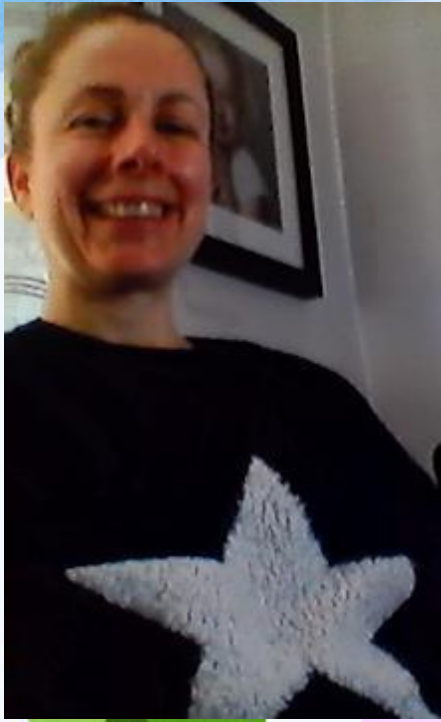




Good morning Kelmarsh,

It's half way through the week day ... Wed^{red}nesday! I have decided to wear my star jumper as you are all my stars and I miss you very much! Don't forget - today is April Fool's Day, I hope you don't get pranked!

Isla and I started our morning with Joe Wicks again. Goodness I was aching this morning ... I think the squats and lunges from yesterday are to blame! My favourite was the kangaroo and rabbit jumps and we also enjoyed freestyle dancing to George Ezra too! I absolutely agree that exercise does make you feel good so if you haven't started the day with Joe Wicks yet, try tomorrow. Having a 9 O'clock goal helps me to be productive for the rest of the day. So if you are struggling to be motivated to start your school work and finish any chores that your parents have set you ... this might help!

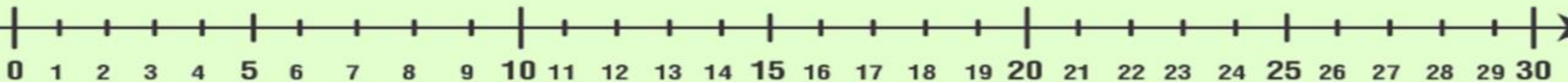
Take care and see you tomorrow!

Love Mrs Thornely

L.O. Can I add 3 numbers and bridge 10?

Answers from yesterday

4	5	0
3	3	3
2	1	6



L.O. Can I add 3 numbers and bridge 10?

Answers from yesterday

'Fill in the missing numbers.'

$$5 + 6 + 5 = \boxed{16}$$

10

$$3 + 3 + 7 = \boxed{13}$$

10

$$7 + 4 + 3 = \boxed{14}$$

10

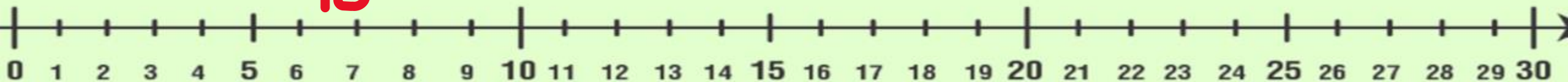
$$8 + 4 + 2 = \boxed{14}$$

10

$$2 + 8 + 6 = \boxed{16}$$

10

Did you manage to complete this without your fingers but by grouping 10 and then using place value knowledge.



L.O. Can I add 3 numbers and bridge 10?

Answers from yesterday

Can make 10	Cannot make 10
$7 + 5 + 5$	$7 + 6 + 2$
$1 + 3 + 9$	$4 + 8 + 5$

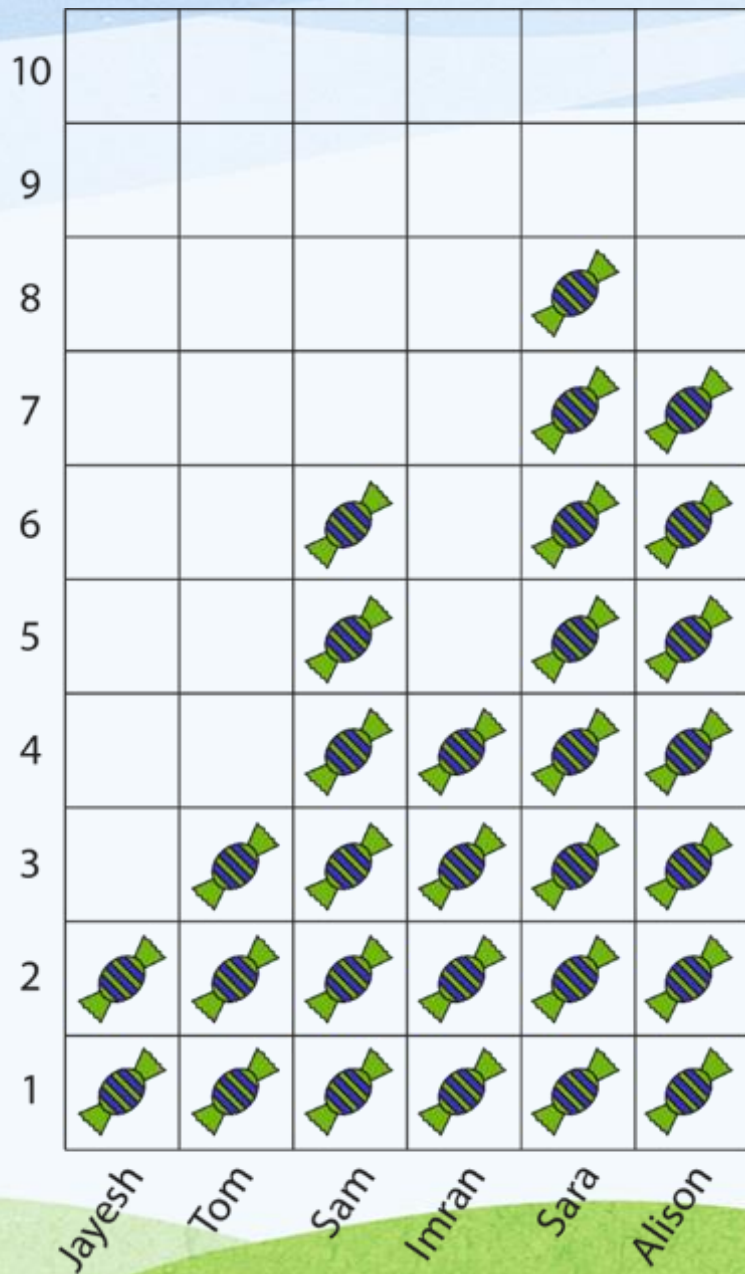
Two pairs of number bonds to ten:

$$2 + 4 + 6 + 8 = \boxed{20}$$


Three addends sum to 10:

$$8 + 3 + 6 + 1 = \boxed{18}$$


L.O. Can I add 3 numbers and bridge 10?

Number
of sweets

Apply:

- 1) How many sweets do Jayesh, Sam and Sara have? 16 sweets
- 2) How many sweets does Tom, Imran and Alison have? 14 sweets
- 3) How many sweets does Sam, Sara and Imran have? 18 sweets

CHALLENGE: Go back and say whether your answer is odd or even

Did you manage to hunt for 10 first?

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	

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

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

*We are in the
Thornely house!*



Spelling Test *(Parent/ cares please test your child on this week's spellings)*

Mrs Maloney

- fast
- last
- past
- father

Mrs Thornely

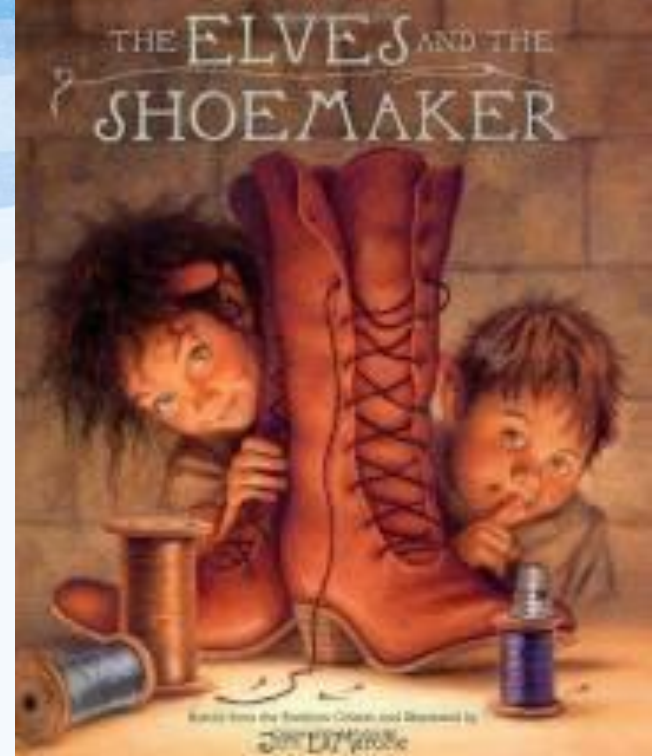
- want
- watch
- was
- wand
- squash



Book Talk

The Elves and the Shoemaker (Part 4)

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



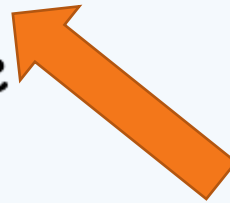
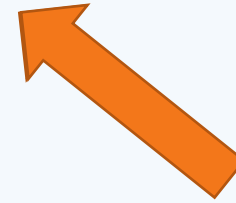
Retrieve



Sequence



Infer



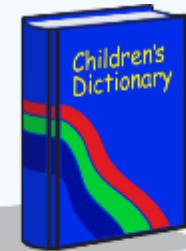
Visualise



Clarify



Question



Vocabulary



Decoding

Parents/carers tip: the focus today is the 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
stockings	Similar to socks, a knit covering that fits closely on the foot and some part of the leg	noun
instead	In place of, rather e.g. <i>instead of leather there were clothes</i>	adverb
pieces	Bits / parts e.g. <i>pieces of leather</i>	noun
astonished	To be filled with great surprise or amazement	verb

Handy hints for word reading

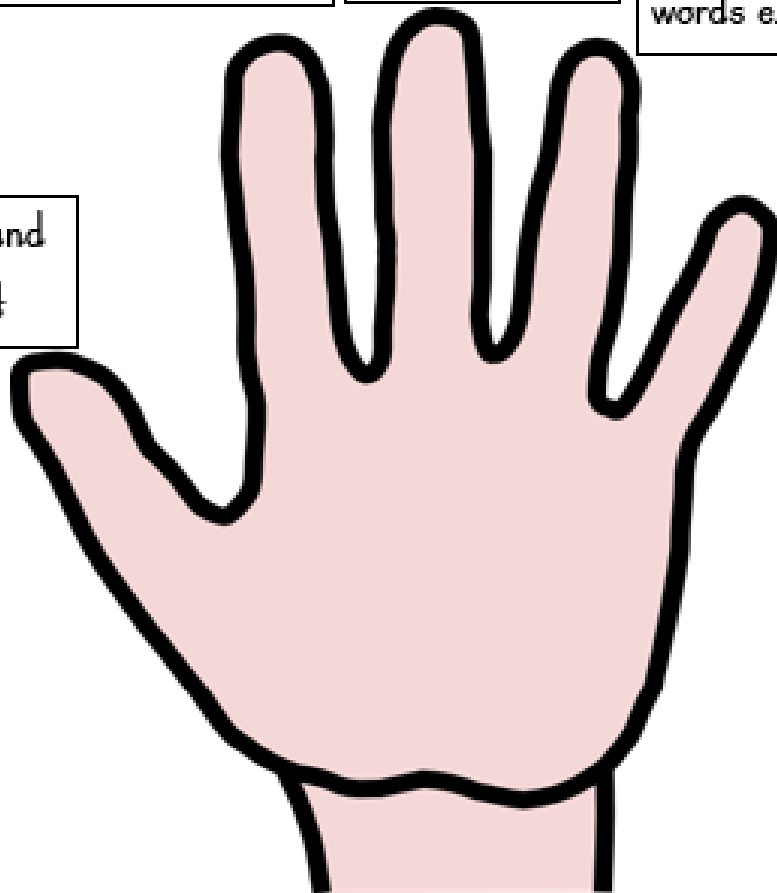
Look for digraphs (two letter strings e.g. sh- th) and trigraphs (three letter string e.g. -ing -lch)

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.

The next morning the wife said, "The little elves have made us rich, we must give them something in return. They run around with so little on they must be freezing. I will make a warm dress, coat and pants, and knit them each a pair of stockings."

"And I shall be happy to make them each a pair of fine shoes," said the shoemaker.

They went right to work, and that evening they laid the presents on the worktable. Then, like before, they hid behind the coats and waited.

At midnight, the elves quietly skipped into the shop ready for another night's work. But instead of pieces of leather, they found the beautiful presents.

At first they were too astonished to move. Then they hugged their new warm clothes and quickly put them on.



Retrieve

What did the shoemaker's wife say that she would make for the elves?

The shoemaker's wife said that she would make ...



Retrieve

Where did the shoemaker and his wife hide?

The shoemaker and his wife hid ...



Retrieve

What did the elves find instead of pieces of leather?

The elves found ...

Events	Order
At midnight, the elves skipped into the shop	
To say thankyou, the shoemaker's wife said she wanted to make the elves some clothes.	
The elves hugged their new clothes and quickly put them on	
The shoemaker said he would make the elves some shoes.	

Maths

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

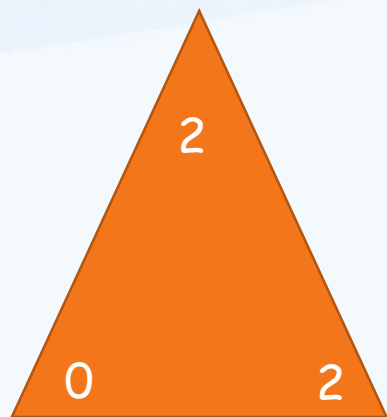
Today's maths will work best using PowerPoint, in presentation mode as the modelling sections have parts of the page that will move to help with the modelling.

So please complete maths when you have access to a computer rather than using a mobile phone.

Thank you



Review: Addition and subtraction trios to 20

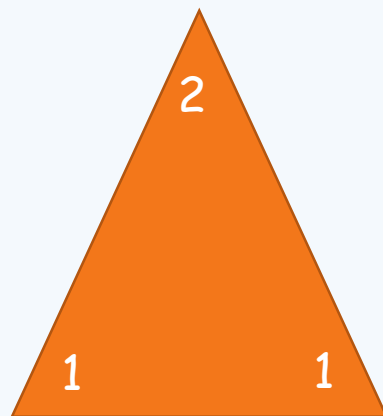


$$2 + 0 = 2$$

$$0 + 2 = 2$$

$$2 - 0 = 2$$

$$2 - 2 = 0$$



$$1 + 1 = 2$$

$$2 - 1 = 1$$

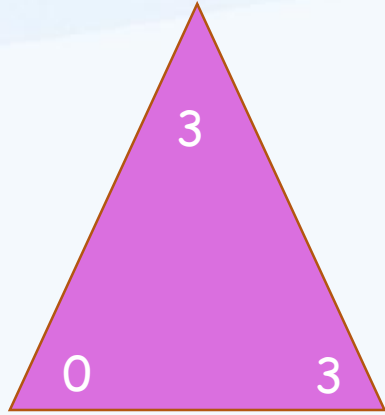
Parents/carers tip:

Year 2 objective is to be able to recall the addition and subtraction facts to 20 (without using fingers)

From now on, each day I will give your child some trios of numbers for your child to learn.

Please help them memorise these facts as it will really help them with their addition and subtraction skills.

Review: Addition and subtraction trios to 20

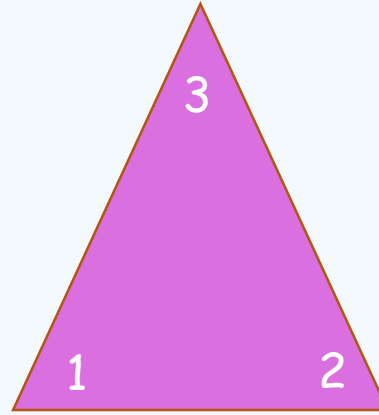


$$3 + 0 = 3$$

$$0 + 3 = 3$$

$$3 - 0 = 3$$

$$3 - 3 = 0$$



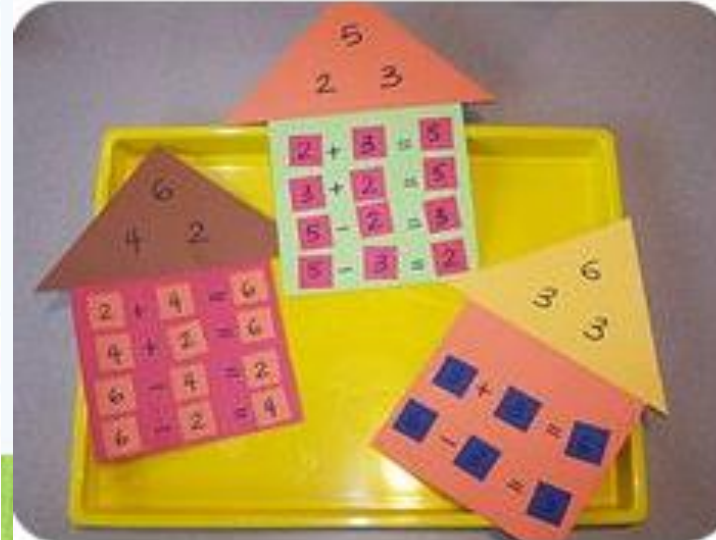
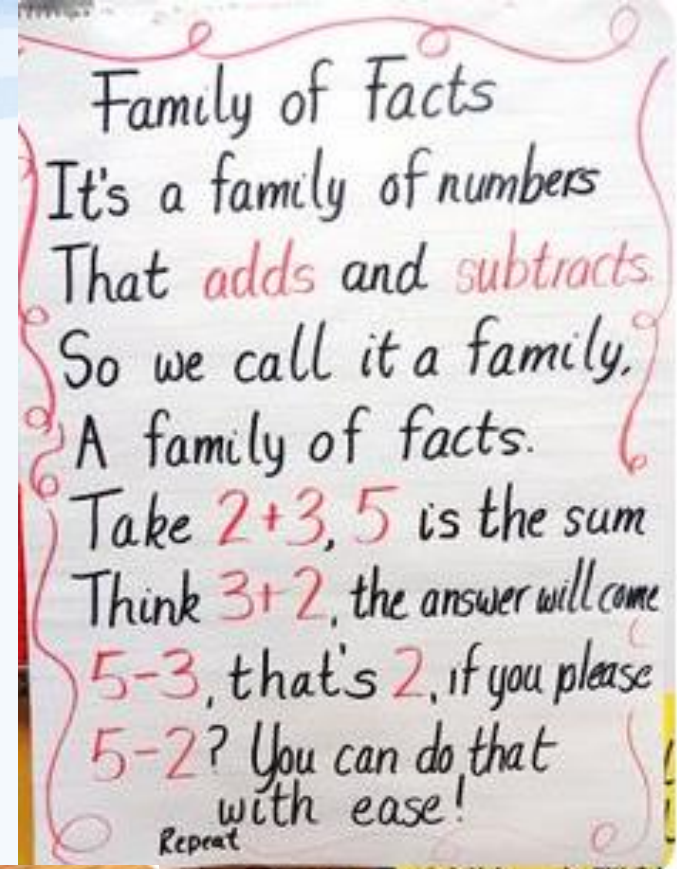
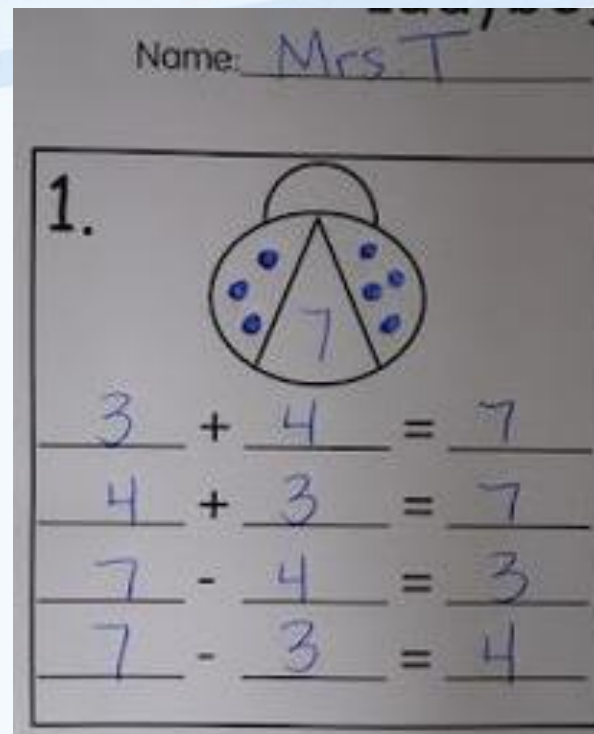
$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 - 1 = 2$$

$$3 - 2 = 1$$

Fun ways to learn fact families



L.O. Can I add 3 numbers and bridge 10?

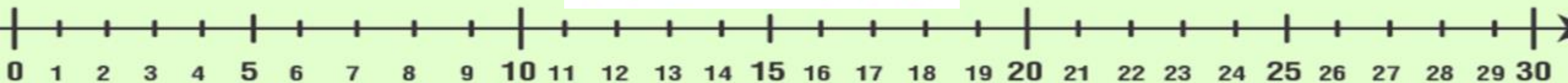
Warm up: What I should know! My number facts that make 10

<https://www.topmarks.co.uk/maths-games/hit-the-button>
make 10

Rainbow to 10



0 + 10 = 10	10 + 0 = 10
1 + 9 = 10	9 + 1 = 10
2 + 8 = 10	8 + 2 = 10
3 + 7 = 10	7 + 3 = 10
4 + 6 = 10	6 + 4 = 10
5 + 5 = 10	5 + 5 = 10



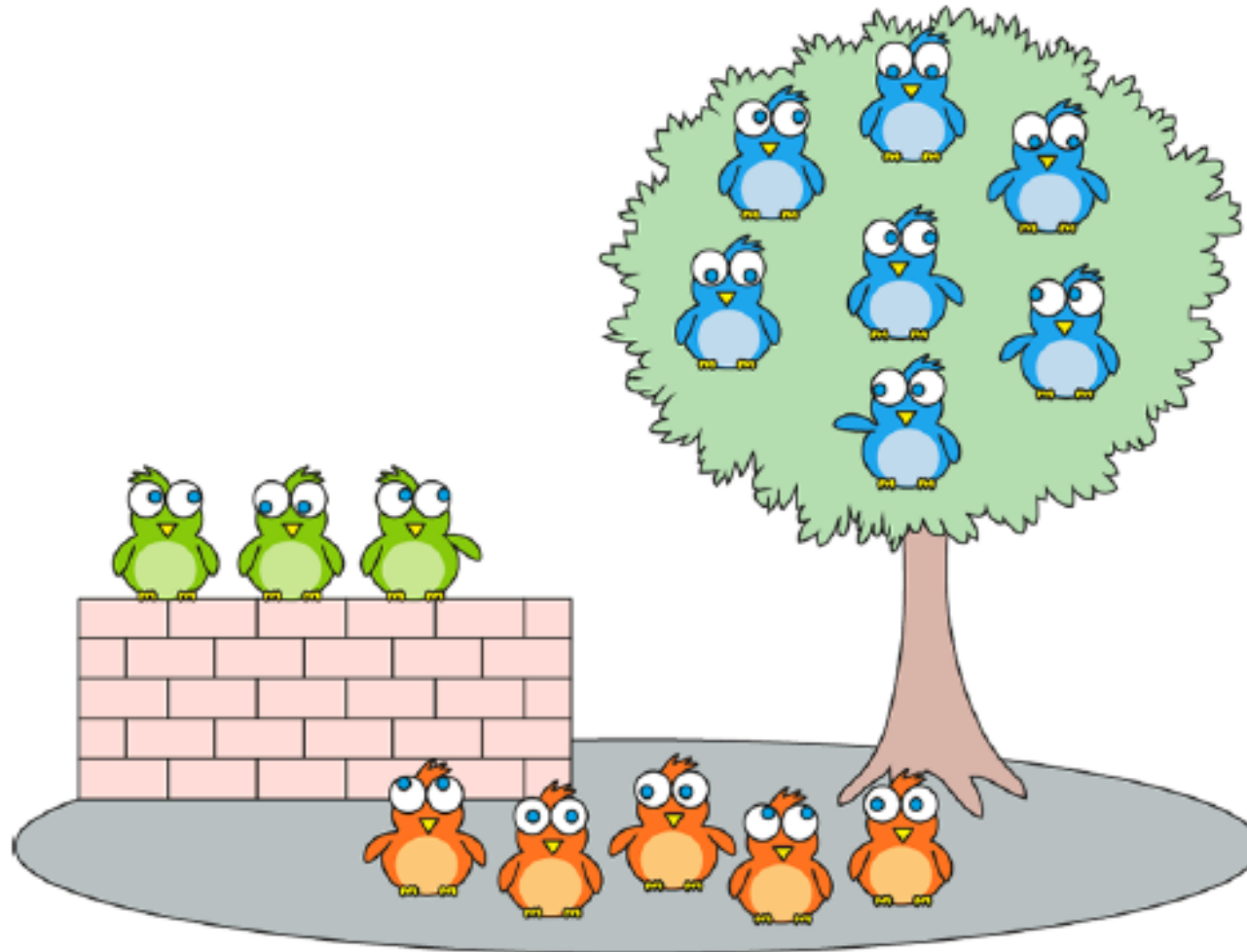
L.O. Can I add 3 numbers and bridge 10?

Review:

Number story:

'There are three birds on the wall, five birds on the ground and seven birds in the tree. How many birds are there altogether?'

Pictorial:

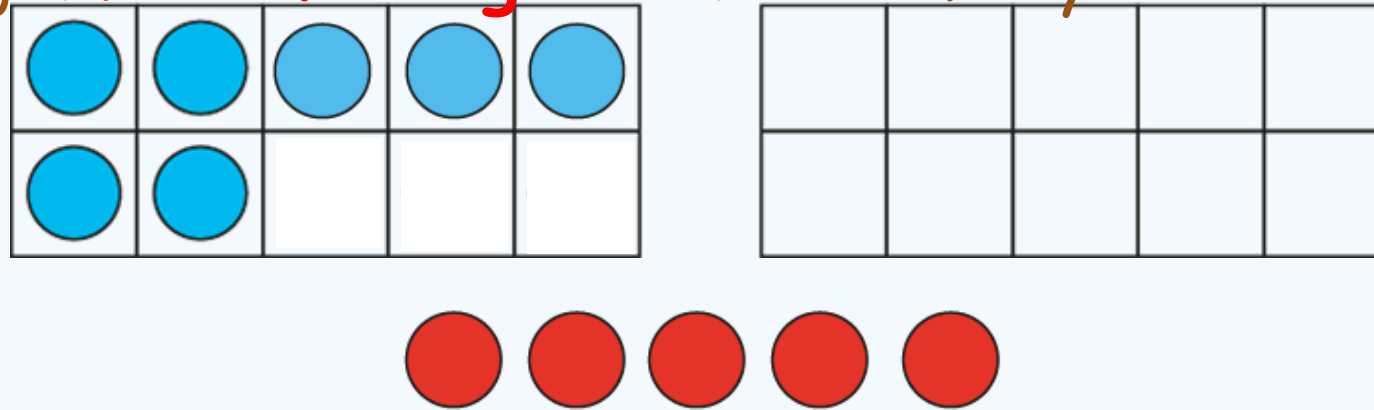


*Parent/ carer,
Read the number
story and discuss
the picture.
Remind them to
see if they can
hunt for ten.*

- 1.11 Addition: three numbers and bridging 10 - step 5:1

A ride at the funfair has ten seats in each carriage. You have to fill up the whole carriage before children can get in a new one.

Model Number story using tens frame: There are **seven** children in the first carriage. **Five more get on.** How many children are there altogether?



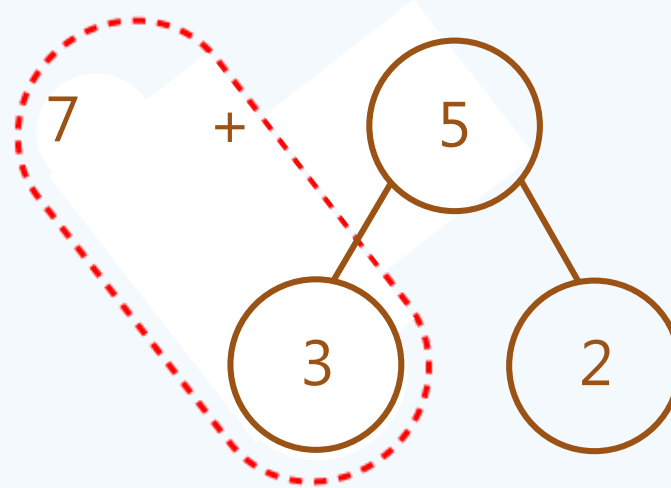
$$7 + 5 = 7 + 3 + 2 = 10 + 2$$

Three children can get in the first carriage and two children get in the next carriage.

Model: I can show the previous calculation in a whole part part diagram.

- First I partitioned the five
Three plus two is equal to five
- Then seven plus three is equal to ten
hunt for 10
- and ten plus two is equal to twelve.

• 1.11 Addition: three numbers and bridging 10 – step 5:2

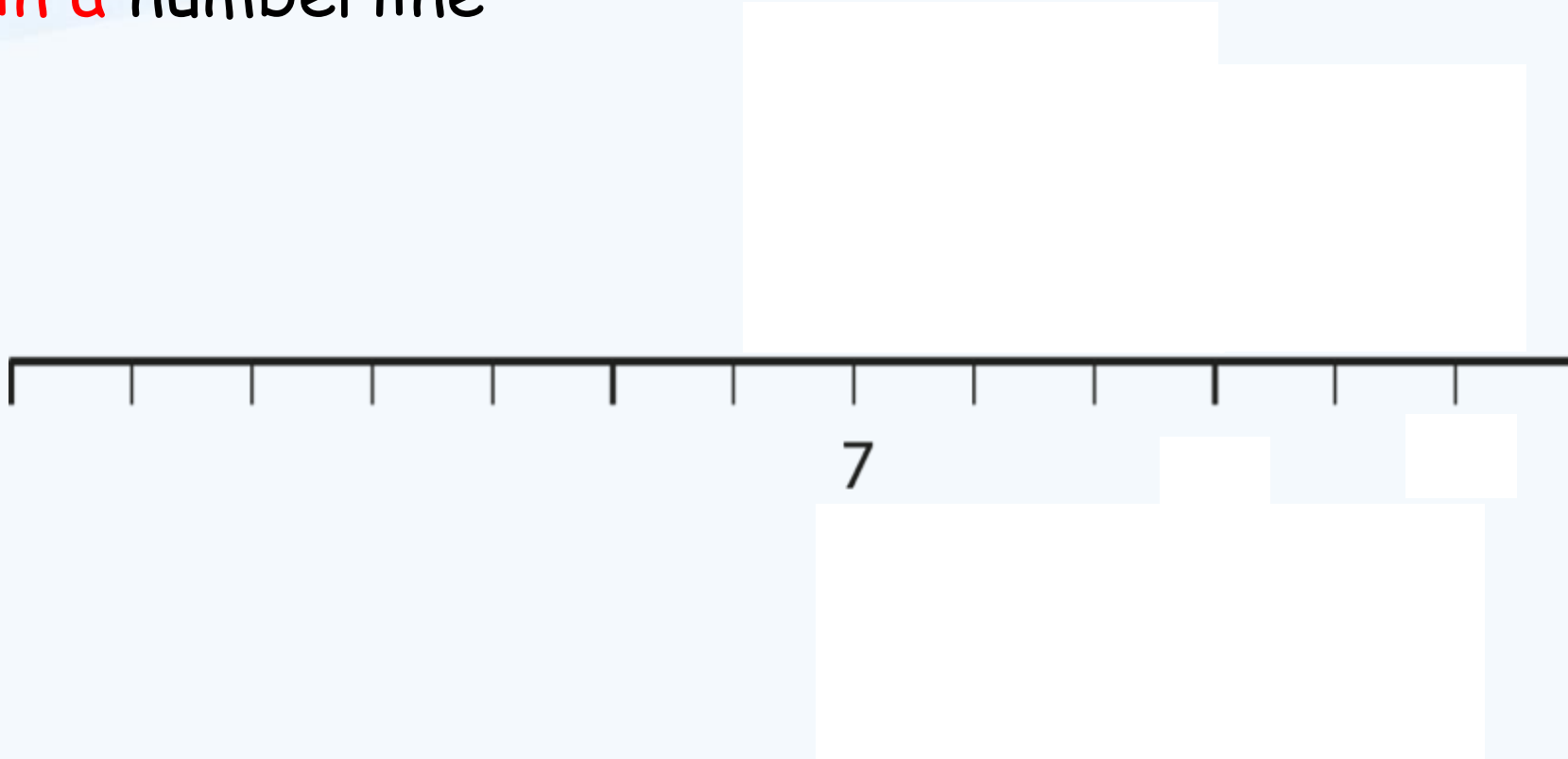


$$7 + 3 = 10$$

$$10 + 2 = 12$$

- 1.11 Addition: three numbers and bridging 10 – step 5:4

Model: I can show the previous calculation in a numberline



L.O. Can I add 3 numbers and bridge 10?

Model

$$7 + 7 = 7 + 3 + \boxed{4}$$

10

$$8 + 6 = 8 + \boxed{2} + \boxed{4}$$

10

You Practise

'Fill in the missing numbers.'

$$7 + 5 = 7 + 3 + \boxed{}$$

$$8 + 5 = 8 + 2 + \boxed{}$$

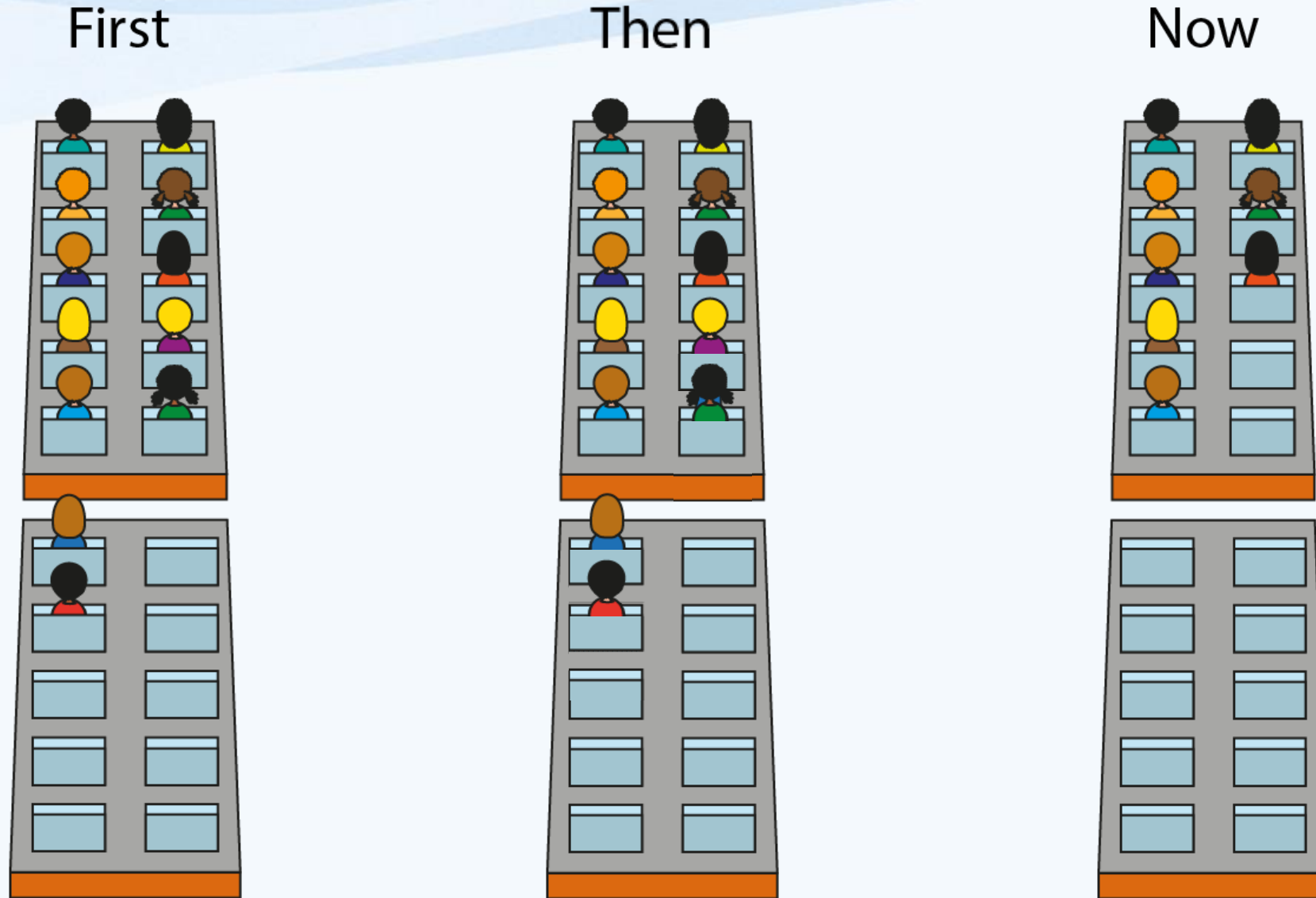
$$6 + 5 = 6 + \boxed{} + \boxed{}$$

$$9 + 5 = 9 + \boxed{} + \boxed{}$$

$$6 + 6 = 6 + \boxed{} + \boxed{}$$

Model
Number
story: First
there were
twelve
children on
the ride.
Then **four**
got off.
Now there
are **eight**
children on
the ride.

- 1.11 Addition: three numbers and bridging 10 – step 6:1



- 1.11 Addition: three numbers and bridging 10 - step 6:1

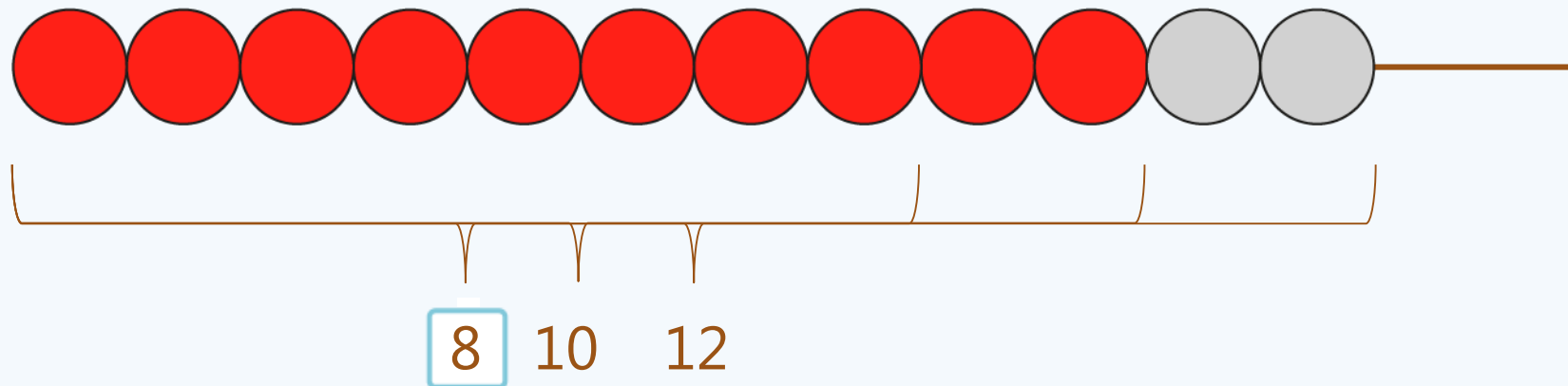
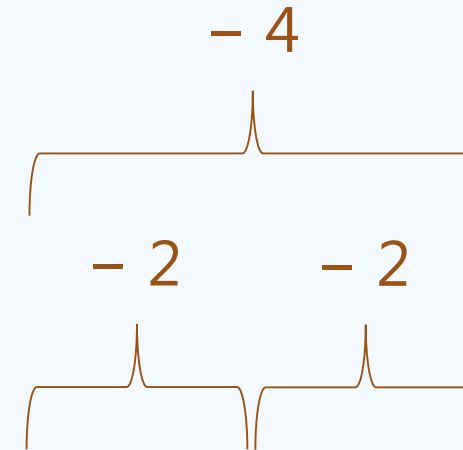
Model Number story using bead bar: $12 - 4 =$

We are going to partition the four into two and two

We first subtract two to get to ten

Then we subtract the remaining two from the ten

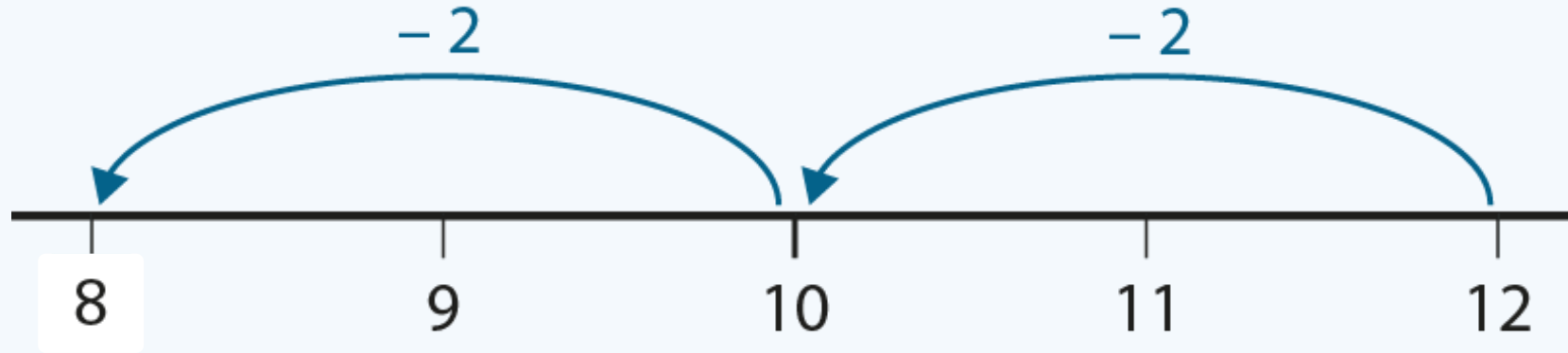
We already know that ten minus two is equal to eight



- 1.11 Addition: three numbers and bridging 10 – step 6:1

Model Number story: $12 - 4 =$

We can show this on a number line



- 1.11 Addition: three numbers and bridging 10 – step 6:1

Model Number story: $12 - 4 =$

We can make jottings

Parent/ carers Tip:

Finally write equations to express the two-stage process, showing the children how to jot down partitioning of the subtrahend and express the two steps. Some children may write:

$$12 - 2 = 10 - 2 = 8 \times$$

Make sure that you pick up this error, and show that $10 - 2 = 8$ must be written as a separate equation to avoid differing values on either side of the equals symbol.

$$\begin{array}{r} 12 - 4 \\ \quad \swarrow \searrow \\ \quad 2 \quad 2 \end{array}$$

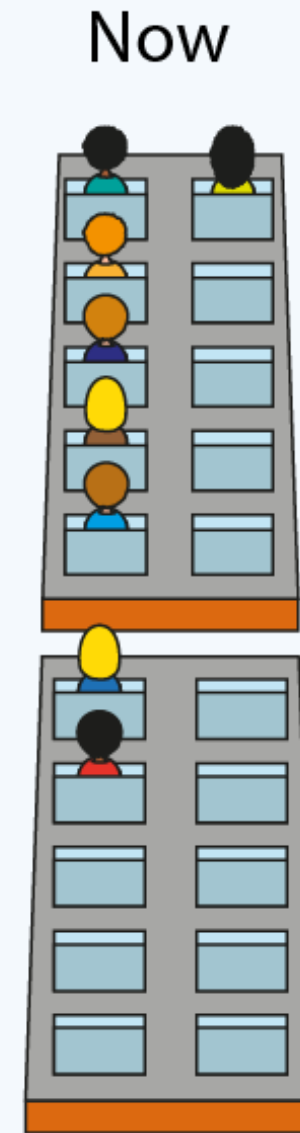
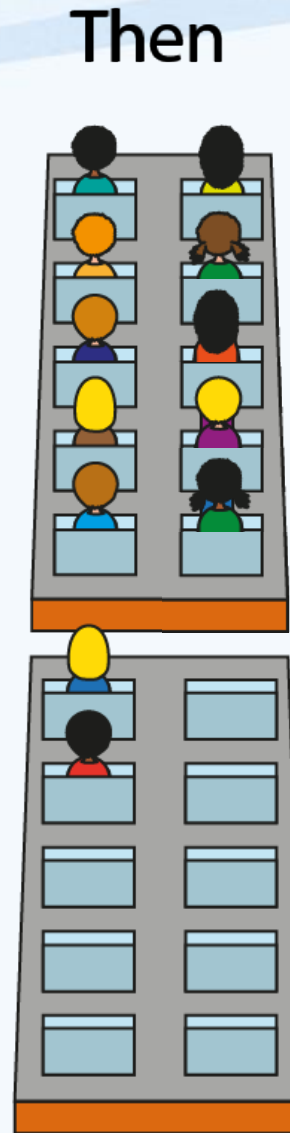
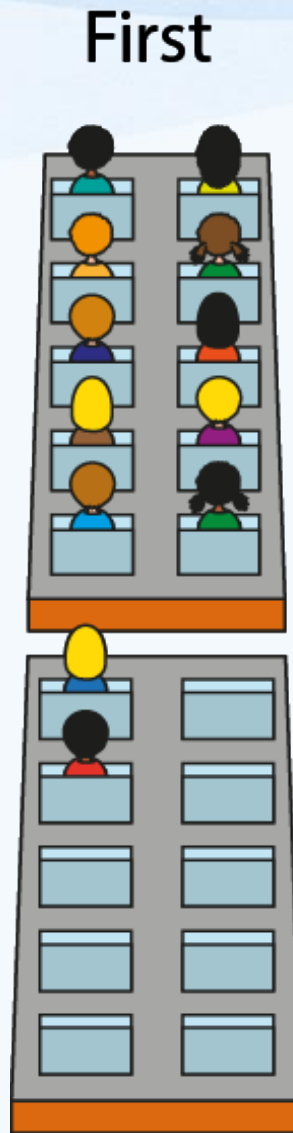
$$12 - 2 = 10$$

$$10 - 2 = 8$$

$$12 - 4 = 8$$

Model Number story: First there were **twelve** children on the ride. Then a **different four** got off. Now there are **eight** children on the ride.

- 1.11 Addition: three numbers and bridging 10 – step 6:2



First we take away four counters from the ten which means we have six left in the first tens frame.

Then we add on the other two; six plus two is equal to eight

- 1.11 Addition: three numbers and bridging 10 – step 6:2

Model Number story

We can make jottings

Parent/ carers Tip:

$$\begin{array}{r} 12 \\ \swarrow \searrow \\ 10 \quad 2 \end{array} - 4$$

$$10 - 4 = 6$$

$$6 + 2 = 8$$

$$\mathbf{12 - 4 = 8}$$

Model Number story

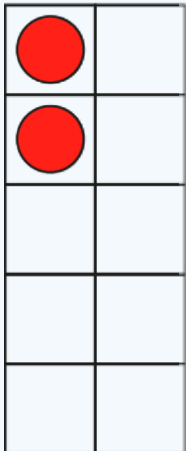
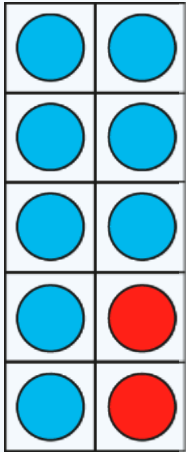
- 1.11 Addition: three numbers and bridging 10 - step 6:3

$$12 - 4 = 8$$

Here are the
two methods
side by side:

What's the
same?

What's
different?

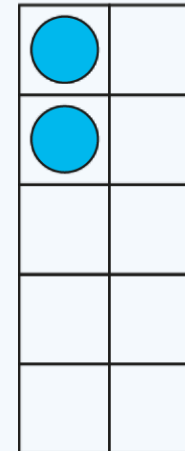
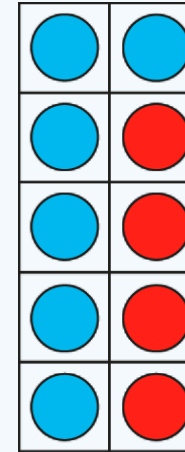


$$\begin{array}{r} 12 - 4 \\ \swarrow \quad \searrow \\ 2 \quad \quad 2 \end{array}$$

$$12 - 2 = 10$$

$$10 - 2 = 8$$

$$12 - 4 = 8$$



$$\begin{array}{r} 12 - 4 \\ \swarrow \quad \searrow \\ 10 \quad 2 \end{array}$$

$$10 - 4 = 6$$

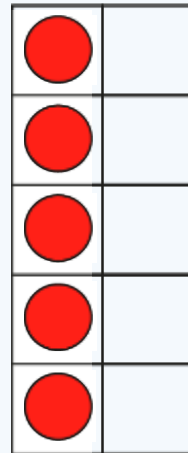
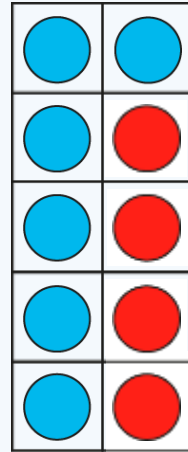
$$6 + 2 = 8$$

$$12 - 4 = 8$$

- 1.11 Addition: three numbers and bridging 10 – step 6:4

Model 15 – 9

Subtraction **through** ten:
Tens Frames



$$\begin{array}{c} 15 - 9 \\ \swarrow \quad \searrow \\ 5 \quad 4 \end{array}$$

$$15 - 5 = 10$$

$$10 - 4 = 6$$

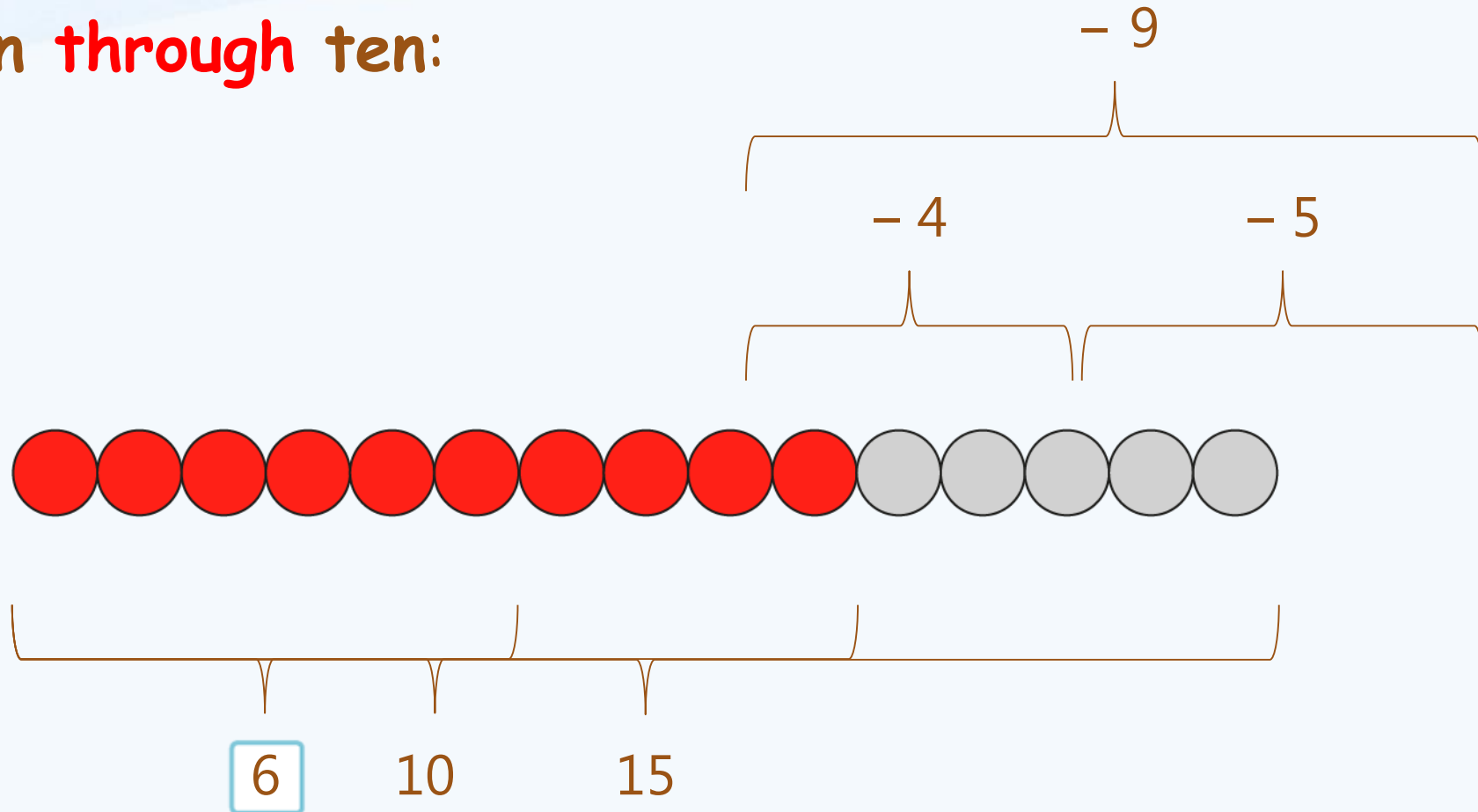
$$\mathbf{15 - 9 = 6}$$

- 1.11 Addition: three numbers and bridging 10 – step 6:4

Model 15 – 9

Subtraction **through** ten:

Bead bar

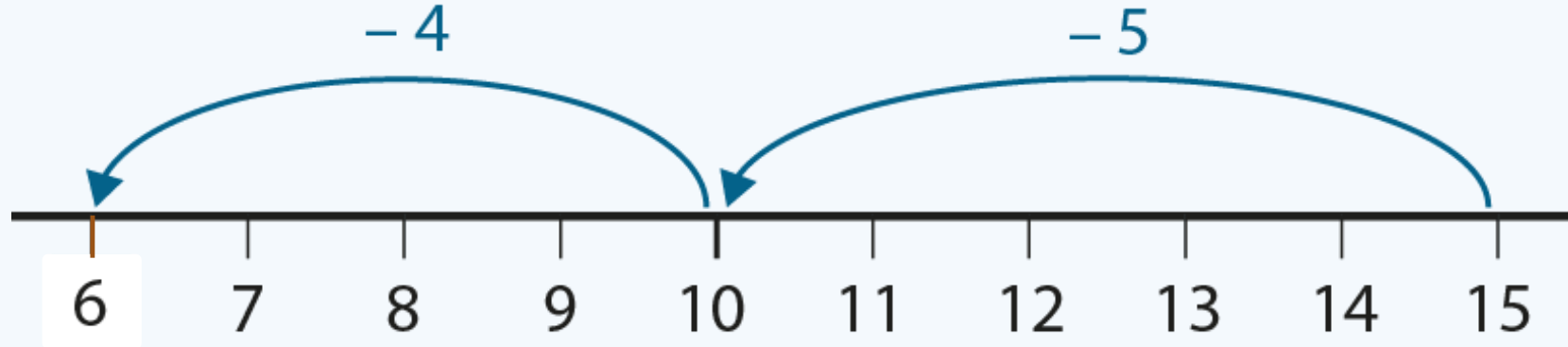


- 1.11 Addition: three numbers and bridging 10 – step 6:4

Model 15 – 9

Subtraction **through** ten:

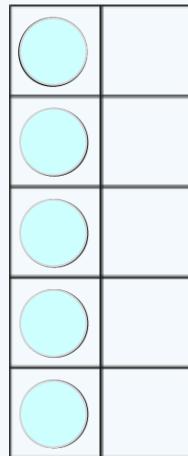
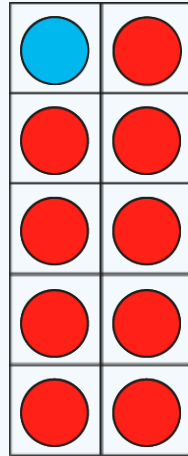
Number line



- 1.11 Addition: three numbers and bridging 10 – step 6:4

Model 15 – 9

Subtraction from ten:
Tens Frames



$$\begin{array}{r} 15 - 9 \\ \swarrow \searrow \\ 10 \quad 5 \end{array}$$

$$10 - 9 = 1$$

$$1 + 5 = 6$$

$$15 - 9 = 6$$

- 1.11 Addition: three numbers and bridging 10 - step 6:4

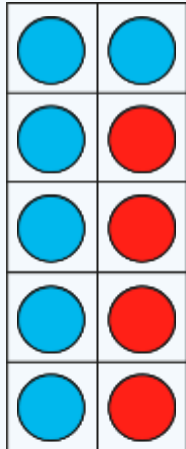
Model
15 - 9

Here are the
two methods
side by side:

What's the
same?

What's
different?

Through 10



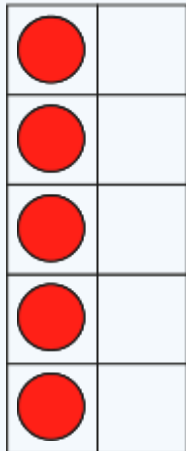
$$15 - 9$$

$$\begin{array}{c} 9 \\ \swarrow \quad \searrow \\ 5 \quad 4 \end{array}$$

$$15 - 5 = 10$$

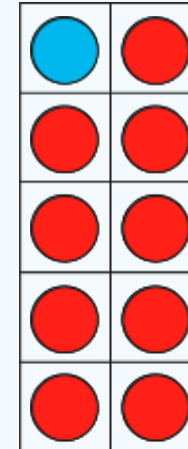
$$10 - 4 = 6$$

$$15 - 9 = 6$$



$$15 - 9 = 6$$

From 10



$$15 - 9$$

$$\begin{array}{c} 15 \\ \swarrow \quad \searrow \\ 10 \quad 5 \end{array}$$

$$10 - 9 = 1$$

$$1 + 5 = 6$$

$$15 - 9 = 6$$



L.O. Can I solve missing difference equations?

Practise: Choose either counting **through ten** or counting **from 10** to practise the two methods learnt. Remember, we are trying to avoid using fingers.

'Fill in the missing numbers.'

$$11 - 3 = \square$$

$$14 - 6 = \square$$

$$12 - 9 = \square$$

$$16 - 7 = \square$$

Parent/ carers tip:

Because subtractions that bridge ten require several steps (with either strategy), at this stage in Year 2 children are likely to need lots of practice in order to become fluent.

You will need to carefully support children in progressing to the completion of these calculations without using counters and without counting back in ones to get an answer.

L.O. Can I solve missing difference equations?

Practise: Choose either counting **through ten** or counting **from 10** to practise the two methods learnt. Remember, we are trying to avoid using fingers.

Try these number stories:

1) There are **eleven** apples in a bowl.
We **eat seven**.
How many are **left**?

2) I have **fourteen** paintbrushes to wash.
I have **washed eight** already.
How **many more** do I have to wash?

L.O. Can I add 3 numbers and bridge 10?

Apply: What I should know! There is a special relationship between addition and subtraction. Its called the **inverse**.

'Fill in the missing numbers.'

$$5 + 8 = \boxed{}$$

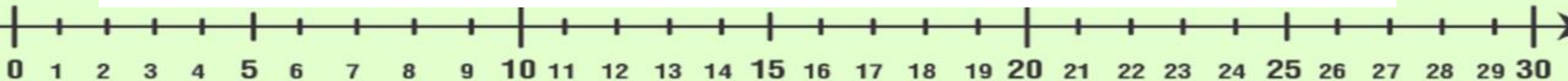
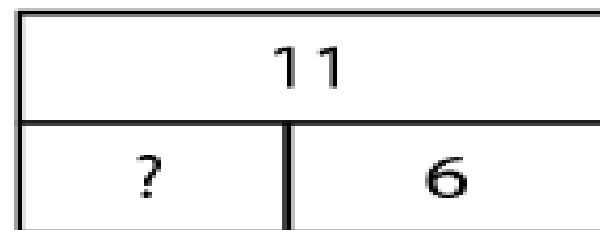
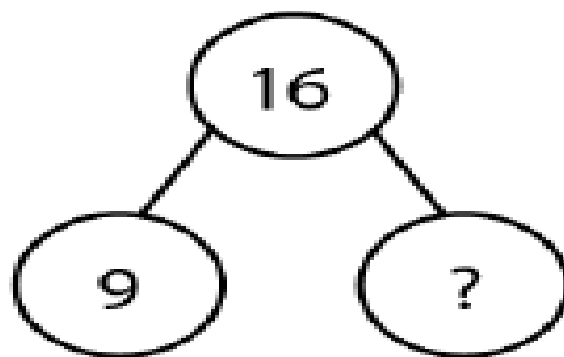
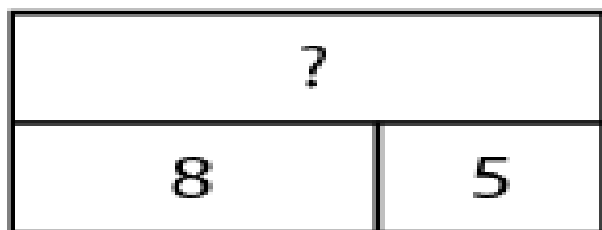
$$9 + \boxed{} = 16$$

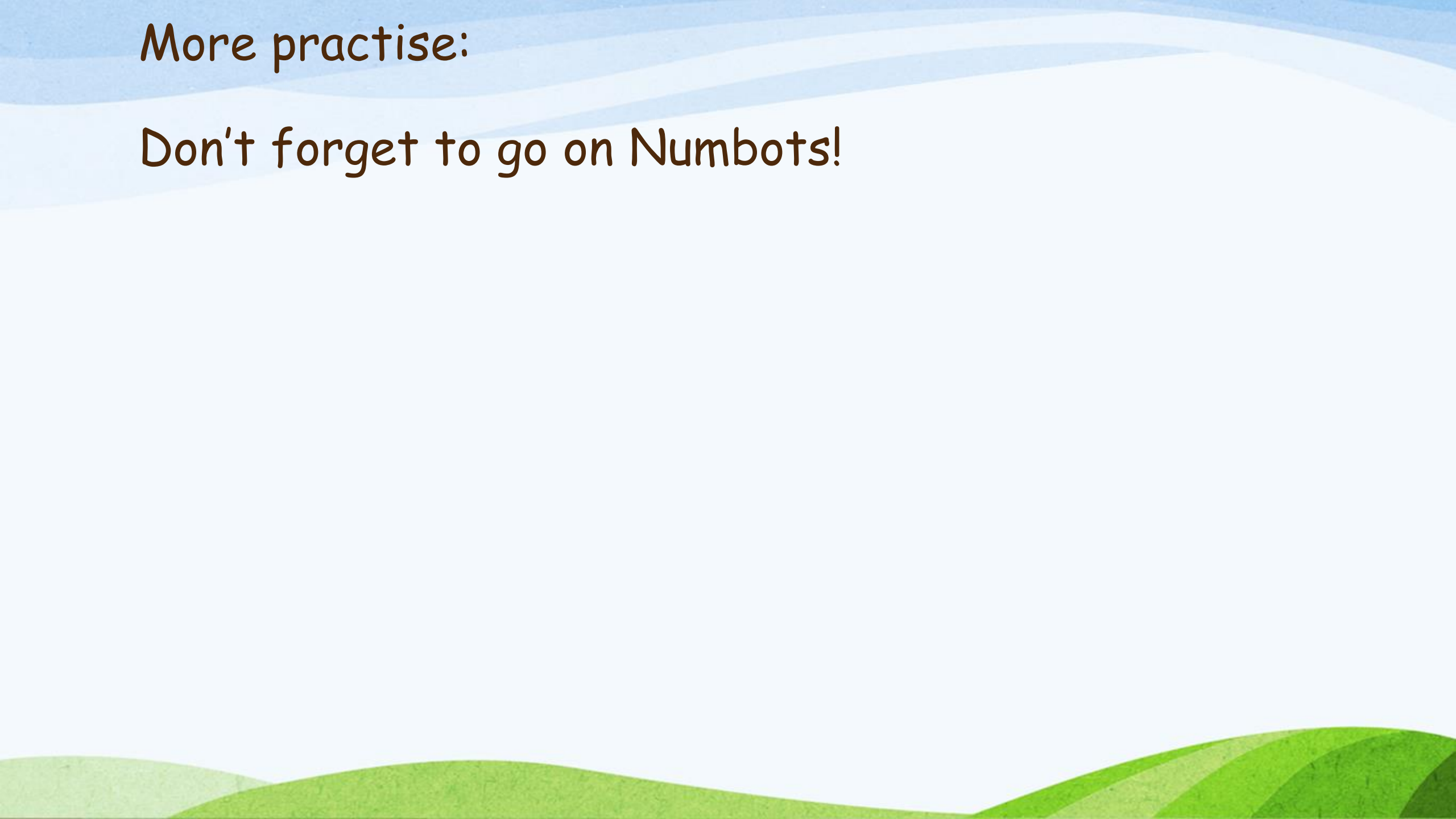
$$\boxed{} + 6 = 11$$

$$\boxed{} - 8 = 5$$

$$16 - \boxed{} = 9$$

$$11 - 6 = \boxed{}$$





More practise:

Don't forget to go on Numbots!

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

Review - a grapheme

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

Same spelling different sounds

yellow

dry

happy

Review - Revise phase 5 sounds

Parents/ carers Tip:

When children play this game, get them to robot talk the sounds in the word, then blend it **BEFORE** deciding whether it is fake or real.

t - ay tay FAKE
• •

<https://new.phonicsplay.co.uk/resources/phase/2/buried-treasure>

Phonics play -

Username: march20 Password: home

Practise reading these tricky words

- many
- laughed
- because
- different
- any
- eyes
- friends
- once
- please

Parents/ carers Tip:
When the children are first reading these words, check whether they can put the word in a sentence to check understanding. If they can't, provide them one.

The aim is to be able to read these words fluently. So practise in order until can read fluently. Then point out of order, until they can read fluently without sounding out.

Practise reading these sentences.

**Many of my friends laughed because
I wore two different shoes.**

Practise reading these sentences.

**I opened my eyes, laughed once and
said please.**

Practise reading these sentences.

**I didn't want any tea because I ate
too many sweets.**

Word of the day

Mrs Maloney

Mrs Thornely

grass

work

I played football on the grass.

When I finished my work, I played outside.

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?

What is a noun phrase?

What is a verb?

Review:

What is a noun? Nouns are the names of people, places and things.

What is a noun phrase? You can add other words to nouns to describe them.

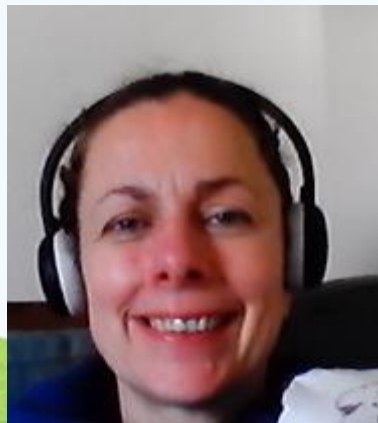
What is a verb? A verb is a doing word (hop, skip, paint) or a being word (is, was, were, am, are)

Model: Verbs with **-ing** on the end show that something **is happening** or **was happening**.

The dog **is sleeping**.



I **am listening**.



We **were skipping**.



English - Grammar Practise: L.O. Can I identify and use -ing verbs in a sentence?

Read the sentences. Write them carefully in your home learning book and underline the -ing verb. Draw a picture to illustrate it.

- 1) My friend is watching television.
- 2) The children are playing in the park.
- 3) I am listening to the radio.

English - Grammar Practise: L.O. Can I identify and use -ing verbs in a sentence?
Write out these -ing verbs.

1) miss + ing = **missing**

2) cry + ing = _____

3) ask + ing = _____

4) call + ing = _____

5) end + ing = _____

English - Grammar Apply: L.O. Can I identify and use -ing verbs in a sentence?

In your home learning book, write the sentences neatly and add -ing to the verb to complete the sentence.

1) The bees are _____ around the flower. **buzz**

2) I was _____ a lovely song.

sing

3) We are _____ about verbs.

learn

Recap: What is a verb?

What is a verb with **-ing** on the end?

Parents/ carers – help children learn the definitions learnt so far.

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?





Music

Parents/ carers we are now moving onto our music lesson

This week's Music task is to learn the beautiful song *One Moment, One People* from the Singup website link:

<https://www.singup.org/home-schooling>

Miss Holland thought it would be nice for the whole school to learn a song. She has asked her class to practise the above song every day this week. Then with your parents permission, she thought it would be nice if you sung it to a family member that you are unable to see at the moment. Isla has really enjoyed learning and singing this and I hope you do too!

The screenshot displays the 'Home Schooling Area' of the Singup website. On the left, there are age-specific resource boxes: 'Age 4-7', 'Age 7-11' (highlighted with a purple starburst), 'Age 11-16', and 'Sign language and Makaton'. An orange arrow points from the 'Age 7-11' box to a central area. This central area contains several resource cards: 'WARM UP AND SING Playlist' with a colorful geometric logo, 'LEARN THE SONG: One moment, one people' (highlighted with a purple starburst), 'LEARN ABOUT: Trees' with a forest image, and 'LEARN ABOUT: Continents and oceans' with a world map. Another orange arrow points from the 'LEARN THE SONG' card to the right, where two video thumbnails are shown: 'Learn the song with Beccy Owen' and 'Lyric video', both featuring the song title 'One moment One people' and the Singup logo.

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



Picture Painting



Thinking skill: enquiry, creative, reasoning

What you need: Paint, water pot, paint brush, a picture book story

What to do:

- Tell the children that you are going to read them a story or play one of the ones the staff read on the school website folder, 'story time.'
- Tell the children they can paint a picture of something that happens in the story, a character, a landscape, or something inspired by the story.
- They can put up their hands if they want to ask a question to do with the story or with their painting, such as *How do I paint a big sky?* and ask others for suggestions.
- Encourage the children to help each other and to find their own solutions for interpreting the words and painting a picture.
- Compare the paintings.

Now try this:

Instead of listening to a story, the children can listen to different styles of music and draw a picture or pattern inspired by it.

If you don't have paint? Use other drawing materials e.g. felt-tips or crayons.

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>



A graphic for April Fools' featuring the words "APRIL" in pink and "FOOLS" in black. The "O"s in "FOOLS" are replaced by a stylized face with black hair, a yellow nose, and a black mustache. The entire graphic is set against a white and grey checkerboard background and is enclosed in a decorative brown frame with scrollwork corners.

APRIL
FOOLS

Fingers crossed that
you haven't been
pranked!

Stay safe and looking
forward to seeing you
tomorrow!

Mrs Thornely