



Hello all,

I have just got in from a day of looking after Key Worker's children at Collingtree Primary School. I was in EYFS today, so I have been a giant (from Jack and the Beanstalk), a pirate trying to steal treasure from sailors following a treasure map and a customer at a jewellery store. My pasta necklace that was made for me is worth a lot of money on eBay right now!!!

I missed my Kelmarsh Secret Agents though, and wondered how you have all got on today!

If you were struggling to see the daily PowerPoints because you were using a mobile phone, tell parents that I have also saved them on PDF's so that you can see them too.

I will start today's PPT with Maths answers from yesterday, so that parents/ children can mark yesterday's work and 'fix pinks' (have another look and try and see where they went wrong).



$$1) \quad 8 + 3 = 11$$

$$2) \quad 6 + 5 = 11$$

$$3) \quad 10 + 7 = 17$$

$$1) \quad 15 - 2 = 13$$

$$2) \quad 10 - 9 = 1$$

$$3) \quad 20 - 10 = 10$$

$$4) \quad 6 + 8 = 14$$

$$5) \quad 9 + 8 = 17$$

$$6) \quad 0 + 12 = 12$$

$$4) \quad 12 - 6 = 6$$

$$5) \quad 8 - 3 = 5$$

$$6) \quad 16 - 10 = 6$$

Parents/ carers
Yesterday's maths answers

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

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	Spelling Test/ Book Talk
Lesson 2	Maths
Break	
Lesson 3	Phonics/ Word of the Day
Lesson 4	English
Break/ Lunch	
Lesson 5	Art

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

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



Spelling Test

Ask your parent/ carer to test you on the following words (Remember, my group do both sets)

Mrs Maloney's Words

pretty

beautiful

after

Mrs Thornely's Words

turkey

chimney

valley

nothing

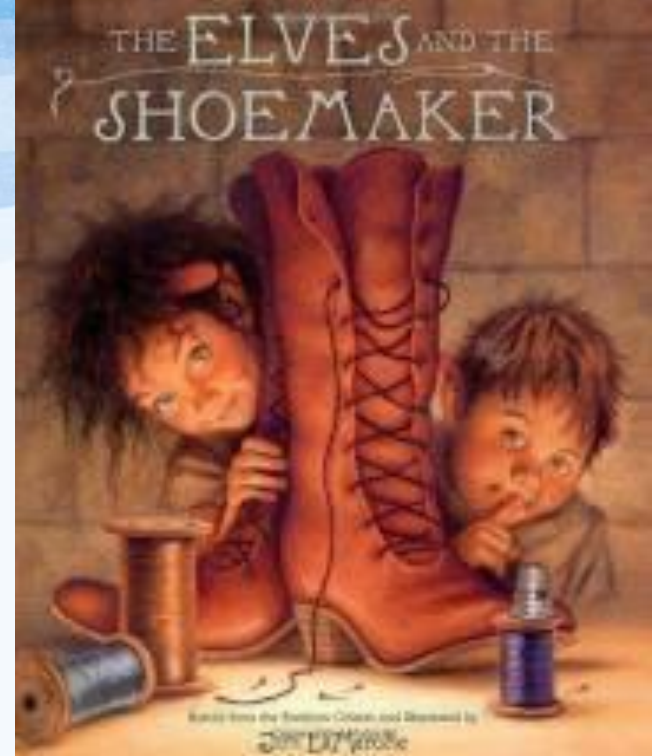
scary



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



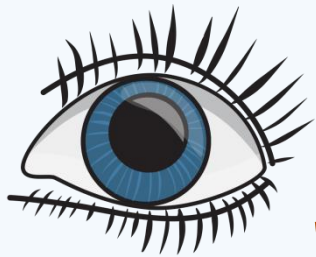
Retrieve



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
<div data-bbox="0 72 583 185"> Parents, carers, </div> <div data-bbox="0 185 583 1142"> 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) </div> <div data-bbox="0 1142 583 1426">  <div data-bbox="38 1349 305 1413">Vocabulary</div> </div>	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
	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

Handy hints for word reading

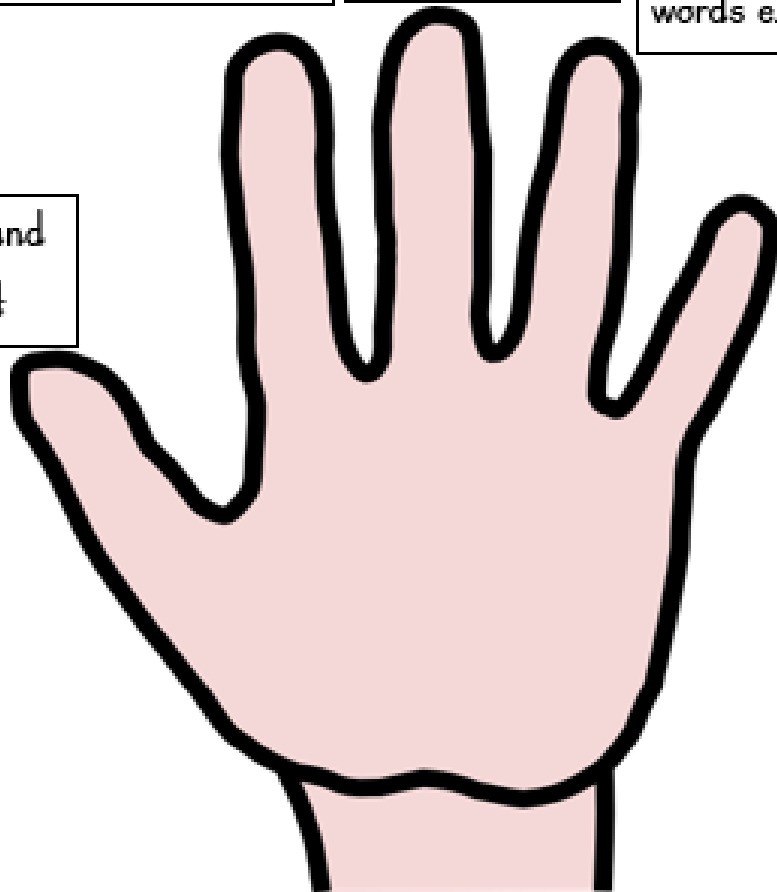
Look for digraphs (two letter strings e.g. sh- th) and trigraphs (three letter string e.g. -ing -lch)

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.



Visualise

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

Why did the shoemaker's wife compare the leather to butter?

The shoemaker's wife compared the leather to butter because ...



Visualise

There on the worktable stood two shoes - perfectly finished, not a stitch out of place.

With your adult, describe what you think the shoes might have looked like.

I think the shoes ...

Parents/ carers tip:

Now the children are decoding more fluently, it is really important that they start to picture what is happening as they are reading. This is called 'visualising'. By acting out a scene, you can see how much they have understood of what they have read. Draw them back to the text if they haven't understood or have got a different picture of what the text has described.



Visualise

With your adult, act out the scene of the dandy gentleman trying on the shoes. Decide who will be the shoemaker and who will be the dandy gentleman.

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*

Number names from zero to one hundred

To count things, you need to know the number names, the order they come in, and what each number means.

Year 2s should be able to write these numbers correctly (not reverse) and spell them in words. Over the next few weeks help your child practise.

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

21	twenty-one
22	twenty-two
23	twenty-three
24	twenty-four
25	twenty-five
26	twenty-six
27	twenty-seven
28	twenty-eight
29	twenty-nine
30	thirty
31	thirty-one
32	thirty-two
33	thirty-three
34	thirty-four
35	thirty-five
36	thirty-six
37	thirty-seven
38	thirty-eight
39	thirty-nine
40	forty
41	forty-one
42	forty-two
43	forty-three
44	forty-four
45	forty-five
46	forty-six
47	forty-seven
48	forty-eight
49	forty-nine
50	fifty

51	fifty-one
52	fifty-two
53	fifty-three
54	fifty-four
55	fifty-five
56	fifty-six
57	fifty-seven
58	fifty-eight
59	fifty-nine
60	sixty
61	sixty-one
62	sixty-two
63	sixty-three
64	sixty-four
65	sixty-five
66	sixty-six
67	sixty-seven
68	sixty-eight
69	sixty-nine
70	seventy
71	seventy-one
72	seventy-two
73	seventy-three
74	seventy-four
75	seventy-five
76	seventy-six
77	seventy-seven
78	seventy-eight
79	seventy-nine
80	eighty

81	eighty-one
82	eighty-two
83	eighty-three
84	eighty-four
85	eighty-five
86	eighty-six
87	eighty-seven
88	eighty-eight
89	eighty-nine
90	ninety
91	ninety-one
92	ninety-two
93	ninety-three
94	ninety-four
95	ninety-five
96	ninety-six
97	ninety-seven
98	ninety-eight
99	ninety-nine
100	one hundred

Counting tip

Read down the list, saying each number in turn. Practise 0 to 10, then 0 to 20, and so on. Then try it without looking.

To count backwards, read numbers upwards, from the bottom of the list.

Warm up counting backwards from different numbers

Watching Kelmarsh Agents working on their Maths Quizzes last week, I noticed that we still need to work on fluency when counting backwards.

Ask an adult to start on different numbers and then you to count backwards until they say stop. Then they give you a new number.

e.g. 102, 101, 99, 98, 97

Extra practise?
Jack Hartman song
counting backwards
from 100

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

Revisiting and improving

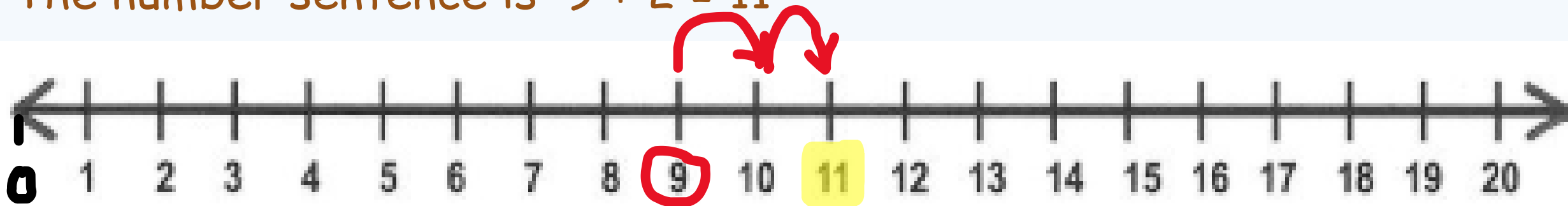
L.O. Can I add and subtract numbers to 30?

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 $9 + 2 = 11$



Revisiting and improving

L.O. Can I add and subtract numbers to 30?

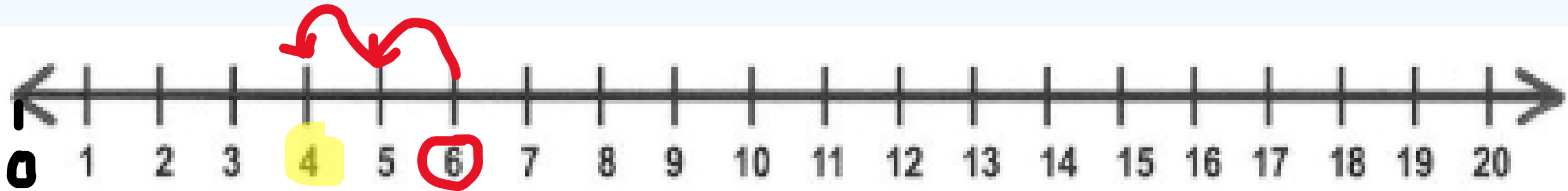
Model: What we should know!

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) $6 + 3 =$

5) $17 - 8 =$

9) $16 - 9 =$

2) $16 + 3 =$

6) $15 - 8 =$

10) $16 - 8 =$

3) $6 + 13 =$

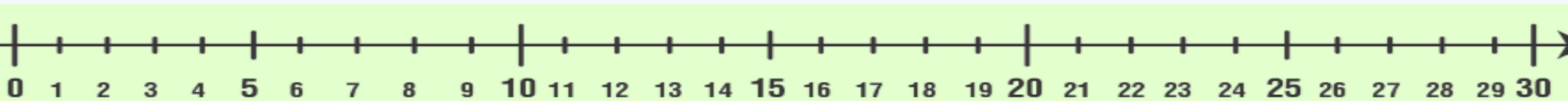
7) $13 - 8 =$

11) $16 - 7 =$

4) $16 + 13 =$

8) $11 - 8 =$

12) $16 - 6 =$



Revisiting and improving

Model: What we should know!

Addition also means making an amount BIGGER by adding to it.

Model: What we should know!

Subtracting is making an amount SMALLER. Another word for this is DECREASING

Maths **Apply:** Using what you have learnt from the previous slide, write the number sentences in your home learning book and fill the with + or - .

1) $13 \text{ } 4 = 9$

5) $5 \text{ } 10 = 15$

2) $16 \text{ } 2 = 14$

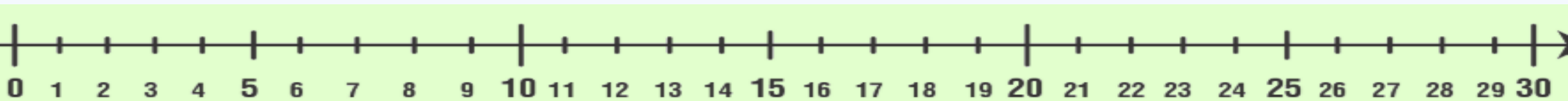
6) $19 \text{ } 4 = 15$

3) $4 \text{ } 4 = 0$

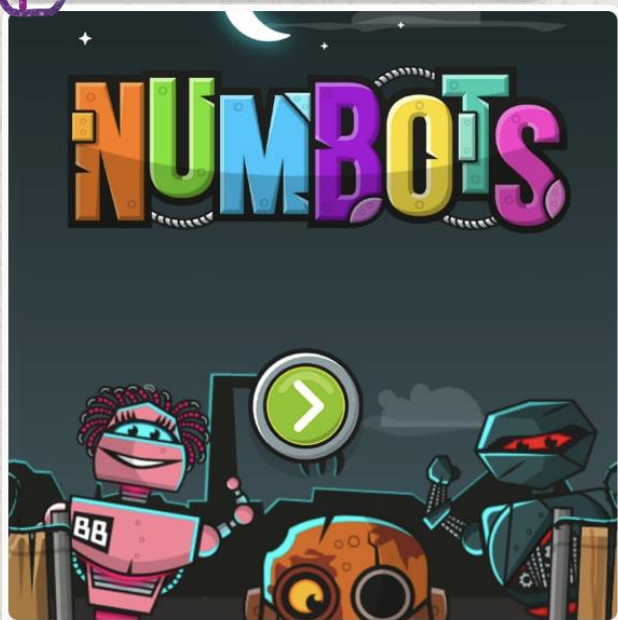
7) $8 \text{ } 8 = 16$

4) $1 + 12 = \text{}$

8) $8 \text{ } 4 \text{ } 3 = 15$

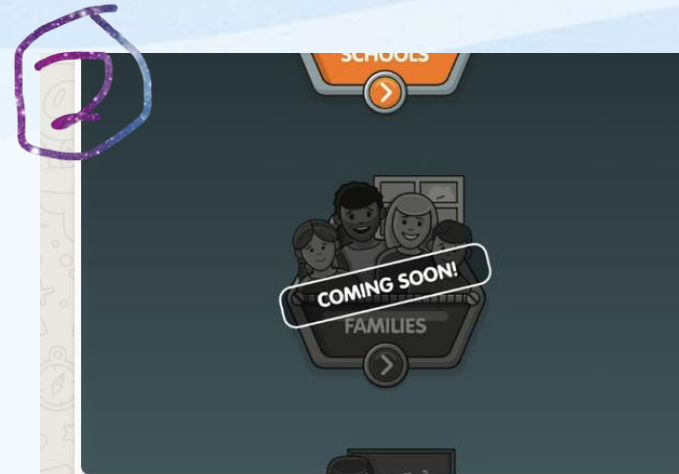


More practise? Down load the App Numbots



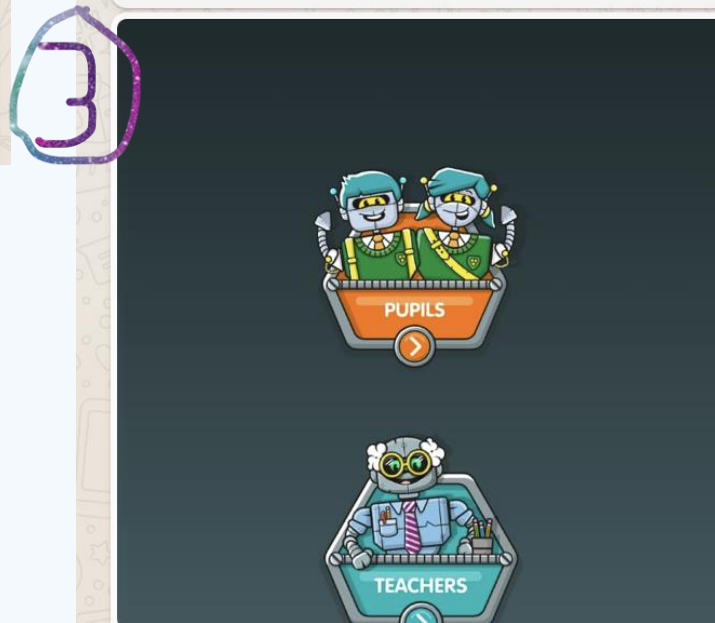
Click on green circle

14:02



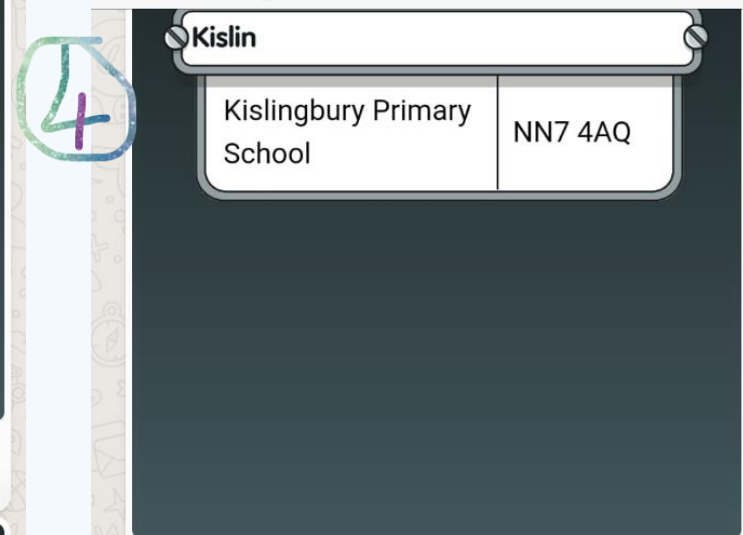
Select schools

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*

Review - ea digraph (digraph 2 letters 1 sound)

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

Same spelling different sounds

eat

bread

Due to popular demand Geraldine!

- https://www.youtube.com/watch?v=KK8_kUg3454

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

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

Same spelling different sounds

-er

farmer



- er

her



Parents/ carers tips

Display a word with the alternative pronunciation for 'er' – 'farmer' (where the sound is much shorter and almost sounds like an 'a' and is usually found at the end of a word).

- Sound talk and blend with robot arms (sound buttons) and rub hands together (blend)
f-ar-m-er – farmer

Display a word where the 'er' is pronounced as the **long sound** – 'her' and usually seen in the middle of a word. Ask the chn to sound talk using robot arms and rub hands to read the word .

h-er – her

Sound talk and read it with incorrect pronunciation and explain this is a rubbish word.

Ask chn, which grapheme do they think has a different pronunciation? Sound talk word again with correct pronunciation and explain how sometimes er can be pronounced differently.

Can you sort the er words?

<https://new.phonicsplay.co.uk/resources/phase/5/acorn-adventures>

Username: march20

Password: home



er

er

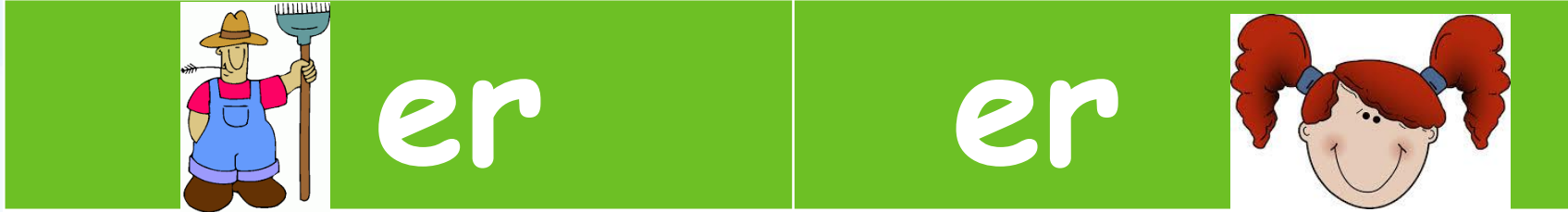


Same spelling different sounds

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

Same spelling different sounds

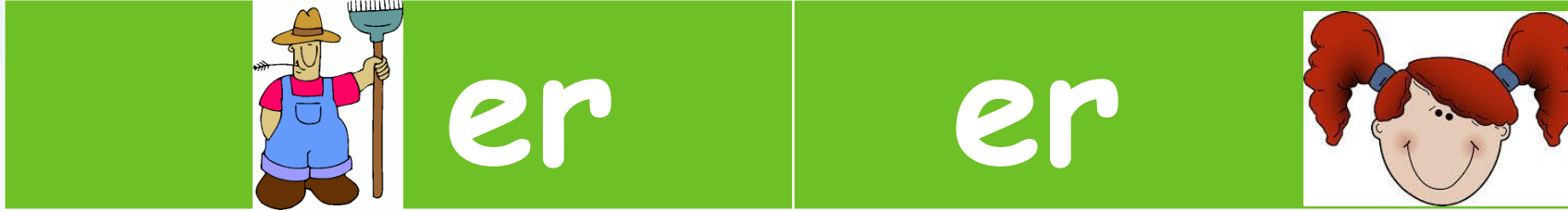
Read these sentences



Can a farmer grow herbs?

Same spelling different sounds

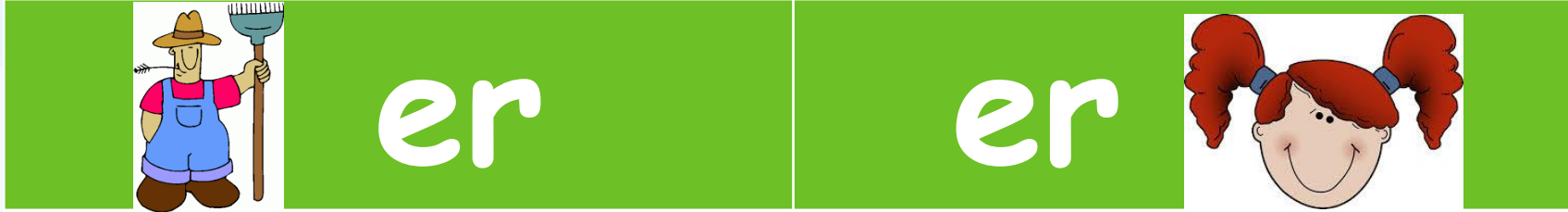
Read these sentences



Did a boxer hit a fern with a hammer?

Same spelling different sounds

Read these sentences



Can a stern rocker get up a ladder?

Word of the day

Mrs Maloney's

fast

Mrs Thornely's

want

The car was really fast.

I want to play in the garden.

Parent / carer tip: your child need to learn the spelling of the group they normally work in (Mrs Maloney - Mrs Thornely's need to learn both.)

Look



Say



Cover



Write



Check



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.newphonicsplay.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: [newphonicsplay.co.uk](https://www.newphonicsplay.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 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

Recap: What is a noun?

girl



teddy



school



cake

Model: What we should know!

Nouns are the names of people, place and things

girl



Parents/carers tip:
we want the children
to know this off by
heart

teddy



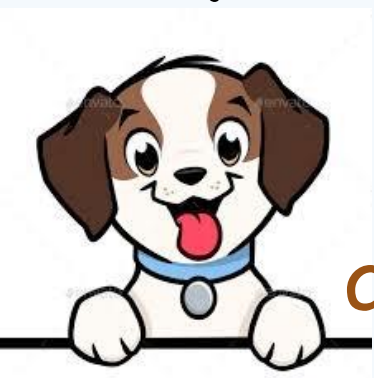
school



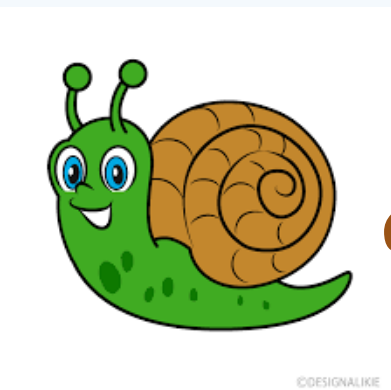
cake

Practise: Look at the word bank. Read the words carefully. In your home-learning book, draw the picture and write the correct noun using the word bank.

ladybird puppy snail socks fish



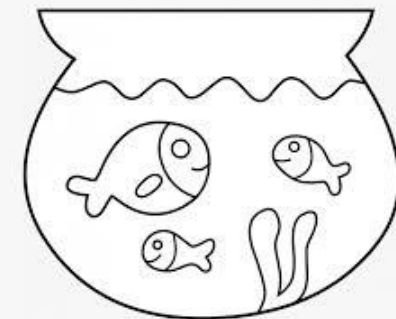
a



a



Some



Some



a

Apply: Look at the word bank again. You are going to write some sentences/ a short story using these nouns in your creative writing book.

Writing a sentence top tip:

Think it, say it, write it, check it, capital letter and full stop



ladybird puppy snail socks fish

Parents/carers tip:

Encourage your child to take pride with their writing. Always use a pencil. Remind them to bump and flick their handwriting and use sound buttons when spelling. When they've finished, get them to re-read their sentences to you. Then together, hunt for the nouns and underline them.

Recap: What is a noun?

(Parents/ carers – help children learn the definition.
Continue to get them to spot nouns around the house and garden)

Take a break!
Or time for lunch?



Art

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



Shoe Artist

Art

What you need:

- Pencil or charcoal and busy book., a collection of different shoes such as slippers, wellies, school shoe, trainer, stiletto

What to do:

- Pick a shoe. Put it on the table in front of you.
- You have one minute to examine this shoe. Take a picture of it in your head, feel the grooves and observe the details of straps, lines, laces, scuffed bits and colour.
- You have 4 minutes to draw your shoe from memory.
- Uncover the shoe. Compare your shoe with the real shoe.
- What did you find? Which parts of the shoe were the easiest to remember? Why?

Now try this:

In your home learning book, write down as many different types of shoes as you can. When would you wear them?

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

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



Thinking skill: Evaluation, information processing



What to do:

- Ask the children to say words containing the letter string
- **-igh**, like *night*, and *sight*. Write their suggestions down.
- Decide if you or your child will be A and B.
- A has to think of **-igh** word, write it down without B seeing it and place it face down.
- A then traces the first letter of the word on their partner's back and then the following letters in turn. When B recognises the word they say it aloud.
- If B is incorrect, A says 'Try again' and then traces the word again. B can keep trying to guess the word.
- If B is correct, A says YES and shows the B the word.
- A and B can swap over each time one of them guesses the word correctly.

Hope you have
enjoyed today!

Miss you already!

I'll be back
tomorrow!

