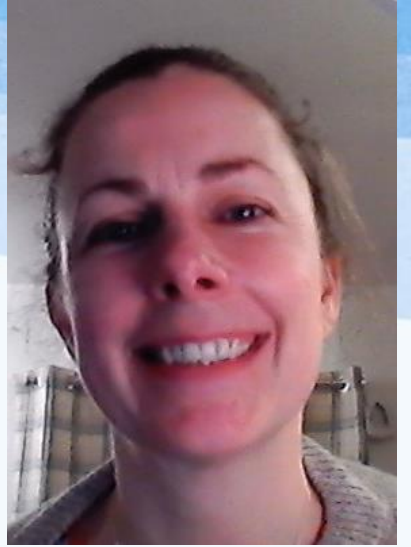


Welcome to Kelmarsh Online



dohb reyah oo trah

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



Today's Timetable	Kelmarsh
Lesson 1	Book Talk
Lesson 2	Maths
Break	
Lesson 3	Phonics/ Word of the Day
Lesson 4	English
Break	Phonics/ Word of the Day
Lesson 4	English
Break/ Lunch	
Lesson 5	PE
Lesson 6	Zippy (Personal, Social, Health Education)

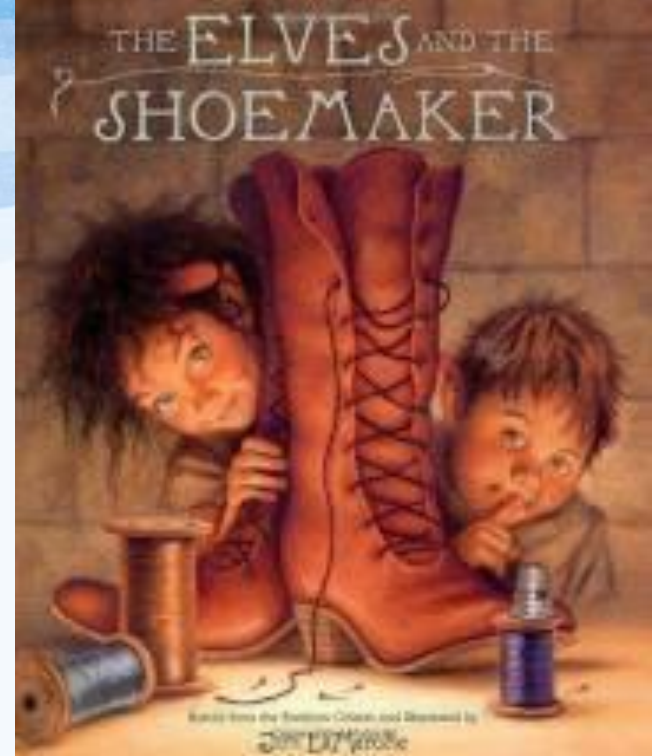
*Parents/carers tip:
this follows our
typical daily
timetable*



Book Talk

The Elves and the Shoemaker

By Jim LaMarche (Retold from the Brothers Grimm)



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

Reading Skills Key Stage 1



Predict



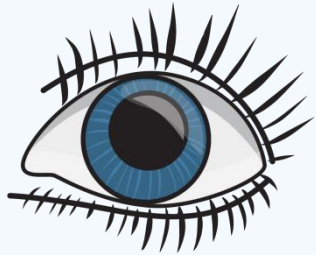
Retrieve



Sequence



Infer



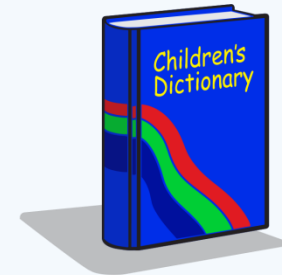
Visualise



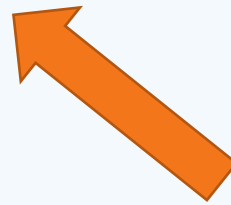
Clarify



Question



Vocabulary



Decoding

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

Book Talk	Word	Definition	Word class
Parents, carers,	leather	Material made from the skin of an animal by removing the hair and tanning. Leather is used for making shoes, jackets, luggage, and many other things	Noun/ adjective
These are key words in the text that the children might find tricky to read or unsure of the meaning. I normally read the word and get the children to echo. I then tell them the meaning and put it in a sentence to make it sense for them. We then talk about the word class (right hand column)	couple	two people who are together by marriage or by being in a romantic relationship.	Noun
	flabbergasted	Another word for shocked.	Verb
	stare	to look in a steady, fixed way, with the eyes open wide.	Verb
	dandy	finely dressed gentleman	Noun
	Magnificent	Another word for splendid	Adjective
Vocabulary			

Handy hints for word reading

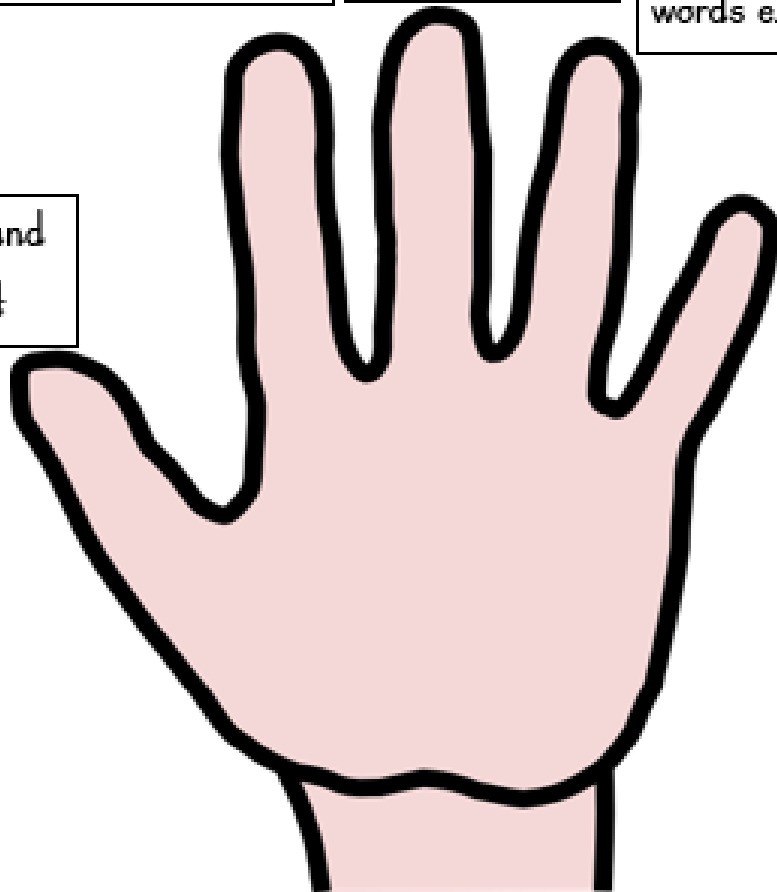
Look for digraphs (two letter strings e.g. sh- th) and trigraphs (three letter string e.g. -ing -lch)

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

Words within words e.g. glove

Sound it

Does it make sense in the sentence?



Decoding



Reading the text

Parents/carers,

In class we split into ability groups and take it in turns to read the text – using the handy hints help us decode tricky words.

One group always has an adult with them. Here, the adult will model reading the text on day one. Then on day two the children will begin to read the text with the adult supporting. Your child will know if they usually work with Mrs Maloney during book talk.

I normally change the text every two to three days but the questions will differ daily. Re-reading the same text encourages confidence, fluency and expression.

There was once a good shoemaker who, through a spell of bad luck, had become very poor. Finally, he had just enough leather to make one last pair of shoes.

"Still, it's a fine piece of leather," said his wife, "as soft as butter, yet as strong as your hands."

"Tonight, dear wife, I will cut the leather," said the shoemaker, "and first thing in the morning I will sew the shoes."

The next morning, when the couple went into the workshop, they were flabbergasted by what they found. There on the worktable stood two shoes - perfectly finished, not a stitch out of place.

"But ... but who? How?" spluttered the shoemaker. His wife could only stare. Just then a dandy gentleman came into the shop. "What magnificent shoes. Please, I must try them on," he said.

The shoes fitted perfectly. It was as if they had been made just for him. He was so pleased that he paid double the price. Now the shoemaker had enough money to buy leather for two more pairs of shoes.



Retrieve

Why had the shoemaker
become poor?

The shoemaker had
become poor because ...



Retrieve

The next morning, when the couple went into the workshop, they were flabbergasted by what they found.

Why were the couple shocked?

The couple were shocked because ...



Retrieve

How did the gentleman
feel when he tried on the
shoes?

The gentleman felt ...
because ...

A stylized landscape illustration featuring rolling green hills in the foreground, a small tree with a brown trunk and purple and pink foliage on the left, and blue and white wavy hills in the background under a blue sky.

Maths


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


Maths Warm up: Counting forwards and backwards fluently to 10


COUNTING


Counting up
As you count up, each number you say is worth more than the last. Counting forwards is another way of saying counting up.


Here are the numbers from one to ten. Each row has one more thing in it than the row above.


1 one 


2 two 


3 three 


4 four 


5 five 

6 six 

7 seven 

8 eight 


9 nine 


10 ten 


COUNTING


Counting down
As you count down, each number you say is worth less than the last. Counting backwards is another way of saying counting down.


Here are the numbers from ten to one. Each row has one thing fewer in it than the row above.


10 ten 


9 nine 


8 eight 


7 seven 


6 six 

5 five 

4 four 

3 three 

2 two 

1 one 

Revisiting and improving

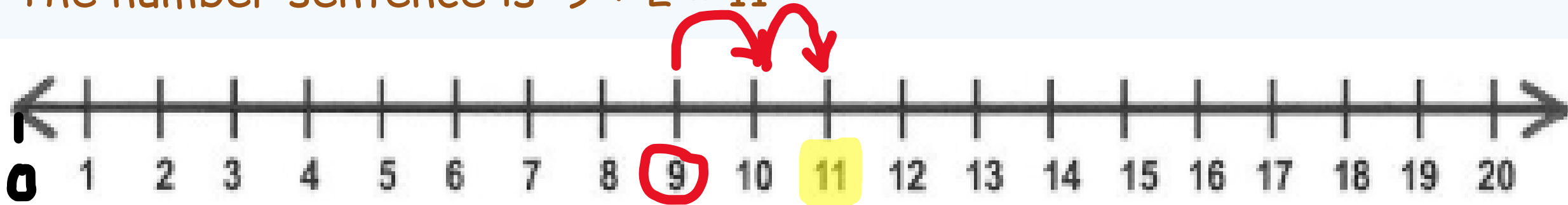
L.O. Can I add and subtract numbers to 20

Model: What we should know!

When you count on from a number, you start on that number and count forward.

When you count on 2 from 9, you start on 9 and you land on 11.
Counting on is adding. We use this symbol +

The number sentence is $9 + 2 = 11$



Practise: In your home-learning book, try and solve these. Use a ruler and your finger if you're not secure on your number facts yet. Remember to write the whole number sentence.

1) $8 + 3 =$

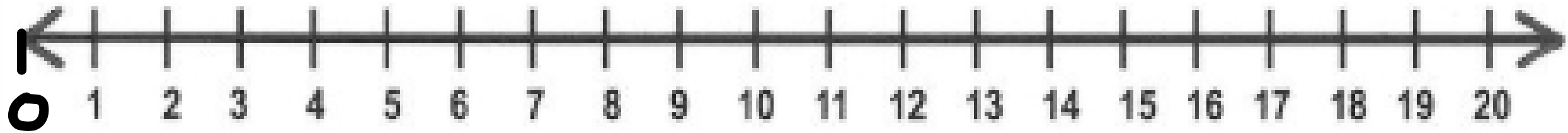
4) $6 + 8 =$

2) $6 + 5 =$

5) $9 + 8 =$

3) $10 + 7 =$

6) $0 + 12 =$



Revisiting and improving

L.O. Can I add and subtract numbers to 20

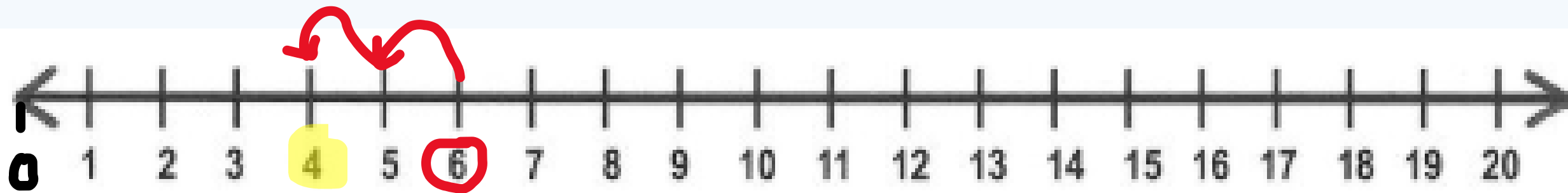
Model: What we should know!

When you back from a number, you start on that number and count backwards

When you count back 2 from 6, you land on 4.

Counting back is subtracting. We use this symbol -

The number sentence is $6 - 2 = 4$



Maths **Practise:** In your home-learning book, try and solve these. Use a ruler and your finger if you're not secure on your number facts yet. Remember to write the whole number sentence.

1) $15 - 2 =$

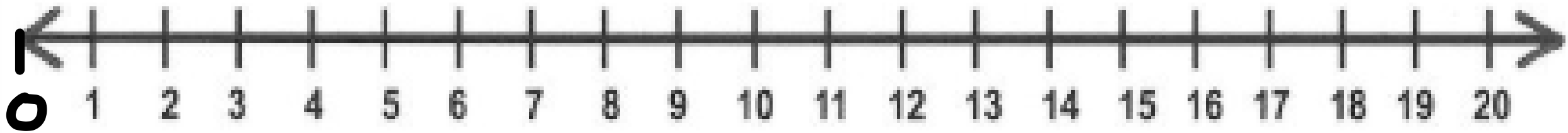
4) $12 - 6 =$

2) $10 - 9 =$

5) $8 - 3 =$

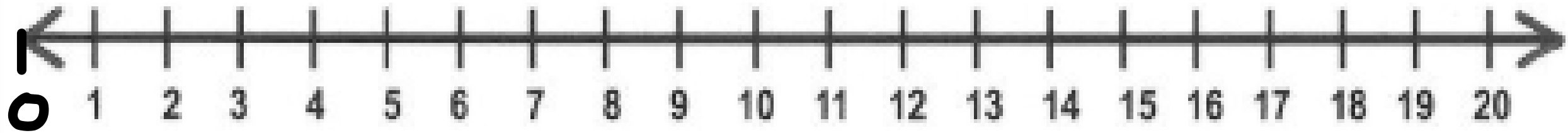
3) $20 - 10 =$

6) $16 - 10 =$

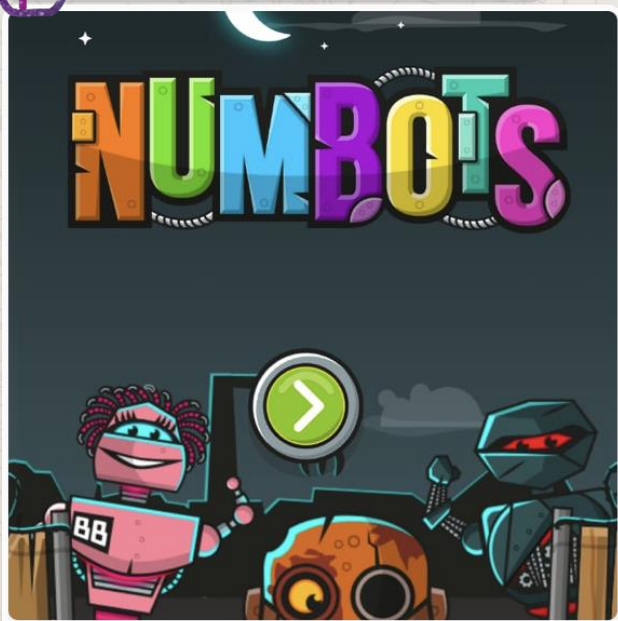


Maths **Apply:** Using the three numbers given in each group, make two addition sentences and two subtraction sentences (like those in the first column on the left).

4 8 12	5 15 10	9 9 0
$4 + 8 = 12$ $8 + 4 = 12$ $12 - 8 = 4$ $12 - 4 = 8$		

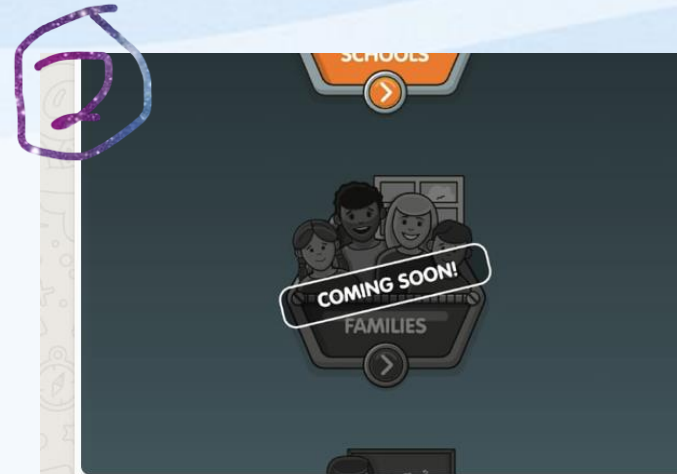


More practise? Down load the App Numbots



Click on green circle

14:02



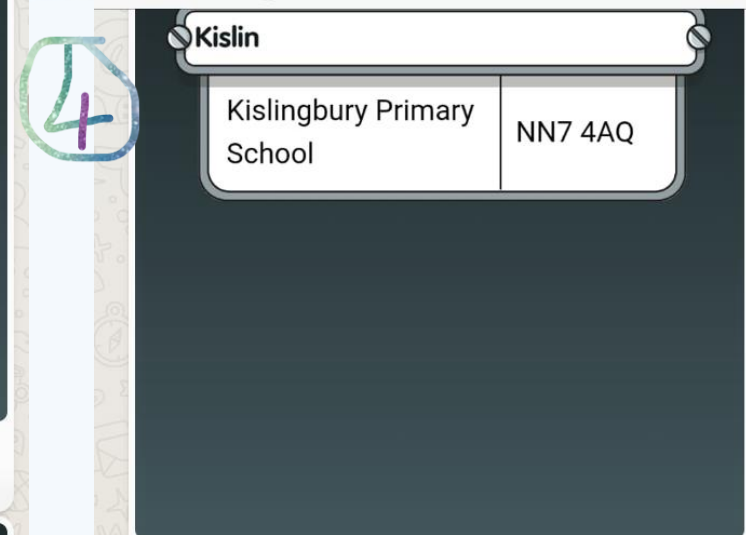
Select schools

14:02



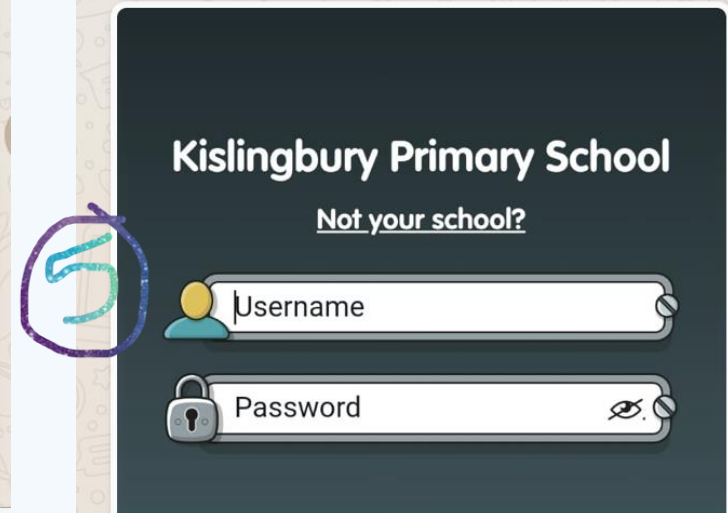
Select pupils

14:02



Type school name and click on school name


14:03



Parent /carer tip: usernames and passwords were sent home in home-learning plastic wallet



Take a break!



Phonics/ Word of the Day

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

Due to popular demand Geraldine!

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

Lesson Objective: Can I read the '-ea' digraph?

Digraph - 2 letters 1 sound

(Parents/ carers tip: read and ask child to echo the text above in red – a digraph is 2 letters that make one unit of sound)

L.O. Can I say the alternative pronunciations for the -ea digraph?

(Parents/ carers – read and ask child to echo)

Same spelling different sounds

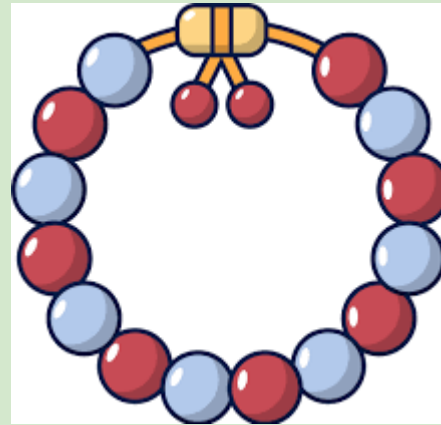
-ea

head



- ea

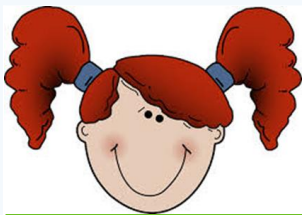
bead



Same spelling different sounds

In your home-learning book, sort these words

*sea, deaf, meat, treat, bread, steam, repeat,
head, instead, feather*



-ea

- ea



(Parents/ carers tip: the children have been taught this skill – you help children with definitions)

Same spelling different sounds

Read these sentences



-ea

- ea



Is bread a treat or do you dread it?

Same spelling different sounds

Read these sentences



-ea

- ea



Will a deaf cat bleat to get treats?

Same spelling different sounds

Read these sentences



-ea

- ea



Can reading a book freak you out?

Word of the day

Mrs Maloney's	Mrs Thornely's
after	scary

After phonics, we have English.

The film was scary.

Parent / carer tip: your child need to learn the spelling of the group they normally work in (Mrs Maloney or Mrs Thornely)



Parents/carers tip: Phonics play is free for everyone at the moment – please use the details below to log into the system if you want your child to do extra phonics practise.

- <https://www.phonicsplay.co.uk/>

Coronavirus Update

In response to the ongoing situation, we have decided to make PhonicsPlay free to use during this period. Children can use the site at home without their parents needing to subscribe. To access our resources all you need to do is log on using the following details

Username: march20 Password: home

We are currently very close to completing a new version of the PhonicsPlay site that is accessible on all phones and tablets. We will therefore also ensure that it is possible for users to freely access this new version of the site (with apologies in advance for any areas of the site that are not yet fully finished or double checked). The site can be accessed here: [**new.phonicsplay.co.uk**](https://www.new.phonicsplay.co.uk).

Our aim to ensure that existing subscribers aren't disadvantaged and will seek to make sure that after the school closures are over and the site returns to normal, that existing subscribers have additional time added to their subscription.

If you haven't already discovered [**www.phonicsplaycomics.co.uk**](https://www.phonicsplaycomics.co.uk) you may also find these free decodable comics useful at a time when you can't physically exchange your children's decodable reading books.

We wish you good health and all the very best at this stressful time.

A stylized landscape illustration featuring rolling green hills in the foreground, a small tree with a brown trunk and purple and pink foliage on the left, and blue and white wavy hills in the background under a blue sky.

English

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

Model: What we should know!

Nouns are the names of people, place and things

girl



teddy



school



cake

Learn: Write the following in your home learning book and draw pictures

Nouns are the names of people, place and things

girl



teddy



school



cake

Apply: Read the words below. Some are nouns. Tell your adult which are the nouns. Write the nouns down in your home-learning book and draw a picture of them.

book

slow

pretty

table

hamster

under

slowly

boy

pencil

Recap: What is a noun?

*(Parents/ carers – help children learn the definition.
Get them to spot nouns around the house)*

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 Jo Wickes

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



P.E. WITH JOE

Monday - Friday

9am Live on YouTube

The Body Coach TV

PSHE



Zippy has asked you to draw a large circle in your busy book. This is your happiness bubble.

Zippy wants you to draw things that make you happy inside it.

In Millie's, she would draw her family, playing outside, cooking, listening to music and cuddling her favourite teddy.

Talk to your adult about what you have drawn in your happiness bubble. Next time you are sad or angry, cup your hands, blow an imaginary bubble until it is so large that you can step inside it. Spend sometime thinking of all those happy moments to help you feel better.



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



What to do:



- Ask what a syllable is
- Explain that a syllable is like a beat in music. For example, Victoria has four syllables. Vic-tor-i-a Ben has one syllable.
- Practise saying your name. Clap the beat at the same time.
- Ask them to take it in turns to say a name. Start with names in your family.
- The other person claps out the syllables
- The adult writes the word and the number of syllables down
- What do you notice?

Now try this:

- Repeat and say the names of instruments, taking it in turn to clap out the syllables and write the name and the number down.
- E.g. drums (1) saz-a-phone (3)





Hope you have
enjoyed today!

Miss you already!

I'll be back
tomorrow!