

Good morning Kelmarsh,

It has been another glorious day so I hope you have been playing in the garden after your school work.

After half term, in Science we will be moving onto habitats ... so start hunting around your garden and see what mini-beasts you can find. Remember to be gentle with them!

Hoping you are all keeping well.

Love Mrs Thornely

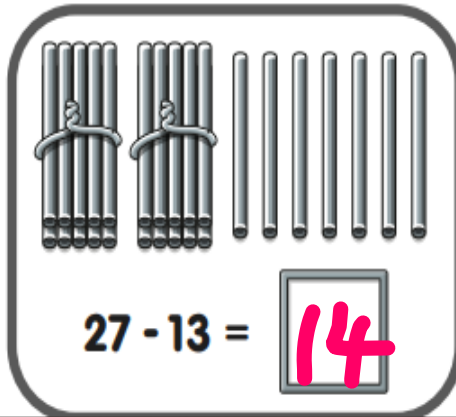
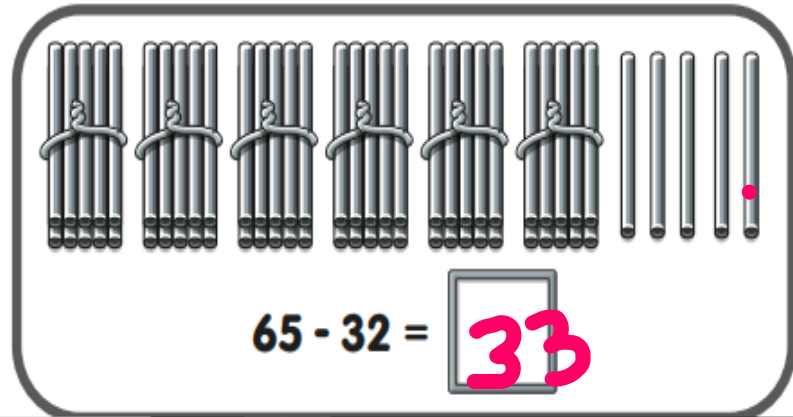
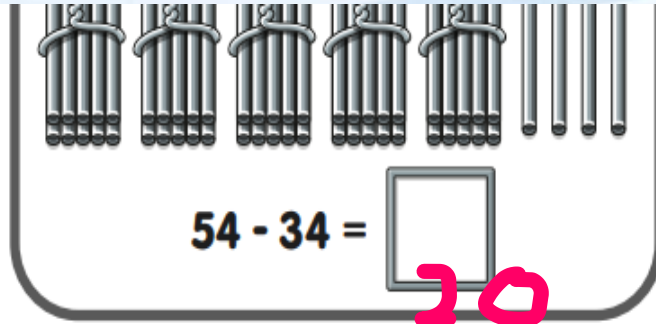
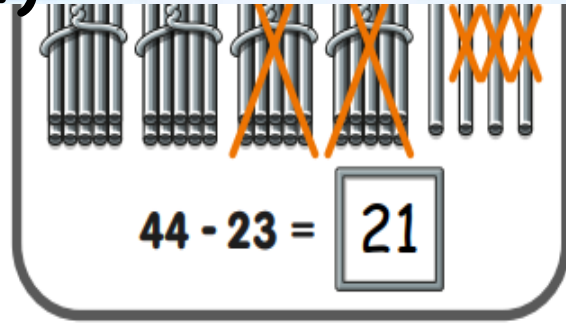


Joke corner

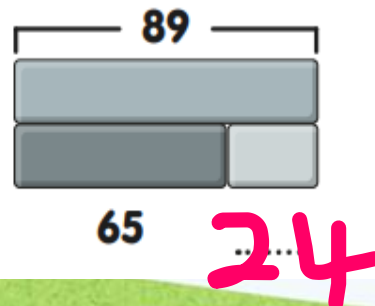
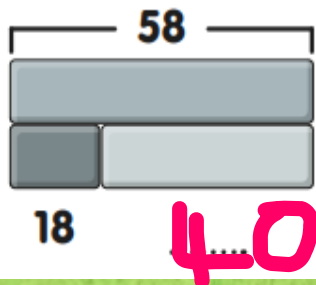
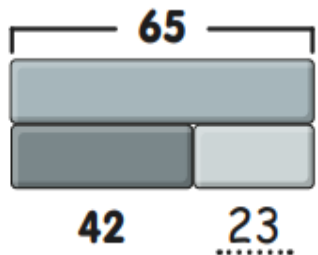
*What did one tomato say to the other that was lagging behind?
Ketchup!*

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

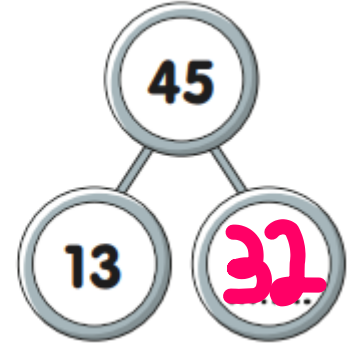
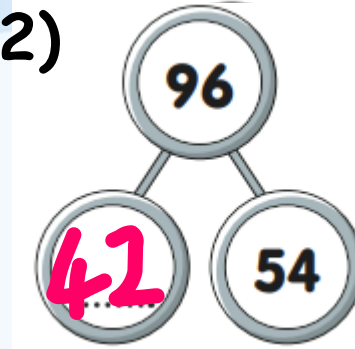
1)



3)



2)

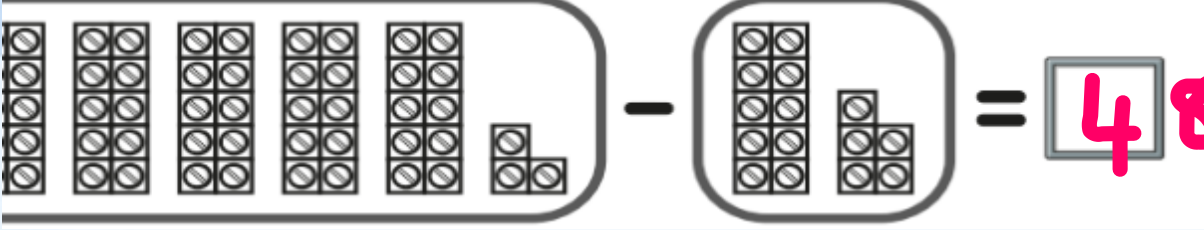


4) $56 - 30 = \boxed{26}$

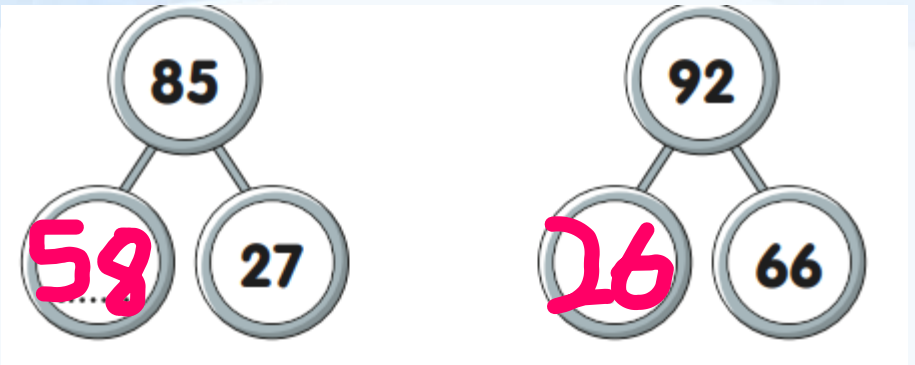
$86 - 73 = \boxed{13}$

$79 - 39 = \boxed{40}$

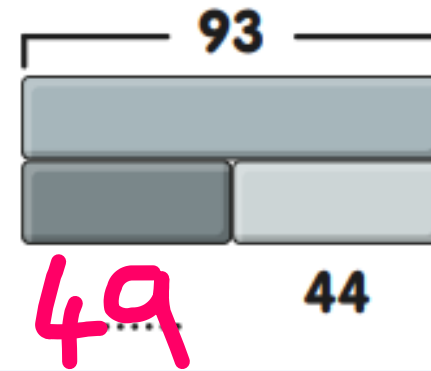
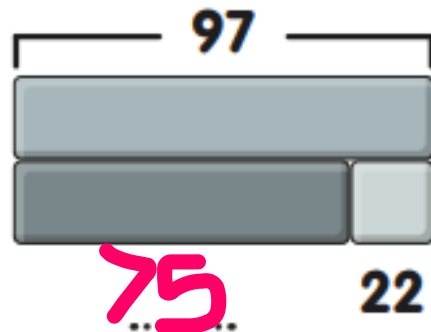
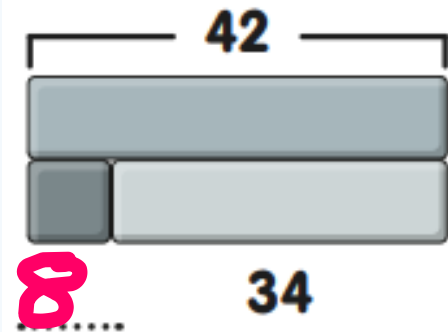
Maths L.O. Can I review subtracting 2 digit numbers together? (that do cross tens)

1)  $63 - 15 = 48$

2)



3)



4)

$$82 - 25 = 57$$

$$63 - 36 = 27$$

$$93 - 59 = 34$$

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.

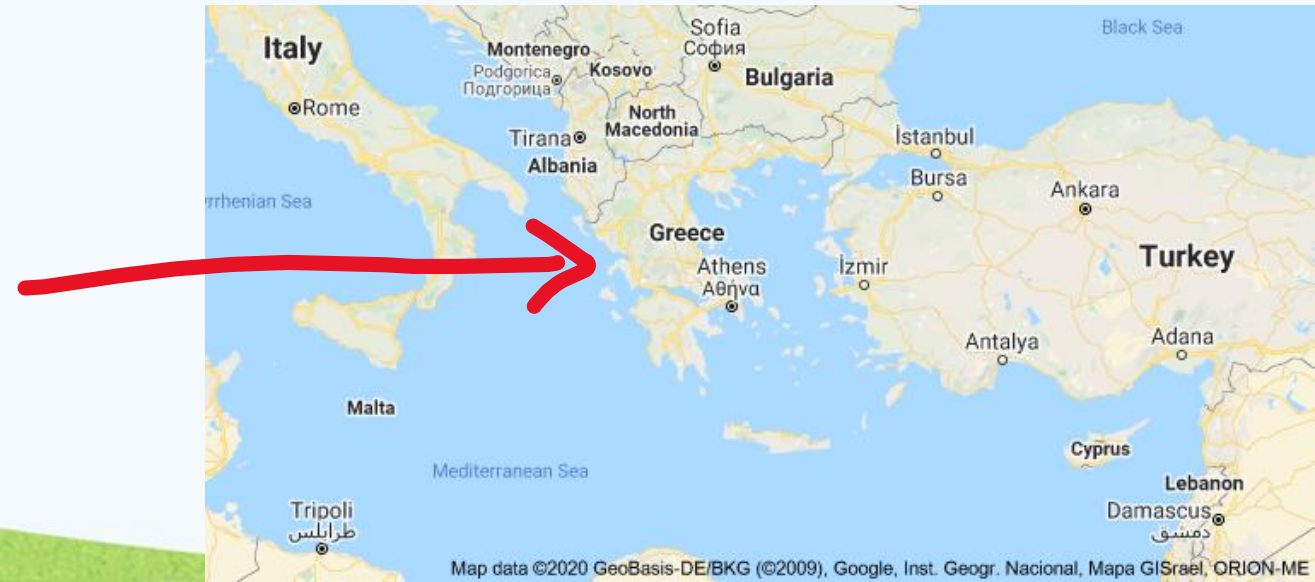
Welcome to Kelmarsh Online

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	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 ...*





Book Talk

Please print the PDF for today's Book Talk.

It is a 60 second read on, 'What plants need to grow' activity card.

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)

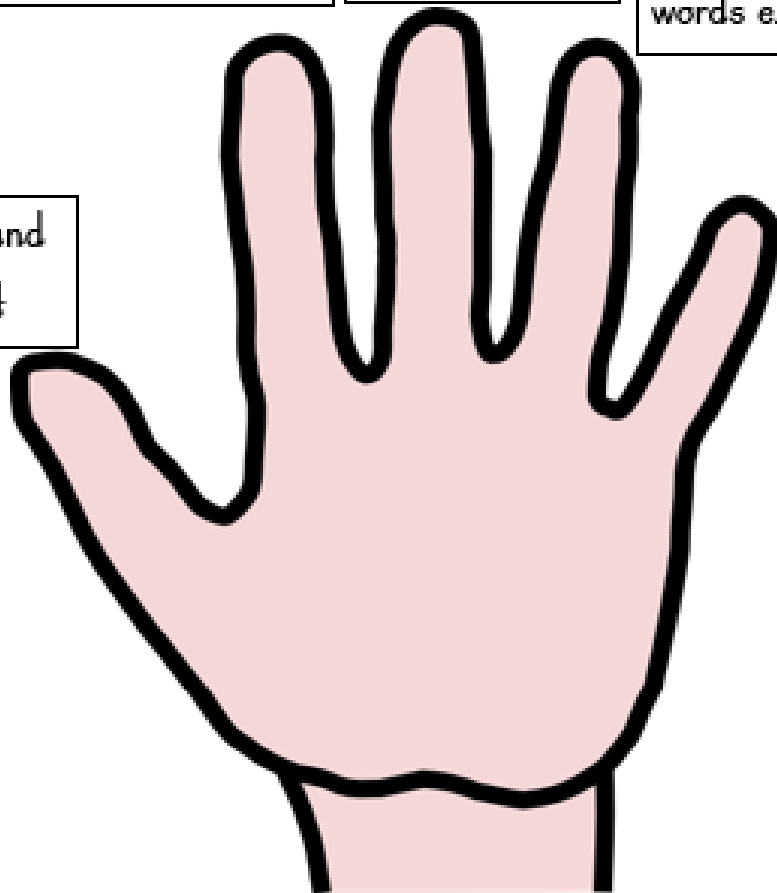
Decoding



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

Words within words e.g. glove

Sound it



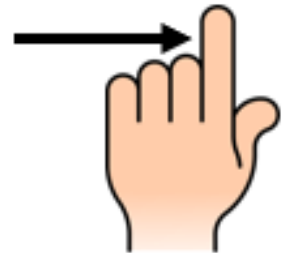
Does it make sense in the sentence?

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	Definition	Word class
nutrients	<p>Something in food that helps people, animals, and plants live and grow.</p> <p><i>If you don't get enough nutrients, you may become sick.</i></p>	noun
germinate	To start to grow.	verb
germination	The condition of a seed starting to grow	noun
sprout	To start to grow.	verb
flimsy	Not solid or strong but weak.	adjective
fragile	Easily broken/ delicate	adjective
survive	To continue to live.	verb

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

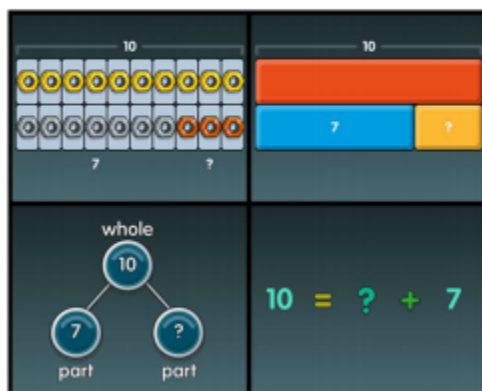
In Story Mode, the emphasis is on mathematical concepts and is underpinned by a mastery approach to teaching. Story Mode features visual representations, procedural variation, exposure to different calculation strategies and interleaved material all in very carefully sequenced order.

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



Star words



bar model

addition

subtraction

quarters



three quarters

groups of

word problems



$$0 \times 2 = 0$$

$$1 \times 2 = 2$$

$$2 \times 2 = 4$$

$$3 \times 2 = 6$$

$$4 \times 2 = 8$$

$$5 \times 2 = 10$$

$$6 \times 2 = 12$$

$$7 \times 2 = 14$$

$$8 \times 2 = 16$$

$$9 \times 2 = 18$$

$$10 \times 2 = 20$$

$$11 \times 2 = 22$$

$$12 \times 2 = 24$$

$$0 \times 10 = 0$$

$$1 \times 10 = 10$$

$$2 \times 10 = 20$$

$$3 \times 10 = 30$$

$$4 \times 10 = 40$$

$$5 \times 10 = 50$$

$$6 \times 10 = 60$$

$$7 \times 10 = 70$$

$$8 \times 10 = 80$$

$$9 \times 10 = 90$$

$$10 \times 10 = 100$$

$$11 \times 10 = 110$$

$$12 \times 10 = 120$$

$$0 \times 5 = 0$$

$$1 \times 5 = 5$$

$$2 \times 5 = 10$$

$$3 \times 5 = 15$$

$$4 \times 5 = 20$$

$$5 \times 5 = 25$$

$$6 \times 5 = 30$$

$$7 \times 5 = 35$$

$$8 \times 5 = 40$$

$$9 \times 5 = 45$$

$$10 \times 5 = 50$$

$$11 \times 5 = 55$$

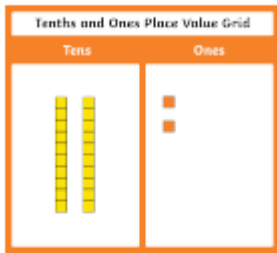
$$12 \times 5 = 60$$

Chant the
tables ...

What are word problems and how do I solve them?

Word problems are maths number stories that need to be read carefully, understood and then calculated. What can help use to help you solve word problems?

I can use a
place value
grid



twinkl

I can use a
number line
 $3 + 5 = 8$



I can make
a number
sentence



I can use tally
marks



twinkl

I can count
back
 $8 - 5 = 3$



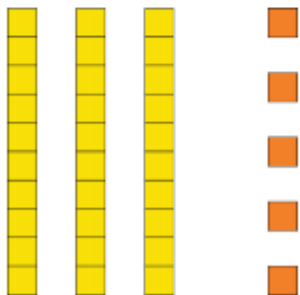
twinkl

I can use
counting
apparatus



twinkl

I can use
base 10



twinkl

I can use
mental maths

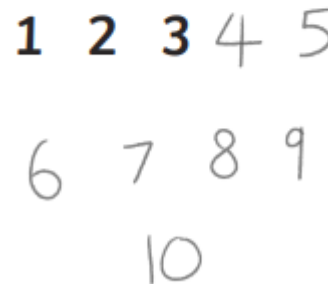


I can draw a
picture



twinkl

I can count on



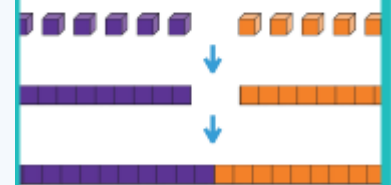
twinkl

I can count in
groups
 $4 + 4 + 4 = 12$



twinkl

I can use the
bar model



twinkl

Wednesday Word Challenge

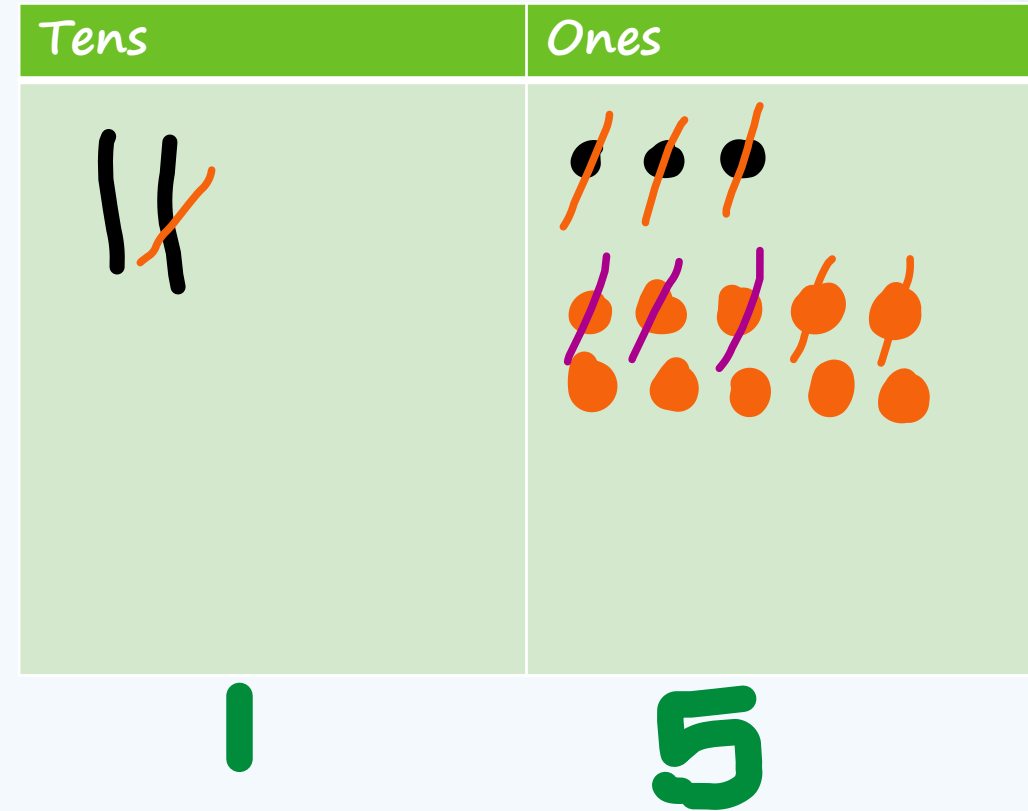
Model

There are 23 pencils.

5 pencils are removed by Ffion.

3 pencils are removed by Ella-Rose.

How many pencils are left in the holder.



There are 15 pencils left.

Wednesday Word Challenge

Guided

Alfie buys a lolly for 8p.

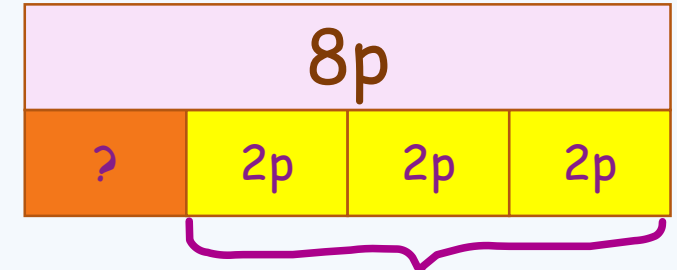
His Dad pays for three quarters of his lolly.

How much did Alfie pay?

Alfie paid 2p

Mrs T's Top Tip

A quarter is 1 of 4 parts. Remember in PE we jumped a quarter of a turn. If we faced the front, when we jumped 4 quarters we faced the front again.



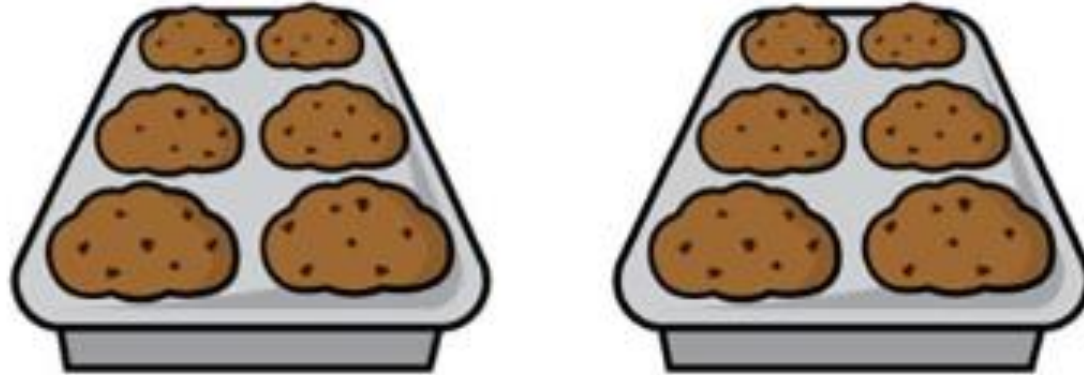
Alfie's Dad paid 6p

Wednesday Word Challenge

Practise

Challenge 1

Eric bakes these two trays of muffins.



He eats 2 muffins.

His dad eats 3 muffins.

His sister eats 4 muffins.

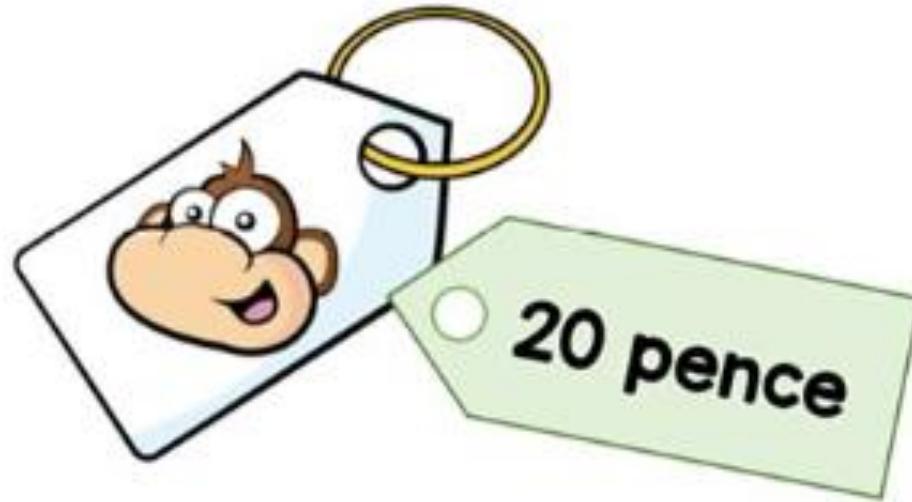
How many muffins does he have left?

Wednesday Word Challenge

Practise

Challenge 2

Lola buys this key ring.



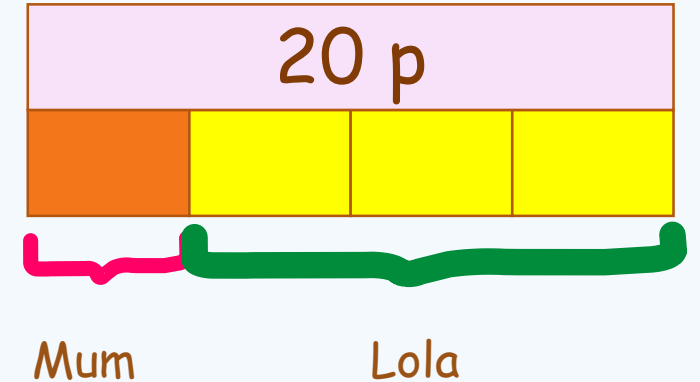
Her mum gives a quarter of the money.

She pays for the rest herself.

How much does she pay herself?

Mrs T's Top Tip

A quarter is 1 of 4 parts. Remember in PE we jumped a quarter of a turn. If we faced the front, when we jumped 4 quarters we faced the front again.



Wednesday Word Challenge

Practise

Challenge 3



This year my age
is a multiple of 4



Next year my
age will be a
multiple of 5



I'm older than
18, but younger
than 42

How old is the teacher?

Mrs Ts Top Tips

Multiplies of 4 = steps of 4
from 0 e.g.
0, 4, 8, 12, 16, 20, 24

Multiplies of 5 = steps of 5
from 0 e.g.
0, 5, 10, 15, 20

older = bigger age when
comparing

younger = smaller age when
comparing

Maths – Can I solve word problems?

Want more practise in adding and subtracting?

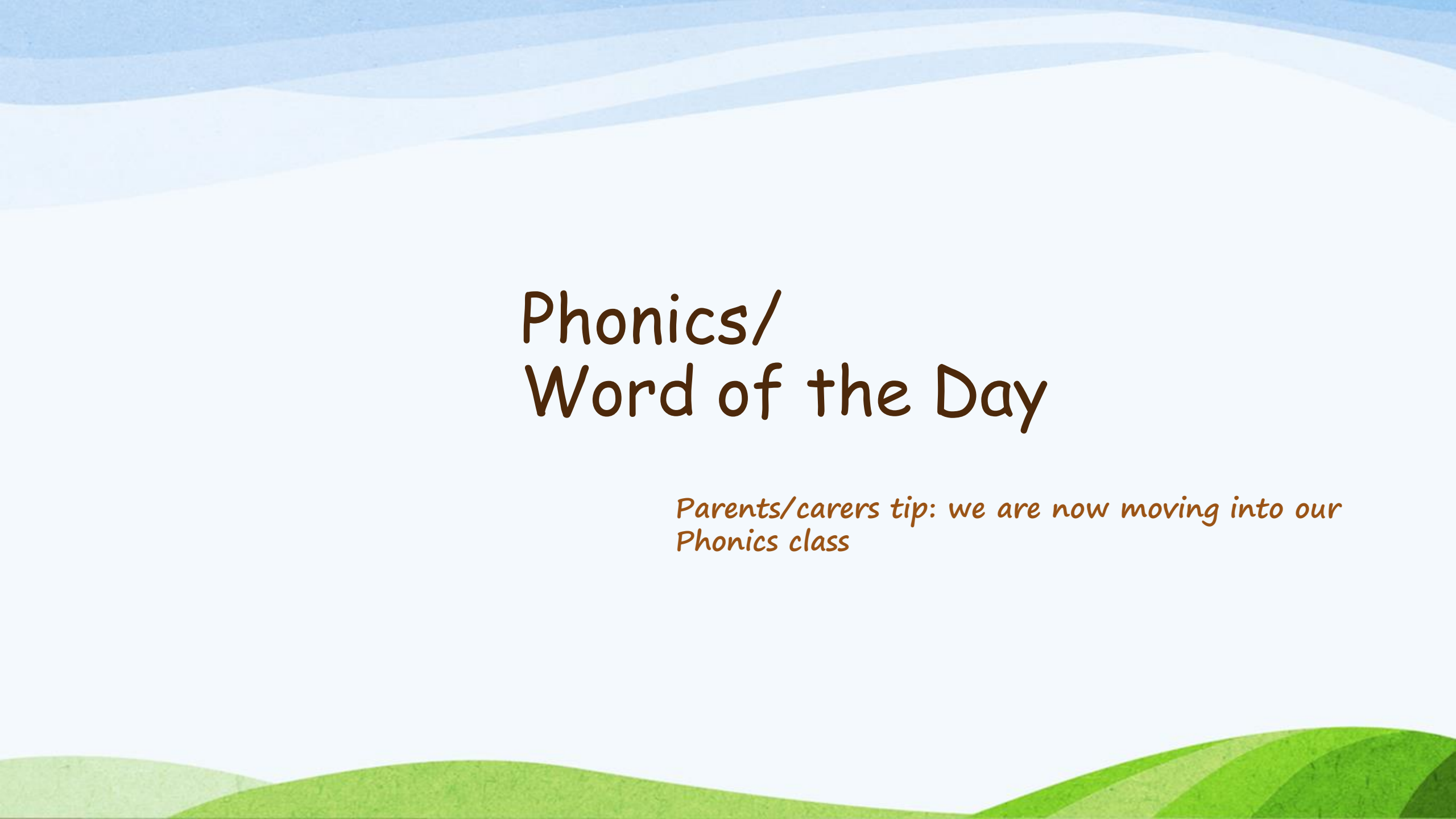
Play

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:






Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases.

Adult says the phoneme and child writes it down.

Where children know more than one grapheme for each phoneme, encourage them to write them all down

<https://new.phonicsplay.co.uk/resources/phase/5/flashcards-speed-trials>

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

Practise - 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

Apply - Read these sentences with the -oa digraph
(2 letters one sound)

The old toast is as hard as stone.

Same sound different spelling

Apply - Read these sentences with the -oa digraph
(2 letters one sound)

Will you moan if your phone is thrown
out of the window?

Same sound different spelling

Apply - Read these sentences with the -oa digraph
(2 letters one sound)

Will a bad throat or a bad toe make
you croak?

Same sound different spelling

Word of the day - revision

Mrs Maloney

whole

Mrs Thornely

after

Take a break!





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

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

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

Learn

Watch this short video to find out about coordinating conjunctions.



Conjunctions are also known as joining words.

Review



Joining words, or conjunctions, are words like **and**, **because**, **if** and **when**.

We can use them to link two ideas together. For example:

We will need a net and we will need a box too.

A good thing about the joining words **because**, **if** and **when**, is that we can use them at the beginning or in the middle of a sentence. For example:

- **You will need to be prepared because your monster might try to escape.**
- **Because your monster might try to escape, you will need to be prepared.**

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

Practise - Activity one

Do these sentences have conjunctions? Read each one carefully.

Thumbs up if it has. Thumbs down if it hasn't .

Click **enter** to see if you were correct.



- We need to go now if we want to be on time. ✓
- The dog loved running really fast on the field. ✗
- Because you're were well behaved, you can have a reward.
- See how high you can jump in the air.
- That cat is always eating because it's always hungry.
- It's been raining all day long.
- When I get home, I'm going to have some food and play my games.
- If I see you, I will say hello.

Practise Answers



- We need to go now **if** we want to be on time. ✓
- The dog loved running really fast on the field. ✗
- **Because** you're were well behaved, you can have a reward. ✓
- See how high you can jump in the air. ✗
- That cat is always eating **because** it's always hungry. ✓
- It's been raining all day long. ✗
- **When** I get home, I'm going to have some food and play my games. ✓
- **If** I see you, I will say hello. ✓

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

Practise - Activity 2

Play

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



Highlight the two coordinating conjunctions in the text.

The robot is huge and he drinks water
from the canal.

The robot is peeing into the canal so the
water is rising.

0/2

Check



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

Practise

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

Listen to the story about Nelly the Monster Sitter
by Kes Gray.

Listen to it a couple of times if you need to.

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

Practise. Activity three:

Think back to the story in the video.

Imagine you are teaching someone how to be a Monster Sitter. Write a list of equipment a Monster Sitter will need and then write some instructions outlining what they must do.

You'll need to:

- Make sure your instructions are clear by numbering them.
- Use capital letters at the start of each sentence and a full stop at the end.
- Use multiple conjunctions in your instructions. These can be **and**, **because**, **if** and **when**. For example: **You will need to cook the monster its food because it will be hungry. If you don't cook its food, it will get grumpy.**

Have fun writing it. Will it make our wall of fame?

How to be a Monster Sitter

You will need:

*

*

What to do:

1)

2)

Success Criteria

- ✓ Sub-heading - *You will need:*
- ✓ Equipment list
- ✓ Leave a space
- ✓ Sub-heading - *What to do:*
- ✓ Numbered command sentences using the conjunction **and but so because if when so**
- ✓ **Capital letter** and **full stop** for each sentence
- ✓ Neat handwriting, bumps and flicks

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!)



Take a break!
Have lunch!



Science -Plants





Star words

seed

bulb

root

stem

leaves

flower

Revision on what we have learnt about plants this term

<https://www.bbc.co.uk/bitesize/articles/zrh8wty>

Watch

Learn

Plants are everywhere, you can find them in some homes, in parks, in gardens and in the countryside.

In this short animation learn about the parts of a plant.



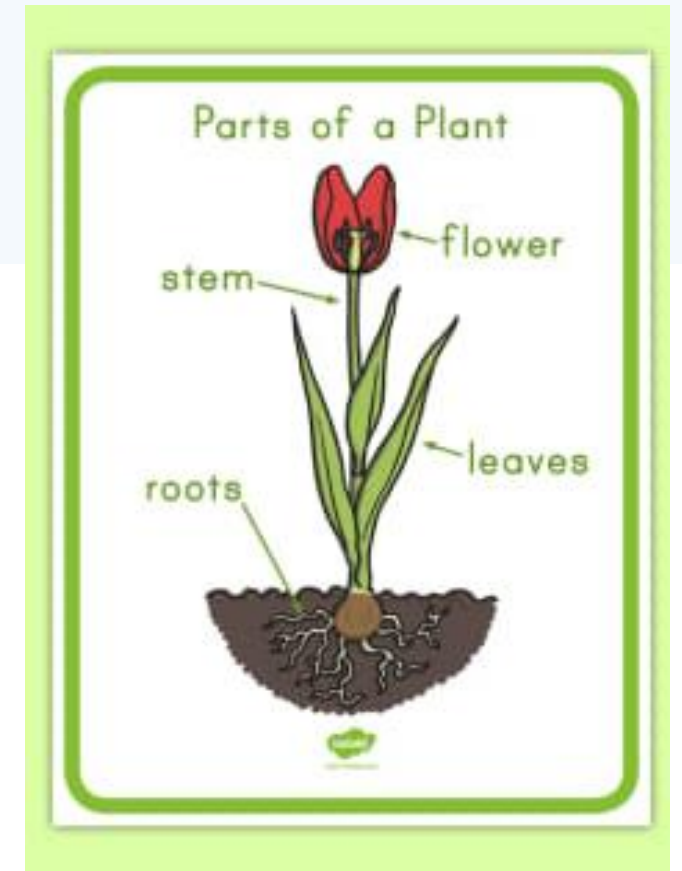
Revision on what we have learnt about plants this term

Read

Plants have three important parts.

The roots, the stem and the leaves:

- the roots keep the plant in the ground and hold it up
- the stem holds up the plant
- the leaves take in the sunshine



Revision on what we have learnt about plants this term

Read



Plants start out as seeds. The seeds come from the flower part of a plant.

Some seeds glide, float or spin far through the air, some burst open and fling the seeds far away.

Some seeds have little hooks that allow them to get stuck onto animals, move for miles and drop off.

Some plants produce tasty fruit that an animal will eat and transport somewhere else.

Revision on what we have learnt about plants this term

<https://www.bbc.co.uk/bitesize/articles/zrh8wty>

Watch

Watch this short film to find out more about the structure of a plant and why different parts of it are important.



Find out more at Ivy's plant shop

Revision on what we have learnt about plants this term

<https://www.bbc.co.uk/bitesize/articles/zrh8wty>

Quiz

What
was
your
score
out of 5

Activity 1

Quiz

Have a go at this quick quiz about plants:



Quiz

What are the parts of a plant? Quiz

Test your knowledge of the parts of a plant with this quiz.

Play

After half term we will be moving onto habitats

But don't forget to keep sending photos of your plants.

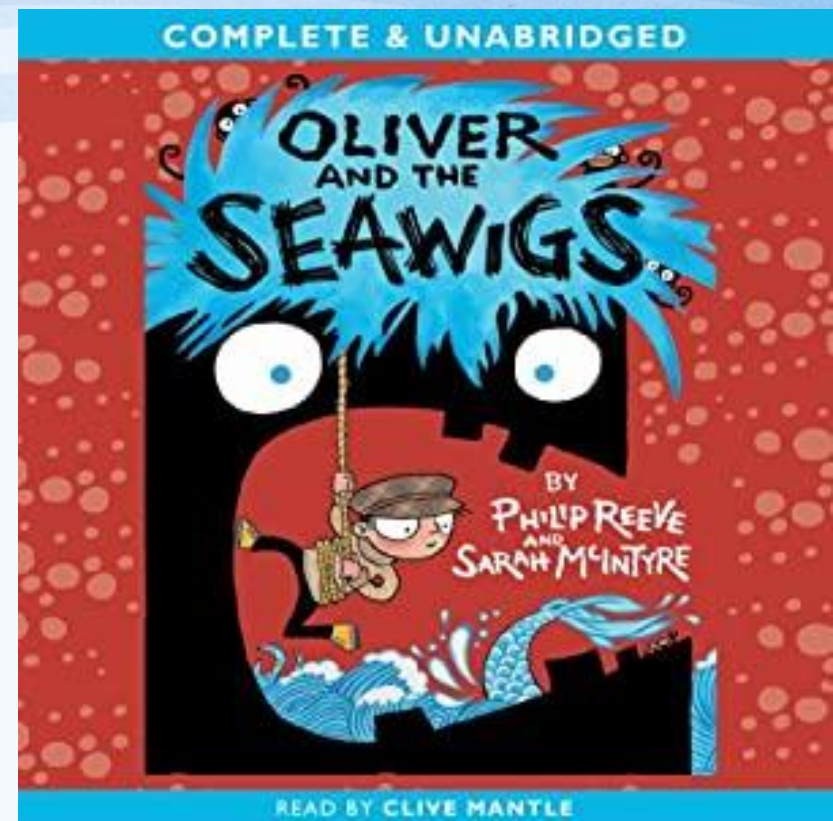
Story Time



Audio Story Time
Oliver and the Seawigs
By Philip Reeve Part 3

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



Move Along Please

Thinking skills: evaluation

Subject link: Design and Technology

What you need:

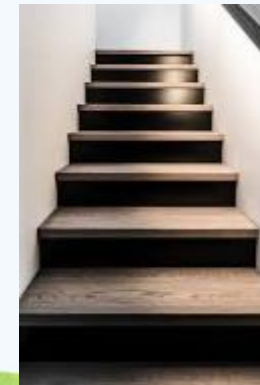
Paper, pencil, colouring pencils

What to do:

- On the next slide, get family to look at the photos of items that were designed and built to help people travel.
- Each child must pick two items, with something in common e.g. escalators and stairs go both up and down.
- Share a selection of the choices
- Ask them to think of a situation when one of their items is more useful than the other. E.g. stairs are better than an escalator when there's a power cut.
- Ask them to think of a situation when other items would be preferred. E.g. An escalator is better when someone has a broken leg.
- Now try this: Try with three items with something in common and then compare them. When would each be preferred?



Move Along Please



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

