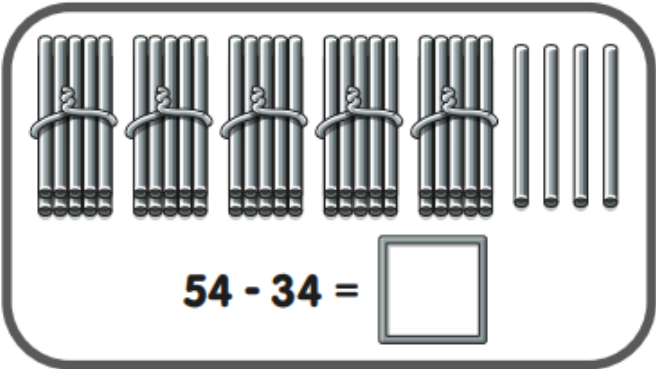
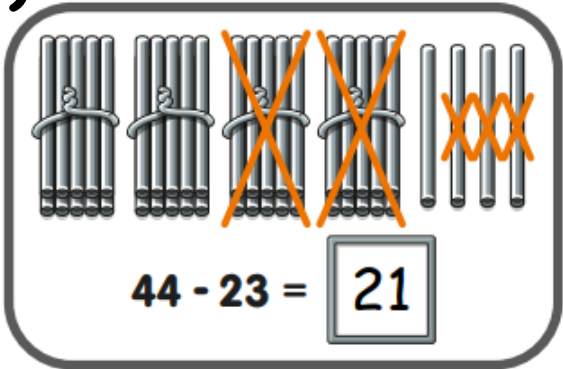
**Watch** subtracting 2 two digit numbers using a place value chart  
Remember, you might not have bundles of 10 and 1 but you know how to draw them to help you add!

<https://www.bbc.co.uk/bitesize/articles/zrnfvk7>

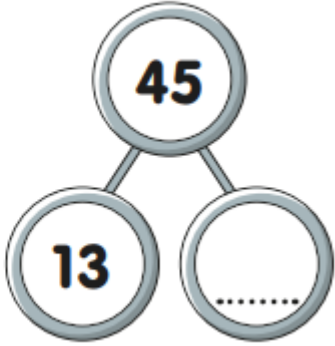
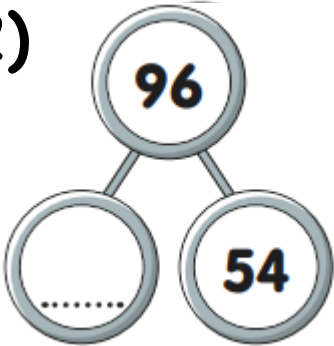


Maths L.O. Can I review subtracting 2 digit numbers together? (that don't cross tens)

1)



2)

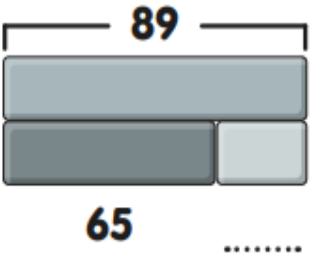
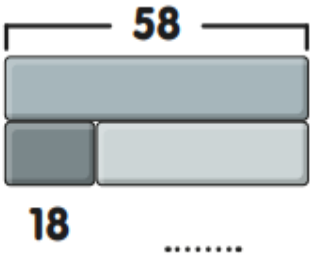
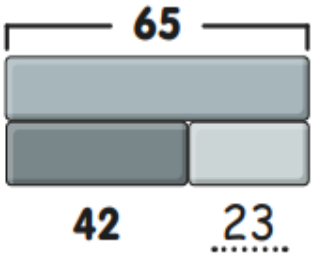


4)  $56 - 30 = \boxed{\phantom{00}}$

$86 - 73 = \boxed{\phantom{00}}$

$79 - 39 = \boxed{\phantom{00}}$

3)



# What if it does cross tens?

## Guided

56	
27	

Tens	Ones

- 1) Write the number sentence the bar model shows.
- 2) Represent and record the first number (the whole) in tens and ones.
- 3) Take away the ones - cross them out. Not enough?
- 4) Exchange one ten for ten ones. (Cross out a ten and put ten ones in the ones column).
- 5) Take away the remaining ones - record underneath.
- 6) Take the tens - record underneath.

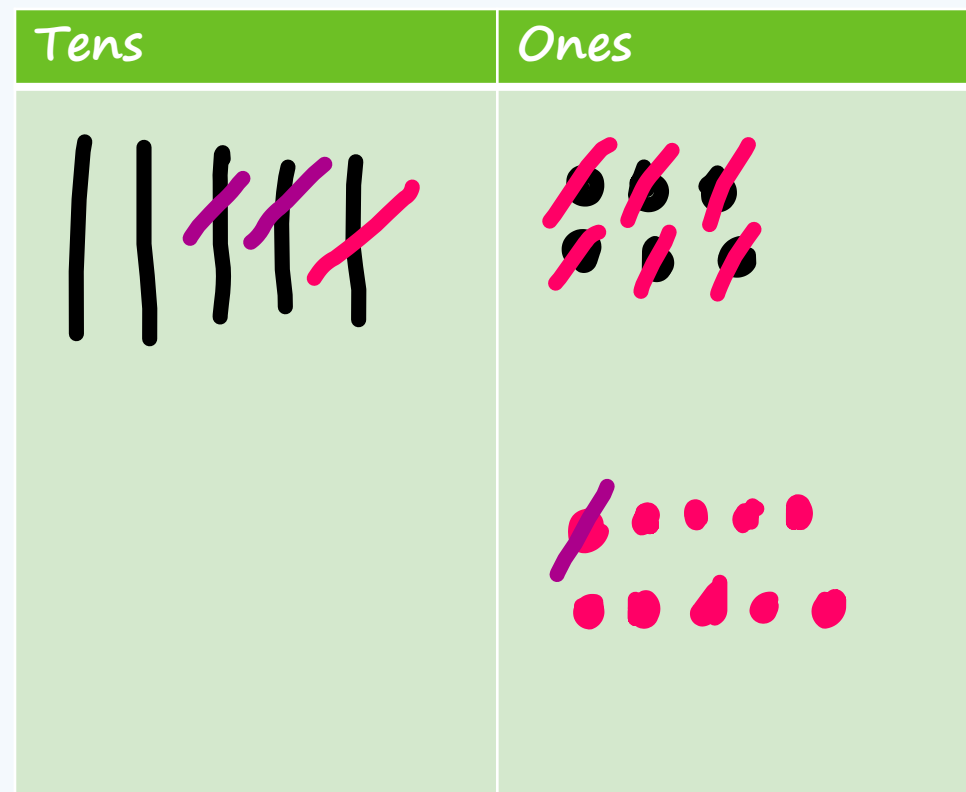
# What if it does cross tens?

## Guided

56	
27	<b>29</b>

$$56 - 27 = 29$$

- 1) Write the number sentence the bar model shows.
- 2) Represent and record the first number (the whole) in tens and ones.
- 3) Take away the ones - cross them out. Not enough?
- 4) Exchange one ten for ten ones. (Cross out a ten and put ten ones in the ones column).
- 5) Take away the remaining ones - record underneath.
- 6) Take the tens - record underneath.



2

9



Maths L.O. Can I review subtracting 2 digit numbers together? (that do cross tens)

If you are happy with the previous method ... stick to it.  
However, we also looked at this method last term.

46	
12	34

$$\begin{array}{r} \text{T} \quad \text{O} \\ - 46 \\ 12 \\ \hline 34 \end{array}$$

54	
28	

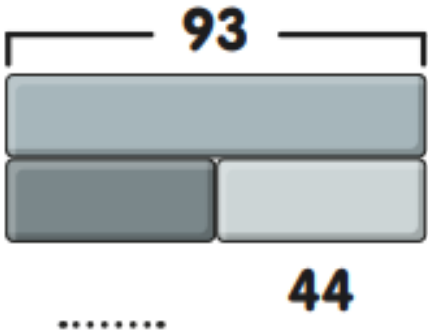
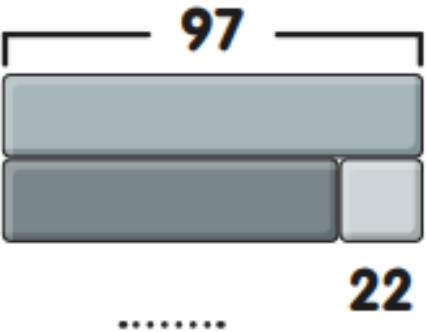
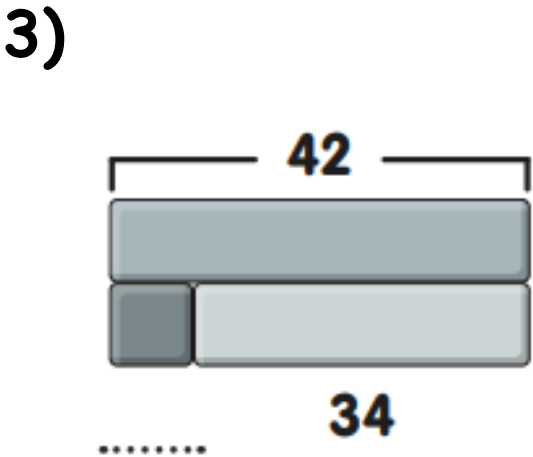
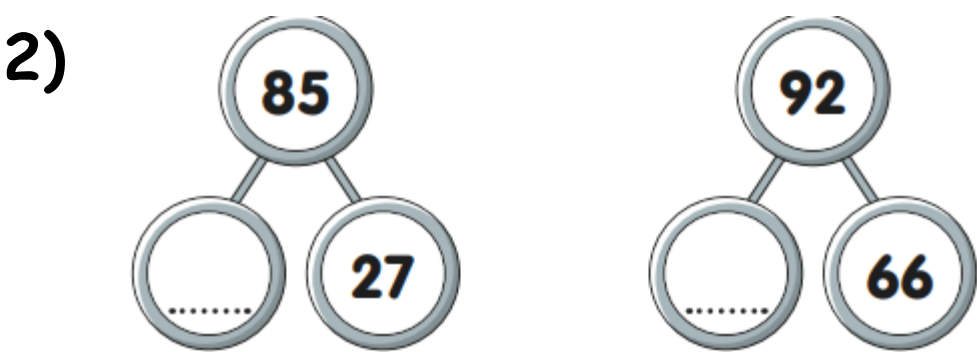
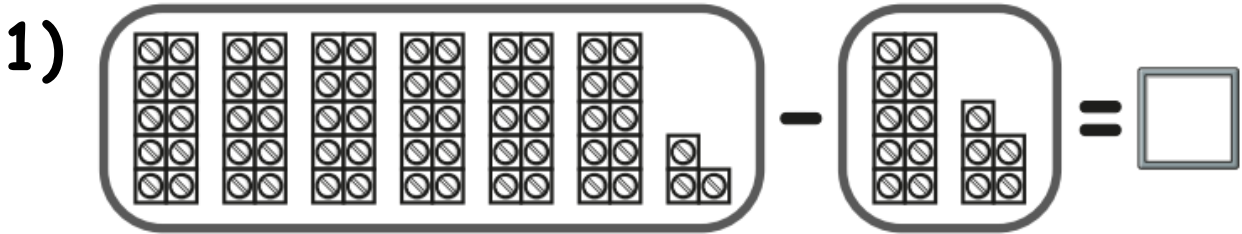
$$\begin{array}{r} \text{T} \quad \text{O} \\ - 54 \\ 28 \\ \hline 26 \end{array}$$

Parents/ carers Tips:

Get your child to be confident with either the method on previous page or this method as it will set them up well when they are adding and subtracting numbers to one thousand in Year 3.

Thank you!

Maths L.O. Can I review subtracting 2 digit numbers together? (that do cross tens)



4)  $82 - 25 = \square$

$63 - 36 = \square$

$93 - 59 = \square$

Want more practise in adding and subtracting?

Play


Start on Bronze and work your way up!

<https://www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zf4sscw>



Take a break!





# Phonics/ Word of the Day

*Parents/carers tip: we are now moving into our  
Phonics class*

**Warm up:** Can you read this tricky words? Practise until you can!

water






where

there

again



**Review:** Look at these words. Read them. What do you notice?

-ow	-oa	-o-e	-o	-ough
bowl	goat	smoke	tomato	doughnut
				

Same sound different spelling

Apply - Play word sort by sorting the different graphemes for the phoneme -oa

<https://new.phonicsplay.co.uk/resources/phase/5/alt-spellings-oa>

Same sound different spelling

# Best Bet /oa/

Best guess overall:

**o\_e**

Another  
good guess:

**oa**

Usually only at  
the end of words:

**ow**

Less common graphemes:

**sew hoe though soul**



# Word of the day - revision

Mrs Maloney

who

Mrs Thornely

so

Take a break!



A stylized, minimalist landscape illustration. In the foreground, there are rolling green hills with varying shades of green. To the left, a small tree with a dark brown trunk and a large, rounded canopy of pink and purple leaves stands on a small patch of orange ground. The background features soft, wavy blue and white hills under a clear blue sky.

English



English – writing L.O. Can I use conjunctions when writing about the ocean?

## Star words

conjunction

because

and

if

but

when

so

conditions

that



# Review

When writing, you can use joining words to join sentences or ideas together. Joining words are and , or , but , because and If .

For example: 'I went swimming. I find it fun.' could become 'I went swimming because I find it fun.'

English – writing L.O. Can I use conjunctions when writing about minibeasts?

<https://www.bbc.co.uk/bitesize/articles/zrvfy9q>

Watch



English – writing L.O. Can I use conjunctions when writing about minibeasts?

## Activity one:

Think back to the video.

Can you list some minibeasts that you saw in your home learning book.

I saw a spider. I saw a snail.

Write 6 simple short sentences like that.

Once you have done that ... link two sentences together with the conjunction **and**.

I saw a spider **and** I saw a snail.

## Success Criteria

- ✓ 3 sentences using the conjunction  
**and but so**  
**because if**  
**when so**
- ✓ Capital letter and full stop for each sentence
- ✓ Neat handwriting, bumps and flicks

## Activity Two:

Get a piece of paper and fold into four quarters.

Choose four minibeasts from the video and give each one a name.

Then write a sentence about each one making sure you use **conjunctions** (joining words) to link ideas together.  
E.g.

Sally the snail has a soft body **and** hard shell because it protects her.



Remember to take a photo of your fact file to see if it gets on our Kelmarsh Star page?

## Success Criteria

- ✓ 4 sentences using conjunctions
- ✓ **Capital letter** and **full stop** for each sentence
- ✓ Present tense
- ✓ Neat handwriting, bumps and flicks
- ✓ Illustrate with a careful drawing.



English -

# Don't forget ... part of English is reading everyday!

(Parents/ carers – can you make sure that your child reads to you and/ or you read to them every day. Thank you!)



Comedian and children's author **David Walliams** is releasing a free children's audio book daily for the next 30 days, he announced on Twitter this morning.

He **tweeted**: "I am about to call in to @ZoeTheBall's @BBCRadio2 show to talk about the free 'World's Worst Children' audiobooks I am posting daily."

The first story is already available for download on **Walliams' website**. Called 'The Terrible Triplets', it's part of his book 'The World's Worst Children 3', a collation of different stories that was released in 2018.

The audio book extracts will be released daily at 11am, and will be selected from his 'World's Worst Children' book series.

Take a break!  
Have lunch!





PSHE - Zippy





empathy

empathise

thinking

feelings

## Star words

emotions



astonished



happy



poorly



nervous



hot



scared



cross



sleepy



confused



cold



excited



surprised



embarrassed



sad



PSHE – L.O. Can I empathise with other people's feelings?

**By the end of the lesson I should be able to:**

- ✓ Know that not everyone feels the same
- ✓ Describe what someone else might be thinking
- ✓ Describe what someone else might be feeling
- ✓ Describe what emotions might look like on the outside



watch

<https://www.youtube.com/watch?v=tqO34orJNWk>

# Teach

## What is empathy?

Empathy is the ability to understand and share someone else's feelings.

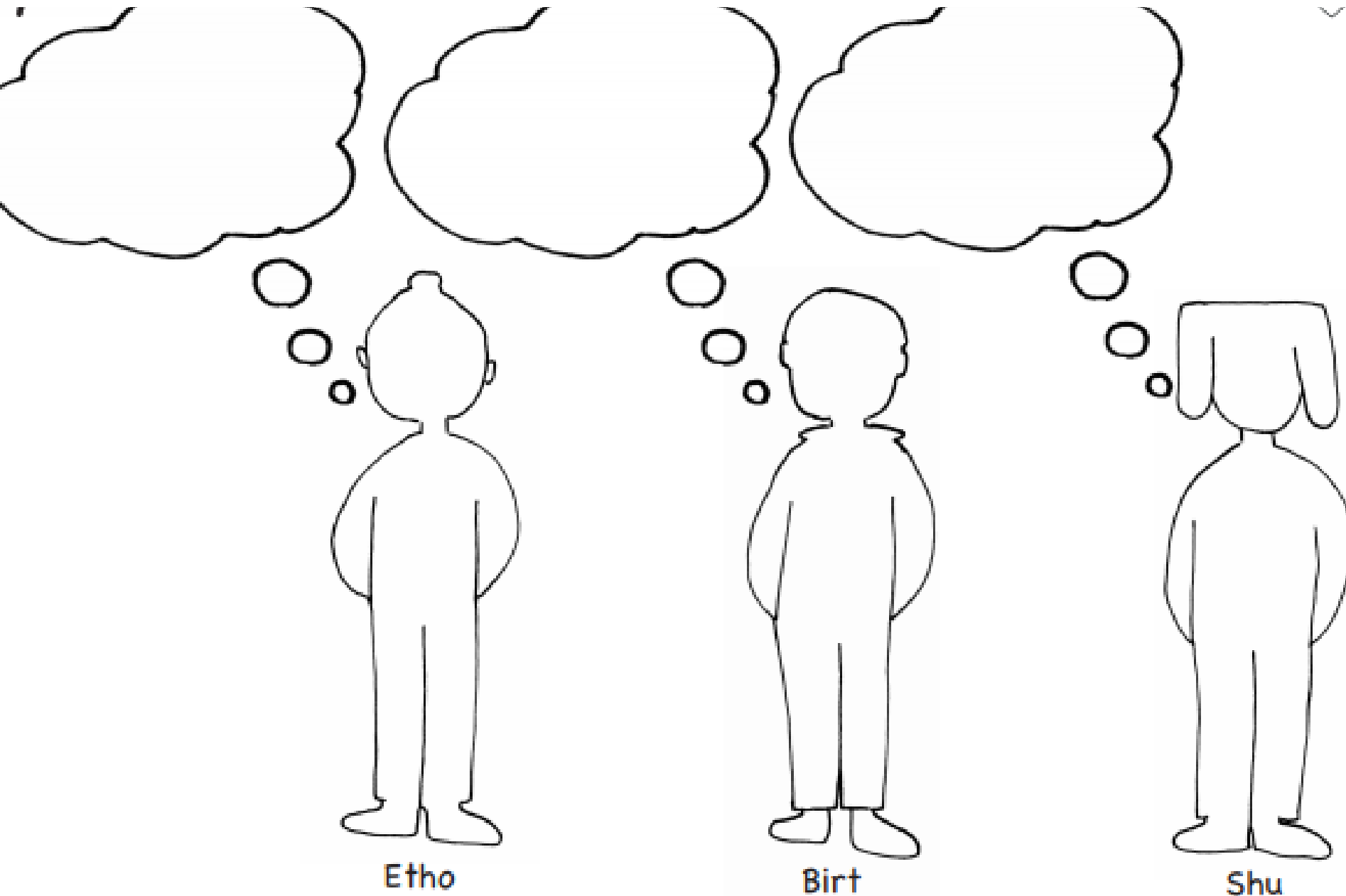
I describe it as being able to put yourself in the shoes of another person and feel what they might feel in a situation – such as feeling hurt if someone has said something unkind, or feeling frustrated if they can't master a skill.

## Think and tell

Remember when Etho is on his own at the beginning, not wanting to play – **how do you think he felt?**

Tell your adult or the screen.

PSHE – L.O. Can I empathise with other people's feelings?



You might want to listen to the story again and stop at key points. Have a think about ...

What would they be thinking?

How would they be feeling?

How might they show these feelings on the outside? E.g. Facial expression, tone (The lightness or darkness of something of voice, language used) body language.

Did you notice that the characters sometimes felt differently about the same situation?

PSHE – L.O. Can I empathise with other people's feelings?

# Review

## What is empathy?

Empathy is the ability to understand and share someone else's feelings.

It is being able to put yourself in the shoes of someone else and think about how they would think and feel in certain situations.

## Why is empathy important?

Empathy is crucial in stopping bullying, and in building tolerance and acceptance for other people that might be different to yourself. When empathy doesn't come easily





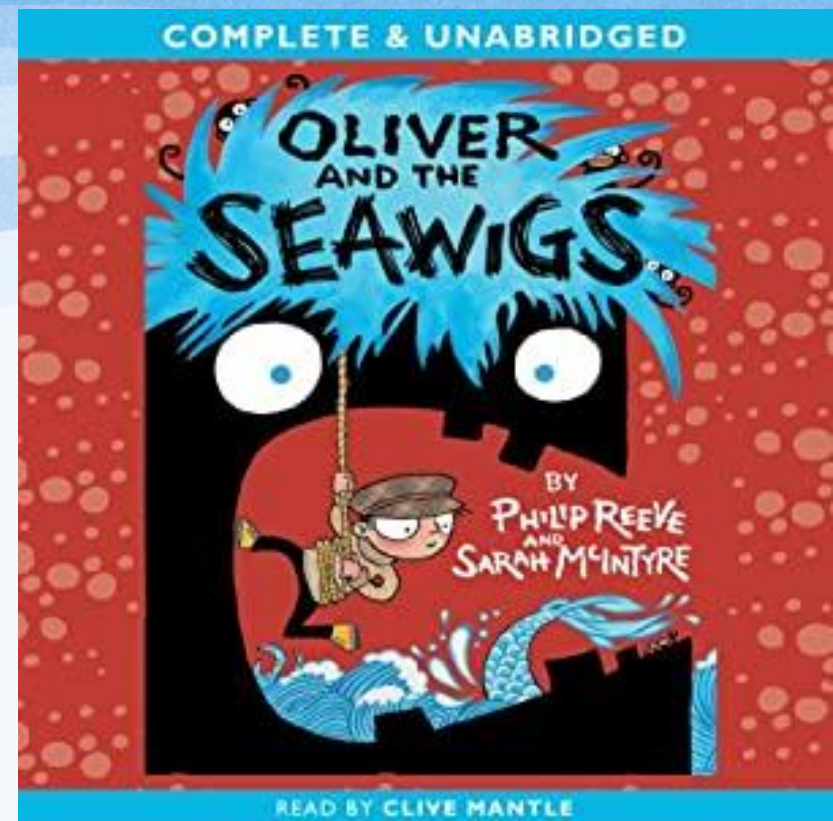
# Story Time



Audio Story Time  
Oliver and the Seawigs  
By Philip Reeve Part 2

Read by ME

PS Explorer's DON'T make much money (spot my mistake)



# Something Extra?

*Parent / carer tip:*

*This is not part of the curriculum but it might be a fun activity to do with the family that will develop the five thinking skills needed for learning. (information processing, enquiry, creative, evaluation)*

*Each day I will plan an activity that supports different learning styles.*

Visual Learning



Auditory Learning



Tactile Learning



Kinaesthetic Learning





## Activity: Making a game

### What you need:

Paper, pencil, colouring pencils

### What to do:

- Draw 6 big squares on a piece of paper and then cut out each square
- On one side write the name of a minibeast (you can draw it too)
- Then on the other side write a sentence about that minibeast.
- Make sure that you use joining words to include more detail e.g.

I can move really quickly **because** I have eight legs.

Once you've done six, test your family or face time friends and see how many they can guess.



# PE

Check out Gavin and Jo's GLK PE and Gymnastics Youtube channel

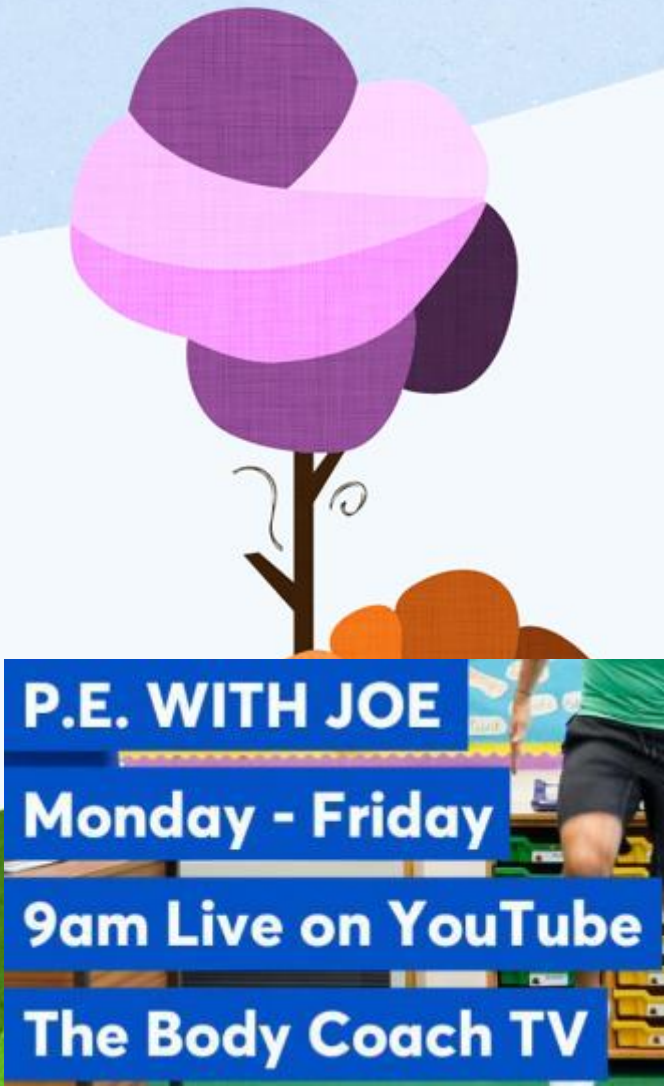
GLK Academies-

<https://www.youtube.com/channel/UCvg-J-wytdOdnMSo6xVgHbA?safe=true>

Wanting PE daily?

9am PE with Joe Wicks

<https://www.youtube.com/thebodycoachtv>







See you tomorrow

Love

Mrs Thornely

