



Good morning Kelmarsh,

It's Thursday ... and as you can see I am with Miss White! That's because I am at Collingtree again today to work with our Key Worker children. I am in year 5 and 6 ... a little different to Monday where I was a giant and a pirate in Early Year's.

Some parents have asked if I can put work on earlier than the night before. I'm afraid because I am in school, and home schooling I won't be able to do that. However I am happy for people to be a day behind if that allows them the time to digest the PowerPoint before the children access it.

As you are probably aware, I am trying to build on the children's learning, so the PowerPoints work best if you follow them in order (especially the Maths and the English).

I hope you've managed to enjoy the sunshine as well! The weather has been stunning over the last couple of days.

I'll look forward to catching up with you all again on Monday!
Until then – Take care! Mrs Thornely

1) $3 + 5 = 8$

5) $9 - 6 = 3$

9) $15 + 5 = 20$

2) $1 + 9 = 10$

6) $12 - 10 = 2$

10) $17 - 8 = 9$

3) $4 + 8 = 12$

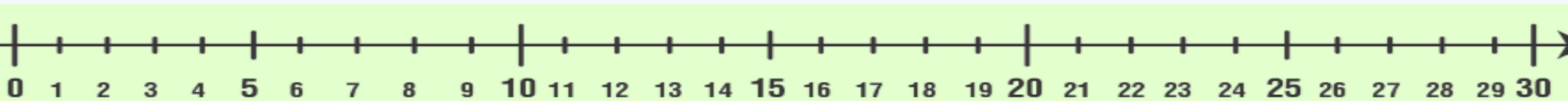
7) $15 - 5 = 10$

11) $6 + 11 = 17$

4) $6 + 7 = 13$

8) $18 - 3 = 15$

12) $10 - 7 = 3$



Maths L.O. Can I compare numbers?

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

1) $4 < 5$

5) $29 > 16$

2) $1 < 9$

6) $12 > 10$

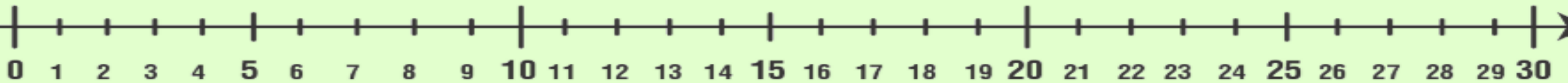
3) $4 < 8$

7) $15 = 15$

4) $6 < 7$

8) $56 < 63$

*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*



Maths L.O. Can I compare numbers?



Practise:

Appy:

1) $6 + 3$ $>$ 7

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

2) 7 $<$ $6 + 3$

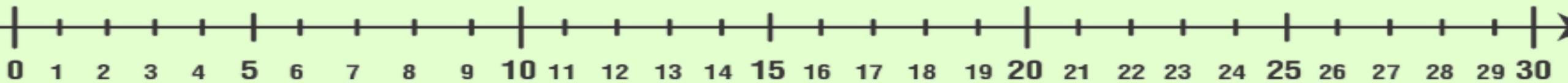
2) $3 + 9$ $=$ $5 + 7$

3) $14 + 4$ $<$ 19

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

4) $14 - 4$ $=$ 10

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



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	Science
Lesson 6	Finishing Time

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

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

*We are in the
Thornely house!*

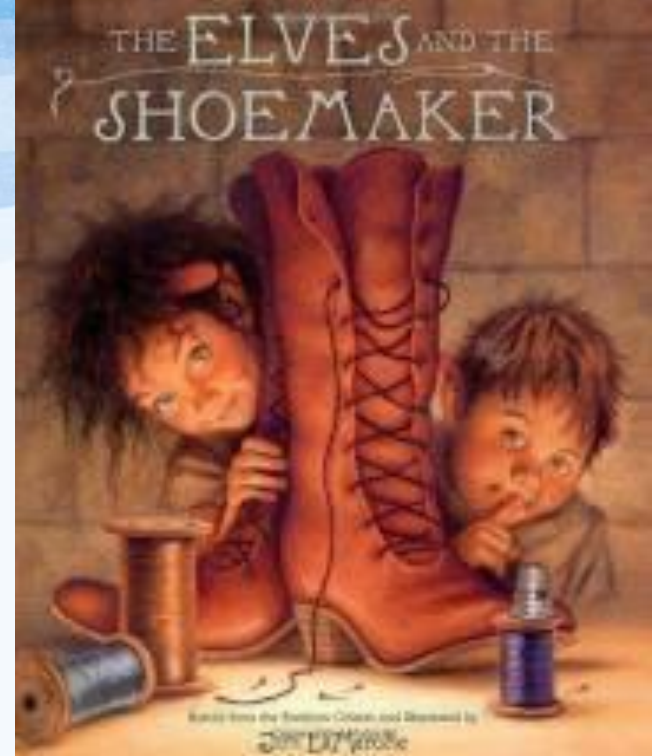




Book Talk

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



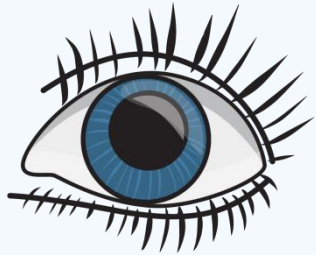
Retrieve



Sequence



Infer



Visualise



Clarify



Question



Vocabulary

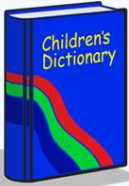


Decoding

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

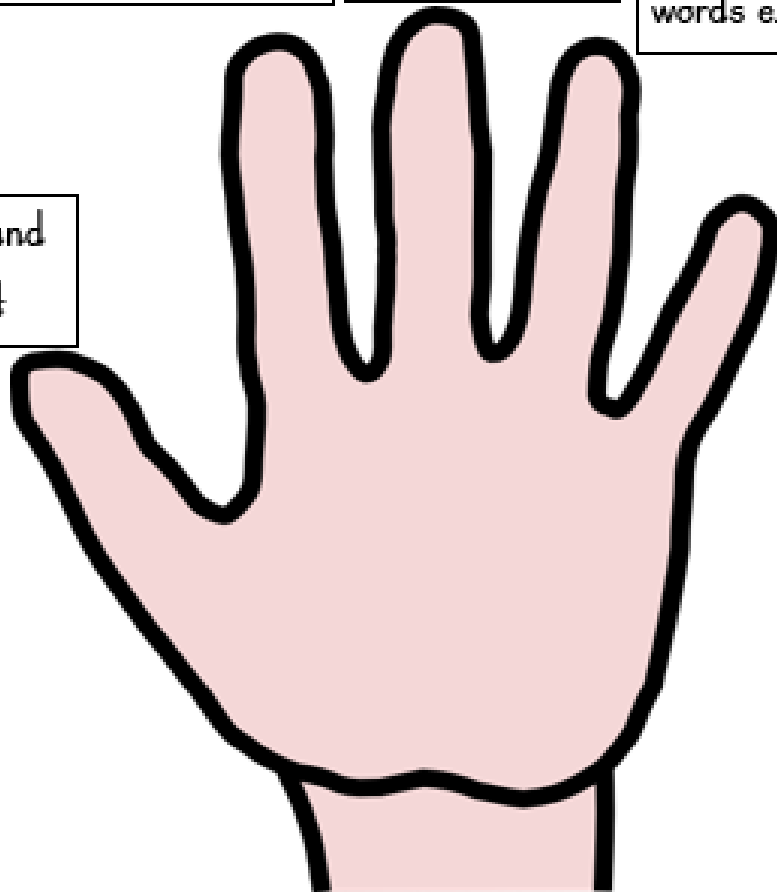
Look for digraphs (two letter strings e.g. sh- th) and trigraphs (three letter string e.g. -ing -lch)

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.

Parents/ carers tip:

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

Again that evening, the shoemaker cut out the leather for the shoes and went to bed.

Find the two verbs in the sentence above.



Vocabulary

The two verbs are ...

Remember, verbs are doing words *hop, skip, stitch* or being words *am, are, was, is, were*

Parents/ carers tip:

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

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

Find the four nouns in the sentence above.



Vocabulary

The four nouns are ...

Remember, nouns are the names of people, place and things.

Parents/ carers tip:

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

One evening, not long before Christmas, as the shoemaker cut more leather for shoes, his wife spoke.

Find the proper noun in the sentence above.



Vocabulary

The proper noun is ... I know this because ...

Proper nouns are the specific names of people, places, days of the week and months of the year. They are easily spotted because they start with a capital letter. Mr Tyler Kislingbury Primary School Manchester
United Monday January

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.

One more one less

If your child was fluent and accurate with this yesterday, move onto larger numbers or try 10 more or 10 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!)

L.O. Can I compare numbers?

Review : 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

words

smaller

less

fewer

Play teacher/ pupil
Teacher reads some of the
'comparing' words and
pupil echoes either *same*,
bigger, *smaller*
Then swap roles. Play
several times.



Parents/ carers Tip,
Learning this vocabulary really helps with
your child's understanding. Often children
in SATS struggle with the reasoning
paper, not because of their lack of maths
skills but their lack of not being secure on
the language. Any time during the week
that you can weave this language in, will
really help! Thank you!

Maths L.O. Can I compare numbers?

Review: 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?



Review: 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'

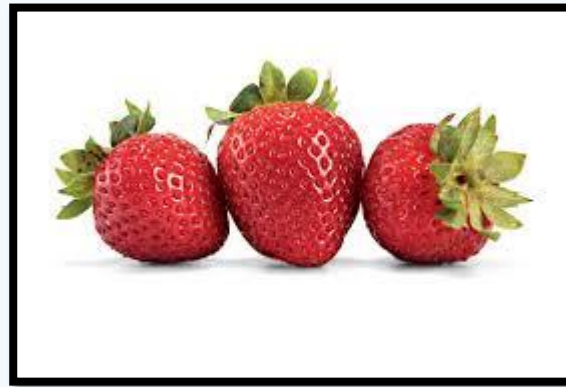
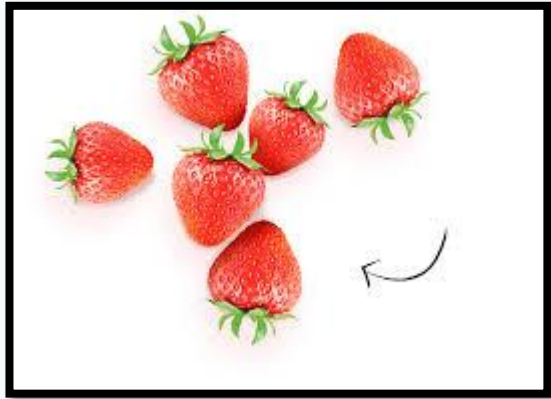
<

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

L.O. Can I compare numbers?



Review: What we should know! Our friend Chomp!



$$6 > 3$$

Six
strawberries is
greater than
three
strawberries



L.O. Can I compare numbers?



Review: What we should know! Our friend Chomp!



$$3 < 5$$

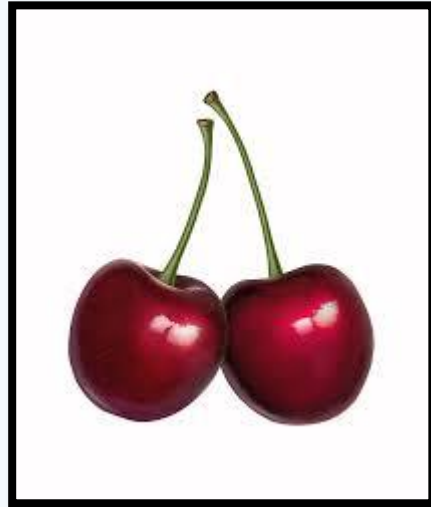
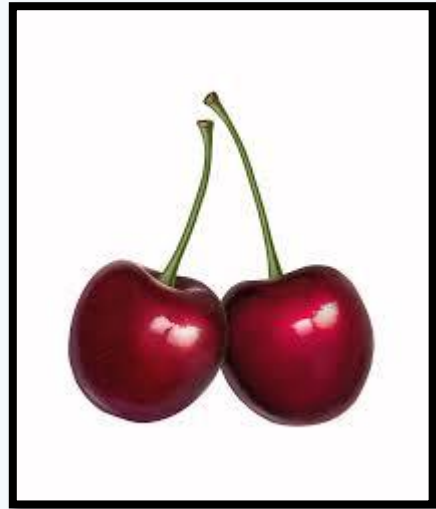
3
raspberries
is less than
5
raspberries



Maths L.O. Can I compare numbers?



Review : What we should know! Our friend Chomp!



$$2 = 2$$

two
cherries is
the *same* as
two
cherries



L.O. Can I compare numbers? Write the number sentences neatly in your home learning book.

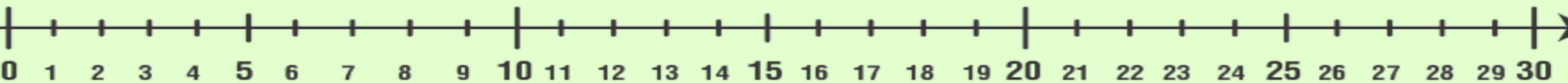
Review: Use $<$ $>$ $=$ to compare numbers.

1) $29 \square 20$

2) $30 \square 10$

3) $24 \square 4$

4) $36 \square 24$



Maths L.O. Can I compare numbers?



Recap: 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?



Recap: 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?



Recap: 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



L.O. Can I compare numbers?

Write the number sentences neatly in your home learning book.

Apply : Fill the blanks using the numbers on the numberline below .

$$1) 7 + \boxed{0} < 13$$

$$1) 18 - \boxed{} < 8$$

$$2) 7 + \boxed{} < 13$$

$$2) 18 - \boxed{} < 8$$

$$3) 7 + \boxed{} < 13$$

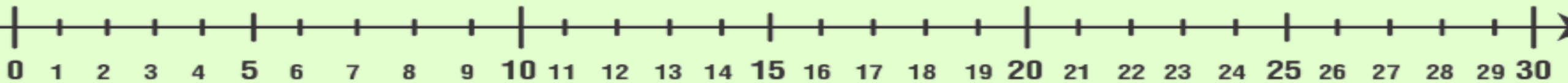
$$3) 18 - \boxed{} < 8$$

$$4) 7 + \boxed{} < 13$$

$$4) 18 - \boxed{} < 8$$

Can you find the remaining ones?

Can you find the remaining ones?



L.O. Can I compare numbers?

Write the number sentences neatly in your home learning book.

CHALLENGE : What is the greatest number you can fill in?

$$1) \quad (\quad 3 \quad) + 8 < 12$$

$$2) \quad 11 - (\quad) > 6$$

$$3) \quad 14 + (\quad) < 20$$

$$4) \quad 15 - (\quad) > 5$$

$$5) \quad (\quad) - 7 < 8$$

$$1) \quad \begin{array}{cc} \text{T} & \text{O} \\ \boxed{2} & 3 \end{array} < \begin{array}{cc} \text{T} & \text{O} \\ & 32 \end{array}$$

$$2) \quad \begin{array}{c} \text{HTO} \\ 100 \end{array} > \begin{array}{cc} \text{T} & \text{O} \\ \boxed{} & 9 \end{array}$$

$$3) \quad \begin{array}{c} \text{TO} \\ 51 \end{array} > \begin{array}{cc} \text{TO} \\ 5 & \boxed{} \end{array}$$

Parents/ carers

Tip:

HTO = Hundreds
Tens and ones
(place value)

Once the child has decided on their missing digit, get them to check whether their number sentence works.

L.O. Can I compare numbers? More ideas

Online practise

Song: About Chomp

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

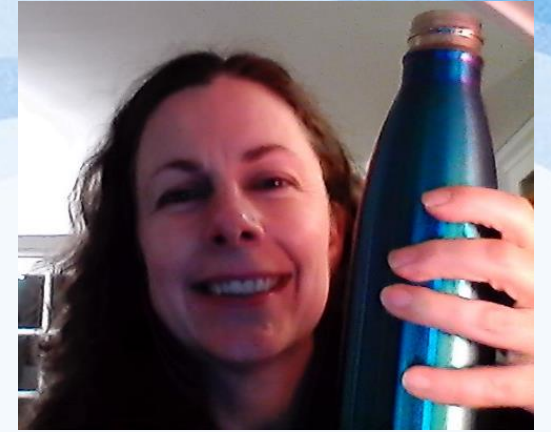
Game: < > numbers to 20


<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

Review - a grapheme

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

Same spelling different sounds

hat

bacon

Review - Tricky spellings

(Parents/ carers – ask your child to spell these words. Then keep a note of any that they have got wrong and help them learn it.)

- little
- was
- said
- what
- where

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

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

Same spelling different sounds

Parents/ carers tips

Explain to chn that there are 2 more ways to pronounce a – display *fast* and *was*.

Sound talk and read with the incorrect pronunciation. Read again correctly – What sounds is the 'a' making?

f-a-s-t fast

w-a-s was

a	a
fast	was

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

Parents/ carers – help your child to make the table below in their home learning book. Then get the children to sort and write the following words to match the correct pronunciation. Help child with any unknown meanings too.

fast, was, what, bath, squad, want grass, after, path, wander

a	a
fast	was

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

Parent/ carer top tip:

Using the word bank, get your child to write a sentence or a short story using the different pronunciations for 'a'. Remind them to use a capital letter and full stops and to be proud of their handwriting. When they've finished, encourage them to read their sentences out loud.

a fast

a was

fast, was, what, bath, squad, want, grass, after,
path, wander

Word of the day

Mrs Maloney's

past

Mrs Thornely's

was

A lorry drove past.

I was happy that the sun was out.

Parent / carer tip: your child needs to learn the spelling of the group they normally work in (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

Review: What is a noun?

girl



teddy



school



cake

Review: 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

Teach: What is a noun phrase?

You can add other words to nouns to describe them.

This is called a **noun phrase**.

The blue **flowers**

noun



The smelly **feet**

noun



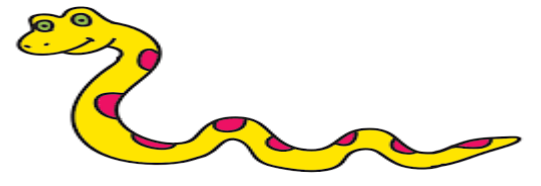
Parents/carers tip: we want the children to know this off by heart

Practise: Read the word bank carefully. Some are nouns, some are adjectives (describing words). In your home learning book match the words to make a sensible noun phrase e.g. blue flowers.

adjective	noun
warm	car
fast	garden
back	scarf
older	weather
cold	sister

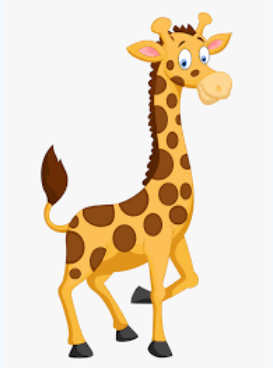
Apply: In your home learning book, write a noun phrase about each picture

1)



The spotty snake.

2)



3)



4)



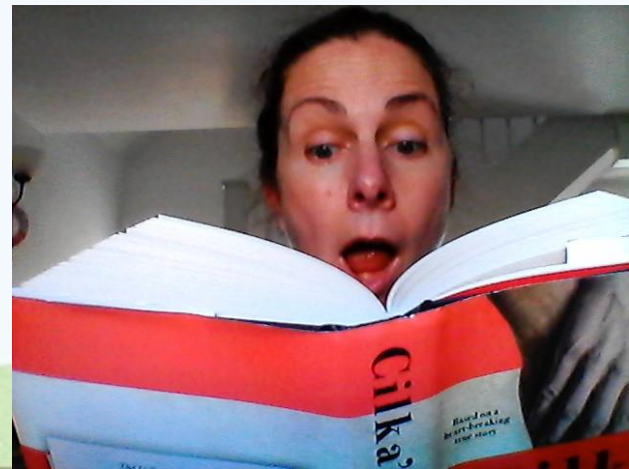
Recap: What is a noun phrase?

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

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!
Or time for lunch?



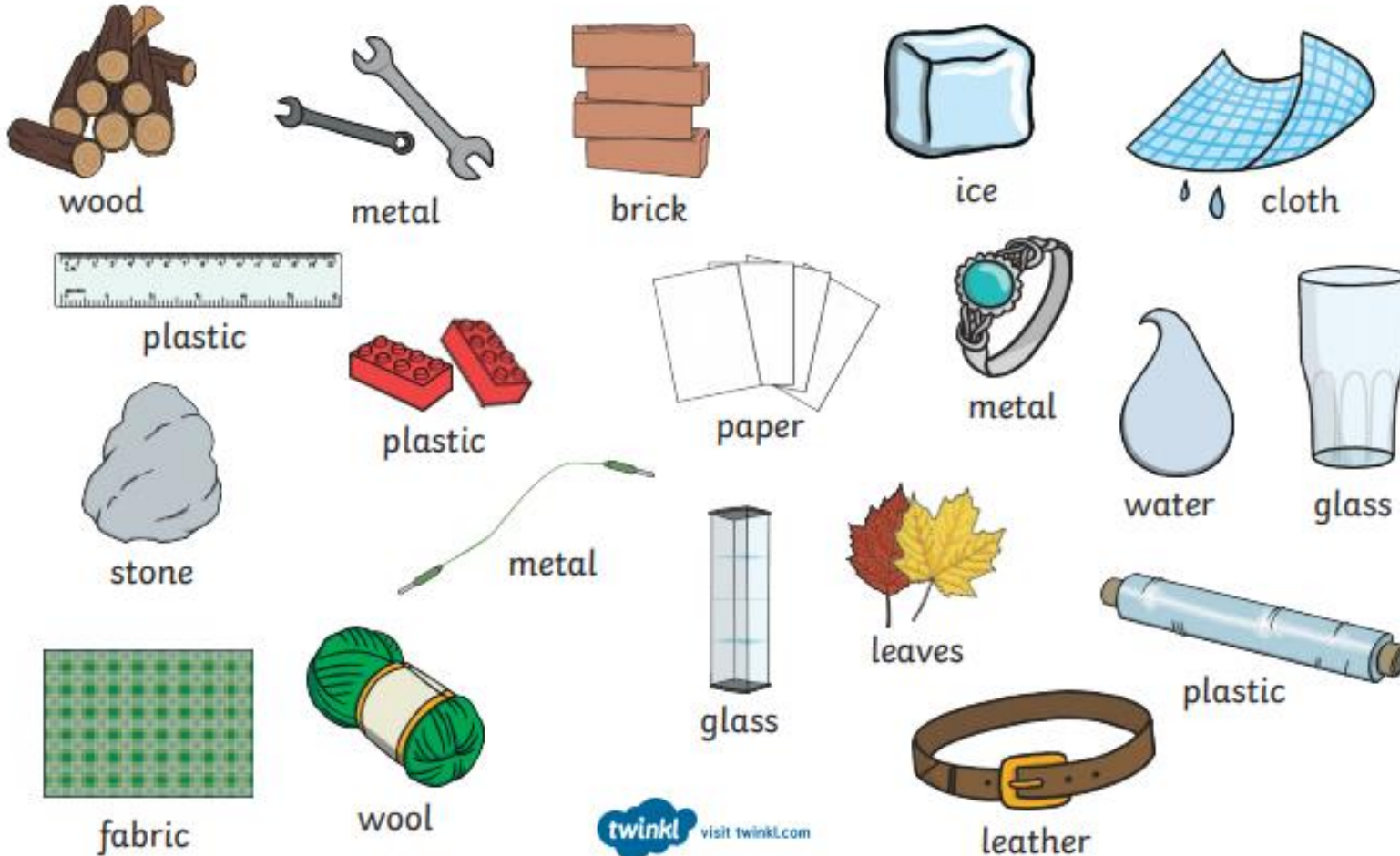
Science

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



Science: Review: In science we have been looking at the properties of materials. In our last lesson we were learning about recycling and why it is important.

Materials and Their Properties



Science

L.O. Can I compare and group everyday materials?

Task: With your adult, look at the things in your recycling bin.

Can you group them into the same materials, make labels and take a photograph?

Can you talk about their properties as you sort them?

Can you group them in a different way?

E.g. Colour? Hard - soft?

Vocabulary for Properties

transparent

opaque

waterproof

absorbent

hard

soft

rigid

bendy/ flexible

magnetic

non-magnetic

stretchy

non-stretchy

smooth

rough

dull

shiny

More online activities on materials

<http://www.crickweb.co.uk/ks1science.html> labelling materials

<https://www.education.com/game/sorting-objects-materials/> sorting by materials



Finishing Time

Use this time to catch up on anything that has been missed this week!

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



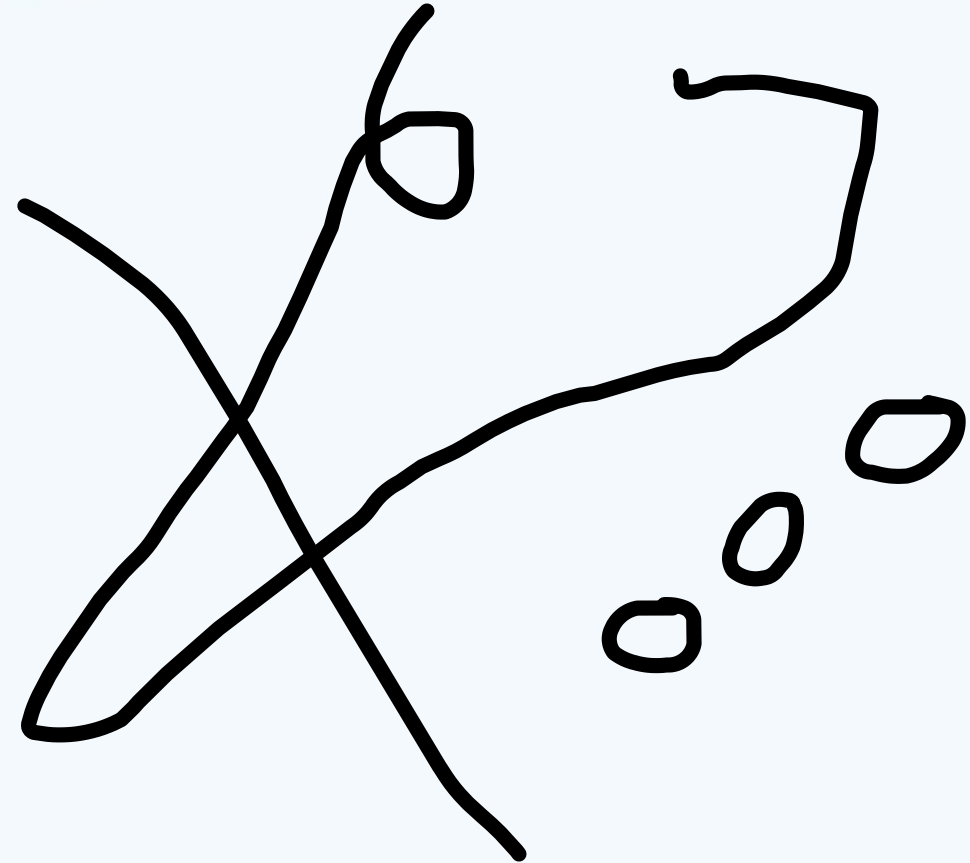
Squiggle Thinking

Thinking skill: creative



What to do:

- Explain that the human mind can fill in gaps and join up shapes to make something new.
- Draw simple, random shapes, like this
- What can the children see?
- They will create many different results. For example, they could see a needle, thread, and three holes in some fabric. Or a bird balancing a pencil on its beak, next to three eggs.



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 on
Monday!

