



Happy Monday Kelmarsh,

I've been thinking of you all and wondering how your weekends have been. The girls and I have really enjoyed watching Enid Blyton's Malory Towers on CBBC. We have loved it so much we've already watched all 13 episodes! I loved reading Malory Towers when I was Isla's age and watching the series brought me right back to being a child. If you haven't watched them yet, they are really good!

Here is a photo of Mr Thornely, Millie and Isla. We are combining our daily walk with a litter pick at the same time. It makes me so cross seeing how many people throw rubbish out of the window of their cars rather than taking it home and putting it in their bins. The countryside is littered and animals are hurt as a result of it! On four days worth of walks we have managed to collect four bin bags worth. A small start, but we will keep going!

Take care of each other and see you soon!
Love Mrs Thornely

Maths L.O. Can I compare numbers? Answers from yesterday.

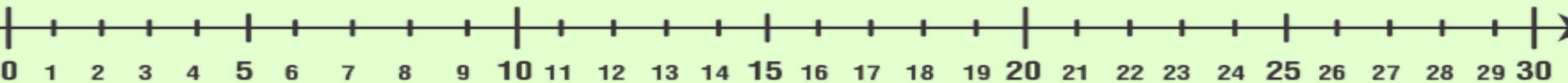
Review: Use $<$ $>$ $=$ to compare numbers.

1) $29 > 20$

2) $30 > 10$

3) $24 > 4$

4) $36 > 24$



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 .

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

$$1) \quad 18 - \boxed{11} < 8$$

$$2) \quad 7 + \boxed{1} < 13$$

$$2) \quad 18 - \boxed{12} < 8$$

$$3) \quad 7 + \boxed{2} < 13$$

$$3) \quad 18 - \boxed{13} < 8$$

$$4) \quad 7 + \boxed{3} < 13$$

$$4) \quad 18 - \boxed{14} < 8$$

Can you find the remaining ones?

$7 + 4$, $7 + 5$ are both less than 13

Can you find the remaining ones?

$18 - 15$, $18 - 16$, $18 - 17$, $18 - 18$, are all less than 8

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?

Parent/ carers - More than one answer is possible I've just given one example.

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

$$2) \quad 11 - (\quad 4 \quad) > 6$$

$$3) \quad 14 + (\quad 1 \quad) < 20$$

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

$$5) \quad (\quad 13 \quad) - 7 < 8$$

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

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

$$3) \quad \begin{array}{c} \text{TO} \\ 51 \end{array} > \begin{array}{c} \text{TO} \\ 5 \boxed{0} \end{array}$$

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 | PE |
| Lesson 6 | Zippy |

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

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

*We are in the
Thornely house!*

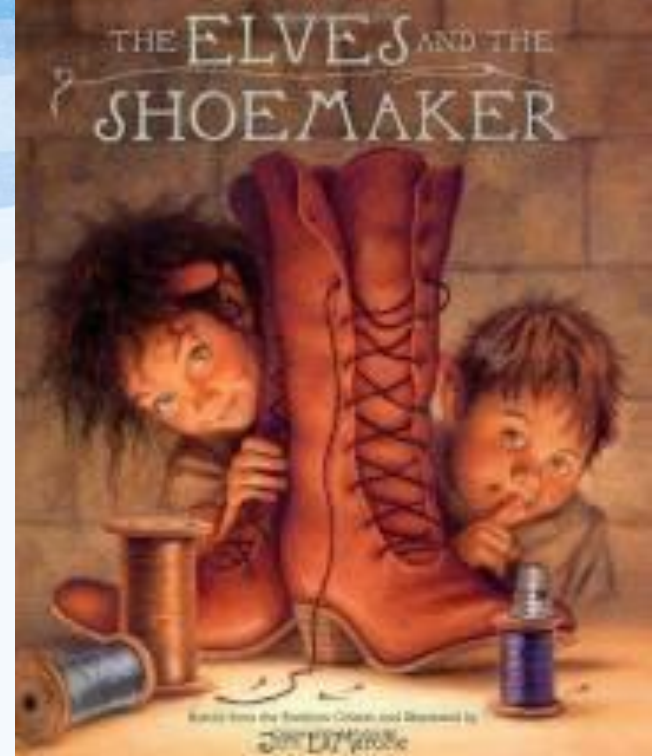




Book Talk

The Elves and the Shoemaker (Part 3)

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



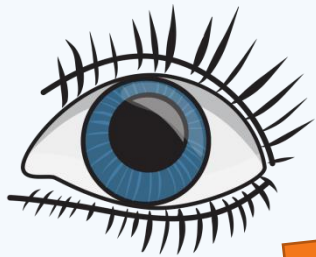
Retrieve



Sequence



Infer



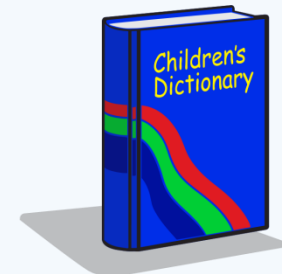
Visualise



Clarify



Question



Vocabulary



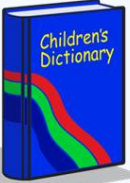
Decoding

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

Book Talk

Parents, carers,

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)



Vocabulary

| Word | Definition | Word class |
|--|---|------------|
| scuttle | To move or run as if in a hurry; scurry. | verb |
| shod | Wearing shoes. | verb |
| elves | An imaginary small creature that looks like a human and has magical powers. | noun |
| sturdy | Strong, solid | adjective |
| delicate | Dainty, elegant, fine - could break easily. | adjective |
| <div>clogs</div> <div>  </div> | A shoe with a thick wooden sole. | noun |

Handy hints for word reading

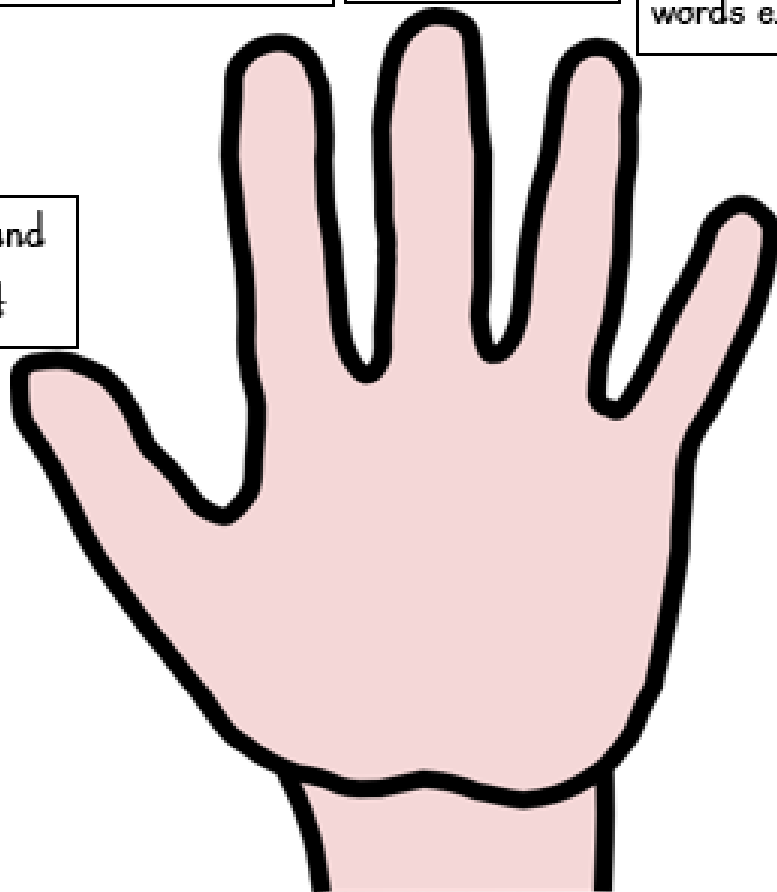
Look for digraphs (two letter strings e.g. sh- th) and trigraphs (three letter string e.g. -ing -lch)

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.

As the clock struck midnight, they heard the creak of a window and the scuttle of small feet. Peeking out from behind the coats, they saw two tiny children sneak into the workshop. They were poorly shod, and they wore only raggedy sacks for warmth.

"Elves" the shoemaker's wife whispered.

The tiny elves tiptoed across the room and climbed up onto the table. Then, humming and whistling, they began to stitch and sew and hammer so quickly with their little fingers that the shoemaker and his wife could not believe their eyes.

The elves did not stop until all the shoes were finished and stood lined up on the table: sturdy riding boots, delicate slippers, feather-light dancing shoes and heavy clogs for work. Then the elves tiptoed out of the workshop, up the stairs and out the window.



... they say two tiny children sneak into the workshop. They were poorly shod, and they wore only raggedy sacks for warmth.

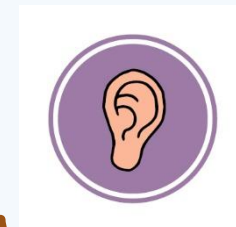
Imagine what the Elves would have looked liked from the above sentence. Draw a picture of the Elves in your busy book, then describe the elves to your adult.

The elves ...



Visualise

... they began to stich and sew and hammer so quickly



Using the sentence above, imagine what noises the shoemakers heard. Write the noisy words underneath your picture.

The Shoemaker and his wife heard ...

Parents/ Carers Tips:

Onomatopoeia, pronounced on-uh-mat-uh-pee-uh, is defined as a word which imitates the natural sounds of a thing. It creates a sound effect that mimics the thing described, making the description more expressive and interesting. E.g. Pop, crackle, splash





The elves did not stop until all the shoes were finished and stood lined up on the table: sturdy riding boots, delicate slippers, feather-light dancing shoes and heavy clogs for work.

Using the sentence above, imagine what the shoes looked like. Choose one of the shoes described. Using paper or your busy book use your imagination to draw it. Can you colour it? Or collage it?

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.

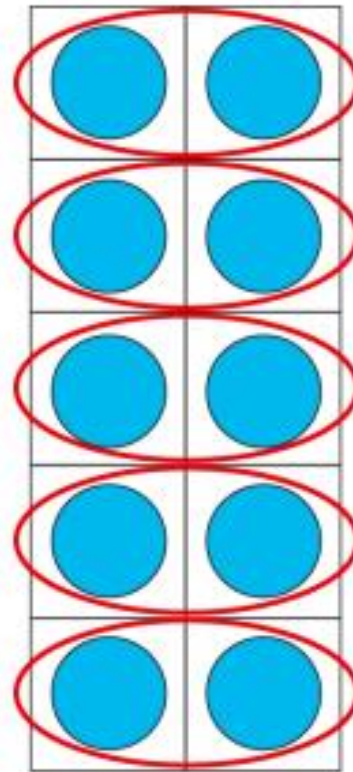
To count backwards, read numbers upwards, from the bottom of the list.

L.O. Can I recognise odd and even numbers?

Review: What I should know!

A number is **even** if the **ones digits** is **even**; it can be made from groups of two.

Ten:



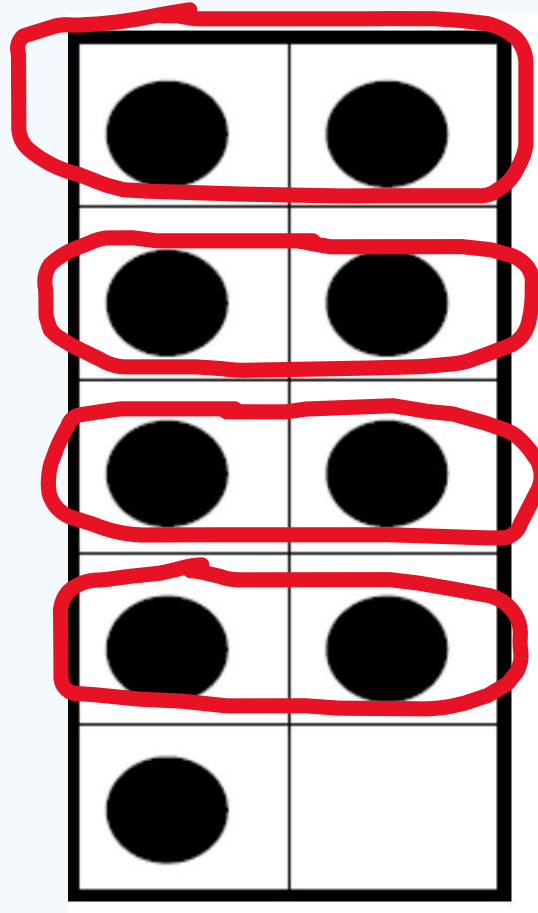
'Ten is even because it can be made from groups of two.'

L.O. Can I recognise odd and even numbers?

Review: What I should know!

A number is **odd** if the **ones digit** is **odd**; it can't be made from groups of two.

Nine is not even,
because it **CAN'T** be
made from groups of
two



L.O. Can I recognise odd and even numbers?

Review: What I should know!

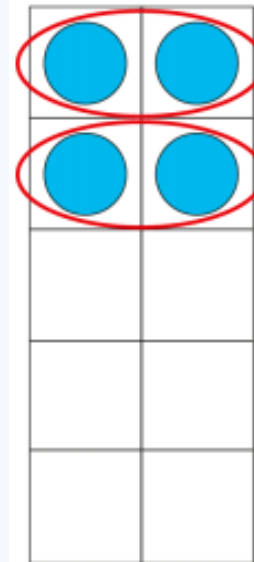
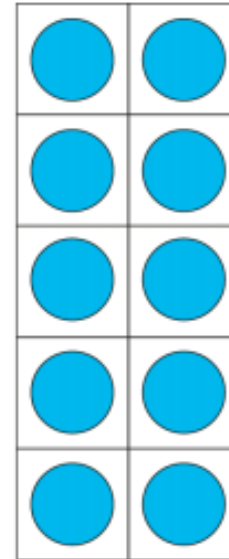
Tens Ones

T O

1 4

We know that 14 is even because the ones digit is even

Teen numbers:



14
even

L.O. Can I recognise odd and even numbers?

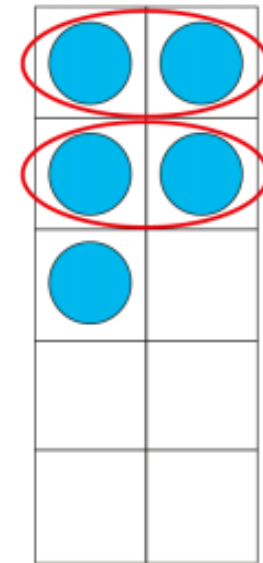
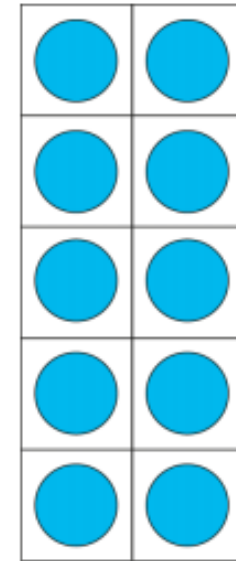
Review: What I should know!

Tens Ones

T O

1 5

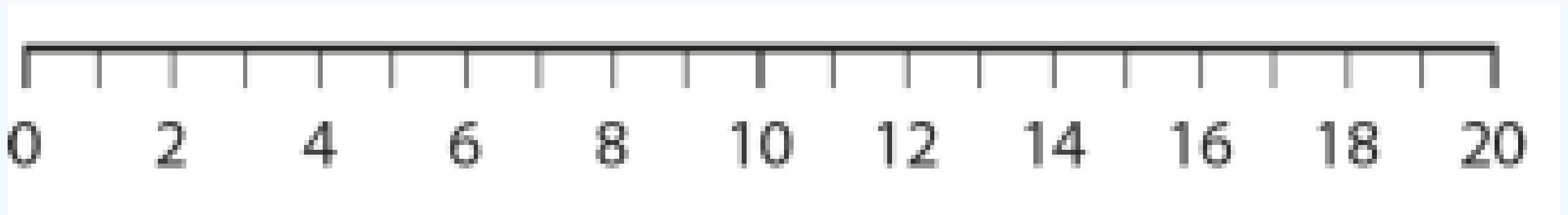
We know that 15 is odd
because the ones digit
is odd



15
odd

L.O. Can I recognise odd and even numbers?

Warm up: Let's count up in even numbers



What do you notice about the ones digit? Is there a pattern?

L.O. Can I recognise odd and even numbers?

Warm up: Let's count up in odd numbers



What do you notice about the ones digit? Is there a pattern?

L.O. Can I recognise odd and even numbers?

Practise: Let's sort! In your home learning book, draw the following table and sort the following numbers. Then add four numbers of your own.

5 6 10 9 1 15 16 19 11

| Odd | Even |
|-----|------|
| | |

*Parent/
carers tip:
Make sure
your child is
using the
ones digit to
determine
whether a
number is
odd or even.*

L.O. Can I recognise odd and even numbers?

Practise : Complete the odd and even number sequences.

Odd/even missing number sequences:

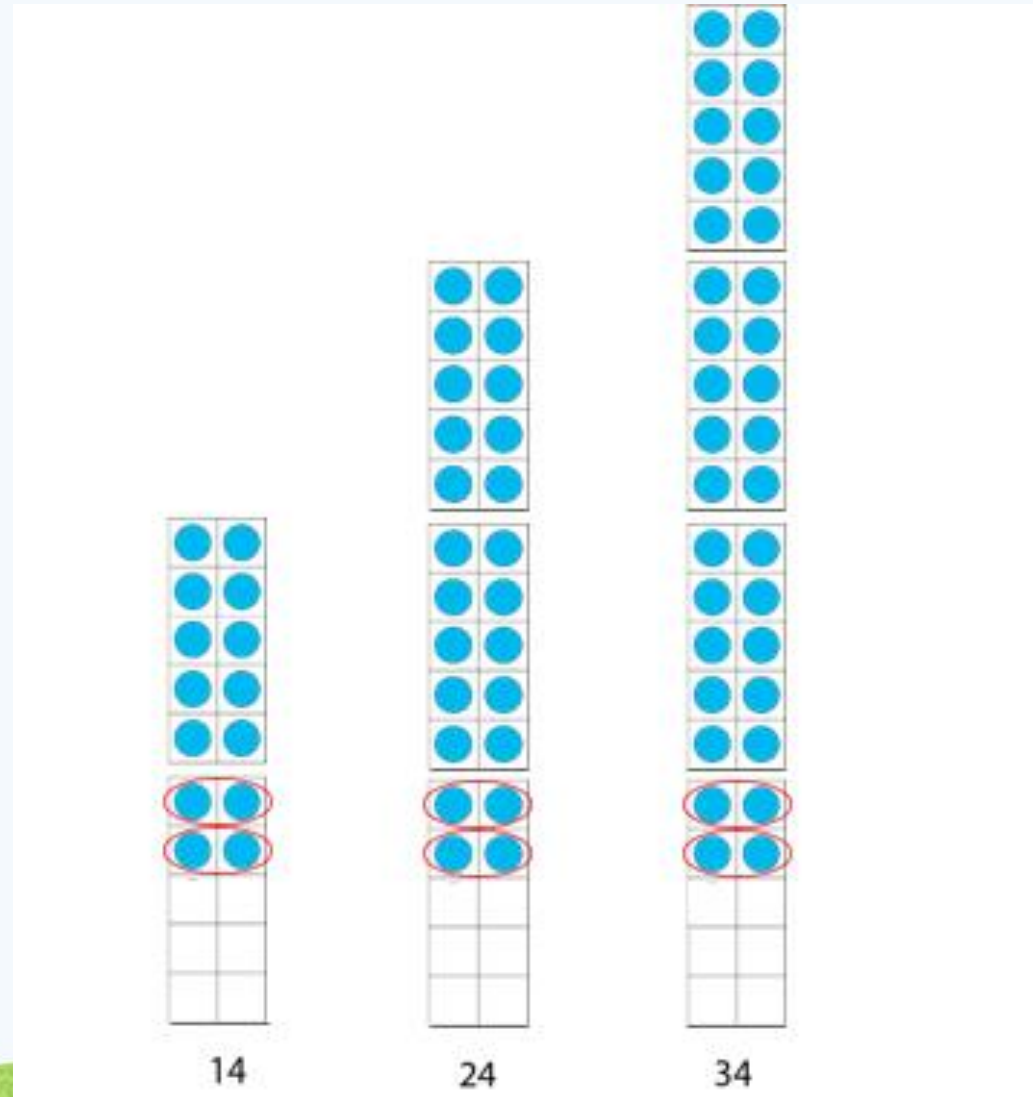
| | | |
|----|--|----|
| 12 | | 16 |
|----|--|----|

| | | |
|----|--|----|
| 19 | | 15 |
|----|--|----|

| | | | | |
|--|----|--|--|----|
| | 11 | | | 17 |
|--|----|--|--|----|

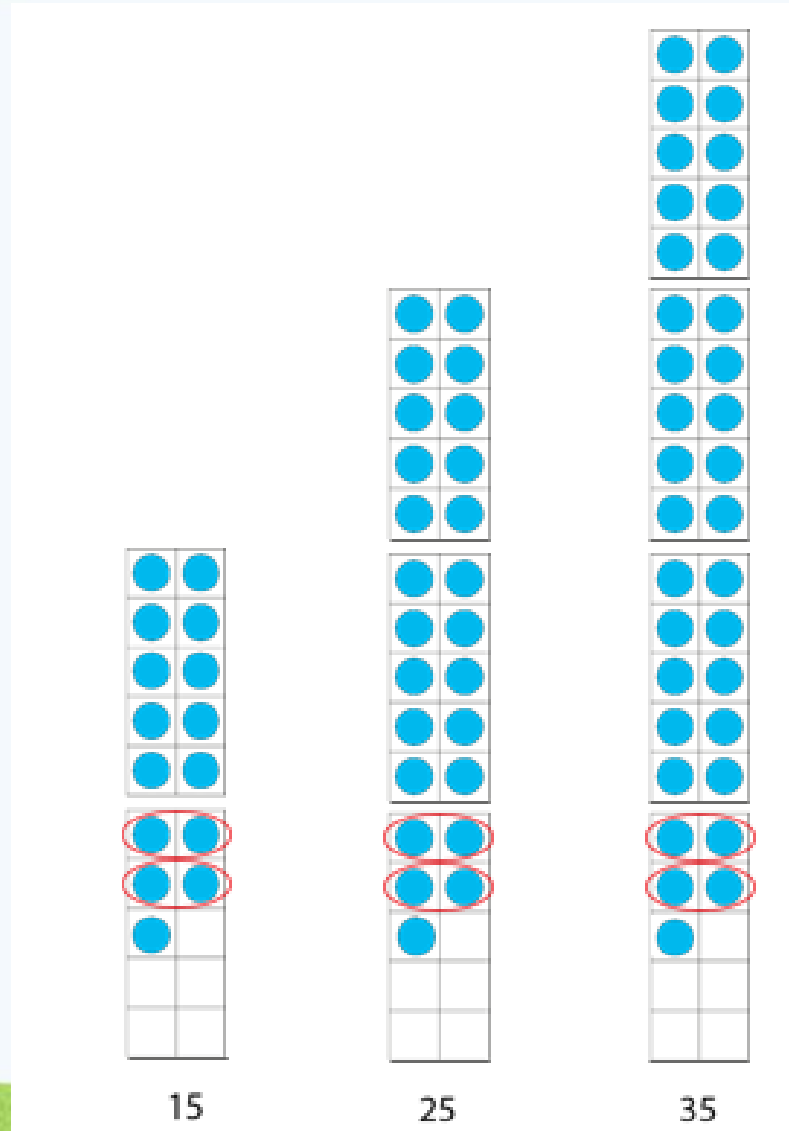
L.O. Can I recognise odd and even numbers?

Apply : True or false. These numbers are odd. **Prove it!**



L.O. Can I recognise odd and even numbers?

Apply : True or false. These numbers are odd. **Prove it!**



L.O. Can I recognise odd and even numbers?

More Practise : Through out the day, say to your child a one or two digit number (larger if they are ready to move on) and ask *Odd or Even ... Prove it!* Get them to answer using the following sentence stem.

I know the number _____ is even/ odd because the ones digit is even/ odd

e.g. I know the number 36 is even because the ones digit is even.

I know the number 93 is odd because the ones digit is odd.

L.O. Can I recognise odd and even numbers?

Other ideas



Make a grid or a number square using chalk on garden path, shout out odd and children jump on an odd number

Online games

<https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even>

number blocks <https://www.youtube.com/watch?v=E3uxB19npas>




Use beads, marbles or buttons to see if can group a number into twos (even) or not (odd)



Make a display e.g. Odd Todd and Even Steven

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 - a grapheme

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

Same spelling different sounds

fast

was

Parents/ carers tip:

Vocabulary used in phonics:

- **Phoneme:** The smallest unit of sound in a word. Phonemes may be written with more than one letter eg day.
The word *start* has 4 phonemes (s - t - ar - t).
The word *church* has 3 phonemes (ch - ur - ch).
The word *strap* has 5 phonemes (s - t - r - a - p).
- **Grapheme:** Grapheme: The letter or letters that are used to write a phoneme
- **Digraph:** A two letter grapheme where two letters represent one phoneme or sound eg ar, ea, er, oi, ch, th
- **Vowel Digraph:** A two letter grapheme that represents a vowel phoneme or sound eg ay, ee, oi

Parents/ carers tip:

Vocabulary used in phonics:

- **Split Vowel Digraph:** A two letter grapheme that represent a vowel phoneme or referred to asound where the sounds are pushed apart by another letter. This digraph often used to be referred to as a magic e eg cake, bite, phone, these, cube. It is used for the long vowel sounds.
- **Trigraph:** A three letter grapheme where three letters represent one phoneme or sound eg air, igh, ear
- **Short vowel sound:** The sound that the letters a, e, i, o, u make in a word eg cat, peg, hit, not, sun.
- **Long vowel sound:** The sound that is like the names of the vowel letters. The long vowel sounds are often represented in more than one way by digraphs and trigraphs eg main, stay, cake, see, seat, mice, light, coat, bone, glue, spoon.

Phonics
Teach: - L.O. Can I read the 'o' phoneme spelt with an 'a' after the grapheme 'w' and digraph 'qu'?

Read these words.

What do they all have in common? Tell your friend.

want

was

wander

want

was

wander

These words all start with 'w'.

These words all have the phoneme /o/ in them.

The sound /o/ is spelt 'a' after the 'w'.

Answer

Read these words.

What do they all have in common? Tell your friend.

quantity

quality

squabble

quantity

quality

squabble

These words all have the digraph 'qu'.

These words all have the phoneme /o/ in them.

The sound /o/ is spelt 'a' after the 'qu'.

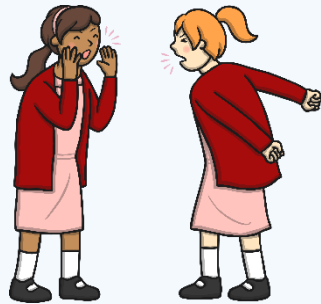
Answer

Say each of these words.

Think about where the /o/ sound comes in each word.

Trace the letter that makes the /o/ sound on your friend's back.

Click on the finger to see if you are right.



qu_rrel

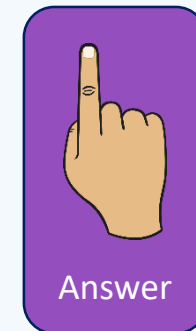


sq_ash

w_tch



qu_d



Use this rule to help you to decide if these missing letters are spelt with 'o' or 'a'.

'a' is the most common spelling for the /o/ sound after 'w' and 'qu'.

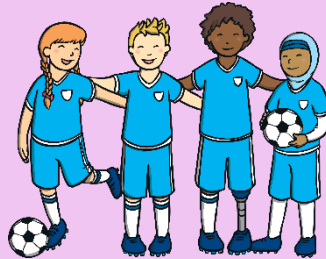
Click on each word to see the answer.



wash



squad



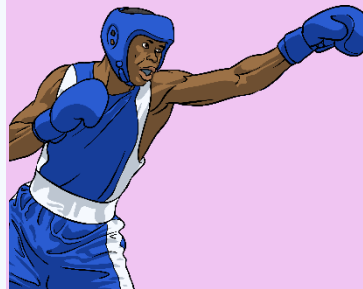
frog



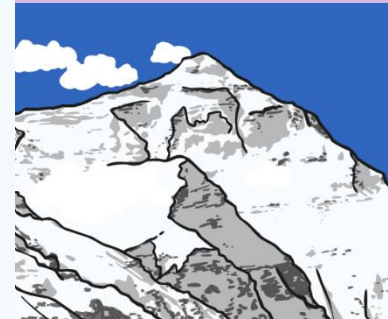
waddle



boxer



top



Choose a 'wa' or 'qua' word from the list to finish these sentences.

I sometimes _____ with my sisters.

We are working on the _____
of our handwriting in year 2.

“I'm late!” cried the white rabbit as looked
at his _____.

It is not a good idea to _____
off on your own in a busy shop.

wander

quality

squabble

watch

What have we learnt today?



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

Review: What is a noun phrase?



Review: 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

L.O. Can I write a recount of the weekend?

Today I would like you to write in your Creative Writing Book. Fluffy has really missed not reading the Star of the Week diary today. As you are all my stars, could you tell Fluffy what you got up to this weekend.

Success Criteria

- ✓ Think it, say it, write it, check it, CL and FS (every sentence)
- ✓ Handwriting: neat, bumps and flicks
- ✓ Noun phrases e.g. green grass, warm sunshine, blue skies
- ✓ Conjunctions e.g. and, but, so, if, when, because

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?



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>

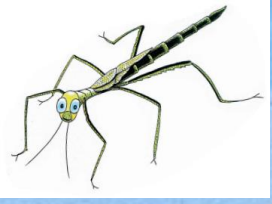


P.E. WITH JOE

Monday - Friday

9am Live on YouTube

The Body Coach TV



Zippy - (Personal, Social and Health Education)

Dear Parents/ carers,

I have included another folder on the website called Zippy. This is the personal, social and health educational programme that we follow in Year Two. I was looking at their website today and I noticed they do a parent guide explaining what we cover during the sessions. I also noticed that they do booklets with activities that parents can do with their children.

I have uploaded those onto the website too. I will be starting on 'feelings' as I really believe it is important to keep children talking about their emotions during this time. I will include a couple of activities to do each week, but feel free to dip into the others if you think they are relevant to your family's circumstance.

In school, the modules we have covered are

- feelings
- communication
- making and breaking relationships
- Conflict/ resolution (half way through)

If you are lucky enough to have a printer and ink, you may want to print the pages from the PDF booklets. If not, just get them to draw in their busy books as you talk about their feelings each day.

Feelings chart

To improve your child's abilities to identify and describe feelings

Use this chart to identify and talk about feelings you and your child might have.



HAPPY



ANGRY



NERVOUS



DISAPPOINTED



JEALOUS



SURPRISED



EXCITED



NERVOUS



SAD



LONELY



EMBARRASSED



BORED

Show your feelings

To help your child to recognise and identify other people's feelings

You will need



Draw or stick pictures in these spaces...

Draw or stick a picture of a sad lady here

ASK: Why do you think the lady is sad?

Draw or stick a picture here of a happy boy

ASK: Why do you think the boy is happy?

Draw or stick a picture here of an angry girl

ASK: Why do you think the girl is angry?

Let's talk...

Talk about how the person is feeling and why they think that. This is also a good activity to try when you are waiting for a bus, eating in a busy restaurant, watching TV or walking in the park.



You could also take pictures of each other looking sad, happy, angry etc.

You can also play this game if your child is upset. Drawing pictures helps children to express their feelings and encourages them to talk.

Our feelings diary

To help your child to identify their feelings and help understand that our feelings change

You will need



Draw, write or stick feelings in these spaces...

On Monday morning I felt

In the afternoon I felt

On Tuesday morning I felt

In the afternoon I felt

On Wednesday morning I felt

In the afternoon I felt

On Thursday morning I felt

In the afternoon I felt

On Friday morning I felt

In the afternoon I felt

Let's talk...

Each evening for 5 days, you and your child can talk about one or two feelings you had during the day. This helps children to understand that our feelings change.



HAPPY



ANGRY



NERVOUS



SAD



JEALOUS

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 am I?

Thinking skill: enquiry, reasoning

What I need: pen, paper, 'what am I riddles' (See examples opposite)

What to do:

- Tell your child to listen to some riddles and work out what the object is.
- You can repeat the riddles as little or often as you think appropriate.
- Ask your child what they think the answer is.
- Ask them to make up their own clues for a friend to work out.
- Perhaps organise a time to FaceTime a school friend to share riddles?

I am pink

I am a bird

I stand on one leg

I have 3 syllables

I contain chips

I can write letters

I can add up

I am a link to the whole wide world

I am see-through

I am refreshing

Without me you may die

I can be hot or cold

I have hands but I cannot touch

I can be any shape you want

I have five letters in me

I can help you be punctual



Hope you have
enjoyed today!

Miss you already!

I'll be back on
Monday!

