



Good morning Kelmarsh,

It's Wednesday ... we are half way through the week!

Yesterday I home-schooled my girls as well as planning for you. We started our school day with a 2km jog, followed by Jo Wicks PE slot live on Youtube at 9am. I couldn't get it to work on my laptop but it worked well on the TV. If you haven't tried it yet, it's great fun, although I now realise I'm not as fit as Isla and Millie!!!

Today is World Down-Syndrome Day! I know some of you will be wearing your LOTSOFSOCKS to celebrate!

Parent's/ carers you are doing a fab job out there!!! Juggling my own work alongside sorting out computer technical issues and helping children with their work has been challenging and I know many of you are facing similar issues (with toddlers as well). As for my house ... I think I am going to have to bring home economics into our timetable - lesson one being 'How to use a Hoover!' and lesson two - 'How to pick up after yourself'.



Maths Parents/ carers Yesterday's maths answers . As you are marking with your child, encourage them to spot any patterns – by asking questions such as, 'What do you notice? What's the same? What's different? '

$$1) 6 + 3 = 9$$

$$5) 17 - 8 = 9$$

$$9) 16 - 9 = 7$$

$$2) 16 + 3 = 19$$

$$6) 15 - 8 = 7$$

$$10) 16 - 8 = 8$$

$$3) 6 + 13 = 19$$

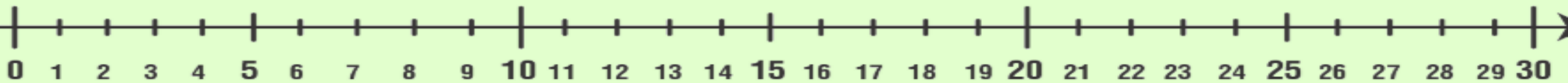
$$7) 13 - 8 = 5$$

$$11) 16 - 7 = 9$$

$$4) 16 + 13 = 29$$

$$8) 11 - 8 = 3$$

$$12) 16 - 6 = 10$$



*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 - .

*Parents/ carers  
Yesterday's maths answers*

$$1) \quad 13 \quad \boxed{-} \quad 4 = 9$$

$$5) \quad 5 \quad \boxed{+} \quad 10 = 15$$

$$2) \quad 16 \quad \boxed{-} \quad 2 = 14$$

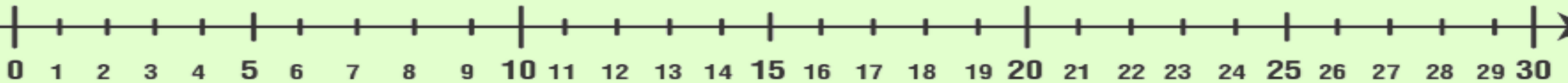
$$6) \quad 19 \quad \boxed{-} \quad 4 = 15$$

$$3) \quad 4 \quad \boxed{-} \quad 4 = 0$$

$$7) \quad 8 \quad \boxed{+} \quad 8 = 16$$

$$4) \quad 1 + 12 = \boxed{13}$$

$$8) \quad 8 \quad \boxed{+} \quad 4 \quad \boxed{+} \quad 3 = 15$$





# 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/ Lunch	
Lesson 5	Music
Lesson 6	Computers

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

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



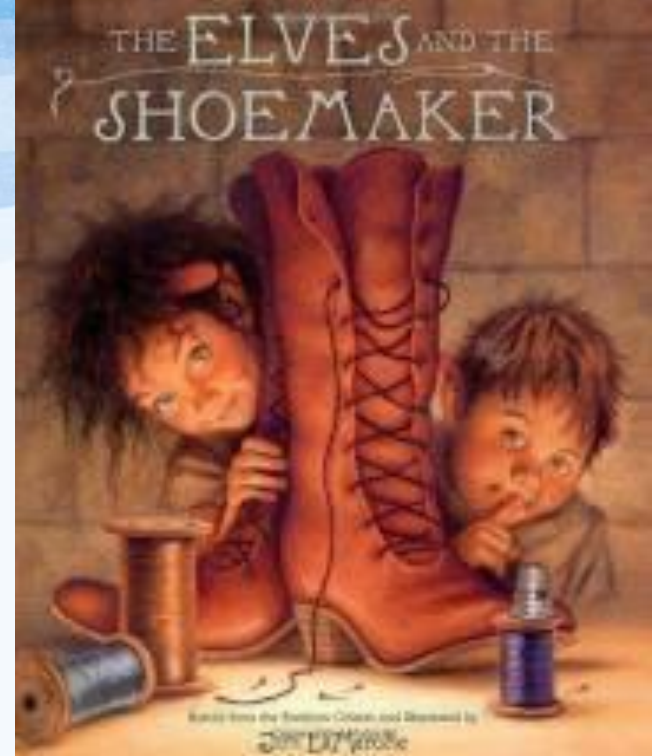




## Book Talk

# The Elves and the Shoemaker (Part 2)

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



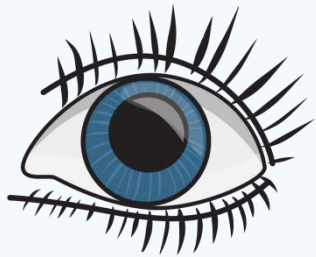
Retrieve



Sequence



Infer



Visualise



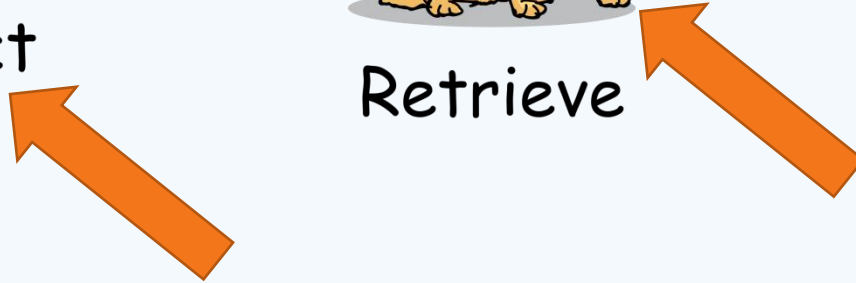
Clarify



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,	buyers	Someone who get something by paying it with money.	noun
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)	lacking	To need, want, or be short of - lacks money	verb
	double	Making it twice as many	verb
	pairs (of shoes)	Two things that match or are meant to be used together like a pair of shoes or a pair of gloves	noun
	lamp	An object in the home that produces light	noun





## Handy hints for word reading

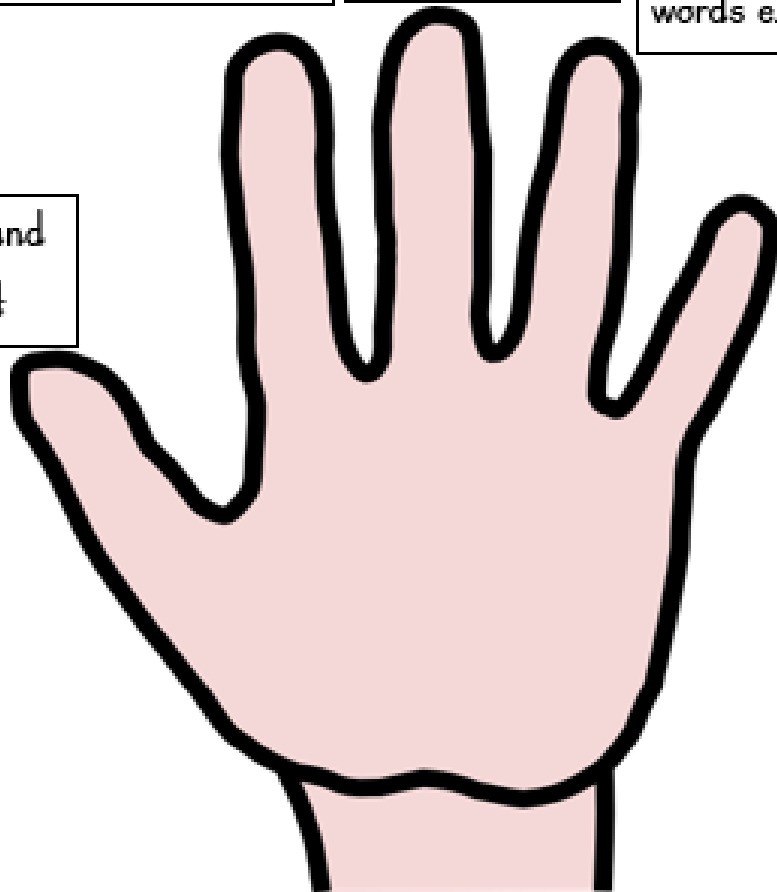
Look for digraphs (two letter strings e.g. sh- th) and trigraphs (three letter string e.g. -ing -lch)

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.

Again that evening, the shoemaker cut out the leather for the shoes and went to bed. And once again, in the morning, there were the shoes - finished. Buyers were not lacking for these either, and as before, they were so pleased, they paid double the price. Now the shoemaker had enough money to buy leather for four more pairs of shoes.

The next morning, just as before, there were the shoes already made. On and on it went. What ever the shoemaker cut out in the evening was finished by the morning. Soon the news of the splendid shoes spread throughout the town, and the shoemaker and his wife were no longer poor.

One evening, not long before Christmas, as the shoemaker cut more leather for shoes, his wife spoke. "Dear husband, who has made us so rich? What if we were to stay up tonight and see who comes into our shop?"

The shoemaker agreed. So that night they lit a small lamp in the hall, hid behind their coats and waited.



Predict

Now the shoemaker had enough money to buy leather for four more pairs of shoes.

Why did the shoemaker have enough money to buy leather for four more pairs?

The shoemaker had enough money because

....





Retrieve

Why were the shoemaker and his wife no longer poor?

The shoemaker and his wife were no longer poor because ...



Predict

The shoemaker agreed. So that night they lit a small lamp in the hall, hid behind their coats and waited.

What do you think will happen next.

I think ...

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 bands representing hills or clouds in the background.

# 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.



# One more one less

Spend 5 minutes with you child giving them a starting number  
e.g. 12

Ask them 'one more than 12' and they say 13

Ask them 'one less than 12' and they say 11

If they are struggling, get them to use a ruler and get them to point their finger at the given number and 'count on' for one more. Then return finger to original number. and 'count back' for one less.

Aim for fluency without a ruler.

Challenge - move numbers beyond 100.

Extra practise on <https://www.topmarks.co.uk/learning-to-count/chopper-squad>  
one more one less  
(or parent needs to  
help another child/  
put a wash on!)

# Revisiting and improving

*Parent/ carer tip:  
If your child misread read the symbol in a calculation (e.g. added instead of subtracted) ask them Look at your symbol ... what should happen to the answer? Has yours done that? This encourages them to start checking their work to see if their answer is reasonable before moving on.*

**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



# Review

*Parent/ carer tip:  
Using the skills learnt over the last couple of days, are they increasing in impendence? In speed? If not, plenty of practise using the app numbots will help this! Any problems logging on, please email Mrs Withey!*

$$1) \quad 3 + 5 =$$

$$5) \quad 9 - 6 =$$

$$9) \quad 15 + 5 =$$

$$2) \quad 1 + 9 =$$

$$6) \quad 12 - 10 =$$

$$10) \quad 17 - 8 =$$

$$3) \quad 4 + 8 =$$

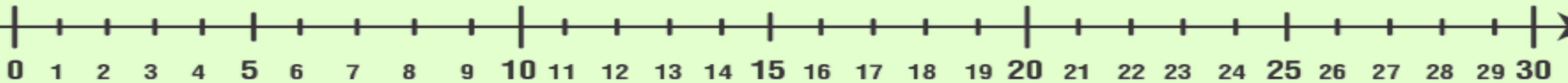
$$7) \quad 15 - 5 =$$

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

$$4) \quad 6 + 7 =$$

$$8) \quad 18 - 3 =$$

$$12) \quad 10 - 7 =$$



Maths L.O. Can I compare numbers?

Model: What we should know!

'Same' words

same

equivalent

as many as

equal

the same number as

'Bigger than' words

bigger

more

greater

larger

'Smaller than'

words

smaller

less

fewer

Maths L.O. Can I compare numbers?

Model: What we should know!

'Biggest' words  
the most  
the greatest  
the largest

'Smallest than' words  
the least number  
the fewest  
the smallest



Maths L.O. Can I compare numbers?



Model: What we should know! Our friend Chomp!

=

This symbol means  
'is equal to'  
'is the same as'  
'is equivalent to'

>

This symbol means  
'is more than'  
'is bigger than'  
'is greater than'  
'is larger than'

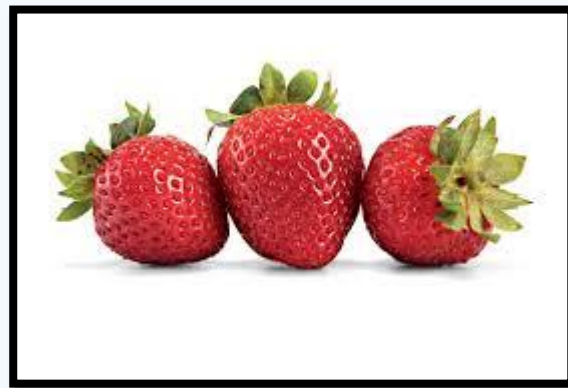
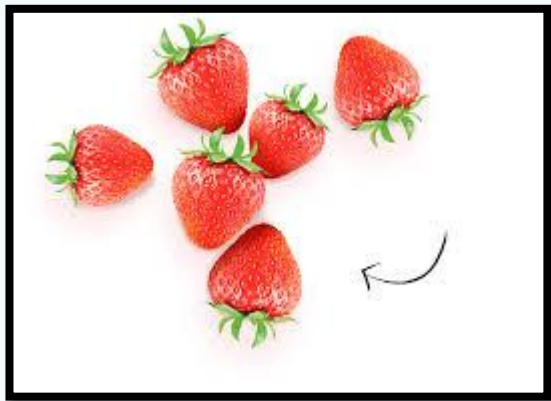
<

This symbol means  
'is less than'  
'is smaller than'

Maths L.O. Can I compare numbers?



Model: What we should know! Our friend Chomp!



$$6 > 3$$

Six  
strawberries is  
*greater* than  
three  
strawberries



Maths L.O. Can I compare numbers?



Model: What we should know! Our friend Chomp!



$$3 < 5$$

3  
raspberries  
is less than  
5  
raspberries

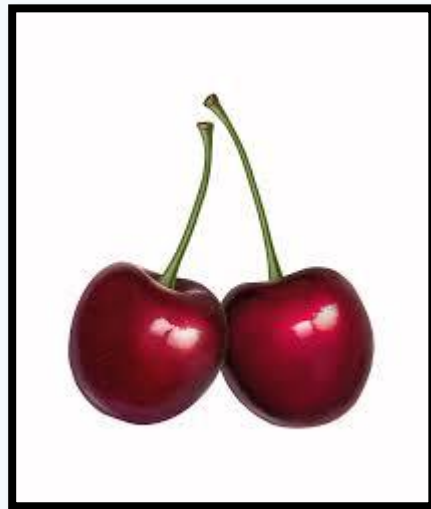
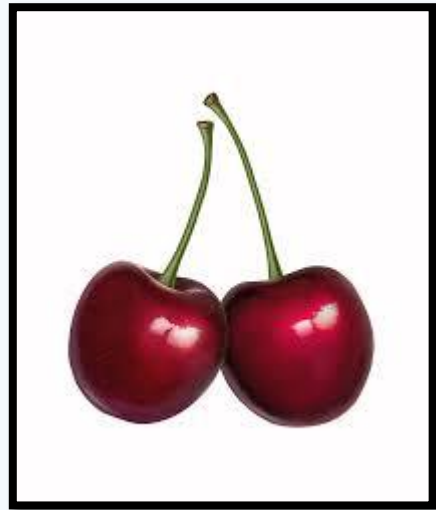




Maths L.O. Can I compare numbers?



Model: What we should know! Our friend Chomp!



$$2 = 2$$

two  
cherries is  
the *same* as  
two  
cherries



# Maths L.O. Can I compare numbers?

Practise: Use  $<$   $>$   $=$  to compare numbers. Write the number sentences neatly in your home learning book.

1)  $4 \square 5$

5)  $29 \square 16$

2)  $1 \square 9$

6)  $12 \square 10$

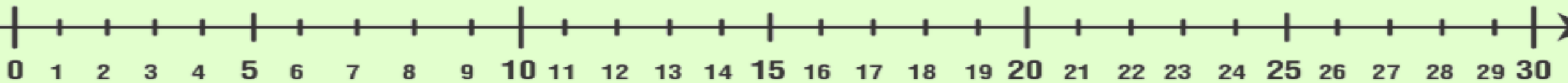
3)  $4 \square 8$

7)  $15 \square 15$

4)  $6 \square 7$

8)  $56 \square 63$

*Parents/ carers Tip:  
If your child is not secure with this, give them plenty of practical practise with two pencils to make the inequality symbols and some objects*



## L.O. Can I compare numbers?



Model: What we can do now? We can use our addition and subtraction skills to solve other comparison sentences.

$$9 - 3 > 2$$

$9 - 3 = 6$   
6 is bigger  
than 2





## L.O. Can I compare numbers?



Model: What we can do now! We can use our addition and subtraction skills to solve other comparison sentences.

$$11 + 4 < 16$$

$$11 + 4 = 15$$

15 is less  
than 16



## L.O. Can I compare numbers?



Model: What we can do now! We can use our addition and subtraction skills to solve other comparison sentences.

$$6 + 6 = 12$$

$6 + 6 = 12$   
 $12$  is the  
same as 12



Maths L.O. Can I compare numbers?



Practise:

Appy:

1)  $6 + 3$    $7$

1)  $6 + 3$    $7 - 2$

2)  $7$    $6 + 3$

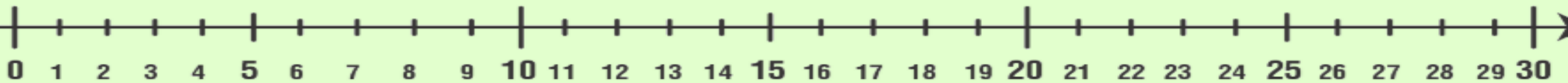
2)  $3 + 9$    $5 + 7$

3)  $14 + 4$    $19$

3)  $14 + 4$    $14 - 4$

4)  $14 - 4$    $10$

4)  $12 - 10$    $12 - 5 + 5$





# L.O. Can I compare numbers? More ideas

Online practise

Song: About Chomp

<https://www.youtube.com/watch?v=xGvrG6O49wE>

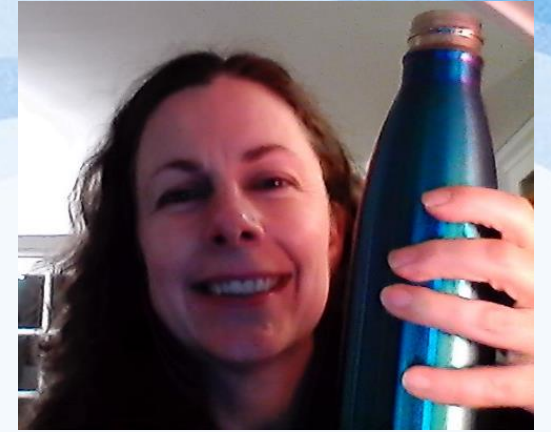
Game: < > numbers to 20

<https://www.education.com/game/less-than-greater-than/>


Arty ideas:



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

Review - ea digraph (digraph 2 letters 1 sound)

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

Same spelling different sounds

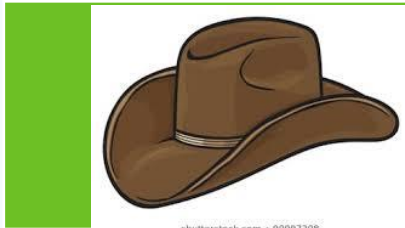
farmer

her

# L.O. Can I say the alternative pronunciations for the a grapheme?

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

## Same spelling different sounds



a

a



hat

bacon

Parents/ carers tips

Teach alternative pronunciation for grapheme a.

Display a word where the a is pronounced as in Phase 2 (e.g. hat) ask the chn to sound talk and read the word. (robot arms and blending hands)

h-a-t hat

Display a word with the alternative pronunciation for a (e.g. bacon), 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 u can be pronounced differently.

b-a-c-o-n bacon



L.O. Can I say the alternative pronunciations for the a grapheme?

*Parent/ carer top tip: Write these words on bits of paper for child to sort*

Hat, splash, band, laptop, grand,  
bacon, apron, angel, apricot, bagel



a

a



hat

bacon

L.O. Can I say the alternative pronunciations for the a grapheme?

*Parent/ carer top tip: Encourage the child to read the sentence. Help with meanings*



a

a



Will you wear a hat when you eat a bacon sandwich in the bath?

L.O. Can I say the alternative pronunciations for the a grapheme?

*Parent/ carer top tip: Encourage the child to read the sentence. Help with meanings*



a

a



Can you watch a wasp sting a lady or will it be too fast?



L.O. Can I say the alternative pronunciations for the a grapheme?

*Parent/ carer top tip: Encourage the child to read the sentence. Help with meanings*



a

a



Would an angel want to visit a bank in the afternoon?

# Word of the day

Mrs Maloney's

last

Mrs Thornely's

watch

You can have my last sweet.

I like to watch football.

*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](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*

# Review: 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



# Watch: Review

## The two types of nouns

### Common nouns

These are the names of things (places or objects).

### Proper nouns

These are the names of a particular person, place or thing. They always begin with a capital letter.

**Leroy is a monster and lives in a tree.**

'Leroy' is a proper noun and 'monster' and 'tree' are common nouns.




**Apply:** Read the sentences to an adult and say the nouns. Or, even better, use this as handwriting practise and write the sentences neatly in your home learning book and highlight the nouns. The number at the end shows how many nouns in the sentence.

- 1) My birthday is in September. (2)
- 2) Ben's favourite food is chocolate. (3)
- 3) The ancient oak tree was covered in ivy. (2)
- 4) Josh, Liam and Sam went to the cinema after school. (5)
- 5) The flowers were bright yellow and smelled beautiful. (1)

# More practise

<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpd8ng8>



The two types of nouns

**Common nouns**  
These are the names of things (places or objects).

**Proper nouns**  
These are the names of a particular person, place or thing. They always begin with a capital letter.

Leroy is a monster and lives in a tree.  
'Leroy' is a proper noun and 'monster' and 'tree' are common nouns.

▶ Highlight the common nouns.

Leroy is a monster and he loves to scare people in the village.  
All the villagers hide in their homes when he's around.

▶ Oh no!  
Don't let Leroy (the Lizard Monster) scare you off. Have another go!

▶ Highlight the proper nouns

Sadie the lioness was hunting...

1

Question 1 of 5  
What type of words are the names of things, places or objects?

Verbs  
Adjectives  
Nouns

Video

Highlighting activity

Quiz

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



# Recap: What is a noun?

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

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!  
Or time for lunch?





# Music

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



## RAPPING RHYTHM

### What to do:

- Ask the children whether they know what a rhythm is. Give an example by clapping your hands together: *two quick claps, pause, and then two slow claps*.
- Tell the children to build on this rhythm by adding more sounds.
- If your whole family are playing, get them to sit in a circle. Choose one person to go first. That person will be A. A starts the rhythm, then each child repeats the sequence, adding one sound of their own until everyone has had a turn in continuing the rapping rhythm.
- Try it with the children making other sounds such as *shh, tippity tap, phut, boing*. Tell them to use any part of their bodies, including voices, to extend and keep the rhythm going without too many pauses.
- When the rhythm gets back to A, the group do the final rhythm together.
- How about face timing your Grandparents and playing with them too?





# Computers

*Task 1: Type a lovely email (or text message) to your Grandparents, telling them that you love them!*

*Task 2: Make sure that you can get onto Numbots. Let us know if you can't!*

# 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.

# 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**



Hope you have  
enjoyed today!

Miss you already!

I'll be back  
tomorrow!

